



Education Department



RESEARCH CONFERENCE PROCEEDINGS

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Introduction

Welcome to Brunel's Education Department's third conference proceedings. All doctoral researchers in the Department present their work at the Education Department's Research Conference each summer, 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 to write a six-page paper about the work they presented. Due to the pandemic, our conference was held remotely for the second time. However, this did not detract from the quality of research presented and we were delighted that 68 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 senior 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, and all other doctoral researchers, may select to present their work via either a poster or oral presentation. As such, some doctoral researchers 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 their work!

The use of content analysis for research in the education field

Mohamad Adning

Doctoral researcher, year 3

Content analysis (CA) is a qualitative analytic method that is common in qualitative research. This paper describes the use of CA in a case study on the use of mobile phone for continued teacher professional development in a rural part of a developing country. The case study was taken from the government programme, where twenty teachers joined in this research with two national framework activities as a boundary in this research. The research was an exploratory investigation in which the researcher was immersed in data from various sources such as semi-interviews, focus group discussions (FGD), and digital media records. Six themes with both latent and real meaning emerged. The process used three steps, namely preparation, organisation, and reporting which is implemented in the researcher study. Thus, CA helps this research to answer the research question of this study.

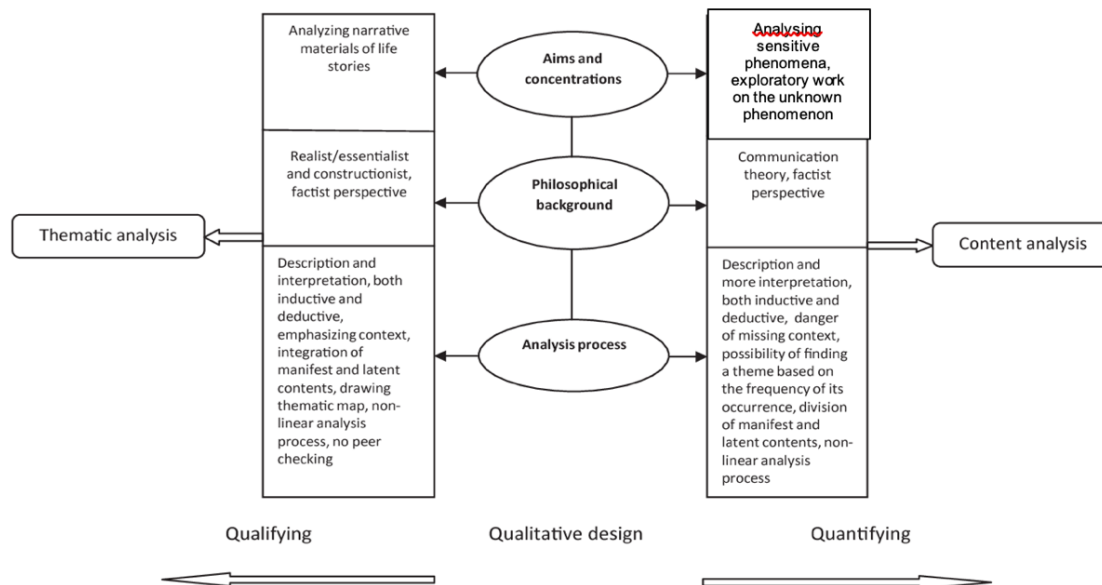
Keywords: content analysis; education field; mobile phone; method

Characteristic and philosophies CA

Content analysis (CA) has been defined in various ways and applied to a wide range of sensitive phenomena (Neuendorf, 2018). Some experts argue that CA is well-suited to analyse multifaceted, important, and sensitive phenomena (Elo & Kyngäs, 2008; Vaismoradi et al., 2013). Furthermore, CA is one of the qualitative analytic methods common in qualitative research (Vaismoradi et al., 2013), and education researchers frequently utilise qualitative content analysis as an analytical approach in the qualitative descriptive study. Thus, this paper focuses on useful key definitions and applications for research in the education field.

There is a clearly defined of using CA in the continuum of the qualitative methodology. Even though some experts believe there is no clear boundary between CA and other technic analyses, such as thematic analysis (TA) to analyse qualitative descriptive study (Vaismoradi et al., 2013). Both are two common approaches in data analysis and are interchangeably used in qualitative research (Vaismoradi et al., 2013). Their separation can be looked at from aim and concentration, philosophical background, and analysis process in the continuum of the qualitative methodology (Vaismoradi et al., 2013).

Figure 1. Main characteristic of qualitative content analysis and thematic analysis in the continuum of the qualitative methodology.



The figure above shows a clear main characteristic between CA and TA in the continuum of the qualitative methodology. Moreover, according to Elo and Kynges (2008), the data analysis process in CA has three stages: preparation, organising, and reporting. The first stage is the preparation that the researcher transcribes the interview result or other source data and actively reads the data several times to obtain the sense of the whole to decide by made category as manifest content or latent content and to decide categories of themes (Vaismoradi et al., 2013). Thus, the researcher develops categories and themes before the next analysis stage refers to manifest or latent content.

The second stage is organising the data. The way to organising the data through content analysis is by open code, collecting codes under potential subcategories/subthemes or categories/themes, and comparing the emerged coding's clusters together and with the entire data set (Vaismoradi et al., 2013). Therefore, CA involves category, codes and coding; that is, a process of representing message content with abbreviated, convenient symbols (Neuendorf, 2018). Thus, the researcher should open mind in organising the data by collecting codes under

potential subcategories/subtheme or categories/themes and comparing the emerged coding's clusters, and concerning the entire data set to continue to the next stage of data analysis.

The last stage is reporting. This stage is related to reporting the result of the previous stages, which is connected to organising the data and analysis process. The reporting stage is the researcher's creativity for presenting the result in terms of a storyline, a map or a model is encouraged. Thus, the researcher should show the analysis process and the result through models' conceptual systems, conceptual map or categories and a storyline as reporting stage.

The implementation CA on education research background

CA is a prominent method used for the analysis of message content (Neuendorf, 2018).

Therefore, this paper considers the role of CA in analysing data from a case study done by the researcher in a case on the use of mobile phones for continued teacher professional development in a rural part of a developing country. This researcher has found that the mobile phone is one of the phenomenal technologies that most people in the world have (APJII, 2018; Howlett and Waemusa, 2018). Furthermore, there are sensitive conditions in Indonesia where most of the area is rural without a good broadband connection. Further, the number of teachers in Indonesia is increasing in the last decade.

The case study is taken from the government programme, where twenty teachers joined in this research with two national frameworks action named National Training Programme and Dissemination Programme (NTP and DP) for a boundary in this research by looking at their activity in utilise a mobile phone. Several techniques were used to collect data on this study: semi-structured interviews, Focus Group Discussion (FGD), and Digital Media Records (DMRs) where individual posts at chat group through WhatsApp, photo capture, and WhatsApp status and official website of Ministry of Education and Culture Republic Indonesia (MoEC RI). The selected data collection technique is purposed to reveal a clear image of the research. Lune and Berg (2017) support that data collection and organisation are important to unfold the research project and imagine what the data will look like. Further, not all participants contributed to all the data, but the data was sufficient to be analysed to answer the research question because each data represented the presence of participants and strengthened one another. As a result, fifteen of twenty participants were interviewed. Six participants contributed at FGD, almost all participants were recorded or captured in eight

WhatsApp groups, and WhatsApp statuses were captured over six participants, and over fourteen participants were documented by photo.

The process of data analysis was started by preparation steps. The researcher uploaded all the data in Brunel University clouds, such as audio files, photos, and digital documents, including interview transcripts. The purpose of this is to make it safe and easy to access and analyse data anywhere and everywhere. The researcher actively read and re-read the interview transcripts during this period and understood participants' conversations on group chat, status profile WhatsApp, and pictures by highlighting their meaning.

The second step is organising data. This activity is a continuation of the preparation step. The researcher organised data by open code and collect code. The researcher made codes, a node through comparison diagram, hierarchy chart, explored chat and visualised the result by words frequently. A constant comparative analysis of the data was conducted to find sub-themes that initially emerged from participants' perceptions of their mobile phone use and collaborative activities. Further, the researcher cross-checked participants' actions with all data sources to draw a thread line from participants' actions towards the themes' conclusion. The researcher got helps from the NVivo application to efficient this process. As a result, six themes emerged in the process of organising and analysis process.

The third step is reporting. This stage is related to connect the previous stages. The researcher put words to be presented in a map, storyline or model to answer research questions. The researcher presented the reporting through storyline and map to show how the mobile phone is utilised to support teacher's CPD. The themes that emerged in the analysis process start to string through the storyline of research questions. Thus, the storyline refers to answering the researcher questions.

Conclusion

To sum up, CA helps the research find the answer of the research in the education field. This is demonstrated through a case study on the usage of mobile phones for ongoing teacher

professional development in developing nations' rural areas. CA helps to emerge six themes on a study of mobile phone use in the frame of a national programme in rural areas.

Moreover, three steps on CA were implemented in analysis data that helps the researcher to make a storyline and map of the study to answer the research question.

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E-learning in Developing the Future Employment Skills of Undergraduate Students in Oman

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PhD in Education -Year Three

In order to use the different types of technologies available nowadays, organizations have become innovative and know the type of technology that suits them. They do this by implementing different types of IT systems, so that they achieve performance and benefits in running most of their daily activities. E-learning is considered as one of the recent systems that help in making the students learning and teaching environment more functional and skilful. 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 Oman, thus, this study aims to investigate how E-learning use might play significant role to build and enhance undergraduates' skills in Oman to prepare them for their future employment?

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

Introduction

E-learning is considered as one of the recent systems that help in making the students learning and teaching environment more functional and skilful (Clarke,2008). Education, employability, and skills most studies have emphasized the importance of improving the skills of higher education (HE) students, because in most cases the skills of graduates do not meet the expectations of employers (Belwal, R. et al., 2017).

So, this study aim: 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 in Oman? I would like to mention that this paper is a part of my PhD in progress thesis research which aims to help explore E-learning as a part of the college's system for building a set of students' future employability skills to meet the labour market needs in Oman.

About Oman

Oman is one of the middle east countries, which has a population of around 4,669,073 people, nearly 55% Omani citizens are and 45% are None-Omani residents. Most of Oman's population are young people aged 18 to 45 (NCSI, 2019). Since the end of 20 century, HE in Oman obtained a rapid successful development, nowadays the institutions specializing are covering most of the fields in engineering, science, IT, Business, and other programs in other different area (Education Council, 2014). Therefore, HE sectors in Oman has grown and, currently there are a total of 60 HE institutions, 36 public universities and colleges, and 29 private institutes (MoHE, 2020).

