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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

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

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

Ms Annie Padwick, Dr Carol Davenport

Northumbria University, Newcastle, United Kingdom

448 Affirming the individual through the collective: personalising learning

Dr Jo Trowsdale¹, Dr Siobhan Dytham²

¹University of Suffolk, Ipswich, United Kingdom. ²University of Northampton, Northampton, United Kingdom

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

Miss Refika Arabaci

Brunel University London, London, United Kingdom

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

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

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

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

1.4 Creative pedagogies

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

Theme Creativities in Education

Presentation Type Individual Papers

Chair Giuseppe Binetti

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

Dr Giuseppe Binetti
Erasmus University Rotterdam, Rotterdam, Netherlands

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

Mrs Fruzsina Eszes¹, Associate Professor Orsolya Kálmán²
¹Eötvös Loránd University, Faculty of Education and Psychology, Doctoral School of Education, Budapest, Hungary. ²Eötvös Loránd University, Faculty of Education and Psychology, Institute of Education, Budapest, Hungary

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

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

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

Doctor Lisa Mitchell¹, Ms Kerri Kennedy²
¹St. Thomas University, Fredericton, Canada. ²Kawartha-Pineridge District School Board, Peterborough, Canada

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

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

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

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

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

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

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

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

332 The Hidden Lives of Ethics: Beyond the Pragmatics

Professor Mary Wild¹, Dr Carol Brown¹, Dr Sarah Frodsham^{2,1}, Dr Carmel Capewell¹, Dr Patrick Alexander¹, Dr Deb McGregor¹
¹Oxford Brookes University, Oxford, United Kingdom. ²The University of Oxford, Oxford, United Kingdom

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

16 Exploring the student experience of employability including contributory factors.

Mrs Sarah Flanagan
Leeds Trinity University, Leeds, United Kingdom

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

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

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

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

1.9 Reimagining the inclusive university

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

Theme Higher Education

Presentation Type Symposium

Chair Karen Laing

485 Reimagining the inclusive university

Miss Charlotte Boulton¹, Dr Susila Davis², Dr Krystal Douglas-Dodd¹, Dr Annette Hayton³, Dr Samina Khan⁴, Ms Karen Laing¹, Ms Alison Matthews⁴, Dr Maria Pampaka⁵, Professor Kathleen Quinlan⁶, Dr Amina Razak¹, Professor Alison Shaw¹, Mr Dave Thomas⁶, Professor Liz Todd¹

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

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

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

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

Dr Cathryn Knight¹, Professor Tom Crick¹, Dr Zoe Clegg¹, Dr Carmel Conn², Dr Matt Hutt²

¹Swansea University, Swansea, United Kingdom. ²University of South Wales, Cardiff, United Kingdom

387 Classroom exclusions: patterns, practices, and pupil perceptions

Professor Sally Power, Professor Chris Taylor

Cardiff University, Cardiff, United Kingdom

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

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

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

Dr Annie Gowing

University of Melbourne, Melbourne, Australia

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

Dr Ros McLellan¹, Professor Carole Faucher², Professor Venka Simovska³

¹University of Cambridge, Cambridge, United Kingdom. ²University of Edinburgh, Edinburgh, United Kingdom. ³Aarhus University, Aarhus, Denmark

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

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

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-Major¹, Dr Sam Parsons²

¹Exeter University, Exeter, United Kingdom. ²UCL 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

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

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

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

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

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

Miss Shuling Wang
University of Cambridge, Cambridge, United Kingdom

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

Dr Balwant Kaur
University of Derby, Derby, United Kingdom

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

Mr Thiago Bogossian
University of Surrey, Guildford, United Kingdom

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

267 (Equali)ties in school uniform

Dr Rachel Shanks
University of Aberdeen, Aberdeen, United Kingdom

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

Dr Suha Alhothali
University of Jeddah, Jeddah, Saudi Arabia

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

Doctor Craig Johnston
University of Winchester, Winchester, United Kingdom

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

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

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

Dr Helen Hanna¹, Mr Stefan Kucharczyk²

¹University of Manchester, Manchester, United Kingdom. ²University of Sheffield, Sheffield, United Kingdom

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

Assistant Professor Muhibuddin Fadhli¹, Dr Rochmat Aldy Purnomo², Mrs Betaria NAE Hastuti³, Dr Deka Dyah Utami¹, Dr Dominic Mahon⁴, Associate Professor Richard Tomlins⁴, Professor Katherine Wimpenny⁴, Associate Professor Fitri Suraya Mohamad⁵, Dr Nguyen Thi Thom Thom⁶

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

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

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

Dr Robert Gardiner

RNCM, Manchester, United Kingdom

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

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

Mrs Victoria Pendry¹, Dr Andrew Joyce-Gibbons²

¹Institute of Education, University College London, London, United Kingdom. ²Bath Spa University, Bath, United Kingdom

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

Mrs Sarah Seleznyov^{1,2}, Professor Melanie Ehren^{2,3}, Doctor Sui Lin Goei^{2,4}

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

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

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

Dr John O'Sullivan¹, Professor Gerry Mac Ruairc²

¹University College Dublin, Dublin, Ireland. ²NUI Galway, Galway, Ireland

[Correct as at 09.06.22](#)

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

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

569 Educational Leadership and the Social Justice Agency of Headteachers

Mrs Christine Jefferys

London Metropolitan University, London, United Kingdom

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

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

94 Sanctioning ignorance in Global Citizenship Education

Ms Nandini Dutta

Griffith University, Brisbane, Australia

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

Dr Binwei Lu¹, Miss Xin Shao²

¹College of Education, Zhejiang University, Hangzhou, China. ²Institute of Education, University College London, London, United Kingdom

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 Green¹, Dr Jean Mulder², Dr Iain Giblin³

¹Federation University, Melbourne, Australia. ²University of Melbourne, Melbourne, Australia. ³Macquarie University, Sydney, Australia

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

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

Dr David Lundie¹, Professor Olafur Pall Jonsson², Dr Fiona Dineen³, Dr Clionagh Boyle⁴

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

Lunch and exhibition viewing/ Poster viewing

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

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

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

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

Assistant Professor Johnny Daniel¹, Associate Professor Amy Barth², Mr Ethan Ankrum³
¹Durham University, Durham, United Kingdom. ²Buena Vista University, Storm Lake, USA. ³Creighton University, Omaha, USA

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

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

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

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

Assistant Professor Hsu-Chan Kuo¹, Mr Chu-Yang Change¹, Ms TZU-YIN SHEN²
¹National Cheng Kung University, Tainan, Taiwan. ²Wu-Hua Primary School, New Taipei City, Taiwan

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

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

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

362 Implications of group work in language writing for EFL learning

Miss Mehrnoush Emamzadeh
University of Bradford, Bradford, United Kingdom

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

Mr Michael Taylor
University of Glasgow, Glasgow, United Kingdom

435 Roots: Culturally Responsive Computing Teaching for the UK

Dr Sue Sentance¹, Dr Polly Card¹, Dr Hayley Leonard^{2,1}

¹Raspberry Pi Computing Education Research Centre, Cambridge, United Kingdom. ²Raspberry 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 Singh¹, Mrs Sabine Mandl¹, Dr Oliver Koenig¹, Dr Michelle Proyer²
¹Bertha von Suttner Private University, St. Poelten, Austria. ²University 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 reception

