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# Tuesday 6 September 2022

## Registration, light breakfast, tea & coffee and exhibition viewing

09:00 - 10:00 Tuesday, 6th September, 2022

## Welcome back and opening remarks

10:00 - 10:15 Tuesday, 6th September, 2022

Chair Dominic Wyse, Mhairi Beaton

## REF 2022: Reflections and implications for the discipline

10:15 - 11:15 Tuesday, 6th September, 2022

## Parallel Session 1

### 1.2 Children's voices

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Children and Childhood

Presentation Type Individual Papers

Chair Yuwei Xu, James Reid

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190 'Finding a voice': utilising Tronto's ethic of care framework for developing undergraduate students' attentiveness to 'voice' in working with children

Dr Dimi Kaneva, Dr James Reid

University of Huddersfield, Huddersfield, United Kingdom

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238 Exploring spheres of influence on young children's early perceptions of scientists

Ms Annie Padwick, Dr Carol Davenport

Northumbria University, Newcastle, United Kingdom

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448 Affirming the individual through the collective: personalising learning

Dr Jo Trowsdale<sup>1</sup>, Dr Siobhan Dytham<sup>2</sup>

<sup>1</sup>University of Suffolk, Ipswich, United Kingdom. <sup>2</sup>University of Northampton, Northampton, United Kingdom

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563 A ghost subject of the National Curriculum: Citizenship Education for KS3 students

Miss Refika Arabaci

Brunel University London, London, United Kingdom

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### 1.3 Linguistic identity, experiences, discourses and qualitative approaches to investigate language learning

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Literacy and Language

Presentation Type Individual Papers

Chair Oliver Hooper, Megan Crawford

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151 Chinese students in UK higher education: a qualitative study exploring how linguistic repertoire mediates language and sojourner identity construction

Ms Yu Hao

University of Oxford, Oxford, United Kingdom

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573 Navigating Degrees of Inclusion: Refugee Children's Experiences in a UK School

Mr Thomas Steven

University of Bath, Bath, United Kingdom

477 The change in science language as a result of transition from primary to secondary school

Dr Michael Inglis, Prof Alice Deignan  
University of Leeds, Leeds, United Kingdom

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390 Breaking Barriers or Building Walls? The English Language and Literacy Support for Refugee-Background Students in the Public High Schools of Regional NSW

Miss Anna Xavier  
UNSW, Sydney, Australia

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#### **1.4 Creative pedagogies**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Creativities in Education

Presentation Type Individual Papers

Chair Giuseppe Binetti

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229 Steiner/Waldorf Education: a pedagogy that is crafted and not engineered.

Dr Giuseppe Binetti  
Erasmus University Rotterdam, Rotterdam, Netherlands

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587 Improvisation-research in education - What does improvisation mean in teachers' work?

Mrs Fruzsina Eszes<sup>1</sup>, Associate Professor Orsolya Kálmán<sup>2</sup>  
<sup>1</sup>Eötvös Loránd University, Faculty of Education and Psychology, Doctoral School of Education, Budapest, Hungary. <sup>2</sup>Eötvös Loránd University, Faculty of Education and Psychology, Institute of Education, Budapest, Hungary

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480 Promoting creativity through co-creation in play and filmmaking: Comparing co-creation processes in a daycare center project and a film school project

Associate Professor Lars Geer Hammershøj  
Aarhus University, Copenhagen, Denmark

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#### **1.5 Poetic and Literary Research Methods**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Arts Based Educational Research

Presentation Type Individual Papers

Chair Adam Hart

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6 Constellations: An Arts-Based Inquiry on Teacher Candidates' Conceptions of Mental Health

Doctor Lisa Mitchell<sup>1</sup>, Ms Kerri Kennedy<sup>2</sup>  
<sup>1</sup>St. Thomas University, Fredericton, Canada. <sup>2</sup>Kawartha-Pineridge District School Board, Peterborough, Canada

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38 Poetry as Method: Facilitating Teacher Critical Authenticity through Poetic Inquiry.

Ms Victoria Inyang-Talbot  
Edge Hill University, Ormskirk, United Kingdom

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228 How can poetry enrich professional learning research? A poetic bricolage

Professor Kathleen Pithouse-Morgan  
University of KwaZulu-Natal, Durban, South Africa

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#### **1.6 Policy matters: re-examining the impact of curriculum reform**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Richard Pountney

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114 What's happening with Aotearoa New Zealand's curriculum? The debate over the place of knowledge(s) — historical, indigenous and disciplinary

Mr Taylor Hughson  
University of Cambridge, Cambridge, United Kingdom

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654 Integration of health and wellbeing into the school curriculum: a mixed methods investigation of preparations for Wales-wide school reform and it's impacts on health and well-being

Dr Sara Long, Dr Jemma Hawkins, Professor Simon Murphy, Professor Graham Moore  
Cardiff University, Cardiff, United Kingdom

454 Impact of Accountability on the Curriculum Policy-Practice Nexus at Higher Education

Ms Tazila Ramputh  
Maynooth University, Dublin, Ireland

544 Student experiences of the Scottish Curriculum for Excellence

Ms Michelle Ritchie, Dr Tracey Peace-Hughes, Dr Camilla Barnett, Professor Mark Priestley, Dr Marina Shapira  
University of Stirling, Stirling, United Kingdom

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**1.7 The Hidden Lives of Ethics: Beyond the Pragmatics**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Educational Research and Educational Policy-Making

Presentation Type Symposium

Chair Mary Wild

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332 The Hidden Lives of Ethics: Beyond the Pragmatics

Professor Mary Wild<sup>1</sup>, Dr Carol Brown<sup>1</sup>, Dr Sarah Frodsham<sup>2,1</sup>, Dr Carmel Capewell<sup>1</sup>, Dr Patrick Alexander<sup>1</sup>, Dr Deb McGregor<sup>1</sup>  
<sup>1</sup>Oxford Brookes University, Oxford, United Kingdom. <sup>2</sup>The University of Oxford, Oxford, United Kingdom

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**1.8 Exploring the student experience of employability including contributory factors**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Lisa Murtagh

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16 Exploring the student experience of employability including contributory factors.

Mrs Sarah Flanagan  
Leeds Trinity University, Leeds, United Kingdom

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397 Preparing university students for highly skilled employment in sport, mental health, and education through community-based knowledge exchange: a case study of Tackling the Blues

Miss Rachel Wilcock, Professor Andy Smith, Mr Aston Monro, Dr Helen O'Keeffe  
Edge Hill University, Ormskirk, United Kingdom

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137 The impact of problem and project based learning's group work element on women studying engineering at two universities in the United Kingdom

Miss Chloe Bellamy  
University of Portsmouth, Portsmouth, United Kingdom

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249 The Student-Parent Trap: Supporting Student-Parents in Higher Education

Dr Lisa Murtagh, Ms Sandra Clare  
University of Manchester, Manchester, United Kingdom

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**1.9 Reimagining the inclusive university**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Higher Education

Presentation Type Symposium

Chair Karen Laing

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485 Reimagining the inclusive university

Miss Charlotte Boulton<sup>1</sup>, Dr Susila Davis<sup>2</sup>, Dr Krystal Douglas-Dodd<sup>1</sup>, Dr Annette Hayton<sup>3</sup>, Dr Samina Khan<sup>4</sup>, Ms Karen Laing<sup>1</sup>, Ms Alison Matthews<sup>4</sup>, Dr Maria Pampaka<sup>5</sup>, Professor Kathleen Quinlan<sup>6</sup>, Dr Amina Razak<sup>1</sup>, Professor Alison Shaw<sup>1</sup>, Mr Dave Thomas<sup>6</sup>, Professor Liz Todd<sup>1</sup>

<sup>1</sup>Newcastle University, Newcastle upon Tyne, United Kingdom. <sup>2</sup>UCL, London, United Kingdom. <sup>3</sup>University of Bath, Bath, United Kingdom. <sup>4</sup>Oxford University, Oxford, United Kingdom. <sup>5</sup>Manchester University, Manchester, United Kingdom. <sup>6</sup>University of Kent, Canterbury, United Kingdom

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## **1.10 Othering and Exclusion in England and Wales**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Louise Arnold

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### **382 The Mainstream's Edge: Voices Of Pupils At Risk Of Disciplinary Exclusions**

Ms Zora Laattoe

Goldsmiths University, London, United Kingdom. William Ellis School, London, United Kingdom

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### **77 Teachers' perceptions of inclusive education in Wales: Aspiring to include versus implicit "othering"**

Dr Cathryn Knight<sup>1</sup>, Professor Tom Crick<sup>1</sup>, Dr Zoe Clegg<sup>1</sup>, Dr Carmel Conn<sup>2</sup>, Dr Matt Hutt<sup>2</sup>

<sup>1</sup>Swansea University, Swansea, United Kingdom. <sup>2</sup>University of South Wales, Cardiff, United Kingdom

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### **387 Classroom exclusions: patterns, practices, and pupil perceptions**

Professor Sally Power, Professor Chris Taylor

Cardiff University, Cardiff, United Kingdom

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### **24 Learning to (not) labour. An exploration of school exclusion.**

Ms Stephanie King, Dr Andrew Clapham, Dr Anne O'Grady

Nottingham Trent University, Nottingham, United Kingdom

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## **1.11 Understanding the role of connectedness and culture for mental health and wellbeing**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Individual Papers

Chair Jonathan Glazzard

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### **152 Understanding connectedness to school: A search for greater conceptual clarity**

Dr Annie Gowing

University of Melbourne, Melbourne, Australia

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### **476 Problematising Wellbeing within Schooling and Implications for Policy and Practice: Drawing on Cross Cultural and Cross Disciplinary Perspectives**

Dr Ros McLellan<sup>1</sup>, Professor Carole Faucher<sup>2</sup>, Professor Venka Simovska<sup>3</sup>

<sup>1</sup>University of Cambridge, Cambridge, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>Aarhus University, Aarhus, Denmark

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### **105 Nature VS Technology? Perspectives from a school community exploring the use of technology and nature to facilitate positive mental health and wellbeing for primary-aged pupils.**

Mr Ian Lopatin

University of Chichester, Chichester, United Kingdom

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## **1.12 Persistent Inequality - Outcomes and Strategies**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Social Justice

Presentation Type Individual Papers

Chair Sheine Peart

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### **199 Born to Fail? Highlighting inequality in GCSE attainment and what works to reduce the achievement gap for education's left behind**

Professor Lee Elliot-Major<sup>1</sup>, Dr Sam Parsons<sup>2</sup>

<sup>1</sup>Exeter University, Exeter, United Kingdom. <sup>2</sup>UCL IOE, London, United Kingdom

160 Parental care-experience and children's GCSE attainment: evidence of intergenerational transmission of disadvantage?

Dr Sam Parsons, Prof Ingrid Schoon, Prof Emla Fitzsimons  
UCL IOE, London, United Kingdom

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106 UK secondary school students' views of socioeconomic inequality and their sense of agency concerning their occupational prospects

Dr Chae-Young Kim  
University of Manchester, Manchester, United Kingdom

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108 Inequity in Educational Trajectories: The challenge and opportunities of utilising sociological tools to understand educational problems

Mr Rory McDonald  
University of Central Lancashire, Preston, United Kingdom

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### **1.13 Explorations of identity and belonging in educational contexts**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Individual Papers

Chair Pere Ayling

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74 In the academic margins: social ostracism as an intersection of psychological and sociological causes.

Dr Alexander Zibenberg, Associate Professor Tamar Hager, Ms Tuffaha Saba  
Tel Hai Academic College, Galilee, Israel

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345 Face 'Brain-dead Fans': The Intersectional Experiences of Chinese Women English-Language Teachers

Miss Shuling Wang  
University of Cambridge, Cambridge, United Kingdom

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467 Educational encounters, hybrid identities and spectral traces: collisions, contradictions and cultural hauntology

Dr Balwant Kaur  
University of Derby, Derby, United Kingdom

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492 White Other? Investigating the school experiences of Polish children in post-Brexit Britain

Mr Thiago Bogossian  
University of Surrey, Guildford, United Kingdom

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### **1.14 Gender Inequalities in Educational institutions**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Sexualities and Gender

Presentation Type Individual Papers

Chair Craig Johnston

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267 (Equali)ties in school uniform

Dr Rachel Shanks  
University of Aberdeen, Aberdeen, United Kingdom

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72 Non-institutional challenges to women's leadership opportunities in higher Education institutions

Dr Suha Alhothali  
University of Jeddah, Jeddah, Saudi Arabia

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276 'Where are all the men?' working-class male students and care-based degrees

Doctor Craig Johnston  
University of Winchester, Winchester, United Kingdom

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### **1.15 Ethics Positionality and Researcher Reflexivity - Part 1**

Correct as at 09.06.22

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Research Methodology in Education

Presentation Type Individual Papers

Chair Ratha Perumal

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470 Insider, outsider, and everything in-between: The multiple positionality dilemmas of a 'race' researcher

Ms Ratha Perumal

King's College London, London, United Kingdom

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416 Learning to use participatory film-making in research with migrant learners: Reflections from a teacher-film-maker and a researcher

Dr Helen Hanna<sup>1</sup>, Mr Stefan Kucharczyk<sup>2</sup>

<sup>1</sup>University of Manchester, Manchester, United Kingdom. <sup>2</sup>University of Sheffield, Sheffield, United Kingdom

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434 Ethical Issues and Researcher Integrity: Balancing participant roles in Research Inquiry in ACES

Assistant Professor Muhibuddin Fadhli<sup>1</sup>, Dr Rochmat Aldy Purnomo<sup>2</sup>, Mrs Betaria NAE Hastuti<sup>3</sup>, Dr Deka Dyah Utami<sup>1</sup>, Dr Dominic Mahon<sup>4</sup>, Associate Professor Richard Tomlins<sup>4</sup>, Professor Katherine Wimpenny<sup>4</sup>, Associate Professor Fitri Suraya Mohamad<sup>5</sup>, Dr Nguyen Thi Thom Thom<sup>6</sup>

<sup>1</sup>Universitas Negeri Malang, Malang, Indonesia. <sup>2</sup>Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia. <sup>3</sup>Universitas Sebelas Maret, Surakarta, Indonesia. <sup>4</sup>Coventry University, Coventry, United Kingdom. <sup>5</sup>University Malaysia Sarawak, Sarawak, Malaysia. <sup>6</sup>Vietnam National University, Hanoi, Vietnam

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### 1.17 Policy and Teaching

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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583 On the Ethics of Encouraging Student Teacher Resistance, or 'Am I The Bad Guy'

Dr Robert Gardiner

RNCM, Manchester, United Kingdom

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498 'Alternate Pathways to Teacher Change: Some Insights from Pakistan's HE Context'

Ms Mirat al Fatima Ahsan

Aga Khan University, Institute for Professional Development, Karachi, Pakistan

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522 Developing a common language to describe the challenges of teacher education in South Sudan: a co-constructivist approach to problem solving

Mrs Victoria Pendry<sup>1</sup>, Dr Andrew Joyce-Gibbons<sup>2</sup>

<sup>1</sup>Institute of Education, University College London, London, United Kingdom. <sup>2</sup>Bath Spa University, Bath, United Kingdom

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69 International policy borrowing and the case of Japanese Lesson Study: issues with implementation and impact

Mrs Sarah Seleznyov<sup>1,2</sup>, Professor Melanie Ehren<sup>2,3</sup>, Doctor Sui Lin Goei<sup>2,4</sup>

<sup>1</sup>School 360, London, United Kingdom. <sup>2</sup>Vrije Universiteit, Amsterdam, Netherlands. <sup>3</sup>UCL Institute of Education, London, United Kingdom. <sup>4</sup>Windesheim University of Applied Sciences, Zwolle, Netherlands

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### 1.18 Leaders experience of system level change in complex social contexts

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Educational Leadership

Presentation Type Individual Papers

Chair Lindsay Johnstone

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171 System level implications regarding distributed leadership in the contemporary era: Discursive change to maintain the old order?

Dr John O'Sullivan<sup>1</sup>, Professor Gerry Mac Ruairc<sup>2</sup>

<sup>1</sup>University College Dublin, Dublin, Ireland. <sup>2</sup>NUI Galway, Galway, Ireland

[Correct as at 09.06.22](#)

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27 Leadership configurations in networked learning communities: how teachers enact leadership in NLCs.

Dr Jeanne Ho

National Institute of Education, Nanyang Technological University, Singapore, Singapore

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538 “Who do you admit what to?” The effects of precarity and vulnerability on school leaders

Professor Michael Jopling, Dr Oliver Harness

University of Wolverhampton, Wolverhampton, United Kingdom

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569 Educational Leadership and the Social Justice Agency of Headteachers

Mrs Christine Jefferys

London Metropolitan University, London, United Kingdom

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## **1.19 Global issues for educational effectiveness**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Educational Effectiveness and Improvement

Presentation Type Individual Papers

Chair Nandini Dutta

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386 Examining learning and instructional effectiveness on student achievement: Evidence from a large-scale multilevel study in Singapore.

Dr Melvin Chan

National Institute of Education, Singapore, Singapore

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94 Sanctioning ignorance in Global Citizenship Education

Ms Nandini Dutta

Griffith University, Brisbane, Australia

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85 The difficulty in evaluating educational effectiveness in the value-added approach: the example of selective schools

Dr Binwei Lu<sup>1</sup>, Miss Xin Shao<sup>2</sup>

<sup>1</sup>College of Education, Zhejiang University, Hangzhou, China. <sup>2</sup>Institute of Education, University College London, London, United Kingdom

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636 Effectiveness of Genre Theory/SFL-based pedagogies on improving reading and writing outcomes in Australia: a Systematic Narrative Synthesis review for f-10 education.

Dr Clarence Green<sup>1</sup>, Dr Jean Mulder<sup>2</sup>, Dr Iain Giblin<sup>3</sup>

<sup>1</sup>Federation University, Melbourne, Australia. <sup>2</sup>University of Melbourne, Melbourne, Australia. <sup>3</sup>Macquarie University, Sydney, Australia

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## **1.20 Values in Transition and Crisis: Civic, Religious, Character, Sustainability and Human Rights Education**

11:30 - 13:00 Tuesday, 6th September, 2022

Theme Religions, Values and Education

Presentation Type Symposium

Chair David Lundie

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41 Values in Transition and Crisis: Civic, Religious, Character, Sustainability and Human Rights Education

Dr David Lundie<sup>1</sup>, Professor Olafur Pall Jonsson<sup>2</sup>, Dr Fiona Dineen<sup>3</sup>, Dr Clionagh Boyle<sup>4</sup>

<sup>1</sup>University of Glasgow, Dumfries Campus, United Kingdom. <sup>2</sup>University of Iceland, Reykjavik, Iceland. <sup>3</sup>Mary Immaculate College, Limerick, Ireland. <sup>4</sup>Liverpool Hope University, Liverpool, United Kingdom

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## **Lunch and exhibition viewing/ Poster viewing**

13:00 - 14:00 Tuesday, 6th September, 2022

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30 Co-creating a ‘sense of belonging’ through intercultural student-led podcasting

[Correct as at 09.06.22](#)

Ms Maria Hussain  
University of Leeds, Leeds, United Kingdom

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73 Exploring Early Childhood Teacher Perspectives on the Think Like an Engineer Project for Children  
Miss Norah Alturki, Dr Liz Chesworth  
The University of Sheffield, Sheffield, United Kingdom

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120 The Role of Knowledge Accessibility in Inference-making among Rural Middle Grade English Learners

Assistant Professor Johnny Daniel<sup>1</sup>, Associate Professor Amy Barth<sup>2</sup>, Mr Ethan Ankrum<sup>3</sup>  
<sup>1</sup>Durham University, Durham, United Kingdom. <sup>2</sup>Buena Vista University, Storm Lake, USA. <sup>3</sup>Creighton University, Omaha, USA

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147 Forest School: The transferability of the experiences of Forest Schools to the more formal learning environment to aid learning and cognition.

