'Student Agency and Self-Formation in Higher Education' Book Launch and Discussion

6 February 2024

CGHE Webinars: Well, welcome everyone to our Cg. Webinar on student agency and self formation in higher education. It's a book launch, and it's a discussion. And we have with us 2 of the 3 editors and one of the contributors as well, and I'll introduce our

161

00:54:53.540 --> 00:54:56.889

CGHE Webinars: our discussion leaders in a moment.

162

00:54:56.970 --> 00:55:00.809

CGHE Webinars: But let me take you through. The housekeeping slides in the usual way.

163

00:55:00.980 --> 00:55:03.270

CGHE Webinars: Remember that during the

164

00:55:03.470 --> 00:55:06.659

CGHE Webinars: webinar you'll be recorded

165

00:55:06.890 --> 00:55:30.219

CGHE Webinars: and the webinar will end up on a Youtube channel. And and you'll be able to access it also through our website in within the next 24 h, will. So that during the webinar, keep your microphone off until you come into the Q. And I section of the discussion, because if you're participating in the Q. And I, it always works better when you turn your microphone on

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00:55:30.300 --> 00:55:42.640

CGHE Webinars: before then. Though we find that the microphones on can interfere, you know, with the webinar strange noise gets caught, and so on. So we ask you to turn off until that moment when you enter the discussion.

167

00:55:43.210 --> 00:55:46.590

CGHE Webinars: We advise you to use Speaker View

168

00:55:46.730 --> 00:55:58.270

CGHE Webinars: in the top right-hand corner there with a huge red arrow, because that enables you to see who's speaking at any given time. That's quite helpful in piloting through the webinar

169

00:55:58.670 --> 00:56:01.060

CGHE Webinars: now, to enter our discussion.

170

00:56:01.400 --> 00:56:17.890

CGHE Webinars: and our discussion is a crucial part of the webinar. We invite you to use the chat, post your question or your statement for the presenters in the chat, and then from the chat. I can select you into the discussion, and

171

00:56:18.160 --> 00:56:23.130

CGHE Webinars: if we're going to invite you to speak, and we certainly would want to do so.

172

00:56:23.520 --> 00:56:27.259

CGHE Webinars: We'll send you a little note in the chat, saying, I'm going to bring you in next.

173

00:56:27.320 --> 00:56:30.819

CGHE Webinars: When you are

174

00:56:30.980 --> 00:56:39.069

CGHE Webinars: are invited in on camera. turn on your microphone. Turn on your camera if you can, and then tell us who you are

175

00:56:39.080 --> 00:56:43.790

CGHE Webinars: and where you're from, and it's a if you want to enter the discussion, and please do so

176

00:56:44.330 --> 00:56:45.820

CGHE Webinars: do so early.

177

00:56:46.020 --> 00:56:51.139

CGHE Webinars: We finding when people come in in the last 5 or even 10 min.

178

00:56:51.520 --> 00:56:53.360

CGHE Webinars: they can sometimes be too late.

179

00:56:53.440 --> 00:56:59.770

CGHE Webinars: because we have a full, full speaking list. So make sure that if you're really keen to say something that you say it

180

00:57:00.170 --> 00:57:04.619

CGHE Webinars: in the chat round about 2 30 UK. Time or 2 40,

181

00:57:05.030 --> 00:57:20.280

CGHE Webinars: and then I'll be sure to be able to select you into the discussion. So now to our presenters. And we've got with this first use of Iqba Oldac, who's an assistant professor based at Ling Nan University in Hong Kong.

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00:57:20.860 --> 00:57:31.190

CGHE Webinars: And he's also a core Center fellow at the Institute of Policy studies in the same institution, and Yousef did his doctoral training at Oxford, and I had the pleasure of

183

00:57:31.530 --> 00:57:48.720

CGHE Webinars: being one of his examiners, in fact. When he completed his thesis without amendment. And was passed which is something that one of the other presenters in this, in this, in this, in this group of presenters would like to do also soon, and I'll introduce in a moment. Yousef

184

00:57:48.720 --> 00:58:07.319

CGHE Webinars: is, is, is working on a number of themes in higher education studies. He's he's entered the discussion of science and global science and relations between scientists across the world, and he's making significant contribution in that area. As well as what he's doing with self formation and agency in this, in this, in the book.

185

00:58:07.440 --> 00:58:09.620

CGHE Webinars: Now, his other

186

00:58:09.680 --> 00:58:12.240

CGHE Webinars: fellow presenters. We've got Seyong Li

187

00:58:12.400 --> 00:58:14.770

CGHE Webinars: and Kelsey, and know you. And

188

00:58:15.010 --> 00:58:31.609

CGHE Webinars: so young Lee is the one who's going to examination soon. She's done a a thesis study of so for my academic self formation among Korean students who who are and to groups of Korean students she's looking at Korean students who gone to the Uk for their

189

00:58:31.680 --> 00:58:37.600

CGHE Webinars: their higher education, and grand students who, remaining career and done their higher education there. So she's also comparing

190

00:58:37.700 --> 00:58:44.619

CGHE Webinars: mobile students with students who remain within one country when looking at self formation. And she's

191

00:58:45.200 --> 00:58:51.079

CGHE Webinars: like yousef. I had a scholarship for to cover the cost of her.

192

00:58:51.250 --> 00:59:13.819

CGHE Webinars: her her doctoral study, and I have to say that they had to get too hard, in fact. But both of our presenters. The first 3 presenters have had that scholarship and we've got Kelsey Kelsey, know, you is a research associate at the center on Skills knowledge organizational performance. So she's a little bit ahead of. So in career terms in terms of timing and and

193

00:59:13.920 --> 00:59:18.879

CGHE Webinars: and I think closer to yousef in terms of when she graduated. But

194

00:59:19.160 --> 00:59:20.530

CGHE Webinars: She's she's

195

00:59:20.550 --> 00:59:39.139

CGHE Webinars: done the rare thing, I think, of turning her doctoral Phd studies into a continuing research career at Oxford and she's a supernumery fellow at Jesus College, as well as her association with the Department of Education. Her research interests include doctoral doctoral education itself

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00:59:39.250 --> 00:59:54.330

CGHE Webinars: Scoli communication and Phd career trajectories. And she's she's been publishing regularly in those domains. So you're gonna hear more from them in a moment. But I think it's useless that I've passed the screen to at this point you said, it's all yours.

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00:59:55.840 --> 01:00:03.069

Yusuf Ikbal Oldac: Thank you very much. Thank you for this lovely introduction. Let me start by sharing my screen. Let's get that out of the way.

198

01:00:03.600 --> 01:00:05.320

Point. Okay.

199

01:00:06.930 --> 01:00:12.600

Yusuf Ikbal Oldac: so can you also. And it moves right?

200

01:00:13.110 --> 01:00:18.019

Yusuf Ikbal Oldac: Okay, so thank you very much once again. We're really honored to be here.

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01:00:18.100 --> 01:00:26.739

Yusuf Ikbal Oldac: it's really pleasure. It's a bit late here in Hong Kong. Sorry if I look a little tired. I'll do my best to stay energetic and explain everything. Well.

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01:00:26.860 --> 01:00:42.280

Yusuf Ikbal Oldac: so today we will do book lunch and a discussion on it. The title of the book is student agency and self promotion in higher education. We're really excited about this book, and we hope that it will be beneficial to you in your studies if you're interested in this topic.

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01:00:42.740 --> 01:01:12.220

Yusuf Ikbal Oldac: So today we have 3 presenters. By order of appearance, I start first, Yousuf, I will introduce the book overall and give you the main details, core idea, etc., and then so youngly, will continue. She will present in the capacity of chapter author this time, although he's also the editor as well. So she will introduce her chapter, and then we will have Kelsey, and she will introduce her collaborative chapter, which is very valuable contribution to the book.

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01:01:12.220 --> 01:01:26.149

Yusuf Ikbal Oldac: The book itself, has 3 editors myself, Lilian. I guess she's already in the among the listeners, with very thankful for her contribution very crucial. And then so, young Li, as well.

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01:01:26.270 --> 01:01:29.899

Yusuf Ikbal Oldac: let me check my timing, and so that I finish on time.

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01:01:30.120 --> 01:01:37.530

Yusuf Ikbal Oldac: Okay, so let me start by introducing the introducing the core idea of the book.

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01:01:37.950 --> 01:01:46.779

Yusuf Ikbal Oldac: So the book argues for positioning students at the center of higher education, drawing from the concepts of student agency and self formation.

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01:01:47.210 --> 01:02:05.499

Yusuf Ikbal Oldac: The book highlights that higher education has broader and more important purposes than what a neoliberal human capital approach would suggest and explores how students students exercise their agency and realize self formation as inherently connected concepts throughout university education.

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01:02:05.630 --> 01:02:18.890

Yusuf Ikbal Oldac: In this book we provide disciplinary con cultural and contextual diversity as the chapters provide international perspectives to the readers interested in higher education, theories, policies, and practice.

210

01:02:21.760 --> 01:02:30.020

Yusuf Ikbal Oldac: So let me give you the definitions of the core concepts. I've been, you know, mentioning these right agency, self formation. What are these?

