



I-LEAD

REIMAGINING
BUSINESS EDUCATION

THE FUTURE OF LEARNING & TEACHING

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**KING'S
BUSINESS
SCHOOL**

DECOLONISING AND DIVERSIFYING QUANTITATIVE METHODS TEACHING

PROJECT CONTRIBUTORS

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Project Funding:

KBS Innovative Education Fund

KCL Race Equity and Inclusion Fund

King's Undergraduate Research Fellowship

KBS/DPSol Research Skills & Careers Accelerator Programme

**Additional thanks
to colleagues
from KBS, King's
Academy, and
I-LEAD.**

BACKGROUND—WHY THIS PROJECT?

About the Module

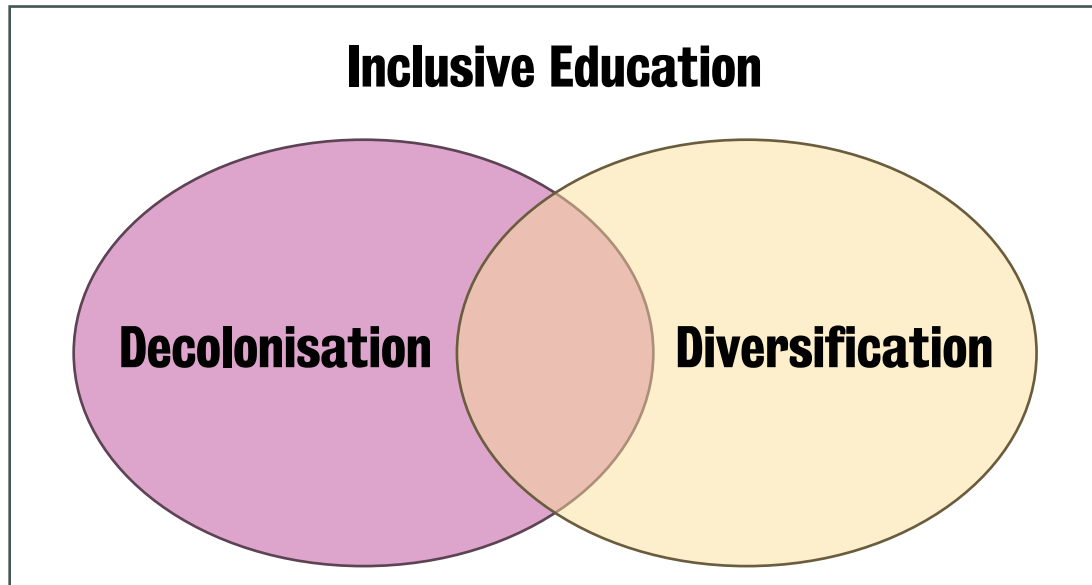
- Quantitative Data Analytics: 2nd year core module for BSc Business Management & BSc International Management students.
- Ten week programme, with the goal of mastering regression (alongside other foundational statistical tests).
- Historic issues with student engagement and motivation.
- Wide variety in ability/disciplinary background.

Why Decolonise Quantitative Research Methods?

- Western methods dominate, and are often presented as universal or neutral, ignoring their socio-historical roots.
 - E.g. <1% of RM reading lists came from Global South authors (Munster, 2021)
- Data is seen as objective, when it is socially and culturally situated—students can't question what isn't made visible.
- We can't claim to teach 'global' business and only privilege a narrow range of approaches.
- Alienates diverse learners, if content doesn't reflect a range of lived experiences.

DEFINING DECOLONISATION AND DIVERSIFICATION

“Decolonisation entails dismantling colonial forms of educational practice and knowledge. Diversity is often about adding resources and examples to ensure teaching materials better reflect the staff and student body.” (Everett et al., 2023)



Our Project Principles:

- Reflexivity and positionality
- Decolonisation as ongoing and incomplete
- Centring student voice and co-creation
- Disrupting traditional research norms

How our students defined the project:

1. **Content diversity:** materials reflecting global and cultural diversity (particularly non-Western).
2. **Inclusive teaching practices:** interactive learning, consistent support from educators, learning accessible to all

QUANTCRIT FRAMEWORK (Gillborn et al., 2018)

The centrality of racism

Racism and systemic inequality are embedded in society and shape every aspect of the research process

Numbers are not neutral

Quantitative methods are often treated as value-free, but they reflect the assumptions, values, and biases of those who design and use them.

Categories are neither 'natural' nor given – they are socially constructed

Constructs like race, gender, and sexuality are not natural or fixed—they are shaped by dominant norms, political agendas, and researcher choices.

Voice and insight – data cannot speak for itself

Researchers must ask whose voices are included or excluded, and whose interests are served by the analytical decisions they make.

Social justice/equity orientation

Research is never apolitical. QuantCrit calls for methods to be explicitly oriented toward justice and the dismantling of structural inequalities.

QUANTCRIT IN A GROUP RESEARCH PROJECT

1. **Lecture introducing QuantCrit**
2. **Positionality statements**
3. **Asset-based research design**
4. **Evaluation of demographic categorisations in the project survey**
5. **QuantCrit assessed in end-of-module exam**

- “The list includes ‘Arab’, but some individuals from North Africa (e.g., Egypt, Algeria, Morocco) or the Middle East (e.g., Iran, Turkey, Kurdistan) may not identify as Arab. A separate ‘Middle Eastern/North African (MENA)’ category might improve representation.”
- “The nationality list is not updated and should rather be taken from the current United Nation's website to reflect up to date country names.”
- “need to explain about the non-binary/third gender or use only male/female to avoid confusion”

Deficit model: Why don't more women and people from global majority backgrounds apply for leadership positions in our company?

IVs: confidence, work ethic, caregiving responsibilities, etc.

Asset-based model: Why are leadership positions in our company less accessible to women and people from global majority backgrounds?

IVs: managerial support, perceived inclusivity of workplace culture, mentorship, etc.

QUANTCRIT ACROSS THE MODULE

1. **Unpacking the history of quantitative methods**

- Acknowledging historical and epistemological roots, e.g. positivism
- Problematising the ‘founding fathers’ of statistics by discussing their connection with the eugenics movement, and the use of statistics to promote this

2. **Criticality around research processes, including categorisation of variables**

- Teaching students to evaluate how studies are designed and interpreted
- Challenging binary categorisations (e.g. gender).

3. **Role of the researcher in interpreting data**

- Demonstrating how framing and language influence findings interpretation.
- New tutorial case added on reporting bias

4. **Diversification of reading lists**

- Inclusion of texts on QuantCrit, statistics and eugenics, algorithmic bias and storytelling; incorporation of multimodal resources

STUDENT REACTIONS: A MIXED PICTURE

- Some engaged deeply with critical content
- Others focused on technical skill—a few inferred that critical material distracted from the main purpose of the module
- Students described the module as “inclusive” but often meant “fair and equal”.
- Not all wanted or expected ‘disruptive’ content.
- Formal module evaluation scores were fairly static compared to the previous year.

“I don’t really understand how a module can be not inclusive actually, unless the professors go out of their way to make certain students feel excluded and unwelcome.”



Informal
peer
interviews



Inclusivity
survey
(T1, T2, T3)



Formal module
evaluation
survey



Student
interaction
on Moodle

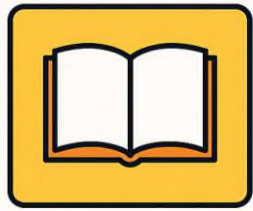


Student
performance

[One thing that has stuck with me is] “How data can be manipulated to tell different stories depending on the period of time being looked at and the context – how statistics can be used to shape narratives”

“I like being able to interpret things I used to skip in reports”
“I enjoyed getting to understand how to work with real data.”
“SPSS is fun. I would prefer for the module to be more quantitative.”

A COMPLICATED BALANCING ACT!



CONTENT



ASSESSMENT
AND FEEDBACK

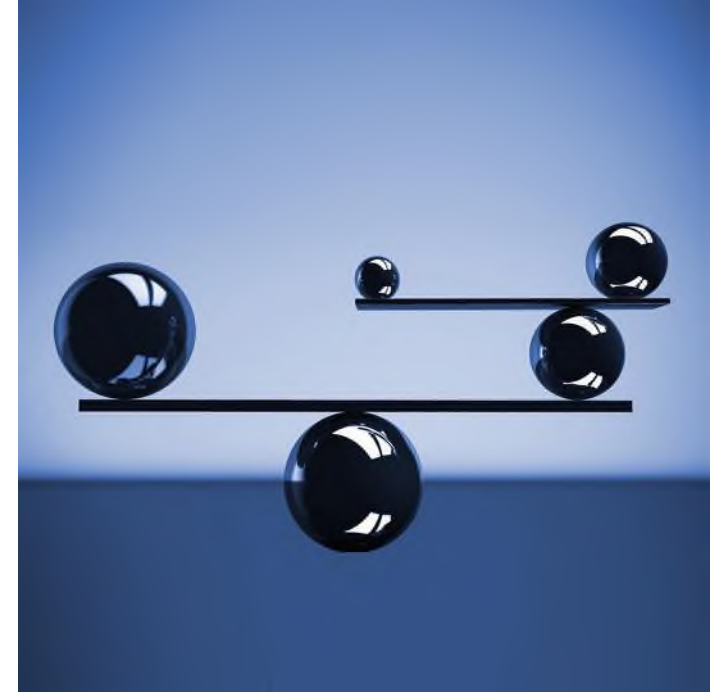


CLASSROOM
INTERACTIONS



STUDENT
LEARNING
JOURNEY

- Decolonisation involves multiple, sometimes conflicting, priorities
- Changing one area can negatively affect others—all equally important
- For example, adding decolonised **content** may:
 - Make **student learning journey** more complex
 - Require changes to **assessment and feedback**
 - Undermine **classroom interactions** (e.g., require shift towards more didactic lectures)



DECOLONISATION AS AN INSTITUTIONAL AND GLOBAL CHALLENGE: TWO REFLECTIONS

- When institutions claim to promote decolonisation, but don't provide meaningful space, time, funding or recognition to these kinds of efforts, it becomes 'decolonial washing' (Le Grange et al., 2020)
- As an academic community, if we continue to use the names of Pearson, Fisher, etc., in our statistical tests, our textbooks, and our classes, what kind of message does this communicate to our students?

ANY QUESTIONS?

Please come to our free in-person Workshop: Inclusive Education in Action

- Bush House, London, Thursday 10th July
- Panel of experts sharing decolonisation and diversification practice (Sally Everett, Danielle Tran, Caroline Chapain, Sami Safadi)
- Interactive activities for participants to reflect on and adapt their own teaching practices

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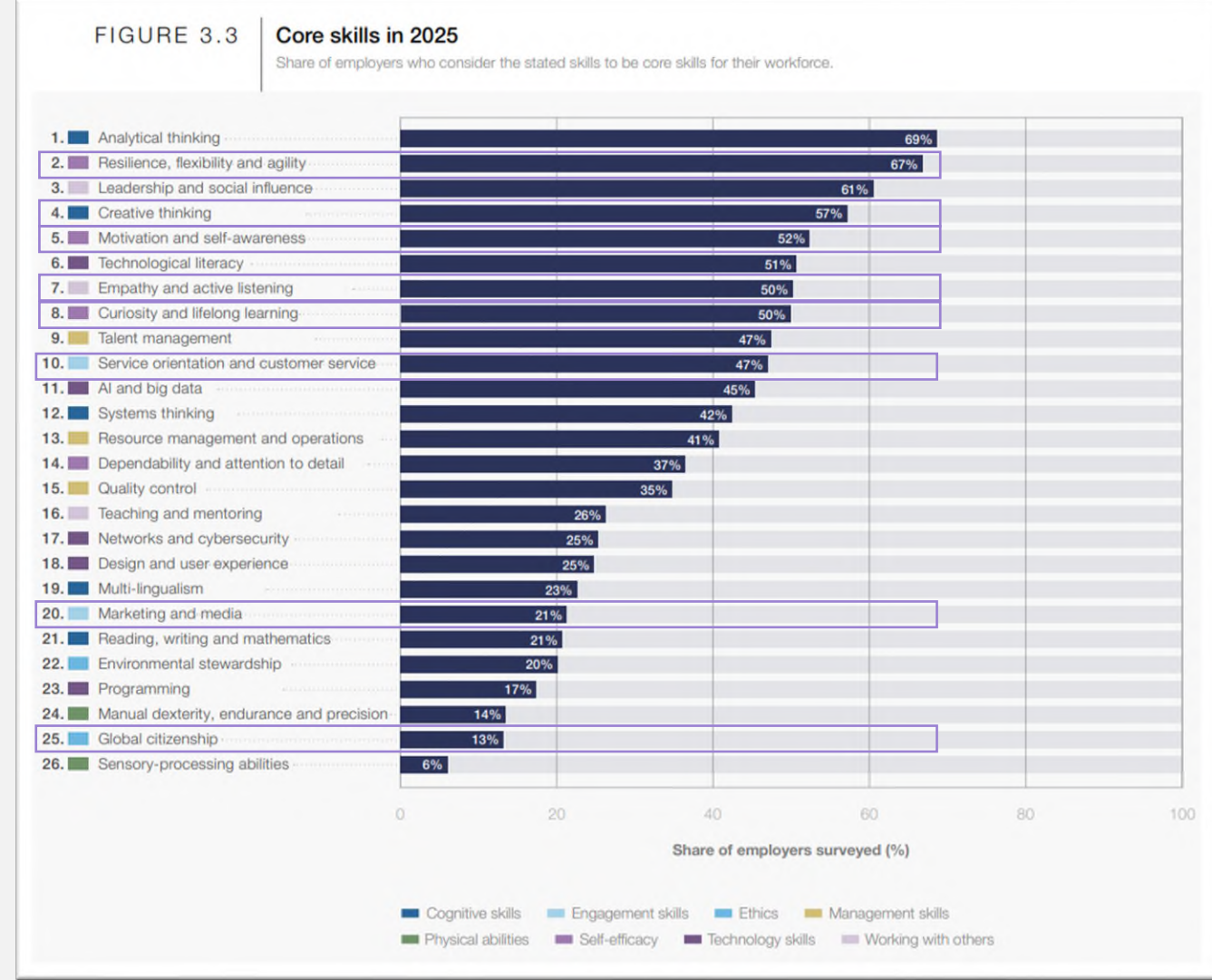


Increasing employability through entrepreneurial skills development

Dr Ema Talam, CMBE FHEA FEEUK

Introduction

- Skills have social and economic benefits (UK Parliament, 2024):
 - Basic skills;
 - Essential skills;
 - Technical skills (UK Parliament, 2024);
- There are some evidences of increasing interest in entrepreneurship (Enterprise Nation, 2025);
- Team working, critical thinking and problem solving, communication, and entrepreneurial skills broadly are skills that employers indicated as important for employability (CMI, 2021);
- According to the research evidence that we have so far, enterprise education can successfully lead to entrepreneurial skills development.



Source: World Economic Forum (2025)

The case for enterprise and entrepreneurship education

- Evidence suggests that enterprise and entrepreneurship education have a range of positive outcomes:
 - Perceived positive impact on employability (Sanusi et al., 2017);
 - Improved skills, knowledge and attitudes towards venture creation (Carpenter and Wilson, 2022; Cui and Bell, 2022; Maragh, 2024);
 - Increase in graduate business startups and overall job creation, which can in turn lead to economic growth and development (Carpenter and Wilson, 2022);
 - Entrepreneurial skills development (Maragh, 2024) and development of knowledge, skills and attitudes related to entrepreneurship (Kozlinska et al., 2020);
 - Increase in social capital (Maragh, 2024);
 - Increase in self-efficacy (Maragh, 2024);
- Entrepreneurial skills and mindsets can be developed by pedagogical interventions (Lindberg et al., 2017)

Seven Skills of an Entrepreneurial Mindset by King's Entrepreneurship Institute

- Developed by Rachel Stockey, Head of Skills at King's Entrepreneurship Institute, as a result of extensive research, and King's Entrepreneurship Institute's work within entrepreneurial ecosystem;
 - The key questions explored were:
 - What does it mean to be entrepreneurial?
 - What makes entrepreneurs different – how do they behave that's different to working as an employee?
- Framework that underpins all of King's Entrepreneurship Institute's programming, and allows us to track entrepreneurial skills development of students, and brings entrepreneurial skills closer to the students

CO **M** PEL
GET **I** T DONE
THI **N** K LEAN
VALI **D** ATE
DI **S** RUPT
BUILD T **E** AMS
COMMIT **T** O GROWTH

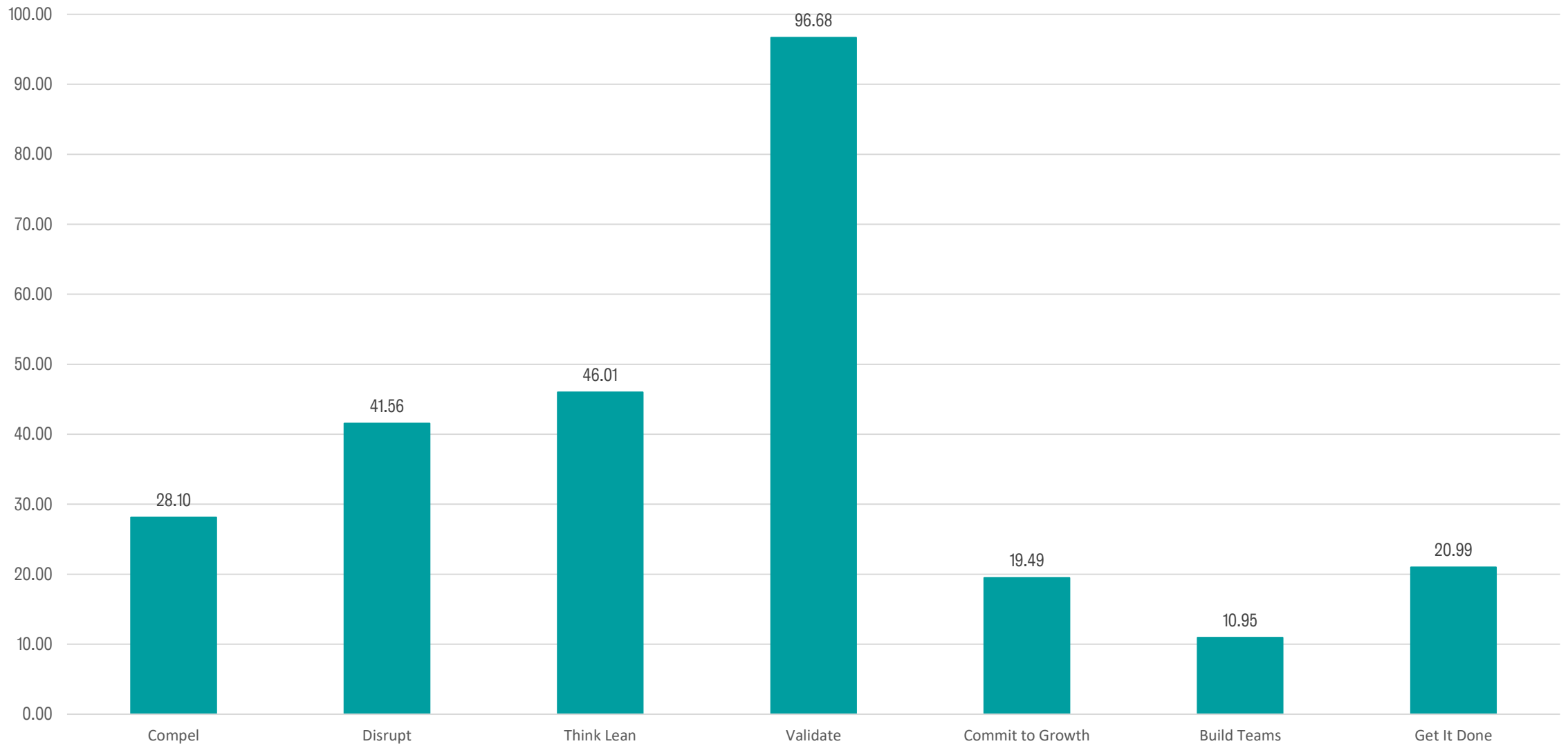
Gamechangers programme

- Individuals can face internal and external barriers to entrepreneurship:
 - Internal: fear of failure, lack of self-confidence, lack of motivation, unsupportive network, etc.;
 - External: lack of wider support from state, chambers of commerce, etc. (Khanin, 2021);
- Entrepreneurial opportunities and outcomes can be impacted by individual's backgrounds, including economic and ethnic background (British Business Bank, 2020);
- Gamechangers programme – unique internship-like opportunity for students from underrepresented backgrounds