Consequently, many studies have shown that unemployment in Oman has been a critical problem; and that is because of several factors, such as expatriates filling most of the jobs in the private and public sectors, although some private and government policies assume that Oman's standard of education is low Belwal et al. (2017), Al-Harthi (2011) adds that almost 50 percent of the Omani graduates are not confident of their skills.

In Oman, many organizations acknowledge the importance of improving HE objectives and results, and the need to engage in international education standards. They, therefore, have considered the idea of E-learning, which would enhance teaching and learning by expanding their education services to students and others who could not gain access to their institutions because of the reasons such as geographical distances (Al-Hajri, Ghayas and Echchabi, 2018).

The Research Methodology

This research methodological choices draw from interpretative framework which seeks an understanding of the impact of the context on the phenomenon under investigation, and focuses on meaning-making practices of the participants on the premise that knowledge relating to reality is socially constructed during interactive communication (Myers and Klein, 2001; Rowlands, 2005; Walsham, 2006; Lukka, 2014). In other words, interpretative scholars seek to understand how people acquire, develop, and communicate meanings in social encounters, how they may (and do) utilize them when explaining phenomena to which these meanings pertain, as well as the processes and mechanisms that link the elements of the developed meanings together- for which, the data and themes emerging from the field is central (Lukka, 2014; Yanow, 2014). Also, interpretative framework enables the integration of professional practice and expertise with academic inquiry makes research more accessible

to all stakeholders (Mellinger, 2020); thus, it creates the vital link between researchers and practitioners that helps both groups to profit from the information exchange (Myers and Klein, 2001).

Thus, the research employed a multi-method approach through two stages of data collection which are interview-then-survey: interviews come first, followed by an analysis wherein the researcher identifies several issues or a few themes. The interviews are valid for usual interview methods. Then, the survey then is used to find out how prevalent these themes are within much larger groups of people. The survey is valid for its own use without being a part of the interview (Watts and Crowe, 2020).

- Stage 1: interviews with some of stakeholders who are concerned in labour market, skills required for employment and higher education role such as employers, graduates, college management and the responsible decision-makers in government and education bodies in Oman.
- Stage 2: online questionnaire survey, the participants in this stage were undergraduate students, academic staff, and E-learning coordinators from the study sample in Oman.

Finding Samples

The explored themes from data analyses in stage1

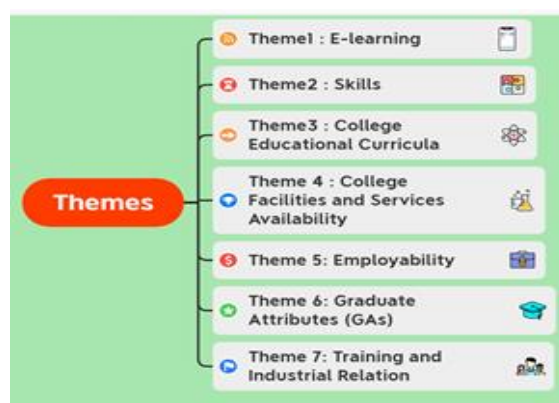


Figure1: Identified Themes

Example of results from stage 2 about E-learning

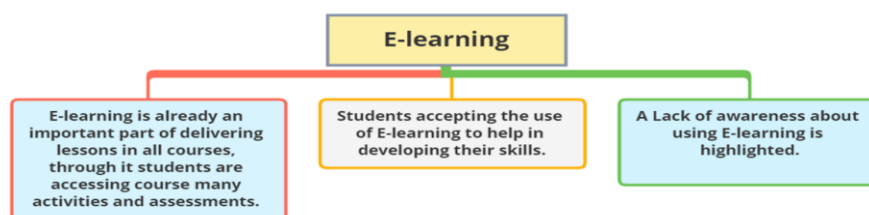


Figure2: Sample of the results about E-Learning

Overall, according to this research selected sample for investigating the role of E-learning in developing the university students' skills, the results reflect that the selected colleges are having a visible impact on preparing the students for their future jobs, and the students should use every opportunity and resource available to improve their interpersonal skills and passion. E-learning is already an integral part of delivering lessons in all course's students are already accepting of this culture students are at ease having all activities in their courses. And in terms of developing graduate skills, they think E-learning supplements the role of the college and in this regard all other involved stakeholders including the course tutors and the students need to be a part of this develop responsibility.

However, there are some changes which should be made to the different elements and aspect of E-learning, such as its features and usage, encouragement, infrastructure, awareness, and the link to improving students' skills, including employability skills and Oman's labour market requirements.

Conclusion

Most of the collected information in this research highlighted that there is a lack in the graduates' skills of HEIs in Oman. And although E-learning of different forms WILL play a role in future skill training, there is a need for ALL stakeholders involved to be synchronous in their aims and objectives for the professional development of new graduates into the labour market needs.

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An enactivist's exploration into the mathematical understanding of children in the transition from Key Stage 1 to Key Stage 2

Catrin Evans

Doctor of Education (EdD) 2018

Within primary maths education there is a growing understanding that to develop 'knowing' children must be 'doing' maths. The use of the environment has become key as children combine the mental and physical to develop mathematical understanding.

These ideas lie at the heart of enactivist thinking. From an enactivist's perspective, thinking and cognition are grounded in bodily actions and these actions are not simply a display of understanding, but they themselves are understandings. In essence 'knowing is doing' and learning is not about gaining information but is instead, an ongoing exploration where thought and actions combine to form a person's sense of 'knowing'.

But what does this look like in a primary maths setting? How do children enact and embody their learning? This question lies at the heart of this research as it aims to explore what 'doing' can reveal about a child's mathematical 'knowing'.

Keywords: enactivism, interactions, mathematical understanding, embodiment, children.

Theoretical underpinning: The importance of interactions

Educational philosophers have tended to agree that learning should begin from immersed purposeful experiences (Abrahamsson et al, 2021) and the importance of a child being active in their own learning has been widely reported for over 100 years.

Piaget (as early as 1936) refers to knowing as not being about copying reality but reacting to it and transforming it in such a way as to include it meaningfully in the transformation systems with it is being used (Piaget, 1971). 'Interaction' is also a significant stage within Bruner's (1966) three modes of representation. His work considers that infants first learn by doing with the help of physical actions and objects, rather than just with internal mental thinking, calling this the 'enactive' stage. To Vygotsky and his sociocultural theory (1978), human learning is largely a social process and children acquire their values, beliefs and

problem-solving strategies through collaborative interactions with other people.

Applied within context, constructivist ideas have underpinned numerous successful worldwide perspectives of teaching and learning. But more recently, this has been taken one step further with the idea of ‘embodying’ or ‘enacting’ coming to being. The words ‘enactive’ and ‘enaction’ to describe the non-representational view of cognition now known as ‘embodied cognition’ were first used by Varela, Thompson and Rosch in 1991 but its origins go back as early as 1945 in Maurice Merleau-Ponty's work on embodiment and perception (Abrahamsson et al, 2021).

Constructivism + Embodied cognition = Enactivism (Holton, 2010)

Enactivism and embodied cognition research provides a theoretical grounding as well as a more solid empirical foundations for some of the concepts that come out of constructivism (Pecher & Zwaan, 2005). It is rooted in the idea that cognition and the environment are inseparable, and that thinking is grounded in bodily actions, thus extending the idea of making something visible to include making something ‘enactable’ or ‘doable’. Essentially, embodied cognition and enactivism consider that the body in conjunction with the mind plays a significant role in cognitive function or in formulaic terms:

The Body = physical body + the senses + the mind and the brain.

In an educational context, reality and the mind are interlinked. Learning is not seen as about gaining information, rather, it is an ongoing process of exploration. The beauty of enactivism is that it acknowledges the significance of children’s experiences and interactions as constructivism does and intertwines the significance embodied cognition places on the influence the body has on the mind.

Now, this is not to throw out constructivist theories, which have dominated educational research for the past 50 years, but it is important to now consider what contribution an embodied view can make within an educational context especially when curricular are reflecting the student-led nature of learning. In Douglas Holton (2010)’s paraphrased words – by combining constructivism and enactivism it could be possible to create a ‘super parent’ model that supports effective pedagogical practices within teaching.

But how is enactivism relevant in a subject so dominated by numbers and fixed principles? In mathematics classrooms, we usually discuss ideas as though they surpass the physical, and as a result we hardly talk about the subjective experience of mathematical thinking (Abrahamsson et al, 2021). Yet they go hand in hand. The core of mathematical knowing is not what you know about a concept but your capacity to enact it (Abrahamsson,et al, 2021). Mathematical thinking is all about handling objects (even if they are imaginary) and mathematics education researchers are starting to acknowledge this, making use of the basic concept of enactivism by considering cognition an active process (Brown & Coles, 2011).

The intended research

The research is grounded in the enactivist belief, ‘Knowing is doing and doing is knowing’. The paper is an exploration and is a rich contextual case study looking at the maths learning of a group of 7- and 8-year-old children in the transition from Key Stage 1 to Key Stage 2, an important stage in primary maths education when primary methods of teaching and learning shift from physical manipulation to more written methods and mental fluency (to the detriment of some children).

Data will be collected through observations, video (as taken by the Learning Support Assistant) and semi-structured conversations where they will be guided to talk through their mental processes.

A natural consequence of enactivist research is its ability to provide a wealth of rich data, which comes as both a blessing and a curse. Realistically, it is beyond the scope of this study to detail what every child says and does, which leaves the question of whose responses to focus on. From multiple perspectives higher and lower ability children provide an interesting prospect for investigation. As their teacher, the study provides a tangible opportunity for formative assessment to help inform and support subsequent additional provision and intervention and as a researcher, exploring the different responses of the children is always fascinating. How will the more able contend with the interactivity of subject which to them is all about finding the right answer? Will the less able find the physicality and exploratory nature of the activity unlocks what is to them a subject that is very abstract?

Getting the correct answer is not important – the research is interested in the process. How

are the enacting their learning through their physical interactions with manipulatives and their bodily actions as seen through gestures and words to work through the problem and what does it reveal about their mathematical understanding? What makes the research interesting is that in some respects the exact research question is yet unknown. An important part of enactivist research methodology is that instructional goals not be predetermined but changed and modified as the researcher learns more about the evolving situation (Bernier, 2011). The lesson will be child-led and all involved will work together to explore the mathematical problem in an instinctive and unprompted way.

