An Ethnographic Study of Value Co-Creation in the Student Engagement Experience

Elizabeth Farrier-Williams

A thesis submitted in partial fulfilment of the requirements of Nottingham Trent University for the degree of Doctor of Philosophy

September 2019

Copyright

Acknowledgements

This thesis would not have been possible without the support of the following people, to whom I would like to recognise and express my sincere gratitude.

Firstly, my DoS, Dr Tony Woodall, who has shared his knowledge and experience to guide me through to the end. His willingness to continually give advice and feedback, meant I was lucky enough to have a great supervisor support my academic journey. I would also like to thank Professor Kim Cassidy, who had faith in me as a DoS in the first couple of years of my PhD, providing me a great opportunity and providing advice on how to tackle research when I was a novice. In addition, Malcolm Sullivan and Melanie Currie have provided excellent support as second supervisors, continually having unique ideas and insights on how to get the most out of my study and contribute to research as much as possible.

I would like to thank Nottingham Trent University and Nottingham Business School for their ongoing support over the years. When I began my undergraduate degree in 2010 at NTU, I had no idea that I would stay on till 2019. The study itself would not have been possible without their support and opening avenues up to further my research and self –development along the way. Their ongoing financial support meant it was possible for me to continue studying my interests and attend conferences to share my knowledge. NTU will always have a special place in my heart.

I cannot thank my family enough, in particular, my dad Nigel Williams and his wife Tanja Williams, my mum Liane Farrier-Lee and her husband Richard Lee, and my grandparents Barbara Farrier, Kenneth Farrier, and Ann Williams. Without a loving family to support me emotionally and physically, this PhD would not have been possible. From proof reading my spelling to answering my stressful calls, I owe a huge debt of gratitude.

I must also thank my closest friends, of whom there are too many to name, but they know who they are. They often provided a reminder that there is life outside my PhD, offering me a glass of prosecco when I needed it most.

Last but not least, I would like to thank Benjamin Cave, who without whose love and faith I would not have been able to complete my PhD. All those times I lacked confidence in myself and was mentally drained, he was able to pick me up and believe in me so I will be forever grateful.

Abstract

Following changes in the sector, interest in the value of the higher education experience has undergone a recent and rapid increase in interest from both scholars and practitioners. Similarly, understandings of 'student engagement' have been the focus of much research and institutional strategic thought. Despite this attention, higher education research has only narrowly attempted to explain how student engagement and value co-creation are related. This thesis explores the student perspective on value co-creation via the mid-range theory of student engagement experience and Service Dominant Logic (SDL) as metatheory.

This thesis does not aim to argue for the student-as-consumer perspective; however, it does suggest that adopting a marketing-focused approach can provide insight that both supports a student-centred view and is relevant to understanding value co-creation from a user position. Therefore, this thesis draws on both general marketing and marketing in higher education literature to develop a conceptual framework that seeks to explain value co-creation through the student engagement experience. The thesis pursues three objectives that focus on this area, each of which plays an important role exploring the value co-creation process:

1. **To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution.**
2. **To explain and illustrate how value can be co-created in the student undergraduate engagement experience.**
3. **To surface student perspectives on value in the undergraduate student engagement experience.**

Deploying a philosophical framework incorporating interpretivism and subjectivism, this thesis reports on an ethnographic study of the student experience. Using this novel methodological approach, the researcher was able to immerse herself into the student social and learning environment and gather in-depth data describing the student experience via a range of both people and environments. Through an extensive analysis, this thesis identifies and describes the university ecosystem, recognising key actors and the contexts that students engage with. It then explains the significance of how this engagement interacts with and supports the value co-creation process. This thesis also identifies student perceived benefits, offering a rich insight into the student perspective of value creation from their engagement experiences. Following a discussion that relates the three objectives to study

outcomes and to the extant literature, a further analysis is developed that illustrates the student experience journey and highlights the critical co-creation points that arise. This then leads on to a concluding discussion that takes this further longitudinal perspective into account.

The major contribution to knowledge of this thesis is to explain the development of value co-creation through engagement and resource integration in the student experience. There are three key contributions to theory;

1. Revealing the nature of student engagement in the university ecosystem and its relationships with value co-creation.
2. Exploring the relationship between engagement and the student value co-creation journey.
3. Adopting a methodological approach that offers an especially nuanced/ complex understanding of the student engagement and value co-creation experience.

Contents

Chapter One: Introduction

Background to the Study

> *'Understanding the mechanisms of value creation in this environment is crucial
> for the performance and effectiveness of universities'*

<div align="right">(Dziewanowska, 2017, 238)</div>

Value is the outcome of iterative, relativistic, and preferential experiences co-created as benefits for consumers' (Holbrook, 1996; Vargo and Lusch, 2004). Since, 2012, political, economic, and social factors have put new pressures on higher education Institutions (HEIs) to enhance value in the student experience. With a record number of students attending university in the UK and the average student graduating with a £50,000 debt, it is no surprise that educational research and HEIs focus on the value of higher education (BBC News, 2017). Although tuition fees have existed since the Dearing Report 1997, controversy became heightened by the Browne Review (2010) and the White Paper (2011), where the government took away public funding and tripled fees from £3,375 to £9,000, beginning 2012. The direct funding from students means HEIs have to compete for a sustainable income and they do this by trying to offer the best student experience. In a Press release on Student choice at the Heart of new Higher Education Reforms, Universities and Science Minister Jo Johnson (2015) explained that 'we must do more to ensure that the time and money students invest in higher education is well spent' adding 'the new office for students would have a clear remit to champion value for money and the student interest in its decision-making.' Consequently, scholars argue there is a lean towards the marketisation of higher education, as students are the consumer and HEIs are responsible for meeting their wants and needs.

According to the Office for National Statistics (2017), graduates are less likely to be unemployed and the average salary was £6,000 higher than for non-graduates; there is consequently increasing scrutiny over the worth of attending higher education. In addition, 56% of young graduates are in high skill jobs, compared to 17% of young non-graduates (OFS, 2017). Despite this, the media continually reports on whether attending university is value for money, on the specificity of the degree, and whether it meets satisfactory levels. Simultaneously, a government initiative, the Apprenticeship Levy, encourages employers to hire apprenticeships to help reach a target of 3 million by 2020. With media scrutiny and

initiatives to support alternative education choices, students are more concerned with the value of university. Students themselves face financial stress, an uncertain job market, and family pressure to succeed at university; this puts greater pressure on HEIs to meet their expectations (Ng and Forbes, 2009). It is important to understand the student perspective of value if HEIs are to close the expectation gap between students and universities. (Money et al, 2017).

Due to the changes in higher education, HEIs adopt marketisation approaches, and coupled with the inclusion of students under the Consumers Rights Act (2015), there is a perception of students-as-consumers. A student-as-consumer approach faces criticism by scholars and practitioners, who regard it as a step too distant from traditional purposes of education (Molesworth et al, 2009; Furedi, 2009). It is argued that perceiving students-as-consumers causes a sense of entitlement and put emphasis on rankings and performance as opposed to developing a knowledge society (Molesworth et al, 2009; Bunce et al, 2017). Despite criticism, HEIs recognise the advantages that marketisation approaches can provide, including a customer-orientated perspective. A customer-orientated approach enables HEIs to compete in the commercial market as they try to meet student demands and satisfactions. There is increasing, but arguably inadequate, research that adopts marketisation and a customer-orientated perspective in the higher education context (Bunce et al, 2017). Whilst higher education has not clearly understood the student perspective of value, there is extensive service marketing theory that higher education can adopt to explore value from a consumer-orientated perspective (Bunce et al, 2016; Beckman and Khare, 2018). The student-as-consumer perspective is contested but relevant and HEIs should acknowledge theory.

Conceptual Underpinnings

From 2004, the marketing literature extended beyond traditional goods dominant perspective and adopted the more holistic customer-orientated Service-Dominant Logic (SDL) theory. Vargo and Lusch (2004) introduced SDL to explain the co-creation of value through exchange, and it has since been extended by numerous scholars, e.g. Vargo and Lusch, (2008), Vargo and Lusch (2016), Storbacka et al (2016), and Hollebeek et al, (2016).

SDL theory is formulated into eleven foundation premises (FPs) and five axioms, which establish the framework of value co-creation. Axiom 2 states 'the consumer is always a co-creator of value', and the service cannot add value but can provide propositions to encourage interaction for co-creation (Vargo and Lusch, 2016, 8). SDL suggests that the consumer co-

creates value with other actors through the reciprocal integration of resources and service exchange (Vargo and Lusch, 2016). The consumer chooses to engage with multiple networks of actors within the service ecosystem to co-create value. An ecosystem is the overall unit of networks that co-exist within an organisation, including connections of resources and actors. The term *actor* is used to replace stakeholders, environments and any tangible resources in the value creation process (Vargo and Lusch, 2004). The ecosystem extends from a dyadic perspective and needs to recognise that there are versatile actors in multiple networks that cause a multi-level perspective (Brodie et al, 2019). By adopting SDL, HEIs can recognise the broad network of actors that exist within the university ecosystem and multiple ways students can co-create value (Judson and Taylor, 2014).

As SDL has been developed, scholars suggest value co-creation occurs through engagement with resources (Hollebeek et al, 2016; Storbacka et al, 2016). This suggests SDL as a meta-theoretical umbrella under which mid-range theories such as engagement and value co-creation can be seen to associate and interact (Vargo and Lusch, 2017; Nagel et al, 2018; Brodie et al, 2019). Meta-theory gives a broader framework that structures ideas, whilst the mid-range theory can narrowly address the phenomena and can form part of the meta-theory. Hollebeek et al (2016; 2019) define engagement in an SDL-informed context as:

> *'A customer's motivationally driven, volitional investment of focal operant resources (including cognitive, emotional, behavioural and social knowledge and skills), and operand resources (e.g., equipment) into brand interactions in service systems'.*

> *(Hollebeek et al 2016, 6)*

Following the refinement and support of S-D logic, researchers have begun reflecting on the metatheory in an effort to explain the theoretical and managerial view of value co-creation (Ford and Mouzas, 2013; Storbacka et al, 2016; Nagel et al, 2018; Brodie et al, 2019; Jaakkola et al, 2019). How engagement emerges across different networks within the ecosystem will affect resource integration and their disposition (Vargo and Lusch, 2017; Nagel et al, 2018; Hollebeek et al, 2019;). Brodie et al (2019) suggest that to understand resource integration and value co-creation, there must be an identification of engagement across multiple actor contexts. This thesis identifies the engagement across the university ecosystem and resource integration to provide an understanding of value co-creation.

Recent higher education scholars suggest that SDL offers a student-orientated perspective that puts students at the heart of value creation, such as Judson and Taylor (2014) and Dziewanowska (2017). HEI literature has discussed the role of student engagement in

explaining satisfaction, academic development, and their perception of the institution (Krause and Coates, 2008; Trowler, 2010; Kahu and Nelson, 2018). Student engagement occurs in many forms, including; involvement, integration, effort, interaction, and participation. Hu and Kuh (2001, 3) define *student engagement* as 'the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes'. Student engagement is considered subjective, dynamic, interactive and experiential, comprising cognitive, behavioural, and emotional dimensions (Krause and Coates, 2008; Healey et al, 2016; Kahu and Nelson, 2018).

In HEIs measurement of engagement tends to be through 'partnership' strategies, analytics, and surveys, such as National Student Survey, Times Higher Education Survey, or internal surveys. Partnership strategies include; being active in the learning community, setting learning direction, curricula design and delivery, feedback, and with monitoring their own learning (The Student Engagement Partnership, 2014). Current research methods focusing on student engagement are mostly quantitative (Hu and Kuh, 2000; Zepke et al, 2014; Elsharnouby, 2016), with those that do undertake qualitative research mostly using focus groups (Bryson and Hand, 2007; Taylor et al, 2011)) or interviews (Little and Williams, 2010; Sheard et al, 2010) . Although these methods may empower the student voice, data is still considered artificial and researcher-led (Silverman, 2013). Focus groups, interviews and questionnaires are prone to recall and/or respondent bias, and are situated for researcher convenience (Silverman, 2013). In addition, both HEI's and academic research has failed to capture engagement's holistic nature and is inclined towards the behavioural aspect of engagement (Sheard et al, 2010). Further, research tends to focus selectively on aspects of student life whereas a holistic view is necessary to capture fully the student experience (Umbach and Wawrzynski, 2005; Bryson and Hand, 2007).

Student engagement has been given rich exploration in the literature and practice, yet it is mainly used to understand academic success and satisfaction. SDL suggests that engagement can help to explain how beneficiaries integrate resources to co-create value. Therefore, adopting the SDL approach to understanding how students engage with HEIs, can help identify how value relates to the student experience (Beckman and Khare, 2018). Current scholars that adopt SDL in the higher education context recognise the experiential nature of value co-creation but fail to capture the full process and a holistic perspective (Lai et al, 2010; Dziewanowska, 2017). To fully explain value co-creation, studies should understand the multiple networks that exist within the ecosystem and how consumers engage and integrate resources (Brodie et al, 2019). Lai et al (2010) and Dziewanowska (2017) develop their value

typologies from Sheth (1991), which limits their ability to allow the student perspective to guide the value co-created. For a true representation of the student perspective of value co-creation it is fundamental that the data guides the findings. Woodall et al (2014) recognise the trade-off perspective of value, whereby student value is derived as the net outcome of both benefits and sacrifices. Similarly, from an SDL perspective, value can be seen to emerge as the outcome of a coincident positive and negative valence of co-creation through the service engagement (Azer and Alexander, 2018).

The exploration of the current higher education climate with relevant service marketing and higher education literature has led to a number of points for this study. Firstly, it is unarguably important for HEIs to understand what value means to the student perspective of their higher education experience. Secondly, the nature of the student undergraduate experience is that it normally involves high contact between students and people or activities, and lasts three years, which suggests SDL is applicable (Osborne et al, 2012). Despite criticism and cautiousness, marketisation perspectives, in particular SDL, can offer a student-centred approach to understanding how value is created through their engagement with university offerings. Thirdly, SDL puts great emphasis on engagement as a key concept, something higher education literature similarly discusses as a fundamental measurement of the student experience. Fourthly, whilst engagement is a prominent term, it has primarily been used to understand satisfaction and loyalty, with few authors exploring its ability to understand the higher-level construct value. Research and practice are restricted by their methodology approaches, which are limiting their capture of holistic descriptions in the natural surroundings. As these provide clear gaps in the literature, this study aims to conduct an ethnographic study of value co-creation in the student engagement experience.

Objectives

Specifically, in an undergraduate context, this thesis will explore value co-creation through student engagement of resources with key actors in the university ecosystem. Adopting SDL and student engagement literature, this study creates a conceptual framework that guides both the trajectory and construct of this research. This study is premised on three objectives to understanding the student value co-creation process.

1. *To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution.*

The first objective aims to identify the key actors and platforms that make up the university ecosystem. By recognising the multiple networks that exist it can explain the significance of their role in the student engagement experience that leads to value co-creation. To understand the student perspective of value co-creation there must be a recognition of the engagement actors that make up the whole student experience.

2. *To explain and illustrate how value can be co-created in the student undergraduate engagement experience*

The second objective adopts the idea that value co-creation occurs through the cognitive, emotional, and behavioural engagement of resource integration patterns. Resource integration patterns describe the interaction and application of resources between actors, platforms, and engagement properties. This objective will explain how value co-creation occurs in the student engagement experience.

3. *To surface student perspectives on value in the undergraduate student engagement experience*

The third objective aims to identify and describe those student perceived benefits that can trigger engagement behaviours, both positive and negative, in the student engagement experience. This study aims to offer a holistic perspective of value that goes beyond the traditional academic development and satisfaction. In addition, it goes beyond an optimistic perspective of value and hopes to explore both the positive and negative engagement that co-creates value (Azer and Alexander, 2018).

Methods

While literature and practitioners agree that HEIs need an understanding of the student perspective of value in their experience, research is restricted by the narrow range of research methods applied. This thesis takes a subjectivist and interpretivist position as the author believes value co-creation emerges through the student's interpretation of their experience. Although this research takes an interpretivism approach, it uses previous supported marketing theory to make sense of the experiential data to provide a novel insight into the student perspective of value co-creation. This will generate new higher education theory that incorporates both inductive and deductive reasoning. SDL has only recently been explored within the higher education context, and experiential data collection is able to discover unfound and unique knowledge. This thesis adopts ethnography to gain first-hand

experience of the social phenomena. Ethnography originated in the field of anthropology in the late 19th century and grew as a practice for representing culture (Hammersley and Atkinson, 2007). Ethnography is itself a broad discipline comprising different approaches: for example, multi-sited ethnography (Marcus, 1995), virtual ethnography (Cashmore et al, 2010); and fictional ethnography (Tierney and Lincoln, 1994). Ethnographers use fieldwork, interviews, artefacts, and informant diaries; but traditionally, the researcher immerses their self into the natural setting (Malinowski, 1922; Hannarz, 2003; Gilbert, 2008). Ethnographic approaches have previously been applied in Higher Education (e.g. Humberston, 2009; Montgomery, 2014; and Birds, 2015) but not as a vehicle for understanding the student experience. Contemporary research preferences conceptual reviews, questionnaires, focus groups and interviews, each of which fail to fully capture the longitudinal, dynamic and experiential nature of student life. Ethnography has several contrasting benefits, it can unearth authentic perspectives in natural settings, and is both reflexive and flexible, offering the potential for exploring complex concepts longitudinally (Elliott and Elliott, 2003; Hammersley and Atkinson, 2007).

Thesis Structure

This thesis comprises ten chapters and is structured as follows:

Chapter One: The Introduction provides theoretical and methodological context for the thesis, exploring key rationale points that have led to the aim and objectives.

Chapter Two: The Literature Review is split into several parts that help explain the conceptualisation of value, engagement, and how the two combine in the marketing and education literature. The literature review begins by explaining the perspective of the 'student-as-consumer' and provides a rationale for the shift towards the marketisation of higher education. It goes on to apply marketing theory that surrounds the concept of value, through a review of various theoretical approaches, including SDL. It then reviews the customer engagement literature that has evolved in service marketing research more recently. It considers primarily how engagement acts as a focal point in the value co-creation process. This chapter looks at previous frameworks that have combined the theories of customer engagement and SDL to understand value co-creation.

The literature review goes on to critically analyse the education literature surrounding value, in particular that relating to perceived value, service-dominant logic, and multidisciplinary approaches. It then discusses the term *student engagement* that has come to dominate

literature and practice over the last decade. The next section then looks at the literature that relates student engagement and the value concept.

Chapter Three: This chapter synthesises the literature review to identify how the research objectives have been determined and to suggest a conceptual framework. The research objectives address gaps in the literature that have been identified in the review and will answer the aim of the study, which is to understand value co-creation in the student engagement experience. The conceptual framework combines marketing and higher education literature to suggest a value co-creation process that can be explained in several stages.

Chapter Four: The fourth chapter is a critical discussion of the research paradigm and methodology that this study applied. Following the gaps identified in the literature and objectives discussed, it supports an interpretive perspective to shape the research approach and design. The philosophy lends itself to qualitative approaches and this study adopts ethnography as a novel methodology to explore value co-creation. This chapter also identifies the data collection methods, including sampling, timing, and ethical considerations. Lastly, it explains the use of content analysis that allows the descriptive and exploratory nature of ethnography to be explored before identifying the limitations associated with the methods applied.

Chapter Five: This chapter will present the results of the analysis in three main parts. The first part looks at the university ecosystem and identifies the key actors and engagement platforms in which they interact. The second part identifies 9 resource integration patterns that relate to behavioural, cognitive, emotional, or a combination of all three, engagement dimensions. These are discussed in full and supported by quotes from the data. The third part of the analysis describes the value that is co-created through the first part of the analysis. It includes 17 student perceived benefits as triggers of engagement behaviour, that are either long-term benefits or short-term benefits. In addition, it describes whether these are drivers, inhibitors, or criticals.

This chapter reflects on the literature reviews in chapter two to interpret the data with specific focus to create meaningful understanding of the objectives. This reflection aims to develop or challenge existing ideas and identify implications arising from the pursuit of each of the three objectives.

Chapter Six: The sixth chapter suggests the potential for developing a longitudinal analysis of the data, and a final analysis is developed that plots the student engagement/co-creation journey from enrolment to graduation. It describes six critical journey points that can support HEIs enhance engagement relevant to the student perspective.

Chapter Seven: The seventh chapter (Conclusion) is the final one of the thesis and offers a concluding discussion; details of contribution to knowledge (both theory and practice); and recommendations for future research.

Context of the Study

This thesis explains the student experience through ethnography, which requires the researcher to immerse themselves into the social phenomena of university. In this study, the researcher has chosen Nottingham Trent University (NTU), mostly due to accessibility issues. For example, the researcher is conducting their PhD at NTU, which means there is support from staff in different areas to gain access. Also, the researcher previously studied their undergraduate degree at NTU, which means there is experience and knowledge about the different activities and how to access them.

NTU was founded as a new university in 1992 and was previously known as Trent Polytechnic. NTU is based in Nottingham, which is a city in central England's Midlands region and is considered a thriving city with a range of culture, historical attractions, shopping opportunities, international sport, and a busy nightlife (Visit Nottingham, 2019).

In the UK, NTU was in the top ten for the number of applications and for accepted offers in the 2018 UCAS acceptance data report (UCAS, 2019). It is currently the 13th largest university in the UK, with approximately 29,370 students over four campuses. This study takes place primarily between the City campus, which has over 17,000 students, and the Clifton campus, which has over 9,000 students. NTU offers over 500 different degree programmes across nine schools (NTU, 2019). Approximately 79% of all students doing an undergraduate degree and 87% of all students are in full-time education. The majority of students, 87%, are from the UK, and are female, 54% (The University Guide, 2019).

With approximately £450 million investment in recent years, NTU has seen significant development in all areas of their university, including facilities and scholarships (NTU, 2019). NTU has seen a rapid rise in their position within league tables and satisfaction surveys, leading them to some key awards and high rankings. For example, they won University of the

Year in the Guardian University Awards 2019. In addition, they are in the top 20 UK universities for student satisfaction (Complete University Guide, 2020) and 16th in the Guardian University Guide 2019. One focus of NTU is on teaching, with 93% of students saying they would recommend studying at NTU in the National Student Survey (2018). Another is employability, with 97% of graduates employed or in further study six months after graduating (NTU, 2019). In addition, it is growing in research, winning the Queens Anniversary prize for Higher and Further Education (2015).

As well as an academic focus, NTU has invested in their non-academic experiences, offering sport, music, international, and sanctuary scholarships. In terms of sport, NTU are now ranked in the top 15 in the UK BUCS (British Universities and Colleges Sport) league (BUCS, 2019). In addition, the university invested in a new Student Union building on each campus, and the union staff have won awards in recent years at National Union of Students, including Executive Team of the Year (2014) and Student Union of the Year (2015).

Chapter Two: Literature Review

This literature review explores and analyses the current literature that can help understand value co-creation in the student engagement experience. This study explores marketing theory relating primarily to value and engagement and then goes on to show how this has been applied to understand contemporary issues in higher education. This literature review is split into three parts. The first section discusses the current Higher education climate, including the shift towards marketisation and students-as-consumers approach.

Next, the literature review will discuss the marketing literature that understands value and customer engagement concepts separately before going on to discuss the relationship between them. Exploring the value literature from a marketing perspective will include early theories; Means-End approach, Trade-Off approach, and Multidimensional approach, and more recent studies in service marketing, notably Service Dominant-Logic (SDL). The customer engagement literature review will explore the relationship and the service marketing literature that conceptualises the engagement concept. Through scholars such as Hollebeek et al, 2016, Storbacka et al (2016), Brodie et al (2019), this literature review combines value and engagement to understand the value creation process. It identifies how multiple actors engage and integrate resources within the service ecosystem to co-create value (Alexander and Jaakkola, 2016).

The third part of this literature review explores the value and student engagement literature from a higher education perspective. The value concept heavily focuses on the perspectives of perceived value and value co-creation that have led the focus in the education literature. This section will discuss student engagement, which plays a vital role in both literature and practice and looks at how current literature explains the concept. Lastly, this part combines both value and student engagement higher education literature to understand how the literature envisages engagement to play a central role in creating value. HEIs use 'partnership' strategies to be student-centred and encourage co-creation of the student experience.

By combining marketing literature from general and higher education contexts, this can build a conceptual framework that can guide the trajectory and research conduct. Figure 1 illustrates the literature review domain that brings together general marketing and the higher education contexts. SDL is given in Capital letters to show this is a metatheoretical context within which the relationship between, value, engagement and the HE service ecosystem are explored.

Figure 1- Literature Review Domain
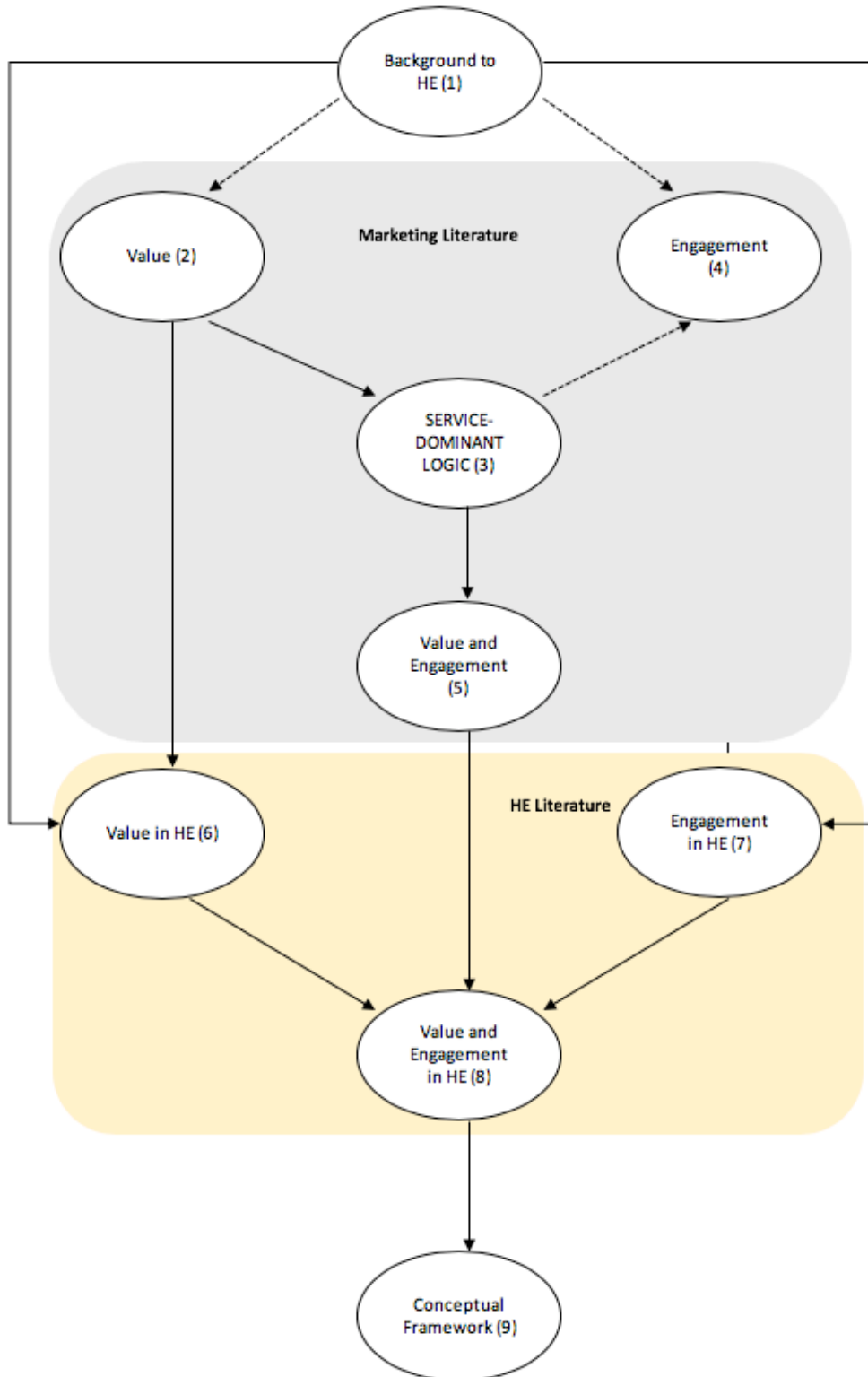
Higher Education

'Competition plays a central role in higher education- competition for status and resources in research and scholarship; competition between institutions to attract students; competition between students to gain the most sought-after places in institutions; competition in international student markets and for corporate financed consultancy work; and often compelling contest between institutional 'brands' for ranking and prestige.'

Marginson (2013, 357)

Higher education in the UK has faced significant changes in the past decade with movement towards a more marketized structure. Although gradual changes have occurred since the 1990s, there has been increased attention on the challenges that higher education institutions face (HEIs). The section of the literature review will discuss the reasons for the shift towards marketisation, and the advantages and disadvantages of this marketisation perspective. For this thesis, the author understands marketisation as an organisation based on business ideals and facing exposure to competition and market forces (Ek et al, 2013; Molesworth et al, 2013). In higher education, this implies that HEIs displace traditional views for the perspective of students as consumers.

Shift Towards the Marketisation Approach to Higher Education

Marketisation approaches are utilised to help HEIs deal with the pressure and challenges that have arisen since the 1990s but have rapidly increased in the last decade. HEIs face political, economic, legal, and social pressures to meet demands and expectations, which has caused them to restructure their management and processes. Alongside HEIs, students also face increased social and economic pressure to develop and enhance their future opportunities. Outcomes of the literature review is detailed below explain a shift towards marketisation that has arisen:

- Firstly, literature in marketisation approaches was concerned with the global neoliberal environment of the UK and the role of higher education as a driver in the knowledge economy.
- Secondly, the UK economic climate affects employment, inflation, and uncertainty, which in turn led HEIs to enhance the opportunities for success and put pressures on students to perform.
- Thirdly, the privatisation of universities and recent top up in tuition fees in 2012 has caused increased competition for HEIs to maintain a sustainable marketplace. In

addition, this privatisation has increased the perception of students as consumers and a focus on their rights.

- Fourthly, there is a change in the student demographic as universities strive to be diverse, such as widening participation, which means they have to cater to more diverse demands and expectations.
- Fifthly, increased demands and expectations have led to increased media scrutiny, with HEIs having to accommodate to the wider experience to meet student satisfaction.
- Sixthly, a shift towards marketisation suggests that listening to student feedback can enhance the offerings made by a university and act as a mutual beneficiary of value.
- Finally, there is extensive marketing literature that supports understanding the customer experience, including customer value and customer engagement. This can provide support for the higher education context, which shares similar goals to other service industries.

Firstly, although heightened by the 2008 recession, the neoliberalism and globalisation of HEIs has led to increased importance of the knowledge economy. The importance of Universities in a knowledge economy has been traced into the 1990s, where the Organisation for Economic Cooperation and Development (OECD) suggested knowledge as central to compete in the global marketplace (Harris, 2005). The idea of a knowledge economy stresses the importance of creating innovation in the market and technology through the skill workers (Drucker, 1996). Ball (2008, 23) states that a knowledge economy 'derives from the idea that knowledge and education can be treated as a business product, and that educational and innovative intellectual products and services, as productive assets, can be exported for a high-value return'. HEIs play a role in enhancing the knowledge and innovation systems and producing graduates who can take advantage of the global knowledge and play a role in society's well-being (Ball, 2008; Amaral et al, 2013). Olssen and Peters (2007) suggest that neoliberalism governmentality holds education as an economic input-output system that requires structural and management chains, replacing previous autonomy for the academics. The market powers mean that HEIs must redesign to meet market trends and increase specification roles beyond the autonomy of the academic (Olssen and Peters, 2007). Whilst arguments have been made for loss of traditional autonomy, the objectives have been to increase productivity and accountability of HEIs and produce graduates that can contribute to the knowledge economy (Olssen and Peters, 2007; Marginson, 2013). The neoliberalism

and globalisation perspectives have led to HEIs having to adopt marketisation approaches to meet demands of the need for a knowledge economy.

Arguably it is HEIs role is to prepare graduates for the economy, and they therefore need to respond to the UK employment and financial climate. This idea began with the Robbins Report (1963), which was one of the first to recognise that one objective of university was to provide a career and create competition by widening participation (1963, p 6, para, 25). The 1972 White Paper 'Education: A Framework for Expansion,' continued to raise the importance of expansion, and raised issues of relevance and training for employment (1972, p 31, para 108). This employment narrative continued with the 1987 White Paper 'Higher Education: meeting the challenge', in which projects were launched to increase work-based learning. The employment focus saw a rapid increase in the 2011 White Paper, which states that career plans are the main reason for students entering into Higher Education (2011, p 39, para 3.27). Although this is a narrow perspective of the purpose of learning, and ignores its holistic nature, it does suggest that HEIs have a responsibility to support societal needs (Marginson, 2013). The 2008 recession led to an economic downturn, where graduates feared unemployment prospects and inflation that led to uncertainty (Bell and Blanchflower, 2010). Although the UK has recovered from the recession, with the lowest levels of unemployment since the 1970s and wage growth being ahead of inflation, there is still fear amongst students and employers (ONS, 2019). For example, Brexit is creating a degree of uncertainty, with high media attention, big businesses discussing leaving the UK , such as Toyota and Dyson, the Bank of England warning that unemployment cold rise 4%, and the UK government preparing a hardship fund to cope with a potential unemployment rise over three years (BBC, 2019). Consequently, students feel pressure to academically succeed and find job certainty, and demand HEIs prepare them for this. HEIs have to follow the market and prepare students for the changes in employment.

HEIs face increasing pressure since the introduction of tuition fees in the Dearing Report (1997) and the allowance of universities to charge top up fees in The Higher Education Act (2004). Arguably, the most rapid increase in interest in marketisation of HEIs came from the heavily debated Browne Review (2010) and the White Paper (2011) that saw fees triple from £3,375 to £9,000, from 2012. Referred to as 'the most radical change in the history of UK Higher Education', it effectively privatised HEIs, taking direct funds from students and removing government burdens (Brown and Carasso, 2013, 2). Incentives were for HEIs to respond more effectively to student needs and provide greater transparency as a result of greater competition to continue a sustainable income (Browne Review, 2010, 10).

Alternatively, opposition argue that it was a response to the economic crisis and a means to privatise service industries (Brown and Carasso, 2013; Ek et al, 2013). The 2011 White paper, Higher Education'; Students at the Heart of the System, puts focus on placing students in the driving seat and universities being under competitive pressure to provide better quality. In Chapter 3, the need for a better student experience and better qualified graduates is discussed, saying the way to do this is through student engagement. There are, however, limitations to the market theory, as there is not complete freedom of the market, e.g. government still hold regulation over tuition fees (Brown, 2011; Hemsley-Brown, 2011). This move towards privatisation has had an effect on the governing of HEIs and the focus on the competition has led to a more marketisation perspective.

This 2012 rise in tuition fees had an effect on how HEIs, society, and the students perceive their role and that of universities. In 2015, the Consumers Rights Act introduced provisions to recognise the student as a consumer, making it acceptable to undertake compliance action against an institution to ensure good practice. Following this, universities conducted institutional reviews of their compliance with Competition and Markets Authority guidance 2015, have created policies and strategies for staff to help meet compliances, and have made efforts to be more transparent with students (Competition and Markets Authority, 2015). The student as consumer perspective has arguable caused universities to tailor teaching and curriculum to enhance grades and maximise their income, which suggests the degree is a transaction between the student and institution. This perspective is heavily critiqued, with those against it arguing that it redefines the relationship between staff and student and encourages a sense of entitlement (Sheard et al, 2010; Robertson and Dale, 2013; Bunce et al, 2016). Brooks argued that changes in government policy put pressure on HEIs to offer more transparent information (2018) to prospective students, which allows them to make 'better choices' and help the vulnerability of students (2017). It has been argued that perceiving students as consumers means HEIs need to become student-centred, by responding to student demands and delivering a more effective experience in the students' interest (Bunce et al, 2016; Wang and Wang, 2018; Brooks, 2018). Therefore, taking a marketisation approach allows HEIs to understand the customer's wants and needs and deliver a more effective experience.

HEIs face increasing challenges in answering to student wants and needs as their demographic broadens and this widens the students' demands and expectations. Increasing participation has been a focus since the 1960s and further still since the introduction of the new post 1992 institutions. However, since the rise in tuition fees there seems to be further

importance on who goes to university (Boliver, 2013). Widening participation, including black and ethnic minorities and carers, has become a priority for government and HEIs, with changes in policy and practice to address this (Harrison and Hatt, 2012). For example, The Fair Access Agreements by The Office for Fair Access (OFFA), now known as the Office for Students, and the Higher Education Funding Council (HEFCE) offer financial incentives to HEIs (HEFCE, 2015; OFFA, 2018). Whilst positive effects of widening participation strategies see increased admissions, retention and employment outcomes (Department for Education, 2018), it does mean HEIs need to answer to more diverse needs. Literature suggests that HEIs need to listen to underrepresented groups as well as traditional students to avoid exclusions and divisions (Gibson et al, 2016). For example, research has found that students from low income families or first in line need more support services in the transition stages (Leese, 2010). HEIs can adopt marketisation approaches to listen to the varied expectations and demands to enhance opportunities in the student experience.

Writers in the Higher Education literature have become more interested in how the student experience might be enhanced, both within and outside course activities. The idea that HEIs need to consider the whole student experience lends itself to marketing perspectives that are consumer orientated. With a consumerism approach to higher education emerging, satisfaction has become essential to meet student priorities, needs, expectations and campus environment (Elliot et al, 2002). Student satisfaction and the value of an institution have become a focus for HEIs, which mean they have to provide both educational attributes and social attributes. Increased media attention and focus on rankings have opened institutions to public scrutiny, such as the National Student Survey (NSS) and the Times Higher Education for the Student Experience (Tomlinson, 2015). Combined with more varied research, these bring to question the university facilities, support services, extra-curricular activities, accommodation, and student unions (Gunuz and Kuzu, 2015; Hughes and Snail, 2015). By focusing on the whole experience, it relates to relationship and service marketing literature that suggests a consumer-focused orientation and a deeper understanding of the interactions that can create value (Luescher-Mamashela, 2013; Judson and Taylor, 2014).

Another reason for the shift towards marketisation is the ability that students have to co-create value with their university. A marketisation approach suggests that through enhanced engagement opportunities, consumers that provide feedback and are listened to can help decision making bodies enhance their offerings (Vivek et al, 2012). Therefore, through a consumerism perspective, HEIs can engage with students to improve the higher education experience and both the institution and student can benefit. Some scholars have considered

students as co-creators in pedagogic activities (Bovill et a, 2011; Brooman et al, 2015; Elsharnouby, 2015), whilst others have considered students as partners in their learning experience (Healey et al, 2014; Bryson, 2016). Trowler and Trowler (2010) suggest two models of student engagement: Market Model of Student Engagement (MMSE) and Developmental Model of Student Engagement (DMSE). MMSE locates students as consumers and focuses on ensuring consumer rights through feedback and market positioning. DMSE is concerned with students as partners, emphasising student co-creation of development, quality of learning, and mutual benefits between HEI and the student. The DMSE supports the idea that engagement is mutually beneficial and that the student experience can be enhanced through collaboration and co-creation.

The last reason this thesis gives for the marketisation shift is the extensive marketing literature that higher education research could learn and adapt from (Osborne et al, 2013). For example, interest in value has grown in the marketing literature since the 1970s and has considered traditional economic, psychology and sociology theory, to create a broad range of ideas. As a result, it has made key contributions to the value concept that can support this research and provides useful theories (Zeithaml, 1988; Sheth, 1991; Holbrook, 1994, 1996; Vargo and Lusch, 2004, 2008, 2016). Both the broader, and higher education focused, marketing literature share goals to understand engagement and value concepts to enhance the consumer/ student experience (Sánchez-Fernández and Iniesta-Bonillo; 2006; Ng and Smith, 2012). Consequently, there is an opportunity to share theory that may enhance the higher education's understanding of the student experience and enhance their offerings.

Value in the General Marketing Literature

The value concept found interest in the marketing literature in the late 1980's and has since been considered a significant factor in the success of an organisation (Khalifa, 2004; Sánchez-Fernández and Iniesta-Bonillo, 2006). Recognised as a core basis of marketing, it helps firms to attract and retain customers and provide a competitive advantage (Holbrook, 1994, 1996, 1999; Woodall, 2003; Khalifa, 2004; Sánchez-Fernández and Iniesta-Bonillo, 2006). In an attempt to define and conceptualise customer value, a number of scholars have tried to piece together the different strands of the marketing literature (Payne and Holt, 2001; Woodall, 2003; Khalifa, 2004; Sánchez-Fernández and Iniesta-Bonillo; 2006; 2007; Boksberger and Melsen, 2011; Ng and Smith, 2012). Much of the literature focuses on conceptual research and there is a lack of empirical research of an in-depth nature in the value concept (Gummerus, 2011; Hardyman et al, 2015).

The literature review briefly explores the contrasting views that developed in economic and sociology literature to explore how value has emerged (Woodruff and Gardial, 1996; Vargo and Lusch, 2004; Gummerus, 2011; Grönroos, 2011; Ng and Smith, 2012). It also looks at the theory that extended the purely economic perspective and recognises the impact on the individual's affective and cognitive process in their decision-making. This literature review will discuss three approaches to understanding value that exist in the marketing literature, namely means-end approach, trade-off approach, and the multidimensional approach. Following this, the review looks at the development of the value-in-use concept, that supersedes the utilitarian perspective, which was introduced in economic science by Smith in 1776 (Harrison and Wicks, 2013), and the consumption approach (Woodruff and Gardial, 1996). This leads to Vargo and Lusch's (2004) introduction of value co-creation and their theory of that is influential across service marketing and has shifted from goods-dominant logic to service-dominant logic (Osborne et al, 2013).

Confusion in the Literature

It is argued that the term value is elusive, overused and misused, both within the marketing literature and in practice (Khalifa, 2004, Sánchez-Fernández and Iniesta-Bonillo; 2006; Grönroos and Voima, 2013). The term value has been researched for many centuries and has spread across economic, philosophical, sociological, management and marketing literature. There are also a range of terms used that have ambiguous boundaries to how they separate, such as, 'perceived value' (Sweeney and Soutar, 2001), 'customer value' (Woodruff, 1997), 'consumer value' (Holbrook, 1999), 'expected value' (Wigfield et al, 2000), and 'value for money' (Hemsley-Brown, Oplatka, 2015). Using these intertwiningly throughout the

marketing literature causes conflict and confusion across the literature. This broad range of approaches illustrates the complex and dynamic nature of value, which causes ambiguous and flexible interpretations. Consequently, it is impossible to find consensus across the literature that agrees on an unambiguous definition of either value or the value creation process.

Due to the confusing use of the term, in both literature and practice, there are blurred boundaries between the term value and other terms, such as satisfaction and quality. Higher Education research and practice relies on these terms to measure and assess the student perception of a university, and therefore it is important to differentiate these. There is a natural affinity between satisfaction, quality, and value which makes it critical to explore and differentiate them (Woodruff, 1997).

Quality

Early marketing literature focused on how to improve quality for a competitive edge, before shifting its focus to value (Woodruff and Gardial, 1996). This was often associated with goods literature, as quality is an objective evaluation of experience that is attribute-based, as opposed to value that is subjective and considers the affective and holistic experiences (Sánchez-Fernández and Iniesta-Bonillo, 2006; Chen and Chen, 2010). Sánchez-Fernández and Iniesta-Bonillo (2006) argue that value is more personal and individualistic than the concept of quality, which makes it a higher-level construct. In addition, conceptualised as a trade-off, value possesses a give and take or a positive and negative component, whereas quality only equates to a get component, such as an attribute or outcome (Sánchez-Fernández and Iniesta-Bonillo, 2006). For this reason, quality 'contributes to the formation of consumer value' (Woodruff, 1997, 45).

Satisfaction

Satisfaction and value are relative; both are considered judgements of a service or product, evaluating the costs and benefits of the consumption (Woodruff and Gardial, 1996; Sweeney and Soutar, 2001; Sánchez-Fernández and Iniesta-Bonillo, 2009). A key difference is that value reflects the relationship the consumer has throughout their whole experience with the service; alternatively, satisfaction is a judgement after their experience with the service based on what they received (Eggert and Ulaga, 2002). Whilst organisations will focus on the customer base to assess satisfaction, value can be used to look at future directions and reach potential customers (Eggert and Ulaga, 2002; Sánchez-Fernández and Iniesta-Bonillo, 2009). Quality pertains solely to the attributes of goods or service, whereas satisfaction takes

account of people's reaction to those attributes. Further, although quality can be considered as an enduring phenomenon, satisfaction relates only to 'the moment'. Value, on the other hand takes account of all these parameters and effectively 'rolls up' all the key factors that pertain to a customer's relationship with an organisation's offering.

Approaches to Conceptualising Value

This literature review briefly discusses the range of theories that are prominent in the marketing literature. The term value can date back as far as ancient philosophers Plato (427-347 BC) and Aristotle (384-322 BC), who considered value a principle of philosophical ethics (Vargo et al, 2008). Value became of increased interest through economic science, as scholars, such as Smith (1776) and Marx (1867) defined it as pertaining to a relationship between a commodity to satisfy customer needs in exchange for necessary labour costs (Vargo and Lusch, 2004).

Despite its influence, economists who followed Smith (1776) disagreed with the perspective that only labour that produced outputs was of value and recognised a more subjective interpretation (Menger, 1871; Mill, 1929). Sociologists took the subjective approach further, recognising the individual's cognitive process in decision-making and their own judgement of the offerings (Ng and Smith, 2012). At the core of this perspective is the individual's capabilities to make a 'valuation' and a comparative process of a judged value between competing options (Reinecke, 2010).

Economic science and the sociology approach offer strengths and weaknesses. Economic science introduces value as a process with two interpretations; an item is tradable and can be exchanged (value-in-exchange), and value emerges through good/service use or experience (value-in-use). These perspectives have been used through value literature and offer a comprehensible understanding of the term (Vargo and Lusch, 2004; Ng and Smith, 2012) and these will be discussed within the literature review. These perspectives have broadened the literature on the value concept, creating opportunities for a deeper understanding in the marketing literature (Ng and Smith, 2012).

Means-End Approach

The means-end approach suggests value is derived from an end-state of specific conduct that is personally or socially preferable (Rokeach, 1973). 'Means are objects (products) or activities (running, reading) with which people engage; ends are states of being such as happiness, security, accomplishment' (Gutman, 1982, 60). The term means-end refers to the

model that explains how customers choose products or services in order to maximise desired consequences and minimise undesired consequences (Gutman, 1982). As well as customers evaluating the benefits and sacrifices of the consequences of their actions, the model suggests customers are influenced by hierarchical levels of consumption-related variables; including product attributes, use consequences, and desired goals (Gutman, 1982; Zeithaml, 1988; Sánchez-Fernández and Iniesta-Bonillo, 2007). The means-end theory recognises the customer's capability to consider the outcomes of consumption, however, it fails to look at or consider the emerging nature of value and that decision-making is not always rational (Holbrook, 1999; Vargo and Lusch, 2004)

It is important to explore the means-end approach as it has had influence and guided theories, such as the trade-off approach (Zeithaml, 1988). The principle behind this trade-off approach is that to create more value, there must be an increase in benefits or reduction in sacrifices so that benefits outweigh the sacrifices (Ravald and Grönroos, 1996). The balancing of benefits and sacrifices depends on the customer's cognitive evaluation (Zeithaml, 1988; Sánchez-Fernández and Iniesta-Bonillo; 2007). It is common to only consider the trade-off between price and quality (Sweeney and Soutar, 2001), however, this is too simplistic and limits the consumer's cognitive capability to include other elements that are psychological, social, or relational (Ravald and Grönroos, 1996; Gummerus, 2011). Other aspects considered are non-monetary extrinsic and intrinsic benefits and sacrifices, such as time, effort, social status, relationship with a supplier, convenience, and effort (Woodall, 2003). Zeithaml (1988) defined benefits and sacrifices as:

> *'The benefit components of value include salient intrinsic attributes, extrinsic attributes, perceived quality, and other relevant high-level abstractions'*
>
> *'The sacrifice components of perceived value include monetary prices and non-monetary prices'*
>
> *(Zeithaml, 1988, 4)*

This does not explain why buyers change their behaviour or how they respond to the environment. Literature suggests that value does not come from decision making but from consumption and can come at any point of interaction within their use experience (Holbrook, 1994; Woodruff et al, 1997; Vargo and Lusch, 2004, 2008, 2016; Ballantyne and Varey, 2006).

The trade-off perspective is further developed in Hiller and Woodall (2019), who state that consumers draw on both conscious and unconscious cues when reflecting on perceptions of value. They state value is both cumulative and iterative and grows out of experience and is

related to both present and past judgements. Hiller and Woodall (2019, 897) draw on the work of pragmatist John Dewey and use the term *'ends-in-view'* to denote the 'broad objectives or anticipated results that can be characterised as ideational'. Consumers apply emotional judgement as well as cognitive judgement in their understanding of these ends-in-view. The consumer will only identify and achieve these ends-in-view when they are aware of, and can gain access to, the resources necessary for their achievement, and therefore these are both guiding and representing their experience. Trade-offs are made throughout the consumer journey in accordance with the demands of the individuals' ends-in-view (Hiller and Woodall, 2019).

Multidimensional Value Approach

Multidimensional models offer several dimensions to capture a complex view of value (Gummerus, 2011). They often highlight points from both the means-end perspective and the trade-off perspective (Sheth, 1991; Woodall, 2003). Sheth et al (1991) provide a framework that focuses on how customers make purchasing decisions; including function, social, emotional, epistemic, and conditional value dimensions. These value dimensions are independent but can be inter-related; a consumer may experience one or more of the dimensions at any moment (Sheth, 1991; Sweeney and Soutar, 2001). Another leading scholar in the value literature is Holbrook (1994), who has developed a model based on three key distinctions and eight typologies of customer value. The three key distinctions are: '(1) extrinsic versus intrinsic value; (2) self-orientated versus other oriented value; and (3) active versus reactive value' (Holbrook, 1999, 9). The eight dimensions comprise efficiency (a trade-off between benefits and sacrifices of use), excellence (the quality of the product or service), status (success, symbolic, impressions), esteem (reputation, materialism, possessions), play (fun), aesthetics (beauty), ethics (morality and justice), and spirituality (faith, sacredness, magic). Both Sheth (1991) and Holbrook (1999) suggest that it is not practical to maximise all value dimensions and consumers are usually willing to accept less of one value in order to obtain more of another. In means-end theory consumers are assumed to trade-off between different ends, whereas in multi-dimensional theories trade-offs occur between different dimensions. Also, this is not trading-off benefits against sacrifices, rather it is trading-off one attribute ('end' or 'dimension') against another.

Value-In-Use and Value-in-Exchange

This section explores the literature that applies the economic concept of value-in-use to marketing, in particular from the service dominant logic literature. Value-in-use states that value accrues to the consumer through use of a product or service (Vargo and Lusch, 2004). Although Vargo and Lusch (2004) have strong influence in the revival of the value-in-use concept, the term dates back to economic science literature and a utilitarian approach by scholars such as Adam Smith (1776) and Karl Marx (1867) (Vargo and Lusch, 2004). This section introduces the original concept of value-in-use through a utilitarian approach and the consumption perspective that develops it further. It then discusses the transition from the goods dominant logic (GDL) perspective that views value as an exchange, to the service dominant logic perspective that adopts value-in-use. Since, Vargo and Lusch's seminal 2004 article SD logic has given value-in-use a central role in the service marketing literature, but has faced criticism (Grönroos, 2011; Grönroos and Voima, 2013) which it has subsequently addressed and attempted to explain or rectify (e.g. Vargo and Lusch, 2008; 2016). This aim of this section is to review the background to value-in-use and understand the transition from GDL to SDL.

Background to Value-In-Use

Value became a popular concept within the Classical school in the late 18th and 19th century, with an economic foundation that still holds its strength in economic literature (Ng and Smith, 2012). Focus was on 'commodification' which 'is concerned with the conversion of something that has use-value into economic or exchange value' (Ng and Smith, 2012, 8). In the *Wealth of Nations,* Adam Smith (1776) introduced a discussion on the terms 'value-in-use' and 'value-in-exchange' (Vargo et al, 2008, 147). Adam Smith describes value-in-exchange as the ability or power of the service or product in purchasing and trade; that is, to represent goods and services as 'things' that can be exchanged for other equivalent 'things' (e.g. money, or other goods or services). Value-in-use refers to the utility of the product or service (Vargo et al, 2008, 147).

Adopting Smith's economic principles, Karl Marx (1867) wrote an influential book, *Capital, Critique of Political Economy,* which aimed to use economic patterns to understand the capitalist mode of production and introduce the Labour Theory of Value (Humphreys and Grayson, 2008, 965). In *'Capital' Volume I*, Marx (1867) defines value as made up of 'commodities' which are 'a thing that by its properties satisfies human wants of some sort or another' (Humphreys and Grayson, 2008, 965). Marx (1867) 'determines the magnitude of

the value of any article is the amount of labour socially necessary, or the labour time socially necessary for its production' (Humphreys and Grayson, 2008, 965). Therefore, this theory argues that there must be an equilibrium between quantities of labour and commodities, and those labour properties that do not create a commodity are unproductive for value creation. The importance of producing goods (supply) in exchange for customer needs (demands) interlinked the value-in-exchange and value-in-use concepts (Vargo and Lusch, 2008; Ng and Smith, 2012).

The importance of producing goods (supply) in exchange for customer needs (demands) linked the value-in-exchange and value-in-use concepts (Vargo and Lusch, 2008; Ng and Smith, 2012). Although this seems a straightforward way to intertwine both concepts, the relationship is not always simple (Ng and Smith, 2012). Smith's (1776) example of diamonds and water illustrates how wide apart these terms can be. When Smith was writing, diamonds provided little utility and low value in-use, however, they are exchangeable, and their value-in-exchange is high because of their rarity. On the other hand, water has substantial utility and high value-in-use but has less value in trade and low value-in-exchange (Ng and Smith, 2012). The utilitarian perspective suggests that value is based on the quantities of labour and rational customer behaviour, as opposed to a consumption approach that suggests value is created through use. In a utilitarian perspective, customers exchange monetary value for labour.

Following the utilitarian approach, early marketing literature, such as Venkatesan and Kumar (2004) and Ballantyne and Varey (2006) takes a firm-centric approach that focuses on value-in-exchange. Value-in-exchange suggests the firm can provide value in a product or service, and the more value it can provide, the higher the value exchange it has for the customer. It assumes value is not subjective, it ignores the customers' personal experience and their ability to create value. The value-in-use perspective suggests value cannot be embedded within a product, but the experience of the product or service creates value. It recognises that the customer helps create value when it engages with the product and/or organisation, therefore it is customer-centric and personal to their interactions and experience. The conventional concept of value in exchange still exists, particularly when discussing price, which, of course, is relevant to specific ideas of what value might be; however, service dominant literature has taken an experiential and consumer-centric perspective of value (Grönroos, 2011; Gummerus, 2011).

The consumption perspective is not new, dating back to the 1950s, with scholars such as Drucker (1954) and Alderson (1957) but picked up interest when reintroduced by Woodruff and Gardial (1996). Woodruff and Gardial (1996, 55) define value-in-use as a "functional outcome, purpose, or objective that is served directly through product consumption." The product or service is merely a carrier and value is created when the consumer interacts with the product or service in a particular situation (Woodruff and Gardial, 1996). Their perspective aligns with the means-end theory, suggesting an outcome perspective whereby the service is a means to achieve a desired state (Woodruff, 1997; Flint, 1997; Payne et al, 2008; Macdonald et al, 2009). The consumption approach characterises value-in-use as a positive outcome or objective of consumption and therefore focuses on the consumers' wants and needs. The consumption literature largely ignores the exchange value and focuses on the physical use of the product or service.

Goods dominant Logic
Following value-in-exchange, GDL conceptualises the idea of value embedded within the product and exchanged at point of sale (Skålén and Edvardsson, 2016). GDL views that value can be added/embedded in the manufacturing process, and, therefore, businesses should focus on production/outputs to maximise their profits (Lusch and Vargo, 2014.b). The company plans and delivers value through the process chain, and then exchanges value at the point of sale for maximum profit (Skålén and Edvardsson, 2016). Value is then used up or destroyed by the customer when they consume the product (Lusch and Vargo, 2014.b). Similar to the economic theories discussed, GDL suggests customers are rational and utility focused, whist businesses are profit-maximising and output focused.

Service Dominant Logic
In 'Evolving to a New Dominant Logic for Marketing', Vargo and Lusch (2004) introduced SDL, which was a paradigm shift in their conceptualisation of value (Gummerus, 2011). They introduce the term of value co-creation, where value can only be created with the customer through their interactions with the service experience. Individuals, including the firm and the customer, cannot create value alone (Vargo and Lusch, 2004). The nature of value is interactive, subjective and experiential, which leads to defining it as value-in-use. Influenced from a combination of utilitarian, consumption, value-in-use suggests that customers co-create value through the use of, and at the points of, interaction with the service.

Value-In-Exchange Goods Dominant Logic (GDL) to Value-In-Use Service Dominant Logic (SDL)

This thesis adopts a value-in-use perspective to understand how students participate in the formation of the value they perceive, and, by extension, SDL provides a conceptual backdrop for doing that. The move towards SDL stemmed from Vargo and Lusch's (2004) criticism of the previously dominant marketing theory, Goods Dominant Logic (GDL) (Makkonen et al, 2019). This section will explain how the two differ before subsequently moving on to a detailed consideration of SDL and its foundational premises.

Although literature separates value-in-exchange and value-in-use, Lusch and Vargo (2014.b) suggest that exchange is more complex; that humans specialise and exchange to enhance their abilities. SDL is driven by an innate purpose to apply resources for the benefit of themselves and others (Vargo and Lusch, 2008; Lusch and Vargo, 2014.b). Lusch and Vargo (2014.b) suggest that to facilitate exchange, institutional logic will dominate the thought process; this will be discussed later in the literature review. Lusch and Vargo (2008) suggest a new mindset to understand the complexity of human exchange and SDL. This thesis will discuss 5 key points of contrast between GDL and SDL, which are adopted from Lusch and Vargo (2008, 90).

(1) Goods vs Service orientation

At the centre of SDL is the service-orientated interpretation, as opposed to the product-orientation suggested by GDL. GDL suggests businesses need to focus on production for tangible outputs. Lusch and Vargo (2008; 2014.b) suggest that exchange happens with a flow of service, whereby both intangible and tangible resources are exchanged for mutual organisation and customer benefit. Service-for-service exchange allows for the longitudinal, evolving, and subjective concept of value to emerge (Vargo and Lusch, 2004).

Vargo and Lusch (2004; 2008; 2016) have heavily explored value-in-use as the basis for value co-creation; alternative elaborations have included value-in-context (Chandler and Vargo, 2011) and value-in-social context (Edvardsson et al, 2011). Gummesson (1998) and Grönroos (2000) influenced Vargo and Lusch's (2004) interpretation of value-in-use, and that 'Value is created by the user for the user' (Grönroos, 2011, 288). Only through interactions with the service can the customer co-create and realise value (Gummesson, 1998; Grönroos, 2000; Vargo and Lusch, 2004; Grönroos, 2011). Going beyond the physical exchange, the customer

collaborates in the delivery process through consumption, and therefore is co-creating value within the service (Vargo and Lusch, 2004). As opposed to an outcome view, value can develop over time and is dependent on the experience with the service as a whole (Vargo and Lusch, 2004; Prahalad and Ramaswamy, 2004). Vargo and Lusch (2008) propose that value in use represents points at which interactions with the service experience creates value; this can be prior, during, and post direct exchanges.

(2) Tangibles vs Intangibles

GDL prioritises the tangible output as the value created through exchange, whereas, Vargo and Lusch (2008) discuss all offerings but ultimately focus on service offerings and intangible resources. However, SDL suggests that tangible resources are no longer inherently valuable and instead value is co-created through the use (Chandler and Vargo, 2011). SDL suggests that value is subjectively assessed by the customers' use and experience of the product or service product (Lusch and Vargo, 2014.b; Skålén and Edvardsson, 2016).

(3) Operand resources vs Operant resources.

As mentioned, GDL discusses the exchange of tangible outputs; these act as a static operand resource that need to be acted upon. Alternatively, operant resources are mostly intangible such as skills and knowledge. Vargo and Lusch (2004) stem away from the idea that customers are passive receivers of value that comes from operand resources supplied by the organisation, and instead the consumer is an operant resource but also can apply operant resources to experience the product or service. Lusch and Vargo (2014.b) suggest organisations should explore the interactive nature of exchange and customer experience, and to do that they should understand the contributing resources that humans exchange in a service. Referring to the purpose of human exchange through operant resources, businesses can focus on key roles such as innovation, knowledge, skills etc. Consequently, operant resources are considered fundamental for business to create a competitive advantage and drive value co-creation (Hollebeek et al, 2016).

(4) Value added vs Value Proposition

GDL suggests the primary focus of a business is to maximise profits through the production of goods that have value embedded in them. The business is responsible for adding value to a product to create a stronger utility for the consumer. Vargo and Lusch (2004) state that firms cannot create value, instead they only participate in creation by offering value propositions. A value proposition is 'an invitation from one actor to another to engage in

service or to align their connections and dispositions with one another' (Chandler and Lusch, 2014, 12). Moving away from an objective GDL perspective, SDL suggests value is subjective and although businesses cannot create value, they can facilitate creation for consumers to create (Grönroos and Voima, 2013; Lusch and Vargo, 2014.b; Skålén and Edvardsson, 2016).

(5) Producer-to-consumer vs Actor-to-actor

GDL takes a producer-consumer perspective, where the producer creates and/or adds value through tangible outputs and the customer consumes value. SDL suggests this is restrictive, ignoring the capabilities of humans to apply resources and ignoring the range of interactions that occur within an exchange experience. As previously mentioned, an SDL perspective suggests that consumers are not a passive receiver of value, instead they are exchange resources through the experience with other actors. Therefore, organisations need to synchronize their roles and encourage interaction with the consumer. This SDL perspective suggests that all humans have the ability to consume and produce, and therefore, the term 'actor' is used. The term *actor* replaces customer, suppliers, stakeholders, environments and any tangible resources in the value creation process (Vargo and Lusch, 2004).

Grönroos (2011) argues that value creation is an all-encompassing process, whereby value creation extends beyond the direct point of purchase. Vargo and Lusch (2008; 2016) argue the consumption experience is not only to be found in the direct use of a service, but also in the indirect interactions that occur, such as word of mouth or providing feedback. Value co-creation can occur at different levels of aggregation, and the consumer co-creates the value through different social and economic actors via the integration of resource (Vargo and Lusch, 2008). Therefore, value creation is a high-level concept that happens through complex interaction with multiple actors within the service system.

Service Dominant Logic

Vargo and Lusch (2004; 2008; 2016) base SDL on 11 foundational premises and five axioms that explain value co-creation. The last modification was in 2016, shown in Table 1, where they make the language more precise and clarify those with Axiom status. These foundations explain the roles of actors and resources in co-creating value in an ecosystem. The core of SDL is that service is at the centre of any exchange, whether this be a good or service. Vargo and Lusch (2017, 48) define service as 'the application of resources for the benefit of others-as the common denominator of economic (and non-economic) exchange'. The service

perspective proposes that a firm cannot embed value within a product but through the whole experience with the product or service itself. SDL suggests that service users are actors who choose how to engage within a service ecosystem to create value (Vargo and Lusch, 2004; 2008; 2016). A service ecosystem is 'a system of resource integrating actors connected by shared institutional arrangement and mutual value creation through service exchange' (Vargo and Lusch, 2016, 11). As opposed to considering dyadic exchanges, SDL suggests that service users are actors who choose how to engage within a service ecosystem to create value (Vargo and Lusch, 2004; 2008; 2016). As opposed to considering dyadic exchanges, SDL looks at the broader context of the service ecosystem and the institutional arrangements within it. A service ecosystem represents the configuration of interconnected networks that co-exist, including connections of resources and actors (Vargo and Lusch, 2008; Alexander et al 2018). Networks are the 'resource integrating, service-exchanging actors that constrain and coordinate themselves through institutions and institutional arrangements' (Vargo and Lusch, 2016, 6). Institutional arrangements are 'interrelated sets of institutions that together constitute a relatively coherent assemblage that facilitates coordination of activity in value co-creating service ecosystems (Vargo and Lusch, 2016, 8). Institutions describe the shared 'rules, norms, meanings, symbols, and practices' (Vargo and Lusch, 2016, 6). A university ecosystem facilitates multiple networks that the student will engage with through the institutions and institutional arrangements.

Table 1: The Foundational Premises

Axiom Status		Foundational Premise
Axiom 1	FP1	Service is the fundamental basis of exchange
	FP2	Indirect exchange masks the fundamental basis of exchange
	FP3	Good are distribution mechanisms for service provision
	FP4	Operant resources are the fundamental source of strategic benefit
	FP5	All economies are service economies
Axiom 2	FP6	Value is co-created by multiple actors, always including the beneficiary.
	FP7	Actors cannot deliver value but can participate in the creation and offering of value propositions
	FP8	A service-centred view is inherently beneficiary oriented and relational
Axiom 3	FP9	All social and economic actors are resource integrators
Axiom 4	FP10	Value is always uniquely and phenomenologically determined by the beneficiary
Axiom 5	FP11	Value co-creation is coordinated through actor-generated institutions and institutional arrangements.

Resource Integration

Axiom three states that all actors are resource integrators, in which the consumer will choose to co-create value through integrating operand and operant resources (Vargo and Lusch, 2016). According to FP9 (Vargo and Lusch, 2016) actors will integrate both operand and operant resources with the potential to interact and facilitate value co-creation. Vargo and Lusch (2004, 2) adopt Constantin and Lusch's (1994) definition of operand resources as 'resources on which an operation or act is performed to produce an effect' and operant resources as 'employed to act on operand resources'. Hollebeek et al (2016, 7) define customer resource integration as 'A customer's incorporation, assimilation and application of focal operant and/or operand resources into the processes of other actors in brand-related utility optimization processes'. A goods centred approach will focus on the operand resources, which are tangible and require an act to produce an effect (Mashavaram and Hunt, 2008), whereas SDL suggests that operant resources are arguably more important to value co-creation and refer to these as intangible to 'human, organisational, informational, and relational' aspects (Mashavaram and Hunt, 2008, 67). Vargo and Lusch (2017) argue that the operant resources are both the source and the outcome of service exchange, and therefore all actors play a role in resource integration. Adopting SDL, Echeverri and Skålén (2011, 354) suggest that value is 'interactively co-created by operant resources acting on operand resources or by operant resources in collaboration'. Because of their importance, the operant resources are often considered the primary resources (Vargo and Lusch, 2016; Hollebeek et al, 2016).

Defining Value

At the heart of SDL is the view that value co-creation occurs through customer's value-in-use. Vargo and Lusch (2004, 2008) give little attention to the definition of value itself, although they do state it is defined by the consumer and is resource exchange for the benefit of someone. However, this does not specifically explain what the benefit is or how it can be achieved (Grönroos, 2011). Instead, Vargo and Lusch (2004) mainly focus on the process known as value co-creation. On a general level, SDL has suggested that value is an overall assessment of the utilities and benefits with the purpose of increasing a customer's wellbeing (Vargo et al, 2008; Vargo and Lusch, 2008; Grönroos and Voima, 2013). As mentioned previously, Vargo and Lusch (2004) extend beyond traditional goods-dominant logic and suggest value is not just an exchange of operand or tangible resources, but operant or intangible resources, such as skills and knowledge. SDL theory provides an understanding

of value that moves from one based on units of output to one based on resource integrating processes (Vargo et al, 2008).

Vargo and Lusch (2004) do not clearly explain what 'better off' means when they use it to define value, nor do they explain what resources the customers and other actors integrate (Grönroos and Voima, 2013). Value-in-use emphasises the consumer centric perspective, stating value is 'phenomenologically determined by the beneficiary' (Vargo and Lusch, 2016, 6). Vargo and Lusch (2016) characterise value co-creation as an interactive, experiential, and personal process, but these are not new concepts (Holbrook, 1994; Woodruff, 1997; Khalifa, 2004). Similarly, Holbrook (1996) makes a comprehensive definition of value, which highlights the consumer's individual perception (Ng and Smith, 2012). Holbrook (1996, 5) defines value as 'an interactive relativistic preference experience'. The interactive nature of value is a core characteristic in both Holbrook's (1996) definition and Vargo and Lusch's (2004) understanding. Only through engagement with the service network can value co-creation happen. In addition, similar to Vargo and Lusch (2004), scholars state that value is about the customer's interpretation and subjective rather than being objectively determined by the firm (Woodruff, 1997; Khalifa, 2004; Vargo and Lusch, 2004; Sánchez-Fernández and Iniesta-Bonillo; 2006). The activities they engage with, the environmental factors, personal characteristics, and cultural and social backgrounds affect the individual (Gummerus, 2011). Value is emergent and derives from a longitudinal experience, which means interpretation and co-creation can change or develop and will vary across individuals. Customers may interact with a variety of actors within the service ecosystem and engage with different resources and networks, meaning their experience will affect value co-creation (Vargo and Lusch, 2016; Gummerus, 2011). The characterisation of value by Vargo and Lusch (2004; 2016) and Holbrook illustrates the dynamic and complex nature of value.

Positive and Negative Valence

Vargo and Lusch (2004) have focused on value as a beneficial exchange of resources and suggest that value is either created or not created. However, Holbrook (1999) offers an alternative view that value can include positive and negative elements of a trade-off. These elements include 'affect (pleasing vs displeasing), attitude (like vs dislike), evaluation (good vs bad), predisposition (favourable vs unfavourable), opinion (pro vs con), response tendency (approach vs avoid), or valence (positive vs negative)' (Holbrook, 1999, 8). Some contributions to the SDL literature do suggest that value is a trade-off between benefits and sacrifices made by the individual's assessment of the experience with the service (Grönroos and Voima 2013). Customers will make trade-offs between competing options,

especially where the environment is complex and ever changing (Denhardt and Denhardt, 2015). Vargo and Lusch fail to recognise that a service can make a customer worse off and the value creation process may be negative (Grönroos and Voima, 2013). It is especially important to consider in services, where the experience is longitudinal and includes varying engagement opportunities; it is impossible to expect every user to interact the same way and this can cause negative co-creation (McColl-Kennedy et al, 2012; Hardyman et al, 2015). Understanding the user will help align strategies that promote positive engagement and value co-creation.

A small number of scholars looked at the negative effects of engagement in service marketing, although this detrimental effect is still underexplored (Holbrook, 2006; Van Doorn et al, 2010; Echeverri and Skålén, 2011; Azer and Alexander, 2018). Whilst it is generally agreed that value co-creation is a collaborative creation of a benefit, it is considered purely optimistic of Vargo and Lusch (2004) (Echeverri and Skålén, 2011). Some scholars have suggested the term 'co-destruction' (Ple´ and Chumpitaz Ca´ceres, 2010; Echeverri and Skålén, 2011). However, it can be argued that it is not possible to destroy something that does not exist yet. Others have considered the term 'negative valence' that suggests a negative side to the service relationship that can have a detrimental impact (Azer and Alexander, 2018). This is a complex issue and will be addressed later

Role of Actors

Axiom 2 and 3 of SDL suggests that the beneficiary can co-create value with multiple actors that integrate resources. This recognises that value co-creation is not linear; users will encounter multiple actors who play different roles (Hardyman et al, 2015; Brodie et al, 2019). According to SDL, actors are not limited to individual people; they include humans, collections of humans such as organisations, and technologies such as smart machines that affect service interactions (Vargo and Lusch, 2004; Storbacka et al, 2016). Value is mostly not a single output of production or use and the customer cannot co-create it alone (Wu and Lusch, 2012). It requires multiple actors across different situations, through direct and indirect interactions. Customers will engage in various practices and integrate resources throughout the service network; these can be from low level to high-level interactions (McColl-Kennedy et al, 2012). Brodie et al (2019) suggest that is a necessity to capture all actor contexts to understand the networks that consumers identify with in the ecosystem. How actors engage in a situation can have a large influence on the focal actor's decision-making process (Alexander et al, 2018). Therefore, it is important to recognise the role of key actors and their impact on shaping the value co-creating process.