Evaluation of Gamechangers programme

- Assessment of skills development, through pre- and post-programme questionnaires;
- Semi-structured interviews with programme participants following the completion of the programme

Changes in confidence in relation to Seven Skills of an Entrepreneurial Mindset – Gamechangers programme 2024



Evaluation of Gamechangers programme

- Key themes that emerged in the thematic analysis of semi-structured interviews:
 - Motivations to join the programme
 - Skills development that occurred during the programme
 - Exposure to entrepreneurship as a result of the programme
 - Programme delivery

Evaluation of Gamechangers programme

- Motivations to join the programme:
 - Uniqueness of the opportunity;
 - “I might not get an opportunity to go on the programme like this again,..., whereas I could probably get another internship to work for someone.” (Interviewee 2)
 - Drive to focus on idea or develop pre-existent idea;
 - Paid opportunity;
 - “If it was not funded, I wouldn’t have been able to take part.” (Interviewee 4);
 - “...it made learning process more easier and more motivating” (Interviewee 6)

Evaluation of Gamechangers programme

- Skills development that occurred during the programme:
 - Range of skills were developed, including communication and public speaking skills, decision making skills, opportunity recognition and validation, and entrepreneurial skills broadly
 - “... it is an opportunity to get a set of skills which, ..., at university, they don’t really teach you.” (Interviewee 3)
 - Transferability of skills into work and part time opportunities
 - “... entrepreneurial skills are transferable” (Interviewee 3)
 - Framework used
 - “... I really found it helpful because it made it easier to understand” (Interviewee 6)

Evaluation of Gamechangers programme

- Exposure to entrepreneurship as a result of the programme:
 - No or limited exposure to entrepreneurship before;
 - Shift in perceptions about entrepreneurship;
 - “Before the programme, it was this faraway thing that only people who have generational wealth are able to participate in.” (Interviewee 4)

Conclusion

- Enterprise and entrepreneurship education leads to a number of tangible benefits, that extend beyond skills, behaviours and knowledge related to entrepreneurship;
- External and internal barriers to entrepreneurship exist;
- Gamechangers programme – unique internship-like opportunity available to King's students – was successful in skills development, and removing barriers to entrepreneurship

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**UWE
Bristol**

University
of the
West of
England

Transformative Multicultural Pedagogies for Addressing Inequalities in Higher Education: A UK Case Study

Dr Ifeoma Dan-Ogosi

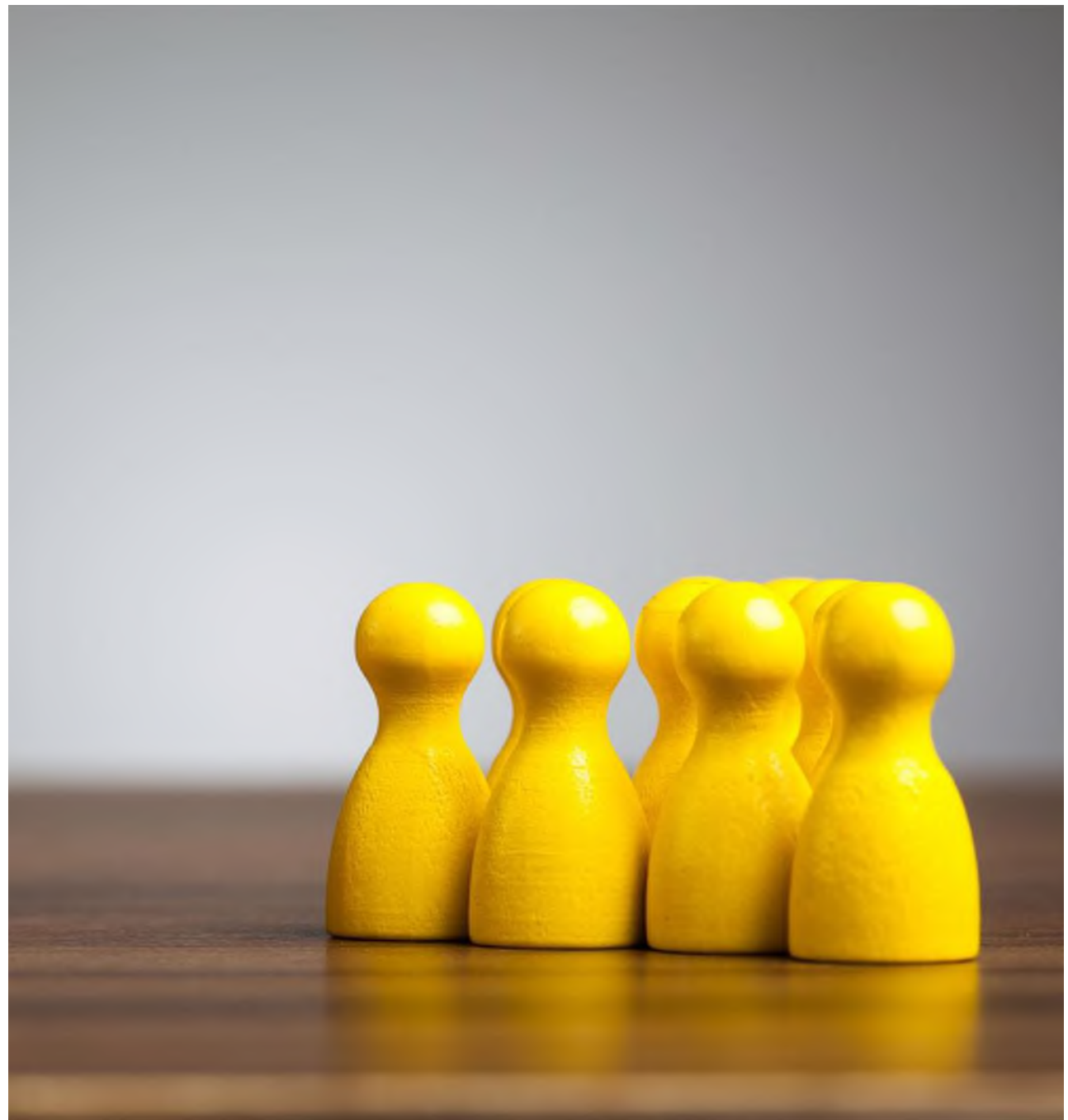
Senior Lecturer in Public Health

University of the West of England

Reimagining Education: The Future of Learning & Teaching conference 2025

Outline

- Introduction
 - About me & My WHY
- ✓ Transformative pedagogies
- ✓ Evidence-base
- ✓ My Multicultural Classroom
- ✓ Techniques & Tools
- ✓ The practice of love & freedom
- ✓ Findings
 - ✓ Impact on grades & feedback from students



My WHY- going into HE teaching



- Historical struggles with traditional teaching methods- home & abroad
- Hidden Curriculum & Vagueness in assessments
- My compressed MSc study beyond borders – absence of deep learning
- Desire for experiential learning

Transform Learning Through:

- Empowering students to take control of their learning –critical consciousness –building global citizenship
- To bring out the best in my students through compassion
- Joy & fun in classrooms: engagement
- Improve critical skills – thinking, reading, writing
- Impact the future of work – employability to match the changing landscape of work
- Encourage connection and inclusivity to reduce inequality

Evidence: Academic Success & Wellbeing

- Culturally appropriate/responsive curriculum (Thomas & Quainlan, 2022)
- Feeling safe (Lacoe, 2020): [Too Scared to Learn? The Academic Consequences of Feeling Unsafe in the Classroom](#)
- Sense of belonging at university (Freeman, Anderman and Jensen 2007).
- [Friends and family support for coursework](#) (Last Friday at the Race, Assessment and HE, by [ECRG](#) Dr Paul Campbell)



Access and Participation Plans: Getting More Bang for Your Buck

£565 million by 2024-5, with around 60% spent on financial bursaries and scholarships.

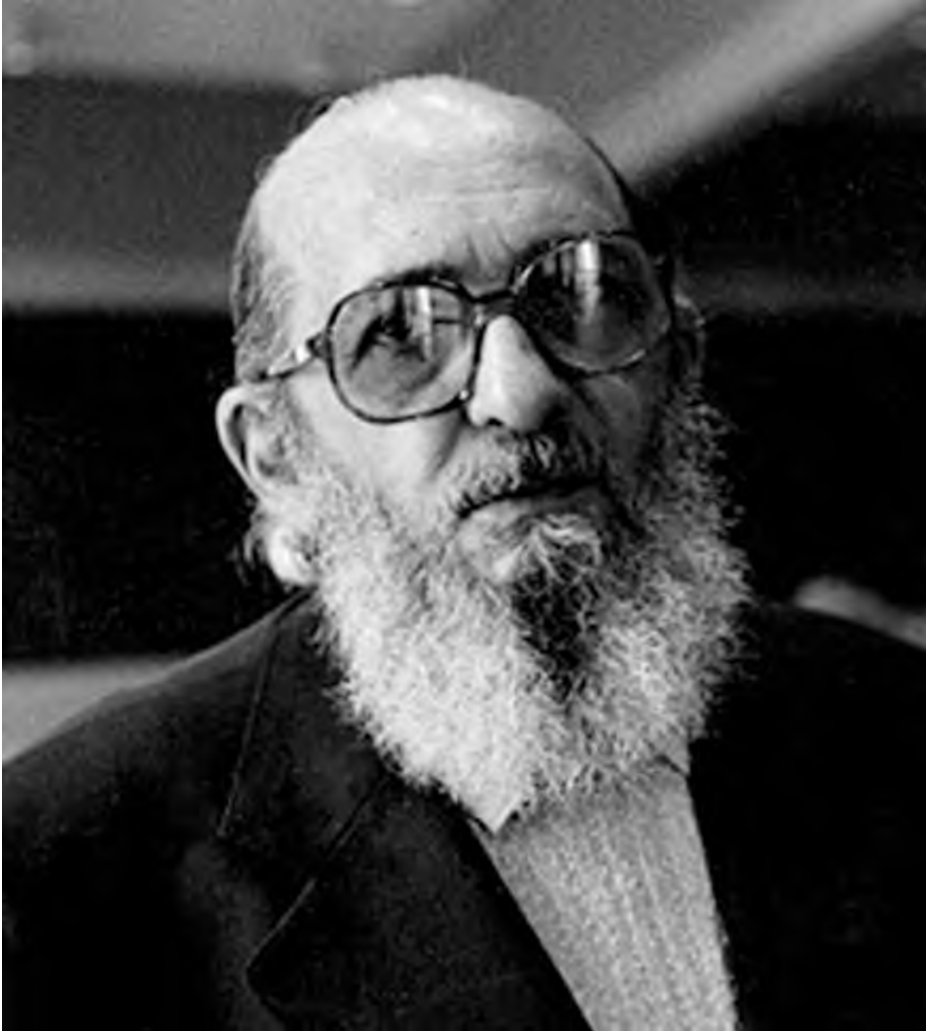
Funded by HE providers that charge the higher-level tuition fee of £9,250 ([Moores & Woodfield, 2023](#))

My Multicultural Classroom: The Story So Far!



- Lead the UG/PG Public health leadership & management courses
- **Light bulb moment**
- Multicultural student population
- Also... Globalisation = a more diverse population
- **Curriculum Redesigned** to fit
- Multicultural leadership
- Neurodiversity
- Gender-related work

Paulo Freire; The Pedagogy of the Oppressed



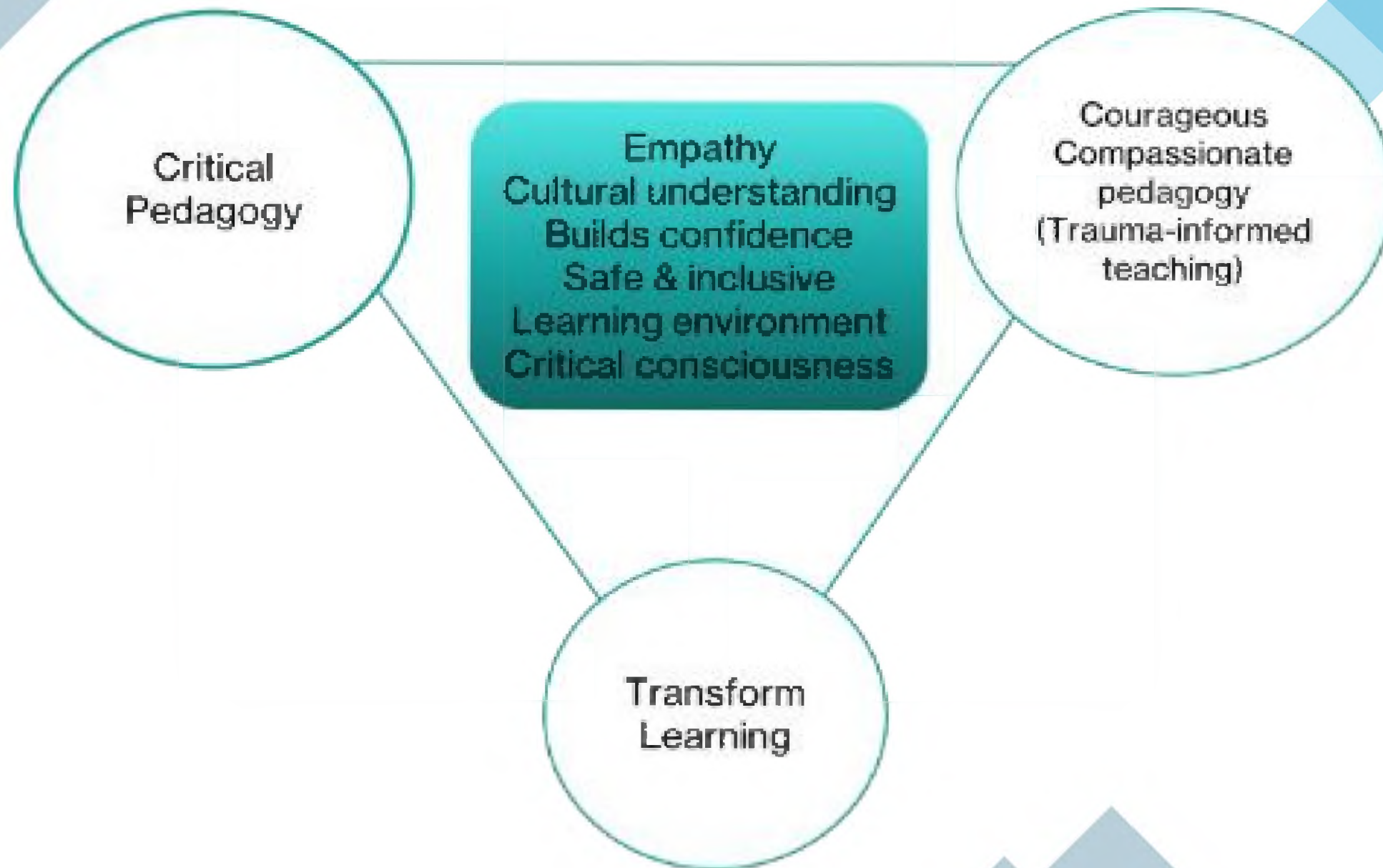
“Education must begin with the solution of the student-teacher contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students.”

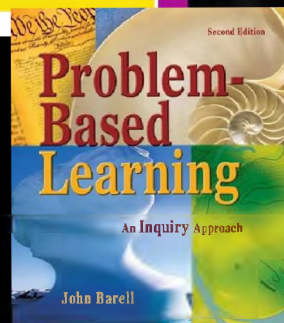
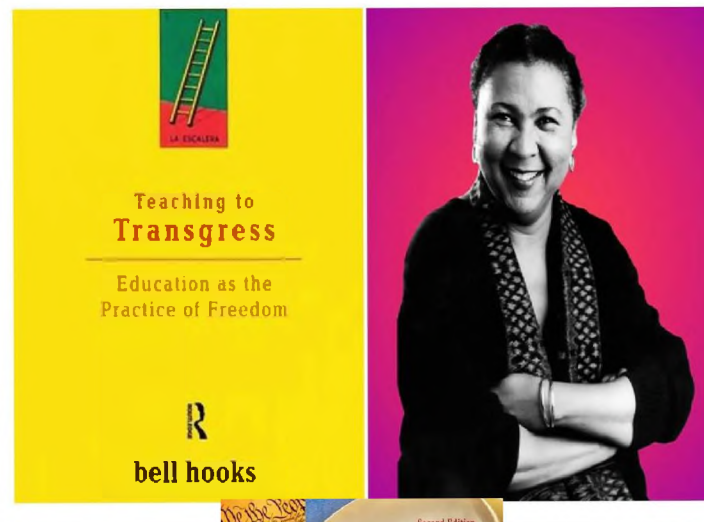
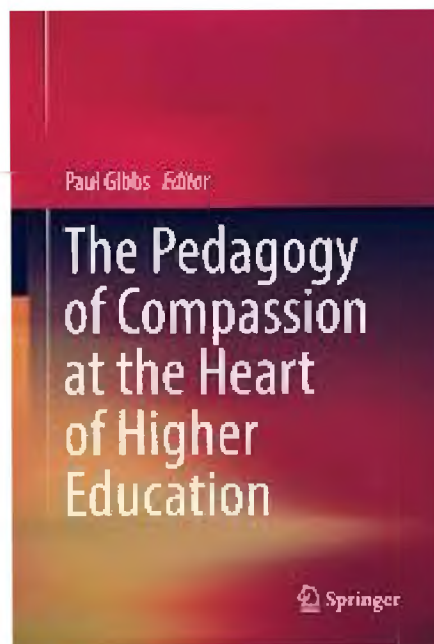
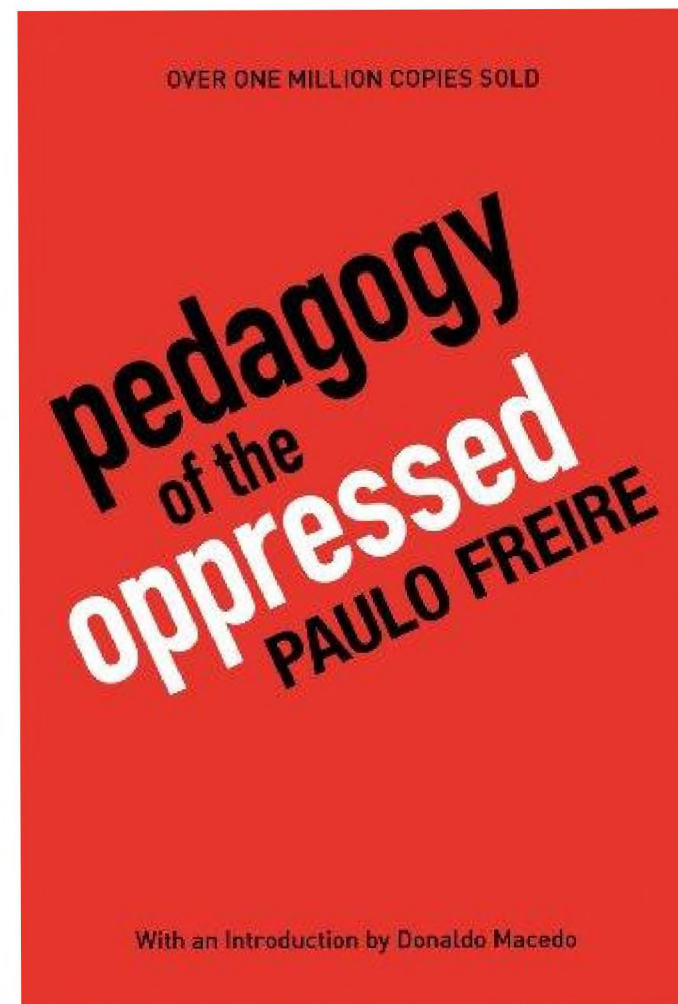
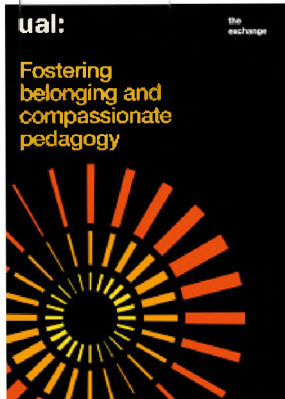
bell hooks; Teaching to Transgress: Education as Practice of Freedom



