SUMMER SCHOOL
AND
STUDENT CONFERENCE
PROGRAMME 2023

RESEARCH SKILLS DEVELOPMENT

Monday 26 June – Wednesday 5 July 2023

University of
CUMBRIA

Graduate School

Index

Welcome

Dear Colleagues,

A very warm welcome to the 2023 Research Skills Development Summer School and Conference.

In these turbulent and uncertain times, there is a pressing need for researchers to be resolute in creating and exploiting knowledge for the betterment of our society. In short, your research endeavours will pattern our recovery and future so we need to help you to absorb and deploy the critical skills which will ultimately benefit us all.

This Summer School is an opportunity to not only develop your knowledge, thinking and skills in a research context but equally importantly, to meet, interact with and learn from the experiences of your fellow students and colleagues. Apart from providing the tools and insight into the fundamentals of a successful research experience, this opportunity will enable you to figure out how to maximise your strengths and grown your self -confidence both personally and professionally.

This year's programme is rich and varied in its content, presented to you by a range of highly motivated and passionate staff, who come to you with a wealth of experience and expertise. It is a great opportunity to hear and learn from the experiences of others, build supportive networks, and discuss your aspirations and concerns. Whether you need help and advice with writing, presenting your research, communicating effectively, building your research profile or forming collaborations, there is real value to be gained from actively participating.

Our objective in running this Summer School is to help you to develop the research, professional and transferable skills to navigate every stage of the research journey towards becoming an independent researcher including having the resilience to keep going if and when the road gets bumpy.

So I would encourage you to participate with energy, optimism and an inquiring mind. Take the time to reflect and think about what you are learning and use this rich opportunity to enhance your own suite of skills.

We very much look forward to an enjoyable two weeks with you!

Professor Karen Shaw
Director of Research and Knowledge Exchange

Introduction to the 2023 Research Skills Development Programme Summer School and Research Student Conference

On behalf of everyone at the Graduate School, welcome to the 2023 Postgraduate Research Summer School and Conference!

As with every year, the summer school is a fantastic opportunity to come together with other PgRs and discuss approaches to research, methodologies, analytic tools and some of the more practical concerns that PhDs raise. Our emphasis here at Cumbria is one of collegiality and open dialogue, and I hope you take an active part in the sessions this year.

When we think of a PhD, we often tend to think of some kind of document that we produce at the end. The sessions this year will support you in putting that document together, but more importantly they will also encourage you to think about what a PhD means beyond the document: that is, the kind of characteristics and ethos you as a developing researcher might nurture during your studies, and the different kinds of impacts that your research activities and outputs might have on others.

At our annual PgR Research Conference there is a chance to hear all about your colleagues' work and offer discussion and constructive criticism. This is also a key part of developing you as researchers, and I hope to see as many of you as possible at the conference in person.

Enjoy the programme.

Professor Tom Grimwood
Head of the Graduate School

Your PgR Student Representatives

As a Postgraduate Student Representative, being able to relay students' opinions to staff members who are chiefly responsible for the institution's direction, is both interesting and empowering. Often, through such discussions, it has been possible to construct and apply mutually beneficial ideas. Additionally, participation further develops administrative skills which complement the academic focus of a PhD.

Overall, the PgR Student Representative role gives insight into deeper decision-making processes that are undertaken by senior staff at the University. A brief outline of some of the responsibilities of the role include:

- Represent the student interest in meetings with Graduate School on topics such as:

    - ✓ Library resources
    - ✓ IT resources (applications, privacy screens)
    - ✓ Supervisor/student interaction
    - ✓ PgR study room design/resourcing (books, computers, personal lockers)

- Respond to general queries when approached by fellow students
- Partake in reviewing ethics applications from a wide range of topics from across the University

On average a couple of hours each week is required for the role. There are currently five Postgraduate Student Representatives across the university:

Jack Brennand

Jack Brennand is based on the Ambleside campus and is a PgR representative on the Research Degrees Sub Committee. Jack is a full-time doctoral researcher in the Institute of Science, Natural Resources, and Outdoor Studies and he also works alongside Barker & Bland LTD, a leading provider of peatland restoration services in the UK. Jack's research aims to quantify the carbon benefits of blanket peatland restoration using innovative 3D X-ray Computed Tomography as a primary method. As a representative, Jack is extremely keen to connect researchers across the University of Cumbria campuses. "There is massive value in sharing your research with others, even just sharing small snippets of your writing! Being dyslexic, I find it fascinating how others present their research and believe we can all learn something from each other". If you would like to connect with Jack, contact by email at: jack.brennand@uni.cumbria.ac.uk

Ellie Evans

Ellie Evans is a part time PhD student living in South Cumbria.

Ellie's research is investigating the repeated use of photogrammetry to record Cumbrian heritage sites partnered with the monitoring of visitor behaviour at the selected sites. Digital 3D models produced will be compared to identify areas of vulnerability at sites. Visitor route maps will be compared with the site 3D models to identify areas of high foot-traffic and potentially at risk of erosion. Ellie's background is museums and heritage conservation.

Ellie completed the first year of their PhD full time and has converted to part time (to fit around jobs).
Ellie is a PgR rep for the Ambleside campus, so please feel free to email Ellie at:
eleanor.evans@uni.cumbria.ac.uk

Delia Moisa

Delia Moisa is a PgR representative for International Students, on the Research Degrees Sub-Committee, based on the Ambleside campus. Delia is a full-time doctoral researcher in the Institute of Business, Industry & Leadership, and works alongside Cumbria Tourism, the destination management organisation of Cumbria. The research aim is to develop a digital platform which will enable the use of sector-based algorithms to allow Cumbria Tourism to more accurately study, profile and predict customer behaviour, by using the concept of personality trait. Please get in touch if you have any questions regarding PhD work, life in the UK as an international student, or if you simply want to connect: delia.moisa@uni.cumbria.ac.uk

Paula Moses

Paula Moses is a part time PhD student, based at home just outside Manchester.
My research is part of the Institute of Education looking at perceptions of success in life and to what extent the primary curriculum is designed to enable this. I am a PgR Rep (for Lancaster Campus) and represent students on the Ethics Committee. My experience of being a part-time home-based student can help similar PgR students to navigate the resources and support available to them, so they feel an important part of the UoC community and have a happy and fulfilling student experience. You can contact me at: paula.moses@uni.cumbria.ac.uk

Joanna Stanberry

I am an international full-time postgraduate researcher based at the Lancaster campus and conducting my PhD studies within the Initiative for Leaderships and Sustainability in the Institute of Business, Industry, and Leadership and the Institute of Science and Environment. My doctoral research explores how the pedagogy of Victorian educationalist Charlotte Mason (1842-1923) can revitalise governance theory and practise for developing leadership aimed at sustainable development, and the public good more broadly. I am a PgR representative to the Research and Knowledge Exchange Committee and to the International Student Issues Committee. I am a mature student with industry experience (and three children!). I have an interest in bolstering the training we offer postgraduate students, especially research methodologies such as bibliometric methods and Q Methodological Studies. My email is: joanna.stanberry@gmail.com

PgR Student Representatives can be contacted if you have any queries, comments or feedback, or if you would like to find out more about the role and become a representative yourself.

