British Education Studies Association (BESA)

13th ANNUAL CONFERENCE

29th – 30th June 2017

“Education as a collaborative process”

Conference

Booklet

Liverpool Hope University: Hope Park Campus: EDEN Building
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Abstracts

(Alphabetised by Title)

A

Academic Judgement in Higher Education: The social cost of its demise?

Presenter
Howard Gibson

Abstract
In 2015 the Consumer Rights Act made universities 'traders' and students 'consumers'. Academic literature on the adverse consequences of the law has been copious, with many critical of the 'student-as-consumer' metaphor and others concerned for the rise of 'a culture of litigation'. One area that has remained outside the remit of legal redress has been 'academic judgement' where 'only the opinion of an academic expert is sufficient' (OIA, 2017). Case studies in the High Court suggest, however, that this 'cloak of immunity' (Palfreyman, 2010) is gradually being eroded. The paper argues that in the future it is will, for example, be quite possible for students to appeal against a grade awarded for an essay and demand their script be re-marked ... and why not, when some would argue that universities should 'stop the pretence of consistent marking' (Bloxham et al., 2016) and the appeal procedure is already well-established in schools? The social cost could be high though. As consumerism in Higher Education entrenches many solicitors are already poised to support students with their claims: 'If you have recently failed an exam but wish to appeal the decision we can help you' (Alpha Academic Appeals, 2007). Universities thus face a paradox. Maintain academic judgment and run the risk of leaving students unprotected against possible malevolent or negligent misdemeanours by academic staff (Gadja, 2009). Or, at a time when universities are falling prey to the systemic imperatives of economic subsystems that today grow with dynamics of their own (Habermas, 2006), limit academic judgement and jeopardise the very values, norms and consensus formation that are required for academic freedom and autonomy to flourish.

Sub-theme
Education Studies: Contemporary debates

Keywords
consumerism; higher education; academic judgement; immunity
**Access to education in turkey: issues, challenges and policies**

**Presenter**  
Aysun Öztürk

**Abstract**  
The purpose of this research is to investigate “access to education” in Turkey according to SDG4 targets of UNESCO. Among these targets, 4.1, 4.2, 4.3, and 4.5 are the ones that emphasize the access to education at all levels for all children including the ones in vulnerable situations. Therefore, in this research, the current situation about access to education as of 2016, access to education under the emergency, and the policies and projects sustained for access to education were examined based on the aforementioned SDG4 targets.

In this research, exploratory case study design and document review technique were used. In this process, only the primary resources were gathered and all the valid and current resources available were included. The obtained data were interpreted objectively within the scope of SDG4 by sticking to the resources.

SDG4’s first three targets aim to ensure that all girls and boys complete free, equitable and quality pre-primary, primary and secondary and tertiary education by 2030. Accordingly, access to education at all levels in Turkey, has been on the increase for a decade. The schooling rates are over 90% at almost all levels.

SDG4’s fifth target aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations by 2030. Accordingly, at primary and secondary levels, the gender disparities have been on the decrease for a decade. However, more than 50% of the estimated numbers of students with disabilities do not go to school. About children in vulnerable situations, in the terror zone where education was interrupted, additional education activities were implemented. 310.000 Syrian children study at the schools in the temporary sheltering centres, state schools, and prefabricated schools built for Syrians. However, still over 300 thousand Syrian children do not go to school.

There are some efforts to overcome the deficiencies about access to education. Policies and projects are implementing to decrease absenteeism, to improve social gender equity and regional equity and to ensure the access to education for all students with disabilities.

Access to education is effected by deep structural problems. Although, it seems there are efforts to ensure access to education, permanent and effective solutions, which are required to achieve SDG4 targets, seem unobtainable with short-term policies. Achievement on social change is a prerequisite for satisfied solutions. Besides, long-term policies for access to education could be more effective, permanent and sustainable.

**Sub-theme**  
Education and policy

**Keywords**  
access to education, Turkey
A critical approach to Emotional Intelligence as a dominant discourse in education

Presenters
David Menendez Alvarez Hevia

Abstract
This paper presents a critical analysis of Emotional Intelligence as a dominant discourse that outlines forms in which emotionality is conceptualised, managed, learnt and taught in the educative context. Ideas from poststructural and discursive theory are brought into discussion to shape the theoretical framework of this paper.

In the first part of the presentation is discussed the existence of a contemporary interest in emotional issues. Here is explained how the popularity gained by the ideas associated to Emotional Intelligence responds to political and governing purposes rather than scientific or humanistic interests. This point is developed through the exploration of the capacity of the Emotional Intelligence discourse to get associated to other influential discourses, which emerge, from the brain sciences or what Rose (1998) calls the psy discipline. As part of this argument, it is questioned its neutrality, its capacity to overcome the binary logic that dominates classic conceptualisations of emotions and its limited potential to introduce a paradigm shift in education.

The second part of this presentation explores the presence and negative implications of the Emotional Intelligence discourse within the context of education. For this purpose, this paper focuses on two elements that serve as examples to illustrate the emergency of the happiness industry (Davies, 2005) in education. These two elements are: the Emotional Intelligence measurement tools (e.g. ECI, EQ-i & MEIS/MSCEIT) and the Emotional Literacy programmes (e.g. SEAL). In addition, it is also critically examined the role that emotionality plays in shaping educators identities and practices and how it has been manipulated.

The final part provides an overview of the main critics to the Emotional Intelligence discourse and discusses key elements that need to be considered in order to develop alternative discourses that allow educators and students understand the emotional world differently.

Sub-theme
Education Studies: Contemporary debates

Keywords
Emotional Intelligence; Emotional literacy; emotional literacy; teacher/students subjectivity
An investigation into the impact of incidental learning on trainee teachers' professional development, whilst working in the FE context

Presenter
Amanda Turner

Abstract
The journey that a trainee teacher experiences on their way to becoming a professional teacher is of great importance, often shaping the sort of teacher they are to become (Avalos, 2011; Jephcote, Salisbury, 2009). The teacher training programme is based on measurable learning outcomes, delivered and assessed under formal conditions. Trainees spend time in a work placement and it is this environment that provides a rich opportunity for incidental learning to occur, potentially bridging the gap between formal knowledge acquisition, theory building and practical application. Of particular interest is the incidental learning that happens within the initial stages of a placement, sometimes considered as the survival strategies. The results from this should provide rich qualitative data identifying some of the factors that need to be in place, to foster as many opportunities for this type of learning, to take place in a meaningful way.

This longitudinal study also investigates further stages as a trainee progresses through the programme, in order to identify the impact that this incidental learning has on their ability to meet the professional standards. The findings of this PhD will identify incidental learning that takes place alongside the more formal taught element of the PGCE, and judge to what extent this has an impact on a trainees' development and how this may change through the learner journey.

It is envisaged that these findings will increase understanding of how incidental learning can take place in a meaningful way. This is of particular importance, as it is hoped that through gaining an increased understanding of how to support and develop the skills necessary for incidental learning to occur, this type of learning will have a positive impact on the development of the trainees, throughout the course. It is hoped that the study will provide suggestions for how the programme can be further developed in light of the findings, in order to establish a best practice model for future trainees.

Progress so far: I have conducted the secondary research and written the first three chapters, which have been successfully presented to an R2 board. I have nearly completed the primary data collection via longitudinal case studies. I have conducted a series of interviews, focus groups, observations and looked at reflective journals for 15 participants. The final round of interviews will be taking place in May 2017.

The key findings so far indicate that at the beginning of a placement experience, trainee teachers are learning about survival strategies, focussed on the immediate issues of dealing with unexpected issues as they arise. Once they have undertaken more teaching hours, they begin to establish more as a teacher in terms of their identity and their confidence with working within a team. This is part of the transition between student teacher and teacher.

This research is of importance to anyone undertaking a placement alongside their programme of study and looks at factors that need to be in place for incidental learning to take place.

Sub-theme
Professionalism and training in education studies

Keywords
Incidental learning, professionalism, Further Education and Skills Sector, communities of practice, identity
Are we teaching British values the way the government intended?

Presenter
Megan Bettinson

Abstract
What does being British mean as part of education today?
In 2014 the coalition government laid down a set of values that schools were to 'promote' as British Values: "democracy, personal liberty, rule of law, and tolerance and mutual respect of those with other beliefs" (Home Office, 2015: 2). However, these 'values' were not implemented without discussion. In the summer of 2014 there were two debates in parliament on the topic of education and British values. In the commons, on the 25th June, there was a debate entitled "British Values: Teaching", the day after the Lords held a similar debate entitled "Education: British Values". Each was an opportunity for parliamentarians to discuss, debate and disagree on the government's proposals. My study explored these two debates through a critical discourse analysis which aimed to identify the 'hidden assumptions' (Creswell and Miller, 2000: 126), ideas and motivations of the speakers with regards to British values. By employing metaphor analysis, developed by Lakoff and Johnson (1980), my findings revealed how some of the speakers viewed not only British values, but also how they viewed schools and educators themselves. It became clear that teachers were seen as little more than government voice pieces, expected to instil a message in to future citizens, and schools were viewed as sites of mass production. This role within the "political economy" (Ball, 2013: 108) was repeated and largely uncritised throughout the debates. In this presentation, I begin with providing a context and background to the debates and the topics raised. I will then outline the ways in which the discourse employed by politicians, to discuss education and new education policy initiatives, marginalises educationalists and presents schools as places of business. In the closing thoughts, I shall ponder how viewing education as a business effects its role in promoting British values? And question the place of educationalists in challenging or accepting these views of the school and the profession.

Sub-theme
Education and policy

Keywords
British values, UK government, education
**Attitudes to Research Ethics in Sub Saharan Africa; a phenomenographic based narrative inquiry**

**Presenter**  
Chris Grant

**Abstract**  
Building on work presented at BESA 2015, this paper presents the results of phenomenographic research into the attitudes and practices of academic research ethics in Sub-Saharan Africa. By understanding the cultural underpinnings of African ethical philosophy, it aims to reconcile research practices in the region with the ethical compliance requirements and processes explicit in Western postgraduate research.

Research is an important element of many postgraduate degrees and an understanding of the principles and policies associated with conducting research ethically is an important component of student research. For students of a British university operating in Sub-Saharan Africa there is a dichotomy between the requirements of the University, based on ethical rationalism, and the cultural context, influenced by pragmatism, in which they operate. Research by Grant and Gazdula (2017) found that students' ethical compass was strongly influenced by cultural factors, the most prominent of these being family, tribe and religion.

This paper builds on this previous work and presents the findings from a second phase of qualitative data collection (interviews) in Malawi and Zambia (May 2017) which looks specifically at the ways students engage with and experience the Research Ethics process to better understand the impacts that their culture, society and experience have on research ethics in a transnational context. It explores the challenges encountered as the students navigate their way through the University Ethical Processes within the societies in which they are researching.

**Sub-theme**  
Internationalization and global education

**Keywords**  
Research Ethics, Africa, values, phenomenography
A vehicle for educational change: Exploring faculty perspectives on adopting openness as a core design principle

Presenter
Jo Axe

Abstract
There is a growing body of research that suggests the use of open educational resources (OER), and more specifically open textbooks, leads to a lower cost for students with generally no negative impact on their ability to attain the same learning outcomes (Hilton, 2016; Wiley, Williams, DeMarte, & Hilton, 2016). While studies on OER and open textbooks are growing in number, there is little known about programs designed with openness as a core design principle. Using a case study approach, this research explored the perceptions of faculty as they designed and delivered graduate level courses in an online MA program that had openness as a core value. In this program, openness has been adopted as a design principle, predicated on the philosophical stance that open practices lead to collaboration and the development of a digital mindset that values sharing and cultivates networked learning; as such, open practice informs decisions at both the program and course levels. At the program level, open spaces have been designed which allow students to focus on personalized areas of inquiry; at the course level, resource curation, and renewable assignments are used.

A qualitative investigation into faculty members' perspectives was undertaken, with focus groups, interviews, and surveys being used to collect data. An inductive approach was used during data analysis, with themes emerging from the data. The preliminary findings revealed several tensions: reaching a common interpretation of openness, the challenges and benefits of openness within the context of an online learning community, and considerations for the development of safe learning environments. These findings inform the development of support structures for faculty and students as they work in the open, and provide insights into the benefits and challenges of designing and delivering open courses and programs.

Sub-theme
Practice and Pedagogy in Education

Keywords
Open Educational Practices, Program Design, Open Technologies, Innovative Pedagogy
'But is this relevant for the assignment?' A case study analysis of embedding and enhancing employability and enterprise skills in student assessment. Reflective observations and lessons learned.

Presenters
Caroline Lewis

Abstract
The notion of graduate attributes is not a recent phenomenon, rather it is a long-held expectation that our student emerge from their higher education experience with the requisite skills to enable them to become a valued member of society. In recent times, such attributes have been articulated through government and expert reports as well as justifications from the employers themselves as to the skills they require of graduates in their employ. Many of these so-called 'soft skills' can be difficult to quantify in concrete terms and are often acquired as a result of process rather than product in pedagogical terms. In an era where students are increasingly asserting their consumer rights with regards to the product they are purchasing often the process element is somewhat neglected in favour of the actual result. 'But is this relevant for the assignment?' is a frequent cry of many an undergraduate much to the dismay of the academic whose words of wisdom regarding the relevance of the topic at hand to future personal development frequently often falls on deaf ears. This paper seeks to present a case study analysis of attempts to embed employability and enterprise skills into student assessment at an undergraduate level within an Education Studies programme. Challenges and perceptions of the efficacy of such an approach will be considered and reflective observations explored as to the key considerations when utilising such methods. Conclusions drawn from student comments and graduate accounts confirm that while there certainly is worth in developing such a strategy, nevertheless a carefully structured approach is required to enable expectations to be managed and that the quality of the student experience is enhanced and not hindered.

