

12th Education Studies
Postgraduate Research Conference

Reimagining Education in a Changing World

*Inclusive Education for a Global and
Interdisciplinary Future*

25th - 26th April 2025

The University of Warwick
Coventry, United Kingdom



Welcome

On behalf of the Conference Committee, it is our pleasure to welcome you to the University of Warwick's 12th Annual Education Studies Postgraduate Research Conference. This year, the conference will be online and in-person, signalling the end of the Covid era. Despite this positive shift, we continue to witness other forms of challenges and changes in our world, and these pose important questions regarding the nature and future of education research in this time of uncertainty. This is reflected in the conference theme "**Reimagining Education in a Changing World: Inclusive Education for a Global and Interdisciplinary Future**". We hope that this conference can be a platform to discuss how education research contributes to creating a better world in an era characterised by global and local tensions and changes. This context provides a spectrum of opportunities and challenges for PGRs and early career researchers, working within the field of education and its related areas.

This year, we are proud to host over 80 presenters from various parts of the world, including a number of postgraduate researchers from the Global South. Our presenters range from Scotland in the north to Australia in the south, highlighting the diversity of contexts, topics, presenters, and institutions represented at the conference. This diversity dovetails well with the conference theme, which is inspired by the future of our globe and interdisciplinary research.

The structure of the conference is designed to accommodate the needs of researchers while maximising the benefits they can gain. For overseas and off-campus presenters, we will host online sessions on Friday. This day will feature keynote speakers from various institutions across different research areas, all of them sharing a common concern: how to engage with and advance the role of educational research in a changing world. Professor Reza Gholami will be answering: *Is Diversity Done? Education and Belonging in a Fragile Democracy*. Our second keynote speaker, Dr. Jenna Mittelmeier, will be reflecting on *doing a doctorate in a changing world and how this shifts the nature of research and expertise*.

Recognising the significant benefits of face-to-face interaction for intellectual engagement and social networking, we have dedicated the second day of our conference to in-person sessions at the Warwick University campus. Our keynote speaker, Dr Nomisha Kurian, will explore the *relationship between children and artificial intelligence in a changing world*. The conference will conclude with a panel discussion focusing on the *evolving nature of education research*, and how it should/can develop to respond to social and political changes. Chaired by Dr. Tom Perry, the panel will include Professor Emily F. Henderson, Dr. Meng Tian, and Dr. Geoff Lewis.

Many people have supported us in organising and hosting this year's conference, and we owe each of them a tremendous debt of gratitude. First, we thank our keynote speakers and panellists for generously sharing their time and expertise. We extend our appreciation to Sally Blakeman for her ongoing support for conference organisation and administration.

We are grateful to Dr Rebecca Morris for her invaluable guidance and direction. She has been a constant source of support and reassurance throughout the entire process of organising both the online and in-person elements of our conference. Lastly, we express our appreciation to all the presenters and delegates, whose participation, motivation and enthusiasm has made this conference possible. We look forward to seeing you at the conference!

Adly and Evan
Conference Committee Co-Chairs

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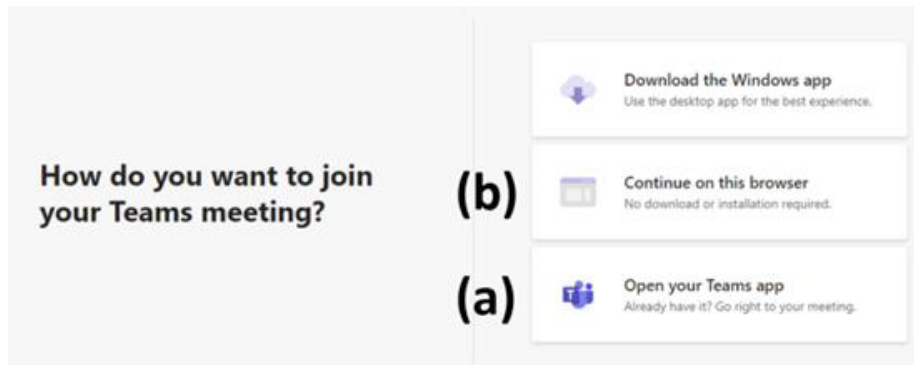
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Participating in the Conference

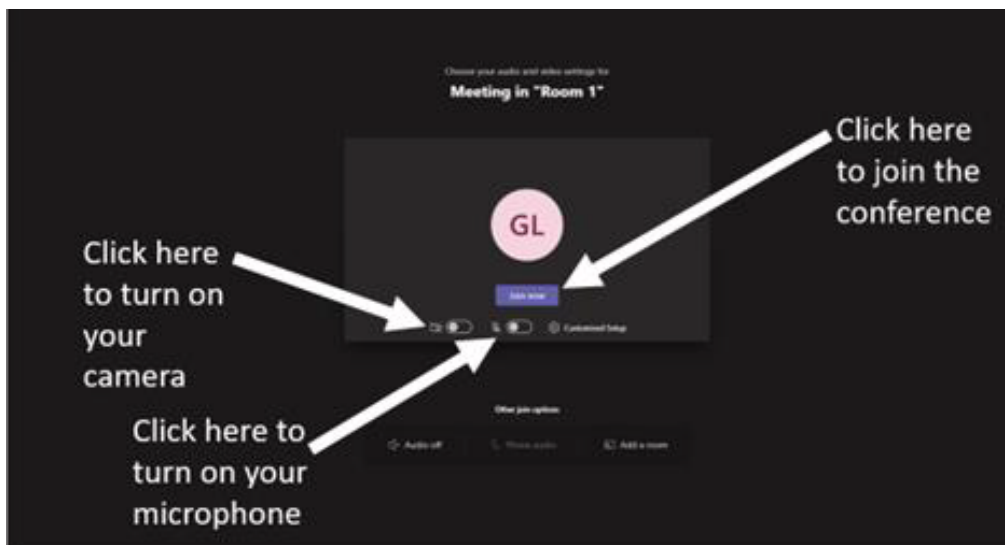
- The conference is an online and in-person event hosted on **Microsoft Teams on the first day and at the campus on the second day**. Whilst **Microsoft Teams** can be accessed via a web browser, it is recommended that you download the app prior to the conference to ensure the best experience. Further technical details can be found in the next section.
- There are 5 virtual 'Rooms' where presentations will take place across the first days. These can be accessed by clicking on the links provided on the conference overviews. The links provided to these rooms are the same throughout the programme. If you encounter an issue joining a Room, please restart your application and try again.
- Each presenter will be given 10 minutes for their presentation and 10 minutes for audience questions. The audience are encouraged to ask questions and get involved in the conference. This can be done in two ways:
 - (1) Add your question to the chat. The moderator will then invite you to elaborate or ask the question directly to the presenter.
 - (2) Use the electronic 'hands up' function of MS Teams. By pressing this, the moderator will then be aware of your intention to ask a question and request you to turn your camera on to ask this directly to the presenter. Please remember to put your hand back down.
- It is much easier presenting to human faces than the void! If you are comfortable to, please turn your camera to support your colleagues. Please note, **recording of sessions is not allowed**.

Instructions for Joining a Room

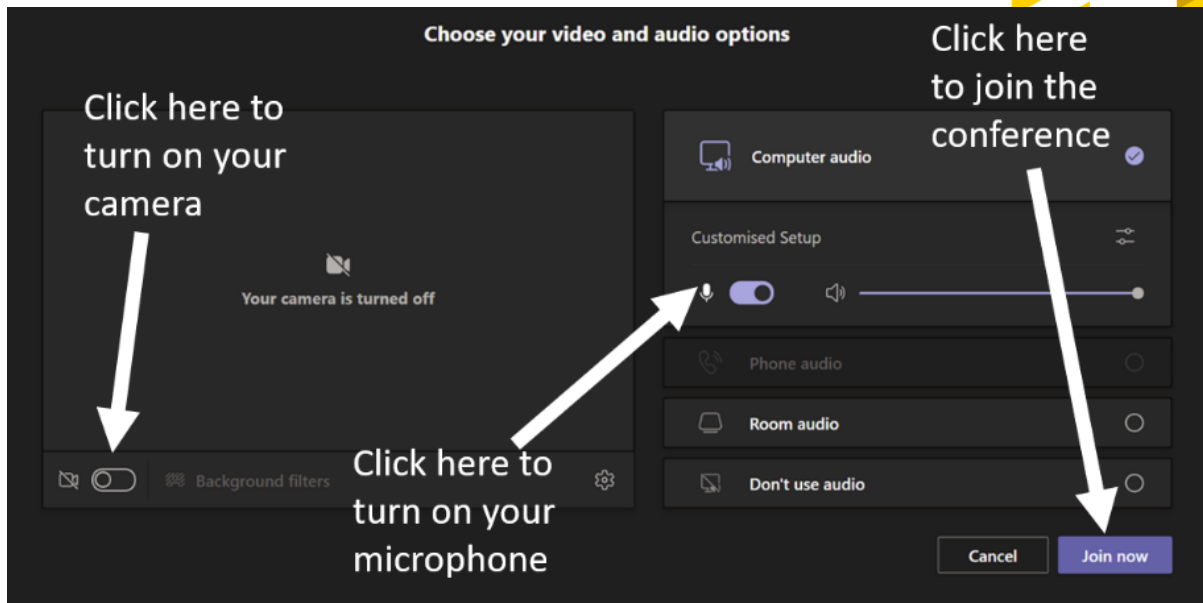
1. The **conference program schedule** (in the later section) has all the links needed to take part in the conference.
2. Click on the link to the room that you would like to access.
 - (a) If you have a Microsoft Teams account, click on 'Open Your Teams app'. You can also create an account by clicking 'Download the Windows App'
 - (b) If you do not have an account, click 'Continue on this Browser'. **Continuing in the browser will not allow access to the chat function**



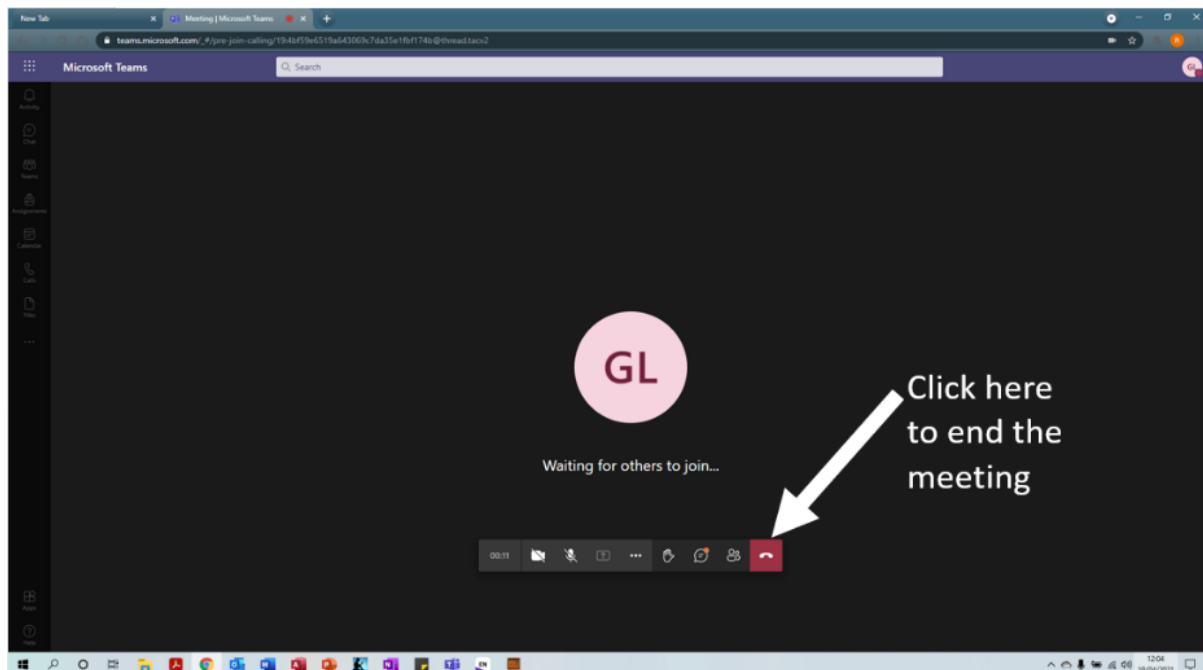
3. Click '**Join Now**' to access the conference
 - (a) For web browsers:



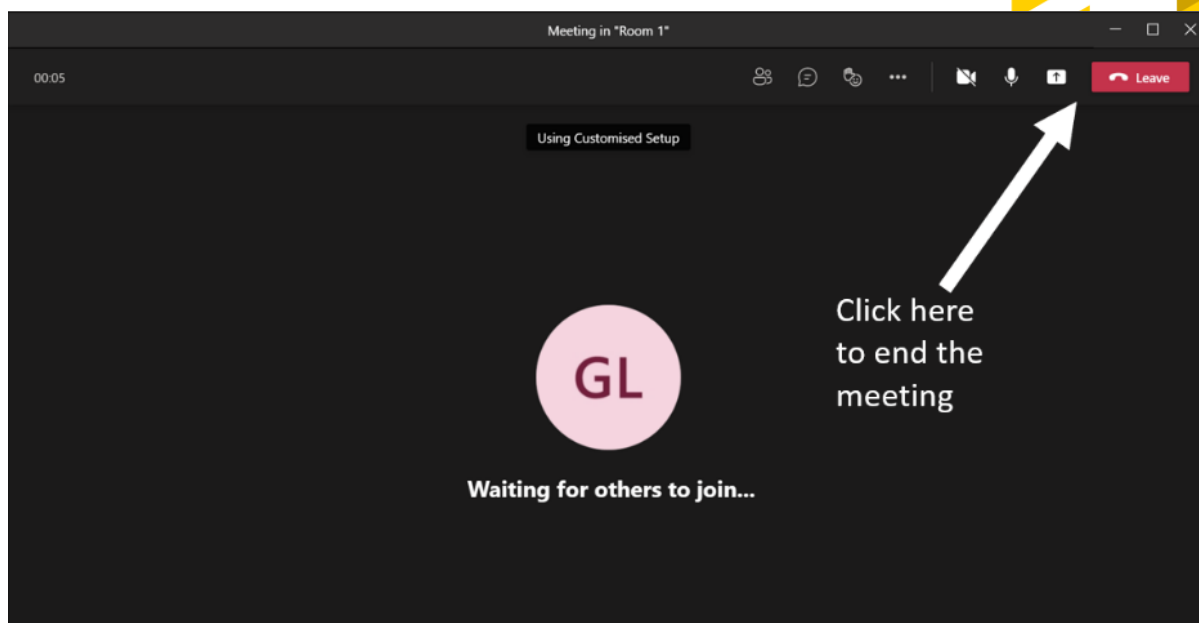
b) MS Teams desktop application:



4. To switch between rooms, click the red '**Leave**' button and repeat steps 1 to 3.
(a) For web browsers:



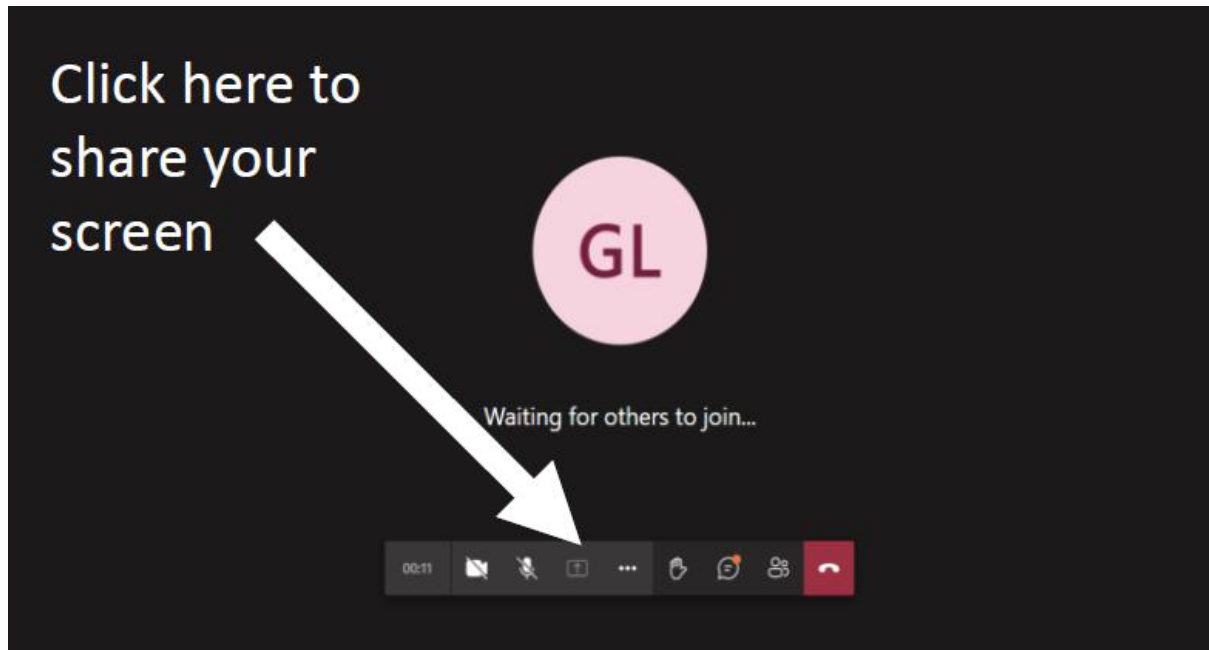
(b) MS Teams desktop application:



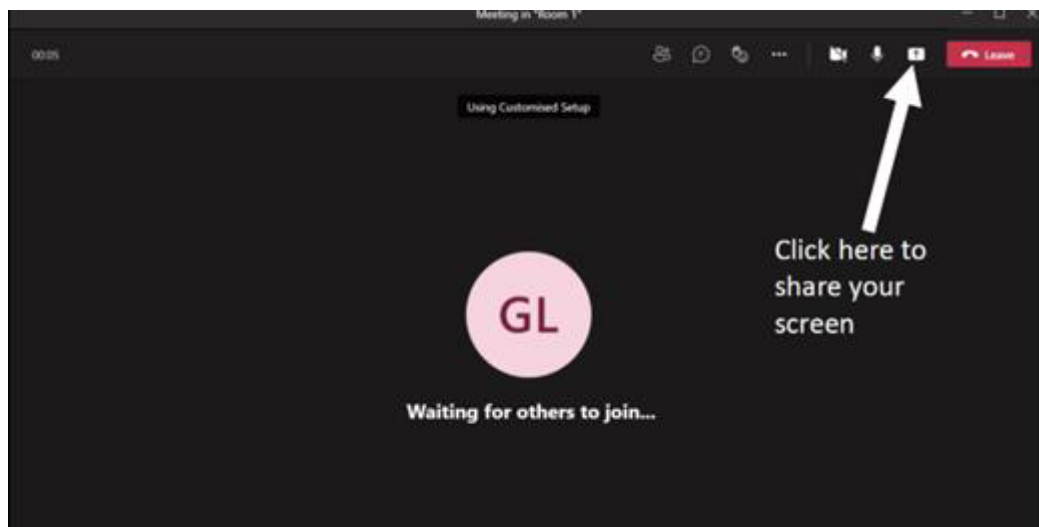
Instructions for Sharing Your Screen (Online Presenters Only)

1. To share your screen, click on the share screen icon indicated below.

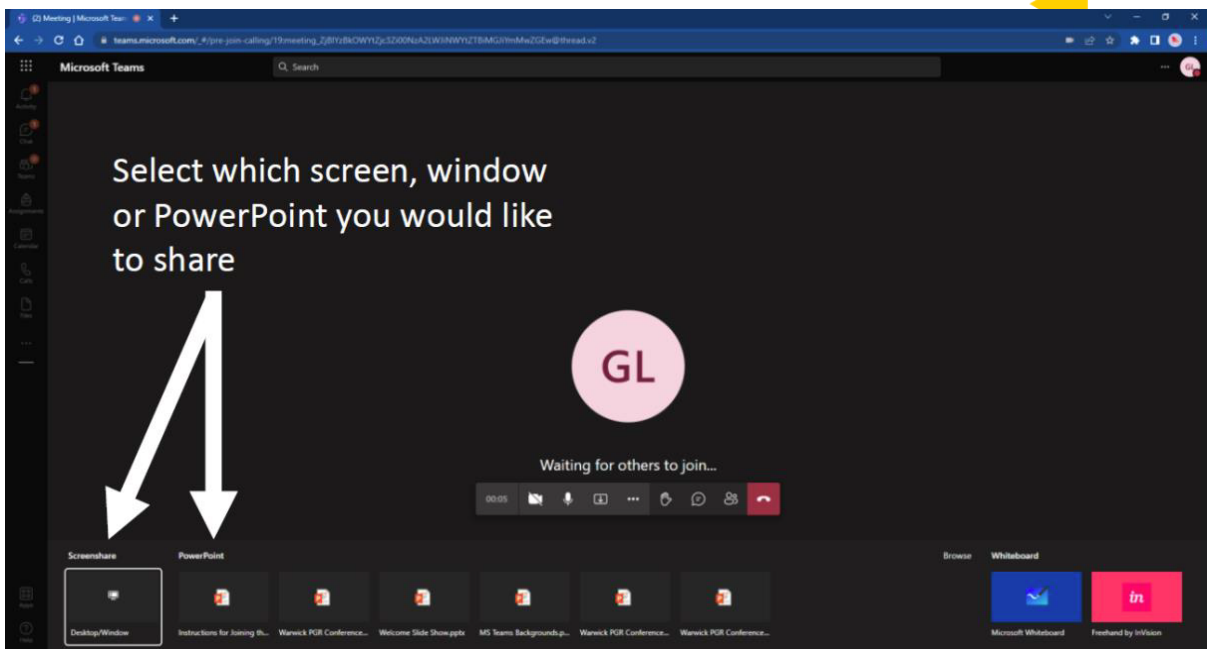
(a) For web browsers:



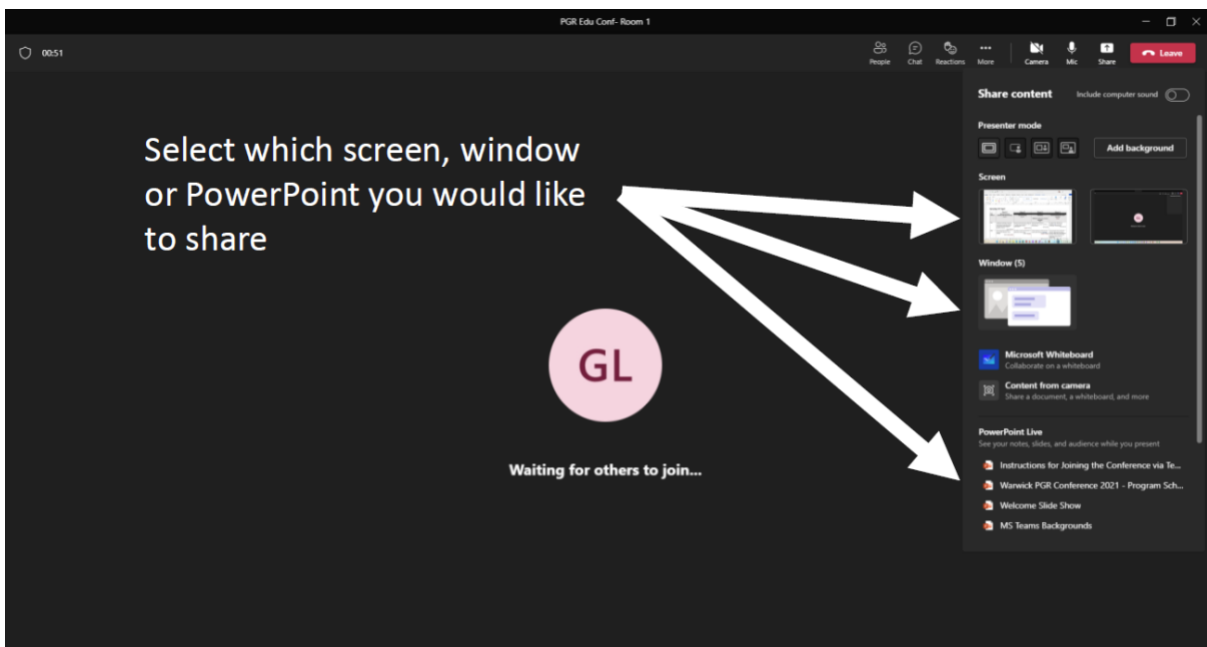
(b) MS Teams desktop application:



2. Now select the screen, window or PowerPoint you would like to share.
(a) For web browsers:



(b) MS Teams Desktop Application:



Keynote Speakers:

Professor Reza Gholami (PhD, FRSA)



Reza Gholami is Professor of Sociology of Education at the University of Birmingham, where he is also the founding co-director of the Birmingham Research Group on Education Policy (BREP). He earned his PhD in the Department of Anthropology and Sociology at SOAS, University of London, followed by post-doctoral research funded by the AHRC. He has since held a number of academic appointments, including visiting fellowships at the University of Wisconsin, Madison (USA), Monash University (Australia) and University College London (UK). He is a Fellow of the Royal Society of Arts and Senior Editor (Sociology of Education) at the Journal of Cogent Education.