Research Skills Development Summer School Registration

To attend the Summer School sessions, please register online by clicking on the link below:

Booking Form

Week 1
Research Skills Development Summer School Programme
26 June – 30 June 2023

ONLINE VIA MICROSOFT TEAMS

Please click the links below to join the online Summer School sessions

Monday 26 June 2023

Time	Session
10.00-11.30	Welcome and introduction followed by Icebreaker *Professor Tom Grimwood, Head of Graduate School, University of Cumbria* *PgR Representatives, University of Cumbria* Click here to join the meeting
11.30-13.00	LUNCH
13.00-14.30	Going beyond survival to success in PhD study *Dr Alison Jackson, University of Cumbria* Click here to join the meeting
14.30-15.00	BREAK
15.00-16.30	"Talking Heads": A discussion with Heads of Institutes and Senior Leaders *Chair: Professor Tom Grimwood, Head of Graduate School, University of Cumbria* Click here to join the meeting

Tuesday 27 June 2023

Time	Session
10.00-11.30	Rhetoric: What makes a good argument *Professor Tom Grimwood, Head of Graduate School, University of Cumbria* Click here to join the meeting
11.30-13.00	LUNCH
13.00-14.30	How to be approved by an ethics panel *Associate Professor Paul Miller, University of Cumbria* Click here to join the meeting
14.30-15.00	BREAK
15.00-16.30	An introduction to SPSS *Dr Dave Elliott, University of Cumbria* Click here to join the meeting

Wednesday 28 June 2023

Time   **Session**
10.00-11.30   SAGE research methods and methodical literature searching
James Stephens, Library Services Manager, University of Cumbria
Click here to join the meeting

11.30-13.00   LUNCH

13.00-14.30   How to create compelling funding applications
Vicki Goodwin, Evidence Programme Lead, MS Society
Click here to join the meeting

14.30-15.00   BREAK

15.00-16.30   Why does publishing 'open access' help early career researchers?
James Stephens, Library Services Manager, University of Cumbria
Click here to join the meeting

Thursday 29 June 2023   Stream 1 (Beginning PhD journey)

Time   **Session**
10.00-11.30   Starting out: the literature review for early-stage PhD students
Dr Paul Ferguson, University of Cumbria
Click here to join the meeting

11.30-13.00   LUNCH

13.00-14.30   Preparing for transfer
Professor Heather Prince, University of Cumbria
Click here to join the meeting

14.30-15.00   BREAK

15.00-16.30   Open forum discussion for all
Professor Tom Grimwood
Click here to join the meeting

Thursday 29 June 2023   Stream 2 (PhD Mid-Stage)

Time   **Session**
10.00-11.30   How to conduct fieldwork: Natural/Human
Dr Angus Carpenter and Dr Lula Mecinska, University of Cumbria
Click here to join the meeting

11.30-13.00   LUNCH

13.00-14.30   Thematic analysis without paradox: sensemaking and context
Associate Professor Wilson Ozuem, University of Cumbria
 Click here to join the meeting

14.30-15.00   BREAK

15.00-16.30   Open forum discussion for all
Professor Tom Grimwood
Click here to join the meeting

Time	Session
10.00-11.30	Are you ready for thesis submission? *Associate Professor Karen Morris, University of Cumbria* Click here to join the meeting
11.30-13.00	LUNCH
13.00-14.30	Approaching Viva: Entering the debate *Dr Alison Jackson, University of Cumbria* Click here to join the meeting
14.30-15.00	BREAK
15.00-16.30	Open forum discussion for all *Professor Tom Grimwood* Click here to join the meeting

Friday 30 June 2023

Time	Session
10.00-11.30	Introduction to qualitative analysis with NVivo *Dr Daniela Campaniolo, University of Cumbria* Click here to join the meeting
11.30-13.00	LUNCH
13.00-14.30	Making new research out of old rope – or, how important is currency when it comes to methods? *Professor Tom Grimwood and Associate Professor Paul Miller, University of Cumbria* Click here to join the meeting
14.30-15.00	BREAK
15.00-16.30	Enhancing your time as a PgR – reading groups, WIPs and building excellence in research *Professor Tom Grimwood* Click here to join the meeting

Week 2
Research Skills Development Summer School Programme
3 July – 4 July 2023

FACE-TO-FACE ON LANCASTER CAMPUS

Summer School venue:	**SB213**
Refreshments/breakout room:	**SB214**

Monday 3 July 2023

Time	Session

09.30-10.00	Registration and Welcome *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*
10.00-12.00	Global stories, local landmarks: The glocal Lancaster history tour *Dr Chris Donaldson and Dr Sunita Abraham, University of Lancaster*
12.00-13.00	LUNCH
13.00-14.30	The Green Minds experience *Dr Mark Christie, University of Cumbria*
14.30-15.00	BREAK
15.00-16.30	Mental health and wellbeing *Associate Professor Ian Corrie, University of Cumbria*

Tuesday 4 July 2023

Time	Session

10.00-11.30	Discussion on social justice *Professor Sally Elton-Chalcraft, University of Cumbria*
11.30-13.00	LUNCH
13.00-14.30	Bringing research to life *Nat Wealleans-Turner and Omotayo Opaola, Cumbria Council for Voluntary Services (CVS)*
14.30-15.00	BREAK
15.00-16.30	What makes a good research presentation? *TBC*

Wednesday 5 July 2023

08.45-17.30	Research Student Conference – Details on pages 19-30

Week 1
Research Skills Development Summer School
26 June – 30 June 2023

ONLINE VIA MICROSOFT TEAMS

Links to each session can be found on the Programme pages above

Summer School Session Information: Week 1

Monday 26 June 2023
10.00-10.30   **Welcome and introduction**

Facilitator: *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*

Professor Tom Grimwood will welcome you all to the Research Development Skills Summer School and introduce the programme of events. This session will lead directly into the Icebreaker with PgR Representatives.

Monday 26 June 2023
10.30-11.30   **Icebreaker**

Facilitator: *PgR Representatives, University of Cumbria*

PgR Representatives will continue hosting this session and after their brief introduction, they will lead a game called "Two Truths and a Lie".

The game is straightforward: each participant comes up with three statements about themselves, two of which are true and one that is false. Then, participants take turns sharing their statements and the others try to guess which one is the lie.

This is a great way for participants to get to know each other and have some fun while doing it.

Monday 26 June 2023
13.00-14.30   **Going beyond survival to success in PhD study**

Facilitator: *Dr Alison Jackson, University of Cumbria*

This session will offer an opportunity for us to discuss together the rigours of PhD study and look for ways to cultivate resilience over the long (and at times seemingly endless) journey from initial inspiration to the award of your doctorate. In the time available, we will consider a range of ideas including such things as the nature of doctoral study, cultivating sustained motivation, avoiding isolation, the value of constructive conversations, and of course – time.

Monday 26 June 2023
15.00-16.30 "Talking Heads": A discussion with Heads of Institutes and Senior Leaders

Chair: *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*

In this session, representatives from all of the University's Institutes will discuss the role of research in their areas, the activities that take place across the University and ways in which PGRs can engage with them. The session will be an open discussion with lots of time for questions.