211

01:02:30.180 --> 01:02:46.840

Yusuf Ikbal Oldac: So the definitions of the Co. 2 concepts here are to the extent that they do not limit the ensuing discussions and subsequent chapters, because each chapter focus is on the same.

You know, top main topic, but they have a different angle. They take the topic in a different perspective.

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01:02:46.920 --> 01:02:48.980

Yusuf Ikbal Oldac: So what is meant by student agency?

213

01:02:49.270 --> 01:02:59.470

Yusuf Ikbal Oldac: The concept acknowledges students as agential subjects and incorporates the aspects of general human agency, and the distinct features specific to education.

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01:02:59.830 --> 01:03:07.630

Yusuf Ikbal Oldac: So generally, human agency refers to individuals, capacity and autonomy to act with their self-determined objectives in mind.

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01:03:07.760 --> 01:03:21.869

Yusuf Ikbal Oldac: Agency stems from human consciousness and critical thinking which facilitates reflexive deliberations and actions in the forms of active engagement and negotiation with the environments, whether challenging or resourceful and facilitating

216

01:03:22.850 --> 01:03:28.970

Yusuf Ikbal Oldac: student agency differs from general human agency, particularly because of the impact of education.

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01:03:29.320 --> 01:03:39.580

Yusuf Ikbal Oldac: On the one hand, education is believed to enhance student agency by fostering, well-being, skill, development, critical thinking, human capability, and thus freedom.

218

01:03:39.830 --> 01:03:54.929

Yusuf Ikbal Oldac: But, on the other hand, the success of education depends on the presence of student agency. which is essential for initiating student engagement in the form of self, motivated, self-regulative, and self reflexive thinking and behaviors.

219

01:03:56.170 --> 01:03:58.079

Yusuf Ikbal Oldac: What is meant by self formation.

220

01:03:58.510 --> 01:04:17.739

Yusuf Ikbal Oldac: student self relation is a multifaceted concept with deep historical rules combining both ancient and modern philosophies. While the manifestation of this concept varies from context to context, self formation primarily emphasizes the role of students as the masters of their educational experiences in higher education.

221

01:04:17.750 --> 01:04:23.269

Yusuf Ikbal Oldac: They are active learners who shape the holistic development through active agency.

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01:04:23.310 --> 01:04:31.550

Yusuf Ikbal Oldac: The concept of self formation goes against reducing students to consumers. Income maximizers or passive information receivers.

223

01:04:32.350 --> 01:04:40.809

Yusuf Ikbal Oldac: The association between reflexive agency and education concurs. The argument that higher education is a process of self formation.

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01:04:40.850 --> 01:04:49.430

Yusuf Ikbal Oldac: Higher education can enhance student self-forming capacities. The potential of higher education can only be activated by students. Active agency.

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01:04:51.520 --> 01:05:02.440

Yusuf Ikbal Oldac: So, as I mentioned, each chapter contributes to an aspect of the core argument. Here I provide a link to the table of contents. The slides will be up later you can access it.

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01:05:02.670 --> 01:05:10.179

Yusuf Ikbal Oldac: So in this slide I will discuss briefly, the structure of the book, the table of contents, and briefly introduce the chapters.

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01:05:10.900 --> 01:05:35.070

Yusuf Ikbal Oldac: So the book is made up of 3 main sections. Here, you see, the first one is actually introductory chapter, and I will introduce this a little after this slide. So let me not go into it. But then we start with this section of conceptualizing soon. Software mission in higher education under the section, you can find chapters that focuses on conceptual discussions about self formation.

228

01:05:37.560 --> 01:05:41.919

Yusuf Ikbal Oldac: For example, the first chapter under under this section is from Simon Marginson.

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01:05:42.110 --> 01:05:56.939

Yusuf Ikbal Oldac: So he discusses antecedents of student self formation in social theory and educational philosophy. You can find really interesting discussions here about, you know the contemporary and older antecedents to the idea of self formation.

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01:05:57.820 --> 01:06:04.550

Yusuf Ikbal Oldac: and then it is followed by a comparative chapter led by our colleague, fellow editor as well. Lily Young.

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01:06:04.690 --> 01:06:19.679

Yusuf Ikbal Oldac: In this chapter we discuss agency and student development in higher education with a cross cultural and cross disciplinary exploration. So if you're interested in cross cultural and disciplinary perspectives, this chapter is the one for you, basically.

232

01:06:19.800 --> 01:06:35.330

Yusuf Ikbal Oldac: And then we have from so young Li the mechanism of student agency in self formation through knowledge, engagement in higher education. So this one will be presented by Soyang herself. So let me not go into details about this chapter at this point.

233

01:06:36.150 --> 01:06:42.810

Yusuf Ikbal Oldac: and then the second section of the book is about depicting student agency in international higher education.

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01:06:42.860 --> 01:06:48.760

Yusuf Ikbal Oldac: So under this section, we provided the chapters that focuses on internationalization aspect.

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01:06:49.030 --> 01:07:05.229

Yusuf Ikbal Oldac: For example, the first one discusses an agency and becoming an international programs in Vietnamese universities. So very interesting empirical fundings from international lazy internationalization programs in Vietnamese universities here

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01:07:05.390 --> 01:07:31.659

Yusuf Ikbal Oldac: and then the following one is from the colleagues and colleagues from Australia. They discuss conceptualizing the employability agency and international graduates again, in the international higher education context and about the employability showing that the idea of agency

and self formation is not only, you know, just about the academic aspect, but maybe broader than that. So this chapter is a bit on that topic.

237

01:07:31.890 --> 01:07:44.419

Yusuf Ikbal Oldac: And then the last section chapter of this section is from Kazihiro Kudo, our colleague from Japan. It discusses the role of higher education institutions in fostering students, cosmopolitan agency and self formation.

238

01:07:44.920 --> 01:07:53.999

Yusuf Ikbal Oldac: This chapter also provides empirical data information from Japanese universities, and it discusses cosmopolitan agency and self formation

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01:07:54.700 --> 01:08:01.409

Yusuf Ikbal Oldac: and the last section of the book. It's about linking student agency in higher education with the wider society.

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01:08:01.560 --> 01:08:28.740

Yusuf Ikbal Oldac: And this this section is also very important, especially in the literature. There are discussions that you know. The relationship between agency or self formation with the wider context is less studies. There are those arguments. So you can find some discussions theoretical and empirical discussions under this section. The first one is by me. It's about specific aspect of student self formation in international higher education.

241

01:08:28.790 --> 01:08:32.129

Yusuf Ikbal Oldac: So I provide a temporal framework

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01:08:32.220 --> 01:08:51.830

Yusuf Ikbal Oldac: on how self formation may be working in the international education. With this perspective of civic aspect. I use the term apprenticeship in New World views, because I think it's really like apprenticeship. But there's agency there. It's not about being structured to the society, or only

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01:08:52.290 --> 01:09:10.659

Yusuf Ikbal Oldac: the last one. New spaces for agency in doctoral education and an ecological approach. A very interesting pioneering work by our colleague here, Kelsey and Soren Soren couldn't join us today, but Kelsey will introduce the chapter to us later, so let me not get into too much details about it now.

244

01:09:11.189 --> 01:09:40.889

Yusuf Ikbal Oldac: so hope to get the book. I wanted to add this, you know, in case you want to have a quick access. Here's the link you can. You can check it later if you want to order it for your university, etcetera. We are surprised and happy to see that the book has already passed 1,000 to 100 accesses to its landing page. It's been a few months only, and we hope the book will benefit scholarship across disciplines and serve as a good source book for search researchers interested in this topic.

245

01:09:41.260 --> 01:09:57.699

Yusuf Ikbal Oldac: So I know I have a very limited time among the you know we distributed the time between us. But let me at least do my best to give you a glimpse of what the first chapter is about, which is titled students at the heart of higher education and introduction.

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01:09:58.400 --> 01:10:11.920

Yusuf Ikbal Oldac: So in this chapter we start with an historical overview of higher learning. and with that we see that students in higher learning have never been as narrowly defined as they tend to be in the last decades.

247

01:10:12.140 --> 01:10:24.370

Yusuf Ikbal Oldac: The narrow definitions of the last decades include reducing students to consumers, income maximizers or passive information receivers. I'm sure most of you will agree with this. Anyway, I discussed

248

01:10:24.430 --> 01:10:30.250

Yusuf Ikbal Oldac: with many of you among the listener. You know. Audience these things separately. In a few conferences

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01:10:30.450 --> 01:10:47.800

Yusuf Ikbal Oldac: also, this chapter provides an overview of the relevant literature. For example, the review of the research on student experiences discusses how agency and self formation are implied in the extensive theories and concepts of student development in higher education.

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01:10:47.800 --> 01:11:11.559

Yusuf Ikbal Oldac: So some of the theory is already, you know, point towards this, although they do not explicitly engage with it, and then we move to the emerging line of literature that engages with the agency and self formation concepts more explicitly so. There is a burgeoning line of literature that explicitly discusses these terms, and they are reviewed in that chapter. Few, you know, you're welcome to have a look

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01:11:12.180 --> 01:11:28.519

Yusuf Ikbal Oldac: afterwards. So here's a nice photo of us from the symposium that originated the book. Well, it was pandemic times. So everyone is wearing masks, and on the screen you can see all of you know those who cannot join us in person. It was a really really fruitful one.