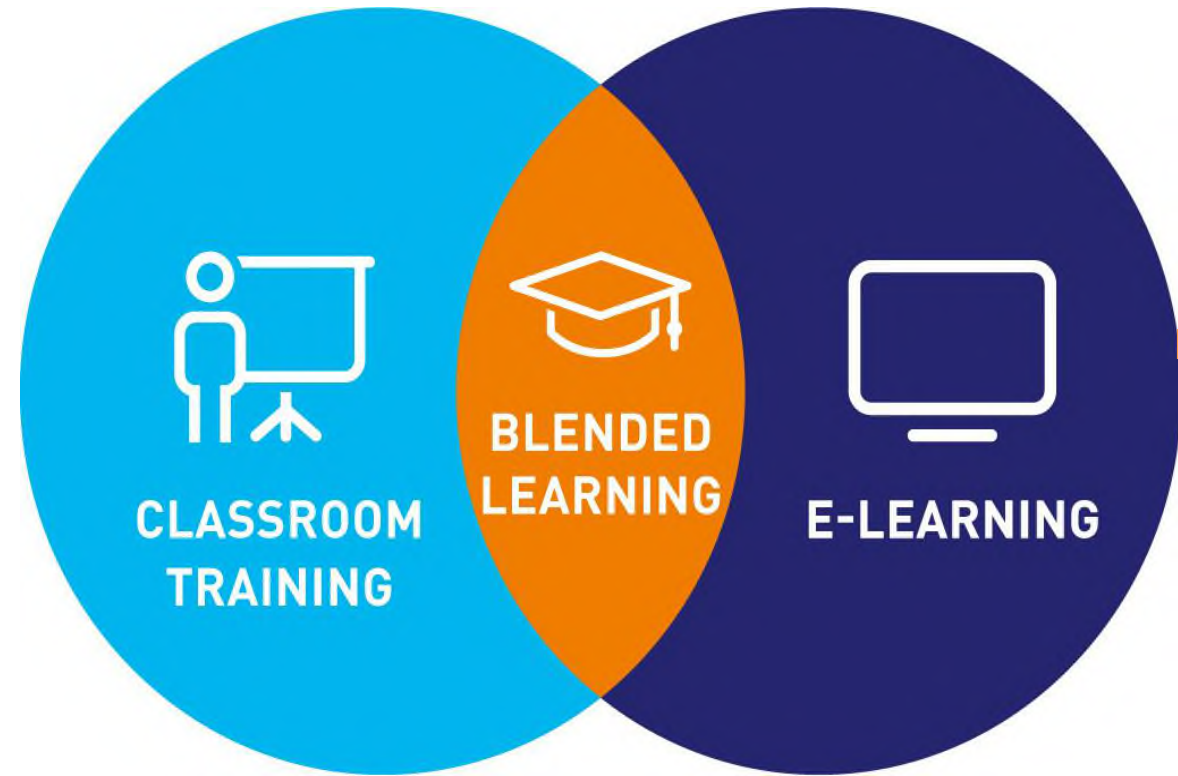
“The heart of education as the practice of freedom is to promote growth. It's very much an act of love in that sense of love as something that promotes our spiritual and mental growth.”

Multicultural Classroom Model





Teaching techniques and tools



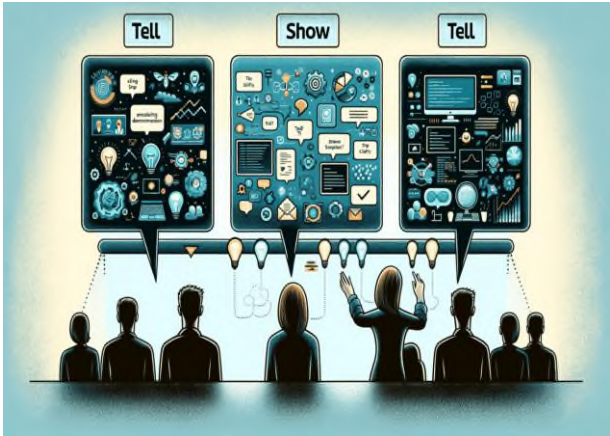
- ✓ Flipped classroom
- ✓ Problem-based learning
- ✓ Online resources (e.g., a video to watch or papers to read)
- ✓ 3-2-1 conversational approach
- ✓ Independent & group-based learning
- ✓ Peer to peer learning
- ✓ active learning and student engagement
- ✓ Ongoing formative assessment
- ✓ VLE & Kahoot & Padlet
- ✓ 1-2-1 different ability mentoring



Personal growth & Professional development

Self-directed & lifelong learners

Teaching techniques and tools



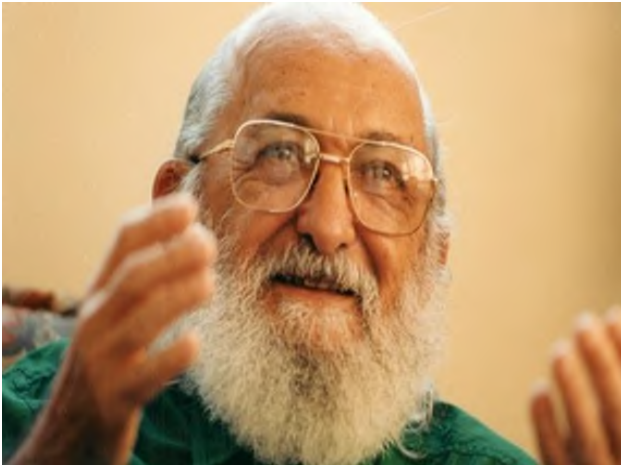
Emotional Bank Account

IMPORTANT CONSIDERATIONS

- EACH STUDENT IS DIFFERENT, AND EACH RELATIONSHIP ACCOUNT IS DIFFERENT
- TO KNOW WHAT MAY BE A DEPOSIT OR A WITHDRAWAL YOU MUST KNOW YOUR STUDENTS
- DEPOSITS ARE MORE THAN MERE COMPLIMENTS, THE ARE GENUINE ATTEMPTS TO CONNECT
- SOME STUDENTS WILL NEED FREQUENT DEPOSITS TO PULL THE RELATIONSHIP OUT OF CHRONIC OVERDRAFT.
- CLASS-WIDE DEPOSITS CAN BE MADE THROUGH KINDNESS, CONSISTENCY, AND ROUTINES.



The practice of love, Freedom and Blended Learning



- Specifically,
- **Acknowledge** the challenges of the learning environment, including the awareness of inequalities in sense of belonging, connectedness (university & UK)
- **Authenticity:** Use my experience to boost their self-esteem and confidence
- **Being approachable:** allow for conversations inside & outside the classroom to discuss issues
- **Work as partners** to resolve **group work** issues
- Create several opportunities for **debate** to improve critical thinking, e.g., male/female reflection debate; chocolate incentive
- Be clear where to **find information**, on the module page
- **Integrate study skills** to pass and succeed in the module during teaching sessions and assessment feedback
- and future modules
- **Celebrate them** when they get it right and provide constructive feedback: **Umm Wise**

The practice of love, Freedom and Blended Learning in action



Tutee Group @Onezone
UWE, Feb 2025

Transformative Multicultural Teaching Strategies & public health Competencies



Make learning fun-enhancing Student Engagement

Self-leadership & Emotional Intelligence

Culture of Respect

Improved Leadership Competencies

Critical Thinking & Systems thinking

Team collaboration & Empathy in Leadership

Effective Community Engagement

Connecting Health Determinants

Findings

- ✓ Increased confidence to engage in conversations (inside & outside)
- ✓ Stronger critical thinking
- ✓ Stronger reflective essays
- ✓ Building Positive relationships (empathy)
- ✓ Increased sense of belonging
- ✓ Building a community of learners
- ✓ Realising their creative abilities
- ✓ Developing lifelong learning skills
- ✓ Increased pass rate (98.8-100%)



Impact on Grades



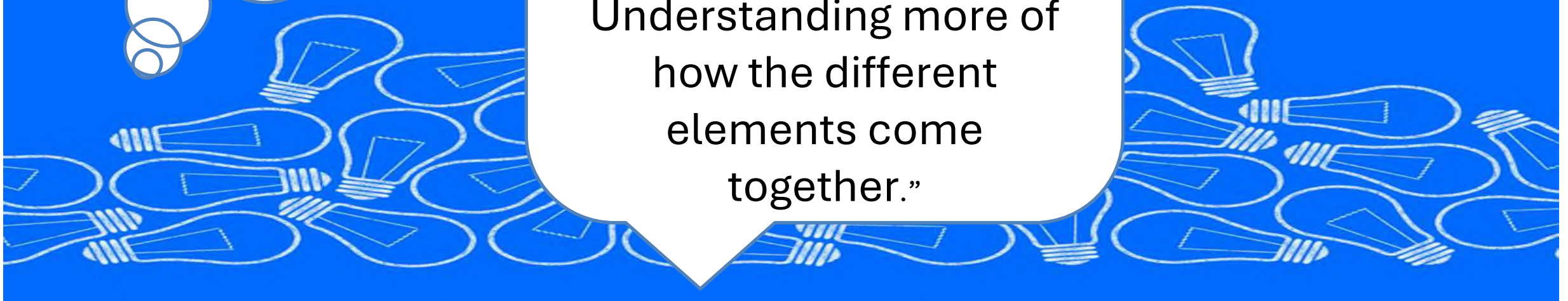
- MSc students @ (first sit)
- 23Oct/1; n60; pass rate 94%, Mean score 69.8, 2 fail, 1 NS.
- 24OCT/1, n63, pass 96.83%, 1 fail, 1 NS
- Over n43 of 62, >70% score; average mark 70%
- 60% contribution from Global Majority students
- BSc apprentices @ (first sit)
- 23Sept/1; n9 = pass rate 100%
- 24Sept/1; n19 = Pass rate 100% average mark= 73%

Fostering Critical Thinking and Systems Thinking

“They felt very relaxed...it was a positive environment for learning. I felt able to say what I was thinking without judgement.”

“I have valued having time to reflect about my own leadership styles and how it changes with different settings. Understanding more of how the different elements come together.”

“System thinking is the foremost”



Strengthening Sense of Belonging through Engagement with Diverse Groups



*“Emotional intelligence,
...learned how to work
with people from different
backgrounds and beliefs.
It was fun because I
learnt a lot from them.”
They are now my friends.*

Findings: Being approachable

How is everything going? I suppose don write you since. But I been de battle with accommodation and other things. Chai...i don miss your fun and interesting lectures oo. I saw my reflective essay mark, I scored 80..., you have been a wonderful tutor , I suppose come see you for office, to reason about one or two matter but I don't know when you are available, but I'll surely come check on you next week...Remain that happy and energetic positive favourite tutor of mine

Email: Black Male (International student)

Psychological safety & increased confidence



“that we as a group were able to expose ourselves in safety, created by the tutor [Dr Ify]”

“that I am capable of being a great leader, too, and I built my confidence”



Graduation
Ceremony

Conclusion & future direction



I realised that I am leader... I can be creative!



- ✓ All the teachers who made me hate maths
- ✓ UWE MSc & BSc (Apprenticeship) –2023-2025 students
- ✓ UWE –Management Team- SHSW –sponsors of the conference
 - (Adele Drew-Hill & Jedd Billing)
- ✓ Antony Hill – Dean of Teaching & learning (CHSS)
- ✓ Kim Duffy – Director, Teaching and Learning (SHSW)
- ✓ Who are constantly and consistently supporting me



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Reimagining education

Effectively Bridging the Secondary and Tertiary Education Divide

Supporting Students to Succeed Using their Voice via a Pre arrival Academic Questionnaire

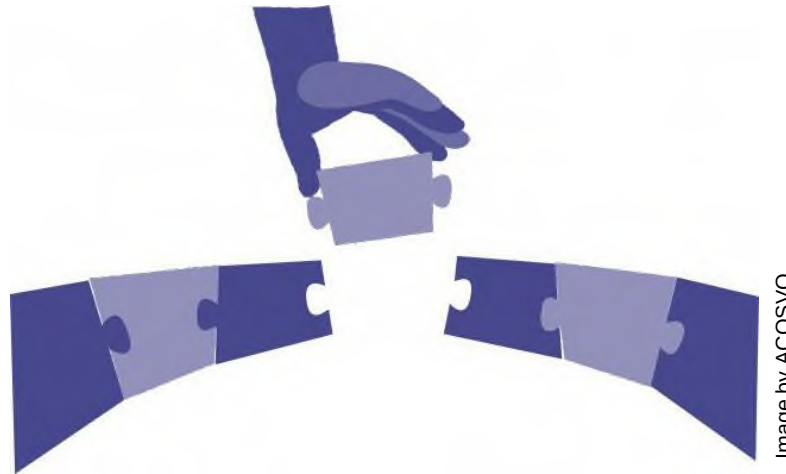


Image by ACOSVO

Dr Michelle Morgan
Dean of Students
University of East London

Jonathan Neves
Head of Research & Surveys
Advance HE

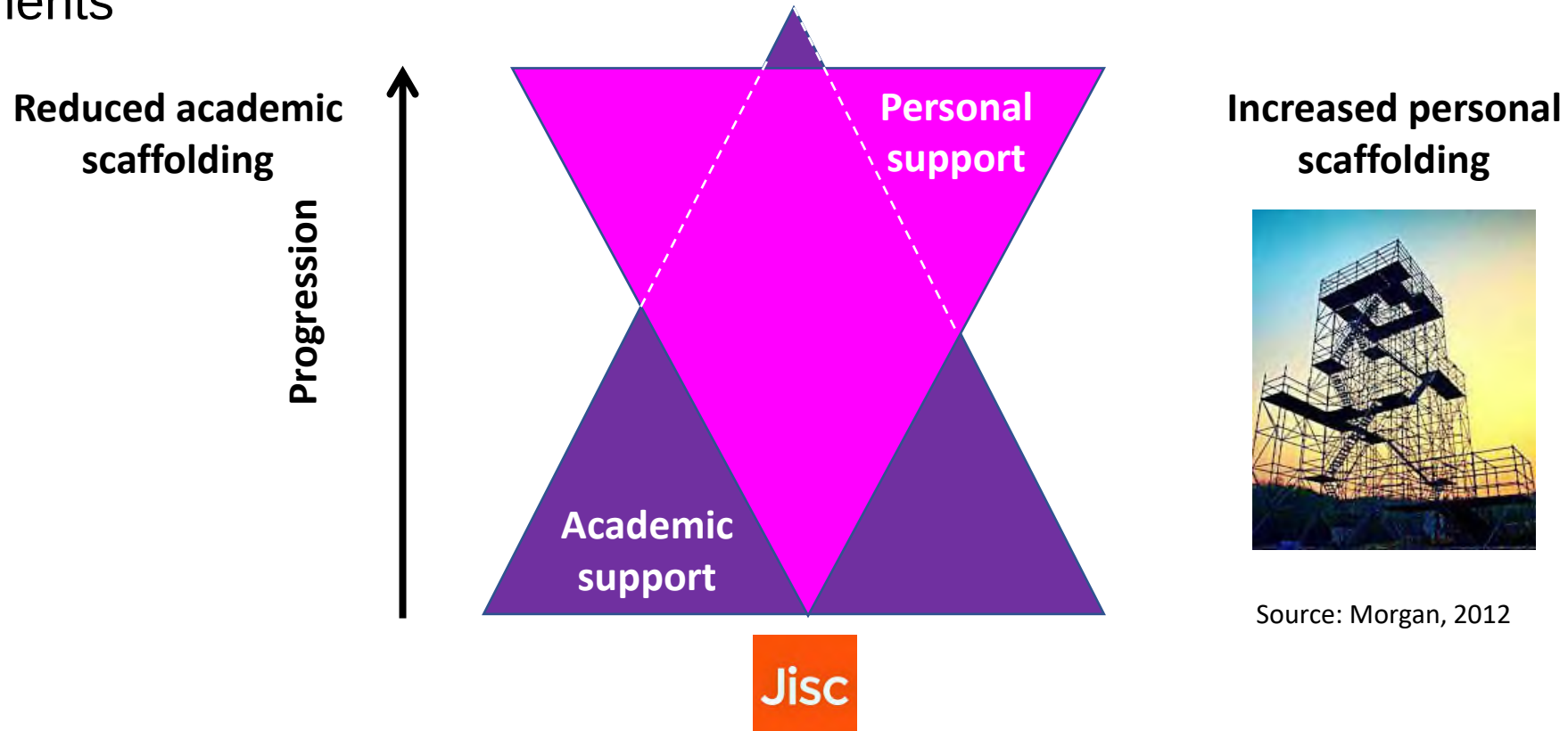
X @it_se

Aims and Objectives

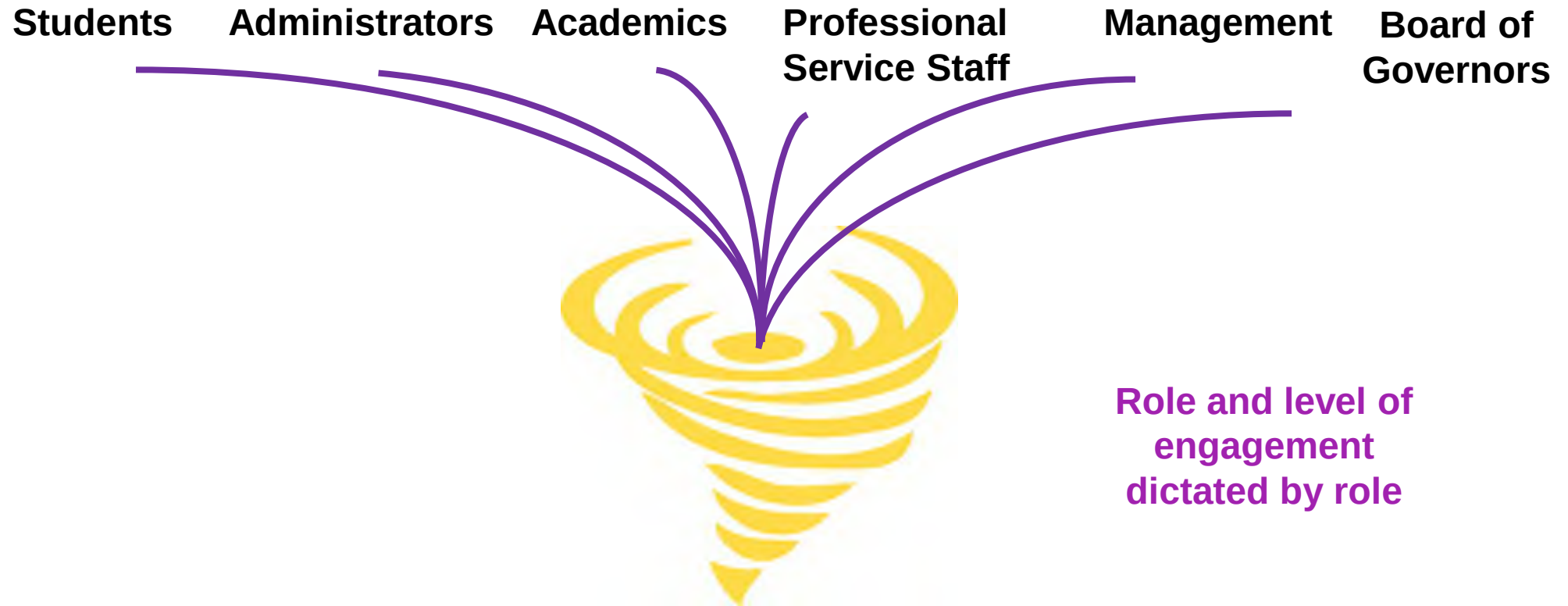
- Challenges facing the sector and institutions
- Understanding our student body and learning requirements
- Identifying the stages in the study lifecycle and developing a whole university integrated framework
- What we need to think about
- Proactive approaches and interventions using the Pre-arrival academic questionnaire

What I saw.....

- Concentration on 'first 2 weeks' then later 'first year' on the first year of a traditional degree - in practice and literature
- Them and us- administrative vs academic
- Silo practices between faculties and the centre
- Increased student diversity but limited awareness of different learning and support requirements



What I realised.....