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

Theme Early Career Researcher Network

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

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

Professor Mikael Quennerstedt^{1,2}, Dr Ashley Casey³, Mr Andreas Isgren Karlsson⁴, Ms Louise Lindkvist⁵, Mrs Inga Oliynyk⁶, Mrs Runa Westerlund⁵, Mx Anna Rosén⁷

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

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

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

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

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

Dr Stephanie Thomson¹, Professor Meg Maguire²
¹University of Aberdeen, Aberdeen, United Kingdom. ²Kings College London, London, United Kingdom

437 Enriching the curriculum

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

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

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

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

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

Professor Katherine Wimpenny¹, Professor Sylvester Arnab¹, Assistant Professor Fadhli Muhibuddin², Associate Professor Fitri Suraya Mohamad Hapni Joblie³, Associate Professor Thuy Hoang Thi Bich⁴, Dr Richard Tomlins¹, Dr Dominic Mahon¹, Dr Thi Thom Thom Nguyen⁵, Dr Rochmat Aldy Purnomo², Dr Deka Dyah Utami², Dr Betaria Hastuti², Associate Professor Jacey Lynn Minoi³, Assistant Professor Luca Morini¹, Dr Trinh Việt Dũng⁴, Mr Alex Masters¹

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

⁵Vietnam National University, Hanoi, Vietnam

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

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

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 Marchant¹, Dr Lucy Griffiths¹, Professor Tom Crick¹, Associate Professor Richard Fry¹, Dr Joe Hollinghurst¹, Dr Michaela James¹, Dr Laura Cowley², Dr Hoda Abbasizanjani¹, Dr Fatemeh Torabi¹, Dr Dan Thompson¹, Dr Jonathan Kennedy¹, Mr Ashley Akbari¹, Professor Ronan Lyons¹, Professor Sinead Brophy¹

¹Swansea University, Swansea, United Kingdom. ²Public Health Wales, Cardiff, United Kingdom

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, Al Ain, UAE

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

265 21st Century Educational Assessment - Taking Stock

Ms Isabel Nisbet, Mr Stuart Shaw

University of Cambridge, Cambridge, United Kingdom

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

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

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

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

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

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

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

Ms Cristina Santos

Cambridge University, Cambridge, United Kingdom

604 The impact of UTCs, sponsor perspectives

Miss Libby Ford

Bath Spa University, Bath, United Kingdom

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

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

44 Let's talk about consent!

Dr Rachel Payne

Oxford Brookes University, Oxford, United Kingdom

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

Professor Claire Callender^{1,2}, Dr Susila Davis¹

¹UCL Institute of Education, London, United Kingdom. ²Birkbeck, University of London, London, United Kingdom

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

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

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

Dr Ben Whitburn¹, Associate Professor Tim Corcoran¹, Dr Jonathan Vincent², Dr Kevin Ralston³, Dr Anabel Moríña Díez⁴, Ms

Gilda Biagiotti⁴

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

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

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

Dr Helen Lewis¹, Mrs Jill Steel², Dr Donna Carlyle³, Dr Diahann Gallard⁴, Dr Janet Oostendorp-Godfrey¹, Dr Cathryn Knight¹

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

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

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](#)

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

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

Dr Helen Hanna

University of Manchester, Manchester, United Kingdom

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

Dr Pallavi Banerjee¹, Mr Nurullah Eryilmaz²

¹University of Exeter, Exeter, United Kingdom. ²University of Bath, Bath, United Kingdom

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

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

Dr Dorrie Chetty¹, Professor Emeritus Carl Parsons², Dr Richard Race³

¹Westminster University, London, United Kingdom. ²Canterbury Christ Church, Canterbury, United Kingdom. ³Roehampton University, London, United Kingdom

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

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

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

Dr Anna Llewellyn

Durham University, Durham, United Kingdom

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

Dr Karl Kitching

University of Birmingham, Birmingham, United Kingdom

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

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 Hawxwell¹, Dr Jo Albin-Clark¹, Mrs Liz Latta², Dr Julie Ovington³

¹Edge Hill University, Ormskirk, United Kingdom. ²University of Edinburgh, Edinburgh, United Kingdom. ³University of Sunderland, Sunderland, United Kingdom

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

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

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

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

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

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

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

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

273 Metaphors as Critical Reflection for Preservice Teachers

Dr Bethany Rice, Dr Stephanie Moody

Towson University, Towson, USA

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

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

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

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

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

Ms Emily MacLeod

UCL IOE, London, United Kingdom

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

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

Ms Ye (Catherine) Cao

King's College London, London, United Kingdom

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

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

Dr Thomas Quarmby¹, Dr Rachel Sandford², Dr Oliver Hooper², Dr Shirley Gray³

¹Leeds Beckett University, Leeds, United Kingdom. ²Loughborough University, Leicestershire, United Kingdom. ³University of Edinburgh, Edinburgh, United Kingdom

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

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

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

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

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

497 TRAINS: Transition for All Into School.

Doctor Susan Atkinson, Mrs Mandy Pierlejewski

Leeds Beckett University, Leeds, United Kingdom

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

Dr Jacky Tyrie¹, Dr Cathryn Knight¹, Ms Margarida Borrás Batalla²

¹Swansea University, Swansea, United Kingdom. ²Manchester Metropolitan University, Manchester, United Kingdom

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

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

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

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^{1,2}, Professor Joanna McIntyre¹, Dr Jo-Anna Russon¹, Mx Yousef Aleghfeli¹

¹University of Nottingham, Nottingham, United Kingdom. ²University of Oxford, Oxford, United Kingdom

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

Dr Chamunogwa Nyoni¹, Professor Evelyn Garwe², Dr David Monk³, Ms Salomejoy Awidi³, Associate Professor Juliet Thondhlana⁴, Professor Elizabeth Walton⁴, Associate Professor Roda Madziva⁴, Dr Khuthala Mabetha⁵

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

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

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

Professor Andy Goodwyn¹, Dr John Gordon²

[Correct as at 09.06.22](#)

471 Music in English Language Teaching

Ms Anja Stumpf

King's College London, London, United Kingdom

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

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

Dr Sally Riordan

University College London, London, United Kingdom

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

Mr Fergal O'Hanlon¹, Dr Raymond Lynch², Dr Lucy Hearne¹

¹Waterford Institute of Technology, Waterford, Ireland. ²University of Limerick, Limerick, Ireland

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

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

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

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

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

Dr Alison Twiner¹, Dr Patrick Carmichael¹, Dr Peter Dudley², Professor Sara Hennessey², Ms Maria McElroy¹

¹Hughes Hall, University of Cambridge, Cambridge, United Kingdom. ²Faculty of Education, University of Cambridge, Cambridge, United Kingdom

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

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^{1,2}, Professor Jane Ogden², Professor Naomi Winstone²

