EDUCATION STAFF/STUDENT CONFERENCE PROCEEDINGS 2020

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London

Contents

Introduction

Welcome to Brunel's Education Department's second conference proceedings. All doctoral researchers in the department are required to present their work at the staff-student conference each July, either via a poster, or an oral presentation. The abstracts for these presentations are included at the end of this booklet. Following the conference, all doctoral researchers were invited a write a six page paper about the work they presented. This year, due to the pandemic, our conference was held remotely. However, this did not detract from the quality of research presented and we were delighted that 66 doctoral researchers presented their work.

Doctoral researchers in the department are either on the PhD or EdD programme. The EdD is a part-time professional doctorate, designed specifically to enable professionals working in education, often on a full-time basis, to undertake close-to-practice doctoral research. For the first two years, doctoral researchers on this programme complete the 'Applied Research Training' so the work they present at the conference is via a poster on the historical context of their chosen topic (year one doctoral researchers) and via an oral presentation on their 'Professional Contextualised Study' (year two doctoral researchers). From year three onward, EdD doctoral researchers enter their thesis writing stage so these students, and all other PGR students may select to present their work via either a poster or oral presentation. As such, some students are in the early stages of conceptualising their study, and they presented their early ideas about their work, while others are near to completion.

We hope you enjoy reading this work!

Using mobile technology for teachers' professional development in Indonesia

Mohamad Adning

Doctoral researcher, 2nd year

My research examines the use of mobile technology in supporting teachers' continued professional development (CPD) in several different geographical regions in rural Indonesia. In 2019, a national programme was introduced in Indonesia, which involves the use of mobile technology to help teachers develop their knowledge of high order thinking skills (HOTS) through a mix of strategies. Online mentoring was provided through a learning management system (LMS) involving in-service training and on-the-job training. The case study I report here is based on one rural area in Indonesia, where twenty teachers participated in this HOTS programme using WhatsApp. I explore their training by drawing on a range of qualitative methods such as interviews, observations and screen captures of their 'chat' on WhatsApp. My findings suggest that WhatsApp can be very useful as an informal supplement to the centralised LMS for teachers' continued professional development in general.

Keywords: mobile technology; WhatsApp; mobile phone

Mobile technology in the Education Field

Mobile technology is an emerging and rapidly expanding field of educational research and practice across formal and non-formal education (McAleavy et al.,2018; Pachler et al., 2010; Picton, 2019). One type of mobile technology is a mobile phone (Ilic, 2013; Kearney et al., 2015). This technology offers similar capabilities to a personal computer. It is able to download apps through 3G and 4G to connect a user to the world with a high-speed data connection anywhere letting them be more productive (Google, 2011; Ahmar et al., 2020). At present, the features, functions and services provided in the mobile phone can be further enhanced, and it is becoming a common tool in any field including in education field (Ahmar et al., 2020). As a result, a number of projects have combined mobile phone with more ambitious or immersive infrastructures, whether in both classrooms or in the wider environment with the aim to support learning (McAleavy et al., 2018). In addition, these conditions lead to an increasing number of studies investigating the role of mobile phones in the education field (Baishya & Maheshwari,

2020; British Council, 2017; McAleavy et al., 2018; Motteram, Dawson, & Al-Masri, 2020).

However, only a few studies on mobile phone use in teacher professional development. McAleavy et al. (2018) note that a few studies demonstrated that mobile phone use to support professional development for teachers in developing countries. Most of the research done in mobile phone for teachers' professional development where the researchers are focusing on teacher perceptions and experiences rather than the actual exchanges within the group or community (Motteram et al., 2020). Moreover, McAleavy et al. (2018) and Baran (2014) maintains that only a small number of studies explore the potential of mobile technologies for teacher professional development in challenging contexts, including the most recent changes enforced by global events and demography situation. These conditions bring me to challenge by investigating mobile phone to overcome the difficulties experience teacher on pedagogical content knowledge (PCK) on national programme Indonesia. Moreover, the programme provides LMS to mentoring and monitor the teacher who involving in-service training and on-the-job training (Zalilia, Handayani, Widayat, & Supendi, 2019). Thus, I explore government training by a look at the activity of exchange of knowledge through WhatsApp.

Mobile technology supports national project government of Indonesia.

Indonesia is the biggest archipelago country with varieties of ethnic and demography (BPS-Statistics Indonesia, 2017). There are several potentials of technology can be implemented in Indonesia, such as nowadays, there are over than 320 million mobile phones revolve di Indonesia (Datareportal, 2020) and led to the penetration of internet through mobile phone are increasing. Interesting survey shows that people of Indonesia more likely have a mobile phone (50,08%) instead of the laptop (25,72%) for dally activities (APJII,2018). For example, in the education field, mobile phone majority use for in the education field the majority uses a mobile phone for reading articles, watching a tutorial video, sharing articles and taking an online course and doing administration at school (APJII, 2018). Further, the government take these opportunities to improve education quality. At present, there is a national scale programme to improve teacher competencies through continuing professional development activity, named Program Peningkatan Kompetensi Pembelajaran (PKP) Berbasis Zonasi (termed in English; Zoning based Learning Competency Improvement Programme) (Lisdiana et al., 2018). The MoEc RI has blended the program of face to face and online classes by using the technology (Zalilia et al., 2019). The participants can access through a personal computer or mobile phone to access LMS. The function of LMS is mentoring, communication, assessment and monitor

the teacher who involving in-service training (IN) and on-the-job training (ON) (Zalilia et al., 2019). Thus, the participants can access the content of knowledge (HOTS), and exchange skill there through mobile technology.

However, the condition of Indonesia is uneven in fixed-line and broadband infrastructure (Hadiyat, 2014). Even though the government have a target to cover the connection in all areas in Indonesia (Patty, 2018), in fact, there are several areas that do not have a broadband connection and fixed-line. Several cellular companies are helping to boost the wireless connection in Indonesia. For instance, Cigombong district near from the capital city, where the wireless internet connection is uneven in 4 G connection. Therefore, people find it tough to access to the internet with broadband wifi quality. As a result, people depend on using a mobile phone to connect internet hand broad.

Approaching research

My study is qualitative research based on single-case design. I adopted in a period of training from the national framework programme where participants play a role with a mobile phone. Thus, I focus on how mobile phone helps the exchange of knowledge participants in the national training programme in a rural area. There are twenty teachers who participate in the national framework programme in Cigombong District. I explore participants through qualitative methods such as interviews, observations and screen captures of their 'chat' on WhatsApp. The programme held at the end of October until early November 2019. In order to keep my data safe, I put it in cloud one drive Brunel University to ensure the researcher did not lose the data and imported into transcription software such as NVIVO, which was used for this research in analyses the content.

Findings and discussion

This paper presents one content analyses related to the use of mobile phones in rural areas that participants face during the national programme. One content analysis is WhatsApp can be very useful as an informal supplement to the centralised LMS for teachers' professional development. There are several codes to support that theme such as the frequency to chat in WhatsApp group, delivery task and content, and asking information around the content of HOTS in WhatsApp group. This code process used Nvivo software systems.

I mention above the national program are used LMS to facilitate the program. One facility is a communication tool. I constantly observed that participants did use LMS to report the tasks and

make administration reports but no one participants use the communication tool in LMS. There were, however, there are difficult situations with LMS, such as participants cannot access the LMS because of weak internet connection, or a nuisance with the LMS itself. Thus, the participants have chosen apps with which they are familiar to get knowledge and information about the programme. As one core teacher said

SGI: With the LMS, as long as I monitored it, they never used it. Maybe they are not enough understanding yet about LMS. Ninety per cent of participants chatted through mobile phones with WhatsApp. Moreover, almost all of the participants asked me questions through personal WhatsApp or group chats.
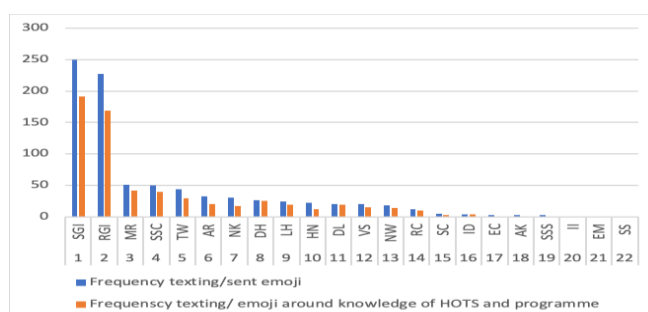
All of the interviewees felt that they are familiar with the use of WhatsApp as daily app activities. This supports by Baishya and Saurabh (2020) that WhatsApp a platform for people to exchange information relating to the habitual activity. However, the data show that around 90% of the participants responded on the WhatsApp group chats, even they responded in fragmentary messages. Moreover, the most frequent words in the chat are learning, assessment and best practice.

Figure 1 word frequents in WhatsApp group chats

Furthermore, participants made 845 postings including the text, video, link, and doc during the programme, and 75% are chatting and post about PCK of HOTS and programme itself. In addition, most of the texting (57%) comes from the core teachers who deliver the course materials using WhatsApp instead of LMS, and the majority of participants (11) made much more posts (over 11 posts), and the rest of them (9) made less than 10 or fewer posts.

Chart 1: frequency of chat of participants

The core teacher is key person to maintain the WhatsApp group. The diagram in chart 1 shows that the most frequent posting is SGI and RGI (code for core teachers). This result is consistent with previous studies that key person always plays a role in WhatsApp and always maintain the pattern of the learning system (Motterm, et al., 2020), but less than half of participants (45%) seldom chat in the group. Meanwhile all interviewees said they were familiar with WhatsApp.

Conclusion

I conclude by suggesting there is good potential for using the WhatsApp as an informal supplement to the centralised LMS for teachers' professional development. I believe that mobile phone and WhatsApp are not only the panaceas for the teacher professional development in exchange of knowledge but also going to be helpful for teachers in the future as the world moves increasingly online in the current context and unexpected situation. Furthermore, this paper is one of finding in my thesis. I assume that there are a number of themes to emerge during my research which mobile phone plays a roll in support teachers' CPD in an unexpected situation in a rural area of Indonesia.

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E-learning on Developing the Employability Skills of the University Students in Oman

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PhD in Education -Year Two

Abstract:

E-learning is considered as one recent system that help in making the students learning and teaching environment more functional and skillful. Accordingly, education, employability, and skills most studies have emphasized the importance of improving the skills of higher education students, because in most cases the skills of graduates do not meet the expectations of employers. Several studies have been carried out on the improvement of graduate skills in Omani higher education. So, the aim of this study is to investigate how E-learning use might play significant role to build and enhance university students' skills to prepare them for their future employment?

Keywords: E-learning; Higher Education; Students Skills; Employability.

Introduction

Most of the IT advancements during the last 25 years have grown to meet users' needs by allowing for more flexibility and easier ways of using IT in their activities. Thus, the name 'electronic-learning' is given to the use of electronic ways to deliver better, easier, and more flexible education to the students. Different types of technology applications are being used as a new revolution of E-learning systems. As a researcher and an employee of one of the academic fields, I have realized that certain advantages can be highlighted by supporting and using E-learning; these advantages refer to students' and graduates 'skills, so the researcher used this to develop the research question, which is: What is the impact of E-learning on developing students English writing, team work communication, time management, and ability to work under pressure skills?.

E- Learning

The name 'electronic-learning' is given to the use of different electronic packages and ways to deliver better, easier and more flexible education to the students (Klein and Ware, 2003).

Nowadays, different platforms and devices are being used as a new revolution of E-learning systems. As a result, the environment of E-learning systems has developed and it helps the students to take the benefit of some advantages like easy access to information, share, exchange information, time reduction, flexibility of time and place, connectivity and better resolution of problems (Bayona, Chavez and Sicha, 2018).

E-learning and Skills Development

After searching for and reading about topics such as the use of E-learning and skills improvement, I have found that there is research which supports the use of E-learning in improving students' skills. According to Clarke (2008), learners go through different stages when using E-learning; in the beginning it might look difficult, so learners need to take all of the benefits which surround them, such After searching for and reading about topics such as the use of E-learning and skills improvement, I have found that there is research which supports the use of E-learning in improving students' skills. According to Clarke (2008), learners go through different stages when using E-learning; in the beginning it might look difficult, so learners need to take all of the benefits which surround them, such as using the group chat function in communication, or by emailing the course tutor or other learners. Then, by the time the learner becomes confident of his or her understanding of the course and comfortable with the E-learning environment, he or she can develop different skills such as time management, acceptance of responsibility, planning, self-assessment, problem-solving, coping with stress, motivation, reflection, listening and research skills (Clarke,2008). There are some examples of successful projects and studies in using E-learning for skills development such as the benefits of using E-learning were useful on enhancing problem-solving skills in introductory programming (IP) courses (Malik et al., 2019).

Graduate Skills and Employability

The terms 'skills of graduates' or 'graduate skills' are used in UK and European university education. These terms refer to students' skills and personal qualities that have been developed by the end of a study course. Some universities have identified common attributes that are available in all qualifications, and specific courses might also focus on subject-specific knowledge and skills that are enhanced through study. Examples of such skills include report writing, laboratory work, computer programming, critical thinking, confidence building, and the ability to evaluate (Tzanakou and Behle, 2017). It has been realized that many universities

in the UK and other countries around the world are running schemes to help their students develop their job skills. These schemes involve opportunities for work-related learning and self-career development training on issues such as communication, self-awareness and entrepreneurship(Swinney and Williams, 2016).