Value is not a single output of production or use and the customer cannot co-create it alone (Wu and Lusch, 2012). Although users do not create value alone, SDL recognises that an actor can uniquely both offer propositions and assess value. FP7 of SDL states the 'Actors cannot deliver value but can participate in the creation and offering of value propositions'. These are made manifest in environments or engagement platforms, either directly or indirectly created to provide opportunities for interaction between the actors. The nature of the value proposition will affect actor disposition, engagement and opportunity to co-create value (Payne et al, 2008; Chandler and Lusch, 2014). Grönroos and Voima (2013) argue that co-creation requires direct interaction between the firm and consumers. Where there is no direct interaction, a firm can only be a value facilitator, and this is only part of the process that can lead to value.

Grönroos and Voima (2013) argue an alternative opinion, that if solely the consumer creates value then co-creation does not occur; therefore, the customer can create value independently but can also invite others to the value co-creation process. Vargo and Lusch (2016, 9) responded by stating that 'value is not completely individually, or even dyadically, created but, rather it is created through the integration of resources, provided by many sources.' Arguably, this position suggests the service organisation has little control. Vargo and Lusch (2016) suggest the service is responsible for reacting to consumer needs and wants and encouraging engagement through value propositions. This recognises that a firm cannot assume that there is a direct alignment between the customer perceptions and those of the firm (Hardyman et al, 2015)

Engagement

This section of the literature review looks at the literature surrounding customer engagement from a marketing perspective, in particular relationship marketing and service marketing as these provide a comprehensive context and dominate the marketing literature. This thesis is concerned with engagement as it is deemed a mid-range theory to understanding the value co-creation process (Nagel et al, 2018; Brodie et al, 2019). The term customer engagement has seen rapidly increasing interest over the last 15 years or so, and particularly since the 2010 *Journal of Service Research Special Issue* titled 'Customer Engagement'. The marketing literature agrees that customer engagement is critical to both the company and the customer experience (Venkatesan, 2017). Customer engagement can contribute to customer-related outcomes, such as; commitment, satisfaction, loyalty, trust, and value (Brodie et al, 2011; Van Doorn et al, 2010; Vivek et al, 2012).

Despite the common acknowledgement of the advantages of customer engagement, there were few attempts prior to 2010 to define the concept. Early literature intertwined customer engagement with terms such as participation, interaction, integration, and involvement (Brodie et al, 2011). In addition, the *idea* of customer engagement has been explored as multiple related concepts; such as; *customer engagement* (Patterson et al (2006), *consumer engagement* (Vivek et al, 2010), *customer engagement behaviour* (Van Doorn et al, 2010), and *customer brand engagement* (Hollebeek, 2011). Customer engagement comprises many characteristics, and – as with value - is said to be interactive, multi-dimensional, experiential, and subjective (Brodie et al, 2011). The term actor engagement has seen an increased interest as scholars apply S-D logic perspective; suggesting experiences are co-created through a collaborative economy and interactive processes (Li et al, 2017; Brodie et al, 2019).

Vivek et al (2012, 133) define customer engagement as 'the intensity of an individual's participation in, and connection with, an organisation's offerings or organisational activity'. While arguably a simple definition, it does indicate the interactive nature of customer engagement. Customer engagement definitions suggest that engagement requires the customer to interact with the offerings of the firm. This approach suggests that to create a mutually beneficial exchange, the firm can propose offering benefits to encourage customer engagement (Vivek et al, 2012). This idea also resonates with Vargo and Lusch (2008) who state that value creation requires the customer to interact with offerings or value propositions available from the organisation. The customer makes a choice to engage with

the organisational offerings, and their disposition can change based on their individual motivators (Brodie et al, 2011; Venkatesan, 2017).

The growth in relationship marketing research influenced the idea that engagement is not merely an outcome solely for the consumer but a mutually beneficial exchange also for the supplier (Venkatesan, 2017). Literature agrees that engaged customers are more likely to create superior relationships with a firm that can participate in enhancing product and service development (Van Door et al, 2010; Brodie et al, 2011; Sashi, 2012; Leclercq et al, 2017). Customer engagement in relationship marketing advocates that the engagement and experiences of the customers can lead to a mutual exchange of value creation, whereby the customer and organisation can benefit (Brodie et al, 2011; Vivek et al, 2012; Venkatesan, 2017). While the idea of mutual exchange helps progress relationship marketing with customer engagement literature, scholars did identify conceptual roots that can be explained through the SDL perspective by Vargo and Lusch (2004) (Vivek et al, 2012; Brodie et al, 2019).

In a move towards aligning S-D logic and engagement, the term actor engagement has been adopted. For example, Brodie et al (2019) develop on Brodie et al (2011) and discuss five fundamental propositions that embodies a S-D logic perspective (table 2). They emphasise the role of engagement in co-creating the customer experience, reflecting a dynamic network structure beyond the traditional customer-company dyadic view. Engagement is positioned as a central role in the process of exchange, emerging through iterative and interactive processes.

Table 2:Five Fundamental Propositions in Actor Engagement

FP1	Actor engagement dispositions occur through connections with other actors that lead to resource contributions beyond what is elementary to the transactional exchange.
FP2	Actor engagement emerges through a dynamic, iterative process, where its antecedents and consequences affect actors' dispositions and network connections.
FP3	Actor engagement in a multidimensional concept, subject to the interplay of dispositions, and/or behaviours and the level of connectedness among actors.
FP4	Actor engagement occurs within a specific set of institutional contexts, generating differing actor engagement intensities and valence over time.
FP5	Actor engagement is coordinated through shared practices that occur within engagement platforms.

Brodie et al (2019)

This section will discuss the fundamental propositions shown in table 2; considering how the theories have emerged in customer engagement and actor engagement marketing literature. Each of the five points show how engagement as a concept enhances and underpins the notion of value co-creation, and each point will be addressed in turn to illustrate this.

Actor Engagement through Multiple Networks

Contemporary customer engagement literature moves away from the dyadic firm-customer perspective, as it ignores the multiple actors that may interact, such as customer-customer interaction (Brodie et al, 2011). In a review suggesting an expanded domain of relationship marketing, Vivek et al (2012) argue for a perspective beyond the dyadic view between the firm and customer. This theory develops from a service marketing perspective that suggests a dyadic view that limits understanding of multiple network structures (Vargo and Lusch, 2008; Brodie et al, 2011). The term 'social engagement' has also been used to understand networks beyond customer interaction with the firm (Calder et al, 2009; Dessart et al, 2015). The concept of social engagement suggests that the surrounding networks, such as online communities, will affect and be affected by engagement (Dessart et al, 2015; Bowden et al, 2017; Brodie et al, 2019). The diverse networks that co-exist can influence the engagement disposition, causing engagement to be situational, individualistic and dynamic (Brodie et al, 2019). Vivek et al (2012) state that customer engagement for relationship management should be based on the experiences of customers, the participation in and outside the exchange situation, and the interaction between any combination of sellers, customers, non-customers, society, and extended relationships. Brodie et al (2019) support the notion that research should expand to understand the multiple networks that actors may interact with through their service experience.

Actor Engagement Disposition

Early work explored the antecedents and consequences regarding customer engagement (Bowden, 2009; Van Doorn et al, 2010; Verhoef et al, 2010). Whilst recognising that customer engagement occurs prior, during, and post exchange, they do not necessarily acknowledge its individualistic and dynamic nature. By assuming engagement is the result of single inputs and outputs, it ignores how engagement can change through the consumption experience. Brodie et al (2019) discuss the need for continuous adjustments to the service environment

as consumers relational constructs will drive engagement and manifest as an outcome of engagement.

Engagement processes can range from short-term to long-term and can result in unstable or conflicting manifestations (Brodie et al, 2011; Woodall et al, 2017). The dynamic nature of engagement means there may be varying levels of intensity that can make it difficult to capture (Van Doorn, 2010; Brodie et al, 2011; Brodie et al, 2019). Engagement is subject to development and change, given the consumer will be caused to make a range of social and cultural choices in their engagement experience (Alexander et al, 2018). Understanding how engagement emerges or changes can help organisations facilitate offerings to encourage further engagement.

Actor Engagement as a Multidimensional Concept

The marketing literature generally agrees that customer engagement is a multi-dimensional concept comprising cognitive, emotional and behavioural dimensions (Patterson et al, 2006; Bowden, 2009; Brodie et al, 2011; Vivek et al, 2012; Hollebeek et al, 2016; Leclercq et al, 2017; Alexander et al, 2018). Cognitive engagement refers to the customer's thoughtfulness and willingness to apply effort and concentration to a focal object (Patterson et al, 2006; Vivek et al, 2012; Leclercq et al, 2017). Emotional engagement includes the customer's sense of belonging to a brand or community, where they will have positive or negative feelings, such as loyalty, happiness, fear, and affiliation (Vivek et al, 2012; Leclercq et al, 2017). The behavioural dimension is dominant within the literature, and refers to the customer's participation, their energy levels, mental resilience, and intensity (Patterson et al, 2006; Brodie et al, 2011; Leclercq et al, 2017). Brodie et al (2011) reviewed the marketing literature to offer a broad perspective of the engagement concept. In doing so, they noted that although customer engagement was multidimensional, previous research predominantly suggested this was unidimensional, and more often focused on behavioural manifestations of engagement.

Adopting the multidimensional perspective, Brodie et al (2019, 181) emphasises the notion of 'connectedness' between actors in the service ecosystem. They follow previous literature that notes the social/relational property of engagement (Vivek et al, 2012; Hollebeek et al, 2016), and suggests this connectedness can explain the engagement disposition and emergent nature of value. Therefore, understanding broader connectedness between actors can explain how the networks emerge and engagement dispositions to co-create experiences.

Antecedents and Consequences of Actor Engagement

Brodie et al (2019) go further when discussing the multidimensional nature and discuss the antecedents and consequences to engagement. Linking to FP4 for FP2, Brodie et al (2019) suggest that subject to the institutional networks, the valence of engagement will change over time. As relational constructs change through the service experience so will the actor's engagement disposition. In addition, services are complex and include multiple networks, which can overlap or conflict. Therefore, intensity and positive or negative valence is likely to change throughout their experience. Brodie et al (2019) note that to capture these changes, recognising this dynamic nature beyond the traditional dyadic perspective, gives a clear understanding of the institutional contexts.

Shared Practices across Actor Engagement

The growth in relationship marketing research influenced the idea that engagement is not merely an outcome solely for the consumer but a mutually beneficial exchange also for the supplier (Venkatesan, 2017). Literature agrees that engaged customers are more likely to create superior relationships with a firm that can participate in enhancing product and service development (Van Door et al, 2010; Brodie et al, 2011; Sashi, 2012; Leclercq et al, 2017). Customer engagement in relationship marketing advocates that the engagement and experiences of the customers can lead to a mutual exchange of value creation, whereby the customer and organisation can benefit (Brodie et al, 2011; Vivek et al, 2012; Venkatesan, 2017). While the idea of mutual exchange helps align relationship marketing with customer engagement literature, scholars did identify conceptual roots that can be explained through the SDL perspective by Vargo and Lusch (2004) (Vivek et al, 2012). For example, SDL suggests that through interaction between two actors, value co-creation is mutually beneficial (Vargo and Lusch, 2004).

Value and Engagement in Marketing

Although much of the customer engagement literature acknowledges SDL and discusses value as an outcome, the SDL literature itself has only recently started to conceptualise the role of engagement. As noted, there is significant interest in customer engagement and its role in enhancing business performance and customer value (Prahalad and Ramaswamy, 2004). Scholars have explored the effects of customer engagement by multiple actors on integrating resources and co-creating value (Jaakkola and Alexander, 2014; Storbacka et al, 2016). Scholars have explored mid-range theory in relation to value co-creation and engagement to understand SDL theory and the specific phenomenon (Nagel et al, 2018).

The aim of this part of the literature review is to explore the relationship between customer engagement and value from a marketing perspective. Brodie et al (2019) found that recent S-D logical research concerns itself with the potential to provide a meta-theory for marketing disciplines and for business management. Scholars approach meta-theory in an effort to understand and inform the role of theory for practitioners to achieve a desired goal (Ford and Mouzas, 2013; Storbacka et al, 2016; Nagel et al, 2018; Brodie et al, 2019). For example, Nagel et al (2018) explore the sharing of resources by actors engaged in co-creation and reasons for why actors choose to engage. Whilst this study aims to identify the value that is co-created, it also aims to understand the mid-range theory and explore how students engage and integrate resources.

This literature review draws on Storbacka et al (2016) to explain the value co-creation process with a focus on engagement at the micro level, shown in Figure 2. The SDL literature addresses value co-creation as an aggregate of factors at micro-meso-macro levels of activity (Brodie et al, 2011; Lusch and Vargo, 2014.a; Storbacka et al, 2016; Alexander et al, 2018). Despite this, few scholars have attempted to explore beyond the macro level (Storbacka et al, 2016; Vargo and Lusch, 2017; Alexander et al, 2018). The model shown below in Figure 2 provides a comprehensive explanation of a multi-level approach which distinguishes between the macro-meso-micro levels of activity and explains the aggregated value co-creation process (Storbacka et al, 2016). Exploring multiple levels through various mechanisms can help practitioners and scholars understand how actor engagement plays a pivotal role in the value co-creation process (Vargo and Lusch, 2016; Storbacka et al, 2016). Table 3 provides a summary of the Storbacka (2016) framework and provides an explanation

of the process and foci of each mechanism. This section of the literature review will explore each mechanism individually to understand the value co-creation process.

Figure 2: Actor Engagement Explains Value co-creation
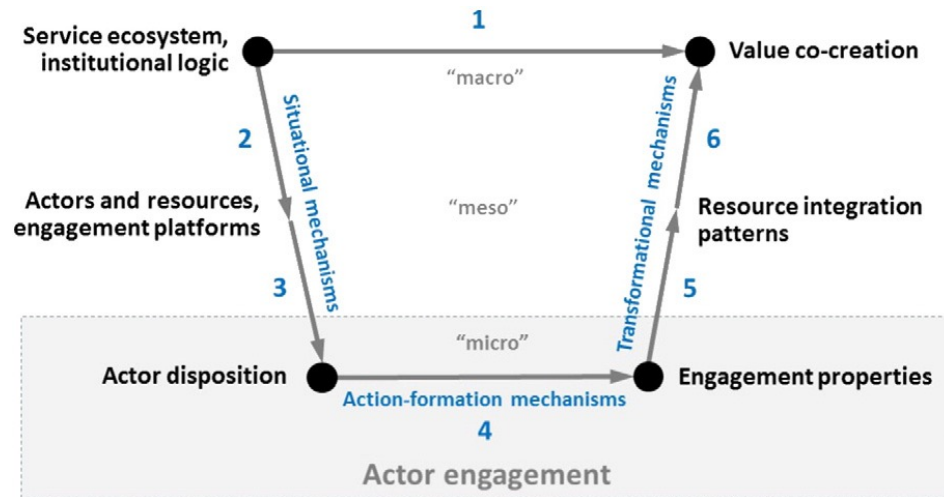
Table 3:A Summary of the Foci View from Different Mechanisms in the Value Co-Creation Process Developed by Storbacka et al (2016)

MECHANISM	KEY FOCUS	ASPECTS	LEVEL OF AGGREGATION
SITUATIONAL MECHANISM	The macro-level conditions that can affect actor disposition	The ecosystem is made up on versatile actors and engagement platforms that can integrate resources and influence actor disposition	Macro-Meso-Micro
ACTION-FORMATION MECHANISM	The actor dispositions that lead to actor engagement	The actor engagement disposition can affect the cognitive, emotional, and behavioural engagement properties of the actor	Micro-Micro
TRANSFORMATIONAL MECHANISM	Actor engagement constitute the evolving resource patterns that co-create value	The actor's cognitive, emotional, and behavioural engagement will drive the integration of operant and operant resource patterns. These will evolve and change as they co-create value.	Micro-Meso-Macro

Situational Mechanisms

The situational mechanisms occur in the macro-meso-micro level and build the foundations that facilitate conditions for actor engagement (Storbacka et al, 2016). The institutions and institutional arrangement of the service ecosystem will shape the conditions for actor engagement (Lusch and Vargo, 2014.a). They form the actors, resources, value propositions, and engagement platforms that will influence the focal actor disposition and engagement structure (Storbacka et al, 2016; Alexander et al, 2018). Storbacka et al (2016, 3011) define engagement platforms as a way to 'describe management phenomena such as individual products, product systems, industry supply chains, markets, industries, and even constellations of industries'. Engagement platforms describe connecting environments that allow interfaces, processes and people; acting as intermediaries that actors can use to engage with other actors, they are not engaging in resource integration but facilitate actors to do so (Prahalad and Ramaswamy, 2014; Storbacka et al, 2016).

The macro-meso-micro perspective supports the recent definition by Brodie et al (2019) that says actor engagement as a process reflects the actors' dispositions. Dispositions are defined by Storbacka et al (2016, 3012) 'as a capacity of an actor to appropriate, reproduce, or potentially innovate upon connections in the current time and place, in a response to a specific past and/or toward a specific future'. The actor's characteristics and willingness alone will not be enough to determine their engagement capability, and the dispositions formed through shared institutional logic and platforms. The actor's dispositions will be influenced by the network of actors, the engagement platforms, and previous experiences (Chandler and Lusch, 2015; Storbacka et al, 2016; Alexander et al, 2018; Brodie et al, 2019).

Customer engagement does not occur in isolation, but within a service ecosystem that incorporates the network of institutional arrangements and actors (Lusch and Vargo, 2014.a; Alexander et al, 2018). As opposed to considering dyadic exchanges, S-D Logic suggests looking in its broader context at the service ecosystem and the institutional arrangements within it. S-D logic suggests that an ecosystem offers a broader understanding of actor engagement, illustrating the networks and institutional arrangements that connect resource-integrating actors and leading the value co-creation process. At the macro-level is the service ecosystem and this highlights the importance of institutions and institutional arrangements. Axiom 5 of S-D logic states 'value co-creation is coordinated through actor-generated institutions and institutional arrangements' (Vargo and Lusch, 2016, 8). The institutions and institutional arrangements can facilitate the interaction that enables

engagement platforms and actor engagement (Storbacka et al, 2017; Alexander et al, 2018). Institutions facilitate engagements between actors who undertake similar activities and share similar interests (Brodie et al, 2013; Alexander et al, 2018).

Services comprise of complex networks of actors that can engage simultaneously and cause conflicting demands and responsibilities on actors and help determine their engagement levels. In complex service ecosystems, actors will have to manage multiple roles and make decisions that help direct their engagement (Alexander et al, 2018). In these circumstances, actors will experience pressure and role conflict, which effects their engagement disposition (Alexander et al, 2018). Actors attempting to balance multiple institutional arrangements will have to adjust their engagement networks and may experience negative forms of conflict (Alexander and Jaakkola, 2017). If actor engagement is dependent on disposition, it is important to understand the role played by the specific situation – that is other actors and engagement platforms in the ecosystem.

Understanding the institutions that exist within an ecosystem can help service providers to facilitate value co-creation through providing value propositions. FP7 of SDL states that actors cannot individually create value; instead, organisations offer value propositions that help reflect on a particular past, nurture a particular future, or create meaning (Chandler and Lusch, 2014; Vargo and Lusch, 2016). Value propositions can be created by actors to provide opportunities for interaction to co-create value (Payne et al, 2008; Chandler and Lusch, 2014). This means the service providers are responsible for responding to customer needs and encouraging engagement through their value propositions (Vargo and Lusch, 2016).

Action-Formation Mechanisms

The situational mechanisms (see Table 3) form the conditions for the action-formation mechanisms that happen at the micro-micro level (Storbacka et al, 2016). The focal actor's disposition and engagement platform properties are central to the action-formation mechanisms.

The relationship marketing/customer engagement literature states that engagement is an interactive process that includes a mutual exchange of value and, therefore, it is no surprise that there are clear correlations with value co-creation and engagement in SDL. Relationship marketing has its conceptual roots in SDL, with the premise being that mutual exchanges of value occur through customer engagement (Brodie et al, 2019). Although clear correlations are made, the SDL literature has not fully addressed the role of engagement until recently. The development of customer engagement-informed SDL has grown over the last few years,

via scholars such as Chandler and Lusch (2015), Hollebeek et al (2016), Storbacka et al (2016), Alexander et al (2018), and Brodie et al (2019). These state that engagement is a process of service exchange and underpins value co-creation. Vivek et al's (2012) definition, discussed above, suggests that customer engagement is the individual's participation with organisations' offerings. Referring to SDL, Alexander et al (2018) define customer engagement as:

> *'a psychological state that occurs within a dynamic, iterative engagement process; cognitive, emotional and behavioural dimensions of engagement; the central role of engagement within a nomological network of service-based conceptual relationships; and, engagement occurring within specific contextual conditions'*

> *(Alexander et al, 2018, 335)*

This definition incorporates the interactive nature between consumers and organisation offerings that Vivek et al (2012) discussed. However, Alexander et al (2018) state engagement is a multi-dimensional concept that plays a key role in the complex networks that exist within a service and is dependent on the individual's situation.

Chandler and Lusch (2015) suggest there is an urgent need to integrate conceptualisations of engagement within the broader service literature to foster an understanding of its impact on service experience and value co-creation. They explore engagement as not only customer engagement but as a general actor engagement. Actor engagement is deemed appropriate because engagement involves multiple actors simultaneously. In a recent article (Brodie et al, 2019), the term customer engagement is replaced with actor engagement to emphasise the reciprocal, social, and collective nature that occurs beyond the dyadic perspective. Brodie et al (2019) argue that the conceptual domain for actor engagement has several roots. Firstly, following Vargo and Lusch (2004), the term actor is versatile and includes humans and collections of humans who are involved in exchange systems. Secondly, it acknowledges the broadened scope of actors that customer engagement has suggested, including the firm and society at large. Thirdly, it combines both customer engagement (Vivek et al, 2012) and SDL (Chandler and Lusch, 2015; Alexander et al, 2018) to suggest that the focal actor's disposition is a result of their specific situation, motivation, and experience in networks. In conceptualising actor engagement, Brodie et al (2011) define actor engagement as:

> *'a dynamic and iterative process that reflects actors' dispositions to invest resources in their interactions with other connected actors in a service system.'*

> *Brodie et al (2011, 2)*

Defining actor engagement and referring to SDL extends beyond customer engagement literature, as it recognises the multiple actors that are connected within an ecosystem (Jaakkola and Alexander, 2014). Alexander et al (2018) state that actor engagement goes beyond dyadic interactions and requires examining parallel engagement with multiple people, activities, and objects, which stresses the importance of the networks within the ecosystem. This perspective adopts the dynamic and interactive nature of customer engagement and adopts SDL's use of resource integration as a means to explain how actors may engage (Brodie et al, 2011; Alexander et al, 2018).

Although customer engagement literature suggests the foundations have existed since the introduction of SDL, the concept of actor engagement is relatively new to the SDL theory. Recent SDL literature has suggested that engagement properties consist of cognitive, behavioural, and emotional dimensions (Hollebeek et al, 2016; Alexander et al, 2018; Brodie et al, 2019). Although new to SDL, these dimensions have been adopted from the customer engagement literature (Patterson et al, 2006; Bowden, 2009; Vivek et al, 2012). The action-formation mechanisms suggest that actor dispositions for cognitive, behavioural, and emotional engagement is focal to value co-creation (Storbacka et al, 2016).

Transformational Mechanisms

The third typology is transformational mechanisms that occur at micro-meso-macro level (Storbacka et al, 2016). Transformational mechanisms represent the process between engagement, resource integration patterns, and value co-creation. Through engagement, actors exchange resources, beyond money, and this can directly or indirectly affect the value creation process (Jaakkola and Alexander, 2014).

Hollebeek et al (2016) integrate the three dimensions of engagement (cognitive, emotional, and behavioural) with resource integration to understand value co-creation. Hollebeek et al (2016) define S-D logic and customer engagement as:

> *'A customers motivationally driven, volitional investment of focal operant resources (including cognitive, emotional, behavioural and social knowledge and skills), and operand resources (e.g., equipment) into brand interactions in service systems'.*
>
> *(Hollebeek et al, 2016, 6).*

The use of the term 'motivationally driven' suggests that engagement is an actor's voluntary contribution to the integration of operant and operand resources with actors, which other scholars have acknowledged (Jaakkola and Alexander, 2014; Harmeling et al, 2016; Hollebeek et al, 2016). Hollebeek et al (2016) follow Vargo and Lusch (2016), agreeing that

operant resources are the fundamental drivers of value co-creation and are a potential source of competitive advantage. Hollebeek et al (2016) and Storbacka et al (2016) suggest actor engagement in exchanges and interactions lead to resource integration required for value co-creation. 'Without actor engagement, no resource integration occurs, and no value can be co-created' (Storbacka, 2016, 3008). Resource integration can emerge through multiple actors engaging within the ecosystem and will impact the value co-creation process (Jaakkola and Alexander, 2014). Therefore, customer engagement is the focal part of the process of effective resource integration (Hollebeek et al, 2016; Storbacka et al, 2016).

Resource integration patterns describe the interaction that occurs between actors, platforms, actor dispositions, and engagement properties (Storbacka et al, 2016). Patterns are an effective way to capture the engagement process and identify reoccurring problems (Storbacka et al, 2016). Resource integration is the result of an accumulation of the relationship between actors and resources, which suggests this is a complex and emergent phenomenon (Arthur, 2014; Storbacka et al, 2016). The emergence concept accommodates the formation of new and surprising engagement properties and patterns. Understanding these patterns help analyse the benefits and trade-offs that occur for the actors and can help shape the design of these complex service systems. Although engagement and resource integration are multi-faceted and complex, through observing patterns it becomes possible to account for value co-creation. Actor engagement is a dynamic and emerging concept that causes evolving resource integration processes. Resource integration can occur based on summative and emergent relations that lead to resource patterns.

It is also evident from the literature, however, that the engagement/value co-creation relationship is not a one-way trajectory. The Storbacka et al. (2016) model explored above provides a comprehensive review of the factors leading to value co-creation, but does not explain, for example, how value co-creation itself, or perceptions of value that has been co-created, might then impact engagement dispositions. In a review of consumer behaviours in online contexts, Azer and Alexander (2018) demonstrate how both emotional and cognitive 'triggers' act to precipitate engagement behaviours. These triggers are defined as, '… factors or events experienced by customers that change the basis of a relationship and alter customers' evaluation of an offering or service.' (Azer and Alexander, 2018, 470). They further suggest that these triggers – following evaluation/re-evaluation of service - can either 'enervate or antagonise' customers, resulting subsequently in either positively or negatively valanced engagement behaviours. Logically, these 'factors or events' will occur in the context of resource integration activities that result in the co-creation (or co-destruction) of

value, meaning consumer interpretations of that value will, in themselves, impact engagement. The relationship between these two key properties (value and engagement) can therefore be perceived as having a circular element, effectively adding a diagonal line on Figure 2 from 'value co-creation' back to 'Actor disposition'. Thus, not only does 'actor engagement explain value co-creation', perceptions of value co-creation also help explain actor engagement.

Summary

The term value is a core basis for marketing and this literature explored the contrasting views on how it emerged throughout the literature. Previously, this literature review touched on the economic and sociology literature; and drew on theories such as, means-end approach, trade-off approach, multidimensional approach, and value-in-use (Zeithaml, 1988; Sheth, 1991; Woodall, 2003; Vargo and Lusch, 2004). This literature review noted the development from a goods-dominant approach to a service-dominant approach and the key differences that brought to our understanding (Lusch and Vargo, 2008). This study adopts service dominant as a meta-theoretical lens through which the associated concepts of engagement and value-co-creation can be seen to associate and interact (e.g. Brodie et al. 2011; Vargo and Lusch, 2017.) SDL is consumer-centric and suggests value is co-created through consumption and integration with networks within the service ecosystem (Vargo and Lusch, 2008). Vargo and Lusch (2004) suggest value is defined by the consumer and is an exchange of resources between actors within the ecosystem.

Marketing research has identified customer engagement as a focal point for customer satisfaction, loyalty, and business success, (Prahalad and Ramaswamy, 2004; Brodie et al, 2019). Customer engagement is considered an interactive, multi-dimensional, experiential and subjective concept (Brodie et al, 2011; Vivek et al, 2012). Emerging from the customer engagement literature, actor engagement has been heavily discussed by Brodie et al (2019). Brodie et al (2019) position the role of engagement as the central role in the value co-creation process and a reflection of the dynamic network structure. Recent literature has addressed the role of engagement in the value co-creation process (Jaakkola and Alexander, 2014; Hollebeek et al, 2016; Brodie et al, 2019). Engagement occurs within the service ecosystem between multiple actors and will lead to integrate operand and operant resources in the value co-creation process (Jaakkola and Alexander, 2014; Brodie et al, 2019). Perceived benefits/value can trigger positive and negatively valanced engagement behaviour and disposition (Azer and Alexander, 2018). To understand value co-creation, researchers must understand how engagement between the multiple actors is significant within the ecosystem.

Higher Education Marketing Literature

Value in Higher Education

This study is concerned with student value co-creation in the student engagement experience, and therefore it is important to explore the higher education literature on value. The term value is widely explored in the literature, which causes a variety of approaches conceptualising it. Despite the broad approaches, it is agreed that HEIs need to develop an understanding of value as a means to create a competitive advantage by guiding institutions on how to evaluate and tailor offerings that optimise the student experience (Ledden et al, 2007; Woodall et al, 2014). Despite the extensive differences in understanding value, there are some areas of agreement, such as that value is subjective (Ledden and Kalafatis, 2010; Alves, 2011), it is temporal (Kalafatis and Ledden, 2013; Woodall et all, 2014), and it is experiential (Ng and Forbes, 2009; Diaz and Gummesson, 2012).

Higher education scholars widely adopt and develop the value concept from the marketing literature to apply it to the higher education context. Firstly, as previously mentioned, there is a shift towards the marketisation of higher education that encourages a customer-orientated approach and supports business practices (Ng and Forbes, 2009). Secondly, the marketing literature suggests value is the core of marketing activity and has developed substantial literature that can support higher education (LeBlanc and Nguyen, 1999; Kalafatis and Ledden, 2013; Woodall et al, 2014). Previously, this literature review has discussed the changes in marketing in regard to value, therefore, this section will not repeat in-depth analysis of these theories. Instead, this section will discuss how the marketing literature interprets their perspective of the value theories within the higher education context.

Similar to the general marketing literature, there are multiple approaches to conceptualising value in the higher education literature including; value as exchange, value as attributes, value as outcomes, and consumption value. These approaches relate to early marketing theory and each have merit in theory. Value as exchange refers to the idea that students pay money to the university for an exchange of a benefit, such as tuition fees for a quality education (Hemsley-Brown, Oplatka, 2015; Li, Granzino and Gardó, 2016). Value as attributes refers to the utilities and facilities that HEIs invest in that may add value for the student, such as learning rooms, the library, IT services, and counselling services (Price et al, 2003; Vidalakis et al 2013). Value as outcomes refers to the future value that students expect to achieve

when they graduate, such as employability, social approval, and financial stability (Gedye et al, 2004; Matherly et al, 2017). Consumption value refers to the benefits that students may derive from use experiences, such as transferable skills and enjoyment (Myyry and Helkama, 2001; Lizzio et al, 2002).

Approaches to Conceptualising Value

This section of the literature review will focus on three perspectives to conceptualise value, perceived value, value co-creation, and multi-disciplinary approaches. These have been chosen due to extensive literature supporting their theory and the relativeness to this study and the marketisation approach. Perceived value is primarily concerned with how students evaluate what they get for what they give (Ledden and Kalafatis, 2010), whereas value co-creation is concerned with the process of value formation (Diaz-Mendez and Gummesson, 2012). Whilst perceived value perspectives provide a broad understanding of what value means, and how universities can use it to enhance value offerings, it fails to explain the value creation process within the student experience. In addition, perceived value does not recognise the subjective and experiential nature of value, suggesting it is created through consumption of the service, yet it fails to recognise the role of the student and the interactive nature of value. Alternatively, value co-creation is a more recent approach that Vargo and Lusch (2004) introduced; drawing on service marketing literature to advance a different understanding of the strategic marketing literature. The value co-creation approach takes a student-centred approach that focuses on the role of the student in interacting with the service offerings to create value. However, there are limited empirical studies that look at the whole student value co-creating experience; some focus only on learning activities (Bowden and D'Alessandro, 2011; Diaz and Gummesson, 2012) while others focus on attributes as opposed to the process, and rely on developing previous studies (Dziewanoska, 2017).

Perceived Value

Understanding customer perceived value is a construct of the service marketing literature and an outcome of the consumer's experience, therefore, scholars have attempted to understand perceived value in the higher education context (LaBlanc and Nguyen, 1999). Adopted from Zeithaml (1988), scholars conceptualise value as 'the overall evaluation of the service consumption experience' (LeBlanc and Nguyen, 1999, 188). Ledden and Kalafatis

(2010) extensively research this field and theorise perceived value as an overall assessment based on perceptions of what the consumers get and what they give. Education scholars share this idea of a trade-off between attributes and sacrifices to represent value through outputs (Ledden et al, 2007; Ledden and Kalafatis, 2010; Alves, 2011; Lai et al, 2012). Earlier consumer research focused on the trade-off between quality and price, with a perception of 'value for money' (Hemsley-Brown, Oplatka, 2015). However, it has been acknowledged that quality is one of many determinants of value and therefore benefits need to extend beyond that concept (Ledden et al, 2007).

With this approach, scholars suggest that value is understood by derived outcomes and is created through 'added value' by the university offerings (LeBlanc and Nguyen, 1999; Alves, 2011). This suggests that value can be created and supplied by the HEI to meet the students' benefits and diminish sacrifices to enhance their perceived value (Alves, 2011). For example, Alves (2011) suggests outcomes such as job prosperity and wages as key areas of focus. Although an outcome perspective provides managerial directions for HEIs, it relies on the HEIs to add value and assumes this creates value. However, this ignores how the student experience creates value. Kalafatis and Ledden (2013) state that consumption is a key mechanism in the value process and there should be an understanding of the interaction that facilitates value.

LaBlanc and Nguyen (1999, 188) state perceived value is 'a key outcome of the consumption experience'. This relates to the value co-creation theory, although SDL suggests value is not a judgement after consumption but throughout the experience. (Vargo and Lusch, 2008). Perceived value literature does not concern themselves with the value creation process and only focuses on the outcome. For example, in higher education, students may co-create value through an experience in first year but change their motivations and dispositions in third year meaning value creation is emergent. How value is formed is just as important an issue as is how value might be construed.

Multi-disciplinary Approach

Some scholars have combined approaches to understanding value in the higher education context to try to conceptualise the multiple approaches (Brown and Mazzarol, 2009; Woodall et al, 2014). For example, the benefit categories discussed by Sheth (1991) are continually used across value in higher education literature as they offer a multidimensional view that recognises the complexity of value (LeBlanc and Nguyen, 1999; Alves, 2011).

Previously discussed in this literature review, Woodall et al (2003) introduce a value equation framework that suggests a trade-off between benefits (numerator) and sacrifices (denominator), which is then applied to the higher education context in Woodall et al (2014). Applying this framework in the higher education context, Woodall et al (2014) suggests that through the consumption of the higher education experience, students make a trade-off between attributes and outcomes as benefits and monetary and non-monetary costs as sacrifices within a marketing context. However, whilst identifying how both HEIs and students can contribute to value formation over time through experience, it does not explain the value creation process. Although acknowledging relationships that can lead to value formation via experience, the model doesn't address the nature of that experience nor the full range of resources necessary to enact it.

Value Co-Creation

In the marketing literature, scholars have shown a growing interest in the concept of value co-creation in services, including applying it to the higher education literature (Ng and Forbes, 2009; Diaz and Gummesson, 2012). In particular, scholars adopt an SDL perspective to understand and analyse HEIs and the value creation process (Diaz-Mendez and Gummesson, 2012; Lusch and Wu, 2012; Judson and Taylor, 2014; Dziewanoska, 2017). The 'Value-in-use' perspective and an interest in SDL (whereby Vargo and Lusch (2004) suggest that value is co-created through the consumption of the service) represents a distinct strand in the HE/value canon. In the value co-creation perspective, value is understood as the overall assessment of the benefits of the consumer experience (Vargo and Lusch, 2008). The SDL perspective of value could be considered overly positive as it doesn't overtly recognise the negative creation of value that may occur as part of the consumption experience (Ple´ and Chumpitaz Ca´ceres, 2010). For example, assuming the student experience can only create value ignores the students' ability to recognise the tuition fees they pay or time they put into studying. Dziewanoska (2017) combines Vargo and Lusch (2004) and Ledden and Kalafatis, (2010) and identifies that value co-creation explains the process by which the student will determine value through interaction, yet value can be defined as a temporal trade-off between benefits and sacrifices throughout the experience.

Adopting value co-creation shifts the idea from the students are passive recipients and emphasises that value emerges through consumption and the experience (Ng and Forbes, 2009; Diaz and Gummesson, 2012). If value emerges through consumption, then value

cannot simply be 'added' by the university's offering, and interaction with students must therefore facilitate the value-generating process (Kalafatis and Ledden, 2013). It recognises that students cannot create value without engaging with the university experience, therefore it is student-centric and personal to their interactions and experience. There is a joint creation - 'value co-creation' - that requires active participation from both the user/customer and the supplier (Diaz and Gummesson, 2012; Judson and Taylor, 2014). Vargo and Lusch (2004; 2008) suggest that organisations can only offer value propositions that encourage interaction and consumption to co-create value. Therefore, to enhance value creating opportunities, universities should address their value propositions that encourage student interaction and value creation (McClung and Werner, 2008).

To understand the value creation process, SDL theory suggests students integrate resources with HEIs and their offerings to create a benefit to the student (Diaz and Gummesson, 2012; Judson and Taylor, 2014). Diaz and Gummesson (2012) attempt to classify basic student and lecturers' resources. For students these include; intelligence, study habits and methods, responsibility sense, personality, etc. Although this is a good start to identifying a range of relevant resource requirements, it is limited to their integration with classwork and only identifies a limited number of factors that are relevant to the total student experience. There are limited scholars that have conducted empirical research and identified in depth understanding of the resources that students can integrate in different activities.

Adopting an SDL understanding of value co-creation, Dziewanoska (2017) focuses on establishing perceived value types in higher education, similar to outcome perspectives adopted in the perceived value literature. Value 'types' include functional value, relational value (student-related), intrinsic value, epistemic value, relational value (staff-related), conditional value, extrinsic value, and emotional value (Dziewanoska, 2017). Similar to much of the literature on perceived value, Dziewanoska (2017) draws on Sheth et al's (1991) categories of value, adding relational, intrinsic, and extrinsic value, but excluding social value. Relational value refers to meeting new people, learning from one another, and spending time communicating with other people. Dziewanoska (2017) separates relational value into two types; student-related and staff-related. Intrinsic value refers to internal factors such as self-development, maturing process, independence, and the students' handling of obstacles and decision-making. Extrinsic value refers to the external factors, such as the degree certificate.

A criticism of Dziewanoska (2017) is the emphasis put on staff in the value co-creation process. Value co-creation occurs within a broad network of actors (Storbacka et al, 2016), and whilst some researchers argue that the core relationship takes place between student and tutor (Diaz-Mendez and Gummesson, 2012; Dziewanoska, 2017), others suggest research should take a wider view. Research has found that students take influence from a number or actors, including peers (Krause and Coates, 2008). Despite recognising hedonic typologies and looking at relationships between actors, studies fails to look at the broad experience of higher education (Judson and Taylor, 2014; Dziewanoska, 2017). Those that do look at value co-creation in higher education focus on the classroom setting or course representative roles (Bowden and D'Alessandro, 2011; Diaz and Gummesson, 2012; Jarvis et al, 2014), which provide a relatively narrow understanding. SDL emphasises that the consumer experience includes the direct and indirect interactions that occur at all stages of the service (Vargo and Lusch, 2004). Therefore, a study adopting SDL should ideally explore value co-creation from a wider range of perspectives and involve a diverse range of people and activities (Diaz and Gummesson, 2012). As SDL is still relatively new to the higher education context, there are gaps in the research requiring a deeper understanding of the value co-creation process from a student-centred perspective that addresses the full student experience.

In summary, value co-creation is a growing interest in higher education literature but needs further development in that context. Value co-creation suggests that value arises from an evaluation of the benefits sought from consumption with the service offerings (Vargo and Lusch, 2004). Some scholars have adopted perceived value ideas and suggest value is a trade-off between benefits and sacrifices (Diaz and Gummesson, 2012; Dziewanoska, 2017). Value co-creation theory addresses gaps in the perceived value theory as it describes the process by which value can be created (Kalafatis and Ledden, 2013). It suggests whilst HEIs can offer value propositions, student interaction through resource integration is key to the value co-creation process (Vargo and Lusch, 2008; Diaz and Gummesson, 2012). From this perspective, how students integrate resources through their whole experience will provides for a better understanding of value co-creation. The current literature on value co-creation in higher education is limited by taking a largely academic focus, looking at tutors and the activities that concern learning (Diaz and Gummesson, 2012). Similar to perceived value, the literature notes Sheth (1991) as a key scholar to understanding value types (Dziewanoska, 2017).Whilst there is empirical work that focuses on the Sheth (1991) model, they are too limited, even

including Dziewanoska (2017), who does not capture the full range of value drivers that may make up the whole student experience.

Engagement in Higher Education

Student engagement has a long tradition in the education literature, however, there was an increased interest in the early 2000s and it has now become a vital part of higher education practice and research. Student engagement is a buzzword across the higher education literature and the value put on measuring and understanding engagement is unarguably agreed (Trowler, 2010; Kahu, 2011). It informs universities about student perceptions and experience that will affect their academic and social development, as well as their perspective of the institution (Krause and Coates, 2008; Zepke and Leach, 2010). Simply put, the literature argues that students who engage with their education are more likely to be academically successful (Trowler, 2010; Kahu and Nelson, 2018). Although recognised as an important concept, the literature illustrates that it is complex and contested, with multiple approaches (Trowler, 2010; Zepke and Leach, 2010; Kahu and Nelson, 2018).

Defining Engagement

Terms such as time, effort, interactive, experiential, and subjective, have been applied to characterise student engagement (Hu and Kuh, 2001; Trowler, 2010; Kahn and Nelson, 2018). Trowler and Trowler (2010, 2) provide a comprehensive definition of student engagement:

> *'Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution.'*

> *Trowler (2010, 2)*

Early scholars, such as Tinto (1975) and Astin (1984), used the term involvement in a similar way to engagement. In attempting to understand the terms, Wolf-Wendel et al (2009) note similarities between the terms involvement and engagement as both aim to understand the student experiences in higher education. Terms such as involvement, engagement, integration, and effort established similar constructs in early literature (Wolf-Wendel et al, 2009). Beginning in the 1960s, with terms such as 'time on task' (Merwin, 1969; Pace 1980), it picked up pace when Tinto (1975; 1997) defined student involvement as being dependant

on their educational experience and how they integrate socially and academically in this environment. He states that students are involved in either academic or social integration, both, or neither, and this is dependent on both institutional and student characteristics.

Focusing on student involvement, Astin (1984, 518) defines it as 'the amount of physical and psychological energy that the student devotes to the academic experience'. Astin (1984) suggests that student involvement is subjective and individualistic to the student (Pascarella and Terenzini, 2005; Kuh et al, 2008). Similarly, literature does suggest that engagement can be understood through both objective and subjective measures (Pike and Kuh, 2005; Trowler, 2010). For example, quantitative approaches may measure the amount of time a student spends on a task, and a qualitative approach could explore the quality of learning, such as whether this is deep or surface (Astin, 1993; Marton and Säljö, 1976).

Regularly, the belief that time and effort are the key indicators of student engagement appears in the literature (Hu and Kuh, 2001; Pascarella and Terenzini, 1991; Zepke, 2015; Kahn and Nelson, 2018). Literature suggests the student must be actively engaged in activities for these to be purposeful (Hu and Kuh, 2001; Krause and Coates, 2008; Trowler, 2010). For example, Hu and Kuh (2001, 3) define student engagement as 'the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes'. This definition suggests that student engagement is only relative to those experiences that lead to educational development. Other definitions have suggested that engagement is broader and should entail their interaction with the overall experience. For example, Krause and Coates (2008, 493) suggest 'Engagement is a broad phenomenon that encompasses academic as well as selected non-academic and social aspects of the student experience'. Therefore, the time and effort that students devote to a diverse range of interactive experiences can also explain student engagement.

The nature of engagement also suggests it is dynamic and experiential (Krause and Coates, 2008; Coates, 2009; Trowler, 2010; Zepke et al, 2012; Carey, 2013). Student engagement occurs dynamically, subject to individual and situational factors (Kahu, 2013; Kahu and Nelson, 2018). For example, the higher education literature has explored transition theory for first years, aimed at understanding the challenges that students face and why students change regarding either their loyalty or their satisfaction (Devlin, 2013; Gale and Parker, 2014; Kahu and Nelson, 2018). Kahu and Nelson (2018, 62) explain how 'each new learning experience has the potential to challenge students' ways of being and thinking, and to require students to bring their diverse identities and experiences'. Throughout their

undergraduate experience students navigate academic and social challenges, changing and developing in terms of engagement (Kahu and Nelson, 2018). Therefore, conceptualisation of the broader higher education experience needs to capture the dynamic and experiential nature of engagement (Gale and Parker, 2014; Kahu and Nelson, 2018).

The education literature highlights the interactive and relational characteristics as fundamental to student engagement (Pike and Kuh, 2005; Harper and Quaye, 2009; Trowler, 2010; Healey et al, 2016). HEIs try to enhance pedagogic approaches that encourage active and interactive lessons, including flipped classrooms (Gilboy et al, 2015; O'Flaherty and Phillips, 2015). The premise is that students are more likely to engage where they reflect, question, evaluate, and connect ideas (Hockings et al, 2008; O'Flaherty and Phillips, 2015). Research has found that effective and increased interactions can encourage engagement with educational activities and lead to student success and satisfaction (Cook-Sather et al, 2014; Gilboy et al, 2015; O'Flaherty and Phillips, 2015).

Dimensions of Engagement

Student engagement is complex and there are multiple approaches described in the literature, alternatively characterising this as behavioural, psychological, holistic, and sociocultural (Kahn, 2014; Kahn and Nelson, 2018). The higher education literature generally adopts Frederick et al's (2004) three-factor typology of student engagement (Ng and Forbes, 2009; Trowler, 2010; Kahu, 2013; Kyndt et al, 2017; Kahu and Nelson, 2018). Other disciplines share this perspective, including marketing (Brodie et al, 2011; Heinonen et al, 2013; Hollebeek et al, 2016). The three dimensions are cognitive, behavioural and emotional, and Fredrick et al (2004, 63) define these as follows:

> *'Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills'*

> *'Behavioural engagement draws on the idea of participation; it includes involvement in academic and social or extracurricular activities'*

> *'Emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work'*

While researchers agree that the three dimensions are important, there is a clear imbalance in the literature, with a focus on the behavioural construct (Chickering and Gamson, 1987; Coates, 2010). Behavioural engagement highlights the importance of positive conduct, such as effort, attendance, asking questions, and time on task (Frederick et al, 2004; Kahu, 2013).

The cognitive dimension considers the psychological investment and effort towards deep learning strategies and self-regulation. Emotive or affective engagement refers to the attachment, sense of belonging, motivation, enjoyment and interest of the student to engage cognitively and behaviourally (Vinson et al, 2010; Kahu, 2013).

Recognising that these dimensions are interlinked, and that students engage simultaneously in different ways, can help provide a rich understanding of the individual's experience. However, this combined perspective has limitations related to differentiation and relationships between dimensions. Confusion occurs where terms overlap, for example, both cognitive and behavioural dimensions include effort as a key indicator of engagement (Kahu, 2013). Another conflict is the relationship between the dimensions and simplification in assuming that high engagement in one dimension equates to engagement or success (Kahu, 2013; Nixon and Williams, 2014). For example, a student can have full attendance and complete assessments to a good level, without applying cognitive learning or emotional engagement to the topic (Beattie et al, 1997). In addition, it is presumptuous to say that one type of engagement is fundamental to the student perspective. For example, some studies have found that students often put a professional environment above a 'fun' delivery, with focus on assessment and employability over an enjoyable experience (Bovill et al, 2011; Nixon and Williams, 2014). Emotional engagement, therefore, can encompass a range of reactions, and the researcher cannot assume one in particular is more important than another.

Engagement Environment and Actors

The student experience includes the sum of all the experiences that make up the student's life, including direct and indirect interactions with the university (Gentile et al, 2007; Krause and Coates, 2008). Higher education literature has recognised the importance of multiple people and activities in the student engagement experience (Kahu, 2013; Kahu and Nelson, 2018). Students will experience engagement with a broad range of people, including tutors, university support staff, class peers, friends and family (Astin, 1993; Baron and Corbin, 2012).

Research most frequently focuses on student engagement in academic experiences, such as student learning, university structures, and processes (Trowler and Trowler, 2010; Kahu, 2013). Further, literature looking at the role of other people, has focused on the academic staff, in particular, lecturers and personal tutors (Umbach and Wawrzynski, 2005; Bryson and Hand, 2007; Larmar and Ingamells, 2010; Vinson et al, 2010). Exploring the importance of relationships between staff and student, research finds approachableness, trust, and support

to be key influences in encouraging cognitive and emotional engagement (Hockings et al, 2007; Larmar and Ingamells, 2010; Vinson et al, 2010; Gunuz and Kuzu, 2015). Those with strong relationships with staff have a strong correlation with perceived teaching quality and levels of satisfaction with the staff and educational experience (Astin, 1993; Umbach and Wawrzynski, 2005). Despite the recognition that social activities matter, research has often ignored the further experiences students may encounter, including activities and people outside the classroom.

As suggested above, this is not to say other experiences have not been acknowledged; for example, extra-curricular activities and part-time work (Greenback et al, 2009; Hu, 2011; Lane and Perozzi, 2014; Gunuz and Kuzu, 2015; Hughes and Snail, 2015). Benefits of engagement in extracurricular activities link to social engagement and its ability to provide emotional stability and support (Hocking et al, 2007; Hughes and Snail, 2015). Those that involve themselves in part-time work and extra-curricular activities can learn added skills, such as time management, communication skills, and experiences that help with both academic and personal development (Pike et al, 2008; Greenbank et al, 2009; Gayles and Hu, 2009). In recent years there has been an increased interest in HEIs encouraging engagement with extra-curricular activities. For example, supported by the HEA, a Higher Education Achievement Report (HEAR) is now used across 90 universities. The HEAR is published with the student's graduation transcript and records student involvement in a range of opportunities and activities, including both curricular and extracurricular (HEAR, 2015). Hu (2011) found that social engagement alone positively impacts student retention, as does a combination of academic and social engagement; however, academic engagement alone will have negative impacts on retention. This suggests that purely academic engagement may not be enough to predict academic and social success; research should explore a diverse range of experiences.

Despite increased attention on staff and student interactions, research has found that peers and social integration also has a key impact on affective development (Astin, 1993; Krause and Coates, 2008). Social integration is recognised as key for the satisfaction and retention of students (Krause and Coates, 2008; Wilcox et al, 2005). Peers will influence each other's values, beliefs and aspirations, making it critical to explore (Krause and Coates, 2008). Making friends at university and building a sense of belonging is critical to student development, yet the impact of such factors is underexplored in the literature.

Researchers have also found that peer pressure is important at university; often first-year students are pressured into certain behaviour, such as drinking and low attendance, and this creates a continuous cycle where these students pressure first-years later in their degree (Bosari and Carey, 2001). One area the literature has paid little attention to is hedonistic activities, such as alcohol consumption events, and the effects these have on student perceptions and development. One reason experiences, such as drinking alcohol, are ignored is because scholars suggest it happens outside the learning environment (Pace, 1984). Studies have shown that drinking is a major issue at university and students may find it both pleasurable and unpleasant/dangerous (Kypri et al, 2003; Parada et al, 2012). Werch et al (2000) found that first year students are most likely to increase alcohol consumption, and this will have a lasting effect over three years. Platforms that encourage excessive drinking can cause physical, emotional, and mental challenges that, in turn, will have an impact on their academic engagement and development (Parada et al, 2012). Therefore, it is important that HEIs do not ignore student engagement with these platforms and instead research should look at exploring the impact of this in order to help create change.

Staff that work in support services are also unexplored in the literature despite society's current focus on mental health and wellbeing. The mental wellbeing of students can suffer because of academic, financial, and relationship pressure and stress (Grant, 2002; Monk, 2004; Cooke et al, 2006). Statistics show that by age 24, 75% of mental health problems are established, making this pivotal for higher education students to be struggling (MentalHealth.org, 2019). Despite higher education coinciding with a critical time for student mental wellbeing, Cooke et al (2006) found that only one third of the most vulnerable students seek support, meaning two thirds of the most vulnerable plus others not in that category feel unable to seek this. Research across mental wellbeing often comes from the perspective of first-year transition as students cope with leaving home and integrating in a new environment (Wilcox et al, 2005). It appears important that research considers the mental wellbeing of all years of the student experience as students continuously face new challenges that may affect them.

Measuring Engagement

The variety of activities and people that students engage with, as well as the complexity of combining all three dimensions of engagement, have led to problems with measurement (Kahu, 2013). Traditionally, such measurements are delivered through surveys, and this raises concerns over validity as these only provide a single snapshot of the student's experience. This ignores or under-acknowledges the situational and dynamic nature of

engagement. Both researchers' and HEIs measurement of engagement has focused mostly upon behavioural aspects, with analytic tools to measure attendance or use of facilities and learning resources to the fore.

Recently, universities have begun using data analytics to address a wider range of contemporary concerns and are more carefully focused on issues of real relevance. One example is at University of East London, who have introduced 'QlikView', an app that tailors and monitors attendance, virtual learning environment data, and academic progress (University of East London, 2016). Another example is at Nottingham Trent University, which introduced the 'Student Dashboard' with the aim of understanding student engagement, commitment and progress, and how these can generate stronger relationships between tutors and students (Nottingham Trent University, 2018). However, the majority of these strategies develop from academics, and revolve around educational engagement practices (Van der Veldon, 2012).

Since 2005, the National Student Survey (NSS) has become an important and ubiquitous measurement tool for HEIs as a means to understand student engagement and the quality of the institution's learning and teaching strategies. The NSS is for final year students, and gathers opinions on their experience, seeking anonymous feedback on 23 questions relating to six aspects of the learning experience. These six aspects are; teaching on course, assessment and feedback, academic support, organisation and management, learning resources, and personal development. The predefined questions have drawn criticism from the literature (Kahu, 2013), HEIs, and national bodies (NUS), which has led to some reform. However, criticism remains; for example, that it is applied universally across disciplines, and takes no account of the variety of teaching and learning that occurs (Kahu, 2013). Further, it only provides the opinion of final year students, and this does not take account of the dynamic characteristics of engagement that may change over a three-year course (Kahu, 2013). In addition, it relies on student feedback, and not all students will respond. Information gained therefore is limited, especially as those students who do not respond are more likely to engage differently from those who do complete the survey. Using behavioural measurement limits an understanding of cognitive engagement and diminishes the understanding of emotional engagement (Kahu, 2013). However, research shows that tutors largely see engagement as a cognitive concept, whereas students are less concerned with behavioural issues (e.g. attendance), and approach engagement through an affective lens (Solomonides and Martin, 2008; Sheard et al, 2010). A purely behavioural perspective does not capture real meanings or the greater effort that students may commit to their education

(Kuh 2009, Sheard et al, 2010). These types of measurements suggest engagement is a universally agreed measurement, which conflicts with the subjective and situational characteristics of engagement. A richer understanding of the student experience should measure all three dimensions (Kahu, 2013).

Student Value/Engagement in Higher Education

The aim of this section is to explore the relationship between student engagement and value from within the higher education and marketing literature. There is extensive literature on value in higher education and student engagement, however there are limited studies that explore the relationship comprehensively. Those that do often focus on engagement and co-creation of value only in educational environments (McCulloc, 2009; Bovill et al, 2011).

Whilst there are similarities between engagement and value co-creation, and given they are both characteristically dynamic, subjective, and interactive, they combine in the student experience (Krause and Coates, 2008; Ng and Forbes, 2009; Ledden and Kalafatis, 2010; Healey et al, 2016). As identified earlier, Trowler (2010) defines engagement as the interaction of relevant resources invested by the students and HEIs to enhance the student experience, including development of the students and performance of the institution. Diaz and Gummesson (2012) and Dziewanoska (2017) suggest that value is defined as the students' assessment of the experience on the trade-off between benefits and sacrifices. Literature that adopts value co-creation suggests that the value formation process arises from the active interaction of students with the university offerings (Diaz and Gummesson, 2012). How engagement and value co-creation relate has only narrowly been explored in the literature, with terminologies intertwined and their relationship generally taken for granted. Jarvis et al (2014) suggest that co-creation and engagement have definitional similarity as both suggest a direct correlation with student performance and organisational success. However, this could presume that engagement and co-creation has a positive impact on the student and organisation.

The education literature that adopts value co-creation theory notes that to understand value it is important to identify students' resource integration activities in all their engagement experiences (Diaz and Gummesson, 2012; Judson and Taylor, 2014; Dziewanoska, 2017). This suggests that engagement is needed between students and HEIs to encourage resource integration, which is key to the value co-creation process. Despite this, there is little research that attempts to conceptualise student resource integration and illustrate how this impacts the co-creation process.

Literature that does look at the role of engagement in value co-creation focuses on students as active participants in their learning (Bovill et al, 2011; Jarvis et al, 2014). Here though, attention is only given to value as a learning outcome and engagement is only referred to as their interaction within the learning context. Over the last decade there has been a growth

71

in both practice and theory on the terms 'partnership' and 'student voice' approaches to understanding higher education (Bovill et al, 2016). Healey et al (2014, 12) describe students as partners in 'a relationship in which all involved students, academics, professional services staff, senior managers, student unions, and so on are actively engaged and stand to gain from the process of learning and working together'. The term 'partner' stems from the idea that learners in higher education are not purely recipients of knowledge; they also produce meaning and are able to apply it in their own experiences and reflect on and learn from it (Umbach et al, 2006). Partnership strategies are a way for encouraging students to cocreate value through their input in university decision making boards, such as course-design meetings, as HEIs can gain feedback that can be used to enhance the student learning experience (Bovill et al, 2011; Mercer-Mapstone et al, 2017).

Although attempts to listen to the student voice may help with day-to-day operational matters, these largely ignore the wider student experience and only facilitate engagement for a certain group of students (Carey, 2013). Diaz and Gummesson (2012, 3) state that 'a real value co-creation study…should involve all actors and consider all factors'. Therefore, the literature suggests that the engagement/ value relationship is still not clearly understood across all the wider student experience.

Chapter Three: Objectives and Conceptual Framework

The previous chapter identified gaps in understanding concerning value co-creation in the student engagement experience. Firstly, insights into value and engagement, and how these relate to the student experience, can be derived by drawing on ideas developed in the marketing literature. Marketisation approaches can encourage HEIs to recognise and respond to take a student-centred approach and to understand their perspectives to both deliver effective experiences and maintain a competitive advantage. Whilst many studies have adopted marketing theory to understand value creation, HE scholars are cautious in applying this, and there is consequently limited associated empirical research. This thesis aims to adopt marketing approaches in an empirical way to understand the student perspective of value creation that can guide HEIs to providing an effective student experience.

The aim of this thesis is to understand value creation in the student engagement experience and, following the extensive literature review it conceptualises value through a marketing perspective. This thesis adopts the definition by Holbrook (1996) and Vargo et al (2017) that characterise it as interactive, experiential, emergent, multi-dimensional, and individual to the consumer. Although value can be characterised/conceptualised in a number of different ways (e.g. Woodall, 2003; Gummerus, 2013) this thesis is specifically concerned with value-in use; that is, the value derived by an actor during experience of, and engagement with, an organisations' offering, and that resonates with the broad principles of service dominant logic. However, although SDL perspectives frequently refer to value as a property that renders a customer 'better off' *Vargo and Lusch, 2004), this thesis suggests that value co-creation can be perceived to have both a positive and negative effect, thus leading to either positively or negatively valanced engagement behaviours (Azer and Alexander, 2018). Adopting Storbacka et al's (2016) model of value co-creation through actor engagement, this thesis suggests value is a continuous process of actor engagement and resource integration patterns within an ecosystem. Actor engagement plays a key role in the value creation process, and is understood as the actor's disposition to cognitively, emotionally, and behaviourally invest resources with multiple actors within an ecosystem (Brodie et al, 2011; Alexander et al, 2018). Therefore, this study adopts the idea that engagement is a focal point of understanding the value creation process.

There is a broad consensus that suggests engagement plays a key role in defining the student experience, however, there are limited attempts to explain value creation through student engagement. Marketing literature that adopts SDL and customer engagement theory suggests that engagement between consumers and service offerings is necessary for resource integration and value co-creation. There is agreement across the broader higher education relation marketing literature that engagement is multidimensional, and comprises behavioural, cognitive, and emotional dimensions (Frederick et al, 2004; Trowler, 2010; Brodie et al, 2011; Hollebeek et al, 2016). In addition, higher education-related marketing literature recognises the importance of multiple actors and activities in the student engagement experience (Kahu and Nelson, 2018). However, focus is largely on behavioural engagement and with academic experiences, such as with tutors, with course materials, and in relation to assessment (Coates, 2010). There is limited research that explores engagement with a broader range of actors and involving platforms which make up the complete student experience. SDL literature suggests that a service ecosystem incorporates a network of actors and platforms that act as resource integrators (Vargo and Lusch, 2004; Alexander et al, 2018). By describing the university ecosystem, this study aims to identify the key actors and platforms that students behaviourally, cognitively, and emotionally engage with, and which provides a true representation of the student engagement experience.

This thesis aims to understand the value co-creation process, which has recently grown in importance, but which is still underexplored in the higher education literature. SDL suggest that value is co-created through engagement via a process of operant and operand resource integration (Vargo and Lusch, 2016; Hollebeek et al, 2016). Storbacka et al (2016) and Hollebeek et al (2016) suggest that operant and operand resource integration patterns capture the evolving engagement process. Diaz and Gummesson (2012) attempt to identify appropriate resources but their research is restricted by a narrow focus on academic activity. This thesis aims to identify resource integration patterns to explain the value co-creating process across all student experiences within the university ecosystem. To do this, the study will need to identify how student behavioural, cognitive, and emotional engagement relates to observed resource integration patterns.

Higher education literature recognises the importance of the student perspective to understand the value concept. However, it is restricted by a narrow focus that largely foregrounds the academic context at the expense of a social focus. This thesis acknowledges that value is subjective, interactive, and dynamic (Holbrook, 1996; Leddon and Kalafatis, 2010). It also acknowledges that value is co-created from a trade-off between benefits and

sacrifices through the experience (Woodall et al, 2003; Vargo and Lusch, 2008; Dziewanoska, 2017). Scholars have identified value typologies, mostly following the model by Sheth et al (1991) (LeBlanc and Nguyen, 1999; Lai et al, 2012; Dziewanoska, 2017). Woodall et al (2014) provide a framework to explain the value equation in higher education that discusses the benefits against sacrifices. However, research could benefit by allowing the student perspective to guide the value typologies. In addition, there is no research that understands both the positive and negative valence of value in the higher education context. This thesis aims to answer this from research that is guided by the student perspective.

Lastly, the literature agrees that value is dynamic and experiential, but it fails to identify how value co-creation may change over the undergraduate degree (Leddon and Kalafatis, 2010). Education research has given attention to first year students, in particular through the transition stage, and to final year students. Also, whilst the education and marketing literature agrees that engagement can change in intensity and that value may develop or change, there is limited research on the student value co-creation journey (Leddon and Kalafatis, 2010). This study aims to understand how value co-creation changes and develops during the student engagement experience.

The aim of this study is to understand value co-creation in the student engagement experience. Following the concepts discussed in the value and education literature review and the gaps that have been highlighted above, the objectives for this study have now expanded to incorporate key sub-objectives; these are as follows:

1. **To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution.**
   a) *To conceptualise engagement and the role it plays within the undergraduate experience*
   b) *To identify key actors and engagement platforms that illustrate/describe the university ecosystem.*

2. **To explain and illustrate how value can be co-created in the student undergraduate engagement experience**
   a) *To explain value co-creation and define its role within the university ecosystem*
   b) *Identify and demonstrate resource integration patterns that can co-create value from the student perspective.*

3. **To surface student perspectives on value in the undergraduate student engagement experience**
   a) *To conceptualise value and understand how it is co-created through student engagement with key actors.*
   b) *To display student perceived benefits that students co-create in their higher education experience.*

These are assessed via a case study concerning one specific United Kingdom university.

The conceptual framework, shown at Figure 3, represents and summarises the pertinent marketing, and marketing related higher education literature that relates to value co-creation in the undergraduate student engagement experience. It will provide a trajectory for the research that allows the thesis to answer the aim and objectives of the study. In particular, Storbacka et al (2016), helped guide this framework and provide an overview of the value co-creation process through student engagement and resource integration in the university ecosystem. Storbacka et al's (2016) model suggests that value is continuously co-created through the consumer experience within the ecosystem. This conceptual framework follows a comprehensive framework guided by Storbacka et al (2016), Azer and Alexander (2018), Brodie et al (2019), and relates it to both existing marketing and marketing related higher education literature.

The conceptual framework has key features that represent different parts of the literature. The framework identifies both an external and internal environment. The external environment comprises all the social, political and legislative frameworks that impact both students and the university. The university environment is represented by the university ecosystem that is characterised by both structural (actors, platforms, and resources) and structuring aspects (institutional logics). The ecosystem represents the primary context in which the undergraduate student engagement experience is played out, and this comprises both academic and social categories of interest.

The student disposition is influenced both by their personal characteristics and also their perceptions of the university's value proposition which, for the purpose of this thesis, is focused specifically from Vargo and Lusch's (2004) value-in-use perspective and determined by how they view and understand value in their experience as part of the university service eco-system. Thus, the 'triggers' that Azer and Alexander (2018) describe are important

antecedents to student disposition, given these impact both emotional and cognitive customer (or student) responses. Understanding student disposition will explain the students' engagement behaviours and how they engage with networks in the ecosystem. Student engagement comprises emotional, behavioural, and cognitive elements, all of which can encourage the students' integration of resource patterns. Within HE, resource patterns can evolve and change over time, and they can incorporate either operand or operant resources. Operand resources are operations or acts that produce an effect, whereas operant resources are employed to act upon them, such as skills and knowledge. Identifying resource patterns explain how value is co-created within the university ecosystem.

Figure 3-Student Value Co-Creation Process Conceptual Framework
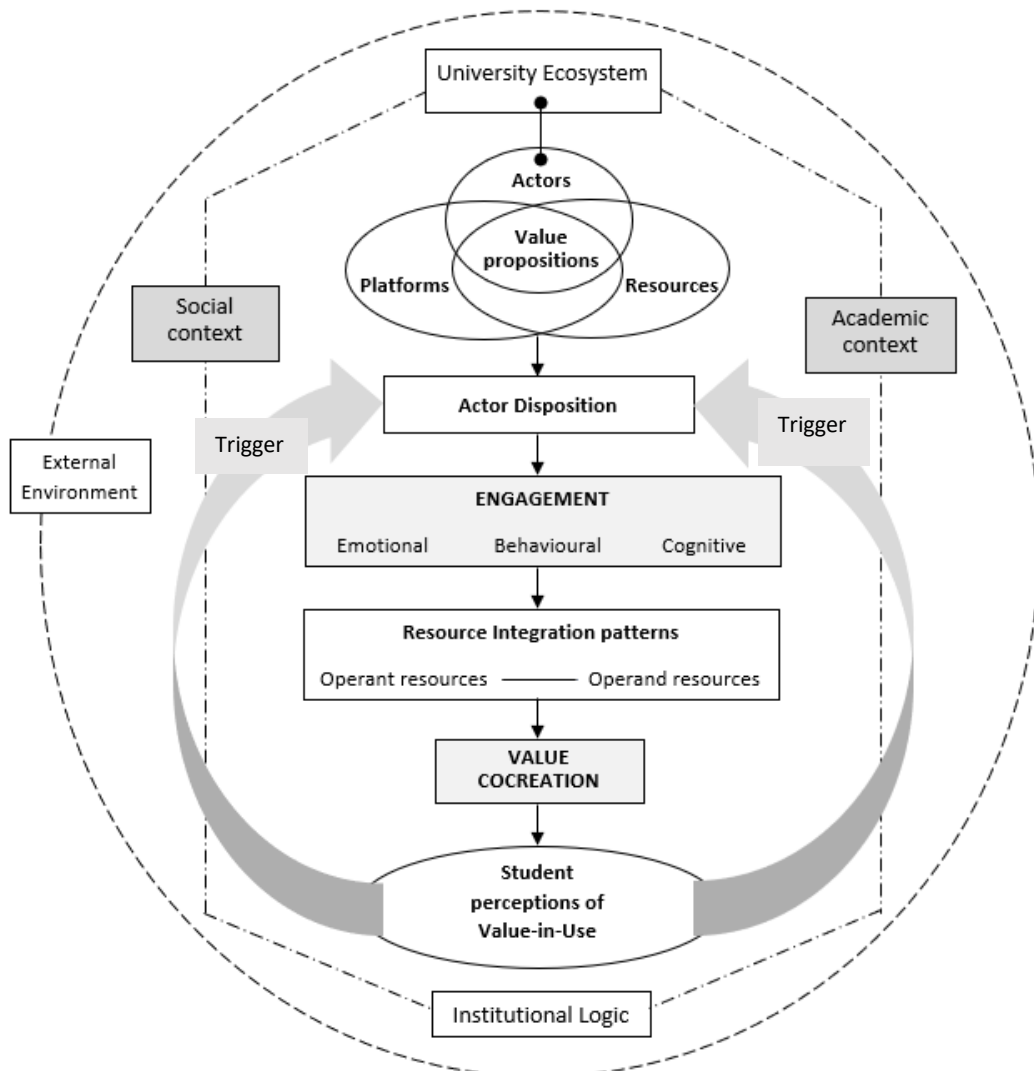
Chapter Four: Methodology

Introduction

The purpose of this chapter is to discuss the research paradigm and methodology that this study applied to understand value co-creation in the student engagement experience. It took an interpretive perspective to shape the research approach and supports ethnography as best suited to explore the student perspective of their value co-creation experience.

Influenced by the researcher's preferred theoretical framework or research paradigm, research is a systematic investigation to collect and analyse data of a phenomenon (Mackenzie and Knipe, 2006). Research paradigms are the set of beliefs that the individual has of viewing the world and their place in it (Guba and Lincoln, 1994). They configure assumptions, motivations, and propositions that will position the research data collection and analysis (Mackenzie and Knipe, 2006; Arbnor and Bjerke, 2009). Simply put, the research paradigm describes a framework for the researcher to decide 'what should be studied, how research shall be done and how results should be interpreted' (Bryman et al, 2012, 714). The paradigm adopted by a researcher is critical to understand as it will influence the choice of methodology (Arbnor and Bjerke, 2009).

