



Education Studies PGR Conference 2021

Frontiers of Education and Activism

Collection of Abstracts



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Date: 23rd April, Time: 14:00, Session: 3, Room: 2

Presenter: Neetha Joy npj720@student.bham.ac.uk

University: University of Birmingham

Title: “The Advantage of Disadvantage” – A study about disabled teachers

Abstract

Although inclusive education policies have made mainstream education accessible to many children with disabilities, literature suggests that policies have not filtered to teachers, especially disabled teachers who are often invisible in academia. Existing literature suggests that many disabled teachers are underemployed, often face higher rates of precarious employment, and experience significant barriers in rising through academic hierarchy. Evidence suggests that disabled people face unjust ableism and prejudice either overt or covert – it could be during their education where many students drop out because of barriers they face or during the recruitment process itself or even when they are employed.

This study is based on lived experiences of disabled teachers exploring their developmental interaction with environments around them and the impact these environments have had on their lives. Building on narratives of disabled teachers in their own voice, it highlights the role their life experiences have had in their choice of profession and the biopsychosocial impact their environments have had on their disability identities. The study will use in-depth semi structured biographical timeline interviews to collect data for the participants. These will follow a timeline based on four themes, early childhood & schooling experiences, University & higher education experiences, employment/Teaching experiences and disability experience. A case study research design is used to enable the analysis of the biographical experiences of disabled teachers to understand the ‘lived aspect’ of disabled teachers complex life journeys, their personal experience of living with an impairment and functioning as teachers, drawing on two theoretical frameworks, WHO’s ICF framework and Bronfenbrenner’s human ecological systems. This study will make an original contribution to disability studies as very little research has been conducted on disabled teachers.

Date: 23rd April, Time: 12:00, Session: 1, Room: 2

Presenter: Joanne Caldwell joannecaldwell525@hotmail.com

University: Manchester Metropolitan University

Title: Challenges in Researching as a Third Space Professional

Abstract

As the rise in literature regarding professional services staff has increased in recent years, there has been more focus on the third space professional. Described by Whitchurch, (2017: 4) “in terms of the spaces they occupy, the knowledges they develop, the relationships they form, and the legitimacies and sources of authority that they develop”. The third space professional within the university sector is crossing boundaries traditionally occupied by professional services or academic staff.

This presentation focuses on the challenges I have faced as a third space professional researching identity with my own organisation. I will describe the methodical approach I undertook using Holland et al's., (1998) key text: *Identity and Agency in Cultural Worlds* and examine how undertaking a Doctorate of Education as a professional services member of staff working as a third space professional has challenged my own identity.

I will present my research findings and offer suggestions about how universities can value those who work across the boundaries of higher education and how we can attempt to reimagine the binary divide that exists between professional services and academic staff. This research adds to the evolving nature of higher education.

Date: 23rd April, Time: 14:40, Session: 3, Room: 1

Presenter: Aida Layachi AXL908@student.bham.ac.uk

University: University of Birmingham

Title: The Impacts of a Drama-Based Intervention on the Social Inclusion of EFL Students with ADHD

Abstract

Literature has demonstrated that children with Attention Deficit Hyperactivity Disorder (ADHD) show low social skills (Staikova et al., 2013) and academic outcomes (Baweja et al., 2015) compared to their typical developing peers (TD). Most earlier studies, as well as current work, focus on developing various interventions with the potential aim of controlling and minimizing their behavioural problems and reducing symptoms of inattention, hyperactivity, and impulsivity. However, the aim of this research was to design and evaluate the impacts of a drama-based intervention on the social inclusion and the academic performance of EFL students with ADHD in an Algerian middle school. The study adopted an explanatory sequential mixed methods design. In the initial, quantitative, phase of the study, a quasi-experimental approach was followed employing the Social Inclusion Survey (SIS) and academic performance tests. The second, the qualitative, phase of the study put the participants' voice at the heart of the research. In this presentation, I aim to share my research objectives, the research design, the drama-based intervention, and the research findings. The findings demonstrate that the drama-based intervention had a significant impact on increasing the social acceptance and decreasing the social rejection of children with ADHD. The findings also suggest that the drama-based intervention had a positive influence on the academic performance of all the students (ADHD and TD peers). The project includes strong evidence from the perspectives of students with ADHD, their TD peers, and their teachers that arts in general and drama, in particular, has the power of boosting the students' social skills, motivation, and autonomous learning.

Date: 23rd April, Time: 12:20, Session: 1, Room: 2

Presenter: Tom Barton tom.barton.2019@live.rhul.ac.uk

University: Royal Holloway, University of London

Title: Self-Selection or Socialisation: Explaining the Link Between Social Values and University Attendance

Abstract

This paper investigates the link between social values and university attendance in the UK. The literature agrees that individuals who attend university are more socially liberal. Yet debate centres around whether values are established before attending university (self-selection) or attending university changes values significantly (socialisation). This is an important question to answer as education is becoming an increasingly important cleavage in UK politics. To answer this question, I replicate and respecify SurrIDGE's (2016)¹ work, using the 1970 British Cohort Study (BCS70), instead of an OLS model I use a difference-in-difference approach with more waves of data. Whilst there is evidence for both socialisation and self-selection, self-selection dominates the link between social values and university attendance; with individuals tending to become less socially liberal over time irrespective of education outcome. The models I specify indicate that there is something distinct – being more socially liberal – about those who go on to higher education from the age of 16. Possible reasons may include the nature of higher education is one which fosters critical thinking, which is often associated with a greater degree of liberalism. Alternatively, the quality of civic education within different schools may play a role. In terms of socialisation, I find a non-significant change in values for those who gain an undergraduate degree between pre and post-university. This effect becomes significant for those who complete a post-graduate degree. Thus, strengthening the idea that value change is a long-term process and the, typical, three years an individual spends studying for an undergraduate degree does not provide enough time for values to significantly change. More broadly these findings lead to subsequent questions of value change after university and how dependent this is on an individual's educational attainment.

Date: 23rd April, Time: 12:40, Session: 1, Room: 2

Presenter: Sonkurt Sen sonkurt.k.sen@essex.ac.uk

University: University of Essex

Title: An Alternative to Affirmative Action: Contextualized Admissions and Labor Market Outcomes

Abstract

In this paper, using linked administrative and survey data, I study the effect of contextualized admissions on academic and labor market outcomes. The policy uses the applicants' background information when making decisions on whom to admit to university to increase the number of students coming from disadvantaged backgrounds. The analysis reveals that the policy change has reduced academic outcomes while it had little effect on the labor market outcomes. The policy decreased the likelihood of being in further education after graduation and it had little effect on the likelihood of holding a job where the subject studied in the university is important. Results hold for both low and high SES students which confirms the policy affected both target and non-target groups.

Keywords: Affirmative Action, Returns to Education, Inequality of Opportunity, Labor Market

Date: 24th April, Time: 10:00, Session: 6, Room: 3

Presenter: Xiaomei Sun s1601243@ed.ac.uk

University: The University of Edinburgh

Title: From an EFL teacher to a PhD student: An autoethnographic exploration of teacher development

Abstract

With the aim of gaining an original insight into the concept of teacher development, the author reflected on her journey of seeking an answer to the question: How to implement extensive reading (ER) in secondary schools? To exploit her many years of EFL teaching and middle-age PhD studying experience, analytic autoethnography is adopted as the research method for this study. The autoethnographic story consists of three stages: the intuitive stage—integrating ER into EFL teaching; the inquisitive stage—starting study again as an MSc TESOL student; the critical stage—going deeper into ER and redefining it as a PhD student. This self-told story reaches its climax when the author's master's thesis was declined by two journals for the same reason: The definition of ER is not correct. This rejection woke the author with more questions: Who established the boundary of the pedagogical term—ER? Should teachers/practitioners have a say in where to draw the boundary? Should there be a boundary at all? Driven by these questions, the author re-examined post method pedagogy which claims to empower teachers by legitimising their theorisation of their own practice. Drawing on the author's own experience of teaching, studying, and development as an EFL teacher, she tentatively added to post method pedagogy with a three-stage model for in-service teacher development: practising intuitive ideas, consulting expert advice, and constructing situated pedagogy. To enhance the rigour of this autoethnographic enquiry, five criteria—subjectivity, self-reflexivity, resonance, credibility, and contribution—were applied to the study.

Key words: teacher development, post method pedagogy, autoethnography, extensive reading, EFL teaching

Date: 24th April, Time: 10:20, Session: 6, Room: 3

Presenter: Aicha Hadji Sonni aicha.hadji-sonni@warwick.ac.uk

University: University of Warwick

Title: Developing mathematical resilience in disadvantaged areas in France

Abstract

Recent international studies are alarming about mathematics anxiety (MA) levels and mathematics performance in French schools. As a mathematics teacher in disadvantaged areas in France, I observed avoidance and passivity, symptoms of MA. As a researcher, I focus on developing mathematical resilience and coping skills.

I surveyed students from disadvantaged areas in France aged 10-15 years about MA and self-inefficacy (N=1902) and teachers (N=185) about students' attitudes toward mathematics and how they develop students' mathematical resilience. Using a design-based approach, I designed a whole-class intervention, based on 3 tools: hand model of the brain, relaxation response and growth zone model (Johnston-Wilder et al., 2020). I measured the impact on MA, using pre- and post-intervention surveys (N=120). Worst and best mathematics experiences were collected from students (N=153)

Learning mathematics can trigger joy, confidence or happiness, leading to self-efficacy. It can also trigger anger, fear, disgust or sadness, leading to self-inefficacy. Half of final-year girls report self-inefficacy thoughts when experiencing mathematical difficulties. Self-inefficacy triggers MA (Bandura, 1978). A quarter of participants declared high MA. Visible symptoms, avoidance and passivity, were observed by most teachers surveyed. To develop mathematical resilience, teachers use various cognitive-domain strategies. This study, based on the affective domain, adds ways of developing mathematical resilience while addressing MA. The intervention proved effective, especially for students declaring high MA. Additional studies are needed in more advantaged areas.

This study can help mathematics education in France become more effective and inclusive; the affective domain should be added to teachers' training in France.

Date: 23rd April, Time: 14:20, Session: 3, Room: 2

Presenter: Josie Scammell josie.scammell@education.ox.ac.uk

University: University of Oxford

Title: Improving outcomes for vulnerable young people through embedding trauma-informed approaches into practice: a collaborative organisational ethnography

Abstract

This study is a collaborative partnership exploring how to successfully embed trauma-informed approaches into educational practices, specifically those supporting care-experienced children. Children in care collectively have educational outcomes below the national average. Reasons for this are multidimensional, but one element is that traumatic experiences such as abuse, or neglect can have a lasting impact on schooling. Whilst this is an area with significant traction, rigorous research on long-term plans and evaluation methods for trauma-informed approaches is lacking. The partner organisation supports disadvantaged young people through coaching programmes. The organisation has had to be reflexive and responsive to the Covid-19 pandemic, moving from face-to-face working to online. Initially intended to be an action research project, the current circumstances mean that we have had to reevaluate our research questions to align with what is possible, ethical and beneficial to all stakeholders. This has meant ongoing re-evaluation and redesigning. Instead, the initial focus has shifted into an organisational ethnography: the organisation is going through a significant transitional period. Initial literature reviews suggest that in order to embed successful trauma-informed practice, not only must the entirety of an organisation be knowledgeable of childhood trauma and how it impacts learning, but the organisation must hold themselves accountable to putting theory into practice. Furthermore, impacts of collective trauma due to Covid-19 need considering: how will further changes to practice impact staff and what can be done to support this? Qualitative data will be collected through semi-structured interviews with a cross-section of the organisational body in order to explore conceptions of trauma-informed approaches, alongside observational data from sessions between staff and students. The study aims to provide recommendations for educational providers in embedding trauma-informed approaches successfully. The presentation will explore the challenges of collaborative research through a transitional period, and the potential of trauma-theory to inform research methods and practices.

Date: 24th April, Time: 11:20, Session: 7, Room: 3

Presenter: Jason Anderson j.anderson.8@warwick.ac.uk

University: University of Warwick

Title: A study of teacher expertise in the Global South: Eight expert Indian teachers of English

Abstract

This paper will report on the early findings of a participatory comparative case study of teacher expertise in Indian mainstream secondary education, conducted as an ESRC-funded PhD at the University of Warwick, in its final year (ESRC grant: ES/P000771/1).

Despite large sums of development aid invested in education around the world, “there is remarkably little good evidence on the effectiveness of different pedagogical practices in developing countries” (Muralidharan, 2017, p. 377; also see Alexander, 2015). As Pryor et al. (2012, p. 498) note: “What we do not have are detailed descriptions of teachers’ good practice in contexts that are challenging. There is a need for research to seek out examples, to theorise them and to make them available as a resource for teacher education and policymaking”. This study aims to respond to this call and to offer useful findings to begin establishing a knowledge base of teacher expertise for challenging contexts.