Graduate Skills Gap - Oman

Several studies have been carried out on the improvement of graduate skills in Omani higher education. According to Gonzalez et al., (2008) Oman is facing a number of human resource challenges, one of which is that the education system is not producing workers with the skills required by employers. To address such concerns, Oman has implemented policies to expand its economy and social development. Likewise, steps are being taken to develop the human capital of Omani nationals. The gap between HEIs and the labor market still exists; employers are still unsatisfied with the skills of fresh graduates, which is why they do not recommend hiring those (OGSS, 2016). Belwal et al. (2017) highlights that the field of educational institutions in Oman is primarily limited to the basic generic skills in terms of graduates developing the required skills. The perspectives of students' selection criteria based on employers demonstrate that the top five skills for employability in Oman are computing skills, teamwork skills, English language skills, prior training, and the graduate's personality.

Research Methodology

After identifying the problem and established the research aim, the case of students and graduates of the Colleges of Technology in Oman has been selected. And to know what the gap in skills is, and what the expectations of the labor market are in relation to higher education students' skills, and on the other hand it is important to know how a technological tool such as E-learning might help in bridging the skills gap. Thus, the research employed a multi methods approach through carrying out interviews with some of stakeholders who are concerned in this matter, such as employers, graduates, and the responsible decision-makers in government and education bodies. Then it is necessary to know the use, features, quality, and support of E-learning in developing students' skills, which will be done through an online survey for the people involved. The first primary data collection interviews were conducted with sixteen people, and the analyses of the collected data is in progress.

Finding of The Collected Data

The following pointes are listed some of the findings of the collected data:

- There is a good relationship between the industry and higher education institutions in Oman in terms of providing a feedback about performance, attributes, and skills of students.
- There is no clear description of what skills are required by Oman labor market that will help to explore what exactly the HE system needs to develop.
- Pinpoint some studies which highlighted the basic required skills by Oman labor market is needed.
- Lack in the awareness of graduates' skills.
- Industrial field visit and on the job, training are required to be more.
- The students' communication, time management, ability to work under pressure, teamwork, competing and English language skills need more improvement.
- E-learning is already an important part of delivering lessons in all courses, through it students are accessing course many activities and assessments.
- Students accepting the use of E-learning to help in developing their skills.
- A Lack of awareness about using it is highlighted

Conclusion

Most of the collected information in this research highlighted that there is a gap in the graduates' skills of HEIs in Oman and it is important to improve the skills of higher education students, because in most cases the skills of graduates do not match the expectations of employers. Thus, the most important gap as the collected information showed is the inconsistency between the higher education system and the requirements of employers and employers are still unsatisfied with the skills of fresh graduates. And in terms of using E-learning on developing students' skills the finding of the data collected showed that E-learning could play a good role on developing students' skills to prepare them for their future employment. Thus, the second phase of this research will conduct an online survey for

students and academic staff in some of the higher education institutions in Oman to know their perceptions about the impact of E-learning on developing students' skills.

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Attitudes towards Science: Teachers and their students. Part II. Teachers

Rich Barnard

PhD (part-time) Year 2, 2018-2020

Teachers are key to their students' science learning. So, to understand the attitudes towards science of students, their teachers' attitudes must be explored. Aspects of teachers' scientific background should be investigated as well to determine whether these affect their students' attitudes. I hypothesise that science specialist teachers will have an impact on the attitude towards science of Middle Years students' across the Primary-Secondary transition. In a pilot research study, Barnard (2019) has reported early findings on students. This paper reports on the initial analysis on their teachers.

Keywords; attitudes, science capital, students, teachers, phase-transition,

Research aims

These were to survey students, and their teachers, through 'Middle Years' (Years 5-8). And to focus on whether the science capital [1] of science specialists makes a difference to their own attitudes and thus affects the attitudes of their primary class before its students make their primary-secondary transition. It will investigate if students' attitudes are linked to their primary teachers.

Research questions

These to explore were: (1) How do students' attitude towards science change after their move into secondary education? (2) What effect does a school's location and school type have on students' attitude towards science? (3) How does the science background and In-Service Training (IST/CPD) of primary teachers (and/or Science Leads) affect their students' attitude towards science? (4) Is there a role for science specialist teachers in the upper primary years of UK schools? My conceptual model is shown in Fig 1.

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[1] Science capital is a composite metric developed by Archer (2015:928-933) and summarised by Barnard (2019:7).
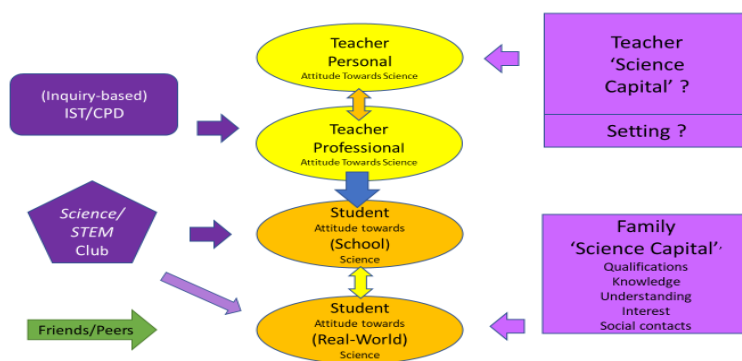
Fig 1. The conceptual model for this research

Research focus

The focus of the overall teacher study is to compare teacher types (e.g. specialist against generalists), their teaching contexts (e.g. laboratory or classrooms) and teachers' differing scientific backgrounds (e.g. academic, CPD, IST).

Research method

Initial student results and analysis have been reported previously, Barnard (2019), then presented at BERA's 2019 conference. For the teacher pilot study, an established questionnaire, van Aaldren-Smeets (2012), (with Likert scales and supporting open-ended questions) was used as an online survey for gathering data on teachers' attitudes and their scientific background.

Following their systematic review of relevant literature, Dutch researchers from University of Twente had constructed a new theoretical framework for primary teachers' attitude towards science, p176-178. This framework consists of : (a) Cognitive beliefs (Relevance, Difficulty, Gender), (b) Affective states (Enjoyment, Anxiety), (c) Control dependency (Self-efficacy, Context), that in turn effect (d) teachers' Intent and their Behaviour. The validity and reliability of the resulting Dimensions of Attitude toward Science (DAS) questionnaire were confirmed later, see van Aaldren-Smeets et al (2013, 2015, 2017), Korur et al (2016), Wendt & Rockinson-Szapkiw (2018).

van Aaldren-Smeets' framework covers both teacher's personal and professional attitudes towards science, as required in Figure 1.

Data

This research is focused on collecting data from clusters of Primary and Middle schools and their link Secondary/High schools, see Table 1. These schools will have either Key Stage (KS) 2 science specialists or KS2 generalists but generally with science specialists at KS3.

Schools	Years	Teachers	Students
Middle1	Y5-8	4	294
Middle2	Y6-8	5	282
Middle3	Y6	4	74
Middle4	Y5-8	5	8
Primary1	Y3-6	16	14
Primary2	Y5-6	2	3
Primary3	Y5-6	3	44
Primary4	Y5-6	1	0

Table 1. Data sample, surveys received by July 2019. Teachers, N=40

Likert questions from both questionnaires were analysed with SPSS. Open-ended questions

will be analysed with Nvivo in due course. Teacher variables under initial security here are :

Gender : 7 male, 32 female, 1 unknown
Type of School : 22 teachers at Primary, 18 at Middle schools
Teachers' Highest level of academic science Qualifications:

UK Level	Sample N=	Description
0		No qualifications
1	4	poor GCSE pass at 16
2	11	* good GCSE pass at 16
3	10	Advanced level at 18
4		Higher National Diploma
5		Higher National Certificate
6	9	UG Degree
7	5	PG Masters
8		PG PhD

Table 2. * Level 2 = the minimum for teacher training entrants, Unknown level N=1.

Early analysis

Correlations between the seven sub-constructs of the DAS instrument are shown in the Appendix, below. Affective States for primary teachers was selected here as an illustrative example i.e. their Anxiety about and their Enjoyment of teaching science. It was selected for early analysis because both professional and personal attitudes exhibit strong correlations between their Likert scores i.e. the only 'double green' in the Appendix tables. These correlations relate to all N=40 teachers in the data set.

Discussion

There was no significant difference between teacher gender. But 7 males vs 31 females is not a balanced comparison, so a statistical comparison was not attempted. The Mean (Standard Deviation) scores, in Table 3 below, do show male teachers are slightly less anxious and enjoy science teaching a little more than female teachers.

For school type (Middle and Primary), the teacher sample was more evenly distributed at 18 and 22 respectively, see Table 4 below. However, with both samples less than 30, statistical comparisons would not be valid. Anxiety and Enjoyment would thus appear not related to the type of school the teacher operates in.

Attitudinal scores Range (4-20)	Mean(STDEV)	Male N=7	Female N=31
Personal	Anxiety	9.29(3.40)	9.39(3.39)
	Enjoyment	16.14(3.63)	15.97(2.36)
Professional	Anxiety	5.71(2.06)	7.65(3.48)
	Enjoyment	18.00(1.58)	15.84(3.28)

Table 3. Gender

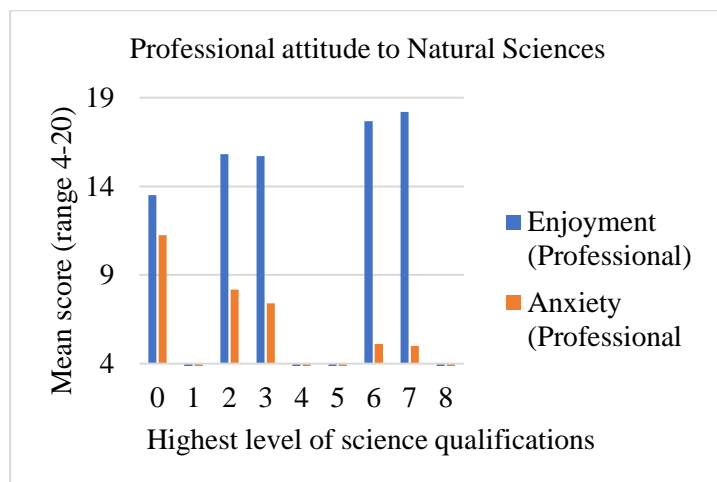| Attitudinal scores Range (4-20)	Mean(STDEV)	Middle N=18	Primary N=22
Personal	Anxiety	9.56(3.79)	9.14(2.83)
	Enjoyment	16.07(3.08)	16.36(2.44)
Professional	Anxiety	7.17(3.06)	7.68(3.48)
	Enjoyment	16.67(2.83)	15.77(3.25)

Table 4. School type

For variable 'Highest level of academic science qualification' the sample size for each level is too small to make valid statistical comparisons, see Table 2. However, Figure 2 below does reveal some interesting insights. As level of science qualifications increase,

the difference between Professional enjoyment and anxiety increases. This is the same,

but less pointed, for the Personal equivalent. And supported by :

Professional A vs E, r = -0.722**(p=0.000) > Personal A vs E, r = -0.511**(p=0.001)

Figure 2. Teachers' academic level in science

Conclusion

It was noted that a moderate positive Pearson's correlation [r = 0.344 *(0.030)] existed

between Professional Enjoyment and Personal Enjoyment but which is not seen between

Professional Anxiety and Personal Anxiety [r= 0.278 (p=0.082) i.e. this is below a weak

correlation]. This will need unpacking in due course.

The correlation (1) between Anxiety and Difficulty and (2) between Enjoyment and

Relevance also needs further exploration. Both would appear initially to also be intuitive;

If one sees its relevance in society, one might tend to enjoy science more, and vice-vera;

While, if you find science difficult, are you more likely to be anxious about teaching it ?

The intuitive nature of these results gives validity to those less intuitive ones to come.

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Appendix :

Pearson's correlation, r (p-value)	PERSONAL					
	Context	Difficulty	Enjoyment	Gender	Relevance	Self-efficacy
Anxiety	x	0.314* (0.048)	-0.511**(0.001)	0.284 (0.076)	-0.319* (0.045)	x
Context		x	x	x	x	0.081(0.618)
Difficulty			-0.536** (0.00)	0.512** (0.001)	-0.387* (0.014)	x
Enjoyment				-0.423** (0.007)	0.522** (0.001)	x
Gender					-0.610** (.000)	x
Relevance						x

Pearson's correlation, r (p-value)	PROFESSIONAL					
	Context	Difficulty	Enjoyment	Gender	Relevance	Self-efficacy
Anxiety	x	0.168 (0.299)	-0.722** (0.000)	0.376* (0.017)	-0.385* (0.014)	x
Context		x	x	x	x	-0.150 (0.356)
Difficulty			-0.278 (0.082)	0.137 (0.399)	0.018 (0.913)	x
Enjoyment				-0.201 (0.214)	0.379* (0.016)	x
Gender					-0.202 (0.211)	x
Relevance						x

N.B. Sub-constructs Context and Self-efficacy scores are from three Likert questions. All other sub-contracts scores are from four Likert questions.
Key : * Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed). Correlation is WEAK if r = 0.1-0.3; MODERATE r=0.3-0.5; STRONG r=1-0.5

Key Drivers That Influence the Provision and sustainability of Executive Education – A Case Study of School A

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Doctor of Education (EdD) 2018

Executive education (EE) is a not so commonly discussed area within the wider scope of post-compulsory education where senior or middle level managers within the corporate world participate in specialist short courses in order to gain specific conceptual skills. The course duration ranges from around two days to a few months. However, the average course fee can be as much as £6000 for an executive development short course. The high course fee makes these courses prohibitively expensive for most aspiring managers from disadvantaged backgrounds.