¹UCL Institute of Education, London, United Kingdom. ²University of Surrey, Guildford, United Kingdom

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 Alcorn¹, Dr Sarah McGeown², Dr Dinah Aitken³, Mx Fergus Murray⁴, Mr Liam Peacock⁵, Professor William Mandy⁶, Professor Sue Fletcher-Watson¹

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

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

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

Assistant Professor Laufey Elisabet Löve

University of Iceland, Reykjavik, Iceland

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

Dr Beate Hellawell¹, Ms Sharon Smith², Ms Julie Wharton³

¹UCL Institute of Education, London, United Kingdom. ²University of Birmingham, Birmingham, United Kingdom. ³University of Winchester, Winchester, United Kingdom

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

204 Community solutions for schooling engagement: Two case studies

Professor Martin Mills^{1,2}, Associate Professor Glenda McGregor³, Associate Professor Stewart Riddle⁴, Dr Angelique Howell¹

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

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

Dr Andrew Clapham

Nottingham Trent University, Nottingham, United Kingdom

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

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

641 Variation in Black students' conceptions of academic support

Associate Professor Mike Mimirinis¹, Dr Anita Ventouris¹, Dr Elina Wright²

¹University of West London, London, United Kingdom. ²University of Oxford, London, United Kingdom

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

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

Mr Dr. des. Stefan T. Siegel¹, Professor Eva Matthes², Professor Gert Biesta³

¹University of St Gallen, St Gallen, Switzerland. ²University of Augsburg, Augsburg, Germany. ³University of Edinburgh, Edinburgh, United Kingdom

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

Professor Jacek Brant

UCL Institute of Education, London, United Kingdom

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

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

450 TAME-ing elective home education

Doctor Richard Davies¹, Doctor Jo Trowsdale²

¹UCLan, Preston, United Kingdom. ²University of Suffolk, Ipswich, United Kingdom

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

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

284 Humanizing Online Higher Education for Initial Teacher Education Students

Dr Lisa Jacka

University of Southern Queensland, Toowoomba, Australia

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

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 Walshe¹, Dr Zoe Moula¹, Dr Elsa Lee²

¹UCL Institute of Education, London, United Kingdom. ²Anglia Ruskin University, Cambridge, United Kingdom

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

Correct as at 09.06.22

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

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

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

Prof Liz Todd¹, Ms Lydia Wysocki¹, Ms Suzanne Butler², Ms Gwen Dalziel², Ms Cathryn Gathercole², Mr Luke Bramhall²

¹Newcastle University, Newcastle, United Kingdom. ²Children North East, Newcastle, United Kingdom

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

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

Mr Jeremiah Adebolaio

University of Worcester, Worcester, United Kingdom

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

Dr Martine Jago

Pepperdine University, Los Angeles, USA

Tea & coffee and exhibition viewing/ Poster viewing

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

John Nisbet Awards

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

Chair Dominic Wyse

In Conversation with... Professor David Olusoga

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

Chair Mhairi Beaton

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

287 School wide systems for education for harmony

Dr Jwalin Patel

University of Cambridge, Cambridge, United Kingdom

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

Miss Margaret Hunnaball

King's College London, London, United Kingdom

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

Ms Anna Orsolya Pongor-Juhász^{1,2,3}, Associate Professor Erika Kopp³

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

²Doctoral School Education, ELTE Eötvös Loránd University, Budapest, Hungary. ³Institute of Education, ELTE Eötvös Loránd University, Budapest, Hungary

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

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

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

Dr Olga Ioannidou¹, Associate Professor Rachel Takriti², Professor Sibel Erduran¹, Associate Professor Najwa Alhosani², Professor Hassan Tairab², Professor Hala Elhoweris², Dr Lindsay Schofield², Mrs Lutfieh Rabbani², Mrs Iman AlAmirah²

¹Oxford University, Oxford, United Kingdom. ²United Arab Emirates University, Al Ain, UAE

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

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](#)

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

Mr Simeon Bates

UWE, Bristol, United Kingdom

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

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 Hatcher¹, Mr Bart Crisp², Professor Philippa Cordingley²

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

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

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

Professor Alison Kington¹, Mr Thomas Weaver¹, Dr Ariel Lindorff², Dr Kathryn Spicksley³, Mr Luke Wilsdon³, Professor Maria Uther³

¹University of Worcester, Worcester, United Kingdom. ²University of Oxford, Oxford, United Kingdom. ³University of Wolverhampton, Wolverhampton, United Kingdom

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

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

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

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

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

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

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

Dr Erin Early¹, Professor Sarah Miller², Dr Laura Dunne², Dr John Moriarty²

¹UCL, London, United Kingdom. ²QUB, Belfast, United Kingdom

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

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

Ms Jane Borgeaud

University of Winchester, Winchester, United Kingdom

652 Immigrants and school achievement levels in the UK

Mr Kalyan Kumar Kameshwara, Mr Nurullah Eryilmaz

University of Bath, Bath, United Kingdom

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

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

Mr Patricio Sanchez-Campos^{1,2}, Associate Professor Elizabeth Nixon¹, Associate Professor Ekaterina Nemkova³, Professor Heidi Winklhofer¹

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

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

Miss Jodie Trotman

University of South Wales, Newport, United Kingdom

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

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

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

Dr Tasneem Amatullah¹, Dr Farah El Zein¹, Dr Ieda Santos¹, Dr Joseph Agbenyaga¹, Dr Othman AbuKhurma¹, Mr Nigel Davis², Professor David Pedder¹

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

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

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

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

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

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

Dr Shakira Akabor
Unisa, Pretoria, South Africa

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

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

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

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

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

Associate Professor Adeela ahmed Shafi¹, Prof Jenny Hill¹, Ms Sian Templeton¹, Mr Tristan Middleton¹, Mr Rick Millican¹,
Professor Mhairi Beaton²

¹University of Gloucestershire, Cheltenham, United Kingdom. ²Leeds Beckett University, Leeds, United Kingdom

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

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

Professor Feyisa Demie¹, Professor Emeritus Carl Parsons², Dr Richard Race³

¹Durham University, Durham, United Kingdom. ²Canterbury University, Canterbury, United Kingdom. ³Roehampton University, London, United Kingdom

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

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

Professor Dennis Francis

Stellenbosch University, Stellenbosch, South Africa

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

Prof Richard Harris¹, Dr Ann Wilson-Daily², Prof Markus Kemmelmeier³, Ms Megan Copsey-Blake¹

¹University of Reading, Reading, United Kingdom. ²University of Barcelona, Barcelona, Spain. ³University of Nevada, Reno, USA

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

4.16 Research

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

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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

Associate Professor Andrew Clapham¹, Professor Linda la Velle², Miss Katie Lonsdale¹, Dr Ruth Richards¹

¹Nottingham Trent University, Nottingham, United Kingdom. ²Bath Spa, Bath, United Kingdom

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

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

Dr Yael Grinshtain¹, Mr Hussein Salman²

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

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

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

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

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

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 Turkan¹, Assistant Professor Seaneen Sloan², Assistant Professor Karen Kerr¹

¹Queen's University Belfast, Belfast, United Kingdom. ²University 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

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

Professor Dalene Swanson¹, Mr Mostafa Gamal¹, Professor Doug Bourn², Dr Jenny Hatley³, Professor Katherine Wimpenny⁴, Dr Sally Findlow⁵

¹University of Stirling, Stirling, United Kingdom. ²UCL, London, United Kingdom. ³Bathspa University, Bath, United Kingdom.