Qualitative and quantitative data from eight secondary teachers of English working in state-sponsored education in India were collected and analysed, firstly to identify similarities and differences among participants (with foci on classroom practices, cognition and professionalism) and subsequently to compare to the wider literature on teacher expertise, which almost all emanates from the Global North. Through an initial planning workshop, participants were involved in defining the focus (research questions) and outputs of the study, to include their own co-authored publication.

A high degree of consistency with prior research on teacher expertise was found (including in areas of relationships with learners, aspects of cognition and professionalism), although important differences to this prior literature include participants’ prioritisation of inclusion and confidence-building over setting high standards, their focus on learner understanding over higher-order thinking skills, their varied strategies for helping learners assimilate content from highly ambitious curricula and their complex multilingual practices.

Date: 23rd April, Time: 13:20, Session: 3, Room: 4

Presenter: Bing Lu b.lu@warwick.ac.uk

University: University of Warwick

Title: The temporary professional diaspora subjectivity and the transitional subject

--Exploring subject formation of transnational academics

Abstract

In this paper I explore what I call the ‘temporary professional diaspora subjectivity’ of transnational academics. This notion describes the subjectivity of international doctoral holders who work for a short-term period (1~2 years) in the host country or other non-home countries before they eventually return to their home country to work. I argue that this short period of overseas stay create a space in which mobile academics form the ‘transitional subject’ which informs their academic subjectivity which navigate their return moves. The paper draws upon two interview transcripts from my doctoral research which looks at the transnational academic trajectory of Chinese academic returnees. Here I provide two interviewees’ accounts of their ‘in-between’ stays in foreign countries preceding their home-return decision. Theoretically, this paper is informed by the scholarship of subjectivity and Judith Butler’ studies on subject. By foregrounding the notion of subjectivity, I mean to convey a process by which the mobile academic forms a ‘knowledge worker’ subjectivity and what the process means to the subject. The explanation of such a process also draws upon Butler’s theory of subject formation which elaborates how social discourse and one’s psychic dimension contribute to the constitution of subject. I conclude that, although globalization has enabled the educated population to be globally mobile in a more autonomous way (Colic-Peisker, 2010), this ‘temporary professional diaspora subjectivity’ demonstrates that individuals struggle between a space of professional work and a space of social familiarity in making decisions. Their subjectivity, the formation of the ‘transitional subject’ during their overseas professional work, plays a central role in navigating their career moves.

Date: 24th April, Time: 09:00, Session: 5, Room: 1

Presenter: John Perry john.perry@nottingham.ac.uk

University: University of Nottingham

Title: Using Henri Lefebvre's triadic framework of Conceived, Perceived and Lived Space to analyze interview data for a doctoral thesis

Abstract

Henri Lefebvre's triadic framework of Conceived, Perceived and Lived Space has been used in research literature as a way of making sense of everyday life in various fields. This presentation introduces the work of Henri Lefebvre before illustrating how his work is being used to analyze semi structured interview data for a doctoral thesis focused on secondary school education in England. The original data for this thesis was collected via semi-interviews with ten Heads of English Departments in secondary schools located in ex-industrial areas of the East Midlands. The purpose of the research is to explore the place and purpose of English as a secondary school subject in ex-industrial communities. This presentation shares practical ways in which Lefebvre's framework of Conceived, Perceived and Lived Space is being used to analyze complex data; this includes examples of the process by which original data is coded using the framework, and how this is developed into doctoral writing.

Date: 23rd April, Time: 12:00, Session: 2, Room: 3

Presenter: Rebekah Bainbridge rebekah.bainbridge@uea.ac.uk

University: University of East Anglia

Title: Proposing Research for Education Technology in a Post-Covid-19 Society:
Perspectives of a new Doctoral Student

Abstract

In this reflection, I consider some of the apprehensions I have as a new doctoral student within the field of education technology during the Covid-19 global pandemic, drawing upon some of the contemporary challenges faced by institutions and researchers, and considering how proposals for future research may be impacted by recent dramatic and sudden transformation of the field.

Ahead of the pandemic, there was a widespread call for a critical approach to research in education technology and several papers were published criticising education technology providers for prioritising profit over impact. Remote education has provided unprecedented opportunity for teachers to adopt new practices that they may otherwise not have had the time or opportunity to explore, thus providing the basis for an extensive amount of action research. However, it could be argued that, due to the extenuating circumstances of the pandemic, there has been more action than research. It could therefore be argued that the tension between education technology and pedagogy has further been exacerbated, as teachers have turned to many technological solutions overnight, with little time or capacity for pedagogical thought.

Evidently, there is a potential balance to be made, between the ongoing legacy of grassroots innovation born of the pandemic, and critical, pedagogical thought. It is inevitable that the global pandemic, or at least its aftermath, will play a significant role in shaping my research as a new doctoral student. It is important that I consider how my own research proposal sits within this balance and the wider tensions it presents.

Date: 24th April, Time: 09:00, Session: 5, Room: 2

Presenter: Shakiratul Rahman shakira.abd-rahman@warwick.ac.uk

University: University of Warwick

Title: Covid-19 Pandemic and Virtual Learning: Challenges and Opportunities in Higher Education Institutions in Malaysia

Abstract

The global Coronavirus (Covid-19) pandemic has significantly changed the way teaching and learning takes place worldwide. Due to the ongoing closure of educational institutions, educators around the globe had to respond accordingly so that teaching and learning could still happen albeit virtually. Needless to say, virtual learning is now inevitable, and it is perhaps the only possible means to maintain continuity of teaching and learning in most educational institutions during these unprecedented times. This study too was significantly affected in a sense that its original plan which was to conduct drama-based English language lessons face-to-face had to be adapted in response to the Covid-19 pandemic. Hence, in an attempt to understand the needs of English as a Second Language (ESL) learners in higher education institutions (HEIs) in Malaysia, a qualitative approach was adopted whereby semi-structured individual interviews were conducted with 12 English language instructors and 8 ESL learners in HEIs in Malaysia which is part of the process of designing a virtual drama module for the ESL learners in this context. NVivo 12 was then used to transcribe and analyse the data. The early findings of this study have uncovered the challenges currently faced by both learners and English language instructors in HEIs in Malaysia in order to cope with virtual learning in this period of uncertainty. The findings also provided insights into the opportunities of virtual learning that could be of benefit to the ESL learners in HEIs in Malaysia.

Date: 23rd April, Time: 13:40, Session: 2, Room: 4

Presenter: David Bray davidbray12@gmail.com

University: University of Birmingham

Title: Arenas of discourse that shaped the post-2010 English free school policy

Abstract

The Conservative party promoted free schools as a superior, innovative and distinctive type of school during the lead-in to the 2010 election, after they formed a coalition government and in subsequent administrations. A series of speeches, documents and other policy-text legitimised free schools, whilst de-legitimising local authority maintained schools (a 'discourse of derision'). These texts shaped the discourse around the free school mythology and the field of 'school supply', outlining what was possible, who had agency to 'speak' and how common sense made these new schools unquestionable. Free schools were described as part of the 'Big Society', an ideological shift where government removed itself further from service provision, whilst steering through regulation and inspection. This agenda reflects trends that have promoted public-choice theory in England since the Thatcher governments. Very few parents and community groups managed to open free schools.

The discourse around free school policy is categorised into four main arenas, with successful proposers going on to encounter a fifth arena once approved. Individually and collectively these arenas control the field of school-supply reform, the rules of the game and lead to potential misrecognition. The structuring effect of arena four, the locus of power, worked to discipline the field and ensured that free schools are mostly 'traditional' in almost all aspects of their organisation. This session identifies these discourse-arenas and some of the ways free schools were 'mythologised'. These tools form part of current PhD research which investigates what free schools are free from, what their characteristics are and whether they form a distinctive type of school.

Date: 23rd April, Time: 14:00, Session: 3, Room: 4

Presenter: Fatimah Alsaiari kkk399@hotmail.com

University: University of Leicester

Title: A corpus-based study of evaluation in leading articles in British broadsheet and tabloid newspapers

Abstract

In recent years, newspapers in the United Kingdom have been no longer just a means of sharing news about what happens in the world; they are also used to influence target readers by having them become more up-to-date, well-informed, entertained, exasperated, delighted and infuriated. To achieve these objectives and maintain influence on public opinion, journalists use a particular language in which they can convey emotions and opinions, organize their discourse, and establish solidarity with their audience. This type of language has been widely analysed under different labels, such as evaluation, appraisal and stance. There is a considerable amount of linguistic and non-linguistic research devoted to analysing this type of interpersonal language in journalistic discourse, and most of these studies were carried out to challenge the traditional assumptions of the objectivity and impartiality of news reporting. However, very little research has been undertaken on evaluative language in newspaper institutional editorials, and there is hardly any systematic or exhaustive analysis of this type of language in British tabloid and broadsheet newspapers. This study will attempt to provide new insights into the nature of authorial and non-authorial evaluation in leading articles in popular and quality British newspapers, along with their targets, sources and discourse functions. The study will also attempt to develop a framework of evaluation that can be applied to evaluative lexical items in newspaper opinion texts. The framework is both theory-driven (i.e. it builds on and modifies previous frameworks of evaluation such as appraisal theory and parameter-based approach) and data-driven (i.e. it elicits the evaluative categories from the analysis of the corpus, which helps in the development of the current framework). To achieve this aim, a corpus of 145 leading articles were selected. The findings revealed that the tabloids tended to express their stance through explicitness, dramatization, frequent reference to social actors' emotions and beliefs, and exaggeration in negativity while the broadsheets preferred to express their stance through mitigation, ambiguity, and comparison between entities and propositions. Human actions and conceptual themes were more preferable targets for expressing stance in the broadsheets while social actors and states of affairs were preferable targets for the tabloids.

Date: 24th April, Time: 09:20, Session: 5, Room: 2

Presenter: Jessica Brennan b00266689@studentmail.uws.ac.uk

University: University of the West of Scotland

Title: Degree-Level Apprenticeships from the Perspective of the Learner

Abstract

We are in the throes of the Fourth Industrial Revolution and there are noticeable skills gaps appearing in industry. In response to this problem, the Graduate Apprentice scheme was launched in 2016. The programme was created as a means of driving economic growth through the development of the workforce and has been described as a potentially disruptive approach to delivering Higher Education (Smith et al., 2020). The work-based learning approach of Graduate Apprenticeships aims to bridge the gap between theoretical education and industry needs.

However, whilst conducting the literature review for my doctoral thesis, it became clear that scholars are focusing on the benefits for universities and employers, while the experience of the learner is overlooked. The learner is theoretically an equal partner within the tripartite structure of the apprenticeship, but existing literature oversimplifies their role, viewing apprentices as commodities in the pursuit of increased business outputs. In addition, Basit et al (2015) found that some academic staff did not view the scheme as true education, suggesting that they felt their job remit was being reduced from “educator” to “trainer”. In the UK and around the world, practice-based subjects have pivoted away from work-based learning; the Irish Taoiseach was recently quoted as saying that paying student nurses a living wage would “downgrade” the status of their education to an apprenticeship model (Meskill, 2021). My research has found a hangover of stigma attached to the term “apprenticeship” and I aim, through semi-structured interviews, to discuss current apprentices’ lived experience of this.

The novelty of my thesis is the apprentice-centric approach as I explore the positioning of Graduate Apprenticeships in the wider context of the HE sectors and ask whether universities are best placed to offer the type of education needed to close skills gaps in industry.

Date: 23rd April, Time:13:20, Session:2, Room: 1

Presenter: Michaela Campbell m.campbell@warwick.ac.uk

University: University of Warwick

Title: Under the radar: amplifying the voices of Black and Minoritized children experiencing domestic abuse.

Abstract

The COVID-19 pandemic has highlighted inequitable racial disparities. Compounded further by the Black Lives Matter movement, whose chants can still be heard by a chorus of activists on an international campaign to dismantle systemic racism. The aforesaid collectively contributes to the motivation behind this research, exploring how Black and Minoritized children make meaning of their lived experience whilst living in domestic abuse refuges in England.

Significantly, this backdrop also highlights the intersectionality of inequalities, which includes gender-based violence (GBV) and the disproportionate effect this has on Black women and their children. GBV is an underreported crime, research suggests Black Minority Ethnic (BME) women are at greater risk of experiencing GBV. However, due to a lack of disaggregated data it is difficult to know just how many Black children are living in domestically abusive households. Moreover, this contributes to BME children being hidden and living under the radar.