Sub-theme
Practice and Pedagogy in Education

Keywords
employability entrepreneurial skills teaching assessment
Catholic Education in Bangladesh: The Case of Congregation of Holy Cross, 1947-2016

Presenter
Md Shaikh Farid

Abstract
The Congregation of Holy Cross, a Catholic religious order, has been working on evangelization and education in Bangladesh for more than 160 years. However, over the years particularly the period from 1947 to 2016, there have been many changes – internal and external – to Holy Cross itself and the socio-political and educational context of Bangladesh. Thus, this study addressed how the educational mission of Holy Cross has responded to the changes within Holy Cross and Catholic theology of mission amidst the political, social, educational shifts in Bangladesh over the last sixty years (1947-2016). It examined how the transformation has shaped their educational mission in Bangladesh. The study took place in a historical context that is interpretive histories. Moreover, it was conducted following the historical case (multiple cases) study method. The proposed research was based primarily on examination of written documents – primary and secondary – and field work data involving oral history interviews of Holy Cross personnel, both local and foreign, who are/were involved either in the teaching or administration of the educational institutions selected as case studies.

The study found that Holy Cross education had gone through significant changes because of the political and educational shifts in Bangladesh over the period. While the educational missions were formulated, to some extent, in dialogue with the government, the study showed that with regards to educational policies and strategies Holy Cross missionaries had a different approach from them. This had resulted in a tension between the Congregation of Holy Cross and the government over the admission policy of its schools and colleges in recent years.

The research findings illustrate that they are quite successful in missions of ‘raising up native clergies’ and establishing a local church, which were considered as their fundamental purpose in founding educational institutions. However, the ways were not always easy for them, and they had to negotiate with the government over the years. Currently, they are facing the same challenge. They have also a distinctive educational aim at the nation's elite education both through English and Bengali medium and villages’ primary and secondary level education in the vernacular. While the former was primarily motivated by the idea of ‘diffusion of Christian ideals’ and the latter aimed at promoting and empowering the converted Catholic Christians through education. This study argues the latter was more successful in terms of their long term educational missions.

Sub-theme
Education and policy

Keywords
Congregation of Holy Cross, Missionary Education, Catholic Education, Education History.
Challenging deficit theories of black students in higher education.

Presenter
Mary Andall-Stanberry

Abstract
Deficit theory can still haunt the academy, and nowhere is this more prolific than in rhetoric used to explain the position and overall experience, of Black Students in Higher Education. The adoption of a Critical Race Theory (CRT) approach is helpful in illuminating how and why this happens, especially if combined with auto/biographical narrative enquiry. And how, in thought and practice, the academy can be made more inclusive. The study illuminates something more complex and human than theory alone in that the lives of three women (Zara, Gail and Mary the researcher), are redolent with the imprints of family, gender, generational change, migration and cultural richness attesting "community cultural wealth" and a challenge to "cultural capital" narrowly defined. To understand us and our narratives, requires an auto/biographical imagination where there is an inquisitiveness to find out the individual's historical and social as well as intimate experiences in society and to give meaning to these. Rather than a deficit model, the argument is that black students demonstrate forms of resilience, and that the academy needs to learn, in theory and practice, from what we have to offer.

There is, as part of the above, an interrogation of what being a university is and might be. There can be emptiness in policy statements, as well as avoidance, on the one hand; on the other, it can be a place where difficult issues are addressed, in passionate, reflexive, intellectual yet also humane ways. It identifies our responsibilities and roles as champions of social justice as the very essence of being an academic. It paints a picture of what the more inclusive university might be like, alongside an understanding of how difficult it is for humans to engage with difficulty and complexity, of race, stereotyping and discrimination as it pertains to the academy.

Sub-theme
Education Studies: Contemporary debates

Keywords
aspiration and resilience, deficit theories, critical theories, critical race theory (CRT), auto/biographical narratives
Character Education in England and Spain: Sociohistorical and theoretical similarities and differences

Presenter
Juan Luis Fuentes

Abstract
During the last few years there has been a renewed focus on Character Education, across many, diverse parts of the world, but especially in Anglo-Saxon countries. Some of the most important research centers on this topic are located in the USA and UK, and many schools base their educational projects on the promotion of intellectual and moral virtues, positive psychology and other interrelated approaches.

However, in some countries such as Spain, which has a long standing, traditional focus on the moral dimension of education, character education today has taken a step back. It is significant, as happened in Britain a few years ago, that the concept of character education has been replaced by other similar but different ideas such as values education or citizenship education. Moreover, academic discourse, as one can observe in some of Spain’s main academic journals, has only marginally approached this topic. There are a number of diverse reasons that could explain this situation, which are sociohistorically and theoretically related.

Despite the many differences, parallels between Spain and the UK could be made and could be beneficial. On the one hand, Spain could positively reflect on the current educational approach in the UK, in order to identify the steps required for major development. On the other hand, an analysis of the current problems in Spain could in turn help the UK anticipate any future challenges, as well giving them the opportunity to observe some emerging pedagogical practices.

Therefore, the main purpose of this paper is to carry out a theoretical and comparative analysis of character education in England and Spain, paying attention to the following five dimensions: a) historical context b) social context c) legislative situation d) theoretical focus, and e) teacher training. Conclusions in the first instance, suggest, that Spain’s history during the last century still seems to be conditioning pedagogical thought and there is an exacerbated political confrontation which makes it difficult to reach an agreement such as the National Forum for Values in Education and the Community in England. Secondly, the social diversity in Spain is not as wide as it is in the UK; nevertheless, this fact has not been a facilitator of such an agreement on education. Third, as happened in the UK, Spanish legislation introduced Citizenship Education as a compulsory subject for Primary and Secondary Schools, and although it pretended to be based on the Spanish Constitution, it introduced a particular interpretation by the socialist government. Finally, in both Spain and the UK, the influence of psychology on moral education has been clear, but it remains stronger in Spanish scholars, which is evident in teacher training.

Sub-theme
Education and policy

Keywords
Character education, social diversity, political confrontation, moral education, citizenship education
Conceptions of subject knowledge in the initial education of primary teachers

Presenter
Deborah Pope

Abstract
Subject knowledge has been a consistent feature of the policy context of initial teacher education (ITE) over decades, although disparities are apparent between the rhetoric of policy directives, the theoretical knowledge base and how primary teachers' subject knowledge is represented, and enacted, in communities of practice in primary ITE. This study examined the ways in which the term subject knowledge is conceptualised and interpreted by student teachers, university tutors and school mentors in the context of undergraduate primary ITE in two post-1992 university providers. Its aims were to map the details of their conceptualisations of subject knowledge, to identify commonalities, and disparities, with the theoretical knowledge base, and to examine cross-contextual and personal influences on conceptions of subject knowledge. The conceptual framework for the research is underpinned by Shulman's (1987) theoretical knowledge bases for teaching, and draws significantly on the conceptual tools of culture, practice and agents in educational settings, provided by Ellis's (2007) situated model of subject knowledge. The perspective of the individual is developed further by utilising Kelchtermans's (2009) personal interpretative framework. An additional lens is provided by the external political context, within which primary ITE is located. The research adopted an inductive, interpretative approach that incorporated multiple methods to construct a bricolage. Data collection included semi-structured questionnaires, semi-structured interviews that incorporated the production of visual data, and content analysis of documents.

Findings indicated that subject knowledge for primary teaching was understood by participants as an umbrella term representing general teacher knowledge, rather than as a critically distinct concept. Overall, there was a general lack of emphasis on subject-specific pedagogical knowledge evident in the discourse around subject knowledge for primary teaching. Conceptualisations of subject knowledge were highly individualistic. The findings indicated that the culture and practice in different contexts is interpreted and experienced in very different ways by individuals to influence their interpretations of subject knowledge and its place in primary pedagogy. Practices associated with the performative, outcomes-driven culture of education were found to be particularly influential in validating reductionist pedagogical approaches. Without the presence of experienced university tutors in the sample of participants, attention to subject-specific pedagogical knowledge would have been negligible. The research raises questions about the lack of clarity in policy about subject knowledge for primary teaching and the implications of this in relation to rapidly expanding school-based routes for initial teacher education.

Sub-theme
Practice and Pedagogy in Education

Keywords
subject knowledge; pedagogy; policy; primary teaching
Constructing the 'other' in Education

Presenter
Harriet Pattison

Abstract
This paper considers the construction of the educational 'other' through the example of home education. Although home education has been on the rise for decades, in both in the UK and elsewhere, it is regularly treated as an oddity by both official and popular sources and is frequently marked out by its 'difference' to the mainstream within its own community. The aim of this paper is to explore how discourses surrounding home education have helped create an 'othered' space of education for both those within and outside the home education community. Using critical discourse analysis techniques such as those of Fairclough (2003) this research shows how the space of 'other' education is created through techniques of discourse from both the 'in' and 'out' groups of home education. Textual analysis is conducted using official documents, Local Authority websites, home education information sites and forums as well as print sources. Visual analysis using photographs and illustrations which accompany home education information and commentary are also employed. Through this analysis a variety of techniques are highlighted for their contribution to the construction of the 'other'. Analysis of discourse from outside the home education community (including official information) is used to illustrate how opposing practices of normalisation (which highlight difference) and universalism (which deny difference) are employed to both 'other' and deny home education. Text analysis of material emanating from within the home education community, reveals twin pulls of self-proclamation and self-censorship as home education supporters both champion their cause and protect themselves from mainstream criticism. Drawing on the representation theories of Stuart Hall (1997) the paper goes on to consider how the uses of discourse in these texts and images links to the political positioning and identity of those within alternative education. This paper argues that that the sum of these techniques is the creation and maintenance of an 'other' space of education which is used as both a retreat for home educators and as site of contention for educational authority.

Sub-theme
Alternative voices in Education Studies

Keywords
Alternative education, home education, creation of the 'other'
Creating conducive learning environments with students: Technology Enhanced Learning – distraction or enhancement?

Presenter
Simon Taylor

Abstract
Students on the Education Studies degree at the University of Worcester value the use of technology to support their learning. Feedback has shown that they would like guidance to be created, in collaboration between staff and students, to establish consistent protocols for the use of hand-held devices (mobile phones and tablets) in taught sessions. Evidence suggests that students can find the misuse by other students (i.e.: non-task related use of mobile phone or tablet) a distraction to learning.

This aligns with staff feedback that recognises that whilst the impact of technology enhanced learning (TEL) in promoting the enhancement of student experience is evident (from class room observations by members of staff and through student feedback), many students are engaging with social media and other communication activities during the lecture time (non-task related use). We can consider this engagement a part of modern living, a habit of multi-tasking, but is this really the defining behaviour pattern and identity of ‘The App Generation’ of students (Gardner & Davis, 2014)? This paper discusses to what extent this behaviour is impairing learning or in fact distilling learning and explores evidence that students’ engagement in lectures may or may not be distracted by the use of mobile devices.

The aims of this action research project were:

- To gather students’ views about the use of mobile devices in lectures and consider the impact on learning.
- To gather the views of staff and consider some case studies of how they might handle the matter of mobile devices in lectures.
- to co-design a set of guidelines in partnership with students that may inform a Student Code of Conduct for TEL within BA (Hons) Education Studies at the University of Worcester

Ethical considerations include the power relationship between students and staff and so themes were developed collaboratively and online survey questions co-designed with 2nd year Education Studies students. These students are also acting as project advisers and focus group facilitators. This action research is ongoing, but initial findings show a heavy reliance on mobile technology in taught sessions and a desire from students for more creative approaches by staff with more electronic tasks built into lectures. It is apparent that students within certain age groups invest a huge amount of time in social media on a daily basis, but the reasons given for non-task related use in sessions reveal deeper issues with course planning and models of delivery.

Sub-theme
Student perspectives on Education Studies

Keywords
Technology Enhanced Learning, Student Collaboration, Co-design, Action research
Developing academic buoyancy and resilience through the assessment feedback process

Presenters
Tristan Middleton, Richard Millican and Sian Templeton.

Abstract
Assessment feedback can be an opportunity to develop students' academic buoyancy (Martin & Marsh, 2008) - itself a part of students' academic resilience. Academic buoyancy refers to the ability to manage the everyday setbacks and challenges in education, such as a disappointing grade. This research builds on the findings and proposals for action from the first phase of research into the effect of assessment feedback on the academic buoyancy (ahmed Shafi et al. 2016) of undergraduate students studying BA Education Studies. This identified 5 indicators of academic buoyancy and 3 consequent suggestions for changes in practice for assessment feedback processes within a BA Education Studies course.

This follow up research seeks to explore the impact of the changes to practice on the academic buoyancy of students at the end of one academic year. The data collection methodology is comprised of three parts; focus group interviews with students, individual student interviews and an analysis of National Student Survey (NSS) scores for the previous and current academic years. This research situates itself within the action research approach (Elliott 1991) within a desire to improve the democratic and virtuous nature of teaching (Elliott 2015), through critical reflection and the 'theory-practice conversation' (McAteer 2013 p.12). Consideration will also be given to a subsequent phase of research, to be undertaken to examine longer-term impact of the approaches examined within this phase.

The changes in processes to the assessment feedback provided students with: a revised feedback sheet with an enhanced focus on strengths, reasons for achievement of grade and suggestions to improve the mark; teaching sessions with a focus on the development of academic buoyancy through the 5 indicators; and a tutorial structure where students are tasked with discussing individual self-identified development points derived from the feedback.

This research seeks to identify the impact of this scaffolding approach (Bruner 1978) on students' perceptions of the value of the revised assessment feedback process and how this relates to their academic development, their emotions and their overall satisfaction with the BA Education Studies course as a whole.

The project aims to inform the professional learning of teaching staff through identifying the effectiveness of research-informed practice which may then be considered for use within their own courses and institutions.

Sub-theme
Practice and Pedagogy in Education

Keywords
Assessment, Feedback, Resiliency, Buoyancy
Disabled Students' perspectives of Learning Development provision.

Presenter
Emily Forster and Tracy Slawson

Abstract
Inclusive education is a major area of theory and research in Education Studies. The idea of Universal Design is to take into account the needs of all people in the design process. It was originally developed for products and environments by Marc Harrison. Universal Design for Learning has three key principals; flexible means of engagement, flexible means of representation and flexible means of action and expression. However, there is very little research on UDL from a student’s perspective, with most current research focusing on the views of staff (Burghstahler, 2015).

