

Challenges in Research Methodology



RSEC 2019
University of Leeds

13th Research Students' Education Conference
2nd April 2019

University House, University of Leeds



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Welcome

The University of Leeds Research Students' Education Conference (RSEC) Organising Committee is pleased to welcome you to RSEC 2019! This is our 13th annual conference.

The conference provides the opportunity for research students to present different aspects of their research experience in a friendly and supportive atmosphere, and receive valuable feedback from experienced academic staff and the attendees.

This year our conference theme is "Challenges in research methodology".

As a conference organised by students for students, the aim is to provide a platform for the Education Postgraduate Research community to come together to share their common interests and listen to leading academic researchers. This year, students have the opportunity to share their approaches and experiences relating to research methodology. Before deciding on the conference theme, we distributed a survey to postgraduate researchers and found that interest in and around research methodology was high. As a result, and with the tremendous support of the student community, we have put together a conference programme that reflects the interests of the postgraduate community.

This year's conference agenda presents a wide range of research methods including some aspects not directly related to the field of education. This is a deliberate step taken with the intention of sharing common challenges and approaches but from different fields of knowledge in order to share common challenges and different solutions that may transfer across disciplines.

We have taken a slightly different approach from previous conferences in that we have a keynote presentation by a leading academic, a student-led workshop, and a poster display with the opportunity to hold informal discussions with their authors over the lunch break.

The RSEC 2019 Organising Committee is delighted to welcome Dr. Morag Thow from Glasgow Caledonian University. Dr. Thow's keynote will draw on her extensive experience of supervising research students and focus on the health and wellbeing of students undertaking research projects.

For our second keynote session we welcome Helen Ireland and Roselyn Masamha, both PGRs at the University of Leeds, who will share their research approaches and lead an interactive workshop in which students can share their challenges and experiences of research methodology in practice.

During the lunch break, we are also holding two informal sessions where students can view posters and talk to the authors about their research projects – over a sandwich and cup of tea!

We would like to express our sincere gratitude to all of the students who have volunteered to present their research at the conference. We trust this will be a valuable experience to share and discuss their work with other students within a collegiate and supportive environment. And last but not least, a very special thanks to Dr. Aisha Walker for all her help and support in bringing this conference to life.

We hope you all have an enjoyable and informative experience and cordially invite you to attend the reception at the end of the day!

RSEC 2019 Organising Committee

RSEC 2019
University of Leeds



Dr Aisha Walker
Director of Postgraduate Research Studies



RSEC 2019 Organising Committee



Parinita Shetty

1st year doctoral student

Research interests:

Children's Literature, Online Fan
Communities, Critical Literacy,
Intersectionality



Giorgia Faraoni

1st year doctoral student

Research interests:

Language Learning and Teaching,
Beliefs and Self-Concept in Learners,
the Study Abroad Experience



Michael Walker

3rd year doctoral student

Research interests:

Educational Assessment and
Education Policy



Amal Basheikh

2nd year doctoral student

Research interests:

Technology Enhanced Language
Learning and Learner Autonomy

Keynote One Speaker



Morag Thow
PhD, BSc, Dip PE, MBE

How To Look After Yourself While Being A Researcher

Having supervised a number of PhD/doctorate students, I have an insight into the personal and academic commitment required to complete research and a PhD/doctorate. In addition, drawing on my research, primarily in the health sciences for over 24 years, I hope this session will help you think about your own health and protect and perhaps improve your health while on the journey of doing your research.

Many issues contribute to our physical and psychosocial health. I will not cover them all, but I will focus on the main ones that you have control over so that you can influence your health.

All the best with your academic journey and I hope this session helps you in your research.

A healthy mind in a healthy body!!

About Morag Thow

Morag was a physiotherapy lecturer specialising in cardiac rehabilitation at Glasgow Caledonian University for over 24 years. She has written three books on cardiac rehabilitation and one on staying healthy at work. She also regularly writes journal articles on cardiac rehabilitation and was a member of the SIGN (Scottish Intercollegiate Guidelines Network) group for Cardiac Rehabilitation. She is a member of the British Association for Cardiovascular Prevention and Rehabilitation (BACPR) and the Cardiac Rehabilitation Interest Group Scotland.

Keynote Two Presenters



Helen Ireland

Part-time EdD student
at the University of Leeds



Roselyn Masamha

Part-time EdD student
at the University of Leeds

Challenges In Research Methodology: An Interactive Workshop

Helen and Roselyn will facilitate an interactive workshop centred on the conference theme, “Challenges of research methodology”. The workshop seeks to discuss the understandings of research methodology and research methods, the differences between these two concepts, and how awareness of these two elements is vital in addressing research questions and for knowledge acquisition. As current Doctor of Education researchers at the University of Leeds, Helen and Roselyn will share their research methodologies before inviting delegates to briefly discuss their studies and methodological challenges they may have experienced. The workshop aims to facilitate a greater insight into research methodology through colleagues discussing their own research and appreciating other researchers’ methodological journeys and challenges.

About Helen Ireland

Helen is a part-time Doctor of Education (EdD) student at the University of Leeds. Helen is exploring how professionalism is understood, developed and assessed during the pre-registration pharmacist training placement from a range of perspectives including: the General Pharmaceutical Council, service users (patients), pre-registration pharmacist trainees and pre-registration tutors. Helen uses interpretative paradigm approach and qualitative methods to explore the understandings of professionalism. Helen's research proposes how professionalism develops, the role patients have in professionalism learning/assessment and suggests factors that may affect the rate of professionalism development. Helen is hoping to complete her doctorate in 2019!

Helen is also a practicing pharmacist within the NHS and has been the South West regional pre-registration pharmacist training lead since 2009. Helen's research has a direct and an increasingly relevant impact on pre-registration training placement design, pharmacist educational policy and avenues for further pharmacy workforce development research.

About Roselyn Masamha

Roselyn is a part-time Doctor of Education (EdD) student at the University of Leeds and a Lecturer in Learning Disabilities Nursing at the University of Hull. Roselyn also hopes to complete this year! Roselyn's research has her own experience central to it and in addition, the experiences of 6 participants as a case study exploring the experiences of Zimbabwean nurses who undertook their nursing education in the UK. Roselyn uses a non-traditional research methodology that enables her to take on the dual role of both participant as well as researcher with her own experiences forming part of the data for analysis.

The research explores entanglements of the teaching and learning exchange in the context of postcolonial dynamics. Through the participant accounts, the research exposes and interrogates the implications of a migrant status in UK education and makes contributions to the call to decolonise the academy.

