

# *Ethics and Educational Research: Challenges and Solutions*



University of Leeds

14<sup>th</sup> Research Students' Education Conference

2<sup>nd</sup> July 2020

UNIVERSITY OF LEEDS





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# 14<sup>th</sup> Research Students' Education Conference (RSEC) 2020

2<sup>nd</sup> July 2020

Online Conference – Collaborate Ultra

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# Welcome

*The University of Leeds Research Students' Education Conference (RSEC) Organising Committee is pleased to welcome you to RSEC 2020! This is our 14th annual conference and the first to be delivered on-line.*

*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 conference delegates. This year our conference theme is "Ethics and Educational Research: Challenges and Solutions". 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 insights into their research projects and, in particular, the ethical considerations they face and the approaches they have taken or are considering taking to assure the integrity of their research approach. Consideration of the ethical implications of research is an essential element of the guiding principles behind academic excellence and works to the benefit not only of participants, but also to the quality and integrity of the research. For many post-graduate researchers, submitting an application for an ethical review will be a new experience. We are of course fortunate at the University of Leeds in having a wide range of information and support for those preparing to submit for an ethical review. However, this conference presents a further opportunity for us to come together as a community of researchers to discuss the ethical considerations in our research and to share the practical implications and benefits of high integrity research from our collective experiences.*

*In order to draw on as much expertise and experience in research ethics as possible, this year's programme of presentations includes Faculty members of the School of Education and post-graduate researchers. The RSEC 2020 Organising Committee is particularly delighted to welcome Dr. Janet Holt, Associate Professor at the University of Leeds as our keynote speaker. Janet has a wide range of experience in the field of ethics including the role of*

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*expert member and Chair of Bradford Leeds Health Research Authority Research Ethics Committee. Janet also has a long association with education following her appointment as a nurse teacher at Leeds College of Health where she established the Healthcare Ethics and Law team.*

*This year's conference takes place during the Covid-19 pandemic at a time when social gatherings are not permitted and the original plan to hold the conference at the University of Leeds in April had to be cancelled. However, undaunted, we have taken the bold step of holding the conference on-line. On the one hand, this prevents a face-to-face gathering, but on the other, it allows us to present a more flexible approach to the agenda. As a result, the keynote presentation will be broadcast live and will be followed by a task for delegates to consider off-line or working in on-line groups before we re-convene for a plenary discussion. All of the presentations have been pre-recorded so that delegates can view all or a selection of the sessions in advance. In the afternoon of the conference, we will be holding three live panel discussions to allow delegates to ask questions or raise points of discussions with the presenters. We are also encouraging delegates to hold virtual conversations over the lunch break. Details are provided in the conference programme on pages 7 and 8.*

*The RSEC Organising Committee is extremely grateful to all the presenters who have supported this approach and for all their work in submitting their abstracts and presentations.*

*As stated at the outset, a key goal of the RSEC is to share experience and encourage open and friendly discussion amongst peers. We trust that despite the many challenges we all face in our daily lives, this conference will provide a platform for mutual support, academic challenge and collegiate spirit.*

*Thank you all for your support!*

*The RSEC Organising Committee*



# RSEC 2020 Organising Committee

RSEC 2019  
University of Leeds



**Dr Aisha Walker**  
Director of Postgraduate Research Studies



**RSEC 2020 Organising Committee**



**Parinita Shetty**  
2<sup>nd</sup> year doctoral researcher  
Research interests:  
Intersectionality, Public  
Pedagogy, Children's  
Literature, Online Fan  
Communities, Fan Podcasts,  
Critical Literacy



**Giorgia Faraoni**  
2<sup>nd</sup> year doctoral researcher  
Research interests:  
Language Learning and  
Teaching, Beliefs and Identity  
in Learners, the Study Abroad  
Experience



**Mick Walker**  
Final year doctoral  
researcher  
Research interests:  
Educational assessment  
and educational policy.



**Ruaa Hariri**  
3<sup>rd</sup> year doctoral researcher  
Research interests:  
Teacher Beliefs, Feedback,  
Second Language  
Teaching/Learning/Assessment



**Isabel Molina-Vidal**  
1<sup>st</sup> year doctoral researcher  
Research interests:  
Second language acquisition  
(SLA), use of technology in  
SLA, gamification, cognitive  
grammar

# Keynote Speaker



**Dr Janet Holt**

***Title: Addressing ethical issues in research design***

## **Biography**

Prior to joining the University of Leeds, Janet worked in clinical practice for over 15 years as a nurse and midwife both in the UK and in Kenya as well as having experience of working as a research midwife in the Department of Obstetrics and Gynaecology at the University of Leeds. Janet's career in education began with her appointment as a nurse teacher at Leeds College of Health where she established the Healthcare Ethics and Law team. Following integration into the University of Leeds in 1996, Janet was appointed as a lecturer in the new School of Healthcare Studies and led further developments in Healthcare Ethics and Law in the School. A member of the Ethics Committee of the Royal College of Nursing (RCN), Janet was appointed Chair of this committee in 2013 and represents the RCN on the Ethics Committee of the British Medical Association. A Fellow of the Higher Education Academy, Janet was awarded a University Learning and Teaching Fellowship in 2011.