Mrs Christine Shepherd  
Staffordshire University, Stoke-on-Trent, United Kingdom. Packmoor Ormiston Academy, Stoke-on-Trent, United Kingdom

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231 Serving segregated communities: Findings from a survey of principals of small rural primary schools in Northern Ireland

Dr Montserrat Fargas Malet, Professor Carl Bagley  
Queen's University Belfast, Belfast, United Kingdom

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242 Student Engagement: The Collaborative Culture of Pedagogical Learning, Curriculum Design, Assessment, and Strategies in the 21st century and beyond

Dr Darcia Roache  
University of Saskatchewan, Saskatoon, Canada

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295 Investigating the Impact of "Imaginative Painting Diary" on Fifth Grade Students' Language Learning and Creativity

Assistant Professor Hsu-Chan Kuo<sup>1</sup>, Mr Chu-Yang Change<sup>1</sup>, Ms TZU-YIN SHEN<sup>2</sup>  
<sup>1</sup>National Cheng Kung University, Tainan, Taiwan. <sup>2</sup>Wu-Hua Primary School, New Taipei City, Taiwan

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311 "I'm managed by a white man who's managed by a white man who's managed by a white woman who's managed by a white man": A Mixed-methods study examining the problem of institutional racism in a UK-based University

Associate Professor Denise Miller, Dr Charmaine Brown  
University of Greenwich, London, United Kingdom

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343 Still the "Cinderella Service": Investigating the experiences of FE practitioners in policy and academia

Ms Hannah McCarthy  
The University of Manchester, Manchester, United Kingdom

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346 'I think there is a desire to want to be more inclusive, it's just how does that happen?': using action research to explore Equality, Diversity, and Inclusion (EDI) in learning and teaching in higher education nursing

Ms Rayna Rogowsky  
University of Dundee, Dundee, United Kingdom

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362 Implications of group work in language writing for EFL learning

Miss Mehrnoush Emamzadeh  
University of Bradford, Bradford, United Kingdom

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408 Assessment policy in education for England and Scotland 1998-2018.

Mr Michael Taylor  
University of Glasgow, Glasgow, United Kingdom

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435 Roots: Culturally Responsive Computing Teaching for the UK

Dr Sue Sentance<sup>1</sup>, Dr Polly Card<sup>1</sup>, Dr Hayley Leonard<sup>2,1</sup>

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<sup>1</sup>Raspberry Pi Computing Education Research Centre, Cambridge, United Kingdom. <sup>2</sup>Raspberry Pi Foundation, Cambridge, United Kingdom

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### 505 Outdoor Play and Autism: Results from a Survey of Parents and Practitioners.

Dr Catherine Latimer, Dr Fiona McCaffrey, Dr Rachel Ferguson, Ms Frances O'Neill  
Middletown Centre for Autism, Armagh, United Kingdom

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### 556 Teacher Talk about Multilinguals and their Parents: Attitudes and Beliefs in Northern Ireland

Dr Sultan Turkan  
Queen's University Belfast, Belfast, United Kingdom

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### 562 A Conceptual Model for Teacher Trainee Well-being: Challenges and Resources in an Ecological System

Dr Shaun Thompson, Dr Emma Clarke, Dr Aimee Quickfall  
Bishop Grosseteste University, Lincoln, United Kingdom

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### 577 When justice and education collide? The 'Secure School' Initiative in England

Dr Liliana Belkin  
University of Roehampton, London, United Kingdom

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### 586 Discourse Formations Surrounding the Concept of "Vulnerability" during the Pandemic

Dr Seyda Subasi Singh<sup>1</sup>, Mrs Sabine Mandl<sup>1</sup>, Dr Oliver Koenig<sup>1</sup>, Dr Michelle Proyer<sup>2</sup>  
<sup>1</sup>Bertha von Suttner Private University, St. Poelten, Austria. <sup>2</sup>University of Vienna, Vienna, Austria

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### 595 Development of a novel methodology to enable teachers to research teachers: Researching practice in a close contextual setting and the extraction of global themes.

Dr Daniel Carvalho, Mr Myles Downing  
Queen Elizabeth's High School, Gainsborough, United Kingdom

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### 643 Lifeline Interviews with Young People: Constructing (auto)biographies through education

Dr Hannah Walters  
KCL, London, United Kingdom

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## ECR lunchtime reception

13:00 - 14:00 Tuesday, 6th September, 2022

Theme Early Career Researcher Network

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## Parallel Session 2

### 2.1 Physical Education Didactics for Teacher Educators – Part 1: Overarching Issues

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Physical Education and Sports Pedagogy

Presentation Type Symposium

Chair Mikael Quennerstedt

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### 456 Physical Education Didactics for Teacher Educators – Part 1: Overarching Issues

Professor Mikael Quennerstedt<sup>1,2</sup>, Dr Ashley Casey<sup>3</sup>, Mr Andreas Isgren Karlsson<sup>4</sup>, Ms Louise Lindkvist<sup>5</sup>, Mrs Inga Oliynyk<sup>6</sup>, Mrs Runa Westerlund<sup>5</sup>, Mx Anna Rosén<sup>7</sup>

<sup>1</sup>Örebro University, Örebro, Sweden. <sup>2</sup>Inland Norway University of Applied Sciences, Hamar, Norway. <sup>3</sup>Loughborough University, Loughborough, United Kingdom. <sup>4</sup>Dalarna University, Falun, Sweden. <sup>5</sup>Umeå University, Umeå, Sweden. <sup>6</sup>Linnaeus University, Växjö, Sweden. <sup>7</sup>The Swedish School of Sport and Health Sciences, Stockholm, Sweden

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### 2.2 Contesting contemporary policy in UK further education

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Post-Compulsory and Lifelong Learning

Correct as at 09.06.22

Presentation Type Individual Papers  
Chair Bill Esmond

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**239 Perceptions of quality in vocational education: the case of English T Levels**

Dr Rachel Terry, Professor Kevin Orr  
University of Huddersfield, Huddersfield, United Kingdom

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**321 What will T levels change? The portrayal of technical and vocational education in England: tensions in policy, and a conundrum for lecturers.**

Mrs Louise Misselke  
Exeter University, Exeter, United Kingdom. The Guernsey Institute, Guernsey, Guernsey

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**565 Exploring Policy Enactment in Further Education: Policy Work and Master Discourses in England and Scotland**

Dr Stephanie Thomson<sup>1</sup>, Professor Meg Maguire<sup>2</sup>  
<sup>1</sup>University of Aberdeen, Aberdeen, United Kingdom. <sup>2</sup>Kings College London, London, United Kingdom

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**437 Enriching the curriculum**

Prof Liz Atkins, Associate Professor Bill Esmond, Dr Bally Kaur  
University of Derby, Derby, United Kingdom

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**2.3 Insights on Early Childhood Curriculum from Three Theoretical Lenses**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Early Childhood Education and Care

Presentation Type Symposium

Chair Verity Campbell-Barr

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**594 Insights on Early Childhood Curriculum from Three Theoretical Lenses**

Dr Verity Campbell-Barr, Dr Jan Georgeson, Dr Katherine Evans, Ms Sasha Tregenza-Mat  
University of Plymouth, Plymouth, United Kingdom

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**2.4 ACES - A Community-Centred Educational Model for Developing Social Resilience**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Creativities in Education

Presentation Type Individual Papers

Chair Katherine Wimpenny

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**424 ACES - A Community-Centred Educational Model for Developing Social Resilience**

Professor Katherine Wimpenny<sup>1</sup>, Professor Sylvester Arnab<sup>1</sup>, Assistant Professor Fadhli Muhibuddin<sup>2</sup>, Associate Professor Fitri Suraya Mohamad Hapni Joblie<sup>3</sup>, Associate Professor Thuy Hoang Thi Bich<sup>4</sup>, Dr Richard Tomlins<sup>1</sup>, Dr Dominic Mahon<sup>1</sup>, Dr Thi Thom Thom Nguyen<sup>5</sup>, Dr Rochmat Aldy Purnomo<sup>2</sup>, Dr Deka Dyah Utami<sup>2</sup>, Dr Betaria Hastuti<sup>2</sup>, Associate Professor Jacey Lynn Minoi<sup>3</sup>, Assistant Professor Luca Morini<sup>1</sup>, Dr Trinh Việt Dũng<sup>4</sup>, Mr Alex Masters<sup>1</sup>

<sup>1</sup>Coventry University, Coventry, United Kingdom. <sup>2</sup>Muhammadiyah University of Ponorogo, Ponorogo, Indonesia. <sup>3</sup>Malaysia Sarawak Universiti (UNIMAS), Sarawak, Malaysia. <sup>4</sup>Hanoi University of Science and Technology (HUST), Hanoi, Vietnam.

<sup>5</sup>Vietnam National University, Hanoi, Vietnam

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**2.5 Issues for teachers and faculty in working at the time of Covid-19**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Ongoing Impact of COVID

Presentation Type Individual Papers

Chair Lisa Kim

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**84 Understanding teachers' perceptions and experiences of the COVID-19 pandemic in England over time**

Dr Lisa Kim, Mrs Diana Fields, Professor Kathryn Asbury  
University of York, York, United Kingdom

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159 COVID-19 mitigation measures in primary schools and association with infection and school staff wellbeing: an observational survey linked with routine data in Wales, UK

Dr Emily Marchant<sup>1</sup>, Dr Lucy Griffiths<sup>1</sup>, Professor Tom Crick<sup>1</sup>, Associate Professor Richard Fry<sup>1</sup>, Dr Joe Hollinghurst<sup>1</sup>, Dr Michaela James<sup>1</sup>, Dr Laura Cowley<sup>2</sup>, Dr Hoda Abbasizanjani<sup>1</sup>, Dr Fatemeh Torabi<sup>1</sup>, Dr Dan Thompson<sup>1</sup>, Dr Jonathan Kennedy<sup>1</sup>, Mr Ashley Akbari<sup>1</sup>, Professor Ronan Lyons<sup>1</sup>, Professor Sinead Brophy<sup>1</sup>

<sup>1</sup>Swansea University, Swansea, United Kingdom. <sup>2</sup>Public Health Wales, Cardiff, United Kingdom

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309 Exploring Contract Cheating in UAE Universities: Faculty Members' Perspective

Assistant Professor Mona Aljanahi, Assistant Professor Mohammed Aljanahi, Mrs Bernadette Guirguis  
United Arab Emirates University, Alain, UAE

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## 2.6 New views of assessment in education

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Mary Richardson

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265 21st Century Educational Assessment - Taking Stock

Ms Isabel Nisbet, Mr Stuart Shaw

University of Cambridge, Cambridge, United Kingdom

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364 Experiential Learning Assessment in Post-Secondary Education

Dr Jay Wilson, Dr Marc Gobeil, Dr Tom Yates, Dr Alec Aitken, Dr Kevin Lewis

University of Saskatchewan, Saskatoon, Canada

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571 How Can Teachers Assist Digitally? Students' Experiences, Perceptions and Expectations of Useful Feedback Approaches in UK Higher Education

Ms Wan Faizatul Ismayatim, Dr Serdar Abaci, Dr Jill Northcott

University of Edinburgh, Edinburgh, United Kingdom

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608 Two Steps Forward One Step Back: Implementing a New Formative Feedback Policy

Dr Alphonse de Kluyver, Mr Chris Jones

Pearson College, London, United Kingdom

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## 2.7 Vocational and employment Opportunities

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Educational Research and Educational Policy-Making

Presentation Type Individual Papers

Chair Jake Anders

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89 Education for Decent Employment: Exploring and Re-envisioning the 21st century skills conceptualization in education policies in Kazakhstan

Ms Albina Tortbayeva

The Oxus Society for Central Asian Affairs, Almaty, Kazakhstan

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444 The unequal effects of the COVID-19 pandemic on young people's education and wellbeing: new evidence from the first wave of the COVID Social Mobility & Opportunities study (COSMO)

Dr Jake Anders, Ms Xin Shao

UCL Centre for Education Policy & Equalising Opportunities, London, United Kingdom

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517 Informing the planning of Career Conversations for Vocational Progress: The case of Portugal

Ms Cristina Santos

Cambridge University, Cambridge, United Kingdom

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604 The impact of UTCs, sponsor perspectives

Miss Libby Ford

Bath Spa University, Bath, United Kingdom

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## 2.8 Domestic and International issues in Higher Education

Correct as at 09.06.22

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Susila Davis

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35 “I think my accent is the way I am”: How East Asian international students describe themselves as foreign-accented speakers

Dr Eunjae Park, Dr Steven Hodge, Dr Helen Klieve

Griffith University, Brisbane, Australia

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44 Let's talk about consent!

Dr Rachel Payne

Oxford Brookes University, Oxford, United Kingdom

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156 Graduates' perceptions of student loan debt in England and its consequences for their lives and behaviour

Professor Claire Callender<sup>1,2</sup>, Dr Susila Davis<sup>1</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>Birkbeck, University of London, London, United Kingdom

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168 Values-based university teaching: talking the talk but are we walking the walk?

Mrs Di Cantali, Dr Tracey Colville, Dr Martin Purcell

University of Dundee, Dundee, United Kingdom

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## **2.10 Improving higher education success and employment pathways for students with disabilities**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Inclusive Education and SEND

Presentation Type Symposium

Chair Ben Whitburn

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128 Improving higher education success and employment pathways for students with disabilities

Dr Ben Whitburn<sup>1</sup>, Associate Professor Tim Corcoran<sup>1</sup>, Dr Jonathan Vincent<sup>2</sup>, Dr Kevin Ralston<sup>3</sup>, Dr Anabel Moriña Díez<sup>4</sup>, Ms

Gilda Biagiotti<sup>4</sup>

<sup>1</sup>Deakin University, Melbourne, Australia. <sup>2</sup>York St John University, York, United Kingdom. <sup>3</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>4</sup>University of Seville, Seville, Spain

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## **2.11 Involving dogs in face-to-face and online educational contexts: exploring the benefits, challenges and future directions for research**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Symposium

Chair Helen Lewis

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327 Involving dogs in face-to-face and online educational contexts: exploring the benefits, challenges and future directions for research

Dr Helen Lewis<sup>1</sup>, Mrs Jill Steel<sup>2</sup>, Dr Donna Carlyle<sup>3</sup>, Dr Diahann Gallard<sup>4</sup>, Dr Janet Oostendorp-Godfrey<sup>1</sup>, Dr Cathryn Knight<sup>1</sup>

<sup>1</sup>Swansea University, Swansea, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>Northumbria University, Newcastle Upon Tyne, United Kingdom. <sup>4</sup>Liverpool John Moores University, Liverpool, United Kingdom

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## **2.12 Globalisation and its Impact on Local Education Models**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Comparative and International Education

Presentation Type Individual Papers

Chair Nicola Savvides

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308 The 'internationalist' educational approach in practice: Insights from a United World Colleges 'Short Course'

Dr Nicola Savvides, Dr Tristan Bunnell

[Correct as at 09.06.22](#)

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493 Comparing policy mechanisms for educational inclusion of disabled refugee children in South Africa, Zimbabwe and Uganda.

Professor Joanna McIntyre, Professor Juliet Thondhlana, Professor Elizabeth Walton  
University of Nottingham, Nottingham, United Kingdom

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425 Global Citizenship Education: Dealing With Difference amidst the Search for Global Cohesion

Dr Helen Hanna

University of Manchester, Manchester, United Kingdom

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39 How reliable are the socioeconomic measures used in PISA data?

Dr Pallavi Banerjee<sup>1</sup>, Mr Nurullah Eryilmaz<sup>2</sup>

<sup>1</sup>University of Exeter, Exeter, United Kingdom. <sup>2</sup>University of Bath, Bath, United Kingdom

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## **2.13 Multiculturalism and Anti-Racist Education: Evolving Dialogues and Debates**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Symposium

Chair Richard Race

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445 Multiculturalism and Anti-Racist Education: Evolving Dialogues and Debates

Dr Dorrie Chetty<sup>1</sup>, Professor Emeritus Carl Parsons<sup>2</sup>, Dr Richard Race<sup>3</sup>

<sup>1</sup>Westminster University, London, United Kingdom. <sup>2</sup>Canterbury Christ Church, Canterbury, United Kingdom. <sup>3</sup>Roehampton University, London, United Kingdom

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## **2.14 LGBTQ+ Teachers and Teaching**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Sexualities and Gender

Presentation Type Individual Papers

Chair Karl Kitching

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117 Creating and Sustaining LGBTQ+ Inclusive Communities of Practice in UK Primary Schools: An Interpretative Phenomenological Analysis

Dr Ben Johnson

Newman university, Birmingham, United Kingdom

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551 'How's your weekend?: Reframing dominant discourse of LGBTQ+ teachers and their students

Dr Anna Llewellyn

Durham University, Durham, United Kingdom

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591 Contemporary, racialised conflicts over LGBT-inclusive education: More strategic secularisms than secular/religious oppositions?

Dr Karl Kitching

University of Birmingham, Birmingham, United Kingdom

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## **2.15 Stories from the bags of four early career researchers because 'It matters what stories we tell other stories with': Diffracting The Carrier Bag Theory of Fiction through posthuman, feminist materialist, and postqualitative research methods**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Research Methodology in Education

Presentation Type Symposium

Chair Louise Hawxwell

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278 Stories from the bags of four early career researchers because 'It matters what stories we tell other stories with': Diffracting The Carrier Bag Theory of Fiction through posthuman, feminist materialist, and postqualitative research methods

Miss Louise Hawxwell<sup>1</sup>, Dr Jo Albin-Clark<sup>1</sup>, Mrs Liz Latto<sup>2</sup>, Dr Julie Ovington<sup>3</sup>

<sup>1</sup>Edge Hill University, Ormskirk, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>University of Sunderland, Sunderland, United Kingdom

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## **2.16 Intersectional Perspectives on Social Justice Issues in Education**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Sociology

Presentation Type Individual Papers

Chair Sarah Seleznyov

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215 Middle leaders bringing policy to life in schools

Dr Craig Skerritt, Professor Gerry McNamara, Dr Irene Quinn, Prof Joe O'Hara, Associate Professor Martin Brown  
Dublin City University, Dublin, Ireland

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243 Children of austerity or children of adversity?: Examining the cumulative impact of socioeconomic adversity on educational attainment of two cohorts of young people

Dr Neil Kaye

UCL Institute of Education, London, United Kingdom

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554 'Promising a Carefree Harbour': Innovative Schools and the Dilemma of Alternative Education in Contemporary China

Miss Wanru Xu, Associate Professor Bram Spruyt  
Vrije Universiteit Brussel, Brussels, Belgium

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596 An Exploration of the Discourses Influencing the Identity Construction of Algerian Female Academics: a Feminist Postcolonial Perspective

Miss Fatima Zahra Abbou

Reading University, Reading, United Kingdom

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## **2.17 Teacher Agency in 2022**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Teacher Education and Development

Presentation Type Symposium

Chair Mark Hardman

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463 Teacher Agency in 2022

Dr Mark Hardman, Miss Claire Pillinger, Dr Becky Taylor, Prof Caroline Daly, Dr Sally Riordan, Dr Anna Cook, Dr David Mitchell, Ms Leigh Flaxman, Dr Marian Mulcahy, Dr Emma Newall, Dr Rebecca Linder, Ms Alexis Stones, Dr Emma Jones, Dr Lauren Hammond, Miss Alison Wiggins, Ms Malica Scott, Prof John Morgan  
IOE - UCL's Faculty of Education and Society, London, United Kingdom

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## **2.18 Teacher Professional learning**

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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273 Metaphors as Critical Reflection for Preservice Teachers

Dr Bethany Rice, Dr Stephanie Moody

Towson University, Towson, USA

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166 Teacher Motivation and Teacher Professional Learning: A multi-site case study in Dubai private sector

Dr Amira Abdou

University of Leicester, Leicester, United Kingdom

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177 Differentiated instruction in action: A qualitative study of a professional development initiative

Dr Nicky Dulfer, Doctor Jeana Kriewaldt, Doctor Amy McKernan

Correct as at 09.06.22

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## 245 Establishing a centre for evidence-informed practice within a school: lessons from the Research and Evidence Centre

Dr Iro Konstantinou

Warwick University, Coventry, United Kingdom

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## 2.19 Education pathways and career choices

14:00 - 15:30 Tuesday, 6th September, 2022

Theme Social Theory and Education

Presentation Type Individual Papers

Chair Mark Murphy

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### 197 Why do some people become teachers (and others do not)?

Ms Emily MacLeod

UCL IOE, London, United Kingdom

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### 315 Carers First, Workers Second? Structure, Agency and Reflexivity in the Career Decisions of School Support Staff with Degrees

Ms Abigail Bowling

University of York, York, United Kingdom

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### 389 Applying the lens of science capital to understand student engagement in China

Ms Ye (Catherine) Cao

King's College London, London, United Kingdom

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## Parallel Session 3

### 3.1 PE Teachers: Lived experiences & self-care

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Physical Education and Sports Pedagogy

Presentation Type Individual Papers

Chair Annette Stride

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### 428 Working with trauma-affected students in physical education: The importance of teacher self-care

Dr Thomas Quarmby<sup>1</sup>, Dr Rachel Sandford<sup>2</sup>, Dr Oliver Hooper<sup>2</sup>, Dr Shirley Gray<sup>3</sup>

<sup>1</sup>Leeds Beckett University, Leeds, United Kingdom. <sup>2</sup>Loughborough University, Leicestershire, United Kingdom. <sup>3</sup>University of Edinburgh, Edinburgh, United Kingdom

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### 491 "You can't be what you can't see": The lived experiences of Black and Minority Ethnic Physical Education teachers

Mr Louis Francis-Edge, Dr Annette Stride, Professor Hayley Fitzgerald

Leeds Beckett University, Leeds, United Kingdom

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### 3.2 Creating just spaces in post-school education

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Post-Compulsory and Lifelong Learning

Presentation Type Individual Papers

Chair Yuwei Xu, Rebekah Ackroyd

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### 407 Voices from the ground: Exploring the impact of Human Rights Education on notions of empowerment among displaced women in Colombia

Ms Claudia Blandon

University of Plymouth, Plymouth, United Kingdom

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## 560 Taking the Leap of Faith? The Narrative Construction of Trust and Distrust in Further Education

Dr Christina Donovan

Manchester Metropolitan University, Manchester, United Kingdom. Edge Hill University, Ormskirk, United Kingdom

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### 3.3 Belonging, wellbeing and healthy outcomes

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Early Childhood Education and Care

Presentation Type Individual Papers

Chair Louise Kay

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#### 497 TRAINS: Transition for All Into School.