13 th Research Students' Education Conference (RSEC) Programme		
09:00 – 09:30	Registration and Refreshments Little Woodhouse	
09:30 – 09:45	Welcome Address Dr. Aisha Walker Great Woodhouse	
09:45 – 10:45	Keynote Address One: Dr. Morag Thow <i>How To Look After Yourself While Being A Researcher</i> Great Woodhouse	
10:45 – 11:00	Break and Refreshments Little Woodhouse	
	Parallel Session 1	
	Great Woodhouse	Beech Grove Room
11:00 – 11:20	<i>Methodological Challenges In Ethnographic Research With Children</i> Ambika Kapoor University of Leeds	<i>Food Visioning For The Future: A Methodological Approach To Strategic Planning With Arctic Communities</i> Melanie Flynn University of Leeds
11:25 – 11:45	<i>Becoming a Teacher; the Challenges of Reflection</i> Katherine Ingham University of Leeds	<i>Teaching EFL to Learners with ADHD in Algeria</i> Bennama Nour El Houda University of Leeds
11:50 – 12:10	<i>Metaphor Use in Chinese English Majors' Argumentative Writing: Challenges in Metaphor Identification and Stimulated Recall Interviews</i> Qiuyun Lu University of Leeds	<i>A Critical Rationale for Employing the Sequential Explanatory Mixed-Methods Design in Language Teaching and Learning Research</i> Achmad Farid University of Leeds
12:15 – 12:35	<i>Research as a Dialogue: A Case Study of Russian Academic Sojourners' Voice Trajectories in the UK</i> Alena Ryazanova University of Leeds	<i>Challenges in the Methodology Relating to Photovoice</i> Sarah Cobbe University of Leeds
12:35 – 13:35	Lunch & Poster Exhibition Little Woodhouse	

13:35 – 14:35	Keynote Presentation Two: Helen Ireland and Roselyn Masamha <i>Challenges In Research Methodology: An Interactive Workshop</i> Great Woodhouse	
	Parallel Session 2	
	Great Woodhouse	Beech Grove Room
14:40 – 15:00	<i>Whose Voices? Examining the Roles of Children in Early Years Research</i> <i>Jessica Breese</i> University of Sheffield	<i>Do Incentives Lead to ‘Good’ Outcomes? Learnings/Challenges from Transport Sector</i> <i>Tahera Mayat</i> University of Leeds
15:00 – 15:10	Comfort Break	
15:10 – 15:30	<i>(hybrid) Content Analysis: A Reflection on Challenges</i> <i>Fereshte Goshtasbpour</i> University of Leeds	<i>Methodological Challenges Associated with Conducting Studies in Deaf Communities in Ghana</i> <i>Daniel Fobi</i> University of Leeds
15:35 – 15:55	<i>Using Mixed Methods to Evaluate an Intervention Used in the Teaching of Pharmaceutical Calculations to First Year Pharmacy Students</i> <i>Elizabeth Horncastle</i> University of Leeds	<i>Factors Associated with Mathematics Attainment: A Comparative Psychometric Study of Turkey, England and Japan</i> <i>Tevfik Can Karabiyik</i> University of Leeds
16:00 – 16:10	Presentation of Certificates and Closing Remarks	
16:10 – 17:00	Wine Reception Little Woodhouse	

Poster Presentation Schedule

Poster presenters will be available to discuss their posters in two sessions over the lunch break in Little Woodhouse.

Session 1 will begin at 12:50 until 13:00 and Session 2 at 13:10 until 13:20

Session 1 12:50 to 13:00	<i>A Critical Evaluation of the Professional Development Programmes In-Service For Novice Science Teachers: Omani Stakeholders' Perspective</i>	<i>Sulaiman Al Jamoudi</i> University of Leeds
Session 1 12:50 to 13:00	<i>Overcoming Barriers: Interviewing Participants with Special Educational Needs</i>	<i>Kimberley Fisher</i> University of Leeds
Session 1 12:50 to 13:00	<i>Examining the Relationship Between L1 Fluency, L2 Fluency and Working Memory Capacity in Dialogic Performance</i>	<i>Nada Alsheehri</i> University of Leeds
Session 2 13:10 to 13:20	<i>A Methodological Design to Credibly Understand a School Community's Tablet-Mediated, Creative Musical Activity System</i>	<i>Ben Evans</i> University of Leeds
Session 2 13:10 to 13:20	<i>Low Reading Self-Efficacy and School Connectedness During the Primary to Secondary School Transition. A Collaborative and Comparative Research Project with Young People</i>	<i>Joanne Callaghan</i> University of Leeds
Session 2 13:10 to 13:20	<i>How Can Maker Education Impact on Children's Emotional Well-Being?</i>	<i>Claire Garside</i> Leeds University

Presentation Abstract

Title	<i>Methodological Challenges In Ethnographic Research With Children</i>
Room: Great Woodhouse Time: 11:00 – 11:20	
Name	Ambika Kapoor
University	University of Leeds
Email	A.kapoor16@leeds.ac.uk
Supervisor(s)	Dr. James Simpson and Dr. Hayley Davies
Abstract	<p>This presentation draws on research entitled ‘Children’s experience of hardships and risk in an indigenous community in Chhattisgarh, India’. It is an ethnographic enquiry into children’s everyday lives that aims to understand how children engage with hardships and risk in their everyday experience, and negotiate their agency through relationships, material worlds and space.</p> <p>The study, conducted with five key participants between the ages of 6-12 and their families, is based in the realm of the new social studies of childhood, looking at hardships and risk from children’s own perspectives (James and Prout, 1997). To capture the various elements of children’s daily life, I used an ethnographic approach. I explored their lives and experiences through observations, conversations, drawings and photographs which further helped carry forth conversations around themes relevant to them. These observations and conversations took place in their homes, neighbourhood, school, fields and during walks, where boundaries between the home and the neighbourhood and sometimes even the school were blurred.</p> <p>This presentation highlights the challenges with ethnography as a method. Due to the obvious difference in size, hierarchy and power it was difficult as an adult ethnographer to ‘pass’ as a child (Fine, 1987) and my socio-economic location e.g. being from a city and a gendered adult, also had an influence. Further I discuss specific challenges of the visual method of data collection, which included drawing and photographs. Throughout the research, I used a reflexive approach (Hammersley and Atkinson, 2007), reflecting on my position and its relational construction; negotiating my role and status as a researcher and used reflexivity in the research method.</p> <p><i>Key words: new social studies of childhood, ethnography, research methods, reflexivity</i></p> <p>References:</p> <p>James, A. and Prout, A. eds. 1997. Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood. London: Falmer</p>

	<p>Press.</p> <p>Fine, G. A. 1987. <i>With the Boys</i>. Chicago University Press: Chicago</p> <p>Hammersley, M., and Atkinson, P. 2007. <i>Ethnography: principles in practice</i>. London: Routledge.</p>
Bio	<p>Ambika was awarded her Bachelor's and Master's degrees in Human Development and Childhood Studies, by the University of Delhi, India. She later worked for a few years at the Centre for Equity Studies (New Delhi), as a researcher with the learning and resource centre for street children and later conducted research on the implementation of a government scheme for children (Integrated Child Development Scheme) across six states in India. She was also associated with a few other organisations working on issues of education and policies related to children in India.</p>

