2. **Student peer interviews: investigating gender inequalities in engagement with undergraduate learning.** Sara Dyer  University of Exeter

This paper reflects on an action research project being undertaken at Exeter University, supported by the Higher Education Academy through its Strategic Enhancement Programme (Student Engaged Learning strand). I am working with 20 student ‘peer researchers’ from a range of departments to try to understand what is causing a gendered engagement with learning in STEM subjects identified by the University. The data collection has two phases: peer interviews (which are semi-structured) and a student survey (using q methodology, which asks participants to sort statements in order to identify types of viewpoints). I use this paper as an opportunity to reflect on the ethics and possibility of staff-student partnership (as called for by the HEA) and ‘insider’ research in the neoliberal university. I am interested in exploring how such research can be meaningful beyond the context it is created in.