⁴University of Coventry, Coventry, United Kingdom. ⁵Keele University, Keele, United Kingdom

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

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

Doctor Carol Azumah Dennis¹, Ms Lindsay Johnson², Dr Mary Beresford-Dey³, Dr Stella Howden³, Dr Linda Martindale³, Doctor Chris Rolph⁴

¹Open University, Milton Keynes, United Kingdom. ²Manchester Metropolitan University, Manchester, United Kingdom.

³Dundee University, Dundee, United Kingdom. ⁴Nottingham Trent, Nottingham, United Kingdom

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

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

Professor Sally Elton-Chalcraft¹, Dr Tony Bradley², Dr Melissa Jogie³, Dr Rachel Conlon⁴

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

Tea & coffee and exhibition viewing

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

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

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

Professor Vivienne Marie Baumfield

University of Exeter, Exeter, United Kingdom

Lunch and exhibition viewing/ Poster viewing

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

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](#)

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

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

Assistant Professor Johnny Daniel¹, Associate Professor Amy Barth², Mr Ethan Ankrum³

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

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

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

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

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

Assistant Professor Hsu-Chan Kuo¹, Mr Chu-Yang Change¹, Ms TZU-YIN SHEN²

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

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

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

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

362 Implications of group work in language writing for EFL learning

Miss Mehrnoush Emamzadeh

University of Bradford, Bradford, United Kingdom

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

Mr Michael Taylor

University of Glasgow, Glasgow, United Kingdom

435 Roots: Culturally Responsive Computing Teaching for the UK

Dr Sue Sentance¹, Dr Polly Card¹, Dr Hayley Leonard^{2,1}

¹Raspberry Pi Computing Education Research Centre, Cambridge, United Kingdom. ²Raspberry 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 Singh¹, Mrs Sabine Mandl¹, Dr Oliver Koenig¹, Dr Michelle Proyer²
¹Bertha von Suttner Private University, St. Poelten, Austria. ²University 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 Xu¹, Dr Rachel Sandford²
¹University of Nottingham, Nottingham, United Kingdom. ²Loughborough 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^{1,2}, Dr Ashley Casey³, Mrs Karin Andersson⁴, Mrs Maria Howding⁵, Mr Christopher Engdahl¹, Mr Jan Mustell⁴

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

606 Exploring relational children and childhoods through collaging.

Mrs Hannah Hogarth, Ms Mitali Dutta, Ms Joy Cranham

University of Bath, Bath, United Kingdom

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

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

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

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

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

Professor Daisy pillay¹, Professor Kathleen Pithouse-Morgan¹, Associate Professor Inbanathan Naicker¹, Dr Anita Pillay², Dr Lungile Masinga¹, Associate Professor Theresa Chisanga³

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

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

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

Doctor Richard Davies¹, Mx Jo Orlick¹, Doctor Jo Trowsdale², Mr Rory McDonald¹

¹UCLan, Preston, United Kingdom. ²University of Suffolk, Ipswich, United Kingdom

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

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

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

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

603 Education policy making within the ecology of society
Dr Steven Watson¹, Dr Naomi Barnes²
¹Faculty of Education, University of Cambridge, Cambridge, United Kingdom. ²QUT, Brisbane, Australia

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

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

212 A Reflection into the Impact of an Internationalisation Experience Via Digital Platform, Based on the Opinions of Students and Lecturers
Mr Mark Breslin¹, Dr Gabriella Rodolico², Professor Annamaria Mariani³
¹Glasgow, Glasgow, United Kingdom. ²University of Glasgow, Glasgow, United Kingdom. ³University Niccolo’ Cusano, Rome, Italy

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

378 Student perceptions and experiences of the transition to university in Wales during COVID-19
Dr Emma Rawlings Smith¹, Dr Kieran Hodgkin², Dr Nick Young²
¹Bangor University, Bangor, United Kingdom. ²Cardiff Metropolitan University, Cardiff, United Kingdom

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

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

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

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

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

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

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

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

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

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

328 Developing a Living Educational Theory Research Scholarship Group.

Dr Carmel Capewell¹, Dr Marie Huxtable², Dr Jack Whitehead², Dr Alison Fox³

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

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

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

Theme Research Methodology in Education

Correct as at 09.06.22

Presentation Type Symposium

Chair Jo Rose

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

Associate Professor Jo Rose¹, Professor Tim Jay², Associate Professor Janet Goodall³, Associate Professor Laura Mazzoli Smith⁴, Professor Liz Todd⁵

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

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

98 Global Citizenship as a Pedagogy of Hope

Dr Paul Sherman¹, Dr Namrata Sharma², Dr Aamna Pasha³, Prof Douglas Bourn³, Ms Alexis Stones³

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

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

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

Dr Shauna McGill

Ulster University, Coleraine, United Kingdom

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

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

5.18 Mentor

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

Theme Teacher Education and Development

Presentation Type Individual Papers

Chair Lorna Hamilton

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

Dr Luke Jones, Mr Gethin Foulkes

University of Chester, Chester, United Kingdom

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

Professor Caroline Daly¹, Ms Polly Glegg¹, Ms Beth Stiasny¹, Associate Professor Mark Hardman¹, Dr Becky Taylor¹, Ms Claire Pillinger¹, Dr Haira Gandolfi²

¹IOE, UCL's Faculty of Education and Society, London, United Kingdom. ²University 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

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

449 Educating the neoliberal whole child: A Foucauldian analysis.

Dr Bronwen Jones

UCL Institute of Education, London, United Kingdom

66 Decoding Prospectuses: Ideology and Meaning in School Promotional Images

Mr Stuart Bracewell

University of Reading, Reading, United Kingdom

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

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

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

Mrs Claire Mooney¹, Mr Stanley Henry²

¹Trent University, Peterborough, Canada. ²Brock University, St Catharines, Canada

Tea & coffee and exhibition viewing

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

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

184 Practising collaboration in model implementation in Physical Education

Dr Lars Bjørke¹, Dr Ashley Casey²

¹Inland Norway University of Applied Sciences, Elverum, Norway. ²Loughborough University, Loughborough, United Kingdom

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^{1,2}, Dr Kyriaki Makopoulou¹

¹University of Birmingham, Birmingham, United Kingdom. ²Malta 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

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

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

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

461 Playground as a pedagogical approach for curriculum transformation

Doctor Thi Thom Thom Nguyen¹, Doctor Thi Bich Thuy Hoang², Mr Viet Dung Trinh², Associate Professor Fitri Suraya Mohamad³, Dr Rochmat Aldy Purnomo⁴

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

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

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

Dr Karen Forbes, Mr Nicola Morea

University of Cambridge, Cambridge, United Kingdom

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

Professor Dominic Wyse¹, Professor Bas Aarts², Dr Jake Anders³, Ms Alice de Genaro¹, Professor Julie Dockrell¹, Dr Yana Manyukhina¹, Dr Sue Sing¹, Professor Carole Torgerson⁴

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

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

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

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

97 Researching posthumanising creativity: expanding, shifting and disrupting

Associate Professor Kerry Chappell

University of Exeter, Exeter, United Kingdom

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

Ms Donata Puntì

King's College London, London, United Kingdom

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

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

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

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

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

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

Professor Gemma Moss¹, Dr Una O'Connor Bones², Professor Siân Bayne³, Professor David James⁴, Professor Emeritus Ken Jones⁵, Professor Sally Power⁴

¹UCL Institute of Education, London, United Kingdom. ²School of Education, Ulster University, Coleraine, United Kingdom.