We are in the process of conducting research via a ‘Teaching Innovation Project’ at a post 1992 university and would like the opportunity to share our findings. The research project seeks to find out the perspectives of disabled students in order to enhance and develop ‘Learning Development’ provision to better meet the needs of disabled students. A student-centred action research approach is employed in order to enable ‘student voice’ to play a central role in this development work. The research is designed to complement and strengthen work done through the institutions’ adoption of Universal Design for Learning and its institution wide ‘Disability Enhancement project’. Whilst the institution has made significant investment in enhanced provision for students with disabilities, and the learning and teaching approaches via UDL, research from the student experience has been limited in informing practice.

The research is taking the form of a series of focus groups conducted in April/May 2017- designed to facilitate conversation between lecturers in Learning Development and self-selecting disabled students, to enable them to work collaboratively in the creation and development of future provision. This paper will share the findings of our focus groups and subsequent analysis as well as the proposed actions including changes to existing provision and development of new resources. It will also discuss how the student’s will play an integral role throughout this process. This paper will conclude by outlining the lessons learned by working collaboratively with disabled students and what their perspectives can add to the concept of Universal Design for Learning and Inclusive education more broadly.

Sub-theme
Student perspectives on Education Studies

Keywords
student perspectives, inclusion, higher education
SYMPOSIUM: Dissolving the boundaries: the challenges of developing collaborations and reciprocity in practice

Presenters
Erika Laredo, Caroline Mountain, Ros Chiosso – Chairperson: Erika Laredo

Abstract
In this symposium we will explore the process of education as both a collaborative and a creative process. As academics on a youth work and community work programme we work closely with a broad range of community partners, but does this in and of itself mean we manage to successfully navigate, what Martin and Brown (2013) term the distinction between the 'in here and the out there' In our teaching we emphasise the importance of relating theory to practice, and are aware of Baelin's (2007) warning that theory can very easily lose its vitality if we have no practice on which to reflect. Our focus here therefore will be to explore the benefits of working 'out in practice', emphasising three in particular;
1. to relate present tense stories to students;
2. a remembrance that 'the rub between theory and practice is not always neatly resolved'
3. a building of relationships with practitioners 'grounded in common experience and genuine collaboration' (Intrator and Kunzman 2009)

We have a commitment to working collaboratively with community partners, and furthermore suggest that in the future these partnerships will grow in their importance. More broadly universities are increasingly being judged on their levels of public engagement, and community impact in terms of research outputs, but what does this really mean? Does this signify in any meaningful way that the traditional binaries of 'in here' and out there' are actually being challenged, or indeed to some extent that collaboration in and of itself can dissolve the boundaries between 'in here' and 'out there'.

In response to some of these issues the symposium will draw on 3 case studies to reflect on the tensions, dynamics and necessary negotiations between theory and practice. The case studies are all ongoing collaborations between us and our community partners; and will include a peer mentoring training which has been co-produced with different partners to develop bespoke training to meet the needs of varying groups, an evaluation of the Joanna Project, which works with sex workers caught up in vicious cycle of drug dependency and abuse and reflections on collaborative work with the York Street Practice, a centre of welcome and wellbeing for those who are homeless, vulnerably housed and caught in the asylum system.

In this symposium we will share reflections about what makes for positive, creative partnerships. We will analyse challenges that have arisen in the course of the work, and discuss strategies developed to overcome them. Our final consideration will be an examination of the broader benefits to our partners, our students and ourselves as academics.

Sub-theme
Practice and Pedagogy in Education

Keywords
collaboration, community partners, challenges, boundaries, reciprocity
Economics and Education Studies

Presenter
Stephen Ward

Abstract
Undergraduate Education Studies began life as the theory for teacher education in the B.Ed. degrees of the 1960s and ‘70s. The new degrees were to be delivered by the teacher-training colleges which had been offering two- and three-year non-graduate teaching certificates. The validating universities which awarded the degrees insisted on a rigorous theoretical basis. In a closed seminar with philosopher Richard Peters of the London Institute and CJ Gill, HMI for teacher training, it was decided that the theory for the B.Ed. degrees should be drawn from the disciplines of Psychology, Sociology, Philosophy and Economics. In the event, Economics was dropped and replaced by the History of Education and the four disciplines have since been the underpinning for teacher training and undergraduate Education Studies, with no designated role for Economics. However, that initial proposal for Economics as the fourth discipline now looks prescient. Since the 1988 Education Act education policy in England and Wales has been driven by concepts of marketisation drawn from neo-liberal economic theory. This paper argues for the inclusion of the study of Economics in undergraduate Education Studies in order to offer students a thorough analysis of the political thinking behind education policy in the last thirty years. It offers suggestions for some of the competing economic theories and theorists with a view to inviting a discussion of the proposal.

Sub-theme
Education and policy

Keywords
economics, policy, disciplines, marketisation
Educationalists, we need to talk about counterfactuals

Presenter
Graham Downes

Abstract
• If the National Curriculum had not been introduced, compulsory education could be able to provide more diversity and choice in the future.
• If the government abolished Ofsted, schools would be able to adopt more creative and risky approaches.
• If SATs tests were abolished, children would be happier.

All of the above are examples of counterfactual statements: conditional subjunctive sentences that are fundamental to our understanding of the world (if we did X, Y could be the outcome). However, such thought-processes tacitly acknowledge causal relationships, a thorny issue for social scientists and philosophers alike: with reference to Hume, some point out that causality is something that is experienced and can never be ontologically established. With reference to Durkheim, social facts, established through establishing casual links, are the only authentic sociological knowledge. Conditional subjunctives, it would appear, can never be more than speculative naval gazing about that which cannot exist, or they are speculative naval gazing because they lack the precision to establish causal facts.

That causality is complex is about as certain a statement as we can make on the subject. But the tensions outlined do not necessarily render counterfactuals invalid. Whilst fully acknowledging problems, other areas of academic endeavour have managed to find a range of applications for counterfactual processes that provide sufficient certainty to be useful. In this paper I will argue that there is an urgent need for educationalists to cast aside out-dated approaches to causality and adopt similar methods. Counterfactual approaches provide an array of possibilities to explore possible educational worlds, to compare them to actual educational contexts and to make claims based on the relative similarity of the two. To put it in appropriate terms: if we place counterfactual thought at the heart of our analysis of education, we could elicit purposeful, useful and appropriately complex explanations of educational phenomena from those who engage with the subject. It’s not perfect but who knows, the promotion of counterfactual processes might lead to useful outcomes that change education for the better.

Sub-theme
Researching Education Studies: critical issues

Keywords
counterfactual, causality, education research, critical realism
**Education as a coercive process: Stories of confusion and (mis)communication in teacher narratives.**

**Presenter**  
Liz Beastall

**Abstract**  
This paper will explore one of the emerging themes from doctoral research investigating teacher stress. The research is being undertaken using narrative inquiry methodology and involves multiple interviews with individuals working or recently working in education. The first round of interviews, with 5 individuals, took place in the autumn term of 2016, and focused on collecting narratives about working in an education system that is in flux, with problems of teacher retention and recruitment dominating popular media and policy. The narratives reflect accounts of excessive surveillance and accountability, as noted by Page (2015) and Roberts-Holmes and Bradbury, (2016), in addition to reports of increasing coercion and confusion, where changes to working practices are often quick, unmanaged and covertly enforced, resulting in a lack of clarity and general uncertainty. The impact on the individual teacher is that they report feeling undermined, undervalued and vulnerable. The effect of this on an individual's agency is that their sense of self becomes compromised and their belief in their performance as an effective teacher is undermined.

Squire et al. (2008) note that narrative inquiries can help individuals to narrate their experiences and lead what Clandinin & Connelly (1996) call 'storied lives'; resulting in a reinforced level of agency that re-positions the individual in the centre of their own story. As Caduri (2013, p.49) notes "human activity is never conducted in a vacuum, but rather within norms, ideas and values, that are constantly being shaped by culture, language, history and tradition." Teachers lives are currently being shaped by constantly changing policy, both on a local and national level and, because of this, the stories that they exist within are sometimes unfamiliar, so that instead of feeling part of their own narrative, they are alienated from it. As Archer (2000, p9) noted, personal identity and a sense of self emerges from the individual's immediate environment and when that environment is unstable, then individual agency is vulnerable.

This paper suggests that interpreting the responses of teachers within a Wittgensteinian perspective and, in particular, his notion of language-games, can help us to develop a better understanding of why education is becoming coercive, rather than collaborative or cooperative. In this early stage of research, the importance of teacher agency, effective communication and working relationships are highlighted.

**Sub-theme**  
Education Studies: Contemporary debates

**Keywords**  
Exploring the ethics of agency through the lens of 'Bildung.'

Presenter
Ruth Wills

Abstract
Experiencing something of a renaissance, the German pedagogical idea of ‘Bildung’ has recently been reconsidered for contemporary education. Most significantly, Bildung’s movement of interplay between self and other has been evaluated philosophically and proposed as an effective learning tool (2003 p. 31).

Initially proposed by Von Humboldt and other members of the eighteenth century ‘Frankfurt School,’ Bildung’s interplay represents a relational movement between a learner and the world that aims for personal freedom and growth, and a life endowed with ‘as rich a content as possible’ (2003, p. 32). Also identified as a means by which learners might become aware of their personal capacity to develop responses to their daily experiences, it attends to agency and as such has resonance with ideas in the arena of children’s spirituality.

Whilst such a notion of learning might be promoted as an alternative to a functionalistic educational paradigm, evident currently in many developed countries such as the UK, USA and Australia, and highlighted by Polesel et al (2012), this paper highlights the ethical considerations of Bildung’s agency and freedom. Critiquing the literature of Ota, (2000), Adams, Hyde and Woolley (2008), and Hyde (2008), it also highlights the cautions that must be made clear when promoting such personalised learning. In response, the paper proposes how a nuanced application of Bildung, that reflects the Kierkegaardian idea of Repetition, might address the ethical concerns raised and finally proposes how such a re-considered understanding of the notion might be valuable for education today.

Sub-theme
Practice and Pedagogy in Education

Keywords
Bildung; interplay; agency; freedom; von Humboldt; Kierkegaard.
Facilitating Remote Inter-Group Collaborative Learning Using Multi-touch Tables – pedagogy and practice

Presenter
Nick Young

Abstract
Large touchscreen interfaces offer various opportunities for collaboration between co-located learners. These opportunities exist not only when the interface is shared but also when two or more co-located interfaces are networked together allowing the transfer of materials between them (Kharrufa et al. 2013; Kreitmayer et al. 2013). A key advantage of collaborative education across multiple locations is allowing students with a potentially diverse range of knowledge, backgrounds and skills to work together (Kizilcec 2013). In this context, the opportunities for educational collaboration across multiple locations afforded by co-located interfaces via large networks, both open and closed, need to be explored (Daradoumis and Marques, 2000).

The growing interest in face-to-face collaboration by learners engaged in mutual negotiation of meaning (both procedural and factual) inspired the creation of the SynergyNet project at Durham University, but work was only ever conducted within the lab rather than in a real-world school environment. The current study moved the multi-touch tables to two classrooms in two geographically distant settings. The project was the first successful classroom collaboration activities between two separate locations within the United Kingdom using large touchscreen interfaces. This paper explores the behaviours of learners and teachers in a synchronous, collaborative task. The learners were based in schools approximately 300 miles apart. In total 24 learners, aged 9-10, participated in the study working in four groups of three children in each location. Each session lasted for approximately 20 minutes. The learners were linked via two channels of communication: i) an audio-visual link via Skype and ii) via the SynergyNet software. The SynergyNet framework linked the multi-touch tables via the internet allowing for the sharing of information in the form of text boxes between locations. All sessions were video-recorded by two cameras in each location. Each group of pupils was interviewed after the activities. These interviews were transcribed and were analysed using an inductive thematic approach.

The emerging findings to date, with ongoing analysis still being undertaken, suggests multi-touch, collaborative teaching may require a new, more facilitative pedagogy, with greater pupil autonomy. It also shows that pupils highly value working with other children in different locations. They enjoyed the interaction, the innovations of the project and being pioneers of this type of activity with technology. There were technical challenges (McNaughton et al., 2017), especially school network security systems, but the pupils actually enjoyed the challenges and often found solutions themselves.

Sub-theme
Practice and Pedagogy in Education
Factors That Affect the Interactive Whiteboard Usage of Teachers and Its Effect on Performance

Presenter
Sule Betul Tosuntas

ABSTRACT
Similar to many countries, Turkey has put into practice large budget project which called the FATIH Project in order to technology integration. In this context, interactive whiteboards were provided to every class and this rapid transformation required teachers are to adapt pedagogies to new technologies. Considering that teacher performance is one of the most prominent outcomes of teaching and it is important that teachers to what extent adapted and accepted new technologies in terms of their performance.

The purpose of this study was to investigate the effects of teachers' acceptance and use of interactive whiteboards, technological pedagogical content knowledge, and the stages of transition to use interactive whiteboards on their performance.

In the study was used a structural equation model, to explore the effects of teachers' acceptance and use of interactive whiteboards, technological pedagogical content knowledge, and the stages of transition to use interactive whiteboards on their performance. For this purpose, a causal design was used in the research. In the structural equation model, the variables acceptance and use of IWB, technological pedagogical content knowledge, and the stages of transition to use IWB as taken as the causes and performance as the result. Within the scope of the study, the data were collected with four different scales. Two of the scales were developed by the researchers in order to measure teachers' the stages of transition to use IWB, and teachers' performance. The scale of teachers' stages of transition to use IWB, which was formed according to Beauchamp (2004)'s Transition Framework, included 29 items. The teacher performance scale consisted of 77 items developed according to international performance indicators. Acceptance and use of IWB scale (Tosuntaş, Karadağ, & Orhan, 2015) included 6 demographic information, 3 questions and 24 items. The scale of Technological Pedagogical Content Knowledge Practical (TPACK-Practical), which included 22 items, was developed by Yeh, Hsu, Wu, Hwang & Lin (2013), and then was adapted to Turkish context by Ay (2015). In the research, data was collected from teachers through observations and self-reports (305 middle school and high school teachers).