Professor Gholami's research is internationally recognized and focuses on questions of belongingness, migration, inter-communal relations and community engagement in education within the context of chronic educational disparities affecting racial, ethnic and religious minorities. He uses qualitative and quantitative methods, while working collaboratively with a range of educational stakeholders around the world to develop innovative educational resources to support local schools and foster inter-communal learning. His current project is funded by the Paul Hamlyn Foundation and explores issues of belonging among primary school children through drama-based pedagogies. He is also working on a Leverhulme Trust funded project that examines how young people in English secondary schools engage with freedom of expression around race and faith.

Professor Gholami is the author of numerous books and articles in his field, including the forthcoming book *Knowledges that Destroy* (co-authored with Dr Danielle Tran), the monograph *Secularism and Identity*, and the co-edited volume *Education and Extremisms: Re-Thinking Liberal Pedagogies in the Contemporary World*. He also regularly appears in national and international media and advises policymakers.

Bluesky: @profrgholami.bsky.social

LinkedIn: <https://www.linkedin.com/in/prof-reza-gholami-062607ab/>

Dr Jenna Mittelmeier



Dr Jenna Mittelmeier is Senior Lecturer in International Education at the University of Manchester. Her research expertise focuses broadly on the internationalisation of higher education and more specifically on the treatment of international students. She is the lead co-editor of the recently published book *Research with International Students: Critical Conceptual and Methodological Considerations*. She also co-founded and is lead organiser for the Research with International Students (RIS) network.

LinkedIn: <https://www.linkedin.com/in/jlmittelmeier/> [linkedin.com]

Bluesky: <https://bsky.app/profile/jlmittelmeier.bsky.social> [bsky.app]

Dr Nomisha Kurian



Nomisha's current research focuses on Artificial Intelligence in relation to children's wellbeing and development. She is the first Education specialist to win the University of Cambridge Applied Research Award for "outstanding real-world impact" and also the recipient of the Cambridge Vice-Chancellor's Social Impact Award for "exceptional achievement in social change". Her recent publication on child-safe Artificial Intelligence achieved 95 pieces of media coverage, including global outlets such as SkyNews, ABC News, and the Times of India, leading Taylor and Frances to recognise the article as achieving "the sixth highest impact score of all articles published in the journal ever" (Journal of Learning, Media and Technology).

Nomisha is an Associate of the University of Edinburgh's Centre for Research in Digital Education, and also an Associate Fellow at the University of Cambridge Institute of Technology and Humanity's Leverhulme Centre for the Future of Intelligence, which focuses on ethical AI. She enjoys partnering with impact-driven organisations working with, and for, children. Spanning Ethiopia, South Africa, India, USA, Mali, Lebanon, and Colombia, she has cherished working with diverse organisations such as the World Bank and the Inter-Agency Network for Education in Emergencies. From the windswept coasts of Norfolk to inner-city London, she has also worked in Widening Participation initiatives over 300 low-income youth across the UK. She holds a PhD in Education from the University of Cambridge. Previously, she was at Yale University as a Charles and Julia Henry Fellow, researching the UN Convention on the Rights of the Child.

<https://warwick.ac.uk/fac/soc/ces/staff/nomishakurian>

The Panel discussion speakers

Professor Emily F. Henderson



[Professor Emily F. Henderson](#) is Professor and Director of the Substantive University Research Centre '*Doctoral Education and Academia Research Centre*' ([DEAR](#)), at the University of Warwick, and is located in Education Studies (SELCS). She is also a Visiting Professor at Centre for Policy Research in Higher Education (CPRHE), National Institute for Educational Planning and Administration (NIEPA), India. Prof Henderson's current research projects include a 4-year project on institutional approaches to widening participation in India ('[WAHEI](#)' - 'Widening Access to Higher Education in India, Institutional Approaches'), an [evaluation project](#) of the Warwick PATHWAY programme for Black Researchers, and a project about the aims nature and values of education-related research centres ('[The Heart of Research](#)'). She is most recently co-author of *Gendering the Massification Generation: Higher Education Access and Choice in India* (Routledge, 2024), *Making Sense of Academic Conferences* (Routledge, 2023) and co-editor of *Exploring Diary Methods in Higher Education Research* (Routledge, 2021). She is co-editor of the academic blog [Conference Inference](#) and Co-Convenor of [Diary Method Community](#), an online community of practice for diary researchers.

Warwick profile: <https://warwick.ac.uk/fac/soc/ces/staff/emilyhenderson>

LinkedIn: <https://www.linkedin.com/in/emily-f-henderson-697b59335/>

Dr Meng Tian



Dr Meng Tian is an Associate Professor in Educational Leadership at the University of Birmingham, UK. Her teaching and research interests include distributed leadership, social justice leadership, professional development for leaders and teachers, education leadership policymaking, and comparative education. Meng has an extensive international research profile and supervises several PhD students. Before joining the University of Birmingham, she studied and worked in China, Finland, and Switzerland and has contributed to numerous international and EU-funded projects. In recent years, she has served as the Principal Investigator for several research projects, including:

- Global Citizenship Education in Pakistan
- Blended Leadership Professional Development Programme for the Central Board of Secondary Education in India
- BRIDGE Signature Initiative on Education Access and Equity with the Global South, in collaboration with the University of Illinois Urbana-Champaign (USA)
- QR Policy Fund on Ofsted Inspection Reform and Practices

Beyond her research, Meng serves as the Director of Global Engagement for the College of Social Sciences at the University of Birmingham. In this role, she leads strategies to enhance the university's global reputation and rankings, international student recruitment, international research collaborations, and staff and student mobility. In addition to her academic and research commitments, Meng holds several prestigious appointments:

- Co-Convenor of the Educational Leadership Network at the European Educational Research Association (EERA)
- Board Trustee for the British Educational Leadership, Management & Administration Society (BELMAS)
- Associate Editor for the Q1 journal: Educational Management, Administration & Leadership (SAGE)
- Trustee for the James Brindley Academy

www.linkedin.com/in/meng-tian1984

<https://www.birmingham.ac.uk/schools/education/staff/profile?Name=dr-meng-tian&ReferenceId=190431>

X: @ MengTia84046806

Dr Geoff Lewis



Geoff is a postdoctoral researcher in the Centre for Education Studies at the University of Warwick and his work draws on theories of practice to understand how inclusion in the school classroom is affected by local and national contexts. His PhD focussed on understanding the work of primary early career teachers and teaching assistants in England and demonstrated how existing models of effective TA deployment can and should be supplemented with more careful attention to the factors that shape (and are shaped by) these practices. For fifteen years prior to this, Geoff worked in primary schools across a variety of leadership roles and is currently leading an ESRC-funded impact project that aims to work with preservice teachers, early career teachers and teaching assistants to develop equitable and inclusive pedagogical approaches in the classroom.

Chair of the panel discussion

Dr Thomas Perry



Dr Thomas Perry is a social scientist, education researcher and educator whose work centres on evidence-informed education policy and practice. He is Associate Professor in the School of Education, Learning and Communication Sciences at the University of Warwick, where he also serves as Co-Director of Postgraduate Research. Tom's research addresses systemic inequalities and challenges in education by applying rigorous social science methodologies to real-world problems. His expertise spans quantitative methods, systematic review, mixed methods research, and the use of secondary data. He has led or co-led projects totalling nearly £3 million in research funding, including high-profile studies funded by the ESRC, the Education Endowment Foundation (EEF), and the Department for Culture, Media and Sport. His work on school mobility, post-16 GCSE resits, sustainable school leadership, school accountability, and cognitive science in the classroom has had significant policy and practice impact, and has been cited in national media outlets such as *TES*, *SchoolsWeek*, and BBC Radio 4. In addition to his research, Tom plays a leading role in postgraduate teaching and doctoral supervision. He is Programme Director for Warwick's Doctorate in Education (EdD) and has held leadership roles on a wide range of research methods and education policy modules. He has supervised numerous PhD and EdD students, chaired vivas, and contributed to doctoral programme development. Tom is also deeply involved in academic citizenship and knowledge mobilisation, serving on advisory panels for the EEF, UKRI-funded projects, and teacher development initiatives. He sits on the editorial board of *Research Papers in Education*, is a Senior Fellow of the HEA, and a member of the ESRC Peer Review College.

Previously, Tom held academic and research leadership roles at the University of Birmingham and Centre for the Use of Research and Evidence in Education (CUREE). He began his career as a secondary school teacher and holds a PhD in Education from the University of Birmingham. His work exemplifies a commitment to advancing educational equity, rigour in research, and the meaningful application of evidence in schools and policy.

<https://thomasperry.education/>

X: @TWPerry1

Bluesky: @twperry1.bsky.social

Overview of Conference Schedule:

Friday 25th April 2025

All times shown are British Summer Time GMT + 1 hour (BST)

Time	Session	Room
12.00-12.15	Welcome and introduction	Room 1
12.15-12.50	Keynote speaker Session: <i>Is Diversity Done? Education and Belonging in a Fragile Democracy</i> By Prof Reza Gholam	Room 1
12.50-1.50	First parallel presentations (session 1)	
	<i>Education policy</i>	Room 1
	<i>Higher and further education</i>	Room 2
	<i>Globalisation and international perspectives</i>	Room 3
	<i>Health, wellbeing and education</i>	Room 4
	<i>Inclusive education and SEND</i>	Room 5
14.00-15.00	Second parallel presentations (session 2)	
	<i>Higher and further education</i>	Room 2
	<i>Globalisation and international perspectives</i>	Room 3
	<i>Equity and social justice</i>	Room 4
	<i>Childhood and early years</i>	Room 5
15.10-16.10	Third parallel presentations (session 3)	
	<i>Curriculum, assessment and pedagogy</i>	Room 1
	<i>Student aspirations and wellbeing</i>	Room 2
	<i>Research methodologies</i>	Room 3
	<i>Equity and social justice</i>	Room 4
16.15-16.50	Keynote speaker Session: <i>Doing a doctorate in a changing world: The shifting natures of research and expertise</i> By Dr Jenna Mittlemeier	Room 1
16.50-17.00	Final reflections	Room 1

Saturday 26th April 2025

All times shown are British Summer Time GMT + 1 hour (BST)

Time	Session	Room
9.00-9.30	Registration, tea & coffee	Westwood Teaching Centre
9.30-9.40	Welcome and introduction	Westwood lecture theatre
9.40-10.15	Keynote speaker Session: <i>Children and Artificial Intelligence: Algorithmic Childhoods in a Changing World</i> By Dr Nomisha Kurian	
10.30-11.30	First parallel presentations (session 1)	
	<i>Higher and further education</i>	WT0.03
	<i>Education policy</i>	WT0.04
	<i>Health, wellbeing and education</i>	WT0.05
	<i>Inclusive education and SEND</i>	WT0.06
11.40-12.40	Second parallel presentations (session 2)	
	<i>Educational effectiveness and improvement</i>	WT0.03
	<i>Higher and further education</i>	WT0.04
	<i>Research methodology in education</i>	WT0.05
	<i>Equity and social justice</i>	WT0.06
12.40-13.30	Lunch	Westwood Teaching Centre
13.30-14.30	Third parallel presentations (session 3)	
	<i>Sustainability and education</i>	WT0.03
	<i>Higher and further education</i>	WT0.04
	<i>Research methodology in education</i>	WT0.05
	<i>Teacher education and development</i>	WT0.06
14.45-15.30	Panellist session: <i>The Future of Educational Research in a Changing World</i> By Dr Tom Perry, Prof Emily F. Henderson, Dr. Meng Tian, and Dr. Geoff Lewis	Westwood lecture theatre
15.30-15.45	Final reflections	

Presentation Schedules

Friday 25th April

Session 1

		Link to Room 1	Link to Room 2	Link to Room 3	Link to Room 4	Link to Room 5
Friday Session 1		Education policy	Higher and further education	Globalisation and international perspectives	Health, wellbeing and education	Inclusive education and SEND
	12:50 - 13:10	Policy Reconfigurations in Crisis Contexts: Problematisations and Assemblages Abhishek Srivastava	Re-imagining teaching quality through philosophy Milena Cuccurullo	Interplay of Social Dynamics in ELT Classrooms Anjana Krishna S.	Creating Work-Life Balance during pandemic post March 2020: Experiences of Married, Private School Female Teachers in Pakistan Syeda Khadija Burhan	Breaking Barriers: Neurodivergent Experiences and Strategies in Post-92 Doctoral Studies Jessica Wythe
	13:10 - 13:30	Global Agendas in the Malaysian Education System Pravindharan Balakrishnan	Women's Experiences of Adult Literacy Programs in Tamil Nadu, India Aditi Chidambaram	Class Privilege and Educational Advantage: A Study of an International School in India. Tina Thakur	The Current State of Play: A Study on Physical, Emotional, and Verbal Aggression Towards Teachers by Students in Western Australia Evalena Lowe	Don't forget to remember: mnemohistory's role in shaping education's future Sheng-Hsiang Lance Peng
13:30- 13:50	How does non-formal secondary education in Tanzania support equity and diversity? Assessing policy reform through a PEA lens. Regina Guzman	Black women's experiences of degree apprenticeships as existing employees Sonia Francis	Educational Experiences of Tibetan Students in Higher Education in India: An Exploratory Study Rashmi Pal & Deepak	Preliminary Insights and Reflections: Mental Wellbeing of International Women Doctoral Researchers of Colour from the Global South Thirsha de Silva	Investigating School Provision for EFL Pupils at-risk for ADHD in Inclusive Education: A Pilot Study Nour El Houda Bennama	

Session 2

		Link to Room 2	Link to Room 3	Link to Room 4	Link to Room 5
Friday Session 2		Higher and further education	Globalisation and international perspectives	Equity and social justice	Childhood and early years
	14:00 - 14:20	Globalisation of Higher Education: Shifting trends in Indian Women Students' cross-border mobility from the US and the UK to Europe. Siddhi Singh	The degree of availability of scientific supervision standards among faculty members in the colleges of Al-Furat University Lama Aldrweh & Lina Alhaddo	Rethinking the Impact of Gender Inequality on Access to Education for Girls in Northern Nigeria Oluwasegun Ogunsakin	Children of the Dregs of the Pauper Population of London” James Philips Kay 1841 Allison Gale
	14:20 - 14:40	Beyond the Glass Ceiling: Challenges and Pathways for Women in Higher Education Leadership in India Bisma Manzoor	Can digital education affect educational setup? A narrative literature review of initiatives of digital education in Pakistan Meetha Ram & Bakhtawar Nizamani	Disconnected Dreams: Educational Challenges of Hindu Minority Girls in Rural Bangladesh During Covid-19 Pronita Dutta	Through the Eyes of the Island Child - Understanding the Subjective Well-being of Children in Transnational Caribbean Families Janique Charles
14:40 - 15:00	Liberal Arts and Science Education in Contemporary India Swathi Priya Devaraj	Issues and Challenges of Teacher Education in Indonesia Titik Ulfatun	A qualitative study exploring what successful EDI training looks like within the British sign language interpreting profession. Layne James Whitaker	Development and Validation Measurement of School-Based Parental Involvement in Early Childhood Education Yubaedi Siron	

Session 3

		Link to Room 1	Link to Room 2	Link to Room 3	Link to Room 4
Friday Session 3		<i>Curriculum, assessment and pedagogy</i>	<i>Student aspirations and wellbeing</i>	<i>Research methodologies</i>	<i>Equity and social justice</i>
	15:10 - 15:30		The role of parent-teacher partnerships in supporting student wellbeing during adolescence: insights from Chinese junior high school Xiaoyuan Zhang	Being in two places at once: Fieldwork experiences of a longitudinal study across two different settings Denisse Alejandra Lillo Sierra	
	15:30 - 15:50	Bridging 'Sciences': Relevance of Sociology in the Age of AI Aastha Thakur	Schooling, Family, and Aspirations of Rural Secondary School Students in India Mitali Patle	Researching with Secondary Students in Nigeria: Experiences and Methodologies Mercy Onyemaechi Martins	Reimagining Inclusive Education: Addressing Barriers for First-Generation Learners in Rural Punjab and Kolkata's Suburbs Sukanya Mitra & Subhashree Koyal
15:50 - 16:10	The Application of Augmented Reality in Mathematical Geometry Learning for Students with Autism Spectrum Conditions Xinyun He	Exploring STEM Career Aspirations through the Lens of Science Capital YanJun Yang	Ethnography in the Classroom: Narratives as a Pillar of Educational Research Tushar Dhiman	UK supervisors' roles in doctoral student selection Nok Hang (Alice) Hui	

Saturday 26th April

Session 1

		WT0.03	WT0.04	WT0.05	WT0.06
Saturday Session 1		<i>Higher and further education</i>	<i>Education policy</i>	<i>Health, wellbeing and education</i>	<i>Inclusive education and SEND</i>
	10:30 - 10:50	Generative AI and Academic Integrity: Understanding Student Perceptions of Plagiarism in Indonesian Higher Education Agus Riadi	Teacher experience and Policy interpretation Santi Laila Tartila	Enacting Care with Technology: A Sociometrical analysis of LMS (Learning Management Systems) use in Indonesia Ahmad Ardillah Rahman	Inclusive education in legal education's history in England, and potentials for the future Israel Okunwaye
	10:50 - 11:10	Doctoral Education in Conflict-Affected Contexts: A Critical Review of Literature Susan Deeb	Positioning yourself in policy: navigating writing policy as an education professional and researcher Stephanie Povey	Denied tears and emotions: in what ways do the environmental stressors adversely affect executive functioning and emotional regulation? Darnell Cadette	Understanding the Experiences of pupils with SEN at Risk of permanent exclusion Zoe Stuart
	11:10- 11:30	Exploring Augmented Reality Adoption in Saudi Higher Education: Ebtisam Alqahtani	Government Policy Mixes for Higher Education Access: A Qualitative Comparative Analysis of Indonesian Institutions Kalihputro Fachriansyah	Mental health problems among UK undergraduates: A comparison study of autistic and non-autistic students Hatice Gundeslioglu	Exploring the Feasibility of Attentional Bias Modification Training as a treatment for Depression and Low mood with Adults who have Intellectual Disabilities Andreas Poku