Doctor Susan Atkinson, Mrs Mandy Pierlejewski

Leeds Beckett University, Leeds, United Kingdom

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#### 102 Understanding the strategies to mitigate the impact of COVID-19 on under-fives in Wales: A Delphi Study

Dr Jacky Tyrie<sup>1</sup>, Dr Cathryn Knight<sup>1</sup>, Ms Margarida Borrás Batalla<sup>2</sup>

<sup>1</sup>Swansea University, Swansea, United Kingdom. <sup>2</sup>Manchester Metropolitan University, Manchester, United Kingdom

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### 3.4 Children's Learning and Literacy: The Importance of Creativity in the Primary Classroom

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Creativities in Education

Presentation Type Workshop

Chair Charlotte Hacking

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#### 412 Children's Learning and Literacy: The Importance of Creativity in the Primary Classroom

Miss Charlotte Hacking

The Centre for Literacy in Primary Education (CLPE), London, United Kingdom

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### 3.5 Examining the Education Experiences of Migrant Young People

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Migrant Education

Presentation Type Individual Papers

Chair Barbara Skinner, Megan Crawford

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#### 525 HERE's what we know so far: The role of gender in refugees' educational access and experiences in Europe, 2015-2021

Ms Lucy Hunt<sup>1,2</sup>, Professor Joanna McIntyre<sup>1</sup>, Dr Jo-Anna Russon<sup>1</sup>, Mx Yousef Aleghfeli<sup>1</sup>

<sup>1</sup>University of Nottingham, Nottingham, United Kingdom. <sup>2</sup>University of Oxford, Oxford, United Kingdom

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#### 552 Barriers and enablers of educational access, participation and achievement: A case sectional analysis of three African countries.

Dr Chamunogwa Nyoni<sup>1</sup>, Professor Evelyn Garwe<sup>2</sup>, Dr David Monk<sup>3</sup>, Ms Salomejoy Awidi<sup>3</sup>, Associate Professor Juliet Thondhlana<sup>4</sup>, Professor Elizabeth Walton<sup>4</sup>, Associate Professor Roda Madziva<sup>4</sup>, Dr Khuthala Mabetha<sup>5</sup>

<sup>1</sup>Bindura University of Science Education, Bindura, Zimbabwe. <sup>2</sup>Zimbabwe Ezekiel Guti University, Bindura, Zimbabwe. <sup>3</sup>Gulu University, Kampala, Uganda. <sup>4</sup>University of Nottingham, Nottingham, United Kingdom. <sup>5</sup>University of Witwatersrand, Johannesburg, South Africa

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### 3.6 English in Education: Practitioners' experiences'

15:45 - 16:45 Tuesday, 6th September, 2022

Theme English in Education

Presentation Type Individual Papers

Chair Andy Goodwyn

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#### 436 Lead Practitioners of English and the paradox of new curricular freedoms

Professor Andy Goodwyn<sup>1</sup>, Dr John Gordon<sup>2</sup>

[Correct as at 09.06.22](#)

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#### 471 Music in English Language Teaching

Ms Anja Stumpf

King's College London, London, United Kingdom

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### 3.7 Morality, Identity and the Ecosystem

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Educational Research and Educational Policy-Making

Presentation Type Individual Papers

Chair Sally Riordan

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#### 314 Illustrations of how the 'evidence ecosystem' functions in England

Dr Sally Riordan

University College London, London, United Kingdom

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#### 644 An investigation of Vocational Identity status among Irish post-primary Senior Cycle students

Mr Fergal O'Hanlon<sup>1</sup>, Dr Raymond Lynch<sup>2</sup>, Dr Lucy Hearne<sup>1</sup>

<sup>1</sup>Waterford Institute of Technology, Waterford, Ireland. <sup>2</sup>University of Limerick, Limerick, Ireland

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### 3.8 International perspectives in higher education

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Iryna Kushnir

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#### 104 Cultural capital among Rural Druze students who are first-generation at higher education and graduates of academic universities in both Syria and Israel

Mrs Duaa Shams, Mrs Yael Grinshtain, Professor Emeritus Yuval Dror

Tel-Hai College, Upper Galilee, Israel

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#### 165 Europeanisation agenda and membership in the European Higher Education Area post-2020: stakeholders' perspectives from the UK and Germany

Dr Iryna Kushnir

Nottingham Trent University, Nottingham, United Kingdom

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### 3.9 Building a global learning community of practice and publication platform for educational close-to-practice research

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Practitioner Research

Presentation Type Panel Discussion

Chair Alison Twiner

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#### 55 Building a global learning community of practice and publication platform for educational close-to-practice research

Dr Alison Twiner<sup>1</sup>, Dr Patrick Carmichael<sup>1</sup>, Dr Peter Dudley<sup>2</sup>, Professor Sara Hennessey<sup>2</sup>, Ms Maria McElroy<sup>1</sup>

<sup>1</sup>Hughes Hall, University of Cambridge, Cambridge, United Kingdom. <sup>2</sup>Faculty of Education, University of Cambridge, Cambridge, United Kingdom

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### 3.10 Understanding Neuro-diversity for a more inclusive school environment

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Louise Arnold

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#### 523 The effect of exposure to autism and sense of school belongingness on attitudes towards bullying and autism in schools – a longitudinal cohort study

[Correct as at 09.06.22](#)

Dr Anna Cook<sup>1,2</sup>, Professor Jane Ogden<sup>2</sup>, Professor Naomi Winstone<sup>2</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>University of Surrey, Guildford, United Kingdom

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### 507 A mixed-methods evaluation of Learning About Neurodiversity at School (LEANS): A new resource for teaching neurodiversity concepts in mainstream primary schools

Dr Alyssa Alcorn<sup>1</sup>, Dr Sarah McGeown<sup>2</sup>, Dr Dinah Aitken<sup>3</sup>, Mx Fergus Murray<sup>4</sup>, Mr Liam Peacock<sup>5</sup>, Professor William Mandy<sup>6</sup>, Professor Sue Fletcher-Watson<sup>1</sup>

<sup>1</sup>Salvesen Mindroom Research Centre (SMRC), University of Edinburgh, Edinburgh, United Kingdom. <sup>2</sup>Moray House School of Education and Sport, University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>Salvesen Mindroom Centre, Edinburgh, United Kingdom. <sup>4</sup>AMASE, Edinburgh, United Kingdom. <sup>5</sup>LEANS research team, Leeds, United Kingdom. <sup>6</sup>University College London, London, United Kingdom

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### 3.11 Co-production and Partnership

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Janet Hoskin

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### 359 Empowerment through the curriculum: Co-production with people with intellectual disabilities

Assistant Professor Laufey Elisabet Löve

University of Iceland, Reykjavik, Iceland

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### 223 New insights and implications for SEND partnership working after Covid: keeping the momentum

Dr Beate Hellawell<sup>1</sup>, Ms Sharon Smith<sup>2</sup>, Ms Julie Wharton<sup>3</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>University of Birmingham, Birmingham, United Kingdom. <sup>3</sup>University of Winchester, Winchester, United Kingdom

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### 3.12 Community and Informal Education

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Youth Studies and Informal Education

Presentation Type Individual Papers

Chair Andrew Clapham

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### 204 Community solutions for schooling engagement: Two case studies

Professor Martin Mills<sup>1,2</sup>, Associate Professor Glenda McGregor<sup>3</sup>, Associate Professor Stewart Riddle<sup>4</sup>, Dr Angelique Howell<sup>1</sup>

<sup>1</sup>QUT, Brisbane, Australia. <sup>2</sup>UCL, London, United Kingdom. <sup>3</sup>Griffith University, Brisbane, Australia. <sup>4</sup>USQ, Brisbane, Australia

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### 208 Performativity, Docility, Dilemmas: Educators' Stories of Evaluating Informal Learning.

Dr Andrew Clapham

Nottingham Trent University, Nottingham, United Kingdom

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### 3.13 Supporting Black students in Higher Education

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Individual Papers

Chair Pere Ayling

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### 205 Academic reflections on experiences of BAME students in Higher Education during Covid-19 Pandemic

Dr Evelyn Corrado, Dr Fengling Tang

Roehampton, London, United Kingdom

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### 641 Variation in Black students' conceptions of academic support

Associate Professor Mike Mimirinis<sup>1</sup>, Dr Anita Ventouris<sup>1</sup>, Dr Elina Wright<sup>2</sup>

<sup>1</sup>University of West London, London, United Kingdom. <sup>2</sup>University of Oxford, London, United Kingdom

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### 3.14 Philosophical Perspectives on Education

15:45 - 16:45 Tuesday, 6th September, 2022

Correct as at 09.06.22

Theme Philosophy of Education  
Presentation Type Individual Papers  
Chair Jacek Brant

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540 Rediscovering Education's Relative Autonomy: Reflections on the Discipline's Past, Present, and Future

Mr Dr. des. Stefan T. Siegel<sup>1</sup>, Professor Eva Matthes<sup>2</sup>, Professor Gert Biesta<sup>3</sup>

<sup>1</sup>University of St Gallen, St Gallen, Switzerland. <sup>2</sup>University of Augsburg, Augsburg, Germany. <sup>3</sup>University of Edinburgh, Edinburgh, United Kingdom

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59 Calling out the Hatter: challenging the what works agenda in education

Professor Jacek Brant

UCL Institute of Education, London, United Kingdom

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**3.15 Home education: experiences, pedagogies and outcomes**

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Alternative Education

Presentation Type Individual Papers

Chair Fadoua Govaerts

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574 The Social Outcome of Employment: What are the Experiences of the Previously Home Educated?

Miss Rachael Barrow

Lancaster University Management School, Lancaster, United Kingdom

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450 TAME-ing elective home education

Doctor Richard Davies<sup>1</sup>, Doctor Jo Trowsdale<sup>2</sup>

<sup>1</sup>UCLan, Preston, United Kingdom. <sup>2</sup>University of Suffolk, Ipswich, United Kingdom

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**3.16 Digital education and the human: insights from the field**

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Educational Technology

Presentation Type Individual Papers

Chair Sarah Seleznyov

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48 Using Technology to spread the systemic educational influences of Living Educational Theory Research with values of human flourishing.

Dr Marie Huxtable, Doctor Jack Whitehead

University of Cumbria, Lancaster, United Kingdom

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284 Humanizing Online Higher Education for Initial Teacher Education Students

Dr Lisa Jacka

University of Southern Queensland, Toowoomba, Australia

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**3.18 Exploring points of contact between society and the environment through children's well-being and environmental literacy**

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Climate and Sustainability Education

Presentation Type Individual Papers

Chair Nicola Walshe

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25 "It was like I was not a person, it was like I was the nature": Supporting children's wellbeing through Eco-Capabilities

Professor Nicola Walshe<sup>1</sup>, Dr Zoe Moula<sup>1</sup>, Dr Elsa Lee<sup>2</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>Anglia Ruskin University, Cambridge, United Kingdom

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541 Perspectives on Environmental Literacy and Education in the Galápagos Archipelago: Opportunities for Connection and Growth

Correct as at 09.06.22

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### 3.19 Ethics Positionality and Researcher Reflexivity - Part 2

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Research Methodology in Education

Presentation Type Individual Papers

Chair Ben Burbank

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576 First Person Museum Ethnography: a novel methodological approach to exploring young children's (aged 4 and 5) museum experiences.

Doctor Ben Burbank

Oxford Brookes University, Oxford, United Kingdom

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611 Voice and action with and for 1500 children and young people: a relational analysis of co-production methodology

Prof Liz Todd<sup>1</sup>, Ms Lydia Wysocki<sup>1</sup>, Ms Suzanne Butler<sup>2</sup>, Ms Gwen Dalziel<sup>2</sup>, Ms Cathryn Gathercole<sup>2</sup>, Mr Luke Bramhall<sup>2</sup>

<sup>1</sup>Newcastle University, Newcastle, United Kingdom. <sup>2</sup>Children North East, Newcastle, United Kingdom

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### 3.20 Experiences of the controversial? Debated beliefs and values

15:45 - 16:45 Tuesday, 6th September, 2022

Theme Religions, Values and Education

Presentation Type Individual Papers

Chair Esther Cummins

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536 The Revert, the Researcher, the Insider/Outsider: Exploring Convert Muslim Experiences within Multicultural Britain's educational framework.

Mr Jeremiah Adebolajo

University of Worcester, Worcester, United Kingdom

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580 Experience, Exposure, Engagement: Holocaust Education in Post-Truth Societies

Dr Martine Jago

Pepperdine University, Los Angeles, USA

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### Tea & coffee and exhibition viewing/ Poster viewing

16:50 - 17:10 Tuesday, 6th September, 2022

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### John Nisbet Awards

17:15 - 17:30 Tuesday, 6th September, 2022

Chair Dominic Wyse

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### In Conversation with... Professor David Olusoga

17:30 - 18:30 Tuesday, 6th September, 2022

Chair Mhairi Beaton

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### Welcome Reception

18:30 - 20:00 Tuesday, 6th September, 2022

Drinks, food and entertainment

# Wednesday 7 September 2022

**Registration, light breakfast, tea & coffee and exhibition viewing**

08:00 - 09:00 Wednesday, 7th September, 2022

## Parallel Session 4

### 4.1 Alternative Education: strategy, collaboration and partnerships

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Alternative Education

Presentation Type Individual Papers

Chair Fadoua Govaerts

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287 School wide systems for education for harmony

Dr Jwalin Patel

University of Cambridge, Cambridge, United Kingdom

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530 Cross-sector partnerships in the English education system: Contexts matter

Miss Margaret Hunnaball

King's College London, London, United Kingdom

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597 Parental school choice strategies in newly established private micro-schools in Hungary

Ms Anna Orsolya Pongor-Juhász<sup>1,2,3</sup>, Associate Professor Erika Kopp<sup>3</sup>

<sup>1</sup>Institute of Research on Adult Education and Knowledge Management, ELTE Eötvös Loránd University, Budapest, Hungary.

<sup>2</sup>Doctoral School Education, ELTE Eötvös Loránd University, Budapest, Hungary. <sup>3</sup>Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary

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### 4.3 Developing critical thinking and transversal skills through scientific inquiry to support learning and improve children's outcomes

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Early Childhood Education and Care

Presentation Type Individual Papers

Chair Louise Kay

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484 The Association between Preschool Quality and Chinese Children's Academic and Social-emotional Development: A Latent Profile Analysis

Ms Runke Huang, Professor Iram Siraj

University of Oxford, Oxfordshire, United Kingdom

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261 The 'SciKids' Project – Understanding how science works in early years education in the UAE.

Dr Olga Ioannidou<sup>1</sup>, Associate Professor Rachel Takriti<sup>2</sup>, Professor Sibel Erduran<sup>1</sup>, Associate Professor Najwa Alhosani<sup>2</sup>, Professor Hassan Tairab<sup>2</sup>, Professor Hala Elhoweris<sup>2</sup>, Dr Lindsay Schofield<sup>2</sup>, Mrs Lutfieh Rabbani<sup>2</sup>, Mrs Iman AlAmirah<sup>2</sup>

<sup>1</sup>Oxford University, Oxford, United Kingdom. <sup>2</sup>United Arab Emirates University, Al Ain, UAE

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542 STEM in PLAY: The missing link

Dr Sue Dale Tunnicliffe, Dr Eirini Gkouskou

IOE, UCL's Faculty of Education and Society, London, United Kingdom

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### 4.4 Creativity through Music

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Creativities in Education

Presentation Type Individual Papers

[Correct as at 09.06.22](#)

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15 What Role Music Can Play In Integrating Multilingual Students Into Education?

Mr Simeon Bates

UWE, Bristol, United Kingdom

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607 Depicting Creative and Inclusive Music Making in Irish Schools as Wise Humanising Creativity

Associate Professor Regina Murphy, Ms Claire Shortall

Dublin City University, Dublin, Ireland

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486 The Partnerships Pathway: Exploring the utility and effectiveness of a structured tool to build co-learning partnerships between music organisations and education providers and counteract the challenges surrounding music education delivery in primary schools

Ms Catherine Hatcher<sup>1</sup>, Mr Bart Crisp<sup>2</sup>, Professor Philippa Cordingley<sup>2</sup>

<sup>1</sup>Voices Foundation, London, United Kingdom. <sup>2</sup>Centre for the Use of Research and Evidence in Education, Cumbria, United Kingdom

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**4.5 Education and Covid-19: New directions for educational research**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Ongoing Impact of COVID

Presentation Type Symposium

Chair Kathryn Spicksley

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269 Education and Covid-19: New directions for educational research

Professor Alison Kington<sup>1</sup>, Mr Thomas Weaver<sup>1</sup>, Dr Ariel Lindorff<sup>2</sup>, Dr Kathryn Spicksley<sup>3</sup>, Mr Luke Wilsdon<sup>3</sup>, Professor Maria Uther<sup>3</sup>

<sup>1</sup>University of Worcester, Worcester, United Kingdom. <sup>2</sup>University of Oxford, Oxford, United Kingdom. <sup>3</sup>University of Wolverhampton, Wolverhampton, United Kingdom

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**4.6 Teaching and the curriculum**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Rebekah Ackroyd, James Reid

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136 Are the 'stuck schools' (London Metro, 8 Jan 2020) merely symptoms of a deeper malaise in the school system? A multi-site case study:

Dr Birendra Singh

UCL, London, United Kingdom. IoE, London, United Kingdom

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352 A Framework for Authentic Capstone Assessments - for Online, Hybrid and Face-to-Face Capstone Learning Environments

Doctor Sabina Cerimagic

AIM Business School, Australian Institute of Management, Sydney, Australia

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380 Do Pedagogical Practices Predict Elementary Students' Learning Outcomes in Science and Mathematics? Evidence from a Nationwide Study of Pakistan

Associate Professor Sadia Muzaffar Bhutta, Assistant Professor Nusrat Fatima Rizvi, Mr Sohail Ahmad

Aga Khan University - Institute for Educational Development, Karachi, Pakistan

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446 How has Wales' unique approach to the education of 3-7-year-olds impacted the outcomes of pupils from disadvantaged backgrounds? The importance of context and interpretation.

Ms Nikki Jones, Professor Chris Taylor, Dr Mark Connolly

Cardiff University, Cardiff, United Kingdom

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**4.7 Pedagogy and attainment**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Educational Research and Educational Policy-Making

[Correct as at 09.06.22](#)

Presentation Type Individual Papers  
Chair Yuwei Xu, Tanya Ovenden-Hope

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90 Understanding the disparity of educational attainment: the role of socio-demographic and school-level factors on GCSE attainment in Northern Ireland.

Dr Erin Early<sup>1</sup>, Professor Sarah Miller<sup>2</sup>, Dr Laura Dunne<sup>2</sup>, Dr John Moriarty<sup>2</sup>

<sup>1</sup>UCL, London, United Kingdom. <sup>2</sup>QUB, Belfast, United Kingdom

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289 Evidence-based teaching interventions: a critical discourse analysis of their role in times of uncertainty

Mrs Jacklyn Barry

University of Plymouth, Plymouth, United Kingdom

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302 Primary Initial Teacher Education Students' Epistemological Understanding of Subject Disciplines.

Ms Jane Borgeaud

University of Winchester, Winchester, United Kingdom

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652 Immigrants and school achievement levels in the UK

Mr Kalyan Kumar Kameshwara, Mr Nurullah Eryilmaz

University of Bath, Bath, United Kingdom

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## 4.8 International perspectives in higher education - part 2

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Barbara Skinner

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200 How are students represented when higher education becomes 'free'? A Critical Discourse Analysis of Chilean newspaper articles.