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

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

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

Ms Julie Bailey

University of Cambridge, Cambridge, United Kingdom

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

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

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

Mrs Sally Hewlett

University of Bath, Bath, United Kingdom

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

173 Small Schools in contemporary contexts: Developing research agenda

Dr Cath Gristy¹, Dr Carl Bagley², Dr Montserrat Fargas-Malet², Ms Katie Morigi-Eades³, Ms Denise Bryant⁴, Ms Aimee Tinkler⁵, Mr Neil Short⁶

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

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

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 Bamsey¹, Dr Suanne Gibson¹, Dr Yee Ling Lee², Ms Tasnim Jannat²

¹University of Plymouth, Plymouth, United Kingdom. ²Taylors University, Selangor Darul Ehsan, Malaysia

256 Behind the Screen: Online Inclusive Learning in the UAE

Assistant Professor Sarah Benson¹, Associate Professor Nadera AlBorno²

¹University of Birmingham, Dubai, UAE. ²American University of Dubai, Dubai, UAE

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

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

Miss Athanasia Kouroupa¹, Associate Professor Vasiliki Totsika¹, Professor Richard Hastings², Professor Kylie Gray², Associate Professor Glenn Melvin³, Mrs Amanda Allard⁴, Professor Emeritus Bruce Tonge⁵, Associate Professor David Heyne⁶

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

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

Prof Peter Hick¹, Associate Professor Joseph Mintz², Professor Jonathan Glazzard¹, Professor Cathy Lewin³, Professor Stephen Morris³, Dr Katie Hollingworth², Professor Carol Robinson¹

¹Edge Hill University, Ormskirk, United Kingdom. ²University College London, London, United Kingdom. ³Manchester Metropolitan University, Manchester, United Kingdom

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

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

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

Ms Alexa Muse

University of Oxford, Oxford, United Kingdom

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

Dr Yvonne Stewart Findlay

University of Southern Queensland, Toowoomba, Australia

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

Associate Professor Tim Corcoran¹, Professor Kitty te Riele², Associate Professor Julie White³, Associate Professor Alison Baker³, Dr Fiona Macdonald³

¹Deakin University, Melbourne, Australia. ²University of Tasmania, Hobart, Australia. ³Victoria University, Melbourne, Australia

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

67 Decolonizing the curriculum: teacher-researcher's reflections

Ms Jo Byrd, Dr Jack Stothard

University of Derby, Derby, United Kingdom

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

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

Dr Antonina Tereshchenko¹, Ms Alison Wiggins², Dr Olga Cara², Ms Balbir Kaur¹, Ms Claire Pillinger²

¹Brunel University, London, United Kingdom. ²UCL, London, United Kingdom

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

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

Dr Joshua Heyes¹, Dr Jo Sell²

¹Canterbury Christ Church University, Canterbury, United Kingdom. ²University College London, London, United Kingdom

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

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

Dr Alison Fox¹, Dr Carmel Capewell², Ms Francesca McCarthy³, Dr Katie Spicksley⁴, Dr Mabel Encinas⁵

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

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

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

Professor Ann Quennerstedt

Örebro University, Örebro, Sweden

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

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

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

Mrs Mari Jore

The Western Norway University of Applied Sciences, Bergen, Norway

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](#)¹, [Dr Deborah Outhwaite](#)¹, [Dr Jacqueline Bexter](#)¹, [Dr Katharine Jewitt](#)¹, [Dr Alan Floyd](#)², [Dr Kevin Richardson](#)³

¹Open University, Milton Keynes, United Kingdom. ²Reading University, Reading, United Kingdom. ³Nottingham University, Nottingham, United Kingdom

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

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

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](#)¹, [Dr Roselina Arelhi](#)²

¹University of Liverpool, Liverpool, United Kingdom. ²University of Sheffield, Sheffield, United Kingdom

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

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

Conference social event

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

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 Gerdin¹, Associate Professor Katarina Schenker¹, Dr Susanne Linnér¹, Dr Rod Philpot², Associate Professor Katarina Lundin^{1,3}, Associate Professor Wayne Smith², Associate Professor Alan Ovens², Professor Richard Pringle⁴, Dr Laura Alfrey⁴, Associate Professor Amanda Mooney⁵, Professor Chris Hickey⁵, Associate Professor Mats Hordvik⁶, Associate Professor Petter Erik Leirhaug⁶, Associate Professor Ellen Berg⁶, Mr Lars Harald Eide⁶, Associate Professor Ansie Kitching⁷, Mrs Colleen Moodley⁷

¹Linnæus University, Växjö, Sweden. ²University of Auckland, Auckland, New Zealand. ³Lund University, Lund, Sweden.

⁴Monash University, Melbourne, Australia. ⁵Deakin University, Melbourne, Australia. ⁶Norwegian School of Sport Sciences, Oslo, Norway. ⁷University 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 Nichols¹, Associate Professor Michelle Neumann², Dr Hannah Soong¹

¹University of South Australia, Adelaide, Australia. ²Griffith 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

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

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

Dr Sarah Chicken¹, Dr Jacky Tyrie², Dr Cathy Knight², Dr Gisselle tur Porres², Assistant Professor Jane Waters-Davies³, Mrs Tegan Waites⁴, Mrs Anna Westall⁴, Dr Dawn Mannay⁵, Miss Elliie Grout², Mrs Bridget Handley², Dr Jade Parnell², Miss Amy Simpson²

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

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

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

Miss Katherine Gulliver

Plymouth University, Plymouth, United Kingdom

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

503 STEAMing Ahead: Researching Teaching and Learning within Education

Dr Tracey Martin-Milward¹, Ms Clare Fenwick¹, Dr Rachel Payne¹, Dr Esmee Hall², Dr Carmel Capewell¹, Dr Sarah Frodsham^{1,3}, Prof Deb McGregor¹

¹Oxford Brookes University, Oxford, United Kingdom. ²University of Exeter, Exeter, United Kingdom. ³The University of Oxford, Oxford, United Kingdom

