Dr. Steven Wright

http://bit.ly/LinkedIn-SW

1. Personal Statement

I am a Senior Lecturer in Medical Education with a background in Technology Enhanced Learning research and practice.

I have a particular focus on the implications, educational impact and research opportunities arising from generative AI and the use of Large Language Models in medical and healthcare education and research practices.

2. Employment, Career and Qualifications

Current Employment

- **Senior Lecturer in Medical Education (Course Director, Module Lead, Personal Tutor),** School of Medicine and Dentistry, University of Central Lancashire, 2024 > Present
  - o I am course director, admissions tutor, trust liaison, module lead for the core PG Cert modules on Professionalism and Educational Theory and Practice as well as the Diploma module on Evidence Based Medical Education. I am personal tutor – providing academic and pastoral support – to all the students on the programme.
  - o I redesigned the pedagogical approach for the core modules from a model of individual access to resources and recorded lectures to a highly interactive, networked learning approach based on distributed problem-based learning, peer-review and peer-support as well as collaborative formative assessment.

Current Consultancy Work

- **Qualitative Research Software Consultant** www.caqdas.co.uk (2017 > present)
  - o Providing consultancy on qualitative and mixed-methods analysis of data including surveys, interviews and visual data for research teams. I provide online, blended and face-to-face training for research teams an individual researchers in Governments and NGO organisations (including the Palestinian Authority, the NHS and Eden District Council), Universities (in the UK across NWSSDTC consortium of Manchester, Liverpool, Lancaster, Salford and Leeds, as well as at UCLan and internationally at Kyushu University and Waterford Institute of Technology).

Previous Employment

- **Faculty Research and Learning Technologist**, Faculty of Health and Medicine, (2008 > 2024).
- **Senior teaching associate (sessional): Qualitative and Mixed-Methods Analysis**, Faculty of Health and Medicine, (2015 > 2024).
- **Networked Learning Developer**, Leadership for Sustainability Learning Network, DMLL, LUMS (2011).
- **Learning Technologist,** MSc Language Testing, Linguistics and English Language, FASS (2010 – maternity cover).
- **Networked Learning Technologist**, PhD TEL and eResearch, CSALT in Educational Research, FASS (2007–2009).
- **Web and ELearning Design,** NIHR Research Design Service, FHM (2009-2011).
- **Interactive Course Developer,** Gloucestershire College of Art and Technology/BBC Learning Centre, Gloucester, (2004 – 2005).
- **English as a Second Language (ESL) Lecturer**, Universidad Technologica de la Mixteca, Oaxaca, Mexico (2003).
- **English Language Teacher**, English Unlimited, San Luis Potosi, SLP, Mexico, (2002).
- **English Language Teacher**, 'Our World' English School, (2002).
- **Web Designer**, mondus Ltd, (2001 – 2002).
- **Web and E-Learning Developer**, GlaxoSmithKline, London, UK (2000 –2001).
- **Contract Web Designer**, SwiftCam Ltd - Johannesburg, RSA; Western Power: Perth, Australia; The Spot: Sydney, Australia; Proteus Internet Consultancy: London UK (1999-2001).
- **Software Interface Designer & Web Master**, JCP Computer Services (1998 –1999).
- **Web Designer,** Eastern Counties Newspapers (1997 – 1998).

Academic Qualifications

- **2014: PhD Technology Enhanced Learning and e-Research,** Lancaster University.
  - PhD Thesis an ethnographic study of sensory evaluation practices https://eprints.lancs.ac.uk/id/eprint/71741/
  - Supervised by Professor Mary Hamilton,
  - External Examiners:

    Dr Eric Laurier, Professor of Geography and Interaction, University of Edinburgh,

    Professor Tara Fenwick, Emeritus Professor in Education, University of Stirling
- **2004: MSc Teaching English to Speakers of Other Languages (Computer Applications for Language Learning)** , University of Stirling.
- **1997: BA (Hons) Communication Studies**, Class 2:1, Goldsmiths College, UoL.