Tuesday 27 June 2023
10.00-11.30 Rhetoric: What makes a good argument

Facilitator: *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*

Whatever else a PhD might be, it is a thesis – which means an *argument*. But what makes an argument persuasive? This session draws on the resources from classical rhetoric, which studies systematically the ways to make arguments work. We will discuss some of the core principles of rhetoric, such as how to differentiate your research questions and the types of evidence they require, how to organise evidence in relation to your audience, and how the importance of your research's 'character'.

Tuesday 27 June 2023
13.00-14.30 How to be approved by an ethics panel

Facilitator *Associate Professor Paul Miller, University of Cumbria*

Participants in this session will be encouraged to think not only as researchers prospectively submitting ethics documentation but as reviewers of those submissions, in order to help demystify UoC's ethical approval processes. Drawing upon a range of hypothetical project ideas and pragmatic ethical resources, discussions will address a range of ethical contingencies that should help inform future applications across many domains of research.

Tuesday 27 June 2023
15.00-16.30 An introduction to SPSS

Facilitator: *Dr Dave Elliott, University of Cumbria*

This workshop will introduce students to SPSS. The session will show how to navigate the SPSS interface, input data and conduct basic statistical procedures, for example, data screening and descriptive analysis.

Wednesday 28 June 2023
10.00-11.30 SAGE research methods and methodical literature searching

Facilitator: *James Stephens, Library Services Manager, University of Cumbria*

This first part of this session will give you a thorough introduction to a database containing thousands of resources, dedicated to research methods across a range of subject areas. The second part of the session will consider methodical approaches to literature searching including formulating a search strategy and organising the literature that you find.

Wednesday 28 June 2023
13.00-14.30   How to create compelling funding applications

Facilitator: *Vicki Goodwin, Evidence Programme Lead, MS Society*

This workshop will explore some key considerations when writing funding applications. I will share my experience of securing funding of over seven figures whilst working in higher education and also some of the key considerations I apply when awarding funding. The session will look at some critical factors from the thought process through to the construction of an application. It will also look at common pitfalls and how to avoid them. You will leave the session with some pointers to weigh up funding opportunities, tips on creating applications and more knowledge about the application and award process.

Wednesday 28 June 2023
15.00-16.30   Why does publishing 'open access' help early career researchers?

Facilitator: *James Stephens, Library Services Manager, University of Cumbria*

Come along and find out more about open access publishing and the opportunities that it offers. This session looks at the different models available to authors and provide an opportunity to ask questions and learn more about the benefits and practicalities of publishing open access early in a researcher's career.

Stream 1 (Beginning PhD journey)
Thursday 29 June 2023
10.00-11.30   Starting out: the literature review for early-stage PhD students

Facilitator: *Dr Paul Ferguson, University of Cumbria*

Starting a PhD can be a daunting experience, not least in that your first steps generally consist of working towards what can often seem to be the somewhat nebulous concept of the literature review. As much of the preliminary work people undertake on a PhD can contribute to a literature review, this session aims to give everyone a way into thinking about how they can effectively make use of that work. We will start with the basics by asking firstly what a literature review is and what it is not, before moving on to consider practicalities such as identifying the field, useful working strategies and reading tactics and how to make lighter work of writing up.

Stream 1 (Beginning PhD journey)
Thursday 29 June 2023
13.00-14.30   Preparing for transfer

Facilitator: *Professor Heather Prince, University of Cumbria*

Confirmation/transfer is the process through which postgraduate research students move from 'probationary' to 'confirmed' status and formally are approved to continue with their doctoral studies. This session will guide you through the process with top tips for success in what is sometimes termed 'part 1' of the formal assessment. It will discuss what standards and expectations you need to meet to progress. An

interactive session with opportunities to ask questions of an experienced chair, internal adviser and supervisor, all probationary PgRs are welcome to come and work with your community of researchers.

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All Streams

Thursday 29 June 2023
15.00-16.30   **Open forum discussion for all**

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Facilitator: *Professor Tom Grimwood*

Bringing together the different sessions from the day, this forum will be an open discussion based on some of the recurrent questions that arise throughout every stage of the PhD. These include: How much is enough data? What do I do if I run out of data? How do I deal with writer's block? And so on. Feel free to bring your own questions too, and use this opportunity to draw on the experiences of your colleagues!

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Stream 2 (PhD Mid-Stage)

Thursday 29 June 2023
10.00-11.30   **How to conduct fieldwork**: **Natural/Human**

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Facilitators: *Dr Angus Carpenter and Dr Lula Mecinska, University of Cumbria*

Dr Angus Carpenter: Our world is amazing and extremely diverse, whether investigating terrestrial or aquatic environments or macro to micro scale biota. Thus, the range and diversity of methods and data types used to investigate our world is vast. However, within all this diversity, there are some rules of thumb that researchers need to be aware of to promote better impact of their research findings. For example, scales, whether spatial or temporal, are crucial considerations, pseudoreplication possibilities, type I & II errors and more simply logistics and planning to ensure data collection does allow the researcher to answer the hypotheses proposed are all core factors for consideration. With your help, we will seek to explore some of these central tenets in relation to your own project ideas/proposals for better planning of research activities.

Dr Lula Mecinska: Humans are unpredictable and so is any type of fieldwork where you will need to interact with people, individuals, dyads, triads and groups, but also organisations and institutions created by these highly volatile creatures. As a researcher doing any form of fieldwork, from simple interviews to immersive and hybrid ethnographies, you will also need to negotiate a very complex apparatus - yourself. Add to this a dash of various organisational responsibilities and ethical procedures and the picture becomes complex. But whether close to, or even *at* home, or far, far away, fieldwork will still be a great adventure. Come to this session to consider how best to prepare for doing fieldwork. Be ready to share and co-create this space.

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Stream 2 (PhD Mid-Stage)

Thursday 29 June 2023
13.00-14.30   **Thematic analysis without paradox: sensemaking and context**

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Facilitator: *Associate Professor Wilson Ozuem, University of Cumbria*

In most extant studies, thematic analysis has become a prescriptive approach. This emerging qualitative approach has been applied to a range of studies on social and organisational issues, knowledge management and education. However, despite its wide usage, researchers are divided as to its effectiveness. Many choose quantitative approaches as an alternative, and some disagree as to what counts as the definitive framework and process for thematic analysis. This study provides a level of validity for thematic analysis through emphasising a specific methodological approach based on ontological and epistemological positions.

Thursday 29 June 2023
15.00-16.30   **Open forum discussion for all**

Facilitator: *Professor Tom Grimwood*

Bringing together the different sessions from the day, this forum will be an open discussion based on some of the recurrent questions that arise throughout every stage of the PhD. These include: How much is enough data? What do I do if I run out of data? How do I deal with writer's block? And so on. Feel free to bring your own questions too, and use this opportunity to draw on the experiences of your colleagues!