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01:11:28.660 --> 01:11:48.269

Yusuf Ikbal Oldac: So, following this introduction to the book, the chapter authors will discuss their chapters. The first one to follow is, she will discuss her chapter on the Mechanism of Student Agency in sales formation through knowledge, engagement in higher education. And then my colleague Kelsey, will take up, and she will talk about

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01:11:48.270 --> 01:11:58.899

Yusuf Ikbal Oldac: new spaces for agency in doctoral education and ecological approach. So one of them focuses on the individual aspect more by highlighting the academic self formation.

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01:11:58.900 --> 01:12:09.419

Yusuf Ikbal Oldac: and by contrast the latter has a focus on the wider society as well. So hopefully they will be a good contrast, and good food for thought for us today.

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01:12:09.650 --> 01:12:12.689

Yusuf Ikbal Oldac: So so young, the screen is yours.

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01:12:13.450 --> 01:12:28.660

Soyoung Lee: Thank you very much. Hi, everyone. I'm so young, Lee. I am both a Co. Country Co. Editor and a chat country contributor for Facebook. I am very honored to have this opportunity to

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01:12:28.730 --> 01:12:51.189

Soyoung Lee: present my work on behalf of other contributors. Amazing contributors. So my chapter is part of the first section that focus on conceptualizing self-immation. And this chapter tries to conceptualize the role of student agency in self-formation with a particular focus on the domain of knowledge engagement. Student engagement with knowledge. Basically

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01:12:51.870 --> 01:12:53.109

Soyoung Lee: next slide, please.

259

01:12:54.610 --> 01:13:14.349

Soyoung Lee: Thank you. So high education as Yusuf has already, explained, is an emerging concept in the literature which full grants unit agency in the purpose process and products of high education. So its initial summit theorization is originated from a large scale, empirical research of international student experiences.

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01:13:14.720 --> 01:13:18.979

Soyoung Lee: So this background has led to the following 3 features of the existing literature.

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01:13:19.330 --> 01:13:34.269

Soyoung Lee: The first researchers have dominantly focused on self-formation in international higher education. In other words, the idea of self-formation is more accepted than the literature on international students rather than than in general higher education research.

262

01:13:34.450 --> 01:13:41.990

Soyoung Lee: It's probably because the issue of neglected student agency is more pressing and conspicuous in international education, literature.

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01:13:43.140 --> 01:13:58.690

Soyoung Lee: Second, the normative and comprehensive nature of salformation has has confined empirical investigations of self formation to providing examples of what is already said rather than the critical evaluation and development of the concept.

264

01:13:59.280 --> 01:14:05.910

Soyoung Lee: Third, the key concept of self formation, which is human agency, tends to be treated as password.

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01:14:06.390 --> 01:14:20.039

Soyoung Lee: So operationalizing the student agency is an important task, and as a unit of analysis, of course. And this chapter my chapter aims to unveil the underlying mechanism of the operation of student agency in affirmation

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01:14:20.360 --> 01:14:45.439

Soyoung Lee: to take them together. Self-formation. It'd be to advance the research program of self formation and student agency. It'd be helpful to delineate delineated the research focus on a specific aspect. For instance, an academic domain of self formation is experienced by all students regardless of their local or international status. So that's going to be my focus of this presentation. Next slide, please.

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01:14:46.610 --> 01:14:48.190

Soyoung Lee: So

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01:14:48.630 --> 01:15:03.939

Soyoung Lee: first, I will conceptualize student agency based on Malcolm's artist's realist social theory in realist onthology, ontology. Archer argues that structure and agency are 2 independent but interactive layers of structure.

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01:15:04.000 --> 01:15:17.020

Soyoung Lee: What she specifically emphasizes is the role of reflective agency that refers to people's internal conversation about themselves, in light, about themselves, in light of the situation of the self and vice versa.

270

01:15:17.270 --> 01:15:29.840

Soyoung Lee: So this role of reflexivity that comes from the interactive and autonomous relationship between students between agency and structure. It incorporates the 2 major approaches to student agency in the current literature.

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01:15:29.990 --> 01:15:36.030

Soyoung Lee: one that adopted psychological approaches to emphasizing that emphasizing

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01:15:36.090 --> 01:15:46.960

Soyoung Lee: interpret, intrapersonal, cognitive thinking behind human behaviors and the other that is sociological and focusing more on how agents interact with the structure.

273

01:15:47.110 --> 01:15:57.789

Soyoung Lee: So one of the strengths of this really circular theory in conceptualizing agency is that Bacha, not only theoretically, but also empirically investigated to help people in active agencies.

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01:15:58.120 --> 01:15:59.980

Soyoung Lee: So next week, please

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01:16:01.500 --> 01:16:11.329

Soyoung Lee: this study. So this chapter update is based on my doctoral research, which is more larger scale and it conducted. It combines both conceptual discussion and empirical

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01:16:11.420 --> 01:16:16.310

Soyoung Lee: empirical investigations to develop this theory of a cosmic deformation.

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01:16:16.430 --> 01:16:28.730

Soyoung Lee: So this presentation looks about a little bit of of this bigger research project during the interviews with Korean students that I focus on, I asked questions about

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01:16:28.760 --> 01:16:32.660

Soyoung Lee: who prompt their internal conversation or reflexibility about themselves.

279

01:16:32.730 --> 01:16:42.909

Soyoung Lee: so every participant frequently uses the Korean word. There is symp that can be translated into passionate hard work or effort, in short.

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01:16:43.060 --> 01:16:51.900

Soyoung Lee: that they use this term in evaluating their past self, regulating their present self, and making differences in the in the future self.

281

01:16:52.050 --> 01:17:00.000

Soyoung Lee: This indicates that how students regarded their own actions and efforts as a controllable variable of their own information.

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01:17:00.240 --> 01:17:09.129

Soyoung Lee: at least during academic activities that she had spent about. So another distinctive tendency was students critical and negative account of themselves

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01:17:09.400 --> 01:17:23.740

Soyoung Lee: during the interviews, the long-distational analysis of Mike that he rebuilt that self-criticism. It's not the not the manifestation of low self-esteem or crushed confidence or restricted agencies.

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01:17:23.760 --> 01:17:39.580

Soyoung Lee: Instead, it indicates that strong efficacy, strong self-efficacy, beliefs that one could be and should be better. This shows continuously developing ideal cells and ever becoming self-immation beyond the unilateral or linear process of

285

01:17:40.100 --> 01:17:41.289

Soyoung Lee: achieving goals.

286

01:17:42.080 --> 01:17:48.869

Soyoung Lee: With these different aspects of reflective agency, access, and self criticism, they seem to similarly operate

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01:17:48.920 --> 01:17:50.560

Soyoung Lee: as our mediator

288

01:17:50.580 --> 01:18:06.069

Soyoung Lee: between the subject, self and object self. This Distinction of the self. If 2 different self Subjects and Object, self, or me, self and myself, are frequently and very narrowly discussed in the psychology or prominent self theories.

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01:18:06.190 --> 01:18:07.350

Soyoung Lee: Next slide, please.

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01:18:09.060 --> 01:18:10.170

Soyoung Lee: However.

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01:18:10.460 --> 01:18:22.190

Soyoung Lee: agency cannot be used to an atomic or in a psychological process. Of course not, but it interacts with external factors, so it can give place to resources for self formation.

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01:18:22.380 --> 01:18:25.550

Soyoung Lee: You know, even the studies in my study identified. That

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01:18:25.570 --> 01:18:40.540

Soyoung Lee: identifies the teacher student relationship as an important contextual sector that influences their engagement with knowledge by examined how students exercise their reflexive agency in light of their relationship with their teachers. In higher education.

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01:18:41.170 --> 01:18:50.490

Soyoung Lee: the participants were found to voluntarily confirm to the perceived authority. Even in the academic effect.

295

01:18:50.750 --> 01:18:59.239

Soyoung Lee: however, confining behaviors are often seen open to recessors implying weak agency, or restricted

296

01:18:59.270 --> 01:19:02.139

Soyoung Lee: or restricted agency by structure.

297

01:19:02.770 --> 01:19:10.390

Soyoung Lee: This chapter, however, challenged such an assumption, and argue that conformity is also on aspect of agency.

298

01:19:10.510 --> 01:19:16.640

Soyoung Lee: When students perceive that their self permission can be more effectively achieved by using a medium.

299

01:19:16.760 --> 01:19:25.319

Soyoung Lee: they can intentionally place themselves in a context that is, that is controlling, but can also direct them towards the ideal future cell.

300

01:19:25.490 --> 01:19:31.240

Soyoung Lee: I call this form of reflective agency as active confirmity to distinguish it from

301

01:19:31.480 --> 01:19:32.709

Soyoung Lee: more general

302

01:19:32.810 --> 01:19:35.069

Soyoung Lee: general understanding of contemporary.

303

01:19:35.170 --> 01:19:43.140

Soyoung Lee: So, through active conformity, students intentionally delegate that self-control to referential office in the course of self formation.

