



‘Graduating into a global pandemic: the experiences of Chemistry and Chemical Engineering graduates’ & ‘Graduates’ responses to student loans in England’

00:29:16 CGHE Annual Conference: Welcome back everyone! A reminder that all sessions are being recorded and will be posted online later this week. Please keep yourself muted unless you have been asked to speak or ask a question.

00:29:57 CGHE Annual Conference: To ask a question, use the chat function and write out the question. At the end of the presentation, if your question is selected by the Chair you will be invited to ask it yourself directly. When invited to ask a question, please unmute yourself, switch on your video, and state your name and where you are from.

00:36:11 Diana Laurillard: Please post your questions to Paul and we can then go to questions to him after his presentation.

00:42:49 Nuzha Nuseibeh: In terms of the focus on employment not reducing graduates' commitment to knowledge, was there a difference between those students who had specific career aspirations and those students who wanted generic employment?

00:43:44 Stephanie Allais: really interesting Paul. But that's not really what BB means with his distinction between the sacred and profane, is it? Seems to me that it's a slightly different point.

00:43:49 Victoria: Congratulations!

00:44:18 CLAIRE CALLENDER: So are you suggesting that we shouldn't worry about what is called graduate underemployment?

00:48:51 Renee Smit: I was struck by James Robson's idea about "meaningful work" as one of the purposes of HE -- you indicated that students' projects were fairly stable across their trajectories -- from what you remember from the data, is this idea of meaningful work present or developing.

00:50:21 Thanh pham: 5 types of students and they didn't change during university. Why? is it because of their strong intrinsic motivation/interest?

What would be the role of HE in nurturing professional identity of students because I have personally seen and based on my research in education that quite a few students didn't like teaching but then when they did placement, they became really like teaching but in many cases it was opposite.

00:53:08 Thanh pham: Hi Paul, I'm sorry that I came in for question late, so we didn't have time to chat about my question but thank you so much for your very enthusiastic presentation as ALWAYS.

01:10:50 Diana Laurillard: Reminder to put your questions to Claire and Susie here...

01:12:07 Lee Rensimer: I absolutely love the Bourdeusian framing of these findings. Out of curiosity, what would you venture is the balance across the 98 participants into these two groups (symbolic and structural), and what does this tell us about the participants' views of the state's role in HE?

01:13:57 Victoria: Congratulations! The academic framework of the research is useful for current debates on the issue.

01:14:11 Paul Ashwin: How would you see the wider implications for how HE is funded and the nature of the HE that is funded?

01:15:59 Vincent Carpentier: Have some students shared experiences of collective reflections about the impact of loans?

01:17:19 CGHE Annual Conference: Thank you for joining this session. Our next session will start at 3.10pm (UK). It is also a parallel session, details of which are on the conference site: <https://www.cgheconference2022.com/>

01:20:37 Cristina Helena Almeida de Carvalho: Congratulations Claire and Susie for this wonderful research with Bourdeusian theory. Now, in Brazil, there is a proposal to end free public HE and change for UK student loans systems.

01:23:47 Victoria: Thank you!