All servants of the study imperative

Recruitment, retention, progression and attainment of students via the delivery of a high quality student experience in, through and out of the study journey

Things to consider in achieving a whole integrated institutional approach through collaboration

- Shared understanding and collaboration for the need to super proof
- Student experience
- Retention, progression and success

**Sector changes
and challenges**

**Increased
student
diversity**

**Social
changes and
challenges**

**Understanding
transitions**

**Engagement,
belonging and
compassionate
leadership**



Sector changes and challenges



Challenges for staff

UK driven by metrics

TEF
REF
KEF
NSS
PTES
GOS (LEO)



Voices of dissent
Phil Baty

The pressure on everyone is immense in this 'brave new world' of HE

*Reduced
funding*

*High student
expectations*

*Academic pressure
to be a teacher,
researcher,
administrator*



*Increase in
student
numbers*

*Declining
resources*

*Increased
administrative
tasks*

"AdvanceHE

Sector challenges

- Focus on metrics and league tables



- Reduced resources and funding



- Not allowing metrics to negatively drive evolution of offerings and experience

- Institutional

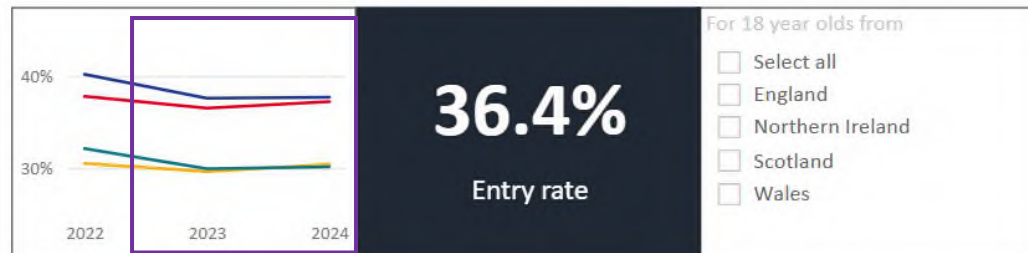
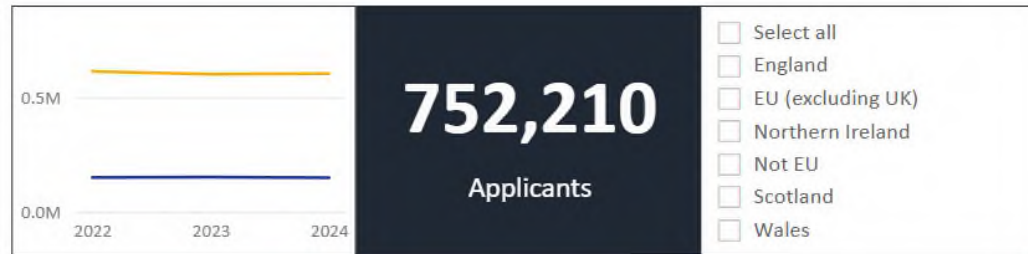


- Lack understanding about changing student body and prior experiences.

UCAS application, accepted and entry rate

- December 2024 – 2.9% increase in acceptances to university in 2024 compared to 2023
- Number of UK applications is down for Levels 4 and 5 by 12% but mainly at Level 5.

End of cycle analysis 2024



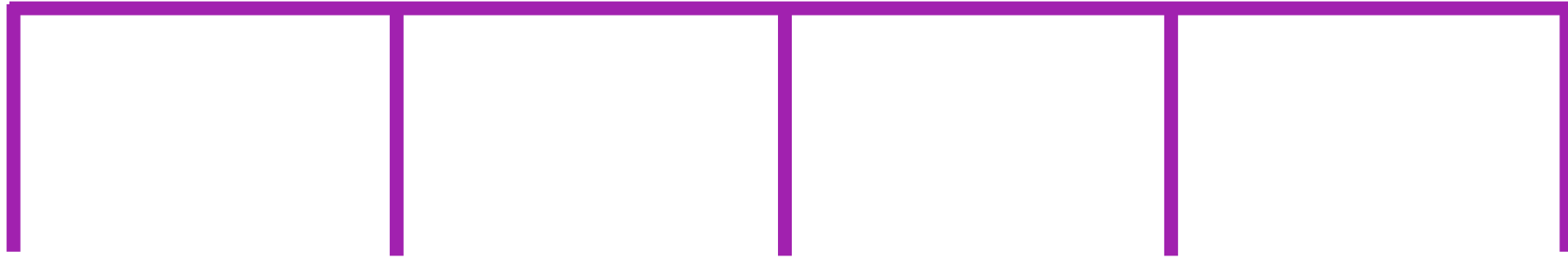
Population of 18 years olds increases until 2030 but growth not reflected in UCAS applications

Continuation in decline of 21+ age groups

Increase in UK 18 year old applicants found a new course after releasing themselves from a previously held choice

More students are entering clearing

Things to consider



Increased
student
diversity

Challenges of managing expectations



Fun in study.....

But a common issue is not getting on with your study group

Be mindful that students need 'real' models not just 'role' models



Happy flat mates.....

But a common issue is with living with new people and not getting on with them



Fun in free time...

Students don't always get the time

'A degree is a rung on the ladder of lifelong learning'

Prof Sir D Watson



Land a dream career.....

Disappointment can be experienced

What we know about incoming students

Student characteristics including those that are ‘protected’ and type of entry qualification, impact on UG (and PGT) retention, progression and success. Many of these are in the Office for Students report on *UK domiciled Student characteristics data: Student outcomes* report

Care experience

[Recent Reports & Outputs](#)
[| Research website \(drzoebaker.co.uk\)](#)

Disability

Estrangement

Ethnic minorities

Free meals

Generational status

Mode of study

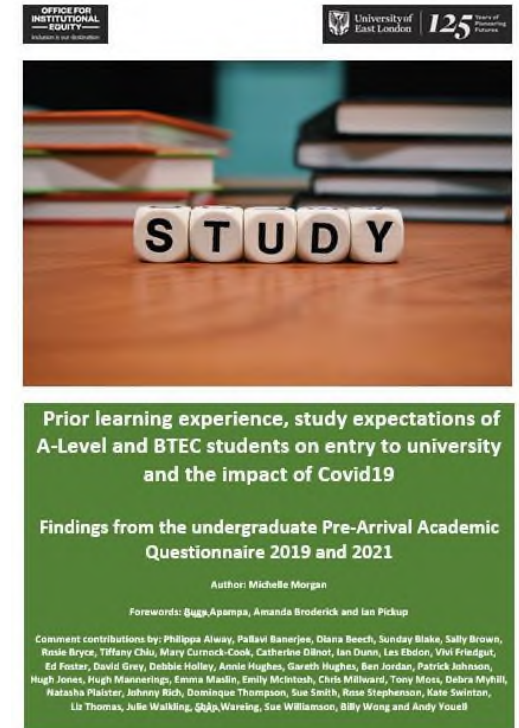
Polar and Index of Multiple Deprivation (IMD)

Sex

Sexual orientation

Socio-economic background

**High levels of diverse entry qualifications
but university still revolves around
traditional ones**



[Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 | Advance HE](#)
([advance-he.ac.uk](#))

The complex lives of students



UG UK domiciled, English Second Language, Direct Entry



UG Mature, Disability (dyslexia), single parent



PGT International, transgender



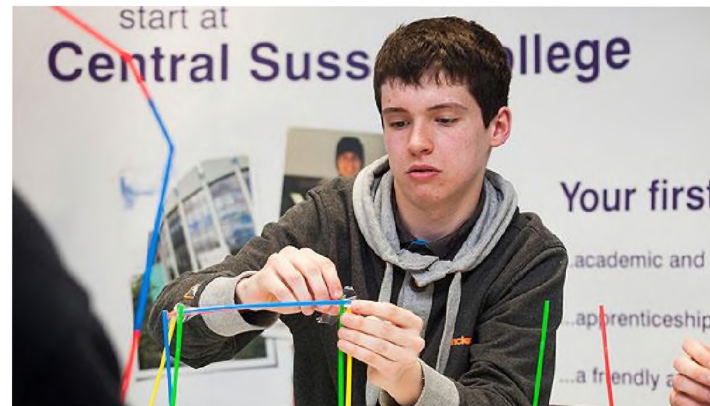
UG, Visiting, International



Mature, Veteran, Commuter, Carer of Elderly Parents



Disabled, Postgraduate, Part-time, BAME



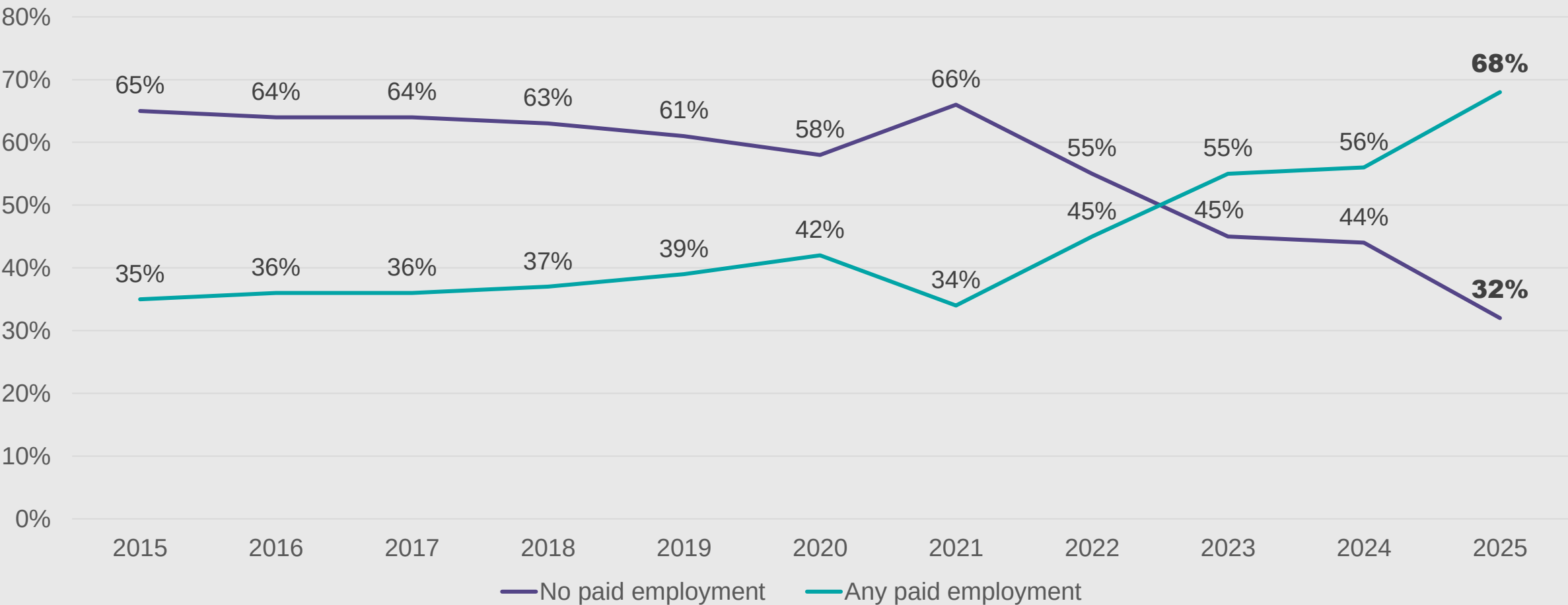
UG Young Learner, Care Leaver Disability (Mental Health)



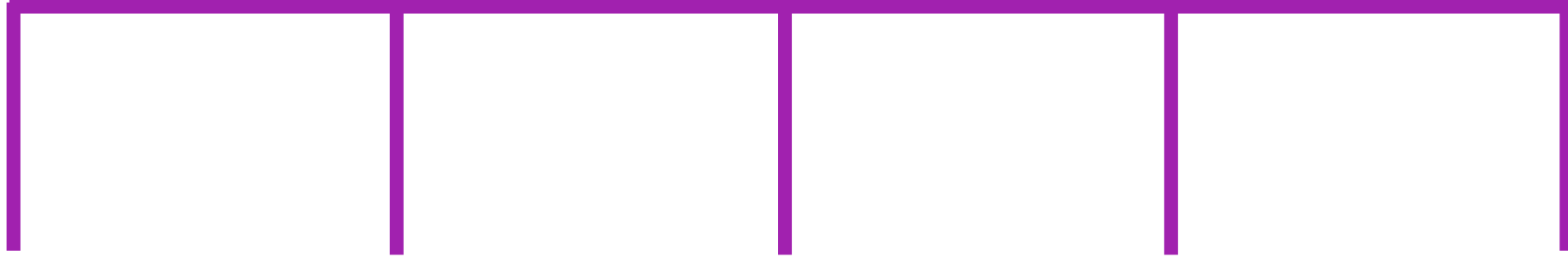
UG, part-time, Work-Based Learning

As a likely link to cost concerns, paid employment during term time has become the norm rather than the exception

Students in paid employment in term time



Things to consider

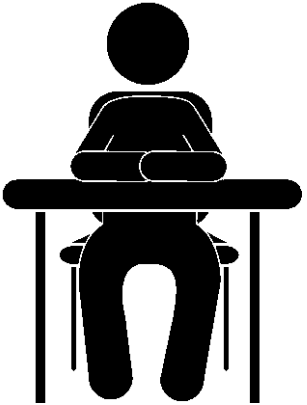


Social changes
and challenges

Impact of Covid19 -Where we are and what we know

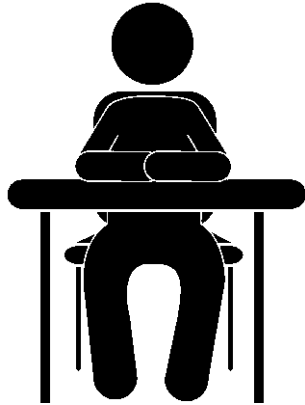
5 broad learning experiences of new entrants from school/college in 2024/25

During covid
Phase 1
2019/20



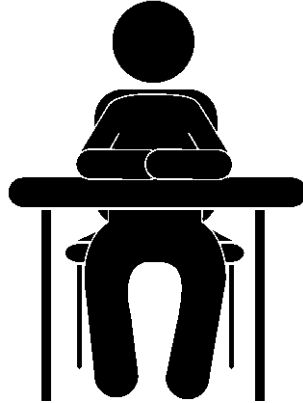
Choosing subjects
for GCSE,
Nationals, SVQs

During Covid
Phase 2 2020/21



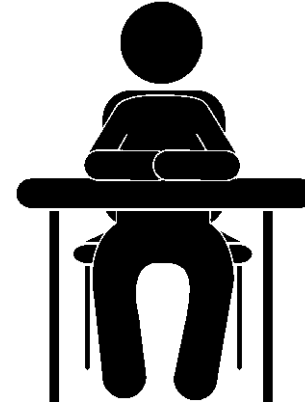
GCSE,
Nationals,
SVQs
Yr 1 2021

'New normal'
Phase 3
2021/22



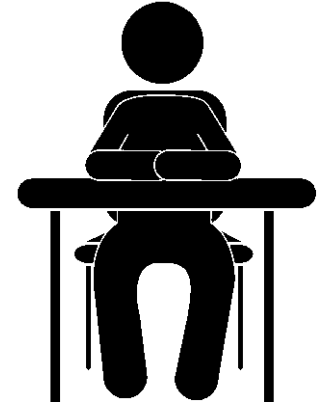
GCSE,
Nationals
SVQs
Yr 2 2022

Impact of
Phase 4
2023/24



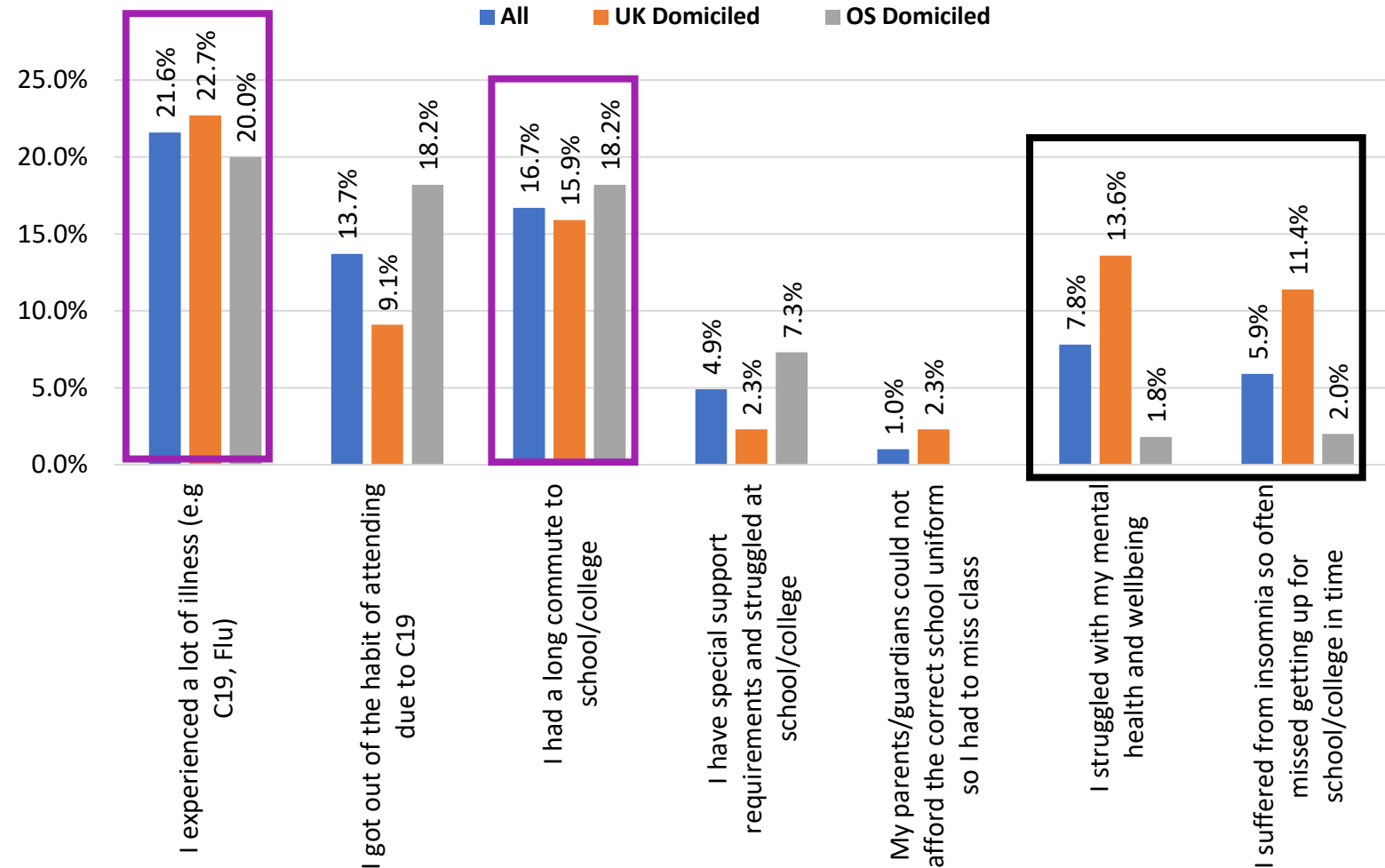
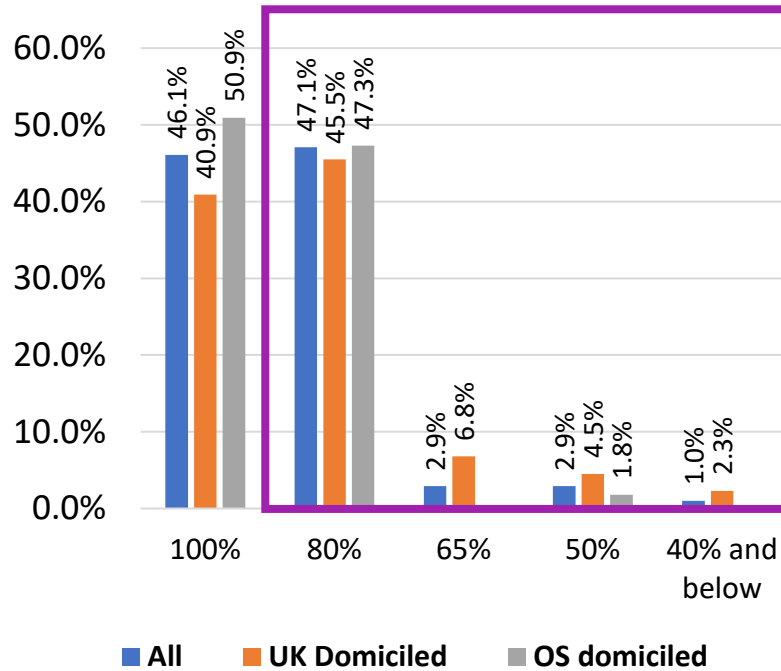
A-Level
BTECs/HNC/
HND
Yr 1 2023