Enactivism as a methodological frame for mathematics education research is incomplete - there is always more to be said and different grounds for the phenomena to be investigated within a mathematical context (Simmt & Kieren, 2015). The aim of the study is to add to this body of knowledge we have about enactivism in the classroom, providing a rich narrative of 'enactivism' in action in an applied context. If McWilliam and Taylor (1998) are correct when they say that we cannot ignore the embodied nature of teaching and learning, there is scope beyond this for the results of this research to extend and support the move towards a move mathematical pedagogy, opening up much needed conversations as to the nature of maths teaching and learning at a primary level.

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High-stakes? 10-11 year-old children's stories of primary school assessment

Bhavisha Soma

Part-time PhD, Beyond 5 years

My interest lies in assessment in mainstream primary schools in England. Beginning with how educational assessment has developed over time, I track the journey to where we are today – arguably a high-stakes system leading to the datafication of children. Children are being trained to simply pass tests – primarily in English and Maths – at the expense of other curriculum subjects and learning outcomes. Much of the existing literature in this area offers a critical view of assessment and its impact on schools and children, centred on research with secondary-aged children (regarding secondary school assessment) and adults (teachers and parent/carers). My research explores the stories of primary-aged children in relation to primary school assessment using a multi-method approach: questionnaire; free-writing/pictorial representations; and semi-structured group interviews. Through this research I intend to reveal and analyse the stories of primary-aged children to better understand their experiences and create the potential for policy recommendations.

Keywords: primary-school-children; high-stakes-assessment; SATs; stories; mental-health

High-stakes assessment

High-stakes assessment includes standardised testing (tests taken and marked consistently to enable comparisons), with highly consequential outcomes for some or all of those involved (Solorzano, 2008; Berliner, 2011). It can be identified 'by the consequences they carry for success or failure' (Carnoy, Elmore and Siskin, 2003: 4) and this type of assessment might also occur when the consequences permeate every aspect of school life (Black and Wiliam, 2018). The weight carried by the term 'assessment' was made evident by a speech given on educational assessment:

...any assessment is a claim. A claim that a person can do 'a' or 'b'; that they know and understand 'x' and 'y'. These are claims which have consequences - that a person is ready to study... ready to progress... they know things.

(Gibbs, 2015: n.p.)

Such is the potential power of particular types of assessment; it can affect a child's future studies and even their opportunities beyond education, such as job prospects.

What is known and unknown

Much of the literature focuses on the stories of either the adults involved, such as school staff (Polesel, Rice and Dulfer, 2014; Saeki et al., 2018) or on the stories of secondary school aged children in relation to secondary school assessment (Locker and Cropley, 2004). School assessment is largely negative because it has high-stakes outcomes for key stakeholders. For example, curriculum narrowing in primary school and the setting and streaming of children in secondary school (Solorzano, 2008; Berliner, 2011; Black and Wiliam, 2018). Less research is available on the stories of primary-aged children and whether they see assessment as high-stakes for themselves or for others, such as their parent/carers and teachers.

Research aim and questions

The aim of the research is to understand the stories of primary-aged children as key stakeholders in primary school assessment. This unique insight into children's stories of assessment could encourage future research and result in a more comprehensive picture with the potential to influence change. My research questions are:

- (1) How do children experience primary school testing?
- (2) What do children say is the impact of primary school testing on their:
 - experiences of teaching and learning?
 - mental health and wellbeing?
- (3) Do children have any recommendations about primary school assessment?

Conceptual framework

Based on the ontological and epistemological position of constructed reality within which this research is situated, I used a narrative methodology because it brings together people and their stories of personal experience (Andrews, Squire and Tambouku, 2008). I am interested in the issue of primary school assessment through the eyes of the children and thus I am using

personal stories as told by the children to enable them to share the meanings they attach to their experiences of assessment.

Positionality as a researcher

Unlike the non-teacher researcher, the teacher is immersed in the ‘classroom culture in which they and their pupils live out their daily lives’ (Hopkins, 2002: 35). As a teacher, I am held to account by a number of professional standards and I used these values as a guide for ethical decision-making throughout the research. My responsibility as a researcher also dictated my conduct throughout the research process. This research had ethical approval granted by the Brunel College of Business, Arts and Social Sciences (CBASS) Research Ethics Committee and additionally, as a member of the British Educational Research Association (BERA), I have an ongoing commitment to abide by their ethical guidelines (BERA, 2018).

Sampling strategy and participants

A purposive sampling strategy was used comprising of Year 6 (10-11 year olds) within one school as a ‘unit of analysis’ (Creswell, 2012: 141) to explore the issue of high-stakes assessment across similar primary schools in England. Year 6 is the year group that up to 2019, have always taken statutory assessments at the end of primary school. Participation in this study was based on parent/carer consent and child assent. I administered the questionnaire to 36 children from across five different Year 6 classes to encompass as diverse a range of participants and as wide a breadth of experiences as possible within the setting. For the free-writing, pictorial representations and interviews, I ensured that I had a sample representative of the year group by using the children within one class of mixed attributes. 17 children took part in the free-writing/pictorial representations and 13 children took part in interviews before the end of year assessments, with 12 children taking part in interviews after their assessments were over.

Multiple methods

As a result of the relatively recent interest in combining both quantitative and qualitative approaches to research and to avoid an over-reliance on one method (Punch, 2005), questionnaires, free-writing and/or pictorial representations and small-group semi-structured interviews were used to gather data.

Questionnaires:

To create an overall picture of the children's stories of assessment, children stated how much they agreed/disagreed with statements relating to school testing using a 5-point Likert scale. Because the children are the insiders and the experts on their own experiences (Kaplun, 2019), there was value in asking them to suggest questions about assessment that could be asked to their classmates. These questions were then added to the interview schedule.

Free-writing and/or pictorial representations:

Researchers such as Andrews et al. (2008) suggest that expanding the type of materials used within a study creates a more rounded narrative. When it comes to school experiences, some children put a lot of care into creating meaningful drawings (Coates, 2002) and in some cases, 'children's drawings speak a thousand words' (Kaplun, 2019: 392). Therefore, children were invited to draw their own pictorial representation and/or write about assessment. Kaplun states that 'drawing activities are a way of reducing power differentials that exist between children and adults' (2019: 393) and so this method was also chosen to empower children.

Small-group semi-structured interviews:

It has been argued that most experience-centred narrative interviewing is of the semi-structured kind (Andrews et al., 2008). Using semi-structured interviews alongside the questionnaires, pictorial representations and free-writing enabled the children to decide for themselves how to present their story. This approach 'actively involves the participant in the inquiry as it unfolds' (Creswell, 2012: 512). The children decided what they wanted to say and how they wanted to say it, and I was able to probe the children to amplify, expand and seek clarification on what they said. Interviews were conducted with small friendship groups of two or three children. Data from the questionnaires and the pictures/writing were used to prompt children to go into more detail about the stories they depicted in their picture/writing if they wished to do so.

Next steps

Next steps for are to begin to analyse and interpret the data that has been collected using a narrative framework for analysis.

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Oral Presentation Abstracts

Mohamad Adning (PhD, Year 3, FT)

The use of content analysis for research in education field

Keywords: Content analysis, education field, mobile phone, method

Content analysis (CA) is a qualitative analytic method that is common in qualitative research. This paper describes the use of CA in a case study on the use of mobile phones for continued teacher professional development in a rural part of a developing country. The case study is taken from the government programme, where twenty teachers joined in this research with two national framework activities for a boundary in this research. The research was an exploratory investigation in which the researcher was immersed in data from a variety of sources such as semi-structured interviews, focus group discuss (FGD), and digital media records. Six themes with both latent and real meaning emerged. The process used three steps, namely preparation, organisation, and reporting which is implemented in the researcher study. Thus, CA helps this research to answer the research questions of this study.

Mohanad Alfiras (PhD, Year 2, FT)

The Effectiveness of Continuous Professional Development in Enhancing Using Mobile Learning for Faculty in Gulf University / Bahrain

Keywords: Mobile Learning, Continuous Professional Development, Gulf University

Continuing Professional Development (CPD) is the practice to document as well as update the skills and knowledge one acquires in course of his or her work experience at a regular basis. The more one identifies the gap in the acquired skillset, the more one understands what needs to be done. The purpose of the study was to carry out the need's analysis with respect to mobile learning amidst the faculty of Gulf University, Bahrain. Having realised the needs, the researcher designed and implemented a workshop for the faculty on Mobile Learning. Through the reflection on learning and development, the challenges and obstacles measured at the end of Summer Semester of the current academic year 2020/2021 for redressal. The scope is to regulate the quality improvement from time to time and adopt the emerging trends into teaching which will lay a platform to assure CPD.

Refika Arabacı (PhD, Year 3, FT)

What does promotion of ‘responsible citizens’ in the National Curriculum for Citizenship mean for KS3 students?

Keywords: citizenship education; KS3; responsible citizens, national curriculum, Biesta’s three functions of education

In the last revised version of the National Curriculum, Citizenship Education (CE) policy suggests that students should be prepared ‘to take their place in society as responsible citizens, manage their money well and make sound financial decisions’ in secondary schools (KS3/4) (DfE, 2013). Such a focus on responsibility rather than rights can be problematic (Jerome & Starkey 2021) and may reveal the nationalistic discourses on CE. Therefore, after exploring what is referred by responsibilities in the education policies, it is important to discuss responsibility as a concept related to two functions of education: socialisation and subjectification (Biesta, 2020). To explore what responsible citizenship means for KS3 students in the conference based on my on-going doctoral research, this presentation draws on online semi-structured, in-depth interviews with KS3 students, teachers, and academics who study on CE.

Gamze BILEN (PhD, Year 1, FT)

How Religion, Gender, and Ethnic/Race Identities Influence the Science Identity of Students Through the Lens of Intersectionality Framework

Keywords: Science-identity, Religion, Gender, Ethnicity, Intersectionality

Science Identity is conceptualised as how students identify themselves with science and are recognised as a science person by people around them (Carlone & Johnson, 2007). There are also two sides to being a science person, personal and socio-environmental; each has an influence on forming a science identity that also intersects with gender, ethnicity/race, and religion. An intersectionality framework will be helpful in illuminating these issues.

The research will be conducted with students aged 13-15 in schools. The study design is mixed methods; firstly, to create a bigger picture of the research, students will be asked to fill in a questionnaire. Then, students and teachers will be interviewed to get a deeper understanding of how they experience different socially constructed and internalised identities. This research enlightens how ethnicity/race,

gender, and religion affect the potential science person while supporting the larger goals of diversity in science education settings.