Stream 3 (Approaching Viva)

Thursday 29 June 2023
10.00-11.30   **Are you ready for thesis submission?**

Facilitator: *Associate Professor Karen Morris, University of Cumbria*

Congratulations for being at the end of your PhD journey! In this interactive session we will explore the submission regulations for your written thesis, including ways of ensuring you explicitly meet them and your examiners can clearly see the 'golden threads' running through your work. We will also discuss hints and tips for preparing for your viva. Come along with your questions and thoughts.

Stream 3 (Approaching Viva)

Thursday 29 June 2023
13.00-14.30   **Approaching Viva: Entering the debate**

Facilitator: *Dr Alison Jackson, University of Cumbria*

This session will ask you to consider and discuss together how to effectively approach the oft-times daunting prospect of the PhD Viva. Is this a battleground or the opportunity to enter into a constructive and maybe even 'enjoyable' debate with your examiners to demonstrate that, on your topic, you are their equal? We will consider such things as the significance of your contribution to knowledge and finding a balance between extolling the virtues of your thesis in a somewhat overconfident manner and apologising for its insignificance. We will discuss how to make the written verbal, how to defend your thesis, how to justify what you have done, how to explain your decisions, and how to prepare to come across as a convincing, competent professional.

All Streams

Thursday 29 June 2023
15.00-16.30   **Open forum discussion for all**

Facilitator: *Professor Tom Grimwood*

Bringing together the different sessions from the day, this forum will be an open discussion based on some of the recurrent questions that arise throughout every stage of the PhD. These include: How much is enough data? What do I do if I run out of data? How do I deal with writer's block? And so on. Feel free to bring your own questions too, and use this opportunity to draw on the experiences of your colleagues!

Friday 30 June 2023
10.00-11.30   **Introduction to qualitative analysis with NVivo**

Facilitator: *Dr Daniela Campaniolo, University of Cumbria*

The purpose of this workshop is to introduce students to the QSR NVivo 12 software as a data management tool. The workshop combines a discussion of underlying principles with practical application. Thus, encouraging the development of "disciplined imagination" (creativity and rigour) in data analysis.

Students attending the workshop will have access to data sets for practical sessions and can also bring their own collected primary qualitative data (eg. interviews, focus groups etc.) for their research.

No prior knowledge of NVivo is essential; however, some knowledge of qualitative methods including thematic analysis would be helpful.

On completion of this module, successful students will be able to: Explore basic, intermediate and advanced menu options in NVivo.
To produce queries, word clouds, and models that help with the analysis of qualitative data.

To analyse qualitative data in a transparent, reproducible way so that teams can work on the database.

Friday 30 June 2023
13.00-14.30   **Making new research out of old rope – or, how important is currency when it comes to methods?**

Facilitator: *Professor Tom Grimwood and Associate Professor Paul Miller, University of Cumbria*

It can sometimes seem like there is an unending supply of new and exciting research methodologies to use in your thesis. But to what extent to research methods 'age'? How might we use 'older' methodologies in new ways, such as introducing them to fields less familiar with them? And how mindful of the context and background to methodologies do we need to be when defending our theses? These questions will form the basis of a discussion facilitated Prof Tom Grimwood and Associate Prof Paul Miller, who both specialise in cross-disciplinary research where these questions are often raised.

Friday 30 June 2023
15.00-16.30   **Enhancing your time as a PgR – reading groups, WIPs and building excellence in research**

Facilitator: *Professor Tom Grimwood*

This session will explore what kind of groups and activities the PgR community might set up or continue in order to enhance the depth and breadth of research experience.

Week 2
Research Skills Development Summer School
3 July – 4 July 2023

FACE-TO-FACE ON LANCASTER CAMPUS

Summer School venue:	**SB213**
Refreshments/breakout room:	**SB214**

Summer School Session Information: Week 2

Monday 3 July 2023
09.30-10.00   **Registration and Welcome**

Facilitator: *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*

Monday 3 July 2023
10.00-12.00   **Global stories, local landmarks: The glocal Lancaster history tour**

Facilitator: *Dr Chris Donaldson and Dr Sunita Abraham, University of Lancaster*

Curious to find out more about Lancaster? Fancy discovering how the city's past connects with the histories of people from around the world? Join us for a free tour of nine places in Lancaster's historic Castle Quarter and its surroundings. We'll view some of the city's most iconic sites and landmarks, and we'll consider how Lancaster's story links with histories that span from the Roman Empire to the British Empire. Along the way, we'll discuss Lancaster's involvement in the transatlantic slave trade and contributions to the Industrial Revolution. What's more, we'll consider how the look and feel of the local environment has changed over the past 1,000 years.

Monday 3 July 2023
13.00-14.30   **The Green Minds experience**

Facilitator: *Dr Mark Christie, University of Cumbria*

Green exercise has been proven to enhance physical and psycho-social health and wellbeing, in a range of contexts, with different population groups and utilising a plethora of green exercise modes. Mark's PhD focused upon the use of gardening, conservation and horticultural activities in four specific settings (NHS medium secure unit, corporate setting, AONB and an urban park) with adults presenting with learning disability and personality disorder and offending behaviours; employees; adults with long-term mental ill-health; and people transitioning from work into retirement; respectively. Mark has also recently conducted research with young people at risk of exclusion from education using care farming and therapeutic horticulture. Importantly, his research looked at the key mechanisms behind the reported health enhancements, not just the outcomes. So, here's a chance for researchers to come and literally 'do' some gardening on the Lancaster campus and literally 'take a break', boost your mental health and become immersed with nature. We'll work collaboratively for about 45-60 minutes, then hold a 15–30-minute discussion with reference to the research literature and various theoretical concepts.

All gloves and tools provided. Meeting point: Outdoor Classroom by Cafe Martineau (astroturf side where picnic benches are).

Monday 3 July 2023
15.00-16.30   **Mental health and wellbeing**

Facilitator: *Associate Professor Ian Corrie, University of Cumbria*

"I thought it was just me", for many of us studying for a PhD we overlook our own mental health and wellbeing as the PhD student journey progresses; I will share my own perspectives of having been on this journey and some tips to help understand how we can navigate this.

Tuesday 4 July 2023
10.00-11.30   **Discussion on social justice**

Facilitator: *Professor Sally Elton-Chalcraft, University of Cumbria*

This interactive discussion will offer an opportunity to consider ways in which our research contributes to social justice issues. The session will begin by a brief introduction to issues of social justice in post graduate research, with reference to theorists (eg. John Rawls, Du Bois and Diane Wray etc). Next, we will evaluate our own projects in our particular disciplines and consider the possible / potential impact in dismantling discrimination and promoting social justice.

Tuesday 4 July 2023
13.00-14.30   **Bringing research to life**

Facilitator: *Nat Wealleans-Turner and Omotayo Opaola*, *Cumbria Council for Voluntary Services (CVS)*

The aim of the session is to engage students in reflection and discussion to explore how research can be used in a variety of professional contexts including the Voluntary and Community Services (VCS) and how to translate research and research skills into practice. By the end of the workshop, students will:

- Understand how research inform VCS service development to meet emergent need and to 'plug' gaps in delivery
- Understand how research supports the VCS to evidence its social, economic value and impact
- Understand how research is essential for the VCS to evidence community need and attract sustainable funding
- Understand how their research skills and expertise are applicable to numerous professional contexts including the VCS

Tuesday 4 July 2023
15.00-16.30   **What makes a good research presentation?**

Facilitator: *TBC*

Presenting research is a key skill. However, we don't always stop to think about what makes a good presentation stand out from a less effective one. In this session, we will be considering some core do's and don'ts of presenting, as well as discussing ways to become a more confident presenter.

