

Centre for Global Learning (GLEA)

Postgraduate Researcher Handbook

Academic Year 2023-2024

Introduction and welcome to the Centre

Welcome to the Centre for Global Learning (GLEA). GLEA is a university Research Centre that provides an inclusive and engaging environment to conduct impactful educational research within a supportive environment. As well as working with our doctoral students, we also work with national and international partners to look at sector wide challenges and opportunities in education policy and practice.

We are currently undertaking research in the following areas:

- Global learning: education without boundaries
- Educational leadership and policy
- Gender, equality and diversity
- Development, engagement and attainment

Details about each theme can be found further on in this handbook.

This following pages will provide you with an overview of the Centre, where to find support and will act as a guide throughout your journey with us. As well as the opportunities for support available through the Doctoral College, you will be encouraged to spend time within our Centre and engage in networking events, seminars and more.

We are fortunate to work with committed doctoral students who form an important part of our research community. You will work independently under the guidance of your doctoral supervision team, but will also have the opportunity to engage with other staff and students, through regular informal meetings, seminars and discussion groups.

We would like to welcome you to GLEA and encourage you to get involved in all it has to offer. As a doctoral graduate in the field of higher education, we aim to support you in becoming world class in your future career path.

Professor Lynn Clouder
Institute Director

Professor Megan Crawford
Postgraduate Programmes Director

Research overview

GLEA's activities directly impact positively and ethically on teaching and learning practice and policy across the higher education sector. Our work and research projects span both nationally and internationally.

Currently, our Centre has four main areas of research:

Global Learning: Education Without Boundaries

Our research in this theme is focused on comprehensive internationalisation and how higher education prepares students as 'global graduates', and what this means.

We are researching internationalisation at home (IaH) practices whilst acknowledging the overlap of IaH and wider internationalisation of the curriculum strategies, at the interface of decolonisation of the curriculum.

We are focusing on universities' relatedness to society highlighted by the 2020 COVID-19 pandemic, the ongoing climate crisis and the resurgence of the Black Lives Matter movement.

We are researching 'Third Space' learning and culture building in which local/national/international culturally diverse communities can come together, drawing on their knowledge, experiences and creativity, to strengthen and to form respectful, engaging, hybrid learning spaces.

We are studying issues of intersectionality with regards to ethnicity, gender, religion, sexuality, or disability, which serve to impact educational experiences. In our focus on decolonisation in educational practices, we are conducting structural, cultural, and individual analyses into the ways in which coloniality in classrooms, curricula and campuses are experienced, considering matters of privilege and marginalisation.

Our interest goes beyond the influence of the classroom to consider a diversity of learning spaces (online, face to face, blended, formal, informal and non-formal) which interweave to impact on educational opportunities and outcomes, which can serve to connect international learning communities, as well as to connect the university to its locale.

Underpinning our research is a focus on pedagogy as a tool for curriculum and perspective transformation, including learner-led, inquiry-led, discovery based, constructivist, constructionist, connectivist and relational pedagogies. We recognise the importance of interculturality in deconstructing epistemologies and curriculum design, content and pedagogy, including interrogating different practices within and across cultures.

Our scholarly contribution aims to influence policy and practical implications for educational reform.

Development, Engagement and Attainment

Positive outcomes in education, and in life more generally, depend on a wide range of skills and experiences.

Students must be able to understand a broad range of data, including written texts and complex numerical information. They must be able to communicate their ideas clearly both in writing and verbally. They also must have a range of 'soft skills' in terms of their abilities to engage with different learning environments, work with others and understand their own strengths and weaknesses. These skills are important, in different forms, right through the arc of education.

We are interested in how these various skills develop over time, and how learning environments can best support and develop those skills. We are particularly interested in the interplay of environment, psychological factors and underlying skills in predicting learning pathways from the early school years to university and beyond.

A primary aim of the theme is to reduce the inequalities that result from limitations in processing written and numerical information. Attainment gaps between different groups are widespread and persistent at every level of education, and a major element of our work is to help to overcome these gaps.

We argue that the best way to overcome attainment gaps is to try to understand the potential multiple causes of these gaps, and to take a lifespan approach to addressing these causes. This fits well with the ethos of Coventry University to support access and participation in learning throughout development.

Gender, Equality and Diversity

This theme focuses on research that considers how the many layers of our identities (sometime referred to as our intersectional identities) – including our gender, ‘race’, ethnicity, class, age, dis-abilities or sexualities – can affect our life experiences with a particular focus on our experiences of education.

In particular, we think about issues of equality and diversity in the contexts of people’s access to, achievement within, experiences of, and approaches to both formal and non-formal education in different global contexts. We are interested in exploring how our identities affect different ways of knowing, learning, and our measures of success in a range of educational contexts. This includes a focus on both formal schooling such as primary, secondary and tertiary education, as well as informal educational contexts such as community-based, indigenous, peripheral or NGO-based education.

Hence, rather than our focus being on a specific kind of educational setting, we are interested in how who we are, our identities, and where we are, our global positionalities, can impact on access to, experiences of, and achievement within different forms of education.

Educational Leadership and Policy

This theme focuses on engagement in leadership and educational policy in schools, universities and other educational organisations.

As a new theme, we are developing leadership and policy in education in various ways, as well as encouraging doctoral students (PGRs) into research inspired work on the PhD in Global Education.

Members within our theme will mentor new researchers in educational leadership and policy research. Theme members have access to various partners and with national and international groups researching leadership and policy, such as the British Educational Leadership, Management and Administration Society (BELMAS).

Professor Megan Crawford, Theme Lead, is a Fellow of the Academy of Social Sciences. Fellowships are awarded to those who have made a substantial contribution to wider social science and are leading figures in their field.