Presentation Abstract

Title	<i>Food Visioning For The Future: A Methodological Approach To Strategic Planning With Arctic Communities</i>
Room: Beech Grove Room Time: 11:00 – 11:20	
Name	Melanie Flynn
University	University of Leeds
Email	Gy08mjf@leeds.ac.uk
Supervisor(s)	Professor James D. Ford and Professor Suraje Dessai
Abstract	<p>The participatory scenario planning approach is seeing increased use in climate change adaptation planning globally, and is believed to identify locally appropriate adaptation options, increase social learning and allow for the inclusion of different knowledge systems, including technical, local and Indigenous knowledge systems.</p> <p>This presentation outlines an ongoing collaborative research project between the University of Leeds and Nunatsiavut Government where the participatory scenario planning approach is being used to create a regional food security plan. Nunatsiavut is an Arctic Inuit region on the east coast of Canada, food insecurity in the region is high at 59.3%, around five times higher than Canada's national average.</p> <p>This research project involves a series of participatory scenario planning workshops held in each of the Arctic communities and at a regional level to define what food security means for the residents of Nunatsiavut, to identify strengths and challenges in each community and to create a desired future vision of food security in the face of rapid social and ecological change.</p> <p>This presentation provides an overview of the visioning process and will provide some provisional results of the evaluation component of the project to identify the advantages and challenges of using participatory scenario planning for community-based planning in Arctic regions.</p>
Bio	Melanie is a PhD student working with Indigenous communities in the Arctic to explore culturally appropriate ways to plan for and adapt to climate change. Her research interests include knowledge co-production, effective adaptation, participatory methods and usable science.

Presentation Abstract

Title	<i>Becoming a Teacher; the Challenges of Reflection</i>
Room: Great Woodhouse Time: 11:25 – 11:45	
Name	Katherine Ingham
University	University of Leeds
Email	k.a.ingham@leeds.ac.uk
Supervisor(s)	Dr. Gary Chambers and Dr. Michael Wilson
Abstract	<p>The process of becoming a teacher in England sees individuals progress from a potential candidate for initial teacher training [ITT], to an applicant, to an offer holder, and eventually a trainee. The Department for Education's latest Teacher Recruitment and Retention Strategy notes, "The ITT market is overly complex," making it a challenge to navigate this process for new applicants to the profession.</p> <p>This presentation reports on an EdD research project that looks at how applicants made choices about their ITT pathway. The research uses a case study of a School Centred Initial Teacher Training [SCITT] provider. A methodological choice was made to focus on current trainees, asking them to reflect on their experiences of application.</p> <p>Three initial focus groups were conducted to explore key themes and eight follow-up interviews were conducted to provide in-depth reflections from trainees on their experiences. The project is now being written up.</p> <p>The reflective nature of the data has allowed for greater insight into the process of application to ITT. However, this approach has also presented methodological challenges in relation to trainees' recall of their experiences and the potential for confirmation bias.</p> <p>The intended outcomes of the research are to: understand the key factors people consider when choosing their ITT training pathway, and the participants' recruitment journeys; question the role of marketing for initial teacher training; and challenge whether we can assume that applicants are making an informed choice when they apply for ITT programmes.</p>

Bio	Katherine joined the School of Education in 2015 to manage the Teacher Education Partnership, having started her career as a Secondary Mathematics Teacher with Teach First. During the week she is the Portfolio Manager for the University of Leeds, based in the Business Change team. On the weekends she is studying part-time for a Doctorate in Education (EdD). Her thesis is focused on the marketing of initial teacher training and the recruitment of teachers.
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Presentation Abstract

Title	<i>Teaching EFL to Learners with ADHD in Algeria</i>
Room: Beech Grove Room Time: 11:25 – 11:45	
Name	Bennama Nour El Houda
University	University of Leeds
Email	ednehb@leeds.ac.uk
Supervisor(s)	Dr. Yvonne Griffiths and Dr. Mohammed Javad Ahmadian
Abstract	<p>Teaching English as a foreign/second language has become a major challenge for many teachers trying to recognise the appropriate methods that can meet students' needs. Therefore, teaching EFL is more critical when it comes to learners with special needs, particularly attention disorder. Researchers revealed that mainstream schools struggle to provide adequate support for children with special needs. Although teachers were advocates of inclusion, they were unprepared to have students with disruptive behaviour in the classroom (Idol, 2006). EFL teachers' inability to deal with students with learning difficulties was attributed to the lack of training and support (Pokrivčáková, 2015). In this vein, Sweeney (2007) highlighted the significant role of special schools for disabled learners, especially those whose needs could not be covered in general education. Given these facts, this doctoral project aims to investigate the issue of teaching EFL to learners with ADHD in Algeria.</p> <p>The study attempts to find out how students with ADHD behave in the classroom, identify teaching methods used to manage their disruptive behaviour, and evaluate the educational program incorporated to help them achieve their full potential. A descriptive design through which interviews, observations and document analysis will be conducted. Based on findings of the study, special schools might be recommended as an additional option to support inclusive education in primary and middle sectors in Algeria.</p> <p>The methodological challenges the researcher might encounter are related to participants and how to guarantee access to special schools in Algeria. Also, because research questions and methods evolve over time, it is a challenge to keep them bound up together.</p> <p>References:</p>

	<p>Pokrivčáková, S. et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs: e-textbook for foreign language teachers. Nitra: Constantine the Philosopher University. 128 p.ISBN 978-80-558-0941-0.</p> <p>Sweeney, Sandra M., "The Strengths and Weaknesses of Segregated School Settings" (2007). Education Masters. Paper 269.</p>
Bio	<p>BENNAMA Nour El Houda is a PhD student within the School of Education, University of Leeds. Nour is interested in special education in an EFL context. Nour completed her BA and MA studies in Algeria. Before starting her doctoral research, Nour was enrolled in a PhD preparatory program at Canterbury Christ Church University for six months. This was an opportunity to expand her knowledge in the chosen field of interest.</p>

Presentation Abstract

Title	<i>Metaphor Use in Chinese English Majors' Argumentative Writing: Challenges in Metaphor Identification and Stimulated Recall Interviews</i>
Room: Great Woodhouse Time: 11:50 – 12:10	
Name	Qiuyun Lu
University	University of Leeds
Email	edql@leeds.ac.uk
Supervisor(s)	Professor Alice Deignan and Dr Lou Harvey
Abstract	<p>Research into EFL learners' metaphor use in English writing (Littlemore et al., 2014; Nacey, 2017) has suggested the importance of developing the precise, explicit and agreed criteria about what makes a word or phrase metaphorical in texts or discourses. The Pragglejaz Group (2007) and Steen, et al. (2010) have developed reliable metaphor identification procedures, which both compare the contextual meaning of a lexical unit with a more basic/concrete meaning in other contexts, and look for a relation of comparison. By following Pragglejaz Group's (2007) metaphor identification procedure (MIP), I identified the linguistics metaphors used in a group of Chinese English majors' argumentative writing and analysed the metaphor types and functions. Potential difficulties could occur when dealing with cases like delexical verbs, highly abstract prepositions, similes and metonymy. So, the standard English dictionaries were always consulted and an independent co-rater was involved in the metaphor identification procedure in order to achieve consistency and inter-rater reliability.</p> <p>To uncover participants' thinking processes behind their metaphor use, I conducted stimulated recall interviews. A structured interview protocol was designed to avoid the researcher's interference on the participant's recall process and to make the interview develop naturally with clear purpose. Participants' verbal thoughts were then transcribed into text data for open coding on a line-by-line basis (Richards, 2003). An independent co-rater may also be involved to check the reliability of my coding scheme regarding my participants' recall comments on metaphor use. The analysis of this may contribute to the development of L2 metaphoric competence.</p> <p>References:</p> <p>Littlemore, J. Krennmayr, T., Turner, J. & Turner, S. 2014. An Investigation into Metaphor Use at Different Levels of Second Language Writing. <i>Applied</i></p>