Session 2

		WT0.03	WT0.04	WT0.05	WT0.06
Saturday Session 2		<i>Educational effectiveness and improvement</i>	<i>Higher and further education</i>	<i>Research methodology in education</i>	<i>Equity and social justice</i>
	11:40 - 12:00	Improving ESOL Teacher Preparedness for Migrant Mental Health and Self-Harm Fatima de Almeida Reszczynski	Cutting the Strings: Reimagining Programme Leader Agency in HE within FE Mathew Dudley	Research diaries as a tool for reflexivity and transparency Cecilia Nobre	Exploring Shaming Practices for Classroom Management and Academic Motivation in the Context of Low-Fee Private Schools in Delhi, India Bhabesh San San Wal
	12:00 - 12:20	Pupils as conduits in the home-school relationship Christopher Guerin	Optimizing Industry-Education Partnerships in Higher Vocational Education: Reimagining Inclusive Pathways in China Ran Deng	What do we do now?" An action research on meaningful interactions between children and practitioners in a Nursery setting Chara Kitsaki	The Changing Faces of Racism in Education: A Comparative Literature Review into the Experiences of Black Girls in UK Secondary Schools. Natasha Boyce
	12:20 - 12:40	Our survey said... A step-by-step guide to designing and validating educational questionnaires. Ben Sinclair	Demystifying Doctoral Academic Socialisation: Transformation of individual(s) or institution(s)? S Arokia Mary	Stitching women's stories using craftivism as a creative, evidence gathering Method Deborah Littley	Analysing Science Teacher Education in India for Social Justice Shishu Ranjan

Session 3

		WT0.03	WT0.04	WT0.05	WT0.06
Saturday Session 3		<i>Sustainability and education</i>	<i>Higher and further education</i>	<i>Research methodology in education</i>	<i>Teacher education and development</i>
	13:30 - 13:50	Existential Risks, Education, and Capabilities: A Contextual Overview and Review of the Literature Gareth Alexis Brinkworth	Exploring Mentor-Mentee Dynamics in a Changing Academic Landscape Rui Zhang	Measuring cognitive empathy in young children using story stem narratives Debbie Kwan	Induction Experiences of Early Career Teachers (ECTs) in the West Midlands: Intent vs. Implementation Luke Jackson
	13:50 - 14:10	Impact Cultures in Challenge-led Multidisciplinary Research Collaborations: A multiple-case study of universities' climate-nature emergency research centres in five countries Yiran MA	Exploring collaborative learning in maths support centres in the UK and Ireland Lucy Deacon	Mentoring for academics - the beginnings of a research journey Jane Murdoch	Post-2010 Teacher Education Policy in England and Teacher Professionalism Samuel Mason
14:10- 14:30		Expressions of Femininity Among Women Academics in Russell Group Universities: A Theoretical Exploration Natalia Cama	Re-imagining Relationships and Sex Education in Initial Teacher Training Using Post-Qualitative Participatory Research Methods Jodie McGoldrick	Caught in the Middle: Tensions experienced by school and HEI-based teacher educators. Sarah Emmerson	

Locating Saturday Venue-Westwood campus



Address:

Westwood Teaching and Westwood Lecture Theatre
Coventry CV4 8EJ

You can locate the Westwood Campus on the Warwick interactive map here:

<https://warwick.ac.uk/about/campus-journey/interactive-map/> or [Google map link](#)

Details of transport options to the university can be found here: <https://warwick.ac.uk/about/campus-journey/mode-of-travel/>

Information about car parking on the Warwick Campus (including Westwood) can be found here: <https://warwick.ac.uk/about/campus-journey/car-parking/>

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Book of Abstracts

Policy Reconfigurations in Crisis Contexts: Problematizations and Assemblages

Abhishek Srivastava
Ambedkar University Delhi, India

The COVID-19 pandemic led to unprecedented disruptions with social-distancing mandates and overnight lockdowns, affecting educational systems globally. This led to rapid shifts and reconfigurations in education policy processes. This paper presents an overview of my doctoral research project examining the emergence and circulation of the concept of 'learning loss' as a way to understand the effects of the pandemic-induced phenomena in education. This research adopts a dual analytical focus: first, examining how learning loss has been discursively constructed as a policy problem requiring particular interventions; and second, mapping the heterogeneous policy networks that assembled around this concept. Drawing on DeLanda's assemblage theory, Bacchi's approach to problematizations, and recent work on studying policy as assemblages, this project conceptualises policy formation as processual, relational, and topologically distributed rather than territorially bounded and hierarchically constructed. The paper presents preliminary findings from analysis of the Bharat EdTech Initiative (BEI), a multi-sector collaborative that exemplifies the reconfigurations of policy networks during the pandemic. Analysis shows how BEI functions as what Williamson calls a 'meta-EdTech' entity, simultaneously operating as a market maker and evidence intermediary in the Indian edtech field. This meta-edtech function is an emergent property of BEI that cannot be reduced to its constituent component actors. Furthermore, these component actors are topologically distributed across various domains including philanthropic foundations, assessment regimes, technical infrastructures, and implementation networks.

Presenter bio

Abhishek Srivastava is a doctoral researcher at Dr. B.R. Ambedkar University Delhi, India, interested in critical policy research and digital technologies in education. His current research examines policy processes during crisis contexts.

Global Agendas in the Malaysian Education System

Pravin Balakrishnan
King's College London

Malaysia's education system has undergone continuous reform in response to both domestic and global pressures. This study examines the interplay between global educational agendas, national governance, and local implementation within the Malaysian education system. Specifically, it explores two dominant narratives: (1) the role of international organizations (IOs) in shaping educational policies, and (2) the increasing influence of technology-mediated education, particularly post-Covid-19. The first narrative traces how Malaysia's education policies have been shaped by global trends, notably through its participation in the Program for International Student Assessment (PISA) and the adoption of Sustainable Development Goals (SDGs). The launch of the Malaysian Education Blueprint (MEB) in 2013, developed in collaboration with IOs such as UNESCO, OECD, and the World Bank, illustrates Malaysia's efforts to gain political legitimacy through global benchmarking. The second narrative highlights the rapid digitalization of education, which was accelerated by the pandemic. Initiatives such as the Digital Educational Learning Initiative Malaysia (DELIMa) and the 2024 Digital Education Policy reflect Malaysia's commitment to technology-enhanced learning, though challenges such as infrastructure gaps and digital equity persist. This study employs a qualitative methodology, utilizing network ethnography, documentary analysis, and interviews with key stakeholders, including government officials, educators, and representatives from IOs and corporate entities. Findings indicate that global educational agendas are operationalized through policy adaptation, stakeholder engagement, curriculum integration, and capacity building. Moreover, while IOs and technology corporations play a significant role in shaping Malaysia's education landscape, local actors—including teachers—mediate these agendas in ways that align with national priorities. The study contributes to understanding how global educational discourses interact with national policies, shedding light on the broader dynamics of global-local governance in education.

Presenter bio

Pravin Balakrishnan is a PhD student at King's College London under the lead supervision of Dr Maren Elfert, with Dr Ayo Mansaray and Dr Diego Santori. Pravin is researching on the intersection of the increasingly complex architecture of global governance in education and teacher agency. Pravin has a specific research interest in global governance, global comparative education and education policymaking.

How does non-formal secondary education in Tanzania support equity and diversity? Assessing policy reform through a PEA lens.

Regina Guzman
University of Cambridge

My doctoral research is an examination of power and politics across various levels of implementation in the non-formal secondary education (NFSE) agenda. NFSE has been at the forefront of politics and education in Tanzania since 2020, when the government embarked on a large-scale reform of its secondary education (SE) sector with financial support from the World Bank. Tanzania, like other in the Global South, has made progress in education access but lags on quality and equity. It has some of the lowest SE attainment rates in SSA, with a net enrolment of 27% and rising dropout rates, particularly for girls (Iddy, 2018). Under national and international pressures to reform SE, the government turned to non-formal education as a pathway for the expansion of access and quality. Beginning in 2013, and more concertedly since 2020, it has overhauled many NFSE practices with new policy priorities and new implementation actors. Using a political economy analysis lens to examine the policy, implementation, and service domains under which these NFSE reforms take shape, my presentation will focus on outcomes of equity and diversity. Access and equity are two key aims in the new NFSE agenda but often fail to materialize on the frontlines of service provision. The data for this research comes from an extensive policy review and 73 KIIs with government and school staff, from 20 schools in Tanzania where the NFSE program is delivered.

Presenter bio

My doctoral research looks at the political economy of non-formal education reforms in Tanzania. I'm interested in bridging the gap between research and policy, advocating for non-technocratic perspectives to education that consider ground realities and the dynamics of political buy-in. I've spent the last decade working in education non-profit management in Tanzania, but my wider interdisciplinary experiences continue to inform much of what I do. I am bicultural and bilingual, in English and Spanish, and currently live in Cambridge where I am nearing completed.

Re-imagining teaching quality through philosophy

Milena Cuccurullo
University of Warwick

My research aims to explore a different way to look at teaching quality in HE, beyond what managerial indicators of accountability systems can tell. The effort to reflect on teaching as a particular kind of practice, with its own values and characteristics, different from those of other professional practices, is essential to develop HE institutions as places that can offer unique cultural experiences, which students will not find anywhere else. I used philosophical method to dig into concepts, i.e. excellence, teaching practice, conversation, judgment and choice, that remain crucial to understand the peculiarity of higher education and its ethics in view of future challenges, including that of future interactions with learning machines. In my research, philosophy – in particular, Hermeneutic philosophy – has turned out once again as a productive approach to pull out some of the most nuanced traits of the educational experience in HE that are undetectable by current measures for quality. I have identified, for example, the possibility to talk about teaching as a particular kind of conversation, in which what is at stake is not just the introduction of students to specialist knowledge and skills, but the human encounter and the possibility of self-transformation. I am also finding out that there is a danger, though, that such opportunities for encounter and creative expression might be missed in HE, as teaching and learning could be experienced more and more as administrative duties under the pressure of increasing performativity. This latter issue will be the focus of my presentation.

Presenter bio

Milena Cuccurullo

<https://peoplesearch.warwick.ac.uk/profile/2272700/0>

Women's Experiences of Adult Literacy Programs in Tamil Nadu, India

Aditi Chidambaram
University of Oxford

To situate and support gender equality in a federal country like India, it is essential to analyse how empowerment discourses unfold within each state. Tamil Nadu (TN) presents an interesting case, as it is known for its progressive stance on women's literacy as a means of empowerment. However, despite TN's history of political activism, women's voices remain largely absent in defining or resisting their subjectification as 'illiterate' and 'disempowered.' This contradiction raises critical questions about how women themselves experience literacy initiatives and empowerment discourses. This research therefore examines how women with little or no prior schooling experience and navigate adult literacy programs in TN. Drawing on DeJaeghere's relational capabilities approach and Kabeer's postcolonial feminist framework, I aim to learn how educational capabilities, relational influences, and gendered constraints shape literacy journeys. The first phase employs storytelling and oral history methods to explore how women in Sivaganga district navigate processes of 'becoming literate' and relate to dominant discourses on literacy and empowerment. The second phase builds on these narratives through collective workshops where women co-produce knowledge on the role of the community using digital storytelling. By complicating TN's identity as a progressive state, this study contributes to feminist scholarship by critically examining the discourse on female empowerment, the intersectional disadvantages embedded in lived realities, and the emphasis on literacy as a pathway to empowerment. Ultimately, it will bridge theory and practice by generating context-specific knowledge that amplifies women's voices and informs educational leadership in TN.

Presenter bio

As a researcher specializing in education policy and international development, I am specifically interested in efforts to support girls' education in South Asia. My DPhil research aims to investigate the life histories and experiences of women in adult literacy programs in India, focusing on how women relate to discourses on female empowerment. My previous work has examined the digital divide in education during the pandemic, the experiences of parents of children with disabilities in rural India and most recently, the impact of the flooding crisis on girls' education in Pakistan. I graduated with Distinction in my MPhil in Education, Globalisation, and Development from the University of Cambridge, where my dissertation received 'Best Dissertation Award.' I continue to be passionate about producing research that is grounded in lived experience and meaningfully informs policy and practice.

<https://www.education.ox.ac.uk/person/aditi-chidambaram/>

www.linkedin.com/in/aditi-chidambaram-4576001b2

Black women's experiences of degree apprenticeships as existing employees

Sonia Francis
University of Warwick

Since the introduction of Degree Apprenticeships in 2015, current data shows that almost half of apprentices are mature employees (over the age of twenty-five). These apprentices also account for the largest proportion of those who do not complete the programme. Whilst there is considerable quantitative data concerning the demographics and achievement levels of degree apprentices, little qualitative research has been conducted into the lived experiences of those from underrepresented backgrounds. This presentation draws from semi-structured interviews completed in a PhD study of eleven black women currently on Degree Apprenticeship programmes; and will focus on two narratives of mature apprentices. It is worth noting that the participants were able to choose their pseudonyms. 'Stephanie' discusses her experiences of returning to education as a single mother, and how a later in life diagnosis of dyslexia affected her experiences. She also describes the impact of performing her leadership role, whilst contending with microaggressions and lack of support for her apprenticeship. 'Charlotte', a hospitality manager, denied career progression many times, reflects on how the degree apprenticeship was used as a tool by her employer to placate her ambitions, whilst grappling with inadequate support and recognition of her Degree Apprentice status. These narratives reveal how race, gender, age, and family responsibilities intersect to create unique challenges and opportunities for black women on Degree Apprenticeships. The findings of the study highlight the need for nuanced support and recruitment strategies that employers and training providers need to factor into their pedagogy and human resource development practices.

Presenter bio

Sonia Francis is a 2nd year PhD student on a cotutelle programme with the University of Warwick and Coventry University. Her research focuses on Degree Apprenticeships, examining the experiences through an intersectional lens, with a particular focus on race and gender. In addition to her doctoral studies, Sonia is a lecturer at Aston University, where she brings her expertise into the classroom. She also supports students as a Degree Apprenticeship Coach for Level 6 and Level 7 apprenticeships within Aston Business School, promoting equity and inclusivity in professional work-based education.

www.linkedin.com/in/sonia-francis1

<https://warwick.ac.uk/study/cll/research/ourstudents/>

Interplay of Social Dynamics in ELT Classrooms

Anjana Krishna S.
Sreenidhi University, India

This paper explores the intertwined relationship between social facilitation and the performance of learners in ESL classrooms. The study was conducted to examine how the presence of others physically influences the speaking performance and engagement of learners in Indian ESP classrooms. In the context of innovative language activities being incorporated into language classrooms, the question of social presence and its impact on speaking performance gains importance. Designed as a qualitative, interpretive study, it uses interviews, questionnaires, and observations to explore students' experiences and perceptions of pair speaking activities in front of an audience. The quantitative data collected through student self-report questionnaires helps to corroborate the data collected through qualitative means.

Presenter bio

Dr. Anjana Krishna S is a dedicated researcher, academic, and Assistant Professor of English at Sreenidhi University, Hyderabad. With a PhD in English Language Education from NIT Tiruchirappalli, her research focuses on heutagogy, language learning motivation, technological tools for language acquisition, and language testing. She has published extensively in Scopus-indexed and CARE-listed journals. A frequent speaker at international conferences, she has contributed significantly to the field of English language education. Apart from academics, she is an accomplished chess player, having represented India internationally. Her interdisciplinary expertise bridges technology, pedagogy, and research to enhance language learning experiences.

Social media links (if provided): anjana.k@suh.edu.in

Class Privilege and Educational Advantage: A Study of an International School in India

Tina Thakur

National Institute of Educational Planning and Administration (NIEPA)

There has been a significant increase in the number of international schools in India in the last decade. The growing popularity of these schools have been attributed to several factors. One of the dominant reason is international schools equip students with skills and qualifications which can provide easy access to higher education abroad and employment opportunities in the global labour market. Apart from these reasons, International schools are also known to provide international education which has become more relevant in today's globalized world. However, these schools remain inaccessible by larger population of the country owing to their exorbitant fees. The present study is an ethnographic study of an international school catering to an elite class. The study seeks to critically examine international schools emerging as a form of elite education and their contribution in the making of an elite class. The field work entailed interacting with the students, faculty and other staff, observing classrooms and other school activities and practices. The data collected helps in understanding the educational advantages the school provides to the elite class and puts them in a position of privilege in the country. Largely, the study looks at the role of international school in contributing to the societal processes of elite selection and reproduction.

Presenter bio

Currently pursuing PhD in Education from National Institute of Educational Planning and Administration (NIEPA), India. I have completed Masters in Education as well as Political Science.

Social media links (if provided): tina@niepa.ac.in

Educational Experiences of Tibetan Students in Higher Education in India: An Exploratory Study

Rashmi Pal & Deepak
University OF Delhi, India

This paper critically examines the educational experiences of Tibetan students in higher education in India, with a focus on the unique challenges faced by first-generation learners from refugee camps. It explores the intersections of personal and academic lives, addressing issues such as lack of representation, systemic discrimination, and the absence of inclusive discourse. Through interviews and personal narratives, the study highlights the resilience of Tibetan students while emphasizing the need for equitable spaces and critical engagement to amplify their voices. The educational experiences of Tibetan students in higher education in India are shaped by a complex intersection of personal, academic, and socio-political factors. As first-generation learners from refugee camps, their journeys are marked by profound challenges that extend beyond the traditional academic hurdles faced by students in higher education. Tibetan students demonstrate remarkable resilience in the face of systemic challenges. The educational experiences of Tibetan students in higher education in India are deeply shaped by their status as refugees and first-generation learners. They form tight-knit communities, providing emotional and social support for one another. These communities serve as a source of strength, allowing students to maintain a sense of belonging despite their marginalization within the broader academic context.

Presenter bio

Rashmi Pal is now pursuing a doctoral degree in the Department of Education at the University of Delhi. She has obtained a Bachelor of Elementary Education degree from the Institute of Home Economics, University of Delhi. She holds a Master of Education (M.Ed.) degree and a Master of Philosophy (M.Phil.) degree, with her M.Phil. thesis focusing on the topic of Gender, Media, and Education through an exploratory study. These degrees were obtained from the Department of Education at the University of Delhi. Additionally, she has been involved in the Major and Minor Projects, which was financed by ICSSR-MHRD. She has also participated in Summer School on Higher Education and Science Studies in Leibniz University in Hanover, Germany in September, 2024. She has also presented and participated in various international and national seminars, workshops and others.

Deepak is a Ph.D. Scholar in Department of Education, University of Delhi. He is interested in Education and has completed his Bachelors in Education and Masters in Education with specialisation of Inclusion. He has also cleared UGC-NET and JRF and currently pursuing his research as Senior Research Fellow in Department of Education. His current area of research includes Higher Education, Inclusion and Economics of Higher Education. He has attended workshops on Research Methodology and tools from Eminent Institutions like BHU and has also completed workshop funded by ICSSR-MHRD. He has also participated in Summer School on Higher Education and Science Studies in Leibniz University in Hanover, Germany in September, 2024. He has also presented his Research at different International and National Conferences. He has also published papers in peer reviewed journal.

Social media links (if provided): dpk3122@gmail.com

Creating Work-Life Balance during pandemic post March 2020: Experiences of Married, Private School Female Teachers in Pakistan

Syeda Khadija Burhan
Forman Christian College A Chartered University

The economic conditions and the social demands have changed the role of women in Pakistan in the past 20 years. With the sprouting of private schools all over the country and the socially acceptable image of teaching as an honourable career for women, a larger proportion of females are associated with the teaching profession. The social and personal roles are so demanding in the society that, women are already juggling to maintain a balance between their professional life and their personal life. The COVID-19 created a scenario which forced these women not only to perform in a drastically changing work environment; working from home, learning to teach in the remote setting using the technological blessings. This ever-increasing work life integrating with personal life created stress in personal and professional fronts. This qualitative research was conducted to study the challenges these teachers faced post March 2020 in their professional and personal lives, the support systems they relied on to cope with their multiple roles, and the strategies and surviving skills they utilize to maintain work and family life balance. The eight open-ended interviews helped to identify the challenges faced by these teachers regarding work, time constraint and exhaustion. The respondents also shared the support system; husbands, families, colleagues and bosses, that they utilized to cope up with the new roles and responsibilities. Last but not the least the surviving skills like planning, hope and acknowledging the limitations were also highlighted.

Presenter bio

Mrs. Syeda Khadija Burhan is an accomplished educator and advocate for creative learning. She successfully conducted a webinar titled "Kid's Art Land, Inspiring Creativity, Teaching Arts in Primary Education," organized by Asian Educational Publishers on November 14, 2024. Her passion lies in fostering artistic expression among young learners, promoting arts integration in primary education, and empowering educators with innovative teaching strategies. Through her work, she inspires creativity and nurtures talent, helping shape a vibrant learning environment for children. Mrs. Burhan's dedication reflects a profound commitment to enriching educational practices and encouraging lifelong artistic exploration.

Social media links (if provided): khadijaburhan@fccollege.edu.pk

The Current State of Play: A Study on Physical, Emotional, and Verbal Aggression Towards Teachers by Students in Western Australia

Evalena Lowe

University of Notre Dame Australia, Fremantle

Violence in Australian schools is increasing, including students exhibiting violence towards teachers. Physical, emotional, and verbal aggression towards teachers by students (PEVATTS) has a myriad of detrimental effects on teachers, students, school culture, and the wider community. This PhD project aims to provide important foundational research on the frequency, forms, impacts, support, training, and prevention of PEVATTS. The project will use an explanatory sequential mixed methods design comprising of four stages. The first stage is an autoethnography of the primary researcher's individual experience with PEVATTS and its impacts. The second stage is a review of literature and research on PEVATTS specific to Australia. The third stage is an online survey that will be used to collect the prevalence and forms of PEVATTS in WA, the training teachers have undertaken in managing difficult behaviour in students, the confidence of teachers in managing that behaviour, how supported teachers feel when faced with PEVATTS, and the impacts it has on teachers. The fourth stage is a World Café, where knowledge and expertise from teachers will be shared as a collective in creating pragmatic solutions to training, support, and prevention of PEVATTS in WA. This PhD project has the potential to assist in developing interventions and preventive measures for PEVATTS that can positively impact teachers, schools and the wider community.

Presenter bio

Evalena Lowe is a PhD candidate at the School of Health Sciences, The University of Notre Dame Australia, Fremantle. Evalena's research focuses on physical, emotional, and verbal aggression towards teachers by students (PEVATTS). She is just beginning her PhD journey and hopes to have a positive impact on intervention and prevention of PEVATTS in schools. She has previously worked as teacher in both primary and secondary education and currently is the Program Coordinator for the Bachelor of Health Promotion at the UNDA.