Shelly-Anne Clarke (EdD, Year 4, PT)

How effective has a recently implemented policy of inclusion been in a post-colonial Caribbean context? Decolonialising a colonialised education system

Keywords: inclusion, inclusive education, colonialised, policy borrowing

The Salamanca Statement (1994) almost twenty-seven years on continues to inspire countries across the globe, to re-visit their policies on inclusion and inclusive education. Ainscow (2005) has provided some meaningful reference for schools to consider when moving educational policy and practice into a more inclusive direction. This study explores the enactment of the inclusive education policy at ministerial level, of one of UK's post colonialised countries, and the effectiveness of their policy through the lens of classroom practitioners and headteachers. A document analysis approach on Trinidad's inclusive policy informed interview questions used at ministerial level, with responses interpreted to produce both surveys and interview questions for practitioners and headteachers across a mixture of primary and secondary schools, situated in urban and rural areas. The aim of my contribution is to examine if government policy marries with the experiences of classroom teachers and headteachers.

Kemuran Demirors (PhD, Year 2, FT)

Visual arts integration with science in the English education system and its effects on creative thinking for key stage 3 pupils

Keywords: integrated education system, KS3 pupils, Science and Arts

My research explores how Key Stage 3 (KS3, ages 11-14) pupils have been encouraged to think creatively via the integration of the visual arts into science education in England. Besides filling the gap on the literature this study aims to reveal the strengths and weaknesses of currently used integrated approach in the English secondary school system. It will examine KS3 students' and their science and art teachers' perceptions about integrated systems. I will also show an example of how visual arts can be integrated into the science classroom.

Catrin Evans (EdD, Year 4, PT)

An enactivist exploration into mathematical understanding in the transitional phase from Key Stage 1 to Key Stage 2

Keywords: enactivism, embodying learning, maths education

Within primary maths education there is a growing understanding that to develop 'knowing' children must be 'doing' maths. The use of the environment has become key as children combine the mental and physical to develop mathematical understanding. These ideas lie at the heart of enactivist thinking. From an enactivist's perspective, thinking and cognition are grounded in bodily actions and these actions are not simply a display of understanding, but they themselves are understandings. In essence 'knowing is doing' and learning is not about gaining information but is instead, an ongoing exploration where thought and actions combine to form a person's sense of 'knowing'.

But what does this look like in a primary maths setting? How do children enact and embody their learning? This question lies at the heart of this research as it aims to explore what 'doing' can reveal about a child's mathematical 'knowing'.

Camellia Faiz-Mahdavi (EdD, Year 2, PT)

To what extent has Higher Education helped to shape the identity of Asian women?

Keywords: identity, ethnicity, gender and social class

More British Asian women are entering higher education (HE) in the UK than ever before. Much of the earlier literature found on the lives of British Asian women was often merged within their familial and traditional roles and limited attention was paid to their educational and professional prospects. The topic of Asian women's education came into focus in 1980's research, when it was found that they were directly affected by the influences by their parents and families. This study will examine how ethnicity, gender and social class issues relate to the social experiences of Asian women in HE and help to form their identity. Additionally, this study will explore the friendship and support network that Asian women turn to whilst at university, as well as familial support. Online questionnaires and semi-structured interviews will form part of the methodology of this study.

Lewis Fogarty (EdD, Year 5, PT)

Unlocking Professional Confidence in the Early Childhood Education and Care Workforce

Keywords: Leadership, followership, professional confidence, professional capital, Early Years

My thesis explores leadership in early childhood education and care (ECEC) in partnership with those working in the sector. Through asking individuals about their lived experiences of the purpose and leadership of ECEC, a new construction of leadership has been formed. This new construction includes hierarchies of influence and value as well as a new conception of leadership reality. Most importantly, it is centred on the dilemma of professional confidence for leaders and leadership in this under-appreciated yet incredibly important sector.

Leaders, I believe, have the responsibility to unlock the professional confidence in their teams, thereby encouraging leadership responsibility in everyone. This, in turn, has the potential to contribute to a sector that is more open to collaboration and that is more aware of the need for, and capable of, urgent coordinated action to ensure the sustainability of the sector for the children of today and the future.

Kate Tod Forbes (EdD, Year 2, PT)

Secondary senior leaders' perceptions of the 'persistent problems' they have faced when leading teaching and learning.

Keywords: Teaching; Learning; Leadership; Secondary; Instruction

Though teaching and learning lead is a widely recognised senior leadership role across English secondary schools, the literature on how best to develop leaders in this role – how best to develop those whose job is to develop others - is lacking. This study aims, through semi-structured interviews, to better understand the 'persistent problems' faced by five leaders of teaching and learning in four Dorset secondary schools. The short term aim is to test the theory of 'persistent problems', identifying whether any similarities exist in the problems faced by the five leaders. The longer term aim of this study is to identify whether, if we better understand the problems faced, we can better understand the knowledge and skills needed to address these problems, and use this information to create a more comprehensive curriculum for leadership development in this role.

Polly Frazer (EdD, Year 2, PT)

Roma Gypsy and Travellers - the impact of COVID on their access to education

Keywords: Excluded; Access; Attendance; Poverty; Achievement

Roma, Gypsy and Traveller children are the lowest achieving at all stages of education. They are also well represented in suicide, poor mental health, poor physical health, prison and homelessness. When COVID changed the interface of education, school closures and online learning, affected vulnerable children more significantly. Longstanding issues around attendance were somehow removed and exacerbated simultaneously; a child could easily "attend" at home however there were barriers such as wifi, laptop access, parental support and literacy levels etc. My research attempts to review if this group were significantly affected and if so what were the main reasons. I want to see if we can utilise what we learnt about online provision to support the RGT group so that in "normal" times we can attempt to readdress the imbalance of their access to education.

Joe Hanley (EdD, Year 4, PT)

Social Work Podcasts in the Network Society

Keywords: social work, podcasts, network society, continuous professional development, counterpower

This research is looking at the use of social work podcasts, focusing on their potential for Continuous Professional Development (CPD), but also exploring their impact and role more broadly. The theoretical framework underpinning the research is based on the work of Spanish Sociologist Manuel Castells, and I have identified with interest congruence between his theory of counterpower in the network society and the potential for podcasts as a disruptive technology. A number of themes emerged from the literature review that was undertaken, including employer control, employer support, exclusion, flexibility and service user voices. Building on this literature review a research study has been designed to engage both social workers and social work podcasters in relation to their views on the role of podcasts within social work, and in particular their potential as both CPD and as a medium for counterpower. Some early findings from data collection will be discussed.

Nor Hayati Binti Husin (PhD, Year 2, FT)

Exploring The Reggio Emilia Approach In Inclusive Early Childhood Education

Keywords: Reggio Emilia approach, early childhood, education, inclusive, equality

Education helps children develop the knowledge and skills they need to be engaged in activities and to be productive members of society. Knowledge and skills obtained through education help children to be more confident to engage in amazing ways with people in any physical environments. Education should be accessible to all children and most importantly to provide them with equal educational opportunity. This includes the emphasis on inclusion and diversity. Reggio Emilia approach founded by Loris Malaguzzi promotes an image of the child as capable, intelligent, and strong in his or her own learning. This approach values all aspects of children's development and primarily to include every child in learning. Children are viewed as subjects of rights. This study aims to uncover the principles of the Reggio system by focusing on its inclusive policy on early childhood education program. This research is fundamentally a case study involving interviews and observations.

Donna-Marie Holder (PhD, Year 1, FT)

Who am I? Empowering racial identity and cultural pride in English Special Schools

Keywords: race, ethnicity, identity, special education, storytelling

The relationship between race and special education is a significantly under researched area, especially in English special schools. Recent national and global events have reignited the longstanding concerns of racial inequality and institutionalised racism, with the structure of British education arguably still needing considerable work. This research explores how race intersects with special education in English special schools. More specifically, how minority ethnic children and young people in special schools are empowered to develop their racial identity and cultural pride. The study is informed by an auto/biographical approach that utilises my experiences as the parent of a young Black son with autism and a special needs education professional. By engaging with this intimate method of auto/biography, I am able to position this research through a personal lens, which then develops into a wider picture of identity formation for minority ethnic learners with special needs, contributing to this unexplored field.

Shazia Hussain (EdD, Year 2, PT)

The Covid19 story of primary teachers and leaders in the UK

Keywords: primary, teachers, leaders, covid19, story

The purpose of this professional contextual study (PCS) is to explore the Covid-19 stories of primary school teachers and leaders in the UK and try to understand each teacher, or leaders' individual story. As a researcher it is important to assess the depth of the impact that Covid-19 may have had on the personal and professional lives of primary teachers and leaders. Whilst analysing findings, it is important to be able to identify common emerging themes that can then be researched further or are given a high priority for future recommendations to avoid any further detrimental impact. It is also important that primary teachers and leaders are all equally supported, as most often teachers are more supported than leaders. At the same time, they should both have access to sufficient support and guidance to maintain a good work life balance, but also equal access to personal and professional development opportunities.

Tooran Issapour (PhD, Year 5, PT)

The Acculturation of Iranian Women Refugees

Keywords: refugees, Iranian women, Iranian revolution, acculturation

My thesis is based upon the acculturation experiences of Iranian women living in London who, owing to danger and oppression, experienced forced migration from Iran after the 1979 Revolution. Their lives were completely changed by this experience and 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 have written three chapters in which I have analysed the data I have collected. I am now at the stage of writing the chapter in which I shall present the conclusions at which I have arrived. In my presentation to this conference I shall make a summary of what I have found resulting from my analysis of the responses of my participants.

Craig Johnston (EdD, Year 2, PT)

Supporting the development of critical thinking: A case study of MSc Occupational Therapy students' use of additional workshop activities

Keywords: Critical thinking; academic skills

The presentation discusses a case study that seeks to explore the efficacy of workshop activities in supporting the development of students' critical thinking skills. The Academic Skills team within Brunel

University London provides support for students in the development of their academic writing, in the form of workshops, 1-2-1 tutorials and written feedback on students' writing. Critical thinking is a particular academic skill that students must demonstrate in their writing, particularly at postgraduate level where they are asked to write a literature review as part of their final dissertation.

A postgraduate Occupational Therapy degree programme is used as a case study to explore their use of workshop activities to improve their writing. Qualitative research methods (focus group interviews and thematic analysis) are employed in order to determine both the features of critical thinking in students' writing, as well as to analyse students' ideas around the usefulness of the workshop activities.