The structural equation model was used to determine the relationship between cause and effect variables in the theoretical model, using GFI, AGFI, RMSEA, $\chi^2$ and $\chi^2$/df ratio to assess the ‘fit’ with the theoretical model. The results of this study show that teachers' performance was affected by TPACK, acceptance and use IWB, the stages of transition to use IWB.

SUB-THEME
Professionalism and training in education studies

KEYWORDS
interactive whiteboard, technology integration, teachers, Turkey.


**Fostering creativity in education**

**Presenter**
Chloe Shu-Hua Yeh

**Abstract**
Education has often been criticised for spoon-feeding and killing creativity (Kaila, 2005; Robinson, 2009), ironically, it is also in demand with an aim to provide creative well-educated graduates who are capable to tackle the global challenges in political, economic, sociocultural and environmental landscapes (Shaheen, 2010) where creativity is seen as the solution (Gaspar & Mabic, 2015). Thus, the role of education is vital to tackle challenges in fostering creativity. To meet this call, in the light of a series of systematic literature reviews, this paper aims to address theoretical perspectives of creativity in the following aspects, the nature of creativity, the factors that influence creativity, the challenges to foster creativity and the strategies to foster creativity.

Through a series of reviews on the nature of creativity, it is believed that Creativity exists not only within the extraordinary but, most importantly, also within the ordinary (Craft, 2003; Gardner, 1993). That is, creativity can be encouraged as part of an individual's life-long development (Craft, 2001) and everyone can be creative (Lin, 2011). To foster creativity at the personal level, education ought to develop every individual with the ability to produce creative solutions on a regular basis in the process of solving problems and adapting to changes in daily life (Runco, 2004).

Literature also reveals and identifies a few significant underlying factors which have direct impact on the creative processes, such as defocused (broadened) attention (e.g., Mendelsohn, 1976; Runco & Sakamoto, 1999) and emotions (e.g. Ashby, Valentin, & Turken, 2002) which are both found to facilitate creative performance. To foster creativity in education, this paper also discusses common challenges such as misconceptions regarding creativity, the lack of teaching training, overvaluing the assessment systems. Finally, this paper explores several educational strategies to encourage creativity in the 21st century, including integrating creativity into curriculum, encouraging creative pedagogy, developing creativity through character development, and providing a positive environment.

**Sub-theme**
Practice and Pedagogy in Education

**Keywords**
Creativity, Education
Goldilocks and the Theory Bears

Presenter
Jacqueline Elton

Abstract
"There's too much theory in this bowl, not enough theory in this bowl and just the right amount in this one!" cried Goldilocks. Abduction (rather than deduction or induction) for the making of 'perfect porridge'. Despite the assertion that education is awash with theory (for example, Carr, 2006; Blair, 2011), many subscribe to the belief that there is a tendency for much of educational research to be under-theorised (for example, Lingard, 2015; Anyon, 2009). This paradoxical state of affairs may arise due to the multiple understandings attributed to the construct of theory itself (Blair, 2011; Biesta et al, 2011). Alternatively, it could be explained by the tendency of educational research towards naïve empiricism, where empirical generalizations are drawn from an accumulation of facts (Strong, 1991; Locke, 2010) and where theory is left to rise from the findings, much like "like steam from a kettle" (Marsden, 1982, p.234). What elicits less disagreement however, is the necessity of good quality, apposite theory (or the perfect porridge to borrow the title theme) for the discipline of education to thrive (Lingard, 2015) especially in today's punishing climate of 'what works', performativity and accountability.

Whilst such a pronouncement rallies many supporters, how it can be achieved in practice remains less well articulated as I discovered during my doctoral research, experiencing my own 'Goldilocks moment' with educational theory. My review of the empirical literature on the use of brain-based educational devices unearthed the sensitising concepts of teacher knowledge and practice. Thereafter turning to the theory literature, I found upwards of 12 separate but similar theories for teacher knowledge. For teacher practice I struggled to find more than three, and some of these were extrapolated from disciplines other than education. The inadequate guidance available for the development of theoretical frameworks to establish the kind of theory identified above, coupled with the convention that theory recruitment is the researcher's personal prerogative (Dowling, 2016) caused me to struggle with how to best proceed in terms of how and when to choose between these theory alternatives.

Although I am not so naïve to think that I am education's answer to Newton or that I have discovered education's equivalent of the Theory of Evolution, nevertheless I am keen to contribute maximally and optimally to the enhanced understanding of teacher knowledge and practice. My ensuing exploration of the relationship between theory and data forms the basis of this paper, wherein I consider more fully the notion of abduction as "...a way of relating an observation or case to a theory (or vice versa) that results in a plausible interpretation" (Schwandt, 2007, p.1). I further suggest that as part of the quest for improved educational theorising, abduction should be foregrounded as a viable replacement to the prevailing hegemony of inductive and deductive strategies amongst researchers (Shank, 2008).

Sub-theme
Practice and Pedagogy in Education

Keywords
Theory
Higher Education study in UK prisons: Ex-offenders’ perspectives and lived-experiences.

Presenter
Christopher Mosley-Ferro

Abstract
This study examines how ex-offenders perceive existing barriers to undertaking HE study while in prison or following a custodial sentence, their lived-experiences of the labour market following release and to what extent they view it as aiding them to overcome barriers to employability. A qualitative approach was adopted, focusing on a small number of ex-offenders’ perspectives and lived-experiences. Consequently, this paper aims to demonstrate and justify the necessity for institutional, cultural and legislative change to remove barriers for both inmates undertaking or wishing to undertake HE study, and graduates leaving the prison system who wish to gain employment.

Offender learning in England and Wales is almost solely focused around English and maths, and low level trade-related qualifications, most of which are at Entry Level and Level 1 on the National Qualifications Framework. Czerniawski (2016) states the main reason for this focus is due to short-termism and neoliberal funding structures that encourage prisons to run very low level, short term courses that present little challenge to most inmates and hence have consistently high pass rates, thus securing regular and reliable funding for prison education departments. The narrow curriculum and neglect of more advanced courses serve to turn many inmates away from education, especially those who entered prison with qualifications (Hughes 2012).

For those who can study at HE level, many institutional barriers exist that prevent them from undertaking university study while in prison. These barriers include enduring staff shortages, a limited understanding of student loans, few quiet spaces to study and difficulty accessing literature. This qualitative study was carried out in the form of in-depth, semi-structured interviews with the participants on an individual basis by telephone, due to the large geographical spread of the participants. Each participant has served or are reaching the end of their custodial sentences and have studied for an undergraduate degree while in prison or shortly after their release.

Results so far indicate that the participants experienced complex and extreme barriers to HE study. Moreover, ex-offenders also face significant cultural and legislative barriers to employability upon release. However, all participants displayed an exceptional drive for self-improvement and a distinct change in identity from ‘ex-offender’ to ‘graduate’. Coates (2016) suggests that those who gain higher level qualifications while in prison have increased rates of employment following release. As there is a distinct connection between employment and recidivism, ex-offender graduates consequently exhibit consistently lower re-offending rates.

Sub-theme
Education and policy

Keywords
Higher education, prisons, policy, offender learning, prison education, employability
How creative film-making can help to improve the social communication skills of children on the autism spectrum

Presenter
Ben Ewart-Dean

Abstract
This paper is a presentation of the researcher's PhD research, which is an investigation into the ways that film-making can help to improve the social communication skills of children on the autism spectrum.

Research into how children with autism engage with screen-based technology is primarily concerned with how screens can be used to transmit information, for instance how showing video-recorded behaviour to children can be used to teach them practical and social skills (e.g. Charlop-Christie et al, 2000; Corbett, 2003; D’Ateno, 2003). Whilst this method may be a useful way for the child with autism to learn desirable behaviour, it does not offer them much opportunity for self-expression. Teaching elements of film production to children on the autism spectrum could provide them with a means of communication that is not reliant on language.

The researcher's background is in film-making, and much of his professional work has been in film education. This research project is therefore partly a reflection on his own practice, augmented by an investigation into the work of another practitioner, who runs film-making activities in a primary school for children with autism in Cardiff, South Wales. These activities were video-recorded, and analysed using NVivo, looking for instances where the film-making process provided opportunities for social communication.

In order to identify the particular social communication skills that can be addressed by film-making, this research is drawing on the SCERTS educational framework, a well-established educational intervention that provides a means of assessing and setting social communication goals for children with ASD.

Early results from the research suggest that film-making can be a novel way of encouraging children with autism to engage with others in a manner that takes advantage of their natural tendency to engage with information on screens. This is more likely to happen if an individualistic approach is adopted, in which a film project has been developed to align with a child or children's' pre-existing interests. The research also highlights some of the barriers to running film-making activities in schools.

Sub-theme
Alternative voices in Education Studies
Interac
tive Teaching of Languages with Technology 2 (iTILT2): collaborative
development of pedagogy in second language teaching between higher education (HE) and teachers/lecturers from primary to HE in six countries in Europe.

Presenter
Ruby Price

Abstract
John and Sutherland (2005, p406) assert that ‘in recent years the emergence of new digital technologies has offered up the possibility of extending and deepening classroom learning in ways hitherto unimagined’. This does, however, present both pedagogical and technical challenges to teachers and lecturers of all subjects. One of the most significant opportunities is allowing learners in diverse locations to collaborate in learning activities. This is particularly valuable in second language learning, but, as Gray et al. (2007, p424) note, for language teachers ‘the fast pace of technological change might quickly render their hard-won teaching tool kit obsolete’. In addition, training in the use of these resources is often technological, rather than pedagogic. (Whyte, Schmid, van Hazebrouck Thompson, & Oberhofer, 2014)

The iTILT2 (Interactive Teaching of Languages with Technology) is a response to these challenges. It is a professional development research project, aiming to develop, promote and disseminate new and innovative best pedagogic practice in the field of second language teaching and the use of interactive technologies. This Erasmus+-funded project (www.ititlt.eu), involves a team of educators, researchers and teacher trainers across six countries in Europe, exploring how a range of interactive technologies, including video conferencing software and mobile devices, can be used effectively in second language pedagogy.

Teachers from primary through the higher education worked with the project team to develop examples of pedagogic best practice, particularly the use of the TBLT approach, which can have positive effects on language learning (Calvert and Sheen, 2015). These lessons were video recorded, and footage edited, to develop a series of short video clips depicting best practice. The project employed a mixed methods approach to evaluate the quality of the classroom examples. Teachers from all six countries were interviewed and their comments gathered in video-stimulated reflective dialogues (VSRD), a vehicle for professional development through reflection on practice and pedagogy (Jones et al., 2009; Tanner & Jones, 2007). Feedback from pupils was obtained in focus group settings as well as feedback and comments, using online questionnaires, from teachers and professionals attending “Teacher seminars” organized as part of the project. The data, still subject to ongoing analysis, provides some emerging themes regarding how, when supported by academic staff, teachers/lecturers adapted their pedagogic practice when using technology, although not always without a need for technical support. It also revealed learners at all ages are positive about the use of technology in second language teaching.

Sub-theme
Practice and Pedagogy in Education
Interrogating Power Relationships and Problematising Assessment.

Presenter
Michael A S Gilsenan

Abstract
A theoretical piece that draws on three elements of practice in the field of formal and informal education together with action research approaches such as Collaborative Inquiry and Participatory Action Research, this paper will attempt to offer points for consideration when attempting collaborative models of learning in the fields of education. A model, Collaborative Critical Pedagogical Relationships (CCPR), that was piloted in preparation for the authors EdD research proposal at Liverpool Hope University in 2016; approaches to teaching that are informed by notions of 'Threshold Praxes' and the 'Pedagogic Practitioner' (Seal 2013) and; a current ongoing action research project that focuses on the Critical Pedagogy module of the BA Hons Youth and Community Work at Newman University will, from a Critical Theory standpoint, problematise the notion of assessment, learning outcomes and targets as well as interrogate power relationships that occur in pedagogical environments and consider contributions that can be made to the developing notion of Post-Critical Pedagogy (Hodgson et al 2016).

Sub-theme
Practice and Pedagogy in Education

Keywords
Power, participation, collaborative inquiry, assessment
Is it all about the marks?

Presenters
Thomas Feldges, Sonia Pieczenko, Anne Barker

Abstract
We report about a single-case study (n=296) with data collected from one hybrid FE/HE provider. We assessed undergraduate students in terms of their attainment, achievement and in relation to individual differences as displayed by individually assessed resilience level.

Although some educational consultants appear to offer specific training programmes to raise students’ resilience levels, we remain sceptical about this. However, instead of following a group of students through their academic journey to assess as to whether individual resilience levels increase or remain the same, we assessed the relation between resilience and achievement. The idea behind this, was that even if individual resilience levels were to be raised, could resilience levels as such be put into a meaningful relation (statistical) with accomplished academic achievements? To conduct our research we utilised a comprehensive questionnaire and the established RSA-Adults to measure resilience.

A statistical analysis revealed no correlative link within the triangle of attainment – attendance – resilience. These negative results prevailed even when enriched with a number of further demographic factors. A further factor-analysis revealed no underlying, hidden factors that could provide a link between resilience and achievement.

Hence, even if – and that remains still a contested claim – individual resilience levels could indeed be increased by the provision of sufficient training programmes, the effect this would be able to yield on these students’ academic achievement remain still unclear and not to be captured by statistical means.

Sub-theme
Alternative voices in Education Studies

Keywords
Achievement, Resilience UK-Undergraduate
"I wouldn't be able to graduate if it wasn't for my mobile phone." Mobile literacies and the construction of complex academic texts in Higher Education.

Presenter
Owen Barden

Abstract
This paper draws on a case study of one student's mobile phone use in higher education. I focus on the student's use of the mobile phone to produce complex academic texts, using data drawn from extended video-interviews and comprehensive multimodal textual analysis. In doing so, I aim to illuminate mobile learning and literacy practices which are likely to be widespread, given the near-ubiquity and prosthetic quality of mobile, internet-enabled devices (Savin-Baden, 2015; Urry, 2007), yet which are not currently well understood by teachers or researchers (Selwyn, 2017).