304

01:19:43.500 --> 01:19:44.389

Soyoung Lee: next slide.

305

01:19:47.020 --> 01:19:55.449

Soyoung Lee: So this Pepta also reveals that if different aspects of agency change throughout high education demonstrated by 2 examples.

306

01:19:55.750 --> 01:20:06.540

Soyoung Lee: one is a master student studying all design, who experienced a significant shift in the definition of good odds as she moves from Korea to yeah. Uk high education.

307

01:20:06.840 --> 01:20:23.129

Soyoung Lee: He found that while she was studying in Korea he thought art Korean field of art placed a great emphasis on artwork that demonstrates great efforts and extensive time. An artist puts, even when the idea behind the artwork. Was not that great

308

01:20:23.460 --> 01:20:35.929

Soyoung Lee: in contrast when she moved to the UK. Her institution evaluated artwork based on the based on its core idea rather than how complete, precise, and meticulous the artwork is.

309

01:20:36.600 --> 01:20:38.669

Soyoung Lee: So in a new or call to make something.

310

01:20:38.690 --> 01:20:52.330

Soyoung Lee: these students developed a new approach to making effort which was found as an aspect of agency with this thought. another example is the case of students in sociology. I'll be short about this example, as this student

311

01:20:52.340 --> 01:20:56.159

Soyoung Lee: immerse itself into concepts like power or equality that is

312

01:20:56.610 --> 01:21:07.680

Soyoung Lee: common in sociological studies. She gradually questions the authority of the speeches, so that she took full friendships for a long time, and she revised her conceptions and behaviours.

313

01:21:07.820 --> 01:21:09.989

Soyoung Lee: Towards this relationship.

314

01:21:10.100 --> 01:21:12.980

Soyoung Lee: That was, that was

315

01:21:13.380 --> 01:21:14.180

Soyoung Lee: That was

316

01:21:14.690 --> 01:21:22.520

Soyoung Lee: that approach to confirm it. I'm sorry. So these examples demonstrate the knowledge impact on the thinking reflexive agency.

317

01:21:23.150 --> 01:21:31.560

Soyoung Lee: as you can see in the figure, the figure is vicarious model of human learning through instrumental acts.

318

01:21:31.580 --> 01:21:34.870

Soyoung Lee: provides a theoretical evaluation of this findings.

319

01:21:35.180 --> 01:21:54.650

Soyoung Lee: because he imagines that people, as a subject of action can use an artifact to make changes in objects which in turn bring changes in these objects. For example, people we use language to communicate with social world. But this process results in learning of the people involved. As the language influences inner communication.

320

01:21:55.250 --> 01:22:10.430

Soyoung Lee: As you might have noticed in the video, the mediating impact of knowledge in Baikopzki's theory resonates with the previous diagram by presented in previous slides, that mediating that illustrates mediating impact of a reflexive agency.

321

01:22:10.750 --> 01:22:13.480

Soyoung Lee: These combined, I develop a conjecture

322

01:22:13.520 --> 01:22:24.679

Soyoung Lee: that knowledge as a knowledge can be understood as a social language that becomes internal language, which shapes reflexive agency of students as students engage with knowledge.

323

01:22:24.780 --> 01:22:26.030

Soyoung Lee: Next slide, please.

324

01:22:26.380 --> 01:22:39.639

Soyoung Lee: So this is my final slide. Already, in conclusion, this chapter has thought to the from 3 point first I introduced various aspects of reflective agency, including efforts of criticism and active conservative.

325

01:22:39.760 --> 01:22:50.029

Soyoung Lee: This point out the need to consider not only the extent of agency or weaker, stronger agency, but also the content of agency. The different aspects of agency.

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01:22:50.190 --> 01:22:56.620

Soyoung Lee: Second, yes, different aspects of a reflective agency were found to operate in a similar mediatory mechanism.

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01:22:56.730 --> 01:23:07.480

Soyoung Lee: while self criticism and effort mediated interaction between the object and subject. Self. Active conformity was practiced in students, interaction with the environment.

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01:23:07.760 --> 01:23:11.929

Soyoung Lee: Finally. unit agency transforms throughout high education.

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01:23:12.030 --> 01:23:17.299

Soyoung Lee: while one of the explorers was disciplinary knowledge in my face.

330

01:23:17.440 --> 01:23:33.600

Soyoung Lee: I conceptualize this emerging agency through knowledge, engagement, disciplinary, physically agency, which I will discuss further in another publication. But now I give the stage to Kelsey for her next presentation. Thank you so much for listening.

331

01:23:40.050 --> 01:23:51.189

Kelsey Inouye: Well, thank you so much, so young, and thank you to Yusuf, Lilly, and so young for inviting me to speak about our chapter today, which was written with Soren Bangston of Arhus University.

332

01:23:51.340 --> 01:23:53.189

Kelsey Inouye: Next slide, please.

333

01:23:54.960 --> 01:24:17.700

Kelsey Inouye: So I will be giving a brief overview of the chapter to day essentially due to the growing complexity of the University and of doctoral education in terms of its embeddedness within various societal and professional and cultural contexts. This chapter draws upon Barnett's work to argue for an ecological approach to Ph. D. Student agency.

334

01:24:18.210 --> 01:24:25.689

Kelsey Inouye: In this chapter we focused primarily on doctoral education in the humanities, arts, and social sciences. As examples.

335

01:24:25.840 --> 01:24:41.509

Kelsey Inouye: I'll begin by briefly conceptualizing ecological agency and then provide for quick examples of spaces in which Ph. D. Researchers may exercise agency in different in different aspects of the ecology.

336

01:24:41.530 --> 01:24:43.030

Kelsey Inouye: Next slide, please.

337

01:24:44.640 --> 01:24:54.369

Kelsey Inouye: So as I said, we have drawn upon Barnett's Ecological University to frame our argument for agency and doctoral education.

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01:24:54.640 --> 01:25:08.940

Kelsey Inouye: Essentially, Barnett argued that knowledge and education that's produced and creative and created in universities is impossible to be separated from wider political and social expectations, as well as

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01:25:08.950 --> 01:25:20.989

Kelsey Inouye: cultural and legal traditions of specific countries or regions. So, in other words, the University is very much embedded and interconnected with all these various spaces within society.

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01:25:21.240 --> 01:25:36.320

Kelsey Inouye: and as such the University is influenced by this array of factors or or areas, and in turn can influence the the world in its contexts through the various actors and stakeholders that are part of the university.

341

01:25:36.920 --> 01:25:50.259

Kelsey Inouye: So within the university. Ph. D. Researchers are key stakeholders, and thus they may influence these surrounding societal contexts through their research teaching or broader sort of public engagement work.

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01:25:50.530 --> 01:26:12.790

Kelsey Inouye: And so, as part of this university doctoral researchers thus have agency, which is also, you know, entangled with these wider societal forces which could include political agendas or discourses around research, impact funding landscapes, narratives around publish or parish and academic

343

01:26:13.130 --> 01:26:17.479

Kelsey Inouye: productivity. As well as you know, the precarious academic labor market.

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01:26:18.160 --> 01:26:34.780

Kelsey Inouye: And so for doctoral researchers, an ecological framing of agency means recognizing the ways in which they can contribute, but also be in some ways constrained as they navigate these different systems of which the university is part.

345

01:26:35.210 --> 01:26:50.199

Kelsey Inouye: And although we don't want to also discount the importance of individual intentions as agency that can influence. Phd, students, trajectories. What we're doing is sort of arguing for taking also a broader

346

01:26:50.290 --> 01:26:56.099

perspective on how we understand agency and the ways that it's entangled with these different spheres.

347

01:26:56.200 --> 01:26:58.060

Kelsey Inouye: So next slide, please.

348

01:26:59.210 --> 01:27:07.979

Kelsey Inouye: So now, as I said, I'll go into a few brief examples of these different spheres of agency, the first of which is careers.

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01:27:08.390 --> 01:27:11.029

Kelsey Inouye: So, as is, you know, well, documented

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01:27:11.080 --> 01:27:21.290

Ph. D. Holders are increasingly working in non academic sectors. And so national and institutional policies are placing more emphasis on things like

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01:27:21.700 --> 01:27:35.180

Kelsey Inouye: transferable skills, structured training, which is all kind of transforming traditional understandings of the purpose and the nature of a ph, d. in a lot of the literature.

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01:27:35.630 --> 01:27:50.330

Kelsey Inouye: it's become quite easy to frame this context as potentially problematic, due to again precarious academic career trajectories and the applicability of the skills you learn in a Ph. D. To work in other sectors.

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01:27:50.590 --> 01:28:06.239

Kelsey Inouye: however, we also believe that this widening career landscape can also offer opportunities for agency as Ph. D. Students can be very proactive in their own career and professional development, preparing for several possible career trajectories

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01:28:06.370 --> 01:28:16.410

Kelsey Inouye: which may include developing different skills, doing interdisciplinary or cross sector work, which is increasingly supported by universities.

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01:28:16.830 --> 01:28:18.450

Kelsey Inouye: Next slide, please.