Asma Lebbakhar (PhD, Year 3, FT)

Decolonising the Curriculum for Equality and Diversity in Education.

Keywords: Curriculum, Education, Equality, Diversity

This article describes secondary school teachers' attempts to decolonise the curriculum to adapt it to the diversity of their students in an effort to achieve equality in education.

One of the key findings of the study was that the curriculum, predictably, is seen as euro-centric in most school subjects, but not all. It was also found that teachers' perspectives about the curriculum were unambiguous, they were advocating for a decentralisation of western knowledge to offer a more accessible and inclusive curriculum for all. For further development, this study suggests that teachers should be given more flexibility to adapt the curriculum to the need of their students and further studies in students' perspectives and experiences of the euro-centered National Curriculum would be necessary to understand how best to decolonise it.

Chia Chi Lin (PhD, Year 2, PT)

A critical look at the current trends in teaching Chinese Mandarin as a second language

Keywords: Chinese language, Mandarin teaching, online teaching, E-learning

The Covid-19 pandemic has led to many significant changes in the way we live, learn and work. The Covid-19 has resulted in schools shut all across the world. A major problem with technology in Mandarin language classroom is that pupils have little self-learning motivation and self-learning capabilities in learning Mandarin online. I argue that fun teaching and learning, and technology-enhanced learning are the ways to use new technology in Mandarin language education for school pupils. This paper is

designed to help you to understand my research studies briefly. The aim of my research is to plan, design and develop technology-assisted Mandarin courses via online learning games. I have included my initial secondary research findings in the changes in education, distance education (distance learning), E-learning (online learning), second language acquisition, the current trends in teaching and learning Chinese as a second language, and game-based learning.

Julie Matton (EdD, Year 5, PT)

All things to all people: primary teachers' lived experiences of the expectations placed on them during the COVID-19 pandemic

Keywords: Primary; COVID-19; Expectations; Identity; Curriculum

This interpretative phenomenological study examines the lived experiences of primary teachers in coping with the expectations from government, local authorities, parents, pupils and colleagues during the COVID-19 pandemic. Data was collected through semi-structured interviews, from nine participants at three collection points from April 2020 to June 2021. Emergent themes are identified through descriptive, conceptual, linguistic and deconstructive data analysis.

Initial findings indicate concerns around; compliance with changing directives from government, the expectation that working methods could change with minimal notice or training, balancing the competing priorities of pupil well-being and the catch-up curriculum and workload. Primary teachers also reported a confusion of identity, evolving from expectations to fulfil roles usually undertaken by other professionals, alongside their educational responsibilities.

John Morgan (EdD, Year 2, PT)

Trainee Music Teachers' 'Musical' and 'Teacher' Identities

Keywords: teacher training, musical identity, teacher identity

There is a body of research on primary (generalist) trainees' perceptions of their confidence and competence in the teaching and delivery of the primary music curriculum as prescribed in the National Curriculum. My reading about 'Identities in Music' and 'Music in Identities' has stimulated me to question how trainee confidence and competence are linked to the musical identities they bring to their teaching role and how this is balanced with their growing identity as a teacher. This project will contribute to knowledge of the 'musical identity' and 'teacher identity' of generalist primary teachers. My aims are to

explore how trainees' perceptions of the specific requirements for music in the National Curriculum affect their perceived confidence and competence to teach the subject and how trainees' perceptions of their 'musical identities' affect their approach to teaching primary class music and how this is situated with their developing identity as a primary teacher.

Colin Pereira (EdD, Year 4, PT)

A Study of the Global Challenges and Delivery Effectiveness in a Transnational Postgraduate Programme

Keywords: Fully Online, Blended Learning, Transnational Education , Distance Learning ,Collaborative Learning

This oral presentation would discuss the Research Methods and Approach used for the research

John Perkins (EdD, Year 5, PT)

How does the fantasy of progress constructed through education policy meet the perceptions of the Senior and Middle leaders that are tasked with enacting it?

Keywords: Fantasy, Reality, Faith, Nationalism, Security

Through persistent changes in education policy there is a pursuit of a fantasy of a better world that is determined by political and ideological reform. Through these political ideologies fantasies of economic superiority, national identity, character of the child and the future of the world are presented with education professionals acting upon them whilst also maintaining their own aspiration. Working to a 'perceived loss of the promised securities of modern existence.' (Stein et al,2017:2) fantasies of empowerment are created with progress presented as greater autonomy, individualism and wealth. Focussing on the literature that has supported the research the presentation will attempt to show how themes have appeared with religious and political undertones in different epochs whilst establishing how they can be considered fantasies.

Sucharit Ponrueng (PhD, Year 2, FT)

Twenty-five girls make rockets: the 'Enjoy Maker Space' at the National Science Museum, Thailand

Keywords: Makerspace, motivation, interests, achievements and self-efficacy

Maker spaces are part of an international trend to provide resources for groups to participate in personal activities in shared workspaces, while also gaining expertise and confidence in workshop skills. Women are generally under-represented in maker spaces, and our study is guided by an analysis of the issues related to their involvement. In the case we report here, twenty-five schoolgirls participated in a focus group study concerning their motivations and sense of self-efficacy during and after having worked on a rocket-making activity. In self-efficacy theory (Bandura, 1977, 1986, 1997), beliefs are a primary explanation for motivation. Student's goals, interests, motivations, and achievements are affected by specific beliefs about their own capacities.

Rayna Ramtohul-Butler (EdD, Year 2, PT)

What are the differences in allegation procedures and associated policies experienced by two staff facing allegations made by children in two different primary schools?

Keywords: primary; allegation; staff; policy; procedure

Many teachers are unaware of their legal rights or the process of an allegation investigation and this causes panic and uncertainty during an investigation when an allegation has been made against them by a child. Through surveys and semi-structured interviews, this research aims to identify the inconsistencies in order of events between allegations made against teachers in two primary schools. I will explore school, local authority and borough policies and make suggestions which could increase efficiency and fairness for all teachers via good policy and best practice; research the roles of unions during a staff allegation and external agencies who support teachers' well-being and mental health during an investigation; explain why training regarding allegations is inconsistent in initial teacher training programmes and non-compulsory in schools and make suggestions to improve training, knowledge and confidence to prepare any teacher who has an allegation made against them by a child.

Tawinan Saengkhattiya (PhD, Year 2, FT)

Young engineers for a sustainable future: an intervention for learning sustainable development through collaborative problem-solving STEM activities with Thailand's gifted science students (Grades 4 – 6)

Keywords: Collaborative STEM problem - solving intervention, Education for Sustainable Development, Gifted in Science

"Ensuring 'Education for All' is targeting quality education. Gifted Education, which supports talented groups, is a strategy for developing human resources in Thailand. Promoting gifted science students through mainstream schools and national programmes encourages them to become future scientists and engineers with better scientific learning. Following the global trend in Education, acquiring science knowledge has shifted toward 21st-century skills and global competencies. Those skills are essential for society amidst global sustainability issues and developing sustainably-minded citizens.

This research investigates teachers and gifted pupils within collaborative problem-solving STEM interventions with an environmental sustainability focus. This research, conducted in Thailand, has three phases: classroom intervention, reflective writing, and teacher-led workshops. The qualitative and quantitative data collection will capture student and teacher knowledge and their perceptions about the intervention to inform the development of programmes that integrates 'Education for Sustainable Development through primary school level science and to promote gifted science students.

Ibrahim Sayid (EdD, Year 4, PT)

Inclusion instead of exclusion, what alternatives are available to exclusion, narratives of pupils, staff and parents.

Keywords: Permanent Exclusion, Fixed term Exclusion, Inclusions, Marginalisation, Behaviour

Behaviour and school exclusions are an insurmountable problem facing schools and the solutions are complex. Exclusions rates have been on the rise recently and have received much attention from the media. This study investigates the narratives of all the three stakeholders unlike previous research which only look at one or two stakeholders. Previous researchers justified the use of pupil's own views as a valuable methodology to understand their experiences of exclusion but have fall short of the views from parents and school staff. Semi-structured interviews will be conducted with staff, pupils and parents. The participants were interviewed about their experiences of exclusions and the alternatives to exclusions on a one-to-one basis, using semi-structured interviews using Zoom which recorded and

transcribed. The interviews will be analysed using thematic analysis. The literature shows strong correlations between exclusions and the way parents and schools support pupils who are at risk of exclusions.

Maggie Stephenson (EdD, Year 2, PT)

The epistemological model of compassion fatigue in parents/carers of young people with SEND and how it shapes parental engagement in supporting young people's transition to Further or Higher Education

Keywords: Compassion fatigue, adulthood, SEND, Transitions

Transitions into further or higher education in UK coincide with the concept of adulthood at the age of sixteen. This seemingly simplistic chronological rite of passage marker is only one of various factors that symbolises a move to adulthood. The move from dependency to independence relieves parents and carers of the intense and sometimes stressful but compassionate caring and supporting responsibilities that come as part of their role as care givers. For some parents and carers of children and young people with special educational needs and/or disabilities (SEND), their young people remain in what has been described as the anthropological concept of liminality (Murphy, Scheer, Murphy, & Mack, 1988; Mwaria, 1990) - when caring responsibilities seldom end. This contextualised qualitative piece of research will seek to understand compassion fatigue and its role in shaping parental engagement in supporting young people's transition to Further or Higher Education.

Ozdemir Tiflis (PhD, Year 3, FT)

The Impact of COVID-19 on 21st-Century Teacher Skills in Turkey

Keywords: COVID-19; 21st-century skills, Professional-development

COVID-19 has resulted in educational institutions having to teach online for significant periods of time. This has impacted on teachers' 21st-century skills, which are at the centre of teachers' professional-development. Teachers' 21st-century skills can be categorised as "Learning and innovation skills", "Life and career skills", "Information, media and technology skills" (Alamri, 2020). Participants were 35 teachers, selected from different school types in Turkey. Data were collected using a questionnaire to examine the perceived change in teachers' 21st-century skills. The results indicate that there was a significant increase in the levels of "information, media and technology" skills while a decline

in the levels of “learning and innovation” skills, and “life and career” skills during the pandemic. Although many education institutions are now returning to classroom-based teaching, it is likely that an expectation to provide some online learning opportunities will remain. Therefore, the findings of this research have implications for teacher professional-development.

Jørgen van Waes (EdD, Year 4, PT)

Hermeneutic phenomenology as an approach for interpreting experiences of educators in vocational education

Keywords: hermeneutics, phenomenology, subjectification, vocational education, continental pedagogy

In this presentation I will discuss my choice of methodology for my study into Dutch vocational education. Presenting initial responses to my questionnaire, I will take the audience on a journey along my colleagues’ past and present lived experiences in education.