The research design should reflect the aim of the study and will provide an explanation of how the researcher intends to address this. The major deciding factor in putting together a research design is the nature of the research problem to be addressed and the audience for whom research outputs are intended. Gaps in the literature concerning value perception and co-creation highlights a need for both a richer understanding and also a student-focused perspective of value creation to be adopted. This suggests eschewing the traditional organisational perspective and moving beyond the conventional use of surveys or interviews (Kahu, 2013; Kahn, 2014). Drawing on both marketing and marketing-related education literature can help explain the value co-created through resource integration and relationships with actors in their experience (Hollebeek et al, 2016; Storbacka et al, 2016). This study aims to understand how students co-create value in their university experience by exploring the university ecosystem and student engagement and resource integration. There are three objectives that were referred to in the introduction that will achieve this aim:

1. *To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution.*
2. *To explain and illustrate how value can be co-created in the student undergraduate engagement experience*
3. *To surface student perspectives on value in the undergraduate student engagement experience*

Research Philosophy

A research philosophy reflects the way a researcher understands how individuals obtain knowledge to perceive and understand the world. Research uses the terminology of ontology and epistemology to describe the different aspects of philosophy adopted. They act as a starting point for researchers to show how they view the world and shape the research (Gelo et al, 2008), and how the researcher perceives reality to exist will lead both methods and analysis (Bryman and Bell, 2003).

Ontology

Ontology reflects 'the way in which reality is understood' (Burton et al, 2008, 60). Ontology questions the nature of reality, what constitutes reality and what can be known about it (Guba and Lincoln, 1994; Scotland, 2012). It questions how reality exists, if it exists externally or is within the individual's mind and is separated into objectivism or subjectivism. This study took a subjectivist approach, which assumes the world only exists because of the individual's knowledge of it and reality is a social construction (Saunders et al, 2009). Subjectivism can be discussed alongside social constructionism, which views the world as phenomenologically (or experientially) determined (Marshall and Rossman, 2014). Subjectivism suggests that although there may be boundaries between them, multiple realities exist and individuals will generate different meanings and interpretations of the social world (Taylor et al, 2015). Consequently, individuals adopt a unique position, and through their interactions with the world this is continuously changing meaning the social world is unstable (Taylor et al, 2015). Research approaches seek to evaluate the individual's meanings of interactions to understand the way knowledge is created in the social world (Bryman and Bell, 2003; Willis and Jost, 2007).

This study observes how value emerges through the student's construction and interpretation of their university experience (Diaz and Gummesson, 2012). Value co-creation

is experiential, and this study focuses on student engagement and resource integration to surface this. Taking a subjective ontological position was therefore appropriate.

Epistemology

Whereas ontology addresses the relationship between reality and people, epistemology refers to 'the production of knowledge' and how people discover that reality (Burton et al, 2008, 60). Researchers can take numerous epistemology stances. These include positivism, interpretivism, realism, pragmatism, and post-positivism. Traditionally, researchers take a positivist or interpretivist stance, each of which offer opposing strengths and weaknesses (Gelo et al, 2008; Wilson, 2014).

Subjectivism lends itself to an interpretivist, epistemological perspective (Saunders et al, 2009). Interpretivism suggests that multiple realities exist, and these are dependent on the individual's values, beliefs, and perceptions in a specific situation (Bryman and Bell, 2003). Reality is interpreted by the individual through their interactions with other actors and environments, and therefore is not a fixed or stable state (Bryman and Bell, 2003; Scotland, 2012; Marshall and Rossman, 2014).

An interpretivist approach aims to explore the social phenomena through the individual's perspective and identify meanings and their relationship to 'a' reality (Marshall and Rossman, 2014). An interpretivist approach lends itself to inductive research methods that allow layers of understanding to unfold for thick descriptions of an individual's personal view. Thick descriptions refer to the detailed and in-depth accounts of the researcher's field experiences that help provide contextualisation to theory (Hammersley and Atkinson, 2007). However, the researcher may have prior insights and knowledge of the social world that may cause interpreter bias. Interpretivism suggests an emic perspective of culture and social phenomena, which considers reality from an 'insider' perspective and recommends data is best collected through an understanding of the interactions viewed from within a social phenomenon of interest (Goulding, 2005).

Interpretivism brings into question reliability as it suggests that everyone has their own view of reality, and therefore results are not generalizable. As interpretivist approaches often reject rigid methodological approach, the degree to which they are reliable is questionable (Saunders et al, 2009). As interpretivism suggests that everyone has their own view of reality, it would suggest that the researcher will embed their own perceptions and bias. Interpretivist approaches often lend themselves to qualitative study that requires extensive and in-depth data, which focuses on achieving validity in research (Hammersley and Atkinson, 2007).

Interpretivism recognises that meanings are not fixed or stable, and therefore assumes a cause and effect link cannot be applicable to the social world. Interpretivism opens up theory to multiple points of view and recognises the individual's capabilities to interpret a social world through their own subjective viewpoint.

This study adopts interpretivism as the epistemological position. It explores the student experience through the student's perspective so as to understand behavioural, cognitive, and emotional engagement and associated resource integration. In doing so, this study goes deeper than just identifying just activities, and recognises the meanings and relationships arising from engagement. It recognises that students engage with a variety of experiences and that different findings may emerge, meaning there is not necessarily cause and effect within the higher education experience. Consequently, research methods and approaches need to allow for collection of in-depth data to allow meaning to develop.

Research Approach

An important part of the research process is deciding how theory fits within the study. Research methods are normally associated with either deductive or inductive approaches, although some use the abduction method or a combination of the two approaches (Gilbert, 2008).

This thesis adopts Inductive reasoning, which is centred on interpretivist methods and applies to a theory building process whereby the researcher uses raw data to establish concepts, themes and models (Gelo et al, 2008; Gilbert, 2008; Harrison and Reilly, 2011). Inductive research assumes that understanding reality can only be answered in the individual's mind, therefore, pre-existing theory cannot properly generate answers (Harrison and Reilly, 2011). Inductive analysis differs to deductive analysis as it allows findings to emerge from repeating, and for significant themes without the constraints of structured methodology (Thomas, 2006).

Research Method

Research methods are described as either qualitative or quantitative, although it has become common to used mixed methods (Wilson, 2014). It is important to adopt a method that fits the research aims and objectives, and for this reason, qualitative approaches are most appropriate to this research (Silverman, 2013).

Qualitative methods explore characteristics, relationships, and meanings that are socially constructed by individuals or groups (Denzin and Lincoln, 2000; Creswell, 2009; Silverman, 2013). Qualitative approaches focus on the collection of in-depth data providing for a rich narrative of experiences (Creswell, 2009). Adopting an interpretivist perspective lends itself to qualitative methods as theory develops from data and is used to interpret processes or meanings (Hyde, 2000; Silverman, 2013). Qualitative methods are associated with interpretivism and use methods such as focus groups, interviews and observations (Silverman, 2013). Qualitative methods have the potential to explore a phenomenon that is under-explored and that has little theoretical support or no palpable variables. This flexibility allows the researcher to take opportunities for finding new knowledge. Therefore, data collection and analysis can occur simultaneously as they influence one another to continually develop theory (Maxwell, 2008). This does not mean it lacks formality; however, it is broader and less restrictively designed than quantitative approaches (Maxwell, 2008). Qualitative research requires extensive data collection that gathers in-depth detail for richer analysis. This means that data collection is often labour extensive to ensure validity (Bryman and Bell, 2003). A criticism of the qualitative approach is that it makes it difficult to standardise and replicate due to its subjective and experiential nature.

SDL has primarily been explored within a range of service contexts and is becoming more frequently deployed in the higher education context. This methodology will add to an increasing body of knowledge, as it draws out the student voice in value co-creation. Experiential data enables new and unique data to unfold through flexible and complex data collection (Diaz and Gummesson, 2012; Judson and Taylor, 2014). How student engagement leads to value co-creation needs further exploration, therefore, this form of experiential data collection can help explore new theory. Adopting a subjective and interpretative approach suggests the individual's experiences cannot be tested or numerically generalised; therefore, this study benefits from the flexibility and emergent nature of qualitive methods.

Ethnography

This study adopts an immersive ethnography as a method to provide a fresh perspective on the student experience. It uses immersion within the given social construct to allow the researcher to gather data on what people may say or do and allows for the gathering of in-depth data on the meanings and feelings of that society (Gilbert, 2008). Ethnography has narrowly been applied in HE (Birds, 2015; Humberston, 2009; Montgomery, 2014; Pereira,

2015), however it has not been applied to explore the student perspective or the whole student experience.

Originating in the field of anthropology in the late 19th century, ethnography is a method for exploring the social world and to surface the culture of a society. Anthropologists are interested in the intangible aspects of a society, such as values, beliefs, and norms (Hammersley and Atkinson, 2007). Anthropologists shifted how data could be analysed from traditional classifications towards thick descriptions of behaviour and social structures that interpret symbols and meanings. Bronislaw Malinowski (1884-1942) is widely acknowledged as the founder of anthropology fieldwork principles that continue to be applied in modern ethnographic research. Although anthropological theory develops and changes, its methodological principles have remained fairly constant (Hammersley and Atkinson, 2007). In *Argonauts of the Western Pacific* (1922), Malinowski discusses three principles of ethnography. Firstly, the proper conditions must include close contact to those being studied; only through participation in everyday life can the researcher fully represent the chosen society. Secondly, the researcher should have scientific aims that are related to pre-existing and general theoretical issues, although these should not be entirely preconceived. Thirdly, the researcher should collect data over long periods of time to allow concrete documentation to develop. Although Malinowski's research was focused on colonialism, perhaps less relevant today, he provided an alternative way to make sense of others' cultures and beliefs. Anthropologists continue to explore cultural and social life through intense periods of personal integration into the phenomena they wish to explore (Evans-Pritchard, 1951; Hannarz, 2003). Methods and standards suggested by Malinowski are regarded as the gold standard for anthropological fieldwork.

At the Centre for Sociology, the Chicago School (1917-1942) was significant in creating a contemporary ethnographic approach, by combining theoretical and empirical research to explore social structures and cultures of urban environments (Gilbert, 2008). Following the influence of researchers Robert Park and Ernest Burgess, the Chicago School developed a striking departure from traditional or 'hard' ethnography used in anthropology that allowed the researcher to study societies that were not traditionally accessible using conventional sociology methods (Gilbert, 2008). Researchers at the Chicago School also suggest a broader range of research methods, such as intensive fieldwork, personal documents, interviews, and social mapping (Bulmer, 1986). Although scholars within the Chicago School differ in their style and theoretical orientations, they share similarities with anthropologists in their approach to studying society.

In contemporary social science, a broad range of disciplines have adopted ethnography, including education, health, social geography, organisational science, and psychology. Social researchers use fieldwork, informal and formal interviews, documentation and artefacts, informant diaries, and virtual spaces to gather data that can help interpret the natural world (Elliott and Elliott, 2003; Hammersley and Atkinson, 2007). Whilst research methods are broad across theories and disciplines, ethnographers share strong methodological characteristics, including immersion, reflexivity, flexibility, and longitudinal research in natural surroundings (Hammersley and Atkinson, 2007).

Although contemporary methods offer a range of approaches to ethnography that broaden capability to explore the social world, a dominant perspective is that participation is key (Arnould and Wallendorf, 1994). Ethnographers use a range of data collection methods, including focus groups, interviews, participant observation, diary entries, photographs, and netnography (Hammersley and Atkinson, 2007; Gilbert, 2008). Anthropologists, and the Chicago School especially, adopted immersion to learn about their surroundings. Through immersion, the researcher can either overtly or covertly participate in daily lives and draw from direct and sustained contact with the environment and people (Hammersley and Atkinson, 2007). Participant observation entails exploring the lived experience, considering attitudinal, emotional and behavioural aspects of experience with local and wider social and cultural experiences (Elliott and Elliott, 2003). Elliott and Elliott (2003) suggest four levels of participation: complete participant, participant-as-observer, observer-as-participant, and the complete observer. The principle aim of ethnography is to understand the 'native' through wide-ranging observation and immersion that gathers insights into deep meaning (Hammersley and Atkinson, 2007).

Conducting ethnography relies on the researcher's flexibility as they immerse in the field to collect data. Traditional anthropologists and sociologists rely on inductive approaches, often applying a non-systematic process to adapt to the surroundings (Hammersley and Atkinson, 2007). A consequence of not having a systematic data collection process means that the researcher relies upon their cognitive process and has to be flexible. Through participation, the researcher is able to recognise scenarios that are constantly evolving or changing that shape the analysis. Recent ethnographic approaches further broaden this perspective and suggest beginning with deductive reasoning but using inductive processes to generate new theoretical arguments (Wilson and Chaddha, 2009). Theory can provide useful explanations that can help drive the research; however, theory should also emerge as the themes are identified through analysis that derives unique insights.

Ethnography separates itself from other methodologies via distinct characteristics that help researchers understand a phenomenon from a social science perspective (Hammersley and Atkinson, 2007). Qualitative research across disciplines and contexts (including in higher education) generally use focus groups (Bryson and Hand, 2007; Coates, 2010; Vinson et al, 2010; Taylor et al, 2011; Brooks et al, 2015) and interviews (Kuh, 2001; Greenbank et al, 2009; Vaughan, 2010; Little and Williams, 2010; Carey, 2013). However, even with open-ended questions in focus groups and interviews, researchers can make assumptions in their questioning and are restricted by the questions (Gilbert, 2008; Silverman, 2013). Although focus groups can empower participants by giving them voice and can enhance understanding through watching interaction between group members, the data that emerges can be considered 'manufactured', arising within unnatural settings, and through intervention of a researcher asking questions (Gilbert, 2008; Silverman, 2013).

Observations enable the researcher to collect data in natural surroundings, and preferably through participation and over a long time period (Gilbert, 2008). As social life unfolds, in-depth analysis of cultural acts and social patterns will surface emergent meanings (Gilbert, 2008). The dynamic and flexible nature of ethnography enables research at different levels and facilitates analysis of complex interactions, both necessary when exploring the social world (Fetterman, 2010). Ethnographers suggest that to understand these complex interactions, research must be undertaken over a long period of time so that it captures a true representation of the life-world under investigation (Hammersley and Atkinson, 2007). Through observations in natural settings, the researcher can truly generate first-hand experience, providing for more in-depth data (Gilbert, 2008). This helps support the validity and reliability of the research, developing extensive data that makes it influential in understanding social phenomena.

A benefit of ethnography is that the researcher can identify and analyse the unexpected, which helps to develop theory based on the social phenomenon observed. This study does not rely on previous theory to decide what the student engagement experience is or to categorise what value means to them; instead it relies on the research to guide theorising and answer gaps in the literature. The purpose of ethnography is to interpret the data that stems from the natural setting, which means it can produce understandings that are in-depth and unexpected. Using ethnographic observations to collect data, incorporates the above characteristics, including immersion, reflexivity, flexibility, and experiential research in the natural surroundings. These characteristics will surface the student voice and help address the gap regarding the relationship between student perspectives and co-creation of value.

Research Design

A research design explains data collection, analysis, interpretation and reporting of results (Kumar, 2005). Choosing an effective research design depends on the relevant paradigm and method (Silverman, 2013). Therefore, this study looks to overcome these problems using observations as a form of data collection. The next section discusses the role of observations in ethnographic research.

Observations

Only limited higher education literature draws on observations as a form of data collection, and even fewer have focused on immersion into the field of study (Matthews et al, 2011). Observations are less common in research, perhaps due to time constraints and access to the field. They allow findings to guide further data collection and analysis as they study the phenomena in natural settings and, unlike interviews and focus groups, observations allow the researcher to experience what people actually do and say in their natural setting. This helps avoid both recall error and instances where students may respond inaccurately or how they think is favourable to a researcher (Hammersley and Atkinson, 2007). Observations allow access to the natural environment with less researcher influence, providing stronger validity and in-depth understanding (Silverman, 2013; Bryman, 2001). However, observational research should be approached with caution as the researcher needs to be aware of their own subjective and potentially biased interpretation (Hammersley and Atkinson, 2007; Bryman, 2016). These issues are addressed under the limitation and ethics issues at the end of this chapter.

Bryman (2001, 163) discusses four types of observational research; structured observation, unstructured observation, contrived observation, and simple observation. Structured observation refers to the researcher explicitly applying rules for observing and recording behaviour. Unstructured observations do the opposite; they do not use an observational schedule and seek to collect a broad range of data. Contrived observation refers to the researcher actively altering the situation and observing the effects. Finally, a simple observation is where the researcher is not observed by the participants and acts unobtrusively. These four types are forms of either non-participant or participant observation (Bryman, 2001).

This study applied both participant and non-participant methods to collect data. Participant observation is the most frequently applied method in ethnographic research, entailing researcher immersion into the social setting to elicit the meaning (Bryman, 2001). Immersion

can vary depending on accessibility to the social setting (Bryman, 2001). For example, social settings or public places are easily accessible and participant observation is then easier. Conversely, typical organised student groups, such as netball, cricket, and American football, are less accessible, with gender, capability, and prior experience all relevant to procuring participation. Non-participant observation is more appropriate where accessibility is difficult and refers to observing but not participating in what is going on. A limitation of non-participant observation is that people may adjust their behaviour because they are aware of the researcher's presence. This is known as the 'reactive effect' (Bryman, 2001, 170) and this can compromise the validity of the data collection.

Although this study primarily adopts unstructured observations it began with a protocol to help organise the observations. There were no strict rules and the layout is adaptable but ensures everything is documented. The protocol was dropped once data collection became less overwhelming and analysis started to take place. Imposing a structured observation agenda reduced the risk of imposing a potentially irrelevant framework, creating the same problems that minimise the effectiveness of interviews and focus groups (Bryman, 2001). Additionally, structured observations can neglect the context and meaning behind the observed behaviour. If focus is heavily oriented to one part of the observation, it can ignore interesting and important data from others (Bryman, 2001). This study aimed to explore the student experience and gain a new understanding of value co-creation from the student perspective. Therefore, unstructured observations with participant and non-participant observations were most appropriate as structured observations would not allow data to evolve naturally from the research.

Validity and Reliability of Field Notes

An important part of any research design is a focus on reliability and validity. 'Reliability refers to the stability of findings, whereas validity represents the truthfulness of findings' (Silverman, 2013, 83). Interpretivist perspectives make it harder to ensure reliability, as they assume that the social world is always changing and replicating a study is problematic as there are no stable properties (Silverman, 2013; Bryman, 2016). As people behave differently to times and situations, assessing consistency with observational studies is difficult (Bryman, 2001).

To increase the validity of the study the research design must be transparent. Data should be recorded clearly and precisely through thick descriptions, as opposed to the researcher's

reconstructed ideas of what is happening (Gilbert, 2008; Silverman, 2013; Bryman, 2016). The mission is to observe, experience and record all things important to understanding the culture, which can be extensive. To manage this, data was stored using software packages, such as NVivo, that can help organise findings. Field notes provided thick descriptions of events, people, conversations, and environments that can create extensive amounts of data (Gilbert, 2008). Emphasis was on limited researcher interference and the notes should represent what is happening and not reflect the researcher's bias (Gilbert, 2008).

Gilbert (2008, 273) suggests that field notes can be written in 3 ways - 'mental notes, jotted notes and full field notes'. Where it is not possible to write formal notes immediately, mental notes help remember data until it can be written at a later time. This is especially relevant in participant observation where it may not be possible, such as when playing sport. Jotted notes are useful for scribbling observations in covert settings, or some in non-participant settings where it would not fit the situation, such as in a bar or similar social setting. Full field notes are when observations are written as they occur and are the preferred option (Gilbert, 2008). These three types of notes are useful for explaining how the researcher can collect data in different settings. However, they do not help explain how data might be kept reliable and valid, especially avoiding interpreter bias and subjectivity; this is something that is addressed under ethical considerations. Spradley (1979) suggests four sets of notes that extend beyond just the field notes: short notes at the time, expanded notes made as soon as possible, fieldwork journal to record problems and ideas, and a running record of the analysis and interpretation. Using a range of recordings help to ensure the findings of the observation are valid and reliable (Hammersley and Atkinson, 2007).

Sampling

The HEI chosen for the ethnography is Nottingham Trent University (NTU). This provides the opportunity for convenience sampling, as environments are accessible due to personal prior experience in both the university and student union. Previously, under context of the study, other reasons for sampling at NTU have been given. Further, given previous experience at the university, this researcher has an awareness of its multiple environments and also of key people that could grant access or provide information on how to gain access. In the university this included lectures, seminars, library, and other university buildings. Previous experience in the student union has given access to part-time work, social events, sports clubs, societies, volunteering, and representative meetings. Each category has different sample sizes,

although all students observed are enrolled members of Nottingham Trent University at undergraduate level. These groups are diverse and require different approaches, including the level of researcher involvement that is possible, and how field notes are taken.

The research observed full-time undergraduate students, including those returning from placement. Observations in lectures and seminars were across year groups to ensure there was a wide perspective. In sports clubs, societies, and part-time work, there were ways to know what year students are in, either by asking them or when they talk about specific experiences, such as a dissertation. The specific year group was only to be noted when students made it clear, such as calling themselves 'fresher' or saying precisely what year they are in. Observing all years allowed the student journey to be explored for an accurate representation of the student experience. Only in pedagogic environments, such as lectures and seminars, did this study specifically target the Nottingham Business School; other activities were open to a range of degree disciplines. The respondents themselves were not always known prior to observations. In some settings I chose specific groups, such as those attending marketing modules, PRIDE society and the Netball society members. In other settings, such as the student union bar, there were a large number of students and it will not be feasible to predict who will be there. In such settings, observations will start broadly, such as group dynamics and general behaviours, and then narrow through discussions and observations of specific students. The number of students involved in the research was determined by actual levels of student activity in the contexts concerned and this was beyond the control of the researcher. Further details on participations and the scope of the contexts are detailed in the 'Data Collection' section further below.

Another reason NTU was chosen is that it places engagement as part of its strategic mission, focusing on purposeful engagement to shape policy and practice. NTU achieved the 'Outstanding Support for Students' in the Times Higher Education Awards 2014 for their work on the Student Dashboard which measures student engagement. This suggests NTU is committed to engagement practices which make it a suitable setting. NTU signifies a 'new' public university that is representative of an important and increasingly relevant part of the HE sector. Students observed were not specifically chosen; they are the students that happen to be in those settings at the time of data collection. The times that are chosen to conduct observations are based on meetings or random points throughout the day. As certain times could cause select bias, observations are taken at different times and different days each week to avoid risk of such bias.

Time Frame

This research aims to understand the whole student undergraduate experience, and by conducting ethnography through an academic year it allowed time to capture the student perspective in the natural setting. Time frames of observational study designs are normally either longitudinal or cross-sectional, although some may use a combination.

Longitudinal research observes the same informants over a long period of time to allow the researcher to interpret their thoughts, feelings and actions (Wilson, 1977). This gives the researcher time to observe regularities and changes that provide an understanding of the culture in a wider context (Hammersley and Atkinson, 1995). Using a longitudinal approach in this study would require observations of one group of students over an undergraduate degree, which takes three years. However, the aim of this study is to understand how value is co-created through student engagement, and therefore, research needed to capture the range of environments and people that students engage with for a representative analysis. A longitudinal study would provide a restricted review of a specific type of the student experience as it does not explore the broad range of actors that students may engage with. For example, it is unlikely that those students will have time to play sports, join a society, be a course representative, and work part-time, alongside their degree and social life. In addition, there are restrictions on the lengths of this study that prohibit a three-year observation. Therefore, although longitudinal studies are most common with ethnography, they are not best suited on their own for this study.

Alternatively, cross-sectional studies involve using different people that share a common characteristic, such as their education. Used in observational study designs, cross-sectional studies select participants based on their inclusion and exclusion criteria and different cohorts can be observed at the same time. This allows the researcher to observe different groups at the same time and make comparable observations (Berger, 1986). A benefit of cross-sectional studies is that descriptive data of numerous characteristics can be collected at once, such as year group, hobbies, and courses. This study aimed to explore different environments and activities, and therefore, the inclusion criteria were to observe students that are members of, or take part in, that activity/environment. Students had different characteristics but shared the common factor of being enrolled full-time at Nottingham Trent University for their undergraduate degree. Individuals within one university will be observed with experiences compared to understand how value is co-created differently across student

engagement experiences. It could be argued that cross-sectional studies are affected by cohort difference that arise from particular experiences. For example, if this study was in 2012, first years would be paying £9,000 tuition, whereas final years that started in 2009 would be paying £3,225. These first years are likely to have different perceptions and experiences when they are in final year to those that started in 2009. A solely cross-sectional study would be representative of a broad range of experiences that could be more accurate.

This study used a combination of longitudinal and cross-sectional approaches. A typical undergraduate course is three years long and to capture all three in one year the researcher needed to study all three at the same time. The study was cross-sectional for a year, thus meaning an advantageous longitudinal element is added. This allowed the strengths of both these approaches to be used to gather more detailed descriptions and understandings of the university experience.

Data Collection

As a consequence of the multiple environment and people that may exist within the student experience, data collection is complex. There are potentially different observation methods, including both participant and non-participant observations. Figure 4 illustrates student environments and whether the associated observations are non-participant or participant, and whether they are overt or covert. The student environment is broken down into five categories and data collection methods for each are discussed further in sub-sections 1-5. In all of these observations, notes were copied or written up onto the software NVivo at the earliest opportunity. Alongside these notes, field notes were written to describe the researcher's experience, problems, and ideas.

Figure 4- HE ethnography for capturing the student voice
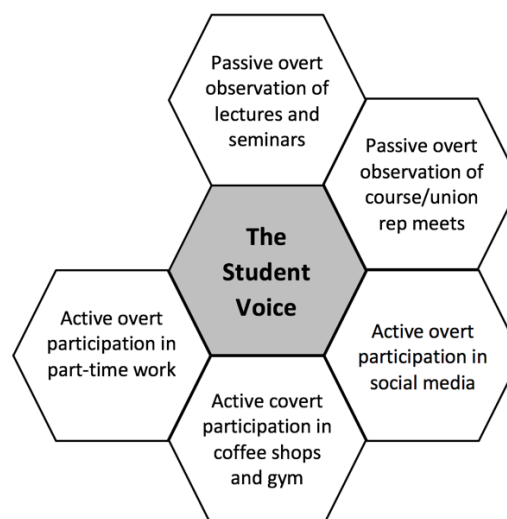
1. *Seminars and lectures: non-participant, overt, observation*

This part of the research involves passive overt observations of student behaviours in lectures and seminars. The lectures comprise up to 200 students, and the seminars consist of 20 students. As mentioned in the sampling section, the gatekeepers for these environments were lecturers or tutors within Nottingham Business School. As it is overt research, at the beginning of the year permission was obtained from the lecturer/tutor and the students in the lesson. Overt research is deemed appropriate as students were likely to change their behaviour to be accepted by a tutor, especially at the start of the academic year. Where researcher presence is not assumed to change the behaviour, it is not necessary to do covert research (Wilson, 1977). Full field-notes were written in these settings as most students had note pads or a laptop so this will be appropriate. Only when waiting outside the classroom for it to start or as people are leaving were jotted notes taken and written up as soon as possible.

2. *Extracurricular Activities: non-participant, overt, observation*

Unlike lectures and seminars, extracurricular activities are voluntary within the Higher Education experience and do not form part of the formal teaching and learning experience, nor are they timetabled into the students' academic year. These activities include; course representatives, sport and society committees, hall representatives, entertainment representatives, volunteers, union representatives, and society members. The meetings that are between volunteers, hall representatives, entertainment representatives, and union representatives included approximately 10 people. The society assembly, sports council, and course representative committee comprise of approximately 50 people. How often these meetings were observed depends on each individual schedule, normally monthly or termly.

Gatekeepers were Student Union staff who provided access to these groups or individual members inviting me to come along. All of these activities required participants to be elected by members of that specific group the previous year, and therefore getting access as a covert observer would not be possible. In addition, some activities were difficult to participate in, such as religious groups, and therefore a passive role was more appropriate. The majority of notes were written in full unless deemed inappropriate.

3. *Social media Networking sites Facebook and WhatsApp: non-participant, overt, observation*

This research included data collection from social platforms that students use, notably Facebook and WhatsApp. Pink and Postill (2012) discuss the growing literature concerned with internet ethnography following the rapid growth in social media site use. They state that social media has become central to contemporary everyday life and therefore it is essential for observing and understanding human behaviour. Data was acquired from Facebook and WhatsApp, which are frequently used social media platforms that connect individuals and groups of people with similar interests. These notes were written in full, with screenshots taken and names blurred out to avoid ethical concerns.

Knowledge from previous experience as an undergraduate at NTU tells the research that Facebook group pages and WhatsApp groups are set up for groups such as sport teams, courses, and events. Social media provided 24/7 access to the student life, with students able to post and message any time of the day. Students used these groups to socialise, share stories, and show intensity of feelings towards the activity. Therefore, they were critical to understanding student perceptions and values. The groups that will be observed are those related to both extracurricular activities and course groups from lectures and seminars. The gatekeepers were committee members, Student Union staff, or administrators for the groups, who could grant access to these sites.

4. *Social Settings: participant, covert, observations*

These activities include the public spaces that students occupy in their free time, comprising:

- The student union during the day
- Coffee shops
- Bars
- Clubs
- Varsity events
- Other student union events, such as live performances, quizzes, and talks.
- The Gym

Getting access to these activities came through sports clubs, and often people within clubs socialise with one another. Over time relationships formed and there was opportunity to be part of the friendship circles in these settings. These observations were jotted or memory notes and written up at the nearest opportunity.

5. *Part-Time Work: participant, overt, observations*

A survey conducted by Endsleigh (2015) indicated that 77% of undergraduate students are now working part time alongside their studies. As this is such an important part of their experience, working part-time can provide access to a broad range of students. In this study, the researcher participated in part-time work in the Student Union as a customer assistant, approximately 12 hours a week. Observations came from discussions with co-workers and understanding their student lives. These observations were jotted or memory notes and written up at the nearest opportunity.

Data Analysis and Techniques

Ethnographic research is labour intensive as it generates vast amounts of descriptive data that needs time to analyse. There are numerous analytical methods employed by qualitative researchers including; grounded theory analysis, discourse analysis, narrative analysis, and qualitative/ethnographic content analysis (Taylor et al, 2015). This study adopted qualitative content analysis to synthesise the data, although it must be recognised that grounded theory is a popular approach within ethnographic research.

Content Analysis

Ethnographic content analysis encourages the researcher to analyse the data simultaneously with data collection so that they can shape one another (Altheide, 1987; Sandelowski, 2000; Bryman, 2001). Ethnographers participate in the research, which requires them to derive a reflexive and interactive analysis (Altheide and Schneider, 2013). This study adopts a step-by-step analysis that coded the descriptive data to help formulate the interpretation and analysis (Kohlbacher, 2006). A code is a 'word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute' to a portion of data, such as a participant observation (Saldaña, 2015, 3). This is done by extracting and deriving codes from words or phrases in the field notes and creating patterns from this (Hsieh and Shannon, 2005). Codes link and categories emerge which leads data collection towards interpretation of meaning and the creation of themes (Hsieh and Shannon, 2005; Goulding, 2005; Saldaña, 2015).

Categories can contain clusters of codes that help shape and explain the data, and these are continuously evolving throughout the data collection and analysis. Themes are the 'outcome of coding, categorisation, or analytic reflection', and act as a more expanded and general explanation of the data (Saldaña, 2015). Figure 5 illustrates the trajectory for qualitative

analysis process, starting with codes, to categories, and then to overarching themes and concepts that make up the theory (Saldaña, 2015). It requires the collection of large amounts of data over a long period of time, so as to develop rich and meaningful insights that can be validated through numerous and emergent findings (Hsieh and Shannon, 2005; Goulding, 2005). Within a qualitative content analysis approach, there is a flexibility for inductive approaches (Hsieh and Shannon, 2005; Altheide and Schneider, 2013; Cho and Lee, 2014). This thesis conducted the study over a long period of time and relied on the flexible nature to capture and analyse the data.

Figure 5: An Example of Content Analysis through a Step-by-Step Process that Takes the Data from Low Levels to Higher Levels of Abstraction
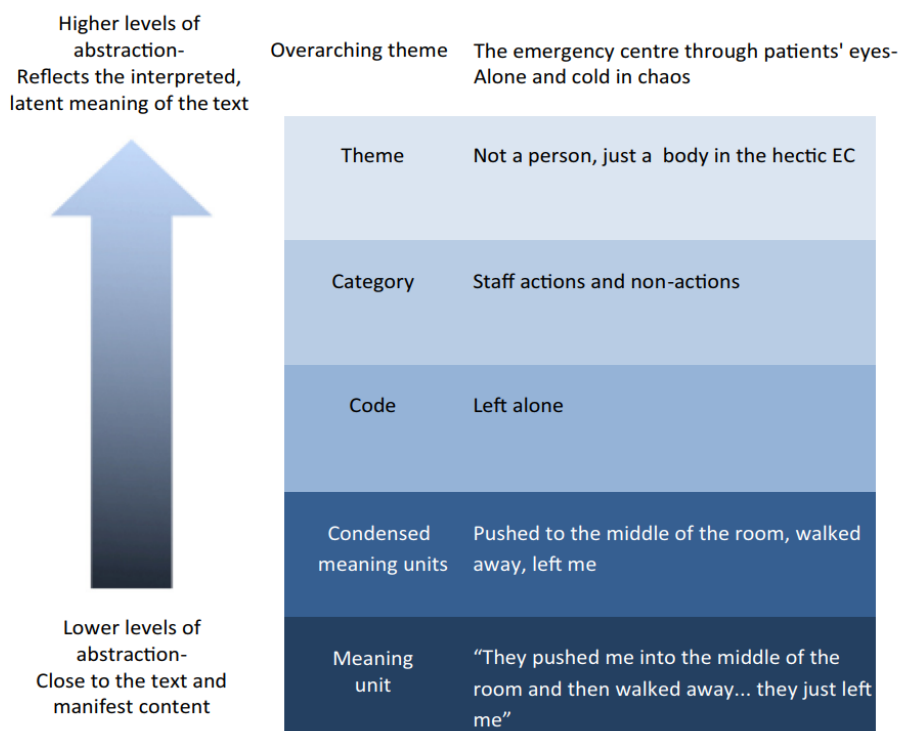
Erlingsson and Brysiewicz, 2017

This qualitative content analysis uses verbal and/or visual data to help systematically create rich descriptions of a social phenomenon (Forman and Damschroder, 2007). Using subjective interpretation, it is reflexive and interactive as the researcher continuously modifies the data arrangement to accommodate each new day (Altheide, 1987; Sandelowski, 2000; Hsieh and Shannon, 2005). This helps to determine trends in the phenomena that explain the content, surfacing relationships and structures that exist within narrative data. Analysis focuses on the descriptions of the patterns and interprets the context of the regularities (Sandelowski,

2000). Qualitative content analysis can cover a variety of recorded communication, including that related to observations.

Ethnographers use 'a reflexive movement between concept development, sampling, data collection, data coding, data analysis, and interpretation' (Altheide, 1987, 68; Altheide and Schneider, 2013). Reflexivity is key to the researcher's self-awareness and their ability to recognise how their bias and knowledge might influence both data collection and analysis (Charmaz, 2014; Attia and Edge, 2017). Attia and Edge (2017) identify two interacting elements: prospective and retrospective reflexivity. 'Prospective reflexivity concerns itself with the effect of the whole-person-researcher on the research' (Attia and Edge, 2017, 35). Inevitably, the researcher will enter the research settings with expectations developed from either personal assumptions, experience or knowledge (Tierney and Lincoln, 1994). This can provide both opportunities and constraints on the researcher's approach, therefore, it is important to be conscious of the impact on the analysis. Instead of viewing this as a limitation of the data, the study views prospective reflexivity as a way to grow a researcher's capacity to take advantage of the knowledge and feelings they may have brought to their analysis (Attia and Edge, 2017).

'Retrospective reflexivity concerns itself with the effect of the research on the researcher (Attia and Edge, 2017, 35). Immersion causes the researcher to create their own story and interpretation of their lived experiences within the social phenomena (Ponterotto, 2005). Following Spradley (1979), Charmaz (2014) suggests that continuous reflection of the researcher's experience and of field notes will help deter from bias, ensuring an accurate representation of the data. It also reminds the researcher of their role and position, making them question their beliefs, attitudes, actions, and assumptions (Charmaz, 2014; Attia and Edge, 2017). In this study, as the research got closer to the everyday lives of those observed, they were able to make sense of other's reality (Charmaz, 2014). Attia and Edge (2017) follow Bridges (2014) and suggest observations and reflection need to occur simultaneously.

Storing the Data

The data was collected and stored in the NVivo software, a tool created for organising and managing large amounts of data. As soon as possible, the observational data was uploaded to prevent recall error (Gilbert, 2008). NVivo allowed data to be located, reattributed, and retrieved efficiently, including creating codes and categories. This software did not make any decisions and did not make any analysis or interpretation of the data put in.

Ethical Considerations and Limitations

This section will consider the limitations and ethical considerations that ethnographers consider. I have drawn on reflections of my own practice during the study and use these to illustrate limitations that apply for ethnography. Many of the limitations that pertain to ethnography have an ethical component. Thus, discussing these together allows for those associations to be brought more clearly into focus. Post-study reflection was an important phase of the research. It allowed an element of personal experience to explain limitations and allowed the way to be prepared for others who may wish to undertake similar work.

All studies require ethical consideration; however, ethnography has received increased attention due to the closeness the researcher has to the social world they aim to explore. As required by NTU research protocol, an application was made to the College Research Ethics Committee. The application included a full description of the data collection and retention methods. This was accepted on 29th November 2016 and can be seen in Appendix 3. How this study managed ethical considerations is addressed in this section, such as; close relationships, informed consent, and interpreter bias. Discussing limitations and ethical considerations together provides a way of organising the relevant issues. All informants observed were students that attend Nottingham Trent University, and were likely to reveal personal information about themselves, staff members, and the university. Given that this research did not wish to affect the reputation of participants or the university, confidentially of information provided was respected and safeguarded where appropriate.

In addition, this section will critically reflect upon the study to acknowledge challenges on the research that can help future researchers to apply this methodology and/or this conceptual theory. Higher education research only narrowly applies ethnography and this chapter can provide key insights into this data collection process that may encourage and guide others. The study itself has similar limitations to qualitative research, including; a reliance on subjective interpretation, a substantial time commitment, data that is extensive and complex, lack of formalisation in data collection, accessibility, and building rapports. The following are just some examples of the challenges I encountered when conducting my ethnographic research.

Subjective Interpretation

Firstly, a heavy criticism of adopting ethnography is the reliance on subjective interpretation and the researcher's ability to recognise the reflexive character of the work they are doing (Hammersley and Atkinson, 2007). As ethnography takes place in natural settings and is reliant on the researcher's interpretation, it is important to recognise that they can become

part of the world they are studying, bringing bias to their interpretation to fit their personal narrative (Hammersley and Atkinson, 2007). Recall error can also be a problem. The reality of this methodology is that the researcher needs to apply common sense; instead of attempting to eliminate the researcher effect, an investigator should seek to understand it (Hammersley and Atkinson, 2007).

One key issue was that I was only recently out of the university environment and had to take extra steps to ensure that recent experience, which is still easily memorable did not affect the study. On the other hand, recent experience meant, in some circumstances, that it was easier to understand the students views and perception; for example, understanding why students may fall victim to peer pressure and excessive drinking. Despite being conscious of subjective bias, it quickly became apparent that more needed to be done to avoid, or at least minimise, such bias. To reduce bias, I made sure I made very descriptive notes and often followed up with informal discussions with students to ensure my interpretation was accurate. Fairly quickly after starting the study, I found that I was starting to understand students more and my initial interpretations became more accurate; demonstrating my integration into student life.

As a student in 2010-2013, tuition fees were lower and there was less pressure on students to achieve specific grades and less pressure on HEIs to ensure students achieved that level. However, with recent changes - such as increased tuition fees, increased monitoring and academic mentors- students face more pressure to academically succeed. I quickly realised that my experience of engagement with academic activities was different to their experience and therefore I needed to make sure I adjusted to their expectations and not to rely on mine. I had to learn a different perspective on engagement with class peers, tutors, and learning platforms. To ensure expectations were not relied upon, data collection was extensive and included symbols that illustrate why interpretations were made. For example, if I wrote that the student was not listening, they would include reasons, such as staring at their phone, yawning, or staring out the window. In addition, a personal reflexive diary was kept that could be used to compare personal experiences and memories of university with the data being collected. Quote 1 (below) shows an extract from a diary entry made in the library where second year students were discussing module choices. The diary helped me to not assume that my recent experiences and perceptions also belonged to the current students.

> *'Students were debating what modules (global supply chain strategy and retail marketing management) were more effective for the industry they want to choose. Although they mentioned they also want an easy module, the focus was*

on the benefits for employment and how future employers would perceive them. From my experience, my friends and I would choose based on how fun and how easy the module was, with brief thoughts about how it looks to employers. We would think the most fun will be the easiest because we want to learn it. These students did not mention which module they would enjoy more and therefore I cannot assume this is part of their choice or what would make it easy.'

Quote 1: Reflexive Diary, 29/11/2016

To ensure validity, it was important to provide thick descriptions, which are labour intensive and time consuming (Hammersley and Atkinson, 2007). As shown above, it was important to write exact details of student behaviour and student thoughts to ensure validity of the data. Although this was known prior to the study, I was not prepared for the vast amounts of data I would collect and how overwhelming this was to code. If the data was not added to the software and coded quickly this caused a build-up of data which could subsequently become confusing and cause interpretation to change as a result of time. I quickly realised it is important to upload and add comments to the diary as soon as possible. Further, by analysing continuously, patterns and themes emerged over time and this helped reduced the feeling of being overwhelmed.

Labour Intensive

Ethnography requires extensive data that is labour intensive and challenging to analyse. It is important to understand how to approach the research and how different methods can support one another. Thick descriptions are the most effective way for a researcher to make sense of multiple and complex social structures (Elliott and Elliott, 2003). This enables the researcher to obtain depth from the data and validate their analysis. Collecting data requires cognition, that in turn requires interpretation of thoughts and experiences. This can make ethnography difficult to perform (Wallendorf and Belk, 1989). Ethnographers use fieldwork to generate the data that represents emergent interpretations (Elliott and Elliott, 2003). A successful method is to collect field notes alongside informal talk and this study aims to build relationships between the researcher and participants that encourage this (Agar, 1996).

Although I knew that ethnography is time consuming and labour intensive, I was unprepared for the mental stamina needed to keep this going. Both covert and overt research approaches used in this study were mentally exhausting. Students would message 24 hours of the day and I was put in situations where I was not always comfortable. I learnt that is important to talk to someone, be it another researcher or relative about the study as it went on. There was no need to give anything identifiable or discuss the data in detail, but it was important I had someone to share the mental strain and seek support with a friend or fellow

PhD student that may understand the experience. For example, quote 2 shows where I wrote about the process and was able to see how I developed as a researcher, which helps with confidence and mental stability.

> *'A few weeks ago I was worried whether the data was in-depth enough and how I would analyse it for quality findings. However, I know how to code, and I can see clear patterns. Now I know how to and now I have a lot of data, I am beginning to see how thick descriptions and the observations are linking and how they provide in-depth information.*

Quote 2: Reflexive Diary, 05/12/2016

Building a Rapport

Ethnographers aim to blend into the informant's lived experience, letting them lead the conversation or drawing out a discussion to develop knowledge (Agar, 1996). This approach can be difficult, as a researcher needs to build rapport whilst also gaining in-depth knowledge and without being formal and shifting the atmosphere from the natural setting. Another useful approach is to link the data to the researcher's personal diary that reflects on cognitive and emotional experiences (Elliott and Elliott, 2003). An ethnographer can use multiple data sources to link divergent perspectives which helps increase reliability and validity (Arnould and Wallendorf, 1994). Although unstructured, it is important that a cognitive process is used that can generate in-depth knowledge and not just 'broad information'. (Elliott and Elliott, 2003).

A key consideration in ethnography is bias and the risk of too much personal involvement with participants. As a year will be spent with the students and as the researcher is not much older than they were, it was inevitable that friendships form. Getting too involved could breach ethical concerns and could influence the researcher's interpretation of the data. As friendships form, students were reminded they remain in a research environment and I did not feel it soured relationships. It is an important characteristic of ethnography to recognise the researcher's own expectations, to reflect on your experiences in others' reality, and to avoid bias (Trowler, 2014). Another method to limit bias is by writing a reflective diary that ensures the researcher does not force previous experiences into interpretation.

Although I was at an advantage because I had a strong relationship with the Student Union - thus giving me access to multiple platforms - there were still problems with access. I didn't expect that immersion into certain platforms would be difficult, but due to no previous experience or knowledge in certain groups, access was difficult. For example, I did not realise how different societies were within themselves as my previous experience was with sport

clubs, and these have specific protocols. Societies have a mix of agendas, including; politics and campaigning, common interest, media and creative, academic and vocational, and culture and faith. Consequently, groups differ in both purpose and conduct, for example Christian Union and PRIDE will differ greatly to the cocktail society and to Pub Sports. Societies such as Christian Union and PRIDE were hesitant in granting access, and luckily a relationship with NTSU society staff helped to start discussions. The groups asked for information about my research to be clear about my intentions before inviting me. Also, it was difficult to understand what these societies mean to these students as I had no prior experience to draw on. It took more time and many informal 1-1s to encourage students to trust me and to allow me to gain a deeper understanding. Before the study I should have had discussions with NTSU staff members that could have given me a better understanding of the societies and how they work.

Informed Consent

This study's concerns relate to the ability to give informed consent and the invasion of personal privacy (Petticrew et al, 2007). In the settings that include overt observations, participants were informed in advance about the study and continuously reminded at different stages of the study. These settings include; seminars and lectures, extra-curricular activities, social media sites, and part-time work. In overt observational settings, students were given written information sheets about the study and given the chance to opt out. They will be asked to give verbal informed consent before participating and this will be recorded. Participants were told they can ask at any point for further clarification, or observations to be disregarded, or they can withdraw without giving reason. Although these students are able to give consent, consideration and respect was applied when observing - for example, PRIDE society that supports lesbian, gay, bisexual, and transsexual students. I was careful to not dominate proceedings or make members feel uncomfortable given a setting that is primarily there to support. Therefore, only on invites and at given cues were the observations to take place.

In covert social settings students were not be able to give informed consent, which raised important ethical concerns (Petticrew et al, 2007). Four justifications can be given to support using covert observations. Firstly, The Social Research Association has recognised that where there is a likelihood of a change in reaction or behaviour that could interfere with the results and objectives of the research, then informed consent may be waived. People can act differently when they are aware of a researcher's presence, whether intentionally or not (Elliott and Elliott, 2003). Informants are more likely to be open and honest towards people

they deem their equal (Elliott and Elliott, 2003; Roulet et al, 2017). As someone recently out of university, I was in a fortunate position to fit in with the environment, which helped build relationships with informants. Social settings are normally where students relax and socialise with one another. Here, there is no 'superior' and/or figurehead (such as a tutor or a coach) present, and a danger therefore is that my perceived status may replace this and inhibit respondents' natural behaviour.

In many platforms building a rapport was easier than I expected, and the challenge I found was actually getting too close to students with the possibility of creating a moral conflict. As a consequence of my prior experience at university, in sports, as a course representative - being confident socially and working in the student union, it was easier for me to communicate with students in certain platforms. However, it may have been too easy and future research should note that this may not always be the case. However, I did not expect close relationships to form with the consequent potential for ethical conflict. Quote 3, taken from the reflexive diary, shows where a student I formed a close relationship with decided to tell me about the death of her dad and ask for advice regarding her feelings. Although she was aware that I was doing a PhD, I had not told her I had written about our relationship. At this point I decided to tell her and offered to take out any data I had about her. However, she responded saying she was happy to let me use this data and found it interesting to hear about this. It is very important to judge correctly when ethical duty and obligation are most appropriate and to be honest with recipients, even where covert research is theoretically warranted.

> *'I felt I had to divulge to the student about the study, the relationship had got too close and I felt it was my duty to be honest and provide informed consent to someone who had formed such a large amount of trust in our relationships and social gatherings. I was lucky that she was very understanding, perhaps because I had told her that I study students at PhD level. I was able to suggest talking to professionals, which I think she took seriously from someone older.'*

Quote 3: Reflexive Diary, 02/02/2017

Element of Danger
Secondly, in settings such as clubs or bars, there is an element of danger. If I were to inform students who have been drinking that I am observing them, it may cause disruption and anger that could be harmful (Calvey, 2008). As I look similar in age to many students, I do not stand out and I made sure to change locations in order for bar staff or regulars not to recognise me or get too close.

Something I had not considered prior to the study was the impact of mental ill health and how this may affect students and my role. There were several times I felt responsible for supporting student needs as they could cause harm to themselves and were mentally affecting those around them. For example, one student had harmed herself several times, confided in friends but would not allow them to contact her parents or the university. This was a difficult challenge and I offered support that I have learnt through working at the University. I gave them support numbers and encouraged the girl to get help, explaining the benefits to her and her friends. Having this knowledge was important, and I felt a duty to support students to eliminate potential danger from further self-harm incidents.

Flexible Data Collection
The third challenge of this study is that ethnography is not rigid, which means the researcher has to be agile and capable to make important decisions about when and how to collect data. The researcher may not know the exact course of the research in advance or how it will emerge; thus, data collection can be unpredictable with little researcher influence (Hammersley and Atkinson, 2007). Therefore, this emergent and flexible characteristic makes it impossible to give prior information to an informant (Hammersley and Atkinson, 2007).

Due to the longitudinal and intense nature of ethnography, this study was not static; it required a dynamic and flexible research approach and the capability to make decisions continuously. At the beginning of the study, platforms and actors chosen for observation were based on personal experience and knowledge of the higher education context. However, within the first two months it became clear that new/different locations could give more information over and above those originally selected. For example, lectures provided only minimal data, and this did not change much throughout the study. However, the space outside the lecture where people waited to enter, or stopped to talk about a previous lecture, would provide data that gave deeper insights into student perspectives. This may be because lectures are very quiet, there are many peers, and the tutor presence means students are afraid to speak out. Catching students just before or after the lecture gets their instant reaction and elicits honest discussion with peers. Also prior to the study I was unaware of the impact of social media. Although I discussed this in the methodology section, I did not expect students to communicate through it 24/7. Students are constantly 'on' their phones; they will message friends and even message other friends whilst sitting with one group of friends. They are anxious about what they post, asking each other for advice on pictures and becoming worried when others ignore their messages. This study would not have revealed

as much information as it did without access to social media and being active on WhatsApp, Facebook, Instagram, and Snapchat. Despite immersion in other areas, the fact that students invite one another and form relationships through these social media platforms, means it was crucial to the ethnographic process.

Sampling

A limitation of ethnography is its inability to control the sampling of the participants or environments. The researcher cannot select the people that are in a particular situation at a particular time, and they may struggle to gain access to a sufficiently randomised sample due to the need to build rapport (Elliott and Elliott, 2003). The researcher should attempt to move observations to different days and different times of the day (Calvey, 2008). Although this is time intensive, it is the best way to increase the reliability and validity of the data collection. Although the study aimed to be in certain settings, it cannot predict who will be there or the conversations that are observed. For example, the student union bar can hold 1300 students; there is no method to identify these students prior to the evening and it cannot foresee, which conversations/activities will be observed.

The Social Research Association has argued that covert observation is acceptable in public spaces. This is because anyone, including journalists and ordinary members of the public can observe human behaviour and collect information without negotiation and beyond the subject's control (Hammersley and Atkinson, 2007). Hammersley and Atkinson (2007) recognise that anyone can enter public domains and no negotiation is required within those settings. It is likely that the people in those settings will continually change or the nature of the location will change, and therefore it is unlikely the researcher will gain the familiarity necessary to obtain personal details (Hammersley and Atkinson, 2007). This will protect the informant's anonymity and confidentiality. Further, Spiker (2011) argues that social experiences are not private when in public spaces, and individuals are voluntarily allowing themselves to be observed. In this study, care will be taken not to invade unnecessarily students' confidentiality by writing personal information or anything that is deemed irrelevant to research aims.

As with qualitative research, this study also found a limitation in the sample population, though I was surprised at how many students I was able to access over a long period of time, including those in a range of different platforms, of different year groups, on different courses, and from different backgrounds. Prior to the study I thought it would be difficult to identify what year group students are in for my research. However, students were very open and often called themselves terms such as 'fresher'. Students are always keen to build their

social networks, so it was often easy to gain access to certain platforms and associated actors. However, I found it difficult to obtain data from students who are disengaged. Unsurprisingly, this includes students that do not attend their course or join any extra-curricular activity, which was to be expected. However, it also includes students heavily focused on social events that are not associated with the union or university, for example, those into House Music or Warlocks. These students did not see themselves as the 'normal student' and contact proved difficult. Finding the platforms to observe was a problem, and therefore associated data collection was less than I would have hoped. Unlike Christian Union and PRIDE, mentioned above, relevant students had little interaction with the union and therefore it was difficult to find the gatekeepers that might secure access.

Figure 6: Research Roadmap

Rationale for Project

| Increased pressure to provide 'value for money' | Moves towards marketization | Similarities with Public services | Developed and recent theory from S-D Logic | Gaps in the literature for the student perspective | Gaps in the literature for an understanding of the whole experience |

Research Question

An Ethnographic Study of Value Co-Creation in the Student Engagement Experience

Research Methodology

Ontology
Subjectivism

Epistemology
Interpretivism

Cultural Position
Emic

Research Paradigm
Social Constructivism

Research Strategy
Qualitative

Research Timeline
Cross-Sectional

Research Methods

Ethnography

Conceptual Framework

Content analysis Coding

Deductive & Inductive

Categorising and Themes

Ethical Considerations

Analysis

Reflection

Summary

Figure 6 illustrates a 'roadmap' demonstrating research paradigm and methodology. This section has illustrated the researcher's view on reality and on the construction of reality, which both influence the research approach and method taken for this study. With a subjective ontological position and interpretivist epistemological position, it aligns with taking a qualitative approach. Although it might conventionally lend itself to an inductive approach, this study combines inductive and deductive reasoning; using theoretical underpinnings from SDL and student engagement literature to help develop understandings and draw implications from induced data. It applies an ethnographic research strategy, using participant observation to surface the student engagement experience and student voice. Within five data collection settings, field notes are collected that describe how students co-create value. Content analysis is the most appropriate way to align ethnographic study with the research aims. With ethnography comes ethical considerations and limitations that this study attempts to restrict, including prejudicial influences. The next chapter provides details of analysis and findings from the research.

Chapter Five: Analysis

Introduction

Observations took place from November 2016 to December 2017 and developed across the period following emerging findings. At the beginning of the research, the following locations were observed: lectures, seminars, netball committee meeting, radio society meeting, pride meetings, American football committee meetings, cricket training, volleyball training, societies house exec, sports council, union meetings, part-time work in the student union, day time student union coffee shop, student union bar. Access to these was granted by gatekeepers, including university staff, union staff, and previous networks. Observations were not given a time limit, apart from those that have a specific time frame, such as lectures, seminars, and workshops, as these are restricted by the length of the class.

By beginning this study early in the academic year, it was easier to interact with students and generate connections. This is because new students join in October and students are more open and trying to make friends. Students from extracurricular and part-time work were inviting me to WhatsApp and Facebook groups, which gave 24/7 contact. These students would invite me to social events, such as drinks and lunch, where relationships formed as students opened up and discussed personal issues. For example, people at work would discuss falling out with friends or problems they had settling into University, things that they would not tell someone they just met. Throughout the immersion, accessibility became easier as students I became close to invited me to meet wider groups of friends and to attend social events. Some of these social events would not have been accessible without an invitation from current students, such as birthday parties and cricket club socials. Students were always friendly and encouraging me to join in activities and conversations; there seemed no caution from students and I never felt left out. Screenshot 1 illustrates where students would include me within their day-to-day lives, asking me to join dinners and their gossip. When they would have jokes and pick me out a group to go to the bar with or get a shot with, it was an invite to form a closer relationship and showed they were accepting me.

Screenshot 1

After a month, I found that certain environments gave more detailed and in-depth data and adapted my data collection to suit. For example, I found sitting in the student union (SU) more productive than sitting in the library. People were doing work in the SU, would chat to their friends, and people would have breaks from work to come and have conversations. This provided an enormous amount of data to analyse. Observing the library gave data that explains how students work and provided views on their course, however, conversation was minimal, and it did not enable much of the in-depth data, which comes from conversations.

Additionally, certain environments were unexpected sources of data. A key environment was the corridors and seating areas inside university buildings, whilst students waited for lectures and seminars. It was common for students to be waiting outside a class before going in and this is where important discussions were had between class peers, about the tutor, the course content, assessment, and other activities. They would share their experiences, opinions, thoughts, and feelings about their course and the staff. This observation would become almost non-existent once inside the classroom, hopefully because of the tutor presence and the formality of the class. Social media provided an essential platform to collect data. Students communicate with one another 24/7, including after a night out at 3am, during a lecture, whilst trying to do assessments, and whilst relaxing. The data from WhatsApp generated some of the most fundamental data that could help understand student engagement with all parts of their experience.

Observations were written through memory notes, jotted notes, full notes, or through screenshots, and then typed onto NVivo at the earliest opportunity. Additionally, personal notes that consisted of ideas, experiences, problems and issues that occurred were typed into a separate Memo on NVivo. This helped to see changes in observations and why I was making them, and I could write ideas about the direction of the research. In addition, I would sometimes write about my own experience in similar situations, to ensure that I was not biased in my observations and could separate my experience from the data. Observations ended December 2017, when data saturation was achieved (Fusch and Ness, 2015).

Analysing the Data

This study uses ethnography to allow the social phenomena to guide the data collection and findings. The purpose of this chapter is to analyse and synthesise the data captured via ethnographic immersion and observation. The data comprises extracts from observations and is stored and coded in NVIVO. It is analysed in a variety of ways in order to deliver insight in to value co-creation in the student engagement experience. The chapter is organised so as to address each major research objective in turn (see list immediately below). For each objective, analysis and synthesis is followed by a discussion that related findings back to the literature.

1. **To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution.**

   The first stage of the analysis will identify the university ecosystem, including the key actors and platforms. Recognising who and what makes up the university ecosystem is a critical first step to understanding how students engage in their experience, which is needed to explain resource integration to co-create value. The findings will describe students' engagement dispositions and helps make sense of how students engage and integrate resources for value creation.

2. **To explain and illustrate how value can be co-created in the student undergraduate engagement experience.**

   The second stage of the analysis aims to identify the resource integration patterns that form from the engagement properties. From the literature review it is understood that engagement is cognitive, emotional, or behavioural. Content analysis of the data used in the previous stage will create sub-patterns that explain the resource integration patterns. The sub-patterns and

overarching resource integration pattern further explain the value co-creation process and lead to stage 4.

3. **To surface student perspectives on value in the undergraduate student engagement experience.**

   The third stage will identify the positive and negative valence of value that are co-created as a function of their evolved dispositions (stage 2) and observed resource integration patterns (stage 3). Collectively, these provide insight into how students react to their environment and to institutional logics that help structure this environment.

Objective 1: To identify the main actors contributing to the undergraduate student engagement experience and to evaluate the nature of significance of that contribution

Firstly, this section will illustrate and explain the student engagement ecosystem. Following this, each actor identified in the ecosystem will be introduced and described. This analysis will identify each of the engagement platforms where each actor is most likely to be encountered. Following this each platform will be considered in detail, categorised according to whether the platform is part of the academic network, social network, or an extra-curricular network. Platforms and their relevance to students will then be addressed via selected quotations and an associated commentary. Each commentary will then be followed by a short summary after which implications for practice and theory will be discussed and referred back to the literature.

The University Ecosystem: Macro-Meso Level

The first stage of the analysis will illustrate the university ecosystem, by recognising the key actors and engagement platforms. After conducting ethnographic research for an academic term (October-December 2016), it was identifiable who the key actors were in the student experience. As previously stated, by recognising key actors and discussing the nature of their engagement, this can explain how students integrate resources which leads to value co-creation (Beckman and Khare, 2018). These key actors are identified based on the time that students spent with these actors and/or the intensity of the relationship. For example, students could spend most of their day with sport peers and their role is fundamental in the student experience. Alternatively, students could spend just one hour a week with a tutor in a seminar for one module, but students perceive their role important in their learning experience.

Figure 7 is an illustration of the university ecosystem, highlighting the 10 key actors at the core of the model, next the engagement platforms, and on the outside, the external actors. External actors are not a part of the everyday engagement experience; they are sometimes mentioned and may have minimal to no direct contact with the student during their time at university. For example, student finance enables students to go to university; however, students have no/little direct interaction with them during the university experience.

The results of this study confirm the views of Krause and Coates (2008) and Beckman and Khare (2018) that who students engage with will impact their disposition for future engagement and shape their views and opinions. Although HEIs and literature recognise the importance of understanding student engagement, they fail to research student engagement with key actors and platforms simultaneously to get a true representation of the student perspective (Bryson and Hand, 2007; Sheard et al, 2010). To answer the first objective, this section breaks engagement down into three key networks: academic, extra-curricular, and social. It will discuss the key actors and platforms within each network, summarise the key points that can help enhance engagement, and highlight relevant literature.

Figure 7: The University Ecosystem

External Actors

Government

Engagement Platforms

Employers

Part-time work

e.g. Retail
Coffee shops
Bars & clubs
Students Union

e.g. Course representation
Sports committees
Hall representation
Volunteer groups,
Union Meetings
Society committees

Extracurricular Activity

Actors

Pedagogic Activity

e.g. Lectures
Seminars
Learning
Zones

Union Staff   Tutors   University/Union Support Staff

e.g. Facebook
WhatsApp

Social Media

Class Peers   Sport Club Peers   Co-Workers

Friends

e.g. Financial
Housing
Mental

e.g. Student Union
Coffee shops
Bars & clubs
Varsity events
Gy

Social

Society Peers   University Services Staff

Support Services

Family

e.g. Facebook
Emails
Online Learning
Room

Marketing

University Services

e.g. Workshops
Fairs
Drop-Ins

Other HEI's

Friends at other HEI's

Media

Student Finance

113

Actor 1: Tutors

University staff who have timetabled sessions with the student, such as lectures and seminars. They may also have out of class meetings between the student and tutor.

Engagement Platforms:

Lectures and Seminars

Additional Meetings/Emails

Actor 2: Union and University Support Staff

Paid Union and University staff that provide support to students, including housing, welfare, academic problems, spiritual, mental health, and financial. With offices in both university and union buildings, they are available for phone calls and appointments with the aim to offer ***'independent, free and confidential advice, information and representation service to all students at Nottingham Trent University' (NTSU Website, May 2018).*** They offer advice on the phone, through meetings, and provide online resources.

Engagement Platforms:

One-to-one Meetings

Marketing

Phone/Emails

Actor 3: University Services

University staff that often work in teams to provide extra learning support, such as workshops, drop-in sessions, and advice. These include the Employability team, Volunteering, Library Resource Staff, The Hive, and Information Systems Support.

Engagement Platforms:

Workshops/ Drop-in Sessions

Marketing

Facilities

Information Desks

Actor 4: Class Peers

Students that are in the same lecture or seminar group.

Engagement Platforms:

Lectures and Seminars

Group Work

Library and University learning spaces

Actor 5: Co-Workers

In this setting, I worked part-time in the Students Union. Therefore, this group included other students enrolled in the university working up to 16 hours a week alongside their studies.

Engagement Platforms:

Part-time Work

Socialising

Actor 6: Family

Family members that the student may live at home with or are in their hometown but with whom the student has regular contact.

Engagement Platforms:

Phones/Emails

Home

Actor 7: Sports Club Members

These include students that take part in sports clubs, as players or social members, and the coaches that may train the teams.

Engagement Platforms:

Sports Training

Socialising

Phones/Social Media

Committee Meetings

Actor 8: University Friends

University friends are other students who interact regularly, such as housemates. These can overlap with other actors, such as club peers or class peers.

Engagement Platforms:

Social Media

Student term-time home

Socialising

Library and University learning spaces

Actor 9: Union Staff

Full time elected student representatives, including President, VP Education, VP Community, VP Activities, VP Services, and VP Sport. They also include the full-time members of staff in the union that support different areas, such as the society's co-ordinator and the student-voice co-ordinator.

Engagement Platforms:

Union Meetings and Drop Ins

Workshops

Social media/ Email

Actor 10: Society Members

Students in this group are members of a society. In Nottingham Trent University, there are over 100 societies, which are created and ran by students. They include artistic, academic, philanthropic, cultural, faith, political, media, and common interest groups.

Engagement Platforms:

Society Events

Committee Meetings

Socialising

Engagement Platforms

This section will explore the engagement platforms illustrated in the university ecosystem (figure 7). Engagement platforms describe the connecting environments that enable the student to interact with other actors and resources to facilitate value creation. This section describes the academic, social, and extracurricular networks that make up the engagement platforms.

Academic Networks

The academic networks include engagement with tutors, class peers, friends, and university services. The key engagement platforms include lectures, seminars, library, and 1-1 meetings. Previous literature does identify these actors; however, focus has been on the tutor's role in student engagement and learning engagement (Umbach and Wawrzynski, 2005; Bryson and Hand, 2007; Vaughan, 2010; Larmar and Ingamells, 2010; Diaz-Mendez and Gummesson, 2012).

Lectures and Seminars

Lectures are a method tutors use to communicate the key theories and content for the module assessment. Students perceive seminars as a way for tutors to encourage interactive learning and opportunities to discuss and apply materials from the lectures.

Before students turn up to class, students are expected to complete tasks and come prepared with a basic understanding of the topic. However, very few students do, which causes conflict amongst peers and means the tutor has to go over the material for all to understand. Those students that do prepare get frustrated as the tutor has to explain principles to those unprepared and they feel their hard work goes unnoticed and is pointless. Students' preparation for class and communication in class can depend on the perceived strictness of the tutor. Those students who do not think the tutor will tell them off are likely to not prepare work, will happily miss class, and fail to put in effort. Those that perceive the tutor to hold authority are either more likely to attend and participate or will disengage completely, shown in quote 1. Finding that friendly balance of strictness and expectations with an acceptance for the students' inability to complete tasks is deemed most appropriate.

'She's strict but she knows everything, she had a go at me for being late, but it's fair because you can learn so much if you actually go'

'She terrifies me but it's a good thing'

'Yeh, I don't do the same for my others, we just all sit silently and it's awkward'

Quote 1: Outside Lecture, 03/04/2017

This study found that the perceived effect of the tutor and their teaching methods had a direct effect on how students engage. If slides were up to date and the tutor had a high level of enthusiasm then the students often reciprocate. If tutors that read off slides and do not encourage interaction, then the students would start playing on their phones, mumbling to peers, or even sit with their headphones in, which prohibits their behavioural and cognitive engagement with the course. Quote 2 illustrates the effect poor teaching methods have on the students learning and their engagement within the seminar.

'I'm not going, I'm sick of just staring at a slide, zero interaction and the tutor doesn't care, the slides must be ancient'

'I spend the whole-time playing games on my phone, I learn nothing'

'I just attend for the monitoring'

Quote 2: Course rep 24/11/2016

Student behavioural and cognitive engagement changes when the tutor applies the discussion to the assessment. Students are more likely to attend the lesson if they know the assessment is being discussed and more likely to ask questions, shown in quote 8. Students seek clear guidance for what needs to be in their essays and to go through past papers in exams. It could be argued that this limits cognitive engagement as students do not seek an understanding necessarily but just aim to remember information to pass. Quote 3 shows a student only attending a seminar because they want specific information for an exam and stating they will remember an essay rather than acquire a deep understanding.

'I have to attend now. The revision lecture will hopefully tell us about the exam'
'Yeh I haven't been all year, so I need to go to this'
'Otherwise I'll probably fail'

Quote 3: Lecture 28/04/2017

118

In addition, Students enjoy activities that force them to apply knowledge to a real situation as it helps them to challenge themselves and perceive themselves as professional, shown in quote 4.

> *'I really enjoyed 'thinkubator. It was like applying what we know for a client and working together. I thought the tutor was really helpful and actually gave us things to consider, but also let us independently work it out'*
>
> *Quote 4: Course rep 03/04/2017*

The results of the present study show that for students to engage with course peers in and out of the classroom, the tutor should create engagement opportunities in the early stages of the academic year. Students want an interactive class environment where they are comfortable to express thoughts and opinions, shown in quote 5. If the student does not build communication and trust with tutors and peers in the first couple of weeks, they are unlikely to and their retention will likely drop. If there is space for discussion, students are more likely to talk, challenge each other, apply knowledge to a task, and create relations. Students without a community in the classroom do not feel confident and do not enjoy going as much as those engaged with peers.

> *'I literally have no friends, have to bloody sit alone, like it's so awkward. There just isn't any time to get to know each other. Like no social time'*
>
> *'I agree, isn't it supposed to be better to learn from talking to people too, like we don't get that, and it just makes me not want to go'*
>
> *Quote 5: 02/10/2017*

Meetings

One-to-one meetings with the tutor are an opportunity for the student to gain feedback and ask questions, and for those that attend they illustrate cognitive and emotional engagement.

Student engagement inside and outside the classroom is often dependent on the perceived approachableness and trust of the tutor. Students worry that tutors will be frustrated or too busy to help outside of seminars so become afraid to make the first moves. Students will not communicate where they perceive the tutor is uninterested or they fear appearing stupid. They expect the tutor to have an awareness of their personal engagement outside of class

that may impact their engagement, such as part-time work and extra-curricular activities, shown in quote 6. Where the tutor is not flexible to personal circumstances and is unable to point them to direct support for any personal issues, it causes the student to perceive them as disinterested and can cause them to disengage.

'She doesn't get that I have so much on, like I have training, which I cannot miss. I said I cannot go, or I couldn't do the prep because of training and work, and she just ignored it and said I have to. So, I'm just not going to bother going rather than have her shout at me.'

Quote 6: Outside Lecture, 22/01/2017

Similar to engagement with seminars, if the tutor is strict with drop-in sessions and gives a specific time to meet, students believe that the tutor wants to help and feels they have to, which means they attend and get support. Those students that receive emails to arrange a time are more likely to ignore the message and see it as too much effort for them, shown in quote 7. The findings of this study suggest that tutors make initial moves to demonstrate approachableness and willingness to help.

'to be fair I didn't even want to go, but she (tutor) made me and it was so helpful.'

'I just cannot be bothered to go back and forth arranging a time and meeting'

'no, I wouldn't have gone if she (tutor) had not made us'

Quote 7: Outside Lecture, 19/03/2017

A part of one-to-one meetings is for tutors to give formal and informal feedback to students and for them to ask questions. Quote 8 shows where a student receives feedback and expresses her frustration and upset over the negative remarks, the tutor explains the benefit of feedback to communicate its advantage. Students often find motivation from constructive feedback to improve, but only where the tutor has included positive feedback that enables the student to feel capable.

(Student is discussing feedback from a tutor)

'There's so much rubbish'. He (tutor) explains that this is good, it's constructive and will help her do her work better next time. He's (tutor) telling her how to develop from those points. However, the girl says, look at the number of negatives, 'I'm clearly stupid'. She claims she cannot improve that much. She does not understand how she could have done so badly. He (tutor) tries to explain that he would not have given so much feedback if he did not think she could do it.

<div align="right">

Quote 8: One-to-one meeting, 10/01/2017

</div>

Library and other learning zones

This study has found that where this community exists in the classroom, it is likely to extend beyond and influence a range of pedagogical engagement opportunities. Class peers influence one another's judgements of the course and affect further engagement with learning. Class peers and students commonly reflect on their experiences, which can have an influence on the students' perspectives and disposition to engage with educational experiences. It is common that students will only go to the library with their friendship group; this is because they feel that they will not get distracted and they are not missing having fun. This social atmosphere influences how the student engages, such as learning and knowledge development. For example, it is common for students to take phones away to prevent distraction or ban one another from talking. Students are more likely to start their work early and do it together if they have the support of peers, shown in quote 9.

'Are you going to the seminar?'

'yeh only if you go, I need to do this other piece of work that is more important'

'me too, shall we prioritise that and we can work in the library together'

<div align="right">

Quote 9: Seminar, 06/11/2016

</div>

Alternatively, students can also be critical of one another's lifestyle and the amount of work they put in, which can discourage their engagement with academia. Students often suggest that university is about more than their degree and influence each other to drop their work

and socialise. Frequently, students reflect on their behaviour in first year and suggest they worked 'too hard' and did not enjoy themselves, illustrated in quote 10. Another observation is that although some students prioritise their degree and some their social life, both groups mention the tuition costs. Students cognitively engage as they relate tuition fees to their experience and what would satisfy them.