The experiences of BME children experiencing domestic abuse are also under-researched and unrepresented within the literature. Research exploring the child's voice in relation to domestic abuse has increased in recent years, although the experiences of Black children are seldom explored. This poses several safety implications for BME children, as little is known about their lived experience of domestic abuse.

Interestingly, research suggests some social workers hold negative constructions of Black children, which UK scholars describe as the "adultification" of Black children. Further preconceptions of Black children may result in practitioners and professionals seeing them as less vulnerable, and more adult like, neglecting their needs and legal rights to be protected. Ultimately this contributes to the invisibility of Black children "out of sight and out of mind" living under the radar. However, whilst race is still under the spotlight, there can be a catalyst of change for BME women and children experiencing GBV.

Date: 23rd April, Time: 13:00, Session: 2, Room: 2

Presenter: Fatema Khatun fatema.khatun@mail.bcu.ac.uk

University: Birmingham City University

Title: Understanding Generation Z/M – Beliefs, Motivations and Student diversity

Abstract

From generation Jihad to generation M, the Muslim population of generation Z has had their entire educational journey framed in post 9/11 discourse. It has been evident that expressions of faith and belief have been brought into question across the U.K. with Counter Terrorism Acts, the 2012 Trojan Horse Scandal and the controversial Prevent agenda. Across Europe: 'Germany, France, Switzerland and Denmark' have legislation put into place prohibiting certain Islamic dress such as the burqa (Josh, 2019). The restriction of choice is arguably a violation of human rights however this is often underpinned by a collective need for national security which justifies such acts as appropriate countermeasures. In the UK, whilst such legislation has not been introduced the religious performances of young Muslim women are affected in public spaces by such as in the modern university. The hostility and uncertainty in politics mean that situations facing Muslim Women in the West are more complex than previously imagined (Lewis and Hamid, 2018). Despite this, according to Janmohamed (2016), they are proud of their faith, enthusiastic consumers, dynamic, engaged, creative and demanding. From experience in a modern Higher Education Institution (HEI), it has become apparent Muslim students often create friendships groups that become distinctly identifiable. The proposed route for this piece of research is an exploration of female friendship groups and the roles friendship networks in the creation of particular student-based identities. The underlying assumption is these friendship groups reinforce attitudes that lead to an insulated group structure, which can have an effect on engagement levels. The objective of this study is to deconstruct previous negative construction of identity, utilising a feminist lens to explore the multiplicity of narratives as Generation Z British Asian Muslims in the 21st Century and propose alternative pedagogical practices which utilise the interactional qualities of said friendship networks to enhance student engagement.

Date: 23rd April, Time: 13:20, Session: 2, Room: 2

Presenter: Kelalech Khadidja kk349@leicester.ac.uk

University: University of Leicester

Title: Perceptions and Experiences: How do Algerian Higher Education Female Students Perceive and Experience Social Media Representations of Them?

Abstract

My PhD research focuses on the feminist struggle against inequalities in the academic and social contexts in Algeria. It investigates Algerian female students' perceptions and experiences of the recently proliferating misogynistic social media representations of them. These social media representations (Facebook and YouTube in this study) have been depicting tertiary female students in misogynistic and stereotypical pictures that have affected women's education throughout the country over the last decade. Based on an intersectional approach, the study seeks insights into female students' individual perceptions and experiences of (i) the ways in which they are represented on social media platforms in Algeria, and (ii) the influence, if any, of such media portrayals on their tertiary education and future career choices. My conceptual framework is built on two sociological theories: intersectionality in feminist research and Giddens' theory of structuration (1984). Thus, it attempts to initiate a discussion about a phenomenon that is part of women's experiences of higher education in Algeria which has not been widely discussed yet. To elicit female students' individual stories of these representations, I am planning to adopt a feminist narrative approach to methodology. Semi-structured online interviews have been piloted with three current tertiary female students in Algeria and a thematic analysis approach to data analysis is being currently piloted. By gaining access to these insights, my PhD project has potential to further our understanding of one of the many issues facing women's education in the contemporary twenty-first-century Algeria.

Date: 23rd April, Time: 13:40, Session: 2, Room: 1

Presenter: Stephen Sowa Stephen.Sowa@ed.ac.uk

University: Moray House School of Education

Title: Primary and secondary school pupils' career aspirations and job automation risks

Abstract

Recent technological advances in mobile robotics and machine learning are enabling machines to perform a widening range of non-routine manual and cognitive work tasks as well as routine tasks (Frey & Osborne, 2017). Whilst occupations requiring higher levels of creativity and social intelligence are predicted to be at low risk of automation over the coming decades, most manual labour intense roles in industry and manufacturing and many low-skill/wage occupations across the service sector are highly susceptible to automation (Frey & Osborne, 2017). Such job market changes will present new occupational pursuit risks for pupils and subgroups to navigate before key educational/career decision-making milestones. Operating from the premise that pupils' career aspirations serve as one of the best predictors of their occupational pursuits/attainment (Schoon, 2001) and aspirational changes between primary and secondary school in the aggregate are unsubstantial and predictable (Helwig, 2003; Rogers, Chambers, & Percy, 2020), this study assessed the job automation-related occupational pursuit risks of primary and secondary school pupils and various subgroups by means of a secondary data analysis.

Analyses of UK and international survey data on pupils' occupational aspirations (ages 7-11 and 13-18) and probability statistics on job automation indicated that gender, ethnicity, knowing someone holding the desired occupation, and socio-economic status were statistically significant independent variables ($P < .05$). A higher proportion of male pupils, pupils with a parent holding their desired occupation, lower socio-economic groups, and older age groups expressed higher-risk occupational aspirations. With both traditionally low status and some higher status occupations (e.g. financial advisor, accountant) at high risk of automation, fostering pupils' knowledge of careers and the changing landscape of work will be essential for their capacity to effectively solve career-related problems (Tricot & Sweller, 2014) and consequently navigate the increasingly nuanced occupational pursuit risks stemming from new job automation trends.

Date: 23rd April, Time: 12:00, Session: 1, Room: 3

Presenter: Ronghui (Kevin) Zhou r.zhou.6@warwick.ac.uk

University: University of Warwick

Title: Education for Sustainable Development in China – A Case Study

Abstract

This case study explores the implementation of Education for Sustainable Development (ESD) in two primary schools in China. This study examines 20 principals' and teachers' perceptions of ESD to reveal their interpretations and implementations of ESD in daily teaching practices. Findings suggest that school stakeholders unable to grasp the full scope of the UNESCO ESD and mostly associate ESD with environmental education, lifelong learning, students' long-term development, etc., despite interviewed participants claim their expertise in Sustainable Development Goals (SDGs). It indicates a clear disconnection between stakeholders' cognitive concepts of ESD and the actual definitions of ESD. Stakeholders' ESD practices, on the other hand, are limited to competency training during class and extracurricular environmental education activities. Only a few of these interpreted ESDs by teachers and principals are shown in their daily education practices. A variety of reasons from the school stakeholders suggest the unimportant role of ESD in the selected primary schools. Overall, this case study provides a status quo of ESD and illustrates current gaps in ESD implementations in the selected primary schools in China.

Keywords: Education for Sustainable Development; Principal and Teachers; Primary School; China

Date: 23rd April, Time: 13:00, Session: 2, Room: 4

Presenter: Hafez Alhammadeh Al Issa, Hazem Kairouz 205273004@KOCAELI.EDU.TR

University: Kocaeli University

Title: Voices of Public School Teachers in Kuwait during the Pandemic

Abstract

The Covid-19 pandemic has affected education in one way or another in almost all countries. Kuwait is one of these countries whose educational systems have suffered greatly because of the precautionary procedures taken by governments. Education at public schools in Kuwait was cancelled for the second semester of 2019-2020 for students of all grades except 12th graders who had a six-week online course in August and September 2020. Furthermore, education has started online for the current academic year and will continue online until the end of the year. Being one of the pillars of the educational process, teachers have undergone many pressures over the past few months. Utilizing a mixed-methods research design consisting of a questionnaire based on a survey carried out by Cambridge University Press in 2020 and semi-structured interviews, this research explores the difficulties faced by public school teachers in Kuwait since the pandemic started and their (dis)satisfaction with the MoE's handling of education during the pandemic. Preliminary quantitative and qualitative results from 280 teachers at primary, intermediate and secondary public schools who have taken part in the online questionnaire show that connectivity, assessment, time, and engagement have been the major challenges for teachers. Moreover, more than 50 per cent of the respondents expressed their dissatisfaction with the assessment measures and the actions taken to support the wellbeing of teachers. Semi-structured interviews will be carried out soon with volunteer teachers and their results will be reported in the presentation alongside the results of the questionnaire.

Key words: teachers' challenges, teachers' satisfaction, MoE, Kuwait, pandemic

Date: 23rd April, Time: 14:40, Session: 3, Room: 4

Presenter: Arletta Gorecka arletta.gorecka@strath.ac.uk

University: University of Strathclyde

Title: Competition law and its development in the fourth industrial revolution: is there a place to acknowledge privacy concerns?

Abstract

The debate on the relationship between privacy and competition law is more complex than the primarily suspected. Big Data might indicate certain promises as well as risk in society. At the same time, there are several frameworks (flagship policies) which concerns industrial policy in general, and which concerns the digital agenda (potentially perceived as a sectorial industrial policy); there is an economic crisis (followed by the COVID-19 pandemic), and its impact continues to jeopardize the attainment of goals.

The problem between competition law and privacy might be amounting to the structural production of ignorance, focused on the notice-and-consent privacy models, used for coercive monopolistic scenarios. The myopic focus on privacy as an efficiency gain might be just seen as a temporary, and for the long-term pathologies of corporate concentration, there are no sufficient means to protect the process of competition.

With several differentiating approaches to the privacy and competition law, it is important to focus on a more comprehensive vision, which develops a new orientation toward the process of competition law and privacy concerns and aims at detecting harmful behavior and aims at market process improvement. It is evident that the further discussion would consider how the dominant digital undertakings, with the data orientated models, might be regulated, as the current regulatory regime is in itself limited in the digital gatekeepers. In this respect, potentially instrumentalization of competition law might be legitimate.

Date: 23rd April, Time: 15:00, Session: 3, Room: 1

Presenter: Sarah Todorov sx1399@student.bham.ac.uk

University: University of Birmingham

Title: Carrying out a phenomenological research study as a contextual outsider: from establishing the project to interpreting translated interview data

Abstract

Phenomenological research relies heavily on the researcher's interpretation of the data to better understand a phenomenon (Pietkiewicz and Smith, 2012). The phenomenologist, who is interested in researching in-person-context, must aim to "reveal a subject-matter on its own terms" (Larkin, Watts and Clifton, 2006 p.108). Therefore, the researcher is interested in not just the phenomenon itself, but the phenomenon in its specific context. My research study is focused on the experiences of foster carers of disabled children in one region of Bulgaria. Yet, in this context, I am both a linguistic and cultural outsider: neither a fluent speaker of Bulgarian, nor a local of the region or a specialist foster carer. In order to produce methodologically sound research which truly encapsulates the experience of this group of individuals, it is crucial that their experiences are interpreted correctly. This presentation will explore the ways in which I have sought to mitigate issues associated with mistranslations and being a contextual outsider in order to produce research which does "not only to consider others like ourselves, but also [acquires] a genuine understanding of people's experiences behind their obvious expressions." (Roelsgaard Obling, 2020 p.101). The approach I will discuss includes: building a translation and interpretation committee, building networks for gathering informal knowledge, and seeking insight from individuals who are more familiar with the context when developing research tools. This presentation aims to be of use to researchers seeking to develop qualitative research studies in international contexts, and an opportunity for researchers using similar approaches to discuss and share their own unique methodological initiatives designed with a specific context in mind.

Date: 24th April, Time: 09:40, Session: 5, Room: 1

Presenter: Sümeyra N. Tayfur, Susan Prior, Anusua S. Roy, Linda Irvine Fitzpatrick, Kirsty Forsyth

University: Queen Margaret University

Title: Adolescent Psychosocial Factors and Participation in Education and Employment in Young Adulthood: A Systematic Review and Meta-analyses

Abstract

Adolescence is a critical period for successful transition into adulthood. This systematic review of empirical longitudinal evidence investigated the associations between adolescent psychosocial factors and education and employment status in young adulthood. Five electronic databases (MEDLINE, PsycINFO, CINAHL, ASSIA and ERIC) were searched. Meta-analysis was conducted by using odds ratios (OR) as our common effect size; a narrative synthesis of results was also completed. Of the 8,970 references screened, 14 articles were included and mapped into seven domains, namely, behavioural problems, peer problems, substance use, prosocial skills, self-evaluations, aspirations and physical activity. The results showed that behavioural problems (overall OR: 1.48; 95% CI: 1.26-1.74) and peer problems (overall OR_{adj}: 1.27; 95% CI: 1.02-1.57) were significantly associated with being out of education, employment and training (NEET) as young adults. Prosocial skills did not present a significant association (overall OR: 1.03; 95% CI: 0.92-1.15). Other domains were narratively synthesized. The influence of substance use was less clear. Only a few studies were available for self-evaluations, aspirations and physical activity domains. Overall, this systematic review showed the complex and multifactorial nature of the relationship between psychosocial needs and participation of young people in the worlds of education and work after compulsory schooling. The findings showed that a theoretical structure is needed in this area to gain a better understanding. Considering the relationship between mental health and NEET status, adolescents with mental health problems may be more predisposed to psychosocial challenges and future research should focus on this subpopulation of young people. An emphasis should also be given to sex differences since the relationships observed appear to be sex-specific. By this way, preventive efforts would target the right population, hold a multifactorial perspective with an underlying theoretical framework and provide sex-informed interventions.