Mr Patricio Sanchez-Campos<sup>1,2</sup>, Associate Professor Elizabeth Nixon<sup>1</sup>, Associate Professor Ekaterina Nemkova<sup>3</sup>, Professor Heidi Winklhofer<sup>1</sup>

<sup>1</sup>Nottingham University Business School, Nottingham, United Kingdom. <sup>2</sup>Universidad de Talca, Talca, Chile. <sup>3</sup>IESEG School of Management, Paris, France

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275 Higher Education in Further Education: Building a bridge to widening participation?

Miss Jodie Trotman

University of South Wales, Newport, United Kingdom

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## 4.9 Examples from the continuum of school-university partnerships

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Practitioner Research

Presentation Type Individual Papers

Chair Aimee Quickfall, Sin-Wang Chong

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511 A systematic Literature Review of School-University Research Partnerships

Dr Farah El Zein, Dr Tasneem Amatullah

Emirates College for Advanced Education, Abu Dhabi, UAE

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411 School-University Research Partnership and Experiences: Reflections from the UAE Context

Dr Tasneem Amatullah<sup>1</sup>, Dr Farah El Zein<sup>1</sup>, Dr Ieda Santos<sup>1</sup>, Dr Joseph Agbenyaga<sup>1</sup>, Dr Othman AbuKhurma<sup>1</sup>, Mr Nigel Davis<sup>2</sup>, Professor David Pedder<sup>1</sup>

<sup>1</sup>Emirates College for Advanced Education, Abu Dhabi, UAE. <sup>2</sup>The British School Al Khubairat, Abu Dhabi, UAE

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263 Practitioners' reflections upon multimodal approaches to elicit young children's meaningful participation and full inclusion in Ireland.

Dr Sophia Gowers, Dr Katherine Mycock

The University of Derby, Derby, United Kingdom

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## 285 Teacher-Researcher Collaboration in Animal-assisted Education: Co-designing a Reading to Dogs Intervention

Mrs Jill Steel, Professor Joanne Williams, Dr Sarah McGeown  
University of Edinburgh, Edinburgh, United Kingdom

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### 4.10 Strategies for inclusive pedagogy and pupil motivation

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Janet Hoskin

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### 155 Teachers' and students' views of access arrangements in high stakes examinations

Dr Carmen Vidal Rodeiro, Dr Sylwia Macinska  
Cambridge University Press & Assessment, Cambridge, United Kingdom

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### 187 Rethinking Visible Rewards for Academic Achievement: An Inclusive Education perspective

Dr Shakira Akabor  
Unisa, Pretoria, South Africa

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### 56 Reimagining adaptive teaching: creating an inclusive environment for all learners

Mrs Charlotte Mosey, Dr Jack Bryne Stothard  
Derby University, Derby, United Kingdom

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### 19 Inclusive Pedagogy to Promote the Participation and Achievement of All: A Cross-cultural Comparison of Implementing Inclusive Education

Mrs Hanin Bukamal  
University of Birmingham, Birmingham, United Kingdom

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### 4.11 An exploration of university student, staff and institutional resilience during the Covid-19 pandemic

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Symposium

Chair Adeela ahmed Shafi

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### 420 An exploration of university student, staff and institutional resilience during the Covid-19 pandemic

Associate Professor Adeela ahmed Shafi<sup>1</sup>, Prof Jenny Hill<sup>1</sup>, Ms Sian Templeton<sup>1</sup>, Mr Tristan Middleton<sup>1</sup>, Mr Rick Millican<sup>1</sup>,  
Professor Mhairi Beaton<sup>2</sup>

<sup>1</sup>University of Gloucestershire, Cheltenham, United Kingdom. <sup>2</sup>Leeds Beckett University, Leeds, United Kingdom

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### 4.13 Exclusions of pupils from schools in England: Extent, causes, and consequences

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Symposium

Chair Feyisa Demie

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### 40 Exclusions of pupils from schools in England: Extent, causes, and consequences

Professor Feyisa Demie<sup>1</sup>, Professor Emeritus Carl Parsons<sup>2</sup>, Dr Richard Race<sup>3</sup>

<sup>1</sup>Durham University, Durham, United Kingdom. <sup>2</sup>Canterbury University, Canterbury, United Kingdom. <sup>3</sup>Roehampton University, London, United Kingdom

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### 4.14 LGBTQ+ Children and Young People in Education

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Sexualities and Gender

Presentation Type Individual Papers

Chair Richard Harris

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## 80 Queer and Trans Bodies, Spaces and Schooling in South Africa

Professor Dennis Francis

Stellenbosch University, Stellenbosch, South Africa

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## 145 An examination of LGBTQ+ students' lived experiences in secondary schools

Prof Richard Harris<sup>1</sup>, Dr Ann Wilson-Daily<sup>2</sup>, Prof Markus Kemmelmeier<sup>3</sup>, Ms Megan Copsey-Blake<sup>1</sup>

<sup>1</sup>University of Reading, Reading, United Kingdom. <sup>2</sup>University of Barcelona, Barcelona, Spain. <sup>3</sup>University of Nevada, Reno, USA

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## 144 Where is this road going? 'Child as method' for analysing legal gender recognition in the UK

Mr Luan Carpes Barros Cassal

University of Manchester, Manchester, United Kingdom

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### 4.16 Research

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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## 142 Producing the Docile Researcher: Mapping Initial Teacher Education Research in the 2014 Research Excellence Framework.

Associate Professor Andrew Clapham<sup>1</sup>, Professor Linda la Velle<sup>2</sup>, Miss Katie Lonsdale<sup>1</sup>, Dr Ruth Richards<sup>1</sup>

<sup>1</sup>Nottingham Trent University, Nottingham, United Kingdom. <sup>2</sup>Bath Spa, Bath, United Kingdom

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## 192 Making educational research relevant to student teachers: the impact of epistemic beliefs and epistemic emotions

Dr Gillian Peiser

Liverpool John Moores University, Liverpool, United Kingdom

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## 88 Intensive training programme for pre-service Druze teachers in rural schools: An intersectionality perspective

Dr Yael Grinshtain<sup>1</sup>, Mr Hussein Salman<sup>2</sup>

<sup>1</sup>Tel-Hai College, Upper Galilee, Israel. <sup>2</sup>The Open University of Israel, Raanana, Israel

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## 452 To what extent do trainee teachers reflect on whether their individual socially classed position affects their interactions with their students?

Dr Christopher Sweeney

University of Brighton, Brighton, United Kingdom

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### 4.17 Pandemic/ Covid - 19/ Virtual/ Simulation - part 1

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lizana Oberholzer

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## 307 Understanding the Covid-19 pandemic's impact on initial teacher education trainees' well-being in Taiwan

Assistant Professor Yu-Ping Hsu, Dr Li-Jung Chien

Center of Teacher Education, National Taiwan University, Taipei, Taiwan

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## 8 The Regulatory 'Club Sandwich' of Initial Teacher Education in Higher Education in England.

Mrs Helena Knapton, Dr Sjay Patterson-Craven

Edge Hill University, Ormskirk, United Kingdom

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## 319 Use of Simulated Teacher Learning Environments for Educating Future Science Teachers to Teach English as an Additional Language Students in North-South Ireland

Assistant Professor Sultan Turkan<sup>1</sup>, Assistant Professor Seaneen Sloan<sup>2</sup>, Assistant Professor Karen Kerr<sup>1</sup>

<sup>1</sup>Queen's University Belfast, Belfast, United Kingdom. <sup>2</sup>University College Dublin, Dublin, Ireland

#### **4.18 Global Citizenship Education and Sustainability: overcoming contradictions, tensions, rhetoric, and 'flaws'**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Climate and Sustainability Education

Presentation Type Symposium

Chair Dalene Swanson

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68 Global Citizenship Education and Sustainability: overcoming contradictions, tensions, rhetoric, and 'flaws'.

Professor Dalene Swanson<sup>1</sup>, Mr Mostafa Gamal<sup>1</sup>, Professor Doug Bourn<sup>2</sup>, Dr Jenny Hatley<sup>3</sup>, Professor Katherine Wimpenny<sup>4</sup>, Dr Sally Findlow<sup>5</sup>

<sup>1</sup>University of Stirling, Stirling, United Kingdom. <sup>2</sup>UCL, London, United Kingdom. <sup>3</sup>Bathspa University, Bath, United Kingdom.

<sup>4</sup>University of Coventry, Coventry, United Kingdom. <sup>5</sup>Keele University, Keele, United Kingdom

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#### **4.19 Educational Leadership on the threshold of a PostPandemic world: Schools, Colleges and Higher Education after COVID-19**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Educational Leadership

Presentation Type Symposium

Chair Carol Azumah Dennis

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100 Educational Leadership on the threshold of a PostPandemic world: Schools, Colleges and Higher Education after COVID-19

Doctor Carol Azumah Dennis<sup>1</sup>, Ms Lindsay Johnson<sup>2</sup>, Dr Mary Beresford-Dey<sup>3</sup>, Dr Stella Howden<sup>3</sup>, Dr Linda Martindale<sup>3</sup>, Doctor Chris Rolph<sup>4</sup>

<sup>1</sup>Open University, Milton Keynes, United Kingdom. <sup>2</sup>Manchester Metropolitan University, Manchester, United Kingdom.

<sup>3</sup>Dundee University, Dundee, United Kingdom. <sup>4</sup>Nottingham Trent, Nottingham, United Kingdom

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#### **4.20 Evaluating Knowledge exchange : Values in Action - the Communiversity Project**

09:00 - 10:30 Wednesday, 7th September, 2022

Theme Religions, Values and Education

Presentation Type Symposium

Chair Sally Elton-Chalcraft

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163 Evaluating Knowledge exchange : Values in Action - the Communiversity Project

Professor Sally Elton-Chalcraft<sup>1</sup>, Dr Tony Bradley<sup>2</sup>, Dr Melissa Jogie<sup>3</sup>, Dr Rachel Conlon<sup>4</sup>

<sup>1</sup>University of Cumbria, Lancaster, United Kingdom. <sup>2</sup>Liverpool Hope University, Liverpool, United Kingdom. <sup>3</sup>Roehampton, London, United Kingdom. <sup>4</sup>York St John, York, United Kingdom

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#### **Tea & coffee and exhibition viewing**

10:35 - 10:55 Wednesday, 7th September, 2022

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#### **Presidential Address: BERA: Who are we? How did we get here? Where are we going?**

11:00 - 12:00 Wednesday, 7th September, 2022

Chair Dominic Wyse

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656 BERA: Who are we? How did we get here? Where are we going?

Professor Vivienne Marie Baumfield

University of Exeter, Exeter, United Kingdom

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#### **Lunch and exhibition viewing/ Poster viewing**

12:00 - 13:00 Wednesday, 7th September, 2022

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30 Co-creating a 'sense of belonging' through intercultural student-led podcasting

Ms Maria Hussain

University of Leeds, Leeds, United Kingdom

[Correct as at 09.06.22](#)

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73 Exploring Early Childhood Teacher Perspectives on the Think Like an Engineer Project for Children

Miss Norah Alturki, Dr Liz Chesworth

The University of Sheffield, Sheffield, United Kingdom

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120 The Role of Knowledge Accessibility in Inference-making among Rural Middle Grade English Learners

Assistant Professor Johnny Daniel<sup>1</sup>, Associate Professor Amy Barth<sup>2</sup>, Mr Ethan Ankrum<sup>3</sup>

<sup>1</sup>Durham University, Durham, United Kingdom. <sup>2</sup>Buena Vista University, Storm Lake, USA. <sup>3</sup>Creighton University, Omaha, USA

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147 Forest School: The transferability of the experiences of Forest Schools to the more formal learning environment to aid learning and cognition.

Mrs Christine Shepherd

Staffordshire University, Stoke-on-Trent, United Kingdom. Packmoor Ormiston Academy, Stoke-on-Trent, United Kingdom

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231 Serving segregated communities: Findings from a survey of principals of small rural primary schools in Northern Ireland

Dr Montserrat Fargas Malet, Professor Carl Bagley

Queen's University Belfast, Belfast, United Kingdom

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242 Student Engagement: The Collaborative Culture of Pedagogical Learning, Curriculum Design, Assessment, and Strategies in the 21st century and beyond

Dr Darcia Roache

University of Saskatchewan, Saskatoon, Canada

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295 Investigating the Impact of "Imaginative Painting Diary" on Fifth Grade Students' Language Learning and Creativity

Assistant Professor Hsu-Chan Kuo<sup>1</sup>, Mr Chu-Yang Change<sup>1</sup>, Ms TZU-YIN SHEN<sup>2</sup>

<sup>1</sup>National Cheng Kung University, Tainan, Taiwan. <sup>2</sup>Wu-Hua Primary School, New Taipei City, Taiwan

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311 "I'm managed by a white man who's managed by a white man who's managed by a white woman who's managed by a white man": A Mixed-methods study examining the problem of institutional racism in a UK-based University

Associate Professor Denise Miller, Dr Charmaine Brown

University of Greenwich, London, United Kingdom

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343 Still the "Cinderella Service": Investigating the experiences of FE practitioners in policy and academia

Ms Hannah McCarthy

The University of Manchester, Manchester, United Kingdom

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346 'I think there is a desire to want to be more inclusive, it's just how does that happen?': using action research to explore Equality, Diversity, and Inclusion (EDI) in learning and teaching in higher education nursing

Ms Rayna Rogowsky

University of Dundee, Dundee, United Kingdom

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362 Implications of group work in language writing for EFL learning

Miss Mehrnoush Emamzadeh

University of Bradford, Bradford, United Kingdom

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408 Assessment policy in education for England and Scotland 1998-2018.

Mr Michael Taylor

University of Glasgow, Glasgow, United Kingdom

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435 Roots: Culturally Responsive Computing Teaching for the UK

Dr Sue Sentance<sup>1</sup>, Dr Polly Card<sup>1</sup>, Dr Hayley Leonard<sup>2,1</sup>

<sup>1</sup>Raspberry Pi Computing Education Research Centre, Cambridge, United Kingdom. <sup>2</sup>Raspberry Pi Foundation, Cambridge, United Kingdom

**505 Outdoor Play and Autism: Results from a Survey of Parents and Practitioners.**

Dr Catherine Latimer, Dr Fiona McCaffrey, Dr Rachel Ferguson, Ms Frances O'Neill  
Middletown Centre for Autism, Armagh, United Kingdom

**556 Teacher Talk about Multilinguals and their Parents: Attitudes and Beliefs in Northern Ireland**

Dr Sultan Turkan  
Queen's University Belfast, Belfast, United Kingdom

**562 A Conceptual Model for Teacher Trainee Well-being: Challenges and Resources in an Ecological System**

Dr Shaun Thompson, Dr Emma Clarke, Dr Aimee Quickfall  
Bishop Grosseteste University, Lincoln, United Kingdom

**577 When justice and education collide? The 'Secure School' Initiative in England**

Dr Liliana Belkin  
University of Roehampton, London, United Kingdom

**586 Discourse Formations Surrounding the Concept of "Vulnerability" during the Pandemic**

Dr Seyda Subasi Singh<sup>1</sup>, Mrs Sabine Mandl<sup>1</sup>, Dr Oliver Koenig<sup>1</sup>, Dr Michelle Proyer<sup>2</sup>  
<sup>1</sup>Bertha von Suttner Private University, St. Poelten, Austria. <sup>2</sup>University of Vienna, Vienna, Austria

**595 Development of a novel methodology to enable teachers to research teachers: Researching practice in a close contextual setting and the extraction of global themes.**

Dr Daniel Carvalho, Mr Myles Downing  
Queen Elizabeth's High School, Gainsborough, United Kingdom

**643 Lifeline Interviews with Young People: Constructing (auto)biographies through education**

Dr Hannah Walters  
KCL, London, United Kingdom

ECR Lunchtime Lecture: Making it count: Developing effective mentoring relationships as an early career researcher

12:05 - 12:55 Wednesday, 7th September, 2022

Theme Early Career Researcher Network

Chair Oliver Hooper

**655 Making it count: Developing effective mentoring relationships as an early career researcher**

Dr Yuwei Xu<sup>1</sup>, Dr Rachel Sandford<sup>2</sup>  
<sup>1</sup>University of Nottingham, Nottingham, United Kingdom. <sup>2</sup>Loughborough University, Loughborough, United Kingdom

**State of the Discipline**

13:00 - 14:00 Wednesday, 7th September, 2022

**Parallel Session 5**

**5.1 Physical Education Didactics for Teacher Educators – Part 2: Subject Areas**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Physical Education and Sports Pedagogy

Presentation Type Symposium

Chair Håkan Larsson

**465 Physical Education Didactics for Teacher Educators – Part 2: Subject Areas**

Professor Håkan Larsson<sup>1,2</sup>, Dr Ashley Casey<sup>3</sup>, Mrs Karin Andersson<sup>4</sup>, Mrs Maria Howding<sup>5</sup>, Mr Christopher Engdahl<sup>1</sup>, Mr Jan Mustell<sup>4</sup>

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## 5.2 Exploring relational children and childhoods through collaging.

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Children and Childhood

Presentation Type Workshop

Chair Hannah Hogarth

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606 Exploring relational children and childhoods through collaging.

Mrs Hannah Hogarth, Ms Mitali Dutta, Ms Joy Cranham

University of Bath, Bath, United Kingdom

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## 5.3 Living through Challenging Times: Reflecting on the learning from Covid-19 for Early Years Settings

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Early Childhood Education and Care

Presentation Type Symposium

Chair Joan Walton

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568 Living through Challenging Times: Reflecting on the learning from Covid-19 for Early Years Settings

Dr Joan Walton, Ms Janice Darkes-Sutcliffe, Ms Gill Mason

York St John University, York, United Kingdom

5.4 Artists in Education: promoting the creative arts in schools for young people's wellbeing

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Creativities in Education

Presentation Type Symposium

Chair Tom Dobson

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403 Artists in Education: promoting the creative arts in schools for young people's wellbeing

Dr Tom Dobson, Dr Lisa Stephenson

Leeds Beckett University, Leeds, United Kingdom

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## 5.5 "Not just an object": Learning about ourselves as educational researchers through object inquiry

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Arts Based Educational Research

Presentation Type Workshop

Chair Daisy pillay

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222 "Not just an object": Learning about ourselves as educational researchers through object inquiry

Professor Daisy pillay<sup>1</sup>, Professor Kathleen Pithouse-Morgan<sup>1</sup>, Associate Professor Inbanathan Naicker<sup>1</sup>, Dr Anita Pillay<sup>2</sup>, Dr Lungile Masinga<sup>1</sup>, Associate Professor Theresa Chisanga<sup>3</sup>

<sup>1</sup>University of KwaZulu-Natal, Durban, South Africa. <sup>2</sup>Durban University of Technology, Durban, South Africa. <sup>3</sup>Walter Sisulu University, Mthatha, South Africa

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## 5.6 Hidden, under resourced and undervalued: the need for engineering education in UK schools

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Symposium

Chair Richard Davies

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457 Hidden, under resourced and undervalued: the need for engineering education in UK schools

Doctor Richard Davies<sup>1</sup>, Mx Jo Orlick<sup>1</sup>, Doctor Jo Trowsdale<sup>2</sup>, Mr Rory McDonald<sup>1</sup>

<sup>1</sup>UCLan, Preston, United Kingdom. <sup>2</sup>University of Suffolk, Ipswich, United Kingdom

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## 5.7 Implications of Policy Making

Correct as at 09.06.22

14:10 - 15:40 Wednesday, 7th September, 2022  
Theme Educational Research and Educational Policy-Making  
Presentation Type Individual Papers  
Chair Steven Watson

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186 “It’s the Mastery Gang”: Culture, Structure and ‘Hyperreal’ Cross-National Policy Borrowing  
Dr Andrew Clapham  
Nottingham Trent University, Nottingham, United Kingdom

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217 Policy in the Pandemic – Lost opportunities, returning to ‘normal’ and ratcheting up control.  
Professor Jane Perryman, Professor Clare Brooks  
IOE UCL, London, United Kingdom

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322 Research evidence and government policy: the case of phonics and reading in England  
Professor Alice Bradbury, Professor Dominic Wyse  
University College London, London, United Kingdom

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603 Education policy making within the ecology of society  
Dr Steven Watson<sup>1</sup>, Dr Naomi Barnes<sup>2</sup>  
<sup>1</sup>Faculty of Education, University of Cambridge, Cambridge, United Kingdom. <sup>2</sup>QUT, Brisbane, Australia

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## 5.8 Creative, critical and reflective issues in higher education

14:10 - 15:40 Wednesday, 7th September, 2022  
Theme Higher Education  
Presentation Type Individual Papers  
Chair Nicky Dulfer

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175 Creating learning communities using online strategies and environments  
Dr Nicky Dulfer, Doctor Julie Mitchell, Doctor Annie Gowing  
Melbourne Graduate School of Education, The University of Melbourne, Melbourne, Australia

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212 A Reflection into the Impact of an Internationalisation Experience Via Digital Platform, Based on the Opinions of Students and Lecturers  
Mr Mark Breslin<sup>1</sup>, Dr Gabriella Rodolico<sup>2</sup>, Professor Annamaria Mariani<sup>3</sup>  
<sup>1</sup>Glasgow, Glasgow, United Kingdom. <sup>2</sup>University of Glasgow, Glasgow, United Kingdom. <sup>3</sup>University Niccolo’ Cusano, Rome, Italy

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272 A systematic review of factors impacting student academic engagement in online learning at higher education institutions.  
Dr Georgina Smith  
Bangor University, Bangor, United Kingdom

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378 Student perceptions and experiences of the transition to university in Wales during COVID-19  
Dr Emma Rawlings Smith<sup>1</sup>, Dr Kieran Hodgkin<sup>2</sup>, Dr Nick Young<sup>2</sup>  
<sup>1</sup>Bangor University, Bangor, United Kingdom. <sup>2</sup>Cardiff Metropolitan University, Cardiff, United Kingdom

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## 5.9 Reflective dialogues in higher education

14:10 - 15:40 Wednesday, 7th September, 2022  
Theme Higher Education  
Presentation Type Individual Papers  
Chair Oliver Hooper, Richard Race

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593 Fostering Dialogue Through Conversation  
Dr Helen O’Keeffe, Mrs Sarah Hallam  
Edge Hill University, Lancashire, United Kingdom

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504 Facing the unknown: anxiety, sanguinity, melancholia and control in students’ reflections on their future work

[Correct as at 09.06.22](#)

Dr Kathryn Telling  
University of Sussex, Brighton, United Kingdom

353 Improving Practice in Engineering Education: An exploration of female engineering students' perceptions of their resilience.