> *'like I know getting a 2:1 is key, and like a 1st would be amazing, but I would rather have a 2:1 or 2:2 and just have had fun'*
>
> 'Yeh completely, we won't get this fun again, and you have to think about that'
>
> *'Yeh I regret not having as much fun last year, I should have not worked so hard.'*
>
> 'I'm paying 9 grand a year to be drunk lols'

Quote 10: SU, 04/10/2016

University services provide facilities, such as libraries, computer rooms, and learning spaces where students can work alone or with peers. Students are most likely to engage with these during assessment periods. Students become invested in the facilities and it is here they often discuss their tuition fees, as they critique what they get for their money, shown in quote 11. The main areas students discuss are the number of computers, access to specific rooms, and receiving quick and clear information.

> *'people complain about lack of space*
>
> 'I pay 9,000 a year to not even get a desk'
>
> 'it is so frustrating'

Quote 11: Library 04/04/2017

 Summary
The findings show how engagement can be both enhanced and discouraged depending on how other actors engage and integrate resources. The following list explains how engagement can be enhanced within academic networks:

- Applying course content to real life examples and the assessment
- The tutor should be enthusiastic, approachable and trustworthy. They should take a flexible approach that understands the wider diverse needs

- An element of strictness can be applied to arrange meetings and for students to prepare for class
- Group interaction early on in the year to create a social learning environment
- Encourage group interaction outside the classroom
- A clear message to students about the availability and access of university facilities
- Positive and negative feedback that is constructive for future assignment

Discussion

Previous literature has identified certain key actors, with particular attention given to the role of tutors as responsible for student educational engagement (Umbach and Wawrzynski, 2005; Bryson and Hand, 2007; Vaughan, 2010; Larmar and Ingamells, 2010; Pearce and Down, 2011). Diaz-Mendez and Gummesson (2012) only recognise university staff and authorities as actors, which is surprising as they adopt an SDL perspective that suggests experiences extend to direct and indirect actors (Vargo and Lusch, 2016). In pedagogical engagement platforms, tutors and class peers are key actors with whom students interact. This study aligns with research that suggests the tutors' approachableness, trust, effort, and activeness play a key role in student engagement (Hockings et al, 2007; Vinson et al, 2010; Gunuz and Kuzu, 2015). Findings from this study suggest that students are more likely to engage with course content, to contribute in class, and seek help outside of class if the tutor is enthusiastic about the course and offers a friendly open environment for discussion. Another key aspect is for the tutor to make clear relations to assessments and use a range of teaching methods with up to date content. Students engage with the tutor and the course where the material is stimulating and relevant to their interests and the assessments. Students worry that tutors will be frustrated or too busy to help outside of seminars so become afraid to make the first moves. Therefore, the findings of this study suggest that tutors make initial moves to demonstrate approachableness and willingness to help. This emotional engagement can encourage students to contact tutors and develop their academic success.

Tutors can also play a vital role in encouraging engagement between students and class peers early in the academic year. Both HE academics and literature have recognised that learning from peers can generate positive outcomes, such as skill development, enhanced learning, and intrinsic outcomes (Boud et al, 1999; Boud et al, 2014). It is common for tutors to set

group tasks in and outside the class, which have a positive impact on student engagement with peers. This present study found that students are more likely to attend class, engage with course content, contribute in class, and apply more effort to assessment where they interact with class peers more frequently and confidently. However, despite the positive connotations recognised in previous studies and the literature, this study found students strongly dislike group assessments that counts towards grades. Evidence from Boud et al (1999) and Boud et al (2014) also implies that group work encourages reflection and deeper exploration of ideas, which enhances their engagement with the learning materials and likelihood of success. Students prefer to work on assessments without sharing responsibility and relying on others, although they want peers to explore and reflect on the course and work.

Although much of the engagement literature argues that the core relationship is between student and staff (Diaz-Mendez and Gummesson, 2012; Dziewanowska, 2017), this study showed that students can spend as little as one hour a week with a tutor, depending on the module. Therefore, it is not realistic to assume they are the primary engagement actor in the student experience as a whole. This study has found that in a wider perspective of the student life, friends and class peers are key influencers in the student disposition for engagement within academic networks. This study supports previous literature that identifies the importance of class peers and friends on the student's academic success and retention (Zhao and Kuh, 2004; Wilcox and Winn, 2005; Krause and Coates, 2008; Gayles and Hu, 2009).

The results of the present study show that for students to engage with course peers in and out of the classroom, the tutor should create engagement opportunities in the early stages of the academic year. If the student does not build communication and trust with peers and the tutor in the first couple of weeks, they are unlikely to and their retention will likely drop. Students without a community in the classroom do not feel confident and do not enjoy going as much as those engaged with peers. 'Classrooms as communities' is not a new concept; Tinto (1997), for example, discussed the importance of the classroom environment. A community can be understood as 'a feeling that members have of belonging, a feeling that members matter to one another and to the group…' (McMillan and Chavis, 1986, 9). Rovai (2002) agrees that a community should have social integration, which has a positive effect on retention, motivation, and participation in higher education. This study has found that where this community exists in the classroom, it is likely to extend beyond and influence a range of pedagogical engagement opportunities. Class peers and students commonly reflect

on their academic experiences and opinions together, which can have an influence on the students' perspectives and disposition to engage with educational experiences. Consequently, this study shows that it is vital that tutors take responsibility for creating this environment early on in the academic year for engagement between tutors, class peers and the student to be successful.

Extra-Curricular Networks

In this study, extra-curricular activities include engagement with course representation, union meetings, sports clubs, societies, workshops/one-to-ones, and platforms that encourage learning or skill development outside of the curriculum. These networks can involve a large range of actors including; university staff, union staff, sport club peers, society members, and friends.

Workshops/one-to-ones

Students can engage with university services to enhance their extra-curricular engagement experience. For example, services hold fairs, drop-ins' online tools, skill workshops, and employability workshops, and play a vital role in supporting student needs, such as IT and library support.

Student interaction with university services marketing methods involved a low percentage of the number of students, with many people not turning up to events put on and few engaging with the social media activity. Despite a range of communication methods, many still struggle to access these events. Students discuss how they dislike emails as there are too many that are not specific to their needs. Therefore, many delete emails without reading them and students may miss opportunities to engage with university services. When asked about better ways to communicate events, students suggest using social media. However, this is not used effectively, for example, the Facebook screenshot in screenshot 1, shows just 1,445 people liking one of their services (NTU Employability), despite there being 29,370 registered students in the academic year 2016/2017. Another form of communication that students suggest is the online room. Students access the online learning room daily and rely on information and educational tools, such as timetabling and seminar materials, shown in quote 12. As students already cognitively engage with the online learning room, it would be a more effective form of communicative engagement.
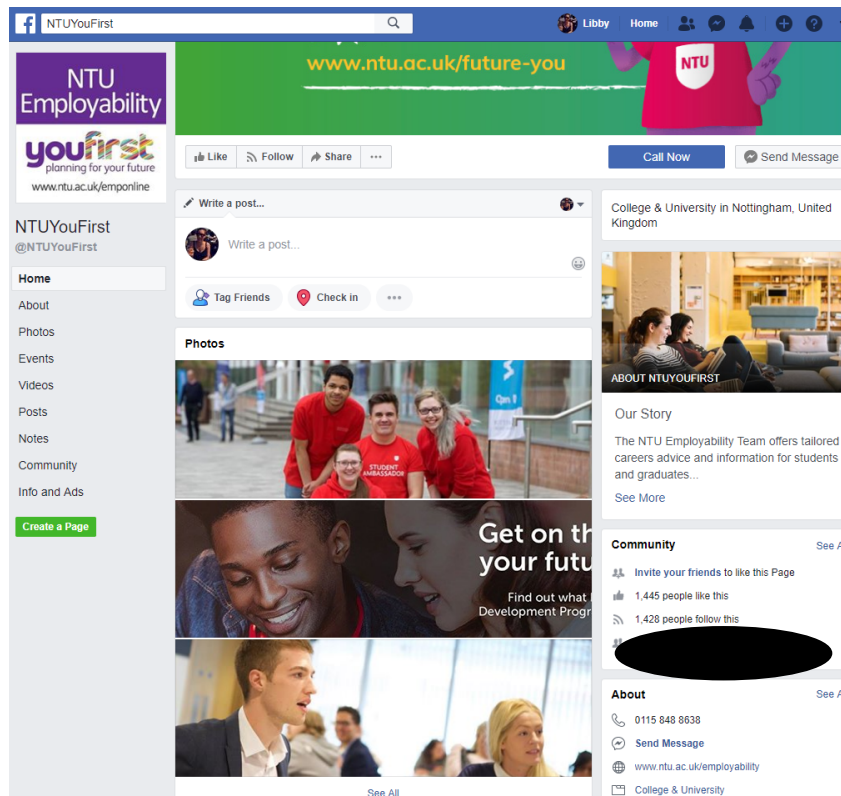
Screenshot 1, NTU Employability Facebook Page,88 31/07/2018

Couple of people are discussing a workshop they need to go to for an interview.

'I need to go to it this week, no point putting another one on in a couple weeks, not sure what to do.'

'Same, I missed the email completely, I don't get why they don't put it on the learning room, like I go on that every day and it's my bloody course so I would take it in.'

Quote 12: Library, 10/04/2017

A difficulty for students is gaining awareness of what is on offer and confidence to attend. Students primarily engage with these when it offers a skill that will support their course, such as referencing guidance, or when it relates to employability (such as career fairs or CV guidance). As mentioned above, marketing strategies focus on welcome week and use emails to promote events, which are widely ignored by students. A key method is through word of mouth and the University relies of positive word of mouth amongst peers. Therefore, it is

important that the first sessions between student and services are successful; and to do this they must meet expectations and have relevance to their personal studies or career choice. For example, quote 13 shows a successful engagement that then encouraged continued engagement over time.

'I went to that workshop on my cv, and it was good, so I then started seeing an advisor every month and they are good. Like read over my cv and help my job applications'

Quote 13: Outside seminar, 28/03/2017

Although engagement with university workshops may be low, it is very different with union services, as they often get fully booked and are highly popular. This may be because the union personalises events for different groups, such as sports or course representatives. For example, they put on academic training days that are targeting to course representatives and this gets fully booked. Union staff use social media platforms well, responding instantly to student queries and sending personalised emails. Staff members upload photos and videos that demonstrate their enthusiasm and involvement in student activities. This engagement shows that students can reach out to union staff members easily and quickly. For example, screenshot 2 illustrates an email that has my name on it and is specifically personalised to me.
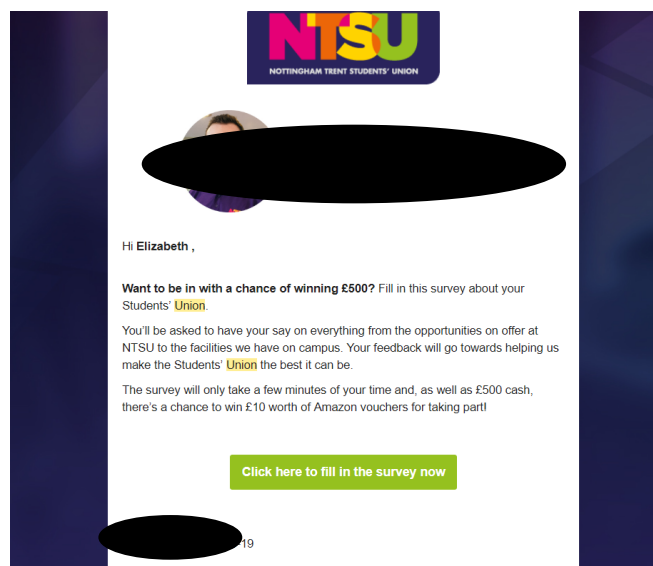
Screenshot 2: Email, 12/12/2018

In addition, Union staff members recognise that students will engage where incentives are offered, particularly those centred around drinking and socialising. Incentives that are offered include free entry to clubs, bar tokens and free pizza, which encourages students to participate in union activities. Union staff will also cater to other interests, with incentives such as printing credit and prize funds. For extra-curricular roles, there are accreditations that can be awarded for a student's engagement in enhancing that activity, such as the HEAR (Higher Education Achievement Report). This encourages students to engage, as they need to attend, voice opinions, and have constructive debates.

However, the student union struggle to engage with students who are not already engaged in the student union. Those not engaged perceive the student union as a social environment that has opportunities outside their course to enjoy themselves. Quote 14 shows a fresher representative in welcome week explaining their perception of the union, in which they see it as providing social and extra-curricular activities for their enjoyment. Students cognitively engage as they reflect on the role of the union and the importance it has for their university experience.

> *Fresher rep 1: hey so were from the union, basically the social stuff, so like nights out, big one on a Saturday, and like societies, tour, LDOT, there's loads.*
>
> *Fresher rep 2: yeh, it's like the stuff you enjoy at Uni, not your course, so you really need to get involved, otherwise your regret it.'*
>
> *Quote 14: Halls, 23/09/2017*

Representative Meetings

Representative meetings include course representatives, hall representatives, society executives, sport committee members, and union representative meetings.

This present study found students perceive they are listened to differently by the university and union staff. Many suggest they do not have an impact on decision-making with university staff and it was a strategy to give an illusion of partnership. Alternatively, quote 15 shows students trust in union staff and their satisfaction at the union staffs' reply. An important part of meetings with the union is the student formulating opinions and justifications for their feedback and learning how to effectively communicate these.

Societies co-ordinator: 'you know I'm going to try and get something for black history month, I am having arguments with the Uni about it'

'yeh to be fair I know, but it's so annoying, they wonder why no-one bloody engages and then don't even try'

'yeh were just annoyed, we know you are listening, but they won't, and we clearly know what we want

Quote 15: SU Drop in, 30/09/2017

The way students behave with union staff demonstrates their trust and openness as they are relaxed and make jokes with staff members. Students do not always perceive union staff in an authoritative way, acting very casually and happily ignoring or being rude to them. Quote 16 illustrates the language that can be used between students and staff, which illustrates a friendly atmosphere rather than a professional one.

Student: 'yeh but look at you, I'm bloody luck to have a girlfriend, nobody else is going to shag me'

Union staff: 'no, some girls will think your funny mate'

Student: 'dick' (both laugh)

Quote 16: Society assembly 03/04/2017

The motivation to represent sport clubs, societies, and halls often stems from a strong interest and passion for that activity. Students prepare for meetings by reading policies, referendums, collecting data from students, and researching particular areas that may arise in meetings, shown in quote 17. Universities and Unions need to find ways to encourage the student voice, through anonymous comments and use of technology. In addition, they encourage one another to voice an opinion and make sure everyone has talked. This demonstrates high levels of behavioural and cognitive engagement as they have a strong passion for their activity, which motivates them to take part in representing them.

'I read your application, and I did some research because I didn't understand all of it, so I have some questions now'

'yeh I have questions, and just thinking about an application last time that was similar and we thought about how inclusive it is'

Quote 17: Society Exec forum, 20/03/2017

Although they demonstrate commitment in these meetings, in union meetings and course representative meetings, students can be shyer and less eager to express opinion. The main motivation for adopting a representation role is to strengthen their CV's through employability skills and networking, shown in quote 18. Many students want to network with staff as they perceive it will enhance their grades and provide skills for a CV; this can cause students to be cautious with their feedback, to avoid upsetting staff. Alternatively, students may be a course representative because they have a grievance and it becomes very negative and beyond everyday issues. Therefore, it is likely that the representatives are not necessarily representative of the whole student body, rather only those that are already engaged with their academic studies.

> *'If you get a 2:1 its good but you need more. Our Uni just won that university of the year award, we work part-time, play hockey, so we have loads of things to compete with good unit's'*
>
> 'yeh that will look so good on application'
>
> *'you are coming library to do grad schemes because I have done about 6, we cannot leave without some kind of job security'*

> *Quote 18: SU, 18/04/2018*

Part Time Work

This present study found students seek part time work to support financial needs; for some this is just a small amount of money for social activities, but for others it is fundamental for their living costs, shown in quote 19.

> *Two boys are discussing work, moaning that they did not get the hours they need, annoyed because they need money for deposits, rent, living etc, and student loan doesn't cover it.*
>
> 'I'm just annoyed that he (manager) didn't give me shifts, I cannot afford the bloody internet bill this month and living of reduced section in Tesco'
>
> 'he (the manager) does not get that I need this money to physically live'

> *Quote 19: SU, 03/03/2017*

However, students want flexible shifts that allow them to do less hours during assessments and more hours when they have fewer university deadlines. They want to be able to engage with part time work in a way that allows them to focus on studies but support their needs. Part-time work develops skills such as; time management, communication, and critical thinking. Quote 20 shows how students will still prioritise university commitments and may sacrifice their part-time work for this. Those students that worked part-time were more conscious of ensuring they engage with educational needs; by making time to study and apply themselves they had good day-to-day structures to ensure they could fit their engagement activities. Therefore, part-time work can have a positive impact on students' educational and personal development.

> *'I was thinking about my shifts, and I'm just not going to work. He can't make me. Like at the end of the day I'm here for a degree and I need a 2:1 and I don't want my life to be work and Uni work, like I need fun too.'*

> *Quote 20: SU, 04/05/2017*

Engagement between students and co-workers can range from none to a lot, and this can depend on the person's social experiences and friendship groups outside of work. Some have strong relationships outside of their work, and therefore engagement is limited by discussions about their course or extracurricular activity but is light-hearted. For example, they may discuss being stressed or worried about balancing their time and fitting things in. Those that seem to have a small number of friends outside of work are more likely to express their feelings. Trust between the actors allows them to share personal stories and seek advice, shown in quote 21. Students suggest that this trust is because they perceive co-workers to offer unbiased and non-judgemental comments, which can allow an opportunity to vent without consequences of falling out.

> *'Sorry having a massive rant, just so upset and I can't moan at home about my housemates '(laughs)*

> *She discusses falling out with housemates, wishing they were more fun and understood her better.*

> *I'm going to live with queenie (a co-worker) next year, it be easier*

> *Quote 21: SU, 13/05/2017*

This study suggests that part-time work is often beneficial for students beyond the financial benefit. Students gain skills that can support their studies, such as time management, and form relationships that encourage emotional engagement and a positive mental state. Therefore, students in part-time work should be supported and not criticised, the university should make studying flexible to enable students to work.

Sports and Societies
Sport clubs and societies are growing in universities, with students creating their own and seeking funding from HEIs to widen their offerings.

Firstly, students get involved with activities due to interests and seeking new friendship circles. Students reflect on their engagement and how it effects their friendships and university experience. It is common to hear students discuss how much they enjoy university more by being a part of a society or sport and meeting people with similar interests, as shown in quote 22. Those not part of a society or sport do talk about their regret for not joining one, and feel they missed out on meeting friends and enjoying their university experience more. Students find their friends through these activities, forming strong connections through a shared passion.

> *President: 'Why do you want to be on the committee?'*
>
> *'I'm so passionate about it, like my favourite part of Uni and my best friends. I didn't realise how much I'd enjoy being part of fly'*
>
> *Quote 22: Fly AGM, 15/02/2017*

Club peers put pressure on students, in terms of performance, attendance, and social interaction. Students face punishment or exclusion if they cannot conform to behaviours and fees, which means they invest a lot of energy to remain a member. During specific points of the year, such as final cup matches, training for sports clubs can take up extensive amounts of time, with some students being told to train every day to keep their spot. Quote 23 shows assessments and other commitments are not an excuse to miss training. Students learn from peers the importance of time management and prioritising training over other commitments. It can mean sacrificing their everyday lives, causing stress and affecting their well-being. This study suggests that engagement in sports can therefore cause less interaction with other aspects, including studies.

'Were having extra training at the moment because we haven't been playing well, the coaches are basically screaming at us'

'Yeh I'm missing Uni for the sessions, but don't want to be dropped'

'Yeh they said if we don't go then were be dropped and I want to play so I am so behind on work but oh well'

Quote 23: Lacrosse, 14/03/2017

Although extracurricular activities require a lot of engagement from students, this study found most activities take place on evenings and Wednesday afternoons, when classes are not running. This present study found that it is not the activity itself that restricts engagement in other areas but the commitments that arise from such activities. In addition, this study found that many final year students will draw back from such activity, prioritising their studies and even influencing one another to engage more in learning platforms. For example, it is common for final years to make one another go to the library after training and stay longer to get work done so they can balance both. Students quit activities, blaming their own poor time management and the Universities inflexibility to support their interests.

This study found that students engage so intensely because of pressures from peers to perform well and socialise to fit in. Another reason is that sport clubs that perform well get increased funding from the university, which is used to recruit scholars, get new equipment, and hire specialised coaches. Alternatively, sports clubs with less funding and all societies have to be self-run and require members to engage for them to maintain financial stability and continue the society. Sport club members frequently engage in conversation about it, comparing themselves with other clubs and universities. Sport peers will emotionally engage, expressing their anger that the neighbouring university has better facilities and training times that help them perform better. For example, The American football team receive little funding and they blame this for their behavioural engagement with sport, quote 24.

'we get no funding, no support, no scholars, like we just cannot compete with Uni of. they have so much money for scholar and coaches. Our equipment is awful, and it's no wonder people don't care when the Uni don't digest money.'

'yeh nobody is motivated, we were in the top league and got nothing from the Uni, not fair when other clubs get insane funding and then it's no surprise they keep winning'

Quote 24: American Football, SU, 28/02/2017

Decision-making and prioritising are an important parts of their engagement as they discuss their wants and needs and reflect on their previous university experiences. For example, quote 25 shows two boys suggesting they would quit university without their sport. The social aspects and playing can mean sacrificing their attending to university, and they influence this perspective to younger years.

> *'no, without cricket I'm quitting Uni'*
>
> *'yeh, like you cannot go to Uni and just do a degree, it's the only chance to really have fun, drink, play cricket'*
>
> *'you can just repeat to be fair, it's not the end of the world'*
>
> *'exactly fresher, you don't need to go, like make the most of it, get an okay degree and have fun*

Quote 25: Cricket, 23/22/2016

Reputation is very important to the team, not just in terms of their sporting performance but also across university sport peers. Committee members cognitively and behaviourally engage as they aim to recruit students, put on a variation of events, and perform well. Being part of a sports club provides students the opportunity to be recognised for their achievements outside their study. As a team they will organise opportunities to increase their recognition, through community work and fundraising. One example is students joining '*Soup Runners'* where members of the club going out to give food to homeless people every week for a term. Others lead projects that can result in winning awards at their annual sports ball.

Summary
Krause and Coates' (2008) definition of engagement explains how broad the concept is, incorporating academic and non-academic aspects of the student experience. The diverse range of student engagement experiences are likely to contribute to student value creation (Kahu and Nelson, 2018), and therefore it is important to explore the wider extra-curricular networks.

The findings show how engagement can be both enhanced and discouraged depending on how other actors engage and integrate resources. The following list explains how engagement can be enhanced within extra-curricular networks:

- Marketing efforts should be personalised, which clearly set expectations to enhance the student interest and ensure they only receive relevant news

- Relevant incentives for word of mouth and engagement could be offered to students
- Representatives should be able to offer anonymous feedback outside the course feedback forms.
- Universities and Unions should encourage transparency and trust, through honest responses and answers to queries
- Opportunities to discuss the skills developed through extra-curricular activities should be encouraged
- Flexible learning and support with time management can help students balance academic and extra-curricular activities

Discussion

Universities also offer services that help with personal skills and learning development, through workshops, drop-ins, online tools, and fairs. However, this study found that engagement is limited due to lack of awareness or bad experiences. This present study acknowledges marketing literature (Trusov et al, 2009) that suggests word of mouth is the most effective way to spread information, and this has a strong impact on customer/supplier relationships. Similarly, in higher education, the university service offerings can impact their relationship with students. Where students are happy with their experience, they influence peers to make contact. However, where the services do not meet expectations or fail to be tailored to the student, word of mouth becomes negative and students will tell peers to not engage. Students are more likely to engage in final year where grades and employability are at the forefront of their minds.

The university ecosystem illustrated in the analysis shows that students engage in a range of extra-curricular activities, including representative roles, part-time work, workshops, societies, and sports clubs. These activities are important to student development. Coates (2009) suggests that students who engage in a variety of activities will develop psychologically, socially, culturally, and intellectually. In this present study, students involved with these activities devote a lot of time and effort to it, often prioritising this over other activities.

The university ecosystem (see Figure 7) shows that students frequently engage in part-time work. Research has found that financial support for students is not sustainable, therefore, many students have to work part-time alongside their studies (Pike et al, 2008; Robotham, 2013). This present study found students seek part time work to support financial needs; for

some this is just a small amount of money needed for social activities but for others it is fundamental for their living costs. Some researchers find that part-time work has a negative impact on engagement with studies (McKenzie and Schweitzer, 2001; Ackerman and Gross, 2003), while others found little evidence that there was an effect (Greenback et al, 2009; Robotham, 2013). In line with Pike et al (2008), this study found that students developed skills such as time management, communication, and critical thinking. Those students that worked part-time were more conscious of ensuring they engage with educational needs; by making time to study and apply themselves they had good day-to-day structures to ensure they could fit their engagement activities. Similar to Lane and Perozzi (2014), this study found that the skills that students develop in part-time work help them have greater educational success.

The role of course and/or academic representatives has been explored by the literature. Lizzio and Wilson (2008) and Carey (2013) describe these roles as those where opinions and support on day to day operational matters can be voiced using both the union and university as platforms. HEIs aim to adopt 'partnership' strategies, such as course representatives and sitting on decision-making boards, to engage students in feedback and design to enhance the student experience (Lizzio and Wilson, 2008; Seale, 2010; Trowler, 2010; Healey et al, 2014; Healey et al, 2016). This study followed scholars, such as Cook-Sather et al (2014), Healey et al (2016) and Cook-Sather and Luz (2015) and found that partnership strategies can help students form closer relationships with staff, grow an awareness of one another's role and develop skills for employability.

This present study agrees with Carey (2013) and Bovill et al (2016), suggesting many students feel they have an impact on decision-making with university staff and it was a strategy to give an illusion of partnership. Similar to Cook-Sather and Luz (2015), this study found that students were uncomfortable criticising and questioning staff. Lizzio and Wilson (2008) looked at the motivational aspect of representative roles and found that students did it for the good of peers, to develop personal qualities, to respond helpfully to governance, and to understand management perspectives. This study suggests that previous research may not provide a true representation, as ethnographic research was able to capture meanings that students hide from staff and researchers, which makes previous understandings not truly representative. Universities should focus on forming trusting and transparent relationships with students, being honest about their response and ensuring they listen to comments. In addition, students need training on how to ensure they are representative of the student body and recognise the skills they develop for their CV.

Whilst it is recognised that engaging in sport clubs and societies gives students positive skill development and improves their mental health, this study recognises challenges that students face. Following Umbach et al (2006) and Gayles and Hu (2009), this study suggests that engagement in sports can therefore cause less interaction with other aspects, including studies. This present study found that it is not the activity itself that restricts engagement in other areas but the commitments that arise from such activities, including socialising and volunteering. Alternatively, students quit activities because they feel they cannot manage their time and they want to focus on grades (Greenbank et al, 2009). Universities need to enable flexible learning that encourages students to participate in extra-curricular activities. Funding and facilities are important to clubs, students have to pay a lot of money to join and this can exclude those unable to participate. HEIs can focus on making sure sports and societies represent an inclusive environment and continue to follow their expanding nature.

Social Networks

The analysis chapter shows that social engagement forms between a student and a range of actors, including friends, sport peers, society members and family. Social networks exist in multiple activities, including non-drinking events, drinking alcohol, support groups. Social media plays a huge role in social networks as it is mainly concerned with how actors communicate with one another.

Non-Drinking Events

This study found that those students that do not form friends feel lonely and isolated within the university. Quote 26 shows a girl that considered hurting herself and wanted support because of how it affected her. Not making friends can have an effect on their mental health, as they feel lonely and compare themselves to people at university having fun. The girl from the quote said making new friends is the only thing that helped her and gave her people to engage with. Consequently, many final year students regret not joining one of these engagement platforms and felt they missed out on having friendships and university experiences. These clubs provide a support network whereby students have emotional connections and stability whilst facing challenging university experiences.

'hope you are okay, after everything with your flatmates'

'yeh I have been so upset and low because of it, and I just didn't want to be at uni. (girl 2 hugs her). Now I just feel like I have new friends and I feel amazing, like I'm actually enjoying Uni like you are supposed to.'

'I'm so happy for you, definitely the right things, you seem happier'

'yeh, I had to seek support, I genuinely thought about harming myself, like I can talk about it now, but I was so low, like I have never felt like that, it's crazy now thinking I went through that.'

<div align="right">Quote 26: SU, 04/01/2017</div>

Students are expected to have constant and instant communication, and without it may get left out of situations. Groups are used to sharing stories, advice, events, and information that can be helpful and enjoyable for the student. However, social media can also be used in a negative manner, with cyber bullying being a key issue amongst students. Students will gossip about people and publicly write comments to embarrass or bully them. Often this is amongst friends but sometimes it is against another group or team that students want to laugh at. Students frequently have to block family members and potential employers because they are embarrassed or upset by comments. Those who delete or block students responsible will be harassed for not taking a joke or being boring. Many students do not realise it is cyber bullying and hurts anyone, calling it 'banter'; although they recognise it may affect their reputation and employability.

Drinking Events

This research shows binge drinking and drug taking remains very prominent in higher education. There is extensive peer pressure for students to drink excessively, to do embarrassing things, and get into mentally and/or physically dangerous situations. It is deemed 'funny' and just 'banter' to tease one another and encourage this behaviour, especially in sport clubs. For example, screenshots 3, 4 and 5 show how students will openly joke and 'banter' each other about things such as sexually transmitted diseases. Many of the jokes are sexual, either laughing at someone for sleeping with too many or too few people. This is one example of how students talk to one another and find it funny, despite it being dangerous for the student and criticised by wider society.
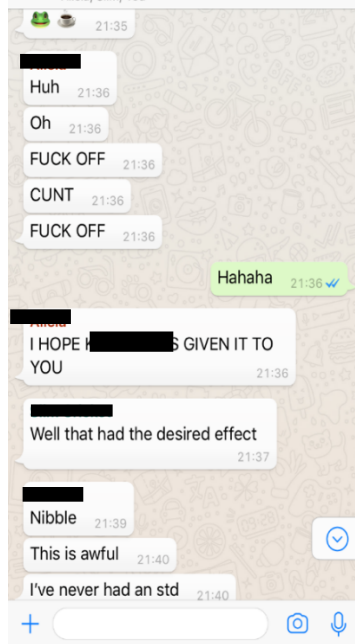
Screenshot 3: WhatsApp, 92/02/2017

Screenshot 4: WhatsApp, 13/01/2017
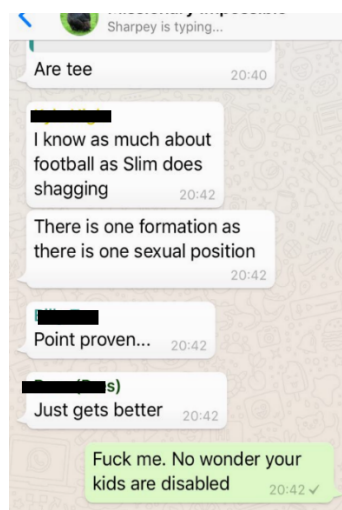
Screenshot 5: WhatsApp, 20/11/2016

Drinking is an essential part of the social life at university, and this is pressuring to students and isolating to those that are uninterested or unable. Quote 26 shows a student leaving women's rugby because she did not enjoy the peer pressure to drink and did not socialise similarly to her sport peers. Universities should take a proactive role in discouraging this behaviour and ensuring this language and behaviour is prevented.

> *'I actually stopped playing rugby'*
>
> *'how come'*
>
> *'I didn't like that whole down it fresher thing and I didn't fit it, like I don't drink much or sleep around so I couldn't really'*

<div align="right">

Quote 26: SU, 30/11/2016

</div>

Many interactions focus on story telling about drunken nights, embarrassing memories, one-night stands, and future nights out. These conversations are often full of jokes and laughs, people listening and taking turns to share stories. Students justify this as 'banter', which they find funny, and think it is a way of including everyone. Although taken as light-hearted, 'banter' involves joking, mocking, and laughing at someone's expense. For example, in cricket they call people names such as 'crybitch', 'slim' (for an overweight boy), and 'wankshit'. These names sound cruel, but the boys seem to enjoy the nicknames, thinking that it makes them part of the club and popular amongst their peers. Quote 27 shows students being called names for not drinking and then told that those 'bullied' the most are the most liked, which is why it becomes acceptable. However, banter can have a negative effect on behavioural and emotional engagement as it can hurt their feelings and stop them from interacting.

> *Post things on Facebook, play games to encourage drinking*
>
> *If people refuse to drink, they get shouted at 'stop being a pussy' and 'leave cricket you virgin'*
>
> *(Everyone is laughing, even people called it.)*
>
> *'I'm so scared to be a fresher'*
>
> *'just think, the more we like you the more we bully you so it's a good thing'*

<div align="right">

Quote 27: Cricket Social, 12/02/2017

</div>

This type of 'banter' is considered part of fitting in at university and first years quickly learn to engage in this manner. When a student first enters, they are shocked by the pressure and forcefulness of older years but copy the behaviour, which then becomes norm. For example, quote 28 shows a club discussing initiating first year students, embarrassing them and saying those that dislike it will get picked on more, which will deter those and restricts inclusivity.

'mate so much damage, we almost didn't get back on, we were by far the worse behaved'

(everyone finds it funny)

'I'm genuinely scared to be a fresher'

'you should be'

'no,, we aren't making you do anything we haven't done'

'yeh and if you have the right attitude and just go with it then we won't pick on you and its funny'

'yeh the people who cry and moan are more likely to then get dicked on more'

Quote 28: Netball training 10/02/2017

Mental Health Support

This study found that students frequently say they would leave without their friends and sport/society peers. It also found that students without this network of actors are more likely to suffer mental health issues and struggle to integrate with their educational experiences, causing students to struggle, hold back a year, or even quit. However, social networks has positive consequences, as they help if they are upset or in danger. For example, screenshot 6 shows a student is telling a friend about the death of her father, and how she is dealing with it by going to counselling and her fears about this. Quote 29 is another example where a group of girls want to help their friend who they believe is suffering with mental health issues. Students offer emotional engagement, such as; caring, concerns, and helping their sport club peer. Also, they give time and extra support from other actors to try to help them, demonstrating a strong behavioural, cognitive, and emotional engagement.

anyway,a lose lose situation
07:58 ✓✓

Thing is I genuinely wouldn't have
07:59

Don't repeat   07:59

But I started seeing someone about my dad on Tuesday night
08:00

That's why I really didn't want to drink
08:00

That's good that your seeing someone though
08:03 ✓✓

Probably not best to have drunk but you can't help that you did and no point being annoyed at yourself
08:03 ✓✓

I dunno I'm kind of just doing it to make my mum happy yeah I'm just annoyed cause af knew and she still put pressure on me to go and I really didn't want to
08:04

Screenshot 6: Dance, 02/01/2017

'I am worried about her, she keeps getting too drunk, it's obviously something to do with her mental health and I really want to get help'

'She won't listen, we rang the Uni to say can we do something, and they said not without her consent'

'I think it's ridiculous, I know its unless she causes harm, but the girl jumped in front of a bus and was found naked in the street, that's dangerous'

'I'm just spending all my time with her, going to keep trying'

'yeh the last three nights, I have left the library to go pick her up from town hammered when someone has called me, even the bloody security guard called me'

'yeh I left my bloody essay to sit in hospital, like I'm so worried she going to do something'

Quote 29: Dance, 22/03/2017

The supportiveness of the members within a society can make people feel included and provide a sense of belonging. This supportive environment allows students to emotionally engage, such as; caring, understanding, and supporting one another. For example, PRIDE and religious groups feel comfortable having people with similar interests, who may face similar concerns and worries, and it provides a safe space to confide and discuss. To some students, especially those in the religious societies, their peers provide a familiar environment to their

142

home life, as shown in the quote. Quote 30 is an observation from the Christian Union Society and illustrates students' perception of society peers as being a support network and a familiarity to their home.

'I like being part of the society, it feels like home, like it's a group of similar people to my church at home'

'yeh we share the same interests and background, like we get each other's lives'

Quote 30: Christian Union Society, 01/02/2017

One-to-one meetings with University and Union support staff enable students to seek achievable and specific support from tutors. Students organise meetings in times of distress and often at the last minute, therefore, they want to meet staff face to face. Topics can vary and include; mental health, academic support, housing support, and financial support. All such issues often mean the student engages emotional and cognitive aspects as they reveal personal pieces of information and try to develop their knowledge and personal skills.

At the beginning of their university experience, students are told about these services and how to access them, however, with all the other information they receive, many students forget about these services and where to find them, shown in quote 31. Students only seek these services when there are problems and it is a last resort; they often try on their own and do not go out of their way to find support. As students only get told at the beginning of the year, there is no active engagement, and communication is wasted in a way. Due to the nature of the services, only a small number of students will require them at the beginning of the academic year, primarily first years that are struggling to settle in or having doubts with their course. Therefore, students forget what services are available and these support staff need to find ways to engage with students to get them aware.

'Go and see student advice before hand in, they did my NEC'

'who are they?'

'we got told in freshers, but to be fair I didn't remember my mate on my course had to tell me'

'I remember nothing from freshers week'

Quote 31: SU, 20/12/2016

Discussion points are normally through times of distress and frustration, such as personal tragedies that may affect academic issues, mental health, and social aspects of the student's life. Therefore, students show a high amount of emotional engagement; such as anger, sadness, gratefulness, and a sense of relief. It is fundamental the staff member has to show genuine interest, through non-judgement and non-biased engagement. Quote 32 illustrates how students can show their emotional engagement with support staff and the importance of the staff member being able to engage relationally.

I feel so much better, the woman was so lovely, and I feel so much less stressed. I thought she was going to think I was an idiot, but she was actually so nice.

'Aw good you feel good then'

'Yeh amazing, it's all sorted'

Quote 32: Outside seminar, 04/05/2017

In one-to-one meetings students cognitively engage as they seek ideas or find solutions or ideas to their problems. Students express their thought process, judgement, and effort to acquire knowledge to help their learning development and overall university experience. Quote 33 illustrates a student interacting in the process and showing effort to act.

Staff: 'okay did you read all the forms I sent you, I know it is complex; but I highlighted what parts you must not forget, and we can fill them out together?'

Boy: 'yeh, I followed exactly what you said, and I then looked at some information online and bought it, I think it shows exactly what I am trying to say'

Quote 33: SU student support, 03/10/2017

This study supports the view that students are frequently not seeking help and finds the reasons for this are because they are unaware of services, or they need the backing of friends and/or family to engage with these. Services need to provide instant, face-to-face, simple,

and clear guidance that will solve problems and take some pressure off student responsibility. Students rely on social networks to support their mental health needs, but often their peers are unable to help and don't have the professional knowledge to support them. Also, those students struggling most often are alone and have nobody around them to talk to and do not know where to go, as shown in quote 34.

> *'This time last year I just wanted to hide and leave Uni, I was so lonely, and it just made me want to disappear. I couldn't talk to the Uni, they would probably kick me out or think I'm stupid, it wasn't until I finally made a friend at work and she told me how to talk to someone'*
>
> *Quote 34: SU student support, 08/12/2018*

Summary

The findings show how engagement can be both enhanced and discouraged depending on how other actors engage and integrate resources. The following list explains how engagement can be enhanced within social networks:

- Campaigns and learning materials that teach students how to be safe when drinking.
- Target social groups to encourage peer influence for inclusivity and mental health support
- Reach out to students disengaged from academic and social activities
- Create spaces and promote non-drinking events that encourage more inclusivity
- Create a safe space for students to be honest about mental health, bullying, or dangerous behaviour. Ensure access is instant and well communicated

Discussion

This present study agrees with Hughes and Smail (2015) that student engagement with social aspects of university life, such as extra-curricular and social activities, are likely to enhance emotional engagement and help generate a support system for students. Previous studies found that strong social integration and friendships relate to student retention (Buote et al, 2007; Hu, 2011). Similarly, this study found that students frequently say they would leave without their friends and sport/society peers. It also found that students without this network of actors are more likely to suffer from mental health issues and disintegrate from their educational experiences, resulting in poor student retention.

There has, in recent years, been growing interest in mental health issues from universities, the media, and the government. Mental health statistics show that by the age of 24, 75% of mental health problems are established, making it a pivotal time (MentalHealth.org, 2019). This study found students have become more aware of mental health issues, however, they also feel huge pressure academically, socially, and in employability. Cooke et al (2006) found that only one third of the most vulnerable students seek university counselling services, meaning the majority of students, not just those most vulnerable, are not seeking the help they need. This study supports the view that students are frequently not seeking help and finds the reasons for this are because they are unaware of services, or they need the backing of friends and/or family to engage with these. Services need to provide instant, face-to-face, simple, and clear guidance that will solve problems and take some pressure off student responsibility. Eisenberg et al (2007) found that campaigns are an effective tool for providing knowledge and accessibility, however, such initiatives are seemingly done at small scale, through emails and screens and with little direct marketing strategy.

Whilst studies have recognised social integration as a key impact on affective development (Astin, 1993; Krause and Coates, 2008), they tend not to recognise the negative impact it has on behavioural engagement. Research has found that binge drinking and hazardous drinking is a major issue at university and has recommended methods to tackle this (Kypri et al, 2003; Parada et al, 2012); but this research shows binge drinking and drug taking remains very prominent in higher education. Drinking is considered an essential part of the student social experience and a lot of students engage in a certain way due to peer pressure. Bosari and Carey (2001) found that peer pressure on drinking occurs through three ways: overt offers of alcohol, modelling, and perceived social norms. They suggest that overt offers and modelling lead to alcohol use and problems, whilst perceived norms only lead to use. This study takes a different perspective, suggesting that overt offers and modelling are primarily related to first years trying to fit into university, whilst perceived norms are developed as a result and causes excessive drinking throughout their degree.

Objective 2: To explain and illustrate how value can be co-created in the student undergraduate engagement experience

This thesis suggests that the university ecosystem is made up of resource integrating patterns that in turn are comprised of smaller sub-patterns that explain value co-creation. This section will illustrate and describe the role of resource integration patterns in the value co-creation

process. Following the understanding of engagement, discussed previously, content analysis was able to illustrate nine resource sub-patterns that link to behavioural, cognitive, emotional, or a combination of these engagement dimensions. The first phase of the analysis was to conduct content analysis for each actor, by taking extracts and creating codes, categories, and themes from the data collection (Erlingsson and Brysieqicz, 2017). Appendix 1 shows an example of content analysis to understand student engagement and resource integration with the tutor. This section will illustrate the engagement dimensions and resource integration sub-patterns and relate the findings to the relevant literature. In addition, it will address key operand and operant resources, which helps understand how engagement disposition leads to value co-creation.

Engagement Dimensions and Resource Integration Sub-Patterns

Following Storbacka et al (2016), the student's engagement disposition will affect their engagement properties, which in turn leads resource integration patterns to form that may create value. Engagement properties are conceptualised through three dimensions that interlink: behavioural, cognitive, and emotional. Adopting Hollebeek et al's (2106, 6) definition of SDL informed customer engagement, this study understands it as the motivationally driven investments of operant and operand resources into their interactions within the service. When a student and actors engage, they will both integrate resources, which can lead to value co-creation (Alexander and Jaakkola, 2014; Storbacka et al, 2016), of social or cultural resources (Arnould, Price, and Malsche, 2006; Baron and Harris, 2008).

Figure 8 illustrates a primary structure of the nodes that make up the resource pattern within the engagement properties. Figure 9 expands of this and illustrates the nodes that form the sub-patterns under each engagement dimension. The resource integration sub-patterns are defined and referred to relevant actors in Table 4.

Figure 8 identifies the nodes (e.g. Relational node; Pedagogical node) that make up the resource integration pattern that forms as a dynamic sub-structure informing the three engagement properties. Figure 9 expands on this and also illustrates also the attributes of the university service ecosystem that represent each node. Collectively, each node and associated attributes represents a sub-pattern. When viewed in its entirety the figure describes the pattern of encounter possibilities that impact the nature and extent of student engagement attitudes, intentions and behaviours that occur within the eco-system. The resource integration sub-patterns (node + attributes) are defined and referenced against relevant actors in Table 4.

These findings differ to previous literature, such as Krause and Coates (2008) and Trowler (2010) as it does not rely on umbrella terms, for example; it separates the 'academic' perspective into academic, pedagogical, and employability resource patterns. Leading scholars in student engagement have grouped these concepts together under the umbrella term 'academic engagement' (Astin, 1983; Chickering and Gamson, 1987; Pike and Kuh, 2005; Krause and Coates, 2008; Kuh 2009; Trowler, 2010). This present study suggests it is important to separate the terms *academic*, *pedagogical*, and *employability'*, as the findings show that students will integrate resources separately for each and they do not necessarily relate every time. Academic resources refer to the students' degree, grades, revising, and assessment. Pedagogical resources refer to the teaching materials, seminars, and group work. Employability resources refer to career advice, graduating, and interviews. For example, students may not attend any lectures and not prepare, listen or take notes in seminars, thus showing a lack of cognitive resource integration. However, when an assessment deadline is close, the same student may read previous papers, relevant material, and talk to peers and, because they integrate resources for academic intent, it helps them achieve a good grade. These findings relate to the literature that discusses deep and surface learning (Marton and Saljo, 1976). It could be argued that students that are predominately integrating academic resources are more likely to be surface learners, whereas, those integrating pedagogical and academic resources are more likely to be deep learners. The former will pay attention to specific guidance, revising, assessments, and looking for advice or constructive feedback to help with grades. Deep learners will do the same as the surface learners but throughout the year will prepare for class, have good attendance, contribute, reflect, and critically evaluate their lessons and the materials. This present study suggests that HEIs should encourage students to combine pedagogical, academic, and employability resources to succeed.

Figure 8: Engagement Dimensions and Resource Integration Sub-Patterns

Cognitive

Communicative
Social
Employability
Pedagogical
Extra-Curricular

Relational

Academic
Wellbeing

Behavioural

Emotional

Functional
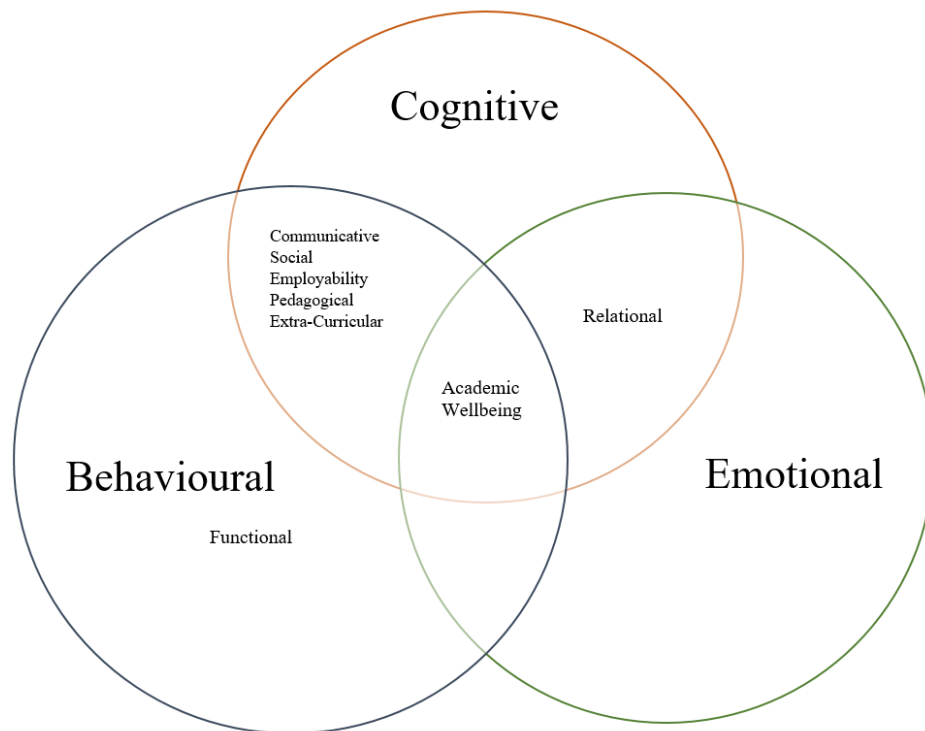
Figure 9: Engagement Dimensions, Resource Integration Sub-patterns, and Nodes

Behavioural

Functional

Tuition Fees	Prices
IS	Funding
Workshops	Library
Investment	Gym
Learning Space	

Social

Drinking	Drugs	Relaxing
Distract	Mentor	Inclusive
Relationships	Represent	Reflect
Popularity	Reputation	Attention
Consequences		

Communicative

Interaction	Talking	Questioning
Listening	One-to-one	Answering
Reassurance	Compare	Influence
Mentor	Inclusive	Gossip
Banter	Awareness	Instant
Complain	Social Media	Emails

Cognitive

Extra-Curricular

Responsibility	Commitment
Fundraise	Enhance
Student Voice	Volunteer
Punishment	Recognition
Praise	Power
Skill Development	Representing

Employability

Career Advice	Graduating
Skill Development	Interviews
Specific	Volunteer
Workshops	Fairs

Academic

Constructive Feedback	Grades
Assessment	Revise
Degree	Worry
Advice	Stress
Group Work	

Pedagogical

Teaching Materials	Experience	Preparation
Teaching Methods	Guidance	Influence
Teaching Style	Groups	Mentor
Attendance	Curriculum	Reflection

Emotional

Relational

Bias	Judgemental	Effort
Respect	Personal	Interest
Empathy	Authority	Professionalism
Emotions	Accessibility	Trust
Influence	Confidence	Responsibility
Reliability	Atmosphere	Busy

Wellbeing

Finance	Housing
Mental Health	Gym
Structure	Reliance
Sleeping Patterns	Safety/Security
Decision-Making	Balancing
Prioritise	Time-Waste

150

Table 4:Resource Sub-Patterns, Definitions, and Relevant Actors

Resource Integration Sub-Patterns	Definition	Actor	Example Quote
Functional	Student engagement with actors through practical and purposeful facilities and/or activities.	University Services Sport Club Members	*'The library staff are monitoring the computer usage and allowing laptop loans which is so good'*
Social	Student engagement with actors creating social environment, whereby they with gather for events or activities.	Class Peers Co-Workers Sport Club Members University Friends Union Staff Society Members	*'Got to be in a club, it's constant drinking and doing fun things together'*
Communicative	Student engagement with actors through the exchange of information, including, emails, social media, online learning rooms, and marketing promotions.	Tutor University and Union Support Staff University Services Class Peers Sport Club Members University Friends Union Staff Society Members	*'We got told in freshers and in emails, but I never read that, I had no idea it existed until I saw it on Facebook'*
Pedagogical	Student engagement an actors through the academic practices and their degree content.	Tutor Class Peers Co-Workers Family University Friends	*'I won't take it in if the tutor reads of a slide, I need her to have discussions'*

Employability	Student engagement with actors through a career focus, such as skills and career paths.	Tutor University Services Co-Workers Family Union Staff Society Members	*'I'm going to the workshop; they are telling us how to relate our skills to CV's and Job specs'*
Wellbeing	Student engagement with actors to enhance their welfare, happiness, and comfort during their undergraduate.	University and Union Support Staff Family University Friends	*'I still rely on my parents for bills and reading important things'*
Extra-Curricular	Student engagement with actors that encourages and pursues additional activities to their degree course.	Sport Club Members Union Staff Society Members	*'We are all really passionate and want to enhance the club'*
Academic	Student engagement with actors in developing their academic performance.	Tutor University and Union Support Staff University Services Class Peers Family	*'So we need to add enough to get a 2:1, if everyone gives their feedback'*
Relational	Student engagement with actors that connects their opinions and experience.	Tutor University and Union Support Staff University Services Class Peers Co-Workers Family Sport Club Members University Friends Union Staff Society Members	*'I just want to rant to someone who understands and will listen and not judge'*

Operand and Operant Resources

Resource integration is understood as the actors' incorporation and application of operant and operand recourses into their engagement to facilitate value co-creation (Hollebeek et al, 2016). Operand resources are tangible resources that require actors to act or operate on for an effect and are therefore associated with behavioural engagement (Vargo and Lusch, 2004; Mashavaram and Hunt, 2008; Hollebeek et al, 2016). Operant resources are intangible and produce effects, including the actors' skills and knowledge (Vargo and Lusch, 2004; Mashavaram and Hunt, 2008; Baron and Harris, 2008). They are related to cognitive and emotional engagement, where they focus on the actors' organisation, informational, and relational aspects (Masharvarm and Hunt, 2008). Vargo and Lusch (2008, 6) emphasise that 'operant resources are the fundamental source of competitive advantage'. The following paragraphs will discuss the operand and operant resources. Although some findings integrate both operand and operant resources, one appears more prominent, and therefore, they are separated to make sense of the research.

Operand resources

Similar to previous literature (Madhavaram and Hunt, 2008; Vargo and Lusch, 2016; Hollebeek et al, 2016), this study finds that operant resources are the primary point of interest for understanding value co-creation. However, findings from this study also show that operand resources play an important role in configuring resource integration patterns. Douglas et al (2006, 252) measured student satisfaction in Higher Education and found that physical facilities need to form part of the 'service-product bundle' that offers physical student infrastructure such as; lecture theatres, rooms, lighting, catering and recreational amenities. They found the most important operand resources were IT facilities, materials, blackboards, and teaching equipment; whereas, least important resources were decoration, furnishing, room layouts, and recreational facilities. Although this study agrees that IT facilities, equipment, and material are important, it found that other operand resources have an impact on the value co-creation process. For example, if a seminar room is cold; if the student cannot see the board; if they cannot easily do group tasks because of room layout; or if chairs are uncomfortable. These then impede the effectiveness of operant resources available to the student and the resource integration therefore becomes sub-optimal. This demonstrated the process of value co-destruction, whereby the service offerings do not meet expectations and prevent value being co-created (Echeverri and Skålén, 2011). There is a field of literature that addresses human/material relationships in detail; see, for example,

Actor Network Theory [Latour, 2005], Assemblage Theory [Deleuze and Guattari, 1987], Sociomateriality [Orlikowski, 2007], but this would take the thesis into a completely different direction, so this is noted but not explored.

Also, if HEIs do not provide onsite sport facilities or space for recreational activities, students are unable to integrate resources in ways that can benefit physical health, degree attainment, satisfaction, time management, and communication skills (Astin, 1993; Coates, 2009; Gayles and Hu, 2009; Hughes and Smail, 2015). Students who can effectively integrate operant resources with the operand resources at their disposal have opportunities to both co-create value and/or also avoid value co-destruction. For example, a student on a law degree will not care for software packages such as SPSS or Photoshop, however, social sciences and art school students will create pedagogical and academic resource engagement sub-patterns to prevent co-destruction of value for achieving a 2:1degree min. grade. The difficulty HEIs have is providing facilities that are relevant to the diverse range of students in the ecosystem and ensuring they develop value propositions that encourage the integration of operant and operand resources.

Operant resources

The communicative resource pattern (see figure 9), highlights the importance of word of mouth, and influences how students bring together resources at their disposal. Word of mouth is important to understanding Objective 2 of this study as it helped explain the resource integration that leads to value co-creation. Marketing literature focuses on word of mouth that comes from the exchanges between peers in the network, as responses to pervious engagement and messages from the organisation (Trusov et al, 2010; Kozinets et al, 2010; Alexandrov et al, 2013). Clow et al (1997) and Alves and Raposo (2010) have adopted word of mouth in higher education to explain how students talk externally about their university experience and the effect it has on recruiting prospective students. However, similar to Alexandrov et al, 2013, the negatives of word of mouth means that it is consequential and HEIs cannot be certain that the effects are positive. As mentioned in the discussion on Objective 1, this present study found that word of mouth can also come from influencers in the student's life, such as tutors, family members, and older years. Intentional word of mouth is increasing in marketing, with the use of social media networks and celebrity influencers; it has become a trigger buzz to encourage engagement (Bughin et al, 2010; Liu et al, 2015). HEIs services often have social media accounts, but this present research shows that students do not follow them. This present study suggests social media accounts need to be used to highlight key facilities, services and relevant news, and to allow integration. For

example, having 'free pizza in the library for one person who shares this image' or 'half price coffee for final year students in the library who have dissertation submissions this week'. These types of prizes offer small encouragements for students to spread word of mouth and encourage functional, pedagogical, and academic resource integrating sub-patterns.

The communicative and relational resource sub-patterns closely link as they can have direct effects on one another. This supports previous literature (Ramsden, 1979; Douglas et al, 2006; Vinson et al, 2010; Gunuz and Kuzu, 2015) suggesting, through communicative resources, that tutors can build a strong relational pattern with students, by showing empathy, interest, and expertise. This present study found that students respond with trust, respect, and influence in their resource integration. As a result of strong relational resource integration, the communicative sub-patterns will become enhanced, with students being open and asking questions, and tutors being able to mentor the student. Scholars, such as Morgan and Hunt (1994), Kim et al (2009), and Trusov et al, 2009, have long suggested the idea that consumers listen to and follow actors they trust. This present study agrees, finding not only peers but tutors have a key role in HEIs to inform students about the value offerings at university and encourage them to form new resource integration patterns to improve value co-creation opportunities. For example, something simple like telling students a new study space has opened up will encourage them to go and look at it after class and potentially use it in the future.

Figure 9 identifies wellbeing as an important resource, with stress and mental health issues playing a key role (Grant, 2002; Monk, 2004; Cooke et al, 2006). Grant (2002) suggests that academic, financial, and relationship pressures are a major cause of stress; and Monk (2004) suggests that stress is a causal link to mental health issues. Whilst this present study agrees that financial and academic stress represents a causal link, it suggests this should be more widely explored as academic and financial stress can be a consequence of student challenges with resource integration. This study found that students with a healthier lifestyle were able to have structure in their day, which in return allowed for a more balanced integration of resources and improved mental health. Supporting psychological literature, such as Lyall et al (2018), a structured lifestyle allows students to have better sleep, healthier eating, manage stress, and time manage, which overall will decrease mental health issues that arise.

At all points of their degree, consciously or subconsciously, students have to integrate their wellbeing-related resources, such as physical health, budgeting, sleeping patterns, eating healthily, safety, and time management. In practice, and in the literature, attention on

student wellbeing is often drawn to the negatives, such as binge drinking and drug use (Webb et al, 1997; Williams and Clark, 1988; Measham and Brain, 2005; White and Hingson, 2013). Scholars, such as Measham and Brain (2005) and White and Hingson (2013), suggest that HEIs run campaigns and provide information to students about binge drinking and the effects on their health and academic development. However, this present study suggests the students' well-being extends beyond value co-destruction and should focus rather on co-creation of well-being via day-to-day healthy living. This study found that students are aware that they drink too much and they know this can be of detriment to their studying and have prejudicial health effects. Despite students' awareness of the dangers of drinking, they continue to engage with it, except in final year where students focus on engaging with their academic resources. This study suggests that attention should be on day-to-day healthy living, which can have positive effects on the student's well-being and discourage them from binge drinking. Students should ensure they can make social, pedagogical, and academic resources of their experience work together.

This study supports Brown et al (2002) and Lowry et al (2010), who suggest sleep deprivation and poor eating can impact motivation to learn and academic performance. The students' influence on pedagogical resources is limited, they spend money on fast food to give them time to work, and do not have time to exercise, all having an effect on stress and mental health. Additionally, student binge-drinking and having little time to cook properly can cause students to gain weight, have increasing debt, and be tired; again, affecting their ability to concentrate on other resource integration, such as academic. Alternatively, in their third year many students come back from placement or summer work experience, where they enjoyed daily routines, such as sleeping 8 hours a night, eating three meals a day, and having the evening to relax. As a consequence, they reflect on their wellbeing, being critical at previous years' behaviour and realising what helps co-create value for them. Third years will attempt to find structure in their days and look after their health, which then demonstrates their ability to have a more balanced resource integration framework. HEIs should try to encourage reflection at several points of the year, encourage groups of students to discuss this through workshops, classes, or extra-curricular activities, and personal tutors to discuss this with students one-to-one. Supporting Lee and Loke (2005), this present study finds that students who take responsibility for their well-being will develop a balance of cognitive, physical, emotional, and social benefits (Lee and Loke, 2005).

Objective 3: To surface student perspectives on value in the undergraduate student engagement experience

The aim of this study is to understand the value co-creation process; identifying the student engagement and resource integration within the university ecosystem to co-create value. Therefore, this analysis seeks to identify the different ways in which students perceive triggers of engagement behaviour as an integral part of their university experience. It identifies key student perceived benefits and identifies each as either providing short-term or long-term benefit. This value analysis was conducted through 5 stages, described immediately below. These findings will then be explained through a discussion that refers back to and considers implications on literature.

Triggers: Meso-Macro Level

The analysis that follows seeks to identify the different ways in which triggers of engagement behaviour are an integral part of the students' university experience. It identifies key triggers and suggests each as being precipitated by students' perceptions of either short-term or long-term perceived benefits (value). This value analysis was conducted through 6 stages; the first 3 of these were performed individually for each actor, before joining them up in stage 4. Here the triggers are characterised as potential benefits identified by students that arise from their experiences in the university eco-system.

1. The first part of the analysis uses the same quotes as those used to analyse engagement patterns in stage 1. Key terms from these quotes were then identified and categories made from words that link. An example of this can be seen in Appendix 2.1, where it has been analysed in relation to the tutor. For example, the quote 'often tutors make no effort to update their slides and it is outdated' are students' discussion about the tutor. Key terms identified are 'effort' and 'outdated', which have been put in the categories 'effort' and 'relevant'.

2. This study focuses on an ethnography to gather in-depth data from the student perspective that other researchers have not yet surfaced. In the second part of the analysis, I 'hid' all the data I collected away and wrote mind maps. This can be seen in Appendix 2.2, where it has been mapped in relation to the tutor for my engagement as a student with each actor. This means I could go further in how students perceive and view their engagement with the actor, and ideas came through that were not necessarily observational. For example, if you ask students why they wear their sports hoodies around university, but not the university

branded hoodies, they will say it's 'comfier', keeps them warmer, or is the only clean thing they have. However, from my experience, wearing a sport hoody identifies you as part of a team at university, gives you social status and popularity, and makes you feel different from everyone else. By conducting mind maps for key terms and categories, I could collate the rich data and perceptions that ethnography allows.

3. The third part of the value analysis compared both the quotes collected in observations and my own experience. Mind maps were created that combined my own immersion and the content analysis; an example is shown in appendix 2.2. There was some overlapping between my experience and the quotes, and some new categories emerged. This has enabled a deeper insight into student perceived benefits to be understood and offers a combination of functional and psycho-social benefits.

4. The fourth stage took the categories from across all the actors and summarised these into 'triggers' expressed as preferred benefits (value) by students. There were 17 triggers (shown as benefit 'themes' in column 2 in Table 5). These can be recognised as either long term benefits or short-term benefits (see column 1). Long term benefits are those that students perceive they will derive through their degree and benefit will be sought beyond graduation. Short-term benefits refer to those that students derive in that moment in time or immediate future during their undergraduate experience. Short-term benefits can also have a perceived effect on the long-term value. In the 3rd column in table 5, it can also be seen that some triggers have sub-themes; this is where the benefit is made up of related smaller sets.

5. It was recognised that the triggers, or benefits, are different in nature. The 4th column in Table 5 uses terms that exist in the literature (e.g. Gutman, 1982), identifying them as either functional benefits (practical) or psycho-social benefits (emotional or cognitive). Functional benefits are those that focus on achieving something, and psycho-social benefits focus on positive feelings. The 4th column includes (E) or (I) to illustrate whether the benefit is experienced only for the benefit of the student, or whether this has a wider impact. Findings show that triggers can either be short-term functional benefits, short-term psycho-social benefits, or long-term functional benefits.

6. The sixth stage recognises triggers as either 'Drivers', 'Inhibitors', or 'Criticals' (shown in column 5 of Table 5). Drivers are those benefits that will likely lead primarily to positively-

valanced engagement behaviours because they are not necessarily expected by students and can consequently lead to delight. Conversely, if these benefits were not forthcoming they would be unlikely to lead to disappointment and thus to negatively-valanced engagement behaviours. Triggers described as Inhibitors have the opposite effect; if present/forthcoming they will not necessarily lead to positively-valanced behaviours because they are expected benefits and their presence consequently may not elicit positive emotions. However, if unfulfilled, Inhibitors are likely to lead to disappointment, and, because they are expected by students, lead to negatively-valanced behaviours. These, respectively, align with Herzberg's (1968) notion of Motivator and Hygiene factors in the HR literature, and also with Satisfiers and Dissatisfiers as found in the services literature (e.g. Cadotte and Turgeon, 1988; Johnston, 1995; Zhang and Dran, 2000; Douglas and McClelland, 2008). Positively-valanced behaviours in this context may include positive word of mouth, better lesson attendance, and engagement with a range of eco-system attributes. Negatively-valanced behaviours could include criticism to friends and family, poor lesson attendance, and more focus on personal, rather than university-focused, agendas (also called 'forms' of behaviour – see Azer and Alexander, 2018). The study also found evidence of benefits that might be termed 'Criticals'. Cadotte and Turgeon (1988) suggest 'Critical' factors can lead either to positive or negative reactions, and positive perceptions given they are not necessarily associated with pre-existing expectations. The triggers form through student engagement and resource integration within the university ecosystem.

Table 5: Triggers of Engagement Behaviour

	Student-Perceived Benefits/ Trigger of Engagement Behaviour		Type of benefit offered	Trigger type: Drivers, Inhibitors, or Criticals
	Themes	Sub-Themes		
Long Term Benefit	Employment		Functional (I)	Inhibitor
	2:1 Degree min. Grade		Functional (I)	Inhibitor
	Soft Skills		Functional (I)	Driver
	Memories		Functional (I)	Driver
	Lifelong Friendships		Functional (I)	Driver
Short Term Benefit	Enjoyment		Psycho-social (I)	Critical
	Situational Awareness		Functional (E)	Inhibitor
	Access	Ease of Access	Functional (E)	Inhibitor
		Inclusion	Psycho-social (I)	Critical
	Facilities Investment		Functional (E)	Inhibitor
	Effort	Reduced Effort	Functional (I)	Critical
		Effort of Others	Functional (E)	Inhibitor
		Vindication	Psycho-social (I)	Critical
	Responsibility	Autonomy	Psycho-social (I)	Driver
		Independence	Psycho-social (I)	Driver
	Relationships	Professional	Functional (E)	Inhibitor
		Social	Functional (E)	Driver
	Being part of Something	Sense of Community	Psycho-social (I)	Critical
		Emotional and Physical Stability	Functional (E)	Critical
	Emotional Support		Functional (E)	Driver
	Socialising	Hedonism	Psycho-social (I)	Driver
		Acceptance	Psycho-social (I)	Driver
		Popularity	Psycho-social (I)	Driver
	Social Learning Environment		Functional (E)	Inhibitor
	Power	Expert power	Psycho-social (I)	Inhibitor
		Referent power	Psycho-social (I)	Driver

In this section, each of the triggers of engagement behaviour will be explained. Each trigger is given a student quote as a sub-heading to highlight the context of how students talk and think about them. For each, this section identifies key benefits and sacrifices that contribute what serves to enhance or prejudice the benefit achieved, how and why the student co-creates this benefit, and whether this is a driver, inhibitor, or a critical.

Long Term Benefits that Students Perceive they are Deriving

Employment

'I just need the university to prepare me for a decent job'

Employment refers to the student value on securing employment after university, including gaining skills or advice for their CV's, interviews, and networking events.

Employment is an inhibitor of value creation for students because if they fail to secure a job near the end of their final year, they can become distressed. By coming to university, employment is perceived as a basic outcome that they expect to achieve when they graduate. In final year, students start looking for graduate schemes or employment, and when they discover how competitive the job market is and do not secure a job, they get angry and frustrated, causing a negative effect. Students reflect on the high cost of university and often perceive a result of that is to guarantee a job in their preferred industry. Therefore, they are dissatisfied if they struggle or do not get a job in their chosen path.

Some students enter university with an idea about what career path they want to take, whilst others come to university because they perceive 'good' jobs can only be gained through getting a degree. Often the latter perception is prompted continuously over the student's degree course by family members and external actors, reminding them of the long-term benefit of university engagement. Families play a key role influencing the student to make decisions that can benefit their employment opportunities.

As many students have not decided upon a career choice, or their opinions change over time, they value specific advice. This can include help with understanding career options, how to search for appropriate jobs, writing a CV, and preparing for interview. Often students are too lazy to seek this information themselves and want the tailored support of the university services and tutors to guide them. Despite arguing that employment support would be beneficial in seeking employment, many students do not bother. They blame other

commitments and do not think about employment until they are about to or have finished their last assessments. If students interact with class peers, they are more likely to attend employability workshops and fairs, as they have people to go with. Class peers encourage and compare with one another to share employment interests and career paths.

Union staff, sports peers, and society peers encourage students to recognise the skills they develop that can apply to their employability. Students have to choose to make time to visit university services, whereas, with union staff and extra-curricular activities, they are already engaged. Therefore, it is easier for them to think about their employability. In some activities, particularly societies, they find new avenues linked to what they enjoy, and this provides networking opportunities they deem valuable to getting employed in that sector.

2:1 Degree Min. Grade

'Just do what gets us a 2:1, otherwise I just wasted £44,000 on a pointless degree'

A 2:1 degree min. grade refers to the bachelor's degree grade that the student would ideally prefer as a minimum grade to leave university with.

A 2:1 degree min. grade is an inhibitor, as students perceive it as a necessity that if not achieved represents nonsufficient university conditions and experiences. Where students do achieve a 2:1, it can lead to negatively valanced value. It is common for students to say 'as long as we get a 2:1 it's okay'; they assume a 2:1 degree min. grade is the average and therefore not something to be happy about. However, if their standard of work slips below a 2:1, it is common to see distress, for example, students will cry, believe Uni was a waste of money, and maybe not attend their graduation. Only when students get a first degree, may they show signs of it being a co-creator as they believe they are above average and did more than required of them.

Students believe a degree is valuable if it is a 2:1 or a first-class degree grade. In class, with their tutors and peers, they only want to focus on information that can assist their aims to get a 2:1 degree min. grade minimum. Students want direct guidance to achieve this, despite being told and knowing information could help build their understanding and help in their future careers. Students enjoy working with their class peers to share work and push their grades up, however, they do not like relying on them in group projects to achieve this and prefer to rely on themselves for a high grade. They do not always think their peers value the same grade, so will not contribute equally.

Students have it engrained that a 2:1 is the most valuable degree grade and anything lower is a waste of tuition money. External factors, such as the media and employers, and internal actors, such as family members and tutors, often suggest that the student must want a 2:1 as it is the only grade that will count in their future. Students feel pressured to reach society expectations, worrying that they will waste their tuition debt, disappoint family members, and be limited in their chosen career path.

As students value their degree grade, they may quit their society or sport club in final year. Many who do not quit may stop socialising as much to make time for their studies, saying it is the year to focus on their grades. The perception that only final year is valuable because of the impact on their grades is common across all students. Friendship groups believe first year is about fun, whilst final year is the time to knuckle down on achieving that good grade. However, across sport clubs and friends, it is common for students to do what they think is the minimum amount of work to achieve this grade, many getting FOMO (known as a Fear of Missing Out). This FOMO stops students prioritising their work, believing they can do 'just enough' to pass with a 2:1. Despite not working to their full capability, students are visibly upset when they do not get the grade they want, although, some students find it funny and receive praise if they fail, or get a 2:2 degree grade, seeing it as a symbol that they are fun and enjoyed university. To some of the students in sports clubs and societies, it is enough to get a 2:2, as they feel they got the 'university experience' by being involved in a variety of activities and enjoyed themselves.

Soft Skills Development

> *'When you reflect on it, you realise you learnt skills you did not think you were capable of'*

Soft skill development refers to the personal attributes that enable the student to effectively interact and provides them skills beyond the tangible ones taught towards their degree.