356

01:28:19.690 --> 01:28:41.849

Kelsey Inouye: Doctoral writing is another space for agency. As diversification of the thesis genre means that Ph. D. Students are no longer restricted to the monograph as their means of knowledge production, and they are increasingly choosing to do things like a thesis by publication or integration, which also means kind of moving between sort of different genres of doctoral writing.

357

01:28:42.230 --> 01:29:01.840

Kelsey Inouye: While thesis by publication has received some criticism due to its relationship with rhetoric around, publish or parish, and kind of pressures on the academic labor market. The genre can also provide spaces for agency. As Ph. D. Researchers have the ability to choose from different thesis formats

358

01:29:02.110 --> 01:29:07.399

Kelsey Inouye: and can select ones that best align with their research designs and also their professional goals.

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01:29:07.640 --> 01:29:23.940

Kelsey Inouye: At the same time, other work is happening that is looking at how Ph. D. Students may disrupt the thesis genre in terms of things like language and structure and drawing on creative techniques to define how we see what counts as doctoral writing

360

01:29:24.480 --> 01:29:26.419

Kelsey Inouye: next slide, please.

361

01:29:28.010 --> 01:29:33.080

Kelsey Inouye: So a third area that we have touched upon in the chapter is citizenship.

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01:29:33.770 --> 01:29:41.600

Kelsey Inouye: So the Ph. D. Curriculum is still kind of widening out beyond sort of traditional and institutional

363

01:29:41.620 --> 01:29:43.950

Kelsey Inouye: boundaries. So, for instance.

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01:29:44.300 --> 01:29:54.839

Kelsey Inouye: humanity's research is increasingly expected to have a societal impact influenced by government policies and funding bodies that are sort of framing

365

01:29:54.860 --> 01:29:59.360

Kelsey Inouye: the purpose and the focus of research in the humanities as well as social sciences.

366

01:29:59.740 --> 01:30:17.890

Kelsey Inouye: And so, increasingly, you know, humanity's Ph. D. Scholarships and social sciences as well may be Co. Financed with, you know, external partners in public or private sectors who may have different expectations for Ph. D. Research and different understandings of what constitutes constitutes research.

367

01:30:18.300 --> 01:30:33.000

Kelsey Inouye: And so this citizenship of doctoral education and the Ph. D. Opens up new possibilities for what it means to be a Ph. D. Student where Ph. D. Researchers can find meaning in

368

01:30:33.330 --> 01:30:51.100

Kelsey Inouye: social and cultural connection during the Ph. D. By working across different sectors through their work and elements of this trend aligned with Barnacle's call for a greater capacity to care through care for society through a careful Ph. D.

369

01:30:51.820 --> 01:30:53.350

Kelsey Inouye: Next slide, please.

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01:30:54.680 --> 01:31:00.250

Kelsey Inouye: So finally, the fourth example that we touched upon in the chapter is justice, and

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01:31:00.360 --> 01:31:13.199

Kelsey Inouye: justice is connected with citizenship, but we suggested that maybe having it as a category of its own could also be helpful because of the specific focus on power and power relationships.

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01:31:13.600 --> 01:31:14.590

Kelsey Inouye: So

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01:31:14.740 --> 01:31:29.110

Kelsey Inouye: power and freedom and those sorts of concepts have been highlighted in literature on Phd, education. Particularly in terms of things like supervision and kind of institution, the university practices.

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01:31:29.130 --> 01:31:30.719

as well as

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01:31:31.130 --> 01:31:36.100

Kelsey Inouye: in what we understand, what constitutes knowledge. And so

376

01:31:36.120 --> 01:31:56.310

Kelsey Inouye: this focus on power within universities, and the Ph. D. Curriculum has also influenced discussions about, you know whether Ph. D. Researchers have any responsibilities toward society doing their research. Whether Ph. D. Projects, you know, could have an explicit or incorporated social justice, dimension.

377

01:31:56.710 --> 01:32:03.919

Kelsey Inouye: And so what we've sort of called this justice equality can also be a space for exercising agency in that

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01:32:03.970 --> 01:32:10.910

Kelsey Inouye: for instance, in some universities Ph. D. Students have set up their own Ph. D. Associations

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01:32:11.420 --> 01:32:23.819

Kelsey Inouye: which allow them to have kind of a political voice within their institutions. So, for instance, in Denmark. this is something that I guess is quite common. And PE and Phd students are quite involved in

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01:32:24.330 --> 01:32:30.200

Kelsey Inouye: you know, voicing their concerns around governance and things for Ph. D. Education. And so

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01:32:30.450 --> 01:32:44.360

Kelsey Inouye: through this, these Ph. D students develop an awareness of how they navigate their various institutional roles, and also their and their sort of researcher ourselves, and how these different roles might contradict or complement each other.

382

01:32:44.940 --> 01:32:46.750

Kelsey Inouye: So last slide, please.

383

01:32:48.200 --> 01:32:57.439

Kelsey Inouye: And so finally, the 4 spaces for agency that we described in this chapter again emerge from this growing sense of interconnectedness around doctoral education.

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01:32:57.810 --> 01:33:13.300

Kelsey Inouye: These spaces reach beyond the boundaries of the Academy and present Ph. D. Researchers with opportunities to shape different aspects of their lives. And we again, we framed this as emerging from Barnet's Ecological University.

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01:33:13.660 --> 01:33:24.840

Kelsey Inouye: which we have used to understand how the university interacts with the different contexts within which it's situated. Yes, that's that's it for me. Thank you.

386

01:33:26.800 --> 01:33:40.810

Yusuf Ikbal Oldac: Thank you. These are references. And if you'd like to contact us later, these are our email addresses. So we should give this screen back to Simon because it's discussion time. Thank you very much, all. And thank you.

387

01:33:41.440 --> 01:33:52.009

CGHE Webinars: And and thank you to Yusuf to say and to Kelsey for those accomplished presentations really great slides and really good clear

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01:33:52.260 --> 01:33:58.049

CGHE Webinars: our statements. But what was really good was the way you took us into the content of the book and the chapters, and

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01:33:58.110 --> 01:34:04.140

CGHE Webinars: and there's a lot of meeting those, and and I think this webinar will repay.

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01:34:04.230 --> 01:34:11.010

CGHE Webinars: you know, more than one viewing in in Youtube. Because there's a lot of substance in what you've said.

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01:34:11.140 --> 01:34:13.709

CGHE Webinars: I'll start the discussion with one question

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01:34:13.830 --> 01:34:19.790

CGHE Webinars: and then we'll bring in Alison Leslie, with her interesting question about sociology.

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01:34:19.870 --> 01:34:24.360

CGHE Webinars: my question is this? the marking out

394

01:34:24.660 --> 01:34:29.230

CGHE Webinars: agency self formation. You know, student centeredness in this way

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01:34:29.510 --> 01:34:40.209

CGHE Webinars: as an area of of inquiry and as a set of concepts that can be used in other educational inquiries. What is? What's the significance of this?

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01:34:40.470 --> 01:34:44.140

CGHE Webinars: I mean, there's a vast literature on teaching and learning

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01:34:44.540 --> 01:35:08.209

CGHE Webinars: which has come partly come out of school teaching as a field of empirical inquiry how they come out of work done in higher education itself. Primarily. But it's it's in in higher education studies, teaching and learning is probably about half the total literature. And it's and it mostly sees the process of student learning from a teacher viewpoint.

398

01:35:08.750 --> 01:35:12.579

CGHE Webinars: So what have you done with this book and with your work.

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01:35:12.780 --> 01:35:21.869

CGHE Webinars: I mean, how have you changed things? Are you overturning the previous approaches? Are you supplementing them? What's the significance of the move you're making.

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01:35:27.290 --> 01:35:31.839

CGHE Webinars: You can choose who wants to answer that? Feel feel free?

401

01:35:35.010 --> 01:35:41.699

Yusuf Ikbal Oldac: Okay, maybe I will hit the ground running. But I'm sure my colleagues have a lot to say.

402

01:35:41.900 --> 01:35:42.980

Yusuf Ikbal Oldac: And

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01:35:43.100 --> 01:35:49.059

Yusuf Ikbal Oldac: I, yeah, you're right in the sense that there almost half the literature is about teaching and learning.

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01:35:49.230 --> 01:35:54.849

Yusuf Ikbal Oldac: but I think the idea of subformation, maybe how it change differs from the others is

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01:35:54.950 --> 01:35:59.279

Yusuf Ikbal Oldac: the positioning of students in it. I think the students are not

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01:35:59.350 --> 01:36:07.059

Yusuf Ikbal Oldac: passive receivers of knowledge. That's the way I see it, and that's how I perceived it. When I was doing my research as well.

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01:36:07.230 --> 01:36:20.119

Yusuf Ikbal Oldac: When you put the students at the center. Then how you define how you prepare your curriculum changes, how you see when you give homework changes, I think all it's it's a comprehensive approach. Approach, approach, approach. Basically.

408

01:36:20.250 --> 01:36:22.470

Yusuf Ikbal Oldac: that's one way to look at it. Maybe.