Discussion of mobile learning and literacies is becoming increasingly widespread, yet these terms are surprisingly ill-defined. Through synthesising and extending current definitions of mobile learning and digital literacies (Merchant, 2013; Pachler, Bachmair & Cook, 2010; Wright & Parchoma, 2011), I propose a definition of mobile literacies as pertains to higher education. The definition takes account of the mobility of technology, of learners, and of learning in current HE contexts (Traxler 2009). I exemplify the definition by drawing on empirical data from the case study, and begin to theorise the role of mobility in the student's learning and consider implications for pedagogy.

Sub-theme
Practice and Pedagogy in Education

Keywords
Literacy, pedagogy, assessment, literacies, mobile, mobility, technology, learning
Keeping them in the dark: What research has to say about the choice between offering seen vs unseen exams.

Presenter
Cathal O’Siochru

Abstract
The 'exam' continues to be one of the most widely employed assessment methods in HE, despite well-known reservations regarding its drawbacks and limitations (Williams and Wong, 2009). In an attempt to address some of these drawbacks a number of examination formats have been explored, particularly the choice between open and closed book exams, although the relative merits of these two formats are also hotly debated (Bacon, 1969, Green et al., 2016). However, it is interesting to note a comparative absence of discussion relating to another potentially significant exam formatting choice, the choice between seen vs unseen exams. The 'seen' exam format allows students to see the exam questions well in advance of the exam itself, whereas the 'unseen' exam format withholds the questions from the students until exam has begun. Many educators appear to have reservations about seen exams, but often these reservations are based on little more than anecdotal arguments about increased risk of plagiarism, rote memorization and other poor practices. But, what does the research in this area have to say regarding the merits of both the seen and unseen exam formats? In this paper we will explore the findings of a critical literature review into the research relating to the seen vs unseen debate. We will discuss the purposes of exams as an assessment format (Denscombe, 2000) so as to then consider how both seen and unseen exams fare in helping to achieve those purposes. Research will be discussed which explores the perceptions of both staff and students on seen and unseen exam formats (Race, Brown and Smith, 2005; Reimann and Robson, 2011), hoping to reveal the preferences on both sides and the origins of those preferences. We will also review the findings of studies investigating the impact of the two exam formats, as the impact on the depth-of-learning achieved in the approach used by students to prepare for their exams (Krathwohl, 2002), the impact on student well-being (Habeshaw, Gibbs and Habeshaw, 1986) and impact on assessment outcomes such as transferable skills (Brightwell, Daniel and Stewart, 2004). Finally, we will explore some of the methodological issues related to the research methods in this area such as a potential lack of 'student voice' in the research. Ultimately we hope to stimulate an informed debate among education researchers and practitioners on this somewhat overlooked option for the effective use of the exam assessment method.

Sub-theme
Education Studies: Contemporary debates

Keywords
assessment, exam, student well-being, pedagogy, depth of learn
SYMPOSIUM-'Learning Thorough Collaborative Manual Labour in Schools'

Presenters
Matthew Carlin and Lars Bang

Abstract

This symposium is focused on the relationship between education and work, specifically the relation between learning and collaborative forms of manual labour. The participants in this symposium neither share the same perspective in terms of how they envision work being effectively integrated into school curriculums, nor do they necessarily agree on the relationship that automation and technology should have to the kinds of work they envision in formal educational settings. In spite of their differing positions however, they do agree that new aspects of global capitalism along with associated changes in our relationship to technology, necessitate a reconsideration of how work is being conceived of within the context of school curriculums. In two different ways, the participants in this symposium discuss the benefits of different kinds of manual work as a way to open up students to new collaborative processes while reinforcing the corporeal dimensions of learning in the increasingly immaterial conditions found in school environments today.

Lars Bang’s contribution utilizes the work of Baruch Spinoza and Gilles Deleuze in the process of demonstrating how practical work can, and should be utilized in contemporary approaches to science education. Bang argues that a pedagogical approach that emphasizes the importance of work can effectively counter the dominant ad hoc approaches to science education currently in operation today. Matthew Carlin’s contribution emerges out of a re-engagement with Hannah Arendt’s discussion of the difference between work and labour, and the potential influence that such an approach could have for a theory of learning that recognizes the crucial pedagogical elements in collaborative and manual forms of labour within the context of schools. In both presentations, the participants will draw from actual examples of school-based forms of manual work in order to instigate a discussion about how collaborative work/labour can potentially serve as a buttress against the kinds of existential desperation endemic to our vocational future.

Sub-theme
Education Studies: Contemporary debates

Keywords
Manual Labour/Work, Learning, Technology, Constructionism, Post-Industrial Education
Making learning real

Presenter
Yasmin Stefanov-King

Abstract
All Qualified Teacher Status programmes and the majority of Early Years undergraduate programmes involve students going out on placements where they are expected to carry out a range of assessed tasks. These placements are an essential part of their training and provide valuable skills and experience, however they may also be highly stressful with students expected to go into new environments where they are expected to take on an increasingly professional role, when they may have little or no experience. Often they are working in small groups of two or three in settings that are new to them. For the settings too there is a pressure in terms of having a new adult on site who may be fabulous, but equally may need a high level of support. The pressure on the student and on the setting which agrees to take them is intense. Coventry University have taken a radical approach to this issue and turned the whole experience on its head - instead of students going out into the community, the community is brought into the university.

Coventry University is an award winning university which is challenging the conventional approach to education. In September 2015 they started delivering undergraduate programmes on the North Yorkshire coast through a series of locations in Scarborough. In September 2016 their campus opened in the town and three weeks after the students started their academic pathways the first stay and play session was held.

The aim was to discover whether introducing student EY practitioners to children in their family university environment enables more successful transitions and outcomes in their work placements. Students who are confident in planning and facilitating enriching play activities are likely to achieve more successful outcomes personally and for the children in their care, both during their work placements and beyond. Students reported that they approached their placements more confidently and with an improved understanding of how to design and facilitate enriching play activities.

The Stay and Play sessions were a positive experience for students and families, and raised awareness of the good work of the university students in the wider community. The sessions allowed students to build confidence and skills prior to commencing placements benefits children by ensuring that students appreciate the importance of providing diverse play activities, and feel that they have the skills to do so. This practical knowledge of the pedagogy of play will inform their future practice.

Sub-theme
Professionalism and training in education studies
Metricisation of English Higher Education: Academics' perspectives on impact of TEF and REF on professional practice

Presenters
Catherine O’Connell and Namrata Rao

Abstract
Higher Education (HE) has been subject to measurement on the basis of numerous parameters such as research, teaching, levels of internationalisation and often on a combination of these factors. The increased uses of various national and international metrics within HE have influenced institutional practices. In turn, institutional interpretations of these metrics influence the professional trajectories and values of academics and can create a kind of individual and institutional elitism within the HE sector. Kelly and Burrows (2011) have referred to one such metric in England, the Research Excellence Framework (REF) as ‘performative metricisation’, performance in which dictates academics privileges and institutional support for their research. Incentives such as promotion often drive individual researchers to focus their efforts on research outputs rather than anything else, including students (Finkel, 2014). However, the impact of metrics on institutional and individual behaviour is not always negative. In the case of the UK HE research metrics, studies of academic responses have demonstrated a situation ‘not as evenly negative as some of the literature prior RAES suggested’ (Oancea 2014: 103) Indeed, differing institutional management strategies can mediate the effects of national metrics (O’Connell, 2017). Blackmore (2016) highlights how these metrics and indicators serve institutional interests but also individual ones in heightening individual prestige and marketability for academic staff.

The present study aims to capture academics’ perspectives on the impact the various teaching metrics such as the National Student Survey (NSS) and research metrics such as the REF have on institutional and individual teaching and research practices and priorities. A sequential mixed methods approach involving an online survey followed up by interviews was used for the study. The paper presents the findings of the data collected from over 100 academics from Education Faculties who participated in the online survey.

Initial findings indicate that most of the participants preferred to have a balanced research and teaching profile. Many acknowledged the pressures REF had created on their research due to various institutional interpretations of REF where individuals as one participant describes were being classified as ‘research possible’ or ‘research probable’. There were only a few who felt that their individual and institutional practices were oblivious to the pressures of REF. With regards to the teaching metrics, most participants felt that their teaching was still independent and not driven by performative measures such as NSS. In the paper, we intend to present these and other findings of the survey (Phase I) and the possible implications of the study.

Sub-theme
Education and policy

Keywords
TEF; REF; Professional Practice; Performative metricisation in HE
MISSING OUT: does Masters students' preference for surveys produce sub-optimal outcomes?

Presenter
Duncan Grant

Abstract
Business research methodology is an important subject and widely written about but very little research has been done on how students actually carry out such research and how their methodological choices impact the quality of research they do. This presentation will outline an exploratory study that forms the initial stage of a larger research project. This stage of the study analysed research dissertations submitted by students (experienced managers) pursuing MSc and MPA degrees in an African partner of a UK university; for the great majority, their research was carried out within the organisation they worked for. The study analysed methods used for data collection and assessed the results obtained: it found 90% of students relying on survey questionnaires as their main or only source of empirical data. Other valid approaches were largely ignored; very little use was made of the wealth of secondary/archival data available (statistics, minutes, reports, databases etc.), even though in many cases such data would have offered more credible findings. The research findings of almost half the students included results that were misleading or incorrect and there were indications that the exclusive use of questionnaires may have limited research scope.

The research identified some common failings: 'voting on the facts' and 'crowdsourcing'. 'Voting on the facts' occurs when a sample is asked questions which should have a clear factual answer (obtainable directly) and which many of the respondents are not equipped to address (e.g. does the organisation have a procurement manual?) 'Crowdsourcing' is where the researcher, rather than collecting evidence and evaluating it, asks the sample to express a judgement which they may not be equipped to make (e.g. how serious is the risk of fire in your warehouse?). The study also investigated some possible reasons for the lack of research using secondary/archival data, by looking at teaching approaches. A content analysis of popular business research methods texts found coverage of the use of secondary data very limited while quantitative analysis was almost wholly focused on primary data.

This exploratory study concludes that there are issues in the way students gather data and that this can have adverse impacts on the quality of their work and, potentially, their ability to conduct research successfully in their future careers.

Sub-theme
Practice and Pedagogy in Education

Keywords
research methods, business masters, archival data, secondary data, questionnaires
Multiculturalism and multicultural education practice – pedagogical issues and possible solutions.

Presenter
Richard Race

Abstract
This paper covers several of the sub-themes which the BESA conference is focused upon, in particular it looks at how a third year undergraduate module entitled Multiculturalism and Diversity is being altered post re-validation. Not only is global education and internationalisation being examined as well as education policy but practice and pedagogy in education. The aims and objectives of this paper are to firstly analyse the concept of multiculturalism and apply it to both education policy and practice. In relation to broader theories and ideas, we are going to examine Banks (2016a; 2016b) dimensions of multicultural education as well as Mitchell's (2017) notions of sameness and differences. I want to analyse and critique these ideas and apply them to not only a 10 week, 2 hour module structure but also a re-validated, 10 week, 1 hour + 1 Hour delivery method which is being introduced as part of the re-validation process.

Banks (2016a; 2016b) is a key author that links multiculturalism and multicultural education. His advocacy of both has allowed many students and researchers to develop and reflect upon their own professional practice. For Banks (2016a: 1), 'A major goal of multicultural education ... is to reform schools, colleges, and universities so that students from diverse racial, ethnic and social class groups will experience educational equality'. If, as Banks (2016a) continues, '... multicultural education is to become better understood and implemented in ways more consistent with theory, its various dimensions must be more clearly described, conceptualized, and researched.' Banks (2016a: 4-17) has formulated the following five dimensions: Content Integration; The Knowledge Construction Process; An Equity Pedagogy; Prejudice Reduction and An Empowering School Culture and Social Structure. Those dimensions are a starting point in a pedagogy that can promote and advocate multicultural education. The application of ideas and the continuing professional development of people then theoretically allows teachers and lecturers to become multicultural educators. But how is this advocacy applied into the undergraduate module under examination? The discussion points address the following organisational practicalities: How can team teaching enable us to cover the complexities of cultural diversity in education (Coe et al, 2017)? How can we encourage our students to engage more with comparative methods (Marshall, 2014; Mitchell, 2017)? How can we get more modules on race and ethnicity (Race, 2015; Race and Lander, 2016; Race, Forthcoming) onto school and university curricula?

Sub-theme
Practice and Pedagogy in Education

Keywords
Multiculturalism; multicultural education; pedagogy, diversity, race and ethnicity
Official and Unofficial Feedback; Getting into the students’ minds through all possible ways

Presenters
Mohamed Kamal and Nikolaos Nikitas

Abstract
In this presentation the aim is to disseminate a University student–based effort, collecting feedback relevant to issues regarding the broader educational programme of an Engineering School. Namely, the work attempts to review the classical debate of “formal vs informal feedback” [1] via directly comparing the outcome of a formal, central questionnaire collection against this originating from an unconventional (in terms of “layout”) student initiative.

More specifically, the testbed for this pilot research is a problem that concerns for years now the University of Leeds, School of Civil Engineering. The School has been pioneering in establishing employability actions for its cohorts; such pedagogical means, are actually considered nowadays as “standard”, good practice and instrumental for any engineering discipline. Yet, in the particular case, students seem to not engage adequately. This poor reception is exclusive to Civil Engineering in Leeds and not common with the neighbouring School of Mechanical Engineering, which shows outstanding records of participation. Note that for the realisation of the scheme in all the Engineering Faculty responsible is the same Employability Office, posing an evident question on the underlying whys.

To address this issue a University-held questionnaire survey was released, yet this could not fully reason the observed behaviour. An inherent “ritualism” in the surveys Leeds-handling was suspected to be the source of this incompatibility and to this goal Student representatives in a “self-organisation” manner pursued their own explanation. Namely, releasing their mixed-format, not time-limited survey they managed to attract the majority’s opinion. Holding small discussion groups of 3-4 students at a time, and promoting an informal discussion agenda, that mixed the problem with everyday student life chats, there were clear identified reasons and potential resolution actions. The actual study builds on top of existing research praising the value of student-triggered satisfaction feedback [2] and puts forward an additional good practice example for other University authorities to follow.