Mrs Kathryn Lyndon  
University of Portsmouth, Portsmouth, United Kingdom

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**5.10 Reframing Inclusion: exploring a team approach to span boundaries between home and school, education and social care, professional and personal identities**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Inclusive Education and SEND

Presentation Type Workshop

Chair Deborah James

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481 Reframing Inclusion: exploring a team approach to span boundaries between home and school, education and social care, professional and personal identities

Prof Deborah James, Dr Sam Fox  
Manchester Met Uni, Manchester, United Kingdom

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**5.11 How can schools support young people suffering from poor mental health in the wake of the Covid-19 pandemic?**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Workshop

Chair Rhiannon Barker

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78 How can schools support young people suffering from poor mental health in the wake of the Covid-19 pandemic?

Dr Rhiannon Barker, Assistant Professor Gregory Hartwell, Professor Matt Egan, Professor Karen Lock  
LSHTM, London, United Kingdom

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**5.12 Activist scholars in education; a necessary but difficult way of being?**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Social Justice

Presentation Type Workshop

Chair Mhairi Beaton

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125 Activist scholars in education; a necessary but difficult way of being?

Professor Rachel Lofthouse, Professor Mhairi Beaton, Professor Vini Lander, Professor Anthony Maher  
Leeds Beckett University, Leeds, United Kingdom

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**5.14 Developing a Living Educational Theory Research Scholarship Group.**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Research Methodology in Education

Presentation Type Workshop

Chair Carmel Capewell

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328 Developing a Living Educational Theory Research Scholarship Group.

Dr Carmel Capewell<sup>1</sup>, Dr Marie Huxtable<sup>2</sup>, Dr Jack Whitehead<sup>2</sup>, Dr Alison Fox<sup>3</sup>

<sup>1</sup>Oxford Brookes University, Oxford, United Kingdom. <sup>2</sup>University of Cumbria, Carlisle, United Kingdom. <sup>3</sup>Open University, Milton Keynes, United Kingdom

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**5.15 Researching Learning Beyond School – Concepts, Methods, and Collaboration.**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Research Methodology in Education

## Presentation Type Symposium

Chair Jo Rose

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### 225 Researching Learning Beyond School – Concepts, Methods, and Collaboration.

Associate Professor Jo Rose<sup>1</sup>, Professor Tim Jay<sup>2</sup>, Associate Professor Janet Goodall<sup>3</sup>, Associate Professor Laura Mazzoli Smith<sup>4</sup>, Professor Liz Todd<sup>5</sup>

<sup>1</sup>University of Bristol, Bristol, United Kingdom. <sup>2</sup>Loughborough University, Loughborough, United Kingdom. <sup>3</sup>Swansea University, Swansea, United Kingdom. <sup>4</sup>Durham University, Durham, United Kingdom. <sup>5</sup>Newcastle University, Newcastle-on-Tyne, United Kingdom

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### 5.16 Global Citizenship as a Pedagogy of Hope

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Comparative and International Education

Presentation Type Individual Papers

Chair Namrata Sharma

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### 98 Global Citizenship as a Pedagogy of Hope

Dr Paul Sherman<sup>1</sup>, Dr Namrata Sharma<sup>2</sup>, Dr Aamna Pasha<sup>3</sup>, Prof Douglas Bourn<sup>3</sup>, Ms Alexis Stones<sup>3</sup>

<sup>1</sup>University of Guelph-Humber, Toronto, Canada. <sup>2</sup>State University of New York, Oswego, USA. <sup>3</sup>UCL Institute of Education, London, United Kingdom

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### 5.17 Pandemic/ Covid - 19/ Virtual/ Simulation - part 2

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lizana Oberholzer

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### 431 Insights into using SWIVL cameras to enable virtual lesson observations for ITE Tutor assessments.

Dr Shauna McGill

Ulster University, Coleraine, United Kingdom

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### 588 Transition of a hands-on CPD programme from face-to-face to online: Results from a natural experiment during the pandemic

Dr Tuba Gokpinar, Dr Clare Gartland

University of Suffolk, Ipswich, United Kingdom

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### 300 Virtual Placements: A new pathway between Schon's hard high ground and the swampy lowlands of practice.

Doctor Emma Till, Ms Jane Borgeaud

University of Winchester, Winchester, United Kingdom

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### 5.18 Mentor

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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### 458 Dialogic, rather than monologic? Approaches to mentoring in Initial Teacher Education

Dr Luke Jones, Mr Gethin Foulkes

University of Chester, Chester, United Kingdom

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### 610 Instructional coaching for newly qualified teachers. What can be learned from the Early Career Teacher support pilots in England?

Professor Caroline Daly<sup>1</sup>, Ms Polly Glegg<sup>1</sup>, Ms Beth Stiasny<sup>1</sup>, Associate Professor Mark Hardman<sup>1</sup>, Dr Becky Taylor<sup>1</sup>, Ms Claire Pillinger<sup>1</sup>, Dr Haira Gandolfi<sup>2</sup>

<sup>1</sup>IOE, UCL's Faculty of Education and Society, London, United Kingdom. <sup>2</sup>University of Cambridge, Cambridge, United Kingdom

512 Developing professional teacher education partnerships in response to change: the nature and role of three-way conversations

Associate Professor Katharine Burn, Ms Ashley Abbott, Dr Tessa Blair, Associate Professor Jenni Ingram, Associate Professor Trevor Mutton  
University of Oxford, Oxford, United Kingdom

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**5.19 Neo-liberal Education: Governance, Parental involvement and school choices**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Social Theory and Education

Presentation Type Individual Papers

Chair Mark Murphy

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449 Educating the neoliberal whole child: A Foucauldian analysis.

Dr Bronwen Jones

UCL Institute of Education, London, United Kingdom

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66 Decoding Prospectuses: Ideology and Meaning in School Promotional Images

Mr Stuart Bracewell

University of Reading, Reading, United Kingdom

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333 Power Dynamics, Democracy and Parental Participation in School Governance: A Bourdieusian Analysis.

Dr Janet Hetherington, Dr Gillian Forrester

Staffordshire University, Stoke on Trent, United Kingdom

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**5.20 Decolonising a pre-service mathematics education course: As long as the rivers flow**

14:10 - 15:40 Wednesday, 7th September, 2022

Theme Mathematics Education

Presentation Type Activity

Chair Claire Mooney

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248 Decolonising a pre-service mathematics education course: As long as the rivers flow

Mrs Claire Mooney<sup>1</sup>, Mr Stanley Henry<sup>2</sup>

<sup>1</sup>Trent University, Peterborough, Canada. <sup>2</sup>Brock University, St Catharines, Canada

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**Tea & coffee and exhibition viewing**

15:40 - 16:00 Wednesday, 7th September, 2022

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**Parallel Session 6**

**6.1 PE in practice: Collaborations, fair play, mental health and well being, and CPD**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Physical Education and Sports Pedagogy

Presentation Type Individual Papers

Chair Annette Stride

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184 Practising collaboration in model implementation in Physical Education

Dr Lars Bjørke<sup>1</sup>, Dr Ashley Casey<sup>2</sup>

<sup>1</sup>Inland Norway University of Applied Sciences, Elverum, Norway. <sup>2</sup>Loughborough University, Loughborough, United Kingdom

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582 Fair play in physical education - a concept different from fair play in sports?

Dr Petter E. Leirhaug

Norwegian School of Sport Sciences, Oslo, Norway

## 402 The Role of Physical Education in promoting Mental Health and Well-Being: the perception of Maltese Physical Education teachers and Sports lecturers

Ms Anna Maria Gatt<sup>1,2</sup>, Dr Kyriaki Makopoulou<sup>1</sup>

<sup>1</sup>University of Birmingham, Birmingham, United Kingdom. <sup>2</sup>Malta College of Arts, Science and Technology, Paola, Malta

## 182 Rethinking effective CPD in PE: The perceptions of teachers' and school owners'

Dr Lars Bjørke, Professor Kjersti Mordal Moen

Inland Norway University of Applied Sciences, Elverum, Norway

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### 6.2 Play, Playgrounds and Learning

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Nature, Outdoor Learning and Play

Presentation Type Individual Papers

Chair Sin-Wang Chong, Aimee Quickfall

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## 440 Risky play in an early childhood setting in England: Why do school policies and practitioners' beliefs matter?

Ms Zubeyde Genc

University of Nottingham, Nottingham, United Kingdom

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## 341 Little learners, growing in the outdoors: identifying ways to effectively support children to develop scientific questioning in primary science.

Mrs Alison Murphy

Nottingham Trent University, Nottingham, United Kingdom

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## 461 Playground as a pedagogical approach for curriculum transformation

Doctor Thi Thom Thom Nguyen<sup>1</sup>, Doctor Thi Bich Thuy Hoang<sup>2</sup>, Mr Viet Dung Trinh<sup>2</sup>, Associate Professor Fitri Suraya Mohamad<sup>3</sup>, Dr Rochmat Aldy Purnomo<sup>4</sup>

<sup>1</sup>Vietnam National University, Hanoi - University of Languages and International Studies, Hanoi, Vietnam. <sup>2</sup>Hanoi University of Science and Technology, Hanoi, Vietnam. <sup>3</sup>Universiti Malaysia Sarawak (UNIMAS), Kota Samarahan, Malaysia. <sup>4</sup>Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia

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### 6.3 Different approaches to literacy theories and practices

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Literacy and Language

Presentation Type Individual Papers

Chair Dominic Wyse

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## 325 Mapping school-level language policies across multilingual secondary schools in England

Dr Karen Forbes, Mr Nicola Morea

University of Cambridge, Cambridge, United Kingdom

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## 464 Grammar. For Writing?: A randomised controlled trial and process evaluation of grammar teaching with 7-year-old pupils.

Professor Dominic Wyse<sup>1</sup>, Professor Bas Aarts<sup>2</sup>, Dr Jake Anders<sup>3</sup>, Ms Alice de Genaro<sup>1</sup>, Professor Julie Dockrell<sup>1</sup>, Dr Yana Manyukhina<sup>1</sup>, Dr Sue Sing<sup>1</sup>, Professor Carole Torgerson<sup>4</sup>

<sup>1</sup>IOE, UCL's Faculty of Education and Society, London, United Kingdom. <sup>2</sup>UCL English, London, United Kingdom. <sup>3</sup>IOE, UCL's Faculty of Education and Society, London, Turks and Caicos Islands. <sup>4</sup>University of York, York, United Kingdom

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## 194 Assessing the effectiveness of using songs as a pedagogical tool with young foreign language learners in primary school contexts.

Mrs Catherine Hamilton, Dr Hamish Chalmers, Professor Victoria Murphy

University of Oxford, Oxford, United Kingdom

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### 6.4 Creativity and inter-transdisciplinary contexts

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Creativities in Education

Presentation Type Individual Papers

[Correct as at 09.06.22](#)

Chair Jo Trowsdale

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506 Epistemic dilemmas in using drama conventions to support learning science: A content analysis of seven studies.

Prof Deb McGregor

Oxford Brookes University, Oxford, United Kingdom

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97 Researching posthumanising creativity: expanding, shifting and disrupting

Associate Professor Kerry Chappell

University of Exeter, Exeter, United Kingdom

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520 Bei-ing/be-coming a scholar in Education.

Ms Donata Puntl

King's College London, London, United Kingdom

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## **6.6 Conundrums of School History: Knowledges, Identities and Difficult History**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme History

Presentation Type Individual Papers

Chair Deborah Sabric

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121 How do history departments in English secondary schools understand progression in the context of historical knowledge?

Miss Nazmiye Og

Institute of Education, UCL, London, United Kingdom

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575 *Unsuitable, uncomfortable, inappropriate?* What is the role of assessment in teaching 'difficult' histories such as the Holocaust?

Associate Professor Tom Haward, Dr Rebecca Hale, Professor Mary Richardson

UCL, London, United Kingdom

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146 Absence, distortion and disconnection: the challenge of history teaching, identity and ethnicity

Ms Saiba Sandhu, Prof Richard Harris, Ms Megan Copsey-Blake

University of Reading, Reading, United Kingdom

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## **6.7 Making a Difference in Education: exploring tension points and possibilities in the relationships between research, policy and practice.**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Educational Research and Educational Policy-Making

Presentation Type Symposium

Chair Gemma Moss

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244 Making a Difference in Education: exploring tension points and possibilities in the relationships between research, policy and practice.

Professor Gemma Moss<sup>1</sup>, Dr Una O'Connor Bones<sup>2</sup>, Professor Siân Bayne<sup>3</sup>, Professor David James<sup>4</sup>, Professor Emeritus Ken Jones<sup>5</sup>, Professor Sally Power<sup>4</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>School of Education, Ulster University, Coleraine, United Kingdom.

<sup>3</sup>Centre for Research in Digital Education, University of Edinburgh, Edinburgh, United Kingdom. <sup>4</sup>School of Social Sciences, Cardiff University, Cardiff, United Kingdom. <sup>5</sup>National Education Union, London, United Kingdom

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## **6.8 Neuodiversity, racial disparities and disability - pedagogical applications to practice**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Vanessa Ellis Colley

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180 Neurodiversity and Learning - looking more closely at engagement with learning for autistic undergraduates.

Ms Julie Bailey

University of Cambridge, Cambridge, United Kingdom

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361 Exploring the Experiences of Racial Disparities among Black International Graduate Students in Canadian Higher Education Institutions

Dr Kenisha Blair-Walcott, Dr Tenneisha Nelson, Dr Yolanda Palmer-Clarke, Mr Wilfred Beckford, Mrs Vanessa Ellis Colley, Dr Susan Fowler-Kerry

University of Saskatchewan, Saskatoon, Canada

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419 What's in it for employers? Knowledge Exchange and the Benefits of Educational Collaboration

Dr Katja Jonsas, Dr Boryana Peevska-Cutting

Pearson College London, London, United Kingdom

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599 Disability in higher education through the lens of academics – a critical realist framework

Mrs Sally Hewlett

University of Bath, Bath, United Kingdom

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## 6.9 Small Schools in contemporary contexts: Developing research agenda

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Practitioner Research

Presentation Type Workshop

Chair Charlotte Vidal-Hall

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173 Small Schools in contemporary contexts: Developing research agenda

Dr Cath Gristy<sup>1</sup>, Dr Carl Bagley<sup>2</sup>, Dr Montserrat Fargas-Malet<sup>2</sup>, Ms Katie Morigi-Eades<sup>3</sup>, Ms Denise Bryant<sup>4</sup>, Ms Aimee Tinkler<sup>5</sup>, Mr Neil Short<sup>6</sup>

<sup>1</sup>University of Plymouth, Plymouth, United Kingdom. <sup>2</sup>Queen's University, Belfast, United Kingdom. <sup>3</sup>University of Huddersfield, Huddersfield, United Kingdom. <sup>4</sup>Education Improvement Service, Newark and Bassetlaw Education Improvement Service, United Kingdom. <sup>5</sup>Chartered College of Teaching, Derbyshire, United Kingdom. <sup>6</sup>National Association of Small Schools, Sheffield, United Kingdom

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## 6.10 Shifting inclusive learning environments and methods

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Louise Arnold

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96 'Enabling learning at home' for children with special educational needs. An international approach for supporting home learning as part of an inclusive education provision.

Dr Victoria Bamsey<sup>1</sup>, Dr Suanne Gibson<sup>1</sup>, Dr Yee Ling Lee<sup>2</sup>, Ms Tasnim Jannat<sup>2</sup>

<sup>1</sup>University of Plymouth, Plymouth, United Kingdom. <sup>2</sup>Taylors University, Selangor Darul Ehsan, Malaysia

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256 Behind the Screen: Online Inclusive Learning in the UAE

Assistant Professor Sarah Benson<sup>1</sup>, Associate Professor Nadera AlBorno<sup>2</sup>

<sup>1</sup>University of Birmingham, Dubai, UAE. <sup>2</sup>American University of Dubai, Dubai, UAE

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233 Capacity development for inclusive education at a distance learning institution in South Africa By: Nareadi Phasha and Shakira Akabor; University of South Africa (UNISA), Pretoria.

Professor Nareadi Phasha, Dr Shakira Akabor

UNISA, Pretoria, South Africa

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235 School Attendance in Children with Neurodevelopmental Conditions a year after the Coronavirus Pandemic in the United Kingdom

Miss Athanasia Kouroupa<sup>1</sup>, Associate Professor Vasiliki Totsika<sup>1</sup>, Professor Richard Hastings<sup>2</sup>, Professor Kylie Gray<sup>2</sup>, Associate Professor Glenn Melvin<sup>3</sup>, Mrs Amanda Allard<sup>4</sup>, Professor Emeritus Bruce Tonge<sup>5</sup>, Associate Professor David Heyne<sup>6</sup>

<sup>1</sup>Division of Psychiatry, London, United Kingdom. <sup>2</sup>Centre for Educational Development, Appraisal and Research, University of Warwick, Warwick, United Kingdom. <sup>3</sup>School of Psychology, Deakin University, Victoria, Australia. <sup>4</sup>Council for Disabled

Correct as at 09.06.22

## **6.11 Vulnerable children, mental health and wellbeing: exploring current issues in research.**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Symposium

Chair Peter Hick

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534 Vulnerable children, mental health and wellbeing: exploring current issues in research.