The research project is based on a London based private higher education (HE) provider (School A), that offers courses exclusively at their London based campus. However, with the global Covid 19 pandemic, it been compelled to offer their courses online. This has had a notable impact on their usual business model and the research aims to investigate delegate expectations and explore adult learning theories with a particular focus on andragogy.

Keywords: executive education, sustainability, adult learning

History of executive education

According to Jacobson et al (2017), the history of EE can be traced back to the late 19th century when organisations requesting and business schools providing EE courses in different formats to cater to such demand. Initial offerings by some of the leading business schools including Harvard were for inexperienced executives who wanted to improve their professional expertise. Amdam (2016) suggests the institutionalisation of business training within the university happened as an outcome of the transformation from the world of practice to the academic world. Jacobson points out that EE in its present form started in the 1960's mainly as mini-MBA's where such courses were subscribed by current or potential business leaders and course content was mainly based on intense lectures, case studies, and functional knowledge which were applied across multiple business sectors.

Conger and Xin's (2000) views are closely aligned with Jacobson (2017) where they point out that in the pre-1980's what was perceived as EE was predominantly taught at universities or by specialist training bodies where teaching was done by an academic faculty who developed curricula consisting of MBA components, with course content that was mainly theory and case study based. The course focus was mainly on strategy and functional skills in areas such as finance or marketing. In the 1980's EE underwent a paradigm shift where the focus shifted towards a cohort model of active and applied learning which was based on "real-life problems the company faced" (Jacobson et al, 2017:43).

McNay (2013) points out that what was earlier referred to as manager education where the primary assumption was to train managers so the managers could improve worker productivity by efficient and effective utilisation of the workers who reported to them, which in turn resulted in the organisation making higher profits.

Characteristics of Executive Education

Thompson and Tobi (2018:i) defines executive education as "a sheltered process of educating in-role corporate executives" . He further argues that executive education is based on the premise that an executive executes an order and EE is an amelioration (improvement) of that process.

Lippert (2001) explains EE as a non-standardised short courses that doesn't lead to a degree, developed and offered by business schools, training companies, consultancy firms and freelance practitioners. Lippert further states that such EE courses are both concept and content-heavy, while focussing on relevant theories, relies on contextualisation to practical application. Amdam (2016) compared the type of learner who enrol on a degree course to a learner that participate in executive education and observed the former enrolled students based on their grades or admissions assessment while the latter based on their hierarchical status within a corporation. Lippert suggests such EE courses are somewhat exclusive and participants are mainly from mid to senior level managers. Lippert (2001:4) suggests that EE courses will address focussed developmental skills and deliver "insight skills" to a group of professionals who are already savvy (know what they want to achieve), smart (already have knowledge and know how to apply the said knowledge) and insightful (learn and grow from their experiences).

Petit (2013) suggests that price of an EE course plays a prominent role at the stage of selecting an EE course rather than at the stage of searching for such a course. Petit further points out that applicants are willing to spend a premium price if the EE provider has a high level of reputation

in the industry, coupled with the course delivery style being suitable with their work patterns. Petit argues that the flagship course of most EE providers can be suggested as a miniMBA and the programme generates a significant revenue stream for the provider where it becomes a net contributor to the EE provider's overall revenue. Further, Petit points out that such programmes are still in it's growth stage of the product lifecycle (PLC). Thompson and Tobi (2018) claims that the non-accredited executive education portfolio brings in a similar amount of revenue and student numbers compared to the accredited degree courses a university offers. Amdam (2016) agrees with this statement and claims the income stream generated by means of providing EE can be seen as sustainable and important, especially to top ranking business schools.

Ryan (2013) points out that when designing and delivering EE programmes, the providers needs to allow for a reasonable level of flexibility in terms of contents and discussions. However, Ryan cautions that allowing for flexibility within EE programmes should only be done within a set number of parameters as allowing for too much flexibility within a programme will lead to other complications and loosing focus. Farris et al (2003:784) also points out that the teaching faculty of EE courses needs to address critical business issues on an ongoing basis, explicitly addressing the "how to " and demonstrate realistic "pay-offs" if a company decides to implement the ideas they present, and suggest the baseline driving force behind EE providers needs to be "market driven".

Theories of Adult Learning

Knowles et al (2005) used the term andragogy to define adult learning. However, Taylor and Hamdy (2013) explains that most of the methodologies adopted by andragogy can be applied successfully in terms of children who are learning and suggests that learning should be defined as a continuum where an individual will have to employ different strategies to handle different problems over different times throughout their lifetime. When it comes to adult education, Taylor and Hamdy recommends considering the fact that these learners will have their own preferences, past industry experiences and individual circumstances where the lecturer/facilitator's job would be to provide a conducive environment that will enable such adult learners to capitalise and draw on their past experiences in order to achieve success. During initial days of adult learning theories, Thorndike (1911) cited in Taylor and Hamdy (2013), stated that in considering the law of effect one can claim that learning had taken place if the said learning had a positive outcome on the learner whereas the law of exercise made the claim that repetition strengthened learning.

Kolb (1984) developed an experiential learning model (The Lewinian Model of Action Research and Laboratory Training) which allows a methodology to develop learning and teaching strategies that can be aimed at adult learners. Kolb (2014) claims that when it comes to experiential learning, learning, change, and growth can be considered as being ideally enabled by means of an integrated process which starts with a here-and-now (concrete) experience. Next step is collection of data and observations regarding the said experience. The third step being data analysis , which is followed by the conclusions of the analysis being fed back to the learners where such conclusions can be used by the said learners to consider in the process of altering the learner's behaviour and selection of new experiences. Kolb points out that knowledge is therefore formulated as a four-stage cycle where the learner's prior-experience becomes the foundation for observation and reflection.

Instrumental learning theories are based on individual experiences and within this category, one can discuss behaviourist as well as cognitive learning theories. Smith (1986) quoting Jürgen Habermas claims it is possible to achieve improved performance of individuals by learning to manipulate or control the environment.

Skinner (1954) quoting Thorndike (1911) claims that any learning that falls within the scope of a competency-based curriculum can be referred to as behavioural theories. In this instance, any change in the learner's environment can lead to a subsequent change in the learner's behaviour. If the end goal is standardisation of outcomes, then, such behavioural theories can be applied successfully to achieve this goal. Gagne and Briggs (1974) point out that cognitive learning theories can be applied in the case where the primary focus of learning is not based on change of behaviour but mental or psychological processes of the mind. This approach focusses on perception and how information is processed by a learner.

According to Taylor and Hamdy (2013), humanistic theories are based on the development of specific persons, and hence, these theories are focussed on individual learners. The main aim of these theories is to develop persons with the prospect of achieving self-actualisation, and those individuals who are self-directed and self-motivated. However, Durning and Artino (2011) argues that context and communal aspects are also of vital importance in applying these theories to adult learning

Mezirow (1997:5) defines transformative learning theory as "the process of effecting change in a frame of reference". Adults have gained a coherent amount of real life experience of different types including experiences obtained by means of association, concepts, principles, emotions and planned responses where one can claim these frames of reference will define their life

world. Frames of reference is further explained by Mezirow as the forms of assumptions (lenses) through which an adult understand or interpret their experiences.

Project Aim

Evaluate the main characteristics of executive education students who study at School A

Objectives:

- What motivates individuals to study an EE course? (prestige, networking, brand association, thirst for specialist knowledge, because their employer sends them)
- Should EE delegates be considered as students?
- Should EE courses be considered as Postgraduate qualifications?
- How does andragogy and experiential learning underpin pedagogical approaches to EE?

Proposed Research Methods

A blended approach will be taken where the primary method of data collection would be a series of semi-structured interviews with key staff members of marketing, sales, admissions and senior management of school A. Further, qualitative analysis will be carried out using Nvivo where the source data would be anonymised personal statements from prospective delegates and post-course feedback provided by those who has completed an EE course at school A.

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Interviewing Female Iranian Refugees

Tooran Issapour

PhD in Education

My thesis is based upon the acculturation experiences of Iranian women who had to leave Iran after the 1979 Revolution. I am interested in their progress as refugees, particularly in respect of their English language education and career paths. By now I have interviewed 17 participants and I am beginning to write the data analysis chapters of my thesis. This article concerns the experience of interviewing the women and how their responses have provided me with rich data to make my thesis come to life. Instead of the second-hand experience of reading other researchers' data and their conclusions, I have had the opportunity to meet my participants face-to-face and observe how they felt about their experiences, which were not unlike my own. I found their accounts of their struggles fascinating and hope that I shall be able to make them equally fascinating to readers of my thesis.

The purpose of my study

The basic goal of my thesis is to study a set of female Iranian refugees who came to Britain in the decade after the 1979 Revolution. I want to discover their experiences and life histories before and after they came. I particularly want to find out about their English language education in Iran and in Britain, and about their experience of using English. I also want to study the women's ability to create a career path and how the British education system helped them to do this.

The Interview Questions

Because I was studying the life histories of the women I decided to use semi-structured interviews so that I could be flexible and adapt the interview to suit each participant. I originally prepared about 50 questions, grouped into 6 main categories: their life before

leaving Iran; their reasons for leaving, their life in Britain when they first came, their education, career path and general acculturation experience. I cut down the questions to 35.

How I found my participants

Being myself a female Iranian refugee who arrived here in 1988, I know many women in the British Iranian community who are also refugees. They had come from different parts of Iran. I told about 20 of them what I was studying and why I wanted them to take part in my study. Since they were my friends and acquaintances, they knew that they could trust me. Eventually I ended up with 17 participants who were willing and able to take part in face-to-face interviews. Although I knew my participants my positionality was a combination of objectivity and trustworthiness.

Ethical considerations

Having made a study of research ethics for my Methodology chapter I followed the Brunel Code of Research Ethics, and used the online application tool to apply for permission to do the interviews. Having received permission I set about organising the interviews, sending the participants information sheets and consent forms to sign.

Conducting the interviews

Because of my situation, I asked my participants to come to my home for the interviews and all but two kindly agreed to do this. However, I had to interview one of the women in a café because she had to catch a plane. Another I interviewed in a car – parked in the street. I recorded the interviews over a ten-week period from November 2019 until the end of January 2020.

How I recorded, transcribed and analysed the interviews

To record the interviews I used an Olympus digital recorder. It was very easy to use (and I never needed to change the battery for all 17 interviews). Each interview took between one hour and 90 minutes. After each session I downloaded the files to my PC. I named the files according to the pseudonyms I had chosen for each participant. I backed up the files in several places.

Because I had conducted the interviews in English I asked an English person, a teacher, to transcribe the interviews for me. My supervisors showed me how to mark up the transcriptions with keywords so that I could match my research aims to what the women had said in their answers. Then I made a chart showing the page numbers where each keyword could be found.

At the moment I am using the coded interview transcriptions to write the four data analysis chapters of my thesis. The chapters are arranged chronologically to follow through the life histories of the women. The first chapter starts with the women's upbringing in Iran and the reasons why they had to leave. In the second chapter I am going to write about the general acculturation experiences of the women in Britain. The third chapter will be about the women's education in Britain, especially their English language learning and improvement, and their experience of communicating in English. The final chapter will contain my conclusions of the analysis, drawing together what I have learned in my research.

My impressions so far

I have found that the seventeen transcripts contain an extremely rich source of data for my thesis so that I am in a very good position to contribute some very useful findings to the literature on the experience of refugees. I am very grateful to the women I have studied to allow me to use their experience to create such a valuable contribution.

Global challenges in delivering a transnational higher education programme

Colin Felix Pereira

The growth of transnational education has further expanded after Covid 19 due to the need for social distancing and international travel lockdown. Therefore, there is need to evaluate the benefits of transnational higher education programmes against concerns on quality standards. cultural barriers and of and solving conflicting stakeholders' interest.

Keywords: word; transnational education, higher education, distance learning cross culture, quality standards

Evolution of Transnational Education

Teaching beyond borders originated with the Christian churches. The method of dissemination of knowledge was through the word of mouth through synchronous communication and this was passed through preachers of the Christian faith in locations as far as the east is from the west.

The development of distance learning through asynchronous teaching can find its beginnings through correspondence education wherein postal service was available for educators to deliver their instruction to students who lived remotely from the place of programme delivery.

Correspondence courses initially relied on the development of postal services in the 19th century and has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s (Moore and Kearsley, 2005). In respect of Higher education, the University of London claims to be the first university to offer distance learning degrees, establishing its External Program in 1858.

Today, transnational education can be defined as:

"Cross-border tertiary education refers to the movement of people, programmes, providers, curricula, projects, research, and services in tertiary (or higher) education across national jurisdictional borders."

Source: Organisation for Economic Co-operation and Development & World Bank 2007, 'Cross-border tertiary education: a way towards capacity development', OECD, Paris. Page 11 (OECD and WorldBank, 2007)

There are various types of transnational education arrangements and includes:

- Setting up of a branch campus
- Franchise: Provider Delivered, Delegated or Joint Delivery
- Validation by awarding institution
- Distance Learning via printed materials and/or electronic delivery

The purpose of transnational education is to provide a platform for collaborative learning than transcends borders.

What are the main advantages to stakeholders of transnational distance learning higher education programme (TNHE)?