Particularly, student-developed instructions for recovering the well sought survey representability and trust are provided. Elements of questionnaire “fatigue” along with inaccurate expectancies on students providing effective feedback (with no prior training on how such should look), are explicitly outlined within the ineffective formal survey example.

Sub-theme
Practice and Pedagogy in Education

Keywords
Surveys, Student Feedback, Employability Actions, Engineering Education
Overturning a false dichotomy: Academic versus 'whole-child' approaches to education

Presenters
Beverley Henshaw

Abstract
There is a common perception among child-centred educationalists that the focus on academic performance in English secondary schools marginalises the application of ‘whole-child’ approaches to education (Sanderse et al. 2015). This is an issue for child-centred educationalists because they believe a ‘whole-child’ approach to education, enhances the academic as well as the personal development of pupils (Lewallen et al., 2015).

Contrary to the common perception that there is little room for a ‘whole-child’ approach in secondary schools (Sanderse et al. 2015), the findings from this qualitative study undertaken at a top performing grammar school in West Yorkshire suggest that ‘whole-child’ approaches can and do thrive within high performing secondary schools.

There are two reasons for this. First, pupils in this high performing school had the ability to work through specifications quickly leading in fast paced sessions. Enabling time and space in the lesson for the teachers to adopt more progressive and child centred methods so that the students could consolidate the learning and explore the subject independently. Second, this research highlighted that within the school, both teachers and pupils were determined for the school to perform well academically. Thus, resulting in strong professional relationships being formed due to fewer behavioural issues. Therefore, providing an improved school environment within which ‘whole-child’ approaches to education can be fostered. Within the study positive professional relationships between teachers and pupils have also been shown to contribute to the formation of a school community ethos that enhances the wellbeing of pupils, helping them to cope with the challenges and pressures of their academic life.

This research was conducted using an interpretivist approach, by means of a qualitative case study. Semi-structured interviews were conducted with six teachers chosen from a range of subjects and responsibilities. The data was analysed by use of thematic analysis. Additional data was also drawn from school website and brochures. The findings of this case study have shown that high performance cultures in secondary schools can act as an enabler to ‘whole-child’ approaches to education. Is this a ‘one off’ qualitative study or has it exposed a false dichotomy in contemporary educational thinking?

Sub-theme
Education Studies: Contemporary debates

Keywords
Whole Child Approach, Performativity, School Community Ethos
Parents as Policy Makers in the Planning of Bilingual Free Schools

Presenters
Katya Saville

Abstract
This paper aims to stimulate debate over how far free schools legislation is allowing parents to collaborate in education policy making in new ways by discussing findings from four case study campaigns for a primary bilingual free school (BFS) between 2013 and 2016. The reconfiguration of education policy agency and governance as a result of the rise of academy chains and third party sponsors of education is well documented (Higham, 2014; West & Bailey, 2013). However, the processes by which parents influence local educational provision through their campaigning for free schools is less understood. Parents’ roles in educational market reforms tend to be understood as principally being choosing agents (Waslander et al., 2010), but the thematic analysis of interviews, field notes and online forums presented here demonstrates that BFS parent campaigners and early adopters can have significant power over local language planning and policy through their early decisions over location and language and their marketing during campaigning. However, the complex ways in which sponsoring groups and local and national government agents respond to this and regulate parents’ power is also discussed. As a result, some groups of parents are better able to enjoy this planning power, meaning that the emerging BFS institution appears to be reinforcing the dominant view of language learning as being for an elite in high-status languages only. The presentation ends by discussing potential ways to widen access for a greater range of parents as collaborators in local education planning and policy making.

Sub-theme
Education and policy

Keywords
parent agency, free schools, planning power, language policy
Preparing for life after school and the everyday ethics of post-16 education. 
Findings from a capability approach study.

Presenter
Oliver Wimborne

Abstract
This paper aims to present post-16 education as a process of capability development. In particular, it draws on findings from a recent empirical study to argue that the life of a post-16 student is made up of defining moments that are only partially understood by the current policy framework. Specifically, it argues that there is a case for rethinking education policy in light of trends in youth development and the changing social landscape that students face in life after school. The paper draws on a capability approach to evaluate the everyday ethics of post-16 life, as it is lived by students, and concludes that a policy framework based on capability development would equip students better for life after school.

The study which this paper is based on involved over 30 interviews with students at an inner-London academy sixth-form. Students discussed their everyday lives, decision-making processes, and defining moments during their post-16 education. The data were analysed in a 2-step process. Firstly, grounded theory was used to identify emergent themes. Secondly, a capability approach was used as an evaluative framework to consider the ways in which post-16 life consists of resources and opportunities for students to develop valued capabilities for life after school.

The argument this paper makes is that post-16 education is a process of identity building for students. During this process, students draw on resources and opportunities to prepare for life after school that extend beyond the classroom and include professional relationships, social networks, and intellectual interests. Moreover, the degree to which students successfully develop personal identities and aspirations for the future varies greatly. This variability is explained, in part, by a collection of 'non-policy effects' such as the good will of staff, supportive families, positive peer groups, and individual psychological processes. The argument made is that capability development is an 'everyday process' that is overlooked by policy and is achieved by schools in the absence of policy support.

The conclusion presented is that post-16 education policy is at odds with the realities of youth development. Using the capability approach as an evaluative framework for the everyday lives of students demonstrates that they are under-served by a narrow policy focus on academic and vocational interests. Instead, recommendations are made for thinking about education as a process of human development where schools should be encouraged to foster capability development in young people using agency and opportunity as central principles.

Sub-theme
Education and policy

Keywords
Capability approach, post-16, human development, social ethics, social justice
Prescription through Profiling, Profiling through Prescription – Inspection, Effectiveness and the Struggle for Recognition in Teaching and Learning

Presenter
Alison Brady

Abstract
This paper discusses the acts of profiling that occur in teacher inspection, wherein which an “ideal” teacher is posited in accordance with specific, externally established criteria for good teaching. This is a global phenomenon, but for the purposes of this paper, I will use the self-evaluation measures in the Irish inspection system as an example. I argue that the use of profiling in inspections does not consider the sometimes overt, sometimes covert, struggle for recognition that is often palpable in classroom practice. This struggle should be understood as a vital component in attempting to grasp the dynamics of the relationship between the teacher, the learner, the inspector and the lesson. The paper will take a primarily philosophical approach, using Sartre’s understanding of recognition as the main point of departure. Ultimately, it will explore what this struggle for recognition might look like in classroom practice, how it is ineffectively accounted for by inspections, particularly those that rely on profiles of “effective teaching and learning”, and what might be done in terms of residing with the tensions it embodies. In doing so, I hope to discuss more broadly what it means to be a teacher who is “existentially exposed” in the classroom.

Sub-theme
Education and policy

Keywords
Teaching and Learning; Inspection; Recognition (Philosophy of); Effectiveness
**SYMPOSIUM: Pushing forward with new knowledge at Undergraduate level: Exceptional Student Dissertations.**

**Presenters**
Kirsty Abbott and Joshua Perren / Chairpersons: Drs Suanne Gibson and Ciaran O’Sullivan -

**Abstract**
In this symposium two undergraduate student’s talk about aspects of their third year research enquiries, the theories that shaped them, their conceptual framework, and findings of relevance to education practice. We welcome contributions from other students and educators with similar experiences of and questions about developing outstanding undergraduate dissertations of significance on the field of Education Studies.

**Paper 1: Joshua Perren - Democratic Education and its significance today.**
This paper is focusing on questions of ‘Democratic education’ and what this means for education and schooling today. Josh is drawing on the work of John Dewey and will explore some key aspects of Dewey’s 1916 publication- Democracy and Education. The following citation from Dewey will influence his presentation: “Democracy cannot flourish where the chief influences in selecting subject matter of instruction are utilitarian ends narrowly conceived for the masses, and, for the higher education of the few”. Josh will link conceptual aspects of his work to current practices in education, e.g. the National Curriculum and consider future democratic practices for education.

**Paper 2: Kirsty Abbott - Large breasts and embodied shame**
Kirsty is focusing her work on a personal traumatic experience linked to sexual discrimination and ‘shaming’. She will be exploring this in relation to contemporary political aspects of education today – i.e. sexual harassment, schooling and higher education. Her work connects to the theories and research of Ahmed (2012) on social justice, feminist thinkers such as Koedt and Oakley and is strongly linked to the renowned feminist slogan-the personal is political. Her work is firmly linked to ongoing political and educational discourse around sexual discrimination and harassment in education as recently shown: https://www.theguardian.com/education/2017/mar/05/students-staff-uk-universities-sexual-harassment-epidemicpublished
It is hoped that the findings help create a deepened understanding and awareness of the personal and professional implications of living in a patriarchal society.

Given recent global and national developments regarding ‘democratic’ and social justice matters plus their impact on education e.g.: Tory education cuts, sexual exploitation in education and the workplace and curriculum slimming in line with STEM and economic drivers, these papers are extremely relevant. This symposium can foster rich debate and consideration of current and future education research and practices around matters of social justice, equality and democratic forms of pedagogy and curriculum

**Sub-theme**
Student perspectives on Education Studies

**Keywords**
auto-ethnographic research, Democratic Education
Re-emphasising teacher-learner collaboration and shared intentionality in promoting mental health and wellbeing in the school environment

Presenter
Diahann Gallard

Abstract
This paper provides a critical analysis of the intention to target schools as part of a 'package of measures' to reform mental health support. It was recently announced by UK Prime Minister Theresa May that schools would be named as a central force in an upcoming green paper on children and young people's mental health services (Prime Minister's Office, 9 January 2017). The proposal is to fund mental health first aid training for teachers (to teach teachers to apply a mental health first aid action plan with a person developing a mental health problem or in a mental health crisis) and employ trained mentors to act in a support role.

The first part of the paper presentation considers the proposed approach and in particular the (lack of) emphasis on the socio-emotional/mental health and wellbeing of teachers delivering the mental health 'first aid'. It is clear when looking at the policy alongside historic alternative strategies (for example the SEAL programme) that there is an unacknowledged discrepancy of view in spite of considerable evidence that the positive wellbeing and emotional health of a teacher underpins successful approaches to wellbeing in the learning context (Rowling, 2005). The idea of the 'emotional load' of the teacher will be discussed with the assertion that the socio-emotional needs of teachers must be given due attention in any reform. The current thinking by the government misses important ideas about the positive mental health and wellbeing of educators which is fundamental to improving mental health and emotional wellbeing of children. There has been little emphasis given to the body of literature about the educator role and its function and influence on mental health and wellbeing; for example, teachers facilitate and develop a broadly emotionally literate organisation (Weare, 2004) which impacts on teacher-learner interactions that are equally conducive to positive wellbeing outcomes (Jennings and Greenberg, 2009), teachers provide a model of positive socio-emotional behaviour through a supportive relationship with the learner (Gordon and Turner, 2001) and support the individual learner's capacity for resilience (Young Minds, 2010). Teachers also play a key role in the creation of a caring and respectful 'communication internal model' for sustainable emotional health and wellbeing (Rosenberg, 2003).

Further, in the second part of the paper is the assertion that neither teacher nor learner mental health and wellbeing should be prioritised over the other, which includes a recommendation that there needs to be an acknowledgement of the importance of the conditions for teacher-learner interaction, a focus on shared intentionality and joint agency of teacher and learner and a recognition of interconnectedness, to inform emerging policy and practices.

Sub-theme
Education Studies: Contemporary debates

Keywords
contemporary, policy, practice, mental health and wellbeing, schools,
Researcher efficacy vs. the tick box culture; a place for ethical training and reflection in global higher education

Presenter
Joe Gazdula

Abstract
Western Universities have increasingly sought a systematic or process based approach to ensuring researchers undertake ethical research which complies with their institutes research policies and regulations. This ensures researchers gain prior permission for undertaking Human Subject Research, gives managers a measure of oversight on the research being undertaken in their institution, and attempts to ensure it is done in an ethical manner. However universities also see this as a defence against increasingly litigious practices which can create an inflexible approach that in itself can create tensions when unusual or previously unencountered research situations occur. On undertaking research involving Human Subject Research, researchers and their supervisors are often confronted with a list of criteria based on their institute’s research ethics policy containing the key aspects of their institute’s ethics requirements such as informed consent, permission statements and information requirements etc. Researchers and supervisors are normally required to tick the criteria as a checklist and sign to 'ensure' ethical research is being undertaken.

However contemporary research is beginning to suggest this may not be sufficient to create an ethical framework and in some situations may actually lead to a lack of underpinning ethics in the research. This occurs for various reasons including when the checklist is relied on for the duration of the research, signed before the implications of the research is fully understood, or given little regard once the research is underway. This places significant responsibility on both the researcher and the supervisor. Evidence shows this may be accentuated in global research and as western universities form global delivery networks in regions with different values.

In this paper the author outlines contemporary literature about research ethics approaches and suggests the tick box checklist may not be sufficient to guarantee ethical Human Subject Research or even form a defence against litigation for unethical research practices. It also suggests the development of ethical research may even be hindered by tick box checklists and discusses alternative approaches to research ethics before forming a contemporary model based on substantial ethical training for supervisors and researchers. It concludes by advocating for a more open and flexible approach using a continual reflective ethical dialogue with the university from the outset, through the research period, and on completion.

Sub-theme
Education Studies: Contemporary debates

Keywords
Ethics, Research, Efficacy, Tick Box, HSR, Education
RG Collingwood and the Role of Enquiry in Education

Presenter
Sasha Lawson-Frost

Abstract
This essay examines some potential insights from Collingwood's philosophical methods for the philosophy of education. I particularly focus on how his logic of question and answer might illuminate some of the aims, problems and methods of 'enquiry-based education' (EBE). EBE is a methodology which emphasises the role of student-led enquiry and research in a given topic/field. This contrasts with more traditional educational approaches which focus on knowledge transmission from teacher to student. I suggest that the aims and methods of enquiry-based education resonate significantly with Collingwood's historicism, particularly his account of meaning as dependent on a question and answer complex, which facts cannot arbitrarily be abstracted from. For this reason, I suggest that Collingwood's arguments could be used to support and clarify some aspects of enquiry-based education, such as the appropriation of knowledge, and the disadvantages of alternative approaches to education.