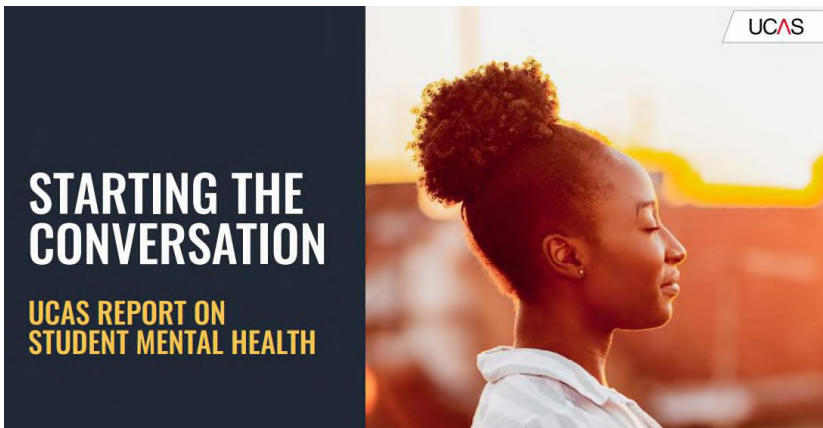
Impact of
Phase 5
2024/25



A-Level
BTECs/HNC/
HND
Yr 1 2024

So if you knew.....School and college attendance of your UG entrants





Mental health

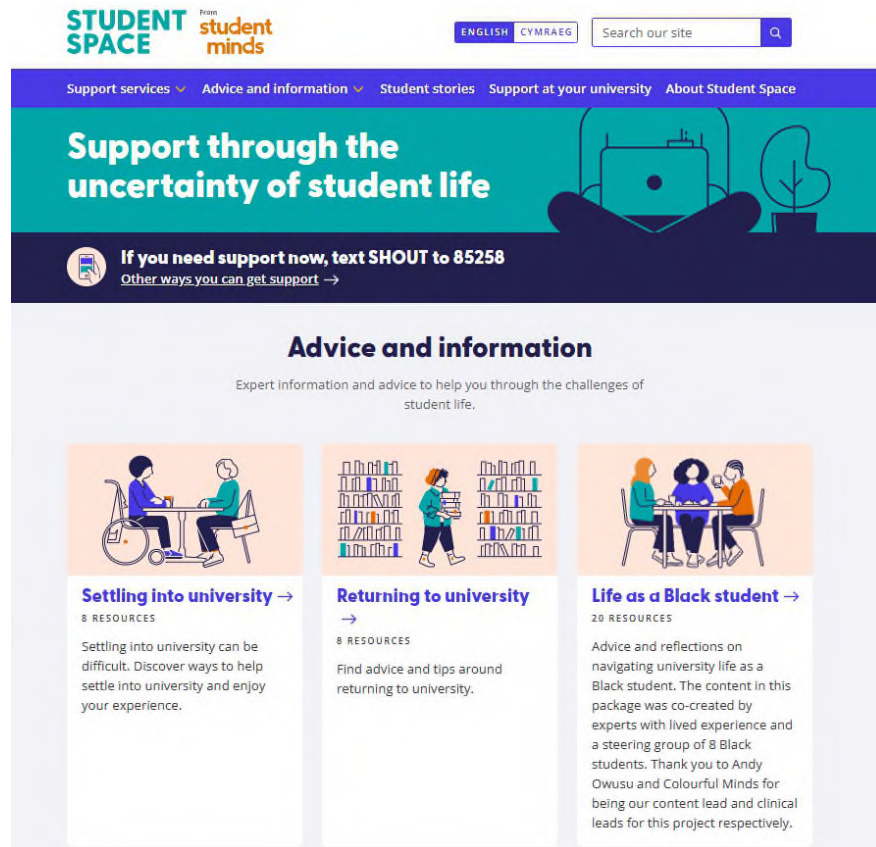


- **Engineering, medicine and dentistry** courses have the lowest declaration
- **Women are 2.2 times more likely to declare** a mental health condition than men.
- Some **LGBT+ students - six times** more likely to share a mental health condition
- **Care experienced students – almost three times as likely.**
- One in five students research support specifically for an existing mental health condition before they apply

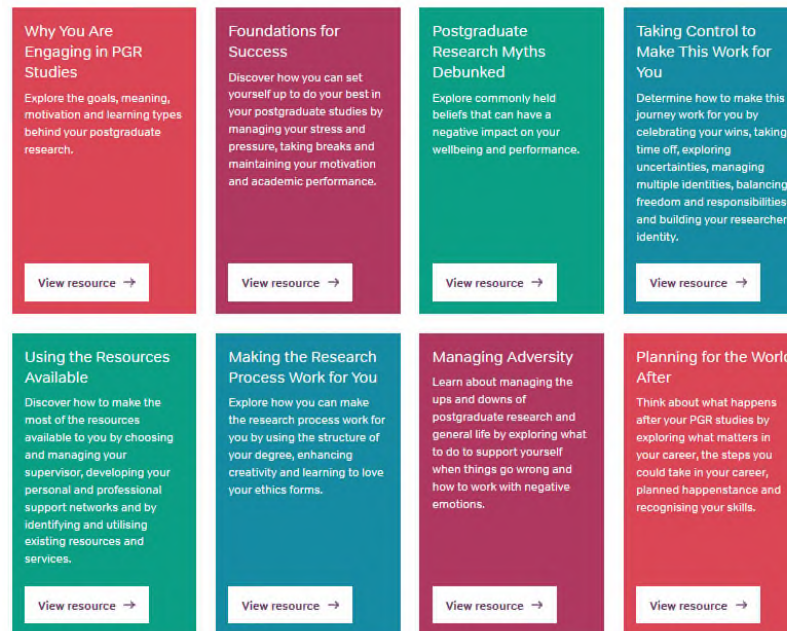
- Childhood abuse, trauma, or neglect
- Social isolation or loneliness
- Experiencing discrimination and stigma, including racism
- Social disadvantage, poverty or debt
- Unemployment or losing your job
- Bereavement (losing someone close to you)
- Severe or long-term stress
- Having a long-term physical health condition
- Homelessness or poor housing
- Being a long-term carer for someone
- Drug and alcohol misuse
- Domestic violence, bullying or other abuse as an adult
- Significant trauma as an adult, such as military combat, being involved in a serious incident in which you feared for your life, or being the victim of a violent crime
- Physical causes – for example, a head injury or a neurological condition

Integrated whole approaches

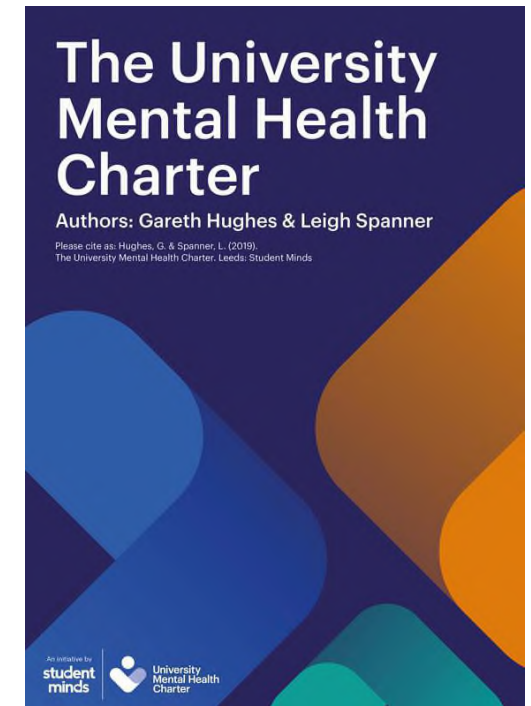
University management teams, staff and students should **engage** with the [University Mental Health Charter](#) and [Student Minds – Home](#) resources.



<https://studentspace.org.uk/>



<https://thewellbeingthesis.org.uk/>



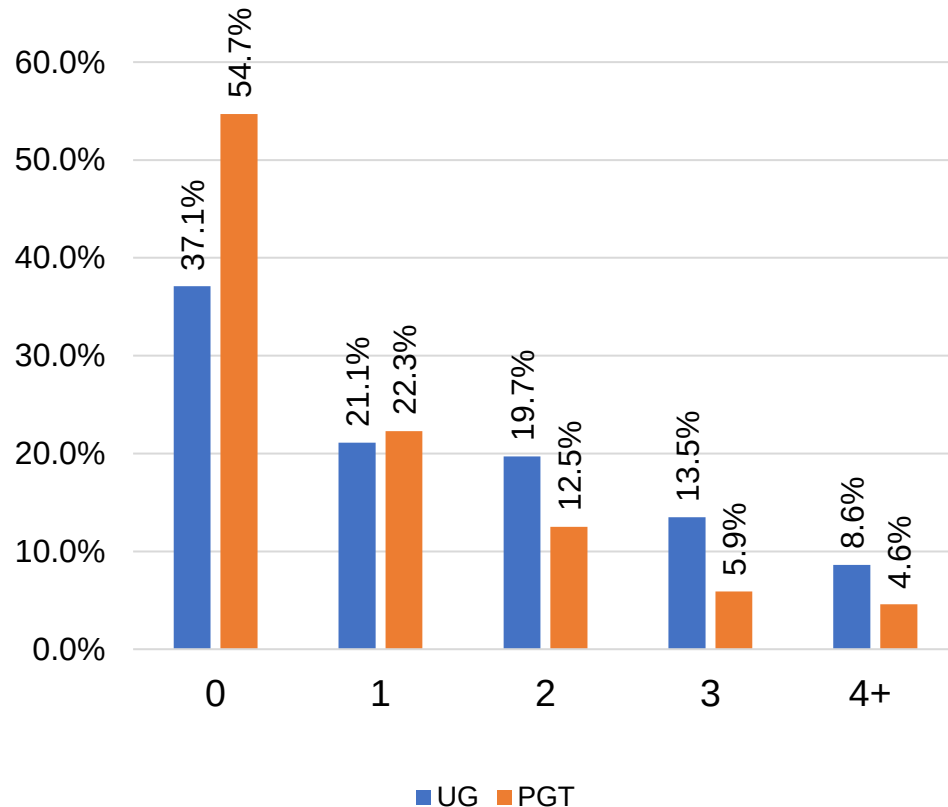
<https://www.studentminds.org.uk/charter.htm>

So if you knew- concerns September 2024 UEL

UG top 10 concerns		PGT top 10 concerns	
Fitting in with new classmates	37.4%	Lack of information about how to study at university	31.3%
Coping with the level of study	37.4%	Getting used to living in a new country	25.8%
Lack of information about how to study at university	37.1%	Cost of living	25.1%
Mental health and wellbeing	29.9%	Coping with the level of study	20.1%
Concerns about cost of living	27.4%	Accommodation costs	19.8%
Lack of confidence about ability to study	26.5%	Fitting in with the university culture	16.6%
Getting on with fellow students	25.0%	Mental health and wellbeing	15.8%
Getting into debt	21.0%	Cost of travel to university	15.0%
Obtaining/having sufficient funding	19.6%	Having a long commute	13.7%
Concerns about knowledge gaps due to prior learning	17.8%	Fitting my study around work commitments	12.0%

So if you knew - Visits to a university before choosing and starting a course

Number of visits by UK domiciled entrants



Most likely to have come through clearing as had not applied to university before

- Mature students
- Those who obtained their highest entry qualification earlier
- Students with caring responsibilities
- Students who have an impairment or disability

Most likely to not visit any university in-person before deciding where to go before or after confirmation

- Mature students
- Students with NO impairment or disability
- White ethnic group
- Those with siblings who have all been to university before them
- Staying at home and studying

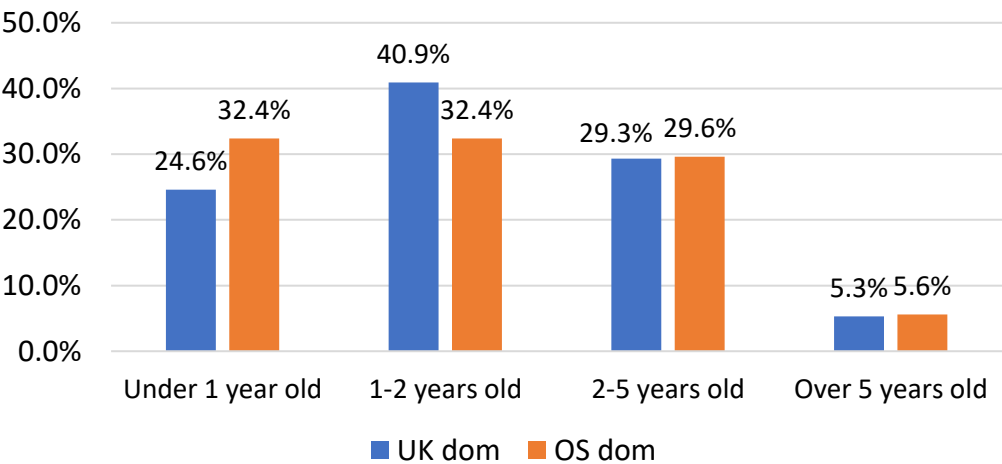
So if you knew-Type of mobile phone and data

(UEL Sept 2024 PAQ)

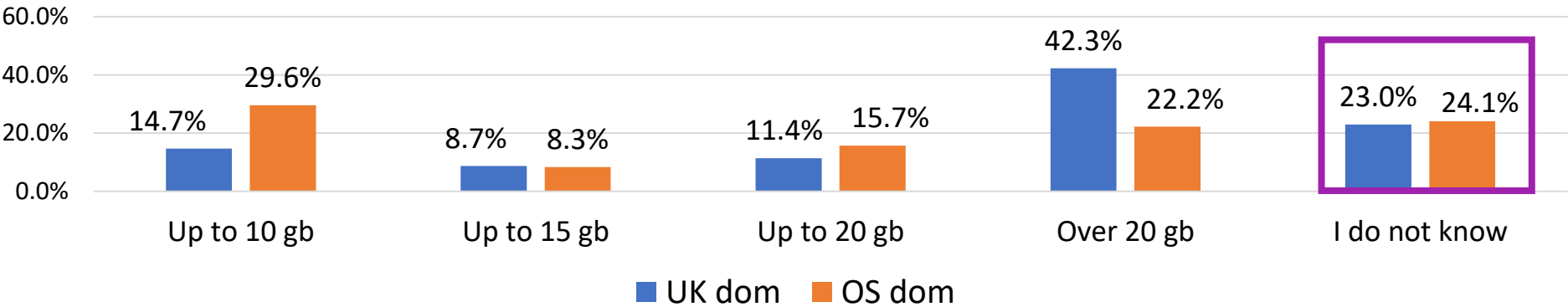
Type of phone by domiciled status

	Android		iOS	
	UG	PGT	UG	PGT
UK	26.0%	35.0%	71.2%	60.0%
OS	54.0%	60.3%	44.0%	38.8%

Age of mobile phone by level of study

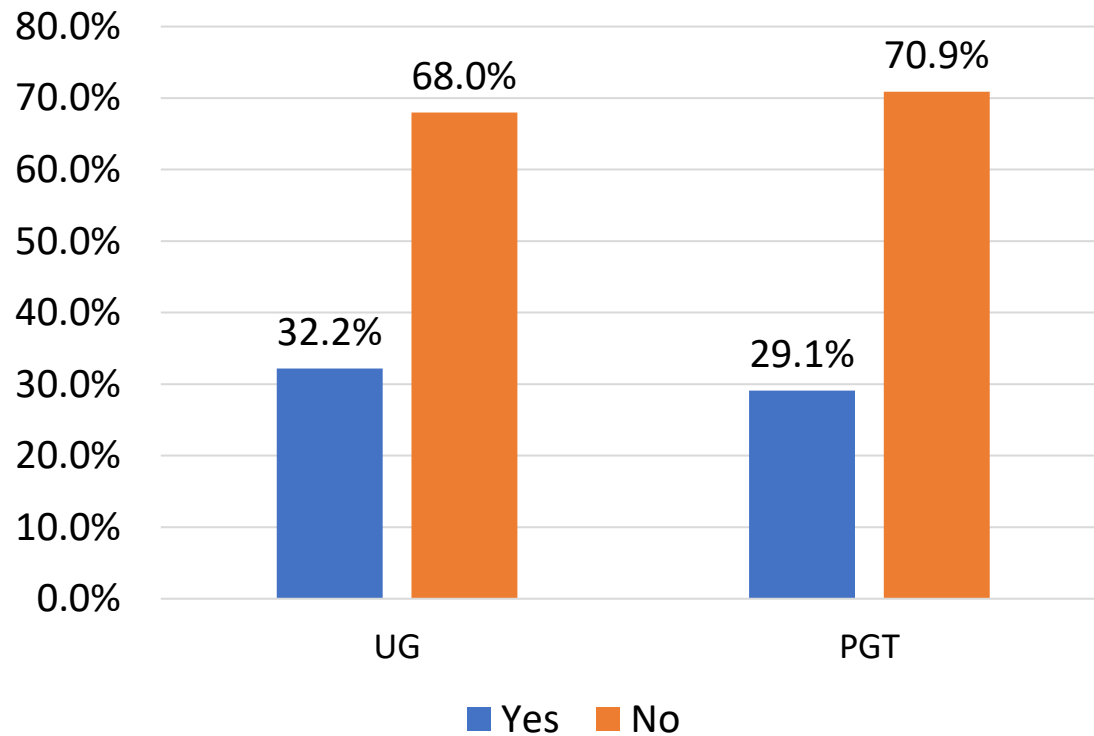


Monthly data package by level of study



So if you knew- Experience of using Generative AI

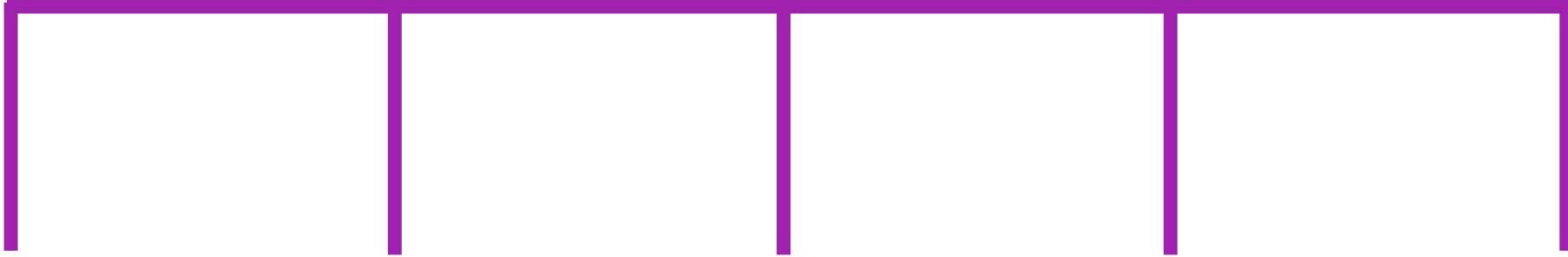
Experience of Generative AI
such as ChatGPT, DALL-E, Microsoft Copilot, Google Gemini,
Grammarly, Quillbot, CLAUDE