Social media links (if provided): evalena.lowe1@nd.edu.au

Preliminary Insights and Reflections: Mental Wellbeing of International Women and Non-Binary Doctoral Researchers of Colour from the Global South

Thirsha de Silva
University of Portsmouth

Mental health struggles amongst doctoral researchers in the care-less neoliberal university are often echoed across research exploring doctoral researcher mental health and wellbeing (MHW) (Crook et al., 2022; Hazell et al., 2020; Milicev et al., 2023). Due to systemic inequalities prevalent in higher education (HE), racialised and minoritised doctoral researcher cohorts such as international doctoral researchers may be at a higher risk of experiencing (MHW) challenges than others (Hazell et al., 2020; Metcalfe et al., 2018). Furthermore, racial barriers caused by their intersecting identities are a common experience for women of colour in HE (Ahmed, 2018; Morris, 2024). Guided by an intersectional framework, this study focusses on the mental wellbeing experiences of international women and non-binary doctoral researchers from the Global South who are people of colour. The study includes three distinct phases of data collection including a narrative interview based on the Single Question aimed at Inducing Narrative (SQUIN) design (Wengraf, 2001), a participant generated visual diary hosted on Whatsapp and a semi-structured interview to discuss the participant generated content produced during the diary phase. As this is a research in progress, the presentation will focus on the findings from the ongoing narrative interviews offering an insight into the wide variety of events and experiences that impact doctoral researcher MHW. Preliminary findings reveal the overarching complexity of being an international woman doctoral researcher, navigating life amidst shifting priorities and coping with feelings of guilt, self-doubt and isolation. Furthermore, this presentation will also offer reflections on using narrative, diary and creative methods in HE research.

Presenter bio

I am a second-year international PhD Candidate with the School of Area Studies, Sociology, History, Politics and Literature at the University of Portsmouth. I have experience in the higher education and mental health sectors having worked as an academic and as a sport and exercise psychologist in training in Sri Lanka. My research interests include inequalities in higher education, creative and narrative research methods and exploring experiences in the neoliberal university system. Apart from my role as a PhD Candidate, I am the Postgraduate Representative to the Equity, Diversity and Inclusion Committee in the Faculty of Humanities and Social Sciences. I also contribute to wider discussions on mental health in higher education through my involvement with the Students Minds Student Advisory Committee.

Social media links (if provided): thirsha.de-silva@port.ac.uk

Breaking Barriers: Neurodivergent Experiences and Strategies in Post-92 Doctoral Studies

Jessica Wythe
Birmingham City University

My presentation explores the challenges of navigating a doctorate as a neurodivergent researcher, with a particular focus on experiences within Post-92 universities. Drawing on my own journey, I will discuss the systemic barriers that neurodivergent and disabled students face - from the admissions process to managing supervision, workload, and academic expectations. I will highlight the emotional toll of imposter syndrome, the impact of overwhelm, and the difficulty of balancing doctoral study with other responsibilities. Alongside these challenges, I will share strategies that have helped me and others manage the demands of doctoral research, including approaches to supervision, structuring research in a way that works for neurodivergent thinkers, and using technological tools for organisation and writing. I will also reflect on the importance of institutional awareness and flexible support structures in fostering a more inclusive and accessible research environment.

By centering lived experiences, this presentation aims to open up conversations about the realities of being a neurodivergent doctoral student and offer practical insights for both students and academic staff. I hope to highlight ways to make doctoral study more inclusive while validating the experiences of those who may feel they don't belong in academia.

Presenter bio

Jess Wythe (she/her) is a Visiting Lecturer at Birmingham City University (BCU) for the Department of Childhood, Youth and Community, and an alumna of BCU, where she graduated from the BA (Hons) Education Studies programme in 2020. She is currently working as a Lecturer in Education and Early Years at Lincoln College. Jess is a neurodivergent doctoral researcher in Special Educational Needs and Disability (SEND) and is currently in the third year of her Doctorate in Education (EdD) at BCU. After working in both mainstream and specialist educational settings during the pandemic, she developed strong research interests in SEND, inclusive education, heritage education, and creative pedagogy. Her research ethos is centred on making education more inclusive for learners with SEN and amplifying the voices of children and young people and she is researching the impacts of school trips to heritage sites for children with SEND.

<https://www.linkedin.com/in/jesswythe>

Don't forget to remember: mnemohistory's role in shaping education's future

Sheng-Hsiang Lance Peng
Falmouth University

As educational reforms unfold, the role of memory and history can be underappreciated, even though they are intertwined with contemporary educational practices. This presentation introduces mnemohistory, a concept that merges memory and history to explore how collective memories and cultural heritage influence current educational ideologies and structures (Tamm, 2024). Mnemohistory is an active force, one that shapes educational experiences, often in gentle yet far-reaching ways.

will examine how mnemohistory offers a meaningful approach to reimagining the future of inclusive education. By looking into how memories of the past have been embedded in educational systems, it becomes possible to uncover biases and exclusions that have historically defined who gets to learn and how. Mnemohistory invites a reevaluation of these historical narratives to build more inclusive, equitable, and globally relevant educational environments. Through an interdisciplinary lens, I will explore how mnemohistory can challenge long-held educational beliefs and inspire more inclusive approaches. The focus will be on how reexamining and reinterpreting historical and cultural memories can pave the way for an education system that more accurately reflects the many different facets of experiences related to all students. Rather than simply remembering the past, mnemohistory can be seen as a representation of 'the facility that is used to carry out one subplan while keeping in mind the necessary related subplans and the master plan' (Cowan, 2014, p.201) in educational discussions ahead.

Presenter bio

Splitting his time between the Centre for Blended Realities and Research & Knowledge Exchange, Lance looks into digital archival structures and the evolving role of technology in immersive audiencing. He plays a role in crafting impact case studies, which assess and highlight the influence of research on wider communities. Lance is also actively developing his independent research agenda and taking on mentorship and supervisory roles, working with students to explore and apply insights from shared areas of knowledge.

<https://www.falmouth.ac.uk/staff/dr-lance-peng>

@lancelotpeng

Investigating School Provision for EFL Pupils at-risk for ADHD in Inclusive Education: A Pilot Study

Nour El Houda Bennama
The University of Leeds

This paper will talk about the pilot study of my research, which was remotely conducted in the Algerian context during the COVID-19 pandemic. A single case study design was adopted using online interviews with three EFL (English as a Foreign Language) middle school teachers. Two semi-structured interview schedules were developed, aiming to explore: 1) teachers' knowledge and understanding of ADHD (Attention Deficit Hyperactivity Disorder) and its identification, and 2) their perspectives on the challenges pupils at-risk for ADHD encounter in EFL learning and how they assist them to learn the language more effectively. The pilot study also aimed to trial the interviews protocol and ensure the feasibility of the main research design. The results provided a preliminary understanding of the study context and helped make decisions to refine the final research design in the light of the pandemic. This will be elucidated during the presentation along with how the fieldwork was adapted to cope with the challenges faced during remote data collection.

Presenter bio

Bennama Nour El Houda is a postgraduate researcher at the University of Leeds, doing her Ph.D. in Education. Nour is interested in the field of Special Educational Needs (SEN) and Second Language Acquisition (SLA). She completed her BA and MA studies in English Literature, Civilization, and Didactics at Abbes Laghrour University in Algeria. Before starting her doctoral research, Nour was enrolled in a Ph.D. preparatory program at Canterbury Christ Church University in the UK.

<https://essl.leeds.ac.uk/education/pgr/804/bennama-nour-el-houda>
<https://uk.linkedin.com/in/nour-el-houda-bennama-70aa66144>

Globalisation of Higher Education: Shifting trends in Indian Women Students' cross-border mobility from the US and the UK to Europe

Siddhi Singh

National Institute of Educational Planning and Administration (NIEPA), New Delhi, India

Pursuing higher education at foreign universities has emerged as a compelling aspiration for students across the globe. Indian Women students, who constitute 34% * of the total students studying abroad, aspire to develop skill sets and often look at cross-border mobility as a tool to challenge the patriarchal mindset existing in universities and at their homes. Needless to say, Globalisation has further paved the way for educational capitalism and market-oriented discourse amidst neoliberalism. Engaging in debates of social stratification in education and social transformation, this paper builds a gender-class matrix to navigate the chances of Indian Women students securing admission to the universities in global North countries. The available data presents that the USA, UK, Canada and Australia are still the priority destinations for Indian students. However, there is a significant rise in the enrollment of Indian students in European countries like Germany, France, Spain and Italy. With the consistent rise in international students driven by Globalisation, Germany reported a 15.1% # increase in Indian students' enrollment in 2024 in the educational institutes of Germany. To substantiate my theoretical arguments from thinkers like Bourdieu, the paper presents the data analysis from secondary sources collected from Indian government websites, UIS data from UNESCO and surveys from government and non-government organizations.

Presenter bio

I have a background in Sociology and am currently pursuing a PhD in Sociology of Education. My research revolves around social stratification, International student mobility, and Globalisation. My academic qualifications include an MA in Sociology (JNU), an MPhil in Planning and Development (IIT Bombay), and pursuing PhD from NIEPA.

Social media links (if provided): siddhisingh@niepa.ac.in

Beyond the Glass Ceiling: Challenges for Women in Higher Education Leadership in India

Bisma Manzoor

National Institute of Educational Planning and Administration (NIEPA), New Delhi, India

Women constitute a significant proportion of the teaching workforce in universities and colleges, yet their representation in senior leadership roles remains disproportionately low (Chakraborty & Sinha, 2023). Despite possessing the necessary qualifications, experience, and academic credentials, women in academia often find themselves restricted to mid-level administrative roles such as department heads, deans, and registrars. Very few manage to break through the leadership ceiling to attain positions such as vice-chancellors or directors of higher education institutions (Mukherjee, 2022). This lack of representation in decision-making roles raises concerns about gender equity and inclusivity in higher education leadership. This paper presents a comprehensive examination of gender disparity in academic leadership through both qualitative and quantitative analyses. It explores systemic barriers such as institutional bias in hiring and promotions, the absence of mentorship opportunities, and the burden of balancing professional and personal responsibilities (Sharma, 2021). Societal norms and cultural expectations further exacerbate the challenges women face in career progression, limiting their ability to participate in leadership training and decision-making bodies. The statistical data from recent reports will provide insights into the stark underrepresentation of women in leadership roles across Indian universities, highlighting regional and institutional disparities. By identifying key obstacles and analyzing existing frameworks, this paper aims to propose actionable strategies that promote gender inclusivity in academic leadership. The recommendations include structural reforms, mentorship programs, and leadership development initiatives to create a more equitable pathway for women in higher education leadership.

Presenter bio

I am Bisma Manzoor, a researcher and scholar specializing in educational policy, leadership, and gender equity in higher education. Currently, I am pursuing my Ph.D. at the National Institute of Educational Planning and Administration (NIEPA), New Delhi. I hold an M.Phil. in Educational Policy, a Master's in Political Science, and a Master's in Education. My academic journey has been enriched by international exposure as an Erasmus student in Slovakia, where I explored global education systems and policies.

My research focuses on critical issues such as gender disparity in academic leadership, disability inclusion, and access to higher education in India. I have presented my work at national and international conferences and published extensively on these topics. Throughout my career, I have actively engaged in student representation, policy discussions, and mentorship programs, advocating for more inclusive and equitable education systems. Recognized for my academic achievements, I have received multiple scholarships and awards, including a full merit-based scholarship for my master's studies. Beyond academia, I am passionate about empowering marginalized communities through education and policy reforms. With a strong commitment to research and advocacy, I aspire to contribute meaningfully to shaping inclusive and progressive education policies in India and beyond.

Social media links (if provided): bisma@niepa.ac.in

Liberal Arts and Science Education in Contemporary India

Swathi Priya Devaraj
O.P. Jindal Global University

Liberal arts and science education, rooted in the pursuit of broad knowledge, emphasises an interdisciplinary curriculum. While historically rooted in both western and non-western traditions, contemporary liberal arts education in India and globally predominantly follows the US liberal arts and science framework. In the context of neo-liberal realities - globalisation, massification, evolution from industrial to knowledge economy and privatisation the Indian higher education's emphasis on a structured consumption of existing knowledge is increasingly criticised. The current curricula continually struggle to equip students with interdisciplinary skills necessary to tackle the complexity, diversity and change characterising the 21st century. Recognising this gap, India's National Education Policy (NEP) 2020 underscores the urgency to integrate the liberal arts and science in higher education. However, concerns about the exclusivity of its access to the higher-income group raise questions about the US framework's sensitivity to Indian socio-culture contexts. Using Saikat Majumdar's Liberal art science framework from *College: Pathways of Possibility*, this pilot study evaluates the applicability of his concepts in Indian classroom, by implementing a pedagogy focused on production of knowledge through teaching and research questions in undergraduate education. Feedback from Psychology undergraduates at Kumaraguru College of Liberal Arts and Science, Coimbatore, is analysed thematically. The pilot results highlight how engaging in knowledge production at the undergraduate level bridges consumption and production, fostering critical thinking essential for interdisciplinary engagement. The results inform few strategies to enhance undergraduate education in India through Liberal arts and science pedagogy, in turn democratising access while aligning with socio-cultural realities.

Presenter bio

Swathi Priya is a Ph.D. scholar at the International Institute of Higher Education Research and Capacity Building, O.P. Jindal Global University. Her personal educational journey, marked by both challenges and triumphs and Swathi's experience as a psychology educator have cultivated a deep-seated passion to understand and transform the landscape of higher education, making it more inclusive, holistic and student-centred. Her deep dive into understanding the lacunae in the current university education system, its impact on student mental health and experimentation with alternative pedagogies convinced her of her readiness and deliberation to pursue a Ph.D. in Education.

Social media links (if provided): spd@jgu.edu.in

The degree of availability of scientific supervision standards among faculty members in the colleges of Al-Furat University

Lama Aldrwesh & Lina Alhaddo
Al-Furat University, Syria

The aim of the research was to identify the degree of availability of scientific supervision standards among faculty members in the colleges of Al-Furat University. To achieve the research objective, the researchers prepared a list containing scientific supervision standards consisting of (41) standards belonging to three fields: scientific, humanities, and administrative. Then, they built a cartoon questionnaire from the list of standards and applied it to (51) male and female graduate students in the colleges of Al-Furat University. The results of the research showed the following: The overall score for the availability of scientific supervision standards was high; the human dimension occupied the highest score with an average of (3.96), followed by the scientific dimension with an average of (3.81) and then the administrative dimension with an average of (3.48). There are statistically significant differences in the academic dimension between the College of Arts and Economics; in the administrative dimension between the College of Arts and Economics; in the humanities dimension between the Colleges of Agriculture, Education, Economics, and Arts; and in the overall score between the College of Arts and Economics. All differences were in favour of the College of Arts. There are no differences in all dimensions and the total score in the academic supervision stages (Master's - Doctorate)

Presenter bio

Lama Abdalkader Aldrwish is a PhD student in the Child Education Department at Al-Furat University in Syria. I hold a Master's degree in Education and a Bachelor's degree in Education from Damascus University in Syria.
Lina Ghassan Alhaddou is a PhD student in child education. Master's degree in child education studies, 2024.
Bachelor's degree in education, classroom teacher

Social media links (if provided): lama.aldrwesh@alfuratuniv.edu.sy

Can digital education affect educational setup? A narrative literature review of initiatives of digital education in Pakistan

Meetha Ram & Bakhtawar Nizamani
University of Ferrara, Italy

Digital education can be understood as the innovative usage of technologies and digital tools during teaching and learning; it is mainly referred to as Technology Enhanced Learning (TEL) or e-learning (McLaughlin, 2024). Digital education can also be understood as a strategy for learning and training for the adaptation of emerging needs of the information society for improving the usage of technological innovation as well as the growth of digital skills applied to the ecosystem of education (Smowltech, 2024). In Pakistan, there are different initiatives by the government and non-governmental organizations to promote digital education in rural areas. This review highlights the key strategies government and non-governmental organizations use to implement the tools to promote digital education in Pakistan. The review also explores and discusses the key challenges for digital education in Pakistan. It provides a set of recommendations for promoting and strengthening digital education and maximizing its outreach to not only urban but also rural areas of the country. The study uses the narrative literature review approach to review the available literature on the topic. The findings of this study present the importance of digital education and the level of initiatives by the government, NGOs, and private institutions.

Presenter bio

Meetha Ram has completed interdisciplinary PhD in Environmental Sustainability and Wellbeing from University of Ferrara Italy. Previously he completed his Master of Philosophy in Sociology from the Huazhong Agricultural University of China and M.A in Sociology from the University of Sindh Jamshoro of Pakistan. He works on waste management, SDGs, migration studies, educational research, women empowerment and youth studies. He has worked on various projects and programs with different academic institutions and non-profit institutions aiming at youth and women empowerment, community engagement, promoting formal and informal education, peace and tolerance by engaging various stakeholders in all practical and research interventions.

Social media links (if provided): meetha.ram@unife.it

Issues and Challenges of Teacher Education in Indonesia

Titik Ulfatun
University of Warwick

Indonesia's Law No. 14 Year 2005 regarding Teachers and Lecturers mandates that teachers must possess a minimum of a four-year university degree or a four year diploma from a recognised higher education institution. Universities specialising in teacher education, known as Lembaga Pendidikan Tenaga Kependidikan (LPTK), play a crucial role in preparing future teachers. However, the teacher education system faces significant challenges. This presentation aims to explore issues and challenges surrounding teacher education in Indonesia. By reviewing the literature, it is found that there are seven categories of these issues. One significant problem is over-enrollment; since 2005, there has been a remarkable increase in the number of students, resulting in a surplus of graduates. Despite this growth, there remains a substantial gap between the number of graduates and available teaching positions. Furthermore, admission requirements vary greatly, with private universities often imposing lower standards, raising concerns about the quality of new students in the sector. Due to the low pay and job insecurity in teacher education, many students pursue it as a last resort, with graduates typically seeking employment in other fields. The challenges teacher education faces are further intensified by curriculum-related issues, particularly the duplication of content and the mismatch between undergraduate education and professional certification requirements. Additionally, there is a wide variation in motivation among teacher education students, many of whom consider teaching as a secondary career option. This perception contributes to the lack of popularity of teaching as a career among young people in Indonesia.

Presenter bio

Titik is a first-year PhD student at the Department of Education Studies, Faculty of Social Sciences, University of Warwick.

Rethinking the Impact of Gender Inequality on Access to Education for Girls in Northern Nigeria

Oluwasegun Ogunsakin
Ekiti State University

The female child continues to face barriers to accessing quality education even with the advocacy and pledges made by the government in the northern region of Nigeria. The discriminatory attacks on female children continue to push higher poverty and child marriage, which has created a gap between the male child and the female child in Nigeria. This study examines the impact of gender inequality on girls' access to education in northern Nigeria. According to UNICEF, in 2022, millions of children are out of school, with the majority being female children with a school attendance of 47.3%, resulting in socio-economic and cultural norms in the region. The study adopted qualitative content research to analyze articles, government reports, and online libraries concerning gender inequality and girls' education in Northern Nigeria. The study finding shows that the level of gender inequality in access to education for girls in northern Nigeria has pushed many girls into early marriage, economic deprivation (poverty), and other life-threatening issues. The number of girls on the street continues to increase, with some girls being kidnapped by terrorists, bandits, and other criminal actors in the region. Also, findings indicated that religious and cultural practices continue to make girls a tool for economic opportunities by parents and create a vacuum for learning opportunities for girls in the region. The study concluded and recommended that it is important that government and stakeholders work with local communities for equal opportunities for every child.

Presenter bio

Oluwasegun Ogunsakin is a Ph.D. candidate in the Peace and Security Studies Department at Ekiti State University, Ado Ekiti, Nigeria. He enjoys working on contemporary issues as they relate to peace and conflict. He obtained a B.Sc. Psychology and M.Sc. Peace Studies and Conflict Resolution from Lagos State University and the National Open University of Nigeria, respectively. He is the founder of the Peace Shelter Initiative, which focuses on using education to curb the issue of conflict and poverty in low-income communities in Nigeria. Also, his research interests include peace education, development, and migration.

Social media links (if provided): segunogunsakin4r@gmail.com

Disconnected Dreams: Educational Challenges of Hindu Minority Girls in Rural Bangladesh During Covid-19

Pronita Dutta
University of Oxford

The state of minority communities in South Asia demonstrates a long-practiced norm of discrimination and insecurity. The partition of the subcontinent along religious lines, accompanying communal violence produced a politics that reproduced religious differences (Guhathakurta, 2012). It created a legacy in Bangladesh that formed the backdrop to episodic bouts of oppression of minorities (Goswami & Nasreen, 2003). Post-poll violence, mob attacks, evicting them from their property, the non-fulfilment of pleas for justice by the system in power, and continuing silent exodus from Bangladesh - all the incidents focus on growing vulnerability of Hindus in the country (Pattanaik, 2013; Minority Rights Group International, 2016). Amidst these systemic challenges, this study shifts focus to the educational barriers faced by Hindu minority girls in rural Bangladesh, a key area of concern exacerbated by the COVID-19 pandemic. One of the primary educational challenges faced by girls in rural Bangladesh is the prevalence of child marriage. The practice remains persistent in minority communities due to deeply rooted cultural traditions and socioeconomic factors, including poverty, illiteracy and poor health (Sundari & Philippa, 2006). Cultural factors like bride wealth and the value placed on virginity contribute to its continuation (Birech, 2013). The intersection of these challenges has been particularly pronounced during the pandemic, including curtailed education, health issues, mental well-being and disadvantaged social positions specifically for girls (Birech, 2013). Yet, there is a lack of sustained research focusing on how Hindu girls faced discrimination, inequalities, and exploitation during and after the pandemic. This ethnographic study explores exacerbated educational challenges of Hindu minority girls amid barriers — as religious discrimination, lack of resources, and cultural restrictions. The paper further details the coping strategies employed by this community to navigate these challenges and discourses. By analysing these elements, the study seeks to provide a comprehensive understanding of the social fabric and to formulate deeper understanding of educational challenges suffered by minorities in Bangladesh.