Research Student Conference Programme
Wednesday 5 July 2023 – 08:45-17:30

FACE-TO-FACE ON LANCASTER CAMPUS

Conference venue: SB203
Refreshments/breakout room: SB214

Wednesday 5 July 2023

Time	Session
08.45-09.05	Registration
09.05-09.15	Welcome and introduction *Professor Tom Grimwood, Head of Graduate School, University of Cumbria*

09.15-10.55   **SESSION ONE**
Chair: Associate Professor Karen Morris

09.15-09.40	**Title:** Living ideas and the educative potential of 'participatory' research *Presenter: Joanna Stanberry*
09.40-10.05	**Title:** The use of aerial photography and photogrammetry to record the physical state of heritage sites and monuments *Presenter: Ellie Evans*
10.05-10.30	**Title:** Developing an innovative digital solution enabling a deeper understanding of visitor behaviour in Cumbria *Presenter: Delia Moisa*
10.30-10.55	**Title:** An exploration if the experiences of adults who grew up experiencing domestic violence and abuse within their homes in the UK *Presenter: Angie Boyle*
10.55-11.15	BREAK

11.15-12.30 **SESSION TWO**
Chair: Professor Tom Grimwood

11.15-11.40 **Title:** The Development of a Moral and Motivational Heuristic for Understanding the Role of Narratives in Right-Wing Extremist Radicalisation

Presenter: Dryden Rutter

11.40-12.05 **Title:** Using eye tracking technology to evaluate the interaction between a computer-aided detection system and the human observer

Presenter: Sarah Davies

12.05-12.30 **Title:** Maximizing the Quality of Reflexive Thematic Analysis: A Pragmatic Perspective

Presenter: Fiona Boyle

12.30-13.45 **LUNCH AND POSTER PRESENTATIONS**

Poster title: "I found it interesting and a bit alarming, the number of people I've spoken to… PhD students who've said you know I'm struggling"
By: Acacia Begley

Poster title: Exploring Carbon Dynamics of Restored Blanket Peatlands in 3D
By: Jack Richard Brennand

Poster title: Experiencing Escapism in Prison
By: Alyce Carter

Poster title: More Than Human, More Than Walking: A PhD by Art Practice
By: Jessica Emsley

Poster title: Visiting the Past: Monitoring Heritage Sites
By: Ellie Evans

Poster title: Watershed: Place-based research using art as a tool for engagement and critical enquiry into relationships and landscape change within the Ullswater catchment
By: Harriet Fraser

Poster title: Water: A Story of Control: Human relationship with wild water spaces through the use of contemporary art practices and visual methodologies
By: Donna Godlington

Poster title: Developing an Innovative Digital Solution for Deeper Understanding of Visitor Behaviour
By: Delia Moisa

Poster title: An Exploration of Walking in Jane Austen's Regency Era English Landscapes
By: Nada Saadaoui

Poster title: Inventing home education as a social enterprise: Implications for RURITAGE
By: Joanna Stanberry

Poster title: The SDG shortcut: Questioning woodstove heat in Lancaster as a coproduction of knowledge
By: Joanna Stanberry

Poster title: Vital Pivot: A resurgent approach to leadership for sustainable development
By: Joanna Stanberry

13.45-15.25 **SESSION THREE**
Chair: Associate Professor Penny Bradshaw

13.45-14.10 **Title:** Walking in Jane Austen's Regency Era English Landscapes: An Exploration of Historical, Cultural, and Literary Significance

Presenter: Nada Saadaoui

14.10-14.35 **Title:** A Rewilding Theory of Change

Presenter: Sally Hawkins

14.35-15.00 **Title:** Exploring the mental health of PhD students as a PhD student: an autoethnography

Presenter: Acacia Begley

15.00-15.25 **Title:** What are the perceptions of pupils, parents, and teachers in English primary schools of the role of the English primary curriculum in achieving 'success in life'?

Presenter: Paula Moses

15.25-15.45 BREAK

15.45-17.25 **SESSION FOUR**
Chair: Dr Alison Jackson

15.45-16.10 **Title:** Watershed: Place-based research using art as a tool for engagement and critical enquiry into relationships and landscape change within the Ullswater catchment

Presenter: Harriet Fraser

16.10-16.35 **Title:** Coaching clarity of mind and agency to strengthen change. Participatory Action Research into a possible approach within Health and Wellbeing Coaching.

Presenter: William Stephenson

16.35-17.00 **Title:** The influence of the subject leader in providing learning outside the classroom opportunities for Key Stage 3 students in English independent schools.

Presenter: Nick O'Loughlin

17.00-17.25 **Title**: Confusion in Confucian Leadership: Aligning Western transformative leadership dimensions with Chinese employee expectations of leadership in a multicultural aviation business.

Presenter: Christian Pinter

17.30 **CLOSE OF CONFERENCE**

17.45 **PgR Social activity**

Research Student Conference
Wednesday 5 July 2023

FACE-TO-FACE ON LANCASTER CAMPUS

Conference venue: SB203
Refreshments/breakout room: SB214

Research Student Conference Abstracts

	Chair: *Associate Professor Karen Morris*
Wednesday 5 July 2023 **09.15-10.55**	**Session One**

Title: Living ideas and the educative potential of 'participatory' research
***Presenter:* Joanna Stanberry**

Abstract: The education reformer Charlotte Mason (1842-1923) coined the term 'living ideas' to undergird her philosophy of learning. In her framing, all learning comes when 'living mind meets living mind' which can exist through narrative-driven and engaging books, first-hand experience of the natural world, and many other avenues (1925). She defined education as much broader than instruction–as the formation of the whole person, for the 'seven ages of man' which emerges as the 'science of relations'–the relationships an individual has with all kinds of abstract and concrete knowledge. In this regard, this meeting results in friction that produces original thinking as a matter of course, and can also produce original ideas. Supporting Mason's conception of living ideas is the premise that all people are persons with unique capacities for expressive human agency. The presentation of living ideas, complemented by particular habits and a conducive atmosphere, is the core of 'education' (writ large) and citizenship, and ultimately individual and community flourishing (Cholmondeley, 1960). When Mason's philosophy of education is located in the epistemic infrastructure of methodological approaches it lends a new and renewed potency to 'participatory' methods of research (Chevalier and Buckles, 2019). It instigates reflexive questions for the researcher. This presentation reports on a multi-year participatory research project in Lancaster working to contextualise the UN Sustainable Development Goals to sketch potentialities for this framing.