Soft skills development is a driver for value creation and are perceived as a form of self-actualisation to the student that can lead to positively valanced engagement. Soft skills provide a long-term benefit that students recognise has developed their character and capabilities. Whilst a 2:1 degree and employment are factors, which students perceive as basic, soft skills are a form of personal growth that they recognise has developed through their engagement with activities.

Students value developing their personal skills, although they sometimes do not reflect or realise this until they apply for jobs, have to do it as part of their course, or are about to graduate. University services and Union staff play a vital role in encouraging students to recognise the soft skills they develop. Often through workshops or 1-1s, staff will ask students to reflect on experiences and how these have shaped their development. Students perceive their soft skills to develop from their engagement with sport, societies, in representative roles, and in course group work. Skills include confidence, communication, leadership, problem solving, time management and motivation. Students believe that these skills help them tackle new challenges and understand their strengths and weaknesses. In addition, they provide them with unique skills that can help with other values, such as academic presentations, enjoyment, and perceived readiness for graduating.

Memories

‘University is supposed to be the best time of your life, so let's make some memories’

Memories refer to the recollection and reminiscence students have about their university experiences.

Memories are a driver of value creation as students are motivated to engage in activities that provide intrinsic benefits. Students recognise that certain engagement with key actors can create memories that they will benefit from in the long-term. Where students do not believe they are making memories, it does not necessarily lead to negatively valanced engagement and it will not prohibit their engagement with that activity. However, they are motivated to seek out opportunities that may co-create memories.

The student values engaging with experiences that they perceive will create memories. Commonly, students believe these come from social occasions, drinking and relaxing with friends, sport peers, and society peers. Students believe they will not be able to do activities, such as laying watching films and talking until 4am, or drinking alcohol all day during the week, when they graduate, without consequences. Actors and students influence one another to make time to have fun and not feel guilty for sacrificing work, as they will never get to do it again. This is because students believe that value comes from the memories they create in their social experiences and they need to prioritise this as it is a once in a lifetime chance.

Final year students recognise that they can also create memories through working. They start reflecting on doing all-nighters in the library and getting distracted by class peers or friends when trying to work. The library or work environments can become a social space and students build funny memories about their time together there. When in the library or work environments, students will procrastinate by playing games, gossiping, and telling stories through which they create memories. They often reflect on those all-nighters, saying they didn't actually mind them although they complained at the time. To students all-nighters and rushing to finish work with friends is part of the experience and they value the memory it creates.

Lifelong Friendships

> *'You have to try new things and meet people because they make Uni so much better and could end up being your friends for life'*

Lifelong friendships refer to the student building connections with people that they expect to know forever.

Lifelong friends are a driver of value creation that motivates students to interact with key actors. Students perceive their current friendships to have the potential to become lifelong friends, which motivates them to form closer connections and acts as a long-term benefit to them. Although some students come to university expecting to form friendships for life, it is not an inhibitor when they only form short-term relationships as these only provide a short-term benefit.

Students value the perception that they will remain friends with friends, sports club peers, and society peers, after university and for the rest of their life. Prior to university, and during, they are told that the people you meet at university are likely to be close to you forever as you share so many experiences. Students learn about themselves at university and have some great memories, and therefore, they think it is important to be around the people that they experienced this with and with who they share similarities.

Short Term Benefits that Students Perceive they are Deriving

Enjoyment

'University wouldn't be worth it if we didn't have fun and enjoy it with everyone'

Enjoyment refers to the happiness and pleasure students get from engaging with actors.

Enjoyment is a critical as students recognise both positive and negative valanced engagement behaviour that can develop from perceived benefits. Where engagement is perceived as an enjoyment benefit, students will lead to complimenting behaviour. Where some activities are not enjoyable, students may have negative connotations and operant and operand resource integration is likely to drop. For example, if a seminar is enjoyable, they are more likely to contribute to discussion or ask/answer questions. Alternatively, where a class is unenjoyable, the student may complain, stop attending, or get distracted in class.

Students' enjoyment is dependent on the activity, and the same approach cannot be used by different actors. Enjoyment with sport peers, friends, and societies can come from the social experiences, such as drinking, relaxing, and gossiping. Students will talk about making sure they 'enjoy the Uni experience' and they need to drink and socialise at university, before they are in 'the real world' working and unable to have as much fun. First years learn by older years that they need to enjoy Uni whilst their degree does not count and are peer pressured to prioritise their social life. Therefore, students learn to value the enjoyment they are having at the point in time.

Enjoyment can increase their participation in extra-curricular activities and everyday living experiences, which impacts their overall happiness at university. Consequently, by making friends through a strong social life, they have a more enjoyable house to share, which is fundamental in their enjoyment in all activities of University. The house that students live in can affect their mental health, engagement with the learning material, engagement in extra-curricular activities, and retention at university. Students value their living arrangements and participation in non-academic activities, as they bring enjoyment to their university experience.

The student union is considered the 'fun side of university', with many only valuing it as a place to relax and drink. However, those students that do engage with more activities, such as societies or representative roles, see the union staff as providing opportunities to be creative and offer fun ideas and events. It is this variety of activities that provides the enjoyment and value they see in their engagement with union staff.

Alternatively, in engagement with university services and tutors, student enjoyment comes from learning information that can help their academic and skill development. Students do not always discuss this enjoyment with staff as it is deemed not cool, but they may mention they didn't mind the lesson and thought it was good, as a way to express they enjoyed it. Value comes from feeling like they contributed in class, that it was a relaxed atmosphere, and that they can leave the activity with increased knowledge. By engaging in interesting and relevant material, they leave feeling happy and are likely to tell their peers about the value of attending lessons or workshops.

In most courses, students will not socialise with class peers until final year, unless there is a relationship through another activity such as sport or halls. However, by enjoying social experiences, students value the enjoyment with class peers outside of seminars. In turn, they are more likely to attend seminars, engage with the lesson material, contribute in class and leave valuing the enjoyment from the lesson.

Situational Awareness

'It's so nice when someone just 'gets' you, I don't have to explain what I'm going through'

Situational awareness refers to the student's perception of other actors understanding their past, current, and future environment or experience; and the effect this has on their university engagement experience.

Situational awareness is an inhibitor as it will lead to negatively valanced value, as students feel isolated and where key actors do not understand their situation or try to understand their situation. Students only reflect on this where they are unhappy, or it is missing from their engagement; it is only then they recognise those that do understand them.

The key type of situations where students look for someone to share or understand are; financial problems and the impact it has on their involvement in social activities, their time management between modules and extra-curricular activities, the importance of their social life on their university experience, and overall balance of priorities.

Co-workers are a key actor for understanding the students' financial situation. Often students work part-time to support their everyday lifestyles and may not have financial support from family. They will discuss with co-workers that their friends do not understand that they cannot always join in social events because of financial problems, or they are too

busy having to fit in part-time work in. Students value having someone to share this experience, so they do not feel alone, and that it is normal.

Sport peers and society peers influence how students spend their time and often encourage them to prioritise their engagement over other actors. Friends not within these clubs will not necessarily understand and often fall out with the student, as they accuse them of not spending time with them or forgetting their studies. Therefore, they rely on sport peers and society peers and become closer, knowing they understand that their sport and society are important to them and they want to prioritise them. It may have a negative effect on their other relationships and academic performance, but students value having peers that understand their wants and needs.

Students value being able to discuss and share views with actors that understand their circumstances. They value staff members, including tutors and union staff members, going beyond that required contact, and trying to understand other areas of the student's life that may affect their engagement or growth with that area. For example, students may have coursework due for another module, and want the tutor to understand that this is prohibiting them from preparing work or attending, and the tutor should allow for this. Students value tutors recognising their capability and current circumstances that may prohibit their in-class engagement or academic performance.

Students value being able to reflect on experiences and find reassurance about how they view or feel about a situation. They find value in sharing their thoughts and views and finding others feel the same way, having situational awareness. In particular, they value class peers having similar views, such as how hard the module is or how bad the teaching is, so that they have someone that understands if they are struggling, and they can discuss it.

Students believe 1-1s provide them a chance to engage with tutors, university services, and union staff, and for these actors to gain situational awareness about the student. Students value tutors asking the students about activities out of class and showing an interest in their capabilities and personal life. Students value 1-1's where they can discuss personal concerns and queries and receive specific help for their assessments. However, students complain about 1-1 appointments with tutors when they have no problems; they also complain that tutors do not know them and see them as all the same. Similarly, students say they value 1-1s with union staff when problems occur, but they do not show up to meetings, arrive unprepared, or ignore the guidance. Students also value 1-1s with university services, where an actor will ask and answer personal questions. Often the discussions revolve around

employment, and students value the tailored career advice, CV writing, and interview preparation. Through engaging with union and university support staff, students value the personal support, where they can open up about their personal life and get specific guidance.

Access

Access refers to the methods and opportunities students have to obtain information and enter an environment, including an activity or discussion. Access has two sub-sets of value; ease of access and inclusivity.

Ease of Access

> ***'Don't waste my time, I just want to be told exactly what I need and how to do it'***

The Ease of access refers to how students value how easy it is to gain information and communicate with actors and engagement platforms.

Ease of access is an inhibitor of value creation, as it is considered a basic necessity of student engagement with key actors. It is important to students to have easy access to information and contact with actors, however, they perceive effective communication a basic benefit. Where they find it difficult to find, or do not receive, information, they will complain and openly express how dissatisfied they are with the actor's communication.

Students value instant communication, from both staff and other students. In engagement with Union and University Support Staff and University Services, they expect next day appointments, face to face, to discuss guidance and solutions to their problems, as well as continuous support and access to reminders and feedback. When contacting peers, including sports clubs, societies, and friends, they expect 24/7 communication through social media. Students value being able to receive answers instantly and having someone there to talk to at any time of day.

Students want communication through relevant channels, so they are easily accessible. For example, they want university services and tutors to communicate through the learning room, and peers or the student union to communicate through social media. Emails are largely disliked, unless they are personal to the student with information that applies to their course or specific interest. Students value communication from all staff members being concise, and with clear direction, so they do not waste time and can quickly make decisions.

In communication with university staff, union staff, university and union support services, and tutors, students want direct and personal communication. Students value having easy access to information they need or signposting where to find that information. One reason they dislike emails is because they try to include all the information that everyone may be interested in; therefore, rather than read it all they presume most of it is irrelevant and ignore it. Students value messages that target one specific area they are interested in, which makes it easier for them to access information and gives specific actions for them to follow.

Inclusion

'You meet people you would never normally talk to and they open up your viewpoints'

Inclusion refers to the importance of creating an environment that enables people from all backgrounds and cultures to interact with one another and the activities.

Inclusion is a critical depending on the student's role. For students that are from minority backgrounds, it can inhibit value creation to find university a non-inclusive environment. These students expect a requirement of university to have a diverse range of students and cater for this. For students that conform to the majority, it becomes a driver to develop intrinsic benefits of engaging with a diverse group of people and creating new benefits.

Students value an inclusive environment, where students from all backgrounds feel accepted and where they get the chance to meet different people and explore new cultures. This value is particularly highlighted with union staff, sport clubs, and societies. Union staff are expected to provide a space for inclusion, however, often many see it as just a place to drink, and this deters them from engaging and valuing this experience. Sport clubs often talk about being inclusive to help their performance and ensure everyone feels welcome. However, if a student does not conform to their social expectations, including drinking excessively, they are likely to feel isolated and quit. Students are most likely to recognise an inclusive environment, and feel welcome in a society, where members consciously hold events to suit everyone and make a point of saying they are open to all.

Students get a chance to work in an inclusive environment in the classroom. Often seminars and group formations have a mix of students from different countries, social classes, and education systems. As a result, classes are more diverse and students recognise barriers this this can bring, such as language or cultural barriers. Although these create difficulties at first, by the end of the year, or group project, students reflect on the value of the experience this

has given them. Students value the chance to gain a perspective of the wider world and different peoples' experiences and viewpoints. It adds to the student's knowledge and ability to be a more rounded and better person.

Facilities Investment

'You'd think for the money we pay; the Uni would invest a bit more to make it easier and not stressful'

Facilities investment refers to the value students get from actors investing money or energy into facilities and support of operand and operant resources within an engagement platform.

Facilities investment is an inhibitor of value creation, as students perceive funding for better facilities and support as a basic requirement they should receive. They expect the university to provide learning resources to equip them with the ability to academically perform and expect funding to help with extra-curricular activities that may support their time at university. Where facilities are not up to the students' perceived standard, they will be unhappy and complain.

Students value access to facilities and support for their learning and extra-curricular activities. When discussing facilities, they often refer to tuition fees and the expectation they have as a result of paying a large amount of money. In relation to their learning facilities, they discuss learning resources, such as numbers of computers, software expenses, online books and journals, and study spaces. In particular, third years argue they deserve priority access to resources based on the importance of final year. Students value being able to access software cheaply, and to use minimal effort to access computer spaces and resources quickly.

Students value an approachable environment that makes it easy to access and comfortable to retain, engagement. With regards to tutors, students feel the tutor has no time for them or is disinterested in them, and this restricts them engaging with them one-to-one or asking questions. Alternatively, they do feel union staff are approachable, and they value being able to walk into their office uninvited and ask any question, even if they think it's a stupid question.

Members of sports clubs focus access on funding, training space, scholars, coaching, and support for the running of the club. Sports clubs believe they help increase the university's reputation nationwide and in rankings, and with that should come attention to helping their performance. Conversation amongst peers in sports clubs revolves around how to access

funding for scholars, and increased training time with specialised coaches, so they can perform better. Students value the university investing in their sports club and see it as an investment in their performance.

Society funding comes from the students themselves, with additional funding and use of space from the union staff. Students value having union staff teaching them how to grow their funding and use the space effectively. Although they often miss meetings or workshops, they provide online support and offer quick responses to help students develop their society. Students do complain when the union choose bigger societies, and believe it is unfair favouritism that prohibits the growth of their society. Also, if union staff tell students within a society that an event or an idea is unachievable, students will not understand, and get frustrated as they feel unsupported. Societies get angry that sports clubs receive financial and day to day support from the university. Although they are informed that sport clubs provide a revenue and reputation for the university, they argue that on open days universities and union staff will boast about societies as it normally has larger numbers of participants, and they also bring reputational benefits to the university. Students believe they are not given a fair share of resources, including space and funding, that could help the growth of the society.

Effort

Effort refers to the exertion, interest, and contribution students and/or other key actors put into engagement. There are three sub-sets: reduced effort, effort of others, and Vindication.

Reduced Effort

> *'I like that she just does what we need to know, means we can do the minimum'*

Reduced effort refers to the students minimising their energy and contribution in an activity and engagement with key actors.

Reduced effort is a critical as students find triggers that can lead to positively and negatively valanced outcomes. Some students find it frustrating if they have to exert added energy. Students seek to find easy solutions and often like staff or peers doing things for them, therefore, when they go beyond what they think is necessary effort they show annoyance and it prohibits value creation. However, when things are done for them, or they are given exact guidance, meaning they do not waste time and effort, students become satisfied and value can be created.

Students value being able to follow guidance and having to apply reduced effort to tasks. In particular, this applies to course material, such as preparing for class, writing essays, and revising. Students will often not prepare for classes as they can 'get away' without putting the time and energy into extra work. Similarly, when preparing for assessments, they will apply their basic understanding from the class and fail to read around the topic for in-depth knowledge that they can apply. Students value being able to reduce their effort to the minimum requirement to pass their course.

Similarly, students will reduce their effort to find solutions to problems, especially tangible ones, such as, finding a book, a computer space, how to get to a room, or how to use equipment. They perceive their tuition fees to include the effort of these staff members to resolve any issues and find time to help them reach a solution. Therefore, they value the minimal effort and stress they have had to apply to find a solution.

Effort of Others

> *'It is unfair for me to make the effort, why should I bother if they clearly don't care about it?'*

Effort of others refers to the expectation of other's efforts and the level of interest and contribution that students perceive the key actors put into the activity.

Effort of others is an inhibitor of value creation as students perceive it to be a certainty and formality for others to contribute their required level of effort. If key actors put in the level of effort that students expect or want from them, then the student will not be satisfied. However, if the level of effort by others is less than expected or needed, students will show frustration.

Students continually consider and value the effort that actors and themselves have put into the relevant activity. In some engagements this can be that they value the other actor putting in the same effort as them, and in others it can mean they expect more or less than what they give.

Students expect the tutor to put effort into their lessons, by applying varied teaching styles and using up-to-date and relevant material. Often, students do not believe that tutors make the effort to change slides year to year, and they therefore do not value the effort that they may put into the lesson. Students also do not think that tutors listen to feedback or make attempts to change the teaching for the student. Alternatively, they perceive the student union to try to make changes to their experience and develop confidence in the union staff

to listen and show concern for their wants and needs. They value the union staff putting effort in to improve their experience and listening to their suggestions to do this.

Students value receiving effort from the University and Union Support staff, especially where they face a personal problem that can have detrimental effects on their health or retention at university. Although they may wait to talk to a staff member, once they have, they expect to be treated as a priority. They perceive the staff members to care about their experience and are grateful for the solutions that may have a substantial effect on the students' life. For example, if a student had a family member pass away recently and did not know how to fill out a notification of exceptional circumstances (NEC) form to extend their deadline, they may come in upset and fearing they will fail their degree. The staff member will talk them through the process, fill out paperwork with them, refer them to mental health support, and make them feel relaxed. The student perceives the staff member to have an interest in them and value the effort they have taken to ensure they can find a solution.

Students expect class peers, sports peers, societies, and friends to put in the same effort as they do. They value one another caring as much as they do about the activity. They value the time other actors put into making time for them, socialising, sharing ideas, or trying to complete work. By sharing similar effort levels, they value the other actors' contribution and accept them. In some cases, this can mean students valuing actors prioritising the activity and themselves, sacrificing other activities and putting effort into them. For example, in a sports team, they expect all members to sacrifice classes or assessments to attend training and matches.

Commonly, it is class peers that students perceive do not put in the same effort. Those that frequently attend, or do the required out of class work, get frustrated when those peers who fail to do this still receive the same treatment. This creates a sense that in some ways the compliant students are being held back. Students dislike assessments that require group work as not all members equally contribute. By second year, students recognise that some peers' capabilities mean that they may do less work but have put in the same effort; the student will value that student's effort, which is less likely to frustrate them.

Vindication

'I worked so hard for this grade and nobody even said well done'

Vindication of effort refers to students perceiving they have been acknowledged for their effort.

Vindication is a critical trigger as it can lead to both negatively and positively valanced outcomes. Students want to receive praise for their hard work and achievements, and if they do not get acknowledged, students will show disappointment. Alternatively, if a student receives praise and recognition, students will feel appreciated and proud of their achievement.

Students want recognition for the effort they put into extra-curricular activities. Awards nights hosted by the student union for societies, representative roles, and sports clubs, are highly contested and encourage students to increase their effort within the club. By union staff recognising this hard work, the students value the effort they put into high performance or going beyond expectations and feel acknowledged for this.

Students believe that tutors do not recognise the effort they put into the course and to other areas of university. Students recognise that a 2:1 does not mean the same effort from every student, some will find it a lot easier and some will find it very difficult. Students do not perceive the tutor to recognise the spectrum of capabilities; therefore, when a student tries harder but gets the average grade, they do not receive the recognition they perceive they deserve. In addition, students believe that their other activities, such as a committee position in sports, being a course representative, or volunteering should be recognised as effort. Students believe tutors do not recognise the effort they put into all areas that are important to them.

Responsibility

Responsibility refers to the student or key actor having control and being accountable.

Independence

> *'We get the responsibility to choose what we do and guide our own experience'*

Independence refers to the student's responsibility to take care of themselves without outside control and to be self-supporting.

Independence is a driver of value creation as students develop intrinsic benefits that lead to satisfaction. If a student does not learn how to cook or pay bills, they will not feel disappointed as other options will suffice, such as ready meals or getting all-inclusive accommodation. However, when students learn these characteristics of independence, they will be proud and motivated by their achievement.

Responsibility can also be seen in terms of independence. Students value the new challenges at university, such as living with friends away from home, cooking, and making their own choices. However, they also value family input, and often do not want the responsibility. For example, they rely on family members to explain independent things like insurance, rent contracts, and financial support.

Students recognise the responsibility to do independent learning for their course, and they hold the tutors responsible for providing clear directions to make it easier. However, if they do not do as well as they thought in their work, they are more likely to blame themselves and hold themselves accountable. Through hard work they value their own responsibility and get more out of doing well in assessments.

In a different perspective, students value having little to no responsibility at part-time work. Although some may become supervisors, there is little overall impact on their life after they graduate, and therefore, they enjoy engaging with co-workers and an activity where they can relax and not be held responsible.

Autonomy

'You have the responsibility to enhance the group and improve everyone's experience'

Autonomy refers to the student's responsibility to govern themselves and/or a group of actors in a particular engagement platform.

Autonomy is an inhibitor of value creation as students take on roles of responsibility with the expectation that the role includes autonomy. If students feel they have little influence and low levels of duty, they will likely disengage and feel redundant, which prohibits value creation.

Students often choose to take on roles in activities that hold responsibility as they value that experience. For example, in extra-curricular activities, students want to hold a committee role, as they are responsible for the reputation, success, and progression of the club or society. Students value others trusting their ability to oversee the running of a club and expect their peers to hold themselves responsible for their part too. They hold one another responsible for attending training, contributing ideas, and ensuring the performance of the club both socially and in the sport or society.

Students take on roles as course representatives, and other voluntary roles within the student union to be responsible for the views of their peers and cohorts. They value being chosen and trusted to hold this responsibility and want to help change the experience for their peers. They also value the responsibility they put on union staff to listen and follow through with their ideas.

Relationships

Relationships refer to the students feeling a bond and connection to a key actor.

Professional

'I cannot ask for help when the tutor doesn't know anything about me or even who I am'

A functional relationship refers to the student's connection and rapport with an actor for a practical and specific activity.

A professional relationship is an inhibitor of value creation as where there is no connection in certain environments it can cause negative effects. Professional relationships exist where there is an extrinsic benefit and it relates to a function of the engagement platform. Therefore, students expect a certain level of a relationship that will relate to succeeding in that engagement platform. If it is non-existent, students will feel that they will not achieve and will disengage with the actor and engagement platform.

Relationships can have different value for the student. Students value a professional relationship where they want to have mature interaction with the purpose of success in that activity. For example, students value a professional relationship with tutors as they believe this will help them achieve their goals.

With tutors they value a relaxed relationship where they feel confident in communicating, and trust that the tutor is interested in building a connection. Students can feel that tutors have so many students that they don't have time to know individual students. They also feel the tutor has other priorities, such as research, and therefore is uninterested in the student. If a student disengages, they assume the tutor has bias and will not recognise them; this discourages them from seeking support they may need, and from trying to build a relationship. Alternatively, those that always attend and participate are more confident that the tutor likes them and is comfortable enough to meet up and build on that relationship.

Engagement in class can be influenced by the relationships with class peers. Students value the connection they have with class peers as it increases their confidence in class, and their ability to share work, and makes them more likely to attend classes or extra-curricular academic activities, such as workshops and networking events. A professional relationship with class peers encourages communication out of the classroom and a better likelihood of academic success.

Students value the relationships they build with union staff members as they perceive this will enhance their experience at university, as they will listen to problems and help to improve their extra-curricular activities. Their communication includes jokes, questions about their personal life, and a relaxed atmosphere, which helps students perceive they can build a friendship with the staff. This encourages students to be more open and truthful with staff as they build trust in their relationship. Students value the ability to be confident and to trust the staff member to help them.

Social

'My friends are the people who kept me at university'

A social relationship refers to students building a connection and rapport in the social environment with actors.

A social relationship is a driver of value creation, as students get satisfaction and are intrinsically motivated to engage for this benefit. Where a social relationship does not exist with someone, a student will not get disappointed or be dissatisfied.

Students value the relationships they build with their co-workers, despite often only working 4 hours a week with them. They often view their co-worker as someone they can look to for support and vent about other actors. The co-worker acts as a non-judgemental friend, who will side with them as they have no interest to disagree. This friendship can develop, and students will socialise with their co-workers.

Sports club members will engrain in students the importance of bonding and building relationships for their sporting performance and the happiness of all members. They use social occasions, mainly involving drinking, and peer pressure students to attend. They believe the value it brings includes trust, communication, teamwork, reliability, and happiness, which improves attendance and performance. Students value the club culture and importance they put on relationships, by creating an environment where they feel part

of something at university and make friends for life. The relationship they build with sports clubs has an impact on wider activities; often meaning they sacrifice other friendships or university work to socialise and build relationships with sports club peers.

Similarly, societies value the family environment and culture they create through bonding and building relationships. Many societies are more inclusive, using drinking and non-drinking events chosen by the students to let them connect easily. Some societies, in particular, Cultural and Faith, Political, and certain Common Interest, such as PRIDE, have members that are from specific backgrounds, sometimes having faced prejudice or intimidation in their past or current experiences. They find it especially important to create frequent events to establish relationships, so students feel included and enjoy university.

In both Sports clubs and Societies, building relationships has a positive effect on their mental health, and students value the support their receive. Students value the ability to be open about issues and feelings they have, publicly telling members and knowing they will not be judged or excluded. Other members will go on courses to learn about different mental health issues and will make an effort to understand and encourage trust between one another. This is a value not only to those that feel comfortable and included, but to those that feel they gain a greater understanding of people and build a variety of relationships.

Being Part of Something

Being part of something refers to students feeling they are involved and included within a group or team.

Sense of Community

> ***'I'd quit Uni if I wasn't part of something, I would be so lonely'***

Sense of community refers to students feeling like they belong within a group.

A sense of community is a critical for students as students that feel they belong in a group feel intrinsic benefits, and those that do not often feel let down. It is common for students that do not feel part of a community to regret not being involved and are dissatisfied with their experience as they feel they missed out. Alternatively, those involved in a community recognise the benefits, and often tell younger years the importance of joining something to be part of a community.

The perception of a sense of community can be seen in the classroom, as students want to share their academic experience with their class peers. Where students feel class peers share similar thoughts and feelings, they will have increased confidence and will engage more in the activities. Students want to be able to interact and share opinions and worries they may have about the course. Some courses give students hoodies, and this has a positive impact on their sense of community. Students value their peers looking similar to them, reducing any barrier that may make them worried and scared to talk to one another.

Similarly, students will wear their sports kit everyday around university, and show that they are proud to represent their club in the university. A student believes that by wearing their kit, other students will notice they are part of a club, and it gives them a sense of social status to say they are good at sport and have a network of friends. It tells other students they are part of the sport culture, where they drink a lot and do embarrassing things. To the student, they value the popularity status this brings them and see it as attention or praise.

Sports clubs and societies are a very important way for students to feel a sense of community. Students are constantly reminded that being part of a group is a way to get the university experience and helps their retention at university. Students within a group will say it's the best thing they did at university, and those not within a group will express regret for not joining. Being in a sports club and society gives students a group of people with similar interests and who are likely to have similar personalities. Students suggest that the long-term benefits, such as memories and long-term friends, come from the sense of belonging with their sports club or society. Students value feeling a sense of community, as they feel they get the university experience and made the most of their time. A sense of community can have a strong impact on relationships, social status, and emotional and physical security, as students feel that being part of something increases the value in these areas.

Emotional and Physical Stability

'I just want to get away from stress and be with people I can rely on and can relax'

Emotional and physical security refer to the stability of the student's emotional and physical state, so they feel secure and happy.

Emotional and physical stability is a critical because students value the actors supporting their needs but will also show unhappiness when they have no actor that makes them feel secure. When actors support them, they show gratitude and recognise the actor has

provided them with satisfaction. Alternatively, when an actor feels alone, they will be upset that nobody is there to support them or care about them.

Students value having actors that can offer a space for them to escape and feel secure when other areas of the university experience are too much. They rely on family members for financial support, near the end of term, as they cannot afford general living costs. Students value knowing that their parents will provide financial support, so they often are careless with budgeting as they rely on that stability. As well as financial stability, they value the academic support, as family members read and re-write their assessments and students trust their feedback. In addition, students value the emotional stability that families provide. They are able to leave university when they are stressed or upset and go home for emotional support and looking after.

The value students have in the ability to escape any negative environments is relative with several actors. For example, sport clubs, societies, union staff, and friends provide an environment that students can go to relax and get away from the stress of university work or fallings out with boyfriends/girlfriends and other life issues that arise. For this reason, students in second or third year will often encourage students in first year, or those that seem down to join a club or society to build this support network that they can rely on. Students value the space it provides that allows them to be 'part of something' and feel secure and happy at university.

Emotional Support

'Sometimes you just need someone to listen to you cry'

Expressing emotions refers to the student's ability to show how they are feeling to another actor, and to be on the receiving end of another actor expressing feelings to them.

Emotional support is an inhibitor as students perceive it vital for their intrinsic happiness and forms part of a relationship. Only when students feel another actor does not care about their needs, and does not show support, will they show disappointment and recognise it leads to negatively valanced outcomes.

Students value having an actor that will listen to them and discuss their feelings, as well as them valuing when other actors confide in them. Students may book to see university and union support staff to find tangible and intangible support. Either way, students value that they can let out their feelings, including being angry and frustrated or upset and crying. In

addition, they express satisfaction and happiness when they feel someone has helped them. The value in expressing how they feel to someone that understands or can help is useful and they leave the meetings feeling more comfortable and happier.

Although students value the ability to gain emotional stability with family members and escaping home for security, there are a lot of instances where students are unable to tell them they are upset and why. Students often want to hide their behaviour from parents, such as drinking or drug taking consequences, sexual activities, or falling behind on university work. They are too embarrassed to express these emotions to their parents, so may try to find other reasons that they can gain emotional support from them during this time.

Co-workers, sport club peers, societies, and friends are key actors in students' everyday expression of feelings. Students value having someone that cares for them and who will sacrifice their own plans to support them. They provide an environment that welcomes the student discussing problems and trying actively to understand so they can help. Vice versa, students value other actors confiding in them; they will sacrifice university attendance or academic learning to help someone in need.

Socialising

Socialising refers to the social attributes that students recognise when they socialise with actors.

Hedonism

'I'd quit Uni without my social life, Uni is about being drunk and stupid'

Hedonism refers to the student engagement for the pursuit of self-indulgence and pleasure. It is different to enjoyment as it focuses on the student engaging in activities they perceive will give them pleasure, as opposed to the reflection of happiness they get from the activity in enjoyment.

Hedonism is a driver of value creation as students are motivated by feeling they will be intrinsically satisfied if they engage in these activities. It is a driver because students are praised by peers and feel they are involved in university culture; thus, it gives them intrinsic benefits. If students are not involved in drinking excessively etc., they will not feel dissatisfied. Students not engaged in these activities may even be satisfied as they perceive themselves as mature, sensible and safe.

Students perceive that university is an opportunity to engage in certain social activities, such as drinking excessively, taking drugs, being lazy, and having casual sex. These activities are often learnt behaviours from older years, particularly in sports clubs and friendship groups. Social media is often used to boast about social behaviour, and students are praised for pursuing these pleasures. Students learn from these actors that university is their opportunity to experience this engagement before they are too busy with job and the 'real world'. Therefore, they come to value the social behaviours.

Acceptance

'The more we bully you the more we like you, only then are you in the club'

Acceptance refers to the student's perception of fitting in and being recognised as a member of the social group.

Acceptance is a driver of value creation as students that are within a social group will feel they have accomplished something to be considered part of the group. Those outside the group do not have an interest in the group and therefore do not feel negative connotations.

Students will pursue hedonistic engagement where they seek acceptance within a group. In social situations, students engage in 'banter', which they consider light-hearted teasing towards one another, or 'bullying but in a funny way.' Peers in sports clubs and some friendship groups will often peer pressure students to drink excessively and misbehave to embarrass themselves, or do things they would never normally do, and consider it as banter. Students are more likely to engage in sexual activities, such as one-night stands, and put themselves in physical and medical harm, including catching Sexually Transmitted Diseases. However, most students like this social behaviour, and value the attention and praise it brings them.

Older years suggest that those who receive the most attention are most liked and accepted into the group. 'Initiations' are banned in most universities, yet sports clubs continue to do them in secret. Unless they are initiated, students are not considered part of the club, and it is considered the way to introduce first years and show their commitment. Students value being accepted and learn to value this type of behaviour. Those that do not enjoy this intense behaviour often get ignored or drop out of sport and friendship groups to find people more similar. Students fear that by not including themselves in this they are missing out on the 'university experience' Therefore, they feel they cannot value their own social experiences

in the same way. Societies, and the majority of friendship groups, are less likely to have similar banter or put peer pressure on one another as sports clubs. They may still exist, and although behaviour may not be as dangerous or extreme, they share the value they put on social activities, and popularity is often important.

Popularity

'He is such big time, everyone knows him for ruining his life drinking, he's a great lad'

Popularity refers to the student being well known at university and admired amongst peers.

Popularity is a driver as students get an intrinsic benefit and motivation from being popular. Those that are not popular do not necessarily care and it does not affect their happiness with their university experience and that activity. However, those that are popular will feel value intrinsically and it positively affects their perception of their experience.

Students value the popularity they can gain from engaging in social activities. Students who embarrass themselves, or do something dangerous, are more likely to be praised or talked about amongst peers. Older years suggest this makes them a 'BNOC (Big Name on Campus), something everyone should want, and it is part of the university experience. They also suggest that those that get the most attention are the most liked, and therefore students learn to value this behaviour.

Societies and Sports clubs offer the opportunity for students to be on the committee. This role provides them an extended social life, as they meet other sport/society committees and have a role that students perceive as important and respectful, giving them popularity. They value students knowing who they are, and the increased social opportunities they get, such as being invited to more events.

Popularity is a benefit of engaging in social activities. Class peers and co-workers want to make a wider connection of friends, and therefore rely on their stories of binge drinking, sexual activities, and misbehaving to make friends and bond with peers. Those that do not drink may become quieter in class or at work and are less likely to engage effectively as they do not share similar experiences.

Social Learning Environment

'Having people around me gives me motivation to work'

A social learning environment refers to students learning collaboratively and interactively with actors.

A social learning environment is an inhibitor of value creation as students only highlight when it is non-existent. Where the environment encourages collaborative learning, students will not express their happiness. However, when they feel that learning is passive and isolated, students will complain and be unhappy with the environment.

Students value seminars more than lectures because they provide more of a social learning environment. Seminars provide a chance to interact with tutors and class peers, to co-learn and ask questions to expand their knowledge. Social learning with class peers can expand outside of the classroom, normally in the library, where they can share work and ideas to help with assessments. Students value the social learning environment and are more likely to attend and participate where it occurs.

Students depend on friends and sport peers to provide a social learning environment when outside of the classroom. The time and effort they put into their studies often revolve around these actors, and the library or work environments become a social experience. In the library, students will support one another by reading their work, even on different courses, and making each other stay to work all night. Although these actors can be distracting, they can also stop students procrastinating, by hiding their phones or stopping each other from talking. Students can enjoy doing all-nighters and working long hours in the library if they have friends or sport peers around them to make it fun, thereby building some of their funniest memories at university. Students value these social learning environments with friends and sport peers.

Power

Power refers to the student or actor's capacity to influence or control actors.

Expert

> *'I do exactly what she says, she knows what she's talking about'*

Expert power refers to the student's perception that an actor or themselves have a high level of knowledge over other actor/actors.

Expert power is an inhibitor of value creation as students will only complain where they feel the actor is not an authoritive figure. Where an actor uses their knowledge and expertise to

lead and direct, students feel they are achieving the purpose of that activity, and therefore do not feel it meets their expectation. Alternatively, where students feel the actor is not using their knowledge to control them or the activity, students will feel they are missing out and be disappointed.

Students begin university with a similar perception from school, that tutors and staff have authority over the student. However, they quickly learn that nobody tells them off for not preparing for class, contributing in class, or attending any lectures or seminars. Some students value this lack of power the tutor has over their learning and see it as their prerogative to learn how they like and make decisions themselves. However, by final year, students recognise that tutors having power can be beneficial to their work commitment. Students comment on the fact that 'scary' tutors make them attend and make them do the work, so they value this perception. Although they may complain, there is value in the tutor holding onto this power throughout the student's learning. Even when students do not perceive the tutor to have power over their engagement with their course, they will illustrate a barrier between them and the tutor. Students will speak when spoken to and talk respectfully to the tutor. Students value the tutor holding authority as they have increased knowledge, and therefore, hold expert power.

Alternatively, students do not perceive the union staff to hold similar power, and value the more relaxed engagement, where power leans towards the student. Students perceive themselves to have more knowledge about what they want from their experience, and their feedback should be prioritised over the staff opinions. Students and union staff will make jokes and tease one another, such as calling each other names, demonstrating they are comfortable enough to view each other on a similar power level. However, students will not take things seriously when confronted, will miss meetings, ignore emails, and ignore the union staff. This is because they perceive themselves to hold expert power as they know what they want and/or need, and the union is there to conform to it and not direct it; the students value holding such expert power.

Referent

'It's fun being in control of people and shaping the experience'

Referent power refers to the student's value of an actor or themselves having the ability of leader to influence other actor/actors.

Referent is a driver of value creation as students in a position of this power will gain satisfaction in the opportunities for personal growth and development. The student is motivated to increase their satisfaction by engaging and applying resources.

In Sports clubs and Societies, students can run for a committee position, which means they are responsible for the running and development of the club, including social, performance, and administrative functions. Students see these roles as an opportunity to have power over the future of the club, as well as broadening their friendship group and having people knowing who they are. With a committee position, in particular social secretary and president, students will value being respected and listened to, which gives them power over their peers.

In sport clubs, second and third years have power over the first years. They influence how they prioritise social and academic decisions and encourage irresponsible drinking and behaviour. Older years spend a year 'using freshers as slaves'; they get to make them do embarrassing and stupid things. The idea is that it initiates them into the club, and they become accepted. Many first years are willing to accept this, knowing the older years have all done it and knowing it makes them part of something, some even enjoy just following instructions and having someone creating fun for them. However, it has negative effects as some students do not see the value in being made to look stupid in front of peers, and they often quit or get left out of the sports club. Although Universities try to deter sports clubs from this behaviour, the older years have been through it themselves so value the power to be able to do things to their successors.

Discussion

The third objective aims to understand value co-creation through the student perspective of their engagement experience. For the purpose of this study, value is understood as an 'Interactive relativistic preference experience' (Holbrook, 1996, 5). According to Service Dominant Logic, value is emergent in the experience and comprises benefits that the consumer co-creates with the supplier (Vargo and Lusch, 2016). Scholars such as Woodruff and Flint (2006), Ple´ and Chumpitaz Ca´ceres (2010), and Echeverri and Skålén (2011) have extended the experiential perspective, suggesting that value can also be destroyed through the consumer experience. By taking this perspective of value, this present study suggests the student is a consumer of education services, which includes the whole experience, both social and academic. It also acknowledges that value emerges as a trade-off between positive

and negative aspects of experience. Vargo and Lusch (2016) focus on the benefits, whilst Woodall (2003) has noted that value can exist in different ways, dependent on how benefits and sacrifices are perceived. Ple´ and Chumpitaz Ca´ceres (2010) recognised the notion of sacrifices through an SDL perspective, suggesting value can be co-created and destroyed in the consumer experience. This present study identifies both drivers and inhibitors of value, to draw together a rich account of the 'interactive relativistic preferences' that pertain (Holbrook, 1996, 5). This study determines that each value theme is either a driver or inhibitor (Table 5). A driver of value creation is where the presence of the benefit will enhance value of the experience, it will lead to positively valanced behaviour. Alternatively, an inhibitor will be where the presence of the benefit does not boost value in the experience, but its absence will diminish it and lead to negatively valanced outcomes. This study also considers whether observed value forms have either a long-term or short-term impact.

Previous research has addressed student value in higher education, both via a non-Service Dominant Logic approach (Webb and Jagun, 1997; Ledden and Kalafatis, 2010; Woodall et al, 2014) and a Service Dominant Logic approach (Lai et al, 2012; Dziewanowska, 2017). This present study gathers the student perspective on value in a novel way through ethnography and researcher immersion into student experiences. Ledden and Kalafatis (2010) found that affective states are a significant determinant of value, which suggests studies should be understanding the student perspective in a holistic way. The previous chapter shows the holistic insights that this unique methodology was able to gather, including meanings that students are too embarrassed or afraid to discuss. This study illustrates that the undergraduate experience is complex, dynamic, uncertain, unstructured, longitudinal, and subjective to the student. With 17 perceived benefits and 16 sub-sets, the analysis discussed in the previous chapter highlighted the breadth of student life meaning student perceived value is continually changing and developing. This study offers fresh insights into the student perspective and finds it important to go beyond academic terminology and to represent rich representation of the student perspective.

Long-Term and Short-Term Benefits

The analysis found that value co-creation can be short-term or long-term. Short-term value is created between the student and the actors within the ecosystem, whereas long-term value is the student perspective about future value that students can create with actors in the ecosystem. Where short-term value is derived at the time, long-term value is only a belief that effects the student disposition to engage as it may or may not ultimately be derived.

Previous studies have identified benefits of value that could be classified as long or short-term benefits but failed to recognise the importance of this concept. For example, Lai et al (2012) notes functional value (usefulness of a degree) and Dziewanowska (2017) suggests extrinsic value, which include the students degree and employment. These are benefits recognised in this study as long term and students cannot receive this value whilst at university; instead, students engage with value offerings within the ecosystem that co-create the potential for value to be derived after graduation. Woodall et al (2014) use the term 'outcomes' to represent value derived from experience. Categories associated with this value include practical, social, strategic and personal. Each could be either short-term or long-term, given the focal customer in this account is considered to both 'live in the moment' and also to reflect backwards and also project forward (see Woodall, 2003). For example, Woodall et al's (2014) 'social outcomes' - relating to life experience, friendships and social status – could have both immediate and enduring effect. In terms of the perceived benefits identified in this study, these could relate to short-term benefits of *enjoyment* and *socialising* and to long-term benefits of *memories* and *lifelong friendships.* In Woodall et al (2014) 'practical outcomes' (functional benefits) could be either short-term or long-term, but in this present study the student voice suggests these (as *soft skills*) are primarily future oriented. Although SDL literature does not say much about future benefits, there is extensive HE-related marketing literature on 'added value', which includes the students looking at future potential in terms of job prospects and earnings (e.g. LeBlanc and Nguyen, 1999; Ledden and Kalafatis, 2010; and Lai et al, 2015). This present study further elaborates an understanding of student-related value by identifying and naming the temporal status of perceived benefits. It emphasises the importance of drawing on student opinions and beliefs to surface dispositions towards value creation, both short-term and long-term.

This research found that students' long and short-term benefits can relate to one another, potentially as a supporting benefit or conflicting benefit. Woodall (2003), Ple´ and Chumpitaz Ca´ceres (2010), and Echeverri and Skålén (2011), recognise that consumers or students may derive value from their combined perception of benefits and sacrifices. This study develops on this as it suggests how short-term and long-term benefits can contribute or conflict with one another. For some students, short-term benefits contribute to the overall long-term benefits; for example, a *social learning environment* is a short-term benefit that students see as contributing to a *2:1 degree*, which is a long-term benefit. In other engagement experiences, students' motivation for long- term benefits will not always equate to their engagement, and short-lived benefits can override them. For example, students may want

to achieve a *2:1 degree* as a long-term benefit but prioritise engagement with *social relationships* and *socialising*. Although these are a value for the student, they align with lifelong friendships and memories as a long-term benefit.

Short-term and long-term benefits are not always connected, for example the perceived effort of others may not affect the long-term benefits the student sought. However, it could be argued that even these have an effect on the students' disposition to engage with aspects that co-create other benefits. For example, if students perceive others put in little effort, they may value their own *reduced effort*, meaning both actors are limiting their *social learning environment* benefit, which in turn can lead to a constraint on the *2:1 degree* long-term benefit. It does not mean long-term benefits change but their disposition to engage with short-term benefits related to achieving this may reduce and their chances for success drop. Therefore, whilst it is important to understand the long-term values that motivate students, it is imperative that scholars and academics know short-term value forms that explain the student experience. Understanding short-term benefits can explain the everyday student perspective and disposition to engage with learning. This analysis differs from previous studies as it differentiates the short and long-term value forms that can explain student engagement experience, accepting students do not always relate them or reflect on this relationship. Where possible, HEIs should look for opportunities to enable students to align both short and long-term benefits.

Positive and Negative Valence

The analysis has identified that perceived benefits can lead to positively or negatively valanced value. In human resource management literature, Herzberg (1968) introduced motivation-hygiene theory, suggesting that factors in the workplace could cause satisfaction or dissatisfaction, but not both. This is later adopted in the marketing context by Kano (1984) and Johnston (1995). Although using different terminology, Kano (1984) developed this two-factor theory, and suggests a third category, '*one-dimension quality*', now known as 'criticals'. These can elicit *both* or *either* satisfaction or dissatisfaction. This theory is later applied by Douglas and McClelland (2008) to the higher education context and student satisfaction. From an SDL perspective, Azer and Alexander (2018) use the terminology positive and negative valence, with reference to engagement behaviours, and both demonstrate that in every aspect of customer-supplier relationships there are plusses and minuses. Engagement, value and satisfaction are inextricably linked but, as Azer and Alexander (2018) point out,

attention is often focused more on the 'plus' and not sufficiently on the 'minus' side of these relationships.

This present study shows that these terms play a key role in identifying the relative impact of different value forms and understanding them can help HEIs make effective choices. For example, *facilities investment* is a negative valence and if the furniture is not maintained and IT equipment is not up to date then this will cause a negative impact. However, maintaining standards will not enhance value perceptions because students expect facilities to be good. Similarly, tutor effort in class will not enhance value but poor effort may destroy it as tutor effort it expected. However, using unique teaching methods, such as student led seminars may give them responsibility, which is a value co-creator and can be enhanced as students do not expect it.

Perceived Benefits in the Higher Education Literature

The analysis in this study discusses the perceived benefits of university experience that can trigger emotional and cognitive responses in students. These benefits either support, develop, or conflict with previous literature on student value. Table 7 shows similarities and differences between the 'benefit' element of value models from three prior scholarly contributions relative to value in the higher education context. Lai et al (2010) offers the perspective of perceived value, Dziewanowska (2017) adopts an SDL perspective, and Woodall et al (2014) offer a multi-dimensional/multi-type perspective of value.

Table 6:Similarities Between Perceived Benefits and Value Sets Identified in the Literature

Value Themes		Lai et al (2012)	Dziewanowska (2017)	Woodall et al (2014)
Employment		Functional (Usefulness)	Functional	Strategic Outcomes
2:1 Degree		Emotional	Extrinsic	Strategic Outcomes
Soft Skills		Functional (Usefulness)	Functional Internal	Practical and Personal Outcomes
Memories				Social Outcomes
Lifelong Friendships				Social Outcomes
Enjoyment		Emotional	Emotional	
Situational Awareness			Epistemic	
Access	Ease of Access		Conditional	Lifestyle Facilitators and Support Services
	Inclusivity		Epistemic	Social Outcomes and Lifestyle enhancers
Facilities Investment		Functional (Experiential)	Conditional	Lifestyle Facilitators and Academic Support
Effort	Reduced Effort			
	Effort of Others	Epistemic		Academic Support
	Recognition of Effort			
Responsibility	Autonomy		Functional Internal	Practical Outcomes
	Independence		Extrinsic	Personal Outcomes
Relationships	Professional		Relational (Staff)	Academic Support and Support Services
	Social	Social	Relational (Student)	Social Outcomes
Part of Something	Sense of Community Emotional and Physical Stability			
Emotional Support				
Socialising	Hedonism		Emotional	
	Acceptance		Relational (Student)	
	Popularity			Social Outcomes
Social Learning Environment		Social Conditional	Functional Relational (Student and Staff) Conditional	
Power	Expert Referent	Epistemic	Relational (Staff)	

The present study perceived benefits can be related to dimensions identified by other scholars (see Table 6). For example, employment, 2:1 degree min. grade, soft skills, facilities investment, and social relationships can be seen to apply. Although the degree itself is generally recognised as a contribution to value, this study went deeper and recognised that most students state they would only value a 2:1 degree min. grade; anything less would denude value. There are exceptions, as some that academically struggle or face personal challenges value their ability to receive any degree certificate. However, students generally are vocal about the value of a 2:1 degree; they learn this perspective from friends, family, and tutors. It has a big impact on their engagement disposition; for example, students will engage with pedagogy for assessment and sacrifice engagement with social platforms if they can see a 'good' degree as likely outcome.

Extant literature notes the importance of universities offering engagement platforms outside the course, such as support services, student unions, and career offices (Wilcox et al, 2005; Lane and Perozzi, 2014; Woodall et al, 2014). However, value co-creation theory suggests that value can only be co-created where the student engages with the actors and platforms, and, therefore, the offerings alone do not create value but are purely value propositions

(Vargo and Lusch, 2004; 2016). This study went beyond previous literature as perceived benefits of *facilities Investment* and *Ease of Access* offer a specific perspective on the *nature* of the value that students co-create through these platforms. Facilities investment shows that students value investment such as, expert coaches, modern software, adequate learning facilities, and study spaces. Ease of access show that students value communication from platforms through the relevant channels, where they offer instant, clear, and tailored support. It is important for HEIs and scholars to understand that whilst the existence of these platforms is an important start, how they use them to engage with students is vital to the co-creation of value.

The analysis highlights the holistic nature of value through perceived benefits that have not previously been explored, such as reduced effort. *Effort of others* has some previous standing in literature, primarily through student satisfaction with tutor's effort to prepare creative teaching material and their enthusiasm to teach (Umbach and Wawrzynski, 2006; Zepke, 2010). Effort of class peers is highly important to the student, especially in group work as students rely on one another. Literature has recognised the benefits of peer learning and group work, including a gain in employability skills (Boud, 2014). This study agrees with literature that suggests students enjoy group work and can see the benefits (Boud, 2014). However, analysis shows that students do not want group work when it is for assessment, primarily if they perceive others as not contributing to the same level as themselves, and they then fail to see a purpose. Students only value the effort of their peers where they meet or go beyond their expectations or where the work does not count towards their degree grade.

The *reduced effort* theme was developed from the recurring notion that students seek to put in the minimal effort to achieve their goals. Students value being able to 'just get it done' in the quickest and easiest way possible and they teach one another this. Previous literature has found that students often want to just meet the criteria so will make things up or rush work to their minimal capability (Boud and Falchikov, 2006; Jones, 2010). This idea relates to deep and surface learning, where the former is associated with critically understanding knowledge and experience and the latter is associated with students who simply try to memorise information without real understanding (Marton and Saljo, 1976; Biggs, 1987; Beattie et al, 1997; Entwistle and Peterson, 2004). Although not always the case, and sometimes without them intentionally doing so, students will apply surface learning to pass assessments. They value other actors when enhancing the students' ability to reduce personal effort, such as tutors providing specific assessment guidelines or class peers

providing them copies of their own answers. This idea also links to the criticism of students as consumers, whereby students learn for assessment and not to develop knowledge (Sheard et al, 2010; Brown and Carasso, 2013). Although undesirable, because of other responsibilities, pressures, or general enjoyment, this becomes a pragmatic approach taken by students.

Previous literature has used the terminology 'emotional value' (Lai et al, 2012; Dziewanowska, 2012), which has meant the enjoyment and fun of the student experience. This study takes a different approach, suggesting student emotional value can be broadened to several objects including enjoyment, emotional support, and situational awareness. An advantage of ethnography to this study was that it facilitated analysis of emotional engagement simultaneously with behavioural and cognitive engagement; something that previous studies have found difficult. It found that students regularly want to engage with actors, especially friends and family, in conversations that are personal. A very topical issue that students face is with mental health problems, and it is important they have supporting actors that can understand their situation and allow them to discuss feelings. However, this is still an underexplored aspect within higher education literature, though it has been considered with regards to first year transition (Wilcox et al, 2005). Focus comes from psychology perspectives, which says emotional support can increase both mental and physical health (Kaplan et al, 1977; Berkman and Glass, 2000). Therefore, understanding emotional perceived benefits can be vital both for scholars and HEI. This latter group includes tutors, service staff, and support staff who need to understand financial, academic, and general pressures that may be constraining a student's ability to engage. With 'situational awareness' the student can feel more open and confident; through emotional support from other actors, students feel happier and more comfortable seeking advice.

The analysis shares similarities with previous literature on value and develops these ideas. For example, both education and general marketing literatures pick up on social values, including popularity and status (Sheth 1991; Holbrook, 1999; Woodall et al, 2014; Dziewanowska, 2017). However, the literature around social value is not consistent; some use this to explain social image, reputation, and status (Sheth 1991; Holbrook, 1999; Woodall et al, 2014), whilst others relate social value to friendships and meeting people (Woodall et al, 2014), which other scholars might classify as relational value (e.g. Dziewanowska, 2017). As opposed to classifying all aspects of social value in one group, the analysis found that there were three key aspects; *hedonism, acceptance, and popularity*. *Popularity* and *acceptance* are two social objects that are commonly explored under the term social value.

Similar to social status and image, popularity gives students the value of being well-known and liked. Acceptance shares the notion of social norms (Perkins, 2002; Moreira et al, 2009), where students learn and adapt themselves to the social group to pursue acceptance, often through alcohol misuse. Although the term hedonistic value has been seen before (Dziewanowska, 2017), in this study it relates to the students' pursuit of pleasure, through what they think of as 'university culture' and how 'students should behave'. This includes drinking excessively, having casual sex, and deliberately missing university classes. Students pursue this engagement in the form of *hedonistic* value. Unlike *enjoyment* value, the engagement students pursue for hedonistic value do not always bring enjoyment; the behaviour can cause depression and poor university grades.

The perceived benefits in this study can have several meanings, which is why they may be divided into sub-sets; for example, the theme *power* relates to both *expert* and *referent* power. Unsurprisingly, students seek expert power from tutors and service team staff, as they expect them to have expertise and knowledge to support their wants and needs. Very shortly after arriving at university students learn that they have power over staff, including lack of an authoritative figure and the strength of their student voice. Students adapt a consumerist perspective as there are no repercussions for disengagement and they believe it is their choice how they engage (Molesworth et al, 2009). This study found that students need the tutor to express power and adopt a more authoritarian manner if they are to engage with the course more. Where a tutor questioned student engagement, or demanded students prepared for the lessons and organised drop-ins, the students took a more active role. Their perspective shifted to thinking the tutor cared and the tutor was scary, and this made them want to work. Some universities monitor attendance to lectures and seminars and are beginning to hold conversations about students who are disengaged. However, students are not reacting, with many still not attending if it does not appear likely to affect their assessment. Although not always the case, those students that perceived the tutor to be authoritarian were more likely to engage, and this suggests HEIs might perhaps adopt a stricter policy for structural student engagement. Interestingly, when engaging with tutors, students value their voice being heard and they perceive some power to facilitate making changes; however, this same voice does not exist with administrative or management staff. Therefore, this suggests students do not feel they have the expertise to challenge university staff and consequently fear criticising them.

A theme that arose in all aspects of student life was the value perceived from being *part of something*, including the *sense of community* and the *emotional and physical stability*. Whilst

value literature notes the importance of making friends and of social norms, the value of being 'part of' something goes beyond that and offers a deeper perspective on the student experience as a whole. The current literature that looks at communities in higher education are mainly related to either first-year students, cross-cultural studies, or students that study online courses (Wade, 1997; Belch et al, 2001; Rovai, 2002; Gunuz and Kuzu, 2015; Balboni et al, 2018). Few studies have considered communities for the whole student body and the importance it has on all three years of the student experience. McMillan and Chavis (1986) discuss how a sense of belonging to a community means the person feels they have 'a place', that they are a member of a group which provides the emotional safety necessary for exploring needs and feelings and developing intimacy between other members. This study supports Wade (1997) and Belch et al (2001) who state that establishing a sense of belonging is critical for student retention and satisfaction, and this often arises through participation in sports clubs. This study found that, both in-class and out of class, students want to feel a *sense of community*, whereby they have confidence, enjoy themselves, and trust one another. Something simple, such as a hoodie that courses, sports clubs and societies may have, will cause students to group together and creates the image of equality amongst peers. These groups can provide the student with the *emotional and physical stability* they value. In class this can be what encourages them to share work and reflect on how the course makes them feel. Out of class, actor groups represent safe spaces where students can be open. This study was able to provide insight into how such value is co-created and suggests that securing 'belonging' in the first couple of weeks is fundamental for a positive and lasting effect.

Whilst other studies have picked up on faith and spirituality as key perceived benefits, this study did not identify this as a key value. This may be because this study was primarily focused on UK students in that that these make up the majority of students in HEIs. In 2018, it was found that 70% of 16-29-year olds identified as no-religion (Guardian, 2019). Therefore, the perceived benefits identified in this study may differ with further studies that look specifically at underrepresented groups, such as international and minority students.

The perceived benefits can positively or negatively trigger student engagement behaviour and resource integration within the university ecosystem. The previous analysis for objective one and two recognises the key actors and how students engage and integrates resources. Table 7 summarises findings from an actor perspective, one of the major points of focus adopted for this thesis. Table 7 shows the key actors, what engagement platform students

are likely to interact, the relevant resource integration sub-patterns and the sources of value that are drivers, inhibitors, or criticals.

Table 7- The Value Co-Creation Process in the Student Engagement Experience

Value Co-Creation Process	Tutor	Class Peer	Friends	Sport Club Peers	Society Peers	Family	Co-Workers	University/Union Support Staff	University Services Staff	Union Staff
Engagement Platform	Lectures and Seminars; Additional Meetings/ Emails	Lectures and Seminars; Group Work; Learning Spaces	Social Media; Term-time Home; Socialising; Learning Spaces	Sports Training; Socialising; Phones/ Social Media; Committee meetings	Society Events; Committee Meetings; Socialising	Phone/ Emails; Home	Part-time work; Socialising	One-to-One meetings; Marketing; Phone/Emails	Workshops/ Drop-ins; Marketing; Facilities; Information Desks	Union Meetings; Drop-Ins; Workshops; Social Media/ Email
Resource Integration Patterns	Communicative; Pedagogical; Employability; Academic; Relational; Wellbeing	Social; Communicative; Pedagogical; Wellbeing; Academic; Relational	Social; Communicative; Pedagogical; Wellbeing; Relational	Functional; Social; Communicative; Wellbeing; Extra-Curricular; Relational	Social; Communicative; Employability; Wellbeing; Extra-Curricular; Relational	Pedagogical; Employability; Wellbeing; Academic; Relational	Social; Pedagogical; Employability; Relational	Communicative; Wellbeing; Academic; Relational	Functional; Communicative; Employability; Academic; Relational	Social; Communicative; Employability; Extra-Curricular; Relational; Referent Power
Driver of Value Co-Creation		Soft Skills; Memories; Socialising	Memories; Lifelong Friendships; Independence; Social Relationships; Emotional Support; Socialising	Soft Skills; Memories; Lifelong Friendships; Autonomy; Social Relationships; Emotional Support; Socialising; Referent Power	Soft Skills; Memories; Lifelong Friendships; Autonomy; Social Relationships; Emotional Support; Socialising; Referent Power	Independence; Emotional Support	Social Relationships; Socialising	Independence; Emotional Support	Soft Skills; Referent Power	Soft Skills; Autonomy
Inhibitor of Value Co-Creation	Employment; 2:1 Degree Grade; Situational Awareness; Professional Relationships; Social Learning Environment; Expert Power	Employment; 2:1 Degree Grade; Situational Awareness; Effort of Others; Professional Relationships; Social Learning Environment	Situational Awareness; Access	Employment; Situational Awareness; Ease of Access; Utilities Investment; Effort of Others	Employment; Situational Awareness; Ease of Access; Utilities Invesment; Effort of Others	Employment; 2:1 Degree Grade; Situational Awareness	2:1 Degree Grade; Situational Awareness; Ease of Access	Ease of Access; Professional Relationships; Expert Power	Employment; 2:1 Degree Grade; Ease of Access; Utilities Investment; Professional Relationships; Social Learning Environment	Employment; 2:1 Degree Grade; Situational Awareness; Ease of Access; Utilities Investment; Professional Relationships
Critical	Enjoyment; Effort; Part of Something	Inclusivity; Effort; Part of Something	Enjoyment; Part of Something	Enjoyment; Inclusivity; Recognition of Effort; Part of Something	Enjoyment; Inclusivity; Part of Something	Reduced Effort	Enjoyment; Inclusivity	Situational Awareness; Emotional and Physical Stability	Enjoyment; Inclusivity; Reduced Effort; Emotional and Physical Stability	Inclusivity; Reduced Effort; Recognition of Effort; Emotional and Physical Stability

198

Chapter Six: Development of the Student Co-Creation Journey

Introduction

This chapter explains the student perspective of the value co-creation journey over a three-year undergraduate degree. Understanding how value co-creation may change or emerge can further lead to recommendations for institutions, and these are added to the conclusions in chapter 7. Although, this study did not aim to observe the student value co-creation journey, an advantage of the ethnographic approach is that unpredictable findings can arise. This additional finding is substantial to the research and can have an impact on higher education practice as it can shape their engagement offerings. As observations continued, the difference amongst year groups became apparent. This study could identify year groups easily by the way students spoke to one another as students continually refer to their year group. For example, first years are labelled 'freshers' and talk about their first year not counting towards their degree. Second years often discuss needing to have fun before their final year and before pressure starts. Third years talk about the pressures of final year and that it is their last chance to experience different events. This type of language made it easy to recognise different year groups and over time the differences in their language and engagement became evident, leading to the development of the student value co-creation journey theory.

Chapter five leads to another way of understanding the student co-creation experience and illustrate the student journey. Table 6 illustrates how value is co-created through different engagement experiences and resource integration. The previous chapter identified perceived benefits that are not necessarily hierarchical and can be simultaneous or conflict. The hierarchy of the benefits can change depending on the individual and the point in time. Individuals will differ; however, this study has found that the critical point for different benefits will likely change at different times in the experience and this has become apparent throughout the observations and analysis. The perceived benefits can have a positive or negative trigger on engagement behaviour across the student journey.

The Value Co-Creation Journey

Student engagement and value concepts are both characterised as dynamic, subjective, and experiential. Literature characterises engagement as subjective, active, dynamic, and

experiential (Trowler, 2010; Healey et al, 2016). Value is defined as the 'interactive relativistic preference experience' which highlights the subjective, experiential, and interactive characteristics of benefit derived (Holbrook, 1996, 5). The similarities in these terms suggest that student value co-creation can continually change and develop over the undergraduate degree. Despite this, studies have generally explored them cross-sectionally, offering single outputs and not explaining changes in intensity or outcomes. This present study also suggests that value cannot be measured at just two points in time as value is more dynamic and emergent. Some studies have compared the learning and emotional development of first and third year undergraduate students (Callinoan, 2005; Chew et al, 2013); however, this omitted second year students and didn't consequently fully identify all the key points of the experience that can impact student development. Leddon and Kalafatis (2010) also look at time as an impact on the perception of educational value with master's students. This chapter explains how students will change their disposition to engage with actors or platforms based on their perception of the value derived.

Figure 10 illustrates the pattern of shared value co-creation across the student journey. By looking at different stages of the undergraduate journey it can inform us about the student disposition to engage and the role and significance of a key actor at a given time and can lead to useful recommendations for how to enhance engagement and for opportunities to co-create value. Figure 10 illustrates the six phases of the student journey that show the development of student engagement and value co-creation: Rapport, Respond, Regulate, Routinize. Realisation, and Resolve. This chapter will continuously draw on the perceived benefit in Table 5 discussed in the analysis chapter.

Figure 10: The Student Value Co-Creation Journey
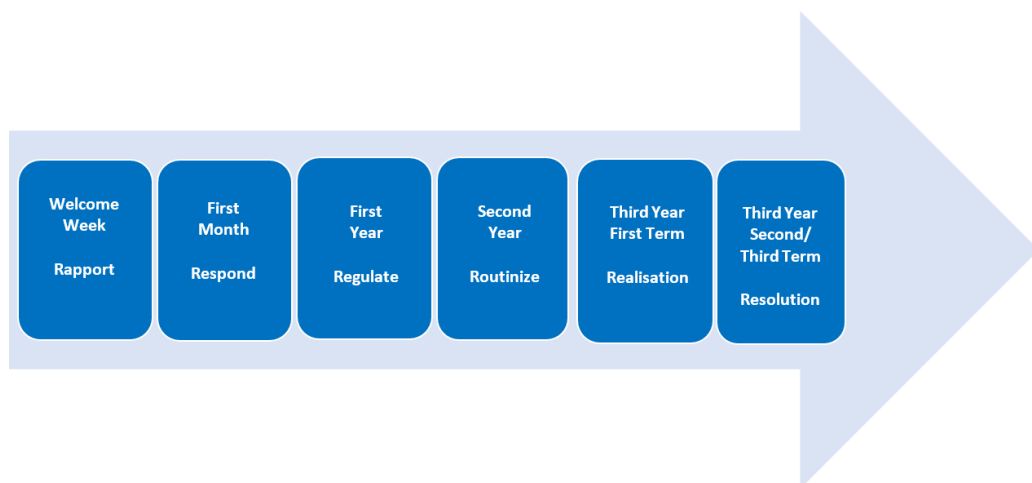
Rapport

From the student's perspective, welcome week is the first opportunity to meet actors, build relationships with peers, and settle into unfamiliar environment. Even after receiving welcome packs, students have little understanding of the magnitude of what university entails, such as its size, number of people, and varied activities on offer. Agreeing with Chow and Healey (2008), students' focus is on finding security and an identity within their new home life. Building a rapport with fellow students and being comfortable in their new surroundings is critical for their first week at university. This present study agrees with Larmar and Ingamells (2010) who suggest if *welcome week* or *orientation* week are well organised, they can help students understand institutional characteristics, establish a network of support, and build confidence with the learning environment. The key perceived benefits at this point in the student journey are social relationships, socialising, emotional and physical stability, and enjoyment. Students want to join an activity, so they are part of a social group at university, pursue hobbies and interests, and maybe even start adding to their CV. Some students miss their chance to engage with relevant platforms and may later regret not going along to welcome events and freshers fair as they will have missed the chance to secure key benefits. As students focus on value that comes from relational, social and extra-curricular resource integration, they fail to engage with other offerings HEIs provide. For example, HEIs put on course inductions and presentations from key departments, but students primarily value fitting into their social surroundings and not on the other types of value, including employment and facilities investment. Welcome week needs to put emphasis on the students' engagement with extra-curricular activities, enhancing opportunities for value offerings from actors and platforms that encourage value co-creation.

Respond

In the first month of higher education students will find new engagement platforms and meet key actors that offer different value offerings. As students enter new settings with new people, they will respond to the norms of the environment and what is expected of them. When students start university their aim is to seek benefits in every aspect they can to make the most of their experience. They engage with multiple platforms and actors, integrating extra-curricular activities, academic, relational, pedagogy, social, and communicative resource sub-patterns. Student perceived benefits that can lead to positive engagement behaviour and value co-creation are relationships, socialising, social learning environment, being part of something, enjoyment, 2:1 degree.

Often called the transition stage in the literature, students spend the first term adjusting to new experiences, such as; academic, social, personal-emotional, and feelings of attachment to the institution (Hurtado and Carter, 1997; Krause and Coates, 2008; Vinson et al, 2010; Lamar and Ingamells, 2010; Penn-Edwards and Donnison, 2011; Maunder et al, 2013). This present study agrees with Trotter and Roberts (2006) who suggest that student retention in first year is largely affected by their intellectual and social integration. Therefore, students co-create value that can help them adjust and conform to the environment.

This present study supports Leamnson (1999), who suggests that students have to adjust to learning styles, study habits, self-regulating, and interacting with teachers and peers at a new level. It also supports early literature, such as Entwistle (1991) who suggests perceptions of the learning environment will influence how students learn and not the context itself. Combining these views, this present study suggests that as students adjust to their learning environment, they develop a perception of their peers and the tutor that they copy. This present study agrees with higher education literature, such as Chickering and Gamson (1987) that has long suggested that good practice should set expectations, build confidence and encourage contacts and co-operation amongst students and staff. Students will begin to learn the expectations on themselves, the teaching style, course curriculum, relationships, and overall learning environment. Zhao and Kuh (2004, 124) found that 'experience with a learning community is associated with higher levels of academic effort, academic integration, and active and collaborative learning'. They also go on to say that encouraging a learning community will encourage them to continue throughout college. This present study develops this from an SDL perspective; suggesting the learning community encourages positive engagement disposition for continued value co-creation. This study suggests that it is critical to implement good practice during the respond stage, including setting expectations, building trust, encouraging communication, and creating relationships between the students and their peers and tutors.

As supported by the literature, such as, McKenzie and Schweitzer (2001), Zhao and Kuh (2004), and Wilcox et al (2005), social integration is a critical factor for first year undergraduates. Students are ultimately motivated to achieve long term value, such as lifelong friends, which they begin to co-create through friends, sports peers, and societies. They value forming social relationships, socialising, and being part of something, so will conform to the group of actors. This can be through drinking and non-drinking engagement platforms. Werch et al (200) found that first year students are most at risk of increasing their

consumption of alcohol and this sets a model of heavy drinking that has the potential to last over their experience and influence other students drinking patterns for years to follow. This present study agrees that a model of drinking and behaviour is set in the early stages of first year. Students respond to the communicative resource integration, as they adopt 'banter' and pressures to drink excessively, have casual sex, do embarrassing things, and potentially do drugs. If students do not conform or find friendship groups that have similar views, they are likely to miss out on co-creating social relationships and being part of something. Both responses can cause disengagement and retention issues with their studies. It is fundamental that HEIs educate students about the dangers of their actions and find ways to encourage students who do not meet the expectations of such groups to find other avenues for engagement. Social engagement does not mean just drinking, it also means relaxing, going out for dinner, and just having fun with peers, such as staying up till 4am chatting with friends. These engagement experiences can have key impacts on creating value, such as; emotional support, social relationships, and feeling part of something. The actors share their experiences, opinions, and goals, which gives them the opportunities to co-create value.

In their first month, the students may join extra-curricular activities, where they create value through enjoyment, being part of something, and being accepted within a social group. In extra-curricular platforms, students are influenced to value referent power, whereby the older years act as mentors and can peer pressure them to do things. Previous studies have recognised that engagement with extracurricular activities can influence the students' beliefs, goals, and motivation, which in turn may affect engagement (Astin, 1993; Coates, 2009). This present study found that how students engage with extracurricular activities in the first month will influence priorities and value co-creation perceptions. This study found that engagement in social activities and engagement with older year groups can cause students to reduce engagement with academic activities. A common phrase is 'first year doesn't count' which second and third year students say to encourage first years to socialise more. Some students dislike this relationship so respond by quitting sports and societies, others benefit from it and create value such as; enjoyment, popularity, and acceptance. Students that respond to these pressures will prioritise training and social activities. More education is required for these clubs to ensure they understand the impact this behaviour can have on retention, mental health, and success of their club.

Regulate

In the second and third term of first year the students will maintain much of the value co-creation and engagement disposition set in the respond phase. In the regulate stage students become conscious of how they are engaging and what benefits they are getting from that. As students feel more comfortable, they may seek to find new people or activities to engage with that may add benefit to their experience.

In decision-making, students can appreciate the attributes of their engagement and often reflect and compare the opportunities actors and platforms provide for value co-creation. This process relates to Woodall (2003) suggesting that derived value can come from the trade-off between benefits and sacrifices. This may occur either consciously and/or sub-consciously as a hybrid appreciation of the relative merits of competing agendas. According to Hiller and Woodall (2019, 906) '…value occurs in conscious reflection, but its structure and structuring are constituted in experience'. For example, they realise going on a night out and drinking excessively will deliver enjoyment, relationships and socialising but may also restrict their engagement with attending class the next day. As student grades do not count towards their degree grade, they perceive that they are not inhibiting the long-term benefit of a 2:1 and are able to co-create other value types as mentioned.