Keywords: Systematic Review-Meta-Analysis; Adolescents; Education; Employment; Young Adults

Date: 23rd April, Time: 15:20, Session: 4, Room: 1

Presenter: Lynda Smith LXS927@bham.ac.uk

University: University of Birmingham

Title: 'They obviously think we're misfits': Exploring the narrative experiences of parents of children with autism and learning difficulties and their perceptions of societal attitudes to autism.

Abstract

There is a need for more in-depth understanding of the everyday experiences of parents of children with autism. This is in order to understand the factors that are significant in enabling families to continue to function and care for their children. Furthermore, relatively little is understood about the specific experience of parents who have a child with a dual diagnosis of autism with learning difficulties and other co-morbid conditions. One dimension of these experiences relates to parent perceptions of societal attitudes to autism.

A qualitative study was conducted using a combination of phenomenological methodologies, Narrative inquiry and Interpretative Phenomenological Analysis (IPA), to explore the experiences of this segment of parents. The aim is to present the second phase of this study, which used IPA and focused upon attitudes towards autism and its findings. An overview of the emerging superordinate and subordinate themes is explored. This is followed by a specific look at the findings related to parents' perceptions of grandparents' attitudes towards autism, negative or inclusive.

Bio – Lynda Smith

I am a part-time doctoral researcher with ACER, the University of Birmingham's Autism centre for Education and Research, currently in my 6th year. My connection to autism, is through being the parent/carer to my son Charlie, who has a dual diagnosis of autism and learning difficulties. I previously studied with the University of Birmingham for my MEd (autism, children), graduating in 2013.

Date: 24th April, Time: 09:20, Session: 5, Room: 1

Presenter: Paul Martin paul.e.martin@warwick.ac.uk

University: University of Warwick

Title: Effective school and college level targeting of outreach initiatives aimed at widening participation in Higher Education in England

Abstract

Many interventions aimed at increasing participation in Higher Education are targeted at the school or college level as opposed to (or as well as) the individual pupil level. Publicly available datasets about schools and colleges in England were analysed to explore how school progression rates to degree level study are related to the proportion of socioeconomically disadvantaged pupils within the school, the proportion of learners in the school who reside in "low participation neighbourhoods" and the quality of provision at the school as measured by Ofsted inspections. Schools with higher proportions of socioeconomically disadvantaged pupils tend to send fewer pupils on to degree level study, however once school level attainment is controlled for this trend reverses and schools in disadvantaged communities actually send a higher proportion of their pupils on to degree level study when compared to more advantaged schools with the same attainment. However, schools with large proportions of pupils residing in "low participation neighbourhoods" and schools which have been rated as less effective by Ofsted tend to send a smaller proportion of their pupils on to degree level study even when school attainment differences are taken into consideration. School level interventions which do not raise attainment but rather aim to raise pupils' HE aspirations or improve the quality of guidance provided are more likely to be effective when targeted at schools with large numbers of pupils in low participation neighbourhoods and schools with lower Ofsted ratings as opposed to simply targeting on the basis of socioeconomic disadvantage.

Date: 23rd April, Time: 12:00, Session: 1, Room: 1

Presenter: Ibtisam Al Wardi

University: University of Warwick

Title: Primary schoolteachers and parents' perceptions of "school readiness": a study of early years' education in Oman

Abstract

School readiness is a forefront topic in the field of early childhood education (ECE). Various organisations are working towards helping children in getting ready for school (Britto, 2012, UNICEF, 2012). However, it is still a term that does not have a clear definition and it has been interpreted and defined differently by early childhood researchers and policy makers. Various researchers propose that quality early education can be the means to achieve school readiness and reduce the attainment gap, and thus support disadvantaged children (Tager, 2017).

This research aims to explore school readiness perceptions from the viewpoint of schoolteachers and parents of primary school children in Oman through the use of semi-structured interviews and open-ended survey questions. It is taking a social-constructivist stance in exploring how teachers and parents construct their knowledge around school readiness of children going through the transition from preschool to primary one. This research aims to inform a global discourse on early years research.

For this presentation concepts and theories relevant to school readiness are explored. The presentation will draw on prominent research on school readiness within the current global discourses on early childhood education and provide a critical view of this literature.

Date: 23rd April, Time: 12:20, Session: 1, Room: 3

Presenter: Rym BOUDJOUADA Ryma.Boudjouada@warwick.ac.uk

University: University of Warwick

Title: The Role of Induction Programs on Novice Teachers' Personal Development in Relation to their Retention and Quality Case Study of the Algerian Training

Abstract

This research investigates the relationship between teachers' personal development and their teaching practices; and looks at the role of induction programs in such relation. Indeed, there has been a huge interest in improving teacher quality as it seems a key factor influencing education (Borg 2018); and for that, lights have always been shed on teachers and how important they are in the process of teaching and learning. Yet, in recent years, high rates of burnout and turnover have been recorded especially among novice teachers. According to literature, the reason behind teacher attrition is the lack of proper support novices have in induction programs and beyond.

Building on this, my research suggests the idea of giving more attention to teachers' personal growth in their induction as it might be a central motif for retaining them as well as identifying and improving teacher quality. I believe such aims can successfully be achieved if early career teachers are given the chance to express themselves and voice up their worries, opinions and perceptions.

To examine the situation, this study endeavours to provide a more holistic account of novice teachers' lived teaching experiences in relation to their training, teaching performances and personal development by employing a qualitative research design based on in-depth interviews and observations. Taking the Algerian preparatory training of teachers as my case study, data were collected from 20 middle school novices of English and 10 trainers in Algeria. I used a bottom up approach as my data were analysed thematically and theory developed throughout the study.

For this presentation, the main focus is to display the most striking theme that emerged during data analysis and discuss few initial key findings of the research.

Date: 23rd April, Time: 15:00, Session: 4, Room: 3

Presenter: David Abbott

University: University of East Anglia

Title: Can't get no satisfaction: economic reason, state classification and the argument for quality

Abstract

This paper presents preliminary findings from my research into quality management in education. There has been little critical examination of quality in the educational literature, yet it remains an important topic precisely because it is normalized and naturalized and legitimates a meritocratic education system in which substantial inequalities persist. This research uses rhetorical political analysis to investigate how and why political actors have used policies about quality to manage the UK education system since the 1970s. Rhetorical political analysis is a form of interpretative analysis which focuses on the arguments used by political actors, illuminating the ideational processes driving political action. Given the contestable nature of quality in education, this approach is highly appropriate and stands in contrast to previous work in education policy studies which explains the prevalence of quality as the product of the disengagement of the state or the rise of governance (Ball 2012, Whitty 2002, Ozga 2009, 2011).

Based on analysis of White Papers and political speeches, the research finds that politicians use quality as both a tool and a weapon: mobilising political support, fashioning the education system in the light of political objectives, and attacking opponents. Arguments for quality misrecognize its ideological character, claiming that it is the market that defines and promotes standards, since “the consumer always knows best” (Pring 1992:18). Yet what this research shows is that the political technology of quality is a device through which state officials monopolize the power of educational classification. This results from the action of collective political actors constrained and enabled by the strategically selective context in which action is formulated, which includes the ideological traditions of thought that they draw on. Quality is thus, neither normal nor natural; it is political and ideological.

Date: 23rd April, Time: 14:20, Session: 3, Room: 3

Presenter: Mogashoa Sibongile Eunice mamoshabee@gmail.com

University: University of Free State

Title: Insights on the use of Social Media to promote writing competency in ENGFAL: A case of Limpopo schools

Abstract

Since technology has been effective in our new normal daily lives, a lot has changed and improved. Although technology has made things easier for us, there are a few hiccups people tend to encounter. For example, social media. Social media has taken over the world by storm from Facebook, WhatsApp, Instagram, and TikTok. Children young as 3 years old already have social media accounts, worse even from birth. Social media connects us with people from all over the world but has also crippled our education in terms of writing. Academic writing is affected due to social media language, learners can no longer differentiate between academic language and informal language. This is exposed when writing essays. Most learners do tend to write in their abbreviated, social media language, and slang. Therefore, this paper will unravel the impact of social media language on the writing of the English First Additional Language.

keywords: Social media, FAL, writing, slang.

Date: 24th April, Time:11:00, Session: 7, Room: 1

Presenter: Michael J Connolly michael.connolly1@stir.ac.uk

University: University of Sport

Title: Brother Walfrid: Faith, Community and Football as a Vehicle for Catholic Education in Nineteenth-Century Glasgow

Abstract

Andrew Kerins is most commonly recognised by his name in religion - Brother Walfrid - and his role in the establishment of Celtic FC in Glasgow in 1887. The most transformative chapter of Kerins' life began with his arrival in Glasgow in 1855 as a child exile of Ireland's Great Hunger (*An Gorta Mor* in Irish) and ended with his promotion to the role of headmaster of the new Sacred Heart school which opened in the Bridgeton area of the city in 1874. The societal, economic, political, spiritual and personal forces which influenced this period of change for Kerins will be analysed and explicated to produce a fresh and substantive picture of the formation of Brother Walfrid. The spiritual roots of the Marist Brothers in Lyon, France and its mission in Scotland offers insight into an additional 'French influence' on the character of Catholicism which manifested particularly in education as well as lay charitable organisations, such as the Saint Vincent de Paul Society (SSVP).² Analysis of Andrew Kerins' engagement with these nascent influences contributes to a more personal understanding of the possible inspiration to become, as well as the lived experience of, a Marist Brother amidst a revival of Catholic education in Scotland. The emergence of Andrew Kerins from the impoverished immigrant Irish Catholic community in Glasgow to serve as an advocate and leader for that community, as a senior Marist Brother, informs and demonstrates singular aspects of the nature of the re-emergence of Catholicism in nineteenth century Scotland.

Date: 23rd April, Time: 13:40, Session: 2, Room: 2

Presenter: Keren Coney kac809@student.bham.ac.uk

University: University of Birmingham

Title: What can be done to support autistic students to prepare for the workplace? A participatory action research study at Liverpool John Moores University (LJMU)

Abstract

A recent study of the destinations of graduates (Allen & Coney 2021) found that of all disabled graduates, those with autism are least likely to be employed. Unfortunately, these findings are widely recognised in literature (e.g., Vincent 2020, Van Hees *et al* 2015). The objectives of this participatory action research study were to explore what could be done at LJMU to support autistic students in developing their employability skills and preparedness for work. First, a survey of autistic students at LJMU was conducted, to ascertain what would be most useful in terms of format, topics and timing. Next, a group of autistic student consultants were recruited, to analyse the findings of this survey with the researcher. The result of this analysis was the co-design of a series of online workshops, on the topics the autistic students had deemed to be of most importance to them.

The programme of online workshops has begun, and through the use of before and after surveys, a notable positive shift has already been observed in the self-perceptions of participating students, in terms of their knowledge relating to workplace issues and confidence gained. By the time of the Conference, analysis of the findings will have been completed, again in collaboration with the autistic student consultants. These results, which will provide insights into what helps autistic students to prepare for the workplace, will be disseminated to universities, relevant charities and policy makers; it is hoped that this will bring positive change and improved outcomes for autistic graduates.