References:
- Chevalier, J. M., & Buckles, D. J. (2019). *Participatory action research: Theory and methods for engaged inquiry*. Routledge.
- Cholmondeley, E. (1960). *The Story of Charlotte Mason, 1842-1923. With [plates, Including Portraits, and a Bibliography], Etc*.
- Mason, C. (1925). *A Philosophy of Education (Volume 6)*. Kegan Paul, Trench, Trubner and Co., Ltd.

Title: The use of aerial photography and photogrammetry to record the physical state of heritage sites and monuments
***Presenter:* Ellie Evans**

Abstract: In 2021, the Department for Culture, Media & Sport published a document outlining the necessity to monitor the loss of heritage assets in England. This project is centred around using aerial photography and photogrammetry (creation of digital 3D models using overlapping photographs) to record the physical state of heritage sites and monuments repeatedly over a six-month period. The 3D models produced will be compared to one another to assess the physical changes which have taken place at the sites over the six-month period.

Alongside this, visitors' routes around the chosen sites will be recorded regularly over six-months. The recording of these two factors should allow conclusions to be made about visitor impact on sites enable measuring the loss of heritage assets. The four sites used in the study are Long Meg & Her Daughters Stone Circle, Ambleside Roman Fort and Castlerigg Stone Circle. These sites are all free-to-enter and do not have regular staff or volunteer presence, meaning visitor numbers have not been recorded at the sites.

Project Aims:
- Design and critically evaluate a method to monitor outdoor heritage sites, monuments and visitors in Cumbria.
- Produce a cost-effective tool-kit for heritage organisations to use to help measure loss of heritage assets through site and visitor monitoring.

Title: Developing an innovative digital solution enabling a deeper understanding of visitor behaviour in Cumbria
Presenter: Delia Moisa

Abstract: The research aim is to develop a digital platform which will enable the use of sector-based algorithms to allow Cumbria Tourism to more accurately study, profile and predict customer behaviour with the intention of enhancing their offer to new and existing members. There are three main objectives:

- Identify how to replace broad person-based demographics (gender/age/generation x etc) by using the concept of personality trait/identity; to be applied within the service sector, initially within the Cumbria Tourism membership area.
- Produce algorithms based upon motivations as personality traits.
- Identify how to build capacity in the areas of advanced data analysis using Structural Equation Modelling path analysis and confirmatory factor analysis.

During the initial phase of the project, a quantitative pilot study was conducted, which successfully revealed a significant relationship between personality dimensions, travel motivations, and visitor attractions in Cumbria. Additionally, a qualitative approach was employed to gain insights into the researched topic from representatives of small- and medium-sized tourism enterprises (SMTEs) through a focus group. The findings offer a competitive advantage for Cumbria Tourism, the Destination Management Organization, and tourism stakeholders in Cumbria by providing a better understanding of what drives visitors to the destination. This knowledge could facilitate the development of effective strategies, leading to increased levels of customer satisfaction and fostering loyalty.

Title: An exploration if the experiences of adults who grew up experiencing domestic violence and abuse within their homes in the UK
Presenter: Angie Boyle

Abstract: This paper seeks to explore the experiences of adults, now over the age of 30, who grew up experiencing domestic violence and abuse within their homes growing up in the UK. There is a lack of research in this area, and much less which goes on to discover the longer-term impacts from an adult standpoint.

This qualitative research was carried out retrospectively using Narrative Enquiry. The research design was interpretive, using a feminist post-structural perspective and included 26 participants aged 30 to 73. Data was collected using an open-ended survey and follow-up unstructured interviews with 19/26 who volunteered. Participants' stories were analysed inductively using reflexive thematic analysis.

The results have shown how people are affected by and cope with domestic violence and abuse within the home. They give a clear picture of the abuse and violence which is directed at them from the adult perpetrator, in addition to the impacts of experiencing the abuse of their other parent/caretaker. Crucially the results demonstrate how as children and young people, they were able to forge agentic coping strategies amidst the abuse and how their relationship to their early experiences are negotiated over the life course of the adult participants.

The findings have formed a 5-Stage Framework for Redefining the Past. This shows that adults who have experienced domestic violence and abuse as children and young people are able to overcome these challenges and transform their understanding over time, reaching a point whereby, they do not feel defined by their childhood.

Title: The Development of a Moral and Motivational Heuristic for Understanding the Role of Narratives in Right-Wing Extremist Radicalisation
Presenter: Dryden Rutter

Abstract: The aim of this study is to utilise, and synthesise, research into empirically based theories/models of radicalisation, with interpretative and narrative theories, alongside relevant concepts from moral and motivational psychology, in order to develop a practical heuristic for understanding the role of narratives in Right Wing Extremist (RWE) radicalisation. It will be argued that synthesising theories from these different fields will enable the creation of a theoretical framework, that can supplement existent radicalisation theories by combining their concepts with other research, and can also assist in addressing the lack of existing research that seeks to clarify the role of narratives in radicalisation. Indeed, the impetus for this approach arises from the need to develop counter-radicalisation interventions, particularly counter-narratives, around the specific functions of RWE narratives within the radicalisation process. What sustains this impetus is the relative lack of explicit consideration given to these functions within contemporary counter-radicalisation research and practice. It will be argued that key theories of radicalisation suggest moral/motivational psychology are at the core of violent-extremism, and that narratives are fundamental to understanding that psychology. Accordingly, the project will also draw on research into narrative psychology by Jerome Bruner, and the hermeneutic approach of Hans-George Gadamer on understanding and interpretation. Incorporating these different fields may clarify the interpretative acts involved in the causal mechanisms described within radicalisation theories. The heuristic that shall be developed should, therefore, be able to provide a clear framework for describing how RWE narratives bring together the psychological processes integral to radicalisation towards violence.

Title: Using eye tracking technology to evaluate the interaction between a computer-aided detection system and the human observer
Presenter: Sarah Davies

Abstract: Within the medical imaging domain, there are essentially two main Artificial Intelligence (AI) applications that aim to facilitate medical image interpretation: Computer-Aided Detection (CADe) and Computer-Aided Diagnosis (CADx) (Giger and Chen, 2010, pp. 261-263). The fundamental purpose of my research is to evaluate the interaction between a CADe system and the human observer using eye tracking technology.
In brief, the role of a CADe system is to highlight areas of concern to the radiologist, leaving the radiologist to then decide whether these areas are meaningful. This should, in theory, help to improve diagnostic accuracy (Giger and Chen, 2010, pp. 261-263). However, there are several documented pitfalls to an effective human/AI interaction, which Reverberi et al. (2022) summarise as being an over/under-reliance upon AI output and the opacity of an AI algorithm.

The Bayesian theory of image perception represents a useful framework for helping to understand the human/CADe interaction. Bayesian theory states that our conscious perceptions are essentially the result of a 'trade-off' between two key functions: the 'prior probability' and the 'likelihood' (Kersten, Mamassian and Yuille, 2004). A CADe system would directly affect the 'likelihood' function. However, the relative weighting given to said function would depend upon the perceived reliability of the CADe system by the human observer. The ideal observer would understand when to trust CADe output and would update the 'posterior probability' accordingly. This would be the optimum human/CADe interaction and it is hoped that my research will help identify strategies that might permit such interactions to occur.

