<table>
<thead>
<tr>
<th>Session no.</th>
<th>Paper session 1</th>
<th>11:45-13.15</th>
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<tr>
<td>Paper session 1</td>
<td>David Thompson University of Wolverhampton</td>
<td>How to de-programme a University student</td>
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<td></td>
<td>Marie Morgan University of Winchester</td>
<td>The value of plurality and the future of Education Studies</td>
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<td>Sue Ainsworth University of Wales Trinity Saint David</td>
<td>Can the use of a Grade Point scale enhance the grades of Education Studies’ students?</td>
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<td>Paper session 1</td>
<td>Paul Skillen and Bethany Murphy University of Chester</td>
<td>An investigation into the effect of phonics teaching on reading scores in KS1</td>
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<td>Dylan Adams and Gary Beauchamp Cardiff Metropolitan University</td>
<td>Portals between worlds: A study of the experiences of seven groups of children aged 7-11 years from six different primary schools in Wales making music outdoors</td>
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<td>Aderonke Folourunsho Canterbury Christ Church University</td>
<td>Children’s engagement with digital and non-digital activities</td>
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<td>Eleni Lithari and Larissa Sturgeon Anglia Ruskin University</td>
<td>Special Educational Needs and inclusion: is the education system providing meaningful education for all?</td>
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<td>Richard Parker University of Bath Spa</td>
<td>Attachment aware schools, emotional and mental wellbeing: explorations in social policy</td>
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<td>Melanie Parker and Abbie O’Brien</td>
<td>Disentangling from Normalcy: The Co-constructed Narrative of an Education Studies Teacher</td>
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<td>Cathal OSiorchru Liverpool Hope University</td>
<td>Encouraging students to become researchers through collaborative research</td>
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<td>Paul Wiseman University of Wolverhampton</td>
<td>Reflecting on Einstein’s advice: a personal journey in creating an experiential approach to the development of undergraduate literature reviews</td>
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<td>Rachel Jackson Liverpool John Moores University</td>
<td>‘Practitioner Research: perceptions, practices and products’</td>
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<tr>
<td>Session no.</td>
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<td>Paper</td>
<td>Helen Lyndon University of Wolverhampton</td>
<td>Richard Farr University of Bolton</td>
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<td>session 2</td>
<td>Pedagogic mediation as a developmental tool for lasting change?</td>
<td>Teachers’ Perceptions of the Role of Social Media in Student Engagement</td>
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<td>15:00-16:00</td>
<td>Emma Macleod-Johnstone Plymouth University</td>
<td>Nick Young and Gary Beauchamp Cardiff Metropolitan University</td>
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<td>‘We are such stuff as dreams are made on’: using dreams as a research method to trouble un/conscious discourses in education</td>
<td>‘Examination of teacher’s perceptions to the impact of introducing robotics ‘Future Skills’ within the classroom’</td>
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<td>Session no.</td>
<td>Paper session 3</td>
<td>10.30-11:30</td>
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<td><strong>SA053</strong></td>
<td>Emma Macleod-Johnstone</td>
<td>Plymouth University</td>
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<td>‘The red shoes’ in Salem: unnatural performances and witch-hunts of the ‘feminine’ in Higher Education</td>
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<td><strong>SA054</strong></td>
<td>Alex Kosgorin</td>
<td>Nottingham Trent University</td>
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<td>Consumerism, enterprise and charity: looking good, making money and assuaging guilt</td>
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<td><strong>SA063</strong></td>
<td>Rob Baker</td>
<td>Sheffield Hallam University</td>
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<td>Smoke, Suspense and Scheherazade- Using Theatrical Devices to Engage the Student: a joint tutor-student action-research project</td>
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<td><strong>SA064</strong></td>
<td>Richard Woolley</td>
<td>University of Worcester</td>
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<td>Student teacher perceptions of controversial issues faced in primary education</td>
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<td><strong>SA065</strong></td>
<td>Paul Skillen and Olivia Naylor</td>
<td>University of Chester</td>
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<td>An exploration of female interest and attitudes towards studying Mathematics</td>
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<td><strong>SA066</strong></td>
<td>Marni Westeman</td>
<td>Douglas College, Canada</td>
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<td>Transforming students’ attitudes toward social issues through the development of the Sociological Imagination: Results of a three-year cross-cultural study</td>
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<tr>
<td><strong>SA067</strong></td>
<td>John Sharp</td>
<td>Leeds Beckett University</td>
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<td>Academic boredom among students in higher education: a mixedmethod exploration of characteristics and consequences</td>
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<td><strong>SA068</strong></td>
<td>Verity Aiken</td>
<td>Nottingham Trent University</td>
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<td>Everyday Ethics: Student writing as a not-so-benign area of research</td>
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<td>Paper session 4</td>
<td>Lynn Richards University of Wolverhampton</td>
<td>SYMPOSIUM Tammana Begum Dr Stephany Curley Sumayya Khan Dr David Menendez Alvarez-Hevia Dr Edda Sant Obiols Claire Louise Osborne</td>
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<td>11:50-12:50</td>
<td>To belong or not to belong: methodological tensions in collecting research data</td>
<td>Becoming researchers: A collaborative effort to conceptualise research as a pedagogy in Education Studies programmes</td>
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<td>Suanne Gibson, Melanie Parker, Ciaran O’Sullivan, Andrew Grace and Rachel Fenlon</td>
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<td>Exploring Stories of ‘Becoming Student’</td>
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| Paper session 5 | Stephanie Brewster  
University of Wolverhampton  
*Understanding leadership in higher education from a disability perspective* | David Blundell  
London Metropolitan University  
*“Nature’, Childhood and The Anthropocene: evaluating the challenges for Education Studies* | Catherine Lamond  
University of Wolverhampton  
*Young People leaving care: plans, challenges and discourses* | Tracey Edwards  
University of Wolverhampton  
*Effective Characteristics of Mentoring in the Early Years Workforce* |
| 13.50-14.50 | Rebecca Snape  
Birmingham City University  
*Employability and Career Choices in Education Studies: A Recent Graduate’s Reflections* | Catherine O’Connell  
Liverpool Hope University  
*Academic responses to impact as a new indicator in the REF: exploring the implications for pedagogic research in HE* | Joe Gazdula  
University of Bolton  
*Teaching Critical Reflexivity Using an African Metaphor: The Hippo in the Room* | Thomas Feldges  
University of Hull  
*Establishing Educational Success in the Shadow of the Neuroscientific Education Agenda* |