Drawing on this background, the theme members will discuss and research the key research question: In what ways does educational leadership, and educational leadership preparation, matter in an ever-changing policy environment in the UK’s four jurisdictions and elsewhere?

Activities and opportunities

As part of GLEA, you will be encouraged to attend and participate in our seminar series events, conferences and research special interest groups. On the penultimate Thursday in the month we hold the informal doctoral discussions session, giving you a chance to meet and discuss issues that are on your mind, and we also have guest speakers on all matters doctoral. These events will help to inform your research studies and will provide opportunities for networking with experienced researchers in your field of study. You will be emailed information related to these events via your university email address.

Additionally, GLEA specific training courses that are put on primarily for staff may be extended to students if it is felt beneficial. This could include training on research impact, academic writing, bid writing, etc. If you have any ideas for training or workshops that would be beneficial to the student and staff community, please email globallearning@coventry.ac.uk.

On occasion, students may be invited to work on specific projects and will be paid for their involvement through Future Works. These opportunities would need to comply with the PhD student working policy.

Buildings and facilities *

**Availability of buildings and facilities will depend upon the current COVID-19 restrictions, on which you will be updated regularly.*

The Centre is based at [Whitefriars Building](#), in the heart of the city campus.

Facilities comprise:

- 2 large offices with hot desk space
- A Skype meeting room (8-10 people)
- A small meeting room (4-6 people)
- A board room (25 people)
- Quiet Room
- Kitchen/breakout area (with fridge, toaster, sink, hot water boiler) with some seating and tables

Hot desks

We have a small number of hot desks available for PhD students to use. Please [contact us](#) for more information. Please note that desks should be kept tidy and clutter free. Please also be mindful of GDPR and not to leave any documentation lying around or computer files open.

Printing

The university operates a 'Follow Me Managed Print Service'. This means that documents sent for printing can be collected at any printer throughout the university. You will need to use your staff ID card to login to the printers to print, email/PDF and photocopy. You can check your print jobs via an icon on your desktop "FollowMe".

[Click here](#) for further information on how to use the managed printers.

Some useful information regarding printing (in general) and for a big volume request, please see below the options you have at the university, to avoid high costs and time for all:

- Colour printing is 20p per side – four times as expensive as basic black and white. Could you print some items in black and white rather than colour?
- Printing duplex (both sides) with black and white costs 5p a side, as opposed to 6p a side. More importantly, it reduces the amount of paper the university uses which gives considerable green benefits.
- If you're photocopying so that you have a record of a document, did you know that the printers can scan the document and email it to you? This gives you a permanent copy without incurring a cost.
- Could the systems you work with be changed to avoid the need for printing? For example, instead of printing many copies of notes, could they be emailed or made available by the web? IT Services would like to help if you have any suggestions in your area.

For any teaching materials and larger packs, you can visit the 'Copy Shop' on campus (based in the library) – this is the university's online print supplier.

[You can follow the instructions here.](#)

First aid and evacuation procedure

First aid and evacuation procedures are displayed throughout the building.

Claiming student allowance and entitlements at GLEA

As per the Doctoral College Research Support Allowance Guidance for Postgraduate Researchers all research students have a personal allowance they can request to access towards the following:

- Research related travel and accommodation costs,
- Conference tickets,
- Specialist workshops,
- Purchase of resources essential to their research such as software, books or technical hardware, transcription services or vouchers for Research Participants.

This list is not exhaustive.

Please note the Research Support Allowance cannot be used for purchasing laptops, mobile phones, tablets or any other items which PGRs would reasonably be expected to either provide themselves, or access through other means such as the laptop loan scheme. The Research Support Allowance will not be issued to cover tuition fees or any additional consumable allocations which may have been agreed between the PGR, Centre Director and any third party funder.

The allowance is a total of £875 across a PhD programme of study. The Research Support Allowance is available to all PGRs but will be pro-rata for those on shorter programmes such as Master's by Research or PhD by Publication (short route).

PGRs are also entitled to request up to £300 to attend one conference at which they have had a paper accepted as principal author after two years (FT) or four year (PT) of registration

In order to apply for your funding, you must first seek the approval of your Director of Studies and then forward that approval to the operations team, who will advise you as to what funds are available to you and whether your request meets the requirements. You will then be informed that the purchase will be made on your behalf. In certain circumstances, students may be advised to purchase the item and claim back.

Process for claiming funds

1. Student identifies need to access funds
2. Student seeks approval from Director of Studies via email
3. Student emails copy of approval to globallearning@coventry.ac.uk , with full details of what is to be purchased
4. Operations team will place the order and advise the student on collection details

In addition to your allowance, you are also entitled to up to 50 inter-library loan requests per year for a full time student (or 25 for part-time) and up to 400 photocopier credits per year (or 200 for part-time).

Key staff and contacts

Institute Director

Professor Lynn Clouder

Email: l.clouder@coventry.ac.uk

Postgraduate Programmes Director

Professor Megan Crawford

Email: megan.crawford@coventry.ac.uk

Operations Manager

Marie Sams

Email: marie.sams@coventry.ac.uk

Operations Support Manager

Natalie Garrison

Email: n.garrison@coventry.ac.uk

General enquiries:

Email: globallearning@coventry.ac.uk

IT Support: to access IT Support (ITS) regarding problems with computers, laptops, printers:

- Use the LogMyCall icon on your CU desktop and follow the instructions
- Telephone the helpdesk on ext 7777
- Visit the ITS helpdesk on the ground floor of the library

For other central support services, please refer to the Doctoral College PGR handbook.

Coventry University

Priory Street

Coventry

CV1 5FB

T: +44 (0) 24 7765 7688

E: globallearning@coventry.ac.uk

www.coventry.ac.uk/globallearning

Twitter: @CovUni_GLEA