ESSL Graduate School Conference

22nd March 2017

Shape Your World

The Graduate School in the Faculty of Education, Social Sciences and Law aims to promote an interdisciplinary doctoral research environment across the four Schools in the Faculty:

> School of Sociology and Social Policy (SSP)
>
> School of Politics and International Studies (POLIS)
>
> School of Education
>
> School of Law

The ESSL Graduate School is also an administrative structure supporting the work of the four Schools in relation to postgraduate research. It works closely with staff in Schools, in particular with Postgraduate Administrators and Postgraduate Research Tutors (PGRTs), to discuss and implement policies and initiatives in support of PhD researchers in the Faculty. It also works with central offices in the University and oversees scholarship processes, and is involved in doctoral research training. The Graduate School also oversees research training and the overall research environment across the Faculty.

> For further information   http://graduate.essl.leeds.ac.uk/about/
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Mr Stuart Lister, Director ESSL Graduate School.

As Director of Postgraduate Research Studies in the Faculty it is my great pleasure to welcome you to this year's ESSL Graduate School Conference. The conference has run annually since 2008, and provides an important platform for us to celebrate the intellectual diversity and academic excellence of postgraduate research within the Faculty.

We have over 300 postgraduate researchers (PGRs) studying for a research degree in the Faculty of Education, Social Science and Law, who bring a wide range of disciplinary and interdisciplinary perspectives, as well as methodological innovations, to their studies. So I hope that you are able to take the opportunity afforded by the conference to mingle with each other, share your experiences of doing research, and gain something, perhaps intellectually, perhaps emotionally, from learning about each other's studies and the challenges and opportunities that they present. Most of all I hope that you all have a rewarding and enjoyable day!

Finally, I would like to extend my thanks to the organising committee of PGRs and to Elisa Coati, the Graduate School Manger, whom have expertly and diligently brought the proceedings of the day together.

Conference agenda – Liberty Building – Room G32

9:00-9:30   Registration and Coffee

9:30-9:40   Introduction

Mr Stuart Lister, Faculty Director of Graduate Studies.

9:40-10:20   Panel 1:   Environment, Development, Education.

Chair: Shareefa Fadhel

Shaping the Mind: Exploring the Evolution of Newly Qualified Teachers' Cognition.

Zuraidah Ismail, School of Education.

A Sustainable Approach to Insolvency Law.

Oriana Casasola, School of Law.

10:20-10:25 Comfort Break

10:25-11:25 Panel 2:   Equality, Gender, Disability, Poverty.

Chair: Cristine Tjong

Representation and community customs in Nunavut.

Alex Norman, School of Politics and International Studies.

Shaping my World: Trajectory of Female Academics in a Developing Context.

Rumana Hossain, School of Education.

'Sometimes I can't Take it Anymore': a Longitudinal Multiple Case Study into Issues of Russian-speaking Pupils in English Primary Schools.

Olena Gundarina, School of Education.

11:25-11:45 Coffee break

11:45-12:45   Keynote Speaker

> Chair: LaTonia Siler-Holloman

The politics, pitfalls and rewards of research impact: researching stop and search in Scotland.

> **Dr Kath Murray**, University of Edinburgh.

12:45-13:45   LUNCH

13:45-14:30   Panel 3:   Justice, Work, Community.

> Chair: Marcello Sacco

Borders and Boundaries: Theorising the Impact of Negrophobia and Anti-Blackness in Poland.

> **Bolaji Balogun**, School of Sociology and Social Policy.

'SELLING' TEACHING: How Initial Teacher Training Marketing Shapes the Professional Identity of Trainee Teachers.

> **Katherine Ingham**, School of Education.

14:30-14:45   Coffee break

14:45-15:30   Panel 4:   Responsibility, Cooperation, Growth.

> Chair: Victoria Pattinson

International Criminal Justice and the Phenomenon of Fugitives: Making the Case for Trials in Absentia.

> **Ilaria Zavoli**, School of Law.

'A World Free of Fear and Violence'? R2P and the Sustainable Development Goals.

> **Ben Willis**, School of Politics and International Studies.