	<p><i>Linguistics</i>, 35(2):117-144.</p> <p>Nacey, S. 2017. 'Metaphor comprehension and production in a second language'. In Semino, E and Demjen, Z (Ed.), <i>The Routledge Handbook of Metaphor and Language</i> (pp.503-515). New York: Routledge.</p> <p>Pragglejaz Group. 2007. MIP: A method for identifying metaphorically used words in discourse. <i>Metaphor and Symbol</i>, 22(1), 1-39.</p> <p>Richards, K. (2003). <i>Qualitative Inquiry in TESOL</i>. New York: Palgrave Macmillan.</p> <p>Steen, G. J., Dorst, A.G., Herrmann, J.B., Kaal, A.A., Krennmayr, T. & Pasma, T. 2010. <i>A method for linguistic metaphor identification: From MIP to MIPVU</i>. Amsterdam: John Benjamins.</p>
Bio	<p>Qiuyun Lu is currently a third-year PhD student in the School of Education. Her project focuses on the metaphor use in Chinese English majors' argumentative writing at tertiary level, and the factors underlying this. Before she started her PhD journey at the University of Leeds, she obtained her BA in English in 2013 and an MA in Foreign Languages and Applied Linguistics in 2016 from Northwestern Polytechnical University (NPU), in Xi'an, China. She is currently a member of the Association for Researching and Applying Metaphor (RaAM).</p>

Presentation Abstract

Title	<i>A Critical Rationale for Employing the Sequential Explanatory Mixed-Methods Design in Language Teaching and Learning Research</i>
Room: Beech Grove Room Time: 11:50 – 12:10	
Name	Achmad Farid
University	University of Leeds
Email	A.farid1@leeds.ac.uk
Supervisor(s)	Dr. Martin Lamb and Dr. Mohammad Javad Ahmadian
Abstract	<p>A rejection of the strict dichotomy between positivist and interpretivist research paradigms has led to the introduction of an alternative paradigm – the pragmatic paradigm. This paradigm seeks ‘to find a middle ground between philosophical dogmatism and scepticism and to find a workable solution’ (Johnson and Onwuegbuzie, 2004, p.18).</p> <p>In this research I adopted a pragmatic approach to reconcile the positivist and constructivist paradigms, combining qualitative and quantitative methods to make the most of both methods and avoid the weakness of each one with the purpose of addressing the research questions and meeting the research purposes. By combining the quantitative and qualitative methods, I aimed at investigating phenomena both at wide social levels and at individual levels, obtaining rich data (Dörnyei, 2007). In addition, when conducting a mixed-methods research, it is essential to consider the relationship between quantitative and qualitative strands. I employed the sequential explanatory design (Creswell, 2009); that is by collecting and analysing quantitative data in the first stage of research and then collecting and analysing qualitative data in the second stage based on the results of the previous stage.</p> <p>In this presentation I present a critical rationale for employing a mixed-methods design, especially the sequential explanatory mixed-methods design in language teaching and learning research.</p> <p><i>Keywords: mixed-methods, sequential explanatory design, rationale for methodology</i></p> <p>References:</p>

	<p>Creswell, J. W. 2009. <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. Thousand Oaks, California: Sage Publications.</p> <p>Dörnyei, Z. 2007. <i>Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies</i>. New York: Oxford University Press.</p> <p>Johnson, R. B. and Onwuegbuzie, A. J. 2004. Mixed methods research: A research paradigm whose time has come. <i>Educational Researcher</i>, 33(7), pp.14–26.</p>
Bio	<p>Achmad Farid is a PhD student in the School of Education, University of Leeds. He obtained his Master's degree from the School of Languages, Cultures, and Society, University of Leeds, and has worked in the field of English language teaching at secondary and university levels as well as at several institutions in East Java, Indonesia. His research interests include L2 motivation, second language acquisition, and mixed-methods research methodology.</p>

Presentation Abstract

Title	<i>Research as a Dialogue: A Case Study of Russian Academic Sojourners' Voice Trajectories in the UK</i>
Room: Great Woodhouse Time: 12:15 – 12:35	
Name	Alena Ryazanova
University	University of Leeds
Email	edar@leeds.ac.uk
Supervisor(s)	Dr. James Simpson and Dr. Lou Harvey
Abstract	<p>The presentation reports on a project investigating SA (study abroad) experiences of Russian academic sojourners through consideration of identity, voice and ideologies. Whilst widely contributing to the body of research on SA, the project addresses the methodological limitations of existing studies on (Russian) migrants' identity construction and voice development. In implementing the principles of dialogism philosophy towards both ontological and epistemological aspects of inquiry (Bakhtin, 1963), the project celebrates the centrality of participants' voices and highlights the importance of taking those on board when developing the research design. Following Harvey (2014), it implements the principle of researching (generating and analysing the data) <i>with</i> the participants, rather than <i>on</i> them.</p> <p>Drawing on the empirical evidences, in my talk I will report on the process and outcomes of this qualitative longitudinal inquiry conducted through in-depth interviews over a period of eight months. I will talk through the challenges faced within this quest towards a methodology that allows the full development of the meta- potential of the interviewees' voices. I will also discuss the major implications of implementing the principle of the polyphonic dialogue towards qualitative interviewing – and elaborate how it strengthens the warrant for analytical arguments, and contributes to getting more holistic picture of the researched phenomena.</p> <p>References:</p> <p>Bakhtin, M.M. 1963. <i>Problems of Dostoevsky's Poetics</i>, (Russian) Moscow: Khudozhestvennaja literatura.</p> <p>Harvey L. 2014. Beyond member-checking: a dialogic approach to the</p>

	research interview. <i>International Journal of Research and Method in Education</i> . 38 (1), pp. 23-38.
Bio	Originally from Russia, in 2015 Alena started her PhD at the University of Leeds (which is nearly finished now). Though having education, pedagogy and applied linguistics as life-long passions, during her PhD times she has been constantly moving towards elaborating and advancing (new) methods of data collection and analysis. Alena's PhD project explores study abroad experiences through implementing analytical and methodological triangulation – which helps strengthen the warrant for the findings arguments, as well as come up with more holistic picture of the researched phenomena.