Presenter bio

Schooled in the discipline of Public Administration at the University of Dhaka and with an experience of over five years of lecturing graduate and post-graduate students at two reputed public universities in Bangladesh, I am interested in research works related to education, gender, public policy, social studies and have multiple publications. During my post-graduation (MA. Public Policy) at the University of Nottingham, a qualitative research focus helped me characterize patterns of gender gap in primary education access.

Social media links (if provided): pronita.dutta@education.ox.ac.uk

A qualitative study exploring what successful EDI training looks like within the British sign language interpreting profession

Layne James Whitaker
Wolverhampton University

Background: Although EDI training has become a widespread topic over the last four years, more research needs to be done within the British Sign Language interpreting profession. As a majority freelance profession predominantly female-led, that works within the Deaf community. EDI training is not at the forefront of our training or learning. A qualitative study was conducted to explore the subjective experiences of BSL interpreters and their experiences of EDI training within the profession and gain more insight. Design an In-depth interview study with a snowball sample of 15 British Sign Language interpreters, looking into their perspective on Equality, diversity, and inclusion training within the profession. A thematic analysis was used to explore codes and themes that emerged from the interviews. This analytical approach worked well with this research study to capture the experiences and perspectives.

Results: Four themes were identified that helped gain a deeper insight into the experiences and perspectives of BSL interpreters regarding Equality, diversity and inclusion within the profession. There was an understanding that although EDI was vital training for BSL interpreters, there were also barriers to its effectiveness. There was also a desire to have the regulatory bodies and associations involved in how EDI could be embedded, the support they could offer the profession with more access to EDI training, and what this could look like. Participants were keen to see a change through a range of recommendations.

Discussion : The findings support the overall agreement that EDI training within the profession is crucial; however, there are no easy fixes, and there is a positive outlook that working together will achieve a new way of engaging with EDI training. The discussions highlighted a need for shared responsibility from the wider profession, the various training routes, and the community to foster safe spaces and understand the need for and importance of EDI training. So, what is the impact? The findings allow us to explore what EDI training could look like for the profession and in what ways it could be tailored so that we could see beneficial results.

Presenter bio

I am a qualified RSLI and have been involved in the deaf community for 22 years. I first began my journey as a freelance interpreter 10 years ago. My passion, as well as being an interpreter, is Psychology; I have an undergraduate degree and an MSc in Occupational psychology focusing on Equity, Diversity and Inclusion within the interpreting profession.

Social media links (if provided): l.h.jameswhittaker@wlv.ac.uk

**Children of the Dregs of the Pauper Population of London” James Philips Kay
1841**

Allison Gale
University of Portsmouth

The 1834 Poor Law Amendment Act essentially dispensed with several centuries of “Old Poor Laws”, both local and national, which had been established since the reign of Elizabeth I. This necessitated fundamental changes in the housing and education of pauper children. Many could now be sent away from their parents to remove them from the” hereditary taint of pauperism”. This paper will examine the Poor Law, largely residential, range of schools established by government from 1834 for pauper children. Lawmakers of that time have, however, left current historians facing challenges in understanding the complexity of the varying types of resulting pauper schools and any criteria for entry. This has contributed to limited reference to Poor Law schools in much of the recent historiography other than a few paragraphs or short chapters. Furthermore, some works do address a range of these schools but focus only on specific geographical areas. This paper will clarify the range of schools and investigate in greater detail the District Schools established by London Unions.

These became disparagingly labelled "Barrack Schools" as many were built terrifyingly huge and imposing to a child. This paper will also consider some of the children sent to Barrack Schools and will demonstrate, using methods which will include the use of genealogical techniques, that, although they may have entered the district school as a child of the “Dregs of the Pauper Population of London”, many went on to lead productive lives, some with considerable social mobility, despite their lowly origins.

Presenter bio

Allison Gale retired in 2012 after a short career in the Civil Service in Dorset followed by a much longer teaching career in Portsmouth. After her retirement she achieved an MSc at the University of Strathclyde, Glasgow. She is now a PhD student at the University of Portsmouth researching the Poor Law education of pauper children in Victorian London with particular reference to District Schools.

Through the Eyes of the Island Child - Understanding the Subjective Well-being of Children in Transnational Caribbean Families

Janique Charles
University of Oxford

This study adds to the growing body of sociological research on transnational families, specifically focusing on "left-behind" children in St. Lucia and similar Caribbean Small Island Developing States. While previous research in the region has largely centred on adults' retrospective accounts, this work emphasizes the lived experiences and perspectives of the children, aiming to understand the impact of transnational family structures on their subjective well-being. Framed within a constructivist epistemology - the study engaged St. Lucian children aged 11-14 through a three-part, qualitative, sequential design. An initial online survey explored children's general perceptions of "a good life", encompassing both those in transnational families and those without such experiences. Following this, a photo-elicitation exercise and two rounds of in-depth, semi-structured interviews delved deeper into children's subjective wellbeing within transnational families. Through these discussions, participants were also encouraged to share their views on addressing the challenges unique to children in such family structures. The findings reveal the multifaceted nature of being "left behind," a reality that extends beyond the absence of a parent. The research also highlights the COVID-19 pandemic's impact, as children voiced anxieties about long-term separation and the possibility of never reuniting with an absent parent. Ultimately, this research amplifies the voices of children, bridging a gap in child-centred research in the Caribbean whilst providing valuable perspectives to the discourse on childhood well-being in transnational contexts.

Presenter bio

Ms. Janique Charles is a DPhil candidate at the University of Oxford, United Kingdom, where her research examines the subjective well-being of children in transnational Caribbean families. Building on her previous work in educational innovation, her study explores the lived experiences of children affected by parental migration, with a particular focus on how these dynamics shape their emotional, social, and academic trajectories. In 2015, as a Commonwealth Scholar at the University of Warwick, Ms. Charles earned an MA in Educational Innovation with distinction, under the supervision of Professor Emily Henderson. Her master's research highlighted that at least half of children in rural St. Lucia experience parental migration, yet the far-reaching implications - especially on their educational attainment – remain largely overlooked. Through her doctoral work, she seeks to deepen the discourse on transnational childhoods and contribute to more responsive educational and social policies in the Caribbean.

Development and Validation Measurement of School-Based Parental Involvement in Early Childhood Education

Yubaedi Siron
Queen's University Belfast

Parental involvement in early childhood education is widely recognised as a critical factor in promoting children's academic success and social development. However, there is a lack of reliable and valid instruments for measuring parental involvement, particularly from the perspective of teachers. This study aimed to develop and validate the School-Based Parental Involvement (SBPI) scale, a teacher-reported instrument designed to assess parental involvement in early childhood education settings. Data were collected from 15 teachers across 15 early childhood education centres in Jakarta, Indonesia, who evaluated the involvement of 331 parents of children aged 4–7 years. Exploratory factor analysis (EFA) revealed a two-factor structure, consisting of direct involvement (e.g., volunteering, attending parent-teacher conferences) and indirect involvement (e.g., providing feedback on school newsletters). Confirmatory factor analysis (CFA) confirmed the superiority of the two-factor model over a one-factor model, with strong reliability (Cronbach's alpha = 0.87) and validity (factor loadings ranging from 0.62 to 0.93). The findings suggest that the SBPI scale is a reliable and valid tool for assessing parental involvement from the perspective of teachers, offering a complementary perspective to existing instruments that rely on parental self-reports. The scale has important implications for both research and practice, providing educators with a practical tool for monitoring and enhancing parental engagement in early childhood education settings. Future research should explore the applicability of the SBPI scale in diverse cultural and educational contexts and investigate its predictive validity through longitudinal studies.

Presenter bio

Yubaedi Siron is a PhD student at the School of Social Sciences, Education, and Social Work, Queen's University Belfast, specialising in education. He is a recipient of scholarship from the Indonesian government, the Beasiswa Indonesia Bangkit, MoRA-LPDP. His research focuses on parental involvement in STEM in early childhood education.

Bridging 'Sciences': Relevance of Sociology in the Age of AI

Aastha Thakur

Jawaharlal Nehru University, New Delhi

Over the past decade, AI has come to occupy a prominent place in academic and nonacademic discourses. The available literature acknowledges that the rapid permeation of AI in different domains of society like education, agriculture, healthcare, decisionmaking etc., has fundamentally altered the way humans go about their day-to-day lives. Thus, at a time when the reality of human experience is undergoing transformation, it becomes crucial to evaluate the adequacy of existing disciplinary frameworks for studying this 'transformed' reality. In this context, this paper examines the status of disciplinary boundaries between 'Hard Sciences' and 'Soft Sciences'. The inquiry engages with the following questions. In what ways does AI differ from pre-AI technological advancements? What kind of 'avenues' of interaction has opened up between natural sciences and social sciences due to AI's influence? How sociology as a 'discipline' is relevant to understand this evolving AI-Human landscape, particularly as a 'bridge' between natural sciences and social sciences based disciplines? How should the curriculum and pedagogical practices of Sociology of AI be designed to reflect these advancements? This paper argues for a distinct 'Sociology of AI', based on recognition that along with human reality, AI is actively redefining the disciplinary boundaries between 'Hard Sciences' and 'Soft Sciences'. The study employs document analysis to examine secondary sources like Journal articles, book chapters, review papers, reports of think-tanks (government and nongovernment) and newspaper articles etc.

Presenter bio

Aastha Thakur, an emerging social scientist, is a second-year masters student of Sociology at Jawaharlal Nehru University, New Delhi. With a Bachelor's in Electrical and Electronics Engineering, she uniquely blends her technical knowledge with sociological insights to discover the evolving dynamics of society. Along with her studies, she is actively working with LLMs as a prompt engineer, drawing on her coding skills and critical analytical abilities. Her research interests lie at the intersections of technology, interdisciplinary, politics of social justice and sustainability.

The Application of Augmented Reality in Mathematical Geometry Learning for Students with Autism Spectrum Conditions

Xinyun He
King's College London

Background:

Previous studies on spatial abilities and mathematical performance in students with Autism Spectrum Conditions (ASC) have yielded polarized conclusions. Some suggest superior abilities (Jolliffe & Baron-Cohen, 1997; Grandin, 1995 & 2009), while others report deficits (Mustafa, Nusantara, & Irawti, 2016). Much of the existing work is quantitative, highlighting the need for case studies to understand these discrepancies. Grounded in the Van Hiele Model and Embodied Cognition, this study explores how Augmented Reality (AR) can address learning difficulties in ASC learners, specifically in Plans and Elevations.

Research Questions:

1. How do ASC learners express their understanding of Plans and Elevations?
2. How do these expressions reflect the learning trajectories of ASC learners for Plans and Elevations?
3. How does the design and integration of AR tools within the learning environment support these trajectories?

Methodology:

A Design-Based Research (DBR) approach was employed, with the study comprising three iterative study cycles. Data collection for Phase One has been completed, involving two workshops with four ASC students from a SEN school in London. Marker-based AR was used to support activities related to Plans and Elevations. Data collection methods included video recordings, photographs, screen captures of AR interactions, drawings, and interviews with both students and teachers. The multi-modal data is currently being manually analysed.

Findings:

Preliminary findings suggest that students' body movements during interactions with AR tools align with their conceptual development of Plans and Elevations, as well as their spatial cognition. The findings also indicate that using AR in a collaborative setting motivates students to engage more deeply with the learning content and helps build their confidence.

Presenter bio

I am a PhD candidate in Inclusion and Mathematics Education at King's College London, fully funded by K-CSC. My research focuses on designing and integrating Augmented Reality (AR) tools to support autistic students in learning mathematics. I develop WebAR tools that incorporate arts, visualisation, and gamification to create inclusive and immersive learning environments. Alongside my PhD, I tutor seminars in the Social Science (BA) Programme at King's and work at King's Academy, supporting inclusive communities across the institution. Outside of academia, I volunteer with the Bookmark Reading Charity, helping students with learning difficulties improve their reading skills.

www.linkedin.com/in/xinyunhe

The role of parent-teacher partnerships in supporting student wellbeing during adolescence: insights from Chinese junior high school

Xiaoyuan Zhang

University of Glasgow

Adolescence is a critical period when young people experience emotional sensitivity, identity development, and academic pressure. This period in their lives makes parent-teacher partnerships that focus on youth's wellbeing particularly important. China's education system is notorious for placing more focus on academic outcomes rather than students' mental health, which becomes a secondary concern. This study investigated how teachers and parents in a junior high school in China collaborate with each other to support adolescent wellbeing. This paper draws on interviews with four junior high school teachers and four parents. The findings reveal that although parent-teacher partnerships are conceptualised as requiring to offer comprehensive support to a child, they remain passive. Parents and teachers tend to only collaborate in cases of emergency, such as poor academic performance, severe behavioural issues, or emotional distress but not on a regular basis to support and prevent potential issues from escalating. For example, while teachers show awareness of students' mental health concerns, they do not have sufficient training to address or communicate about mental health with parents. On the other hand, while parents believe that poor parent-teacher relationships can make students feel more anxious, they remain passive and wait for teachers to reach out and to build relationships. The findings of this study suggest that it is critical for schools to design wellbeing-focused communication strategies to ensure mutual support and communication between parents and teachers. Importantly, schools should focus on fostering more supportive relationships between parents and teachers to promote students' wellbeing by adopting a proactive and adolescent-centred approach instead of emergency problem-solving.

Presenter bio

Xiaoyuan Zhang is a third-year PhD student at the University of Glasgow, having previously completed a master's degree at King's College London. As an educational sociologist, her research interests focus on parental engagement, teacher-parent relationships, and collaborative efforts between parents and teachers to support student learning.

Social media links (if provided): 2856224z@student.gla.ac.uk

Schooling, Family, and Aspirations of Rural Secondary School Students in India

Mitali Patle

National Institute of Educational Planning and Administration, NIEPA, New Delhi

Research with adolescents has highlighted that there is a tremendous influence of school and family on the academic outcomes of secondary school students. The fulfilment of these adolescents' individual developmental needs in the school and family plays a critical role in shaping their aspirations. This paper applies the stage-environment fit theory to understand schooling experiences, family relationships, and aspirations of rural secondary school students in India. This study examines how school and family social contexts influence these students' academic and occupational aspirations. This qualitative study used semi-structured interviews to collect data from 30 rural secondary school students from grades 9th and 10th. Findings show that students who feel a sense of belongingness in both the social contexts - school and home, have higher academic and occupational aspirations. Students' level of school enjoyment varied based on school ethos, peer relationships, teacher support, disciplinary procedure, co-curricular activities, and extracurricular activities. Further, family relationship is influenced by parental expectations, support, and aspirations for their child. Parents' encouragement, despite a lack of understanding about textual knowledge, makes students aspire to higher education. In addition, students' autonomy for making decisions related to their higher education and future job is influenced by their gender identity, family socio-economic condition, and present academic achievement. This study suggests that there is a need to create developmentally responsive schools with a safe, inclusive, and supportive culture for all. School must offer guidance to students about how to act on their aspirations.

Presenter bio

Mitali Patle is currently a second-year PhD candidate at the National Institute of Educational Planning and Administration (NIEPA), New Delhi. Her doctoral work focuses on schooling, aspirations, and post-school pathways of secondary school students in the tribal area. Her research interest areas are school education, aspiration, social mobility, youth studies, inclusive education, and socioeconomically disadvantaged students. She can be contacted at mitali@niepa.ac.in

Social media links (if provided): mitali@niepa.ac.in

Exploring STEM Career Aspirations through the Lens of Science Capital

Yanjung Yang
University of Warwick

Recruiting, retaining, and training the next generation of people working in STEM fields is a top priority for policymakers and employers' associations globally. Pursuing a career in STEM arguably provides individuals with promising opportunities for employment and career development. Hence, encouraging the STEM career aspirations of students has become a key focus in science education. Since 2009, the ASPIRES project (see Archer et al., 2023) has undergone three rounds of development to examine factors affecting students' science and STEM aspirations. Inspired by Bourdieu's capital theory, and based upon findings from their empirical work, the ASPIRES team has proposed 'science capital' as a conceptual lens for understanding the formation and development of pupils' science aspirations. This presentation will provide a comprehensive overview of science capital, including (1) the impact of Bourdieu's capital theory on science capital; (2) the definition of science capital; (3) the dimensions of science capital; and (4) instruments for assessing science capital. Science capital theory has drawn international attention for informing science and STEM career aspirations. Drawing upon a systematic review of 34 publications using quantitative, qualitative, or mixed approaches to investigate science/STEM career aspirations and science capital between 2005 and 2024, this presentation will highlight the complex interacting relationships between science capital, science identity, science attitudes, and STEM career aspirations. These findings will provide insights for understanding the main factors influencing students' STEM-related occupational interests and will provide a clear direction for future research in this area.

Social media links (if provided): Yanjun.Yang@warwick.ac.uk

Being in two places at once: Fieldwork experiences of a longitudinal study across two different settings

Denisse Alejandra & Lillo Sierra
University of Warwick

This presentation offers a reflexive account of my experience conducting a longitudinal study across two different settings simultaneously as part of my doctoral research. The fieldwork of this research project explored the experiences of prospective first-generation university students as they transitioned from secondary education to higher education in Chile. The study followed a case study design, collecting data from a questionnaire (N=164), semi structured interviews to students and school staff (N=41), and available school documents over seven months in two schools located in the Metropolitan Region. My fieldwork experiences provide insights into some of the methodological challenges (i.e., designing and adjusting research protocols), and ethical dilemmas (i.e., observing students making poorly informed HE choices) I encountered as a result of conducting a research study for a prolonged period. In addition, this presentation also discusses the challenges I faced in negotiating multiple identities (i.e., being both a 'partial insider' and outsider in the schools), and my efforts to establish and maintain rapport with both young people and school staff. Lastly, the presentation also highlights some of the strategies I employed to address emerging issues.

Presenter bio

Denisse is a PhD student at the Department of Education Studies at the University of Warwick. Her doctoral studies are fully funded by the National Agency of Research and Development (ANID in Spanish) from the Chilean Government. Her research explores the transition of first-generation students (i.e., first in family) from secondary education to higher education in Chile from a Capabilities lens (i.e., Capabilities Approach). Denisse is interested in issues related to higher education access and choice, equitable transitions to higher education and underrepresented students.

Social media links (if provided): denisse.lillo-sierra@warwick.ac.uk

Researching with Secondary Students in Nigeria: Experiences and Methodologies

Mercy Onyemaechi Martins
University of Bath

My research focuses on language practices in Nigerian secondary schools, particularly how these practices are policed outside the classroom but within the school. During my fieldwork, I engaged students using various methodologies tailored to their lived experiences. In light of this, my indigenous research design incorporated qualitative, creative, participatory, and indigenous methods to understand the students' perspectives.

However, my experience in the school, researching with students daily for four months, revealed an irony of practice: the same teachers who punished students for speaking indigenous languages were themselves frequent rule-breakers. The strong presence of coloniality was evident in students' internalised belief that their local languages had no place in formal education or religious spaces. As students collectively voiced these injustices, Theatre of the Oppressed emerged as a satirical yet practical tool for exposing their realities in a safe, contained manner while encouraging them to speak up and dramatise their experiences.

By the end of my stay, awareness had increased. Students and teachers were more conscientised, the school introduced a language club, and the impact of their actions became apparent. However, these shifts raised a critical question: what happens after the researcher leaves? These findings highlight the need for sustained decolonial interventions in educational spaces to challenge entrenched linguistic hierarchies and support indigenous language revitalisation.

Presenter bio

Mercy Martins is a Nigerian PhD candidate at the University of Bath, researching language practices in Nigerian secondary schools through an anti-colonial lens. Her work examines how colonial legacies shape language policies and marginalise indigenous languages. Using participatory and indigenous methods such as map-making and talk circles, she centres the voices of students, teachers, and parents. Mercy co-chairs the Decolonising Education Collective and serves as the Postgraduate Student Representative for Education. She has presented at international conferences and co-authored papers on decolonial education, contributing to discussions on linguistic justice and educational equity in African contexts.

Social media links (if provided): mom42@bath.ac.uk

Ethnography in the Classroom: Narratives as a Pillar of Educational Research

Tushar Dhiman
Gurukula Kangri, India

Ethnography, with its focus on lived experiences and cultural contexts, has emerged as a transformative methodology in educational research. This paper explores how ethnographic approaches can illuminate the multifaceted dynamics of classroom environments, providing rich, narrative-driven insights into the interactions, behaviors, and experiences of students and educators. By positioning the classroom as a microcosm of broader societal constructs, ethnography enables researchers to capture the nuanced interplay of identity, culture, and pedagogy. Through the lens of narrative inquiry, this study emphasizes the value of storytelling as a means to uncover hidden voices and untold perspectives within educational settings. Narratives serve as powerful tools to bridge gaps between theory and practice, offering educators actionable insights that foster inclusive and equitable learning environments. This paper also highlights the ethical considerations and methodological challenges inherent in classroom-based ethnography, such as power dynamics, researcher positionality, and ensuring authenticity in representation. By presenting case studies and practical applications, the paper illustrates how ethnography not only enhances our understanding of the classroom as a vibrant, social space but also equips educators and policymakers with the tools needed to enact meaningful change. Ultimately, the research underscores the potential of ethnographic narratives to serve as pillars of educational research, advancing both scholarly inquiry and practical innovation. This study invites educators, researchers, and policymakers to embrace ethnography as a vital methodology, fostering a deeper, more holistic understanding of the classroom experience.