Students who are trying to integrate too many resources are likely to reduce their wellbeing resource integration and have a negative effect on their independence and stability value. This present study found that students value emotional support and emotional and physical stability, which supports literature that states emotional integration is key to retention at higher education (Gerdes and Mallinckrodt, 1994). For some, this can mean lifestyle wellbeing choices, leading to poor diets, disturbed sleeping patterns, lack of exercise, or alternatively clean living. This present study agrees with Sprake et al (2018) that this way of living disrupts their financial, emotional, and physical stability. For many students these lifestyle choices can have a large effect on their mental health, causing further stress on top of the academic and social adjustments they have to cope with in first year. Through encouraging a healthier lifestyle, universities could actively try to encourage wellbeing resource integration that can help co-create emotional and physical stability. For other students, wellbeing resource integration can focus on support services that can help with financial, housing, and mental support. Although this study agrees with Trotter and Roberts (2006) that students frequently do not seek external support and would rather rely on peers, it also found that this is often because of the lack of awareness of support services or because they do not know what is appropriate and are nervous. This study suggests that changing

student perspective about seeking help, and staff directly intervening at this early stage, could help them in later years to confidently seek support. Although this supports literature that suggests early intervention in first year is key (Fike and Fike, 2008), it goes further and suggests intervention should not just focus on low attending students, but direct support should be offered to all students. This can be through one-to-one meetings between student and staff members and through workshops that form part of the curriculum.

Workshops are run by university service teams and they have the ability to lead to both positively and negatively valanced outcomes. In the early stages of the student experience it is important the first workshop they attend has a benefit to the student and creates value. As mentioned in the chapter 5, students may try attending such an event and their experience will influence word of mouth and their future engagement. It is critical that the sessions or drop-ins are tailored to the student's course, offer practical information, and offer opportunities for questions and discussions. The key perceived benefits that encourage engagement are 2:1 degree min. grade, employment, soft skills, and enjoyment.

Routinize

The second year of university is the routine phase, where students return to university confident and self-assured as they know their surroundings, have friends, and are no longer the 'fresher'. In the end of first year, students will have regulated perceived benefits and in second year they begin to routinize based on their knowledge and experience. The literature on second year students is limited; and they are often treated as the 'middle child' of higher education (Gahagan and Stuart Hunter,2006), and attention in the literature and support in HEIs is limited. This study found that second year is a critical point in the student experience; as grades may start to count to their final degree grades, housing becomes an increasingly dominant issue, and they may take on more responsibility in their extra-curricular activities, such as committee roles. Despite students facing new challenges, they are set in the routinized phase and struggle to change habits that have formed in the regulate phase, such as prioritising social engagement, as discussed previously. Key perceived benefits that come into focus in second year are soft-skills, referent power, emotional and physical stability, and responsibility. These may develop through committee roles, living with friends, and working part time; these often arise from new platforms for student engagement.

Similar to the regulate phase, there is evidence of the trade-off perspective of value (Woodall, 2003). Students place a lot of effort and time into enhancing their club/society roles; this can

mean prioritising this over their engagement with academic activities. These perceived benefits mentioned can mean students sacrifice the 2:1 degree min. grade and social learning environment, as they believe they can make up for their lack of engagement in final year. This present study agrees with Woodall et al (2014) who suggest that social outcomes, such as life experience and friendships, are a value from the student experience. Going further, this study suggests that it is at the beginning of second year that students realise that long-term benefits have shifted from a purely academic and employability focus and now include memories and lifelong friends. Some students will know their course modules count towards their grades or placement opportunities, and this will encourage them to socialise the same or less but engage in pedagogy more than their first year for the 2:1 degree min. grade and employability. HEIs should encourage students to reflect on their previous value co-creation activities and their motivation for future value co-creation. This could inspire students to think critically about their engagement and how resources might be integrated, and prevent the routine phase inhibiting their academic development.

Living out of halls is frequently a new experience that can encourage students to co-create new types of value with housemates. This brings opportunities of expecting new categories of value, including; independence, socialising, enjoyment, memories, emotional and physical stability, social relationships, effort, situational awareness, emotional support and lifelong friends. Students go without the support they experienced when living in halls, meaning they have to learn new skills: paying bills, cleaning, and making decisions around security. Literature pays attention to the student experience and perception of living in halls (Dusselier et al, 2005), but the challenges students face moving into their first rented accommodation are also significant. This present study has found that having a good network of friends to live with and a relaxed home life co-creates emotional support and being part of something This study suggests HEIs should ensure that people feeling lonely and without friends to live with have networking opportunities to meet similar people to live with. HEIs should also provide guidance for good landlords and advice for students to cope with their new challenges. Personal tutors often become disengaged from students in second year and it is important they maintain contact and ask them about their living experience, to ensure they are aware of any potential difficulty, and can provide early intervention.

In first year, students tend to do work from their halls as they are comfortable in those surrounding and because their grades are not counting towards their degree. However, in second year they begin to use the learning facilities, although they struggle to time manage and find a routine. To avoid inhibitors of value within access and facilities investment, HEIs

should facilitate resources and spaces that are easy to find and use. This includes available computers or desks, software that loads quickly, a nice working environment, and ease of locating books and journals. Douglas et al (2006) suggests that IT facilities and materials are key but resources such as catering facilities and appearance of facilities are less important factors. As students use the facilities more, they are more likely to engage with information services, such as library staff, IT, and administrative services. Students will engage when something is not working or they are confused by a situation, and normally this comes at a critical point, such as assessment. If students fail to get easy and instant guidance, value is inhibited, including; expert power, facilities investment, ease of access, and professional relationship benefits. These findings are similar to service marketing literature that deals with complaints and responses, such as Resnik and Harmon (1983) and Curran and Meuter (2005). With increased technology, students want instant and specific help with staff showing interest in helping the student. One method is through online chats, where staff members could respond instantly, and the student would not have to spend time moving or finding someone. There is already evidence of this happening in HEIs, for example, libraries often have online chat rooms and will find books and reserve them.

Realisation

The realise phase occurs during the first term of the students' third or final year. It refers to the student realising they have to redirect their goals towards graduation. Whilst the student will spend first term engaging similarly to the routinize phase, they will realise they are nearing the end of their degree and what they need to do to achieve long term benefits. Key perceived benefits that final year students will want to focus on include; 2:1 degree min. grade, employability, and soft skill development.

The key part of the realise phase is that students reflect on their previous value co-creation choices and realise how these do or do not meet their long-term aspirations; and in turn realise what value they need to prioritise. It is common for HEIs to include reflective practices in final year, often through assessments and workshops. Literature has suggested reflection in higher education can enhance personal and academic development, and prepare students for employability (Rogers, 2001). This study found that students need encouragement to reflect but it should not be through assessment as they can make things up to meet the criteria or feel judged (Boud and Falchikov, 2006). In addition, the realise phase suggests that students want to reflect at the beginning of the final year so that they can co-create relevant value and their engagement disposition may alter.

Students enter final year with the perception that they need to focus on different forms of value. For example, they may live in small housing with peers that they perceive as a good influence, and they will take on responsibilities in extra-curricular activities that encourage employability skills, such as President or School representative. Students perceive see this as an engagement that leads to value forms such as; social learning environment, 2:1 degree min. grade, soft skills and employability benefit. The realise phase provides the university an opportunity to invest in sessions specifically for reflection, goals, and career advice, as this correlates with the time in which students want to engage and co-create these value types. University services events should show how skills they develop in other activities, such as volunteering and committee roles, will help them stand out and shape their CVs. This will give students the time to engage with new opportunities in their final year that could co-create value.

Resolution

Students will spend second and third term of their final year trying to resolve value co-creation that they will have reflected on in the realise phase.

Anything under a 2:1 grade can lead to negatively valanced outcomes. With pressure from family, peers, and the media, the student will begin to engage with pedagogy and academic resource integration in the pursuit of achieving a 2:1. This present study finds that a minority of students try to resolve through cognitively engaging with the pedagogy to achieve good grades. However, in support of Leamnson (1999) this study suggests that most students want to be exposed only to the simplest pedagogies that focus solely on what they need to know. The idea that students merely study to pass exams rather than to accumulate knowledge has existed in the literature since the discussion about marketisation of higher education (Molesworth et al, 2010; Brown and Carasso, 2013). This study found that for deep learning and critical thinking there needs to be a learning community with class peers.

Creating a social learning environment and focusing on a 2:1 degree min. grade can mean the student limits their engagement with other platforms, in particular, social platforms. Again, trading off one value for another. John Dewey (see Hiller and Woodall, 2019, 897) calls these constantly changing value objectives 'ends-in-view'. These 'ends' or objectives (and the value these represent) shift constantly to reflect emergent priorities. This often means students find routine in their everyday life, going to the library at 9am to meet friends, going to the gym, cooking healthy meals, and generally living a healthier and more active lifestyle.

As previously mentioned, the literature has recognised the importance of a healthy lifestyle and daily routine which can have a big impact on a student's ability to cope with physical, emotional, and mental stability (Brown et al, 2002; Lowry et al, 2010; Sprake et al, 2018). Following Chew et al (2013), this study finds that in final year students have developed their emotional intelligence that is associated with better academic performance. The daily routine can co-create value such as independence, emotional and physical stability, and a 2:1 degree min. grade.

Chapter Seven: Conclusion

The aim of this study has been to conduct an ethnographic study to understand student value co-creation through the student engagement experience. This chapter summarises the study, presents final exhibits that encapsulate study findings, lists and discusses contributions to knowledge (both for theory and for practice), considers practical limitations through reflection on process and, finally, makes recommendations for future research.

Summary of the Study and Concluding Discussion

The rational of this study highlighted the growing interest in the student perspective of value in the higher education experience, as discussed in chapter 1. Previous literature and practitioners suggest student engagement is a key indicator of retention, satisfaction, and development (Krause and Coates, 2008; Trowler, 2010). However, research is yet to use it as a way to understand the value creation process. Due to increased political, social, and economic pressures, there is a need for a new understanding of value in the student experience (Kahu and Nelson, 2017). Following an exploration of the service marketing literature and marketing-related higher education literature in chapter 2, this study suggests SDL is an appropriate theory due to the longitudinal and interactive nature of higher education (Osborne et al, 2013; Judson and Taylor, 2014). Previously, SDL had been narrowly applied in the higher education context and scholars suggest that it is a developed framework that gathers insights into the student perspective (Judson and Taylor, 2014; Dziewanowska, 2017). Whilst literature admits that marketization of higher education could support the students wants and needs, scholars and practitioners were restricting their understanding due to fears of treating students as consumers (Luescher-Mamashela, 2013; Bunce et al, 2016). This present study adopts SDL to explore value co-creation through the students engagement experience. Chapter 3 explains the three objectives and the conceptual framework that brings together relevant SDL and higher education literature to understand the value co-creation process. This study draws on marketing and education scholars, such as; Echeverri and Skålén (2011), Vargo and Lusch (2016), Storbacka et al (2016), Hollebeek et al (2016), Brodie et al (2019), Krause and Coates (2008), and Dziewanowska (2017).

The rational and literature review also emphasised the need for the student perspective. Although the conceptual framework links together and organises education and SDL literature to help guide the analysis, this study was cautious to restrict the analysis and wanted to ensure that thick descriptions of the students' experiences were able to provide the findings. No previous study has fully explored
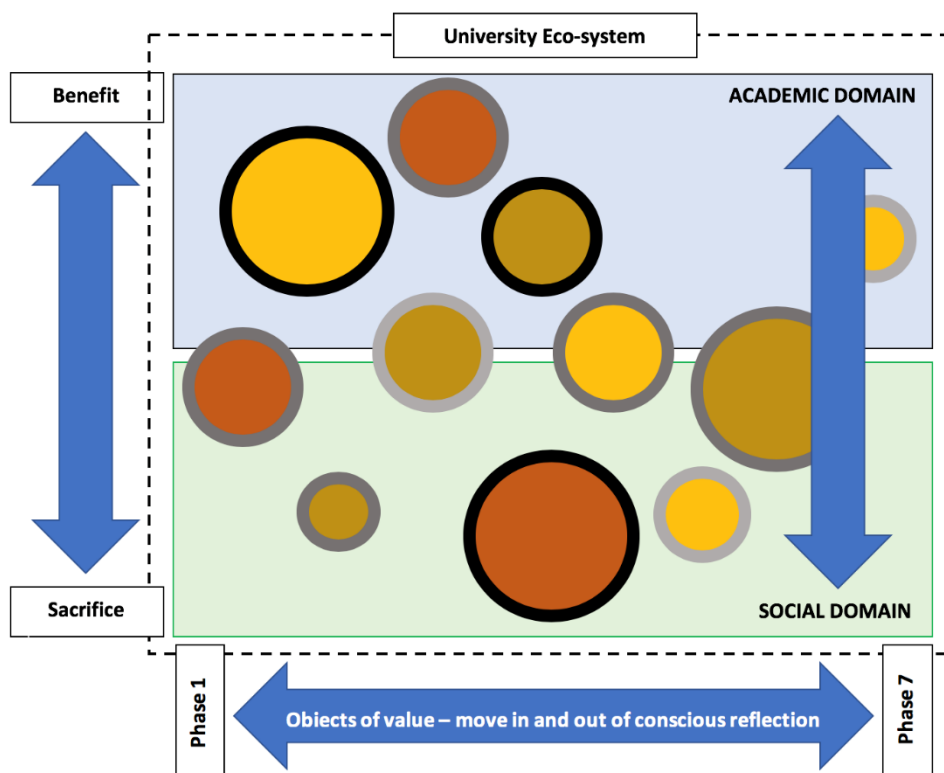
SDL in the higher education context and therefore by taking an interpretivist position, this study was able to recognise experiential data collection and discover unfound insights into the student perspective. Incorporating both inductive and deductive reasoning has allowed the study to combine the conceptual framework with findings that were guided by the data for a novel analysis. Taking a subjective and interpretative approach favours qualitative research as individuals cannot be tested for cause and effect, instead the research strategy needed to allow emergent findings. Ethnography is a significantly unique methodology compared with other qualitative approaches. By using ethnography, the researcher could explore complex interactions and gather opinions, meanings, and beliefs of the students. This study used a combination of covert and overt research over an academic year for full immersion, engaging with respondent lives and allowing relationships to form. This study has identified a gap in methodologies for higher educational research, suggesting ethnography is underexplored and little is known about its application.

Adopting the framework by Storbacka et al (2016), shown in figure 2, the analysis was guided through several stages. Firstly, it identified the university ecosystem that summarises key actors and platforms, shown in figure 7. Secondly, it explained how value is co-created in the ecosystem through the cognitive, emotional, and behavioural engagement. Thirdly, it identified nine resource integration sub-patterns, shown in figure 9. The analysis developed short-term and long-term perceived benefits that can co-create value through positive engagement behaviour, shown in table 5. Chapter 5 analysed the findings and reflected on the three objectives, relating the analysis to the literature review. It critically analysed the analysis with previous research; adding the explanation of value co-creation in the student journey, which offers insights into how value creation changes and develops over their degree. Chapter 6 offered a summary of the discussion through an alternate way of understanding the student co-creation experience, through an illustration of the student journey. This student journey consists of six stages: rapport, respond, regulate, routinize, realisation, and resolution.

Following on from this, figure 11 illustrates how perceived benefits are fluid within the university ecosystem. Drawing on all prior analyses in this study, the exhibit demonstrates that perceived value is not a fixed or easily explained phenomenon but is co-created in many different ways at different times and is neither a consistent nor permanent accomplishment. The key illustrates how perceived benefits can be short-term instrumental benefits, short-term psychosocial benefits, or long-term instrumental benefits. In addition, it shows how perceived benefits can be drivers, inhibitors, or criticals. The conceptual framework shows that the value co-creation process can be within an academic or social domain, and perceived benefits can be initiated in either. Similarly, although a trigger of value may be co-created in one domain it may not be realised until it passes into the other; or it may be positive in one domain but negative in the other. Perceived benefits can lead to either

positive or negative engagement behaviour, dependant on the 'ends-in-view' that is, personally relevant objectives focused either on perceived short-term, medium-term or long-term gains dependent on both contextual and individual circumstance (see Hiller and Woodall, 2019)." This figure shows that perceived benefits can move in and out of conscious reflection anywhere along the student experience continuum between seven stages, dependent on ends-in-views. Perceived benefits are continuously changing within the ecosystem and mean something different at different times and on what is important to the student. Figure 11 illustrates the subjective and experiential nature of value creation within the university ecosystem.

Figure 11: How Perceived Benefits are Fluid within the University Eco-System

Table 8 summarises findings from an actor's perspective, one of the major points of focus adopted for this thesis. The table demonstrates how students help co-create value through engagement with other actors they encounter in the university eco-system. It is important to identify the role of individual actors that make up the whole student experience and the significance of their engagement in the value creation experience. Table 8 shows the key actors, what engagement platform students are likely to interact, the relevant resource integration sub-patterns, the sources of value that are drivers, inhibitors, or criticals. Lastly, it identifies the journey critical points that the research shows as times where engagement is currently most intense or perceived most important to the student. It does not mean that this is the ideal critical point, and this will be addressed in the points of contribution.

Next, the conclusion will address the contributions to knowledge made by this thesis, including theory and practice.

Table 8: The Value Co-Creation Process in the Student Engagement Experience

Value Co-Creation Process	Actors									
	Tutor	Class Peer	Friends	Sport Club Peers	Society Peers	Family	Co-Workers	University/Union Support Staff	University Services Staff	Union Staff
Engagement Platform	Lectures and Seminars Additional Meetings/ Emails	Lectures and Seminars Group Work Learning Spaces	Social Media Term-time Home Socialising Learning Spaces	Sports Training Socialising Phones/ Social Media Committee meetings	Society Events Committee Meetings Socialising	Phone/ Emails Home	Part-time work Socialising	One-to-One meetings Marketing Phone/Emails	Workshops/ Drop-ins Marketing Facilities Information Desks	Union Meetings Drop-Ins Workshops Social Media/ Email
Resource Integration Patterns	Communicative Pedagogical Employability Academic Relational Wellbeing	Social Communicative Pedagogical Wellbeing Academic Relational	Social Communicative Pedagogical Wellbeing Relational	Functional Social Communicative Wellbeing Extra-Curricular Relational	Social Communicative Employability Wellbeing Extra-Curricular Relational	Pedagogical Employability Wellbeing Academic Relational	Social Pedagogical Employability Relational	Communicative Wellbeing Academic Relational	Functional Communicative Employability Academic Relational	Social Communicative Employability Extra-Curricular Relational Referent Power
Driver		Soft Skills Memories Socialising	Memories Lifelong Friendships Independence Social Relationships Emotional Support Socialising	Soft Skills Memories Lifelong Friendships Autonomy Social Relationships Emotional Support Socialising Referent Power	Soft Skills Memories Lifelong Friendships Autonomy Social Relationships Emotional Support Socialising Referent Power	Independence Emotional Support	Social Relationships Socialising	Independence Emotional Support	Soft Skills Referent Power	Soft Skills Autonomy
Inhibitor	Employment 2:1 Degree Grade Situational Awareness Professional Relationships Social Learning Environment Expert Power	Employment 2:1 Degree Grade Situational Awareness Effort of Others Professional Relationships Social Learning Environment	Situational Awareness Access	Employment Situational Awareness Ease of Access Utilities Investment Effort of Others	Employment Situational Awareness Ease of Access Utilities Invesment Effort of Others	Employment 2:1 Degree Grade Situational Awareness	2:1 Degree Grade Situational Awareness Ease of Access	Ease of Access Professional Relationships Expert Power	Employment 2:1 Degree Grade Ease of Access Utilities Investment Professional Relationships Social Learning Environment	Employment 2:1 Degree Grade Situational Awareness Ease of Access Utilities Investment Professional Relationships
Critical	Enjoyment Effort Part of Something	Inclusivity Effort Part of Something	Enjoyment Part of Something	Enjoyment Inclusivity Recognition of Effort Part of Something	Enjoyment Inclusivity Part of Something	Reduced Effort	Enjoyment Inclusivity	Situational Awareness Emotional and Physical Stability	Enjoyment Inclusivity Reduced Effort Emotional and Physical Stability	Inclusivity Reduced Effort Recognition of Effort Emotional and Physical Stability
Journey Critical Points	Respond Regulate Realise Resolve	Respond Routinize Resolve	Rapport Respond Regulate Routinize Realise Resolve	Rapport Respond Regulate Routinize	Rapport Respond Regulate Routinize	Routinize Realise	Routinize	Respond Resolve	Regulate Realise Resolve	Routinize Resolve

Contributions to Theory

The aim of this thesis was to understand value co-creation in the student engagement experience. This section identifies three key contributions;

1. Revealing the nature of student engagement in the university ecosystem and its relationships with value co-creation.
2. The relationship between engagement and the student value co-creation journey.
3. A methodological approach that offers an especially nuanced/ complex understanding of the student engagement and value co-creation experience.

Revealing the nature of student engagement in the university ecosystem and its relationships with value co-creation

This study took SDL as a metatheory, and engagement and value-cocreation as mid-range theories. This contribution demonstrates how these midrange theories are related in the HE service ecosystem and provides further theoretical insight into how SDL can help provide further understanding of this important context. Student engagement has been at the centre of education for the last decade, considered an antecedent to student satisfaction, retention and success. Adopting a service dominant logical perspective, this study suggests student engagement could help understand how value is co-created. Although a marketisation perspective is not new, only a limited – albeit now increasing – number of studies have applied service dominant logic in the higher education context. Further, this study is the first to apply value co-creation theory in a HE context in a holistic way, taking full account of both academic and social domains, and of the interaction between co-creation and engagement, as shown in the conceptual framework. This study brought together services marketing and marketing focused higher education literature that focused on the concepts of value and engagement. Bringing these together, the literature review allowed the author to identify gaps and create a framework that combines disciplinaries to illustrate the student value co-creation process.

In an attempt to understand the mid-range theory of value co-creation, this study adopts Storbacka et al (2016) to discover the role of engagement and resource integration. The model by Storbacka et al (2016) has been used as this allows for insights drawn from three key levels of structuring - situational mechanisms, action-formation mechanisms and, finally transformational mechanisms. A focus on underlying mechanisms allows for a combined

engagement and co-creation analysis to emerge that overcomes the limitations of focusing on just one or the other.

The conceptual framework provides a tool for scholars to understand the process as a whole and can be separated into specific parts where research is concerned with specific parts of the process. As far as I am aware, this study is amongst the first to apply the framework by Storbacka et al to its full extent to guide the data collection in an empirical study in the higher education context. By doing so it has been possible to recognise the different stages that make up the value creation process.

This study is the first to describe the university ecosystem that identifies the broad network of actors and platforms with which students engage. Only with an understanding of the complex engagement networks of actors can institutions fully understand value creation and the holistic nature of student engagement experience (Diaz and Gummesson, 2012). The findings went beyond previous literature that focuses on the dyadic relationships between students and other actors, primarily staff, by identifying a range of engagement platforms and a range of actors not previously included within studies of the student experience.

This study identified three key networks that students engage with; academic, extra-curricular, and social. Within each of these, multiple actors and different engagement platforms exist, which illustrates the complex nature and the conflicts that arise in their experience. The analysis summarises each part by identifying significant practices that can enhance student engagement and resource integration. The analysis chapter also illustrates how emotional, cognitive, and behaviour engagement leads to nine resource integration patterns that can develop for value co-creation within these networks. This study suggests evidence of a self-reinforcing trajectory that demonstrates circular and recursive interrelationships between student engagement, student disposition and value co-creation.

The relationship between engagement and the student value co-creation journey

The term value has been greatly explored, with the adoption of SDL theory beginning to grow in the literature. However, previous research was unable to offer insights from the student perspective. This study goes beyond offering key perceived benefits and explains how these can positively or negatively lead to engagement behaviour. Supporting the propositions of Brodie et al (2019), this thesis identifies the multiple networks that exist beyond the dyadic relationships and illustrate this through the university ecosystem. The multiple networks that exist mean that engagement is dynamic and student disposition is effected by the shared

practices and perceived value creation. It recognises the potential long-term and short-term benefits, which recognises the positive and negative valence of engagement. The analysis made clear that students' hierarchy of benefits is not static and may emerge or change during their engagement experience over three years (Brodie et al, 2019). This complex understanding of value offers scholars further research opportunities, such as, exploring if a negative valence of engagement can become positive.

The ethnographic approach illustrated shared changes in the student engagement experience and identified how the value co-creation journey emerges. This novel finding goes beyond previous studies that may research single year groups, in particular, first and third years. This research supports the theory developed in Hiller and Woodall (2018) that suggests student perceived benefits are fluid over three axes of the student engagement experience- the benefit/sacrifice axis, the time axis, and the social/academic axis. This study is the first to offer a framework, figure 11, to explain how the perceived benefits are fluid within the university ecosystem. By identifying the student value co-creation journey, this study has met a gap in the current literature and enables future research to delve deeper.

A methodological approach that offers an especially nuanced/ complex understanding of the student engagement and value co-creation experience.

A significant contribution was the application of immersive ethnography to the study of the student voice. Through an ethnographic study, this thesis offers an empirical understanding of the student perspective of value themes for in-depth and novel insights. Immersion into the student experience meant data was gathered from a variety of people and places, including first, second, and third years. It goes beyond the common approaches of surveys, focus groups and interviews, allowing findings to be novel and highlighting the complexity and situational nature of the student experience.

In addition, as the study is over a whole year, it is able to capture the student experience in real time and with limited researcher influence. It was able to explore the whole experience to understand the student journey and see the value co-creation process, as opposed to relying on student recall or assumption. This enables a more holistic perspective to be captured that was not possible before.

Ethnography allowed for insights that are not available through 'standard' research methods, such as interviews, focus groups, and questionnaires. The distinctiveness of the study

separates it from previous work; by adopting a combined inductive/deductive research approach it provides a rich description guided by data and supported by previous literature.

Using ethnography has affected the contribution to theory as it broadens the findings, such as the understanding of the student perceived benefits, or triggers of engagement behaviour, by offering more holistic interpretations. For example, an empirical study meant that it was able to distinguish between perceived benefits as drivers, inhibitors, or criticals, which has not been done before in context. This expands theory of value in the student experience and offers new insights into the broad range of ways value creation occurs.

Contributions to Practice

Chapter 5 shows there is both support and conflict between the findings of this study and previous research. The contributions to practice section are divided into academic, extra-curricular, and social networks. Each part will reflect on how engagement can be enhanced within each network and then understand how HEIs can better meet student wants and needs and enhance opportunities for value creation.

Academic Networks

Academic networks contain that group of actors who engage in academic platforms, including tutors, class peers, friends, and services. The key engagement platforms include lectures, seminars, library, and 1-1 meetings. Chapter five identified the following points that could be significant in enhancing student engagement:

- Applying course content to real life examples and the assessment
- The tutor should be enthusiastic, approachable and trustworthy. They should take a flexible approach that understands the wider diverse needs
- An element of strictness can be applied to arrange meetings and for students to prepare for class
- Group interaction early on in the year to create a social learning environment
- Encourage group interaction outside the classroom
- A clear message to students about the availability and access of university facilities
- Positive and negative feedback that is constructive for future assignment

This thesis makes key recommendations for actors that can enhance value co-creation in academic networks with a focus on specific resource patterns. This includes *relational* and *communicative* resource patterns with tutors and *relational* and *communicative* resource patterns with class peers.

Relational and Communicative Resource Patterns with Tutors

Whilst this study agrees that academic and pedagogical resource patterns generally are important to the co-creation of value, it emphasises the role of *relational* and *communicative* resource patterns. One reason a student is not engaged in *pedagogy* and *academic* resource patterns is because they do not always engage effectively in *relational* and *communicative* resource patterns. This includes pattern characteristics such as; student perceptions of tutor interest, trust, bias, enthusiasm, and professionalism. Interestingly, this study suggests tutors' key role is to focus on triggers of engagement behaviour that are inhibitors rather than on drivers primarily '2*:1 minimum degree grade'* and '*employability* potential'. Ensuring existing expectations are realised here is more important than formulating new benefits that are not part of the students' evoked set. To achieve this, tutors need to encourage students to engage more in the Respond and Regulate stages of the student journey and to set future norms for the students in their *relational* and *communicate* patterns. This can be through, for example, finding ways to strengthen the personal tutor system, including making meetings more attractive and broadening the conversation beyond base academic experience.

Relational and Communicative Resource Patterns with Class Peers

Similar to engagement with tutors, this study suggests that to encourage the effective deployment of *pedagogy* and *academic* resource patterns there is a need to develop stronger *relational* and *communicative* patterns that support how students interact. *Relational* and *communicative* patterns include sharing ideas, trust, interacting, and comparing answers. Through these patterns, students can co-create benefits including; 'part of something', 'inclusion', and 'socialising'. *Communicative* and *relational* resource patterns can help prevent diminution of value because they encourage students to engage with tutors and peers. Tutors should encourage group work in the Respond stage and ensure it is work that is not overwhelming or difficult so that students are confident to ask questions and talk.

Extra-Curricular Networks

Extra-curricular networks contain that group of actors that engage in extra-curriculum platforms, including course representatives, student union, university services, part-time work colleagues, tutors, sport club peers, and society peers. The key engagement platforms include representative meetings, union meetings, sports clubs, societies, workshops/one-to-ones. Chapter five identified the following points that could be significant in enhance student engagement:

- Marketing efforts should be personalised and set clear expectations that match the student interests and ensure they only receive relevant news
- Relevant incentives for word of mouth and engagement could be offered to students
- Representatives should be able to offer anonymous feedback outside the course feedback forms.
- Universities and Unions should encourage transparency and trust, through honest responses and answers to queries
- Opportunities to discuss the skills developed through extra-curricular activities should be encouraged
- Flexible learning and support with time management can help students balance academic and extra-curricular activities

This thesis makes key recommendations for actors that can enhance value co-creation in extra-curricular networks with a focus on specific resource patterns. This includes *employability* resource patterns with tutors and university services, and *extra-curricular* resource patterns with sport clubs and society peers.

Employability Resource Patterns with Tutors and University Services

Currently, HEIs recognise employability as a key aspect of the university experience, often with initiatives focusing on placements after second year, fairs, and workshops. This study found that 'employability' is a long-term value benefit, and students often do not consciously think about it until the Realise phase. To reach a wide range of students, HEIs could create an employment focused day before teaching starts in the student's final year; this can include reflections on previous engagement and value co-creation, goal setting, opportunities to hear from different career paths, career advice. This will encourage students to help create perceived benefits, such as; 'employability', 'soft skills', 'responsibility', 'effort', 'access', and

'emotional and physical stability'. It will provide motivation and get students thinking about their *employability* resource patterns before they begin.

Extra-curricular Resource Pattern with Sport Club Peers and Society Peers

Extra-curricular resource patterns play an important role in social communities and value co-creation. Students that are engaged with these patterns continually state that it perceived benefits, including; 'lifelong friendships', 'memories', 'enjoyment', and 'social relationships'. However, students can find it hard to balance their *extracurricular* resource patterns with *pedagogical* and *academic* patterns, due to the time and responsibility pressures of extra-curricular activities. Those not involving *extra-curricular* resource patterns will often regret it in the Realise stage of the journey and they disengage in other patterns. Time management is the main reason students disengage with different activities and suggests more needs to be done to accommodate integration and allow time away from studies for students to engage with extra-curricular activities. For example, a student feeling disengaged with social activities, can feel more alone and unable to time manage, which means they do not create value and their disposition to further engage weakens. Those that integrate *extra-curricular* resources also note that it develops 'soft skills' and 'employability' value themes. The skills developed from these activities is agreed with in research and practice, such as leadership, confidence, and communication skills. HEIs could highlight the importance of joining extra-curricular activities in the Rapport and Routinize stage. Creating opportunities for student involvement in extra-curricular activities, such as limiting the pressure for students or supporting time management, may help increase value creation.

Social Networks

Social networks refer to the actors that have the opportunity to engage in social platforms. This study agrees with Hu (2011) and suggests social engagement has a larger impact on student retention and disposition than those who only engage with academic networks. This thesis makes recommendations to enhance value co-creation in social networks with the following actors; sport club peers, society peers, friends, and family. This includes; *social* and *communicative* resource patterns with friends, sport club peers, and society peers, *wellbeing* resource patterns with university services and support services, and *wellbeing* and *relational* resource patterns with friends and family.

Social and Communicative Resource Patterns with Friends, Sport Club Peers, and Society
Peers

Social and *communicative* resource patterns include sub patterns, drinking, relaxing, banter, and gossip. Often students conform to these patterns due to peer pressure and to fit in with the social group, which can trigger 'socialising', 'memories', 'lifelong friendships', 'social relationships', and 'emotional support'. Those that do not conform to the pressures that these actors put on them are likely to not engage with *social* and *communicative* resource patterns, which may restrict emerging value themes, such as feeling 'part of something', 'inclusion', and a 'sense of community'. Currently, HEIs may run campaigns or punish students that are deemed to act in an unsociable manner. However, many students do not realise the impact they have as they see themselves as copying older years, and they are more likely to respond when they understand their impact from peers when they do not feel attacked. HEIs could focus on teaching and not blaming students for the impact of their social engagement, especially during the Routine and Realise stage where students become the mentors. Creating an environment where social communities can discuss their resource patterns and the potential negative and positive valence of value these have may help them to develop more opportunities for the wider population of students.

Wellbeing Resource Patterns with University Services and Support Services

University services and support services play a critical role in the mental and physical wellbeing of the student experience. This study found that mental health, in particular, is an ongoing issue for the average student throughout their undergraduate degree; even though these issues may not readily surface or be immediately apparent to observers. Issues can arise from reasons such as; academic stress, making friends, social pressures, financial stress, and family problems etc. Many students do not know what services exist or feel comfortable seeking support. This study suggests that university and union support staff play a huge role in the Response stage and the Resolve stage where students can suffer from not fitting in or with the stress of final year. Marketing effectively at these stages is crucial, making sure students feel that it is the norm to seek help and there is no judgement attached. By doing this, university services and support services can avoid the reduction in benefits associates with negative valence, '2:1 Min. degree grade', 'part of something', 'social relationships', 'emotional and physical stability', and 'enjoyment.'

Wellbeing and Relational Resource Patterns with Friends and Family

Friends and family play an important role in value creation at their term-time or out of term-time home, with value themes such as 'lifelong friendships', 'emotional support', 'social

relationships', 'situational awareness', being 'part of something', 'independence' and 'enjoyment'. This study suggests that where students are isolated or feeling unsafe, they are likely to lack confidence and commitment, which causes them to disengage in engagement experiences. In the Rapport stage, the student is focused on making friends and creating 'social relationships' and 'emotional and physical stability'. HEIs could develop the Rapport stage to create opportunities for students to feel comfortable meeting people in a range of platforms. However, HEIs should also encourage relational opportunities in second year where students have not been able to make friends through halls or extracurricular activities in first year and feel isolated. This study also found that those that need support most are less likely to reach out to support services as they feel uncomfortable or judged. This may be because they do not have the confidence or awareness that peers provide them through emotional support and stability. Support staff play a key role in the Respond and Routine stage, in which students can suffer fitting and face isolation and need support. HEIs need to develop their opportunities in the Rapport and Routine stage to create social communities with friends, as well as making it more acceptable for students to reach out for support where they feel isolated. By doing this they can help students co-create perceived benefits such as; 'lifelong friendships', 'social relationships', 'emotional support', and 'emotional and physical stability'.

Recommendations for Further Research

As Universities are becoming more diverse there needs to be an understanding of the wider needs and perspectives of students. This study focused on UK students 18-24 years taking an undergraduate degree, but this a highly generalised category. Students may be home/international, from well-off/less well-off families, and there are both mature and masters students. In addition, it did not account for those living at home, those acting as carers, or those from specific widening participation groups. Future research should seek a wider perspective that may develop on the findings in this study but by evaluating differing groups of students.

This study was conducted at a post 1992 University, one that occupies a city campus and performs above average in university satisfaction and performance rankings. By conducting ethnographic research at different institutions, the findings may be different, leading to a more representative view. For example, Tomlinson (2017) found that Russell group students

were likely to see themselves as consumers and their perception of the university often focused on the institutions' service responsiveness and on the study programme itself rather than on enjoyment of the experience. Therefore, this may lead to a shift in perceived benefits that suggest a more consumerist, and less than holistic, perspective.

This study does not suggest that the higher education experience is now fully understood and recognises that this is continually in flux meaning new developments will continue to arise. Considerable scope exists for further research over time, perhaps through a study that explores specific findings from this study. For example, this study highlights the important role of platforms and actors beyond the 'normal' academic focus and consequently offers an experience-wide perspective on value. Resource integration patterns other than those merely addressing academic, employability, and pedagogical perspectives should be further explored in future research. For example, student wellbeing was a key resource integration pattern that played a key role in relationships between students and all other actors and between platforms. More in-depth research could therefore be focused on the role identified actors play in the well-being resource integration pattern. A similar approach could be applied to communicative resource patterns. HEIs often have a set process for communication between students and staff members, but this research found that students seek different styles of communication and one single process may not be enough. It would be beneficial to research how actors should have a range of communicative patterns to suit the diversity of students, and how it should change depending on the point in the value journey the student is at.

This leads to another key area of research that should be addressed; exploring the critical journey points and their relation to value creation in more detail. Further research should explore perceived benefits with critical value points and how these could be enhanced, such as employability in the Realisation phase, or social learning environments in the Respond phase. This could help understand student needs and provide HEIs practical recommendations on how to enhance the student experience. Also, using other means of qualitative research - such as focus groups or interviews – specific findings could be tested or evaluated in more depth.

References

Ackerman, D.S., Gross, B.L. and Perner, L., (2003). Instructor, Student, and Employer Perceptions on Preparing Marketing Students for Changing Business Landscapes. *Journal of Marketing Education*, *25*(1), pp.46-56

Agar, M.H., (1996). *The Professional Stranger: An Informal Introduction to Ethnography*. 2nd Edition, Bringley UK: Emerald Group Publishing

Alexander, M.J., Jaakkola, E. and Hollebeek, L.D., (2018). Zooming Out: Actor Engagement Beyond the Dyadic. *Journal of Service Management*, *29*(3), pp.333-351.

Alexandrov, A., Lilly, B. and Babakus, E., (2013). The Effects of Social-and Self-Motives on the Intentions to Share Positive and Negative Word of Mouth. *Journal of the Academy of Marketing Science*, *41*(5), pp.531-546

Altheide, D.L., (1987). Reflections: Ethnographic Content Enalysis. *Qualitative Sociology*, *10*(1), pp.65-77.

Altheide, D.L. and Schneider, C.J., (2013). *Qualitative Media Analysis* (Vol. 38). Sage. UK

Alves, H. and Raposo, M., (2010). The Influence of University Image on Student Behaviour. *International Journal of Educational Management*, *24*(1), pp.73-85

Amaral, A., Jones, G. and Karseth, B. eds., (2013). *Governing Higher Education: National Perspectives on Institutional Governance* (Vol. 2). Springer Science & Business Media.

Anderson, P.F., (1986). On Method in Consumer Research: A Critical Relativist Perspective. *Journal of Consumer Research*, *13*(2), pp.155-173

Arnould, E.J. and Wallendorf, M., (1994). Market-Oriented Ethnography: Interpretation Building and Marketing Strategy Formulation. *Journal of Marketing Research*, 31(4) pp.484-504.

Arthur, W. B. (2009). T*he Nature of Technology: What it is and How it Evolves.* New York, NY: Free Press.

Astin, A.W., 1993. *What Matters in College: Four Critical Years Revisited*. San Francisco. Jossey-bass Publishing.USA

Astin, A.W., 1984. Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Personnel*, *25*(4), pp.297-308.

Attia, M. and Edge, J., (2017). Becoming a Reflexive Researcher: a Developmental Approach to Research Methodology. *Open Review of Educational Research*, *4*(1), pp.33-45.

Azer, J. and Alexander, M.J., (2018). Conceptualizing Negatively Valenced Influencing Behavior: Forms and Triggers. *Journal of Service Management*, *29*(3), pp.468-490.

Balboni, G., Perrucci, V., Cacciamani, S. and Zumbo, B.D., (201)8. Development of a Scale of Sense of Community in University Online Courses. *Distance Education*, pp.1-17

Ball, S.J., (2008). New Philanthropy, New Networks and New Governance in Education. *Political studies*, *56*(4), pp.747-765.

Ballantyne, D. and Varey, R.J., (2006). Creating Value-in-Use Through Marketing Interaction: the Exchange Logic of Relating, Communicating and Knowing. *Marketing theory*, *6*(3), pp.335-348.

Barnett, R., (1992). *Improving Higher Education: Total Quality Care*. Bristol. Open University Press,

Baron, P; Corbin, P (2012) Student Engagement: Rhetoric and Reality, *Higher Education Research & Development*, 31 (6), 759-772

Beattie, V., Collins, B. & Mcinnes, B. (1997). Deep and Surface Learning: a Simple or Simplistic Dichotomy?, *Accounting Education*, 6(1), 1–12.

Becker, S., Bryman, A. and Ferguson, H. eds., (2012). *Understanding Research for Social Policy and Social Work: Themes, Methods and Approaches.* Bristol, The Policy Press.

Beckman Theodore, N., (1957). *Principles of Marketing.* New York. The Ronald Press Company; US

Beckman, T. and Khare, A., (2018). A Service-Dominant Logic and Value Co-creation Approach for Online Business Education. *On the Line* (pp. 21-35). Springer, Cham.

Belch, H.A., (2004). Retention and Students with Disabilities. *Journal of College Student Retention: Research, Theory & Practice*, *6*(1), pp.3-22

Belk, R.W. (1995), *"Studies in the New Consumer Behaviour",* in Miller, D. (Ed.), Acknowledging Consumption, London, Routledge. UK

Bell, S.S., Holbrook, M.B. and Solomon, M.R., (1991). Combining Aesthetic and Social Value to Explain Preferences for Product Styles with the Incorporation of Personality and Ensemble Effects. *Journal of Social Behavior and Personality*, *6*(6), p.243.

Berkman, L.F. and Glass, T., (2000). Social Integration, Social Networks, Social Support, and Health. *Social Epidemiology*, *Oxford University Press*, pp.137-173

Berry, L.L., Wall, E.A. and Carbone, L.P., (2006). Service Clues and Customer Assessment of the Service Experience: Lessons from Marketing. *Academy of Management Perspectives*, *20*(2), pp.43-57.

Betts, J., (2004). Theology, Therapy or Picket Line? What's the 'good'of Reflective Practice in Management Education?. *Reflective Practice*, *5*(2), pp.239-251.

Biggs, J.B., (1987). Student Approaches to Learning and Studying. Research Monograph. Australian Council for Educational Research Ltd., Australia.

Bitner, M.J., (1995). Building Service Relationships: it's All About Promises. *Journal of the Academy of Marketing Science*, *23*(4), pp.246-251.

Boksberger, P.E. and Melsen, L., (2011). Perceived Value: a Critical Examination of Definitions, Concepts and Measures for the Service Industry. *Journal of Services Marketing*, *25*(3), pp.229-240.

Boliver, V., (2013). How Fair is Access to More Prestigious UK Universities?. *The British journal of Sociology*, *64*(2), pp.344-364.

Borsari, B. and Carey, K.B., (2001). Peer Influences on College Drinking: A Review of the Research. *Journal of Substance Abuse*, *13*(4), pp.391-424.

Boud, D., Cohen, R. and Sampson, J., (1999). Peer Learning and Assessment. *Assessment & Evaluation in Higher Education*, *24*(4), pp.413-426.

Boud, D. and Falchikov, N., (2006). Aligning Assessment with Long-Term Learning. *Assessment & Evaluation in Higher Education*, *31*(4), pp.399-413.

Bovill, C., Cook-Sather, A. and Felten, P., (2011). Students as Co-Creators of Teaching Approaches, Course Design, and Curricula: Implications for Academic Developers. *International Journal for Academic Development*, *16*(2), pp.133-145.

Bovill, C., Cook-Sather, A., Felten, P., Millard, L. and Moore-Cherry, N., (2016). Addressing Potential Challenges in Co-Creating Learning and Teaching: Overcoming Resistance, Navigating Institutional Norms and Ensuring Inclusivity in Student–Staff Partnerships. *Higher Education*, *71*(2), pp.195-208.

Boud, D. and Falchikov, N., (2006). Aligning Assessment with Long-Term Learning. *Assessment & Evaluation in Higher Education*, *31*(4), pp.399-413

Bowden, J.L.H., (2009). The Process of Customer Engagement: A Conceptual Framework. *Journal of Marketing Theory and Practice*, *17*(1), pp.63-74.

Bowden, J.L.H., (2011). Engaging the Student as a Customer: A Relationship Marketing Approach. *Marketing Education Review*, *21*(3), pp.211-228.

Brodie, R.J., Fehrer, J.A., Jaakkola, E. and Conduit, J., (2019). Actor Engagement in Networks: Defining the Conceptual Domain. *Journal of Service Research*,22(2) p.173-188

Brodie, R.J., Hollebeek, L.D., Jurić, B. and Ilić, A., (2011). Customer engagement: Conceptual Domain, Fundamental Propositions, and Implications for Research. *Journal of Service Research*, *14*(3), pp.252-271.

Brodie, R.J., Löbler, H. and Fehrer, J.A., (2019). Evolution of service-dominant logic: Towards a paradigm and metatheory of the market and value cocreation?. *Industrial Marketing Management*, *79*, pp.3-12.

Brooks, R., (2018). The Construction of Higher Education Students in English Policy Documents. *British Journal of Sociology of Education*, *39*(6), pp.745-761.

Brooman, S., Darwent, S. and Pimor, A., (2015). The Student Voice in Higher Education Curriculum Design: is There Value in Listening?. *Innovations in Education and Teaching International*, *52*(6), pp.663-674.

Brown, F.C., Buboltz Jr, W.C. and Soper, B., (2002). Relationship of Sleep Hygiene Awareness, Sleep Hygiene Practices, and Sleep Quality in University Students. *Behavioral medicine*, *28*(1), pp.33-38

Brown, R. and Carasso, H., (2013). *Everything for Sale? The Marketisation of UK Higher Education*. London. Routledge. UK

Bovill, C., Cook-Sather, A. and Felten, P., (2011). Students as Co-Creators of Teaching Approaches, Course Design, and Curricula: Implications for Academic Developers. *International Journal for Academic Development*, *16*(2), pp.133-145.

Brunsø, K., Scholderer, J. and Grunert, K.G., (2004). Closing the Gap Between Values and Behavior—a Means–End Theory of Lifestyle. *Journal of Business Research*, *57*(6), pp.665-670

Bryman, A., (2001). *Social research methods*, 1st Edition, Oxford University Press. UK

Bryman, A. and Bell, E., (2003). Breaking Down the Quantitative/Qualitative Divide. *Business Research Methods*, pp.465-478.

Bryman, A., (2016). *Social Research Methods*. 5th Edition, UK, Oxford University Press.

Bryson, C. and Hand, L., (2007). The Role of Engagement in Inspiring Teaching and Learning. *Innovations in Education and Teaching International*, *44*(4), pp.349-362.

Bryson, C., (2016). *Engagement Through Partnership: Students as Partners in Learning and Teaching in Higher Education*. Routledge, UK

Bughin, J., Doogan, J. and Vetvik, O.J., (201)0. A New Way to Measure Word-of-Mouth Marketing. *McKinsey Quarterly*, *2*, pp.113-116

Bulmer, M., (1986). *The Chicago School of Sociology: Institutionalization, Diversity, and the Rise of Sociological Research*. Chicago, University of Chicago Press. US

Bunce, L., Baird, A. and Jones, S.E., (2017). The Student-as-Consumer Approach in Higher Education and its Effects on Academic Performance. *Studies in Higher Education*, *42*(11), pp.1958-1978.

Buote, V.M., Pancer, S.M., Pratt, M.W., Adams, G., Birnie-Lefcovitch, S., Polivy, J. and Wintre, M.G., (2007). The Importance of Friends: Friendship and Adjustment Among 1st-year University tudents. *Journal of Adolescent Research*, *22*(6), pp.665-689.

Burnkrant, R.E. and Cousineau, A., (1975). Informational and Normative Social Influence in Buyer Behavior. *Journal of Consumer research*, *2*(3), pp.206-215.

Burton, N., Brundrett, M. and Jones, M., (2008). *Doing your Education Research Project*. 1ˢᵗ Edition, London Sage.UK

Calvey, D., (2008). The Art and Politics of Covert Research: Doing Situated Ethics' in the Field. *Sociology*, *42*(5), pp.905-918.

Carey, P. (2013), Student Engagement: Stakeholder Perspectives on Course Representation in University Governance, *Studies in Higher Education*, 38(9), pp. 1290-1304

Carey, P., (2013). Student as Co-Producer in a Marketised Higher Education System: a Case Study of Students' Experience of Participation in Curriculum Design. *Innovations in Education and Teaching International*, *50*(3), pp.250-260

Carini, R.M., Kuh, G.D. and Klein, S.P., (2006). Student Engagement and Student Learning: Testing the Linkages. *Research in Higher Education*, *47*(1), pp.1-32.

Charmaz, K. and Belgrave, L.L., (2007). *Grounded Theory*. UK. *The Blackwell Encyclopaedia of Sociology.*

Chandler, J.D. and Lusch, R.F., (2015). Service Systems: a Broadened Framework and Research Agenda on Value Propositions, Engagement, and Service Experience. *Journal of Service Research*, *18*(1), pp.6-22.

Chathoth, P.K., Ungson, G.R., Harrington, R.J. and Chan, E.S., (2016). Co-creation and higher order customer engagement in hospitality and tourism services: A critical review. *International Journal of Contemporary Hospitality Management*, *28*(2), pp.222-245.

Charmaz, K. (2014). *Constructing Grounded Theory* (2nd ed.). London, Thousand Oaks, CA: Sage.

Chickering, A.W. and Gamson, Z.F., (1987_. Seven Principles for Good Practice in Undergraduate Education. *AAHE bulletin*, *3*, p.7

Cho, J.Y. and Lee, E.H., (2014). Reducing Confusion about Grounded Theory and Qualitative Content Analysis: Similarities and Differences. *The Qualitative Report*, *19*(32), p.1.

Chow, K. and Healey, M., (2008). Place Attachment and Place Identity: First-Year Undergraduates Making the Transition from Home to University. *Journal of Environmental Psychology*, *28*(4), pp.362-372

Clow, K.E., Kurtz, D.L., Ozment, J. and Soo Ong, B., (1997). The Antecedents of Consumer Expectations of Services: an Empirical Study Across Four Industries. *Journal of Services Marketing*, *11*(4), pp.230-248

Coates, H., (2005). The Value of Student Engagement for Higher Education Quality Assurance. *Quality in Higher Education*, *11*(1), pp.25-36.

Coates, H., (2005). The Value of Student Engagement for Higher Education Quality Assurance. *Quality in higher Education*, *11*(1), pp.25-36.

Coates, H., (2009). What's the Difference? A Model for Measuring the Value Added by Higher Education in Australia. *Higher Education Management and Policy*, *21*(1), pp.1-20.

Coates, H., (2010). Development of the Australasian Survey of Student Engagement (AUSSE). *Higher Education*, *60*(1), pp.1-17.

Cohen, L. Manion, L. Morrison, K. (2011) *Research Methods in Education*, 7th Edition. London, Routledge Taylor and Francis Group

Coleman, J. (1990). *Foundations of Social Theory*. Boston, MA: Harvard University Press.

Competitive and Markets Authority, (2015), Higher Education: A Guide to Consumer Rights for Students, Gov,UK, Accessed Via: https://www.gov.uk/government/publications/higher-education-guide-to-consumer-rights-for-students. Accessed on: 02/02/2019

Cooke, R., Bewick, B.M., Barkham, M., Bradley, M. and Audin, K., 2006. Measuring, Monitoring and Managing the Psychological Well-Being of First Year University Students. *British Journal of Guidance & Counselling*, *34*(4), pp.505-517.

Cook-Sather, A. and Luz, A., (2015). Greater Engagement in and Responsibility for Learning: What Happens When Students Cross the Threshold of Student–Faculty Partnership. *Higher Education Research & Development*, *34*(6), pp.1097-1109.

Costa, A.D.A., Dekker, M. and Jongen, W.M.F., (2004). An Overview of Means-End Theory: Potential Application in Consumer-Oriented Food Product Design. *Trends in Food Science & Technology*, *15*(7), pp.403-415

Coughlan., Sean. (2017). Student Debt Rising to More than £50,000, Says IFS, BBC News, 5th July, Accessed Via: https://www.bbc.co.uk/news/education-40493658. [Accessed, 05/02/2019]

Cova, B. and Dalli, D., (2009). Working Consumers: the Next Step in Marketing Theory?. *Marketing Theory*, *9*(3), pp.315-339.

Deleuza, G., Guattari, F. (1988*). A Thousand Plateaus: Capitalism and Schizophrenia*. Bloomsbury Publishing.

Denzin, N.K. and Lincoln, Y.S., (2002). *The Qualitative Inquiry Reader*. London, Sage.

Department for Business, Innovation & Skills, (2010)., *Securing a Sustainable Future for Higher Education: An Independent Review of Higher Education Funding and Student Finance*, Accessed via: https://www.gov.uk/government/publications/the-browne-report-higher-education-funding-and-student-finance, [Accessed on:27.04.18]

Department for Business, Innovation & Skills,. (2011)., *Higher Education White Paper- Students at the Heart of the System*, Accessed via: https://www.gov.uk/government/consultations/higher-education-white-paper-students-at-the-heart-of-the-system, [Accessed on:27.04.18]

Department for Higher Education, (2018). Widening Participation in Higher Education:2018. Accessed via: https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2018., [Accessed on:13/03/2019]

Devlin, M., Brockett, J. and Nichols, S., (2009). Focusing on University Student Engagement at the Institutional Level. *Journal of Higher Education Policy and Management*, *31*(2), pp.109-119.

Díaz-Méndez, M. and Gummesson, E., (2012). Value Co-Creation and University Teaching Quality: Consequences for the European Higher Education Area (EHEA). *Journal of Service Management*, *23*(4), pp.571-592.

Douglas, J., Douglas, A. and Barnes, B., (2006). Measuring Student Satisfaction at a UK University. *Quality Assurance in Education*, *14*(3), pp.251-267

Dziewanowska, K., (2017). Value Types in Higher Education–Students' Perspective. *Journal of Higher Education Policy and Management*, *39*(3), pp.235-246.

Dodds, W.B., (1991). In Search of Value: How Price and Store Name Information Influence Buyers' Product Perceptions. *Journal of Consumer Marketing*, *8*(2), pp.15-2

Douglas, J., McClelland, R. and Davies, J., (2008). The Development of a Conceptual Model of Student Satisfaction with their Experience in Higher Education. *Quality Assurance in Education*, *16*(1), pp.19-35

Drucker, P.,(1996), *'Not Enough Generals were Killed',* in: F. Hesselbein, M. Goldsmith & R. Beckhard (Eds), The Leader of the Future, pp. xi-xv (San Francisco, Jossey-Bass)

Echeverri, P. and Skålén, P., (2011). Co-Creation and Co-Destruction: A Practice-Theory Based Study of Interactive Value Formation. *Marketing theory*, *11*(3), pp.351-373

Eggert, A. and Ulaga, W., (2002). Customer Perceived Value: a Substitute for Satisfaction in Business Markets?. *Journal of Business & Industrial Marketing*, *17*(2/3), pp.107-118.

Eisenberg, D., Gollust, S.E., Golberstein, E. and Hefner, J.L., (2007). Prevalence and Correlates of Depression, Anxiety, and Suicidality Among University Students. *American Journal of Orthopsychiatry*, *77*(4), pp.534-542.

Elliott, R and Jankel-Elliott, N., (2003). Using Ethnography in Strategic Consumer Research. *Qualitative Market Research: An International Journal*, 6(4), pp.215-223

Elsharnouby, T.H., (2015). Student Co-Creation Behavior in Higher Education: The Role of Satisfaction with the University Experience. *Journal of Marketing for Higher Education*, *25*(2), pp.238-262.

Elsworty, E. (2017). Average British Attention Span is 14 Minutes, Research Finds. 28th December. *The Independent*. Accessed via: https://www.independent.co.uk/news/uk/home-news/attention-span-average-british-person-tuned-in-concentration-mobile-phone-a8131156.html . [Accessed on 20/01/22019]

Endsleigh (2015), Endsleigh's 2015 Student Survey. Accessed via: https://www.endsleigh.co.uk/press-releases/10-august-2015/. [Accessed on: 02.04.2018]

Entwistle, N.J., (1991). Approaches to Learning and Perceptions of the Learning Environment. *Higher Education*, *22*(3), pp.201-204.

Entwistle, N.J. and Peterson, E.R., (2004). Conceptions of Learning and Knowledge in Higher Education: Relationships with Study Behaviour and Influences of Learning Environments. *International Journal of Educational Research*, *41*(6), pp.407-428

Escalas, J.E. and Bettman, J.R., (2005). Self-Construal, Reference Groups, and Brand Meaning. *Journal of Consumer Research*, *32*(3), pp.378-389.

Evans-Pritchard, E.E., (1951). Kinship and Marriage Among the Nuer. London. Oxford University Press on Demand.

Fike, D.S. and Fike, R., (2008). Predictors of First-Year Student Retention in the Community College. *Community College Review*, *36*(2), pp.68-88.

Fairclough, N., (2013). *Critical Discourse Analysis: The Critical Study of Language*. 3rd edition. New York. Routledge.

Fetterman, D.M. ed., (2010). *Ethnography: Step-by-Step* (Vol. 17). London. Sage.

Fereday, J. and Muir-Cochrane, E., (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, *5*(1), pp.80-92.

Finney, T.G. and Finney, R. T, (2010). Are Students Their Universities' Customers? An Exploratory Study. *Education+ Training*, *52*(4), pp.276-291.

Fitzgerald, H.E., Bruns, K., Sonka, S.T., Furco, A. and Swanson, L., (2016). The Centrality of Engagement in Higher Education. *Journal of Higher Education Outreach and Engagement*, *20*(1), pp.223-244.

Foley, D.K., (1982). The Value of Money the Value of Labor Power and the Marxian Transformation Problem. *Review of Radical Political Economics*, *14*(2), pp.37-47.

Ford, D. and Mouzas, S., (2013). Service and Value in the Interactive Business Landscape. *Industrial Marketing Management*, *42*(1), pp.9-17

Fosnot, C.T., (2013). Constructivism: Theory, Perspectives, and Practice. 2nd Edition. New York. Teachers College Press.

Fredricks, J.A., Blumenfeld, P.C. and Paris, A.H., (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, *74*(1), pp.59-109

Gahagan, J. and Hunter, M.S., (2006). The Second-Year Experience: Turning Attention to the Academy's Middle Children. *About Campus*, *11*(3), pp.17-22.

Gale, T. and Parker, S., (2014). Navigating Change: a Typology of Student Transition in Higher Education. *Studies in Higher Education*, *39*(5), pp.734-753.

Gale, B. and Wood, R.C., (1994). *Managing Customer Value: Creating Quality and Service that Customers can See*. New York. The Free Press

Gayles, J.G. and Hu, S., (2009). The Influence of Student Engagement and Sport Participation on College Outcomes Among Division I Student Athletes. *The Journal of Higher Education*, *80*(3), pp.315-333.

Gedye, S., Fender, E. and Chalkley, B., (2004). Students' Undergraduate Expectations and Post-Graduation Experiences of the Value of a Degree. *Journal of Geography in Higher Education*, *28*(3), pp.381-396.

Gentile, C., Spiller, N. and Noci, G., (2007). How to Sustain the Customer Experience:: An Overview of Experience Components that Co-Create Value with the Customer. *European Management Journal*, *25*(5), pp.395-410.

Georgiou, S.N., Demetriou, A.P. and Stavrinides, P., (2008). Attachment Style and Mentoring Relationships in Adolescence. *Educational Psychology*, *28*(6), pp.603-614.

Gelo, O., Braakmann, D. and Benetka, G., (2008). Quantitative and Qualitative Research: Beyond the Debate. *Integrative Psychological and Behavioral Science*, *42*(3), pp.266-290.

Gerdes, H. and Mallinckrodt, B., (1994). Emotional, Social, and Academic Adjustment of College Students: A Longitudinal Study of Retention. *Journal of Counseling & Development*, *72*(3), pp.281-288.

Gibbs, G. and Jenkins, A., (2014). *Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources*. London. Routledge.

Gibson, S., Baskerville, D., Berry, A., Black, A., Norris, K. and Symeonidou, S., (2016). 'Diversity' 'Widening Participation' and 'Inclusion' in Higher Education: An International Study. *Widening Participation and Lifelong Learning*, *18*(3), pp.7-33.

Gilbert, N., (2008). *Researching Social Life*, 3rd edition., UK. Sage Publishing,

Gilboy, M.B., Heinerichs, S. and Pazzaglia, G., (2015). Enhancing Student Engagement Using the Flipped Classroom. *Journal of Nutrition Education and Behavior*, *47*(1), pp.109-114.

Grant, A. (2002). "Identifying Students' Concerns Taking a Whole Institutional Approach".
In *Students' Mental Health Needs Problems and Responses*, Edited
by: Stanley, N. and Manthorpe, J. London: Jessica Kinsley Publishing

Greenbank, P., Hepworth, S. and Mercer, J., (2009). Term-Time Employment and the Student Experience. *Education+ Training*, *51*(1), pp.43-55.

Grier, S.A. and Deshpandé, R., (2001). Social Dimensions of Consumer Distinctiveness: The Influence of Social Status on Group Identity and Advertising Persuasion. *Journal of Marketing Research*, *38*(2), pp.216-224.

Grönroos, C., (1997). Value-Driven Relational Marketing: From Products to Resources and Competencies. *Journal of Marketing Management*, *13*(5), pp.407-419.

Grönroos, C., (2000). Creating a Relationship Dialogue: Communication, Interaction and Value. *The Marketing Review*, *1*(1), pp.5-14.

Grönroos, C., (2011). Value Co-Creation in Service Logic: A Critical Analysis. *Marketing Theory*, *11*(3), pp.279-301.

Grönroos, C. and Voima, P., (2013). Critical Service Logic: Making Sense of Value Creation and Co-Creation. *Journal of the Academy of Marketing Science*, *41*(2), pp.133-150.

Goulding, C., (1999). Consumer Research, Interpretive Paradigms and Methodological Ambiguities. *European Journal of Marketing*, *33*(9/10), pp.859-873.

Goulding, C., (2005). Grounded Theory, Ethnography and Phenomenology: A Comparative Analysis of Three Qualitative Strategies for Marketing Research. *European Journal of Marketing*, *39*(3/4), pp.294-308.

Guba, E.G. and Lincoln, Y.S., (1994). Competing Paradigms in Qualitative Research. *Handbook of Qualitative Research*, *2*(163-194), p.105.

Gummerus, J. and Pihlström, M., (2011). Context and Mobile Services' Value-In-Use. *Journal of Retailing and Consumer Services*, *18*(6), pp.521-533.

Gummesson, E., (1998), "Implementation Requires a Relationship Marketing Paradigm," *Journal of the Academy of Marketing Science*, 26 (Summer), 242

Gutman, J., (1982). A Means-End Chain Model Based on Consumer Categorization Processes. *The Journal of Marketing*, pp.60-72.

Hannerz, U., (2003) Being There…And There… And There! Reflections on Multi-Site Ethnography. *Ethnography*, 4(2), pp.201-21

Hammersley, M. and Atkinson, P., (2007). *Ethnography: Principles in Practice*. London and New York: Routledge.

Hardyman, W., Daunt, K.L. and Kitchener, M., (2015). Value Co-Creation Through Patient Engagement in Health Care: a Micro-Level Approach and Research Agenda. *Public Management Review*, *17*(1), pp.90-107.

Harnish, R.J. and Bridges, K.R., (2015). Compulsive Buying: the Role of Irrational Beliefs, Materialism, and Narcissism. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, *33*(1), pp.1-16.

Harnish, R.J., Bridges, K.R. and Karelitz, J.L., (2017). Compulsive Buying: Prevalence, Irrational Beliefs and Purchasing. *International Journal of Mental Health and Addiction*, *15*(5), pp.993-1007.

Harper, S.R. and Quaye, S.J., (2009). Beyond Sameness, With Engagement and Outcomes for All. *Student Engagement in Higher Education*, pp.1-15.

Harmeling, C.M., Moffett, J.W., Arnold, M.J. and Carlson, B.D., (2017). Toward a Theory of Customer Engagement Marketing. *Journal of the Academy of Marketing Science*, *45*(3), pp.312-335.

Harris, S., (2005). Rethinking Academic Identities in Neo-Liberal Times. *Teaching in Higher Education*, *10*(4), pp.421-433.

Harrison, N. and Hatt, S., (2012). Expensive and Failing? The Role of Student Bursaries in Widening Participation and Fair Access in England. *Studies in Higher Education*, *37*(6), pp.695-712.

Harrison, R.L. and Reilly, T.M., (2011). Mixed Methods Designs in Marketing Research. *Qualitative Market Research: An International Journal*, *14*(1), pp.7-26.

Healey, M., Flint, A. and Harrington, K., (2014). *Engagement Through Partnership: Students as Partners in Learning and Teaching in hHgher Education*. York, UK. Routledge, Taylor and Francis Group,

Healey, M., Flint, A. and Harrington, K., (2016). Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry*, *4*(2), pp.1-13.

Hedström, P. and Swedberg, R. eds., (1998). *Social Mechanisms: An Analytical Approach to Social Theory*. London, Cambridge University Press.

Heinonen, K., (2004). Reconceptualizing Customer Perceived Value: The Value of Time and Place. *Managing Service Quality: An International Journal*, *14*(2/3), pp.205-215.

Heinonen, K., Strandvik, T. and Voima, P., (2013). Customer Dominant Value Formation in Service. *European Business Review*, *25*(2), pp.104-123.

Herzberg, F., 1968. Reprint 2003. One More Time: How Do You Motivate Employees. *Harvard Business Review*. 81(1), pp.87-96

The Higher Education Academy, (2017). *Higher Education Achievement Report*. Accessed via: http://www.hear.ac.uk/., [Accessed on: 01/05/2018]

Hiller, A. and Woodall, T., (2019). Everything Flows: A Pragmatist Perspective of Trade-Offs and Value in Ethical Consumption. *Journal of Business Ethics*, *157*(4), pp.893-912.

Hirschman, E.C. and Holbrook, M.B., (1982). Hedonic Consumption: Emerging Concepts, Methods and Propositions. *The Journal of Marketing*, pp.92-101.

Hirschman, E.C. and Holbrook, M.B., (1992). *Postmodern Consumer Research* (Vol. 1). London. Sage.

Hirschman, E.C., (1986). Humanistic Inquiry in Marketing Research: Philosophy, Method, and Criteria. *Journal of Marketing Research*, pp.237-249.

Hockings, C., Cooke, S. and Bowl, M., (2007). 'Academic Engagement 'Within a Widening Participation Context—a 3D Analysis. *Teaching in Higher Education*, *12*(5-6), pp.721-733

Hockings, C., Cooke, S., Yamashita, H., McGinty, S. and Bowl, M., (2008). Switched Off? A Study of Disengagement Among Computing Students at Two Universities. *Research Papers in Education*, *23*(2), pp.191-201.

Holbrook, M.B., (1996). Customer value—A Framework for Analysis and Research., *Advances in Consumer Research*, vol. 23 (pp. 138–142).

Holbrook, M.B. ed., 1999. *Consumer Value: A Framework for Analysis and Research*. Columbia, Psychology Press

Holbrook, M.B. and Hirschman, E.C., (1982). The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun. *Journal of Consumer Research*, *9*(2), pp.132-140.

Hollebeek, L.D., Srivastava, R.K. and Chen, T., (2016). SD Logic–Informed Customer Engagement: Integrative Framework, Revised Fundamental Propositions, and Application to CRM. *Journal of the Academy of Marketing Science*, pp.1-25

Hotten, R,. Leggett, T,. (2019). Toyota and BMW Warn No-Deal Brexit Could Hit UK Investment. 5th March. The BBC News. Accessed via: https://www.bbc.co.uk/news/business-47457219. [Accessed on: 14/03/2019]

Hsieh, H.F. and Shannon, S.E., (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, *15*(9), pp.1277-1288.

Hu, S., (2011). Reconsidering the Relationship Between Student Engagement and Persistence in College. *Innovative Higher Education*, *36*(2), pp.97-106.

Hughes, G; Smail, O (2015) Which Aspects of University Life are Most and Least Helpful in the Transition to HE? A Qualitative Snapshot of Student Perceptions, *Journal of Further and Higher Education*, 39:4, 466-480

Humphreys, A. and Grayson, K., (2008). The Intersecting Roles of Consumer and Producer: A Critical Perspective on Co-Production, Co-Creation and Prosumption. *Sociology Compass*, *2*(3), pp.963-980.

Hurtado, S. and Carter, D.F., (1997). Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging. *Sociology of education*, pp.324-345

Hyde, K.F., (2000). Recognising Deductive Processes in Qualitative Research. *Qualitative Market Research: An International Journal*, *3*(2), pp.82-90.

Hyman, H.H., (1942). The Psychology of Status. *Archives of Psychology (Columbia University)*.

International Academy of Education, (2008). Timperley, H., Wilson, A., Barrar, H. and Fung, I., *Teacher Professional Learning and Development*. Accessed via: http://edu.aru.ac.th/childedu/images/PDF/benjamaporn/EdPractices_18.pdf. [Accessed on: 01./05/2018]

Jaakkola, E. and Alexander, M., (2014). The Role of Customer Engagement Behavior in Value Co-Creation: a Service System Perspective. *Journal of Service Research*, *17*(3), pp.247-261.

Jaakkola, E., Conduit, J. and Fehrer, J., (2019). Tracking the Evolution of Engagement Research: Illustration of Midrange Theory in the Service Dominant Paradigm. *The SAGE handbook of service-dominant logic*.

Jaworski, B. and Kohli, A.K., (2006). Co-Creating the Voice of the Customer. *The Service Dominant Logic of Marketing: Dialog, Debate and Directions*, pp.109-117.

Jepperson, R. and Meyer, J.W., (2011). Multiple Levels of Analysis and the Limitations of Methodological Individualisms. *Sociological Theory*, *29*(1), pp.54-73.

Johnston, R., (1995). The Determinants of Service Quality: Satisfiers and Dissatisfiers. *International Journal of Service Industry Management*, *6*(5), pp.53-71

Jones, D.L., (2011). Academic Dishonesty: Are More Students Cheating?. *Business Communication Quarterly*, *74*(2), pp.141-150

Judson, K.M. and Taylor, S.A., (2014). Moving from Marketization to Marketing of Higher Education: The Co-Creation of Value in Higher Education. *Higher Education Studies*, *4*(1), pp.51-67

Kahu, E.R., (2013). Framing Student Engagement in Higher Education. *Studies in Higher Education*, *38*(5), pp.758-773.

Kahu, E.R. and Nelson, K., (2018). Student Engagement in the Educational Interface: Understanding the Mechanisms of Student Success. *Higher Education Research & Development*, *37*(1), pp.58-71.

Kaplan, B.H., Cassel, J.C. and Gore, S., (1977). Social Support and Health. *Medical Care*, *15*(5), pp.47-58

Khalifa, A., (2004). Customer Value: a Review of Recent Literature and an Integrative Configuration. *Management Decision*, *42*(5), pp.645-666.

Kim, D.J., Ferrin, D.L. and Rao, H.R., (2009). Trust and Satisfaction, Two Stepping Stones for Successful E-Commerce Relationships: A Longitudinal Exploration. *Information Systems Eesearch*, *20*(2), pp.237-257

Kırcaburun, K. and Tosuntaş, Ş.B., (2018). Cyberbullying perpetration among undergraduates: evidence of the roles of chronotype and sleep quality. *Biological rhythm research*, *49*(2), pp.247-265.

Kohlbacher, F., (2006), January. The Use of Qualitative Content Analysis in Case Study Research. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 7, No. 1).

Koris, R., Örtenblad, A., Kerem, K. and Ojala, T., (2015). Student-Customer Orientation at a Higher Education Institution: The Perspective of Undergraduate Business Students. *Journal of Marketing for Higher Education*, *25*(1), pp.29-44.