15:30-15:40 Closing Remarks

> **Prof Anthea Hucklesby**, Faculty Pro-Dean for Research and Innovation.

The Conference organising committee

Hye-in Chung, School of law.

The topic of my thesis is "Sentencing decision-making in cases of serious sexual offences in South Korea". The purpose of my doctoral research is to examine sentencing decision-making in cases involving sexual offences to understand the differences between the rhetoric and the actual approach of sentencing law. By exploring the factors and influences that are taken into consideration in sentencing serious sexual offences; and analysing judicial practitioners' perspectives on sentencing decision in these cases, this research aims to provide a better understanding of sentencing practice in South Korea.
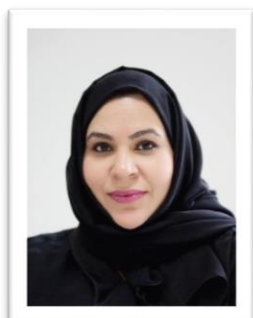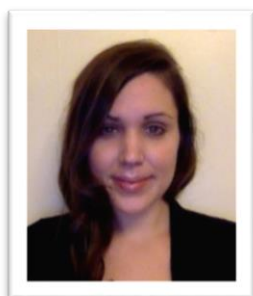
Shareefa Fadhel, School of Sociology and Social Policy.

My main focus is on women empowerment and leadership development. My research is based on the Sustainable Development Goals (SDGs) and the role of women in the global sustainability agenda in bringing social change to communities and economies. I am keen to bridge the academic-practitioner gap on women empowerment. An accomplished entrepreneur, and visionary and creative leader with a history of pioneering new programs and opportunities among women in the GCC. Nominated by Arabian Business as one of the "Top 100 Powerful Arab Women" for 2014.

Theognosia Michailidou, School of Education.

My specialization is in Mathematics Education. The provisional title of my research study is "Non-mathematics majors doing statistics: Factors behind their performance". The main consideration guiding my research work is to get an insight and understanding into students' experiences when undertaking a statistics course offered at tertiary institutions in Cyprus. A mixed-methods research design has been employed. The potential contribution of the study is to benefit the development of statistics education and offer implications and recommendations for teaching and learning statistics.

Victoria W. Pattinson, School of Sociology and Social Policy.

Situated within the disciplines of social policy and disability studies, my research critically considers how educational programmes facilitate opportunities for individuals with disabilities to learn how to respond to violence. Using a realist approach, a mixed method evaluation will be conducted of one such programme in Massachusetts, United States. This will assess understandings of participants' vulnerability and means of facilitating opportunities for participants to empower themselves to respond to violence.

The Conference organising committee

Marcello Sacco, School of Law.

Human rights are my broad interest whereas the implementation of the CRPD is the specific topic on which I am researching. I obtained my MA in International Studies *Cum Laude* last July, at the University of Siena. Actually, I am very glad and proud to be part of the University of Leeds community. Here, the high quality of education is accompanied by a deep sense of commitment, of which this conference is only one example. I am strongly grateful of the opportunity to learn how dealing with such effort and I hope to have satisfied the expectations of my colleagues.

LaTonia 'Toni' Siler-Holloman, School of Sociology and Social Policy.

Supervised by Drs. Shirley Tate and Shona Hunter. She earned an MA in Sociology & Management from the University of Essex and a BA in Sociology from North Carolina Agricultural & Technical State University (US). She frequently draws on her public, private, and voluntary sector employment experiences for her research which include interests in minority higher education and racial labour management. Toni's current work, Scholars or sharecroppers?, will critically examine the historical and contemporary labour of Black male faculty in the American higher education system.

Cristine Natalia Tjong, School of Politics and International Studies.

I came to Leeds in September 2016 with a vague idea of Brexit only to realize that such topic is too broad and unsuitable for a PhD work. Being looked after by two amazing supervisors – Dr Charlie Dannreuther and Dr Victoria Honeyman – I am now focusing more in the pivotal role of national identity in regional integration, in regards of Britain's relationship with the European Union in hope to build a new approach, if not theory, of disintegration as an outlook of the thesis.

Elisa Coati, Graduate School Coordinator.