Presentation Abstract

Title	<i>Challenges in the Methodology Relating to Photovoice</i>
Room: Beech Grove Room Time: 12:15 – 12:35	
Name	Sarah Cobbe
University	University of Leeds
Email	edslc@leeds.ac.uk
Supervisor(s)	Dr. Paula Clarke and Dr. Judith Hebron
Abstract	<p>My presentation provides an overview of the method known as Photovoice, which I am going to use in the second phase of my research. Here, I am interested in the strategies that practitioners use to facilitate the inclusion of young children with autism in their nursery. Photovoice is a method attributed to Wang and Burris (1997) but known as a practice under a variety of pseudonyms. In simple terms, it is a means of capturing participant perspectives on a given topic through the medium of still photography. Photovoice has been used in studies involving different groups in different contexts but seldom in the field of early years education.</p> <p>The presentation will indicate the rationale underpinning my methodological choice but draw attention to the advantages and constraints stated in the literature. Advantages will include reference to the flexibility of Photovoice and its suitability for use with traditionally marginalised groups. Constraints will refer to the complexity of data analysis where images are potentially self-censored and associated with multiple meanings and interpretations. Two inter-related challenges will be additionally described: a) ethical protocols in contexts involving children and image-sharing b) the researcher-participant discussion forum. Research, for example, advocates that discussions contextualising the images are conducted as a participant group rather than 1:1. This may be geographically problematic in my field, however, due to the distribution of settings and practitioners' working hours. An online Photovoice forum may be an innovative practical solution but not negate the need to address simultaneous questions regarding confidentiality and anonymity.</p> <p>References:</p> <p>Cobbe, S. 2019. <i>Simple autism strategies for home and school</i>. London: Jessica Kingsley Publishers.</p> <p>Wang, C. and Burris, M. A. 1997. Photovoice: concept, methodology, and use for participatory needs assessment. <i>Health Education and Behavior</i>. 24 (3), pp.369-387.</p>



Bio	Sarah is a first year PhD student returning to education amidst a twenty-year career in the area of autism. This primarily consists of work as a teacher or advisor and has included posts with the National Autistic Society, Autism West Midlands and VSO in Kenya. Her experience in Kenya led to a Master's in Education, which comprised aspects of management relating to special education in home and international contexts. During this time, Sarah co-authored a report on natural disasters as part of a project for UNICEF. Sarah has recently written a book about autism for Jessica Kingsley Publishers.
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Presentation Abstract

Title	<i>Whose Voices? Examining the Roles of Children in Early Years Research.</i>
Room: Great Woodhouse Time: 14:40 – 15:00	
Name	Jessica Breese
University	University of Sheffield
Email	jehbreese1@sheffield.ac.uk
Supervisor(s)	Dr. Christine Winter and Dr. Liz Chesworth
Abstract	<p>Are we, as Early Childhood Education researchers, hearing, listening to, and engaging with those voices that need to be heard?</p> <p>We endeavour to address the best interests of children, however, capturing the reality and experiences of those from a variety of backgrounds and cultures remains a challenge (Klein, Pearson and Poveda, 2016). How is it possible to gain insight and knowledge from a diverse group of children and parents/carers/practitioners within a variety of contexts? Furthermore, the acquisition of knowledge can be seen in different ways, which influences how we position children in our research (Dahlberg, Moss and Pence, 1999). At times it may appear that the <i>true</i> voice is not being heard. Brinkman and Kvale (2005) highlight the power of societal impositions, which influence the responses of participants and of ourselves.</p> <p>There is a need to look beyond the socially constructed and recognise the exploratory nature of social research, in particular, that with children (Chesworth, 2018).</p> <p>This presentation aims to address a number of assumptions around early childhood, which reduce the voice of the child and inhibit freedom of expression in research (Williams et al., 2017). The presentation will highlight the importance of reflexivity throughout the research process, as well as how different methodological approaches affect whose voices are considered and in what way this is framed in the research.</p> <p>References:</p> <p>Brinkman, S. and Kvale, S., (2005) Confronting the ethics of qualitative research. <i>Journal of Constructivist Psychology</i>, 18 (2), 157-181.</p>

	<p>Chesworth, L., (2018). Embracing uncertainty in research with young children. <i>International Journal of Qualitative Studies in Education</i>, DOI: 10.1080/09518398.2018.1499982</p> <p>Dahlberg, G. Moss, P. and Pence, A., (1999) <i>Beyond quality in Early Childhood Education and Care: Postmodern Perspectives</i>. London: RoutledgeFalmer.</p> <p>Klein, D. Pearson, G. and Poveda, S., (2016) <i>METHOD GUIDE 8 Participatory methods: Engaging children's voices and experiences in research</i>. Available from: http://globalkidsonline.net/wp-content/uploads/2016/05/Guide-8-Participatory-methods-Kleine-Pearson-Poveda.pdf [Accessed 20 February 2019].</p> <p>Williams, A. Billington, T. Goodley, D. and Corcoran, T., (2017). <i>Critical Educational Psychology</i>. Malden and Oxford: John Wiley and Sons.</p>
Bio	<p>Jessica is currently studying for an MA in Social Research, at the University of Sheffield, prior to a prospective PhD which will be examining school readiness and the curriculum in Early Childhood Education. Jessica undertakes a role in this sector at an after-school club. This experience within the Early Years setting, together with her MSc research (2016/17) which examined different perspectives on child directed play, has inspired Jessica's PhD project. In light of her experience, this presentation will discuss the methodological issues around <i>whose voices</i> we listen to in Early Childhood research.</p>

Presentation Abstract

Title	<i>Do Incentives Lead to 'Good' Outcomes? Learnings/Challenges from Transport Sector</i>
Room: Beech Grove Room Time: 14:40 – 15:00	
Name	Tahera Mayat
University	University of Leeds
Email	Bn14t2m@leeds.ac.uk
Supervisor(s)	Dr. Phill Wheat and Professor Andrew Smith
Abstract	<p>The use of carrot and stick incentive schemes is not new in transport but these tend to be environment oriented and target individuals (think 2+ car sharing lanes, congestion charge and plastic bag levy). My research looks at whether the recent introduction of the Highways Incentive Fund for local highway councils (i.e. local government not individuals) delivers good and statistically significant outcomes. The challenge is that we are comparing apples with oranges (say large councils with small ones).</p> <p>The issue is the Incentive Fund emphasises processes but these may not translate to good outcomes in reality. There are learnings in terms of bridging the gap between theory and practice, dealing with insignificant results and why some improve over time but others do not. In essence, what is best practice and how can this be disseminated to all councils?</p> <p>In addition, as with anything new it does seem to be a case of trial and error in terms of what method will deliver the best results. There are various econometrics methods that we have tried that seem to yield results contrary to expectations. The challenge is how to incorporate contextual factors into a method to learn how to assess whether or not incentives work for local highway councils - and what does work actually mean?</p>
Bio	Tahera is a 3 rd year PhD student at the Institute for Transport Studies (ITS) Leeds and part of the Economics and Appraisal research group at ITS. Prior to studying for a PhD, Tahera completed an MSc Economics at the Leeds University Business School that provided the opportunity to complete modules offered by the ITS.