Kozinets, R.V., De Valck, K., Wojnicki, A.C. and Wilner, S.J., (2010). Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities. *Journal of Marketing*, *74*(2), pp.71-89

Krause, K.L. and Coates, H., (2008). Students' Engagement in First-Year University. *Assessment & Evaluation in Higher Education*, *33*(5), pp.493-505.

Kuh, G.D.,(2001). Assessing what Really Matters to Student Learning Inside the National Survey of Student Engagement. *Change: The Magazine of Higher Learning*, *33*(3), pp.10-17.

Kuh, G.D., (2001). The National Survey of Student Engagement: Conceptual Framework and Overview of Psychometric Properties. *Bloomington, IN: Indiana University Center for Postsecondary Research*, pp.1-26

Kuh, G.D. and Hu, S., (2001). The Effects of Student-Faculty Interaction in the 1990s. *The Review of Higher Education*, *24*(3), pp.309-332.

Kuh, G.D., (2009). What Student Affairs Professionals Need to Know About Student Engagement. *Journal of College Student Development*, *50*(6), pp.683-706.

Kuh, G.D., (2009). The National Survey of Student Engagement: Conceptual and Empirical Foundations. *New Directions for Institutional Research*, *2009*(141), pp.5-20

Kuh, G.D., Cruce, T.M., Shoup, R., Kinzie, J. and Gonyea, R.M., (2008). Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*, *79*(5), pp.540-563.

Kumar, V., Aksoy, L., Donkers, B., Venkatesan, R., Wiesel, T. and Tillmanns, S., (2010). Undervalued or Overvalued Customers: Capturing Total Customer Engagement Value. *Journal of Service Research*, *13*(3), pp.297-310.

Kumar, S. and Phrommathed, P., (2005). *Research methodology* (pp. 43-50). US. Springer

Kyndt, E., Donche, V., Trigwell, K. and Lindblom-Ylänne, S., (2017). *Student Engagement and the Transition from the First to Second Year in Higher Education*. In Higher Education Transitions (pp. 131-152). London. Taylor and Francis Group.

Kypri, K., Gallagher, S.J. and Cashell-Smith, M.L., (2004). An Internet-Based Survey Method for College Student Drinking Research. *Drug and Alcohol Dependence*, *76*(1), pp.45-53.

Lane, T. and Perozzi, B., (2014). Student Engagement and College Unions. *New Directions for Student Services*, (145), pp.27-37.

Lai, L.S., To, W.M., Lung, J.W. and Lai, T.M., (2012). The Perceived Value of Higher Education: The Voice of Chinese Students. *Higher Education*, *63*(3), pp.271-287

Lai, M. M., Lau, S H., Mohamad Yosuf, N.A., Chew, K.W. (2015), Assessing Antecedents and Consequences of Student Satisfaction in Higher Education: Evidence from Malaysia. *Journal of Marketing for Higher Education*, 25(1), 45-69

Larmar, S. and Ingamells, A., (2010). Enhancing the First-Year University Experience: Linking University Orientation and Engagement Strategies to Student Connectivity and Capability. *Research in Comparative and International Education*, *5*(2), pp.210-223.

Latour, B. (2005). *Reassembling the Social: An introduction to Actor-Network-Theory*, Oxford: Oxford University Press.

Leclercq, T., Poncin, I. and Hammedi, W., (2017). The Engagement Process During Value Co-Creation: Gamification in New Product-Development Platforms. *International Journal of Electronic Commerce*, *21*(4), pp.454-488.

LeCompte, M.D. and Schensul, J.J., (2010). *Designing and Conducting Ethnographic Research: An Introduction* (Vol. 1). Rowman Altamira., Maryland

Leamnson, R.N., (1999). *Thinking About Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. Virginia. Stylus Publishing, LLC..

Ledden, L. and Kalafatis, S.P., (2010). The Impact of Time on Perceptions of Educational Value. *International Journal of Public Sector Management*, *23*(2), pp.141-157

Lee, R.L. and Loke, A.J.Y., (2005). Health-Promoting Behaviors and Psychosocial Well-Being of University Students in Hong Kong. *Public health nursing*, *22*(3), pp.209-220

Leese, M., (2010). Bridging the Gap: Supporting Student Transitions into Higher Education. *Journal of further and Higher Education*, *34*(2), pp.239-251.

Li, D., Granizo, M.G. and Gardó, T.F., (2016). The Value Trade-Off in Higher Education Service: A Qualitative Intercultural Approach to Students' Perceptions. *Intangible Capital*, *12*(4), pp.855-880.

Liu, S., Jiang, C., Lin, Z., Ding, Y., Duan, R. and Xu, Z., (2015). Identifying Effective Influencers Based on Trust for Electronic Word-of-Mouth Marketing: A Domain-Aware Approach. *Information Sciences*, *306*, pp.34-52

Little, B. and Williams, R., (2010). Students' Roles in Maintaining Quality and in Enhancing Learning: Is There a Tension? *Quality in Higher Education*, *16*(2), pp.115-127.

Lizzio, A. and Wilson, K., (2008). Feedback on Assessment: Students' Perceptions of Quality and Effectiveness. *Assessment & Evaluation in Higher Education*, *33*(3), pp.263-275.

Lizzio, A., Wilson, K. and Simons, R., (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for Theory and Practice. *Studies in Higher Education*, *27*(1), pp.27-52.

Lyall, L. Wyse, C, Graham, N. Ferguson, A. Lyall, D. Cullen, B. (2018). *Association of Disrupted Circadian Rhythmicity with Mood Disorders, Subjective Wellbeing, and Cognitive Function: a Cross-Sectional Study of 105 Participatnts from the UK Biobank*, The Lancet Psychiatry, Accessed via: https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(18)30139-1/fulltext. [Accessed on 13/03/2019]

Lowry, M., Dean, K. and Manders, K., (2010). The Link Between Sleep Quantity and Academic Performance for the College Student. *Sentience*, *3*(2), pp.16-9.

Luescher-Mamashela, T.M., (2013). Student Representation in University Decision Making: Good Reasons, a New Lens?. *Studies in Higher Education*, *38*(10), pp.1442-1456.

Lusch, R.F. and Vargo, S.L., (2006). Service-Dominant Logic: Reactions, Reflections and Refinements. *Marketing Theory*, *6*(3), pp.281-288.

Lusch, R.F., Vargo, S.L. and O'Brien, M., (2007). Competing Through Service: Insights from Service-Dominant Logic. *Journal of Retailing*, *83*(1), pp.5-18.

Lusch, R.F. and Vargo, S.L., 2008. *The Service-Dominant Mindset. In Service Science, Management and Engineering Education for the 21st Century* (pp. 89-96). Springer, Boston, MA.

Lusch, R.F. and Vargo, S.L., (2014.a). *The Service-Dominant Logic of Marketing: Dialog, Debate, and Directions*. London. Routledge.UK

Lusch, R.F. and Vargo, S.L., (2014.b). *Service-Dominant Logic: Premises, Perspectives, Possibilities*, Cambridge University Press, UK.

Lusch, R.F and Vargo, S.L (2006), Service-Dominant Logic: Reactions, Reflections and Refinements, *Marketing Theory* 6(3), (pp.281-288)

Lusch, R. and Wu, C., (2012). A Service Science Perspective on Higher Education. *Center for American Progress, August*.

Mackenzie, N. and Knipe, S., (2006). Research Dilemmas: Paradigms, Methods and Methodology. *Issues in Educational Research*, *16*(2), pp.193-205.

Madhavaram, S. and Hunt, S.D., (2008). The Service-Dominant Logic and a Hierarchy of Operant Resources: Developing Masterful Operant Resources and Implications for Marketing Strategy. *Journal of the Academy of Marketing Science*, *36*(1), pp.67-82

Macaskill, A., (2013). The Mental Health of University Students in the United Kingdom. *British Journal of Guidance & Counselling*, *41*(4), pp.426-441

Makkonen, H., Saarikorpi, M. and Rajala, R., (2019). A transition from goods-dominant to service-dominant exchange logic in a B2B relationship: A relationship positioning perspective. *Industrial Marketing Management*, *81*, pp.65-77.

Malinowski, B., (1922). *Argonauts of the Western Pacific*. Routledge. London: Reprint: Frazer., J. Routledge, London: (2014).

Mann, S, (2001), Alternative Perspectives on the Student Experience: Alienation and Engagement, *Studies in Higher Education*, 26(1) 7-19

Marginson, S., (2013). The Impossibility of Capitalist Markets in Higher Education. *Journal of Education Policy*, *28*(3), pp.353-370.

Marton, F. and Säljö, R., (1976). On Qualitative Differences in Learning: I—Outcome and Process. *British journal of Educational Psychology*, *46*(1), pp.4-11

Marx, K., (2010). *A Contribution to the Critique of Political Economy*. In *Marx Today* (pp. 91-94). USA. Palgrave Macmillan

Matherly, L.L., Al Nahyan, S.S.B.S.B.K. and Amin, N., (2017). An Investigation of Gender and Generational Differences in Attitudes Toward the Importance of a College Degree in the UAE. *Gender in Management: An International Journal*, *32*(8), pp.535-553.

Matthews, K.E., Andrews, V. and Adams, P., (2011). Social Learning Spaces and Student Engagement. *Higher Education Research & Development*, *30*(2), pp.105-120

Matthews, K., (2016). Students as Partners as the Future of Student Engagement. *Student Engagement in Higher Education Journal*, *1*(1).

Maunder, R.E., Cunliffe, M., Galvin, J., Mjali, S. and Rogers, J., (2013). Listening to Student Voices: Student Researchers Exploring Undergraduate Experiences of University Transition. *Higher Education*, *66*(2), pp.139-152.

McColl-Kennedy, J.R., Vargo, S.L., Dagger, T.S., Sweeney, J.C. and Kasteren, Y.V., (2012). Health Care Customer Value Co-Creation Practice Styles. *Journal of Service Research*, *15*(4), pp.370-389

McCracken, Grant (1988), *Culture and Consumption*, Blooming- ton: USA. Indiana University Press,

McKenzie, K. and Schweitzer, R., (2001). Who Succeeds at University? Factors Predicting Academic Performance in First Year Australian University Students. *Higher Education Research & Development*, *20*(1), pp.21-33

McMillan, D.W. and Chavis, D.M., (1986). Sense of Community: A Definition and Theory. *Journal of Community Psychology*, *14*(1), pp.6-23.

Measham, F. and Brain, K., (2005). 'Binge' Drinking, British Alcohol Policy and the New Culture of Intoxication. *Crime, Media, Culture*, *1*(3), pp.262-283.

Mental Health Foundation. (2019). Mental Health Statistics: Children and Young People: Mental Health Foundation. Available at: https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people. [Accessed: 19/01/2019]

Mercer-Mapstone, L., Dvorakova, S.L., Matthews, K., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R. and Swaim, K., (2017). A Systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students as Partners*, *1*(1).

Mitussis, D., O'Malley, L. and Patterson, M., (2006). Mapping the Re-Engagement of CRM with Relationship Marketing. *European Journal of Marketing*, *40*(5/6), pp.572-589.

Molesworth, M., Nixon, E. and Scullion, R., (2009). Having, Being and Higher Education: The Marketisation of the University and the Transformation of the Student into Consumer. *Teaching in Higher Education*, *14*(3), pp.277-287

Molesworth, M., Scullion, R. and Nixon, E. eds., (2010). *The Marketisation of Higher Education*. London. Routledge.

Monroe, Kent B. (1990). *Pricing: Making Profitable Decisions*. (2nd ed.). New York: McGraw-Hill Book Company

Moreira, M.T., Smith, L.A. and Foxcroft, D., (2009). Social Norms Interventions to Reduce Alcohol Misuse in University or College Students. *Cochrane Database Syst Rev*, *3*

Morley, L., (2001). Producing New Eorkers: Quality, Equality and Employability in Higher Education. *Quality in Higher Education*, *7*(2), pp.131-138.

Monk, E.M., (2004). Student Mental Health: The Case Studies. *Counselling Psychology Quarterly*, *17*(4), pp.395-412

Morgan, R.M. and Hunt, S.D., (1994). The Commitment-Trust Theory of Relationship Marketing. *The Journal of Marketing*, pp.20-38

Morris, M.W., Leung, K., Ames, D. and Lickel, B., (1999). Views from Inside and Outside: Integrating Emic and Etic Insights about Culture and Justice Judgment. *Academy of Management Review*, *24*(4), pp.781-796.

Nagel, D.M., Cronin Jr, J.J. and Utecht, R.L., (2018). Consumption or prosumption? A question of resources. *Journal of Services Marketing*. 32(6) pp.739-754

National Student Survey, (2018)., The National Student Survey., Accessed via: https://www.thestudentsurvey.com/about.php., [Accessed on: 01/05/2018]

National Union of Students (2015), *Student Engagement Toolkit: Benchmarking Tool*, (15th July, 2015), Accessed via: https://www.nusconnect.org.uk/resources/student-engagement-toolkit-benchmarking-tool, [Access on: 27/04/2018]

Ng, I.C. and Forbes, J., (2009). Education as Service: The Understanding of University Experience Through the Service Logic. *Journal of Marketing for Higher Education*, *19*(1), pp.38-64.

Ng, I.C. and Smith, L.A., (2012). An Integrative Framework of Value. In *Special issue–Toward a Better Understanding of the Role of Value in Markets and Marketing* (pp. 207-243). London. Emerald Group Publishing Limited.

Nixon, S. and Williams, L., (2014). Increasing Student Engagement Through Curriculum Redesign: Deconstructing the 'Apprentice' Style of Delivery. *Innovations in Education and Teaching International*, *51*(1), pp.26-33.

Nottingham Trent University, (2019), *Key Fact, Awards, and Statistics*, Nottingham Trent University, Accessed Via: https://www.ntu.ac.uk/international/campaign-pages/ntu-global-friends/key-facts-awards-and-statistics. Accessed on: 09/05/2019

Nurani, L.M., (2008). Critical Review of Ethnographic Approach. *Journal sosioteknologi*, *7*(14), pp.441-447.

Office for Fair Access., (2018), Access Agreements, Office for Students, Aaccessed via: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/access-agreements/ Accessed on: 09/05/2019

Office for National Statistics, 2017. Graduates in the UK Labour Market: (2017), 24 November, Accessed via: file:///C:/Users/N0251245/Downloads/Graduates%20in%20the%20UK%20labour%20market%202017.pdf, [Access on: 06/02/2019].

Office for National Statistics, 2019. Unemployment Rate (aged 16 and over, seasonally adjusted), 19th February. Accessed via: https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/timeseries/mgsx/lms. [Accessed on:14/03/2019]

Office for Students, (2018), Review of our Approach to Fair Access and Participation in Higher Education. Accessed via: https://www.officeforstudents.org.uk/news-blog-and-events/our-news-and-blog/review-of-our-approach-to-fair-access-and-participation-in-higher-education/ [Accessed on: 13/03/2019]

Olssen*, M. and Peters, M.A., (2005). Neoliberalism, Higher Education and the Knowledge Economy: From the Free Market to Knowledge Capitalism. *Journal of Education Policy*, *20*(3), pp.313-345.

Orlikowski, W. J (20017). Sociomaterial Practices: Exploring Technology at Work. *Organisation Studies* 28(9), 1435-1448.

Osborne, S.P., Radnor, Z. and Nasi, G., (2013). A New Theory for Public Service Management? Toward a (Public) Service-Dominant Approach. *The American Review of Public Administration*, *43*(2), pp.135-158

Osborne, S.P., Radnor, Z. and Strokosch, K., (2016). Co-Production and the Co-Creation of Value in Public Services: A Suitable Case for Treatment?. *Public Management Review*, *18*(5), pp.639-653.

O'Flaherty, J. and Phillips, C., (2015). The Use of Flipped Classrooms in Higher Education: A Scoping Review. *The Internet and Higher Education*, *25*, pp.85-95.

Pace, C.R., (1984). Measuring the Quality of College Student Experiences. An Account of the Development and Use of the College Student Experiences Questionnaire

Parada, M., Corral, M., Mota, N., Crego, A., Holguín, S.R. and Cadaveira, F., (2012). Executive Functioning and Alcohol Binge Drinking in University Students. *Addictive behaviors*, *37*(2), pp.167-172.

Parasuraman, A., (1997). Reflections on Gaining Competitive Advantage Through Customer Value. *Journal of the Academy of Marketing Science*, *25*(2), p.154.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L., (1985). A Conceptual Model of Service Quality and its Implications for Future Research. *the Journal of Marketing*, pp.41-50.

Patterson, P., Yu, T. and De Ruyter, K., 2006, December. Understanding Customer Engagement in Services. In *Advancing Theory, Maintaining Relevance, Proceedings of ANZMAC 2006 conference, Brisbane* (pp. 4-6).

Payne, A. and Holt, S., (2001). Diagnosing Customer Value: Integrating the Value Process and Relationship Marketing. *British Journal of Management*, *12*(2), pp.159-182.

Pearce, J. and Down, B., (2011). Relational Pedagogy for Student Engagement and Success at University. *The Australian Educational Researcher*, *38*(4), pp.483-494.

Penn-Edwards, S. and Donnison, S., (2011). Engaging with Higher Education Academic Support: A First Year Student Teacher Transition Model. *European Journal of Education*, *46*(4), pp.566-580

Perkins, H.W., (2002). Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts. *Journal of Studies on Alcohol, Supplement*, (14), pp.164-172

Petticrew, M., Semple, S., Hilton, S., Creely, K.S., Eadie, D., Ritchie, D., Ferrell, C., Christopher, Y. and Hurley, F., (2007). Covert Observation in Practice: Lessons from the Evaluation of the Prohibition of Smoking in Public Places in Scotland. *BMC Public Health*, *7*(1), p.204.

Pigou, A.C., (1917). The Value of Money. *The Quarterly Journal of Economics*, *32*(1), pp.38-65.

Pike, G.R. and Kuh, G.D., (2005). First-and Second-Generation College Students: A Comparison of their Engagement and Intellectual Development. *The Journal of Higher Education*, *76*(3), pp.276-300

Pike, G.R., Kuh, G.G. and Massa-McKinley, R.C., (2008). First-Year Students' Employment, Engagement, and Academic Achievement: Untangling the Relationship Between Work and Grades. *Naspa Journal*, 45(4), pp.560-582

Pike, G.R., Smart, J.C. and Ethington, C.A., (2012). The Mediating Effects of Student Engagement on the Relationships Between Academic Disciplines and Learning Outcomes: An Extension of Holland's Theory. *Research in Higher Education*, *53*(5), pp.550-575.

Plé, L. and Chumpitaz Cáceres, R., (2010). Not Always Co-Creation: Introducing Interactional Co-Destruction of Value in Service-Dominant Logic. *Journal of Services Marketing*, *24*(6), pp.430-437

Ponterotto, J.G., (2005). Qualitative research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science. *Journal of Counseling Psychology*, *52*(2), p.126.

Postill, J. and Pink, S., (2012). Social Media Ethnography: The Digital Researcher in a Messy Web. *Media International Australia*, *145*(1), pp.123-134.

Potter, J., (2013). *Discursive Psychology and Discourse Analysis.* In The Routledge handbook of discourse analysis(pp. 130-145). UK. Routledge.

Prahalad, C.K. and Ramaswamy, V., (2004). Co-Creation Experiences: The Next Practice in Value Creation. *Journal of Interactive Marketing*, *18*(3), pp.5-14.

Prebensen, N.K., Woo, E., Chen, J.S. and Uysal, M., (2013). Motivation and Involvement as Antecedents of the Perceived Value of the Destination Experience. *Journal of Travel Research*, *52*(2), pp.253-264.

Price, I.F., Matzdorf, F., Smith, L. and Agahi, H., (2003). The Impact of Facilities on Student Choice of University. *Facilities*, *21*(10), pp.212-222.

Puccinelli, N.M., Goodstein, R.C., Grewal, D., Price, R., Raghubir, P. and Stewart, D., (2009). Customer Experience Management in Retailing: Understanding the Buying Process. *Journal of Retailing*, *85*(1), pp.15-30.

Quality Assurance Agency, (2012), '*Student Engagement'*, Accessed via: http://www.qaa.ac.uk/partners/student-engagement, [Access on: 27/04/2018]

Ramsden, P., (1979). Student Learning and Perceptions of the Academic Environment. *Higher Education*, *8*(4), pp.411-427

Ramsden, P., (1991). A Performance Indicator of Teaching Quality in Higher Education: The Course Experience Questionnaire. *Studies in Higher Education*, *16*(2), pp.129-150.

Ravald, A. and Grönroos, C., (1996). The Value Concept and Relationship Marketing. *European Journal of Marketing*, *30*(2), pp.19-30.

Reinecke, J., (2010). Beyond a Subjective Theory of Value and Towards a 'Fair Price': an Organizational Perspective on Fairtrade Minimum Price Setting. *Organization*, *17*(5), pp.563-581

Rizzo, J.R., House, R.J. and Lirtzman, S.I., (1970). Role Conflict and Ambiguity in Complex Organizations. *Administrative Science Quarterly*, pp.150-163.

Robotham, D., (2013). Students' Perspectives on Term-Time Employment: an Exploratory Qualitative Study. *Journal of Further and Higher Education*, *37*(3), pp.431-442

Robson, C. and McCartan, K., (2016). *Real World Research*. 4th Edition. Sussex. John Wiley & Sons.

Rogers, R.R., (2001). Reflection in Higher Education: A Concept Analysis. *Innovative Higher Education*, *26*(1), pp.37-57.

Rokeach, M., (1973). *The Nature of Human Values*. New York. Free press.

Roulet, T.J., Gill, M.J., Stenger, S. and Gill, D.J., (2017). Reconsidering the Value of Covert Research: the Role of Ambiguous Consent in Participant Observation. *Organizational Research Methods*, *20(3), pp.487-517.*

Rovai, A.P., (2002). Sense of Community, Perceived Cognitive Learning, and Persistence in Asynchronous Learning Networks. *The Internet and Higher Education*, *5*(4), pp.319-332.

Ryan, A.B., (2006). Post-Positivist Approaches to Research. *Researching and Writing your Thesis: a Guide for Postgraduate Students*, pp.12-26

Sagiv, L. and Schwartz, S.H., (2000). Value Priorities and Subjective Well-Being: Direct Relations and Congruity Effects. *European Journal of Social Psychology*, *30*(2), pp.177-198.

Saldaña, J., (2015). *The Coding Manual for Qualitative Researchers*. UK. Sage.

Sanchez, J., Callarisa, L., Rodriguez, R.M. and Moliner, M.A., (2006). Perceived Value of the Purchase of a Tourism Product. *Tourism management*, *27*(3), pp.394-409.

Sánchez-Fernández, R. and Iniesta-Bonillo, M.Á., (2007). The Concept of Perceived Value: a Systematic Review of the Research. *Marketing Theory*, *7*(4), pp.427-451.

Sánchez-Fernández, R., Iniesta-Bonillo, M.Á. and Holbrook, M.B., (2009). The Conceptualisation and Measurement of Consumer Value in Services. *International Journal of Market Research*, *51*(1), pp.1-17.

Sandelowski, M., (2000). Focus on Research Methods-Whatever Happened to Qualitative Description?. *Research in Nursing and Health*, *23*(4), pp.334-340

Saks, A.M., (2006). Antecedents and Consequences of Employee Engagement. *Journal of Managerial Psychology*, *21*(7), pp.600-619.

Sashi, C.M., (2012). Customer Engagement, Buyer-Seller Relationships, and Social Media. *Management Decision*, *50*(2), pp.253-272.

Saunders, M.L. and Lewis, P.Thornhill, A. (2009). *Research Methods for Business Students*, *5th* Edition. Edinburgh, UK. Pearson Education

Scotland, J., (2012). Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms. *English Language Teaching*, *5*(9), p.9.

Seale, J., Gibson, S., Haynes, J. and Potter, A., (2015). Power and Resistance: Reflections on the Rhetoric and Reality of Using Participatory Methods to Promote Student Voice and Engagement in Higher Education. *Journal of Further and Higher Education*, *39*(4), pp.534-552.

Sheard, J., Carbone, A. and Hurst, A.J., (2010). Student Engagement in First Year of an ICT Degree: Staff and Student Perceptions. *Computer Science Education*, *20*(1), pp.1-16

Sheth, J.N., (1973). A Model of Industrial Buyer Behavior. *The Journal of marketing*, pp.50-56.

Sheth, J.N., Newman, B.I. and Gross, B.L., (1991). Why We Buy What We Buy: A Theory of Consumption Values. *Journal of Business Research*, *22*(2), pp.159-170.

Sherwood., Harriet. (2018). Christianity as Default is Gone': the Rise of a Non-Christian Europe. *The Guardian*, 21st March. Available at: https://www.theguardian.com/world/2018/mar/21/christianity-non-christian-europe-young-people-survey-religion [Accessed 19/01/2019]

Sköldberg, K. (2000). *Reflexive Methodology: New Vistas for Qualitative Research.* London: Sage

Smimou, K. and Dahl, D.W., (2012). On the Relationship Between Students' Perceptions of Teaching Quality, Methods of Assessment, and Satisfaction. *Journal of Education for Business*, *87*(1), pp.22-35

Smith, A., 1776. *The Wealth of Nations* (New York: Modern Library, 1937). *Originally published*, *3*. USA

Social Research Association (2003), Ethical Guidelines. Accessed via: http://the-sra.org.uk/wp-content/uploads/ethics03.pdf. [Accessed on: 02.04.2018]

Solomon, M.R., Surprenant, C., Czepiel, J.A. and Gutman, E.G., (1985). A Role Theory Perspective on Dyadic Interactions: The Service Encounter. *The Journal of Marketing*, pp.99-111.

Solomonides, I.P. and Martin, P., (2008). *'All this talk of engagement is making me itch': an investigation into the conceptions of 'engagement' held by students and tutors'*. In Hand, L. Bryson. C,. Student Engagement. London: Staff and Educational Development Association. Pp.13-18

Spicker, P., (2011). Ethical Covert Research. *Sociology*, *45*(1), pp.118-133.

Spradley, J. (1979). *The Ethnographic Interview*. New York: Holt, Rinehart and Winston.

Sprake, E.F., Russell, J.M., Cecil, J.E., Cooper, R.J., Grabowski, P., Pourshahidi, L.K. and Barker, M.E., (2018). Dietary Patterns of University Students in the UK: a Cross-Sectional Study. *Nutrition journal*, *17*(1), p.90.

Stephenson, J. and Yorke, M. eds., (2013). *Capability and Quality in Higher Education*. London. Routledge.

Storbacka, K., Brodie, R.J., Böhmann, T., Maglio, P.P. and Nenonen, S., (2016). Actor Engagement as a Microfoundation for Value Co-Creation. *Journal of Business Research*, *69*(8), pp.3008-3017.

Sweeney, J.C. and Soutar, G.N., (2001). Consumer Perceived Value: The Development of a Multiple Item Scale. *Journal of Retailing*, *77*(2), pp.203-220.

Sweeney, J.C., Danaher, T.S. and McColl-Kennedy, J.R., (2015). Customer Effort in Value Cocreation Activities: Improving Quality of Life and Behavioral Intentions of Health Care Customers. *Journal of Service Research*, *18*(3), pp.318-335.

Tam, M., (2001). Measuring Quality and Performance in Higher Education. *Quality in Higher Education*, *7*(1), pp.47-54.

Taylor, S.J., Bogdan, R. and DeVault, M., (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource*. London. John Wiley & Sons.

Terenzini, P.T. and Pascarella, E.T., (2005), *How College Affects Students*, Volume 2, San Francisco. Jossey-Bass,

Thomas, D.R., (2006). A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation*, *27*(2), pp.237-246

Tierney, W.G. and Lincoln, Y.S., (1994). Teaching Qualitative Methods in Higher Education. *The Review of Higher Education*, *17*(2), pp.107-124.

Times Higher Education., Shepherd,J., (2012), '*University Students Spend No More Time with Lectures than Six Years Ago'*. Accessed via: https://www.theguardian.com/education/2012/may/17/students-time-lecturers, [Access on: 26/04/2018]

The Complete University Guide, (2019), *Nottingham Trent University*, Accessed via: https://www.thecompleteuniversityguide.co.uk/nottingham-trent/, [Accessed on: 09/05/2019]

Tinto, V., (1997). Classrooms as Communities: Exploring the Educational Character of Student Persistence. *Journal of Higher Education*, pp.599-623.

Trotter, E. and Roberts, C.A., (2006). Enhancing the Early Student Experience. *Higher Education Research & Development*, *25*(4), pp.371-386.

Trowler, V., (2010). Student Engagement Literature Review. *The Higher Education Academy*, *11*(1), pp.1-15.

Trowler, V. and Trowler, P., (2010). Framework for Action: Enhancing Student Engagement at the Institutional Level, November 2010, Available at https://www.heacademy.ac.uk/system/files/resources/frameworkforaction_institutional.pdf [Accessed, 11/03/2019]

Trowler, P.R., (2014). Practice-Focused Ethnographies of Higher Education: Methodological Corollaries of a Social Practice Perspective. *European Journal of Higher Education*, *4*(1), pp.18-29.

Trusov, M., Bucklin, R.E. and Pauwels, K., (2009). Effects of Word-of-Mouth Versus Traditional Marketing: Findings from an Internet Social Networking Site. *Journal of Marketing*, *73*(5), pp.90-102.

UCAS, (2019), *2018 End of Cycle Report*, UCAS, Accessed Via: https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-reports/2018-end-cycle-report, Accessed on: 09/02/2019

Umbach, P.D. and Wawrzynski, M.R., (2005). Faculty do Matter: The Role of College Faculty in Student Learning and Engagement. *Research in Higher Education*, *46*(2), pp.153-184.

Umbach, P.D., Palmer, M.M., Kuh, G.D. and Hannah, S.J., (2006). Intercollegiate Athletes and Effective Educational Practices: Winning Combination or Losing Effort? *Research in Higher Education*, *47*(6), pp.709-733

Van Doorn, J., Lemon, K.N., Mittal, V., Nass, S., Pick, D., Pirner, P. and Verhoef, P.C., (2010). Customer Engagement Behavior: Theoretical Foundations and Research Directions. *Journal of Service Research*, *13*(3), pp.253-266.

Vargo, S.L. and Lusch, R.F., (2004). Evolving to a New Dominant Logic for Marketing. *Journal of Marketing*, *68*(1), pp.1-17.

Vargo, S.L. and Lusch, R.F., (2008). Service-Dominant Logic: Continuing the Evolution. *Journal of the Academy of Marketing Science*, *36*(1), pp.1-10.

Vargo, S.L. and Lusch, R.F., (2016). Institutions and Axioms: an Extension and Update of Service-Dominant Logic. *Journal of the Academy of Marketing Science*, *44*(1), pp.5-23.

Vargo, S.L. and Lusch, R.F., (2017). Service-dominant Logic 2025. *International Journal of Research in Marketing*, *34*(1), pp.46-67.

Vargo, S.L., Maglio, P.P. and Akaka, M.A., (2008). On Value and Value Co-Creation: A Service Systems and Service Logic Perspective. *European Management Journal*, *26*(3), pp.145-152.

Vaughan, N.D., (2010). A Blended Community of Inquiry Approach: Linking Student Engagement and Course Redesign. *The Internet and Higher Education*, *13*(1), pp.60-65.

Verhoef, P.C., Reinartz, W.J. and Krafft, M., (2010). Customer Engagement as a New Perspective in Customer Management. *Journal of Service Research*, *13*(3), pp.247-252.

Vinson, D., Nixon, S., Walsh, B., Walker, C., Mitchell, E. and Zaitseva, E., (2010). Investigating the Relationship Between Student Engagement and Transition. *Active Learning in Higher Education*, *11*(2), pp.131-143

Visit Nottingham, (2019), *Explore Nottingham*, Visit Nottingham. Accessed via: https://www.visit-nottinghamshire.co.uk/explore/nottingham. Accessed on: 09/05/2019.

Vivek, S.D., Beatty, S.E. and Morgan, R.M., (2012). Customer Engagement: Exploring Customer Relationships Beyond Purchase. *Journal of Marketing Theory and Practice*, *20*(2), pp.122-146.

Voorberg, W.H., Bekkers, V.J. and Tummers, L.G., (2015). A Systematic Review of Co-Creation and Co-Production: Embarking on the Social Innovation Journey. *Public Management Review*, *17*(9), pp.1333-1357

Wade, R.C., (1997). Community Service Learning and the Social Studies Curriculum: Challenges to Effective Practice. *The Social Studies*, *88*(5), pp.197-202

Walker, C.M., Sockman, B.R. and Koehn, S., (2011). An Exploratory Study of Cyberbullying With Undergraduate University Students. *TechTrends*, *55*(2), pp.31-38.

Wallendorf, M. and Belk, R.W., (1989). *Assessing Trustworthiness in Naturalistic Consumer Research*. ACR Special Volumes. USA.

Webb, D. and Jagun, A., (1997). Customer Care, Customer Satisfaction, Value, Loyalty and Complaining Behavior: Validation in a UK University Setting. *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, *10*

Webb, E., Ashton, H., Kelly, P. and Kamali, F., (1997). Patterns of Alcohol Consumption, Smoking and Illicit Drug Use in British University Students: Interfaculty Comparisons. *Drug and Alcohol Dependence*, *47*(2), pp.145-153

Weller, S.C. and Romney, A.K., (1988). Systematic Data Collection (Vol. 10). London. Sage publications.

Werch, C.E., Pappas, D.M., Carlson, J.M., DiClemente, C.C., Chally, P.S. and Sinder, J.A., (2000). Results of a Social Norm Intervention to Prevent Binge Drinking Among First-Year Residential College Students. *Journal of American College Health*, *49*(2), pp.85-92

White, A. and Hingson, R., (2013). The Burden of Alcohol Use: Excessive Alcohol Consumption and Related Consequences Among College Students. *Alcohol Research: Current review, 35(2), pp. 201-218*

Wieland, H., Polese, F., Vargo, S.L. and Lusch, R.F., (2012). Toward a service (eco) systems perspective on value creation. *International Journal of Service Science, Management, Engineering, and Technology*, *3*(3), pp.12-25.

Wigfield, A. and Eccles, J.S., (2000). Expectancy–Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, *25*(1), pp.68-81.

Wilcox, P., Winn, S. and Fyvie-Gauld, M., (2005). 'It was Nothing to do with the University, it was just the People': the Role of Social Support in the First-Year Experience of Higher Education. *Studies in Higher Education*, *30*(6), pp.707-722.

Williams, A. and Clark, D., (1998). Alcohol Consumption in University Students: the Role of Reasons for Drinking, Coping Strategies, Expectancies, and Personality Traits. *Addictive Behaviors*, *23*(3), pp.371-378

Wilson, J., (2014). *Essentials of Business Research: A Guide to Doing your Research Project*. 2nd Edition, London. Sage,

Wilson, W.J. and Chaddha. A., (2009). The Role of Theory in Ethnographic Research. *Ethnography*, 10(4), pp. 549-564

Woodall, T., (2003). Conceptualising 'Value for the Customer': An Attributional, Structural and Dispositional Analysis. *Academy of Marketing Science Review*, *12(1)*, p.1-42

Woodall, T., Hiller, A. and Resnick, S., (2014). Making Sense of Higher Education: Students as Consumers and the Value of the University Experience. *Studies in Higher Education*, *39*(1), pp.48-67.

Woodall, T., Rosborough, J. and Harvey, J., (2017). Proposal, Project, Practice, Pause: Developing a Framework for Evaluating Smart Domestic Product Engagement. *AMS Review*, pp.1-17.

Woodruff, R.B. and Gardial, S., (1996). *Know your Customer: New Approaches to Understanding Customer Value and Satisfaction*. UK. Wiley.

Woodruff, R.B., (1997). Customer Value: the Next Source for Competitive Advantage. *Journal of the Academy of Marketing Science*, *25*(2), pp.139-153.

Van der Velden, G., (2012). Institutional Level Student Engagement and Organisational Cultures. *Higher Education Quarterly*, *66*(3), pp.227-247

Van de Ven, A.H., (2007). *Engaged scholarship: A Guide for Organizational and Social Research.* London. Oxford University Press on Demand. UK

Vargo, S.L. and Lusch, R.F., (2004). Evolving to a New Dominant Logic for Marketing. *Journal of Marketing*, *68*(1), pp.1-17.

Vargo, S.L. and Lusch, R.F., (2016). Institutions and Axioms: an Extension and Update of Service-Dominant Logic. *Journal of the Academy of Marketing Science*, *44*(1), pp.5-23.

Vargo, S.L. and Lusch, R.F., (2017). Service-Dominant Logic 2025. *International Journal of Research in Marketing*, *34*(1), pp.46-67.

Vidalakis, C., Sun, M. and Papa, A., (2013). The Quality and Value of Higher Education Facilities: a Comparative Study. *Facilities*, *31*(11/12), pp.489-504.

Vinson, D., Nixon, S., Walsh, B., Walker, C., Mitchell, E. and Zaitseva, E., (2010). Investigating the Relationship Between Student Engagement and Transition. *Active Learning in Higher Education*, *11*(2), pp.131-143.

Voogt, J., Laferrière, T., Breuleux, A., Itow, R.C., Hickey, D.T. and McKenney, S., (2015). Collaborative Design as a Form of Professional Development. *Instructional Science*, *43*(2), pp.259-282.

Yang, Z. and Peterson, R.T., (2004). Customer Perceived Value, Satisfaction, and Loyalty: The Role of Switching Costs. *Psychology & Marketing*, *21*(10), pp.799-822.

Zhao, C.M. and Kuh, G.D., (2004). Adding Value: Learning Communities and Student Engagement. *Research in Higher Education*, *45*(2), pp.115-138.

Zeithaml, V.A., (1988). Consumer Perceptions of Price, Quality, and Value: a Means-End Model and Synthesis of Evidence. *The Journal of Marketing*, pp.2-22

Zepke, N. and Leach, L., (2010). Improving Student Engagement: Ten Proposals for Action. *Active learning in Higher Education*, *11*(3), pp.167-177

Appendix

Appendix 1: Content Analysis to Understand Student Engagement and Resource Patterns

Table 9: Content Analysis to Understand Student Engagement and Resource Integration with Tutors

Meaning Units	Condensed Meaning Units	Codes	Categories	Themes	Engagement
often tutors make no effort to update their slides and it is outdated	outdates slides little effort to update work	outdates slides little tutor effort	Teaching materials Effort	pedagogy	Behavioural Cognitive
Lot of being talked at and information but never much conversation and interaction'	lot of information but no interaction	lots of information no interaction	teaching method	Pedagogy	Behavioural
fear of being wrong, the tutor will assume I haven't listened and judge me'	fear being wrong tutors just me and think I don't listen	fear being wrong assume tutors judge	fear being wrong Judgemental	relational	Emotional
The tutor is intimidating,'	Tutors are intimidating	tutors are intimidating	judgemental	relational	Emotional
tutors don't have time to answer me'	tutors don't have time to meet, not improtant	tutors don't have interest	interest	communication relational	Behavioural Emotional
slides are rushed through, rather than explaining, just get through the information'	lots of information but do not explain or provide context	lots of information no explanation	Teaching method	pedagogy	Behavioural
seminars are more engaging, we can talk a lot more and it gets explained to us'	more discussions had in seminars and more explaining	interaction and explanations help	teaching method	pedagogy	Behavioural
scared to tell tutors, not sure how to ask them to put slides up and to record the lecture'	scared to ask the tutor do help put information up	scared to ask for help	judgemental	relational	Emotional
how can we get tutors to put lectures up'	do not know how to approach tutors	don't know how to ask tutors	judgemental	relational	Emotional

tutors rush through slides and we don't get any chances to ask questions or talk. Stops up speaking up and feel unable to ask questions	tutors rush to give information. No time to ask questions and interact.	tutors give information no time for questions no interaction	teaching method time	pedagogy	Behavioural Cognitive
Tutors don't provide feedback to help with more work	don't receive feedack that can help with future work	want feedback don't get feedback	Constructive Feedback	academic performance	Cognitive
want tutors to put things on NOW, and be able to see the course plan, the tutors can change things and students can see easily. Tutors can see the pressure they are under from all their modules	need tutors to commnicate on the learning room. Tutors don't understand other pressures in student learning	Don't understand otherpressuresneed better communication	personal discussions	pedagogyrelationalcommunication	Cognitive
want independence on the course with any issues, want to avoid bias	Fear tutors being bias	fear bias	Bias	relational	Cognitive
teachers don't turn yp to meetings so we can't give them feedback and make changes	teachers don't make the effort, cant make make changes	don't make the effort wont listen to changes	Effort don't listen	relational	Cognitive Behavioural
tutors not interested in what we say, often nod, so I just don't bother talking at all	tutors not interested, don't bother communicating	not interested don't bother	Interest Communication	relational Communication	Cognitive Behavioural
Lecturers don't talk about careers and give advice, want advice from them	want tutors to give advice on careers	advice on careers	Career Advice	Employability	Cognitive
lecturers don't embed employability and this would help	want tutors to embed employability	advcie on careers	Career Advice	Employability	Cognitive
most tutors are researchers so little experience and little time	tutors have little experience and time	too busy little experience	Time Teaching experience	Communication pedagogy	Behavioural
tutors always email me and they don't get that we never look at them	tutors only communicate through email	only use email	Communication methods	Communication	Behavioural
people don't check emails and most the time they send it alst minute	tutors only communicate through email	only use email	Communication methods	Communication	Behavioural

Facebook is more accessible, my tutor does it and we all comment	tutors should be using forms of social media to communicate	need better comunication	Communication methods	Communication	Behavioural
im retaking and I had loads of issues in first term. My tutor sat me down and we had a big discussion. He suggested coming back and working harder because I had a bad start and don't want it effecting my grades. She was really helpful and helped me do forms and things. I was worried to talk to my tutor but i am glad i did.	tutor was caring and gave up time to help. Scared of tutor	caring and helpful scared of asking for help	Empathy Intimidation 1-1	relational academic performance	Cognitive Emotional Cognitive
I went to see my tutor after retakes but she doesn't know how to go about it so I need to find someone. You would think they would know this stuff, like they are supposed to help you get a degree, instead of pushing you aside basically. Im stressed enough and now my tutor cant even help	tutor doesn't know how to help and the process. The tutor is supposed to be helping but pushes me aside. Does not help with stress	doesn't know how to help.	Internal knowledge Support	communication	Cognitive
I hate my tutor, he marked me lower than everyone else even though I did a good presentation, not sure why he doesn't like me	tutor bias because they don't like him. Tutor marked lower	bias effects grades	Bias	relational	Cognitive
I deliberately did rubbish in my coursework, doesn't count and he is an idiot and deserves to know he cant teach at all. Its his fault I don't understand and im not gonna try any harder	I wanted to annoy my tutor, he cannot teach and Its his fault I do badly. Im not going to try if they don't	don't make an effort so I don't cant teach	Effort Teaching method	relational Pedagogy	Cognitive Behavioural
my tutor clearly hates me, probably cause I don't do the work	my tutor is bias because I don't do the work	bias	Bias	relational	Cognitive
yeh I don't bother going anymore cause my tutor probably has no idea who I am	tutor doesn't know me so I don't go	doesn't know students	Personal	relational	Cognitive
yeh and if you never attend lectures then the tutor will just not like you, like he bums the other girl, literally loves her	the tutor is bias to those that always attend	bias	Bias	relational	Cognitive

why did the tutor send us like 5 emails saying the same thing, and then we get told its cancelled. I have no idea out timetable	the tutor repeats in emails. But don't get told crucial information about classes	uses emails don't get information important to them	Communication methods Communication Content	Communication pedagogy	Behavioural
its so annoying when we get told the same thing a million times, but then don't get told the one thing we need. We are mixed with another group now so do we have the seminar, nobody bloody knows.	the tutor tells us the same things but not the thing we need, I don't know when we have seminars	don't get information important to them	Communication content	Communication pedagogy	Behavioural
tutor seems relaxed about my essay and I kind of wish she cared more, maybe cause it only counts for 10% she doesn't care as much	I wish the tutor cared more, maybe because it doesn't count to my degree much	doesn't care unless grades	Grades	academic performance	Cognitive
I asked my tutor for feedback and she just said 'it looks good', that not helpful like tell me how to improve, unless your giving me 100% that is not helpful, annoy	tutor didn't give good feedback and its not helpful. I want feedback for better grades	want feedback	Constructive Feedback	academic performance pedagogy	Cognitive
my tutor would not meet me a few weeks before the hand in, so I had not even started. Wanted to be ahead. When I did meet him for 5 minutes and he just said to follow the guidelines, not helpful. Not gonna bother meeting him anymore	my tutor wont meet me, and I wanted her to when I did I got no helpful feedback. Not gonna bother if they aren't	want feedback they don't bother so I don't wont meet up	Constructive Feedback Effort	academic performance pedagogy relational	Cognitive
if tutor cannot be bothered than why should we	the tutor doesn't bother so I wont	they don't bother do I don't	Effort	relational	Cognitive
the tutor literally reads off a slide then doesn't explain it properly and doesn't answer questions	the teacher just reads a slide and doesn't explain it or answer questions	reads the slides no explanation doesn't answer questions	Teaching methods Interaction	pedagogy communication	Behavioural
my tutopr is so strict but she knows everything. She shouts at me being late but to be fair I learn the most from her	tutor is strict and shouts but this makes me learn	strictness makes us learn	Authority	relational	Behavioural

she freaks me out but I listen and learn more	she freaks me out but I listen and learn more	strictness makes us learn	Authority	relational	Behavioural
I wish the tutor would just tell me what to do, like I don't have time and im paying it	I want the tutor to tell me what to do	guidance needed	Instructions	pedagogy academic performance	Cognitive Behavioural
met my tutor, and I thought she would shout at me, but she actually helped so much, read my answers and said to continue emailing her, you should go	I was scared to meet my tutor. But she actually helped and since we have continued to email	scared to meet helpful uses email	Intimidation Communication Methods 1-1	relational communication	Cognitive Emotional Cognitive
student then called her friend and said how useful it was, and she didn't know why she didn't do this before. 'the tutor was so helpful, she said basically told me everything I needed to know and gave me so much time'	the tutor was so helpful and gave me a lot of time and everything I need to know	helpful lot of time gave me information	Time Explanation 1-1	communication pedagogy	Behavioural Emotional Cognitive
im worried my tutor will be against me because i did not go to lessons or see her the other girl agrees	worried the tutor will be bias as I have not attended	fears bias	Bias	relational	Cognitive
im not that stressed, my tutor said im fine and she said I am ahead.	my tutor said im ahead and okay so I am not worried	tutor reassures them	Reassurance	relational	Behavioural
The tutor noticed one of the girls was crying in her group. And said she will understand that she will struggle and will give them extra support	the tutor noticed a girl was sad and gave them extra help	notices sadness extra help	Empathy	relational	Cognitive
the tutor never has time to meet or talk in class, just asks to email, and I hate emails	the tutor is too busy to meet, only email and we hate emails	too busy uses email	Time Communication methods	Communication pedagogy	Behavioural Emotional
discussing how to do the assessment, they say they will base it off what the tutor has told them. It may be good to write about that other topic, but the tutor said just to do specific things so im not bothering, literally copying the format she (tutor) gave.	will write assessment based of the tutorguidelines. Despite being unsure they will follow tutor instructions.	follows guidance	Instructions	pedagogycommunication	CognitiveBehavioural

I cannot be bothered, im just gonna do what the tutor says, I should get a good mark then	Im gonna do what the tutor tells me so I get a good mark	follows guidance	Instructions	pedagogy communication	Cognitive Behavioural
I wish the tutor had not told us we have to have it because we defintely didn't, I could have not bought the book and I would have more money. I would rather struggle in class	the tutor told us something we don't need and I wasted money listening to her	wasted time	Teaching Materials	pedagogy	Behavioural
one of my tutors has been so hepful and given so much guidance for the exam, the other literally says nothing and I have so much other stuff to do. Just tell us what to learn	One of my tutors is helpful and gave me advice for the exam. The other says nothing and doesn't get I have loads to do. I just want to be told what to learn	guidance for exam want guidance	Instructions	pedagogy communication	Cognitive Behavioural
one tutor is a compelte waste of time, its so hard, I am so stressed, like she should be making it easier for me	one tutor is a waste of time, she should be helping my stress and making it easier	wasted time help stress	Teaching Methods Support	pedagogy relational	Behavioural Cognitive
'I just don't know if this thing is coming up or I should mention my coursework' 'email her and ask' (tutor) 'no, she will think I'm stupid, I feel this is obvious, she probably doesn't even know who I am' 'na, she is there to help so just email, she probably gets loads of stupid questions.	I don't know whats coming up in the assessment and I cant ask my tutor cause she will think im stupid. She doesn't know who I am.	want guidance fear being judged doesn't know students	Instructions Judgemental Personal	pedagogy relational communication	Cognitive Behavioural Emotional Cognitive
the tutor says something is important for the exam and students write it down. Similarly when she suggesets it is useful for real life and their job after Uni	tutor says it is important so students write	follows instructions	Instructions	pedagogy communication	Cognitive Behavioural
people very quiet in lessons, little response when tutor asks	don't respond to tutor questions	student unresponsive	unresponsive	relational	Behavioural

the turo tries several times for a response but gets nothing so eventually answers	don't respond to tutor questions	student unresponsive	Authority	relational	Behavioural
tutor tries to gather attention and notices people are on their phones but says nothing	students don't respond to tutor	student unresponsive	Authority	relational	Behavioural
the tutor doesn't need to care if we don't go so im not going	tutor doesn't care so I don't care	tutor doesn't care	Interest	relational	Cognitive
the module just isnt taught well, I don't understand what they are saying and it goes too quick	the tutor doesn't explain it well and it goes too quick	no explanation too quick	Explanation Teaching methods	pedagogy communication	Behavioural
im meeting the tutor for help. I think shes great, I don't think the teaching is bad but the module is hard	meeting the tutor for help.	helpful	Time	Communication	Behavioural Emotional
the tutor is so helpful, met me and went through my stuff.	the tutor was very helpful, went through my stuff	unhelpful	Guidance	pedagogy communication	Cognitive
im too scared to ask her to meet me, she wont know who I am and she probably wont help cause I have no idea and haven't really gone	im scared to meet my tutor. She doesn't know who I am and she wont help	scared to meet doesn't know students	intimidation personal	relational	Emotional Cognitive
Im too embaressed to show her how stupid I am	im embaressed to show her my work	fear of being judged	judgemental	relational	Emotional
nobody responds to tutor	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
everyone quiet and not answering in a lecture, few write notes	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
tutor plays a video and people are responding more after	respond more to videos by the tutor	respond to video	teaching Methods	pedagogy	Behavioural
struggle to get reponse from students	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
tutor just talks at us, cant be bothered to go	the tutor just talks at us, cant be bothered	talks at student	teaching Methods	Pedagogy	Behavioural
people on phones and not listening, girls muttering	people not listening to tutor	don't listen	listening	Communication	Behavioural

nobody responds when asked a question	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
eye contact with tutor and making notes, but slow to answer. Answer more when there is an incentive or when the tutor suggests the topic relates to the coursework	Looks and takes notes to tutors. Slow to respond. Tutor offers incentives and gets attention discussing assessment	listens slow response respond to assessment	listening grades	communication academic performance	Behavioural Cognitive
Asks people to answer, but people are silent, one person speaks up.	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
People begin writing when they get into it. People are generally engaged, listening, writing, looking at the tutor and screen.	people writing, listening, and looking.	listens	listening	Communication	Behavioural
im not bothering when she reads a screen. Yeh but may as well go, easy attendance, don't have to concentrate. Na its pointless, she is useless	tutor just reads a screen, no point going.	read a screen	teaching methods	Pedagogy	Behavioural
tutor starts the class, everyone is quiet writing notes.	people quiet for tutor	listening	listening	communication	Behavioural
Tutor asks questions and nobody responds	nobody responds to tutor	student unresponsive	unresponsive	relational	Behavioural
She is showing him feedback from a tutor. 'there's so much rubbish'. he explains that this is good, its contrsuctive and will help her do her work better next time. 'she's (tutor) telling you what to do'. But the girl says, 'no look at the negatives, 'im clearly stupid'. she claims she cannot improve that much. she does not udnerstand how she could have done so badly. he tries to explain that the tutor would not have given so much feedback if she didnt think she could do it	I don't undertand the feedback, there is too much. The tutor makes me feel stupid.	don't understand feedback feel stupid	Consrtuctive feedback Self-esteem	academic performance communication relational	Cognitive Cognitive

Girl 1: 'how can she (tutor) comment so much when she gives us nothing in class to go off'. the other girl 2: 'i dont understand her half the time, just wasting my time really	the tutor gives no explanation in class	no explanation	teaching methods	Pedagogy	Behavioural
girls 1:'no literally its the worst teaching, she doesnt speak english properly'. The girls discuss the lesson being a waste of time,	I don't understand the tutor, waste of time	wasted time	teaching methods	Pedagogy	Behavioural
m just learning what will definitely come up, the tutor has hinted and I don't have time and there in no point learning anything else' 'yeh completely, it's a waste'	the tutor hinted what till come up, im just doing that	follows guidance	instructions	relational	Behavioural
the tutor wont let me switch classes, she doesn't get that I need my job, its so frustrating	tutor does not understand other commitments I have and need to work	doesn't understand other pressures	personal discussions	relational	Cognitive Cognitive
my tutor knows me so of course i will get better grades, they help me more and if im on the border for a grade will probably bump me up	ill do better cause my tutor likes me	bias	bias	relational	Cognitive
my tutors have been great and so understanding, but they never know what to do, what forms to fill out,	my tutor is understanding but don't actually know the process and issues	understanding doesn't understand process	Internal knowledge	pedagogy communication	Cognitive
tutor has given us too much choice and its easier to just tell me what to do	want the tutor to tell me what to do	want told what to do	instructions	pedagogy communication	Behavioural
One person is stressed they cannot talk to their tutor, panics.	I cant talk to my tutor	approachable	approachable	relational	Emotional
Another girl just saw her tutor, who asked why she did not go and see her earlier. Her responses were that she was worried she had it completely wrong	worried about seeing tutor, fear being judgesd	fear being wrong assume tutors judge	fear being wrong Judgemental	relational	Emotional

Worried about the tutor as they think she doesn't know half the stuff wish we had the other tutor marking, every-time I ask her anything she does not have a clue	doesn't trust the tutor knows the course content. She doesn't answer	tutor doesn't know	teaching knowledge	Pedagogy	Behavioural
I cannot get hold of my supervisor, he seems to ignore me. I wish I had yours. Bit rude of him to not even try and contact me, I want to go to his office but I don't even know his room number. I hope my deadlines moved cause its not my fault really	cannot get hold of supervisor. He should contact me. I don't know his office. Its his fault	cannot communicate	Communication 1-1	communication	Behavioural Cognitive
ah see in mine we dont, and she expects us to know whats going on. its probably better, but id rather not have to do it alone.	I would rather have guidance from the tutor	want guidance	instructions	pedagogy communication	Behavioural
she reads of a screen, what is the point, ill just look at slides after the lecture	she just reads a screen	reads a screen	Teaching methods	pedagogy	Behavioural
Theres no point me answering the questions at home, we go through them in class so i will not bother	I don't need to do prep cause she goes through them	don't need to prep	Authority	relational	Behavioural
yeh im doing this work that my tutor saw, and she gave feedback, fine so I changed it, but then we had another presentation with industry professionals and she brought up other stuff as feedback, and its like why did you not tell us this.	tutor gave me feedback so I changed it. But then she didn't tell us about other things to fix	want feedback	constructive feedback	academic performance communication	Cognitive
checks email and sees the lecturer has moved their personal meetings today from 1.30 to 11.30. but clearly at work so cannot attend. Only was sent email this morning and he does not know if teacher will see him. Very frustrated, they don't understand I have workand its a priority	tutor emails but I didn't check, and it was last minute. Frustrated cause I have to work and she doesn't understand	uses emails doesn't understand other pressure	communicationmethodsunderstand othercommitments	communicationpedagogyrelational	BehaviouralCognitiveCognitive

literally go to this one cause i have no idea what the exams on so I feel I have to they haven't told us anything'	I need to listen for the exam, otherwise I never go	listen for exam	grades	academic performance	Cognitive
yeh him hoping to have my work done, I just don't understand anything so its taking ages talk to the tutor, they were a helpful and really basically told me everything I needed to change	meeting the tutor was helpful, told me everything I needed	helpful like guidance	guidance supports 1-1	communication pedagogy	Behavioural Cognitive Cognitive
'he goes through and says 'the tutor made it clear we are doing this topic so that makes it easier'	the tutor explained clearly what we are doing so its easier	clear explanation	teaching methods	pedagogy	Behavioural
fed up of tutors, they should be assessed, cause they cannot teach, he reads of a slide and then doesn't explain anything. I don't bother trying to talk to him anymore	tutors just read slides and don't explain. I wont bother if they don't	reads slides no explanation doesn't bother	teaching methods effort	pedagogy relational	Behavioural
But he does like that there is constant feedback on work, makes him do more. On border of 2:1 with some low 1sts, so the tutor is saying it can be pushed above which is good	enjoy constant feedback to get better grades	wants feedback for grades	constructive feedback	pedagogy communication	Cognitive
asked what good teaching is and he replied that it is clear communication, interest, enthusiasm, engaging.	want enthusiasm, communication and interest	enthusiasm communication interest	communication Interest	relational communication	Cognitive Behavioural
Our briefs on assignments are rubbish, like I get that they cannot tell us directly what to do, we need to do our own work and it's not school, but it's harder.	the briefs are rubbish. I want to be told directly what to do.	poor guidance want instructions	Instructions	pedagogy communication	Behavioural
The tutor is good, I do a lot of reading cause she tells us too, I want to do well	I do the reading I am told to go	follow instructions	instructions	pedagogy communication	Behavioural
And his tutor explained how they spend something like £60 per hour with them and why would you waste that, and looking at it like that its like yeh it is stupid not to go	the tutor explains the important and this makes me moer aware and work harder	explains importance	teachingmethods	pedagogy	Behavioural

I asked if its helping him get a 2:1 and he said yeh cause tutors like me and I understand most of it more, although I could just learn it myself, just would take longer and ill have to find the time.	the tutor likes me so I I get it more, am happier to go and learn myself.	bias effects effort	bias	relational	Cognitive
I wish i got acknowledged more, like my tutor does not seem to know I do it, and im just here working so hard'	the tutor doesn't know who I am or acknowledge me. Does not see im working hard	doesn't know the students. Doesn't see working hard	personal	relational	Cognitive
However, she needs to work part time so has explained that she may have to not go in full days everyday. Her tutor forwarded emails between him and placement being angry and rude about her, saying she doesn't want it and is ungrateful	tutor didn't understand that I need to work part-time and she is just getting angry	doesn't understand other pressures	Understand other commitments	relational	Cognitive Cognitive
he got angry. She said 'you have a go at me when I miss your lectures, so you cannot have a go at me about missing someone elses'.	doesn't understand I have other modules	doesn't know other modules	internal knowledge personal understanding	relational	Cognitive Cognitive
I have a personal tutor meeting and we have to bring things, but I just have nothing to bring, like things are fine	I don't see the point of meeting when I have nothing	nothing to discuss	one-one	Communication	Behavioural Cognitive
The tutor tries to argue that we need a broad range of learning and there is still things to teach, but I don't see the point	I don't see the point learning outside the assessment	assessment only	grades	academic performance	Cognitive
h god she's scary, I would hate her' 'yes she would tell me off and have a go at me if I didn't go to meetings or didn't do the work, but it made me work harder and means I got it done in plenty of time'	I would hate someone scary she would have a go at me but makes me work harder	scares but learn more	authoritive	relational	Behavioural

The tutor goes to talk and people are still chatting, after a few seconds they finally stop, but only when it goes quiet.	students take a while to stop and listen	takes time to listen	listening	Communication	Behavioural
People are talking over about this, When she asks a question, people are quiet, do not know the response	people talking over tutor and don't respond	ignore tutorstudents unresponsive	unresponsive	relational	Behavioural
Someone comes in 30 mins late, the tutor makes no comment,	tutor doesn't mind people turning up late	no authorirty	authoritive	relational	Behavioural
When asked to work on something. People take some time to start,	people take time to follow instructions	slow to respond	unresponsive	relational	Behavioural
tutor mentions assessment and people begin writing notes and are more active	write notes and listen when discussing assessment	listen to assessment	Grades	academic performance	Cognitive
apply real life situations and companies and see more students responding	students respond to real life situations	respond to real life	career	employability	Behavioural
Group was supposed to prep questions, but they don't have any. Tutor asks the questions.	have no prepared and do not respond	do not prep students unresponsive	prepared unresponsive	relational	Behavioural
students angry that some groups know about exam dates and questions	angry that tutor has not told them about assessments. And other tutors have	angry about lack of info regarding assessment	grades information	academic performance pedagogy	Cognitive Behavioural
Tutor does not know everyone's names because many often don't come	tutor doesn't know everyones names	doesn't know students	personal	relational	Cognitive
Don't like one of my tutors, he talks to much and we don't care. I just ignore him so complained about him. A couple others agree	don't like a tutor, he talks at us too much. Therefore, I ignore him	talks at student	teaching methods	pedagogy	Behavioural

	don't remember the lecture. Not responding to tutor. Don't put phones away and follow instructions	don't remember student unresponsive ignore instructions	personal unresponsive authority	relational	Cognitive Behavioural
Asks what people remember from the lecture, someone says nothing, and people need to look at their notes. People are chatting and not looking at notes or responding, too busy talking to one another. Tutor asks them to put phones down. Students are not ready to start the class or prepared.					
Class react when it is exams and discussing when the mock is.	class talk when discussing exams	listen to exams	grades	academic performance	Cognitive
Tutor is not annoyed. There is no pressure on students to have done pre work or read their lectures and prepared.	no pressure to do prep or read lectures	don't prep	prepared	pedagogy	Behavioural
Has anyone looked at resource list tutor set up? No one responses.	nobody has prepared	don't prep	prepared	relational	Behavioural
When tutor moves on, people give eye contact, few are still doing task and some look distracted as they stare into space	students are inactive doing tasks, some give eyecontact	don't follow instruction listen	authority listening	relational communication	Behavioural
People are discussing that they were told different things for the same course for finding info. Lack of communication with staff across each other	told different things across the course andannoyed at lack of info. Lack ofcommunication	different info acrossthe courseno explanationpoor communication	internal CommunicationCommunicationmethods	Communication	CognitiveBehavioural
she literally reads of a screen	tutor reads off a screen	reads off screen	teaching methods	pedagogy	Behavioural
boys all sit together, and then a couple sit alone					
Starts the class asking for a recap: uses teaching as an intangible product example, the Whats your satisfaction? He askes ,-'a degree', a bit of paper, - knowledge and skills, 'a job'	tutor discusses aim of Uni, what they want. They reply with a degree, skills and job	asks about aim of Uni degree, skills, job	communication grades employabiliity	communication academic performance employability	behavioural cognitive cognitive

People are discussing that they were told different things for the same course for finding info. Lack of communication with staff across each other	informed different things from different tutors. Lack of internal communication	confusing information lack internal communication	communication professionalism internal knowledge	communication relational	behavioural cognitive cognitive
want a more engaging atmosphere. Maybe moving them to the front	want to interact more, and be forced to the front	more interaction authority, told what to do	teaching methods authority	pedagogy	behavioural cognitive
One group was talking, and got 5 emails from same people about cancelled lecture. But the teacher said it was definitely on today so confused	confused from lack of clarity between staff	confused no clear communication	internal knowledge	Communication	cognitive
People writing notes and texting at the same time. People are giving eye contact as a real example is shown. Two people talking but others are staring.	writing and eyecontact, some people texting. Listen to real examples	teaching methods	teaching methods	pedagogy	Behavioural
	People are talking, two people are chatting amongst themselves, the tutor stops the class to tell them not to talk. After the girls look at their phones.	tutor tells people off for talking but they then go on their phones	authotity	relational	cognitive
	are you bothering to go to the next class' 'na the tutor doesn't seem to care if we don't go so im not going, im too tired and hungry'	do not attend If the tutor doesn't seem to care	no interest	relational	cognitive
	Tutor asks for eye contact and people to get off phones, but people giggle, drop their phones and pick them up again a few minutes late, lack of respect.	tutor asks them to listen butpeople laugh and use phones	authority	relational	Cognitive

The tutor goes to talk and people are still chatting, after a few seconds they finally stop, but only when it goes quiet. Brings them sweets to keep them occupied	tutor takes several times to get their attention provides incentive	teaching Methods	pedagogy	Behavioural

Appendix 2: Content Analysis for Sources of Value

2.1 First Step: Content Analysis

Table 10: Identifying Key Words and Phrases to Analyse Sources of Value Between the Student and Tutor

Meaning Units	Identified Words	Key Words/Phrases
often tutors make no **effort** to update their slides and it is **outdated**	effort , outdated	Effort/Interest, relevant
Lot of being talked at and information but never much **conversation and interaction'**	conversation, interaction	Interactive
fear of being wrong, the tutor will assume I haven't listened and **judge** me'	fear, judgemental	Fear
The tutor is **intimidating,'**	intimidation	Fear
tutors don't have **time** to answer me'	time	Time
slides are **rushed** through, rather than **explaining,** just get through the information'	time, explanation	Time, Interactive
seminars are more engaging, we can **talk** a lot more and it gets explained to us'	interaction	Interactive
scared to tell tutors, not sure how to ask them to put slides up and to record the lecture'	scared	Fear
how can we get tutors to put lectures up, bit **scared** to ask'	ask, scared	Fear, Interactive
tutors **rush** through slides and we don't get any chances to **ask** questions or **talk.** Stops up speaking up and feel unable to ask questions	time, ask, interaction	Time, Interactive
Tutors don't provide feedback to **help with more work**	feedback, future work	Specfic guidance to Improve grades
want tutors to put things on NOW, and be able to see the course plan, the tutors can change things and students can **see easily.** Tutors can **see** the **pressure** they are under from all their modules	clarity, understand their priorities	Understanding students prioritise
want **independence** on the course with any issues, want to avoid **bias**	independence, bias	Bias

teachers don't turn up to meetings so we can't get feedback and **make changes**, they don't **care** enough

feedback, future work, care	Specfic guidance to Improve grades, Effort/Interest

tutors not **interested** in what we say, often nod, so I just don't bother talking at all

interest	Effort/Interest

Lecturers don't talk about **careers** and give advice, want **advice** from them

careers, advice	Career Advice

lecturers don't embed **employability** and this would help

employability	Career Advice

most tutors are researchers so little **experience** and little **time**

knowledge, time	Time

tutors always **email** me and they don't get that we never look at them, like we say it so **listen** and find a new way

communicate, listen	Listen

people don't check **emails** and most the time they send it **last minute** and expect us to be there, forget we have other priorities, fuck sake

communicate, expectation	Acessible, Understanding students prioritise

Facebook is more **accessible,** my tutor does it and we all comment

accessible	accessible

im retaking and I had loads of issues in first term. My tutor sat me down and we had a big **discussion.** He suggested coming back and working harder because I had a bad start and don't want it effecting my **grades.** She was really **helpful** and helped me do forms and things. I was **worried** to talk to my tutor but i am glad i did.

discussion, grades, helpful, worry	Interactive, personal, extra-support, grades

I went to see my tutor after retakes but she **doesn't know how** to go about it so I need to find someone. You would think they would know this stuff, like they are supposed to **help you get a degree**, instead of **pushing you aside** basically. Im stressed enough and now my tutor cant even help

university process, degree, push aside	Extra-support, grades, effort/interest

I hate my tutor, he marked me lower than everyone else even though I did a good presentation, **not sure why** he doesn't **like** me

explanation, like	interactive, bias

I deliberately did rubbish in my coursework, doesn't count and he is an idiot and deserves to know he cant teach at all, doesn't make any **effort** to explain it differently. Its his fault I don't understand and im not gonna try any harder

effort	Effort/Interest

my tutor clearly **hates** me, probably cause I don't do the work

yeh I don't bother going anymore cause my tutor probably has **no idea who I am**

yeh and if you never attend lectures then the tutor will just **not like you**, like he bums the other girl, literally loves her

why did the tutor send us like 5 **emails** saying the same thing, and then we get told its cancelled, like make it **simple** for fuck sake. I have no idea our timetable

its so annoying when we get told the same thing a **million time**s, but then **don't get told the one thing we need**. We are mixed with another group now so do we have the seminar, nobody bloody knows.

tutor seems relaxed about my essay and I kind of wish she **cared** more, maybe cause it only counts for 10% she doesn't care as much

I asked my tutor for **feedback** and she just said 'it looks good', that not helpfullike tell me how to **improve,** unless your giving me 100% that is not helpful, annoy

my tutor would not **meet** me a few weeks before the hand in, so I had not even started. Wanted to be ahead. When I did meet him for 5 minutes and he just said to follow the guidelines, not **helpful.** Not gonna bother meeting him anymore

if tutor cannot be **bothered** than why should we

the tutor literally reads off a slide then doesn't **explain** it properly and doesn't answer **questions**

my tutor is so **strict** but she **knows everything**. She shouts at me being late but to be fair I learn the most from her

she **freaks** me out but I **listen** and **learn** more

I wish the tutor would **just tell me** what to do, like I don't have **time** and im paying it

hates	bias
who student is	recognition
like	bias
simple, clarity, communication	specific guidance for improving assessment, communication
clarity, concise, communication	communication
careers, advice	Career Advice
improve, feedback	specific guidance for improving assessment
meet, unhelpful	specific guidance for improving assessment
bothered	Effort/Interest
explain, questions	interactive
strict, knowledge	strict
freaks, listen	strict, communication
just tell directions time	specific guidance for improving assessment

met my tutor, and I thought she would shout at me, but she actually **helped** so much, read my answers and said to **continue** emailing her, you should go

help, continuous contact	extra-support

student then called her friend and said how useful it was, and she didn't know why she didn't do this before. 'the tutor was so helpful, she said basically **told me everything** I needed to know and gave me so much **time'**

direction, time	time, specific guidance for improving assessment

im worried my tutor will be **against me** because i did not go to lessons or see her
the other girl agrees

against	bias

im not that stressed, my tutor **said im fine** and she said I am ahead.

reassurance	communication

The tutor **noticed** one of the girls was crying in her group. And said she will understand that she will struggle and will give them **extra** support

notice, extra support	extra-support, recognition

the tutor never has **time** to meet or talk in class, just asks to **email,** and I hate emails

time, communicate	time, communication

discussing how to do the assessment, they say they will base it off what the tutor has **told** them. It may be good to write about that other topic, but the tutor said just to do **specific** things so im not bothering, literally copying the format she (tutor) gave.

told, specific	specific guidance for improving assessment

I cannot be bothered, im just gonna do what the tutor **says,** I should get a **good mark** then

direction, good marks	specific guidance for improving assessment

I wish the tutor had not told us we have to have it because **we defintely didn't**, I could have not bought the book and I would have more **money.** I would rather struggle in class

instructions, money	specific guidance

one of my tutors has been so helpful and given so much **guidance** for the **exam,** the other literally says nothing and I have so much other stuff to do. Just tell us what to learn

guidance, exam	specific gudiance for improving assessment

one tutor is a compelte waste of **time,** its so hard, I am so stressed, like she should be making it **easier** for me

time, easier	time, specific guidance for improving assessment

'I just don't know if this thing is coming up or I should mention my coursework'
'email her and ask' (tutor)
'no, she will think I'm **stupid,** I feel this is obvious, she probably doesn't even **know who I am**'
'na, she is there to help so just email, she probably gets loads of stupid questions.

	judgement, know who I am	bias, recognition
the tutor says something is important for the **exam** and students write it down. Similarly when she suggesets it is useful for **real life** and their **job** after Uni	exam, real life, job	specific guidance for improving assessment , career advice
people very quiet in lessons, little response when tutor asks, too **nervous** to ask	nervous	fear
the tutor tries several times for a response but gets nothing so eventually answers, class seem too **nervous** or **distracted** to answer	nervous, distracted	Fear, Interactive
tutor tries to gather attention and notices people are on their **phones** but says nothing	distracted	interactive
the tutor doesn't **care** if we don't go so im not going	care	Effort/Interest
the module just isnt taught well, I don't **understand** what they are saying and it goes too **quick**	understand, clarity, too quick	communication
im **meeting** the tutor for help. I think shes great, I don't think the teaching is bad but the module is hard	meeting	personal interaction
the tutor is so helpful, **met** me and went through my stuff.	meeting	personal interaction
im too **scared** to ask her to meet me, she wont know **who I am** and she probably wont help cause I have no idea and haven't really gone	scared, who I am	fear
Im too **embarassed** to show her how stupid I am	embarrased	fear
everyone quiet and not answering in a lecture, few write notes, some **distracted** by phones or laptops, **scared** to look up and get it wrong	distracted, scared	interactive, fear
tutor plays a **video** and people are responding more after	video	interactive
struggle to get reponse from students, atmosphere is **awkward**	awkward	interactive, atmosphere

tutor just talks at us, cant be bothered to go, she won't notice like she doesn't **talk** to us

people on phones and not listening, girls muttering, not interested in writing notes unless its **exam**

nobody responds when asked a question, the room is awkward and everyone **quiet**

eye contact with tutor and making notes, but slow to answer. Answer more when there is an **incentive** or when the tutor suggests the topic relates to the **coursework**

Asks people to answer, but people are silent, **one person speaks up** and then more seem to **respond** to his answer

im not **bothering** when she reads a screen. Yeh but may as well go, easy attendance, don't have to concentrate. Na its pointless, she is **useless**

She is showing him feedback from a tutor. 'there's so much rubbish'. he explains that this is good, its **constructive** and will help her do her work better next time. 'she's (tutor) telling you what to do'. But the girl says, 'no look at the **negatives,** 'im clearly stupid'. she claims she cannot **improve** that much. she does not udnerstand how she could have done so badly. he tries to explain that the tutor would not have given so much feedback if she didnt think she could do it

Girl 1: 'how can she (tutor) comment so much when she gives us nothing in class to go off'. the other girl 2: 'i dont **understand** her half the time, just wasting my **time** really

girls 1:'no literally its the worst teaching, she doesnt speak **english** properly'.
The girls discuss the lesson being a waste of **time,**

I'm just learning what will definitely come up, the tutor has hinted and I don't have time and there in **no point learni**ng anything else' 'yeh completely, it's a **waste'**

the tutor wont let me switch classes, she **doesn't ge**t that I need my **job,** its so frustrating

interaction	interactive
exam	specific guidance for improving assessment
awkward, quiet	atmosphere
incentives, coursework	specific guidance for improving assessment
follow	atmosphere, interactive
bothering	Effort/Interest
constructive, feedback, negatives, improve	specific guidance for improving assessment
clarity, time	communcation, time
clarity, time	communciation, time
purpose, time	purpose, time
understand priorities	Understanding students prioritise

my tutor knows me so of course i will get better **grades,** they help me more and if im on the border for a grade will probably bump me up

grades	grades

my tutors have been great and so understanding, but they never **know what to do**, what forms to fill out,

knowledge, guidance	extra support

tutor has given us too much choice and its easier to **just tell me** what to do

just tell direction	specific guidance for improving assessment

One person is stressed they cannot **talk** to their tutor, panics.