In the European Expert Network on Economics of Education EENEE Analytical Report No. 36 that was prepared for the European Commission by Crăciun and Orosz (2018), they had summarized the findings of various studies on the benefits of transnational collaborative partnerships within the European Union and summarised herein from a Macro, Meso and Micro perspectives:

Economic and Non - Economic Benefits

(1) Macro (regional/national)

- Improve the efficiency and effectiveness of the higher education system
- Contribute to the economic development of the community
- Alleviate scarcity of work force in strategic sectors
- Improve quality of human capital
- Increase rate of technological innovation and use
- Economic growth
- Brain gain
- Improve and diversify knowledge
- Promote the reputation of the higher education system abroad
- Increase quality of education
- Improved higher education standards
- Contribute to the country's influence on the international scene
- Improve country image
- Improve diplomatic relations, foreign policy, national security, peace and democracy
- Increase linguistic diversity
- Increase access to education

(2) Meso (institutional)

- Increase institutional revenue: more and better patents, fees from international students and scholars, research grants, access to/exchange of financial resources,
- Increase efficiency in using time and resources
- Enhance competitiveness on the global/national educational market
- Provide additional uses for educatasnal content
- Develop and/or internationalize the curriculum
- Enhance the diversity of programs/expand educational offerings
- Offer mobility opportunities to students, faculty and staff
- Enrich library holdings and e-learning platforms
- Diversify faculty, staff, and student body
- Increase research output and quality
- Reach and recruit more and better international students
- Develop/strengthen institutional capacity
- Advance campus internationalization
- Improve standing in global rankings
- Knowledge about operating in foreign jurisdictions
- Consolidate partnerships, academic research collaborations and alliances
- Gain prestige and reputation

(3) Micro (individual)

- International scholarships and grants
- Improve labour market outcomes (higher employment rates, lower unemployment rates, higher earnings)
- Access wide range of online & offline academic resources
- Enable faculty to improve their teaching and research skills
- Exposure to world-class facilities, faculty, and staff
- Increase research productivity
- Mobility capital
- Developing international cooperation and collaboration skills
- Enhance intercultural experience, awareness and understanding
- Improve foreign language skills

What are the main disadvantages of transnational distance learning higher education programme (TNHE)?

The drawbacks of transnational higher education have been summarised by (Wilkins and Juusola, 2018b) as follows

(1) Quality & Standards are compromised when universities engage and are driven by profit motivated strategies .
(2) Neo- Colonialism through western influence without appreciation nor understanding local cultural sentiments.

(3) Reputation Damage by reason of questionable stances towards civil, political and human rights, as well as academic freedom (Wildavsky, 2010)
(4) Cannibalising Existing Markets to the detriment of their home campus foreign student markets.
(5) Local Stakeholders Voice Lost by prioritising expansions abroad to the detriment of the home market.

The myths and possible realities of Transnational Higher Education (TNHE)

The myths and realities of transnational higher education have been summarised by Wilkins and Juusola (2018a) as follows

- Myth 1: TNHE acts as a form of neo-colonialism is no longer valid as besides the western universities, internationalisation has been adopted by eastern universities and is a bridge towards collaborative learning between various cultures.
- Myth 2: There has been an increase in developing distance learning programmes rather than a decrease and more by reason of programmes being delivered electronically.
- Myth 3: Distance/online/MOOC programs has not threatened other forms of TNHE as there is still a demand for on campus and branch campus delivery through face to face classes and by blended learning. Furthermore, fully online has yet to attract the same prestige and status as on campus programmes.
- Myth 4: Quality standards in TNHE that are delivered off campus has been shown to be of the same standard as delivered on the home campus.by reason of a standard form of quality standards being applied to all off campus delivered programmes.
- Myth 5: The student experience has been found to be comparable and at times, exceed and student satisfaction in TNHE than at home country campuses

Future Challenges

Distance learning through transnational higher education (TNHE) will continue to see rapid growth as the world grapples with the new normal post Covid 19 and challenges foreseen are:

- Lower student numbers on campus will lead to excess physical facilities on the home campus.
- Student experience being lost due to lack of social interaction
- Usage of technology to enhance the learning experience
- Cultural divides that require being bridged to make learning effective

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Curriculum and Cultural Nationalism: The Case of Yorubaland, 1861 - 1931.

Rotimi Babatunde Taiwo

Education (PhD Year 2)

There have been misunderstandings about the connection between curriculum and cultural nationalism. Education is supposed to be the function of the state., but in the context of Yorubaland, it was not the case. Education was instituted by the missionaries, and later supported by the British colonial government. The curriculum was subjected to series of changes through the education ordinances, and the education policies that were enacted by the British colonial government, and this had tremendous impact on the content of the subjects that were taught in the Primary and Secondary Schools. However, there is a gap- the British colonial government administered Yorubaland from two perspectives: Crown Colony; and the Protectorate. It is against this backdrop that this study is undertaken. Findings from the archival investigation and critical discourse analysis suggest that the recognition given to groups by the colonial authorities influenced the curriculum and impacted on cultural nationalism.

Keywords: education ordinance; education policies; cultural nationalism; liberated africans; curriculum.

Historical background

Yorubaland is situated to the West of the River Niger, Republic of Benin is on the West, and the Bight of Benin is on the South, It has a land mass of 70,000 square miles and resting between latitude 6° and 9° North, and longitude 2° 30' and 6° 30' East (Johnson, 1921). Yorubaland is one of the nations that make up what is called Nigeria, and it is the Western part of the country. There are other Yoruba towns that are outside the borders of Nigeria and situated inside the Republic of Benin (Dahomey). The scope of this research is only limited to the Yorubaland that is within Nigeria since it was under the British colonial government, and other towns outside Nigeria were under the jurisdiction of the French colonial government.

Introduction

This article examines the educational curriculum and cultural nationalism in colonial Yorubaland 1861 - 1931; this was the period when some parts of Yorubaland were made a Colony and a Protectorate. It was also within this period that Western education was established. Therefore, in designing the curriculum, the missionaries concentrated on the subjects such as scriptures, singing, prayers, catechism, and grammar which are   important and valuable to their clergy work compared to subjects such as arithmetic, reading, spelling, writing, and vocabulary (Ofori-Attah, 2006). This was deliberately done to allow the pupils to acquire the knowledge in the art of reading and writing which would enable them in the study of religious writings and to impact on their performance through their duties (Fafunwa, 1974). In which De Lissovoy (2012) argued that schooling was a process instituted with the aim of training, building, and normalising students in accordance with the requirements of the powerful.

It explores how the British colonial government may have structured the curriculum and cultural nationalism.

Understanding curriculum and cultural nationalism

Curriculum is a general way of describing a rounded scheme of learning and living whose essential effect imparts the individual and category 'needs, interests, and abilities of children' , and which is fundamental in transmitting, restoring , and advancing 'the culture of a society' (Awoniyi, 1975,p.63). While cultural nationalism on the other hand, is when a nation is defined by shared culture, it focuses on national identity shaped by cultural traditions (Hutchinson, 1992). Hence, there is concern about the linguistic, educational, and artistic regeneration of the culture of the community or a nation (Hutchinson, 1992).

Aim: To understand how the British colonial government may have influenced the curriculum and cultural nationalism in Yorubaland.

Research questions: How was the curriculum conceived, instituted, enacted?

Methodology

Research approach: Interpretivist paradigm

This article is grounded in interpretivism paradigm in that it tries to understand and interpret historical documents such as in archival research. It involves the researcher trying to understand other people's world hence knowledge is constructed through specific situation that is being investigated -in this case 'documents study' (O'Donoghue, 2007, p.7).

Critical Discourse Analysis (CDA)

The use of critical discourse analysis (CDA) provides an opportunity to investigate the intersections of history and ideology in a written or spoken text and by trying to analyse documents or texts which are blurred as well as clear in a 'structural relationships of dominance, discrimination, power and control as manifested in language' (van Dijk, 2001, p.96). The history surrounding the curriculum content and design in relation to cultural nationalism in Yorubaland was explored and analysed. Three themes evolved:(1) School development;(2) Regulations and control;(3) Clash of Identities and the curriculum.

Result and Discussion

Research question: How was the school curriculum conceived, instituted, enacted?

The missionaries were responsible for designing the curriculum when formal education was instituted until when the first Education Ordinance was enacted in 1882. It is significant to note that the CMS and Wesleyan Missions were highly involved in the drafting of the curriculum. But when the Colonial government took interest in education with the enactment of the 1882 Education Ordinance, the following subjects were taught in the Infant and Elementary schools:

Table 1: Showing the subjects in Elementary and Infant schools 1882 - 1898

Elementary School	Infant School
Scripture	Scripture
English Composition	Reading
English Grammar	Writing
Arithmetic	Church Catechism
Geography	Ciphering
Music	Singing
Singing	Dictation
Reading	Object Lessons
Writing	Sewing for Girls
Dictation	
Sewing for Girls	

Source: CMS Y 2/1 Yoruba Mission Papers, 1882 - 1898. Nigerian National Archives Ibadan, Oyo State, Nigeria.

Subjects like scriptures, singing, prayers, catechism, and grammar were crucial in the curriculum compared to other subjects. In which has found support in Ofori-Attah (2006) that the missionaries emphasised more on those subjects in relation to arithmetic, reading, spelling, writing, and vocabulary. This was deliberately done to allow the pupils to acquire the knowledge in the art of reading and writing which would enable them in the study of religious writings and to impact on their performance through their duties (Fafunwa, 1974). In which De Lissovoy (2012) argued that schooling was a process instituted with the aim of training, building, and normalising students in accordance with the requirements of the powerful. In this case, the British colonial government and the missionary societies were

acting as the 'powerful' body controlling the curriculum. Hence, the content of the curriculum in the public schools was geared in the direction of British subject matters, ideas, and interests. In which the English language was made the medium of instruction in all public schools, and the missionaries concentrated on 'their own parochial institutions' (Ofori-Attah, 2006, p.414). Hence the English language had to be emphasised in the 1882 Education ordinance in order to bring the different ethnicities on board. In which Nicolson (1969) asserts that people were transferred from Sierra leone, Gold Coast, Liberia, and the Gambia to work in the Colonial Civil Service in Lagos. It could be argued that there was the need to address the issue of uniformity in the mode of instructions in school so that the children of the immigrants can be catered for.

Conclusion

Findings from the archival investigation suggest that the curriculum and cultural nationalism was mainly influenced due to recognition given to groups (liberated Africans, and the people from other British West African Colonies) which had a profound effect on the curriculum implementation and that impacted on cultural nationalism.

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Oral Presentation Abstracts

Mohamad Adning (PhD, Year 2)
Using mobile technology for teachers' professional development in Indonesia
Keywords: Mobile phone, WhatApps, continued professional development
My research examines the use of mobile technology in supporting teachers' continued professional development (CPD) in several different geographical regions in rural Indonesia. In 2019, a national programme was introduced in Indonesia, which involves the use of mobile technology to help teachers develop their knowledge of high order thinking skills (HOTS) through a mix of strategies. Online mentoring was provided through a learning management system (LMS) involving in-service training and on-the-job training. The case study I report here is based on one rural district area in Indonesia where twenty teachers participated in this HOTS programme using WhatsApp. I explore their training by drawing on a range of qualitative methods such as an interviews, observations and screen captures of their 'chat' on WhatsApp. My findings suggest that WhatsApp can be very useful as an informal supplement to the centralised LMS for teachers' continued professional development in general.

Mehmet Akif Senturk (PhD, Year 1)
Correlation between Family- Neighbour relationship and Level of Xenophobia - Multicultural ideology: Result from Pilot study
Keywords: Family relationship, neighbour relationship, multiculturalism, xenophobia
Do our connections to other people affect our opinion about diversity and social cohesion? Family and neighbour relationships have become a focus for public concern and academic debate. Diversity of family and neighbour can be a good example of understanding society in terms of differences. In this study, the researcher examines that correlation between family - neighbour relationships and multicultural ideology – xenophobia. As part of the pilot study, a small sample of the people (n=66), aged 18-65, filled out the questionnaire. Initial results show that people who have a good relationship with a member of family and neighbours show higher level of multicultural ideology and lover level of xenophobia.

Monia Al-Farsi (PhD, Year 2)
E-learning on Developing the Skills of Higher Education Students in Oman
Keywords: E-learning; Higher Education; Students Skills; Employability.
By using the various types of technologies nowadays, organizations have become innovative and know the type of technology that suits them. They do this by implementing different types IT systems and toots so that they achieve performance and benefits in running most of their daily activities. E-learning is considered as one recent system that help in making the students learning and teaching environment more functional and skillful. Accordingly, education, employability, and skills most studies have emphasized the importance of improving the skills of higher education students, because in most cases the skills of graduates do not meet the expectations of employers. Several studies have been carried out on the improvement of graduate skills in Omani higher education. So, the aim of this study is to investigate how E-learning use might play significant role in order to enhance university students' skills to prepare them for their future employment?

Shafeena Anas (EdD, Year 2)
Staff Attitude towards Active Learning with a focus on Team Based Learning in a Faculty
Keywords: Active Learning, Team Based Learning, Innovative Pedagogies, Staff perception of Active Learning, Barriers to Active Learning
Active Learning as an innovative pedagogy has been popular since the 1980s. The benefit of using active learning in the field of health professional education (HPE) is well documented in research. However, the traditional lecture remains the pre-dominant form of teaching in HE. This study proposes to investigate the attitudes and perception of active learning within a faculty offering HPE programmes in a UK university. The study will focus particularly on the experience of staff who use Team Based

Learning, which is a form of active and collaborative learning. The study of Team Based Learning from the perspective of staff in the UK is very limited. It is expected that this study will enable the development of a set of recommendations for the faculty and staff who may wish to incorporate active learning in their pedagogy. An Online survey and semi-structured interviews will form the methodology.