Presenter bio

Mr. Tushar Dhiman pursuing Ph.D. in Faculty of Management Studies, Gurukula Kangri (Deemed to be University) Haridwar, Uttarakhand, India under supervision of Prof. Pankaj Madan. His interest area in Management and Commerce. He publishes one book and research papers, also presented research papers in various international and national conference

Social media links (if provided): 23519006@gkv.ac.in

Reimagining Inclusive Education: Addressing Barriers for First-Generation Learners in Rural Punjab and Kolkata's Suburbs

Sukanya Mitra & Subhashree Koyal
TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI

The global shift toward interdisciplinary education has widened the educational divide, disproportionately disadvantaging first-generation learners all across the world (UNESCO, 2023). This disparity takes different pictures when it comes to India, especially rural India, where the student's needs and government benefits don't stand with corresponding alignment. While elite students in international schools benefit from cross-disciplinary curricula, technological advancements, and multilingual pedagogy, marginalized students face economic hardship, language barriers, and infrastructural deficiencies that hinder their access to quality education (Sen, 1999). This study, based on primary interview data from 30 students (2023–2024), uncovers systemic exclusion within underprivileged communities. A common sentiment among students was reflected in this way, where they specifically wanted to be more involved with their local NGO organization or schools where they could express themselves and explore their pedagogical options more fluently than in any other bureaucratic institutions. Such narratives highlight the inefficacy of existing educational structures, exacerbated by inadequate school resources, untrained educators, and a lack of interdisciplinary curricula (Bourdieu, 1986). Using qualitative methodology with semi-structured interviews and ethnographic observations, this paper applies Bourdieu's concept of cultural capital and Sen's capability approach to analyze educational disparities. Our findings reveal that NGOs offer temporary support but cannot replace formal interdisciplinary education. To bridge this gap, we recommend policy interventions such as multilingual instruction, digital inclusivity, and curriculum restructuring tailored to first-generation learners' socio-economic contexts. This study underscores the urgent need for systemic reforms to ensure equitable access to globally competitive education.

Presenter bio

Sukanya Mitra is a dedicated research assistant with experience at VisvaBharati and TISS Mumbai, specializing in ethnographic research methods and interdisciplinary social science inquiry. With expertise in both qualitative and quantitative methodologies, she has conducted extensive fieldwork in rural and urban India, exploring diverse social issues. Her research spans youth motivation, social media and gender disparities, elderly care, and socialization, with a keen focus on marginalized communities. Sukanya has worked on ICSSR funded projects, contributing to data collection, analysis (SPSS & Atlas.Ti), and manuscript development. Passionate about inclusive education and social equity, she strives to bridge research and policy for meaningful societal impact.

Subhashree Koyal holds a postgraduate degree in sociology, specializing in psychology and human development. She is currently associated with the Dreams For Life Welfare Foundation (NGO), where she works to strengthen civil society and advocate for marginalized students' educational rights. With experience in teaching and leadership roles, she has contributed to student empowerment and academic development. Her research interests include aging, gerontology, and lifelong learning, focusing on inclusive education. Her graduation dissertation, titled "In COVID Situation, Domestic Violence in India: A Sociological Analysis", examined domestic violence trends using secondary data analysis.

UK supervisors' roles in doctoral student selection

Nok Hang (Alice) Hui
University of Warwick

Supervisors play a role in selection of doctoral applicants, but the level of involvement varies depending on the system of doctoral education, policies of institutions and disciplines. The presentation aims to give a brief overview of literature regarding supervisors' roles in doctoral student selection in the UK context. The presentation has been divided into three parts. It begins by explaining assessment of applicants has begun when supervisors identify prospective students. Academics will evaluate applicants through preapplication communications by assessing applicants' potential for completing PhD successfully and forming a long-term working relationship. It will then go on to present studies to date about how academics review applications. During formal application process, the quality of research proposal appears to be the vital document leading to a success in application. Supervisors value applicants' cognitive and non-cognitive attributes. In addition, it seems that the current admissions practices may not allow supervisors to both aspects comprehensively. The remaining part will point out other factors influencing the selection process including departmental, disciplinary and supervisors' personal priorities such as equity, diversity and inclusion (EDI) initiatives. However, how supervisors balance these factors has not been fully investigated.

Presenter bio

Alice is currently an ESRC-funded PhD student at the University of Warwick. She is also the reading group convenor at Doctoral Education and Academia Research Centre (DEAR). Previously, she worked as a coordinator on the EQUATOR 2.0 project which is funded by Research England QR Funding through the University of Birmingham, the British Geological Survey (BGS), Central England NERC Training Alliance (CENTA) and the ARIES Doctoral Training Partnership. She also led a programme of work helping CENTA create and implement more equitable doctoral recruitment and interview practices, which are now being adopted more widely in the sector. She is interested in inequalities in Doctoral Education.

Generative AI and Academic Integrity: Understanding Student Perceptions of Plagiarism in Indonesian Higher Education

Agus Riadi

Coventry University

My research examines the challenges of academic integrity in the digital age, focusing on how Indonesian undergraduate business students navigate the use of generative AI in their academic writing. As part of this broader research, I conducted a 40-item questionnaire survey with students from seven universities and polytechnics across Borneo, Sumatra, and Java, all offering business study programmes.

This presentation focuses on the findings from the questionnaire, which examines students' understanding of plagiarism, their strategies for using AI tools, and the impact of these strategies on the quality and originality of their work within an academic setting. The survey provides quantitative data on students' perceptions and practices, offering preliminary observations on how they perceive their agency in using AI tools ethically.

The presentation will outline the survey design, data collection process, and initial findings, contributing to discussions on student engagement with AI in academic writing and the complexities of maintaining academic integrity in higher education.

Presenter bio

Agus Riadi is a second-year PhD student at Coventry University, researching academic integrity and the impact of generative AI on student writing. His study examines how Indonesian undergraduate business students perceive and navigate plagiarism in the digital age, focusing on AI-assisted writing strategies and institutional policies. With a background in English language teaching and academic writing, he is particularly interested in how AI influences authorship, originality, and academic literacy. His research contributes to discussions on AI literacy and integrity in higher education.

Social media links (if provided): riadia@uni.coventry.ac.uk

Doctoral Education in Conflict-Affected Contexts: A Critical Review of Literature

Susan Deeb

University of Warwick

The impact of conflict on higher education is well-documented, yet research on doctoral education in such settings remains relatively limited. This presentation, based on a critical literature review, examines existing studies on doctoral education in conflict-affected contexts to explore how prolonged instability shapes PhD students' academic progress, research trajectories, and professional development. A critical literature review goes beyond summarizing existing research by analysing its theoretical assumptions, methodologies, and gaps, offering a deeper understanding of the field. The review highlights key challenges, including security and safety concerns, ethical dilemmas, and institutional instability, which collectively influence students' experiences and research outcomes. Additionally, it identifies significant gaps in the literature, particularly the lack of empirical studies capturing students' lived experiences, the long-term consequences of pursuing a doctorate in a crisis setting, and the development of PhD students' multifaceted identities as scholars, professionals, and individuals navigating conflict. The presentation will outline key findings from the literature, highlight persistent gaps, and discuss implications for future research and policy, emphasizing the need for more context-sensitive approaches to supporting doctoral students in conflict-affected regions.

Presenter bio

Susan Deeb is a PhD candidate in Education Studies at the University of Warwick. Her research explores the impact of conflict on doctoral education in Syria, employing a diary-interview method. She holds an MA in Global Education and International Development from Warwick, where she conducted qualitative research on international scholarships and their governance.

Susan has worked as a Research Assistant at the Doctoral Education and Academia Research (DEAR) Centre, contributing to qualitative data analysis and project administration. She has also held roles in research support services, assisting with grant applications and compliance. Her academic interests include higher education policy, doctoral student experiences, and international mobility.

Social media links (if provided): susan.deeb@warwick.ac.uk

Exploring Augmented Reality Adoption in Saudi Higher Education

Ebtisam Alqahtani

University of Glasgow

In line with Saudi Arabia's Vision 2030, the integration of educational technology in higher education has expanded significantly, with COVID-19 accelerating its adoption. This study investigates the use of Augmented Reality (AR) among academic staff through a mixed-methods approach. A survey of faculty members from five universities, followed by in-depth interviews, explored AR awareness, current engagement, and factors influencing adoption. Using DTPB, this study identifies key adoption drivers, including attitude (perceived benefits), subjective norms (peer and institutional influence), and perceived behavioral control (self-efficacy and resource availability).

Findings reveal that while most of faculty are aware of AR, and most do not currently use it, despite most expressing a willingness to adopt it. Awareness levels are higher among male faculty and those in the humanities, with humanities faculty perceiving greater benefits compared to their science counterparts. A major barrier to adoption is the lack of training. Key motivators, such as self-efficacy strongly influence current usage and perceived compatibility strongly influence future adoption intentions.

Interviews highlight limited AR training but increasing faculty interest, particularly following COVID-19. Faculty recognize AR's potential as an innovative educational tool, emphasizing the need for professional development initiatives and institutional support to drive broader implementation.

Presenter bio

I'm currently pursuing my PhD at the University of Glasgow, where I focus on educational technology, particularly the adoption of Augmented Reality (AR) in Saudi higher education. As a teacher, I'm deeply interested in using AR, VR, and AI as educational tools to enhance teaching and learning practices. Additionally, my research explores gender differences in AR adoption, using the Decomposed Theory of Planned Behavior (DTPB) as a guiding framework. With experience in research, teaching, and publishing, I'm passionate about using technology to bridge gaps in digital learning. My work aligns with Saudi Vision 2030, addressing barriers like training and institutional support, aiming to improve education through digital tools for both faculty and students.

Social media links (if provided): E.alqahtani.1@research.gla.ac.uk

Teacher experience and Policy interpretation

Santi Laila Tartila

University of Warwick

This study investigates teachers' perspective towards national education policy reforms through a sociocultural lens. It highlights insight that may be overlooked by approaches that focus only on teachers' knowledge and skills. Moreover, this study gathers information from both novice and experienced teachers, examining their perspectives to explore how policy directives are interpreted, adapted and enacted in practice. Novice teachers often engage with new policies with enthusiasm and openness, while experienced teachers may draw on critical insights and practical wisdom. It emphasises the importance of understanding how social interactions, institutional norms and local context shape teachers' responses. The findings indicate that effective policy implementation requires not only a technical process of skills applications, but also a complex negotiation influenced by past experiences, social relationships and school culture. This study advocates policy development strategies which encourage collaborative dialogue and critical engagement, ensuring that teachers are able to navigate policy reforms thoughtfully and effectively.

Presenter bio

I am a PhD student at the Centre for lifelong Learning, University of Warwick. My research aims to explore the diverse perspectives of policy actors involved in policy making process. I am interested in examining how these actors ranging from national to local stakeholders to understand, interpret and enact policy reforms.

Social media links (if provided): santi.tartila@warwick.ac.uk

Positioning yourself in policy: navigating writing policy as an education professional and researcher

Stephanie Povey

University of Warwick

Policy has the power to alleviate or create tensions within a school setting; some find them reassuring guidelines and principles, whereas others see them as a punitive tool of performance management (Ball, 2011). This is even more apparent during times of change in education, such as when new governments come into power with a new perspective on national education policies and agents of monitoring schools, such as Ofsted, are anticipated to review their approaches.

As a currently practicing teacher, school leader, and researcher of education policy and how it is interpreted by education professionals, it is key that I reflect on the processes behind the construction and implementation of policy to produce a quality artefact. However, in researching education policy whilst working as a school leader, I have been afforded the space to consider my role within the construction of policy, including my subjectivities around how policy is constructed, shared with education professionals and students within a school, and then how it is enacted by its audience.

This presentation will reflect upon my role as a policy writer, researcher, and enactor within a school as I await information about anticipated policy changes and the tensions that arise in positioning yourself within policy. It will use research gathered from policy researchers as a foundation to explore how policy can be built and shared with a focus on school improvement.

Presenter bio

Stephanie is an EdD student at the University of Warwick. She is investigating policy in school improvement with a specific focus on how schools interpret and enact government policy when building their own school policies. Stephanie has an interest in AI as a tool for language interpretation and analysis and using Q-methods to understand subjectivities. Stephanie is an Assistant Head Principle in charge of Quality of Education at an AP in Birmingham.

Social media links (if provided): stephanie.povey@warwick.ac.uk

Government Policy Mixes for Higher Education Access: A Qualitative Comparative Analysis of Indonesian Institutions

Kalihputro Fachriansyah

University College London

Indonesia aspires to advance its economy by enhancing human capital, aiming to raise the higher education gross enrollment rate from 31.45% in 2023 to 60% by its 100th year of independence in 2045. Operating within budgetary constraints and an incremental budgeting approach, the government must strategically formulate policies that effectively boost higher education access. This study investigates the combination of policy instruments that can rapidly enhance access for individual Higher Education Institutions (HEIs) and explores the influence of the government's role as principal and HEIs as agents. Currently, data collection is underway, with responses from 29 out of 110 targeted participants. The study focuses on four initial conditions aligned with the mission of access improvement (regulation on student intake, student aid for low SES families, capital investment in learning facilities, and operating costs funds) alongside three Principal-Agent theory conditions (conflicting goals, asymmetric information, and uncertainty of outcome). Although the Ragin's Qualitative Comparative Analysis (QCA) method will be applied once data collection is complete, preliminary insights suggest valuable implications for policymakers and stakeholders invested in fostering the nation's socioeconomic progress.

Presenter bio

Kalihputro Fachriansyah is a professional focussing on higher education access, quality, and relevance improvement through external loan and sharia bond financing (surat berharga syariah negara) development projects. He works for the Directorate for Higher Education, Science, and Technology at the Ministry for National Development Planning/Bappenas Indonesia. The latest work of Kalihputro includes the preparation of the National Grand Design for Talent Management 2023-2045. He is taking MPhil/PhD Education Practice and Society at the University College London. With a robust policy analysis and strategic planning background, Kalihputro is committed to shaping Indonesia's education landscape and driving the country's development agenda forward.

Social media links (if provided): k.fachriansyah.23@ucl.ac.uk

Enacting Care with Technology: A Sociomaterial analysis of LMS (Learning Management Systems) use in Indonesia

Ahmad Ardillah Rahman
University College London

The Covid-19 pandemic significantly impacted education, reshaping teaching and learning in Indonesian Higher Education Institutions (HEIs). In the postpandemic phase, HEIs mandated digital technologies, with Learning Management Systems (LMSs) widely used for synchronous and asynchronous activities. However, many lecturers remain uncertain about how this shift affects their relationships with students and how to balance online and inperson teaching. Taking a sociomaterial perspective grounded in Maria Puig de la Bellacasa's ethics of care, my research explores how Indonesian university teachers incorporate LMSs into their pedagogical practices. Bellacasa highlights the interconnectedness of material, social, and ethical dimensions, acknowledging that technologies can be both objects and mediators of care (de la Bellacasa, 2011). My research involved a participatory, qualitative study using visual methods (photovoice) and semi-structured interviews to explore lecturers' involvement in caring practices with LMSs in Indonesian higher education. This methodological choice emphasizes depth and relationality, addressing complex and situated realities of care in digital education. Drawing on the experiences of academics, my findings illustrated lecturers' struggles with excessive workloads caused by increased institutional expectations of technology use. My participants also demonstrated various forms of caring – for their students, and for themselves – in balancing their academic responsibilities and personal lives. This highlights the important but often overlooked, mundane practices of lecturers working with LMSs, underlining the invisible labour that is crucial to maintain teaching. By making these issues visible, I provide evidence that can support lecturers in their work with technology, enhancing both their pedagogic approach and their emotional and personal well-being.

Presenter bio

I work as a lecturer at Institut Parahikma Indonesia and a PhD candidate at University College London, UK. My PhD work, grounded in sociomaterial and Science and Technology Studies (STS) approaches, explores how technology shapes teaching practices and care in blended education. I use care theories to study educational relationships using qualitative, interpretive research method of photovoice interviews.

Denied tears and emotions: in what ways do the environmental stressors adversely affect executive functioning and emotional regulation?

Darnell Cadette

University of Cambridge

Infancy and early childhood are the most dramatic periods of brain development and it is a fundamental period of environmentally (epigenetically) triggered social, emotional, and cognitive growth and plasticity, as well as of vulnerability to mental illnesses such as depression and anxiety (Immordino-Yang, et al, 2018). Research has continually shown that poor emotional development and regulation among black males is linked to disproportionate and an over representation of black males in the UK criminal justice system (The BAME proportion of youth prisoners has risen from 25% to 41% in the decade 2006-2016). Also, mental health disparities are seen in adults and young children from Black, Asian and Minority Ethnic (BAME) relative to White backgrounds (Lammy, 2017).

With evidence connecting the importance of emotional expression with broader educational, social and mental health outcomes, do schools, as social institution, hinder or support a sense of emotional freedom and what can they do better to meet the needs of these disenfranchised boys.

Presenter bio

Darnell Cadette is a doctoral candidate from the faculty of education at the University of Cambridge. His primary research interest is centred around the role of emotions in child and adolescent development. Much of his 25 year plus career has been centred around educational inclusion in the UK and abroad in Barbados, St Lucia, Qatar, Kuwait and China. He currently works as a BACP registered school psychotherapist, where he supports students and families.

Mental health problems among UK undergraduates: A comparison study of autistic and non-autistic students

Hatice Gundeslioglu

University of Warwick

Background: The aim of this study was to examine whether the relationship between a set of chosen risk and protective factors and mental health problems was different amongst autistic undergraduates relative to non-autistic undergraduates and across different genders.

Methods: Autistic and non-autistic undergraduates were invited to complete an online survey between November 2022 and June 2023. The sample included 226 autistic participants and 521 non-autistic participants. Autism and mental health diagnoses were collected using self-report questions. Two-way ANOVA followed by post-hoc comparisons were used to examine gender differences in mental health problems and multiple regression models were used to identify the predictors of mental health problems among autistic participants in comparison to non-autistic participants.

Results: There was evidence that autistic undergraduates have poorer mental health than non-autistic undergraduates. Autistic females and autistic and non-autistic individuals of genders other than male or female had increased suicidality relative to some groups. There were no gender differences in anxiety and worry, and in behavioural symptoms of depression and anxiety. Moreover, intolerance of uncertainty, camouflaging, restrictive repetitive behaviours and interests were associated with higher i) anxiety and worry, ii) behavioural symptoms of depression and anxiety, and/or iii) suicidality, while resilience was associated with lower suicidality and behavioural symptoms of depression and anxiety for both autistic and non-autistic participants.

Conclusions: While autistic undergraduates self-reported more mental health disorders, there were more similarities than differences between autistic and non-autistic undergraduate students in terms mental health risk and protective factors.

Authors: Hatice Gundeslioglu, Kylie Gray, Paul Thompson, and Peter Langdon

Presenter bio

Hatice recently defended her doctoral thesis in Education and Psychology, focusing on sex/gender differences and their implications for mental health problems among autistic undergraduate students in the UK. She is currently an Early Career Fellow at the Institute of Advanced Study. Hatice is dedicated to publishing her thesis studies and sharing research insights through impactful academic publications. Her work aims to enhance awareness and understanding of mental health problems affecting both autistic and nonautistic university students, advocating for inclusive and supportive educational environments.

Inclusive education in legal education's history in England, and potentials for the future

Israel Okunwaye
Birmingham City University

In this presentation, I examine efforts towards inclusion in the legal education arena in England, and gaps for further developments that may exist to consider. The dichotomy in the legal education field points to broad issues of approaches in skills acquisition overtime; whether of need for either theoretical or practical educational emphasis in higher education, or both, and stakeholder's role in addressing limitations or tensions that exists. There are questions in relation of the development of new areas of the study of law, what the curriculum should entail and how beneficial it would be for the students; as Hedley (1999) argues on, as to what extent the stretch of a subject should be. Its' whether certain traditional patterns or interest be emphasised in the content. As Barnett and Coate (2005) suggest with respect to determining curriculum questions, the need to bring to the perspective the idea of the purpose of education, student experience, and human development for the future. This tension appears to have been reminiscence in legal education history, and assist in understanding how best inclusive education that has beneficial purpose could be progressively attained in one stead, and the how it has been reflected in law learning curricula developments. Adding to the cultural conversation, more recently Chloë Wallace, in her work on legal education- "Beyond the Jurisdiction," has also raised concerns about the level of preparedness for the Law school in modern times, and the issues being prioritised. Boon (1998) would argue that there is the need to teach rules handling and research analysis, but also the quaking need for composite skills of lawyering in legal education. I put forward the contribution that reflecting on this issue overtime, with inclusive principles and historical lenses allow for goals of broadening perspectives, but more critically regimes of complex training models that embed practical and rigorous academic content in necessary and creative ways.

Presenter bio

Doctoral Researcher (4th year part-time EdD student, 2024/2025 session).

Birmingham City University UK.

Email: israel.okunwaye@mail.bcu.ac.uk

Orcid: 0000-0001-6680-2784

<https://www.linkedin.com/in/israelokunwaye>

X: @israelokunwaye

Understanding the Experiences of pupils with SEN at Risk of permanent exclusion

Zoe Stuart

University of Wolverhampton

Despite an overall decrease in the number of children permanently excluded from school, rates have remained high for pupils with an identified special educational need. This disproportionately affects pupils with an identified need but no Education, Health and Care Plan (EHCP) in place. Exclusion rates for pupils with an EHCP are two and a half times higher than for children with no identified need and are five times higher for pupils with an identified need (SEN Support) but no EHCP (DfE, 2020a). The DfE statistics indicate that pupils with a primary area of need of Social, Emotional and Mental Health (SEMH) are at the highest risk. The disproportionate exclusion of pupils with SEN raises questions about the extent to which schools fulfil their statutory duties to meet these pupils' needs (DfE, 2020b). This research aims to explore the perspectives of teenagers with Special Educational Needs and Disabilities (SEND) who are at risk of permanent exclusion from their educational setting. By placing student voice at its heart, this study aims to provide insights into the factors influencing pupils' engagement and sense of belonging in schools. A small-scale pilot study was conducted using an adaptation of the Mosaic approach (Clark & Moss, 2017), employing a multi-layered research method to allow pupils to express their views in ways that best suit them. This approach has enabled the refinement of research methods and early findings suggest that pupils articulated concerns and priorities that may not have been anticipated through more traditional research methods.

Presenter bio

I am an experienced teacher with a background in both mainstream and special secondary schools. Drawing on this experience, I transitioned into higher education, where I now lecture across a range of undergraduate and postgraduate courses. I primarily teach on modules related to inclusion and special educational needs across undergraduate, postgraduate and initial teacher training courses. Additionally, I collaborate with the local authority's inclusion team, leading their CPD programmes for teachers and teaching assistants.