Another girl just saw her tutor, who asked why she did not go and see her earlier.
Her responses were that she was **worried** she had it completely wrong

interaction	interactive

worried	fear

Worried about the tutor as they think she **doesn't know** half the stuff wish we had the other tutor marking, every-time I ask her anything she does not have a clue

worried, knowledge	fear

I cannot get **hold** of my supervisor, he seems to ignore me. I wish I had yours.
Bit rude of him to not even try and contact me, I **want to go to his office** but I don't even know his room number. I hope my deadlines moved cause its not my fault really

meeting, communicate, visit	personal interaction, communication

ah see in mine we don't go over the book, and she expects us to know whats going on. its probably better, but id rather not have to do it **alone.**

interaction, co-learning	interactive

she **reads of a screen**, what is the point, ill just look at slides after the lecture

reads a screen	interactive

Theres no point me answering the questions at home, we go through them in class so i will not bother, will then just be sitting there wasting my **time** otherwise

time, purpose	time, purpose

yeh im doing this work that my tutor saw, and she gave feedback, fine so I changed it, but then we had another presentation with **industry professionals** and she brought up other stuff as **feedback,** and its like why did you not tell us this.

industry professionals, feedback	career advice

checks email and sees the lecturer has moved their personal meetings today from 1.30 to 11.30. but clearly at work so cannot attend. Only was sent email this morning and he does not know if teacher will see him. Very frustrated, they **don't understand** I have **work** and its a priority

understand priorities	Understanding students prioritise

literally go to this one cause i have no idea what the **exams** on so I feel I have to they haven't **told us anything**'

exams, guidance	specific guidance for improving assessment

yeh him hoping to have my work done, I just don't understand anything so its taking ages to **talk** to the tutor, they were a helpful and really basically **told me** everything I needed to **change**

interaction, guidance, change	interactive, specfic guidance for improving assessment

'he goes through and says 'the tutor made it **clear** we are doing this topic so that makes it easier'

clarity, communicate, assessment	communication, assessment

fed up of tutors, they should be assessed, cause they cannot teach, he reads of a slide and then doesn't **explain** anything. I don't bother trying to talk to him anymore cause he clearly doesn't **bother**

explanation, bother	communication, effort/interest

But he does like that there is **constant feedback** on work, makes him do more. On border of 2:1 with some low 1sts, so the tutor is saying it can be pushed above which is good

constant feedback	specfici guidance for improving assessment

asked what good teaching is and he replied that it is **clear communication, interest, enthusiasm, engaging.**

communication, clarity, interest, enthusiasm, engaging	communication, effort/interest

Our **briefs on assignments** are rubbish, like I get that they cannot tell us **directly** what to do, we need to do our own work and it's not school, but it's harder.

briefs, directions, grades	specific guidance for improving assessment

The tutor is good, I do a lot of reading cause she **tells us too**, I want to do **well**

guidance, grades	specific guidance for improving assessment

And his tutor explained how they spend something like **£60** per hour with them and why would you **waste** that, and looking at it like that its like yeh it is stupid not to go

money, time	time

I asked if its helping him get a **2:1** and he said yeh cause tutors **like** me and I understand most of it more, although I could just learn it myself, just would take longer and ill have to find the **time.**

grades, like, time	time, bias,grades

I wish i got **acknowledged** more, like my tutor does not seem to know I do it, and im just here working so hard'

However, she needs to work part time so has explained that she may have to not go in full days everyday. Her tutor forwarded emails between him and placement being **angry and rude** about her, saying she doesn't want it and is ungrateful

he got angry. She said 'you have a go at me when I miss your lectures, so you cannot have a go at me about missing someone elses'.like she just **doesn't get** I have other **priorities**

I have a personal tutor meeting and we have to **bring things**, but I just have nothing to bring, like things are fine so don't waste both our **time**

The tutor tries to argue that we need a broad range of learning and there is still things to teach, but I **don't see the point**

oh god she's **scary,** I would hate her'
'yes she would **tell me off** and have a go at me if I didn't go to meetings or didn't do the work, but it made me work harder and means I got it done in plenty of **time'**

The tutor goes to **talk** and people are still chatting, after a few seconds they finally stop, but only when it goes quiet. They listen and write notes on what she says

People are talking over about this,
When she asks a question, people are quiet, do not know the response, however when one person does others **follow** and begin to speak up

When asked to work on something. People take some time to start, people busy chatting to one another unless she comes over to **ask** them how they are doing and the start asking questions

tutor mentions **assessment** and people begin writing notes and are more active

apply **real life** situations and **companies** and see more students responding

Group was supposed to prep questions, but they don't have any. Tutor asks the questions for them, complain they had **deadlines** going on.

acknowledge	recognise
angry, rude, understand priorities	communication, understand students prioritise
understand other priorities	Understanding students prioritise
prepare, time	time
purpose	purpose
scary, tell them off, time	fear, communication, time
interaction	interactive
follow group	atmopshere, interactive
interactions	interactive
assessment	grades
real life, companies	Career Advice
deadlines, other priorities	grades, understand students prioritise

272

students angry that some groups know about **exam dates** and questions	exam	grades
Tutor does not **know everyone's names** because many often don't come	know everyone	recognise
Don't like one of my tutors, he **talks to much** and we don't care. I just ignore him so complained about him. A couple others agree	talks at students	interactive
Asks what people remember from the lecture, someone says nothing, and people need to look at their notes. People are chatting and not looking at notes or responding, too busy talking to one another. Tutor asks them to put **phones** down. Students are not ready to start the class or prepared.	distracted	interactive
Class react when it is **exams** and discussing when the mock is.	exams, guidance	grades, specfic guidance for improving assessment
Tutor is not annoyed. There is no pressure on students to have done pre work or read their lectures and prepared. 'yeh I like that she is **chilled,** although means I do nothing'	chilled, no pressure to prepare	pressure
When tutor moves on, people give eye contact, few are still doing task and some look **distracted** as they stare into space	distracted	interactive
People are discussing that they were **told different things** for the same course for finding info. Lack of **communication** with staff across each other	clarity, communication, fairness,	communication, bias
she literally reads of a screen, **pointless**	pointless, purpose	purpose
want a more engaging atmosphere. 'the rooms just **silent,** its so **awkward,** like nobody will talk in a room like that'	silent, awkward	interactive
People writing notes and **texting** at the same time. People are giving eye contact as a **real example** is shown. Two people talking but others are staring. All focus when they discuss the **exam**	distracted, real life, exam	interactive, career advice, grades

2.2 Second Step: Mind Maps

Figure 12: Mind Maps to Show the Analysis of Sources of Value
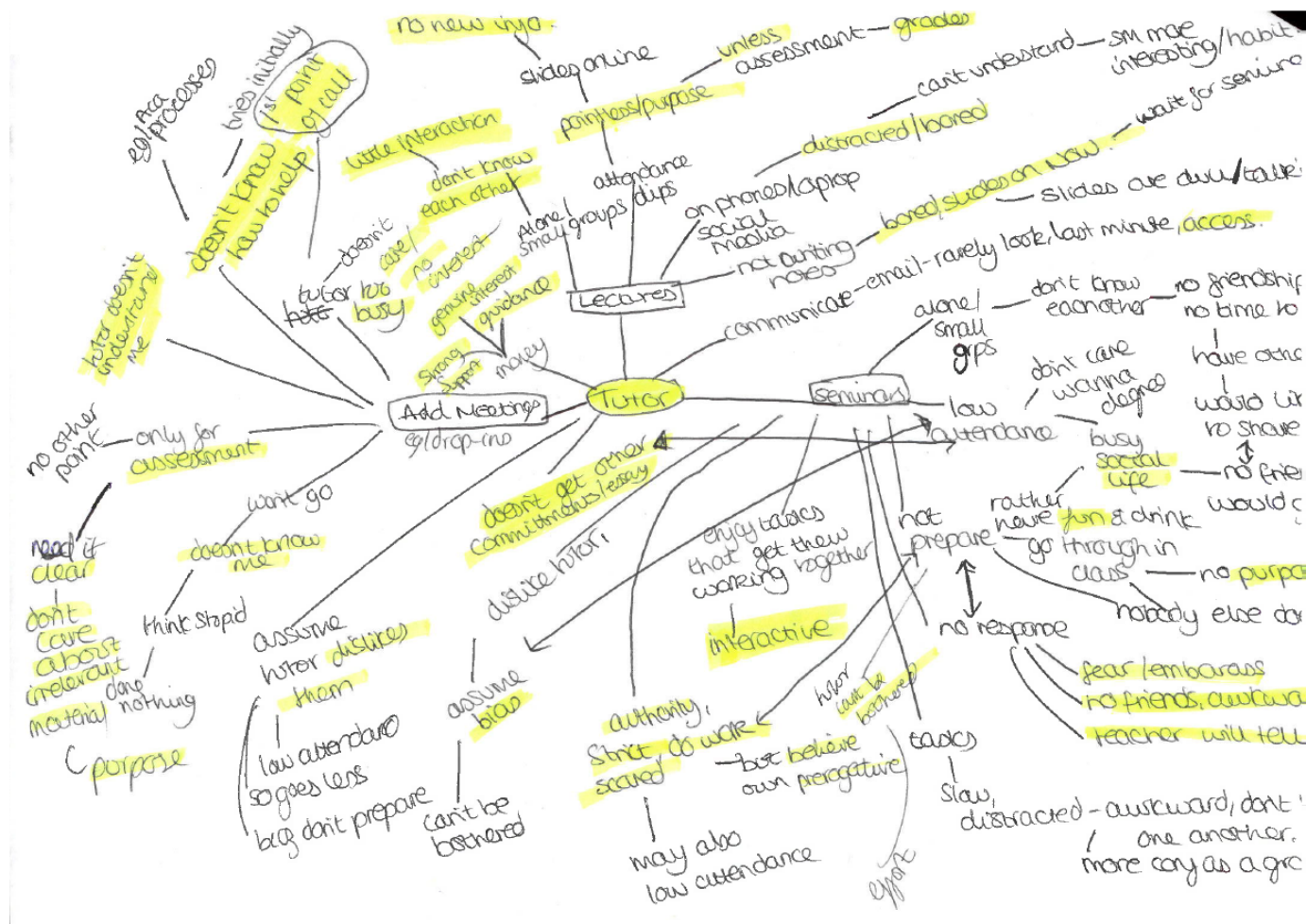
Appendix 3- Ethical Approval

APPROVED: Request for ethical review 2016/164 Farrier-Williams

You forwarded this message on Tue 11/29/2016 12:43 PM

Cali, Annabel
Tue 11/29/2016 12:39 PM
Farrier-Williams, Elizabeth 02 2010(PGR) ⋁

Reviewed_Application form 2...
108 KB

Message sent on behalf of the Chair of the College Research Ethics Committee

Dear Elizabeth

Thank you for the recent resubmission of your application (No. 2016/164) to the College Research Ethics Committee (CREC) on 17 October 2016 requesting ethical clearance for the project entitled: A Longitudinal study of value co-creation in the student engagement experience.

Please accept our apologies for the delay in getting this response to you.

We are pleased to inform you that the CREC was happy to confirm that in its judgement there were no further outstanding ethical concerns that required further discussion or exploration prior to data collection and the reviewers are satisfied that your resubmission now meets with their ethical approval.

The committee would like to wish you well in the completion of your project.

Yours sincerely
Kay Wheat
Chair CREC

Annabel Cali
Research Administrator
College Research Support team, Business, Law and Social Sciences, Nottingham Trent University, Nottingham, NG1 4BU
Direct Tel: +44 (0)115 848 8157
Fax: +44 (0)115 848 8700
Location: Chaucer Room 4704
E-mail: annabel.cali@ntu.ac.uk
Website: www.ntu.ac.uk

NOTTINGHAM TRENT UNIVERSITY

COLLEGE OF BUSINESS, LAW AND SOCIAL SCIENCES

*Updated May 2015

BLSS/College REC Form

APPLICATION FORM FOR ETHICAL APPROVAL OF A RESEARCH PROJECT

For use by members of academic staff and postgraduate research students

PLEASE NOTE THAT IT NORMALLY TAKES BETWEEN 3-6 WEEKS TO PROCESS APPLICATIONS, DEPENDING ON WHETHER THE APPLICATION NEEDS TO GO TO A FULL MEETING OF CREC (PLEASE SEE GUIDANCE NOTE: BLSS/Ethics 01 – PAGE 6). IF YOU ARE ASKED TO REVISE YOUR APPLICATION, IT MAY TAKE LONGER.

Who should use this form?

You should use this form if you are a member of academic staff or a research degree student (including the DBA or ProfD but not students on taught postgraduate courses). If you are a student on a taught masters or undergraduate programme, you should follow the procedure laid down by your School REC.

If you are a PhD student you should normally have received Project Approval before you apply for ethical approval. If there is a problem with this seek advice from your PhD supervisor. Please note, that if following your application for project approval you find that you need to revise your research plans such that this ethics application no longer covers all aspects of your intended project, you will need to submit a revised application for ethical approval.

Can I begin work before the project is ethically approved?

If your project requires ethical approval (see overleaf and Section 1) you must not undertake primary data collection until a favourable ethical opinion is received from the College Research Ethics Committee or from an external REC. Collecting primary data in the absence of ethical approval, or in the face of an adverse ethical opinion, may constitute a disciplinary offence.

If, after receiving ethical approval, factors beyond your control change your project such that the information provided in this form no longer holds, the approval will automatically become void, and you should re-apply for ethical approval.

Is there any help available to complete this form?

Yes. Guidance on filling in this form can be found in Guidance Note BLSS/Ethics 01. If you are a member of staff you can find the guidance document on the research SharePoint site here. If you are a PhD/DBA student please click this link which will take you to NOW, and then follow this pathway to access the form: NOW Homepage > Student Communities > NTU Graduate School > Content > Ethics Guidance.

In this site, you will also find documents dealing with specific issues in research ethics, and also some examples of participant information sheets and consent forms.

Further advice is available through the College Research Support Office. Please email anton.muszanskyj@ntu.ac.uk

Please make sure that you complete the Declaration at the end of the form. Postgraduate research students must ask their Director of Studies to countersign the form before it is submitted.

Completing the Form

Which sections should I complete?

Different sections of this form should be completed for different kinds of projects:

If your project involves:	
Desk-research only, using only secondary or published sources	See Section 1
An application to an external research ethics committee (for example, those relating to research in the NHS)	Complete Sections 1-4
Collection and/or analysis of primary, unpublished data from, or about, identifiable, living human beings (either in laboratory or in non-laboratory settings)	

Collection and/or analysis of data about the behaviour of human beings, in situations where they might reasonably expect their behaviour not to be observed or recorded	Complete Sections 1-7
Collection and/or analysis of primary, unpublished data from, or about people who have recently died	Please also complete the checklists in Sections 8–14 and provide information, as requested, if any of the checks is positive
Collection and/or analysis of primary, unpublished data from, or about, existing agencies or organisations	
Investigation of wildlife in its natural habitat	Complete Sections 1-5. and 15
Research with human tissues or body fluids	Do not complete this form. Please contact the College Research Office for advice
Research with animals, other than in their natural settings.	Do not complete this form. Please contact the College Research Office for advice

Please type or write legibly in dark ink. You are asked to keep your answers as brief as possible but you should provide sufficient detail for members of the Research Ethics Committee to form a view on the ethics of your proposed research. Where it is really necessary, you may use up to one continuation sheet for each Section of the form

Submitting the form

The form should be submitted, either by post or by email, to:

The Research Office of the College of Business, Law and Social Sciences,

Room 4703 Chaucer

Email: anton.muszanskyj@ntu.ac.uk
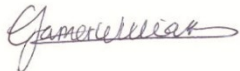
Phone: 0115 848 8117

1   Does this project need ethical approval?

	Yes	No
Does the project involve collecting and/or analysing primary or unpublished data from, or about, living human beings?	X	
Does it involve collecting or analysing primary or unpublished data about people who have recently died, other than data that are already in the public domain?		X
Does it involve collecting or analysing primary or unpublished data about or from organisations or agencies of any kind, other than data that are already in the public domain		X
Does it involve research with non-human vertebrates in their natural settings or behavioural work involving invertebrate species not covered by the Animals Scientific Procedures Act (1986)*. *The Animals Scientific Procedures Act (1986) was amended in 1993. As a result the common octopus (Octopus vulgaris), as an invertebrate species, is now covered by the act.		X

FOR STAFF ONLY: If the answer to <u>all</u> the above questions is NO, you do not need to submit your project for ethical approval.

FOR POSTGRADUATE RESEARCH STUDENTS ONLY: If the answer to <u>all</u> the above questions is No, please complete the below section.

Name Elizabeth Farrier-Williams
School Nottingham Business School
Name of Director of Studies Kim Cassidy

Signed_____ _____(Student)

Date_____14/10/2016_____

I have read this form, and confirm that, due to the nature of the research this project does not require the approval of a research ethics committee.

Countersigned_____Kim Cassidy_____(Director of Studies)

Date_____16.10.2016_____

If the answer to any of the above questions is Yes, please proceed to Section 2 below

2   Information about the project

Title of Project
A Longitudinal study of value cocreation in the student engagement experience
Name of Principal Investigator (PI) Elizabeth Farrier-Williams
Names of co-investigators (CIs) (If any of the CIs are not employed at NTU, please give the name of their organisation) N/A

How many additional research staff will be employed on the project? N/A Please give their names (if known) and their organisational affiliation	
Project start date 3rd October 2016	
Estimated end date of the project 9th June 2017	
Who is funding the project? Nottingham Business School Has funding been confirmed? yes	
(For research degree students only) Have you applied for and received project approval? Applied for, waiting for response Project Approval has been accepted If so, please give date of approval 20th July 2016	
(For research degree students only) please provide the name of your Director of Studies Kim Cassidy	

Which learned society's code of ethical practice is most relevant to your project? (*for example, the Social Research Association, the British Psychological Society, the Socio-legal Studies Association*) Social Research Association. At several points in this application form, I have referred to the guidelines by this association.	

3   Does the project require Data and Barring Service (DBS) check (formerly CRB checks)

More information on DBS checks can be found on the DBS website here: you should consult this site if you think that DBS clearance may be required for any researchers working on your project.

	Yes	No
Does the project involve direct contact by any member of the research team with children or young people under 18 years of age?		X
Does the project involve direct contact by any member of the research team with adults with learning difficulties; adults who are infirm or physically disabled; adults who are resident in social care or medical establishments; or adults in the custody of the criminal justice system?		X
Has a DBS check been stipulated as a condition of access to any source of data required for the project		X
If you have answered Yes to any of these questions, please explain the nature of the contact required by the project, and the circumstances in which it will be made. Please note that you will require DBS clearance. This is not part of the CREC process; it must be obtained by your School. See section 3 in Guidance Note BLSS/Ethics 01. N/A		

If you have answered Yes to any of these questions, please explain the nature of the contact required by the project, and the circumstances in which it will be made. Please note that you will require DBS clearance. This is not part of the CREC process; it must be obtained by your School. See section 3 in Guidance Note BLSS/Ethics 01.

4 Is this project liable to scrutiny by external ethical review arrangements?

	Yes	No
Has a favourable ethical opinion been given for this project by an NHS or social care research ethics committee, or by any other external research ethics committee?		X
Will this project be submitted for ethical approval to an NHS or social care committee or any other external research ethics committee?		X

If the answer to either of these questions is YES, please sign the declaration at the end of the form, and send a copy to the Research Support Office. Accompanying this should be a copy of the external body's ethical approval. Postgraduate research students must ask their Director of Studies to countersign the form before submitting it.

Note - if you are applying to an NHS or Social Care REC, you are advised to consult Guidance Note BLSS/ Ethics 01

If the answer to both these questions is NO, please proceed to Section 5.

5   About the project

If the information required below is provided in a <u>succinct</u> form in a previous document, such as your application for external funding or for approval of a PhD project you may submit this document (or preferably the relevant section from it) either in whole or partial answer to the questions below.

(i)   What are the aims and objectives of the project (**maximum 250 words**)?

The aim of this research is to develop conceptual understanding of value co-creation in the student engagement experience.

This aim will be achieved through the following objectives:

1. To understand the different ways that students derive value from their experience over an academic year.
2. To identify the main actors in the student engagement experience, and evaluate the nature and significance of their contribution.
3. To gain an understanding of the extent to which value is or isn't co-created.

Briefly describe the principal methods, the sources of data or evidence to be used and the number and type of research participants who will be recruited to the project

Approach to the research

This research will adopt ethnography in order to explore the students perceived value of their university experience. This will be done through participant observation across a variety of activities that students can engage with at university. It will be a longitudinal study conducted from October 3rd 2016 (or as soon as ethical approval is granted) until June 10th 2017 which is the beginning and end of the academic year. By observing these activities over an academic year, it will provide an insight into patterns of behaviour that will generate a deeper understanding of student engagement practices and values they create for students.

The term value is theorised across multidisciplinary approaches, including, economics, psychology, sociology, and business concepts. It is an essential concept throughout marketing, whereby both academics and those in practice, define it as essential to the marketing concept (American Marketing Association, 2013; Chartered Institute of Marketing, 2016). The traditional view stems from an economic perspective, and being the way in which consumers balance the benefits against the sacrifices. Zeithaml defined value as 'the consumers' overall assessment of the utility of a product based on perceptions of what is received and what is given' (Zeithaml, 1988, 14). Monroe (1991), went on to discuss perceived value and conceptualises it as a 'cognitive trade-off between perceived quality and sacrifice' (Monroe, 1991, 316). Traditionally focused on attributes of the service or product against the cost, literature has expanded to include a holistic perspective

The literature highlights that most student engagement research and strategic decisions are made from an organisational perspective (Coates,2005; Kahn,2014). As a consequence of marketisation and consumerism within the Higher Education sector, there is a greater emphasis to form partnerships with students and to understand their perceptions and values of higher education (HEA, 2014). Therefore, this research will explore the student cognition, affection and behaviour to gain their perspective.

Ethnography has been chosen for the following reasons:

The need to explore the interaction between the students' cognition, affection and behaviour

The majority of research focuses on cognitive aspects of learning outcomes and self-regulation (Kahn,2014). This research will expand on this and contrast the affective and behavioural elements of the student experience. This complex interaction will enable a deeper insight into the student perception. Ethnography allows for different levels of participation, which means data collection can vary to include cognitive, affective, and behaviour dimensions. Therefore, using ethnography is a key way to observe and record the interactions of all three from the student perspective.

The need to collect data in a natural setting

Current research around the student perception focuses on surveys and interviews (Kahu, 2013). A limitation of this approach that students often respond to surveys and questions in a way they believe is acceptable to the tutor or peers (Mishler, 1991). My research will gather in depth insight and gather a realistic representation of the student experience. A key feature of ethnography is that the researcher conducts their observations in the natural setting to provide a realistic interpretation of society and the regularities (Wilson, 1977; Atkinson, 1988).

The need for a longitudinal perspective

This research will understand how and why behaviours change over time. The nature of ethnography is that it is longitudinal. This is because it provides the researcher time to understand the society in which their subjects interpret their thoughts, feelings and actions (Wilson, 1977). This time allows the researcher to generate regularities and observe changes in behaviour that provide an understanding of the culture in the wider context (Hammersley and Atkinson, 1995).

The need for flexibility of data collection

Research has shown that learning can be developed from a wider range of aspects, including extracurricular activities (Kuh, 2009; Trowler, 2010). In order to understand the cognitive, affective,

and behavioural elements of the student experience, research should be taken from a wide range of activities. Ethnography does not restrict data collection; its flexibility allows the researcher to adapt their research design to their observations and change over time (Hammersley and Atkinson,1995).

Method of Research

My research has been divided into four- areas of activity. Each area necessitates different ethical consideration, relating to access (gatekeepers), type of activity, researcher involvement, data collection, and validation.

1. Passive overt observations of seminars and lectures

This part of the research will involve passive overt observations of student behaviours in lectures and seminars.

These activities are considered compulsory in higher education, as they are formally placed in the student timetable. The lectures, generally, will consist of up to 200 students, and the seminars will consist of 20-30 students. I will observe a minimum of one lecture a week and two seminars a week.

The gatekeeper for this research is the lecturer or tutor within Nottingham Trent Business School. At the beginning of the year I will ask the lecturer or tutor to introduce me to the students and explain my role as a researcher.

I will conduct overt observation which means I will be informing students of my role and the purpose of the study. I will produce participant information sheets for students to work through and ask questions (Appendix 1). At this time, I will make it clear what the aim and objective is of the observations and that their information is confidential. Students cannot opt out of observations, however, I can make it clear that the data is protected and answer any questions they have. Time will be allowed after the first lecture for students to approach me, and my contact details will be provided for any students to gain further information. At regular points throughout the year I will ask the gatekeeper to remind students of my presence and purpose.

I will also be taking a passive participation approach, whereby I am a bystander in these activities. This will provide observations of the behavioural dimensions of student engagement and their experience. Passive participation involves the participants seeing the researcher as an observer, watching the scenes unravel and observing various details, including group dynamics, interactions, and relationships (Diphoorn,2012). This role means that I will attend the lectures and seminars and take a silent role. I will observe the behaviours of students to gather extensive data and observe changes over the academic year. Wolcott (1973) found that longitudinal data collected through passive participation, can help piece together important strands of life of and show connections to the wider contexts of the educational environments and its changing nature. The importance of understanding the way students behave in the wider context is particularly important for my study. A limitation of passive participation is that I will be unable to establish relationships, build a rapport, or immerse myself into the field during these activities (Spradley,1980). This may result in data that is not as in depth as could be hoped for.

As mentioned, my data collection involves writing field notes based on my observations within lectures and seminars. These methods are commonly used in ethnography. The observation Protocol (Appendix 3) will be used as guidance for taking notes at the beginning of the research.

At the end of the academic year, I will conduct focus groups that all participants in the lectures and seminars will be invited to join. These focus groups will be used to validate the themes and results found through the data collection. Jorgensen (1989) advises that testing theories found in passive observation is essential and interviews and focus groups are a good way to do this. This approach has been successful in prior ethnographic studies to validate findings. For example, Willis 1977 and his research in student classrooms.

2.1 Passive Overt observation of extracurricular activities

Unlike lectures and seminars, extracurricular activities are considered to be voluntary within the Higher Education experience. They do not form part of degree results, nor are they timetabled into the students' academic year. They are however widely considered to be an integral part of the total student engagement experience and therefore critical in this study.

The activities and their meetings include the following: course representatives, sports executive committee, sport committee, hall representatives, entertainment representative, volunteers, union representatives, and society members. Meetings with volunteers, hall representatives, entertainment representative, sports executive committee, and union representatives consist of approximately 10 people. The society assembly, sports council, and course representative consist of approximately 100 people. How often I will observe these meetings depends on each individual schedule, which I have outlined in Table 1.

Access to these activities requires approaching a range of different gatekeepers. These are identified in table 1.

Table 1 to show the extracurricular activities identified, how often I will observe them, and the gatekeepers to these

Extracurricular Activity	Gatekeeper	How often I will observe
Course representative meetings	Vice President Education within the Student Union	Fortnightly
Sports Exec and sports council meetings	Vice President Sports within the Student Union	Fortnightly
Hall representative meetings	Vice President Services within the Student Union	Monthly
Entertainment representative meetings	Vice President Services within the Student Union	Monthly
Volunteering and Charity meetings	Vice President Community within the Student Union	Fortnightly
Union Council meetings	President within the Student Union	Monthly
Societies assemblies	Vice President Activities within the Student Union	Fortnightly
Sports and societies individual committee meetings	To be arranged via Vice President Sports and Activities and the presidents of these committees.	Monthly

As with the observations in lectures and seminars, I am going to conduct overt research. The gatekeepers will introduce me at the beginning of the meetings and participant observation sheets will be handed out (as shown in Appendix 2). I will make the aim and objective clear, and although

they cannot opt out, I can explain that the data is protected and confidential and open myself up to any questions.

Again my contribution will be passive, where I will observe student behaviour as a bystander. Similar limitations apply as they did in lecture and seminar observations as I will not be able to build relationships or immerse myself into the field. However, students may be more open to conversation and informal questions outside the more formal environment of lectures and seminars. This is because their tutors or lecturers will not be present so they are less likely to feel assessed.

At the end of the academic year, students from these activities will be asked to take part in focus groups in order to validate the results I have collected.

2.2 Passive Overt participation in social media networking site Facebook.

This research will differ as it will be conducted online through Facebook. Pink and Postill (2012) described the growing literature concerned with the practice of internet ethnography since the rapid growth in social media sites. They state that social media has become central to contemporary everyday life and therefore it is essential to observing and understanding human behaviour. I will acquire data from Facebook, which is a well-known social media platform used to connect individuals and groups of people with similar interests. From my previous experience as an undergraduate at NTU, Facebook group pages are set up for groups such as sport teams, courses, and events. Students use these groups to socialise, share stories, and show intensity and feelings towards the activity. Therefore, these are critical to understanding student perceptions and values of these extracurricular activities. The groups I will observe are those from the extracurricular activities and course groups from the lectures and seminars.

Access to these sites will be granted by the gatekeepers, who might be presidents of clubs, the Vice Presidents within the Student Union, or administrators for the groups. The exact people are not known yet, but will be determined after the initial sports council meetings.

As this is overt research, in the initial meetings with the extracurricular activities, as shown in the table above, and within the lectures and seminars, I will describe my research and state that I am looking to observe online activity. I will then wait for the gatekeepers to invite me onto the pages as opposed to requesting to join.

I will be a passive participant, which means I will not write a post or comment on a post. Also, I will refuse personal friend requests, as this will invade private space of both the respondents and myself and may create direct or indirect risk of actual or inferred bias.

Data collection will involve going onto the group pages once a week and observing what students write about on the pages and how often the pages are used. I will use sentiment analysis to gain an understanding of the cognitive and affective dimensions of the student experience. Sentiment analysis extracts subjective information from text; this helps understand attitudes, emotions and opinions of the participants (Pang,2004).

3. Active covert Participation in Social settings

These activities include the public spaces that students occupy in their free time. Currently, the following have been identified:

- The student union during the day
- Coffee shops
- Bars
- Clubs
- Varsity events
- Other student union events, such as live performances, quizzes, and talks.
- The Gym
- Other environments where students gather, examples of which may well evolve during the conduct of my research.

I will be conducting covert observations which means that the respondents will not be aware that they are being researched and I will not reveal my identity as a researcher (Given,2008). As it is covert, there is no gatekeeper to introduce me and my identity and intentions as a researcher are unknown.

In these environments, I will be taking an active participation role whereby I go into the natural settings. Unlike the other observations, this one entails me immersing myself into the cultural behaviours of students. I will be interacting with students in these social settings and let relationships form. I will talk to students that approach me, and let conversation flow as naturally as possible. As well as observing students in the public spaces, I will record my own experiences. Hammersley and Atkinson (1995) discuss how an immediate experience of this nature is an extremely valuable source of data and therefore it is important to commit oneself to the culture.

Limitations of this include ethical concerns as it is considered immoral not to gain informed consent. However, section 7 within this document outlines my reasoning and supporting research as to why I consider this an essential element of my overall approach and objectives. Social settings will provide essential data, allowing me to understand what students discuss and how they behave in their free time. It will provide research where students are at their most natural, as opposed to the other two areas of activity whereby pressures from peers or tutors can encourage certain behaviours.

Another limitation is that I can get too immersed within the field and form strong relationships. To counter this concern, I will move locations and not have a regular pattern for where I attend so that this does not happen. Again, this limitation and others are discussed in section 7 of this document.

Field notes from these activities will be written up in my phone and through memory notes. This differs to previous methods due to the covert nature and the purpose being not to stand out as a researcher.

4. Active Overt participation in part-time work

A survey conducted by Endsleigh (2015) indicated that 77% of undergraduate students are now working part time through their studies. This high number is a result of increased financial pressure put on students and the opportunity to gain experience that can help graduates stand out when applying for jobs. As this is such an important part of their experience, I will be working part time in the student union as a customer assistant. It is approximately 12 hours a week. The role includes helping students or visitors with any queries and working alongside another assistant at all times.

I will take an active participation approach, whereby I will immerse myself into the role and going into the natural setting. I will be observing my co-workers, and talking to them to gain insight into why they work, and their feelings towards it. Although I will not interview them or ask direct questions, I aim to engage in conversations and build relationships that provide useful data. This is to provide the perspective of the part time working student.

The data collection will involve writing field notes and conducting a focus group with the assistants at the end of the academic year to validate my data.

Analysing the data

At first, these notes will be extensive and therefore an observation protocol will be used as a guideline for writing field notes (Appendix 3). However, overtime, the focus will narrow and the research will be guided by findings that have begun to evolve and emerge. These notes will be typed up into clearer field notes. With the data, I plan to use constant comparative analysis which can help develop themes and theory overtime (Glaser,1965). Constant comparative method involves simultaneously performing systematic coding and analysing of the data to generate theory (Ridolfo and Schoua-Glusberg,2011). It is used to review data and assign codes to categories whilst comparing data that can go across categories, making themes and conflicts apparent over time. It is suitable for ethnography, as it forms theory over a long period of time, without the need for a theory or hypothesis at the beginning (Ridolfo and Schoua-Glusberg,2011). This will allow for breaking down of the data to categorize information, which will then allow me to collate and discover connections. All the typed up data will be put into NVivo to assist with analysis. NVivo is a platform used for analysing unstructured data and which organises and helps explore notes quicker. For example, I can search the word 'values' and identify how many times this word has been written in my notes and the context in which it has been used most commonly. I can then create maps, models and charts which can help visualise the data as that suits my cognitive style of mind mapping. Through NVivo and constant comparative analysis, I will be able to see patterns develop and can conduct my observations accordingly, to validate or explore the concept in more detail.

    (i)   What research instrument(s) will be used to collect data?

    If you are using an externally validated scale, please specify

If you are not using an externally validated scale, please attach a copy of the research instrument you will use to collect data (for example, a measurement scale, questionnaire, interview schedule, observation protocol for ethnographic work, or, in the case of unstructured data collection, a topic list).

As mentioned above, I will begin the research using an observation protocol. As the data collection cannot be predicated and is unstructured, this protocol will act as a guideline for the start of my

research. The format I have taken is based on dimensions of descriptive observations set out by Spradley, J (1980) and Robson, C (2002) (Appendix 3).

6 Confidentiality, anonymity, security and retention of research data

	Yes	No
Are there any reasons why you cannot guarantee the full security and confidentiality of any personal or confidential data collected for the project?		x
Is there a significant possibility that any of your participants, or people associated with them, could be directly or indirectly identified in the outputs from this project?		X
Is there a significant possibility that confidential information could be traced back to a specific organisation or agency as a result of the way you write up the results of the project?		X
Will any members of the project team retain any personal or confidential data at the end of the project, other than in fully anonymised form?		x

If the answer to <u>any</u> of these questions is No, please explain briefly how you will ensure the confidentiality, anonymity and security of your research data, both during and after the project

The recordings and transcripts will only be handled by myself and my director of studies, in line with data protection principles and approved research protocol. My project leader is aware of the guidelines for confidentiality, and will have no need to access personal details about the participants. As my director of studies is experienced in ethnography, there must be an element of trust that this data will not be misused.

The diary I use to make notes will have a padlock on it with my contact details on the front to return if lost. All participant details (such as phone numbers, email addresses, gender, ethnicity) will be locked in this diary, to ensure nobody can access this. My phone has a password so any notes on there cannot be accessed. Any hard copies of my field notes or saved back up electronic copies will be kept in locked cabinets at home, and electronic files will be password protected only accessible to myself. Once the transcripts are deposited, any tapes or field notes will be destroyed and relevant filed erased from the computers.

Respondents will be kept aware of their data, and that their data is anonymous, explaining that the individual will not be named or identifiable in any publication arising from this study. No unpublished opinions or information will be attributed to the participant, either by name or position. Further, any personal information concerning the participants that may

inadvertently be obtained through unavoidable contact, will be kept confidential and under review to ensure any sensitive material is appropriate or inappropriate to record.

In the passive overt observations of seminars and lectures, there may be questions regarding confidentiality, especially in the lectures and tutors. As I will be writing about the course I am observing as well as the time and dates of the observation, these classes may be identifiable. Firstly, as the lecturers are the gatekeepers to these environments, they will understand and provide consent to my research. Secondly, I will stress that my observations are of the students and their interactions, and comments on teaching will be kept at a minimal. Thirdly, as academics themselves, I would hope they understand the importance of the research and nature of ethnography, understanding that no data will be identifiable and sensitive material will be under review before any publications.

In the social settings, where covert research will be used, the challenge will be to ensure that I do not limit myself to the same places at the same time. For example, Calvey (2008), conducted research of nightclub doorman. To ensure the research was of the whole culture and to ensure no personal attachments grew and no participants could be identified, he moved from club to club, inventing reasons for leaving one for another. Therefore, it will be important, not just for more reliable data, but for ensuring the confidentiality of these participants, that I move from place to place, and change the time of day I go there if possible.

However, it is important to be aware that I may be recognised as I am speaking to people and forming connections. I have to make sure there is a balance between being friendly so that students communicate with me, yet avoiding becoming intrusive.

A benefit of covert research is that observations are often shorter and participant detail kept to a minimum as conversations cannot be formal. Therefore, confidentiality is easier to maintain, as the researcher does not get close enough or spend enough time to know participant's details (Given, 2008).

If the answer to <u>any</u> of these questions is YES, please explain:

- why it is necessary for the research to be conducted in the way you propose, such that the usual standards of confidentiality and security cannot be respected
- what steps will you take to maximise confidentiality and security, within the constraints imposed by the research design
- what steps you will take to ensure that participants understand and consent to the implications of these constraints?

7   Informed consent

Please see Guidance Note BLSS/Ethics 02 for examples of model participant information sheets and participant consent forms, together with advice on how to use them

	Yes	No	N/A

Will all participants be fully-informed before the project begins why the project is being conducted and what their participation will involve?		X	
Will every participant be required as a condition of their participation to give fully-informed consent to participating in the project, before it begins?	X		
Will all participants be fully-informed about what data will be collected, and what will be done with these data during and after the project?	X		
If audio, video or photographic recording of participants are to be used, will fully-informed consent be secured as a condition of participation before recording begins? If yes, please provide further details below.	X		
Will every participant understand what rights they have not to take part, and/or to withdraw themselves and their data from the project if they do take part? Will they also understand that they do not need to give you reasons for exercising these rights and that there will be no repercussions as a result?	X		
Will the project involve deceiving or covert observation of participants? If yes, please provide a justification and explain the debrief process in the box below.	X		

If the answer to <u>any</u> of the above questions is YES, please explain briefly how you will implement your answers.

You are advised to attach copies of your participant information sheet and consent form as evidence of your plans.

Each of the areas of research have different ethical concerns which is why each has different participation sheets and are considered to require a different response. In the overt observations, the students provide informed consent, while in the covert observations they are not; this is discussed below.

<u>Passive overt observations of seminars and lectures, extracurricular activities, and part time work</u>

The gatekeepers (lecturers and tutors) will provide access to the lectures and seminars, whereby I will hand out participation sheets that inform students as to my role and purpose of observations (Appendix 1). The participation sheets for extracurricular activities and part time work are available in appendix 2. This is common practice in marketing research and where there are a large number of participants. Due to the number of students that can attend lectures or extracurricular activities (up to 200), I will not be able to collect informed

consent forms. However, students will be informed in the first lecture and seminar that I am observing them, and will be reminded throughout the year at regular intervals.

After the first point of introduction, I will provide time for students to ask questions. Throughout the research students will have the opportunity to reflect, and ask friends and family, or indeed myself any questions or requests for clarification. If there are any concerns, I will address the issue. At any point within the research, participants can ask to be removed and their data can be withdrawn. Throughout the research, I will ask the gatekeeper to remind students of my presence and the nature of my research. This will act as a constant reminder that they are being observed and ensure that they are giving informed consent.

Participants from this group will be invited to the focus groups, and their attendance will be voluntary. At the beginning of the focus group, participation information sheets and informed consent forms will be handed round for students to sign. These will be created nearer the time along with questions that I intend to be ask. The reason these will be prepared at a later date is because the purpose and protocol for these will be dependent on, and emerge from the patterns discovered through my observations. At the end of the focus group, a debrief will be held to inform students about my research throughout the academic year. This provides students another chance to ask questions and, if they wish, to consider opting out. Due to the nature of ethnography, data collection cannot be anticipated and can change throughout the year; therefore, I cannot inform students about exact details prior to the observations. A debrief at the end of the academic year will ensure that I have not deceived students.

If the answer to <u>any</u> of the above questions is NO, please explain:

- what is the reason for you proposing to conduct the project without ensuring that all of its participants give prior fully-informed consent, and?
- why do you consider that reason to be sufficient justification to proceed on this basis?

1. Covert Active Participation in Social settings

I am conducting two different types of observations, covert and overt, and they will require different ethical considerations. In the social settings part of the research, I am conducting covert observations and there can be no informed consent provided by participants. These participants are not chosen from other observations, and will completely depend on who is at the venues at that specific time. Therefore, we most likely will have not met before. There are a number of reasons why covert research has been decided as the most effective approach in certain situations.

1. The Social Research Association has recognised that in settings where there is a likelihood of a change in reaction or behaviour that could interfere with the results and objectives of the research, then informed consent may be waived. This setting is in natural surroundings whereby students are having fun, relaxing and socialising with one another. These are not activities where there is a superior figurehead such as a tutor, a coach, or a committee president. If I inform them of who I am then the participants may think of me as a researcher for the university, and this would make them behave in a way they consider appropriate to the university. Therefore, by requiring me to secure informed consent, this would take away the reliability and validation of the data collected from the natural settings.

This rationale for covert research in ethnography is common practice. For example, Hayano (1982) became a professional card player in his research to investigate other poker players and reflect on his experience. He found other players were more open and honest when speaking to someone they saw as an equal. Another example is Amato (1989) who wrote *Who Cares for Children in Public Places,* in which the study was conducted in parks, shopping centres, and restaurants. In these settings, they would sit for 5-30 minutes near to participants. The reasoning they did this covertly, was to record data that showed participant behaviour that was uncontaminated. Therefore, participating as a student will allow me to observe students in their natural presence and provide credible research and experiential data.

2. In certain settings, such as clubs or bars, there is an element of danger. If I was to inform students that have been drinking that I am observing them, it may cause disruption and anger that could be harmful to myself. As mentioned earlier, Calvey (2008) conducted research as a club bouncer. Due to the nature and behaviour of intoxicated people and bouncers, he trained extensively to fit in as a bouncer and changed location to avoid being noticed, thereby avoiding forming strong attachments. As I look similar in age to many students, I will not stand out and I will make sure to change locations in order for bar staff or regulars not to recognise me or form close relationships. Another example is Giulianotti (1995) and his research on *Football Hooliganism*. Giulianotti found that in order to be accepted by the participants and avoid danger, he had to fit in with other participants and conduct his research covertly. These are just two examples of how ethnography can be conducted covertly if the researcher could encounter any harm.

3. The Social Research Association has argued that covert observation is acceptable in public spaces. They state:

   'there can be no reasonable guarantee of privacy in 'public' settings since anyone from journalists to ordinary members of the public may constitute observers of such human behaviour and any data collected thereby would remain, in any case, beyond the control of the subjects observed.'

   Hammersley and Atkinson (2007) are leading authors in ethnography. They recognise that anyone can enter such public domains and no negotiation is required in those settings. Petticrew et al 2007 in their *Qualitative Community study*, conducted research in bars to examine the changes in attitudes and smoking behaviour among customers and workers. The researchers identified typical locations, and used observational templates to collect data on key indicators. Although it was recognised that covert observation could invade personal privacy and eliminate informed consent, they state that all the locations in which data collection occurred were public places, and the individuals or specific locations were protected by anonymity and confidentiality.

4. A further reason for not securing informed consent is that it cannot be acquired in advance. I do not know who will be at these places beforehand.

As this is active participation, I will be participating in the settings that I attend, although I will monitor my participation carefully. For example, if I go to a pub or club, I will only have one or two alcoholic drinks to ensure I can observe correctly. However, I will need to behave as students do so that I do not stand out to the bar staff and security or to other students.

If approached by students, I will engage in conversations. Although I will let them lead conversations, if it is appropriate, I will ask informal questions to further develop my observations. Although this may raise ethical concerns, previous literature has found it is

essential to engage in conversation and build initial relationships in order to gather insightful data. Giulianotti (1995) and his research on *Football Hooliganism* found that in order to generate data, he had to blend in and interact with those he was observing. He found that as long as information was confidential, and no information that could identify individuals was noted, then this was a supported method of data collection. Therefore, in order to understand the perceptions of students and observe them closely, I will need to covertly interact with them.

8   Risk of harm – to researchers, individual participants and participating organisations

(If there is any possibility that the project involves significant risks to researchers, you are advised to consult section 8 of Guidance Note BLSS/Ethics 01 on the assessment and management of risk, and to submit a risk assessment form to the relevant authority).

Is there any foreseeable risk that your project may lead to:	Yes	No
• Physical harm to participants or researchers?		X
• Significant psychological or emotional distress to participants		X
• Harm to the reputation of participants, or their employers, or of any other persons or organisations?		X
If the answer to <u>any</u> of these questions is YES, please explain: o the nature of the risks involved, and why it is academically necessary for the project to incur them o how you propose to mitigate them o the arrangements by which you will ensure that participants understand and consent to these risks o any arrangements you will make to refer participants to sources of help, if they are seriously distressed or harmed as a result of taking part in the project o your arrangements for recording and reporting any adverse consequences of the research		

9   Risk of disclosure of harm or potential harm

If the project is likely to involve work with children, or the discovery of physical or mental abuse of children, you should consult the Nottingham Trent University Policy on Child Protection (available in the BLSS Ethics Toolkit) before completing this section of the form.

	Yes	No
Is there a significant risk that the project will lead participants to disclose evidence of previous criminal offences, or their intention to commit criminal offences?		X
Is there a significant risk that the project will lead participants to disclose evidence that children or vulnerable adults are being harmed, or are at risk of harm?		X
Is there a significant risk that the project will lead participants to disclose evidence of serious risk of other types of harm?		X

If the answer to <u>either</u> question is YES, please explain:
 	
    o   why it is academically necessary for these risks to be incurred
    o   what actions you would take, if such disclosures were to occur
    o   whether you will take advice before taking these actions, and from whom
    o what information you will give participants about the possible consequences of disclosing information about criminal or serious risk of harm		

10   Payment of participants

	Yes	No
Do you intend to offer participants cash payments or any other kind of inducements or compensation for taking part in your project? If the answer is No please proceed to section 11.		X
Is there any significant possibility that such inducements will cause participants to consent to risks that they might not otherwise find acceptable?		X
Is there any significant possibility that the prospect of payment or other rewards will systematically skew the data provided by participants in any way?		X
Please confirm that you will you inform participants that accepting compensation or inducements does not negate their right to withdraw from the project.		X

If the answer to <u>any</u> of these questions is YES, please explain:

-    the nature of the inducements or the amount of the payments that will be offered
-    the reasons why it is necessary to offer them
-    why you consider that they are ethically and methodologically acceptable

11 Capacity to give valid consent

Please note that, from October 2007, research involving people who are mentally incapacitated and cannot give valid consent must be cleared through the NHS research ethics procedures, not through a University REC

Do you propose to recruit any participants from the following groups?	Yes	No
• Children under 18 years of age		X
• People with learning difficulties		X
• People with communication difficulties, including difficulties arising from limited facility with the English language		X
• Very elderly or infirm people		X

•	People with mental health problems or other medical problems that may impair their cognitive abilities		X
•	Any other people who may not be able fully to understand the nature of the research and the implications for them of participating in it		X

If you have answered YES to <u>any </u>of these questions, please explain how you will ensure that the interests and wishes of participants (and in the case of children, the wishes of their parents or guardians) are understood and taken into account.

N/A

12   Is participation genuinely voluntary?

Are you proposing to recruit participants from the following groups?	Yes	No
• Employees or students of NTU or of organisation(s) that are formal collaborators in the project		X
• Employees recruited through other business, voluntary or public sector organisations		X
• Pupils or students recruited through educational institutions	X	
• Clients recruited through voluntary or public services		X
• People living in residential communities or institutions		X
• People who are in-patients in a hospital or other medical establishment		X
• People recruited by virtue of their employment in the police or armed services		X
• People being detained or sanctioned in the criminal justice system		X
• Other people who may not feel empowered to refuse to participate in the research		X

If you have answered YES to <u>any</u> of these questions, please explain how your participants will be recruited, and what steps you will take to ensure that their participation in this project is genuinely voluntary

As students are recruited through NTU, there is a fear that students my feel compelled to participate, and within the classroom activities, the staff presence may make them feel they cannot opt out. However, I will make it clear both in the participation information sheets and when speaking to them, that this is anonymous, it is confidential information, and they are able to refuse participation. If they do so, I can try to answer the queries they have and resolve these. If they still maintain to opt out, I will explain that I respect their decision and will not include them. Throughout the research, I will ask the gatekeepers to remind them of my presence and research, and I will answer questions that may appear. I will also inform them of any changes in my research methods.

As time goes on, the research method may change, due to the constant evolving nature of ethnography. This may involve deeper shadowing which could mean gaining informed consent again. When changes occur, informed consent will be revisited and again students will be made sure to know that their decision to participate is voluntary. As the project draws to a close, participants from the classroom settings and extracurricular activities will be asked to join a focus group to validate findings. By attending the focus group, they are providing informed consent, as it is voluntary attendance. As well as this, by asking at several stages for consent or reminding participants why I am there, it will ensure they are voluntary participants.

Social settings

There are limitations to the right to privacy in public places. According to Spicker (2007), 'privacy applies in the sphere of life which is personal and private. Much social life is not.' The argument is that when in public spaces, individuals are voluntarily allowing themselves to observation. Therefore, in the social settings, I will cautiously take the view that their voluntarily participating. Although, I will be careful not to invade their private life with writing personal information or anything that is deemed irrelevant to the research aim.

13   Online and Internet Research

If you intend to conduct any part of your project online, please consult Guidance Note BLSS/Ethics 03 before completing this section

	Yes	No
Will any part of your project involve collecting data by means of electronic media, such as the internet or email?	X	
Is there a significant possibility that the project will encourage children under 18 to access inappropriate websites, or correspond with people who pose risk of harm?		X
Is there a significant possibility that the project will cause participants to become distressed or harmed, in ways that may not be apparent to the researcher(s)		X
Will the project incur any other risks that arise specifically from the use of electronic media?		X

If the answer to <u>any</u> of these questions is YES, please explain:

- o why you propose to use electronic media
- o how you propose to address the risks associated with online/internet research, especially those flagged above (if relevant)

Please ensure, too, that your answers to other questions in this form address these questions in ways that are relevant to online research.

As discussed in section 5, the social media site Facebook will be used.

The rationale for conducting observations through Facebook is that ethnography via the internet is becoming increasingly popular due to the rapid growth in social media. In 2014, the University accommodation provider Unite Student found that the average student spends six hours a day on social networking sites, with75% of undergraduates spend between half an hour and two hours a day on Facebook or Twitter. Social media is now central to everyday life, with students spending spare time on their phones or other electronic devices to keep up to date with friends, events and groups of similar interests.

From my experience as a student, Facebook was the key way to interact with groups such as sport teams, societies, and course friends. We would share stories, discuss ideas, and share feelings. In 2008, Heiberger and Harper conducted a study that found a positive correlation between the students use of social networking sites and their student engagement. They found that those who used social networking sites more participated and spent more time in campus activities than those with a low use rate.

Therefore, by observing their Facebook use, I can see what they say and draw conclusions as to how they engage in these activities, and potentially gain insight into their engagement.

Gatekeepers will be the presidents or administrators for these groups or events. Instead of sending requests to join, I will mention in the extracurricular meetings (mentioned in section 5) and wait for the gatekeepers to invite me to the pages. Once on the pages, I will not comment on any post, and remain a passive overt observer of the sites. I will refuse personal friend requests, as this will invade private space of both the respondents and myself. This enables any sharing of information to be voluntary and respects the privacy of individuals.

14   Other ethical risks

	Yes	No
Are there any other ethical issues or risks of harm raised by your project that have not been covered by previous questions?	X	

If you have answered YES, please explain:

- o   the nature of these issues and risks
- o   why you need to incur them,
- o   and how you propose to deal with them

1. Duty of Care

There is a duty of care to the participants, the University, and myself. Students may take part in activities that are not safe or can cause harm to each other or the community as a whole. It is important to ensure that I do not get involved in these situations, taking myself away, and uphold the reputation of the University. There may be a grey area as to what is best to do, and I would think that I am mature and capable enough to know when the situation requires actions by myself to prevent or report these. If at any point I become concerned about mine or someone else's safety, I will act accordingly and report to the appropriate person. Such as, the management, the university, the police and so on. These situations may not form part of my research, as I may have the leave the situation, however, I will explain in my notes why I left the research at that time.

2. Avoiding too much involvement

As a year will be spent with the students, and not being much older, it is inevitable that friendships will form. However, I must be aware that I cannot get too involved. Getting involved could breach ethical consideration of participants and it could change my interpretation of the data. Therefore, by constantly reminding them of my position throughout, this is will remind both them and I. By doing this, there will also be boundaries established.

3. Time

Currently, the time for this study is one academic year. As with ethnography's, research is flexible and may evolve. The participation sheets make it clear that this is subject to change and that the nature of the study may change. However, if the study changes in a way that can infringe new ethical concerns, then a new sheet will need to be signed.

4. Informed Consent

As with all ethnographies, there is an issue with informed consent. At the time of negotiation, Atkinson et al (1993) described how ethnographers do not know the exact course of research that will be taken. Therefore, reminders must be given, and any changes in the study that can have a different ethical impact must be renegotiated.

15   Research with non-human vertebrates in their natural settings or behavioural work involving invertebrate species not covered by the Animals Scientific Procedures Act (1986).

(The Animals Scientific Procedures Act (1986) was amended in 1993. As a result, the common octopus (Octopus vulgaris), as an invertebrate species, is now covered by the act.)
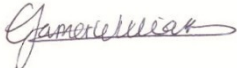
	Yes	No
Will any part of your project involve the study of animals in their natural habitat?		X
Will your project involve the recording of behaviour of animals in a non-natural setting that is outside of the control of the researcher?		X
Will your field work involve any direct intervention other than recording the behaviour of the animals available for observation?		X
Is the species you plan to research endangered, locally rare or part of sensitive ecosystem protected by legislation?		X
Is there any significant possibility that the welfare of the target species or those sharing the local environment/habitat will be detrimentally affected?		X
Is there any significant possibility that the habitat of the animals will be damaged by the project, such that their health and survival will be endangered?		X
Will project work involve intervention work in a non-natural setting in relation to invertebrate species other than *Octopus vulgaris*?		X
If you have answered Yes to any of these questions, please explain: o the reasons for conducting the project in the way you propose, and the academic benefits that will flow from it o the nature of the risks to the animals and their habitat o how you propose to mitigate these risks		

Principal Investigator's Declaration

Please tick all the boxes relevant to your project, and sign this form. Postgraduate research students must ask their Director of Studies to countersign it before it is submitted.

I request that this project is exempt from review by the College Research Ethics Committee, because it will be, or has been, reviewed by an external REC. I have completed Sections 1-4 and attach/will attach a copy of the favourable ethical review issued by the external REC Please give the name of the external REC here	
I request a statement of ethical approval from the College of BLSS Research Ethics Committee, and confirm that I have answered all relevant questions in this form honestly	X
I confirm that I will carry out the project in the ways described above, and that I will request a fresh ethical approval if the project subsequently changes in ways that materially affect the information I have given in this form	X
I confirm that I have read and agree to abide by the code of research ethics issued by the relevant national learned society, and that I have ensured that all members of my research team (if any) also do so	X
I confirm that I have read and agree to abide by the University's Research Data Management Policy, and that I have ensured that those members of my research team (if any) who are employees of Nottingham Trent University also do so	X
I confirm that I have read and agree to abide by the University's Research Governance Framework, and that I have ensured that those members of my research team (if any) who are employees of Nottingham Trent University also do so	X
I confirm that I have read the appropriate guidance documentation – BLSS Ethics 01 (Staff and Students General Guidelines) BLSS Ethics 02 (Informed Consent) BLSS Ethics 03 (Online Research)	X

I confirm that I have completed all sections of the application form as appropriate	X
I confirm that I have attached a copy of the Participant Information Sheet, Consent Form, Questionnaire and any other relevant documentation as appropriate	X
I confirm that I have signed and dated the application form	X
PGR Students Only: I confirm that I have ensured that the application form has been endorsed by my Director of Studies	X
PGR Students Only: I confirm that I already have Project Approval	X

Signed_____ _____(Principal investigator or student)

Date_____16/10/16_____

I have read this form, and confirm that it covers all the ethical issues raised by this project fully and frankly. I also confirm that these issues have been discussed with the candidate, and will continue to be reviewed in the course of supervision.

Countersigned_____(Director of Studies)

Date_____

Note: If you are submitting this form by email, you should type your name in the signature space: an email attachment sent from your university inbox will be assumed to have been virtually signed by you.

If you are a student and are submitting this form by email, please attach an email from your DoS confirming that they are prepared to make the declaration above and to countersign this form: this email will be taken as a virtual countersignature.

References

Hammersley, M, Atkinson, P, 2007, Ethnography: principles in practice, 3rd Edition, Routledge, London

Jorgensen, D.L., 1989. *Participant observation*. John Wiley & Sons, Inc..

Mishler, E.G., 1991. Research interviewing: Context and narrative. Harvard University Press, USA

Spradley, James P. (1980). Participant Observation. Orlando, Florida: Harcourt College Publishers. pp. 58–62.

Willis, P.E, 1981, Learning to Labor: How working class kids get working class jobs, Columbia University press, Columbia, USA

Wolcott, H, 2003, The Man in the Principal's Office, 2nd edition, AltaMira Press, Oregon, USA

Atkinson, P., Delamont, S. and Hammersley, M., 1988. Qualitative research traditions: A British response to Jacob. *Review of educational research*,58(2), pp.231-250.

Baron, P. and Corbin, L., 2012. Student engagement: rhetoric and reality. *Higher Education Research & Development*, 31(6), pp.759-772.

Coates, H, 2005, The value of student engagement for higher education quality assurance, *Quality in Higher Education*, 11(1), pp.25-36

Diphoorn, T, 2012, The emotionality of participation: various modes of participation in ethnographic fieldwork on private policing in Durban, South Africa, *Journal of Contemporary Ethnography*, 42(2), pp. 201-225

Glaser, B.G.,1965.The constant comparative method of qualitative analysis.*Social problems*,*12*(4), pp.436-445.

Gallarza, M, Saura, I, 2006, Value dimensions, perceived value, satisfaction and loyalty: an investigation of university students' travel behaviour, *Tourism Management*, 27, 437-452

Kahn, P.E., 2014. Theorising student engagement in higher education. *British Educational Research Journal*, 40(6), pp.1005-1018.

Kahu, E, 2013, Framing student engagement in Higher education, *Studies in Higher Education*, 38(5), pp.758-773

Kuh, G.D., 2009. What student affairs professionals need to know about student engagement. *Journal of College Student Development*, 50(6), pp.683-706.

Nussbaum, J.F., 1992. Effective teacher behaviors. *Communication education*, *41*(2), pp.167-180.

Postill, J. and Pink, S., 2012. Social media ethnography: The digital researcher in a messy web. *Media International Australia*, 145(1), pp.123-134.

Ridolfo, H, Schoua-Glusberg, A, Analyzing cognitive interview data using the constant comparative method of analysis to understand cross-cultural patterns in survey data, Field Methods, 23(4), pp.420-438

Trowler, V., 2010. Student engagement literature review. *The Higher Education Academy*, *11*, pp.1-15.

Wilson, S, 1977, The use of ethnographic techniques in education research, *Review of Educational Research*, 47(2), pp.245-265

Vargo, S.L. and Lusch, R.F., 2004. Evolving to a new dominant logic for marketing. *Journal of marketing*, 68(1), pp.1-17.

Higher Education Academy, July 2014, Engagement through partnership: students as partAn iners in learning and teaching in higher education, London, accessed via: https://www.heacademy.ac.uk/sites/default/files/resources/engagement_through_partnership.pdf, [accessed on:27/04/16]

Pang, B. and Lee, L., 2004, July. A sentimental education: Sentiment analysis using subjectivity summarization based on minimum cuts. In *Proceedings of the 42nd annual meeting on Association for Computational Linguistics* (p. 271). Association for Computational Linguistics

Appendix 1

Elizabeth Farrier-Williams, N0251245@ntu.ac.uk

A Longitudinal study of value cocreation in the student engagement experience

Participant Information Sheet

Classroom Activities

Thank you for agreeing to considering participating in this research project. The following information will help you understand the research. Feel free to take as much time as you need to ask friends and

family any questions you need. ***T does not make sense*** My contact details are at the top of this page. Please do not hesitate to contact with any queries, concerns, or general inquiries about the study. If you decide you cannot participate or you are not happy with a part of the study, please contact me to inform me.

What is the Purpose of this Study?

This study focuses on student engagement, a growing topic since the rise in tuition fees and with providing a higher quality of education and student experience. The main purpose is to find out what activities student engage with and how they value these activities. This study is particularly interesting as it takes a student perspective and will be longitudinal as it gathers information over the course of an academic year.

In order to achieve this, I am attending lectures and seminars to observe the behavioural pattern of students, and the interaction with staff. This research will help to understand how students engage with their learning at undergraduate level. This will all be done between October 3rd 2016 and June 5th 2017 at Nottingham Business School (NBS).

Who is conducting the study?

The project is run by myself, Elizabeth Farrier-Williams, a PhD student at NBS. I have previously studied at NTU for both my masters and undergraduate, so have a good understanding of what the University offers.

Who is funding the study?

The study is funded by Nottingham Trent Business School.

Do I have to take part?

You will be observed as part of the research, however, interaction with myself is voluntary. Type of observations will include behaviour in class, such as how much you take notes, answer questions, interact with peers, and what you focus on. You do not have to engage with me or attend the focus groups that will happen at the end of the academic year. You are welcome to ask questions and raise concerns. If you wish to withdraw at any time, any conversations or data that you can identify as yours will be erased.

What do you want me to?

By accepting, you have to be yourself. You do not need to act or speak in any specific way, you are free to carry on at University as you would without my attendance or not. I will be writing notes on the behaviours and responses of students, what they say or act that can determine their perception. However, once again, let me stress that your identity is completely anonymous and information confidential.

What will happen to my information?

I will be taping or writing notes; this will then be typed up. I then analyse this and produce results. At the end of this study, all the transcripts will be deposited in the archive for future researchers. However, the transcripts will be fully anonymised before they are archived. Any information that identifies you or your organisation, or that gives any clues to your identity, will be removed. I am confident that these precautions will ensure that no-one will be able to trace your transcript back to you or your organisation.

What will happen to the results?

I will write up the results and publish this in my PhD, and potentially academic articles. These may be read by professional bodies and other academics.

Will my confidentiality an anonymity be protected?

The recordings and transcripts will only be handled by myself and my project leader, in line with data protection principles. This includes keeping names and personal information out of the data, keeping hard copies of data in locked cabinets, and ensuring my electronic copies are password protected. Once the transcripts are deposited, any tapes or field notes will be destroyed and relevant filed erased from the computers. You will not be named or otherwise identified in any publication arising from this project unless your role forms part of a narrative that is already in the public domain. No unpublished opinions or information will be attributed to you, either by name or position.

What are any disadvantages of me taking part?

The main risk is that you might give us information that is detrimental to you or your organisation, or that runs counter to data protection laws. As this is mainly observational, there is little chance of any detrimental information being given. We are confident that the arrangements described above will prevent any of your information being shared with anyone outside the research team. For this reason, I believe that the risk of detriment is very low.

What are the benefits?

I hope that this research helps provides information to Higher Education Institutions about the ways student engage in lectures and seminars aims to help future students and shape learning effectively. Therefore, you can be happy knowing you have helped shape future students.

Has anyone reviewed this study?

The study goes through a team of supervisors, including the project leader, Professor Kim Cassidy. It also goes through an external assessor, Polly Pick. Followed by the College Research Degrees Committee which has delegated responsibility and reports to University Research Degrees Committee.

Contacts for further information

Elizabeth Farrier-Williams

N0251245@ntu.ac.uk

Graduate School, Nottingham Trent University, Burton Street, Nottingham,NG10 4JF

Appendix 2

Elizabeth Farrier-Williams, N0251245@ntu.ac.uk

A Longitudinal study of value cocreation in the student engagement experience

Participant Information Sheet:

Extracurricular Activities Students

Thank you for agreeing to considering participating in this research project. In order to participate, it is important that you read the following information that will help you understand the research. Feel free to take as much time as you need to ask friends and family any questions you need. My contact details are at the top of this page if you need further questions when deciding to take part.

What is the Purpose of this Study?

This study focuses on student engagement, a growing topic since the rise in tuition fees and with providing a higher quality of education and student experience. The main purpose is to find out what activities student engage with and how they value these activities. This study is particularly interesting as it takes a student perspective and will be longitudinal as it gathers information over the course of an academic year. In order to achieve this, I am attending extracurricular activities that students can engage with at university, such as sports clubs, societies, and course representative meetings. By understanding how student value these activities it can help shape Universities in the future. The aim is to provide Higher Education Institutions with reliable evidence as to the extent these extracurricular activities should be on their agenda and in what way. For this reason, I will also be hoping to meet people, talk to people, and observe how students behave in situations or what they say. This will all be done between October 1st and June 5th at Nottingham Business School (NBS).

Who is conducting the study?

The project is run by myself, Elizabeth Farrier-Williams, a PhD student at NBS. I have previously studied at NTU for both my masters and undergraduate. At both stages, I was a member of NTU netball, a course and school rep, worked part time in the student union, was on sports exec, and elected postgraduate representative. For this reason, I can be considerate to your time and space. Therefore, at

any point, my observations can be stopped or paused. I hope this makes you feel more at ease with my understanding of the commitment you make.

Who is funding the study?

The study is funded by Nottingham Trent Business School

Why have I been chosen?

You have been chosen as you engage in an activity or activities that are considered important to understanding the student experience.

Do I have to take part?

Your participation is voluntary. If you decide not to take part, I do not require any reasons.

If you decide to take part, there may be further options over the course of the year for different research. You will be free to withdraw consent at any time and any data that is identifiably yours will be destroyed.

What do you want me to?

By accepting, you have to be yourself. You do not need to act or speak in any specific way, you are free to carry on at University as you would without my attendance or not. I will be writing notes on the behaviours and responses of students, what they say or act that can determine their perception.

What will happen to my information?

I will be writing notes on paper or my mobile phone, and potentially audio or video recording; this will then be transcribed. I then analyse this and produce results. At the end of this study, all the transcripts will be deposited in the archive for future researchers. However, the transcripts will be fully anonymised before they are archived. Any information that identifies you or your organisation, or that gives any clues to your identity, will be removed. I are confident that these precautions will ensure that no-one will be able to trace your transcript back to you or your organisation.

What will happen to the results?

I will write up the results for my PhD and potentially academic articles on the research. These may be read by professional bodies and other academics.

Will my confidentiality an anonymity be protected?

No names or anything that can suggest your identity will be written in the findings. The recordings and transcripts will only be handled by myself and project leader, in line with data protection principles and out approved research protocol. Any hard copies will be kept in locked cabinets, and electronic files will be password protected only accessible to myself.

Once the transcripts are deposited, any tapes or field notes will be destroyed and relevant filed erased from the computers. You will not be named or otherwise identified in any publication arising from this project unless your role forms part of a narrative that is already in the public domain. No unpublished opinions or information will be attributed to you, either by name or position.

What are any disadvantages of me taking part?

The main risk is that you might give us information that is detrimental to you or your organisation, or that runs counter to data protection laws. I am confident that the arrangements described above will prevent any of your information being shared with anyone outside the research team. For this reason, I believe that the risk of detriment is very low.

What are the benefits?

With the information that this provides, I aim to guide Universities into developing strategy based on my findings. Your participation will help me to do so, and you will be helping future students and education institutions by participating.

Has anyone reviewed this study?

The study goes through a team of supervisors, including the project leader, Professor Kim Cassidy. It also goes through an external assessor, Polly Pick. Followed by the College Research Degrees Committee which has delegated responsibility and reports to University Research Degrees Committee.

Contacts for further information

Elizabeth Farrier-Williams

N0251245@ntu.ac.uk

Graduate School, Nottingham Trent University, Burton Street, Nottingham,NG10 4

Appendix 3

Date:

Start time of research: End time of research

Event taking place:

Time	Actors Involved	What is the group doing as a collective	What are the specific individuals doing at this time	Interactions taking place	What feelings have been expressed	What is the physical surrounding?	Any other comments