Refika ARABACI (PhD, Year 2)
KS3 pupils' perceptions of cultural, national, and global identities and their relationships with citizenship education in England
Keywords: Citizenship education, KS3 pupils, cultural/national/global identities
My research aims to explore how Key Stage 3 (KS3, ages 11-14) pupils, perceive their cultural, national and global identities and the relationship between these identities and citizenship education (CE) in the English secondary school system.
The conceptualisation of identities, citizenship, and the CE models are the main objectives of my research since how these pupils are placed in society in terms of their citizenship, and the expectations placed upon them, informs policy. Hence, this research aims to give voice to KS3 pupils through remote data collection methods of digital journaling and semi-structured, in-depth interviews. A further aim is to contribute to our theoretical and practical understanding of CE.The conceptual framework informing the use of cultural, national and global identities and their relationships with citizenship education, as well as the methods to be applied to the research will be discussed in presentation.

Rich Barnard (PhD, Year 2)
Could Primary teachers' Science Capital have an impact on that of their students?
Keywords: science capital, attitudes, teachers, students, primary-secondary transition.
This research focusses on school Years 5-8. It explores: teachers' science capital & attitudes, instead of the influences from students' homes, see Archer & DeWitt (2017); changes as students move through primary-secondary transition; and linking students' attitudes to their teacher of science.
In June 2019, 720 students were surveyed, using ASPIRES' 'Dimensions of Science Capital' questionnaire, along with their teachers (N=40), using van Aaldren-Smeets et al (2013)'s 'Dimensions of Attitude towards Science' instrument. A significant dip in Middle School students' science capital between Years 5 and 7 was reported at BERA (2019). For teachers, their anxiety towards and enjoyment of teaching science exhibit strong negative correlations for both (a) their personal anxiety and enjoyment, and (b) their professional anxiety and enjoyment. In addition, as teachers' level of science qualifications increase, the gap between anxiety towards and enjoyment of science widens.

Deborah Bell (EdD, Year 4)
Ed.Doc Year 4, the story so far - economically disadvantaged parents lived experience of the English school admissions system
Keywords: Parental preference, reality or myth
Lack of social mobility for some families in the United Kingdom has been recognised as a societal feature that politicians are no longer prepared to tolerate. My thesis is interested in considering whether education is really the most appropriate and realistic vehicle for social mobility, to address politicians' concerns, and meet the needs and aspirations of all the population, including the most economically disadvantaged. I consider the experiences of families in the lowest socio-economic bracket, the reality of their access to popular schools, and how they use the educational preferences and opportunities that are theoretically available to them; and questions whether the current English schools admissions arrangements lead to economically driven segregation of children.

Kellie Brown (EdD, Year 2)
A qualitative study on the educational decision-making of Black and Minority Ethnic parents in London with children in Independent fee-paying secondary schools
Keywords: Independent education, BAME students, Parenting,
The analysis of urban middle-class parents moving and positioning to get their children into the highest performing schools in the UK has been well documented. However, school selection has become

increasingly more challenging in London and unlike the rest of the UK, London's independent fee-paying schools are made of up of just over 50% BAME students with just over 130 Independent schools in the London area. Parental choice is often driven by geographical considerations and perceived school quality influenced by national measurements. Selection by income cannot be ignored and with the increasing number of BAME children being educated in independent fee-paying schools there is a question about how ethnicity in the UK shapes the relationship parents have with the state education system and why parents are using their economic resources to turn away from the government offering and the appeal of independent schooling in the capital.

Nasim Butt (EdD, Year 4)
Science Teachers as Curriculum Makers: an exploratory case study in an all-through school
Keywords: Curriculum making, teacher agency, recontextualisation
In the wake of changes in curricular policy in England in the previous decade, teachers have been increasingly required to act as agents of change. Typically, teachers are expected to implement mandated curriculum policy. This study explores the concept of teacher agency in the context of an exploratory case study of curriculum making in schooling. Drawing upon the existing literature, I outline an ecological view of agency as developed by Biesta et al (2015). These insights frame the analysis of a set of empirical data, derived from a research project about curriculum making in an all-through school in England. Based upon the evidence, I argue that the extent to which science teachers are able to achieve agency is context dependent and based upon certain environmental conditions of possibility and constraint.

Yvonne Eba (PhD, Year 2)
British Nigerian Males and the experiences in Higher education
Keywords: Higher education, Student identity, Education, Black Masculinity, identity, race, ethnicity
My presentation will be based around understanding identity through a sociological perspective in relation and reference to British Nigerian males in Higher education (undergraduate level). My thesis will explore student identity and the contributing factors towards the diverse experiences of British Nigerian males in the British education system. From the diverse experiences which I would have studied of the British Nigerian males I will be able to know the contributing factors to their experiences and how to ensure their experiences are advantageous and beneficial to each individual from that specific social group. Ideas of class, ethnicity, culture, race and masculinity will be explored later in my thesis to ensure all factors and concepts are understood to when analysing key aspects which influence their student experience. Understanding their experiences through sociological and theoretical frame works like intersectionality and the critical race theory for example.

Alan Edmiston (PhD, Year 4)
Making Space for Children to Talk - lessons from KS 3 Science
Keywords: Piaget, Vygotsky, Third Space, Education, Theory
Children love being challenged and when they are they talk. This talk is very rich and unpredictable. Can an understanding of Piaget and Vygotsky help us to trigger talk in ways that support learning? This presentation will share some preliminary answers to that question based upon observing talk among Year 9 pupils.

Hebatalla Elhelbawi (EdD, Year 2)
Arabic teacher's beliefs and attitudes towards using video communication platforms for distance learning at the Arabic supplementary schools in the UK during the covid-19 pandemic
Keywords: Distance learning, Arabic language , attitudes
Heritage language education is not included in the national curriculum in England and therefore formal learning and teaching of heritage languages are primarily achieved through complementary schools, which are part-time and community-led. The National Resource Centre for Supplementary Education approximates that there are between 3000 and 5000 Arabic supplementary schools in the UK.

Those schools where affected by the covid-19 pandemic and the quarantine. They had to change from the traditional face to face teaching to distance learning using video communication platforms.

This study aims to investigate the effect of teaching Arabic language using video communication platforms to children in the Arabic supplementary schools in the UK from the Arabic teachers' perspective.

In this study I aim to explore the attitudes, beliefs, and experiences of the Arabic teachers towards the teaching and learning of the Arabic language with a focus on the teaching material.

Lewis Fogarty (EdD, Year 4)
Constructing a New Understanding of Leadership in Early Childhood Education and Care
Keywords: Leadership, early childhood, narrative, feminism
Leadership theories in Early Childhood Education and Care (ECEC) have not adequately considered the histories or complexities in the sector. These complexities can be attributed to a confusion of purpose, fuelled by a turbulent policy context and a wide range of providers in a childcare market that lacks parity. The uniqueness of ECEC requires a qualitative, interpretative and participatory methodology to illuminate previously ignored nuances in understanding the purpose of, and leadership in, ECEC. Through listening to a range of stories and constructing narratives of lived realities and leadership expertise, this research will go beyond previous explorations of ECEC leadership, offering a more thoughtful understanding of what leadership in ECEC really is all about.

Ruth Hill (EdD, Year 4)
What can we learn about education from reading dystopian fiction?
Keywords: Literature, dystopia, education
The research focuses on the importance of literature as a tool for education. David Carr (1995) suggested that student teachers 'may stand to gain far more from a sympathetic reading of Dickens, Orwell and Lawrence in relation to their understanding of education than they are likely to get from studying Skinner, Bruner or Bloom's taxonomy' and this is the starting point of the research, which will draw closer the missing links between literary studies and educational research, specifically focusing on the genre of dystopian fiction as a source of learning for educational practitioners. Chapters will include what dystopian literature can teach us about educational spaces, how discipline is used, and the value judgements linked with subjectification.

Najwa Iggoute (EdD, Year 2)
Attitudes of teachers towards teacher-led research
Keywords: Attitudes Perceptions Teacher-led Research
The PCS focuses on the attitudes of teachers towards teacher-led research. Action-research is considered an important factor in professional development. Teachers are expected to be involved in research at some point in their career. They are often encouraged to conduct research in their classroom, do further reading, attend CPD, or even use social media to contribute with new knowledge. Their findings are shared with colleagues and used to develop practice. It is therefore important to explore the attitudes, skills and knowledge that teachers may or may not have (ethics, evaluation, quality assurance). The methods used will be semi-structured interviews, as well as a documentary method with the aim to review existing policies and practices. The objective is to identify staff needs, as well as areas for development necessary to ensure the delivery of reliable, representative and quality assured research at schools.

Tooran Issapour (PhD, Year 3)
Life History Interviewing
Keywords: women, acculturation, Iranian, English language, refugee
My thesis is based upon the acculturation experiences of Iranian women who had to leave Iran after the 1979 Revolution. I am interested in their progress as refugees, particularly in respect of their English language education and career paths. By now I have interviewed 17 participants and I am beginning to write the data analysis chapters of my thesis. My presentation concerns the experience of interviewing

the women and how their responses have provided me with rich data to make my thesis come to life. Instead of the second-hand experience of reading other researchers' data and their conclusions, I have had the opportunity to meet my participants face-to-face and observe how they felt about their experiences, which were not unlike my own. I found their accounts of their struggles fascinating and hope that I shall be able to make them equally fascinating to readers of my thesis.

Asma Lebbakhar (PhD, Year 2)
Equality and Diversity in Education
Keywords: Equality, Diversity, Secondary, Education, Inclusion
Education influences considerably the development and the outline of a society; therefore, the school has a crucial role in supporting our diverse society and contributes a great deal in the development of students' attitudes, values and knowledge.
The concept of equality and diversity has to be implemented in a learning environment as a whole: teaching and learning, students' interaction, school life, extracurricular program and decision-making. The objective of equality and diversity in education is to eliminate discrimination, advance equality of opportunity and foster good relations between different people, and therefore, promote positive attitudes towards the increasing diversity in schools.
The aim of this study is to undertake an inquiry to investigate the provision of equality and diversity in secondary schools in England. This presentation will display the research method and methodology used in this thesis in order to explore teachers' perspectives and experiences in equality and diversity in Education.

Julie Matton (EdD, Year 4)
Primary teachers lived experiences of responding to Government policy during the COVID-19 pandemic
Keywords: Policy COVID-19 Experiences Expectations Teachers
This research aims to investigate the lived experiences of primary school teachers, in adapting to changing Government policy and directives, during the current COVID-19 Global Pandemic.
Government policy is informing the formal actions taken by schools and teachers, in keeping schools open, for specific children. These policy decisions initiated an evolving set of expectations, from Local Government, school leadership, governing bodies, parents and carers, pupils and teaching unions. These expectations have also been subject to much media discussion.
This research will focus on how primary teachers have experienced these expectations and how they perceive their role as policy actors in responding to Government policy.
Emerging themes include, concern for vulnerable pupils, the increasing gap for disadvantaged pupils, the function of school as childcare and the impact on achievement.

Jackie McBride (EdD, Year 2)
What are Teaching Fellows perceptions and experiences of teaching simulation activities within a School of Health Sciences?
Keywords: Simulation, healthcare, feedback, debrief, preparation
Clinical simulation is identified as a core component of the School of Health Sciences learning strategy; highlighted as positive learning experience for healthcare students. Simulation is reliant on the facilitation of learning by the teacher, which is active encouraging student engagement and promoting deeper learning. To date there has been little exploration regarding the experiences and perceptions of staff involved in simulation teaching. With an increasing expectation that all staff should be able to participate in simulation, due to their clinical background; and recognition of the value of such learning, for students there is a need to explore this area of teacher practice further. The results will allow a better understanding of staff support required within this area of learning and teaching. This is to ensure that the teaching team are prepared and confident within this area of practice in readiness for the new curriculum due to commence in 2021

Khalil Muhammadi (EdD, Year 2)

To what Extent can Curriculum Planning for the study space/Moodle of Virtual Learning Environment replace the Day to Day lectures and seminars disrupted by the Covid-19 Pandemic.
Keywords: The aim of this research is to investigate how effectively a virtual learning environment can replace the personal contact a student has with their teachers and peers in a physical college/university environment.

The context of the research is that the 2020 Covid 19 Pandemic closed schools, colleges and universities and forced the higher educational institutions to move their learning online. The methodology will be a mixed research base that uses both qualitative and quantitative approaches. The research is justified by the way that the Covid-19 Pandemic has changed the way that education has been delivered in the UK since January. There are many implications for the study as problems exist with student attendance and whether they are doing their readings and engaging with discussions and learning. Likert scaling easily translates into simplified data as the simple coding method is based around the question design.

The findings will be given out to all those participating in the research. At this stage, before the research is undertaken it is hard to note recommendations, as there is no data to draw upon yet.

Abdi Osman (EdD, Year 2)
Vocational Education and Training (VET)
Keywords: capability approach, VET , Know-how knowledge,

Vocational Education and Training (VET) forms of knowledge are regarded as mundane, prescribed curriculum lacking the perception of mind, consumed by underachieving students. This paper examines the veracity of this dominant discourse by interviewing VET college students to describe the benefits of their course to their life projects. The central argument is that VET curriculum does not only advance 'know-how' knowledge, facilitating professional and practical judgement, but also expands young peoples' agentic capabilities of charting valued life projects. The capability approach theory was applied for its human development orientation, an alternative way of conceptualising and evaluating VET's purpose, which contrasts the materialistic conception of human capital theory, rationalising education through the language of skills and productivity. The capability approach is preferred for its emphasis on overall human flourishing by accommodating both young peoples' material acquisition (capabilities for work), and the expansion of their freedom (capabilities to choose).