Currently, I am in my second year of a professional doctorate, with research interests focusing on the permanent exclusion of children with special educational needs.

<https://www.wlv.ac.uk/about-us/our-staff/zoe-stuart/>

www.linkedin.com/in/zoe-stuart-3477b02b2

Exploring the Feasibility of Attentional Bias Modification Training as a treatment for Depression and Low mood with Adults who have Intellectual Disabilities

Andreas Poku
University of Warwick

Background: Individuals with intellectual disabilities face a significantly higher risk of mental illness, with prevalence rates 3-4 times greater than the general population. However, effective treatment approaches for this group remain uncertain. Barriers such as difficulties with verbal reasoning, communication, and emotion regulation often hinder engagement with talking therapies like cognitive behavioural therapy. This PhD seeks to explore whether adapting Attentional Bias Modification Training (ABMT) using photography/visual graphics can enhance accessibility and improve therapeutic outcomes for this group.

Methods: The first study is a systematic review of adaptations made to psychotherapies for individuals with intellectual disabilities. The second study, divided into two phases, will review and model an adapted ABMT intervention. Phase 1 involves interviews with 18 key stakeholders (clinicians, carers, and individuals with intellectual disabilities) to evaluate the intervention's usability and required adaptations using framework analysis. Insights from this phase will shape Phase 2, a single-arm feasibility study delivering the adapted ABMT and conducting interviews with 20 people with intellectual disabilities. Key feasibility parameters include recruitment and associated barriers, adherence, retention, intervention completion rates, acceptability, and factors influencing participation. Interviews will be analysed using framework analysis. Findings will inform Study 3, which will either be a pilot RCT or a multiple baseline single case experimental design.

Results: By the end of this PhD, we hope to gain a better understanding of how ABMT can be adapted to suit the needs of individuals with intellectual disabilities, contributing to broader efforts in improving psychotherapy accessibility for this population.

Presenter bio

The focus of my PhD is to explore the feasibility and acceptability of attentional bias modification training (ABMT) for depression and low mood with adults who have intellectual disabilities. Unlike more complex therapies, such as cognitive behavioural therapy (CBT), ABMT is simpler and easier to understand, which may be advantageous for people with intellectual disabilities. My project involves reviewing existing evidence pertaining to adaptations to psychotherapies for people with intellectual disabilities, reviewing and adapting ABMT, and assessing the feasibility and acceptability of the intervention for use with this population. I have the privilege of being supervised by professors Peter Langdon and Kylie Gray.

<https://warwick.ac.uk/fac/soc/cidd/phdstudents/>

Improving ESOL Teacher Preparedness for Migrant Mental Health and Self-Harm

Fatima de Almeida Reszczyński

University of Warwick, UK

Teaching migrant students in ESOL (English for Speakers of Other Languages) classrooms presents unique challenges, particularly regarding migration, mental health and self-harming behaviours. ESOL teachers are often the first point of contact for these students as administrators, advice workers, counsellors, mentors, social organisers, literacy brokers, and interpreters (Cooke and Simpson, 2008, p.30). Yet they frequently lack the necessary training to support their students' mental wellbeing effectively. This study explores the experiences and perceptions of ESOL students and teachers on issues of migration, mental health and self-harming behaviour and proposes a structured training programme aimed at enhancing teacher awareness, confidence, and intervention skills.

Using qualitative data from my PhD, this study explores teachers' struggles with mental health-related challenges and how training could equip them to better support their students. The research is framed by liminality and *communitas* (Turner, 1969), stigma and labelling theories (Goffman, 1963; Link & Phelan, 2001), and the biopsychosocial model, which provide insights into both student and teacher experiences.

Findings indicate that ESOL teachers experience role confusion, emotional burden, and uncertainty when addressing mental health issues. In response, this research led to the development of a 10-week training programme, designed to improve mental health literacy, trauma-informed teaching practices, and culturally responsive approaches. While this programme has yet to be implemented, it represents an important step toward addressing the gap in teacher preparedness.

Future research and policy integration could ensure mental health training becomes a core component of ESOL teacher education, ultimately fostering more inclusive and supportive learning environments.

Presenter bio

Fatima Reszczyński is a PhD candidate at CLL, where her research focused on exploring the experiences and perceptions of ESOL students and teachers on issues of migration, mental health, and self-harming behaviour. She is currently a Learner Developer and Thrive Tutor for Law at BCU, supporting students in their academic and professional development.

Fatima has over two decades of volunteering, teaching, and training experience in community centres, schools, and colleges across Leeds, Birmingham, and Coventry. Her interests include language acquisition, trauma-informed practices, mental health education and teacher training. She has a published book chapter which explores their interconnection.

Social media links (if provided): f.de-almeida-reszczyński@warwick.ac.uk

Pupils as conduits in the home-school relationship

Christopher Guerin
University of Warwick

Home-school relationships are often viewed as a vital part of a child's educational experience. There is extensive research on parental involvement, engagement, and feedback to the child. However, the child's role in informing this feedback is less well known. Through interviews with pupils at three West Midlands secondary schools, the phrase "I explained my report to my parents, and then..." occurred regularly. In this presentation, I will explore the role the child plays in engaging their own parents with their learning, and the impacts of this when considering assessment and reporting systems in schools.

Presenter bio

I am a six-year part-time PhD student at Warwick, and Vice Principal at Ninestiles, an Academy in Birmingham. I have been working as a secondary maths teacher for over ten years, and I have previously completed an MMath and MA at Warwick, and an MEd at Cambridge. My current research focuses on assessment and reporting in secondary schools, particularly on meaningful grading and the value of school reports to different stakeholder groups. I am also interested in mathematics education, and working with university and school-based colleagues to improve mathematics teaching and learning, and the use of data in schools.

Social media links (if provided): christopher.guerin@warwick.ac.uk

Our survey said... A step-by-step guide to designing and validating educational questionnaires.

Ben Sinclair

University of Warwick

This presentation introduces a systematic framework for developing and validating psychometric questionnaires in educational research. The new scale, *Psychological Flexibility in Mathematics* will be used as a case study to illustrate how mathematical resilience and mathematical anxiety can be measured within the Contextual Behavioral Science framework. It begins by examining how to define and measure psychological constructs as behavioural event, ensuring conceptual clarity, theoretical coherence, and alignment with existing scholarship. The development process encompasses key stages such as item generation, expert evaluation, and pilot testing to establish content validity, with best practices and common challenges being addressed. Strategies for participant recruitment and response rate optimisation, while upholding ethical standards, will also be discussed, especially in studies involving young people in educational settings. Additionally, the session will explore the strengths and drawbacks of single-item questionnaires and how to determine appropriate sample sizes for robust statistical power. Finally, the presentation will demonstrate the application of SPSS in reliability assessment, factor analysis, and construct validation. Attendees will gain practical insights into data preparation, assumption testing, and result interpretation. By systematically guiding researchers through each phase of questionnaire design, this session equips PGR students with a clear, structured approach to developing rigorous and reliable psychometric instruments in educational research.

Presenter bio

Ben taught secondary mathematics before beginning his PhD in Mathematics Education at the University of Warwick. His project focuses on embedding principles from Acceptance and Commitment Training into classrooms to address mathematics anxiety and promote mathematical resilience. His academic interests include mathematics task design, and instruction and mastery.

Social media links (if provided): b.sinclair@warwick.ac.uk

Cutting the Strings: Reimagining Programme Leader Agency in HE within FE

Mathew Dudley

This presentation explores the evolving agency of Programme Leaders (PLs) in Higher Education within Further Education (HE in FE), positioning their experiences within the broader discourse of educational leadership in a rapidly changing sector. Drawing upon findings from my doctoral thesis, now in its final editing stages, the research examines how PLs negotiate the tensions between agency, institutional constraints, and professional agency. Using the Chordal Triad of Agency (Emirbayer & Mische, 1998) as a theoretical framework, this study critically analyses how PLs navigate competing institutional demands, interdisciplinary collaboration, and policy-driven expectations. Based on qualitative data from semi-structured interviews, the research identifies key themes including strategic compliance, performative pressures, and the negotiation of professional identity within managerialist structures. As the boundaries between sectors and disciplines continue to shift, the study highlights the ways in which PLs assert professional judgement and adapt to evolving expectations. By reimagining leadership agency within HE in FE, this research offers new insights into fostering agency, innovation, and professional development in an increasingly complex educational landscape. These findings contribute to broader discussions on the nature of academic leadership and organisational culture in post-compulsory education.

Presenter bio

Mathew Dudley is a researcher and educator specialising in Higher Education within Further Education (HE in FE). Currently completing a doctoral thesis, their research focuses on the agency of Programme Leaders (PLs) and the complexities of leadership within managerialist structures. With experience in curriculum design, academic leadership, and post-compulsory education, their work critically examines the balance between professional autonomy and institutional constraints. Using the Chordal Triad of Agency (Emirbayer & Mische, 1998) as a theoretical lens, their research contributes to discussions on educational leadership, policy, and organisational culture in the evolving HE in FE landscape.

Optimizing Industry-Education Partnerships in Higher Vocational Education: Reimagining Inclusive Pathways in China

Ran Deng

University of Warwick

Vocational education plays a pivotal role in addressing contemporary global challenges, notably skill shortages and socioeconomic inequality. In China, recent legislative reforms have elevated vocational education to the same statutory significance as general education. This shift reflects China's commitment to high-quality development, positioning vocational education as a key response to economic transformation. Furthermore, vocational education increasingly emphasizes partnerships with industries to enhance educational quality. Despite substantial policy encouragement, the mechanisms of enterprise participation in vocational education remain insufficiently explored, particularly from the perspectives of enterprises themselves. This research addresses these gaps through a multiple-case study, analyzing how enterprises actively engage with higher vocational education institutions. By examining operational mechanisms, motivations, and barriers from varied enterprise perspectives, this study contributes an essential yet under-explored dimension: the enterprise voice. Preliminary findings suggest enterprises' proactive intentions, influenced by strategic interests, cost-benefit consideration, social responsibility, and policy incentives, differ significantly by industry type and size. Recognizing these variations helps inform targeted policy frameworks, enabling more sustainable industry-education partnerships. In line with this conference's theme, this research reimagines vocational education as an inclusive pathway that strengthens partnerships between education and industry. It argues that enhanced enterprise participation can improve employment outcomes for diverse student populations. Vocational education thus becomes instrumental in promoting equity, offering learners from various backgrounds meaningful opportunities for career and personal development. By analyzing enterprise engagement across different contexts, the study provides insights into more responsive educational policies, ultimately contributing to an inclusive education ecosystem where industry, academia, and policy collaborate effectively.

Presenter bio

Ran Deng is a PhD student in Education Studies at the University of Warwick, with research interests in tertiary education, industry-education partnerships, and education policy. She is also a Humboldt Scholar and was awarded the 2018- 2019 German Chancellor Fellowship to conduct independent research on the adaptation of Chinese international students in Germany. Ran holds double master's degrees from the London School of Economics and the University of Southern California. Prior to her PhD, she took on several leadership roles at top global business schools and a venture capital firm specializing in investments in the education sector, overseeing overall operations, external relations, and international projects.

Demystifying Doctoral Academic Socialisation: Transformation of individual(s) or institution(s)?

S. Arokia Mary

University of Warwick

Doctoral degrees have a borderless relevance, whereby doctoral degree signifies credibility of the individual. However, the processes through which one gains this credibility are varied. Academic literature defines the complex processes through which individuals gain familiarity and develop essential capabilities as academic socialisation (AS) (Weidman et al., 2001, 2020). This paper aims to further demystify the processes of doctoral AS. By zooming in doctoral students' definitions and engagement with doctoral AS processes, I argue that doctoral AS is shaped contextually by individual(s) and institution(s) transformations. This paper is based on an empirical study exploring definitions and everyday doctoral AS experiences of seven doctoral students in India employing a weeklong solicited diary study and interviews (Cao and Henderson, 2021). The findings elucidate that doctoral students go beyond institutional norms of AS for developing aspired capabilities. Further, doctoral students actively shape their own AS by continued interaction with their previous affiliations and developing connections beyond current affiliated institutions. On the other hand, institutional mechanisms and processes of AS also transformed by doctoral student's research study requirements and engagements. Using recurring evidence from this exploratory study located in a global south context, I argue that the processes of doctoral AS continue to remain in flux and are actively transformed by individual(s) and institution(s).

Keywords: Doctoral education, academic socialisation, diary study and India

Presenter bio

S. Arokia Mary is an ESRC-UKRI funded PhD at the Department of Education Studies, University of Warwick, UK, currently researching doctoral education processes in India. She has been actively contributing to the Doctoral Education and Academia Research Centre and Widening Access to Higher Education in India: Institutional Approaches Research Project. Her recent publications are *Implementing the sexual harassment law within higher education: A qualitative enquiry* (Routledge, 2024) and *Structural Marginalisation of Transgender Students in Higher Education Institutions of India* (Routledge, 2023).

Research diaries as a tool for reflexivity and transparency

Cecilia Nobre

University of Warwick

Reflective diaries have long been a valuable tool in qualitative research, offering a structured yet personal way to document methodological choices, challenges, and evolving insights. This presentation focuses on my own use of a research diary during the data collection stage of my PhD, which examines WhatsApp as a platform for teacher trainees and trainers to engage in reflective practice in initial English teaching qualifications.

Building on Hyers (2018), who highlights the role of diaries in capturing the intimate and evolving nature of research, I reflect on how maintaining a diary helped me navigate decision-making, researcher reflexivity, and methodological adjustments. Yet, how can researchers ensure that diary writing remains meaningful rather than just another task? To what extent do diaries shape a researcher's interpretations and influence the direction of their study?

Beyond serving as a space for self-reflection, my diary became an essential tool for processing the unspoken complexities of data collection, allowing me to revisit pivotal moments, refine my analytical approach, and assess my research framework. However, it also raised important questions - how does one balance subjectivity with maintaining analytical distance when documenting research experiences?

This presentation will share key excerpts from my diary, along with personal insights and reflections on its impact. Through my experience, I will explore how structured self-reflection can deepen methodological awareness, enhance research transparency, and provide a clearer lens for interpreting fieldwork challenges. Participants will gain practical strategies for using research diaries effectively and insights into how reflective writing can shape research processes.

Presenter bio

Cecilia Nobre is a PhD candidate in Applied Linguistics at the University of Warwick, specialising in reflective practice and teacher development. She is also a teacher educator, DipTESOL tutor, and mentor with over 20 years of experience in English language teaching. She has worked in Brazil, the UK, and Turkey, with a particular focus on online education and teacher training. She is the co-author of *Using Video to Support Teacher Reflection and Development in ELT* (Equinox Publishing, 2023).

Social media links (if provided): cecilia.griffiths@warwick.ac.uk

What do we do now?" An action research on meaningful interactions between children and practitioners in a Nursery setting

Chara Kitsaki

University of Cambridge

Implementation of quality interactions in EYFS is still questionable as observations across Early Childhood Education Centres have concluded that teachers do not place themselves inside the children's playful experience but instead prefer the role of the passive observer. While there is ample research on core practitioners' roles during free-flow learning, there is a significant gap regarding support staff. To bridge that gap, this project adopted an interpretivist action research methodology in which the actions, intentions and perspectives of all members of the EYFS team were the focus of the inquiry. The research spanned three cycles following a plan-do-review model from our initial research question: How do EYFS support and core practitioners define meaningful interactions during independent learning in a nursery setting? Our methods included collaborative, reflective dialogue, project logs, naturalistic observations, and continuous engagement with research. Analysis of these themes highlighted the importance of three elements required for quality adult-child interactions in a nursery: identifying barriers through engagement with research, the context (time/space of interactions) and the use of language. Our most important finding focused on the need to subvert implicit power dynamics between support and core staff members by allowing teaching assistants the necessary time and space to engage in dialogue. Hence, they feel confident about participating actively in children's playful experiences.

Presenter bio

I am an experienced Early Years educator and researcher with a strong academic background in childhood development and play-based learning. After completing a Postgraduate Certificate in Primary Education at the University of Cambridge, specialising in Early Years (ages 3-7), I spent four years teaching in London, where I developed a deep interest in play and inquiry-based learning as essential tools for children's development.

To further explore these interests, I pursued an MEd in Educational Research at the University of Cambridge, where I focused on early childhood education, research methodologies, and the role of play in learning. I am now working as an Early Years teacher in London while undertaking a PhD at the University of Cambridge, researching play, childhood development, and its impact on educational practice.

As a qualified Special Educational Needs Coordinator (SENCo), I am passionate about inclusive education and ensuring that all children receive the support they need to thrive. My work aims to bridge the gap between research and practice, helping educators implement evidence-based approaches in the Early Years sector.

I have contributed to the academic discourse on early childhood education through publications with the British Educational Research Association (BERA), particularly in practitioner-led inquiry. My research explores how educators can integrate research into their practice to enhance teaching and learning for young children.

Social media links (if provided): ck586@cam.ac.uk

Stitching women's stories using craftivism as a creative, evidence gathering Method

Deborah Littley

University of Wolverhampton

Stitching has been employed by women throughout history to share stories and raise awareness or protest about issues both openly and subversively (Parker, 2010). For example, the stitching undertaken by Mary, Queen of Scots, included embroidered emblems and symbols on her clothing, which acted as a visible protest during her incarceration (Hunter, 2019). Craftivism “the art of using crafts to try and achieve political or social change” (Greer, 2014) is a relatively recent term attributed to a variety of domestic arts like sewing and may not have been widely used as a research method. Recent craftivism examples include Domestic Dusters (Marr, 2021) and Corbett’s (2016) ‘Don’t Blow It Hanky’. The project, ‘Stitching Women’s Stories’ is a study that employed craftivism in a workshop, where 15 mature women, who were first in their family to attend university, shared their stories of education to highlight the challenges still being faced by women today (Mishra, 2020). The women each stitched a fabric doll and decorated it to represent themselves, their learning biography and their experiences of HE. Their stories and chosen words were explored during the workshop to explore well-being and a sense of belonging for under-represented groups in HE. Emerging themes include transformation, resilience, imposter syndrome, barriers, opportunities and the use of stitch for benefits to mental health and well-being. The completed dolls revealed surprising, personal details of individuals’ stories and the challenges they had faced, not always shared in the workshops, which are unique and inspiring.

Presenter bio

I am a retired Senior Lecturer in Primary Education, previously at the University of Wolverhampton. I was a mature, first-generation woman and gained my first degree at 42. Following a Primary PGCE, I went on to teach in schools in areas of deprivation before becoming a university lecturer. I taught several mature, first-generation women who had always wanted to become a teacher like me. I wanted to give other women a voice and enable them to tell their stories in a creative way to inspire others. I am studying for a Professional Doctorate in Education at the University of Wolverhampton.

Social media links (if provided): D.L.Littley@wlv.ac.uk

Exploring Shaming Practices for Classroom Management and Academic Motivation in the Context of Low-Fee Private Schools in Delhi, India

Bhabesh San San Wa
University of Oxford

This conference paper delves into the intricate dynamics of shaming as a powerful tool for classroom management and academic motivation (Adamson, 2022)(Goodman & Cook, 2019), with a particular focus on its pervasive use in low-cost private schools within unauthorized colonies (Chanchal, 2022; Sheik et al., 2015) (Lemanski & Tawa LamaRewal, 2013; Zimmer, 2012)in Delhi, India. The unique educational landscape in these areas is characterised by parents making financial sacrifices to enrol their children in private schools (Chanchal, 2022; Endow, 2019; Härmä, 2009; Nambissan, 2012), driven by the belief that such a choice will secure a better future and social mobility compared to government run schools. Drawing on first-hand experiences working in a low-cost private school (Chanchal, 2022; Endow, 2019; Phillipson, 2008), this research documents the utilization of shaming techniques by both parents and teachers. In these settings, students in senior sections (9th and 10th grade), irrespective of gender, are subjected to psychological pressure through a narrative that emphasizes the financial sacrifices made by their parents. The discourse implies that failure to conform to behavioural expectations or excel academically would inevitably lead to a future reminiscent of their parents' menial jobs. This shaming approach discredits the professions and social standing of the student's parents. The study explores the intricacies of the above narrative and its profound impact on students' dispositions towards schooling, examining how such shaming practices influence academic engagement, behavioural patterns, and overall well-being. The findings contribute to a nuanced understanding of the consequences of shaming in the educational context, particularly within the unique socioeconomic and cultural milieu of low-cost private schools in unauthorized colonies.

Presenter bio

Bhabesh San San Wal is a DPhil candidate in Education at the University of Oxford. He has worked as a Research Assistant on projects like Transforming Culture and Identity of a Small 6th Form and TalkTogether, studying children's oral language development. He led Mera Aas Pados, an arts-based community research initiative under Dehat Uthan Cultural Society, funded by the India Foundation for the Arts. He also co-founded Hum Log Social Design Consultancy, using human-centered design to address social issues. Bhabesh holds a Master of Design from Ambedkar University Delhi and a Bachelor of Technology in IT from Maharshi Dayanand.

The Changing Faces of Racism in Education: A Comparative Literature Review into the Experiences of Black Girls in UK Secondary Schools.

Natasha Boyce
University of Glasgow

Awareness of the racialized and gendered violence experienced by Black girls in English secondary schools heightened since the case of Child Q in 2020 (John 2022, Begum 2023). Black feminist scholars such as Kimberle Crenshaw (1989, p.139) contextualise why these events occur through explaining the ‘multidimensionality’ of oppressions that are unique to the experiences of Black women and girls. The case of Child Q, although at the extreme end of the misogynoir spectrum, revealed a deeper issue around the experiences of Black girls in British secondary schools. Although there is an established body of US research in this topic a gap remains in UK scholarship. US scholarship argues there is ‘a new racism’ which is normalised and systemic (Kohli et al 2017, Annamma et al 2016, Neal-Jackson 2018, Bulter 2018, Apugo 2023). Through a literature review of UK and US scholarship, this poster presentation will show comparable findings of oppression experienced by Black girls. This will be achieved through highlighting the causal, everyday nature of racism that is often unchallenged by educators (Ramdarshan Bold, 2025, Kennelly and Mouroutsou 2020, Joseph-Salisbury, 2020). The term ‘colour mute’ has been used to express the lack of teacher engagement in conversations about race and racism (Pollock, 2004). The presentation aim is to illuminate the casual nature of this ‘new racism’ through specialist terminology in the literature, such as adultification (Lockhart, 2019), normalcy (Kennelly and Mouroutsou, 2020) and institutional illegitimacy (Ramdarshan Bold, 2025).