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01:36:22.800 --> 01:36:32.340

Yusuf Ikbal Oldac: I. And I think we're not replacing any idea, I think, what we see is in the past

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01:36:32.610 --> 01:36:37.569

Yusuf Ikbal Oldac: there were less, it was less narrowly defined. This

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01:36:37.630 --> 01:36:47.300

Yusuf Ikbal Oldac: the idea of higher education. But in the recent, the some of other books. Also highlight. There is this narrow definition of students keep coming again and again.

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01:36:47.860 --> 01:36:50.319

and it's just almost dominating. Now.

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01:36:50.410 --> 01:36:59.809

Yusuf Ikbal Oldac: I think the strength of self formation is reminding us that higher education should not only be defined in economic terms

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01:36:59.890 --> 01:37:13.340

Yusuf Ikbal Oldac: and also bringing back this sociological pass, perspective and psychological perspective into it in my perspective, but not arguing that the other aspects are useless. Not there, but giving,

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01:37:13.410 --> 01:37:26.660

Yusuf Ikbal Oldac: you know, a a perspective broader perspective to it. Let me. Just start the discussion this way, and I'm I'm sure my colleagues may want to add more. Feel free so young. And, Kelsey, if you want to add

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01:37:28.660 --> 01:37:49.669

Soyoung Lee: cool. I agree with you, sir, and I'd like to add that the cell phone regional idea. I believe that is more like rejuvenation and more than I. Modernization of the already existing, as that has already been accepted for a long time. That kind of idea. I think we are trying to

417

01:37:49.780 --> 01:37:51.950

Soyoung Lee: bring it back to the

418

01:37:52.760 --> 01:37:53.900

Soyoung Lee: do. The

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01:37:53.910 --> 01:38:07.170

Soyoung Lee: center of high education research, I guess, and also are the Thomas question about teaching and learning research. I believe that teaching and learning research is really important, and it talks about

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01:38:07.310 --> 01:38:13.269

Soyoung Lee: it centered what students do in higher education. But it also talks about

421

01:38:13.490 --> 01:38:16.190

Soyoung Lee: one aspect of high education, I guess, because it

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01:38:16.200 --> 01:38:38.930

Soyoung Lee: the purpose of keeping and learning higher education is I I dare say, with the how effectively students can learn and acquire knowledge in a efficient way. But that's one aspect of high education. But I think the strength of self information idea that you can link different aspects of high education.

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01:38:39.020 --> 01:38:44.219

Soyoung Lee: the more intrinsic contributions of higher education, information.

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01:38:44.510 --> 01:38:57.830

Soyoung Lee: knowledge, formation, and social formation. I think self formation, student self formation can link this different contribution of high education by highlighting student role and by highlighting the role of high education

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01:38:58.340 --> 01:39:07.079

Soyoung Lee: in developing students as an agent of knowledge and themselves as well. So that's my fault. Where about you? Tell us, if you want to add anything.

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01:39:08.210 --> 01:39:12.139

I agree with what Yusuf and so Young said. I think coming from

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01:39:12.240 --> 01:39:26.970

Kelsey Inouye: a focus on doctoral education, you know. Traditionally, Ph. D. Education was largely viewed as socialization into the discipline, and where you sort of becoming culturated into the university and the practices. And while I think that's true in a lot of ways, a lot of value in thinking about that

428

01:39:27.070 --> 01:39:41.320

Kelsey Inouye: you know, over the past decade or so people have been increasingly talking about agency and the role of Ph. D. Students in really shaping their own experiences, their own research and what they can do to transform their own sort of research cultures. And I think

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01:39:41.610 --> 01:39:49.040

Kelsey Inouye: that's part of what we're trying to highlight in our chapter are sort of a wider view of the relationship between the individual and

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01:39:49.130 --> 01:39:52.329

Kelsey Inouye: all these other sort of contexts around society. But I think

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01:39:52.390 --> 01:40:03.159

Kelsey Inouye: a lot of the issues that we talk about in Ph. D. Education around agency are also highlighted in this book. And so I think it's been quite a valuable contribution to everything kind of brought together.

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01:40:03.260 --> 01:40:27.129

CGHE Webinars: Hmm, and I think the the kind of Phc experience is really encourages a high level of self, conscious reflexivity and thinking about how you're changing, how you how you how your own, you know evolution is occurring, and what's what's, I guess? Affecting that external and internal so it it lends itself to the to conscious reflection on the self formation idea. And

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01:40:27.130 --> 01:40:45.769

CGHE Webinars: I think the mobility experience of you know, transferring cultures transferring contexts, moving between different knowledge environments. That's also stimulates that process of internal reflection. And and you know consciousness of your own mind, if you like, which which seems to be an integral to this.

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01:40:45.770 --> 01:40:57.410

CGHE Webinars: You know notion of, of of fo forming yourself, making your own educational life journey on the basis of your you know of of both your experience, and you're also. You're in a mental reflection.

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01:40:57.410 --> 01:41:10.899

CGHE Webinars: so I mean in some ways that idea that you know that you bring external into conjunction with the internal, you know, and III guess, is is playing out here. Let's bring in Alison, Leslie, and

436

01:41:11.180 --> 01:41:14.840

CGHE Webinars: for the first question from our participant audience. Alison.

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01:41:15.320 --> 01:41:26.349

Alison Leslie: Hi, yeah, I was really really interested in. Well, all of the talks. Thank you. But particularly the point you were making about disciplinary agency so young because,

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01:41:26.490 --> 01:41:32.959

Alison Leslie: I support sociology students, largely international students in a UK University.

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01:41:33.140 --> 01:41:53.619

Alison Leslie: I'm not a sociology expert. I'm an academic literacy expert. So my role is predominantly to sort of support them through that acculturation. But what I do see is that sort of self formation, and that transformation in a large number of the students, which is very, very

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01:41:53.940 --> 01:42:02.129

Alison Leslie: nice to see. But it got me thinking that because, like you said a lot of the students, I'm seeing them

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01:42:02.210 --> 01:42:10.070

Alison Leslie: developing the confidence to be able to talk about a lot of these quite threshold concepts when they first arrive

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01:42:10.730 --> 01:42:17.329

Alison Leslie: are learning about, as you said about, you know, power discourse, that kind of thing, and I just wondered whether

443

01:42:17.540 --> 01:42:25.809

Alison Leslie: cause obviously, you're you obviously interviewed a lot of students from different disciplines. I wondered whether there was a sort of

444

01:42:27.120 --> 01:42:35.300

Alison Leslie: a correlation there between the type of discipline that they were studying, and that ability to kind of have a more

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01:42:35.710 --> 01:42:44.489

Alison Leslie: have more agency. And then also, I was wondering as well because it if I understood correctly. Your students were all from Korea.

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01:42:44.750 --> 01:42:48.679

Alison Leslie: The students I support are mostly from China.

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01:42:48.860 --> 01:42:56.270

Alison Leslie: So for them, coming to the UK. This is their first experience of having a more sort of

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01:42:56.560 --> 01:43:09.330

Alison Leslie: global learning experience where our style of teaching is very different to what they're used to. But they actually do appreciate being involved in dialogue and building that knowledge.

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01:43:09.480 --> 01:43:21.109

Soyoung Lee: Sorry. That was a very, very long question. What a wonderful and brilliant question! I was waiting for this kind of question.

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01:43:21.160 --> 01:43:38.480

Soyoung Lee: I named this concept this disciplinary agency because I actually, my thoughts are actually said something about disciplinary differences in agency development, in high education. So, as you said, I had students from different disciplines, social science, humanities and stem cells. And then,

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01:43:39.070 --> 01:43:56.770

Soyoung Lee: you're right. And they have differences in their agency development and about the social sciences. And I explain. I tried to explain the differences between this agency development by delving into the different structure of knowledge, as it says, like social sciences and humanities.

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01:43:56.910 --> 01:44:05.570

Soyoung Lee: I. There is a work. There is work, maintenance work in 2,015, and he kind of

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01:44:06.020 --> 01:44:34.009

Soyoung Lee: separated the system field as a knowledge called knowledge codes field, and then social science, humanities as Noah code field, which means that these later, the social sciences and humanities. They emphasize how the how Noah development, and instead of rather than accumulation of this knowledge, which is more emphasized in Noah code

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01:44:34.580 --> 01:45:04.040

Soyoung Lee: build. So I, tried to explain this different structures of knowledge to understand why students develop this different shape and extent of agency. So your conductor. Your suggestion was really right and according to my data, and also your point about trying students and the international students. My study, compared international and local students as well Korean students and both of them. And then you are right.

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01:45:04.080 --> 01:45:33.040

Soyoung Lee: so, students, the mobility, this international mobility was also another resource that I focused on as a resourceful self formation. Because even international students could use their

international mobility as a way to change how they communicate knowledge, and also the content of knowledge as well because they could. They also encountered some

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01:45:33.080 --> 01:45:37.359

Soyoung Lee: cultural differences in knowledge. For example, the so

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01:45:37.390 --> 01:45:51.709

Soyoung Lee: yeah, II cannot wait for long. But that yeah, you're right. The disciplinary agency and mobility were really important resources for students, agency development itself, nation. And then, yeah, it was okay. If I could talk more about this, thank you very much for your question.

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01:45:52.780 --> 01:45:53.880

Alison Leslie: Thank you.