Elisa's role supports the work of the Director of Postgraduate Research Studies, coordinates work across the four Schools, and liaises with central offices in the University. Elisa is also the coordinator for Leeds of the White Rose Doctoral Training Centre/Partnership.

Elisa is based in the Social Sciences Building, room 11.15

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Abstracts

Panel 1 - Environment, Development, Education.

Shaping the mind: exploring the evolution of newly qualified teachers' cognition.

Zuraidah Ismail, School of Education.

There is substantial national concern about the language proficiency of English teachers particularly at primary level in Malaysia. Institutes of Teacher Education (ITEs) have been given sole responsibility for providing initial training for such teachers through their   Bachelor of Teaching Programme in Teaching English as a Second Language. Their task has been complicated by the fact that the primary school curriculum changed shortly after the first intake of trainee teachers were admitted and it is unclear what the new curriculum means; and also the generally poor language abilities of primary trainee teachers entering the programme. The aim of this qualitative study is to explore the evolution of newly qualified teachers' beliefs about teaching and learning during their first year of teaching. Data was gathered from skype interviews, classroom observations and stimulated recall interviews throughout the participants' first year of teaching. This study presents the results of the evolving thoughts of four newly qualified teachers. The data were analysed using both manually and Nvivo, a qualitative data analysis software. The findings suggested that each individual teacher possess an individuals' unique teaching practices and there are relatively distinctive reactions towards their first year teaching experiences. Thus, this implies that we need to recognise teachers as individual based on the context. This study hopes to add to the body of knowledge regarding the appropriacy of pre-service training courses for teachers teaching in public schools, where research in this area is so far limited. The potential impacts of the study include developing support systems for newly qualified teachers and enhancing the curriculum structure, content and pedagogy in pre-service English Language teacher education.

Abstracts

Panel 1 - Environment, Development, Education.

A Sustainable Approach to Insolvency Law.

Oriana Casasola, School of Law.

Insolvency law traditionally encompasses an idea of disruption as it deals with the winding-up of a company that is unable to pay his debt. However, in the last few decades a more sustainable scope of insolvency has arisen. An increasing number of legal systems are providing insolvency procedures that seek to rescue or restructure at rescuing or restructuring a company in distress. Moreover, the European Union has recently addressed the topic of rescuing proceedings. First, the European commission emanated the 'Recommendation on a new approach to business failure and insolvency'. Second, it included the rescuing proceedings in the scope of application of the 'Recast Regulation amending Council Regulation (EC) (No. 1346/2000) on Insolvency Proceedings'. Third, in December 2016, the European Commission presented a proposal for a 'Directive on preventive restructuring frameworks, second chance and measures to increase the efficiency of restructuring, insolvency and discharge procedures'.

This work aims to give an overview of the restructuring and rescuing scope of insolvency law in light of the recent European legislative developments. In particular, the work seeks to explain the meaning of 'restructuring proceedings' and 'second chance' in the European Insolvency framework. Moreover, it aims to highlight the relevance of the rescuing approach at an international level, particularly in the light of the 2030 Agenda for Sustainable Development adopted at in 2015. Finally, the work underlines the importance of the recently proposed directive in relation to the European Insolvency System and the implications for the internal market, taking into consideration its possible drawbacks.

The research has a twofold doctrinal impact. On the one hand, the work seeks to divulgate the concepts of restructuring proceedings and second chance to a general audience. On the other hand, the research aims to contribute to the analysis of the Directive on restructuring proceedings highlighting the possible conflicts with the European Insolvency framework.

Abstracts

Panel 2 - Equality, Gender, Disability, Poverty.

Representation and community customs in Nunavut.

Alex Norman, School of Politics and International Studies.