Presenter bio

I am a James McCune Smith scholar with the University of Glasgow. My research interests are race and gender. I am passionate about social justice in education! The focus of my thesis is on Black girls' experiences in English secondary schools, particularly exploring how they agitate, disrupt and resist racialised and gendered oppression. I draw on critical race theory, intersectionality and Black feminist thought as theoretical frameworks that make sense of the multidimensional oppressions experienced by Black girls. As a qualitative researcher I love learning through the journeys of others.

X : @MsNatashaBoyce

Analysing Science Teacher Education in India for Social Justice

Shishu Ranjan

Birkbeck University of London

After India's neoliberal educational reforms, science teacher education often prioritizes technical proficiency over equity, sidelining social justice (SJ) despite its recognized potential as a political tool for transformative pedagogy. This study investigates how SJ elements are theoretically integrated into science teacher education curricula at three leading Indian teacher education institutions, addressing a critical gap in embedding caste, gender, and diversity perspectives in the Indian context. It examines SJ dimensions—caste, gender, minority status, diversity and multiculturalism, equality/inequality, inclusivity (special education), and democratic principles—through curriculum and content analysis, guided by Sleeter (2008) and Giroux (1980a) frameworks. Using Yildirim et al.'s (2024) methodology, the research analyses science pedagogy course documents across the institutions, employing thematic coding to assess SJ presence. Findings reveal significant contrasts: one institution shows minimal SJ integration, limited to minimal references (e.g., gender equity, caste, diversity), while the other two exhibit partial engagement, emphasizing inclusivity over caste or democratic critique, underscoring a broader theoretical disconnect.

Presenter bio

Shishu Ranjan is a dedicated teacher educator, student leader, and social justice advocate from India. With a postgraduate degree in Chemistry from Jharkhand, he has two years of teaching experience in higher education and over seven years of student leadership experience. He has led numerous movements to democratize university spaces and ensure inclusivity for students from underprivileged and underrepresented backgrounds. Actively involved in social and political movements, Shishu is committed to education reform and policy advocacy. He is a Chevening Scholar pursuing an MSc in Education and Social Justice at Birkbeck, University of London. His research focuses on democratizing education and shaping policies for equitable access to learning in India. With a vision to create systemic change, he aspires to transition into full-time politics, using education as a tool for social transformation and justice.

<https://www.linkedin.com/in/shishu-ranjan-0540b9b3/>

Existential Risks, Education, and Capabilities: A Contextual Overview and Review of the Literature

Gareth Alexis Brinkworth

University of Cambridge, UK

Existential risks (Xrisks) are events or scenarios that could lead to the extinction of humanity or irreversibly damage the potential for human civilisation to flourish (Ord, 2020). Such risks have gained increasing attention as technological developments such as artificial intelligence (AI) and biotechnology introduce new threats, while environmental degradation, social inequality, and political instability create complex, interrelated dangers (Beard et al., 2023) to all of humanity but particularly those in less economically privileged parts of the world (Ngcamu, 2023; Faerron Guzmán, 2024). For many, this context demands concerted efforts to understand and mitigate Xrisks (Rees, 2018; Beard et al., 2023). Education is one of many potentially important mitigation tools to Xrisks as it holds the potential to inculcate the capabilities needed by society to ensure human survival and flourishing (Lambert, 2013).

The proposed presentation will 1) provide a critical view of Xrisks; and 2) present the results of a systematic review of current research into how education can help to mitigate Xrisks (including study related to climate change and sustainability education, global citizenship studies, and bioethics), as well as the capabilities most needed. Some key themes and potential gaps of the literature will be highlighted before discussion is invited on the extent schools are able to shape social change. This research contributes to ongoing discussions on educational role in helping to secure a flourishing society and offers preliminary insights into the capabilities required to mitigate Xrisks.

Presenter bio

PhD researcher at the Cambridge's Faculty of Education with background in teaching, program management and policy. Researching how education can help society mitigate existential risks (such as AI and climate change). Particularly focused on capabilities, curriculum and policy reform.

Social media links (if provided): gab54@cam.ac.uk

Impact Cultures in Challenge-led Multidisciplinary Research Collaborations: A multiple-case study of universities' climate-nature emergency research centres in five countries

Yiran MA

University of Oxford, UK

Facing grand global challenges like climate change and the global pandemic, a focus on the impact associated with research cultures attracts contested debates on conceptualisation, values and ethics by universities and funders. Research cultures at higher education institutions normatively value neoliberal quantification and marketisation of research impact. By contrast, challenge-led research demands long-term impacts and academia's agile public engagement. Hence, the study explores the core research question: How and what effect do higher education-based multidisciplinary research centres seek to contribute to addressing global grand challenges like planetary challenges?

Informed by a theory of change and systems approach, the research analyses the strategies and challenges for communication, implementation and leadership. The international comparative multiple case studies of university-based research centres in South Africa, China, Canada, the UK, and the US engaged with climate nature emergencies convey provocative values for 21st-century higher education to reshape institutional cultures embracing boundary-breaking collaboration and moral-oriented governmentality prioritising sustainability as global common goods. The desk research integrates diverse data, involving (1) systematic literature review; (2) content analysis of the epistemologies of the research centres output; and (3) Foucaultian-informed critical discourse analysis of multi-level research policies and impact agenda.

The research findings answer three questions: (1) How do the HE-based climate research centres shape their research and engagement in the context of multiple values, ways of seeing, interests and agendas, and geopolitical relations and tensions? (2) What actual and potential outcomes and impacts do HE-based climate research centres pursue and communicate? and (3) How do societal actors (funders, policy, industry, public services, civil society) conceptualise and assess global challenges, and the outcomes and value of HE-based climate research centres?

Presenter bio

Yiran MA is a first-year DPhil student studying Higher Education and Research on Research the University of Oxford. Yiran's DPhil research explores inclusive, diverse, equal, and sustainable impact cultures in university-based challenge-led research multidisciplinary collaborations on global grand challenges like climate change. Embracing a planetary citizenship identity in an Anthropocene era, Yiran aspires to justify global opening ontology with pluralistic ecology of knowledges to advocate an entangled more-than-human relationality. She aspires to expand her research impact beyond academia by collaboratively producing knowledge with multiple-stakeholder participation, followed by artistically and creatively disseminating research findings via developing hand-in-hand toolkits, holding global open workshops, organising awareness-raising arts exhibitions, establishing virtual knowledge-exchange hub and Podcast to facilitate the local communities autonomous self-cultivation agency with planetary identity, and reshape the long-term-impact research cultures and more-than-human social morality.

Social media links (if provided): yiran.ma@education.ox.ac.uk

Exploring Mentor-Mentee Dynamics in a Changing Academic Landscape

Rui Zhang

University of Warwick

Despite an overall decrease in the number of children permanently excluded from school, rates have remained high for pupils with an identified special educational need. This disproportionately affects pupils with an identified need but no Education, Health and Care Plan (EHCP) in place. Exclusion rates for pupils with an EHCP are two and a half times higher than for children with no identified need and are five times higher for pupils with an identified need (SEN Support) but no EHCP (DfE, 2020a). The DfE statistics indicate that pupils with a primary area of need of Social, Emotional and Mental Health (SEMH) are at the highest risk. The disproportionate exclusion of pupils with SEN raises questions about the extent to which schools fulfil their statutory duties to meet these pupils' needs (DfE, 2020b). This research aims to explore the perspectives of teenagers with Special Educational Needs and Disabilities (SEND) who are at risk of permanent exclusion from their educational setting. By placing student voice at its heart, this study aims to provide insights into the factors influencing pupils' engagement and sense of belonging in schools. A small-scale pilot study was conducted using an adaptation of the Mosaic approach (Clark & Moss, 2017), employing a multi-layered research method to allow pupils to express their views in ways that best suit them. This approach has enabled the refinement of research methods and early findings suggest that pupils articulated concerns and priorities that may not have been anticipated through more traditional research methods.

Presenter bio

With 17 years of teaching experience at a Chinese university, my research interests include higher education, teacher education, and academic mobility. I am currently a second-year PhD candidate at the University of Warwick, where my doctoral research focuses on the academic mobility experiences of Chinese visiting scholars in the UK.

Social media links (if provided): ruizhang.8@warwick.ac.uk

Exploring collaborative learning in maths support centres in the UK and Ireland

Lucy Deacon

Coventry University

Over the last thirty years, practitioners in higher education institutions have been adopting and developing the practice of maths support services. These services vary in size and operation, but at the core of many is a maths support centre: a room dedicated to helping students with maths and statistics queries, often located in a central library, and resourced with tutors, worksheets, stationery, etc. While generally these centres are designed around one-to-one 'drop-in' or appointment usage, students in some institutions use these centres as collaborative study spaces, without staff prompting.

Inspired by this spontaneous collaborative usage by students, this study aims to explore the potential active utilisation of collaborative learning in maths support by practitioners. Recently, a series of interviews were conducted with practitioners, and themes were developed from these using thematic analysis. These themes include 'Building rapport with tutors', 'Maths and stats are different', and 'Passenger students', among others.

This talk will discuss the progress of the study so far: a summary of the literature review, a brief discussion of the thematic analysis, and recommendations for further study.

Co-authors: Mark Hodds, Duncan Lawson

Presenter bio

My name is Lucy, and I am a maths support tutor and a PhD researcher in Coventry University. I have worked in maths support for the last six years, including working in Dublin City University and Coventry University as a support tutor. I am interested in maths education research, and my current research explores the impacts of collaborative learning in maths support. Outside of research, I am a hobbyist stenographer and a puzzle enthusiast.

Social media links (if provided): deaconl2@uni.coventry.ac.uk

Expressions of Femininity Among Women Academics in Russell Group Universities: A Theoretical Exploration

Natalia Cama

University of Portsmouth

Despite increasing discourse on gender dynamics in higher education, little attention has been paid to how women academics navigate femininity within elite institutions. This paper explores the intersection of femininity, class, and elitism in Russell Group universities, examining how institutional prestige shapes gender expression and the extent to which femininity is constrained or strategically performed in academic spaces.

Using a theoretical framework grounded in intersectionality, gender performativity, and Bourdieu's concepts of capital and habitus, this study conducts a critical review of existing literature. While research has examined gender inequalities in academia, there remains a notable gap in scholarship on the nuanced ways femininity is negotiated within institutions historically associated with elitism. By synthesising perspectives from feminist theory, critical university studies, and social stratification research, this paper highlights how structural and cultural factors influence women academics' professional identities and experiences.

This study contributes to discussions on diversity, inclusion, and the institutional reproduction of gendered norms, offering insights into the broader implications of femininity in academic settings. Given that data collection for this research is forthcoming, this paper focusses on the theoretical and conceptual foundations that inform the study. In doing so, it aims to advance critical understandings of gender performance in elite higher education contexts, opening avenues for further empirical inquiry.

Presenter bio

Natalia Cama is a Year 2 PhD researcher at the University of Portsmouth in the School of Area Studies, Sociology, History, Politics, and Literature (SASSHPL). Her doctoral research explores how women academics in Russell Group universities navigate expressions of femininity within elite academic spaces. Using an intersectional framework, her research examines how class, race, and institutional prestige shape gender expression and professional identity. Through a critical review of existing literature and forthcoming qualitative research, her work aims to fill gaps in understanding femininity in academia and its broader implications for diversity, inclusion, and gendered power dynamics in higher education.

Social media links (if provided): up924975@myport.ac.uk

Measuring cognitive empathy in young children using story stem narratives

Debbie Kwan

University of Cambridge

EMPATHY is paramount to positive social and emotional development. However, the measurement of empathy continues to be a challenge in this field, and particularly, in young children (Wang & Wang, 2015).

Studies of empathy have typically used self-reported measures to assess empathy in individuals. However, as with many self-reported measures, biases can often arise. Social desirability (Neuman et al., 2015), language ability (Wang & Wang, 2015), and in cases with children, the assumption that these young participants are aware of what they are feeling and can/are willing to report their emotional states accurately (Eisenberg & Fabes, 1990), are all common limitations.

This study uses secondary data to develop a novel measure of cognitive empathy using story stem narratives (Bretherton et al., 1990). This new measurement aims to further develop the field by presenting a child-appropriate measure that can be used in conjunction with other measures of affective empathy.

Validity of this new coding scheme is explored by inter-rater reliability, internal consistency, and exploring concurrent associations (e.g. gender, age, prosocial behavior, callous-unemotional traits, and externalizing and internalizing behaviors) with empathy. The results show promise in the utility of this measure, as the concurrent associations are mostly in the expected directions. Furthermore, two associations were also explored, given the availability of other variables. Associations of interest were 1) Does the treatment group have an effect on children's cognitive empathy? And 2) Is there a longitudinal association between prosocial behavior at age 4 and empathy at age 8? Regression models were used to explore these relationships with some statistically significant and interesting findings.

Presenter bio

My name is Debbie and I am a second-year PhD student at the University of Cambridge. I am part of the PEDAL Research Centre, where we look at play and its role in education, development and learning in young children. I am lucky to be supervised by the LEGO Professor of Play, Paul Ramchandani and Dr. Beth Barker.

My research interests are in promoting empathy for our young children within a classroom environment. In order to promote empathy, we must also be able to measure it accurately. One of my secondary aims is to develop a measure of cognitive empathy that is suitable for use in children.

Social media links (if provided): nyk26@cam.ac.uk

Mentoring for academics - the beginnings of a research journey

Jane Murdoch

University College Birmingham

Exploring Mentoring in Higher Education: Perspectives from Mentees, Mentors, and the Organisation.

Mentoring is widely recognised as an essential support mechanism for academic staff in higher education, promoting professional development and personal growth. However, the lived experience of mentees often differs from the intended outcomes, raising questions about the effectiveness and impact of mentoring schemes. This research seeks to explore the mentoring process within a university context, focusing on the perspectives of mentees, mentors, and the organisation as a whole.

The presentation will delve into the early stages of this research project, outlining the research aim and design. It will explore the positionality of the researcher, acknowledging how personal biases and experiences shape the inquiry. Additionally, it will discuss the paradigms under consideration, considering whether a qualitative or mixed-methods approach best suits the research questions. The chosen methodology will be examined, with a particular emphasis on how it aligns with the study's goals of capturing diverse perspectives. Methods, including narratives, interviews and focus groups, will be discussed in relation to their potential to gather rich, contextual insights from all participants.

Through this presentation, the aim is to provide a critical overview of the complexities involved in researching mentoring schemes in higher education. By engaging with different stakeholder perspectives, the research hopes to offer new insights into how mentoring can be reimagined as a more supportive, effective mechanism for academic staff development.

Presenter bio

I have been a registered nurse since 1991, working in acute and community settings with adults and children. I have worked as a nurse in the NHS, voluntary and private sector. I worked as a senior clinical trainer in the NHS for 10 years. I have experience teaching in schools, colleges and universities, as well as experience in developing and delivering apprenticeship programmes as a course lead. I am a lecturer on FdSc/ BSc Health and Social Care. I am currently involved in Schwartz Rounds as a facilitator & steering group member. I am also part of an expert by experience network, embedding lived experience into learning. My role includes mentoring of new and existing staff and PGCE students (staff).

Social media links (if provided): j.murdoch@ucb.ac.uk

Re-imagining Relationships and Sex Education in Initial Teacher Training Using Post-Qualitative Participatory Research Methods

Jodie McGoldrick

University of Portsmouth

Despite extensive literature highlighting the importance of Relationships and Sex Education (RSE) being underpinned by comprehensive Initial Teacher Training (ITT), current provisions in England remain inconsistent. Thus, while pedagogical practices in RSE are increasingly researched and theorised, gaps persist in effective andragogical approaches.

This research addresses this gap by critically analysing existing literature on RSE in secondary schools and higher education providers. It applies Freirean concepts of praxis and conscientization (consciousness-raising) through problem-posing, exploring how dialogue can enhance both teaching and research. This is complemented by a feminist post-structuralist lens, which foregrounds the intersectionality of oppression and individuals' agentic potential for resistance.

This contextualises planned research aimed at developing an RSE framework for ITT providers. A novel approach will be taken by including RSE teachers, trainee teachers, and young people as participants, based on the belief that incorporating diverse perspectives is vital for future provisions. Post-qualitative participatory research methods have been selected in alignment with emerging trends in researching gender and sexualities with young people. This study will employ both arts-based and digital methods, underpinned by the view that reconceptualising dialogue in research can dismantle exclusionary knowledge barriers. Anticipated practical and ethical considerations will be critically reflected upon throughout.

Presenter bio

Jodie McGoldrick is a PhD candidate at the University of Portsmouth, specialising in participatory research methods to explore how Relationships and Sex Education can be developed in Initial Teacher Training. She is particularly interested in how pedagogy can effectively address identity, relationships, and intimacies in online spaces. She is a member of the Sex and Sexuality Education Research Group (SSERG). An experienced educator and middle leader in both the United Kingdom and international contexts, Jodie is passionate about developing child-centred, rights-based education.

Social media links (if provided): jodie.mcgoldrick@port.ac.uk

**Induction Experiences of Early Career Teachers (ECTs) in the West Midlands:
Intent vs. Implementation**

Luke Jackson

University of Warwick

Current trends show that there is an insufficient number of teachers who are recruited and retained, meaning that there is a national shortage in many subject areas. There has been evident national interest within the recruitment, retention and development of Early Career Teachers (ECTs), further to the development of the Teacher Recruitment and Retention Strategy. Recent evaluations of the national rollout of the programme have taken place and the ECF has also been the subject of academic research and scrutiny. However, the research into policy enactment and lived experiences of ECTs within this area remains limited, partly due to the ECT induction process still being a relatively new policy. Through its in-depth, case study approach this study investigates the induction experiences of ECTs in the West Midlands region. The study draws on existing research into teacher retention to develop a conceptual framework. It uses documentary analysis to understand the current 'support' entitlements of ECTs, before using a questionnaire and interviews to examine how this support, as outlined by policy, is enacted, and whether it changes during the time of the induction period. Furthermore, it provides a methodological approach to those who would want to conduct similar studies in other contexts, such as other Teaching School Hubs (TSHs) or Early Career Framework (ECF) training providers.

Presenter bio

Luke is a part-time EdD student and a full-time Appropriate Body Lead for the Star Teaching School Hub (Birmingham South). He has taught and led in different schools and organisations within the sector across the West Midlands. His career focus has been on teacher recruitment, early career teacher development and teacher support. Luke's doctoral research focuses on the current induction processes for early career teachers (ECTs) in England. Using qualitative data collection and analysis, Luke is investigating how support is personalised to ECTs throughout their induction period to share and improve best practice in this area.

Post-2010 Teacher Education Policy in England and Teacher Professionalism

Samuel Mason

University of Warwick

Since 2010, teacher education in England has undergone extensive reforms. However, the implications of these changes for both teachers and pupils remain unclear due to a lack of empirical research. My proposed study aims to fill this gap by examining two critical aspects of teacher professionalism: pedagogical knowledge, and teacher agency and autonomy. Specifically, I will investigate how these elements of teacher professionalism have evolved over the past 15 years. In this presentation, I will outline my research design, discuss the potential significance of this study, and highlight the challenges I anticipate. I will also detail the roles that both document analysis and interviews will play in this research. Ultimately, I hope to convey the importance of understanding how key aspects of teacher professionalism are being conceived, communicated, developed, and enacted.

Presenter bio

After completing my undergraduate degree in Geography at the University of Sheffield, I pursued a Post Graduate Certificate in Education at the University of Warwick. This marked the beginning of a 19-year career in primary education, during which I have taught and led in four primary schools across three different local authorities. During the pandemic, I took a sabbatical to further my education, earning a Master's in Education Leadership from the University of Birmingham. Currently, I serve as a full-time Deputy Headteacher at a school in northeast Birmingham while also studying part-time for a PhD at the University of Warwick.

Caught in the Middle: Tensions experienced by school and HEI-based teacher educators

Sarah Emmerson

University of Warwick

Teacher educators, in both schools and Higher Education Institutions (HEIs), play a crucial role in shaping the teaching workforce, but they often find themselves caught in the middle of competing demands and expectations. This project seeks to explore the tensions experienced by teacher educators, addressing a gap in understanding how school-based teacher educators experience their role similarly and differently to their HEI-based counterparts. This research examines the teacher educator role and how the context of the programme influences it, focusing on similarities and differences in their perceptions and experiences through the lenses of identity, professionalism, and accountability. This qualitative study involved semi-structured interviews with 17 participants from both school-based and HEI-based Initial Teacher Training programmes in England. It included participants who are delivering on a range of routes into teaching including BA, PGCE, and 'QTS only' programmes. Data analysis was conducted using Braun and Clarke's (2022) Reflexive Thematic Analysis to explore the emerging themes.

The initial findings highlight key tensions that teacher educators in England are negotiating, which shapes their sense of professional identity. Key tensions include balancing teacher supply needs during a recruitment challenge with the aspiration of producing a high-quality teaching workforce; designing programmes that meet regulatory requirements whilst aligning with the institution's values and context; and managing the competing needs of partnership school and the trainee teacher. Exploring these themes deepens our understanding of how identity, professionalism and accountability influence teacher educators' work across different contexts.

Presenter bio

Sarah Emmerson, with a decade of experience of teacher education in both school and HEI contexts, is the PGCE Course Lead for Secondary at the University of Worcester and a part-time EdD student at the University of Warwick. Sarah's professional work directly informs her doctoral research on the professional identity of teacher educators from different contexts. Sarah is committed to fostering greater understanding and collegiality among teacher educators from different contexts so that they can work effectively and collaboratively in these challenging times.