Date: 23rd April, Time: 15:20, Session: 4, Room: 2

Presenter: Tsung-Hung Su Tsung-Hung.Su@warwick.ac.uk

University: University of Warwick

Title: Frontiers of Education: Collaborative Mandarin Classroom Assessment for Equality, Diversity, and Inclusion Learning in Taiwan

Abstract:

This theoretically reflective action project either at this observed programme or in Taiwan more broadly is involved in its *knowing*, *doing*, and *being* in the process of acculturation, which makes a significant praxis-oriented difference in the field of study:

1. **Knowing:** The study with epistemological skepticism doubts the given paradigm of contemporary community-college Mandarin education for migrant workers in Taiwan. Thus, this praxis-oriented study, namely the classroom assessment for learning, reflects – core belief vs. gaps between realities and expectations – within the specific pedagogy and circumstances. The narrative enquiries assess the way themes and derivatives addressed in the setting with cultural/customs concern, as well as evaluating whether its practical curriculum is ethno-culturally xenophile for foreign national learners. Nonetheless, the research is disproportionately affected by and under siege of the Covid-19, as phenomenological reflexivity, resistance to uncertainty, and pandemic resilience.
2. **Doing:** After thematic literature reviews for addressing three linear research questions (e.g. *to what extent may this pedagogy meet its expectation on teaching excellence, especially during the Covid-19 pandemic period?*), the investigating fieldwork is conducted by means of in-depth semi-structured interviews and economic migrant state-of-the-art classroom observation. Concretely, it attempts to mind-map/evaluate gender-based acculturation learning through collaborative curriculum appraisal, interactive classroom dynamics observation, and outcome-based review (i.e. semester feedback and final test).
3. **Being:** It explanatorily analyses the applied pedagogical development and constraints as such. This adult classroom assessment could be viewed as a good practice for examining contemporary equality, diversity, and inclusion through collaborative Mandarin learning, e.g. the promotion against female objectification may find as result.

Indeed, it is hoped that this study may cast new light upon cultural differences experienced by the marginalised migratory learners which, in turn, prompt new pathways/testimonies to equity and solidarity against victimising themselves from racial disputes and xenophobia.

Keywords: Covid-19 impact, acculturation, collaborative education, praxis-oriented study, classroom assessment for *equality, diversity, and inclusion* learning

Date: 23rd April, Time: 14:20, Session 3, Room: 4

Presenter: Thomas W. Bulley, Victoria E. Warburton & Lee C. Beaumont t.bulley@uea.ac.uk

University: University of East Anglia

Title: Developing a measure for athlete's interpretations of the motivational focus of communication: The AIMFCS

Abstract

Background: To date research has generally used objective measurements of communication which assumes athletes are experiencing communication as identified. Whilst some measures have been adapted for athlete use and this can identify how certain interpretations of communication influence their experience, it is generally assumed these interpretations match objective measurement.

Objectives: Drawing on Self-Determination Theory, Achievement Goal Theory and Implicit Theories, develop a measure of athletes' interpretations of the motivational focus of communication.

Design: Measure development study.

Methods: A review of literature was conducted to generate the necessary higher-order definitions and lower-order conceptualisation of items. 12 items were developed by the authors, designed to measure an element of the definition for each continuum. An international expert panel, with backgrounds in sports coaching, motivation and coach-athlete relationship literatures, reviewed the initial items and provided feedback regarding content validity and potential revisions. Adapted items were then reviewed by a panel of 6 youth athletes (4 male, 2 female) who provided feedback about items' practical use.

Results: Content validity was measured for the 12 items with 10 accepted (CVI > .79) and 2 revised using the expert panel's feedback (CVI = .67). Instrument content validity was therefore measured at .83 prior to revisions. The outcome of the study was the production of a 12-item measure for athlete interpretations of motivational focus with content valid items. Athlete feedback indicated that the 12 items were suitable for use by athletes aged 12 and above based on understanding the item wording and measure response scale.

Conclusions: The AIMFCS will allow future research to consider the differentiated athlete interpretation of motivational focus and the implications this presents for coaches.

Key words: Coach, Athlete, Communication, Motivation, Interpretation

Date: 23rd April, Time: 12:00, Session: 1, Room: 4

Presenter: Maggie Yau M.Yau.2@warwick.ac.uk

University: University of Warwick

Title: The Motivations, Experiences, Psychological Well-Being, and Development of Character Virtues of New Volunteers at a Mental Health Charity

Abstract

Volunteering makes a significant impact on society as it contributes to the global economy, and helps build a stronger, more cohesive and safer community (Wu, 2011). The aim of my research study is to explore the experiences and development of new adult volunteers during training and the first year of volunteering at a mental health charity. The study takes an interdisciplinary approach, which focuses on six areas: motivations and expectations for volunteering, experiences of volunteering, challenges of volunteering, the psychological well-being of volunteers, learning and development of character virtues and recruitment, training and support. The rationale for exploring these topics is based on the results of a pilot study that was conducted with existing volunteers. The study confirmed that a major issue at the charity in question is recruiting more volunteers and retaining volunteers.

The main research study focused on seven branches of the mental health charity. The study used an explanatory sequential mixed methods approach, which consisted of two phases. The first phase involved the new volunteers completing a questionnaire on three occasions. The second phase involved conducting semi-structured interviews with the new volunteers. The results found that the new volunteers had both positive and negative experiences and there were challenges of volunteering, which might influence the retention of volunteers. The positive experiences of volunteering included making new friends and finding the tasks conducted as a volunteer rewarding. A negative experience of volunteering was dealing with people that misused the service provided by the organisation. The volunteers reported that the challenges of volunteering were night shifts and dealing with difficult calls. The results of the study may be useful for the participant mental health charity to improve the experiences of new volunteers, which may help with the retention of the volunteers, and maybe instructive to other mental health charities worldwide.

Date: 23rd April, Time: 15:00, Session: 4, Room: 2

Presenter: Hanin Bukamal

University: University of Birmingham

Title: 'Oh, so you are Bahraini?': De-constructing Insider-outsider Researcher Positionality in a Comparative Study of Inclusive Pedagogy in the UK and Bahrain

Abstract

Reflexivity involves the researcher's attentiveness to cultural and national aspects of the research context. This paper de-constructs scenarios from a reflexive diary maintained throughout the fieldwork stage of doctoral research and interprets how these scenarios respond to an insider-outsider positionality that is determined by the researcher's background and research contexts. The reflexive diary comprises the researcher's account while conducting a cross-cultural study that explores inclusive practice and pedagogy in the UK and Bahrain. This paper explores reflexive dialogue as pertaining to: the influence of the researcher's background on the research topic, the methodological decisions that are based on researcher positionality and research context, ways in which the researcher prepared to conduct fieldwork in two distinct cultural contexts, ways to establish rapport and cultural credibility, and the shifting insider-outsider positionality during interactions with participants. The paper concludes with acknowledging the contribution of reflexive practice on all stages of research and determining the researcher's insider-outsider positionality as a Bahraini woman researching inclusive practice in two countries.

Keywords: reflexivity; insider-outsider; positionality; inclusive pedagogy; comparative study

Date: 23rd April, Time: 14:40, Session: 3, Room: 3

Presenter: Karen Shanks Karen.Shanks@gcu.ac.uk

University: Glasgow Caledonian University

Title: Introducing an idea generation design tool to improve serious games

Abstract

The serious game movement embraces the capability of video games to engage, connect and teach players critical content in the games area of focus (Annetta et al, 2006). Despite this potential, there are no widely accepted tools to guide developers through the process of developing a serious game. A card based design tool was developed to address this gap by supporting the idea generation phase of development. The tool has a specific focus on improving serious game based interventions developed to address poor health behaviours such as poor diet. The research questions are twofold: does the developed design tool have perceived value for its stakeholders in the context of serious games developed for healthy behaviour change? Has the design tool evolved through feedback gathered from stakeholders in this context? Initial data was collected from recently graduated game design students at Glasgow Caledonian University. They were given the design tool, completed an online workshop and interviewed. Qualitative data was analysed using reflexive thematic analysis (reflexive TA). This indicated that the design tool had some value although it lacked enough structure and was cumbersome to use. The design tool was iterated on and data was collected from academically focused participants within the field of serious games using the new version. They were given a framework to provide structure, the updated design tool and tasked with reading both. Reflexive thematic analysis was used. Results indicated the design tool benefited from the additional structure. However, it also made it less intuitive to use. Future directions include iterating the design tool informed by data and doing further data collection from stakeholders within serious games. This project has implications for education, as the design tool has the potential to be adjusted to improve serious games developed for educational contexts.

Date: 24th April, Time: 11:20, Session: 7, Room: 1

Presenter: Muhammed Sacid Tastepe m.tastepe@warwick.ac.uk

University: University of Warwick

Title: Exploring the Islamic Education Needs of 11- to 16-year-old British Muslim Students Attending Community, Faith-based and Muslim Supplementary Schools in the UK: An Empirical Inquiry

Abstract

In this research, I aim to investigate the Islamic education needs of British Muslim pupils attending mainstream secondary schools and faith-based schools as well as Muslim supplementary schools in the UK from an empirical perspective in order to contribute to the gradually emerging interdisciplinary field of Islamic Education.

Islamic education needs can be defined as Islamic literacy (knowledge and understanding), religious (Islamic) identity, moral behaviour, spiritual development, upbringing, having confidence and self-esteem, and being connected with Islamic faith heritage. The available studies (Francis and McKenna, 2018; Anwar, 2005) suggest that mainstream schools are unable to respond the Islamic educational needs of young British Muslims appropriately as they suffer from discrimination, Islamophobia, bullying, racism, and physical and verbal abuse just for being Muslim. These discriminatory attitudes towards Muslim pupils in state schools now provide evidence of low self-expectations on their part and produce the conditions for a vicious circle of continuing underachievement (Gilliat-Ray, 2010). As Sahin (2013) suggested, there are also issues in the Islamic education context, saying that children's experiences are not recognised in Islamic schools and Muslim supplementary schools, and therefore that these educational institutions would also appear to be unable to meet the changing needs of British Muslim children. Overall, there have only been a handful of empirical studies to have explored the challenges facing British Muslim young people in terms of their Islamic educational and spiritual needs. Therefore, the challenges facing British Muslim pupils and intergenerational differences make this study important in terms of the exploration of the Islamic education needs of young British Muslims.

Date: 24th April, Time: 09:00, Session: 5, Room: 3

Presenter: Paula Alcaraz Barrowcliffe paula.barrowcliffe@uws.ac.uk

University: University of the West of Scotland

Title: Exploring discriminatory practices in ESOL through the lens of intersectionality: The Scottish College Context.

Abstract

The theory of intersectionality was first introduced by Crenshaw in 1989(Crenshaw, 1989) in the field of legal studies and, since then, it has been developed and employed to explore the intersections of different discriminatory practices and their impact on different parts of society(Carbado et al., 2013). In TESOL, intersectionality has been employed in different contexts to explore the multiple identities of people involved in the profession; students and teachers (Romero, 2017, Maddamsetti, 2019). However, it seems evident that the field of ESOL in Scotland is largely underexplored (Cooke and Simpson, 2010, Allan, 2015), especially research examining any discriminatory practices that may affect the teaching staff and the possible impact this can have on students and the profession as a whole. This seems particularly important in the ESOL college sector in Scotland, which has been expanding significantly for the last two decades, and where there is a clear emphasis on diversity and inclusion (ibid.). Therefore, my research aims to explore any discriminatory practices that may occur within the ESOL College context in Scotland from an intersectional perspective, aiming to reflect on the awareness of discrimination within the field and the impact that discrimination may have on students, staff and the future of the profession.

Date: 23rd April, Time: 12:20, Session: 1, Room: 4

Presenter: Ewan Bottomley (presenting), Paula Miles, Antje Kohnle, Kenneth Mavor, & Vivienne Wild. eb301@st-andrews.ac.uk

University: University of St. Andrews

Title: The relationship between a sense of belonging and well-being in male and female undergraduate physics students.

Abstract

Coined ‘the social cure’ having a number of meaningful relationships and a strong sense of social support has been associated with greater health and well-being (e.g., Jetten, Haslam, & Alexander, 2012). However, recent research has suggested that women in physics undergraduate degrees report a lesser sense of belonging on their course, compared to men (Seyranian et al., 2018). Consequentially, we hypothesised that, as they are an under-represented group, women in university physics classes may report a lower sense of belonging and well-being, compared to men. Similarly, we hypothesized that the link between belonging as part of the physics community and well-being would be weaker for women than it would be for men. We conducted a survey of 310 physics students (105 women, 205 men) from across all undergraduate levels (from introductory to master’s level) at a small research-intensive university. This survey measured students’ identification with physics as a discipline, their sense of belonging, their self-efficacy (the beliefs in their ability to complete physics tasks), and their sense of well-being. Contrary to our hypothesis, our results revealed that women reported a similar level of belonging and well-being compared to men, but men reported significantly greater identification with physics and self-efficacy than women. Despite this, belonging significantly predicted levels of well-being for men, but this association was not found for women. Moreover, self-efficacy was associated with well-being for both men and women. These results could suggest that women in undergraduate physics do not derive their well-being from their sense of belonging as part of the physics community, but rather from their self-perceptions of ability. This raises a number of questions for future research: what contexts result in belonging relating to well-being, and is the lack of an association between belonging and well-being prevalent in other under-represented groups in education?