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

169 Moving bodies in shifting fields

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

Manchester Metropolitan University, Manchester, United Kingdom

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

110 Meta-Talk for Meta-Thinking: Preliminary Findings

Dr Sally Ann Jones

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

[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

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

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 Węgorowski

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

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

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

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

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

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

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

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

Miss Rosanna Wilson¹, Dr Edward Sellman², Professor Stephen Joseph¹

¹University of Nottingham, Nottingham, United Kingdom. ²University of Nottingham, NOTTINGHAM, United Kingdom

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

Dr Alison Pearson

University of Exeter, Exeter, United Kingdom

7.12 Gender, Learning and Difference

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

Theme Social Justice

Presentation Type Individual Papers

Chair Sheine Peart

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

Miss Xiaou Hong

The University of Hong Kong, Hong Kong, China

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

Dr Gulsah Kutuk¹, Associate Professor Vander Viana¹, Dr Aisling O'Boyle²

¹University of East Anglia, Norwich, United Kingdom. ²Queen's University Belfast, Belfast, United Kingdom

[Correct as at 09.06.22](#)

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

Ms Svenja von Dietze¹, Professor Timothy Teo¹, Dr Anabela Malpique², Dr Sian Chapman¹

¹Murdoch University, Perth, Australia. ²Edith Cowan University, Perth, Australia

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

Dr Jessica Hamer¹, Dr Peter Kemp¹, Dr Billy Wong², Ms Megan Copsey-Blake¹

¹King's College London, London, United Kingdom. ²University of Reading, Reading, United Kingdom

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

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

Dr Alison Davies¹, Dr Karamat Iqbal², Dr Richard Race³

¹Open University, Milton Keynes, United Kingdom. ²Forward Partnership Organisation, Birmingham, United Kingdom.

³Roehampton University, London, United Kingdom

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

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

Ms Lucy Hunt^{1,2}, Professor Joanna McIntyre¹, Dr Jo-Anna Russon¹, Mx Yousef Aleghfeli¹

¹University of Nottingham, Nottingham, United Kingdom. ²University of Oxford, Oxford, United Kingdom

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

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

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

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

130 The 'excellent teacher'; a degree of quality or economic principle?

Dr Sander de Kock

Onderwijsgroep Tilburg, Tilburg, Netherlands

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

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

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

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

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

598 Communities of Learning for shared professional learning and development: Critical conversations about partnership working in teacher education

Doctor catherine Cjones¹, Mrs lisa taylor¹, Mrs linda Davidge-Smith¹, Mrs Nicola Rees², Mrs Sarah Cook³, Mrs Ceri Johnson⁴, Mrs Rhian Evans⁵, Mrs Rachel Ford⁶, Mrs Claire McCarthy⁷, Mrs Sue Webb⁸

¹University of South Wales, Newport, United Kingdom. ²Risca Primary School, Newport, United Kingdom. ³Rhiwsyrdafydd School, Caerphilly, United Kingdom. ⁴Blenheim Road Confederation, Cwmbran, United Kingdom. ⁵Ysgol Casnewydd, Newport, United Kingdom. ⁶Glan Usk School, Newport, United Kingdom. ⁷Gaer Primary School, Newport, United Kingdom. ⁸Eveswell School, Newport, United Kingdom

462 Developing support for teaching placements: a case study from one university in England

Associate Professor Jan Georgeson¹, Dr Alison Egan², Dr Elena Revyakina³, Mr James Bettany¹, Ms Cara Baer¹, Ms Jacklyn Barry¹, Ms Claudia Blandon¹

¹University of Plymouth, Plymouth, United Kingdom. ²Marino Institute of Education, Dublin, Ireland. ³University College of Teacher Education, Vienna, Austria

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

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

413 Telling stories: co-creating children's narratives of flood impacts for climate change education

Mrs Katie Parsons¹, Dr Alison Lloyd Williams², Mrs Sarah Harris³, Mrs Sophie Harris⁴, Ms Maddie Griffiths³

¹University of Hull, Hull, United Kingdom. ²University of Lancaster, Lancaster, United Kingdom. ³Withernsea High School, Withernsea, United Kingdom. ⁴Winston Churchill High School, Woking, United Kingdom

392 You and CO2 - Effecting behavioural change through climate change education in secondary school students

Dr Jennifer Rudd¹, Dr Lyle Skains², Dr Helen Ross³, Dr Ruth Horry¹

¹Swansea University, Swansea, United Kingdom. ²Bournemouth University, Bournemouth, United Kingdom. ³Helen's Place Educational Consultancy, Trowbridge, United Kingdom

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

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

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

60 From on-campus to online: International students' experiences of academia during the pandemic

Dr Cristina Costa¹, Dr Huaping Li²

¹Durham University, Durham, United Kingdom. ²Shanghai normal university, Shanghai, China

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

396 Managing disagreement and conflict in education

Prof Sally Elton-Chalcraft¹, Dr Edda Sant Obiols², Dr Jane McDonnell², Dr Karen Pashby², Dr David Menendez Alvarez-Hevia³, Ms Rebekah Ackroyd¹, Ms Esther Cummins⁴

¹University of Cumbria, Lancaster, United Kingdom. ²Manchester Metropolitan University, Manchester, United Kingdom.

³Universidad de Oviedo, Oviedo, Spain. ⁴Leeds Beckett University, Leeds, United Kingdom

Tea & coffee and exhibition viewing

10:35 - 10:55 Thursday, 8th September, 2022

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

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

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

82 Busier, happier and good(er) – 40 years on from “busy, happy, and good” as success in teaching PE
Professor Mikael Quennerstedt^{1,2}, Dr Dillon Landi³, Dr Ashley Casey⁴

¹Inland University of Applied Sciences, Elverum, Norway. ²Örebro University, Örebro, Sweden. ³University of Strathclyde, Glasgow, United Kingdom. ⁴Loughborough university, Loughborough, United Kingdom

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

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

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

254 Acumenous or Inquisitional? Towards a New Theoretical Lens within Games Learning.

Dr Souad Slyman

Goldsmiths, University of London, London, United Kingdom

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

508 Interrogating the catchphrase ‘a culture of reading’: a discursive and decolonial analysis of its use over two decades

Ms Claire Biesman¹, Associate Professor Kerryn Dixon²

¹University of the Witwatersrand, Johannesburg, South Africa. ²University of Nottingham, Nottingham, United Kingdom

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

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

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

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

251 Online collaborative cellphilmaking for diversity: An arts-based approach in the university classroom

Associate Professor Hiroko Hara

Prefectural University of Kumamoto, Kumamoto, Japan

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

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

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

282 A Collective Biography of the Curriculum of Learning at Home During the COVID-19 Pandemic

Associate Professor Zheng Zhang¹, Professor Rachel Heydon¹, Dr Le Chen², Ms Lisa Floyd¹, Dr Hanaa Ghannoum³, Dr Susan Ibdah¹, Assistant Professor Ayman Massouti⁴, Dr Jeff Shen⁵, Mr Hisham Swesi¹, Dr Emma Cooper⁶

¹Western University, London, Canada. ²University of Toronto, Toronto, Canada. ³Peace Within Home, Dubai, UAE. ⁴Abu Dhabi University, Dubai, UAE. ⁵Cobomax Academy, London, Canada. ⁶University of Stirling, Stirling, United Kingdom