Prof Peter Hick<sup>1</sup>, Associate Professor Joseph Mintz<sup>2</sup>, Professor Jonathan Glazzard<sup>1</sup>, Professor Cathy Lewin<sup>3</sup>, Professor Stephen Morris<sup>3</sup>, Dr Katie Hollingworth<sup>2</sup>, Professor Carol Robinson<sup>1</sup>

<sup>1</sup>Edge Hill University, Ormskirk, United Kingdom. <sup>2</sup>University College London, London, United Kingdom. <sup>3</sup>Manchester Metropolitan University, Manchester, United Kingdom

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## **6.12 Shared Values and Common Causes - Collaboration to Achieve Change**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Social Justice

Presentation Type Individual Papers

Chair Sheine Peart

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451 Educating for Public Good: A critical study exploring how philanthropic citizenship is encouraged in primary education

Dr Alison Body, Dr Emily Lau

University of Kent, Canterbury, United Kingdom

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70 Whispered Revolutions in English Education: Equity, Subversion, and Personal Safety in Oppressive Communities

Ms Alexa Muse

University of Oxford, Oxford, United Kingdom

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112 How will they know? The case for human rights education in schools

Dr Yvonne Stewart Findlay

University of Southern Queensland, Toowoomba, Australia

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246 Social justice in Youth Justice: Participation in education by incarcerated young people

Associate Professor Tim Corcoran<sup>1</sup>, Professor Kitty te Riele<sup>2</sup>, Associate Professor Julie White<sup>3</sup>, Associate Professor Alison Baker<sup>3</sup>, Dr Fiona Macdonald<sup>3</sup>

<sup>1</sup>Deakin University, Melbourne, Australia. <sup>2</sup>University of Tasmania, Hobart, Australia. <sup>3</sup>Victoria University, Melbourne, Australia

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## **6.13 Addressing challenges of Teacher-Education**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Individual Papers

Chair Marlon Moncrieffe

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67 Decolonizing the curriculum: teacher-researcher's reflections

Ms Jo Byrd, Dr Jack Stothard

University of Derby, Derby, United Kingdom

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622 Let's talk about race in initial teacher education: beginner teachers' perspectives and questions

Associate Professor Christine Callender, Dr Amanda McCrory

UCL Institute of Education, London, United Kingdom

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479 Exploring the relationship between minority ethnic student teachers' racialised experiences and thoughts about the teaching profession

Dr Antonina Tereshchenko<sup>1</sup>, Ms Alison Wiggins<sup>2</sup>, Dr Olga Cara<sup>2</sup>, Ms Balbir Kaur<sup>1</sup>, Ms Claire Pillinger<sup>2</sup>

<sup>1</sup>Brunel University, London, United Kingdom. <sup>2</sup>UCL, London, United Kingdom

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## **6.14 Recognition and sensitivity in Relationships, Sex and Health Education: Creating a roadmap for the journey**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Sexualities and Gender

Presentation Type Workshop

Chair Joshua Heyes

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### **443 Recognition and sensitivity in Relationships, Sex and Health Education: Creating a roadmap for the journey**

Dr Joshua Heyes<sup>1</sup>, Dr Jo Sell<sup>2</sup>

<sup>1</sup>Canterbury Christ Church University, Canterbury, United Kingdom. <sup>2</sup>University College London, London, United Kingdom

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## **6.15 Walk and Talk for and about Research Methodologies: A chance to explore Liverpool, ourselves and connect with others!**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Research Methodology in Education

Presentation Type Activity

Chair Carmel Capewell

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### **247 Walk and Talk for and about Research Methodologies: A chance to explore Liverpool, ourselves and connect with others!**

Dr Alison Fox<sup>1</sup>, Dr Carmel Capewell<sup>2</sup>, Ms Francesca McCarthy<sup>3</sup>, Dr Katie Spicksley<sup>4</sup>, Dr Mabel Encinas<sup>5</sup>

<sup>1</sup>The Open University, Milton Keynes, United Kingdom. <sup>2</sup>Oxford Brookes University, Oxford, United Kingdom. <sup>3</sup>UCL/IOE, London, United Kingdom. <sup>4</sup>University of Wolverhampton, Wolverhampton, United Kingdom. <sup>5</sup>London Metropolitan University, London, United Kingdom

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## **6.16 Education for All - Culture, Rights and Inequality**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Comparative and International Education

Presentation Type Individual Papers

Chair Jackie Greatorex

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### **139 Unicef's *Rights Respecting Schools Award* as Children's Human Rights Education**

Professor Ann Quennerstedt

Örebro University, Örebro, Sweden

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### **46 Navigating decision-making experiences: Young Women studying science, technology, engineering and mathematics courses in technical and vocational education and training (STEM-TVET).**

Ms Alice Amegah

University of Cambridge, Cambridge, United Kingdom

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### **442 Exploring representations of culture in the UK nations' national curricula for English literature and English language**

Dr Jackie Greatorex, Dr Pia Kreijkes, Miss Dominika Majewska

Cambridge University Press & Assessment, Cambridge, United Kingdom

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### **426 Eurocentrism in Teaching about World War One – a Norwegian Case**

Mrs Mari Jore

The Western Norway University of Applied Sciences, Bergen, Norway

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## **6.18 Learning and leading amidst crisis and change**

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Educational Leadership

Presentation Type Symposium

Chair Carol Azumah Dennis

## 101 Learning and leading amidst crisis and change

[Dr Carol Dennis](#)<sup>1</sup>, [Dr Deborah Outhwaite](#)<sup>1</sup>, [Dr Jacqueline Bexter](#)<sup>1</sup>, [Dr Katharine Jewitt](#)<sup>1</sup>, [Dr Alan Floyd](#)<sup>2</sup>, [Dr Kevin Richardson](#)<sup>3</sup>

<sup>1</sup>Open University, Milton Keynes, United Kingdom. <sup>2</sup>Reading University, Reading, United Kingdom. <sup>3</sup>Nottingham University, Nottingham, United Kingdom

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## 6.19 Digital Learning in HE : Challenges and opportunities in aspects of teaching and learning

16:00 - 17:30 Wednesday, 7th September, 2022

Theme Educational Technology

Presentation Type Individual Papers

Chair Louise Hanna

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### 26 A comparison of expected versus actual behaviours of student teachers towards Computer Assisted Language Learning (CALL)

[Miss Louise Hanna](#)

Ulster University, Coleraine, United Kingdom

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### 489 Game-based Learning in Engineering Education: How can we reconcile seemingly conflicting interests of students, academics, universities and national policy makers?

[Mr Omar Elnaggar](#)<sup>1</sup>, [Dr Roselina Arelhi](#)<sup>2</sup>

<sup>1</sup>University of Liverpool, Liverpool, United Kingdom. <sup>2</sup>University of Sheffield, Sheffield, United Kingdom

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### 519 Exploring the perceptions and effects of increased social and teaching presence in a postgraduate distance learning programme through a Community of Inquiry lens

[Dr Reka R. Jablonkai](#), [Dr MariCarmen Gil Ortega](#)

University of Bath, Bath, United Kingdom

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### 615 Examining the conceptions of teaching and technology enhancement - developing excellence when moving from pandemic to endemic

[Dr David Pike](#)

University of Bedfordshire, Luton, United Kingdom

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Conference social event

19:00 - 23:59 Wednesday, 7th September, 2022

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# Thursday 8 September 2022

## Registration, light breakfast, tea & coffee and exhibition viewing

08:00 - 09:00 Thursday, 8th September, 2022

## Meet the Editors session

08:05 - 08:55 Thursday, 8th September, 2022

## Parallel Session 7

### 7.1 EDUHEALTH 2.0 – (Re)examining and developing pedagogies for social justice in Health and Physical Education

09:00 - 10:30 Thursday, 8th September, 2022

Theme Physical Education and Sports Pedagogy

Presentation Type Symposium

Chair Göran Gerdin

#### 176 EDUHEALTH 2.0 – (Re)examining and developing pedagogies for social justice in Health and Physical Education

[Associate Professor Göran Gerdin](#)<sup>1</sup>, [Associate Professor Katarina Schenker](#)<sup>1</sup>, [Dr Susanne Linnér](#)<sup>1</sup>, [Dr Rod Philpot](#)<sup>2</sup>, Associate Professor Katarina Lundin<sup>1,3</sup>, Associate Professor Wayne Smith<sup>2</sup>, Associate Professor Alan Ovens<sup>2</sup>, Professor Richard Pringle<sup>4</sup>, Dr Laura Alfrey<sup>4</sup>, [Associate Professor Amanda Mooney](#)<sup>5</sup>, Professor Chris Hickey<sup>5</sup>, Associate Professor Mats Hordvik<sup>6</sup>, [Associate Professor Petter Erik Leirhaug](#)<sup>6</sup>, Associate Professor Ellen Berg<sup>6</sup>, Mr Lars Harald Eide<sup>6</sup>, [Associate Professor Ansie Kitching](#)<sup>7</sup>, Mrs Colleen Moodley<sup>7</sup>

<sup>1</sup>Linnæus University, Växjö, Sweden. <sup>2</sup>University of Auckland, Auckland, New Zealand. <sup>3</sup>Lund University, Lund, Sweden.

<sup>4</sup>Monash University, Melbourne, Australia. <sup>5</sup>Deakin University, Melbourne, Australia. <sup>6</sup>Norwegian School of Sport Sciences, Oslo, Norway. <sup>7</sup>University of Western Cape, Cape Town, South Africa

### 7.2 Children and digital learning

09:00 - 10:30 Thursday, 8th September, 2022

Theme Children and Childhood

Presentation Type Individual Papers

Chair Susan Nichols

#### 162 Parents' Perceptions about the Impact of Sociocultural Factors on Children's Digital Experiences in Saudi Arabia.

[Mrs Nouf Hassanin](#)

University of Reading, Reading, United Kingdom. Umm AL Qura University (UQU), Makkah, Saudi Arabia

#### 647 'How Do You Connect?' Investigating Children's Digitally Mediated Interactions with Significant Others

[Professor Susan Nichols](#)<sup>1</sup>, Associate Professor Michelle Neumann<sup>2</sup>, Dr Hannah Soong<sup>1</sup>

<sup>1</sup>University of South Australia, Adelaide, Australia. <sup>2</sup>Griffith University, Brisbane, Australia

#### 301 Parents' perceptions and experiences of distance learning within early childhood: Voices from Emirati families during COVID-19 Pandemic

[Associate Professor Najwa Alhosani](#), Professor Hala Elhoweris, Associate Professor Rachel Alison Takriti, [Assistant Professor Mona Aljanahi](#), Associate Professor Myra Rhoda Bacsal, Ms Lindsay Schofield, Miss Fajer Bin Rashed, Miss Ebtesam Alzahmi  
United Arab Emirates University, Al Ain, UAE

### 7.3 Ethical approaches to rethink relationships with young children

[Correct as at 09.06.22](#)

09:00 - 10:30 Thursday, 8th September, 2022

Theme Early Childhood Education and Care

Presentation Type Individual Papers

Chair Louise Kay

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297 Young children's participation in homeschooling during the Covid-19 pandemic: space for child agency

Dr Fengling Tang

University of Roehampton, London, United Kingdom

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334 Amplifying Young Children's Voices: Educational Experiences of 3- to 5-year-olds in Wales during the COVID-19 Pandemic

Dr Sarah Chicken<sup>1</sup>, Dr Jacky Tyrie<sup>2</sup>, Dr Cathy Knight<sup>2</sup>, Dr Gisselle tur Porres<sup>2</sup>, Assistant Professor Jane Waters-Davies<sup>3</sup>, Mrs Tegan Waites<sup>4</sup>, Mrs Anna Westall<sup>4</sup>, Dr Dawn Mannay<sup>5</sup>, Miss Elliie Grout<sup>2</sup>, Mrs Bridget Handley<sup>2</sup>, Dr Jade Parnell<sup>2</sup>, Miss Amy Simpson<sup>2</sup>

<sup>1</sup>UWE, Bristol, United Kingdom. <sup>2</sup>Swansea University, Swansea, United Kingdom. <sup>3</sup>University of Wales, Trinity St David, Swansea, United Kingdom. <sup>4</sup>Children in Wales, Cardiff, United Kingdom. <sup>5</sup>Cardiff University, Cardiff, United Kingdom

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134 Things that grow/Things that die: Uneasy assemblages of human and non-human relational ethics and what is undocumented in early childhood education documentation practices

Dr Jo Albin-Clark

Edge Hill University, Ormskirk, United Kingdom

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388 More than words: listening to young children with a rare developmental disability

Miss Katherine Gulliver

Plymouth University, Plymouth, United Kingdom

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## **7.4 STEAMing Ahead: researching Teaching and Learning within Education. Dr Tracey Martin-Milward**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Creativities in Education

Presentation Type Symposium

Chair Deb McGregor

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503 STEAMing Ahead: Researching Teaching and Learning within Education

Dr Tracey Martin-Milward<sup>1</sup>, Ms Clare Fenwick<sup>1</sup>, Dr Rachel Payne<sup>1</sup>, Dr Esmee Hall<sup>2</sup>, Dr Carmel Capewell<sup>1</sup>, Dr Sarah Frodsham<sup>1,3</sup>, Prof Deb McGregor<sup>1</sup>

<sup>1</sup>Oxford Brookes University, Oxford, United Kingdom. <sup>2</sup>University of Exeter, Exeter, United Kingdom. <sup>3</sup>The University of Oxford, Oxford, United Kingdom

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## **7.5 Moving bodies in shifting fields**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Arts Based Educational Research

Presentation Type Symposium

Chair Ruth Churchill Dower

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169 Moving bodies in shifting fields

Mrs Ruth Churchill Dower, Dr Christina MacRae, Dr Laura Trafi-Prats

Manchester Metropolitan University, Manchester, United Kingdom

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## **7.6 Language and literacy**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Ros McLellan, Megan Crawford

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110 Meta-Talk for Meta-Thinking: Preliminary Findings

Dr Sally Ann Jones

Nanyang Technological University, National Institute of Education, Singapore, Singapore

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[Correct as at 09.06.22](#)

531 CLIL, Content and Learner Motivation: analysing the appetite for innovation in KS3 language learning

Mrs Sarah O'Neill

Queen's University Belfast, Belfast, United Kingdom

590 Opting-in to modern languages qualifications: an analysis of the intersection of factors influencing learners' positive continuations in language learning.

Dr Leanne Henderson, Professor Janice Carruthers

Queen's University Belfast, Belfast, United Kingdom

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## 7.7 Exploring different methodologies

09:00 - 10:30 Thursday, 8th September, 2022

Theme Educational Research and Educational Policy-Making

Presentation Type Individual Papers

Chair Richard Barrie

188 Exploring the costs of school uniform: An Action Research Approach

Mr Richard Barrie

CPAG, London, United Kingdom

292 Cultivating ethical practice in designing autoethnography – A pracademic's perspective

Dr Leon crascall

Norwich University of the Arts, Norwich, United Kingdom. Anglia Ruskin University, Chelmsford, United Kingdom

549 Educational research in the United Kingdom, 2010-2020

Prof Alis Oancea, Dr James Robson, Mr Tiarnach McDermott, Dr Xin Xu, Ms Catherine Scutt

University of Oxford, Oxford, United Kingdom

653 Exploring motivation, self-concept and engagement in an emerging educational setting: A mixed methods case study of 4 EAP classrooms in Iraqi Kurdistan

Dr Stacey Johnson

Kadir Has University, Istanbul, Turkey

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## 7.8 Learning method and theoretical applications in higher education

09:00 - 10:30 Thursday, 8th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Angela Gayton

621 The potential of active learning in the transition into Higher Education

Mrs Sara Corvino

Nottingham Trent University, Nottingham, United Kingdom

482 Accelerated HE Digitalisation – "...an unprecedented situation": exploring staff and student experiences of the Covid-19 HE rapid transfer to online learning.

Doctor Laura Nicklin, Mr Luke Wilsdon, Dr Darren Chadwick, Miss Laura Rhoden, Mr David Ormerod, Doctor Deborah Allen, Ms Gemma Witton, Doctor Joanne Lloyd

University of Wolverhampton, Wolverhampton, United Kingdom

399 Student transition to university education and university transition to new delivery modes: tracing student experiences through reflective writing

Dr Angela Gayton, Dr Piotr Wegorowski

University of Glasgow, Glasgow, United Kingdom

631 Intercultural Competence Development through Blended Learning: An ethnographic case study at a UK university during the Covid-19 pandemic

Mx Tianqi Lu

University of Bath, Bath, United Kingdom

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## **7.9 Sense and sensibility: measuring and evaluating the impact and value of aesthetic experience in teaching and learning**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Higher Education

Presentation Type Activity

Chair Andy Wear

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76 Sense and sensibility: measuring and evaluating the impact and value of aesthetic experience in teaching and learning

Dr Andy Wear

University of Melbourne, Melbourne, Australia

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## **7.10 Inclusion as Coloniality: Lessons from Africa, Cyprus and England**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Inclusive Education and SEND

Presentation Type Symposium

Chair Janet Hoskin

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438 Inclusion as Coloniality: Lessons from Africa, Cyprus and England

Dr Janet Hoskin, Miss Louise Arnold, Mrs Adeola Adeoye, Mrs Athina Tempriou

University of East London, London, United Kingdom

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## **7.11 Mental health and wellbeing: Practitioner views and experiences**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Individual Papers

Chair Anthea Rose

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351 The Experiences of Early Career Teachers During the Covid Pandemic: The Complexities of Learning to Teach During Lockdown

Dr Aimee Quickfall, Professor Phil Wood, Doctor Emma Clarke

Bishop Grosseteste University, Lincoln, United Kingdom

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605 'Doing well and being well in school' – what's the difference?: A study on secondary teachers' perspectives

Miss Rosanna Wilson<sup>1</sup>, Dr Edward Sellman<sup>2</sup>, Professor Stephen Joseph<sup>1</sup>

<sup>1</sup>University of Nottingham, Nottingham, United Kingdom. <sup>2</sup>University of Nottingham, NOTTINGHAM, United Kingdom

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404 Re-thinking teacher resilience: Perspectives from long-serving teachers

Dr Alison Pearson

University of Exeter, Exeter, United Kingdom

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## **7.12 Gender, Learning and Difference**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Social Justice

Presentation Type Individual Papers

Chair Sheine Peart

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179 Gender differences of English learning as a second language in Mainland China

Miss Xiaou Hong

The University of Hong Kong, Hong Kong, China

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490 English language education as a tool to promote gender equality: Exploring teachers' and students' views and perceptions

Dr Gulsah Kutuk<sup>1</sup>, Associate Professor Vander Viana<sup>1</sup>, Dr Aisling O'Boyle<sup>2</sup>

<sup>1</sup>University of East Anglia, Norwich, United Kingdom. <sup>2</sup>Queen's University Belfast, Belfast, United Kingdom

[Correct as at 09.06.22](#)

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221 The impact of field-specific ability beliefs on the representation of female and low-SES students in England

Ms Svenja von Dietze<sup>1</sup>, Professor Timothy Teo<sup>1</sup>, Dr Anabela Malpique<sup>2</sup>, Dr Sian Chapman<sup>1</sup>

<sup>1</sup>Murdoch University, Perth, Australia. <sup>2</sup>Edith Cowan University, Perth, Australia

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135 Who wants to be a computer scientist? A survey of young people and their computing aspirations in England.

Dr Jessica Hamer<sup>1</sup>, Dr Peter Kemp<sup>1</sup>, Dr Billy Wong<sup>2</sup>, Ms Megan Copsey-Blake<sup>1</sup>

<sup>1</sup>King's College London, London, United Kingdom. <sup>2</sup>University of Reading, Reading, United Kingdom

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### **7.13 Empirical case studies on Kashmiri children, parents, and their views on 'British' education.**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Symposium

Chair Richard Race

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547 Empirical case studies on Kashmiri children, parents, and their views on 'British' education.

Dr Alison Davies<sup>1</sup>, Dr Karamat Iqbal<sup>2</sup>, Dr Richard Race<sup>3</sup>

<sup>1</sup>Open University, Milton Keynes, United Kingdom. <sup>2</sup>Forward Partnership Organisation, Birmingham, United Kingdom.

<sup>3</sup>Roehampton University, London, United Kingdom

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### **7.14 Introducing the Hub for European Refugee Education: What have we learnt about new arrivals' educational provision and experiences since 2015?**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Migrant Education

Presentation Type Workshop

Chair Joanna McIntyre

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516 Introducing the Hub for European Refugee Education: What have we learnt about new arrivals' educational provision and experiences since 2015?

Ms Lucy Hunt<sup>1,2</sup>, Professor Joanna McIntyre<sup>1</sup>, Dr Jo-Anna Russon<sup>1</sup>, Mx Yousef Aleghfeli<sup>1</sup>

<sup>1</sup>University of Nottingham, Nottingham, United Kingdom. <sup>2</sup>University of Oxford, Oxford, United Kingdom

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### **7.15 Focussing on the Method**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Research Methodology in Education

Presentation Type Individual Papers

Chair Tanya Ovenden-Hope

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358 Investigating the Spatial-Mathematical Link in the Early Years Through Digital Methods: A Pilot Study

Ms Jisoo Seo

University of Oxford, Oxford, United Kingdom

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241 Using Delphi technique as an education research method: research participation, sensitive subject matter and education leaders

Dr Pauline Lyseight-jones

Open University, Milton Keynes, United Kingdom

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22 Teacher workload and wellbeing during the lockdown in England: insights from a teacher diary study

Dr Martin Johnson, Miss Victoria Coleman

Cambridge University Press & Assessment, Cambridge, United Kingdom

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130 The 'excellent teacher'; a degree of quality or economic principle?