Teaching Qualifications

- **2016: FHEA** - Fellow of the Higher Education Academy (FHEA)
- **2002: CELTA** - Certificate of English Language Teaching to Adults, Cambridge/RSA.

Professional TEL and e-Research Qualifications

- 2022: Certified MAXQDA Trainer, MAXQDA
- 2021: Certified Quirkos Trainer, Quirkos International
- 2020: CAST: Certified ATLAS.ti Senior Trainer, Scientific Software Ltd.
- 2018: Certified NVivo Trainer, QSR International
- 2018: Certified NVivo Expert , QSR International
- 2014: CAPT: Certified ATLAS.ti Professional Trainer, Scientific Software Ltd.
- 2009: CMALT - Certified Member of the Association of Learning Technologists, Association for Learning Technology.

Awards and Recognition

- **2013: Outstanding Contribution Award** Lancaster University, "in recognition of outstanding contribution to developing new approaches to teaching and learning and supporting internationalisation".

3. Skills and Experience

Teaching and Supervising Postgraduate Students

Supervisor for 3 professional doctorates and one PhD across UClan School of Medicine and Dentistry and School of Veterinary Sciences

Supervision from start to completion of five MSc dissertations in Medical Education 2024-25

Part of supervision team together with Dr Cliff Shelton and Dr Dawn Goodwin (Lancaster Medical School) of Kate Wainwright on the Use of Simulation in Anaesthesia Education - commencing 2023.

Module Design and Curriculum Development

Fundamental redesign of Mb4105 Teaching and Assessing Professionalism in Healthcare, Mb4102 Educational Theory to Educational Practice, Mb4100 Assessment in Healthcare Settings for MSc/PGDip/PGCert medical Education, UCLan

Development and delivery of Research Training Programmes in FASS (FASS638 and FASS 639) on digital tools for qualitative research. Also FHM Modules FHM500, 501, 502, 503 and 504 and LUMS seminar series.

Developing additional sessions and teaching on DHR.529 Research Methods (advanced and foundation qual streams)

Highly experienced developer of Blended Learning materials which are grounded in appropriate and effective pedagogical approaches for HE.

Ensuring innovative and pedagogically sound application of learning technologies in teaching and learning

Research Methods Competence

Experience of diverse eResearch methods including text-mining, corpus-based approaches and development of new methods for large qualitative datasets for opinion mining and survey analysis.

Experience of diverse methodological traditions with a particular focus on STS-related approaches including ethnomethodological, conversation analytic and actor-network approaches.

Experience and published development of mobile research methods.

Experience of traditional methods including observation/ethnography, interviewing, surveys and literature reviewing following systematic review protocols and narrative reviews.

Experience of collaborating on and working with mixed-methods approaches and integrating qualitative analysis into quantitative work and v-v.

Published methodological innovation in developing methods based on software that is widely site-licensed by UK HE institutions to undertake analysis of text comments from the National Student Survey.

Proven skills and experience of providing focussed consultancy, development and support for planning and data analytics teams in the public sector to analyse and synthesis large bodies of diverse text data from consultations and surveys and to rapidly synthesise and draw conclusions based on population metrics.

Recognised and certified trainer in leading mixed-methods analysis packages.

Communication, Project and Managerial Skills

Proven project management skills for the development and deployment of digital materials, practices and support for consultancy and online learning.

Proven Strategic Planning and Development through developing, writing and consulting on Medical Education redesign and approvals, FHM Learning Technology Strategy

Ability to work well under pressure, demonstrating leadership and commitment to achieving project goals

Proven ability to engage with internal and external stakeholders and develop external partnerships

Practical experience and acknowledged contribution to quality review and validation processes in Higher Education

Learning Support for Students

Extensive experience supporting undergraduate and postgraduate students and staff in academic writing, assignment construction, critical thinking and analysis, literature searching, critique and referencing, data analysis and effective use of learning and research technologies.