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01:45:54.980 --> 01:46:10.429

CGHE Webinars: I'm going to suggest that we don't take further responses to that excellent question from Alison, because we've got other so many other people now crowding into the into the chat, wanting to talk and and really welcome that. So what I'm going to do is bring in

460

01:46:10.460 --> 01:46:12.230

CGHE Webinars: 3 people

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01:46:12.420 --> 01:46:19.559

CGHE Webinars: 3 questions, one after another, and and presenters. I'm going to ask you to to keep in mind.

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01:46:19.840 --> 01:46:24.209

CGHE Webinars: You know the questions don't, and make sure that the

463

01:46:24.380 --> 01:46:25.800

CGHE Webinars: first person

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01:46:25.830 --> 01:46:29.880

CGHE Webinars: doesn't miss out when you give your responses, and so on.

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01:46:29.930 --> 01:46:32.550

CGHE Webinars: and at the end of those 3

466

01:46:32.770 --> 01:46:41.359

CGHE Webinars: I'm going to. After your answer. I'll bring in one last question from you, Jang, and that will close the webinar. So

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01:46:41.640 --> 01:46:44.320

CGHE Webinars: my first, the first person I'm going to bring in

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01:46:44.480 --> 01:46:49.160

CGHE Webinars: is ending ending. She could you come onto

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01:46:49.360 --> 01:47:10.339

Anding Shi: Hi, Soya and Kelsey? And you think of our presentation. My question is very short. Maybe Kelsey or Soya, or anyone can answer this. Do you have any practical or pedagogical suggestions for

utilizing the concept of students, agency and deformation to a enhance their learning experience. Thank you so much.

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01:47:10.520 --> 01:47:20.489

CGHE Webinars: Okay. Now, remember Ending's question, our next question is the the big question, in my view, actually about the whole area. And that's Kathy Luckett's question. Kathy.

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01:47:21.120 --> 01:47:24.089

Kathy Luckett: Hello! Can you hear me? Okay.

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01:47:24.210 --> 01:47:43.619

Kathy Luckett: I'm speaking from Cape Town, so I won't put on my video. Thank you so much. Firstly, for these wonderful presentations, I long to see the book. This is a question to which I don't have the answers, but it is something that intrigues me, because

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01:47:44.070 --> 01:47:55.350

Kathy Luckett: these insights are also there in Buddhism, for example, that the self is better conceptualized as a process rather than a thing.

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01:47:55.690 --> 01:47:57.589

Kathy Luckett: And so

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01:47:57.610 --> 01:48:08.199

Kathy Luckett: if one thinks about this, you can relativize time. You can relativeize history and so on. Place. And

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01:48:08.490 --> 01:48:10.909

Kathy Luckett: I'm just interested to think, is this

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01:48:10.960 --> 01:48:19.830

Kathy Luckett: something that we should sort of move away from? Because it's epistemologically relativeizes too much?

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01:48:19.830 --> 01:48:42.079

Kathy Luckett: Or is it actually something that might be quite fertile to think with? And I would value your responses. I'm really thinking of post humanism neo materialism. And there's a whole range of posts, I guess, starting with, because idea of subject survives sorry subjectivization.

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01:48:42.460 --> 01:48:44.080

Kathy Luckett: And thank you.

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01:48:44.740 --> 01:48:52.139

Kathy Luckett: And this Vio politics. Of course, I mean? There's a whole cluster of tricky concepts behind the question.

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01:48:52.680 --> 01:49:01.850

CGHE Webinars: yeah, and have a look at what Kevin said in the chat as well that that sharpens it. The the other person we want to bring in now is Louise Louise Nicholson?

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01:49:03.900 --> 01:49:09.769

Louise Nicolson: Hi! Thank you for. Thank you for letting me ask my question. I hope you can all hear me.

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01:49:09.770 --> 01:49:25.080

Louise Nicolson: Okay. Wonderful yes, thank you so much for your fascinating presentation. I just wanted to ask you all if you had any thoughts about how these wonderful ideas about student agency and and self formation might affect kind of

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01:49:25.080 --> 01:49:40.700

Louise Nicolson: overall access to higher education kind of, in the first place, and if this would improve kind of levels of informed agency about decision making and and choices about kind of how people access it, and how people engage

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01:49:40.700 --> 01:49:52.509

Louise Nicolson: with higher education. As well. So that was something that II just wanted to, perhaps see if that can link to what it is that's in your your book. So thank you so much.

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01:49:53.510 --> 01:50:03.819

CGHE Webinars: So we've got 3 questions. We've got 3 presenters. Please feel free to answer the questions, and if you do speak, though, answer all 3, if you can. And

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01:50:03.880 --> 01:50:11.520

CGHE Webinars: and after you've completed your answers. We'll bring in your new jang at the end, and that will be the end of the webinar. So please

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01:50:11.630 --> 01:50:13.649

CGHE Webinars: over to you to respond.

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01:50:18.560 --> 01:50:20.020

CGHE Webinars: So who's going to do it

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01:50:20.800 --> 01:50:24.580

Yusuf Ikbal Oldac: this time, ladies? First, maybe. Go ahead.

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01:50:24.950 --> 01:50:42.199

Kelsey Inouye: Okay, I'll I'll start then. So I think first I'll start with Ending's question around practical or pedagogical suggestions. So I mean, I suppose one sort of practical suggestion that we talk about in doctoral education is around.

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01:50:42.300 --> 01:50:44.780

Kelsey Inouye: you know, supervision

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01:50:45.050 --> 01:50:57.019

Kelsey Inouye: and sort of what is the role of a Ph. D. Supervisor? So some suggestions could involve, you know, supervisors also, being aware of the changing nature of the Ph. D. And its purpose and sort of

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01:50:57.230 --> 01:51:11.319

Kelsey Inouye: facilitating some of these conversations where doctoral students can begin to really critically reflect on their goals, their sense of agency and self formation within various different spheres, whether it's writing or careers or citizenship, etc.

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01:51:11.400 --> 01:51:13.179

But also, I think

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01:51:13.380 --> 01:51:27.059

Kelsey Inouye: some a lot of it is around raising awareness around doctoral researchers, universities providing support for them in terms of resources, but also encouraging doctoral students to make use of different resources to kind of

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01:51:27.290 --> 01:51:32.469

Kelsey Inouye: better understand? You know what is available out there in terms of different opportunities.

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01:51:32.520 --> 01:51:40.440

Kelsey Inouye: So that's kind of one very basic practical suggestion in terms of agency and self formation and learning.

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01:51:41.350 --> 01:51:46.819

Kelsey Inouye: I'll move quickly to kathy's question.

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01:51:47.110 --> 01:51:59.400

Kelsey Inouye: this is a really good question. And I it's quite a challenging question to be honest, and I honestly don't know that I I have a particular answer for this. I personally have not yet

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01:51:59.540 --> 01:52:06.350

Kelsey Inouye: delved in this particular aspect of, you know, unitary, autonomous self

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01:52:06.520 --> 01:52:14.320

Kelsey Inouye: versus you know the self as a relational process. I think it's I think it's a really

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01:52:15.180 --> 01:52:23.959

Kelsey Inouye: I think it's a really interesting idea, and I have read a little bit about it when looking at theories of identity. And it's interesting, you know if

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01:52:24.160 --> 01:52:34.469

Kelsey Inouye: if the self is relational and it it sort of changes constantly in relation to different contexts than there's questions around how agency

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01:52:34.480 --> 01:52:48.459

Kelsey Inouye: perhaps changes in different contexts. As we evolve and move through different situations as people. But yeah, I think I'll just kind of leave it there, something that I have not yet fully engaged with, to be honest.

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01:52:49.910 --> 01:53:01.540

Kelsey Inouye: And finally, Louise's question on agency participation and access to higher education. So this is something

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01:53:01.860 --> 01:53:08.769

Kelsey Inouye: we talk a lot in my sort of post Doc project on widening participation with PHD. Researchers. And I think

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01:53:09.780 --> 01:53:13.840

Kelsey Inouye: there's sort of a a relationship here between

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01:53:14.450 --> 01:53:19.010

Kelsey Inouye: kind of empowering students from different backgrounds to also.

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01:53:19.230 --> 01:53:36.949

Kelsey Inouye: have access and exercise agency in relation to you know, accessing Ph d. Programs, or even undergraduate programs, because there's also is like the institutional side, where the institution sort of needs to be a little more transparent and provide certain

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01:53:37.380 --> 01:53:51.369

Kelsey Inouye: sets of information and support for students which they can then be agentive in engaging with in order to try to access some of these programs. So it's it's kind of a dual relationship, I think. There

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01:53:51.810 --> 01:53:53.220

Kelsey Inouye: on both sides.

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01:53:55.280 --> 01:53:57.680

Kelsey Inouye: Yeah, I will pass to Kelsey.

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01:53:57.720 --> 01:54:04.700

Soyoung Lee: yeah, thank you, Kelsey. Let me add a bit. To Kelsey's response. Well, and's question. I think Kelsey

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01:54:04.760 --> 01:54:10.850

Soyoung Lee: has already given very good idea. Unanswer for me half the question. And

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01:54:11.210 --> 01:54:26.200

Soyoung Lee: I'm sorry. Lou Louise. Question. I'm sorry. Yeah, Kathy and Louis question was quite similar, and I'd like to answer it at the same time simultaneously. Because your question about autonomous self birth relation ourselves.