Also, I will point out how I intend to arrive at an understanding of these experiences in the light of subjectification. On our journey, we will visit the phenomenological Utrecht School and its main representative Martinus Langeveld. Max van Manen, Hans-Georg Gadamer, Norm Friesen and, of course, Gert Biesta also make their appearance in my plea for hermeneutic phenomenology as an approach for interpreting experiences of educators in Dutch vocational education.

Karen Western (EdD, Year 2, PT)

Generating Conversations- Perspectives of Mature Learners Accessing University (HE)

Keywords: Access; Equitable, Influence, Mature, Perceptions

There is a perception that the world of students is a young one with most learners undertaking a degree at 18. An inclusive equitable education is arguably one of lifelong learning where there is a greater understanding and wider access for mature learners. Following a decade of falling numbers of mature students entering university, this year UCAS data is showing a substantial rise in mature applicants. The significant increase in demand may reflect signs of people looking to improve and change their skills and knowledge following the COVID-19 pandemic. The Office for Students proclaimed that universities have a “golden opportunity” to help a new generation of adult learners up-skill. This raises questions on whether universities are ready for this long-awaited shift. This study aims to gather the perceptions and experiences of adults entering University (HE) and explore the decisions mature learners make.

Mohammad Zakaria (PhD, Year 2, PT)

African-Caribbean Males and School Exclusion

Keywords: Exclusion, PGCE, Teachers

The continued over-representation of African Caribbean males in national figures for permanent secondary school exclusions, has over the decades continued to raise concerns for a variety of stakeholders. Issues of educational abilities, masculinity and racisms have been identified as contributing factors to this phenomenon in previous research. This research seeks to uncover and understand whether the university based Postgraduate Certificate in Secondary Education (PGCE) course, has the ability to provide initial teacher trainees with knowledge and skills which can inform an engagement that works to address the disproportionate permanent secondary school exclusions experienced by this student cohort.

Mukaddes Zikra Tanriverdi Gokceli (PhD, Year 3, FT)

An investigation of teachers' perceptions and experiences of moral education in secondary schools in England

Keywords: Moral education, teachers, secondary schools in England

Within the theoretical constructions, I focus on a form of moral education provided by government policy in English schools that includes SMSC, PSHE, Relationships and Sex Education, British Values, Citizenship and Character education. I aim to find out how teachers see their responsibilities in teaching moral education and how teachers from across the curriculum subjects teach moral education in their practices. For this aim, I conducted 18 online semi-structured interviews with secondary school teachers in England from a variety of subject areas, including core subjects, humanities, languages and more. To open up discussions and make the data collection process more effective, I have implemented stimulus material showing current English policy requirements. The initial findings show that teachers see themselves as responsible adults to teach about right and wrong or good and bad, to pass on the values their community holds dear, and to bring up autonomous individuals who can make judgements about their decisions.

Poster Presentation Abstracts

Monia A-Farsi (PhD, Year 3, FT)

E-learning in Developing the Future Employment Skills of Undergraduate Students in Oman

Keywords: E-learning; Students Skills; Employability.

In order to use the different types of technologies available nowadays, organizations have become innovative and know the type of technology that suits them. They do this by implementing different types of IT systems, 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 Oman, thus, this study aims to investigate how E-learning use might play significant role to build and enhance undergraduates' skills in Oman to prepare them for their future employment?

Hanan Alsidrah (PhD, Year 4, FT)

Blended Mobile Learning in Saudi Higher Education

Keywords: Blended mobile learning, higher education, UTAUT

The study is focusing on blended mobile learning (BML) in higher education in Saudi Arabia. It is qualitative study aims to determine students' and lecturers' understanding, acceptance and barriers of BML, using semi-structured interviews, open-ended surveys and unified theory of acceptance and use of technology responses. The results showed that performance expectancy, effort expectancy, habit, academic social influence and academic facilitating conditions are core determinants of behavioural intention, which along have direct effects on the user behaviour of students and lecturers.

Shafeena Anas (EdD, Year 3, PT)

Exploring Inequalities within the Medical Curricula through student, educator and patient/public perspectives

Keywords: Inequalities in medical education, under-representation in the medical curricula, marginalisation of LGBTQ+, Gender and Ethnic minority groups

Diversifying the medical profession by reducing social exclusivity is a key aim of medical education programmes across the world (Curtis & Smith, 2020). Health inequality affects people globally including those in advanced societies. Regulation of undergraduate teaching stipulates the teaching of inclusive approaches to patients and colleagues, sensitivity to factors that may influence marginalisation, and a respect for diversity (GMC, Outcomes for Graduates, 2018), however there exists variability on how this expectation is incorporated within medical curricula in Schools. Evidence indicates marginalisation and gaps exist within the curriculum for communities of people, leading to negative healthcare experiences and outcomes, e.g. LGBTQ+, Gender, Ethnic minorities (Tollemache et al, 2021). This study seeks to explore under-representation with the curriculum, through the perspectives of current medical students, medical educators and patient/public groups working with medical schools and ways in which these gaps can be addressed within the new curriculum being developed by Brunel Medical School.

Rich Barnard (PhD, Year 3, PT)

Could primary teachers' Attitudes to Science have an impact on that of their students?

Keywords: attitudes, teachers, students, primary-secondary, transition

The ASPIRES project addressed the issue of STEM career aspirations and the low uptake of science subjects at 16+. It focused upon Secondary/High school students. One of ASPIRES' recommendations was to boost family 'science capital'. They also reported how students lacking STEM-related aspirations at Year 5 are unlikely to develop them by Year 9 when English students make their first subject choices, Archer (2013). This research, instead, focusses upon upper primary and lower secondary students, (Years 5-8). Its conceptual model hypothesises that teachers' level of science qualifications feed both their personal and professional attitudes. And this may impact most of their students more than any home influences. Early findings from, and ongoing analysis of, both student constructs and teacher

constructs, will be reported; primarily on the Middle School pilot data (N=658, 2019) but also on limited data from a cluster of three London Primary schools (N=62).

Deborah Bell (EdD, Year 5, PT)

The reality of School Place preference - parents' view

Keywords: Economic disadvantage, emotional impact, sacrifice

Politicians state that social mobility is achievable for all through education. Parental preference influencing school place allocation may be a perceived starting point for this aspiration. Through the lens of disproportionate exclusion and persistent absence from school of children from economically disadvantaged families, the real lived admissions experiences of these parents are captured. Their ability to work the admissions system, in contrast to 'settling' for a non-preferred school (with consequential diminished support of, and confidence in that school), is the focus of this research. Parents' voices are not widely captured in the existing literature. Positivist numerical data, anonymous parental survey findings, parental questionnaire findings, Admissions Managers' interviews, following thematic analysis, will offer recommendations to LAs and policy makers, increasing awareness of the limiting capitals of some families and how to mitigate this in the interests of equal access to preferred schools.

Kellie Brown (EdD, Year 3, PT)

An intersectional analysis of Black female leaders and Black Feminism in English Secondary schools education

Keywords: Intersectionality, education, feminism, leadership

The experience of black women in educational leadership has been infrequently mentioned in British research which has reinforced the experiences of men and white leaders as a normative construct. This thesis addresses the questions about the experience of Black female leaders in English secondary schools and the reality of intersectional issues with a look at whether traditional feminism has addressed the needs and barriers of these leaders. This research is a contribution to the causes of low recruitment and retention figures in secondary schools while acknowledging the necessary wider discussion on racism and sexism in schools both for the teachers and for those educated in the system. Women often manage challenges throughout their career and for black women in senior positions there are some

distinct layers and sections to these challenges which can sometimes be complicated for them to manage concurrently.

Sichen Chen (PhD, Year 4, FT)

An Investigation into How Chinese Undergraduates' Learning Experiences Influence Attitudes, Values, and Beliefs about EFL Learning

Keywords: Learning Experiences; Undergraduates; Attitudes, Values, and Beliefs; Influence

Language learners' previous learning experiences, which have been identified as a central factor influence students' attitudes, values, and beliefs in other countries (Yang and Kim, 2011) are surprisingly fewer in the Chinese context. To improve the English education in China, this study seeks to fill the research gap to get an inside picture of Chinese undergraduates by analysing how their previous learning experiences influence their attitudes, values, and beliefs about English learning. As the phenomenology suggests a small sampling size and having an in-depth research method, 15 undergraduates took part in this study. Data was collected through semi-structured interviews. Follow-up analyses examined connections of students' experiences with motivational variables (attitudes, values, and beliefs). The analyses isolated particular significant connections, and these varied by the type of experience (formal, non-formal, and informal learning experience). Also, a relative specificity of effects varied according to students' different characteristics, backgrounds and experiences.

Ann Dale-Emberton (PhD, Year 4, PT)

Continuing Professional Development for Social Workers: Social Worker or Organisational Led. Whose Choice?

Keywords: Social Workers; Continuing Professional Development; Semi-Structured Interviews; Virtual Socially Distant Approach

My thesis seeks to explore Continuing Professional Development (CPD) for social workers, who, since 2001, it has been a statutory requirement to maintain registration to practise. Primary research conducted with twenty-five social work practitioners at various stages in their careers, sits within an interpretive paradigm, using semi-structured narrative interviews to understand social workers' experiences. Researchers use internet-based data collection, whilst my fieldwork has been carried out in unprecedented times due to disruption and change because of COVID 19 pandemic. This has

required a shift from traditional CPD delivery to an “ever-changing technological landscape” (Lobe, Morgan, and Hoffman, 2020, p.1) that has required new knowledge and skills to effectively participate. This poster is a snapshot of data collected from a sample of semi-structured interviews, highlighting an array of opportunities, challenges, and realities of the situations' social workers' encounter by the shift to a virtual “socially distant” approach, rather than face-to-face interaction.

Marique Daugherty-Burke (EdD, Year 1, PT)

Decades of Student Centred Learning in England

Keywords: student centred, Education Act, Active learning

“Teacher-centred” and “student-centred” are two distinct teaching approaches to instruction that have been explored since the 1930s. Introduced with the notion from psychologist Jean Piaget, “student voice is central to the learning experience” there have been several explorations of this belief since the 20th Century.

This paper will trace the development of initial student-centred teaching variations and its development over three decades. It shall also explore the progression of student-centred strategies, teacher's perspectives to the approach as well as the changes made within UK Education Acts.