4. Scholarship, Research and Publications

Conference Keynotes

Social Research Association Annual Conference 2024, Keynote: The Good, The Bad and The Ugly of AI in Qualitative Research**.**

With Dr Christina Silver (Surrey University) https://www.qdas.co.uk/sra-ai-24

Royal Statistical Society/Social Research Association Cathie Marsh Memorial Lecture 2025: Gen-AI in Qualitative Analysis: Revolution, Abomination or…? With Dr Christina Silver (Surrey University)

Research Methods Datasets

Wright, S. (2023). Creating and Working with Auto-Transcripts in ATLAS.ti. In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Creating and Working with Auto-Transcripts in NVivo. In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Working reflectively with auto-generated-transcripts in ATLAS.ti: Decisions, approaches and enhancements. In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Mixed-Methods Content Analysis with ATLAS.ti: Project Setup, Data Preparation and Auto-Coding In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Mixed-Methods Content Analysis with ATLAS.ti: Data Analysis In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Mixed-Methods Content Analysis with ATLAS.ti: Writing Up Qualitative and Mixed-Methods Analysis with ATLAS.ti In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Mixed-Methods Content Analysis with NVivo: Project Setup, Data Preparation and Auto-Coding In *SAGE Research Methods Datasets Part 3.* SAGE Publications, Ltd.

Wright, S. (2023). Mixed-Methods Content Analysis with NVivo: Data Analysis and Writing Up In *SAGE Research Methods Datasets Part 3*. SAGE Publications, Ltd.

Wright, S. and Wood, M.J.M. (2023) Using NVivo for Data Extraction in a Systematic Review. In *SAGE Research Methods Datasets Part 3*. SAGE Publications, Ltd.

Wright, S. and Wood, M.J.M. (2023) Using ATLAS.ti for Data Extraction in a Systematic Review. In *SAGE Research Methods Datasets Part 3*. SAGE Publications, Ltd.

Book Chapters

Wright, S. (2021). Automating insights: Analysing the National Student Survey data using NVivo. In *Analysing Student Feedback in Higher Education* (pp. 19-36). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003138785-3/automating-insights-steve-wright

Wright, S. (2021). Assessing Quality in Craft Beer: Style Guides and Taste Descriptions in Beer Judging Practice. In *Researching Craft Beer: Understanding Production, Community and Culture in An Evolving Sector*. Emerald Publishing Limited. https://doi.org/10.1108/978-1-80043-184-320211009

Wright, S., & Parchoma, G. (2014). Mobile Learning and Immutable Mobiles: Using iPhones to Support Informal Learning in Craft Brewing. In V. Hodgson, M. de Laat, D. McConnell & T. Ryberg (Eds.), *The Design, Experience and Practice of Networked Learning* (pp. 241-261): Springer

Reports and Online Resources

Ford, C.J., Wright, S., Convery, I., Smith, D., Heron, G (2019) *Eden Vision: Analysis and Insight: An independent review of the evidence gathered during the Autumn 2018 Eden District Council public engagement exercise* http://www.research.lancs.ac.uk/portal/services/downloadRegister/340901137/Analysis_and_Insight_Report_for_EDC_June_2019_FINAL.pdf

Wright, S (2020) *Qualitative Data Analysis with ATLAS.ti – online resources* for Bazeley, P (2020) *Qualitative Data Analysis: Practical Strategies* (2nd Ed), SAGE. https://study.sagepub.com/bazeleyqda2e/student-resources/atlasti-guidance

Journal Articles

Ford, C., Hart, C., Wright, S. (in review) The value creating role of town centres: An ecosystems approach to evaluation, *Journal of Management Studies,*

Wright, S., Short, B., & Parchoma, G. (2013). Supporting Creativity in Craft Brewing – A Case Study of iPhone Use in the Transition from Novice towards Mastery. *International Journal of Mobile and Blended Learning*, 5(3), 52-67