Date: 23rd April, Time: 12:40, Session: 1, Room: 4

Presenter: Muhammad Bilal, Hafsa Abbas Wattoo & Nafees Akhtar

bilal5401000@gmail.com hwattoo95@gmail.com

University: The Islamia University of Bahawalpur, Pakistan

Title: Amongst Covid-19 Supernova: A Qualitative Investigation of The Pandemic Terror and Violation of the Basic Human Rights

Abstract

This qualitative exploratory study was designed to uncover the terror and violation of the basic human rights due to the pandemic of novel Coronavirus (COVID-19). Suspicious, false or missing information about the virus transmission and the steps to lessen the impact of COVID-19, are the major hallmark which cause pandemic terror and ultimately violate certain basic human rights in every domain. This study tended to address the following research questions; what are the most common pandemic terror faced by different groups of people (Doctors, police-force, students), and how they perceive their basic human rights under the situation of COVID-19 pandemic? By reaching at saturation point, in total 24 participants were purposefully recruited from Bahawalpur and Lahore. All the ethics were respected throughout this study. In depth semi-structured interviews were conducted through telephonic call. These interviews were recorded, and field notes were taken which were further transcribed, coded and analysed by using NVivo (12). By following Interpretive-phenomenological analysis, a number of different themes were emerged for each group which provided a connection to formulized responses. To gain accuracy, relevant themes were merged into two major themes which were further included sub-themes namely as; “Indicators of pandemic terror, were effect on the mental health of police-force, doctors and students” which comprised of sub-themes as; Death anxiety, Psychological-challenges, Loneliness, Uncertain Future, Obsessions of hygiene, and Fear of being stigmatized while the second core-theme was; “Indicators of violated human rights of police force, doctors and students”, which were separately comprised of sub-themes as; Medical facilities and training, High risk of being infected, Protection, Overburdened, Grants/incentives/rewards, Homesickness, Loss of education, Financial breakdown, Freedom of movement, Mistreat/disrespect. Although this research provides a basic framework of the terror and violation of the fundamental human rights under the situation of this novel situation by clearly indicating each perspective. But there is a need to perform further work on each of these groups separately.

Keywords: Qualitative, COVID-19, Pandemic Terror, Violation, Human Rights

Date: 23rd April, Time: 12:20, Session: 1, Room: 1

Presenter: Sophie Bowden sophiebowden@btinternet.com

University: University of Strathclyde

Title: Investigating the Link Between Impulsivity and Perceptions of Emotional Support at School

Abstract

Previous research suggests that teachers show a more negative and less positive affect towards impulsive children (Hirovnen et al., 2015). This study aimed to investigate how impulsivity levels in children relate to their perceptions of emotional support provided by teachers at school. It was hypothesised that, when asked who to approach for support, impulsive children would be less likely to expect emotional support from a teacher, or even suggest approaching a teacher at all. Forty-eight children aged eight to ten completed a Go/NoGo task to assess behavioural impulsivity and were read two stories about a child struggling at school then asked six questions about who the child could talk to and how a teacher might react, in an effort to gain insight into the children's views. Parents completed the Domain-Specific Impulsivity Scale for Children to measure impulsivity. The between-subjects independent variables were impulsivity and story set (story A, story B). The within-subjects independent variable was story context (classroom, playground). The dependent variables were support suggestions (teacher, not teacher) and qualitative answers to questions on teacher behaviour. Results revealed that those higher in both behavioural and parent-reported impulsivity were less likely to suggest talking to a teacher. Interestingly, using both the behavioural and questionnaire data together significantly improved the model, suggesting a benefit of using both methods. However, the qualitative results offered no significant link between impulsivity and the support children suggested teachers should offer. This may be worth further investigation as impulsive children are at increased risk of peer victimisation and other research suggests they have poorer relationships with teachers (Øksendal et al., 2019; Valiente et al., 2012). These results invite further questions about how best to assess traits and behaviours that have an impact on children's primary school experience to strive towards an inclusive learning environment.

Date: 24th April, Time: 09:40, Session: 5, Room: 2

Presenter: Khayala Pashayeva k.pashayeva@warwick.ac.uk

University: University of Warwick

Title: The Impact of Globalisation on Organisational Culture and Leadership in Higher Education Azerbaijan

Abstract

The higher education sector is coming under pressure from a dynamic environment characterised by globalisation, rapid innovation change and increased demand, which has drawn the interest of academics and practitioners (Mathew, 2010). Like other sectors, academic institutions need to develop their abilities and respond to these demands (Fullwood, Fullwoodwley, and Delbridge, 2013). With multifaceted and complex effects of globalisation and a rapidly changing environment, the higher education sector in both developed and developing countries is facing challenges that require extraordinary actions and leaders. As Tierney (1988, 2008) claims, higher education institutions are influenced by external factors and forces like economic, demographic as well as political situations and changes.

Since Azerbaijan gained its independence and became part of the globalised world, research is yet to establish how the higher education landscape has responded or adapted to global influences and how the latter has changed/affected institutional cultures. This study will investigate the impact of globalisation on organisational culture and leadership in higher education institutions. The study will explore from the perspectives of leadership staff and administrative department members, as key actors and decision makers within higher education institutions in, Baku, Azerbaijan. The study will probe the extent to which the higher education leadership is aware of the potential global factors that might positively/negatively impact organisational culture. Thus, the purpose of this investigation is to develop a framework for responding to global dimensions so that HEIs can effectively lead and manage organisational culture. The main overarching research question is: “What is the impact of globalisation on organisational culture and leadership in higher education institutions and how can these institutions sustainably respond and adapt to global dimensions?” and the central research question will guide the study.

The framework of the current study has been developed according to Tierney’s (Tierney, 1988) framework of organisational culture. Organisational culture is analysed through three main elements such as mission, strategy and leadership. The researcher’s priority is to explore and understand what is done, how it is done, and who is involved into the process of doing it within the organisation.

The case of the investigation is the impact of globalisation on higher educational leadership and organisational culture in higher education institutions. However, the units of analysis come from multiple levels such as institution leadership staff is one level, and organisational culture is another level. Therefore, embedded case-study method is adopted. In this research, the researcher will adopt a case study mixed-methods design and use both qualitative and quantitative data collection methods. As it is believed, by combining both thoughtfully and systematically, more beneficial results can be achieved. Qualitative methods are taken as a primary research instrument, while quantitative as a secondary instrument of the current investigation. The sources of the qualitative data will be semi-structured interviews with higher education institution leaders and managers as well as document analysis of organisational documents, and the source of quantitative data will be questionnaires with administrative faculty members.

Key words: Globalisation, Higher Education, Organisational Culture, Leadership

Date: 24th April, Time: 11:00, Session: 7, Room: 3

Presenter: Krisna Satrio Perbowo k.perbowo@warwick.ac.uk

University: University of Warwick

Title: Depicting Potential Context in Learning Mathematics in Indonesian Marginal Regions: A Case in System of Linear Equations in Two Variables Learning

Abstract

Context in mathematics learning has a role in supporting students mathematical thinking, especially in reinventing mathematical concept and reaching formal mathematics. This study is part of my PhD project that aims to answer, "What aspects of the social context in marginal regions can be used as local instruction theory to help students understanding the System of Linear Equations in Two Variables concept?". The data were collected using an open-ended questionnaire, semi-structured interviews and focus group discussion. The subjects of this study are mathematics teachers in marginal regions in Indonesia. Of 116 respondents, 32 respondents were able to finish the questionnaire and four teachers were selected purposively for the Interview and FGD. The data were analysed thematically using constant comparative analysis. The study found that, regarding the local context from their regions, they agree that trading is the most common context that can be used among different region across Indonesia. The trading can involve various objects such as local crops, fishery, poultry and meaty products. However, the teachers are more likely to use algebraic problems rather than contextual problems. On the other hand, the Indonesian Ministry of Education's compulsory handbook provides more variation in vertical and horizontal mathematization context. Important to be noted that some contexts need to be adjusted to the conditions within the regions. Thus, it can be appropriately used without causing didactical obstacles.

Date: 24th April, Time: 10:00, Session: 6, Room: 1

Presenter: Benazir Rahiman benazir@warwick.ac.uk

University: University of Warwick

Title: 'What makes a leader?' - A study on adolescents' constructions of leadership using diary research.

Abstract

The relatability of leadership concepts to children and leadership emergence in childhood are topics that have been largely under-researched. This study conducted on adolescent children in an Indian school environment aimed at unearthing the dimensions that influence leadership construction in children and the manner in which they display it. The overriding question that guided the research was - how do adolescent children in secondary schools in India understand and display leadership and what are the personal and environmental factors that influence their outlook. To understand the practical leadership concepts from a child-centric angle, the views of 12 to 14 year old adolescents were examined ethically and respectfully in a school environment using a mixed-method approach. Diaries provided the critical qualitative element that helped the sample group in familiarising and integrating with the core topic of leadership over a specified period of time. The data obtained from diaries contained anecdotes and pictorial representations that revealed the inner thoughts of the children, ones that they were not able to effectively express orally in interviews. Diary research substantiated the acute requirement to explore adolescent's views, perceptions and experiences of leadership. Children's leadership constructions presented through this study aims at highlighting the importance and responsibility of educational systems, parents and the community in imparting leadership skills that enable children to develop into effective adult leaders. The research, once completed, has the potential to recommend educational policy changes to include leadership as a curriculum subject in schools.

Date: 23rd April, Time: 13:00, Session: 2, Room: 3

Presenter: Ika Puspitarini ika.puspitarini0610@gmail.com

University: UIN Maulana Malik Ibrahim Malang

Title: Collaborating Flipped Classroom, Cooperative and Elaborative Learning in Teaching English During Pandemic Covid-19: The Best Practice

Abstract

This presentation is aimed to describe the best practice used in online class in teaching English during pandemic Covid-19. Taking place in UIN Maulana Malik Ibrahim Malang, the best practice is divided into three stages: class preparation, guided activities, and free activities. In the first stage, the principles of flipped classroom were applied. During the class preparation, the teaching materials, such as PPT and exercises were distributed to the students in order to allow the students to study the topic that was going to discuss in advanced and dig more information from other learning sources. The second stage was to conduct guided activities by applying the principles of cooperative and elaborative learning. There were two main activities conducted during the teaching and learning process: grouping and class discussion. Firstly, the students were divided into groups. Next, these groups discussed or answered some guided questions related to the topic and presented the result of their discussions to the class. The last stage was to conduct free activities. The aim of this stage was to assess the students' understanding about the topic learnt by giving them projects to do. According to the results of self-reflection done by the students, there are three conclusions to make. First, the students enjoyed the learning process and felt as if they had a face-to-face class instead of an online class. Second, the activities given allowed the students to expose and explore more to English language. Lastly, the class activities developed a close and good rapport between the lecturer and the students and among the students themselves.

Keywords: online class, teaching English, best practice, flipped classroom, cooperative and elaborative learning.

Date: 24th April, Time: 10:00, Session: 5, Room: 2

Presenter: Barbara Becnel s1584102@sms.ed.ac.uk

University: University of Edinburgh

Title: Assessing How Cultural Similarities Between America's Street Gang Leaders and Academia's Elite Can Impact Student Agency and Activism in the Production of Knowledge

Abstract

This paper argues that some cultural similarities exist between two unlikely social classes: Black gang leaders in urban America known as O.G.s — Original Gangsters, the C.E.O. equivalent in urban communities — and a mostly white scholarly elite situated in the West. Here the contention is that those cultural similarities include the anchoring of power through hegemony, territoriality, and a hierarchical structure within their respective organizations. Further, this work examines how a gangster-like culture of scholarship, undergirded by traditional western values of what constitutes knowledge, influences the very process of knowledge production undertaken by doctoral candidates. Such a culture of scholarship also impacts student agency and equity in the creation of new theories and concepts. The paper explores examples of student activism that have the potential to disrupt and reinvent a hegemonic culture of scholarship. Such activism could serve as a way of mitigating power relations between doctoral students and the academy. To deconstruct these topics, Antonio Gramsci's theory of the formation of organic intellectuals across class boundaries (1999) serves as a key theoretical framework for this paper. Also, insights and theorizing derived from nearly thirty years of the author's immersive ethnographic research with street gang leaders (Crips and Bloods) of South-Central Los Angeles, and two years spent as a PhD student at the University of Edinburgh are relied upon for this critique. The following questions serve as a frame for this analysis: In what ways are black gang leaders the organic intellectuals of the street? Conversely, in what ways are scholar elites the organic O.G.s of the academy? What strategic and transformative activism can students create to reimagine themselves and co-construct a horizontal rather than hierarchical — or vertical — relationship with the academy?