What we need to think about student learning

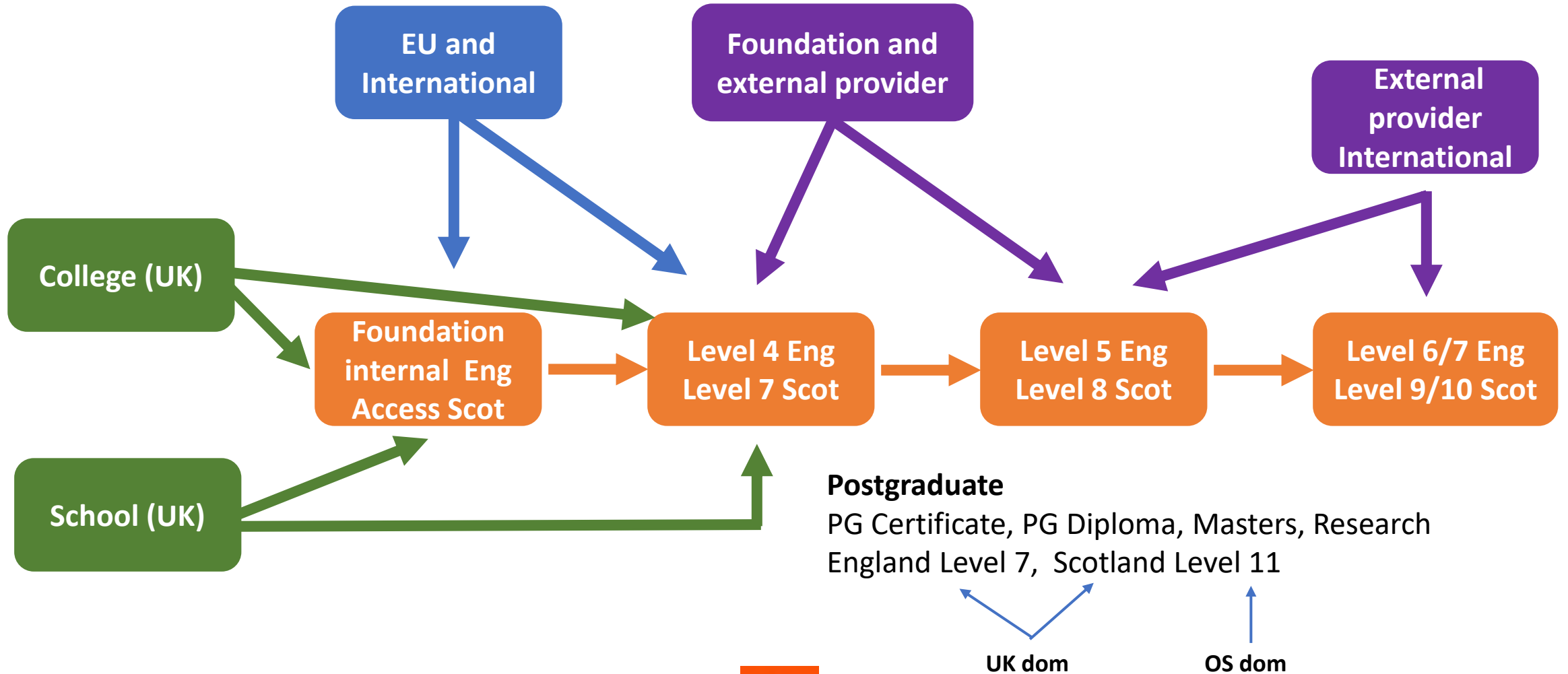
- Increase in **mental health declarations**
- Increase in **poor attendance at school/college**
- **Use of digital resources in school and college** generally reverted back to patterns pre-pandemic so don't assume digitally learning experienced
- **Cost of living crisis** is affecting secondary students as well as tertiary
- **Knowledge gaps** as a result of the pandemic and ongoing illness
- **Lack of confidence** about ability to study at tertiary level
- **Prior learning experiences** will be different to university
- **Digital poverty** impacting on learning

Things to consider



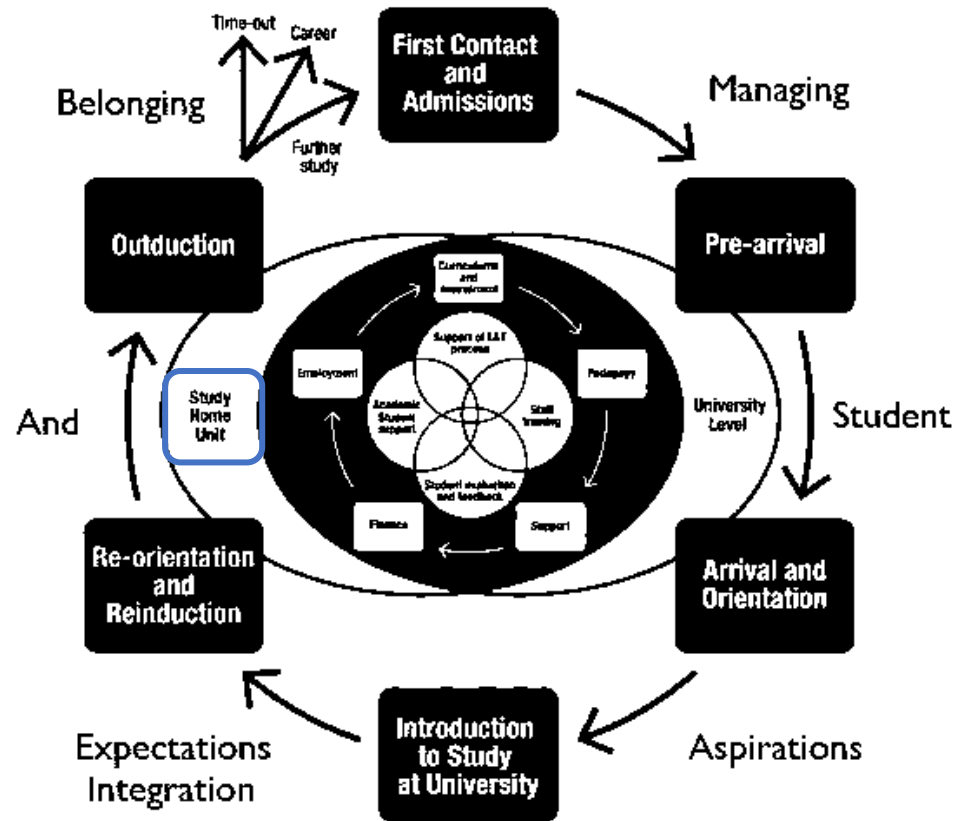
Understanding
transitions

Where do our students come from?

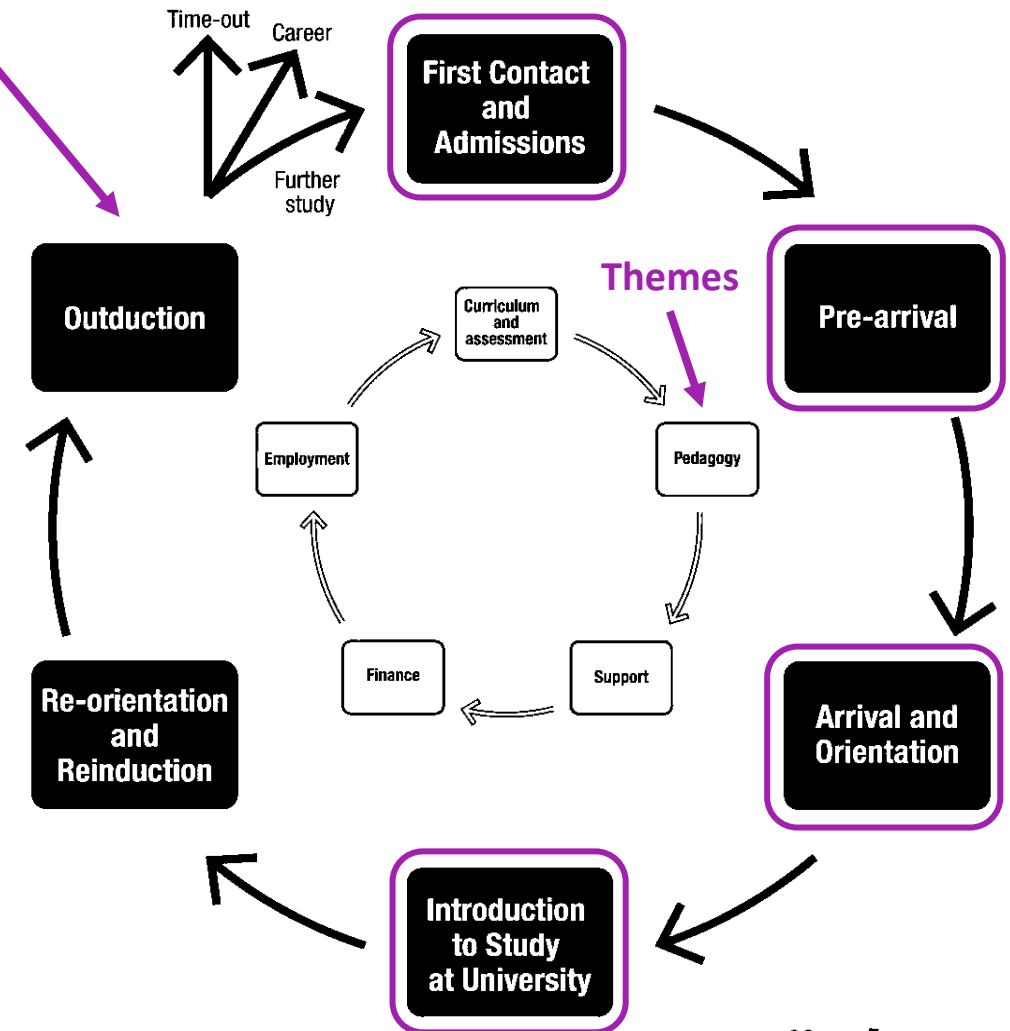


Why supporting Student Experience Transitions is so important

- Course at the heart
- Avoid top down
- CL key



Stages



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[Improving the Student Experience by Michelle Morgan - Official Website](#)

What we need to think about

First contact and Admissions



- Setting expectations
- Managing expectations and aspirations
- Academic integration
- Social integration.



- Why should I go to university?
- How and why will university study be different to previous types of study?
- What is expected of me as a university student?
- How are students treated at university?
- What happens in each academic level of study?
- What support advice and help is available both academically and personally throughout the lifecycle?
- Is university suitable for me?
- What will the university experience give me in terms of benefits?
- What are my options after university?

What we need to think about

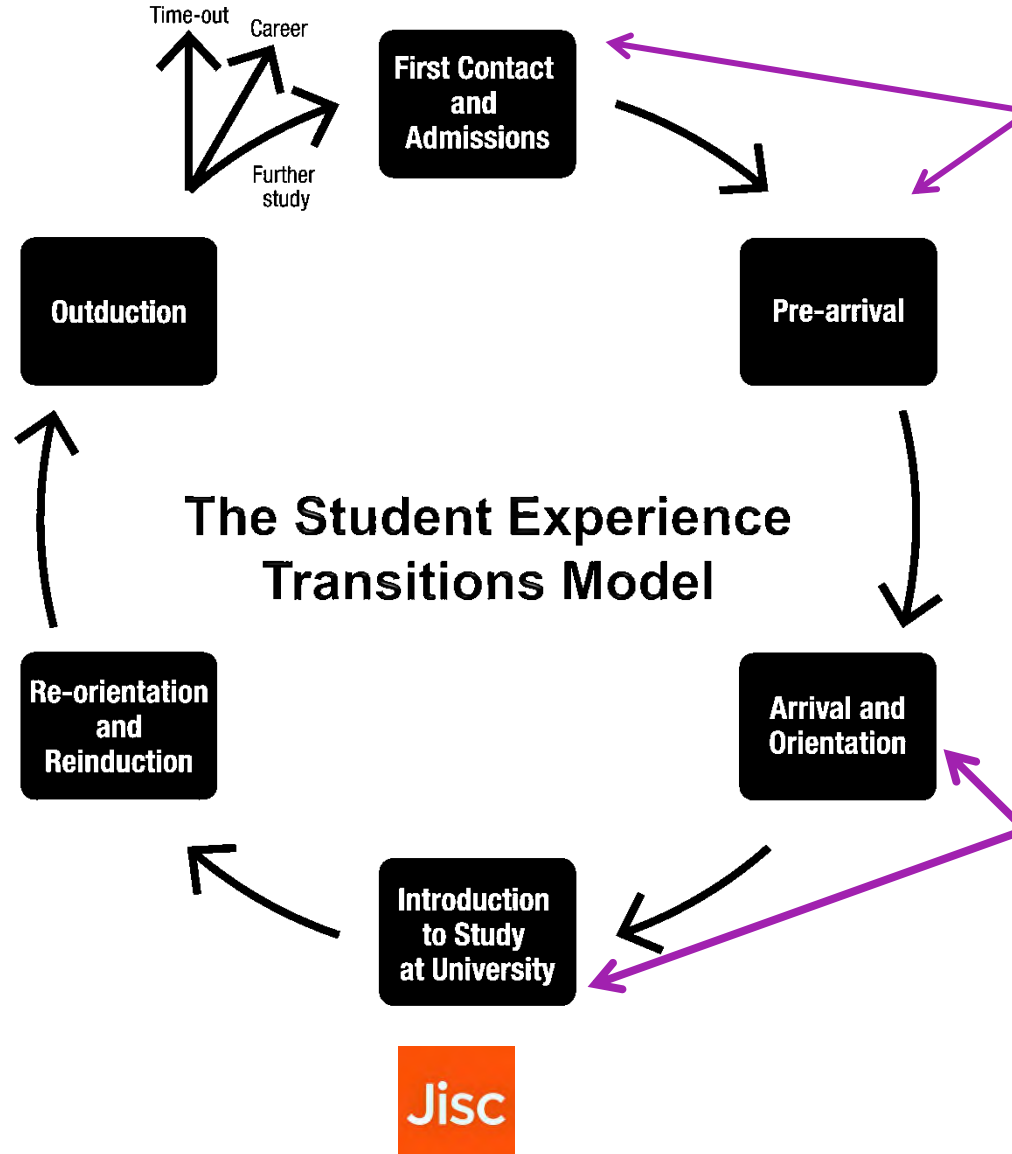
Key pinch points for an undergraduate student?

Preparing to leave

- Worried about results
- Sense of loss
- Not sure if an in-person graduation will take place
- Issues of moving from a structured, safe place to the unknown
- Loss of direction
- Challenges with the employment market
- Family expectations that a university degree will lead to improved chances
- Uncertainty about how employers will view a Covid19 degree?
- Concern that that teaching wasn't able to cover everything need.

Later years

- Reduction in structured learning and scaffolding
- Increase in independent learning and group assessment
- Mid-term blues
- End of year exhaustion
- Coping with workload and assessment that 'counts'
- University life being different to expectations
- Timing of activities disrupted
- Relationships with fellow students and staff challenged by blended learning
- Anxiety about alternative assessments and the impact on marks
- Impact on placement availability



Start preparing

- Unsure what to expect
- Knowing what questions to ask
- Worrying about not fitting in
- Finding accommodation
- Sorting out financial issues
- Undertaking pre-enrolment
- Will applicants feel able to come with cost of living rise?
- Will they want to defer?
- Retake pre-entry exams?

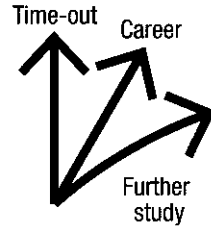
The first year

- Learning how to study in HE
- Learning how to live with strangers
- Coping with independence
- Transitions issues- personal, finance, balancing workloads
- Wobble week (3-6)
- First formal feedback
- Placement activity for courses in the first year
- Coming back after the Xmas break
- Exams and results
- Sorting out accommodation for year 2
- Dealing with illness or family illness bereavement
- Managing technology and social relationships online

Staff pinch points

Limited time to 'hit the ground walking'
W Proctor

HE not just about knowledge but
preparing individuals for work



**First Contact
and
Admissions**

Bridging gaps between school/college and HE
Increasing UG and PGT student numbers

Increased administration and
lack of support

The student as consumer/rising
expectations

Increase in OS students

Operating in a global context

Semesterisation challenges

Increased QA processes

Lack of resources

Rising costs and shifting funding

Feedback issues

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**The Student Experience
Transitions Model**

No 'troughs' anymore, just 'peaks'



Outduction

Pre-arrival

**Arrival and
Orientation**

**Introduction
to Study
at University**

**Re-orientation
and
Reinduction**

Chasing metrics
NSS/PTES/DHLE/LEO

One size fits all approach
due to process demands

Shift to e-Learning-Technology
and digital innovation

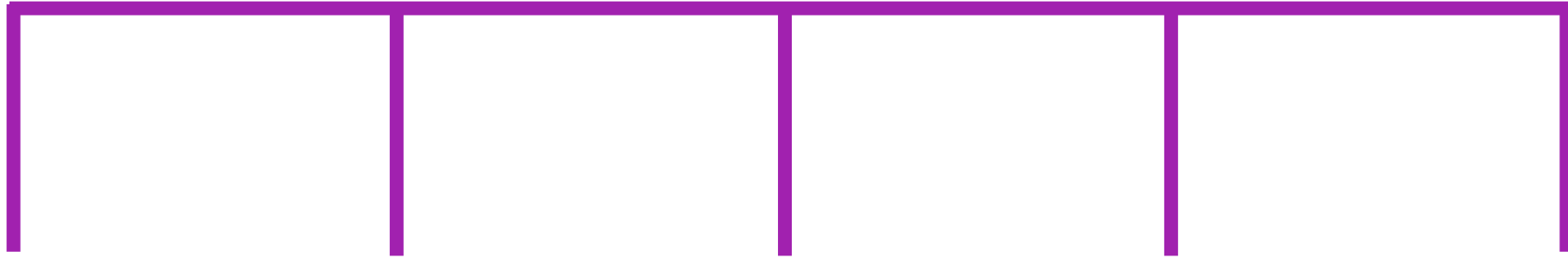
Expectation of having a teaching
qualification/Fellowship of HEA

Balancing research with teaching

Obtaining funding for research

Jisc

Things to consider



**Engagement,
belonging and
compassionate
leadership**

Who is more engaged with their university?

All are full-time students

Student 1

Attends all lectures and seminars

Is not involved in extra curricula activity

Lives on campus

Does limited extra reading

Has 25 hours contact time a week

Timetable split over 2.5 full days

Do not undertake paid work

Dyslexic

Single and 20 years old

Student 2

Attends 80% of all lectures and seminars

Is a course representative

Lives 15 miles away and uses public transport

Does all of the extra reading

Has 12 hours contact time a week

Timetable split over 4 days

- One day has 1 lecture at 9am and another has 1 seminar

Undertakes 15 Hours paid work a week

No disability

23 Years old care leaver

Boring Lectures *meetings*



Attendance does not = engaged

Who has the greatest 'belonging'?



[Building Belonging | Advance HE \(advance-he.ac.uk\)](https://advance-he.ac.uk)



<https://www.advance-he.ac.uk/reports-publications-and-resources/student-surveys/uk-engagement-survey-ukes>

- Every student's engagement and sense of belonging is unique to them
- Covid19 and the coming academic year will impact on 'sense of belonging'.