Wright, S., & Parchoma, G. (2011). Technologies for learning? An actor-network theory critique of 'affordances' in research on mobile learning. *Research in Learning Technology*, 19(3), 247-258. doi: 10.1080/21567069.2011.624168

Peer-Reviewed International Conference Proceedings Papers:

Wright, S (2023) Working with Automated Transcripts: Three Approaches to Enhancement of Immersion, Focus or Scale of Qualitative Research at *7th World Congress on Qualitative Research,* January 25-28 Faro, Portugal

Wright, S (2018) Systematic Reviews with Software at 3rd *World Congress on Qualitative Research,* October 8-10, Lisbon, Portugal

Wright, S. (2016). Exploring Actor-Network Theory And CAQDAS: Provisional Principles and Practices for Coding, Connecting and Describing Data Using ATLAS.ti In *Proceedings of Qualitative Data Analysis and Beyond*: Berlin, August 29-31, 2015 http://bit.ly/ANTandATLASti

Wright, S. and Bhatt, I. (2016). Teaching-led research? Exploring the digital agencies of software in qualitative research *Proceedings of the 10th International Conference on Networked Learning*, Lancaster, UK. http://bit.ly/1WD510q

Wright, S. (2014). Actor-Network Theory in Network Learning Double- Symposium *Proceedings of the 9th International Conference on Networked Learning*, Edinburgh, UK http://bit.ly/1ccRMP1

Bigum, C., Rowan, L., Hamilton, M., Wright, S., & Haxell, A. (2014). Looking for black cats and lessons from Charlie: exploring the potential of public click pedagogy. *Proceedings of the 9th International Conference on Networked Learning*, Edinburgh, UK. http://bit.ly/1ccRMP1

Wright, S. (2014). Testing Tasting: methods assemblages in an online exam. *Proceedings of the 9th International Conference on Networked Learning*, Edinburgh, UK. http://bit.ly/1ccRMP1

Wright, S., & Parchoma, G. (2012). Mobile Learning and Immutable Mobiles: using iPhones to support informal learning in craft breweries.

Proceedings of the 8th International Networked Learning Conference, Maastricht, The Netherlands. http://bit.ly/1HE3OHw

Conference, Seminar and Workshop Presentations:

Wright, S. and Lagendyk, L. (2021) Wrestling with Right-to-Left Scripts: Practical Workarounds for Using NVivo with Arabic, Hebrew, Urdu and Farsi *NVivo Virtual Conference 2021,*

Wright, S. (2019)) Automated categorisation of COVID-19 Press Conference Narratives using the QDPX Exchange format. For *NVivo Virtual Conference 2019, Qualitative Research in a Changing World*

Wright, S (2018) Towards Qualitative Big Data: Enabling and Enhancing the Analysis of Student Comments in HE Surveys. For *HEA Surveys Conference 2018*, Leeds, May 9th

Wright, S. (2017) Choosing and Using CAQDAS software for e-Lexicography, For *European Network of E-Lexicography Conference,* Waterford, Ireland, June 6-8th

Wright, S. (2015) Why merge codes? Seeking scale-free data exploration and a better understanding of the agency of qualitative data analysis software through actor-network theory. Paper presented at *Qualitative Data Analysis and Beyond*: Berlin, August 29-31, 2015

Wright, S. (2015) Using ATLAS.ti for Conversation Analysis, Discursive Psychology and other Ethnomethodological Approaches. Pecha Kucha presented at *Qualitative Data Analysis and Beyond*: Berlin, August 29-31, 2015

Wright, S. (2015) What can informal mobile learning teach us? Presentation at *Work on the Move Workshop*, Lancaster, UK http://bit.ly/1YzCZAz

Wright, S. (2012). 5^2: scaling up a VLE/blended and distance learning model for staff and student induction. Paper presented at *Moodlemoot 2013,* Dublin, Ireland

Wright, S. and Hollyhead, A. (2012). The trials and tribulations of Using Mahara as a PhD Learning Journal – and trying to get anyone else to do the same. Paper presented at *Mahara UK12*, Lancaster University, UK