Date: 24th April, Time: 10:20, Session: 6, Room: 1

Presenter: Johannes De Kam j.de-kam@warwick.ac.uk

University: The University of Warwick

Title: Knowing how to respond to crisis conditions – a Global Mobility perspective

Abstract

Crises condition what and how professionals learn in their role (cf. Moynihan, 2008, Broekema et al., 2019, Hamra et al., 2012, Suder et al., 2019). Though under regular conditions problems occur and require mobilisation of knowledge to know how to respond to situations, the disruption that crises bring can condition the scope and urgency of learning to be significantly greater, more complex, dynamic and sometimes even challenging the most fundamental assumptions or practices of an organisation or individuals (Moynihan, 2008, Hamra et al., 2012). In addition, knowledge flows may change, with prior literature highlighting for example greater levels of collaboration and knowledge sharing efforts with other companies that in other contexts would be restricted for competitive purposes. (Fee et al., 2019). Based on analyses of 27 in-depth interviews with Global Mobility professionals, this paper focuses on how Global Mobility professionals scrambled for fleeting insights to know how to respond to the crisis environment induced by the various travel and interaction restrictions around the world. In addition, consideration will be brought as to the forms such knowledge took. Drawing on the mobilities paradigm, the paper highlights issues of power and inequalities entwined with access to knowledge. This paper contributes to a growing body of knowledge on learning in the context of crisis.

Date: 23rd April, Time: 13:00, Session: 2, Room: 1

Presenter: Hong Yang s1549007@sms.ed.ac.uk

University: The University of Edinburgh

Title: Child-Rearing Practices in the British-Chinese family

Abstract

Family-based chain migration of female Chinese to UK has been highly gendered and socially accepted. However, there is a lack of knowledge regarding contemporary British-Chinese households. The domain of parenting provides a rich site for examining family dynamics as it is often regarded as a regular source of conflict in a relationship. In order to shed some light on the patterns of interethnic couples, the study explores power relations and intimacy of unions of Chinese wife and British husband from the perspective of child rearing. Specifically, the study discusses questions including what are parenting styles in interethnic families; are there any tensions in couples' parenting styles; if yes, how couples deal with them; how their responses shape their interactions and intimacy.

Convenient sampling and snowball sampling is adopted. Altogether, 16 British-Chinese couples participate in the study. Through semi-structured in-depth interviews, three main parenting patterns are identified. The first one takes on a strong Eastern flavour of both educational philosophy and practice. The Chinese wife empower themselves by taking own parental preferences although it can result in parenting clash with the husband particular at start. However, the cultural impact is limited with the increase of couples' mutual understanding over time. Reasonable middle ground tends to be identified to smooth conflicts between parties. The second pattern of child upbringing is hybrid, mixing with British ideas of learning and Chinese ways of discipline. While the third parental style is assimilated to mainstream western society. Less family tension has been recognised in latter two parenting patterns. Chinese wives who adopt these approaches tend to initiate integration of eastern and western values due to a series of intertwined internal and external factors. Collaboration plays a big role in their family and marriage equality is practiced in the process of raising children.

Date: 24th April, Time: 10:20, Session: 6, Room: 2

Presenter: Francesca Fotheringham, Veronica O'Carroll, Paula Miles flf2@st-andrews.ac.uk

University: University of St Andrews

Title: Investigation of PGT Student Well-Being across an Academic Year

Abstract

Despite increasing awareness of the importance of psychological wellbeing of university students^{1,2,3}, levels of wellbeing continue to be significantly poorer than the general adult population⁴. Students with a high sense of wellbeing achieve better academically, have improved retention rates, and have better university experiences^{1,2}. Of all the student groups, Postgraduate Taught (PGT) students face a particular set of acute challenges, during their relatively short time at university. These include transitioning to a new environment, having higher academic expectations, their living environment, and juggling responsibilities⁵. To better understand and address student wellbeing is more important than ever in the current COVID-19 environment, where loneliness, uncertainty, and online learning/social interactions could become a source of difficulty.

The aims of this study are three-fold: 1) to monitor and better understand PGT wellbeing across an academic year; 2) to compare the wellbeing of current PGT students (impacted by COVID-19) to our pre-COVID 2018-2019 cohort; and 3) to influence policy and practice at our University by developing the necessary tools to support PGT students as they adjust to and thrive during their year of postgraduate study.

We use a longitudinal mixed method design utilising both questionnaire (including the CORE-GP wellbeing scale⁶) and focus group methodologies, at various points across the academic year. Preliminary quantitative data has given insight into our second aim, showing a decrease in wellbeing in this academic year compared to pre-COVID academic years. The qualitative data provided the context for this as students reflected upon their university experiences and highlighted factors that helped and challenged their wellbeing whilst at university. Students reported low wellbeing to be related to a lack of social interaction, loneliness and issues surrounding equality, diversity and inclusion. Yet, encouragingly, students have reported the kindness and pastoral support by academic staff as helpful for their wellbeing.

Date: 23rd April, Time: 13:20, Session: 2, Room: 3

Presenters: Sabbir Ahmed Chowdhury sabbir.ahmed-chowdhury@uws.ac.uk

Dr. Thomas Hainey, Lecturer thomas.Hainey@uws.ac.uk

Dr. Beth Cross beth.Cross@uws.ac.uk

University: University of the West of Scotland

Title: Challenges and Pathways to Integrate Mobile Learning Andragogy Approaches in STEM Related Courses in Bangladesh Higher Education

Abstract

Teaching-learning in Higher Education (HE) has undergone a digital transformation over the last decade. Bangladesh, a South Asian emerging economy country, is prioritizing the integration of ICT in the field of education and research to support quality teaching-learning. This study aims to explore the current scenario of instructional practices of STEM related subjects in HE of Bangladesh. In particular, the study seeks to identify the extent of mobile-learning usage and its impact on interpersonal communication, motivation, and readiness to learn in HE. As no significant study related to the above mentioned topic has been conducted in Bangladesh before, this study can show us the way to take further steps to design a feasible model for m-learning mediated instructional practices for STEM HE subjects in Bangladesh considering current challenges of instructional practices. In the adoption of a particular research methodology, this study will use mixed method multiple case study design. The primary research site will be Higher Educational Institutions (HEIs) of Bangladesh and the data triangulation method will be supported through using multiple methods of data collection sources (Quantitative: Questionnaires, Qualitative: interview & FGD and document analysis). Furthermore, Framework for the Rational Analysis of Mobile Learning (FRAME) model will be used for conceptualizing mobile learning in terms of device aspects, learner aspects, social aspects. Very little research in Bangladesh addresses HE learning theory, thus, applying the Andragogical Process Model as an analytical lens for teaching-learning approaches to STEM related subjects in sample HEIs will yield further important insights. Total confidentiality and anonymity will be ensured in data analysis section. The findings of the research may have potential contribution to redesign HE system of Bangladesh in future. In addition, this research may provide other developing and Least Developed Countries (LDCs) with insights and recommendations to integrate m-learning in STEM related HE.

Date: 24th April, Time: 10:40, Session: 6, Room: 2

Presenter: Sevilay Eroglu sevilayeroglu7887@gmail.com

University: Kocaeli University

Title: Language Related Challenges and Proficiency Level Threshold in an English Medium Instruction Program

Abstract

“English as a medium of instruction (EMI)” means the use of English to teach academic subjects in Higher Education (HE) in non-Anglophone countries where the mother tongue is not English. There has been a remarkable increase in non-language subjects taught in English in Higher Education in the world to internationalize universities. Such a big growth in HE brings its problems as well. To date, while there is some research carried out on students’ linguistic challenges in EMI contexts, no single study, to our best knowledge, which has investigated the association between language-related challenges of students in EMI context and their threshold level in Turkish context, has been found. Based on a mixed-methods research design involving an adapted questionnaire with 51 items from Evans and Morrison (2011) and a following semi-structured interviews with volunteer participants, the aim of the study is to search linguistic challenges of students in four skills and to find whether and to what degree English proficiency level of the students will ease students’ difficulties in Turkish EMI contexts. The data will be collected from two universities where there is a prerequisite of English Preparatory Program in EMI departments for the ones who do not present a sufficient exam score of IELTS or TOEFL or do not pass university language proficiency exam during enrolment process. The survey is still in use with the target of 256 undergraduates of EMI programs in Engineering and Medical Faculties in two different Turkish universities. Quantitative data analysis will be carried out using descriptive statistics. Moreover, the data will be checked for any correlations among demographics and teachers challenges. The self-reports will be coded and analysed qualitatively via regression analysis.

Key Words: English medium instruction, higher education, student challenges

Date: 24th April, Time: 11:00, Session: 7, Room: 2

Presenter: Patricia E. Castellano b00396543@studentmail.uws.ac.uk

University: University of the West of Scotland

Title: RETENTION OF DISABLED STUDENTS IN HIGHER EDUCATION

Abstract

Disabled students in higher education (HE) are retained at lower rates than their non-disabled peers (Koch et al., 2018) despite the positive outcomes associated with obtaining qualifications of this level (see Newman et al., 2020). The reasons behind this phenomenon are varied, dynamic, and complex (Thompson-Ebanks, 2014). Although individual accommodations seem to positively affect the persistence of this group of students, universally available supports appear to be even more impactful (Newman et al., 2020). In this sense, institution-level strategies have great potential to reach higher numbers of disabled students without the need for disclosure, while creating inclusive learning environments (Fossey et al., 2015). One key factor within this type of strategy is teaching and learning practice; however, its impact on disabled students' retention has not been widely researched. I am at the beginning of my PhD research and have not started generating data yet. Nevertheless, I aim to help fill in the gap referring to the impact that pedagogical approaches have on the persistence of disabled students in HE. At this conference, I would like to share the findings of my literature review so far, as well as my intended methodology and the expected outcomes of the project. An overview of these includes looking at how inclusive teaching methods could promote the success and retention of disabled students in HE, or my interest in listening to the students' voices regarding the subject matter. I believe this conference could be a valuable opportunity to engage with those interested in the topic, and it could also help positively shape the development of my research and my growth as a researcher.

Date: 23rd April, Time: 14:00, Session: 3, Room: 1

Presenter: Geoffrey Lewis u2061427@live.warwick.ac.uk

University: University of Warwick

Title: Exploring the entwined practices of early career teachers and teaching assistants: a review of literature and some methodological dilemmas

Abstract

The practices that emerge between teachers and teaching assistants are often explored through the fragments of the factors that constitute them. As a result, the entwined character of these practices and the situated nature of their development is overlooked. In particular, the process by which early career teachers are initiated into working practices with teaching assistants remains relatively unexplored. At the primary school level, these practices are central to the nature of teacher induction and retention. Therefore, my research asks: How are early career teachers initiated into the practices related to working with teaching assistants in primary schools? Using Practice Theory as a theoretical frame, my proposed research aims to gain insight into the factors that enable and constrain these practices and the dispositions adopted by early career teachers within them. Practice Theory emphasises that meaning is tied to the ebbs and flows of practices in their occurrence, and is, therefore, in a constant process of being formed, reformed, reshaped and created anew by human actors and the site for practice; it invites a problematising of, and resistance to, typical methodologies and methods used in this field. Envisioning the ways that practices are entwined is necessary to the research design, but this conception exists in tension with practical considerations of what might be captured of the ebbs, flows and contingencies in-situ. Dilemmas of this kind will be presented as ‘work-in-progress’, with feedback and discussion welcomed as part of a reflexive and iterative research design process set against the context of the current global pandemic.

Date: 23rd April, Time: 14:20, Session: 3, Room: 1

Presenter: Christina Pokasic kristina.pokasic@nottingham.ac.uk

University: University of Nottingham

Title: Inclusion of Refugee Children in Primary Schools: A Case of Croatia

Abstract

More people than ever are affected by forced displacement. As populations are becoming more diverse due to migrations, this immediately causes challenges to schools and school systems. As a country situated at the entrance of the EU, Croatia is on the pathway of migrations towards the countries on the west. Unlike the schools in certain societies, which have experience in educating children of different backgrounds, Croatia is a mostly homogeneous society. As of early 2017, when refugee children started entering its school system, Croatian schools have started developing more diverse classrooms and have experienced new challenges. This study aims to understand how policies and practice can lead to the inclusion of refugee children through the context of close exploration of four Croatian primary school settings. Using Bronfenbrenner's Ecological Systems Theory, it is explored how schools respond to the challenge of including refugee children in Croatian classrooms through the perspectives of educators. Therefore, semi-structured interviews have been conducted with teachers, professional associates and headteachers. This presentation will provide insights into the early findings that suggest educators' willingness towards the inclusion of refugee children, however, without the appropriate external support. I believe that focusing on refugee education through the perspective of inclusion will help establish new practices in Croatian schools and develop educational policies within the current political discourse on migrations and refugees.