Dr Sander de Kock

Onderwijsgroep Tilburg, Tilburg, Netherlands

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## **7.16 Posthuman Object Pedagogies: attending to the vibrancy of objects to animate education research and practice**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Research Methodology in Education

Presentation Type Workshop

Chair Eliane Bastos

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### **494 Posthuman Object Pedagogies: attending to the vibrancy of objects to animate education research and practice**

Ms Eliane Bastos, Mrs Hannah Hogarth, Mrs Elisabeth Barratt Hacking, Professor Carol A. Taylor

University of Bath, Bath, United Kingdom

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## **7.17 Partnership/ Schools/ Universities and Parents - part 1**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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### **75 Re-calibrating theory-practice relationships within initial teacher education dialogues.**

Mrs Diane Swift

Keele and North Staffordshire Teacher Education, Stoke on Trent, United Kingdom. Keele University, Keele, United Kingdom

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### **360 Working relationally to unlock the potential of school university-partnerships in ITE: An exploration of an Australian school – university partnership from the perspective of five different stakeholders**

Doctor Melainie Nash, Ms Allison Byth

RMIT University, Melbourne, Australia

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### **598 Communities of Learning for shared professional learning and development: Critical conversations about partnership working in teacher education**

Doctor catherine Cjones<sup>1</sup>, Mrs lisa taylor<sup>1</sup>, Mrs linda Davidge-Smith<sup>1</sup>, Mrs Nicola Rees<sup>2</sup>, Mrs Sarah Cook<sup>3</sup>, Mrs Ceri Johnson<sup>4</sup>, Mrs Rhian Evans<sup>5</sup>, Mrs Rachel Ford<sup>6</sup>, Mrs Claire McCarthy<sup>7</sup>, Mrs Sue Webb<sup>8</sup>

<sup>1</sup>University of South Wales, Newport, United Kingdom. <sup>2</sup>Risca Primary School, Newport, United Kingdom. <sup>3</sup>Rhiwsyrdafydd School, Caerphilly, United Kingdom. <sup>4</sup>Blenheim Road Confederation, Cwmbran, United Kingdom. <sup>5</sup>Ysgol Casnewydd, Newport, United Kingdom. <sup>6</sup>Glan Usk School, Newport, United Kingdom. <sup>7</sup>Gaer Primary School, Newport, United Kingdom. <sup>8</sup>Eveswell School, Newport, United Kingdom

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### **462 Developing support for teaching placements: a case study from one university in England**

Associate Professor Jan Georgeson<sup>1</sup>, Dr Alison Egan<sup>2</sup>, Dr Elena Revyakina<sup>3</sup>, Mr James Bettany<sup>1</sup>, Ms Cara Baer<sup>1</sup>, Ms Jacklyn Barry<sup>1</sup>, Ms Claudia Blandon<sup>1</sup>

<sup>1</sup>University of Plymouth, Plymouth, United Kingdom. <sup>2</sup>Marino Institute of Education, Dublin, Ireland. <sup>3</sup>University College of Teacher Education, Vienna, Austria

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## **7.18 Putting climate change and sustainability in to science education**

09:00 - 10:30 Thursday, 8th September, 2022

Theme Climate and Sustainability Education

Presentation Type Individual Papers

Chair Hui-Chuan Li

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### **103 STEM and Sustainability project for students aged 15-18 in Scotland: a pilot study**

Dr Hui-Chuan Li

University of Edinburgh, Edinburgh, United Kingdom

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### **413 Telling stories: co-creating children's narratives of flood impacts for climate change education**

Mrs Katie Parsons<sup>1</sup>, Dr Alison Lloyd Williams<sup>2</sup>, Mrs Sarah Harris<sup>3</sup>, Mrs Sophie Harris<sup>4</sup>, Ms Maddie Griffiths<sup>3</sup>

<sup>1</sup>University of Hull, Hull, United Kingdom. <sup>2</sup>University of Lancaster, Lancaster, United Kingdom. <sup>3</sup>Withernsea High School, Withernsea, United Kingdom. <sup>4</sup>Winston Churchill High School, Woking, United Kingdom

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## 392 You and CO2 - Effecting behavioural change through climate change education in secondary school students

Dr Jennifer Rudd<sup>1</sup>, Dr Lyle Skains<sup>2</sup>, Dr Helen Ross<sup>3</sup>, Dr Ruth Horry<sup>1</sup>

<sup>1</sup>Swansea University, Swansea, United Kingdom. <sup>2</sup>Bournemouth University, Bournemouth, United Kingdom. <sup>3</sup>Helen's Place Educational Consultancy, Trowbridge, United Kingdom

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### 7.19 Curricular, political, and technological pressures shaping education

09:00 - 10:30 Thursday, 8th September, 2022

Theme Social Theory and Education

Presentation Type Individual Papers

Chair Mark Murphy

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## 304 Politics of Citizenship Education in post-handover Hong Kong: Analyzing the emergence and abolishment of Liberal Studies

Mr Adrian Kin Cheung Yan

UCL Institute of Education, London, United Kingdom

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## 79 Artificial Intelligence and existential threat in the capitalist university: a critique of dominant theoretical paradigms

Professor John Preston

University of Essex, Colchester, United Kingdom

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## 60 From on-campus to online: International students' experiences of academia during the pandemic

Dr Cristina Costa<sup>1</sup>, Dr Huaping Li<sup>2</sup>

<sup>1</sup>Durham University, Durham, United Kingdom. <sup>2</sup>Shanghai normal university, Shanghai, China

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### 7.20 Managing disagreement and conflict in education

09:00 - 10:30 Thursday, 8th September, 2022

Theme Religions, Values and Education

Presentation Type Symposium

Chair Rebekah Ackroyd

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## 396 Managing disagreement and conflict in education

Prof Sally Elton-Chalcraft<sup>1</sup>, Dr Edda Sant Obiols<sup>2</sup>, Dr Jane McDonnell<sup>2</sup>, Dr Karen Pashby<sup>2</sup>, Dr David Menendez Alvarez-Hevia<sup>3</sup>, Ms Rebekah Ackroyd<sup>1</sup>, Ms Esther Cummins<sup>4</sup>

<sup>1</sup>University of Cumbria, Lancaster, United Kingdom. <sup>2</sup>Manchester Metropolitan University, Manchester, United Kingdom.

<sup>3</sup>Universidad de Oviedo, Oviedo, Spain. <sup>4</sup>Leeds Beckett University, Leeds, United Kingdom

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## Tea & coffee and exhibition viewing

10:35 - 10:55 Thursday, 8th September, 2022

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## Keynote Lecture: A process perspective on educational policy: "scratching the tip of the iceberg" or "altering the very fabric"?

11:00 - 12:00 Thursday, 8th September, 2022

Chair Mhairi Beaton

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## 657 A process perspective on educational policy: "scratching the tip of the iceberg" or "altering the very fabric"?

Professor Lucian Ciolan

University of Bucharest, Bucharest, Romania

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## Parallel Session 8

### 8.1 Values in PE - 'Busy, happy good': Theory and practice

Correct as at 09.06.22

12:10 - 13:10 Thursday, 8th September, 2022  
Theme Physical Education and Sports Pedagogy  
Presentation Type Individual Papers  
Chair Annette Stride

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82 Busier, happier and good(er) – 40 years on from “busy, happy, and good” as success in teaching PE  
Professor Mikael Quennerstedt<sup>1,2</sup>, Dr Dillon Landi<sup>3</sup>, Dr Ashley Casey<sup>4</sup>

<sup>1</sup>Inland University of Applied Sciences, Elverum, Norway. <sup>2</sup>Örebro University, Örebro, Sweden. <sup>3</sup>University of Strathclyde, Glasgow, United Kingdom. <sup>4</sup>Loughborough university, Loughborough, United Kingdom

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401 “Easy street” meets educational practices/values in Physical Education. Experiences from a one-year action research project.

Associate Professor Erik Aasland

University of Agder, Kristiansand, Norway

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## **8.2 Creative approaches to teaching and learning - Part 1**

12:10 - 13:10 Thursday, 8th September, 2022  
Theme Curriculum, Assessment and Pedagogy  
Chair Barbara Skinner, Mhairi Beaton

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226 Evaluation of the DHL ‘GoTeach’ programme in secondary schools from deprived areas in England

Ms Sian Parry, Dr Gillian Forrester, Professor Chris Gidlow, Dr Naomi Ellis  
Staffordshire University, Stoke-on-Trent, United Kingdom

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254 Acumenous or Inquisitional? Towards a New Theoretical Lens within Games Learning.

Dr Souad Slyman

Goldsmiths, University of London, London, United Kingdom

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## **8.3 Exploring representations and discourses in reading and childrens' literature**

12:10 - 13:10 Thursday, 8th September, 2022  
Theme Literacy and Language  
Presentation Type Individual Papers  
Chair Charlotte Vidal-Hall

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508 Interrogating the catchphrase ‘a culture of reading’: a discursive and decolonial analysis of its use over two decades

Ms Claire Biesman<sup>1</sup>, Associate Professor Kerryn Dixon<sup>2</sup>

<sup>1</sup>University of the Witwatersrand, Johannesburg, South Africa. <sup>2</sup>University of Nottingham, Nottingham, United Kingdom

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157 Family literacy practices in rural Sierra Leone

Dr Aimee Smith, Professor Dymphna Devine, Dr Elena Samonova, Dr Daniel Capistrano, Professor Ciaran Sugrue, Assistant Professor Seaneen Sloan, Associate Professor Jennifer Symonds  
University College Dublin, Dublin, Ireland

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## **8.4 Maker/lab spaces and creativity**

12:10 - 13:10 Thursday, 8th September, 2022  
Theme Creativities in Education  
Presentation Type Individual Papers  
Chair Jo Trowsdale

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313 ‘Fostering Students Civic competency in Community Engagement through Education Living Lab Methodology: Towards a Conceptual Framework’

Ms Anisa Sultana

University of Portsmouth, Portsmouth, United Kingdom

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201 Three compulsory schools’ collaboration on developing maker spaces: Characteristics and influential factors.

## **8.5 Exploring Social Issues through Arts Based Methods**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Arts Based Educational Research

Presentation Type Individual Papers

Chair Adam Hart

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251 Online collaborative cellphilmaking for diversity: An arts-based approach in the university classroom

Associate Professor Hiroko Hara

Prefectural University of Kumamoto, Kumamoto, Japan

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527 Fabulations and superpowers: an arts-based approach that pays attention to what is immanent in behaviour in an art room in a PRU.

Professor Gabrielle Iverson

Manchester Metropolitan University, Manchester, United Kingdom

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## **8.6 Learning and teaching in the COVID-19 pandemic**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Richard Pountney

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211 Online teaching during the Covid-19 pandemic: an exploration of the nature and quality of teacher-student communication

Dr Filio Constantinou, Dr Matthew Carroll

University of Cambridge, Cambridge, United Kingdom

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282 A Collective Biography of the Curriculum of Learning at Home During the COVID-19 Pandemic

Associate Professor Zheng Zhang<sup>1</sup>, Professor Rachel Heydon<sup>1</sup>, Dr Le Chen<sup>2</sup>, Ms Lisa Floyd<sup>1</sup>, Dr Hanaa Ghannoum<sup>3</sup>, Dr Susan Ibdah<sup>1</sup>, Assistant Professor Ayman Massouti<sup>4</sup>, Dr Jeff Shen<sup>5</sup>, Mr Hisham Swesi<sup>1</sup>, Dr Emma Cooper<sup>6</sup>

<sup>1</sup>Western University, London, Canada. <sup>2</sup>University of Toronto, Toronto, Canada. <sup>3</sup>Peace Within Home, Dubai, UAE. <sup>4</sup>Abu Dhabi University, Dubai, UAE. <sup>5</sup>Cobomax Academy, London, Canada. <sup>6</sup>University of Stirling, Scotland, United Kingdom

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## **8.7 Problems of governance in UK colleges**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Post-Compulsory and Lifelong Learning

Presentation Type Individual Papers

Chair Bill Esmond

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209 Beyond 'Good' Governance: Co-constructing the Developmental Maturity Matrix for Further Education Sector Governance.

Dr Andrew Clapham<sup>1</sup>, Mr Mark Axler<sup>1</sup>, Ms Fiona Chalk<sup>2</sup>, Mr Simon Feneley-Lamb<sup>3</sup>

<sup>1</sup>Nottingham Trent University, Nottingham, United Kingdom. <sup>2</sup>Governance4FE, Nottingham, United Kingdom. <sup>3</sup>Skills and Education Group, Nottingham, United Kingdom

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164 Understanding practices of UK college governing: rethinking strategy and accountability

Professor David James<sup>1</sup>, Dr Gary Husband<sup>2</sup>

<sup>1</sup>Cardiff University, Cardiff, United Kingdom. <sup>2</sup>Stirling University, Stirling, United Kingdom

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## **8.8 Learning and teaching in higher education**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Iro Konstantinou

645 Funds of Knowledge and Constructivism: Learning through Multinational and Cross-Cultural Sharing of Peers' Professional Experiences

Dr Asad Ghalib

Liverpool Hope University, Liverpool, United Kingdom

535 Value co-creation with students/consumers : applications from the Service-Dominant Logic Model in HE teaching

Dr Iro Konstantinou, Ms Kate Jones

Pearson, London, United Kingdom

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**8.9 Covid-19 and childrens' social, emotional, and learning needs.**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Ongoing Impact of COVID

Presentation Type Individual Papers

Chair R Tharani Ramasamy

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585 Schools in a post- COVID world: supporting children's social and emotional needs

Dr Angeliki Kallitsoglou<sup>1</sup>, Mrs Evren Morgül<sup>1</sup>, Mrs Pamela-Zoe Topalli<sup>2</sup>, Professor Cecilia, A. Essau<sup>1</sup>

<sup>1</sup>University of Roehampton, London, United Kingdom. <sup>2</sup>University of Turku, Turku, Finland

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472 Impact of COVID-19 on Education for Urban Children Living in Poverty.

Mrs R Tharani Ramasamy, Ms Hema Letchamanan

Taylor's University, Subang Jaya, Malaysia

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**8.10 Pupils and Families at the heart of Inclusion**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Janet Hoskin

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294 Conversations with parents of disabled children: developing a research approach that provides an educational experience within which parents can explore meanings of inclusion and their own subjectivity

Ms Sharon Smith

University of Birmingham, Birmingham, United Kingdom

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336 Hearing the voices of pupils with disabilities, their families and educators during the COVID-19 pandemic: A participatory approach

Assistant Professor Eda Yesilkaya Bennett

Gazi University, Ankara, Turkey

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**8.11 How children and young people perceive their mental health and wellbeing**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Mental Health, Wellbeing and Education

Presentation Type Individual Papers

Chair Jonathan Glazzard

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415 Exploring the mental health literacy of children and young people: insights from the Tackling the Blues programme

Mr Aston Monro, Miss Rachel Wilcock, Professor Andy Smith, Dr Helen O'Keeffe

Edge Hill University, Ormskirk, United Kingdom

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330 The effect of mindfulness and resilience lessons on coping self-efficacy in year 7 students.

Mrs Saranne Haley

University of Birmingham, Birmingham, United Kingdom

## **8.12 'Humour opens the door to conversations': the employment of comedy as a tool for social change for young disabled people**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Social Justice

Presentation Type Panel Discussion

Chair Marie Caslin

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### **347 'Humour opens the door to conversations': the employment of comedy as a tool for social change for young disabled people**

Dr Marie Caslin<sup>1</sup>, Mr Harry Georgiou<sup>2</sup>, Ms Charlene Davies<sup>3</sup>, Ms Sarah Spoor<sup>4</sup>

<sup>1</sup>Liverpool Hope University, Liverpool, United Kingdom. <sup>2</sup>6% and rising, Liverpool, United Kingdom. <sup>3</sup>Comedy Trust, Liverpool, United Kingdom. <sup>4</sup>Sandfield Park School, Liverpool, United Kingdom

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## **8.13 Researching within a racial paradigm - Negating the 'emotional toll' on researchers of colour in Higher Education. UK.**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Panel Discussion

Chair Susan Davis

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### **91 Researching within a racial paradigm - Negating the 'emotional toll' on researchers of colour in Higher Education. UK.**

Dr Susan Davis, Mrs Chantelle Haughton, Dr Rom Okeke, Dr Aylwin Yafele, Mr Alysean Banks

Cardiff Metropolitan University, Cardiff, United Kingdom

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## **8.14 Alternative Provision Settings: practice and experience**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Alternative Education

Presentation Type Individual Papers

Chair Fadoua Govaerts

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### **259 How is theory used to understand, analyse and guide practice in the alternative provision sector in the UK? An analysis of trends, gaps and implications for practice.**

Dr Jodie Pennacchia<sup>1</sup>, Dr Andrew Malcolm<sup>2</sup>, Dr Craig Johnston<sup>3</sup>

<sup>1</sup>Nottingham Trent University, Nottingham, United Kingdom. <sup>2</sup>University of Bedfordshire, Luton, United Kingdom. <sup>3</sup>University of Winchester, Winchester, United Kingdom

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### **280 Conceptualising the Lived Experience of Secondary School-Aged Pupils Attending an Alternative Education Provision: Initial findings from a PhD study**

Mr Thomas Morris, Professor Gary Beauchamp, Dr Kieran Hodgkin

Cardiff Metropolitan University, Cardiff, United Kingdom

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## **8.15 Participation and Democracy - arts-based approaches**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Youth Studies and Informal Education

Presentation Type Individual Papers

Chair Frances Howard

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### **255 Eliciting Looked After Children's Views and Relationships Through Card-based Participatory Research Methods**

Dr Katherine Mycock, Dr Sophia Gowers

The University of Derby, Derby, United Kingdom

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### **400 Celebrating Cultural Democracy – Global Youth Arts Programs**

Dr Frances Howard

Nottingham Trent University, Nottingham, United Kingdom

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## **8.16 Training Teachers across the World**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Comparative and International Education

Presentation Type Individual Papers

Chair Kathleen Malu

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133 Temporally Embedded Phenomena: Beginning Teachers' Agentive Achievements During Induction.

Dr Dan O'Sullivan

University College Cork, Cork, Ireland

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323 Teacher Preparation in the Middle: A Comparison of DR Congo and Angola

Dr Kathleen Malu<sup>1</sup>, Professor Joseph Kaleba Walingene<sup>2</sup>, Professor Délcio Tweuhanda<sup>3</sup>

<sup>1</sup>William Paterson University, Wayne, USA. <sup>2</sup>Institut Supérieur Pédagogique de Bukavu, Bukavu, Congo, the Democratic Republic of the. <sup>3</sup>Instituto Superior De Ciências Da Educação Da Huíla, Huíla, Angola

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## **8.17 Educator and Teacher Identity - Part 2**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lizana Oberholzer

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526 The Disappearing Identity of the Teacher Educator

Dr Bethany Kelly

University of Buckingham, Buckingham, United Kingdom

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3 A systematic review of a university-based teacher educator professional identity

Miss Jingjing Liang, Dr Kane Meissel, Associate Professor Fiona Ell

University of Auckland, Auckland, New Zealand

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## **8.18 Challenging the barriers to diversity in educational leadership**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Educational Leadership

Presentation Type Individual Papers

Chair Lindsay Johnstone

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87 How do women in Australian secondary schools experience middle leadership?

Dr Pauline Thompson, Associate Professor Helen Stokes

The University of Melbourne, Melbourne, Australia

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331 Lesbian, Gay and Bisexual (LGB) School Leaders and Leadership in the West: A Critical Literature Review

Mr Weiyuan Wu

The University of Manchester, Manchester, United Kingdom

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## **8.19 Practitioner effectiveness**

12:10 - 13:10 Thursday, 8th September, 2022

Theme Educational Effectiveness and Improvement

Presentation Type Individual Papers

Chair Tanya Ovenden-Hope

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439 What are 'Lead Practitioners' and what exactly do they lead?

Professor Andy Goodwyn

University of Bedfordshire, Bedford, United Kingdom

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354 Educators' collaborative use of research to improve practice

Dr Joanne Gleeson, Associate Professor Mark Rickinson, Mr Blake Cutler, Prof Lucas Walsh, Ms Mandy Salisbury

Monash University, Clayton, Australia

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Correct as at 09.06.22

## 8.20 Teachers' professional identities, perspectives and values

12:10 - 13:10 Thursday, 8th September, 2022

Theme Religions, Values and Education

Presentation Type Individual Papers

Chair Esther Cummins

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468 Enacting Citizenship through Emotions: Teachers' Perspectives and Strategies

Ms Emma Carey Brummer, Professor Noel Clycq

University of Antwerp, Antwerp, Belgium

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564 Politics, education policy and teacher professional identity: Muslim teachers in England

Mr Muzaffer Can Dilek

University of Huddersfield, Huddersfield, United Kingdom

### Lunch and exhibition viewing

13:15 - 14:15 Thursday, 8th September, 2022

## Parallel Session 9

### 9.2 Space, Place and Wellbeing

14:20 - 15:50 Thursday, 8th September, 2022

Theme Nature, Outdoor Learning and Play

Presentation Type Individual Papers

Chair Mark Leather

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406 Blue Spaces and the Visualising of Seascapes: Duoethnographic Encounters in Higher Education

Associate Professor Mark Leather<sup>1</sup>, Professor TA Loeffler<sup>2</sup>

<sup>1</sup>Plymouth Marjon University, Plymouth, United Kingdom. <sup>2</sup>Memorial University Newfoundland, St Johns, Canada

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524 A loss of "cynefin" – losing our place, losing our home, losing our self.