To date, as a result of student-centred environs, there are opportunities for students to collaborate and experiment while being cognisant that they are most important within the learning encounter, but was this always the case? Throughout the development of the student-centred approach, the conclusion is that 21st-century teachers must inspire and facilitate learning in aid of students achieving in the global society.

Michael Doyle (EdD, Year 1, PT)

LGBT Rights in the UK: A Review of the UK Government’s “Proud History” of advancing equality for LGBT people.

Keywords: LGBTQ; Equality; Social Justice; UK

In July 2018 the UK Government published the LGBT Action Plan. Within this document the Government Equalities Office described their pride at working to advance equality for LGBT people in the United Kingdom and stated that “The UK has consistently been recognised as one of the best countries for LGBT rights in Europe.”

This Paper aims to look at the history of LGBT rights across the UK and compare these with other examples of LGBT equality from Europe, taking into account time when making comparison. Research will be drawn directly from Government Legislation regarding the equality of LGBT people, and this will be examined by looking at common themes of how this effected their lives.

I will use this research to reflect on the themes of equality from both a legislative viewpoint and how these themes permeate and, as the LGBT Action Plan states, improve the lives of LGBT people.

Hebatalla Elhelbawi (EdD, Year 3, PT)

Preparing Arabic language teachers to teach Arabic online: a look at teachers' skills, responsibilities, and competences

Keywords: CPD, online teaching, Technology, Arabic

The area of teacher training and Continuous Professional Development (CPD) is of growing interest internationally. It is described as a "priority" of the whole education system and teachers alike as teachers need to update their knowledge, competences, pedagogical skills and erudition.

The future of education and specifically language education is in the digital and online language teaching. This technological revolution needs changes in the teaching methodologies and approaches. The spread of the internet made new norms of teaching and learning which are different to traditional norms.

It is important for researchers and educators to support teachers to facilitate and grow parallel to this growth in technology and use of the internet for language teaching.

This research aims to explore the skills pyramid for online language teachers that was suggested by Hampel & Stickler, 2005 and find how it can be applied to Arabic teachers.

Emmanuel K Gyan-Bediako (EdD, Year 1, PT)

Educating the "modern" learner

Keywords: Education in our digital age

Is our current educational system fit for its purpose? A question I have been asking myself, students and colleagues in education, increasingly for the last twelve of my seventeen-year teaching career. The focus is mainly at the basic and high school years of education, i.e. key stages two to four. Having experienced most of my educational journey in Ghana (mostly paid for by families), where education is

seen as critical to success for the individual and also for the good of the nation, I have consistently queried the attitudes of learners here in UK, especially in the state schools.

On the quest to explore how the modern learner perceives education, I will consider:

- If the educational provision in this digital age meets the needs of the modern learner,*
- Why are so many disengaged and underachieving despite available resources?*
- What are the barriers to learning?*
- How to solve the problem.*

Sulaiman Haqpana (PhD, Year 1, FT)

An exploration of the distinctively religious nature of Islamic private schools. 'What makes a school Islamic'?

Keywords: Islamic private schools, Curriculum, religious identity, parental choice

Muslims are by far the largest religious minority in the UK, and the number of Islamic schools has risen sharply (Abram, 2011; Tinker, 2006). Despite the huge demand for such schools, there have been controversial reports about their nature, effects and outcomes as religious academic institutions. Moreover, several research suggest the lack of systematic study from various interrelated perspectives such as pedagogy/curriculum; parental choice/intentions and values, and ethos (Shakeel, 2018). Therefore, through an ethnographic qualitative approach, I intend to analyse, problematise and unpack the distinctively religious nature of Islamic private schools in the United Kingdom.

Ruth Hill (EdD, Year 5, PT)

What can we learn about education from reading dystopian fiction?

Keywords: dystopian fiction; education

This research considers how reading dystopian fiction can improve our understanding of education. Biesta's (2010) three functions of education: subjectification, socialisation, and qualification, form the basis of the research in terms of the concept of education with chapters focusing on these areas. Dystopian fiction choices will include works by Orwell, Huxley and Atwood, all of whom feature central characters who are suspicious readers of the world around them, and all texts will be read and considered with suspicion, allowing the research to link the content of the novels with concepts relating to education.

Immy Hillyard (PhD, Year 1, PT)

'If I don't help then nothing gets done': How does parental involvement influence the academic achievements of students with special educational needs?

Keywords: Adolescence, special education, parental involvement

Research into parental involvement in children's education has yielded many different findings regarding how parental involvement should be defined; the activities that constitute involvement; the factors (individual, contextual, institutional and societal) which influence parental involvement and the effect this involvement has on students' academic outcomes (e.g., Epstein, 1985; Bronfenbrenner, 1986; Grolnick and Slowiaczek, 1994; Eccles and Harold, 1994; Hoover-Dempsey and Sandler, 1997; Cooper, Lindsay and Nye, 2000). However, the majority of this research has been conducted within mainstream education institutions with a focus on primary or early secondary aged students. Therefore, little is known about how parental involvement influences the academic achievements of students with special educational needs (SEN).

This question will be explored using an ethnographic approach, focusing on a group of SEN students during their first year of post compulsory education. To enable a more holistic understanding, data will be collected from students, their families and education staff.

Najwa Iggoute (EdD, Year 3, PT)

Empowerment of British North African/Arab Muslim girls in education

Keywords: Empowerment; Gender; Muslim; Feminism; Resistance

The aim of my research is to shed light on a particularly underrepresented group: Arab and North African Muslim girls. Most of the existing research conducted on Muslim girls in British schools includes participants mainly from South Asia, ignoring the fact that Muslims in the UK are a heterogenous group. By interviewing Muslim girls of Arab/North African origins, as well as arranging focus groups and setting 'scenario' tasks, I will be capturing narratives, experiences and attitudes towards gender, empowerment, identities as well as towards specific areas of a secondary girls' school's Empower curriculum.

I anticipate a change in discourse in terms of identity, gender, and empowerment. I also foresee a shift in attitudes and experiences following multiple events post 9/11 which impacted the Muslim community

in the UK. The findings will be a welcomed addition to the existing body of knowledge on Muslim female empowerment and femininity.

Rebecca Jennings (PhD, Year 2, PT)

Are apprenticeships working? Apprentices perceptions of apprenticeships

Keywords: FE, Apprentice, Apprenticeship, Vocational, Workbased

As the UK government missed their target for English apprenticeships to reach 3million by June 2020, it is important to understand what is working under the 2013 apprenticeship reforms and what needs to change. Overall achievement of apprenticeships has fallen over the last three years. As apprentices are those directly affected by changes in policy, through accessibility, quality, progression and further opportunity it is imperative to investigate their views on what is working and what needs to change to make apprenticeships more successful. This study is aimed to provide information on the experience of apprentices across different occupational sectors, under the recent apprenticeship reforms, as to how well they feel an apprenticeship has prepared them to embark on a career.

Mariam Khokar (PhD, Year 4, PT)

Attempting to take a mastery approach to mathematics teaching with Service children.

Keywords: Maths mastery, Service children, Case-based research, Policy enactment

Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.

This research project suggests that the unique context of a school (its culture, pupils, parents and staff etc.) invariably act as a determiner of successful outcomes; especially in the context of a school with high numbers of Service children (children of Armed Forces personnel).

Policy enactment provides the theoretical lens through which the topic is examined, whilst a case-based research methodology is adopted.

Lesley La-Croix (EdD, Year 1, PT)

The Journey to permanency: for children, foster parents and professionals

Keywords: Journey, Permanency, Foster care, Retention, Stability "

Each day thousands of children and young people enter homes of families who previously are unknown to them and often without warning or prior introduction become their fostering family.

This paper traces the historical developments of children accessing a 'form of foster care' through policy changes, reforms, legislation and significant events. Further aims include understanding contributory factors to placement breakdown, staff retention to consider the impact on children's ability to achieve permanency with families long term.

I will use my positionality in the sector to explore pedagogical practices and examine themes related to disruption across the professional network impacting on children's ability to thrive and achieve stability in foster care.

It is hoped this enquiry has a pivotal effect on the professional network within Social care in order for children to lay permanent foundations with families

'We must lead the way in our belief and philosophy that permanency is best'

Michelle Lee (PhD, Year 1, FT)

Hegemony, Policies, Curriculums and Intellectuals' Roles: Manifestation and Changes in Hong Kong since the Handover in 1997

Keywords: hegemony, national identity, education policy, intellectual's role

After the 2019 Anti-Extradition Law movements in Hong Kong, new changes in educational policies and curriculums that aimed to strengthen students' national identity and sentiments were introduced. Among the changes, the 'Chinese History' curriculum was reformed and implemented in 2020. Some controversies arose over the one-sided contents about China and the removal of disputed issues, while some supported the changes that represent China's rise as a world power. At the same time, teachers were put under the spotlight for their ineffectiveness in nurturing patriotic citizens, and more guidelines were established to ensure teachers' delivery. Thus, the research aims to investigate how the change of political situation affects education policies, Chinese History curriculums and the role of intellectuals through discourse analysis and semi-structured interviews with secondary school teachers, using the lens of Gramsci's theory of cultural hegemony and Giroux's critical theory.

Sophia (Yujuan) Luo (PhD, Year 4, FT)

An investigation of the experience of university students and teachers with language learning and teaching mediated by mobile technologies

Keywords: Mobile-Assisted Language Learning; English as a second language; Seamless learning

Moving beyond the 'digital age' and 'digital native' rhetoric, this study investigates the current state of university students' and teachers' learning and teaching behaviour mediated by mobile technologies in China. A sociocultural framework is adopted to guide the investigation of key stakeholders' lived experiences in the digital age. Mobile technologies' potentials for learning and teaching have aroused enormous research interest. In particular, mobile technologies can support language learning on an ongoing basis in a multiplicity of contexts based on individuals' capacities and needs (Kukulska-Hulme, Lee and Norris, 2017). English education is of paramount importance in the educational system in China as the master of English is considered a national and personal asset. Therefore, this study centres on English language learning mediated by mobile technologies from key stakeholders' experiences with the hope to explore the effective strategies and approaches to implement MAELL in higher education in China.

Jackie McBride (EdD, Year 3, PT)

How do teachers and simulation actors understand reflection within simulation-based learning as part of educational provision for professional preparatory nursing programmes?