Presentation Abstract

Title	<i>(hybrid) Content Analysis: A Reflection on Challenges</i>
Room: Great Woodhouse Time: 15:10 – 15:30	
Name	Fereshte Goshtasbpour
University	University of Leeds
Email	Edfg@leeds.ac.uk
Supervisor(s)	Professor Neil Morris and Dr. Bronwen Swinnerton
Abstract	<p>Instead of surveying, interviewing, observing or experimenting on research participants, the texts, images, cultural artefacts, blogs, webpages or song lyrics produced by them can be studied for meaning and patterns. This unobtrusive research technique, known as content analysis, includes a systematic reading of body of texts, images or symbolic content and making valid inferences from them to their context of use.</p> <p>Whilst it is a highly flexible method that can be applied to a variety of research contexts and one that allows a certain degree of longitudinal analysis, there are major difficulties in applying it.</p> <p>In this presentation, I will report on the journey of a hybrid content analysis of learner-teacher conversations in online courses while reflecting on the challenges I faced in conducting the content analysis and reporting the relevant findings.</p>
Bio	Fereshte is a final year PhD student in the School of Education, University of Leeds. Her doctoral project is based in the Centre for Digital Education and focuses on educator contributions to Massive Open Online Courses (MOOCs).

Presentation Abstract

Title	<i>Methodological Challenges Associated with Conducting Studies in Deaf Communities in Ghana</i>
Room: Beech Grove Room Time: 15:10 – 15:30	
Name	Daniel Fobi
University	University of Leeds
Email	eddfobi@leeds.ac.uk
Supervisor(s)	Prof. Ruth Swanwick and Dr. Jackie Salter
Abstract	<p>The aim of this presentation is to give a progress report on a study of signed language interpreting in inclusive tertiary classrooms. This study has emerged from my experiences as a teacher of the deaf and a signed language interpreter in different settings including inclusive tertiary classrooms in Ghana. Several concerns were raised by lecturers, sign language interpreters, deaf students, and heads of departments about the way deaf students learn, and how teaching them through signed language interpreting was challenging. However, there was no empirical study conducted at the tertiary level which sought to examine how signed language interpreting mediates learning and teaching at this level.</p> <p>In particular, this presentation will dwell on the specific challenges associated with my data collection processes in Deaf communities in Ghana. The presentation will discuss how getting access to participants is challenging. Issues regarding how data, after it has been successfully gathered, creates other problems such as knowing what you want from it, where to start the analysis from, and how to go about the analysis will also be covered.</p> <p>The presentation will conclude by highlighting the progress made regarding my study on actors of tertiary classroom signed language interpreting; specifically what I have done so far on my data, what seems to be working, and what is not working.</p>

Bio	Daniel is a PGR in Deaf Education in the School of Education at the University of Leeds. His study analyses how signed language interpreting mediates teaching and learning in inclusive tertiary institutions in Ghana. Daniel has served as a signed language interpreter for deaf and hard of hearing (DHH) students at the tertiary level for over nine years. He has also taught DHH students at the basic and tertiary level in Ghana. Daniel hopes to advance in conducting research into DHH students particularly in the developing world and also train teachers to teach DHH students.
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Presentation Abstract

Title	<i>Using Mixed Methods to Evaluate an Intervention Used in the Teaching of Pharmaceutical Calculations to First Year Pharmacy Students.</i>
Room: Great Woodhouse Time: 15:35 – 15:55	
Name	Elizabeth Horncastle
University	University of Leeds
Email	Hcs2eh@leeds.ac.uk
Supervisor(s)	Dr. Matt Homer and Helen Bradbury
Abstract	<p>Pharmacists need competence in numeracy to enable them to perform calculations to ensure the safe and effective use of drugs. Despite having a pass in GCSE mathematics when they start the pharmacy degree, some students struggle with the application of numeracy skills to pharmaceutical calculations.</p> <p>Throughout their degree pharmacy students are taught that it is the responsibility of every healthcare provider to avoid mistakes (Rowles 2011). This conflicts with learning theories that suggest that students should be encouraged to learn from their mistakes and to look upon mistakes as a learning opportunity.</p> <p>My aim is to evaluate, using mixed methods, an intervention designed to develop problem solving skills and encourage understanding of numeracy in first year pharmacy students.</p> <p>The results of students in assessments taken before and after the intervention will be statistically analysed and compared with previous cohorts. Focus groups will be held to gather the perceptions of students of the intervention.</p> <p>Reference:</p> <p>Rowles, R (2011) Learning is not easy: How can we help our students to learn? <i>Currents in Pharmacy Teaching and Learning</i>; 3, 159-162</p>

Bio	<p>Elizabeth is a pharmacist working full time at the University of Huddersfield teaching pharmacy practice to undergraduate pharmacy students. Before moving into academia, Elizabeth worked as a community pharmacist for the Boots company and the General Pharmaceutical Council (the regulatory body for pharmacy).</p> <p>Her main research interest concerns the teaching of calculations to students. The undergraduate course must prepare students for their role as a pharmacist, part of which is to demonstrate a sense of number and the ability to perform the calculations necessary for practice.</p>
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Presentation Abstract

Title	<i>Factors Associated with Mathematics Attainment: A Comparative Psychometric Study of Turkey, England and Japan</i>
Room: Beech Grove Room Time: 15:35 – 15:55	
Name	Tevfik Can Karabiyik
University	University of Leeds
Email	edtck@leeds.ac.uk
Supervisor(s)	Matt Homer and Innocent Tasara
Abstract	<p>In this talk, I will present an aspect of my Ph.D. study which covers the aims of my research, brief literature and methodology.</p> <p>The overriding aims of this research are geared towards investigating the links between the attainment of learners in mathematics at 8th grade across varying nations through examining the Trends in Mathematics and Science Studies (TIMSS) and its data. The study aims in this work are to investigate the psychometric properties of measures of reliability and validity and to analyse the influential factors associated with mathematics attainment and their relationship between themselves.</p> <p>TIMSS is conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) as a study of fourth and eighth grade students, their teachers, and their schools. The data source in this instance will be the TIMSS 2015. For the present study, the participants are eighth-grade students from Turkey (6079), England (4814), and Japan (4745).</p> <p>When analysing the link between motivational factors, school-related aspects and the attainment of learners, and how such a link has affected the others, a number of different sets of multilevel structural equation modelling including factor analyses and path analyses will be adopted.</p> <p>In this research, there are various challenges, especially regarding the subject of the conference "challenges in research methodology". Some of these challenges include the application of advanced statistical modelling such as structural equation modelling and multilevel modelling, dealing with a large number of students with the significant number of variables and the considering of complex survey design methodology in secondary data analysis.</p>

Bio	<p>Tevfik is a second-year PhD student under the supervision of Dr. Matt Homer and Mr. Innocent Tasara at the School of Education. He holds a Bachelor's degree in primary school teaching from Mehmet Akif Ersoy University (2009 to 2013). After graduation, Tevfik was offered a place to participate in a scholarship programme which is conducted by the Ministry of Education, to undertake Master's and PhD in the UK. Tevfik was awarded a Master's degree in Education: Learning, Pedagogy and Assessment by the University of East Anglia in 2016.</p>
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Poster Abstract