Student 1

Attends all lectures and seminars

Is not involved in extra curricular activity

Lives on campus

Does limited extra reading

Has 25 hours contact time a week

Timetable split over 3 full days

Do not undertake paid work

Dyslexic

Single and 20 years old

Student 2

Attends 80% of all lectures and seminars

Is a course representative

Lives 15 miles away and uses public transport

Does all of the extra reading

Has 12 hours contact time a week

Timetable split over 4 days

* One day has 1 lecture at 9am and another has 1 seminar

Undertakes 15 Hours paid work a week

Wheelchair user

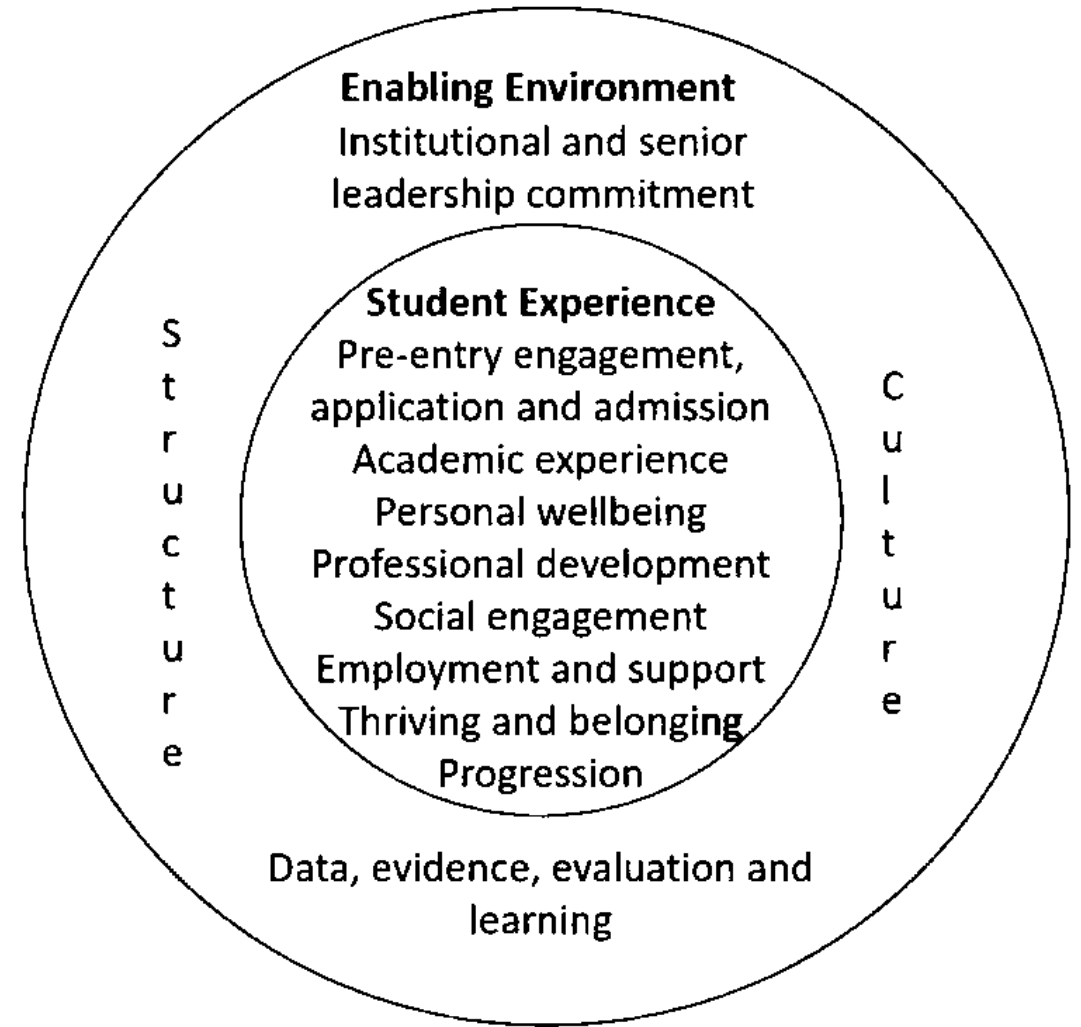
23 Years old care leaver

Whole Provider Approach: Toolkit

Liz Thomas and Mike Hill

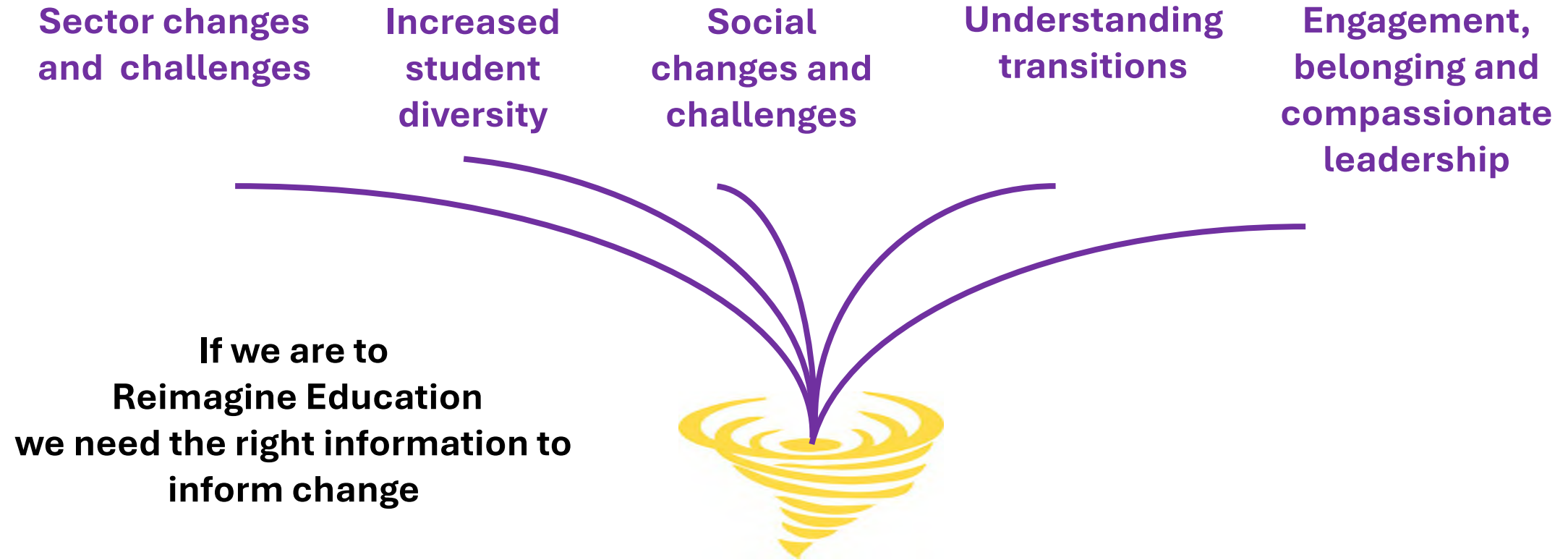
The enabling environment consists of four dimensions:

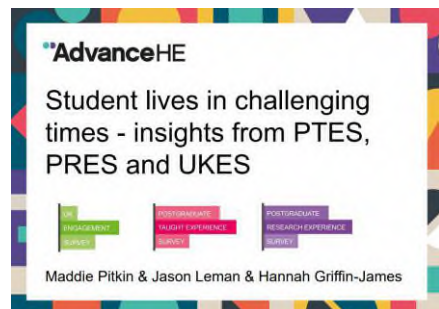
- Institutional and senior leadership and commitment to diversity and success, which is explicit, clearly communicated and demonstrated.
- Institutional policies and processes (structure) aligned to support widening access and student success, and the coordination of work across the higher education provider.
- All staff and students understand the institutional commitment, and have the relevant skills, knowledge and support to engage with the agenda, and effective communication facilitates engagement.
- Widening access and student success work is underpinned by data, evidence, evaluation and learning.



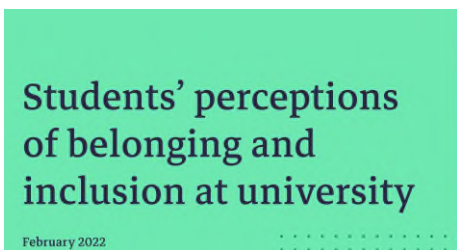
[What is a whole provider approach to widening access and student success? | Wonkhe](#)

Things to consider in achieving a whole integrated institutional approach through collaboration

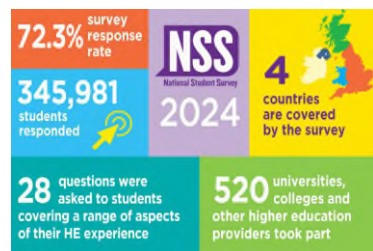




[Student Surveys | Advance HE](#)
([advance-he.ac.uk](#))



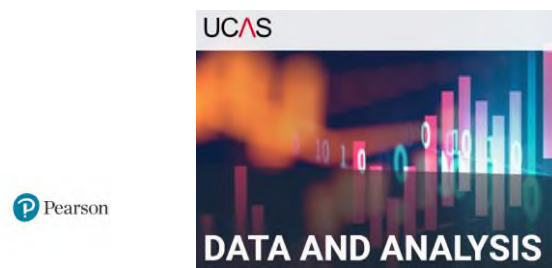
[Belonging-and-inclusion-survey-Wonkhe-Pearson-Feb-22.pdf](#)



TURBOCHARGING THE FUTURE

The Interim Report of the UPP Foundation Student Futures Commission

[Turbocharging the future \(upp-foundation.org\)](#)

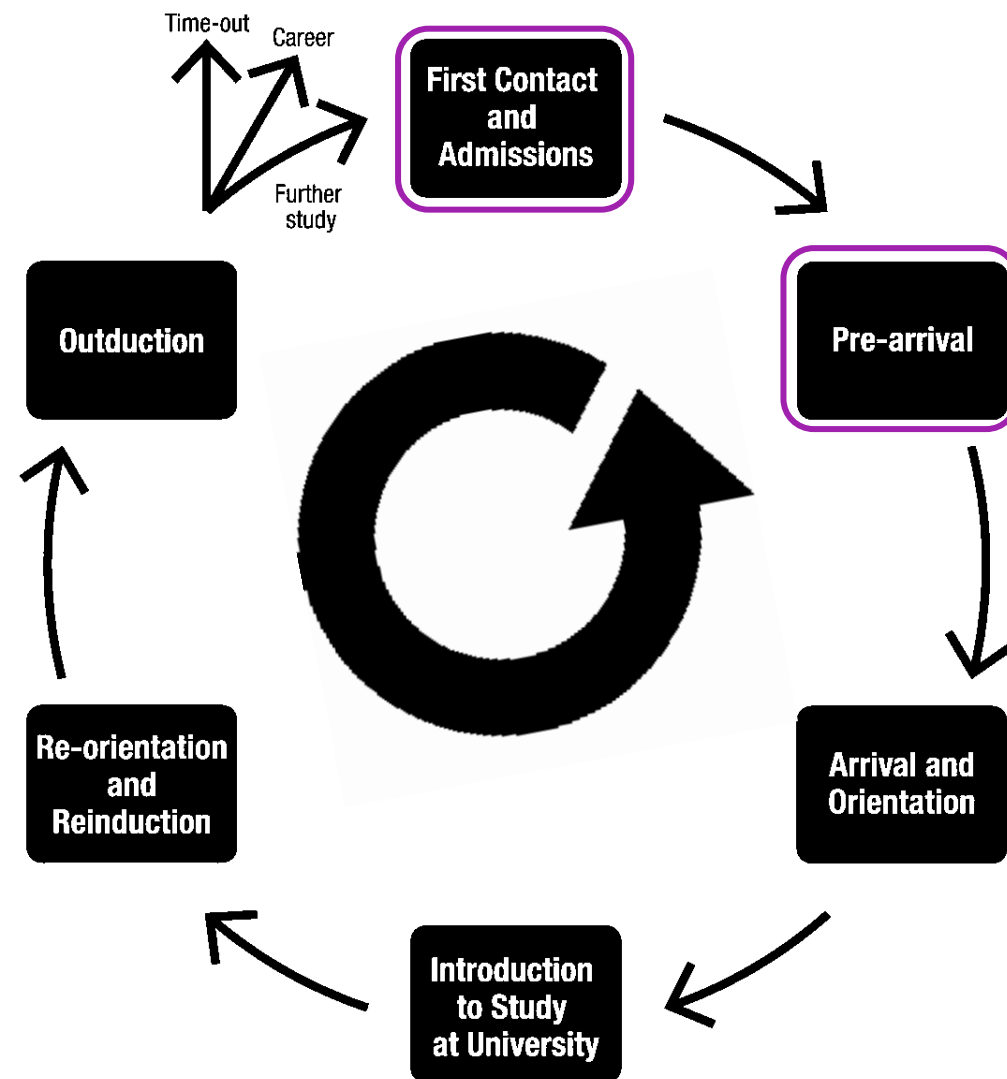


[Data and analysis | UCAS](#)

Understanding prior learning experiences, expectations and concerns of new entrants

Pre-arrival Academic Questionnaire

The Student Experience Transitions Model



Source: M Morgan (2011) Improving the Student Experience- the practical guide for universities and colleges, Oxon:Routledge.

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Stops assumptions being made

Formalised through the 11 University, HEFCE funded Postgraduate Experience Project
(PAQ formerly called Entry to Study Survey)



Widening and sustaining postgraduate taught (PGT) STEM study in the UK: a collaborative project

Creating change through understanding expectations and attitudes towards PGT study, experiences and post-study outcomes from the perspective of applicants, students, universities and employers.

Analysed and written by Michelle Morgan and Ines Direito
Edited by Michelle Morgan



[Postgraduate-Experience-Report-Final-Kingston.pdf](#)
(makingthemostofmasters.ac.uk)

Bridging the gap between secondary and tertiary education

Findings from the Undergraduate Level 4 Pre-Arrival Academic Questionnaire (PAQ)

A case study from a Post 1992 University



Dr Michelle Morgan
February 2020

[Bridging_the_gap_between_secondary_and_tertiary_education-Morgan_2020.pdf](#)
(improvingthestudentexperience.com)



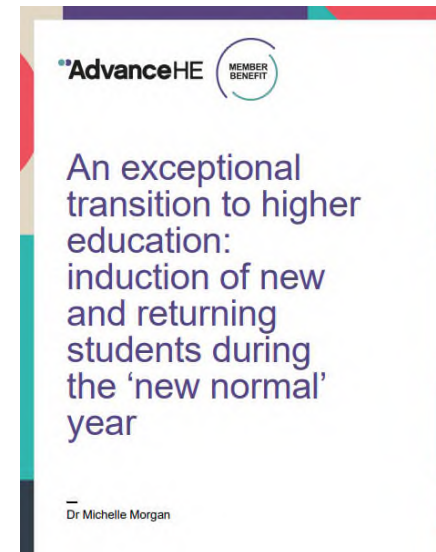
Financial concerns and working intentions of incoming Level 4 students

The potential implications for applicants and students in 2020/21 due to Covid19

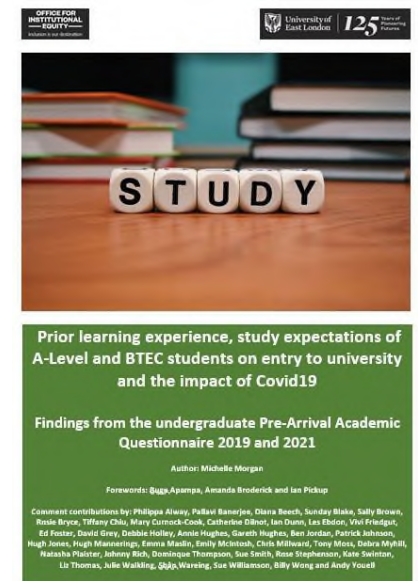
Dr Michelle Morgan

3 August 2020

[Financial_concerns_and_working_intentions_of_incoming_Level_4_university_students-_implications_of_C19.pdf](#)
(improvingthestudentexperience.com)



[An exceptional transition to higher education: induction of new and returning students during the 'new normal' year | Advance HE](#) (advance-he.ac.uk)

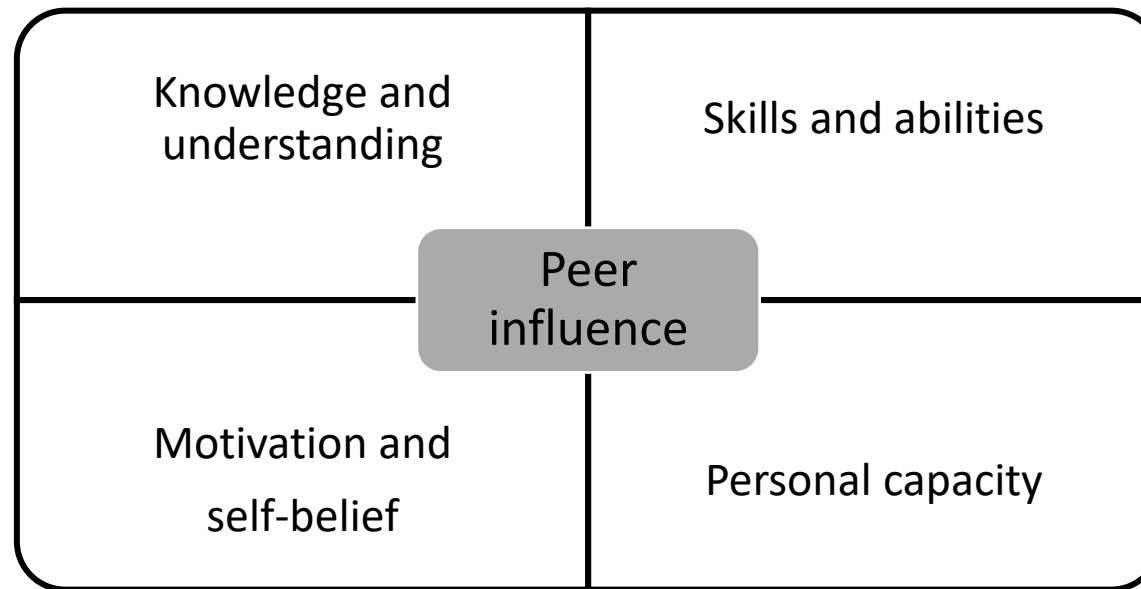


[Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 | Advance HE](#) (advance-he.ac.uk)

Reduce Engagement ‘Poverty’

The Joseph Rowntree Trust define poverty when ‘*a person’s resources are not sufficient to meet their minimum needs*’ (Joseph Rowntree Trust, 2014).

Resources needed for engagement



Source: Foster, 2023

Foster, E. (2023) *A new model of student engagement- Aspects of engagement*. Available online: [A New Model of Student Engagement – Living Learning Analytics Blog](#)

Goulden, C. and D'Arcy, C. (2014) *Anti-poverty strategies for the UK: A definition of poverty*, York: Joseph Rowntree Trust.

Rationale for the PAQ at institutional level

- A **meaningful pre-arrival/arrival course activity** that provides a parity of initial academic experience for all students across courses.
- To provide staff across academic and professional support spheres with **vital information that will assist them in developing and evolving their provision in real time** to bridge the perceived and actual skill and knowledge gaps of students.
- **Students get feedback within 3 weeks** of starting with headline findings and advice

Feedback is critical

7 core sections

Previous study qualifications

Previous study experience

Motivations and expected challenges of study being undertaken

Student expectations

Current learning expectations

Attitudes towards the level of study being undertaken

Biographical/ demographic details

[Pre-arrival questionnaire \(PAQ\) national pilot](#)

AdvanceHE and JISC

Partnership collaboration and interventions

- Shared understanding for the need to super proof
 - Student experience
 - Retention, progression and success
 - Identifying upcoming issues such as student diversity and social changes and challenges
- Shared understanding of purpose
 - Institutional needs
 - Sector needs
 - Importance of leadership
 - Research and evidence led
 - Identifying good practice

Rationale for the PAQ at sector level

There are a range of overarching objectives for this OfS EOO Innovation funded project.

- **To establish consistency** in how the sector collects and acts upon information from students upon arrival around their learning styles, expectations, challenges and requirements.
- **To drive dedicated activity at local level** to close the gap between expectations, requirements and the actual experience upon arrival.
- **To provide robust data-led evidence** to enable institutions to address inconsistencies in how different groups of students (for example by social background, qualification type, geography and demographics) begin their learning and develop a platform to progress to good outcomes.
- **To create a fuller understanding** across the sector of the Pre-arrival experience, providing evidence for wider policy making and cross-sector activity.
- **Support providers** in delivering a range of practical outcomes across different student groups, including improved wellbeing and belonging, improved continuation and attainment. Earlier and preventative intervention should further contribute to higher progression to further study or employment.

Purpose and scope of the National Pilot PAQ Project

- Implementation of the UG and PGT surveys across 2 waves
- We anticipate working with around 20-30 providers in England for each year of the survey. Participation in both years is desirable but not essential.
- Should the volume of expressions of interest exceed these numbers, the delivery partners reserve the right to make decisions around final participation in order to achieve a cohort that is as representative as possible.
- Should any institutions not be selected for year 1, we would be happy to discuss participation in year 2 as capacity allows.
- Free participation for the duration of the project (until June 2027).

Purpose and scope of the National Pilot PAQ (2)

- Institutions will receive their own results in a fast turnaround after the close of the survey – for their own analysis.
- Institutions will receive analysis by AdvanceHE similar to Postgraduate Research Experience Survey (PRES) and Postgraduate Taught Experience Survey (PTES) that will focus on providing anonymised benchmark comparison across all participating institutions
- Resources will be provided on how to share the key relevant findings with students, and staff.
- Membership of a facilitated participation network to access support and advice from peers.
- Free conference attendance for each year of participation to share best practice.
- Access to sector specific reports and published papers based on the overall findings.
- Institutions are required to hold a valid Jisc Online Surveys licence (paid for by institutions directly) for each year of their participation.

Inclusive and Collaborative Steering and Working Groups

- The Project Steering Group comprises of sector stakeholders involved in policy and strategy at a national level. Steering group made up of sector policy bodies including NUS, TASO, GuildHE, JISC, AdvanceHE, UKCGE, UCAS, NUS, SSAT, EPC, Unite Group, NEON.
- The Working Group will comprise of sector practitioners and research experts across a range of student experience areas including Learning and Teaching, Generative AI, Belonging, Mental Health and Wellbeing.