Date: 23rd April, Time: 12:40, Session: 1, Room: 1

Presenter: Helen Wall h.wall@warwick.ac.uk

University: University of Warwick

Title: Early years oracy assessment: Understanding how teachers assess the oracy skills of their pupils through negotiation of interactional norms in the classroom

Abstract

Oracy (skills in speaking and listening) is identified as a life skill (Wilkinson, 1965), a medium of learning (Jones, 2017; Wilkinson, Davies & Berrill, 1990), and a facilitator of literacy development and second language acquisition (Amorsen & Wilson, 2016; Pinter, 2017). However, over 1.4 million children in the UK have speech, language and communication needs (SLCN) (I CAN & The Royal College of Speech & Language Therapists, 2018), with children from low socioeconomic status backgrounds being more likely to experience SLCN (Ginsborg, 2006).

This study seeks to improve our understanding of oracy assessment by innovatively introducing the applied linguistics approach of interactional sociolinguistics (IS) into work on oracy. Teachers conduct assessment by observation of the language and communication skills of pupils aged 4-5 through their daily teaching practice under the requirements of the Early Years Foundation Stage (EYFS) statutory framework (Department for Education, 2017). I examine how this assessment is enacted via the negotiation of interactional norms in the classroom. I utilise embodiment analysis to explore teacher-child interactions and peer interactions where the teacher is a bystander, examining how teachers and peers encourage, sanction and discourage children's oracy behaviours.

In this presentation I discuss three excerpts, focusing on the role of praise in negotiating interactional norms. I frame my analysis with reference to the Oracy Skills Framework's pre-eminent conceptualisation of oracy (Mercer, Warwick & Ahmed, 2017) and the EYFS language and communication goals. My initial findings indicate a hierarchy of 'oracy norms' which children are praised for performing and disciplined for breaking. These norms are supported by other children through peer socialisation strategies, not including praise, which I will outline. Finally, I discuss the need to approach oracy assessment with a greater focus on child agency in the negotiation of oracy norms and implications for oracy assessment design.

Date: 24th April, Time: 14:40, Session: 6, Room: 1

Presenter: Anar Mukhtarova a.mukhtarova@warwick.ac.uk

University: University of Warwick

Title: Measuring Leadership Styles of Kazakhstani Heads of Department via MLQ questionnaire

Abstract

Leadership in Higher Education has been widely researched in Western countries, but there is limited work on middle leadership in developing countries and very little on academic leaders in post-Soviet countries (e.g., Mercer & Pogosian, 2013; Kuzhabekova & Almukhambetova, 2017). This project aims to identify what constitutes successful/effective departmental leadership in the eyes of both Kazakh Heads of Department (HoDs) and their followers (i.e., lecturers).

It employs an Explanatory Sequential Mixed Methods Design. In the quantitative phase, the Multifactor Leadership Questionnaire (Avolio & Bass, 2004) was distributed to HoDs and lecturers from different universities in more than 20 cities of Kazakhstan. The data was collected using an online survey tool Qualtrics (N=313) and traditional paper/pencil (N=680) data collection method. There was n=993 usable questionnaires, however, n=963 questionnaire answers were used in quantitative analysis after deleting the outliers.

Findings suggest that transformational and transactional leadership styles are commonly practised followed by laissez-faire leadership style. A Pearson product-moment correlation was run to determine the relationship between leadership styles and leadership outcome. There was a strong, positive correlation between transformational and transactional leadership styles and leadership outcome, which were statistically significant. Cronbach's Alpha was used to measure how well all MLQ items estimate a single construct by being internally consistent ($\alpha=0.94$). Confirmatory factor analysis (CFA) used to confirm tool measurements. Several models (one-, three-, nine-factor and higher-order three and nine-factor models) were examined. However, bi-factor three factor model best fit the data (NFI=.89; CFI = .91; TLI = .90; RMSEA = .05).

It is hoped that the findings will contribute to the success of current, novice and future heads in Kazakhstan. Furthermore, the results of this study may be of interest to universities located in other member countries of the Commonwealth of Independent States since they have common Soviet legacies.

Date: 23rd April, Time: 12:40, Session: 1, Room: 3

Presenter: Freya Marshall Payne freya.marshallpayne@wolfson.ox.ac.uk

University: University of Oxford

Title: The Blue Doors: exploring the interconnections between educational and housing exclusion, through the case study of Oxford

Abstract

On New Year's Day of 2017, a group of people in need of somewhere to shelter opened a squat in a long-empty building owned by the University of Oxford's Wadham College. Iffley Open House, as it was called, provided housing for 20 people experiencing homelessness. But it went beyond mere need: it also acted as an awareness-raising campaign about the shortage of affordable housing in Oxford - a do-it-yourself educational programme, as it were, articulating an alternative, more egalitarian vision of the city to students, local residents and anyone who visited and took part in discussion. This second, educational aim of the project inspired another activist/educational project around housing in the city, Open House, a 'public talking shop on housing and homelessness' in Oxford (2019-2020).

We know that education and housing are interlinked even at the most basic level: low attainment in formal education and school exclusion are both common biographical details for people who go on to experience homelessness. However, through the various responses to Iffley Open House, we can begin to consider the interconnections between educational and housing exclusion in the context of Oxford - and what they can tell us about decolonising elite institutions' relationships to their city environment. Local residents joined in Iffley Open House and supported the project. I contend that expression of solidarity between those on the outside of the University of Oxford's blue doors is a way into exploring far deeper questions of exclusion, inclusion and ownership in the city itself.

In contrast, Wadham College - although famous for its progressive image - swiftly moved to evict the occupiers, demolished the building and, eventually, erected luxury student accommodation on the site. This is a microcosm for a British case study of what the American urban geographer and historian Davarian L. Baldwin dubs 'UniverCities' in his latest monograph, *In the Shadow of the Ivory Tower: How Universities are Plundering Our Cities* (2021). 'Urban development is higher education's latest economic growth strategy'. It makes sense, then, that housing activism and educational activism should be interlinked, as they have been in Oxford. How can our activism and our research educate the elite university itself about how to make its relationship with local communities more equitable? This paper contends that to truly decolonise Higher Education we need to focus on widening participation but also, *simultaneously*, access to live and thrive in University cities to local people outside the University.

Keywords: access, widening participation educational inequality, housing inequality, Higher Education

Date: 23rd April, Time: 14:00, Session: 3, Room: 3

Presenter: Justsinta Sindi Alivi s.alivi@warwick.ac.uk

University: University of Warwick

Title: ICT Uptake of EFL Teachers: A Case Study in Indonesia

Abstract

Technology has become increasingly used in language teaching and learning. It is suggested that Information and Communication Technology (ICT) in language pedagogy contributes to meeting numerous aspects of language learning enhancement. This comprises the provision of authentic materials, the employment of multimedia, the promotion of collaborative learning, the development of language skills performance, the opportunity of autonomous learning, and the facility of assessment. Despite the encouragement, teachers hold the decision to use or not use ICT in teaching. Accordingly, my study focused on exploring EFL teachers' attitudes toward ICT use by looking at factors affecting their uptake from three different levels: *teacher-levels*, *institutional levels*, and *beyond institutional levels*. In this conference, I am presenting a summary of my case study examining the use of ICT by English as a Foreign Language (EFL) teachers in Indonesia. In particular, I would like to present my review of literature, on how the three levels could influence the teachers' attitudes toward ICT use in teaching, and to share the methodology and methods I used in my study as well as how it was carried out in the field. Although my study has not been completed, I believe it has potential contribution to understand teachers' decision on ICT uptake and subsequently could help educational policy makers adjust the teachers' need and ICT use related policy in teaching.

Date: 23rd April, Time: 15:20, Session: 4, Room: 3

Presenter: Roisin Ellison R.Ellison.1@warwick.ac.uk

University: University of Warwick

Title: Teaching Fundamental British Values: Exploring resistance through human rights education

Abstract

This presentation is part of an ESRC-funded doctoral project on ‘Exploring the effect of Fundamental British Values and the Prevent Duty on citizenship education in an English secondary school: a critical ethnography’.

The Counterterrorism and Security Act (HMG, 2015) introduced a statutory duty for staff in schools to identify pupils at risk of radicalisation and prevent non-violent extremism. A central part of this duty – the Prevent Duty – is for schools to promote Fundamental British Values – democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. The government further recommended that this agenda be delivered in schools in part through citizenship education.

To explore how this policy is being enacted, I adopted a critical (Foucauldian) ethnography approach, conducting fieldwork for two terms (2018-19) in an English secondary school. The current literature suggests that, while teachers may appear to be ‘complicit docile bodies’ (Farrell, 2016) as tools of surveillance for the state, there is evidence of resistance. In light of this, I looked at the ways in which the policy was being translated into practice in the classroom, teachers’ views on the policy as related to citizenship education and how the policy was being resisted by the leadership team and classroom teachers.

My presentation focuses on the school’s rights-respecting approach, with curriculum and behaviour policies grounded in a human rights framework. Specifically, I consider its role in teachers resisting British Values and how it shaped practices of resistance differently at the leadership and classroom levels. I further discuss how the rights-respecting approach challenges the government’s British Values curriculum but does not address the safeguarding-as-surveillance concerns that arise from the implementation of the Prevent Duty.

Date: 24th April, Time: 09:40, Session: 5, Room: 3

Presenter: Aysha Sheikhi axs1374@student.bham.ac.uk

University: University of Birmingham

Title: The place of race in teacher identity: An implementation of Archer's morphogenetic Approach

Abstract

In education, the nature of teachers' identity has been a key issue since the establishment of school as a public function (Dewey, 1929). In recent decades, educationalists and social psychologists have shown particular interest in teacher's identity and connection with race as an important identity marker as highlighted by the anti-racist movement (Fordham and Ogbu, 1986; Ladson-Billings, 2000). The identity markers of a teacher provide the foundations of their personal and social identity and how they influence the social contexts the teachers experience. In addition, the concept of agency is crucial to developing a holistic picture of teacher identity (Day et al., 2006).

Margaret Archer's (1995; 2003; 2007) work highlights that although situational influences such as societal structures and cultures influence identity, it is determined by individual agency. This research focuses on using Archer's morphogenetic approach as a conceptual framework of the teacher's identity and how their reflexivity allows them to navigate the social influence discourses of race, impact their identity.

The research aims to recruit between eight to sixteen teachers in England. The main criterion is race, thus making sure that at least half of the teachers are from minority races.

To gain a comprehensive understanding into the role of race in the teachers' personal and professional identity, documentary resources and semi-structured interviews will be used as data collection methods. Two interviews will be conducted: the first interview centering around their personal life and the second centering around their professional life, with race discourse as a focus in both.

Analysing document resources alongside interviews provides the historical and political context to the teacher's reflexive process thus providing a more wholistic and comprehensive portrayal of their lived experiences.

Key words: Race, teacher identity, Morphogenetic

Date: 24th April, Time: 11:20, Session: 7, Room: 2

Presenter: Ahmad Akkad a.akkad@warwick.ac.uk

University: University of Warwick

Title: Interview-diary-interview: Methodological Insights from Studying Displaced Academics' Lived Experiences

Abstract

Research is growing to investigate the lived experiences of international academics in several different contexts (Hsieh, 2012; Jiang et al., 2010; Luxon and Peelo, 2009). The majority of studies have adopted qualitative approaches and methodologies using semi-structured interviews to explore international academics' experiences (Yang and Welch, 2010; Cantwell, 2011; Froese, 2016). Other studies utilised quantitative approaches using questionnaires to examine academic mobility and lived experiences (Uteng, 2006; Netz and Jaksztat, 2010; Lim *et al.*, 2019), and mixed methodologies (Jons, 2011; Lehn, 2016) using questionnaires and interviews to collect data. While these studies provide important and informative insights about international academics' experiences in their host societies, they are based on cross-sectional designs that collect data at one point in time which may miss potential changes in experiences that may contain important information and that can be critical for knowledge production about these experiences across time, space and different situations. This paper adopts a modified version of Zimmerman and Wieder's (1977) diary-interview to explore the lived experiences of displaced Syrian academics. It employs an initial semi-structured interview, a solicited diary kept by participants to record their experiences for six months, and a post-diary interview to discuss their diaries in depth. The study aims to provide insights into methodological considerations in such a study with a longitudinal design to gain data about the lived experiences of displaced academics in different contexts in terms of knowledge production, ethics and feasibility. The observations about the adopted methodology highlight a number of challenges and benefits of using the qualitative interview-diary-interview design which have important implications for (longitudinal) studies that are concerned with (displaced) academics in general and researchers planning to use diaries as data collection instruments while studying academics in particular.



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