Representation is sometimes overlooked as a key concept in political science, even if representative democracy has been a central feature of democratic regimes since the 18th century. Representation is presented by some, like Condorcet or Madison, as expanding the spectrum of democracy. In her book *The concept of Representation* Pitkin mentions four modes of representation and defines it as making those absent, present. Two of them are often opposed: descriptive and substantives, concerning the integration of marginalised groups. Descriptive representation suggests that representatives must 'mirror' their constituents in order to represent their interest. Substantive representation argues that the aspect of the representative can be disregarded as long as she or he represents the interest of every group. Those issues are central in multicultural countries with various communities like Canada where there is a clear demarcation between three nations: English speaking, French speaking and the native Canadian. The indigenous people in Canada have been struggling with recognition and engaging with institutions at national and a provincial level for a long time. However the Inuits community in Northwestern Territory and Nunavut enjoys a relative autonomy. Moreover, their institutional arrangement allows the integration of their own traditions *Inuit Qaujimajatuqangit* within their legislature. That integration transforms the legislative assembly as a medium of representation in itself. Indeed, it allows a community to relate with an institution by integrating ancestral traditions in its features. My paper is looking specifically at the case of Nunavut and its Legislative Assembly where the Westminster tradition has integrated parts of the Inuits' traditions in the framework of the legislature. The purpose of my work would be to acknowledge other forms of democracy and could point out how different views on democracy can influence in the design of an institution and to figure out if communities can see an institution as vector of representation by itself.

Abstracts

Panel 2 - Equality, Gender, Disability, Poverty.

Shaping my World: Trajectory of Female Academics in a Developing Context.

Rumana Hossain, School of Education.

The current trend in academia seems to place men and women on the same grounds and establish roughly equal salaries for them at similar ranks. Bangladesh, a developing country conforms to this trend and has made considerable progress in advancement of women. Yet, the general belief still persists that working in academia suit women better as they are less demanding than 9-5 corporate jobs. Data show that there has been progress in thoughts but advancement in career is still slower for women than for men in all professions including academia. The reasons might be that the barely visible small disparities like overrating men and underrating women accumulate over time and push women at a disadvantage (Valian, 2005).

One of the Sustainable Development Goals of the United Nations *Gender Equality and Women Empowerment*, the emphasis has been on ensuring women's full and effective participation and providing equal opportunities for leadership at all levels. In reality even the promotion of shared responsibility within the household and recognition of women's' paid and unpaid jobs seems to be looming large. In my study, I have come up with trajectories of women in academia that validates the enormous emotional and societal pressure they face in taking professional decisions and the consequences of these decisions on their family lives.

This paper is part of my PhD project where I have tried to gather on the experience of academics in higher education on return from study abroad. Multiple narratives have been gathered from a total of 35 interviewees (12 female) and analysed through NVIVO. The narratives of the academics have been complemented by semi-structured interviews of the stakeholders. It is expected that my study would be able to give voice to the academics. Also it would act as a valuable document for the policymakers to identify the areas that need immediate action for future development in the higher education sector.

Abstracts

Panel 2 - Equality, Gender, Disability, Poverty.

"Sometimes I can't take it anymore": a longitudinal multiple case study into issues of Russian-speaking pupils in English primary schools.

Olena Gundarina, School of Education.

Keywords: language learning (LL), English as an additional language, linguistic minority pupils, Key Stage 2.

This paper discusses the preliminary findings of a PhD enquiry into the Russian-speaking linguistic minority pupils' experiences in England, the nature and implications of their personality development and language learning motivation issues they face at Key Stage 2. Research into this area is pertinent to schools given the percentage of newly-arrived EAL students with Russian as first language in the UK primary schools has nearly tripled in just 8 years (from 3,511 pupils to 9,722 pupils) (Department for Education, 2016). The following research question provides a focus for this enquiry - How does the experience of being a Russian-speaking pupil in a second language school environment co-affect personality development and LL motivation?

The research potential associated with this enquiry is that it considers possible constraints and opportunities confronting the children. As seen in other migrant children studies initial immersion in a foreign language environment may result in frustration, anxiety, linguistic barriers in classroom culture (Conteh, 2012; 2003; Wu et al. 2011; Oznobishin and Kurman, 2009; Conteh, et al., 2007), especially if learners have had 'a traumatic past, with little or no prior education' (Pim, 2012, p. 1). Conversely, such immersion is a way to self-formation and contributes to academic achievement (cf. Strand et al., 2015; Marginson, 2013; Motti-Stefanidi and Masten, 2013).