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

209 Beyond 'Good' Governance: Co-constructing the Developmental Maturity Matrix for Further Education Sector Governance.

Dr Andrew Clapham¹, Mr Mark Axler¹, Ms Fiona Chalk², Mr Simon Feneley-Lamb³

¹Nottingham Trent University, Nottingham, United Kingdom. ²Governance4FE, Nottingham, United Kingdom. ³Skills and Education Group, Nottingham, United Kingdom

164 Understanding practices of UK college governing: rethinking strategy and accountability

Professor David James¹, Dr Gary Husband²

¹Cardiff University, Cardiff, United Kingdom. ²Stirling University, Stirling, United Kingdom

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

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

585 Schools in a post- COVID world: supporting children's social and emotional needs

Dr Angeliki Kallitsoglou¹, Mrs Evren Morgül¹, Mrs Pamela-Zoe Topalli², Professor Cecilia, A. Essau¹

¹University of Roehampton, London, United Kingdom. ²University of Turku, Turku, Finland

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

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

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

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

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

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

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

347 'Humour opens the door to conversations': the employment of comedy as a tool for social change for young disabled people

Dr Marie Caslin¹, Mr Harry Georgiou², Ms Charlene Davies³, Ms Sarah Spoor⁴

¹Liverpool Hope University, Liverpool, United Kingdom. ²6% and rising, Liverpool, United Kingdom. ³Comedy Trust, Liverpool, United Kingdom. ⁴Sandfield Park School, Liverpool, United Kingdom

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

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

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

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 Pennacchia¹, Dr Andrew Malcolm², Dr Craig Johnston³

¹Nottingham Trent University, Nottingham, United Kingdom. ²University of Bedfordshire, Luton, United Kingdom. ³University of Winchester, Winchester, United Kingdom

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

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

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

400 Celebrating Cultural Democracy – Global Youth Arts Programs

Dr Frances Howard

Nottingham Trent University, Nottingham, United Kingdom

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

133 Temporally Embedded Phenomena: Beginning Teachers' Agentive Achievements During Induction.

Dr Dan O'Sullivan

University College Cork, Cork, Ireland

323 Teacher Preparation in the Middle: A Comparison of DR Congo and Angola

Dr Kathleen Malu¹, Professor Joseph Kaleba Walingene², Professor Délcio Tweuhanda³

¹William Paterson University, Wayne, USA. ²Institut Supérieur Pédagogique de Bukavu, Bukavu, Congo, the Democratic Republic of the. ³Instituto Superior De Ciências Da Educação Da Huíla, Huíla, Angola

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

526 The Disappearing Identity of the Teacher Educator

Dr Bethany Kelly

University of Buckingham, Buckingham, United Kingdom

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

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

87 How do women in Australian secondary schools experience middle leadership?

Dr Pauline Thompson, Associate Professor Helen Stokes

The University of Melbourne, Melbourne, Australia

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

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

439 What are 'Lead Practitioners' and what exactly do they lead?

Professor Andy Goodwyn

University of Bedfordshire, Bedford, United Kingdom

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

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

468 Enacting Citizenship through Emotions: Teachers' Perspectives and Strategies

Ms Emma Carey Brummer, Professor Noel Clycq

University of Antwerp, Antwerp, Belgium

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

406 Blue Spaces and the Visualising of Seascapes: Duoethnographic Encounters in Higher Education

Associate Professor Mark Leather¹, Professor TA Loeffler²

¹Plymouth Marjon University, Plymouth, United Kingdom. ²Memorial University Newfoundland, St Johns, Canada

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

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

518 Exploring Cynefin - Being in Place

Dr Dylan Adams

Cardiff Met. University, Cardiff, United Kingdom

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

430 Children and Young People's Perspectives on and Experiences of COVID-19 in Global Contexts

Doctor Kate Hoskins¹, Doctor Junqing Zhai², Doctor Yuwei Xu³, Doctor Jie Gao⁴, Ms Thu Thu⁴, Dr Simone Datzberger⁴, Dr Jenny Parkes⁴, Doctor Erika Jiménez⁵, Doctor Sadiyya Haffeejee⁶, Professor Panos Vostanis⁷, Dr Michelle O'Reilly⁷, Professor Effie Lai-Chong Law⁸, Dr Seyda Erucar⁹

¹Brunel University London, Uxbridge, United Kingdom. ²Zhejiang University, Hangzhou, China. ³University of Nottingham, Nottingham, United Kingdom. ⁴UCL, London, United Kingdom. ⁵Queens University, Belfast, United Kingdom. ⁶University 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

592 Not going out : Combining synchronous and asynchronous online learning activities to support doctoral students in their research

Dr Alison Cullinane¹, Prof Deb McGregor², Dr Sarah Frodsham^{2,1}, Dr Liam Guilfoyle¹, Dr Judith Hillier¹

¹The University of Oxford, Oxford, United Kingdom. ²Oxford Brookes University, Oxford, United Kingdom

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

513 'Opportunities and challenges of a third space in emergency remote school teaching'

Dr David Johnston¹, Dr Mark Carver², Dr Rachel Shanks¹, Mrs Katrina Foy¹, Mrs Aloyise Mulligan¹

¹University of Aberdeen, Aberdeen, United Kingdom. ²University of Strathclyde, Glasgow, United Kingdom

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

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 Murray¹, Dr Kate Noble², Mrs Caroline Smith³, Mrs Catherine Heath³, Mr Darren Smith⁴, Mrs Anna Carter⁴, Mr David Meechan⁵, Dr Rebecca Aberton⁶

¹University of Northampton, Northampton, United Kingdom. ²The Fitzwilliam Museum, Cambridge, United Kingdom. ³The National Gallery, London, United Kingdom. ⁴NPAT, Northampton, United Kingdom. ⁵University of Wolverhampton, Wolverhampton, United Kingdom. ⁶Coventry University, Coventry, United Kingdom

447 Developing a model for educating confident, creative, competent learners

Dr Jo Trowsdale

University of Suffolk, Ipswich, United Kingdom

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

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

376 Pedagogy of Possibility: Teaching an Anthropological Perspective across Political Divide

Dr Deborah Golden

University of Haifa, Haifa, Israel

514 The role of research in higher education and research assessment: an international comparative study

Correct as at 09.06.22

Professor Alis Oancea¹, [Dr James Robson](#)¹, Dr Gemma Derrick², Dr Xin Xu¹

¹University of Oxford, Oxford, United Kingdom. ²University of Bristol, Bristol, United Kingdom

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

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

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

394 Examining Collaborative Learning Structures and Diversity of Multicultural Learning Experiences in a Service-Learning Programme during the pandemic

[Associate Professor Fitri Suraya Mohamad](#)¹, Dr Florianna Michael¹, Dr Farah Zaini¹, Associate Professor Jacey Lynn Minoi¹,

[Professor Katherine Wimpenny](#)², Professor Sylvester Arnab², Dr Leonard Lim¹, Dr Aazani Mujahid¹

¹Universiti Malaysia Sarawak, Kota Samarahan, Malaysia. ²Coventry University, Coventry, United Kingdom

515 Stories of research and methodological naivety

[Ms Kerry Scattergood](#)^{1,2}, [Ms Francine Warren](#)^{3,2,4}

¹Solihull College University Centre, Solihull, United Kingdom. ²University of Sunderland, Sunderland, United Kingdom.