References:
- Giger, M., Chen, W. (2010) 'CAD: an image perception perspective', in Samei, E., Krupinksi, E. (ed.) The Handbook of Medical Image Perception and Techniques. New York: Cambridge University Press, pp. 261-263 and pp. 271-272.
- Kersten, D., Mamassian, P. and Yuille, A. (2004) 'Object Perception as Bayesian Inference'. Annual Review of Psychology 55(1) pp. 271–304. Available at: https://doi.org/10.1146/annurev.psych.55.090902.142005.
- Reverberi, C., Rigon, T., Solari, A., Hassan, C., Cherubini, P., GI Genius CADx Study Group and Cherubini, A. (2022) 'Experimental Evidence of Effective Human–AI Collaboration in Medical Decision-Making'. Scientific Reports 12(1) pp. 1-10. Available at: https://doi.org/10.1038/s41598-022-18751-2.

Title: Maximizing the Quality of Reflexive Thematic Analysis: A Pragmatic Perspective
Presenter: *Fiona Boyle*

Abstract:

This presentation will be of particular interest to anyone who has, is currently, or plans to use, Braun and Clarke's (2022a, 2022b) Reflexive Thematic Analysis (RTA) in their research. My purpose is to consider the development and use of RTA as a method for analysing qualitative data. I will consider the history of the framework and outline some of the key points that have been more recently made regarding what constitutes good quality RTA.
I will describe my own use of this framework within a pragmatic, mixed methods action research project. I will explain my use of NVivo to code and manage data. After explaining my use of mixed methods and integration of data, I will compare my own methodology to other uses of RTA with different technical and epistemological approaches.
I will conclude by explaining my reflections on my own use of RTA, its benefits and challenges.

References

- Braun, V., & Clarke, V. (2022a). *Thematic analysis: A practical guide*. SAGE.
- Braun, V., & Clarke, V. (2022b). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a *knowing* researcher. *International Journal of Transgender Health*, *a*, 1–6. https://doi.org/10.1080/26895269.2022.2129597

Title: Walking in Jane Austen's Regency Era English Landscapes: An Exploration of Historical, Cultural, and Literary Significance
Presenter: Nada Saadaoui

Abstract: As walking became popular in England during the Regency Era, Jane Austen was among the many who indulged in the activity both in writing and practice. In her study of Austen's Pride and Prejudice, Olivia Murphy, a prominent Austen scholar, raises a key question 'what can be meant by walking?', an act which she demonstrates is 'simple but controversial' (Murphy, 2013). This presentation will delve into the complex milieu of Austen's writings and examine the meaning and importance of walking, as explored in my PhD research. I will start with situating walking within the broader historical context of Regency England, in which Austen's representation of walking provides insights into the cultural and social changes of the time, drawing on a range of influences such as the Romantic movement, Picturesque landscape gardening, travel writing, class and gender politics. I will reflect on the ways in which Austen uses walking as a metaphor for social and emotional progress, and how it enables her to explore the complexities of social relationships and the limits of female mobility. I will therefore refer to Sally Palmer's argument on the symbolic value of walking as a 'step by step' progression which happens on a figurative and literal level (Palmer, 2001). My presentation will offer a combined theoretical and geographical approach, which incapsulates the significance of walking in different Jane Austen landscapes as open fields, bounded gardens, seaside and towns, and the purpose each entails including recreation, health, privacy and social interactions.

References
- Palmer, Sally, ''I Prefer Walking': Jane Austen and 'The Pleasantest Part of the Day'', Persuasions, 23 (2001), 154–165
- Murphy, Olivia, 'Jane Austen's 'Excellent Walker': Pride, Prejudice, and Pedestrianism', Eighteenth-Century Fiction, 26.1 (2013), 121-42

Title: A Rewilding Theory of Change
Presenter: Sally Hawkins

Abstract: Rewilding has become increasingly popular around the world, with rewilding practiced in a variety of ways to suit local ecological and cultural contexts. This has led to some confusion over the term rewilding, leaving it open to misinterpretation and the risk of diluting its longer-term potential to deliver transformational change. This presentation will focus on rewilding's long-term aims, integrating ecological and socio-cultural factors, as a means to unify the global, multidisciplinary field of rewilding and will propose a theory of change framework based on these. The presented framework can assist practitioners in the planning and application of rewilding, offering an iterative, adaptive process that recognises the need to address both social and ecological factors at a landscape scale. This framework is based on data collected through a grounded theory approach, drawing from surveys and secondary data from influential rewilding practitioners, researchers and authors. Rewilding requires and promotes transformational ecological and social change, the application of rewilding therefore requires innovative and interdisciplinary approaches. This rewilding theory of change will provide a focus for remaining debates and a framework for planning, monitoring and evaluating rewilding, enabling researchers and practitioners to affect vital change.

Title: Exploring the mental health of PhD students as a PhD student: an autoethnography
Presenter: Acacia Begley

Abstract: In this presentation, I will outline how I came to study the mental wellbeing of PhD students throughout the doctoral degree, including a focus on mental wellbeing instead of mental illness, and the use of qualitative methodology in contrast to widely used quantitative methods regarding existing research into PhD mental health. I will discuss how my own experiences as a PhD student influenced my approach to my research, and how the findings from my research made me realise the links I had to my subject, the potential value in exploring my own lived experiences as a PhD student during the same period, and my decision to conduct an autoethnographic piece alongside interviews compiled with my peers. Autoethnography is a qualitative research style which allows researchers to explore and discuss their lived experiences. The aim of this was to gain insight and understanding of the experiences of PhD students, with specific focus on the factors that influence both positive and negative mental wellbeing, support-seeking behaviours, and the methods PhD students use to manage their mental wellbeing throughout the course of their PhD.

Title: What are the perceptions of pupils, parents, and teachers in English primary schools of the role of the English primary curriculum in achieving 'success in life'?

Presenter: *Paula Moses*

Abstract: This presentation will outline my exploration into the perceptions of parents, pupils and their teachers of the concept of 'success in life' and their views about how the National Primary School Curriculum in England (DfE, 2013) is designed and delivered to enable pupils to achieve it. My research is in response to the current Education Inspection Framework in England (Ofsted, 2019) which requires primary schools to 'adopt or create a curriculum which gives pupils, particularly the most disadvantaged, the knowledge and cultural capital needed to succeed in life' (Ofsted, 2021:6). This framework (Ofsted, 2019:6) caused me to question how the aim of 'success in life' or the terms 'knowledge and cultural capital' were defined by the Government, and to query how schools would interpret these concepts and put them into practice. No clear definitions exist within the policy documents or inspection framework of 'knowledge', 'cultural capital' or 'success in life' so this is the first research in England to ask pupils, parents and teachers to define and critique these concepts. (Ofsted, 2019; DfE, 2013). Following a methodological approach which combines Husserl's phenomenology (Husserl, 2013) with the educational pragmatism of Dewey (2012), this approach is designed to use philosophical enquiry to identify a definition of the philosophical concept 'success in life' as well as making practical (pragmatic) suggestions as to how the primary school curriculum in England could be designed and delivered (Dewey, 2010:118).