The methodology comprises an interpretive paradigm employing a qualitative multiple case study research approach with embedded ethnography and interviews with creative techniques emphasizing the importance of seeing a pupil as an 'expert' in his or her life treating them with 'equality, insight and respect' (Christensen and James, 2008, p. 3). The study's significance is that it could contribute to an understanding of the place and influence of Russian-speaking migrant pupils as well as other linguistic minority groups in the diverse cultural realities (Holliday, 2011) of the classrooms in England.

Abstracts

Keynote speaker

The politics, pitfalls and rewards of research impact: researching stop and search in Scotland.

Dr Kath Murray, University of Edinburgh.

The rise of mass stop and search in Scotland is a remarkable phenomenon, albeit one that until recently, mostly passed unnoticed. In 2014, an open-access report published by the Scottish Centre for Crime and Justice Research showed for the first time that recorded search rates in Scotland far outstripped those in England and Wales, that most recorded searches lacked a legal basis, and that searches disproportionately targeted white teenagers. The report generated a slew of headlines and sparked a controversy that, within two years, led to major legislative and legal reform. Drawing on these events, this paper examines the processes and politics of research impact. The paper discusses some of the tensions involved, particularly when research findings are difficult or challenging, how impact can nonetheless be negotiated, and some of the pitfalls and rewards along the way.

Biography

Dr Kath Murray is an independent policing and criminal justice researcher. Her research interests include police regulation, accountability and the post-war history of Scottish policing. In 2016, she was awarded the ESRC and Sage Publishing Outstanding Early Career Impact prize for her research on stop and search.

Murray, K. (2017) 'Why have we funded this research?': On politics, research and newsmaking criminology, Criminology and Criminal Justice (advance online publication).

Available at: http://journals.sagepub.com/doi/full/10.1177/1748895816685766

Abstracts

Panel 3 - Justice, Work, Community.

Borders and Boundaries: Theorising the Impact of Negrophobia and Anti-Blackness in Poland.

Bolaji Balogun, School of Sociology and Social Policy.

In the current age of terrorism, Trumpism, mass migration and Brexit, the argument to maintain a specific national identity is now on the rise. The re-emergence of questions of identity, ethnicity, nationalism, who belongs here and who does not, called for engagement with the meaning of identity in the modern world, inside and outside Europe. As regards, in contemporary Polish society, the question of identity has racial implications as race and racism still capitalize on "colour which is one of the most telling metonymies of race" and serve as "the instrument of a new objectification of differences" (Balibar, 2005: 28). This pattern of racialization shows high level of intolerance in Poland that leads to different forms of discrimination and xenophobic attitudes that tend to depict Poland as an exclusive state.

Unchallenged discriminatory practices and poor record on racial equality make Poland an interesting case. In 2010, the European Union Commission referred Poland to the EU Court of Justice for failing to implement, among other anti-discriminatory legislations, EU rules that prohibit discrimination on race and ethnicity (EU Commission, 2010). In the same year, Poland elected its first black Member of Parliament. It was something unusual and still uncommon in Central Eastern Europe, and indicates a shift in the pattern of racialization in Poland.

The focus of this presentation is to explore the impact of racialization on migrants from the Middle East and Africa in Poland. How is the notion of blackness racialized in Poland? What is responsible for the identity problem of the racialized groups and what are the roles of governmental policies in the exacerbation of racialization in Poland? It is hoped that the outcome of this interrogation would expand discourses on migration, differentiation and identity in Poland.

Abstracts

Panel 3 - Justice, Work, Community.

'SELLING' TEACHING: How Initial Teacher Training marketing shapes the professional identity of trainee teachers.

Katherine Ingham, School of Education.

The aims of this research project stem from a professional desire to understand individuals' choice of School Centred Initial Teacher Training [SCITT] route, and the impact that the marketing discourse has on their perception of the teaching profession and their training course.

This project draws upon the work commissioned by the Department for Education looking at the current 'customer journey' for applicants to Initial Teacher Training [ITT]. By reviewing the SCITT 'offer' as presented in ITT Providers' marketing, and unpicking trainees' perceptions of the teaching profession, the research hopes to uncover the impact on teachers' developing professional identities.