Ioannis (Yiannis) Paschalis (PhD, Year 2)
Multilevel analysis in educational research: A new approach
Keywords: correlation ,educational research , statistics, interventions

The research plan for this project is to explore the impact that Teachers' knowledge reflect in learning outcomes. In order to establish the quality of learning outcome the participants' students will get tested in phenomenon that Birk, Van Dooren et el called Illusion of linearity.

Kyriakidis et all identify five factors who contribute the learning outcome. Through its classroom/teacher level, the model examines eight teacher behaviour's in the classroom that have the potential to promote student learning (Leonidas Kyriakides Christiana Christoforou Charalambos Y.Charalambous 2013).

A intervention will take place in order to for me to explore the effectiveness of the RME approach.

This is the first time in educational research that a correlation analysis will take place in 5 different levels: a) School, b)teacher c) teacher's knowledge d)teaching approach (RME+ DGS or traditional one) e)the student .

Elenor Paul (EdD, Year 2)
Missing Miss
Keywords: School, closure, lockdown, education, implications

The closure of schools in 2020 has led to unprecedented changes within society and education. Schools were forced overnight to move to online classes with varied levels of engagement from the pupils.

Teaching staff have reported a two-tier level of education with some families able to support their children financially, academically and socially whilst others have been unable to provide basic support.

This study will assess the impact of the imposed lockdown on pupils on their return to school. Via data comparisons and teacher observations this study will report on pupil engagement, attainment and preparedness for a new school year.

This report aims to highlight areas of education which teachers should address with high priority once schools are fully operational. It will indicate areas which require urgent attention should school closures occur in the future.

John Perkins (EdD, Year 4)

A Fantasy of Progress

Keywords: Progress, Portal, Curriculum, Knowledge, Fantasy

The aim of this study is to consider the perceptions of progress as a held by those working within the English secondary system to try to shine a light on the way in which view of progress intertwine with the qualification, social and personal aims of education. When trying to understand the dynamic of the secondary school system in England there is the need to review the impact of the use of the word 'progress'. With the Goveian education reforms and the introduction of 'Progress 8' as a measure there are some who argue there has been a narrowing of curriculum and perversion of education aims. Some evidence suggest rather than closing any gap for those considered to be at a disadvantage there has been a further widening. Through history the concept of 'progress' has changed with acts of oppression be excused or lauded as examples of progress.

Dan Stent (EdD, Year 4)

What potential does the 2019 Ofsted framework have to reduce the effects of 'disadvantage' for young people?

Keywords: Disadvantage, Cultural Capital, Ofsted 2019

The 2019 Ofsted framework has brought about significant changes to the way in which schools consider and design their curriculum. Throughout the document there is reference to the use of curriculum design to raise the achievement and aspirations of disadvantaged students, and to enrich their cultural capital through providing opportunities and experiences that may not be ordinarily available to them.

I am interested to see how different schools in different contexts interpret the framework, and how they have then changed and implemented policy to address the growing concern for the underperformance of disadvantaged students.

I plan to use a minimum of three secondary schools as case studies for my research and will hold semi-structured interviews with key stakeholders, starting with senior leadership.

It is my hope that the conclusions from this study could be used by school leaders to better understand the needs of those most vulnerable in our schools.

Rotimi Taiwo (PhD, Year 2)

Curriculum and cultural nationalism: the case of Yorubaland, 1861-1931.

Keywords: curriculum, cultural nationalism, education ordinance, missionaries, British colonial government

There have been misunderstandings about the connection between curriculum and cultural nationalism. Education is supposed to be the function of the state, and the state should be responsible for moulding the children. But in the context of Yorubaland, it was not the case. Education was instituted by the missionaries and later supported by the British colonial government.

The curriculum was subjected to series of changes through the education ordinances that were enacted by the British Colonial government and this had tremendous impact on the content of the subjects that were taught in the Primary and Secondary schools.

However, there is a gap -the British colonialists administered Yorubaland from two perspectives; the Crown Colony; and the Protectorate. It is against this backdrop that this study is situated. Findings from the archival documents suggested thus: School development; Regulations and control; and Clash of identities as areas of emphasis for this study.

Mukaddes Zikra Tanriverdi Gokceli (PhD, Year 2)

An investigation of teachers' perceptions and experiences of moral education in primary and secondary schools in England: The case of Hillingdon Borough of London

Keywords: Moral education, teachers' perceptions, primary and secondary school teachers

My research aims to explore how primary and secondary school teachers see their responsibilities in relation to moral education and how teachers from across curriculum subjects apply moral education in their classes.

To answer these questions, I will conduct semi-structured online interviews with a stimulus material showing the British Government's policies of moral education. With this material, I am planning to explore teachers' perceptions with additional interview questions. Also, I am planning to carry out follow up focus group interviews with teachers from the same and cross-curricular subject areas to gather a better understanding of the roles of different subject areas on promoting moral education. Hence, this research aims to contribute the educational literature with a new methodical approach which might be a contemporary way of researching during the current epidemic of Covid-19.

Ozdemir Tiflis (PhD, Year 2)

Developing a Diagnostic Test of Mathematical Errors on The Topic of Ratio and Proportion for the GCSE Exam

Keywords: Ratio and Proportion, GCSE, Diagnostic test

Mathematics consists of thoughts, ideas and structures interconnected by a logical hierarchy. Pupils' errors that may occur in the relationships of mathematical topics can cause big issues in learning mathematical topics. A diagnostic test is an important tool for identifying and eliminating erroneous learning and to improve teaching about a mathematical topic. This paper reports on findings of my ongoing Ph.D. research that developed a diagnostic test for identifying and eliminating resit GCSE students' errors in the topic of ratio and proportion. It is suggested that the results of this study can be used to understand the nature of errors in the teaching and learning of mathematics and in developing new teaching approaches to eliminate the difficulties experienced by the students in learning about ratio and proportion.

Patricia Tiwalade-Soyemi (EdD, Year 2)

Encouraging Collaboration in Order to Improve Inclusive Practice

Keywords: Inclusion, SEND, Collaboration, Solution Circle

There are now more pupils in mainstream schools with special educational needs and disabilities than ever before. The Special Educational Needs and Disabilities (SEND) Code of Practice places a focus on inclusive practice. All pupils including those with SEND should have access to high quality teaching and learning experiences.

As the SENCO in this school I have found distinct gaps in collaboration between teachers and support staff and between teaching staff as a whole. This has led to poor practice when it comes to inclusion, contributing to a lack of progress for SEND pupils.

I want to involve staff in collaboration through the use of Solution Circles. This is a narrative therapy approach, which will give staff the opportunity to discuss issues within a 'safe circle'. I hope this approach will impact on day to day inclusive practice, and help to provide joined up support for SEND pupils.

Poster Presentation Abstracts

Jawaher Almutairi (PhD, Year 4)

The impact of introducing Lesson Study in EFL education: a case study of Saudi Arabia

Keywords: Lesson Study, Teacher Learning Practices, Professional Development, Participatory Action Research

The study seeks to unearth new concepts and views for improving teaching and professional development. According to Fernandez and Yoshida, there is need to re-evaluate the role of the teachers and enhance an active role as an invigilator rather making teachers objects of developing only the professional development activities (Ferdanez & Yoshida, 2004). A participatory action research is proposed to inquire into whether Lesson study, with its emphasis on ongoing collaboration amongst higher education teachers, reflectivity and evidence-based use of the lesson as a tool for teacher development will be a more sustainable form of learning. Theoretical framework is hinged on a premise that by encouraging critical and collaborative approaches to problem solving to learners is key to producing results that are beneficial to teachers. This poster will discuss how the conditions and circumstances of the participating five female Saudi EFL teachers and the influence of their cultural background.

Hanan Alsidrah (PhD, Year 4)

Blended Mobile Learning in Higher Education

Keywords: Blended Mobile Learning, BYOD, UTAUT, Higher Education.

Mobile technology become a subject that needs ongoing studies and investigation due to the rapid development nature and wide spread of mobile technologies. Therefore, the use of mobile devices in higher education has been a main issue for educational research. The users' understanding and perceptions of any new learning system should be taken in consideration before the implementation of any new learning system such as blended mobile learning. The aim of this study is to explore and investigate students' and lecturers' acceptances, perception of blended mobile learning and the challenges that affect its adopting in higher education in Saudi Arabia. This study reports a result of an interview conducted on 12 students and an open-ended survey conducted on 72 students, and 24 lecturers from Qassim University in Saudi Arabia, in order to understand their understanding and perceptions towards the effectiveness of the use of blended mobile learning.

Lorraine R Anderson (EdD, Year 1)

Windrush: Achievement against the odds

Keywords: Windrush Home land

It's been 70 years since Empire Windrush docked in Britain bringing scores of British Caribbean descendants to the 'mother land'. The discrimination they faced in the education system have already been documented and its impact is still felt today. Black Caribbean students are three times more likely to be permanently excluded and more likely to attain lower GCSE scores than their white peers at age 16.

However, statistics are gradually showing an increase in the number of black Caribbean students joining universities across Britain, which is fundamental for the legacy of the Windrush generation. Whilst far fewer in number Black Caribbean's have been attending university for decades.

This paper will take a qualitative look at the lived experience of individuals who settled in Britain between 1948 and 1971 and entered tertiary education. This is important as it counters the narrative at that time in history.

Polly Bennett (EdD, Year 1)

RGT and education

Keywords: RGT Education Access Poor Outcomes

There are unique groups who interact with the mainstream education sector in the UK; one such group is the Roma, Gypsy and Traveler (RGT) cohort. The experiences varies considerably; this group

however consistently feature in the lowest achievers. This nomadic group with a rich culture but a marginalised status, are considered a burden to schools, with "poor attendance" and lack of literacy, they have a number of barriers to achieve and indeed access to appropriate education. Policies and practice around disability and equal access supposed to improve life chances, can be unimportant against rigid outcome expectations. Policy has rather than helping the RGT community has seemingly put pressure on education to eradicate their obligation to support all at their access point. Timeline: 1990 to current
Marginalisation, accessibility and policy absolving responsibility.
Research: Geetha Marcus, Cathy Kiddle, Dick Worral, Dave Cudworth, Sally Kendall/Chris Herrington, Kalwant Bhopal/Martin Myers

Nor Hayati Binti Husin (PhD, Year 1)
A Guided Democracy for Children? A Case Study of Summerhill School, Suffolk, England
Keywords: Democratic community, self-governing, freedom
A school is the best place for children to grow naturally as themselves. Children are not regarded as trainee adults but they are respected to learn at their own pace. A school equips pupils for life rather than to fit them for future generations. It grants freedom for children to play as much as they want and as equal as adults, children have rights to be heard. Education embraces towards the child 'living his own life' is more genuine. Founded in 1921, Summerhill School in Suffolk, England is described as democratic in the sense of 'self-governing' and lesson is not compulsory. 'Freedom not licence' is the central principle laid by A.S. Neill, the school founder. This study aims to explore the features of Summerhill School as a democratic community, its problems and issues as majority are children and to determine whether the school is a 'guided democracy' or actual democracy.

Brent Brazer (PhD, Completed)
Pupil and Staff Perceptions of the Introduction and Use of iPads and Cloud Services in an Inner London Primary School
Keywords: iPad Cloud Primary Education Perceptions
In my research project, I conducted an ethnographic study that took place in an inner London Primary school. I explored the perceptions, feelings and thoughts that the pupils and staff held on the introduction and use of the iPads and the cloud services in the school. I wanted to document and gain insight into how they grappled with these technologies; their successes, failures and what they felt could be done to improve the implementation of these technologies in the school. Most of the research done was actually done on the technology itself and the potential benefits that it offers as opposed to the feelings and perceptions of educators and pupils. My research focused on the school's feelings on matters such as the suitability of the technologies, is it worth the investment, how it compares to the tradition ways of doing things, is it actually effective or is it a gimmick?

Burnham (PhD, Year 2)
Black people, Black history, white curriculum. BLACK HISTORY: TIME TO STOP WHITEWASHING.
Black people have had a presence in Britain for over 500 years (Fryer, 1984; Walvin, 1994.) before the arrival of the ship Empire Windrush at Tilbury Docks in 1948, carrying Black People from the Caribbean, and although being integral section of British life and culture their presence, Green (2000) argues, appeared to be disregarded and their history, a fundamental part of British history appears to be ignored. Olusoga, (2016). and not recognised when British history is covered in schools.
The English National history curriculum appears to be very exclusive, white, Euro-centric , (Peters 2015; Arday 2018;) reinforcing white supremacy negating Black peoples history and intellect.
This research will investigate the key stage 4 history curriculum and consider if the curriculum should now be decolonised and argue the case for Black history to be an integral part of the history curriculum

Sichen Chen (PhD, Year 3)

English as A Foreign Language Learning

Keywords: Learning experiences, Chinese undergraduates, Attitudes, Values, and Beliefs

A large number of studies had been conducted to show that the factors, such as the Chinese traditional culture, students' language learning motivation, and individual differences, influenced students' attitudes, values, and beliefs in English learning (e.g. Chew, 2013; Zhong, 2015). However, students' previous learning experiences, which had been identified as a central factor influence students' attitudes, values, and beliefs in other countries (e.g. Amuzie and Winke; Kolb, 2014; 2009) were surprisingly fewer in the Chinese context. Therefore, this study seeks to fill the research gap to investigate how their previous learning experiences influence their attitudes, values, and beliefs about English learning. As the phenomenology suggested, a small sampling size and an in-depth research method was used in this project. Data were collected through semi-structured interviews with 15 undergraduates individually. To analyse data, narrative and thematic analysis approach was applied to analyse data and present findings.