Title	<i>A Critical Evaluation of the Professional Development Programmes In-Service For Novice Science Teachers: Omani Stakeholders' Perspective</i>
Little Woodhouse Session 1: 12:50 – 13:00	
Name	Sulaiman Al Jamoudi
University	University of Leeds
Email	M114saya@leeds.ac.uk
Supervisor(s)	Dr. Michael Wilson and Dr. Michael Inglis
Abstract	<p>This study aims to evaluate the effectiveness of the professional development (PD) of novice teachers in the Ministry of Education (MoE) in Oman and identify the barriers that face professional development from the perspective of key stakeholders, namely policy makers, training providers and trainees.</p> <p>This study integrates quantitative and qualitative methods by applying multiple variables and sampling methods when selecting stakeholders. Mixed methods help to understand the phenomenon of PD of Novice Science Teachers (NSTs) from stakeholders' perspectives, as well as analyse related policies and documents. Therefore, two main paradigms are applied: one based on scientific terms and another based on the interpretive approach. This study is heavily weighted towards the latter, which uses interviews and document analysis because the research questions focus on obtaining detailed descriptions of the phenomena under investigation, particularly the factors, expectations and deeper insights of stakeholders regarding the PD of NSTs.</p> <p>One of the challenges about methodology which I encountered in the data collection stage is that the data I have drawn from the quantitative part (questionnaire) differs from the data I have collected from qualitative part (interviews). The other challenge is in presenting the findings obtained from the quantitative and qualitative instruments using a thematic analysis approach.</p>
Bio	<p>Sulaiman was awarded a Bachelor's degree in education at the SQU. He worked for the MoE, and taught grades 5 to 12. He was subsequently appointed as assistant principal and later as a principal of a high school.</p> <p>In 2002 Sulaiman completed an MA at the SQU in the field of the Educational Administration which was achieved with honors. He has held several posts working across different directorates of the MoE including director of the</p>

	department of educational supervision, director of the department of training, and deputy director general of the general directorate of human resources. Currently, Sulaiman holds the post of educational expert in the general directorate of human resources and is studying full time for a PhD at the University of Leeds.
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Poster Abstract

Title	<i>Overcoming Barriers: Interviewing Participants with Special Educational Needs</i>
<i>Little Woodhouse Session 1: 12:50 – 13:00</i>	
Name	Kimberley Fisher
University	University of Leeds
Email	Ed10k2g@leeds.ac.uk
Supervisor(s)	Dr. Mary Chambers and Dr. Judith Hebron
Abstract	<p>In response to the UN Convention on the Rights of the Child (UNCRC) calling for all members to: 'assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child' (Article 12), there has been a recent flux of initiatives from the UK government, particularly the Department of Health and Education, concerning the views of children and young adults in matters that concern them. Consistent with the above, there is a mounting expectation that research in the field of special educational needs should be both inclusive and participatory in nature (Lewis & Porter, 2004).</p> <p>This poster presentation seeks to a) highlight concerns regarding the ethical aspect of interviewing children and young people with special educational needs (access/gatekeepers, consent/assent, confidentiality/anonymity, recognition/feedback, ownership, and social responsibility), and b) suggest methods for enabling people with learning disabilities to contribute their ideas about the topic of the research during the interview process.</p> <p>Reference:</p> <p>Lewis, A & Porter, J (2004). Interviewing children and young people with learning disabilities- guidelines for researchers and multi professional practice. British Journal of learning disabilities, https://doi.org/10.1111/j.1468-3156.2004.00313.x</p>

Bio	Kimberley previously studied on the BA (Hons) Childhood Studies programme at the University of Leeds, completed a PGCE Special Educational Needs (SEN) specialism at Sheffield Hallam University, and completed an MEd in the Psychology of Education at the University of Manchester. She is a first year part-time EdD student at Leeds. She also works as a SEN teacher/SENCO and has a research interest in the transition experiences of children with autism.
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Poster Abstract

Title	<i>Examining the Relationship Between L1 Fluency, L2 Fluency and Working Memory Capacity in Dialogic Performance.</i>
Little Woodhouse Session 1: 12:50 – 13:00	
Name	Nada Alsheehri
University	University of Leeds
Email	ednda@leeds.ac.uk
Supervisor(s)	Dr. Alice Deignan and Dr. Mohammad Ahmadian
Abstract	<p>The speech production processes generally used by people to communicate are not always effortless and smooth (Felker et al., 2018). When speakers have difficulty in formulating or articulating a stream of words, the speech production is disrupted and punctuated by disfluency markers such as fillers, repairs or repetitions (Felker et al., 2018).</p> <p>Thus, research on investigating the relationship between first language and then second language fluency is of interest because some L2 researchers (e.g., De Jong, 2016; Peltonen, 2018) have found that fluency is a personal trait while others, such as Derwing et al. (2009) have found fluency is a language-specific trait. The available literature on language learning and processing has highlighted the close relationship between individual differences (IDs) in working memory capacity (WMC), L1 and L2 acquisition as shown in speech production models of L1 Levelt (1989) and L2 De Bot (1992) and Kormos (2006).</p> <p>Little is known about operationalization of fluency measures in dialogue, for example, the between-turn pauses, filled/unfilled pauses, and turn-takings. It is still unknown whether L2 dysfluency in dialogue is due to the IDs such as, WMC and L1 fluency.</p> <p>Therefore, this study aims to examine the relationship between L1 fluency, L2 fluency and WMC of L2 students when they are performing a dialogic task. Sixty L2 university students will take two WM tests: Operation Span Test and Backward Digit Test. Then in pairs, the students will be asked to exchange opinions about a popular topic. Finally, all students will take a Quick Oxford Placement Test and background questionnaire.</p> <p>References:</p> <p>Baddeley, A. (2003). Working memory and language: An overview. <i>Journal of Communication Disorders</i> 36:189 –208.</p>

	<p>De Bot, K. (1992). Applied linguistics. <i>Applied linguistics</i>, 13(1), 1-24.</p> <p>De Jong, N.H. (2016). Predicting pauses in L1 and L2 speech: the effects of utterance boundaries and word frequency. <i>International Review of Applied Linguistics in Language Teaching</i>, 54, 113–132.</p> <p>Derwing, T. M., Munro, M. J., Thomson, R. I., & Rossiter, M. J. (2009). The relationship between L1 fluency and L2 fluency development. <i>Studies in Second Language Acquisition</i>, 31(04), 533-557.</p> <p>Felker E.R., Klockmann H.E. & Jong N.H. de (2019), How conceptualizing influences fluency in first and second language speech production, <i>Applied Psycholinguistics</i> 40(1): 111-136.</p> <p>Kormos, J. (2006). <i>Speech production and second language acquisition</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Levelt, W. (1989). <i>Speaking: From intention to articulation</i>. Cambridge, MA: MIT Press.</p> <p>Peltonen, P. (2018) Exploring Connections Between First and Second Language Fluency: A Mixed Methods Approach <i>Modern Language Journal</i> 102(4).</p>
Bio	<p>Nada Alsheehri is a lecturer in the English Department and Translation at the University of Jeddah, Saudi Arabia. Nada has a Master's degree in TESOL from California State University Domínguez Hills California, USA and a Master's degree in applied Linguistics from Birkbeck University of London. Nada is currently a second year PhD student in Language Education at the University of Leeds.</p>