Thesis Title

PhD Thesis (2014): Accounting for taste: Conversation, Categorisation and Certification in the Sensory Assessment of Craft Brewing https://eprints.lancs.ac.uk/id/eprint/71741/

Entrepreneurial/Third mission activities

2019: Lancaster University Management School/Eden District Council

Working with a lecturer in the management school we worked closely with Eden District council planning department to run training in NVivo Plus via distance learning, then work intensively with the planning team on automated categorisation and analysis of a public consultation that had brought in over 25,000 comments for consideration.

2017: Qualitative Software Training and Consultancy Business *www.caqdas.co.uk*

I started up a consulting business to build on my expertise in CAQDAS software training and consultancy. I successfully bid to run training at UCLAN, webinars for Scientific Software Ltd as their UK rep and individual consulting work via LinkedIn.

2014: FASS Enterprise Public Engagement Bid - An encounter with taSTeS: tasting, learning and standards of coffee and beer

Collaboration with local taste-based businesses including Atkinson's Coffee, Fell Brewery and The Bottle Shop Lancaster.

Service on External Bodies

Journal Reviewing

Peer Reviewing – International Review of Research in Open and Distance Learning, Information and Learning Science, Medical Education, Canadian Journal of Learning Technology, Journal of Applied Research in Intellectual Disabilities

Grant Bid Peer Review

Horizon2020: TheMESH: Integrated sense making, exploration and care, CeMoRe: Monika Büscher and Lisa Wood

Conference Proceedings Reviewer

Scientific Panel Member: World Congress on Qualitative Research (2023, 2021, 2017)

Networked Learning Conference (2012, 2014, 2016)

Qualitative Analysis and Beyond, Berlin, (2015)

5. Teaching

Key areas of teaching

- Medical Education: Educational Practice, Educational Theory, Educational Research Methods, Data Analysis
- Doctoral Research Training – Qualitative Data Analysis, Software in Qualitative and Mixed-Methods Research

Previous Teaching Experience

Faculty of Health and Medicine

Distance Learning PhD Programmes

DHR405 Induction to Online Learning (Class sizes: 30-60 students online)

DHR Autumn Academies: Lectures on Effective Online Learning, Software and Approaches for Literature Reviews and Referencing, Choosing and Using Qualitative Data Analysis Software. (Class sizes: 30-60 students)

DHR.529 Practical Research Methods - additional sessions on CAQDAS software

Research Training Programme

FHM.500 Choosing and Using Computer Aided Qualitative Data Analysis Software (ATLAS.ti, NVivo, Leximancer) [Class sizes: 12 F2F + 52 online]

FHM501/502/505a Getting Started Next Steps and Advanced use of ATLAS.ti for Literature Reviews and Qualitative Data Analysis [Class sizes: 12 F2F + 46 online]

FHM503/504/505b Getting Started Next Steps and Advanced use of NVivo for Literature Reviews and Qualitative Data Analysis [Class sizes: 12 F2F + 48 online)

Undergraduate – Sports and Exercise Scinece,

MED.214 Research Methods in SES: Lectures and Workshops and Survey Analysis and Mixed-Methods Approaches

Lancaster University Management School

Executive MBA

Introduction to Research Methods – Software for Qualitative Methods (Class size: 15)

Research Training Programme

Mgnt703 Using Computers in Qualitative Research

Faculty of Arts and Social Sciences

FASS638/d Qualitative Data Analysis with ATLAS.ti & FASS 639/d Qualitative Data Analysis with NVivo

FASS.513 Approaches to Qualitative Analysis

External Teaching

UCLan: Postgraduate Research Training Programme

Introduction to Qualitative Data Analysis Software (f2f and online)

Getting started with NVivo for Literature and Qualitative Data Analysis, Next Steps in NVivo, Advanced NVivo (Blended)

Kyushu University

Masters module on digital tools for history and religious studies.