Annie Chohan (EdD, Year 3)
Effective Accounting Paedegogy

Keywords: Accounting, students, engagement, creativity

Accounting Education across all levels has been on a decline for a number of years. Buckhaults and Fisher (2011) identified accounting anxiety as a possible cause of this decline where they see educators anxiety due to not being prepared and student anxiety due to course being not interesting enough or too difficult. Accounting is perceived as a boring subject and this reputation precedes into the classroom. Some students are predisposed to do well in accounting while others struggle to understand even the most basic concepts. Accounting is a language which many students fail to grasp and this leads to learner demotivation. The question is how educators will reach out and grab learner attention? Noting the continuous decline in students enrolling into accounting education and the perception that the subject is boring is it worth for the faculty to explore whether accounting education needs a revolutionary rather than an evolutionary change.

Shelly-Anne Clarke (EdD, Year 3)
Inclusive Education: What are the effects of policy directive on self-advocacy and self-esteem for vulnerable children in the Caribbean - enemy or advocate?

Keywords: Policy Directive, Academic Advocacy, Social Advocacy, Emotional Advocacy

Inclusive Education and more specifically Special Educational Needs has continued to be on the curriculum agenda of schools in England and across the world. The position on the spectrum of where some countries sit with the progress made or lack thereof, since acknowledging that there is an educational provision within this area to be addressed, is of different extremes. This study aims to explore a Caribbean country's Inclusive Education Policy (IEP) as it relates to Special Educational Needs, in the shift from clinical diagnosis to educational assessment. It will, during this process, seek to highlight the effects of its IE policy directive on the academic, social and emotional advocacy of vulnerable children attending state funded primary schools.

Kemuran Demirors (PhD, Year 1)
Visual arts integration with science in the English education system and it's effects on creative thinking for key stage 3 pupils

Keywords: Integrated education system, KS3 pupils

My research explores how Key Stage 3 pupils (ages 11-14) have been fostered for creative thinking via the integration of visual arts into science education in England. Besides filling the gap in the literature, this study also seeks to reveal the strengths and weaknesses of an integrated approach in the current English secondary school system. One objective of my research is to find a solution to the problem of the neglect of arts in education and to challenge the view that arts are less important than other courses. Therefore, this research examines KS3 science and art teachers' perceptions about an integrated system, drawing on remote data collection methods of semi-structured interviews and observations of

students. The conceptual framework that explains the use of arts in science education and their relationships with creative thinking and methods to be applied to the research and will be discussed in the presentation.

Ann Dale-Emberton (PhD, Year 3)
Continuing Professional Develpment: Social Worker or Organisational Led: Whose Choice?
Keywords: Social Workers; Continuing Professional Development: Analysis of Philosophical Stances; Narrative Interviews
Since the 1960s, there has been sustained political support for Continuing Professional Development (CPD) for social workers to cope with societal changes. The term CPD is used interchangeably with 'lifelong learning, learning society and learning organisation'. Since 2001 CPD has been a statutory requirement for social workers to maintain registration to practise; there is a tension between entitlement and requirement, but whose choice? The Literature Review traces the history and development of social work education, training, and CPD. There is a dearth of primary research to date, with little evaluation of its impact on service delivery or personal development. Analysis of philosophical stances by Foucault (1977), Mills (1959), Freire (1970) and Fromm (1976) and their connection to contemporary social work provides the theoretical underpinning of the research, which sits within the interpretive paradigm, using semi-structured narrative interviews to understand social workers' experiences of CPD and influence future policy and practice.

Catrin Evans (EdD, Year 3)
Making sense of Numbers: Exploring the role of interactions in primary-aged children's thinking and conceptual understanding of Mathematical ideas. Implications for teaching and learning.
Keywords: Mathematics, conceptual understanding, thinking
There is a growing belief within Mathematics education today that to create independent mathematical thinkers of the future, teaching and learning of primary Mathematics needs to shift the current focus on content delivery to one where children are actively engaged in their learning experiences. Teachers need to be able to actively inquire into students'
thinking and place the child at the heart of their own learning. To me, this must begin in the primary years   of   education
The research, in the form of a contextual case study, will focus in on Mathematics, traditionally a subject known for its focus on methods and procedures. It aims to explore the role of interactions (both verbal and physical) in supporting and building mathematical thinking with its conclusions adding to the ongoing debate into how Mathematics should be taught in the primary classroom.

Camellia Faiz-Mahdavi (EdD, Year 1)
Exploring BAME student experience in Higher Education from the 1990's till the present day
Keywords: Microaggression, racial stereotyping, generalisation, prejudice and race
Universities in the UK largely see themselves as liberal and progressive institutions which encourage and embody equality in their practices, without discrimination and prejudice. However, research into BAME students' experiences of HE suggests otherwise. A number of factors which negatively impact the experiences of BAME students have been highlighted, such as microaggression, racial stereotyping and generalisation. There is a less significant collection of work on the general BAME student experience and the purpose of this research is to see if there is a link between student experience and attainment. Prior to the Stephen Lawrence Inquiry, very little attention was paid to race and ethnicity in relation to HE in the UK. The advent of the Labour government in 1997 and the subsequent publication of the Macpherson report provided a jolt to the sector. This poster presentation will focus on key policies from the 1990's to the present day.

Omer Faruk Oktay (PhD, Year 2)

Does game-based formative assessment increase student learning by allowing self-assessment in secondary school mathematics education?

Keywords: Formative Assessment, Computer-Based Formative Assessment, Game-Based Formative Assessment, Self-Assessment, Computer-Based Learning

Since the late 90s, formative assessment (FA) has been strongly drawing researchers, teachers, and governments' attention because of its potential for enhancing student learning. One important benefit of FA is providing a suitable environment for self-assessment which allows students to monitor their own learning process and reorganise it when necessary. Nonetheless, considering the large number of students, the tremendous workload that teachers have to carry, and practical limitations, applying FA to the traditional classroom practice is considerably difficult. However, the dramatic advance in computer technologies and its utilisation in educational practice in last decades have opened new and proper ways for implementing FA to the educational practice. In this regard, computer games are seen as promising tools for applying FA to the education.This study aims to examine the capability of game-based formative assessment on increasing student learning by allowing self-assessment in secondary school mathematics education.

Shane De Fonseka (EdD, Year 3)
What motivates people to study an executive education programme

Keywords: delegates, executive education, professional, credit

The poster will evaluate the reasons as to why working adults want to sign up to study an executive education (EE) course. It will also look at whether the participants are students, delegates, or customers. What they wish to gain and whether these courses are worth the excessive and prohibitive amount of money they spend to receive a certificate of participation. Evaluate relevant theories and focus on Competing Values Framework (Quinn, 1988) as a basis of discussion. The poster will look at EE in terms of characteristics of EE, the types of delegates who sign up for EE courses, background of course facilitators, what types of courses are being offered as EE courses, teaching strategies including action learning, financialisation of education, marketisation of education, dominance of western educational systems and briefly discuss constructivism. It will also look at the channels used to sell EE courses (based in a case study)

Kate Tod Forbes (EdD, Year 1)
What's in a name? Exploring the recent history of using titles to recognise better teachers in England.

Keywords: standards; teacher development; teacher retention; teacher identity

In England, there is a history of using centrally created job titles to acknowledge some teachers' higher levels of practice. The use of these titles is inconsistent across governments: From 1998, under a Labour government, the title of Advanced Skills Teacher (AST) was recognised, with the addition of Excellent Teacher (ET) in 2007. When the Teachers' Standards were 'streamlined' in 2011 by a Conservative government, AST and ET standards were removed and the suggested Master Teacher standards did not make it past the proposal stage (only resurfacing again as a Labour election promise in 2014). The recent proliferation of the undefined role of Lead Practitioner in schools suggests a persistent need to label the 'better' status of some teachers with a recognised title. This study documents the recent history of these titles, exploring their origins; their relationship to teacher identity, status, development and retention; and their place in educational reform.

Ahmed Hadhoud (EdD, Year 1)
From Edtech history to what's next for education in the 4IR?

Keywords: Edtech, technology enhanced learning, digital learning, online learning, e-learning

Technology provides us with plenty of opportunities and untapped potential. For the first time ever, it is possible to offer everyone in the world access to education. Furthermore, online learning has enabled millions of students around the world to continue learning even under lockdown providing a safe, convenient and an affordable alternative.

The current student debt crisis and austerity measures require a structural change to the expensive brick and mortar model of education towards an innovative cost-effective technology led student centred model.

I will examine the history of technology in education and will focus on how the 4th industrial revolution (4IR) can transform the future of education through artificial intelligence, big data, machine learning etc. This is important because in a knowledge-based economy, capturing first mover advantage and pioneering educational technology will propel the hi-tech and STEM industries. Moreover, it will advance equality and social mobility.

Joe Hanley (EdD, Year 3)
Podcasting for Professional Development in a Network Society
Keywords: Social Work, Podcast, Network Society, CPD, Professional
This poster will outline the initial findings of my literature review, for this research which focuses on the use of podcasts for professional development for social workers. The professional development framework for social work has recently changed as a new regulator, Social Work England, has been introduced, bringing with them a requirement for annual recording of professional development activities. In addition, the Covid-19 pandemic has led more social work practice than ever before to take place online, and this includes the undertaking of professional development activities. In this context it is more relevant than ever to examine alternative and distance approaches, including podcasts. Early themes from the literature review show that podcasts have the potential to provide providing a platform for the voiceless to raise their concerns and promote social justice in a way that employer led training struggles.

Chang Hsiao Ting (PhD, Year 4)
The Impact of Photovoice on the self-efficacy of adults presenting with autism
Keywords: autism; adults; self-efficacy; photovoice; social activities
The research aim is to explore the effectiveness of implementing Photovoice to enhance autistic adults' self-efficacy in social life.7 autistic participants volantarily participanted, bringing photos about 6 social topics from Perceived social self-efficacy scale (PSSE) for group discussions within 6 weeks. Through exchanging ideas with team members, participants may gradually shift their fixed perspectives in regards to social issues and change their thoughts of personal problems with more openness and more respectful for the diversity in human activities. This research is a mix-method design. PSSE scale will be utilised as the pre-and-post assessment tool for measuring the changes of social confidence of participants during the progress of Photovoice (photo-sharing) group discussions. Meanwhile, the transcripts of interviews and group discussions will also be analysed thematically and symbolically. At the final, in-depth individual interview will be carried on to gain the feedback of the project from autistic participants.

Shazia Hussain (EdD, Year 1)
The Educational History of Pakistani Muslim Teachers and Leaders in the UK
Keywords: Pakistani, Muslim, BAME, teacher, leader,
The UK is home to the largest Pakistani community in Europe, with the population of British Pakistanis exceeding 1.17 million based on the 2011 census. British Pakistanis are the second-largest ethnic minority population in the UK and also make up the second-largest sub-group of British Asians. However, the data on 'Ethnicity Facts and Figures' by the DFE in January 2020 is surprising because only 1.2% (5500) Pakistanis are working as teachers in all educational sectors with only 0.7% (300) as deputies or assistant heads and 0.4% (100) as headteachers. The historical study is to look closer at this large ethnic group in the UK and delve deeper and explore the experiences of Pakistani Muslims with a focus on their educational and professional patterns. Find out why they are so under-represented in the UK teacher workforce and if they do become a teacher, then why not a leader?

Maninder Jalaf (EdD, Year 3)

An exploration of BAME male leadership trajectories in UK educational contexts
Keywords: BAME men, intersectionality, CRT, leadership, schools, UK
One of the overarching research aims of my doctoral research will be to identify a space in the emergent body of research, on BAME male leadership trajectories in the UK. Amid the emergent research into the enablers and facilitators for BAME leaders to secure headship, there is very little documented in terms of continued aspirations, once in post. Primary schools are predominately gendered spaces, so it will be interesting to ascertain from an intersectional perspective, and through the lens of CRT: the leadership experiences of BAME men after they put on the mantle of headship. Although there is growing body of research examining the enablers and barriers to headship, very little exists thereafter. Intersectionality will allow for a deeper social, economical and political understanding of the leadership trajectories of headteachers, and help to explain continued career progression. This is especially the case for BAME male headteachers in the primary sector.

Craig Johnston (EdD, Year 1)
Establishment and development of the Academic Skills (ASK) provision at Brunel University London, 2000-2020
Keywords: Higher Education Academic Skills Policy
The poster will highlight key developments in Brunel University London's (BUL) central academic skills service, primarily from 2010-2020, focusing on relevant policy publications made at both national and institutional levels. Since the publication of the Dearing Report (1997), 'skills' and 'widening access' agendas have emerged as dominant discourses within UK HE policy decision making. Universities such as BUL have subsequently allocated resources to central services that offer assistance to a more diversified student body: central academic skills tutors work alongside subject lecturers to support the development of students' core academic literacies, such as critical thinking skills. The poster seeks to contribute to ongoing debates regarding the effectiveness of these services, suggesting there may be tensions between policy decisions made and more theoretical discussions about effective teaching and learning practice.

Balbir Kaur (EdD, Year 3)
The role of the mentor in addressing social inequity.
Keywords: social equity, habitus, Bourdieu, teacher education, mentoring
This research aims to explore how social inequity is positioned in ITE with a particular emphasis on how intersectionality between race, gender and class is understood by mentors and student teachers. Recent events of COVID-19 and Black Lives Matter have highlighted harsh realities of longstanding inequalities across many structural factors, including education. Despite this, educators have the means to challenge and work towards remedying these inequalities or exacerbate them. On many ITE programmes, limited time and space are often attributed to the lack of teacher preparedness to deal with such matters. Although time is restricted during taught sessions, the role of the mentor in addressing these issues during practical experiences in schools has been given little consideration. My study aims to deploy Bourdieusian conceptions of organisational 'Habitus' to explore the perceptions and beliefs of mentors and student teachers on matters relating to social inequity and how they are translated into learning experience.