Poster Abstract

Title	<i>A Methodological Design to Credibly Understand a School Community's Tablet-Mediated, Creative Musical Activity System</i>
<i>Little Woodhouse Session 2: 13:10 - 13:20</i>	
Name	Ben Evans
University	University of Leeds
Email	edbde@leeds.ac.uk
Supervisor(s)	Dr. Aisha Walker; Dr. Ewan Stefani
Abstract	<p>This is a research project about how pairs of secondary school students and their classroom music teacher compose music with a tablet computer. Accompanying theoretical perspectives adopt the belief that composing music is a distributed intellectual practice, situated in community. Communities promise culturally-mediated human, material and psychological tools, all of which come together during action to ensure a community's creative musical goals are met.</p> <p>How can a lone researcher credibly describe this community's system of activity? After all, activity systems emerge in situated spaces and meet a community's creative musical goals by transiently transfiguring themselves as required.</p> <p>This poster argues that activity systems <i>can</i> be captured, analysed and reported but as multiple case studies. To begin, prolonged participatory immersion and semi-structured group interviewing help to uncover a construction of meaning which ultimately explains that community's creative behaviour. Second, a video camera captures the emergent, multi-dimensional, multi-modal action because fieldnotes cannot sufficiently record the consummate diversity nor quantity of interactional modes (e.g. gestural, audio) mediating tablet composing. Timecoded transcripts of that video data record all conversation, the researcher's experiences as participant observer and still images, which depict gesture and other visual modes. A data analysis strategy codes data first by activity dimension (e.g. role of tablet or teacher) but a second analytical stage synthesizes data from all dimensions to 'reconstruct' the life cycle of a creative idea. This secondary analysis can yield findings which explain how creative ideas are found, focussed and fixed during creative musical activity.</p>

Bio	<p>Ben works with music students in England to better understand their beliefs, opinions and experiences relating to how tablet computers influence creative processes. This research is undertaken in partnership with the University of Leeds and it emerges from a lifelong interest in music, digital technology and education.</p> <p>A pianist, singer and sometime musicologist, a music degree was completed at the University of York. Teacher training followed at Homerton College, University of Cambridge. An academic award from the University of Oxford led to an M.Sc. in Learning and Technology.</p>
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Poster Abstract

Title	<i>Low Reading Self-Efficacy and School Connectedness During the Primary to Secondary School Transition. A Collaborative and Comparative Research Project with Young People.</i>
Little Woodhouse Session 2: 13:10 - 13:20	
Name	Joanne Callaghan
University	University of Leeds
Email	edu1jd@leeds.ac.uk
Supervisor(s)	Dr. Yvonne Griffiths and Dr. Judith Hebron
Abstract	<p>Students with reading difficulties are often found to experience more negative educational and psycho-social outcomes compared to their peers. Reading skills predict reading self-efficacy and efficacy beliefs also contribute to wellbeing and motivation. Furthermore, primary to secondary school transition can be problematic for many students, with negative experiences associated with mental health difficulties. Students identified as having Special Educational Needs have been found to be more vulnerable to negative transition outcomes, as well as lower academic efficacy. Despite this, little is known about students who experience reading difficulties, in the face of increased demands being placed on reading in the secondary school context. School connectedness is linked to positive wellbeing outcomes, higher academic self-efficacy and contributes to inclusion.</p> <p>This study explores the experiences of students with low reading self-efficacy throughout their primary to secondary school transition and investigates the impact of the transfer on reading self-efficacy and school connectedness. This research comes from the standpoint that children are ‘experts in their own lives’ and aims to be transformative. This study strives for impact that is beneficial for the participants, by aiming to optimise the inclusivity of the transition process. A longitudinal design and mixed methods approach to the methodology will be used and collaboration with student participants throughout the research process emphasised. Methodologically this raises challenges in ensuring that collaboration with participants is authentic and balances power dynamics. The actual impact on inclusive education that can be achieved through use of a participatory and inclusive methodology will be critically considered.</p>

Bio	Joanne Callaghan is a first year PhD student with the School of Education at the University of Leeds. Her academic background is in psychology and education. She holds an MA in Special Educational Needs (SEN) and Postgraduate Certificate in Specific Learning Difficulties, Dyslexia. Joanne is a practicing specialist teacher who works to support students with cognition and learning difficulties in mainstream primary and secondary settings across the city of Bradford. She previously worked as a primary school teacher and SEN Coordinator in Leeds. Her broader research interests include: cognition and learning, applying psychological concepts to education, inclusion, participation and wellbeing in education.
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Poster Abstract

Title	<i>How Can Maker Education Impact on Children's Emotional Well-Being?</i>
<i>Little Woodhouse Session 2: 13:10 - 13:20</i>	
Name	Claire Garside
University	School of Education, Leeds University
Email	edcga@leeds.ac.uk
Supervisor(s)	Dr. Aisha Walker and Dr. Lucy Taylor
Abstract	<p>This poster presents the basis of my discussion on the preliminary findings of my doctoral research study which focuses on maker education and children's emotional well-being.</p> <p>It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning. The aim of this research is to explore how a 'learning by making' approach can boost impact on the well-being of children as an outcome of a formal curriculum environment. This is in contrast to existing research which shows health and well-being as prerequisites to learning.</p> <p>The impact of constructionism and relevance through 'maker education' is fundamental to this research, recognising previously documented studies that mental well-being is enhanced when an individual has a clear sense of their own purpose and value within their own society. It seems logical that relevant outputs will support the well-being of children through the development of social learning alongside non-cognitive skills and skills for 21st-century life.</p> <p>Initial investigation of this proposal suggests that the sociomaterial quality of digital making presents an opportunity to build cross-curricular connections and positively impact on the emotional well-being of children in school settings. My thesis will build on ontological and epistemological assumptions behind maker education, mental health and wellbeing in schools. It is important to recognise the methodological challenges that I will face as a researcher while undertaking sensitive research in education. Findings will be based on experiences from the field of qualitative data collection, as an ethnographic study with 7-14 year olds and teachers.</p>

Bio	Claire has over 20 years of experience as a senior teacher, creative technologist and STEM programme manager, and is a strong advocate of improving girls' and women's opportunities in Computing. After qualifying as a Technology teacher in secondary education she became a SENCO and senior leader in an 11-18 setting in Leeds. She took a change in direction with a national role focused on teacher professional development programmes, during which time a part-time sabbatical research assistant post ignited her passion for academic research into maker education in schools.
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Notes



Notes



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and
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