Dr Dylan Adams, Professor Gary Beauchamp

Cardiff Met. University, Cardiff, United Kingdom

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609 Thank you for farming, food and friends: exploring the therapeutic and educational potential of agriculture and horticulture interventions.

Dr Tracy Ann Hayes

University of Cumbria, Carlisle, United Kingdom

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518 Exploring Cynefin - Being in Place

Dr Dylan Adams

Cardiff Met. University, Cardiff, United Kingdom

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### 9.3 Children and Young People's Perspectives on and Experiences of COVID-19 in Global Contexts

14:20 - 15:50 Thursday, 8th September, 2022

Theme Early Childhood Education and Care

Presentation Type Symposium

Chair Kate Hoskins

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430 Children and Young People's Perspectives on and Experiences of COVID-19 in Global Contexts

Doctor Kate Hoskins<sup>1</sup>, Doctor Junqing Zhai<sup>2</sup>, Doctor Yuwei Xu<sup>3</sup>, Doctor Jie Gao<sup>4</sup>, Ms Thu Thu<sup>4</sup>, Dr Simone Datzberger<sup>4</sup>, Dr Jenny Parkes<sup>4</sup>, Doctor Erika Jiménez<sup>5</sup>, Doctor Sadiyya Haffeejee<sup>6</sup>, Professor Panos Vostanis<sup>7</sup>, Dr Michelle O'Reilly<sup>7</sup>, Professor Effie Lai-Chong Law<sup>8</sup>, Dr Seyda Erucar<sup>9</sup>

<sup>1</sup>Brunel University London, Uxbridge, United Kingdom. <sup>2</sup>Zhejiang University, Hangzhou, China. <sup>3</sup>University of Nottingham, Nottingham, United Kingdom. <sup>4</sup>UCL, London, United Kingdom. <sup>5</sup>Queens University, Belfast, United Kingdom. <sup>6</sup>University of

## **9.5 The opportunities and challenges of online learning and support across different educational contexts during Covid-19.**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Ongoing Impact of COVID

Presentation Type Individual Papers

Chair Deb McGregor

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592 Not going out : Combining synchronous and asynchronous online learning activities to support doctoral students in their research

Dr Alison Cullinane<sup>1</sup>, Prof Deb McGregor<sup>2</sup>, Dr Sarah Frodsham<sup>2,1</sup>, Dr Liam Guilfoyle<sup>1</sup>, Dr Judith Hillier<sup>1</sup>

<sup>1</sup>The University of Oxford, Oxford, United Kingdom. <sup>2</sup>Oxford Brookes University, Oxford, United Kingdom

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206 Digital Natives, but Digital Learning Foreigners: Typologies of Traditional Secondary School Students Learning Online during COVID Lockdown

Mr Yin-Fung Luk, Mr Kai-Ping Shih, Associate Professor Ken-Zen Chen

Institute of Education, National Yang Ming Chiao Tung University, Hsinchu, Taiwan

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513 'Opportunities and challenges of a third space in emergency remote school teaching'

Dr David Johnston<sup>1</sup>, Dr Mark Carver<sup>2</sup>, Dr Rachel Shanks<sup>1</sup>, Mrs Katrina Foy<sup>1</sup>, Mrs Aloyise Mulligan<sup>1</sup>

<sup>1</sup>University of Aberdeen, Aberdeen, United Kingdom. <sup>2</sup>University of Strathclyde, Glasgow, United Kingdom

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## **9.6 Creative approaches to teaching and learning - Part 2**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Curriculum, Assessment and Pedagogy

Presentation Type Individual Papers

Chair Mhairi Beaton, Barbara Skinner

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558 'Enlightening, exciting, educational!' Primary teachers, gallery educators and children co-constructing cultural capital for a 'full curriculum' in the C21st: teachers' perspectives.

Dr Jane Murray<sup>1</sup>, Dr Kate Noble<sup>2</sup>, Mrs Caroline Smith<sup>3</sup>, Mrs Catherine Heath<sup>3</sup>, Mr Darren Smith<sup>4</sup>, Mrs Anna Carter<sup>4</sup>, Mr David Meechan<sup>5</sup>, Dr Rebecca Aberton<sup>6</sup>

<sup>1</sup>University of Northampton, Northampton, United Kingdom. <sup>2</sup>The Fitzwilliam Museum, Cambridge, United Kingdom. <sup>3</sup>The National Gallery, London, United Kingdom. <sup>4</sup>NPAT, Northampton, United Kingdom. <sup>5</sup>University of Wolverhampton, Wolverhampton, United Kingdom. <sup>6</sup>Coventry University, Coventry, United Kingdom

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447 Developing a model for educating confident, creative, competent learners

Dr Jo Trowsdale

University of Suffolk, Ipswich, United Kingdom

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## **9.8 Research and pedagogy: applications within higher education**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Higher Education

Presentation Type Individual Papers

Chair Deborah Golden

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460 University-industry partnerships are drivers of local and regional development in Kazakhstan

Dr Dilrabo Jonbekova, Dr Gulfiya Kuchumova, Ms Mariya Ippolitova

Nazarbayev university, Nur-Sultan, Kazakhstan

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376 Pedagogy of Possibility: Teaching an Anthropological Perspective across Political Divide

Dr Deborah Golden

University of Haifa, Haifa, Israel

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514 The role of research in higher education and research assessment: an international comparative study

Correct as at 09.06.22

Professor Alis Oancea<sup>1</sup>, [Dr James Robson](#)<sup>1</sup>, Dr Gemma Derrick<sup>2</sup>, Dr Xin Xu<sup>1</sup>

<sup>1</sup>University of Oxford, Oxford, United Kingdom. <sup>2</sup>University of Bristol, Bristol, United Kingdom

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### 349 Using Research Strategy Documents to Understand the Processes of Research Development in the UK University Sector

Professor Phil Wood, [Dr Aimee Quickfall](#)

Bishop Grosseteste University, Lincoln, United Kingdom

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## 9.9 The relationship between theory and experience

14:20 - 15:50 Thursday, 8th September, 2022

Theme Practitioner Research

Presentation Type Individual Papers

Chair Charlotte Vidal-Hall

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### 355 Working and Learning Together: The Lived Experiences of Further Education Teachers Engaging with Joint Practice Development as a Model of Collaborative Enquiry for Professional Learning

[Mrs Joyce I-Hui Chen](#)

The College of West Anglia, King's Lynn, United Kingdom

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### 394 Examining Collaborative Learning Structures and Diversity of Multicultural Learning Experiences in a Service-Learning Programme during the pandemic

[Associate Professor Fitri Suraya Mohamad](#)<sup>1</sup>, Dr Florianna Michael<sup>1</sup>, Dr Farah Zaini<sup>1</sup>, Associate Professor Jacey Lynn Minoi<sup>1</sup>,

[Professor Katherine Wimpenny](#)<sup>2</sup>, Professor Sylvester Arnab<sup>2</sup>, Dr Leonard Lim<sup>1</sup>, Dr Aazani Mujahid<sup>1</sup>

<sup>1</sup>Universiti Malaysia Sarawak, Kota Samarahan, Malaysia. <sup>2</sup>Coventry University, Coventry, United Kingdom

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### 515 Stories of research and methodological naivety

[Ms Kerry Scattergood](#)<sup>1,2</sup>, [Ms Francine Warren](#)<sup>3,2,4</sup>

<sup>1</sup>Solihull College University Centre, Solihull, United Kingdom. <sup>2</sup>University of Sunderland, Sunderland, United Kingdom.

<sup>3</sup>University Centre Calderdale College, Halifax, United Kingdom. <sup>4</sup>University of Huddersfield, Huddersfield, United Kingdom

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## 9.10 The role of the educator in developing an inclusive culture

14:20 - 15:50 Thursday, 8th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

Chair Louise Arnold

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### 131 Inclusive education teacher educators: Knowledge, identity and agency

[Professor Elizabeth Walton](#)

University of Nottingham, Nottingham, United Kingdom

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### 296 Schools have a Role in Valuing Inclusive Community: Teachers and Therapists in England describe the importance of the school in SEND pupils becoming valued citizens.

[Ms Claire Brundle](#)

UCL, London, United Kingdom

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### 532 Autistic teachers' voices: A new perspective towards the inclusion of autistic students

[Ms Özge Koca](#)

University of Bath, Bath, United Kingdom

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### 181 Resourced Provision in Mainstream Schools to Promote the Education and Inclusion of Students With SEND

[Associate Professor Vasilis Strogilos](#)<sup>1</sup>, Mrs Rebecca Ward<sup>2</sup>

<sup>1</sup>University of Southampton, Southampton, United Kingdom. <sup>2</sup>University of Southampton, Southampton, United Kingdom

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## 9.11 Inclusive strategies for Literacy development

14:20 - 15:50 Thursday, 8th September, 2022

Theme Inclusive Education and SEND

Presentation Type Individual Papers

[Correct as at 09.06.22](#)

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561 An investigation into the potential of audiobooks to encourage a love of reading and reading achievement among learners with barriers to reading acquisition at secondary level, and into the feasibility of their use

Professor Janice Wearmouth<sup>1</sup>, Dr Karen Lindley<sup>1</sup>, Mrs Helen Baker<sup>2</sup>, Mrs Kelly Jacob<sup>2</sup>, Mr Anthony Kemp<sup>3</sup>

<sup>1</sup>University of Bedfordshire, Bedford, United Kingdom. <sup>2</sup>King Edmund School, Rochford, United Kingdom. <sup>3</sup>Calibre Audio, Aylesbury, United Kingdom

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545 Handwriting and typing support in Secondary Schools in England

Prof Anna Barnett<sup>1</sup>, Dr Ruth Nightingale<sup>1</sup>, Ms Karen Gurney<sup>1</sup>, Dr Mellissa Prunty<sup>2</sup>, [Dr Emma Sumner](#)<sup>3</sup>

<sup>1</sup>Oxford Brookes University, Oxford, United Kingdom. <sup>2</sup>Brunel University, London, United Kingdom. <sup>3</sup>UCL Institute of Education, London, United Kingdom

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119 Reading Profiles of Rural Middle Grade Students

[Doctor Johny Daniel](#)<sup>1</sup>, Dr Amy Barth<sup>2</sup>

<sup>1</sup>Durham University, Durham, United Kingdom. <sup>2</sup>Buena Vista University, Storm Lake, USA

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113 Evaluating the Silver Stories programme

[Dr George Koutsouris](#), Ms Tricia Nash, Professor Brahm Norwich

University of Exeter, Exeter, United Kingdom

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## 9.12 My Voice Counts - Students as Solution Generators

14:20 - 15:50 Thursday, 8th September, 2022

Theme Social Justice

Presentation Type Individual Papers

Chair Sheine Peart

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54 Student experiential learning of Talking Mats™: supporting authentic voice and participation

[Doctor Hazel Richards](#)

University of Wolverhampton, Wolverhampton, United Kingdom

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395 The role of co-creation, organising and student voice in narrowing the degree awarding gap

[Dr Amina Razak](#)<sup>1</sup>, Ms Claire Rogerson<sup>2</sup>, Ms Karen Laing<sup>1</sup>, Dr Krystal Douglas-Dodd<sup>1</sup>, Professor Alison Shaw<sup>1</sup>, Professor Liz Todd<sup>1</sup>

<sup>1</sup>Newcastle University, Newcastle, United Kingdom. <sup>2</sup>Citizens UK, Sunderland, United Kingdom

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213 How do young people form their aspirations to higher education?

[Doctor Krystal Douglas-Dodd](#)

Newcastle University, Newcastle upon Tyne, United Kingdom

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268 Schools: a solution to or a source of problems? Young school leavers' affectual accounts of their in-school experiences and their implications for post-16 decision-making and transitions.

[Professor Meg Maguire](#)<sup>1</sup>, Professor Sharon Gewirtz<sup>1</sup>, Dr Sait Bayrakdar<sup>1</sup>, Dr Andrea Laczik<sup>2</sup>, Dr Charlotte Mcpherson<sup>1</sup>, Ms Alice Weavers<sup>1</sup>, Professor Christopher Winch<sup>1</sup>

<sup>1</sup>King's College London, London, United Kingdom. <sup>2</sup>Edge Foundation, London, United Kingdom

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## 9.13 Multiculturalism, curriculum, education and work experiences of migrant communities

14:20 - 15:50 Thursday, 8th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Individual Papers

Chair Nighet Riaz

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95 Sounding right, sounding white: interrogating language, race and curriculum in secondary education

[Doctor Ian Cushing](#)<sup>1</sup>, Mrs Claire Ellis<sup>2</sup>

<sup>1</sup>Edge Hill University, Lancashire, United Kingdom. <sup>2</sup>Haberdashers' Crayford Academy, Crayford, United Kingdom

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210 "We Come Here to Become Human Again, From Migrant to Human Being Again": Community Cultural Wealth in Supplementary Schools

[Ms Julia Steenwegen](#), Prof Noel Clycq, Prof Jan Vanhoof

[Correct as at 09.06.22](#)

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357 Multiculturalism – exploring Banks’ model of multiculturalism to see how British Pakistani students (BPS) are culturally included in schools

Dr Javeria Chaudhry

University of Bedfordshire, Bedford, United Kingdom

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183 Beyond ‘Migration’ and ‘Inclusion’ in Work-Life: Racialisation and Vocational Education and Training.

Professor James Avis<sup>1,2</sup>, Professor Kevin Orr<sup>1</sup>, Professor Paul Warmington<sup>3</sup>

<sup>1</sup>University of Huddersfield, Huddersfield, United Kingdom. <sup>2</sup>University of Derby, Derby, United Kingdom. <sup>3</sup>Independent Researcher, Birmingham, United Kingdom

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#### **9.14 Race and the space in between: Reflections on anti-racist practice in early years settings**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Race, Ethnicity and Education

Presentation Type Symposium

Chair Victoria Bamsey

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140 Race and the space in between: Reflections on anti-racist practice in early years settings

Dr Victoria Bamsey<sup>1</sup>, Dr Lynn McNair<sup>2</sup>, Ms Hattie Campbell<sup>3</sup>, Ms Isabella Vasinova<sup>4</sup>

<sup>1</sup>University of Plymouth, Plymouth, United Kingdom. <sup>2</sup>University of Edinburgh, Edinburgh, United Kingdom. <sup>3</sup>University of East London, London, United Kingdom. <sup>4</sup>Cowgate Under 5's Centre, Edinburgh, United Kingdom

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#### **9.15 Mapping learning environments: Interdisciplinary connections between education, architecture, and design**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Research Methodology in Education

Presentation Type Symposium

Chair Elizabeth de Freitas

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281 Mapping learning environments: Interdisciplinary connections between education, architecture, and design

Dr Laura Trafi-Prats<sup>1</sup>, Prof Elizabeth de Freitas<sup>2</sup>, Dr James Duggan<sup>1</sup>, Miss Isabel McCauley<sup>1</sup>, Mr Benjamin Blackwell<sup>3</sup>, Professor Albená Yaneva<sup>3</sup>, Professor Peter Kraftl<sup>4</sup>

<sup>1</sup>Manchester Metropolitan University, Manchester, United Kingdom. <sup>2</sup>Adelphi University, Long Island, USA. <sup>3</sup>University of Manchester, Manchester, United Kingdom. <sup>4</sup>University of Birmingham, Birmingham, United Kingdom

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#### **9.16 Digital learning in compulsory education: Assessment ; SEND and Cheating**

14:20 - 15:50 Thursday, 8th September, 2022

Theme Educational Technology

Presentation Type Individual Papers

Chair Beng Huat See

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29 ‘We are not cheating. We are helping each other out:’ Cheating, Deviance and Resistance in Egyptian Secondary Education

Mr Hany Zayed

University of Illinois at Urbana Champaign, Urbana, USA

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122 Beyond Emergency Remote Teaching: Can Access to Online Education Enhance SEND Provision?

Dr Sharon Smith

University of Chester, Chester, United Kingdom

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528 The use of technology in supporting formative assessment in the classroom. Does it work in improving pupils’ learning?

Dr Lan Dong<sup>1</sup>, Professor Beng Huat See<sup>1</sup>, Professor Stephen Gorard<sup>2</sup>

<sup>1</sup>Durham University, School of Education, Durham, United Kingdom. <sup>2</sup>Durham University, Durham, United Kingdom

### 9.17 Partnership/ Schools/ Universities and Parents

14:20 - 15:50 Thursday, 8th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair James Reid, Oliver Hooper

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132 How do we prepare teachers to facilitate effective parental engagement? A systematic review

Mrs Catherine Jones

University of Warwick, Coventry, United Kingdom

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384 The value and impact of co-creating processes and training to support the development of effective parental/carer engagement in primary schools and kindergartens in four European countries.

Ms Janet Hetherington<sup>1,2</sup>, Dr Ruth Hudson<sup>3</sup>, Dr Gillian Forrester<sup>3</sup>, Dr Jim Pugh<sup>3</sup>

<sup>1</sup>Birmingham City University, Birmingham, United Kingdom. <sup>2</sup>Create Partnership Trust, Birmingham, United Kingdom.

<sup>3</sup>Staffordshire University, Stoke-on-Trent, United Kingdom

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649 Exploring student teachers' experiences of developing their intercultural pedagogy through active participation and leadership in a global intercultural project.

Mrs Sharon Tonner-Saunders, Mrs Jill Shimi

University of Dundee, Dundee, United Kingdom

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### 9.18 Curriculum/ Assessment/ Pedagogy

14:20 - 15:50 Thursday, 8th September, 2022

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lizana Oberholzer

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138 Exploring the potential of informal learning in music for primary education student teachers.

Dr Anna Mariguddi, Dr Ian Shirley

Edge Hill University, Ormskirk, United Kingdom

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500 Learning to think, perform and act with integrity: does teacher education have a signature pedagogy, and does it matter?

Professor Clare Brooks<sup>1</sup>, Professor Joanna McIntyre<sup>2</sup>, Associate Professor Trevor Mutton<sup>3</sup>

<sup>1</sup>Institute of Education, University College London, London, United Kingdom. <sup>2</sup>University of Nottingham, Nottingham, United Kingdom.

<sup>3</sup>University of Oxford, Oxford, United Kingdom

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487 Teachers' Actions, Dispositions and Decisions underlying their Pedagogical Strategies: A Narrative of Elementary Science Teachers from Pakistan

Dr Sadia Muzaffar Bhutta, Dr Nusrat Fatima Rizvi, Mr Sohail Ahmad

Aga Khan University, Institute for Educational Development, Karachi, Pakistan

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### 9.19 Conceptualising disadvantaged schools and improving their quality across Europe

14:20 - 15:50 Thursday, 8th September, 2022

Theme Educational Effectiveness and Improvement

Presentation Type Symposium

Chair Myrte Van Veldhuizen

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339 Conceptualising disadvantaged schools and improving their quality across Europe

Professor Tanya Ovenden-Hope<sup>1</sup>, Dr Rowena Passy<sup>2</sup>, Dr Myrte Van Veldhuizen<sup>3</sup>, Mrs Eva Anderson-Park<sup>3</sup>, Professor Hermann J.

Abs<sup>3</sup>, Miss Susanne J. Czaja<sup>4</sup>, Miss Franziska S. Proskawetz<sup>3</sup>, Professor Isabell Van Ackeren<sup>3</sup>, Miss Alina Jenke<sup>3</sup>, Professor Esther

Dominique Klein<sup>4</sup>, Dr Philly Iglehart<sup>1</sup>

<sup>1</sup>Plymouth Marjon University, Plymouth, United Kingdom. <sup>2</sup>University of Plymouth, Plymouth, United Kingdom. <sup>3</sup>Universität

Duisburg-Essen, Essen, Germany. <sup>4</sup>Technische Universität Dortmund, Dortmund, Germany

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### 9.20 Mathematics education: future possibilities

14:20 - 15:50 Thursday, 8th September, 2022

Theme Mathematics Education

Correct as at 09.06.22

232 The prevalence and use of textbooks and curriculum resources in primary mathematics in England

Dr Rachel Marks, Dr Nancy Barclay, Dr Alison Barnes

University of Brighton, Brighton, United Kingdom

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550 Investigation of The Effect of Online Stem-based Mathematics Lessons on Eighth Grade Students'  
Spatial Skills

Mr Ozdemir Tiflis

Brunel University London, London, United Kingdom

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381 Pedagogic emancipation: dissonance in mathematics professional development and learning.

Mr Matthew Woodford, Dr Andrew Clapham, Dr Natasha Serret

Nottingham Trent University, Nottingham, United Kingdom

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Close of conference

15:50 - 16:00 Thursday, 8th September, 2022

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