In the first section of this essay, I present some of the main ideas behind EBE and contrast this with alternative approaches to education as 'authority-based'. I suggest that there are significant links with the shift of emphasis to enquiry in education, and the humanities-based 'revolution' that Collingwood calls for. In the second section, I draw on Collingwood's 'logic of question and answer' to provide an argument against authority-based education as an alternative to EBE. I suggest that Collingwood's critique of knowledge as propositional makes it impossible for any genuine alternatives to EBE to successful teach students knowledge. I then link this back to my initial remarks about the possibility of a 'historical revolution', and suggest that EBE is needed for knowledge to be appropriated in a way that promotes historical "insight".

Sub-theme
Practice and Pedagogy in Education

Keywords
Collingwood, historicism, enquiry-based education
Rules of grammar means JAMS are toast

Presenters
Shaun Taylor

Abstract
This conceptual paper will suggest that far from increasing choice for parents, the introduction of Grammar schools will simply be another nail in the coffin of the purportedly equitable system of school selection that parents and their children face during the move from Primary to Secondary school.

Since Whitty (1998) and Reay (2012), through to the latest PISA (2017) report there has been a constant flow of research discussing the effects of the neoliberal policy of school 'choice' on society. This paper will trace these and discuss them from the point of view of my current PhD, which is enquiring into the transition period from Year 6 into Year 7 thus assessing whether this is indeed a source of inequality in education provision.

The PhD is building on my own previous research, which involved meeting parents and teachers at two schools in very different socioeconomic areas and discussing their understandings of what the primary schools involved should do with regard to helping their children during this often quite traumatic time for what are still young children. One of the issues that transpired from this small piece of research was that parents view the school choice system as the start of transition period, and therefore this paper presented will form part of the literature review in the PhD I am currently undertaking.

The expansion of the Grammar school system increases the number of selective schools within the education system, and research (Andrews et al., 2016) has already shown that pupils attending selective schools travel, on average, twice as far as those attending non-selective schools. This pointer, in conjunction with other factors, such as, only 2.5 average across all state funded secondary school (Jones et al., 2016), indicate that those children in families who are being classes as JAMS are not likely to be the ones benefitting from the expansion of the Grammar system.

Sub-theme
Education Studies: Contemporary debates

Keywords
school choice, grammars, JAMS, inequality
Sexuality in Education

Presenter
Trevor Cotterill

Abstract
This paper reviews the issue of sexuality in education. The research is a literature based study which formed the basis of a chapter in a textbook 'Contemporary Debates in Education' to be published July 2017 and as part of a forthcoming book proposal.

The key issue which was research related to notion of disclosure, both for an LGBT student and member of staff. It does not examine a particular phase in education such as FE or secondary, that will be examined in the forthcoming book, which also examines the role of the curriculum. Underpinning this aspect is the role that the school culture can aid or hinder this process, particularly with respect to victimisation and bullying, including the unique discrimination faced by bisexuals.

LGBT individuals can be seen as both hero or victim in a heteronormative institution and the research looked at the consequences of both discourses.

The focus of the research with respect to the LGBT teacher is that of professional or personal identity how these might intersect.

The research methodology was to examine the voice of LGBT individuals and their experiences of disclosure and how this impacted upon their lives.

Sub-theme
Education Studies: Contemporary debates

Keywords
LGBTQ, disclosure, identity, sexuality, gender, sexual, minorities
Somewhere over the rainbow: power, pleasure and subject positions associated with the student journey.

Presenter
Geoff Bunn

Abstract
In an attempt to differentiate themselves in an increasingly competitive market, many universities emphasise the importance of attending to the student 'experience' and the student 'journey'. But how do educators understand these concepts, both of which are assumed to be fundamental to engagement and retention? Previous work has gone a long way, but arguably not far enough, to delineate the key features of the student journey, whether expressed as a series of 'turning points' or using the metaphor of an 'emotional roller coaster'. One helpful proposal comes from Beard, Humberstone & Clayton (2014) who suggest the 'emotion transition framework' can catalyse student transformational change. They argue that higher education might proactively craft pedagogic spaces so as to unite what they call the 'feeling discourse', the 'thinking discourse' and the wider 'life-self discourse'. Drawing on this work, and on T.R. Johnson's (2014) Lacanian pedagogical theory, I articulate a more uneven vision of how student engagement and development might be understood in terms of the subject positions associated with the diverse forms of power relations flowing through the university. Instead of conceptualising the student journey as an inevitable onwards march towards the Emerald City of enlightenment, one that necessarily and naturally engenders self-actualisation and intellectual fulfilment, a Lacanian pedagogy accounts for students' actual lived experiences, abounding in false starts, potholes, detours, and breakdowns. It is precisely these apparently sterile gaps, aimless meanderings and frustrated reversals that make intellectual development possible. The implications of this analysis are: a) that the student journey cannot be articulated as an essentially untroubled march towards enlightenment; b) that universities must retain a variety of modes of instruction and delivery to foster engagement; and c) that educators can profit from recognising the multiple ways students become enmeshed in power struggles, the negotiation of which have significant consequences for learning and intellectual development.

Sub-theme
Researching Education Studies: critical issues

Keywords
Student journey, student experience, power, Jacques Lacan, pedagogy
Stories of 'Becoming Student' – Lessons for Lecturers

Presenter
Ciaran O'Sullivan

Abstract
Issues surrounding transition and becoming student have been highlighted in research as troublesome (Merrill, 2015; Christie, 2009). Recent policy developments have resulted in student learning experiences that are not always positive (Burke, 2013; Morgan, 2013) indicating that students can feel 'disempowered, lack confidence and feel completely unprepared for university study' (Hirst, 2004: 70). They particularly struggle to 'decode' new and unfamiliar practices (Gourlay, 2009), and experience confusion and mixed messages regarding academic conventions, much of which is implicit or hidden within the curriculum. Rarely do we explore such experiences with our students, nor do we utilise, beyond formal settings, the peer and linked peer 'resources' that exist in terms of students' critical reflections at key stages of their academic careers.

At the BESA 2016 Conference, we presented our initial findings from research into the process of 'becoming student'. Having explored our own personal stories of this process, through a range of media, from poems to artwork and speech, we identified themes and questions for use in subsequent Focus Groups. Two Focus Groups were established, each comprised of between three and six undergraduate students from the Plymouth Institute of Education and two project members as facilitators. Each group was representative of the university's diverse student body.

This paper explores the stories that were shared and draws out findings which move research forward in this field. Such stories were perceived and experienced by the researchers as containing complex histories, intertwined with problematic systemic processes, which combined to create challenging, political, and diverse realities for students. The research aimed to gain further insight into these realities in order to better understand what 'becoming student' entails and how 'student' is positioned in Higher Education.

We will share our results and demonstrate how students consider the expectations on them imposed by wider agendas in HE and society, as well as the importance of the social side of their university experience. We conclude with advice for lecturers and tutors to help facilitate students as they negotiate these demands, the complex image of 'student' that they hold and the pressures this exerts. We will ask you to consider how this research may inform future practices, and how these could make transitions into the 'student' world more visible, shared and understood.

Sub-theme
Education Studies: Contemporary debates

Keywords
Becoming student, transition, HE
Teaching Literature Using Critical Thinking and Communicative Approaches

Presenters
El hadj Moussa Benmoussa

Abstract
Teaching literature in Algeria encounters many difficulties in how it should be taught. The Algerian government and Ministry of Higher Education both have attempted to develop the way of teaching Literature to solve the main problems. Both have asserted that due to the lack of training in previous years of instructors and students. Therefore, teaching Literature is one of the most challenging tasks for lecturers. However, there are clear differences between teaching literature in the first language (L1) contexts and in the second language (L2) contexts (Durant, 1995). This research involves Masters Students of Literature at the University of Ouargla, Algeria. The study examines the combination of the Communicative Approach, which aims to improve linguistic skills, and the Critical Thinking Approach which seeks to increase and develop engagement with reading and intellectual thinking in the field of literature (Scriven, 1996). This project aims to explore and develop a deeper insight into teaching literature in the Algerian university context. I discuss how the combination of these approaches might be incorporated into the student’s perception of literature and examining how they are and how students perceive and experience the learning process. The present paper is an exploratory investigation which uses qualitative methods based on constructing open-ended questions survey. This study uses four innovative methods such as using the Title and Cover Design of a Book, Using Themes, Sealing a Time Capsule and Guiding student comprehension with four Arabic novels translated into English. The selected novels are classified as postcolonial literature, and concern recent Arabic events. The choice of the novels is almost based on considering the effectiveness of the Communicative, and Critical Thinking Approaches which both depend on the implication of materials which the students will find of contemporary relevance and be keen to share and discuss.

Sub-theme
Researching Education Studies: critical issues

Keywords
The Critical Thinking Approach, Communicative Approach, Algerian universities
The Challenges and Opportunities in Implementing Sex Education in the Preschool Curriculum in the Kingdom of Saudi Arabia

Presenters
Amal Banunnah

Abstract
This paper examines the challenges and opportunities in implementing sex education in the preschool curriculum in the Kingdom of Saudi Arabia (KSA).

Relationship to previous research works
Cultural bias and social binding are central to how sex education is taught to children, and so they need to be considered (Campos, 2002). However, despite important links to culture, in reality the influence of culture may act as a barrier to conversations about sex education (Kenny and Wurtele, 2008). Sex education in the Islamic paradigm is not just about the physical acts, but includes other values such as morality, relationships, hygiene and self-protection (Al-Ghazali, 1975). In the KSA children need to be taught not only in a culturally appropriate way, but also in an age-appropriate way (Al-Qadi, 2006; Ashraah et al., 2013).

This research is interpreted from sociocultural theory perspective. This is an interpretive research with Methods research that are used. The data are collected by two methods 'questionnaires and interviews'.

Approval was obtained from the University of Sheffield Ethics Committee. A full information letter was provided to all participants, assuring them that their participation in the study would be kept completely confidential, and that all the data would have identifying information removed before analysis.

Implementing sex education in the KSA, in particular at a young age, will need to be done with due regard for the needs of children and the unique sociocultural issues that exist within the KSA.

Implications, practice or policy
This research presents the beliefs, values and social and cultural world experiences of the participants towards this topic. The main findings have implications that children need to learn about sex education, which is very important for them.

Sub-theme
Researching Education Studies: critical issues

Keywords
Young Children, Curriculum, Sex Education, Early Childhood Professionalism, The KSA.
The effects of setting and mixed ability grouping on pupils' mathematical self-perception and attainment in year four.

Presenter
Sinéad Burns Cameron

Abstract
There is considerable literature debating the positive and negative effects of setting on the mathematical self-concept of pupils. From a practitioner's perspective the research findings are thought provoking as Muijs and Reynolds (2011) suggest setting has the potential to harm pupil’s self-concept when they are placed in lower ability sets. Whilst Boaler (2013) identifies that setting harms the academic achievement of pupils in the low and average ‘ability’ sets and does not improve the achievement of the pupil’s in higher ability sets. Consideration of the alternative to setting led to this comparative research which investigated the effects of setting and mixed ability grouping on the mathematical self-perception and mathematical attainment of two year 4 classes. The overall findings suggest that an intervention of mixed ability grouping had no statistically significant effects on mathematical self-perception and mathematical attainment in comparison to setting. The qualitative data gave an insight into year four pupil’s perspectives of setting in comparison to mixed ability grouping. It found that different schools have different approaches to setting and that the approach to setting along with one’s ability set influences how they describe the environment of setting and mathematical ability. Furthermore the findings identified that there were difference in the language used by pupils’ to label and describe mathematical ability when experiencing setting in comparison to mixed ability grouping.

Sub-theme
Practice and Pedagogy in Education

Keywords
Setting, mixed ability grouping, mathematics, primary school, mathematical self-perception, mathematical attainment
The Impact of Academic Transition on Learner Identity

Presenter
Liz Gregory

Abstract
This paper presents research undertaken for a professional doctorate and conducted in a college of Further Education in the North West of England. Individual interviews took place with 24 A-Level and BTEC students in the academic year 2014/15, during which participants were asked to narrate their experiences of educational transition from school to college. For the purposes of this research, this notion encompasses both the physical and social transition of moving from secondary school to college, and the academic transition from studying at level two to becoming a level three learner. The research finds that whilst learners demonstrate an awareness that A-Level and BTEC qualifications are perceived to carry different levels of cultural capital, a change appears to be taking place in the field of post-16 education, with vocational learners making a bid for recognition. In order to conceptualise the literatures on academic transition and identity and to better understand the interrelation between the two, the researcher has developed a fully transferable theoretical framework called the MERITS Plus model. This consists of a six stage framework that was developed and piloted during the study, with the addition of an additional layer of analysis using Bourdieu’s thinking tools in order to trouble and contextualise the original model. As well as presenting the findings of the research, this paper offers an outline of the MERITS Plus model and how it can be used to provide new insights into students and their experiences of academic transition, with a particular consideration of the potential impact of educational choices upon an individual’s sense of self.

Changes to the education system make it more important than ever that learners embarking on post-16 study have clear motivations for their academic choices as well as an understanding of how the process of transition may affect their sense of self in both positive and negative ways. Recent years have seen severe funding cuts in the FE sector, the compulsory school leaving age rising to 18, and significant changes to the structure of A-Levels. Add to this the current uncertainty over the merging of post-16 institutions proposed under the Area Review process, and it becomes crucial that colleges attract and retain the right students by managing their expectations and adequately supporting their transition from level two to level three study.

Sub-theme
Alternative voices in Education Studies

Keywords
identity, transition, transition pedagogy, narrative research
The meaning of difference in discourse about black education in twentieth century America.