The project draws upon the literature of interpretive phenomenology and critical discourse analysis to frame the research's approach to individual and collective interpretation of meaning. The underlying assumption is that there is a degree of shared perception amongst trainees around why the SCITT route is 'best'.

The research design is planned over several stages, starting with a documentary analysis of SCITT Providers' published marketing materials, to provide a framework for the language, concepts and tone used to represent the teaching profession and the SCITT route. This would be followed by participant focus groups to probe current SCITT trainees' understandings of teaching and their ITT course. The final stage will use the marketing materials as stimulus for individual interviews with trainees on how their perception of the profession, and their place within it, have developed over time.

It is not the intention of the research to necessarily explain trainees' behaviour or infer any direct causality between individual values and SCITT provider attributes. The intended outcome is to provide a reflective account to inform the considered creation of future marketing materials for ITT providers.

Abstracts

Panel 4 - Responsibility, Cooperation, Growth.

International Criminal Justice and the Phenomenon of Fugitives: Making the Case for Trials In Absentia.

Ilaria Zavoli, School of Law.

To date, modern international society has experienced numerous changes in terms of the number of international crimes committed, the perpetrators involved and their capacity to avoid prosecution. However, the responses provided by International Criminal Justice are often inadequate and international criminal tribunals cannot try the individuals that are at large because the traditional approach is to suspend the proceeding until the accused show up or are arrested. This paper considers the question of the prosecution of international crimes when the accused are on the run, pointing out the necessity to change the procedural rules of international criminal tribunals, allowing trials in absentia (i.e. in the accused's absence).

First, the analysis focuses on the changes that have occurred in the international society, especially in relation to the increased number of international crimes committed and to the challenges arising for their prosecution in a globalized world. Here the author discusses some of the new issues faced by international criminal tribunals.

Second, attention is given to the traditional suspension of international criminal proceedings when the accused are absent and the lack of procedural alternatives to it. It is discussed whether this choice fulfils the objectives of modern International Criminal Justice.

Finally, the author proposes some procedural changes for international criminal tribunals, arguing for the possibility to conduct trials in absentia. These can be useful alternative procedures when the criminal proceeding would be otherwise halted due to the defendant's absence. It is posited that, given a set of procedural safeguards, trials in absentia are acceptable and they are compatible with the system of International Criminal Justice, fulfilling both goals of prosecuting crimes and protecting the rights of the accused.

Impact

This research will have an impact on the way of dealing with the phenomenon of fugitives in International Criminal Justice, proposing a valid procedural solution and seeking to 'shape' the world of international criminal tribunals.

Abstracts

Panel 4 - Responsibility, Cooperation, Growth.

'A World Free of Fear and Violence'? R2P and the Sustainable Development Goals.

Ben Willis, School of Politics and International Studies.

In contrast to the prior Millennium Development Goals, the 2030 Agenda for Sustainable Development has explicitly identified 'Peace' as one of its five key underlying themes. This acknowledgment of the direct causal relationship between conflict and underdevelopment is given particular voice through Sustainable Development Goal 16, which contains an array of highly ambitious measurable targets in order to 'promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels'. This presentation narrows the focus somewhat by looking to one particular aspect of intrastate violence that intersects with the 2030 Agenda, and which the international community has increasingly sought to address in recent decades - the commission of mass atrocity crimes (an umbrella term for genocide, war crimes, ethnic cleansing, and crimes against humanity).

Drawing on initial project research, the first part will discuss the principle of the Responsibility to Protect (R2P) as the dominant political framework for preventing and addressing these core crimes of international concern. This developing framework entails not only the protection responsibilities held by host states towards their own populations, but also the positive duties owed by members of the international community towards strangers beyond their own borders. These duties include both the provision of assistance to states in meeting their obligations, and - more controversially - through ensuring timely and decisive action in cases of manifest failure by national authorities. The second part of the presentation will then touch on the specific case of North Korea, long regarded as one of the worst human rights violators in the world. The case will be used to explore some of the key policy concerns impacting on the international community's efforts to advance the human protection agenda in recalcitrant states.

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