Keywords: Simulation based learning; reflection; nursing; teachers; actors

Reflection is recognised as a key component in the development of professional knowledge, (Coward 2018). Recent exploration into the experiences of teachers within simulation-based learning suggested self-reported high levels of confidence, paradoxically there was concern in relation to supporting student reflection. Additional data suggested a reliance by teachers on their own experiences, in developing reflective teaching practise within this context; calling into question if there is shared understanding of reflection amongst teachers. Therefore the aim of this research is to explore how those involved in simulation-based learning understand reflection. The inclusion of simulation actors is informed by

observations within the authors own area of practice; revealing that student learning and reflection maybe being supported informally by actors.

Case study methodology will be utilised.

Data collection will include:

- *Curriculum documentary evidence*
- *Teaching observation*
- *Semi structured interviews, actors/teachers*

Exploring understanding will seek to inform future practice within simulation-based learning.

John McKee (EdD, Year 1, PT)

Planning, implementation and development in the Sultanate Of Oman's higher education system

keywords: Quality education, sustainability, higher education, partnerships, economic development

The growth and capacity building of the Omani education system entered planned stage 3 after 1995, and the country as a whole is currently in its tenth 5-year development plan. Along with national bodies such as the Education Council and the Supreme Council for Planning, there is a longstanding partnership for development with UNESCO which is supporting reform and implementation of sustainability in society. The investment in education has been significant in order to prepare students to contribute to the development of the economy. This is demonstrated by the variety of educational provision in the primary, secondary and tertiary levels in the public and private sectors throughout the country. UNESCO Sustainable Development Goal 4, Quality Education, in parallel with national initiatives implemented at a local level is what concerns us here. More specifically, how does planning, reform and sustainable quality education manifest itself in a higher education college?

Joanne Moscalu (EdD, Year 1, PT)

A History of the Education and Training of Dietitians - From The 1900s To The Present Day

Keywords: dietitians, healthcare professional, education

Registered Dietitians are the only experts in the translation and dissemination of nutritional science in health and disease. In the 21st century, 'dietitian' is a legally protected title in the Western World, with a rigid registration process and a robust system for continuous professional development to maintain professional status of the highest quality and integrity. Although the first dietary strategy for the treatment

of disease is documented at St. Bartholomew's Hospital in London in 1687, dietetics is still a relatively new profession, with the British Dietetic Association only established in 1936. This essay explores in depth the progression of educational requirements and the changing role of dietitians throughout this critical period until the present day. To enhance the quality and the transparency of this historical paper, I will adopt a systematic literature review examining published work, in English, from 1900-2021.

Khalil Muhammadi (EdD, Year 3, PT)

A Tertiary Business Curriculum To Reflect the Contemporary World of Work

Keywords: Growth Mindset, Mindset Beliefs, Collaborative Working, Knowledge, Skills and Behaviours, Impact of Artificial Intelligence on the Work Environment

The purpose of this thesis is to develop students with a growth mindset, so that they optimise their academic performance in order to fully contribute to the digital workplace. This objective will be accomplished by a business curriculum developed to facilitate a 'growth mindset' as defined by Dwerk (2016). Research must identify which knowledge, skills and behaviours students should acquire in order to be effective in the digital workplace. The UK Government's Industrial Strategy based on its research predicted that 90% of all jobs would require digital proficiency. Currently 23% adults do not possess even the basic digital skills. Employers and leaders will demand employees have digital skills to work in a digital workplace environment. The framework of skills/competencies that should be included in a future orientated business curriculum are suggested as: information and data literacy; digital communication and collaboration; digital content creation; digital safety.

Elenor Paul (EdD, Year 3, PT)

Making a case for the inclusion of creative crafts within a well designed curriculum for primary schools in England.

Keywords: Primary school, education, creative crafts, wellbeing, mental health

The National Curriculum in England for primary schools outlines the statutory educational requirement schools must provide. It places English and Mathematics as dominant subjects of the curriculum. Within these subjects, high-stakes accountability testing occurs, thereby steering resources towards the teaching of these subjects. The National Curriculum, however, forms only one part of the School

Curriculum which comprises all of the experiences a school-based education should offer. Ethically, the National Curriculum's preponderance of Maths and English raises questions about the purpose of education and the practices employed by schools when determining their programmes of education. School leaders and teachers need to develop programmes of study frequented with outcomes that go beyond mathematical correctness and written responses. Schools are free to and should include a programme of creative crafts within their curriculum to offer pupils a further means of expressive communication, and to promote emotional wellbeing and good mental health.

Agnita Richardson (EdD, Year 1, PT)

A historical perspective on Inclusion in the education sector

Keywords: policies, inclusion, special educational needs

It has been over 25 years since the Salamanca Agreement (UNESCO, 1994b) aimed to promote an inclusive education, which expects schools to educate all students, particularly those with Special Educational Needs and Disabilities. Inclusion has shifted rapidly over the last twenty years, from long stay institutions, through to using person centred support and personal budgets.

The objective of this paper is to report on the past 'behaviours' of the social system towards individuals with a learning disability. I will provide an account of the history of progressive reform of inclusion from 1948 through to 1978, and the policies that have helped to shape the education system in the UK today. It is anticipated that that this enquiry will provide an analysis on far we have come as a nation in ensuring that we have achieved inclusive policies, cultures, and practice.

Sarah Shreeve (EdD, Year 1, PT)

Employment-based Primary Initial Teacher Training- where we've been and where we're going next

Keywords: ITT, Teacher Training, Teach First, Teacher Education, SCITT

Once entirely the domain of universities, employment-based teacher training routes have burgeoned in recent years due to a combination of government policies, funding decisions and changes in both trainee profile and their perception of training routes.

This poster will trace the history of Primary and Early Years initial teacher training and the impact of the recent diversification in routes into the profession.

Teach First and School Centred Initial Teacher Training will serve as parallel case studies to illuminate the varied conceptualisation of the role of teacher trainee, curriculum, accrediting university and teacher practice and professionalism within each training route.

Looking forward, the introduction of the Core Content Framework, Ofsted's focus on curriculum and subject knowledge, and the government inception of an 'Institute for Teaching' will be explored as we consider the future of employment-based routes into Primary and Early Years teaching.

Pauline Sithole (PhD, Year 3, PT)

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

Keywords: Safeguarding, COVID-19, schools, well-being

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 lockdown 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.

Theo Spalding-Mcintosh (EdD, Year 1, PT)

Critical race theory: What is it and can it support education in England?

Keywords: CRT, Critical, race, theory, education, England

Groundbreaking, dangerous or postmodernism gone mad. All could be used to describe Critical Race Theory. However, what do we know about this theory which has crossed from academic into mainstream social discourse? I will discuss the foundations of critical race theory, exploring the historical and

contemporary contexts that led to its development. I will also sketch parallels between the central themes that are explored and modern-day education in England.

Bhavisha Soma (PhD, Year 5 or beyond, PT)

High-Stakes? 10-11 year-old children's stories of primary school assessment

Keywords: primary-school-children, high-stakes-assessment, stories, mental-health, well-being

My interest lies in assessment in mainstream primary schools in England. Beginning with how assessment has developed over time, I track the journey to where we are today – arguably a high-stakes system leading to the datafication of children. Children are simply being trained to pass tests – primarily in English and Maths – at the expense of other curriculum subjects and learning outcomes. Much of the existing literature in this area offers a critical view of educational assessment and its impact on schools and children, centred on research with secondary-aged children (regarding secondary school assessment) and adults (teachers and parent/carers). My research explores the stories of primary-aged children in relation to primary school assessment using a multi-method approach; questionnaire, free-writing and/or pictorial representations and semi-structured group interviews. Through this research I intend to reveal the stories of primary-aged children, thereby offering a unique insight and understanding of their own experiences.

Pauline Sweetman (EdD, Year 3, PT)

Utilising the power of professional networks to improve outcomes for disadvantaged pupils (working title)

Keywords: Disadvantaged, Network, collaboration, Pupil Premium

The pupil premium (PP) grant was introduced in 2011 to support children from lower income families. The aim was to enable schools to improve academic outcomes for PP pupils. Twenty years on, the gap between disadvantaged and non-disadvantaged pupil's attainment at Key Stage 2 has narrowed by 2%. Pupils in receipt of the PP grant are not a homogenous group. Children can receive the grant for a plethora of reasons, presenting different issues. A percentage are multiply disadvantaged e.g PP and SEND. Much of the literature references the impact of poverty on learning rather than solutions, as there are no simple answers. Emerging research on the effect of the pandemic on disadvantaged pupils is damning. I plan to research the impact of creating a network for school PP leads to evaluate if

collaboratively understanding our PP pupils better, engaging with research and undertaking small scale action research can improve outcomes.

Rotimi Taiwo (PhD, Year 3, FT)

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

Keywords: curriculum, cultural nationalism, education ordinance, crown colony, protectorate.

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. The curriculum was subjected to series of changes through the education ordinances and the education policies that were enacted by the British colonial government. This had tremendous impact on the subject contents that were taught in the Primary and Secondary schools. However, there is a gap -the British colonial government administered Yorubaland from the Colony, and Protectorate perspectives. It is against this backdrop that this study is undertaken. Findings from the archival and critical discourse analysis (CDA) suggested thus: curriculum was validated through the 1882 education ordinance; the use of Yoruba language, and the topics in History and Geography gave the pupils a sense of belonging; schools were heavily supported by the government in the Lagos Colony compared to the Protectorate region.

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Social Emotional Mental Health Experiences of Black/Black and White Caribbean Primary School Children

Keywords: SEMH, Disproportional, Ethnicity, Education, Policy

Reports continue to show disproportional over representation of ethnic minority groups in certain categories of Special Educational Needs (SEN). The issue is relevant since minority ethnic groups account for 30% of the school population in England (Strand and Lindorff, 2018). Black Caribbean /White and Black Caribbean children are overrepresented in the identification of social emotional mental health (SEMH) needs. Incidences of SEMH have increased in primary schools. Black Caribbean /White and Black Caribbean children are twice as likely to be identified with SEMH needs than other minorities (Strand and Lindorff, 2018). This study will look at factors which may influence the lived experience of primary aged children from Caribbean origins identified with SEMH. Interviews with children and parents

will provide insight into the educational, social and relational factors which contribute to their experience. This study aims to make recommendations for policy and practice in moving forward to reverse the trend.

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Video-production-oriented spoken English pedagogy: an action research into the effects of video production on Chinese EFL(English as a Foreign Language) learners' spoken attainment

Keywords: action research; video-production; second language acquisition (SLA); computer-assisted language learning (CALL)

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 students' spoken English proficiency as second language learners. Two groups of learners at tertiary level in China participated 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' behavioral pattern, cognitive mechanism and social context.