Mariam Khokar (PhD, Year 4)
The search for meaning in maths mastery
Keywords: maths, mastery, education, Service children,
An elite group of Far East Asian (FEA) countries (e.g. Singapore, Shanghai) have dominated top positions of the Programme for International Student Assessment (PISA) in mathematics over the past decade. Why should this be of interest? Andreas Schleicher from the OECD states "your country's competitiveness and your individual job prospects are heavily influenced by what happens in other countries," (cited by Coughlan, 2013). Consequently, debates around FEA approaches to mathematics teaching have dominated the education landscape, and caught the attention of

policymakers.

Mastery teaching methods and curriculum design is synonymous with Far East Asian approaches to mathematics. However, the wide range of terms- 'maths mastery', 'mastery teaching' and 'mastery approaches' but to name a few and associated concepts, are yet to be clearly defined. This paper seeks to explore the following three questions:

• What is maths mastery?

• Why certain characteristics are considered to be mastery?

• Why is mastery important for maths educators?

Sophia (Yujuan) Luo (PhD, Year 3)

An investigation of university students' language learning experiences medicated by mobile technologies

Keywords: Mobile learning; sociocultural theory; culturally adaptive approach; English as a foreign language

Moving beyond the 'digital native' rhetoric, this study investigates the current state of students' English learning behaviour mediated mobile technologies. A sociocultural framework is adopted to guide the investigation of students' contextual mediated choices and behaviours in the digital age. In essence, mobile learning refers to the process of acquiring knowledge through conversation among people and interactive technologies across contexts (Sharples,

Taylor and Vavoula, 2010). Particularly focusing on Chinese education, this study addresses the gap that despite the rapid development, mobile learning is rather slow to take off.

This study follows a multi-method research design to gain both holistic and in-depth understanding of students' perception and adoption of mobile learning. Some preliminary findings and ongoing directions are provided accordingly. It is the hope that this study will conclude by suggesting ways of maximising the learning potentials of mobile technologies to tailor a culturally adaptive approach to education innovation.

Rachel Milburn (PhD, Year 1)

To investigate the teacher education journey and to elicit the factors that influence teacher recruitment and retention.

Keywords: Retention, Recruitment, Policy, Power, Education

As a nation, this is a significant time in our teacher training history. More and more funding is being committed to both the recruitment of teachers as well as the development of the newly qualified professional. The exploration of teacher education over time outlines how certain policies have been established. This in some cases, has resulted in an increase in government funding in order to positively impact the recruitment and retention of teachers. Whilst the government does offer multiple data sets as a means to evaluate the success of such initiatives at policy level, understanding what happens at teacher level is not as transparent. Consequently, this research will not only take into account the holistic experiences of a teacher, it will also attempt to capture why a teacher originally joins the profession and their particular pathways as well as exploring the influence of policy on practice.

John Morgan (EdD, Year 1)

Specialist or Non-specialist? A history of primary classroom music teaching.

Keywords: primary teaching, music, Initial Teacher Training

Recent government reports have stated that the time dedicated to primary music in most Initial Teacher Training courses is inadequate to create a workforce that is confident in its own ability to teach the subject in the classroom. This is endorsed by recent research studies, with some authors arguing that 'musicians' are the only credible teachers of music. A preliminary study of a range of historical sources shows that this is not a new phenomenon: concerns about the training of 'elementary' school teachers in music were raised as early as 1890. My study will explore the historical evidence concerning the effect of policy and sociological influences on the training of effective primary generalist music teachers. It will summarise training considerations and music teaching trends over an extended period of time. Can

trainee teachers who class themselves as 'non-musicians' be supported in becoming effective primary classroom music teachers?

Colin Felix Pereira (EdD, Year 3)
Global challenges in delivering a transnational education programme
Keywords: Fully Online, Blended Learning, Transnational Education, Branch Campus, Distance Learning
This poster presentation focuses on the global challenges in delivering a transnational education programme by distance learning. This poster presentation would explore and present the following:
- *The different modes of delivering a transnational education programme.*
- *The advantages and disadvantages of the various modes of delivering a transnational education programme by distance learning*
- *Explore the global challenges of delivering a transnational education programme by distance learning*
- *To evaluate cross cultural considerations when delivering a transnational education programme*
- *The importance of this study is to explore on whether technology is capable of addressing the global challenges, provide solutions and support the distance learning delivery of transnational education programmes*

Sucharit Ponrueng (PhD, Year 1)
Everyone can be Makers through Enjoy Maker Space at a Science Museum, Thailand.
Keywords: The 21th skills, Maker Space, Motivation, Situation interest , Self-efficacy, Achievement emotion, Inspiration and Creativity.
The main objectives of this research are to develop visitors learning as maker through Enjoy Maker Space Activities (EMSA) at the National Science Museum, Thailand. The aim is to find out about the factors that encourage visitors learning as maker through EMSA. The study emphasis on visitors learning outcomes as a maker through EMSA and explore of visitors' motivation, knowledge, skills, inspiration and creativity from EMSA at a science museum.
Based on:
- *A policy and literature review to provide contextual information on access to learning as maker through EMSA, the 21st century skills, the motivation and learning outcomes from EMSA.*
- *Questionnaire, observations and interviews used to find out about learning outcomes of children, teenagers, adults and elder through EMSA for the pilot study and main study.*
- *Development of knowledge and skills learning through EMSA for visitors all of ages at a science museum*

Rayna Ramtohul-Butler (EdD, Year 1)
The Development of Relationships and Sex Education (RSE) in Primary and Secondary School Settings in England (1870-2020)
Keywords: sex education relationships curriculum policy
Since 1870, England has centred children in its education system, from defining which skills would benefit their future society to more recently, mental health. Years, reports and political agendas later, we continue to find ourselves reviewing best practice. Relationships and Sex Education (RSE) is compulsory in England from September 2020; a subject acknowledged for decades yet remains challenged and inconsistent across the country. Parental rights to withdraw, policy amendments, consultation, communities and religious beliefs are all factors to be considered and schools are currently faced with one simple question: How do all schools in England deliver a consistent and equal compulsory RSE curriculum to children of all abilities with the support of parents, carers and the local community? My research focuses on the progression of England's National Curriculum to explore cross-curricular elements and effective policy writing for delivering RSE in all classroom settings, in line with government expectations.

Tawinan Saengkhattiya (PhD, Year 1)

Using real-world environmental issues as a tool to enhance awareness of sustainable development and enrich 21st century skills in science gifted students through STEM problem solving activities at primary school level in Thailand.

Keywords: STEM activity, Problem solving, Education for sustainable development, gifted science learner, primary level

Following the launch of the UN's 2030 sustainable development goals, I designed an intervention programme for teaching primary science gifted students, to raise awareness about sustainable development. This approach encourages students to work together on problem solving, communication, creativity and collaboration skills. In my doctoral work, local environmental issues occurring in Thailand are used as themes in constructing extracurricular STEM

activities. Lessons are currently being designed, based on my pilot study using a 'landslide activity' for students to extend their STEM knowledge. They will use engineering design processes to solve problems by analysing the issues, creating solution plans and constructing inventive products. Long-term plans and human behaviour to cope with the issues will be discussed. The interventions will be conducted in Thailand with primary science gifted students, and data will include teacher interviews, student worksheets and reflective journals, and will ultimately be used to inform teacher training.

Pauline Sithole (PhD, Year 2)

Comparing welfare and safeguarding policies and practices for young people in two educational settings: one in London, England and one in Harare, Zimbabwe

Keywords: Contemporary safeguarding, well-being and comparative education

The following study will aim to look at welfare, safeguarding and well-being in two early years and primary educational contexts. Although it is expected under international conventions and local law that the provision of education and creation of policies to safeguard the welfare and well-being of children in such geographies be paramount the body of work comparing policies and practices between various types of institutions globally is often outdated and not practice related. This often leaves practitioners in schools unable to deal with contemporary safeguarding issues as they arise. An example of contemporary safeguarding issues has been the COVID-19 pandemic that has affected schools in both contexts. Issues that have arisen surrounding the initiation of lock-down have been unexpected and challenging at best resulting in communities resorting to new community resilience strategies not experienced before. As this is a comparative study, a comparative study approach has been taken to investigate.

Ibrahim Sayid (EdD, Year 3)

Inclusive Education - "All Means All"

Keywords: Inclusion , Inclusive Education ,Disability ,SEND

Children with disabilities are still excluded from education and are marginalised ,they face many barriers which prevent them from participating and benefiting from schooling .The 2020 GEM Report, "All Means All" (UNESCO, 2020), highlighted the progress made and still to be made towards greater inclusivity in education. This study uses the Report as a template to explore the extent to which a single school, located in an area of London with a significantly diverse group of learners, is enabling its students to progress both academically and socially. It places an emphasis on students experiencing SEND. The research will use action-based method and participatory research to collect data. It will adopt a mixed-method mode of enquiry. The study will use stakeholder (students, teachers, parents) narratives to explore their ground-level realities and school-generated data on student achievement as well as documentary analysis of key school-based policies to inform the research.

Maggie Stephenson (EdD, Year 1)

Four decades of the rights-based approach to the education of children and young people with Special Educational Needs and Disabilities (SEND) in England.

Keywords: SEND, Legislation, human rights, discrimination, inclusion

Special Educational Needs and Disabilities (SEND) in its current form in England found its legislative home within the pages of the Education Act 1981. Other key legislation, including the United Nations Convention on the Rights of the Child (UNCRC) (1989) formulates the needs of children and young people in terms of human rights against a backdrop of 'non-discrimination and equality for all' mantra. However, concepts of the right for: inclusion, access to employment, information, services and choice are complex and sometimes difficult to relate to practice. Over the last four decades, much energy and resources have been invested in an effort to deliver UNCRC's rights-based approach 'for all' affirmations. This paper will chart out progress and establish the extent to which statutory documents have, in practice, lived up to the promise of increasing children and families' stake in the SEND process, moving away from an adversarial system.

Nehal Vanjani (EdD, Year 3)
Apprenticeship - Is OTJ training necessary or a box-ticking exercise?
Keywords: Apprenticeships, Off The Job (OTJ) training, upskill, levy paying businesses
For many learners, the appeal of apprenticeships is that they offer the chance to gain an academic qualification whilst receiving practical 'hands-on' experience. It's a valuable offering to businesses too, as they enable employers to upskill workforces with the right knowledge, behaviours and skills. Yet one key discussion point of the government's apprenticeship reforms has been its strict guideline that apprentices must spend 20% of their time off the job training (OJT). The guideline has been met with confusion and opposition from some levy paying businesses who see it as effectively losing a member of staff for one day a week.
This study will analyse the importance of OJT and its contributions to the development of apprentices. Specifically, it will explore the factors affecting employer's intentions and apprentices' motivations for undertaking this training. A qualitative approach will be used to investigate whether employers and apprentices perceive OTJ training as valuable.

Jørgen van Waes (EdD, Year 3)
Good senior secondary vocational education
Keywords: VET, Qualification-Socialization-Subjectification, Teacher agency
Presently about half a million students are enrolled in a senior secondary vocational education course, and for about 40% of the Dutch population VET is the highest level of education completed. This is indicative of a substantial influence of VET on society. Analysing Biesta's theory of the three domains of purpose in education: qualification, socialization and subjectification, I aim to make a claim about the possibility for good VET within the existing system, and argue why it is valuable looking at VET in terms of socialization and subjectification despite critique on Biesta's theory. A series of interviews will give an insight in teachers' views on good education and the way they experience agency in developing and delivering it. Combining theory with small scale empirical work, this enquiry aims to influence the direction of the educational debate at one school from 'what works?' to 'what should we teach for?'.

Karen Western (EdD, Year 1)
Widening access addressing underrepresentation in Higher Education
Keywords: Diverse, Regulation, Measures, Policies, Socia
Widening Access: a notion of equality – fraught with contentious debates, a socio-economic issue of fair access has a centre stage in the English Higher Education Agenda. Arguably at this time of unparalleled social and economic change and uncertainty, it has never been so important to break the barriers of poverty and to tackle equality and diversity, to improve outcomes for underrepresented groups Tasked with paying greater attention to attracting a more diverse student body universities have appointed staff, developed programs and responded to a myriad of policies; an average of 45 a year with nearly £1bn a year currently invested in widening access and participation. Considering the past 20 years, policies, research and key players will be examined to explore how the targets of widening access have evolved. Transparency questioned amidst the fear of closer regulation, what has hindered and what has defined the measures of success or failure.

Lingran Zhang (PhD, Year 1)

Video-Production-Oriented Spoken English Pedagogy: An Action Research into the Effects of Video Production on Chinese EFL Learners' Attainment
Keywords: video production; spoken English; pedagogy

Although contemporary learners have been used to constructing meaning by orchestrating multiple modes (e.g., written and oral language, visual, sound, and graph, etc.) in an era imbued with various semiotic digital resources, the value of multimodality for teaching and learning has not been widely accepted by second language classroom teachers for a long-standing view of literacy and language as exclusively linguistically based. This mixed-method study intends to carry out an action research on the affordance of video, especially the potential of video production, for improving learner's spoken English proficiency. Two groups of learners at tertiary level in China will participate in a 12-week spoken English course. Both quantitative and qualitative data will help test out the effect of a video-production-oriented spoken English pedagogy as opposed to traditional instructional model, based on a further investigation into learners' behavioural pattern, cognitive mechanism and social context.

Please note: Abstracts are presented as they were submitted