Presenter
Rosie Germain

Abstract
Prior to the 1960s, education of African Americans in historically black universities, and in many black-only schools, was a collaborative process between black and white members of local communities. Adam Fairclough (2007) demonstrates that education of the black population was often couched in the moral language of ‘race uplift’: an ideology that was associated with Booker T. Washington and that depicted the education of blacks as a process that lifted them up from supposed racial inferiority. After the Freedom Rides of the 1960s, this ideology was publicly discredited and depicted as an acceptance of the white racist assumption that black people weren’t as good as whites, and needed special training to enter mainstream society. This paper is concerned with the process by which educators and researchers of the 1960s who got coverage in the black popular press deemed earlier ways of understanding black education as ‘unethical’, and how they carved out new ideas of what an ‘ethical’ education would look like in the future.

Firstly, I interrogate the degree to which black American educators after 1900 privately believed the rhetoric of ‘race uplift’ that they publicly advanced. Was ‘race uplift’ a necessary rhetoric to advance before the 1960s in order to make black education appear acceptable to white racists, and thus to secure progress for black people? Secondly, this paper will consider arguments for black separatist education in the 1960s advanced by political activists such as Stokely Carmichael, and given coverage in popular black magazines such as Ebony and Negro Digest. These arguments were often based on beliefs that black people had been ‘held back’ by white racism, and needed to work within their own communities in order to overcome the legacy of white American colonialism. Whilst these views of black education were often identified as different to ‘race-uplift’ at the time of publication and discussion, they bore striking resemblances to this earlier theory.

Finally, this paper considers social-scientific research of the 1960s and 1970s that has recently been considered by the historian Daniel Matlin (2012), gained exposure in the black press, and that identified the educational disabilities that black people experienced on account of continued economic and social deprivation. These researchers’ revelations prompted positive discrimination initiatives in education policy. This social-scientific research, again, bore resemblance to race-uplift narratives at the start of the century. Given this apparent continuity in the way that black education was understood amongst activists, academics, and their audiences across the twentieth century, this paper focuses on just what did change about the way that black ‘difference’ was understood, and why. By doing so, the paper hopes to break out of a-historical notions of black ‘difference’, ‘separatist’ education, or ‘integrationist’ education, and to identify how changes in the political, intellectual, and cultural arena altered the meanings of these terms, and thus the understanding of how black education could be ethical, across time.

Sub-theme
Practice and Pedagogy in Education

Keywords
Black education, integration, race, mass media, social science.
The minoritisation of higher education students: an examination of contemporary policies and practice

Presenters
Ruth Mieschbuehler

Abstract
Research into ‘ethnic’ attainment differences in British higher education tends to depict students from ‘minority ethnic’ backgrounds as disadvantaged, marginalised, discriminated against and excluded. This shapes the current theoretical perspectives adopted by university policies and informs practice. In this session the consequences of this perspective for students, their educational attainment and university education as a whole are examined. In particular a process of ‘minoritisation’ is identified that results from the current approaches to ethnic attainment which shows that university policies and practice perpetuate rather than ameliorate the educational status of ‘minority ethnic’ students in higher education.

Sub-theme
Education Studies: Contemporary debates

Keywords
student experience, minority ethnic students, higher education, attainment, inequality, ethnic attainment gap
The Use of Storytelling and Anecdotal Stories as Pedagogic tool in the Classroom

Presenter
Sarah Telfer

Abstract
There is an Indian proverb which states: Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever.

Gibson (2012) proposes that we are wired for communicating through and learning from stories. Both teachers and learners can bring 'funds of knowledge' and rich anecdotal stories to promote interaction and engagement in teaching and learning. Their stories may come in the form of their own life experiences or from their local communities based on their beliefs, customs, and social identity. Storytelling traditions are vital in every discourse community where the spoken word is relied on as one of the main forms of communication. Storytelling is therefore an essential pedagogic tool which can be transferred to the classroom to generate creativity and imagination in teaching and learning.

This article explores the use of storytelling and anecdotal stories as a teaching technique in the Literacy and Language classroom. It discusses the advantages of using storytelling as a pedagogic tool in learning and teaching to enhance learners' literacy skills and to encourage learner engagement and interaction. It explores and analyses the use of practical examples of storytelling activities which teachers have used in their English classrooms to improve language comprehension, motivate oral discussion and to promote stimulating language usage in all four skill areas: speaking and listening and reading and writing. It considers the use of storytelling as a pedagogic tool to implement collaborative and interactive task based learning involving pair work, small group work and collaborative project work.

Sub-theme
Practice and Pedagogy in Education

Keywords
Storytelling; Anecdotes; Pedagogy.
The University as a Transformative Space

Presenter
Lauren Clark

Abstract
Although the role of the university is much contested, the fact that it offers students the experience of being a student is hard to disagree with. This experience creates an environment where learning can take place, and some might say that it offers an opportunity for transformation. This paper aims to investigate how critical pedagogues might create new, transformative spaces within the university, which can lead to experiences that productively disrupt the knowledge of students and create a space for dialogue, reflection, and critical engagement with knowledge (Aronowitz & Giroux, 1985; Savin-Baden, 2008). Using observation and interview data collected with two critical pedagogues from English universities, I will explore the idea of the university as a metaphorical 'space' for transformation (Hope & Montgomery, 2015), and how crisis and negative experience can be productively disruptive (Cook-Sather, 2014). The idea of crisis will be contrasted with the notion of creating a 'safe space' for engaging with ideas, as both pedagogues interviewed expressed a struggle between making students feel comfortable enough to engage in discussion while at the same time asking students to enter into a situation where their ideas about the world could shift fundamentally (Savin-Baden, 2008). Preliminary analysis suggests the importance of freedom within a structure, which "provides a safety in which learners may experience a greater sense of freedom and autonomy" (Hope & Montgomery, 2015, p. 288), and the acknowledgment that space exists between the teacher and the student, which needs to be negotiated and translated (Savin-Baden, 2008).

Sub-theme
Practice and Pedagogy in Education

Keywords
critical pedagogy, transformative education, university
**Toward an Understanding of Discourses Surrounding Education Studies**

**Presenters**
Sandra Abegglen and Jessie Bustillos

**Abstract**
This proposed paper explores how the changing nature of the subject of education studies is constituted by an amalgam of policies, pedagogies, political ideologies and wider global pressures on systems of education, which demand competitiveness and versatility on the subject. Firstly, we theorise the elements that compose this amalgam as driven by discourse (1987) and how each of these might be talked about as knowledge-institutions, which become embedded in the subject of education studies. Secondly, in order to understand these influences on education studies and following Foucault (1987) we isolate some of the discourses which have characterised some important changes and which continue to change the subject of education studies. Moreover, in our analysis this paper will develop the conceptual tools to further elaborate on some of the new episteme (2001) entanglements which surround the subject of education studies more recently.

**Sub-theme**
Education Studies: Contemporary debates

**Keywords**
Foucault, Discourse, Education Studies, Knowledge-Institutions, Episteme
Two taxonomies are better than one: towards a method of analysing a variety of domains and types of thinking

Presenter
Jackie Greatorex

Abstract
Since the seminal work of Bloom, it has been an established practice to analyse the domains and types of thinking involved in undertaking educational activities. Generally such work includes experts using a taxonomy of domains and types of thinking. Many taxonomies focus on cognition and are therefore unsuitable for analysing noncognitive domains, which are often assessed by means other than traditional written examinations. Therefore, the aims of this research were:

- To find a taxonomy for analysing a variety of domains and types of thinking
- To ascertain whether the taxonomy is suitable for use with a variety of assessment tasks (not just traditional written examinations)
- To ascertain whether experts perceived it to be useable.

The context of the research is summative assessments including short and long written constructed responses, an assignment, an oral and multimedia presentation and a personal reflection on the group work undertaken to write the presentation.

To find a taxonomy, several were evaluated against suitability criteria. No individual taxonomy met the criteria, however, combining two taxonomies did. Six experts were briefed on the taxonomies, worked together to apply them to practice assessments and then individually applied them to the target assessments. Finally, the experts completed a questionnaire about their experience which required open and closed responses.

Quantitative data were analysed using descriptive statistics and the qualitative data were summarised or quoted.

The assessments tested a variety of domains and types of thinking. The data allowed for comparisons between the different assessments. For instance, the interpersonal domain was only evident in the presentation and reflection assessments, and all of the assessments tested a high level of thinking. The experts' experience was generally positive and they found the taxonomies accessible and suitable for analysing the domains and types of thinking.

Our research introduces a combined taxonomy for analysing domains and types of thinking, a combination of two established taxonomies. Other key findings were that the combined taxonomy:

- Could be used to analyse domains and types of thinking tested by a variety of assessment types according to the participants.
- Was accessible and appropriate for a variety of examination questions and subjects.

The combined taxonomy has multiple potential applications including:

- Checking that the domains and types of thinking used in classroom activities (and equivalents) align with those tested in summative assessments.
- Checking whether the domains and types of thinking assessed in two different pre-university qualifications are comparable.

Sub-theme
Practice and Pedagogy in Education
When lip service isn't good enough: Embedding curriculum change.

Presenter  
Sue Ainsworth

Abstract  
In response to the call for universities in Wales to implement widening access policies in order to address complex inequalities in Wales (HEFCW, 2014), this paper will reflect on the extent to which HEIs have reduced barriers to learning for single mothers. With the emphasis on individual agency and responsibility as a route out of social exclusion, the presentation will question whether the sector is failing to acknowledge the structural inequalities within their institutions which have been identified as acting as barriers to inclusion (Kidger, 2004; Gillies, 2005).

Through the use of qualitative case studies, the experiences of single student mothers will be analysed, from their initial interest in HE to their graduation, and lessons learned from the choices, experiences and aspirations they identify. A longer term plan to develop a set of actions that could address, facilitate and improve the experience of single mothers in HE is intended.

Single mothers have been chosen over single parents as the latter fall into a wider category of limited financial support, domestic commitments and constraints on when and where care can be shared and divided. With mothers recognised as spending ‘around 40 hours more per week on unpaid work (household and childcare combined) than fathers’ (Craig, Mulland & Blaxland, 2010, cited in Hook, 2016, pp.39), it is evident that the nurturing, financial and time commitments for single mothers are heightened when they enter HE.

The paper aims to raise awareness of some of the key issues in relation to single mothers in HE, to evidence best practice and to promote discussion around the potential divergence between widening participation in policy and practice.

Sub-theme  
Practice and Pedagogy in Education

Keywords  
Curriculum content; Equality; Diversity; Strategic Equality Plan; Protected characteristics
**When rights are not enough, what is? The need for 'politicised' compassion in the quest for social justice.**

**Presenter**
Suanne Gibson

**Abstract**
This seminar addresses and aims to unpack ideas around 'politicised compassion'. In particular, Suanne calls for the need to move on from worn out ineffective forms of 'Widening Participation' practices, which serve to re-produce outsiders and established insiders. Connecting to concerns and questions raised by right wing swing and growth in the West, aka Trump-Ville, BREXIT and the Grammar School debate, Suanne aims to consider the 'where next' in terms of democratic, inclusive and socially just education and society.

We are living in an era some have badged a victim of populism, others the inevitable result of neoliberalism's journey. The gap between the poor and the rich is bigger than ever before, the answer in Tory government speak: 'more grammar schools'. Disaffection grips the many, mental health needs grow, the already oppressed and silenced become dispossessed. Where once solace could be found in a seemingly democratic system, where the focus was on stabilising and securing equality through legislation and 'rights' that focus for many is now adrift.

This politicised paper argues for educators to take an active response to the dehumanising and selfish politics that have emerged in Western Societies in recent years. These policies invariably seek to undermine the democratic aims and processes of education, threatening to replace its egalitarian basis with neoliberal performative goals shaped from capitalist agendas. Drawing on her research in this field, she will invite you to consider her work alongside your own and ideally to work together unpacking 'politicised compassion' as a possible tool in 're-connecting' political educators and considering how we might in response to this right wing era move forward in our thinking plus practices.

**Sub-theme**
Education Studies: Contemporary debates

**Keywords**
politicised compassion, social justice, policy
"Why can't they just say it in a simpler way?!" Academic language, assumptions, and accessibility in a masters level education studies classroom; a diffractive analysis of 'becoming' academic through language.

Presenters
Sarah Evans

Abstract
The paper details an on-going PhD study of challenges faced by students grappling with academic language on a masters' level education studies course. The research examines students' collaboration with academic language and the implications for their relationship with it in their course based research and pedagogical practice. The study aims to understand the use and effects of academic language on a masters' level education studies programme. The studies objective examines entanglements involved within language encounters in this environment, and their effects on students' 'becomings' in the roles of student-researcher-academic-practitioner. During the study's progression, links between movement and academic language encounters have unfolded. The research is developing a novel methodology designed to capture the affective dimensions of communication in the masters’ classroom. Combining observation, interview, and film data I explore entanglements involved in academic language, learners' 'becomings' and embodiment of academic roles. The paper presents the emerging 'diffractive' analysis (Barad, 2007; Jackson & Mazzei, 2011) of student perspectives of language expectations & assumptions, and their effects. The methodology blends Deleuzian theories of affect, assemblage and desire to generate alternative ideas of education based language research.

The paper examines the following key conclusions and discussion points;

• In research interviews, students undertaking the education masters course reported experiencing a significant 'leap up' from the language of their undergraduate degree. A necessary component for learning and assessments, yet often a hidden feature in academia, what are the effects of academic language assumptions for learners' personal and professional progression?
• Whilst it is accepted that the difficulty of content increases at masters-level, students must firstly crack the codes of the language to be allowed to access the content. Considering this, what are the accessibility implications to learning associated with communicative competency at masters-level?
• Themes in students' perspectives gathered in interviews suggests collaboration between peers may help unlock the language of their studies. How can this be implemented efficiently in a mixed cohort of students, researchers and practitioners?
• The research will contribute to the theoretical and empirical literature on academic language, whilst also diversifying the methodologies used within the field of education research.

Sub-theme
Student perspectives on Education Studies

Keywords
Academic language, student perspectives, masters level learning, Deleuze, diffraction, becoming, affect
# Index of Presenters and Delegates

## Presenters

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### Delegates

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