References
- Bourdieu, P. and Passeron, J. C. (2000) *Reproduction in education, society and culture*. London: Sage.
- Cassidy, C., Conrad, S.-J. and de Figueiroa-Rego, M. J. (2020) 'Research with children: a philosophical, rights-based approach'. Oxford, United Kingdom Oxford, Oxford: Taylor & Francis Ltd. (International Journal of Research & Method in Education, 43), 43(1), pp. 38–52. doi: http://dx.doi.org/10.1080/1743727X.2018.1563063.
- Dewey, J. (2010) *How we think*. San Diego, Calif: Book Tree.
- DfE (2014) *The national curriculum in England: Key stages 1 and 2 framework documents*. Available at: https://publicinformationonline.com/download/57382.
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Title: Watershed: Place-based research using art as a tool for engagement and critical enquiry into relationships and landscape change within the Ullswater catchment
Presenter: Harriet Fraser

Abstract: In this presentation I will reflect on the progress of the Watershed project. Watershed combines Geography and Art to explore perspectives on nature, culture and landscape change within the Ullswater Valley. It involves five artists from the PLACE Collective and aims to encourage dialogue across different interest groups, with reflection on processes of change, and perceptions of relationships between humans and the rest of the living world. The research takes place within the theoretical context of post-humanism, where humans are not considered to be at the centre of things, nor the most intelligent of species, and explores concepts of entanglement, inter-connectivity and distributed agency. In considering the geographical and policy context for the research, I will discuss local sustainability initiatives, upland farming and commoning, net-zero targets, national biodiversity indices, and post-Brexit agricultural and environmental policies. Two key lines of enquiry are to find out what happens as conversations unfold among local residents and land management specialists through the media of various art practices, and how the project artists respond to an iterative and collaborative place-based process.

1. Watershed is funded through the UKRI 'Enhancing Research Culture' fund. PI Dr Jamie Mcphie.
2. The PLACE Collective, based at the Centre for National Parks and Protected Areas, is a group of artists who are critically engaged in transdisciplinary research centred on issues of environment, nature and rurality.
3. Watershed is a case study that will inform the direction of Harriet Fraser's PhD: 'Rethinking agency and action in environmental and landscape change: arts practice as a tool for critical enquiry in protected landscapes.'

Title: Coaching clarity of mind and agency to strengthen change. Participatory Action Research into a possible approach within Health and Wellbeing Coaching.
Presenter: William Stephenson

Abstract: The aim of my doctoral research is to develop an approach and perspective which may aid the effectiveness of Cumbria's Health and Wellbeing Coaches (HAWCs). Such an approach would seek to further empower individuals to gain a clearer mindset and increased self-awareness of their thoughts, behaviours, and lives. Doing so will promote their agency and ability to make informed, proactive, and sustainable decisions and actions thus strengthening behavioural change. This presentation will discuss the Participatory Action Research (PAR) which I intend to undertake to achieve this.

My positionality as a HAWC within the team will enable me to carry out this research. Adopting a Critical Realist (CR) perspective would help me seek, identify, and understand underlying mechanisms and their effects on factors such as agency and mindset (Alderson, 2021). This will enable the team to help clients address them thoroughly and in doing so aiding transformative change. Such intentionality aligns with HAWC principles and practice, as well as PAR's reflexive, practical process and focus on change (Reason and Bradbury, 2008).

It will outline my current thoughts and rationale on the structure and stages of the Action Research. Whilst the stages will likely be refined through the process (O'Leary, 2004); it will suggest how they intend to gain deep understanding, co-develop this knowledge into a practical approach and consider its effectiveness.

References:
- Alderson. P. (2021). *Critical Realism for Health and Illness Research.* Bristol University Press. Bristol.
- O'Leary. Z. (2004), *The Essential Guide to Doing Research.* London: SAGE.
- Reason, P. & Bradbury, H. (2008) *The SAGE Handbook of Action Research: Participative Inquiry and Practice* (2nd edition). London: SAGE.

Title: The influence of the subject leader in providing learning outside the classroom opportunities for Key Stage 3 students in English independent schools.
Presenter: Nick O'Loughlin

Abstract: Learning outside the classroom (LOtC) is a long-established pedagogical approach to teaching and learning in the United Kingdom and there has been much research into the benefits it can bestow on young people through personal and social development, leadership skills and academic achievement (Rickinson et al., 2004). The introduction of the Learning Outside the Classroom Manifesto in 2006 (DfES, 2006) was seen as a positive move towards more children experiencing education away from the classroom environment. Unfortunately, many barriers still exist and consequently few secondary school teachers in England are

teaching outside the classroom (Glackin, 2018). Due to the impact the subject leader has on pedagogical approaches across their departments the focus of my research is the lived experience of independent schools' subject leaders, in particular their experiences of LOtC and their willingness to adopt this method in their teaching and across their departments. Independent schools have been chosen as the subject leaders for key stage 3 students have potentially more opportunities for learning outside the classroom than state schools following the National Curriculum. My research fits within an interpretivist paradigm and looks towards a phenomenological design. The pilot study, based in one independent school in the Northwest of England, used both questionnaires and interviews. Results from 10 questionnaires indicated that 6 departments currently offer LOtC opportunities at key stage 3. Subsequent interviews explored the lived experiences of 3 subject leaders, discovering the motivation behind their pedagogical choices. Results from this pilot study will be used to further develop my research design.

Title: Confusion in Confucian Leadership: Aligning Western transformative leadership dimensions with Chinese employee expectations of leadership in a multicultural aviation business.
Presenter: Christian Pinter

Abstract: Mainland China is for many industries the next targeted market. Investors are pouring money in the country aiming at successful and sustainable development of their businesses. However, Western and Confucian-based Chinese cultures are to a great extent, not totally mutually inclusive. This poses a fundamental problem. How to build a leadership model that will improve the performance of a multi-cultural business in a Confucian environment in Mainland China?

This study presents an analysis of leadership in mainland China through the lens of Confucianism, with data collected from Mainland Chinese people. This research aims to develop a better understanding of the influence of Confucian culture on leadership principles and practices in Mainland China. Mainland China is becoming increasingly popular for international investment, with many industries moving there from abroad. However, there are substantial challenges in the resulting cross-border and multi-cultural leadership environments between western and Mainland China stakeholders. While previous research has been conducted on western perspectives of leadership models in China, there appears to be limited research on the perspectives of Chinese employees about important leadership dimensions. Through the theoretical lens of critical realism and guided by a mixed-method case study approach, the following two research objectives will be addressed: first, the qualitative methods of semi-structured interviewing and focus groups will be used to identify the key leadership dimensions amongst Chinese middle-management in the aviation company AMGB. Second, these identified dimensions will be developed into an adapted leadership model, which will be tested through quantitative data collected through a questionnaire to gather responses amongst Chinese employees in the aviation industry on leadership dimensions and the influence on effective leadership. This research will contribute to knowledge about Chinese leadership perspectives, support the development of leadership training programmes within China, and facilitate the development of an adapted leadership model, which can be used to support future assessments of the leadership effectiveness of cross-cultural companies in China.

Research Student Conference Posters

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