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01:54:26.210 --> 01:54:33.880

Soyoung Lee: And then, students, you know, an agency who can do anything versus student agency who cannot get access because of that region.

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01:54:34.050 --> 01:54:35.510

Soyoung Lee: Beckett Khadija.

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01:54:35.650 --> 01:54:37.370

Soyoung Lee: It's quite

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01:54:37.680 --> 01:54:46.270

Soyoung Lee: it can be both. What I, what I'd like to say is, actually, this idea was developed through discussions with Simon and other colleagues.

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01:54:46.400 --> 01:55:09.089

Soyoung Lee: Self can be both autonomous and relational, we cannot say. Self is autonomous and not relational. We cannot say that self is embedded and not autonomous. From my understanding. From my ontological approaches. They are 2 different realities, but today are stratified, but still existing together. So we can understand the really and itself from 2 approaches. But we can

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01:55:09.240 --> 01:55:30.819

Soyoung Lee: users use them at the same time, which means absolutely structure and then access to high education. It's a condition by structural factors. Of course, students, backgrounds, financial and

parental and cultural backgrounds, of course. But it is also conditioned by student agencies. So yeah, I'd like to say, yeah.

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01:55:31.570 --> 01:55:43.489

Soyoung Lee: yeah, that's my answer. You said you wanna add anything? Yeah, I will add briefly, because I know we're running out of time. I mean my colleagues. They did a really good answers for these, I think.

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01:55:43.630 --> 01:55:54.579

Yusuf Ikbal Oldac: For example, especially Kathy's question. I think that's great food for thought, and can be thought and used in future studies about this, I think.

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01:55:54.740 --> 01:55:56.330

Yusuf Ikbal Oldac: and to

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01:55:56.630 --> 01:56:20.540

Yusuf Ikbal Oldac: develop our thinking more into this to be, that's my thinking, but practical aspects. Kelsey's examples of of Phd and supervision. That's very good. And in my own classes I try to, you know, not position students as passive receivers, but I always try to everything. The the class design basically is about positioning them as active students. Right?

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01:56:20.630 --> 01:56:39.830

Yusuf Ikbal Oldac: That, I think, makes a difference and helps, you know, making them more and more active in the class. That's one of the aspects of this. But, of course, if the class is very big, you cannot do much in my current situation. Some of my classes are really big, so I'm struggling with that.

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01:56:39.830 --> 01:56:52.739

Yusuf Ikbal Oldac: the access question. I think I don't have anything to add. Besides, my, what my colleagues already said so. Let me not take more time on that, because I know Simon has one more question to dive up to us. Forward to us

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01:56:53.790 --> 01:57:03.649

CGHE Webinars: look. Thank you all for your excellent answers, and I really appreciate. And the way you engage with those 3 excellent questions you and Yi Jang, you've you've got the last time

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01:57:03.780 --> 01:57:08.319

CGHE Webinars: you've got the last question on almost the last voice in the in the webinar. So please come in now.

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01:57:08.560 --> 01:57:23.369

Junyi Zhang: Yeah, thank you so much and thank you so much for the presentations. I really enjoy your sharing about student agency and student sal formation from different perspectives. And actually, I'm doing a master degree in the field of education, and my dissertation is about academic salmon.

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01:57:23.370 --> 01:57:39.220

Junyi Zhang: So my question is quite practical like, which is about how you conduct your empirical research practice. So I actually found that asking other people about their self formation or their internal interactions, internal worlds can be super difficult. So could you please

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01:57:39.220 --> 01:57:54.120

Junyi Zhang: share about like some strategies regarding how to impact the abstract idea of self formation when you conduct the interview, and maybe to be more specific, maybe question to so young. So how you make the interview? Questions distinctly.

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01:57:54.120 --> 01:58:01.620

Junyi Zhang: distinctively, relates it to the idea of academic self formation compared with the general idea of cell formation. Thank you.

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01:58:03.440 --> 01:58:27.710

Soyoung Lee: Thank you, Jimmy, for your wonderful question. Should I go first? Yeah. Okay, Jenny. So your question about practical practical question about conducting. So the idea, self formation as an extract idea. So which is difficult to conduct empirical investigation. That was the beginning of my research, right? So what I wanted to do my, the

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01:58:27.710 --> 01:58:37.909

Soyoung Lee: was to address that issue by trying to develop the theory of cosmic transformation. What did I do? I need to go back to my

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01:58:37.910 --> 01:58:56.920

Soyoung Lee: that's a collection practices. What did I do? So II tried to combine this conceptual research, different concepts related to student agency because I wanted to, because the central concept of supplementation is student agency. So what was more important at first, at the beginning of this research was

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01:58:56.920 --> 01:59:08.639

Soyoung Lee: to operationalize student agency, how to the the question of how to practically interview, how to interview students about their self formation with how to kind of interview about their student agency.

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01:59:08.660 --> 01:59:23.200

Soyoung Lee: So yeah, so operationalizing that student agency was the first point that you should start. And then maybe it's just to have a clear idea. The theoretical framework of what student agency is, because what

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01:59:23.310 --> 01:59:48.409

Soyoung Lee: dal formation is? It's not is. There are. There are elaborate conceptual discussions about that. But to empirically study it. I think it's your call which aspect that you're going to focus on, just just like a cosmic conflict of self formation or mobility. I don't know whatever you want. I guess you're interested in our cosmic information. So I tried to focus on due to the cosmic aspect

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01:59:48.430 --> 02:00:00.509

Soyoung Lee: by asking questions about the academic experiences and plus, since my research was conducted in digital high education, since, because of the pandemic, I could focus more on the students academic

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02:00:00.560 --> 02:00:14.730

Soyoung Lee: the information rather than other social and intercultural something like that because their experience was highly resist or limited to a knowledge interaction. So the field, like an observation and interviews

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02:00:14.870 --> 02:00:25.410

Soyoung Lee: no feel feels like an observation was conducted during learning things such as seminars, lectures. So that was helpful to focus on there.

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02:00:25.510 --> 02:00:29.259

Soyoung Lee: Academic information. And I'll go into these questions as well.

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02:00:29.280 --> 02:00:43.920

Soyoung Lee: Yeah, I can privately thank you for your question.

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02:00:44.010 --> 02:01:13.119

CGHE Webinars: I mean, was addressed by Margaret Archie, you know, in in that, when she looked to the inner conversation and the conversation between our social selves, and having a selves and and and and the way she she developed her empirical research to establish trust with their interview is either prolonged in series of interviews, and eventually, she developed enough data for 30 people for a huge book. Tremendously interesting and valuable exploration. But it's not easy

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02:01:13.170 --> 02:01:30.349

CGHE Webinars: for so any of us to talk about our inner sales, is it? And it? You know there are things there which we don't really know about her sales until we start reflecting on them. So you know, it's a rich area. But you know, as we press, we need to think, think more systematically about how we go about it. So

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02:01:30.400 --> 02:01:40.820

CGHE Webinars: question great question and practical sense, and and thank you for that I mean. Look! I want to thank our 3 presenters on your behalf on everyone's behalf. I think that

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02:01:41.390 --> 02:01:50.179

CGHE Webinars: one of our best webinars and You know, Andy Warhol talked about how we all have 5 min of fame in the modern era.

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02:01:50.340 --> 02:02:03.580

CGHE Webinars: And and I think you've had 60 min of superstarness. It's on Youtube and something you we can all go back to and look at again and learn from and and you know, really it.

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02:02:03.680 --> 02:02:08.899

CGHE Webinars: I hope for you. It's been a good experience. because the 3 of you, because

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02:02:09.250 --> 02:02:24.590

CGHE Webinars: for for me, and think many of us it's been a memorable. It's the member, a memorable webinar, and one II certainly personally treasure. So thank you. Thank you. Yusuf. Thank you, Kelsey. Thank you. So young and good luck,

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02:02:24.670 --> 02:02:29.249

CGHE Webinars: and and and and to everyone our next webinar is

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02:02:29.850 --> 02:02:32.430

CGHE Webinars: kind of in related area.

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02:02:32.490 --> 02:02:50.900

CGHE Webinars: it's a Stephen Walsh from Manchester met talking about teaching excellence in higher education, policy, making and leadership. But he wants to also comment. A critique of the notion of student is consumer, and human capital is the sole way of understanding student formation, and so on. So rich area for discussion.

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02:02:50.960 --> 02:03:00.700

CGHE Webinars: You've helped us a lot, the 3 of you with that discussion. So thank you very much again, and to everyone who's who's still there. Bye for now, and we'll see you on

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02:03:00.830 --> 02:03:01.840

CGHE Webinars: Thursday.

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02:03:02.130 --> 02:03:05.939

Soyoung Lee: Thank you thank you for hosting us.

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02:03:06.710 --> 02:03:07.900

Yusuf Ikbal Oldac: Thank you, everyone.

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02:03:09.230 --> 02:03:10.499

Junyi Zhang: Thank you, Simon.