³University Centre Calderdale College, Halifax, United Kingdom. ⁴University of Huddersfield, Huddersfield, United Kingdom

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

131 Inclusive education teacher educators: Knowledge, identity and agency

[Professor Elizabeth Walton](#)

University of Nottingham, Nottingham, United Kingdom

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

532 Autistic teachers' voices: A new perspective towards the inclusion of autistic students

[Ms Özge Koca](#)

University of Bath, Bath, United Kingdom

181 Resourced Provision in Mainstream Schools to Promote the Education and Inclusion of Students With SEND

[Associate Professor Vasilis Strogilos](#)¹, Mrs Rebecca Ward²

¹University of Southampton, Southampton, United Kingdom. ²University of Southampton, Southampton, United Kingdom

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](#)

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 Wearmouth¹, Dr Karen Lindley¹, Mrs Helen Baker², Mrs Kelly Jacob², Mr Anthony Kemp³

¹University of Bedfordshire, Bedford, United Kingdom. ²King Edmund School, Rochford, United Kingdom. ³Calibre Audio, Aylesbury, United Kingdom

545 Handwriting and typing support in Secondary Schools in England

Prof Anna Barnett¹, Dr Ruth Nightingale¹, Ms Karen Gurney¹, Dr Mellissa Prunty², Dr Emma Sumner³

¹Oxford Brookes University, Oxford, United Kingdom. ²Brunel University, London, United Kingdom. ³UCL Institute of Education, London, United Kingdom

119 Reading Profiles of Rural Middle Grade Students

Doctor Johny Daniel¹, Dr Amy Barth²

¹Durham University, Durham, United Kingdom. ²Buena Vista University, Storm Lake, USA

113 Evaluating the Silver Stories programme

Dr George Koutsouris, Ms Tricia Nash, Professor Brahm Norwich

University of Exeter, Exeter, United Kingdom

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

54 Student experiential learning of Talking Mats™: supporting authentic voice and participation

Doctor Hazel Richards

University of Wolverhampton, Wolverhampton, United Kingdom

395 The role of co-creation, organising and student voice in narrowing the degree awarding gap

Dr Amina Razak¹, Ms Claire Rogerson², Ms Karen Laing¹, Dr Krystal Douglas-Dodd¹, Professor Alison Shaw¹, Professor Liz Todd¹

¹Newcastle University, Newcastle, United Kingdom. ²Citizens UK, Sunderland, United Kingdom

213 How do young people form their aspirations to higher education?

Doctor Krystal Douglas-Dodd

Newcastle University, Newcastle upon Tyne, United Kingdom

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 Maguire¹, Professor Sharon Gewirtz¹, Dr Sait Bayrakdar¹, Dr Andrea Laczik², Dr Charlotte Mcpherson¹, Ms Alice Weavers¹, Professor Christopher Winch¹

¹King's College London, London, United Kingdom. ²Edge Foundation, London, United Kingdom

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

95 Sounding right, sounding white: interrogating language, race and curriculum in secondary education

Doctor Ian Cushing¹, Mrs Claire Ellis²

¹Edge Hill University, Lancashire, United Kingdom. ²Haberdashers' Crayford Academy, Crayford, United Kingdom

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](#)

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

183 Beyond ‘Migration’ and ‘Inclusion’ in Work-Life: Racialisation and Vocational Education and Training.

Professor James Avis^{1,2}, Professor Kevin Orr¹, Professor Paul Warmington³

¹University of Huddersfield, Huddersfield, United Kingdom. ²University of Derby, Derby, United Kingdom. ³Independent Researcher, Birmingham, United Kingdom

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

140 Race and the space in between: Reflections on anti-racist practice in early years settings

Dr Victoria Bamsey¹, Dr Lynn McNair², Ms Hattie Campbell³, Ms Isabella Vasinova⁴

¹University of Plymouth, Plymouth, United Kingdom. ²University of Edinburgh, Edinburgh, United Kingdom. ³University of East London, London, United Kingdom. ⁴Cowgate Under 5's Centre, Edinburgh, United Kingdom

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

281 Mapping learning environments: Interdisciplinary connections between education, architecture, and design

Dr Laura Trafi-Prats¹, Prof Elizabeth de Freitas², Dr James Duggan¹, Miss Isabel McCauley¹, Mr Benjamin Blackwell³, Professor Albená Yaneva³, Professor Peter Kraftl⁴

¹Manchester Metropolitan University, Manchester, United Kingdom. ²Adelphi University, Long Island, USA. ³University of Manchester, Manchester, United Kingdom. ⁴University of Birmingham, Birmingham, United Kingdom

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

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

122 Beyond Emergency Remote Teaching: Can Access to Online Education Enhance SEND Provision?

Dr Sharon Smith

University of Chester, Chester, United Kingdom

528 The use of technology in supporting formative assessment in the classroom. Does it work in improving pupils’ learning?

Dr Lan Dong¹, Professor Beng Huat See¹, Professor Stephen Gorard²

¹Durham University, School of Education, Durham, United Kingdom. ²Durham 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

132 How do we prepare teachers to facilitate effective parental engagement? A systematic review

Mrs Catherine Jones

University of Warwick, Coventry, United Kingdom

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^{1,2}, Dr Ruth Hudson³, Dr Gillian Forrester³, Dr Jim Pugh³

¹Birmingham City University, Birmingham, United Kingdom. ²Create Partnership Trust, Birmingham, United Kingdom.

³Staffordshire University, Stoke-on-Trent, United Kingdom

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

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

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

500 Learning to think, perform and act with integrity: does teacher education have a signature pedagogy, and does it matter?

Professor Clare Brooks¹, Professor Joanna McIntyre², Associate Professor Trevor Mutton³

¹Institute of Education, University College London, London, United Kingdom. ²University of Nottingham, Nottingham, United Kingdom. ³University of Oxford, Oxford, United Kingdom

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

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

339 Conceptualising disadvantaged schools and improving their quality across Europe

Professor Tanya Ovenden-Hope¹, Dr Rowena Passy², Dr Myrte Van Veldhuizen³, Mrs Eva Anderson-Park³, Professor Hermann J. Abs³, Miss Susanne J. Czaja⁴, Miss Franziska S. Proskawetz³, Professor Isabell Van Ackeren³, Miss Alina Jenke³, Professor Esther Dominique Klein⁴, Dr Philly Iglehart¹

¹Plymouth Marjon University, Plymouth, United Kingdom. ²University of Plymouth, Plymouth, United Kingdom. ³Universität Duisburg-Essen, Essen, Germany. ⁴Technische Universität Dortmund, Dortmund, Germany

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

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

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

Close of conference
15:50 - 16:00 Thursday, 8th September, 2022