Outline timescales (year 1)

- April – June 2025: Confirm institutional participation
- April - July 2025: Confirm question sets, ethics, methodology – through working and advisory group
- August -September 2025: Survey set up
- Late September – early November: Survey window wave 1
- November – topline institutional data received
- December/ January – benchmarking data
- January 2026 onwards – working group members receive anonymised raw data for own analysis
- April 2026: Sector reports produced. Institutional case studies
- May 2026: Wave 1 dissemination event
- Year 2 timings will broadly match this into 2026/2027

Selection of participating institutions

Rationale for selection

- Reasons for participation
- Who submitted expression of interest
- Representation of type of institution and region

60 expressions of interest (4 duplicates)

- 12 only in 2025
- 5 only in 2026
- 38 both years
- 11 only UG

Type of institution expressing an interest 2025 (n=50)

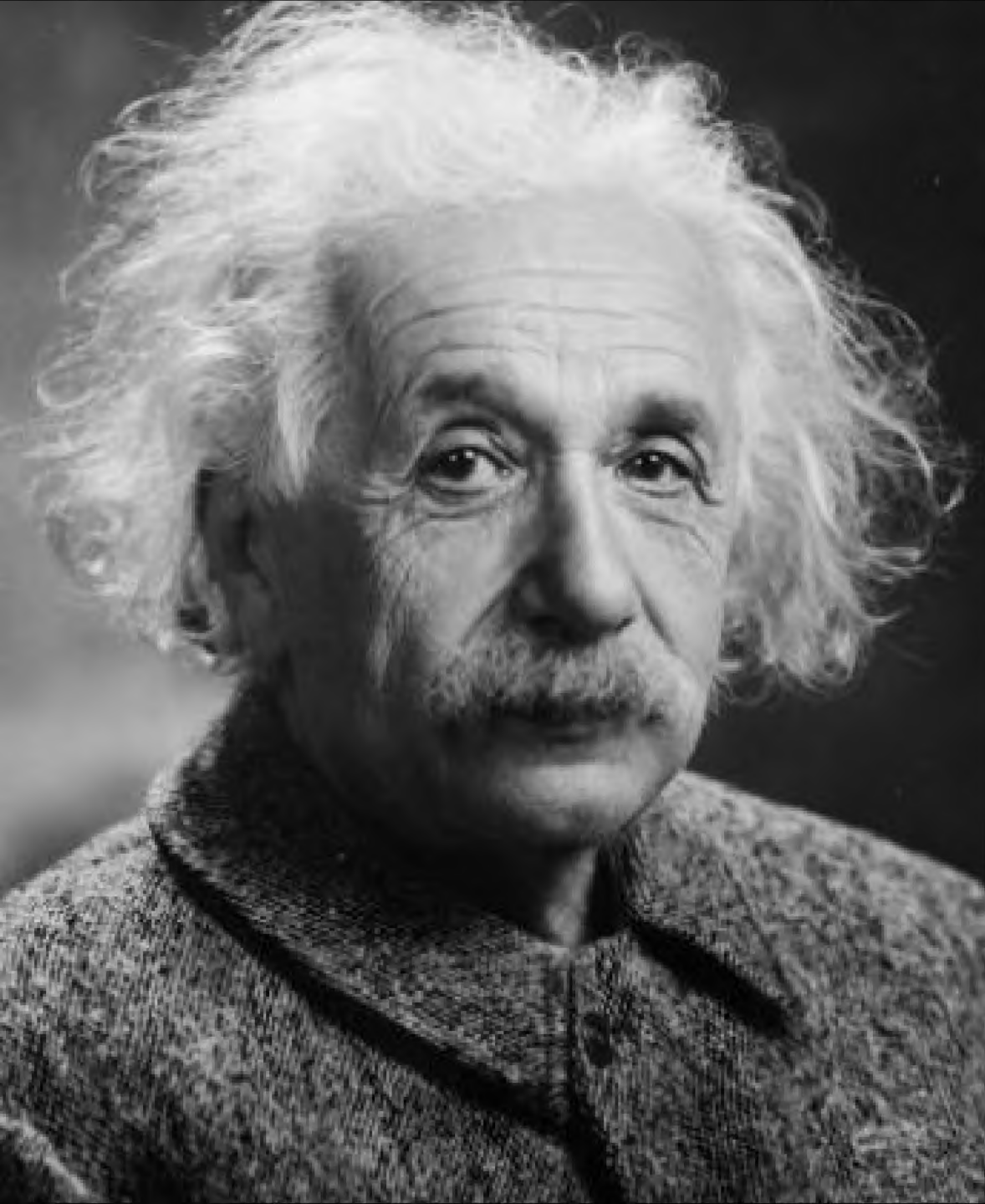
- 26 Post -92s
- 8 Russell
- 9 Small and Specialist
- 3 Colleges
- 4 Pre-92s

Region of the 50 expressing an interest in 2025

1	East
3	East Midlands
2	West Midland
13	London
9	North East
8	North West
6	South East
8	South West

Ethical and technical areas

- Ethical approval
- AdvanceHE and JISC Terms & conditions, & Data Protection Agreement
- Institutional access to the survey
 - Same as PTES, SAES, UKES
 - Downloaded template that is locked
 - Text and logos can be added
 - Faculty/Department/school and course questions can be added at the end
- Student access
 - Public facing
 - Applicant student ID will be requested
 - An institutional check
 - Enable extra student characteristic data to be added



We can't solve
problems by using
the same kind of
thinking we used
when we created
them.

~ Albert Einstein

Thank you for listening

Any questions?

Dr Michelle Morgan
Dean of Students
University of East London

Jonathan Neves
Head of Research & Surveys
Advance HE



KING'S
BUSINESS
SCHOOL

I-LEAD
REIMAGINING
BUSINESS EDUCATION

REIMAGINING EDUCATION

THE FUTURE OF LEARNING & TEACHING

**JOIN OUR MAILING LIST
FOR UPCOMING NEWS
AND EVENTS**



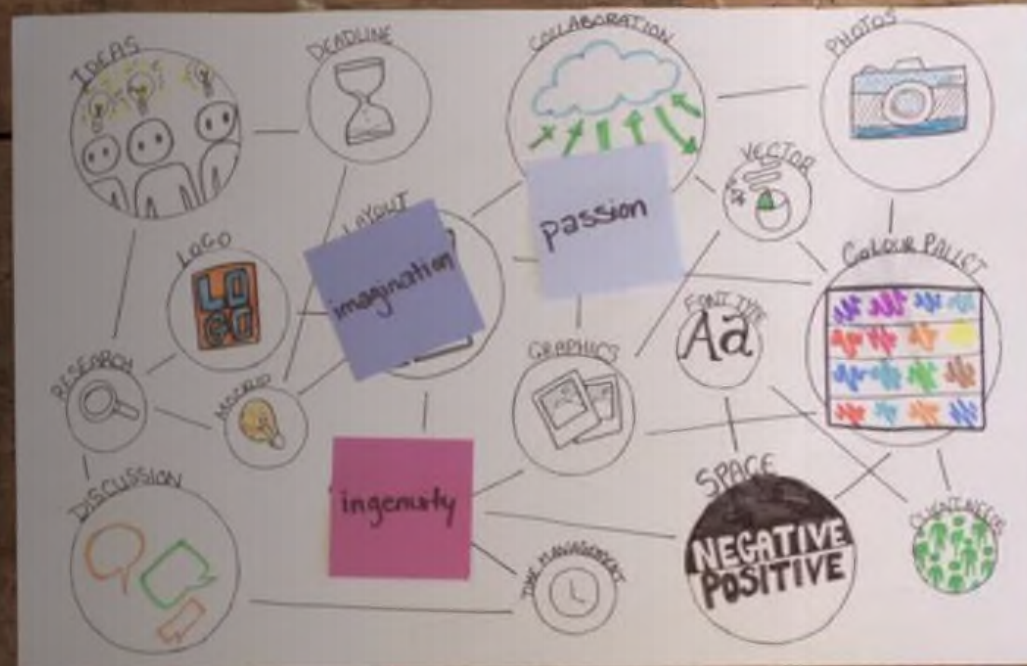
Reimagining Learning Through Design Thinking: An Interactive Case Study

What if writing, learning, and
teaching were treated as a design
challenge?

Dr Riyukta Raghunath

Dr Chiara Alfano

Northeastern University London





What is this session about?

- A new perspective on design thinking for teaching and learning
 - A transformative mindset shift for students – Reframe learning around **empathy, creativity, agility**
 - A transformative mindset shift for educators – the classroom as a design challenge with the student at its heart.

Would You Buy This Assignment?

Think of a recent assignment you gave. If it were a product, would anyone buy it?

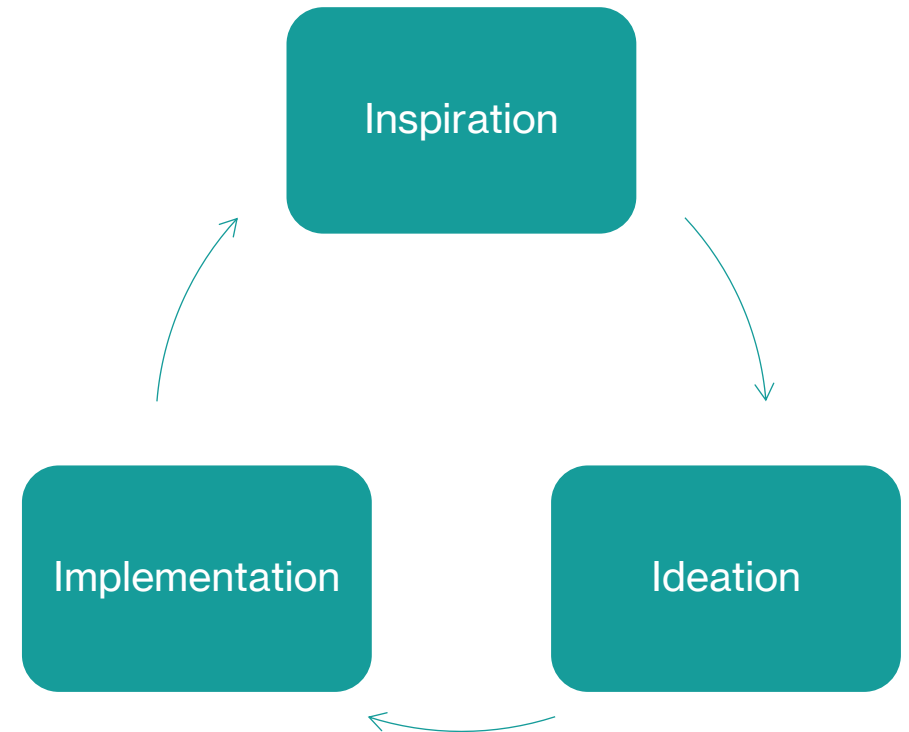
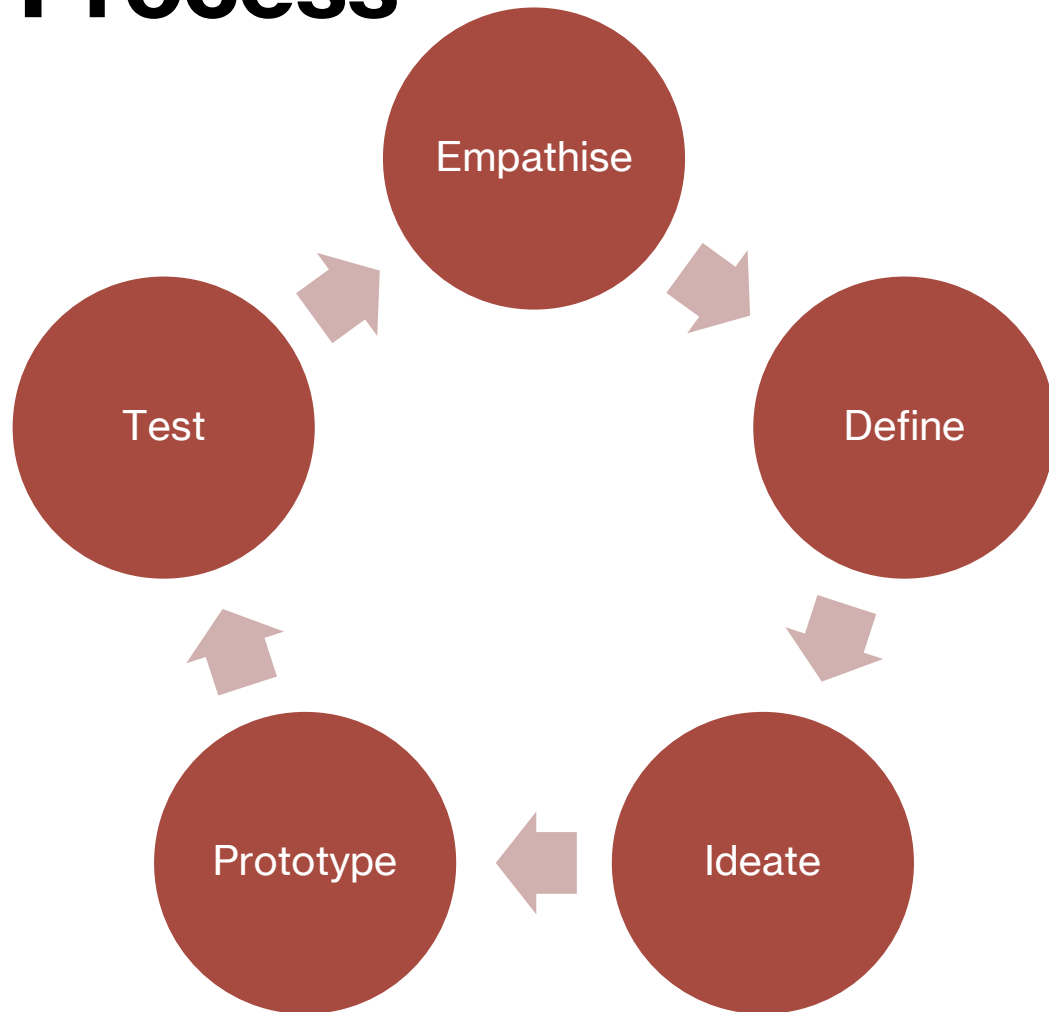
This was our assessment:

Write a 2000-word persuasive essay on a subject which can be approached academically. Use expert sources, evidence, and academic perspectives to support your argument.



- ✓ Clear goals, but overly abstract
- ⊘ Audience = instructor only
- ⊘ Disconnected from students' lives or cultural knowledge
- ⊘ Fixed format & linear process
- ⊘ One-and-done final product
- ⊘ Emphasis on compliance over creativity or engagement

Enter: Design Thinking as a Mindset not a Process



Why Design Thinking?



Our Inspirations:

Olin College - Engineering for Humanity: Openness as mindset to design AND learning

Smith College - Design Thinking Initiative: Inclusive, creative, interdisciplinary learning

IDEO's Design Thinking for Educators Toolkit, D.School Design Thinking Bootleg, Design Thinking Business Literature (Knapp, Kelley)

Our Students:

Diverse • Multilingual • Multicultural cohorts

- Our Goal: Reframe learning around **empathy, creativity, agility**
- The Mindset Shift: **Curious • Open • Collaborative • OK with getting things wrong**
 - From knowing → doing, theoretical → applicable, passive → active, individual → relational
 - Bringing play back into the classroom (thinking made tangible, aliveness and realness)
- **The activities enable the mindset shift we're really after both in the classroom and in our approach to the classroom.**

What was our Design Challenge?

What students said	What we observed
" This class felt like a box to tick"	Writing felt like a performative task rather than a meaningful process. Wrestling with "Acadamese"
"I'm a STEM major so what use is a writing class to me?"	Students struggled to see connections between writing and their disciplinary or career paths. This was because there was a lack of context.
"Writing is boring"	Students didn't feel emotionally or intellectually invested. They were under-challenged.
"I didn't know who I was writing for. Just the teacher, I guess. It felt like I was guessing what they wanted to hear"	They weren't developing writing skills like critical thinking or voice, they were performing correctness.
"I kept wondering if the way I was explaining things made sense here"	Multilingual and culturally diverse students felt silenced or marginalised by rigid academic norms.

Empathy in Action

Name: Lina Haddad Age: 19 Country of Origin: Lebanon Language Background: Arabic (first language), English (School and University), Additional language: French Major: Media and Communication Years in UK: Less than 1 year Status: International Student	Background: Lina is confident in conversations, but she’s often self-conscious about her written English. She writes fluently in Arabic and French but finds academic English vague and indirect. She's brilliant at connecting ideas, yet avoids participating in class discussions when writing is involved.	Current Challenges: • Has never written an argumentative essay in English before. • Struggles to understand implicit expectations in “criticality” or “structure.” • Feels she’s constantly “translating herself” rather than expressing. • Worries she sounds “immature” or “wrong” in academic tone. • Feels her stories and metaphors don’t “belong” in academic writing.
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Learning by Designing

**What do our students
wish we understood?**

Design Thinking (Mindset) as a Meta-Pedagogical Tool



Empathy: Preparing for the students we have, not the students we wish we had (or we were)



Defining: Student voice, observations, assessments



Diversity: Honouring the perspectives of our diverse teaching team



Curious, Open, Collaborative: Letting go of sole ownership of assessment or instructional design and 'my idea'



Active, Doing: Course Assessment Design Days



Iteration, Pivoting: Virtual and actual spaces for ongoing collaboration for instructional design pivots and trouble shooting & marking and moderation.

First-Year Writing Studio (Design-Inspired)

Write a personal essay	Narrative Essay as Experience Imagine you’re entering a New York Review of Books competition. Inspired by Zadie Smith, you explore “joy” through ambiguity, subtlety, and story.
Write an expository essay	Expository Essay as Journalistic Writing Write a topical, research-informed article for The Conversation UK, including a professional pitch. Audience: intelligent readers beyond academia.
Write a persuasive essay	Research Project as Scholarly Contribution Respond to an interdisciplinary Call for Papers on “Disruption, Intelligence, and Resilience.” Include a reflective commentary documenting your process, insights, and feedback loops

do men not
notice gender
of others?
not notice the
discrepancies?

Men do not notice gender

If men don't notice
genders then why are
there so many problems
with gender violence and
discrimination

process of
normalisation -

Raising kids the same way with no change

if we keep genders
how we perceive it
as a whole, how can
we expect gender roles
norms to change?

supporter of terrorism." — the same tone with which we raise them. We stifle the truth in a very narrow way. We put boys inside this cage.

Men do not
gender

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use the vague expression "human" to refer to all animals, and not just to particular members of the species.

We see a great difference to boys in how we raise them. We raise them as a hard, small cage, and we put boys inside in masculinity or boys. We define masculinity in a very narrow way in terms of boys and girls were raised not to like femininity at all.

[illegible]

That many men do not actively think about gender or notice in the past but everything is the same. And that many men do change it. If you are a man and you want into a relationship and you need to find a woman to have a relationship with, you need to find a woman to have a relationship with.

situations. greeted her? Men need to speak out in all of these ostensibly

If we do something over and over again, it becomes normal.
 If we do the same thing over and over again, it becomes normal. If we do the same thing over and over again, it becomes normal.

2019

process of normalization
and how to do it

comparing feminism
to feminism

I also gave that a
comparison in class

the man has to
play

Two modernist principles of political activity are the rejection of the leading factors of mass politics and the rejection of the leading factors of mass politics.

The book being
supposed to work
right in all houses
panel

Process -> mapping food products, prices, tastes, preferences, values, health and ethics

Process as manifestation - in relation to existing city and social policy and change

[illegible]

1. I thought I was alone.

(a) $\frac{1}{2}$ of the population
 (b) $\frac{1}{4}$ of the population
 (c) $\frac{1}{8}$ of the population
 (d) $\frac{1}{16}$ of the population

Handwritten notes on a whiteboard:

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 - Review of the 2011
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 - 2013
- Green note (top right):**
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[illegible]

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to gender roles.
to change?

gender roles
change?



Set Pieces = Deliberate Relational Interventions

Provide varied diet of engagement (UDL)

- Big Paper (annotating in silence)
- Gallery Walk
- Lightning Demos

Model constructive collaboration, feedback and negotiation

- I wish/ I like
- How might we?
- Crazy 8s

Design thinking activities in the class teach new skills but they also communicate a set of values:

- Everyone has something worth saying
- Your voice shapes real world conversations
- Writing is a collaborative exploratory act

Bibliography and further reading

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