Janet's research interests and publications are within the disciplines of Healthcare Ethics and Law and Nursing Philosophy. She is a reviewer for a number of healthcare journals, a member of the Editorial Board for the journal Nursing Philosophy, a consultant editor for the journal Nursing Ethics. Janet is regularly invited to speak at

conferences on ethical aspects of healthcare and she has facilitated many workshops and study days on ethics and law for healthcare professionals and in secondary schools in Leeds. Janet also has an interest in research ethics, and she is an expert member and Chair of Bradford Leeds Health Research Authority Research Ethics Committee.





14 <sup>th</sup> Research Students' Education Conference (RSEC) Programme	
<b>10:30 – 10:45</b>	<b>Welcome Address</b> Dr. Aisha Walker
<b>10:45 – 12:15</b>	<b>Keynote Speech: Dr. Janet Holt</b> <i>Addressing ethical issues in research design</i>
<b>12:15 – 13:30</b>	<b>Lunch Break (on Teams)</b>
<b>13:30 – 13:50</b>	<b>Q&amp; A Discussion Panel 1</b>
<b>Chairs:</b> Michael Walker & Giorgia Faraoni	<b><i>Excuse me, can you show me what you're doing on your smartphone?</i></b> Amal Basheikh University of Leeds
	<b><i>School based intervention research: Ethical issues, tensions and dilemmas in the context of Randomised Controlled Trials</i></b> Dr Paula Clarke University of Leeds
	<b><i>The ethics of retrospective awesomeness: Can you be honest about researching young people without sounding incompetent?</i></b> Dr Peter Hart University of Leeds
	<b><i>Marginally Fannish: Creating a Collaborative Methodology to Research Intersectionality, Critical Literacy, and Public Pedagogy in Fan Podcasts</i></b> Parinita Shetty University of Leeds
<b>13:50 – 14:10</b>	<b>Q&amp; A Discussion Panel 2</b>
<b>Chairs:</b> Parinita Shetty & Ruaa Hariri	<b><i>Designing a qualitative longitudinal research study in education: key considerations and ethical issues</i></b> Natalie Donohue University of Leeds
	<b><i>Ethical challenges in a small longitudinal qualitative case study: how to cope with unexpected turns in one's project and how to find the 'right' balance in the researcher-participant relationship.</i></b> Giorgia Faraoni University of Leeds



	<p><b><i>Overcoming ethical challenges in researching the leadership training and training needs of school principals in Sri Lanka</i></b> Sasheeka Karunanayake University of Leeds</p>
	<p><b><i>Teachers experiences of the Teaching for Mastery approach</i></b> Camilla Pratt Leeds Trinity University</p>
<b>14:10 – 14:30</b>	<b>Q&amp; A Discussion Panel 3</b>
<b>Chairs:</b> Michael Walker & Isabel Molina-Vidal	<p><b><i>Perceptions of Parents and Teachers Regarding the Challenging Behaviours of Children with Autism Spectrum Disorders: Ethical Challenges</i></b> Lamya Alfadhel University of Leeds</p>
	<p><b><i>ADHD and Foreign Language Learning in Inclusive Education</i></b> Bennama Nour El Houda University of Leeds</p>
	<p><b><i>The Experiences and Perceptions of Parents/Guardians of Autistic Children in Contemporary Kerala, India</i></b> Sidharth Shankar University of Leeds</p>
<b>14:30 – 15:00</b>	<b>Presentation of Certificates and Closing Remarks</b>

# Presentation Abstracts – Panel 1

<b>Title</b>	<i>Excuse me, can you show me what you're doing on your smartphone?</i>
<b>Name</b>	Amal Basheikh
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:a.basheikh1@leeds.ac.uk">a.basheikh1@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Dr. Aisha Walker and Dr. Huahui Zhao
<b>Abstract</b>	<p>Mobile devices, such as smartphones, offer many opportunities for English as a foreign language (EFL) learning and practice. However, it is not clear, especially in a Saudi Arabian context, how students perceive these resources and interact with them in relation to English language learning and whether the students realise and deliberately exploit the resources' potential.</p> <p>Hearing instructors' common complaint that students are glued to their mobile devices even in the classroom, the researcher became interested in exploring what EFL learners in Saudi Arabia do with their smartphones inside and outside the classroom. Do Saudi university students use their smartphones for support in English language learning and how? What are their perceived benefits and limitations? Three research methods were used to explore these questions: classroom observation, an online survey and interviews with female university students in Saudi Arabia (the choice of female was based on cultural norms and easier access).</p> <p>This presentation will explore the various ethical considerations undertaken in the process of collecting the data, the researcher's reflections before and during data collection and the process of receiving approval from the ethics committee. Specific discussion points will include writing notes on what the students do with their smartphones in class (i.e. students' privacy) and how detailed should the information sheet be, other concerns and issues the researcher encountered will also be discussed.</p>
<b>Bio</b>	Amal is a PhD researcher in technology enhanced language learning in the School of Education at the University of Leeds. She is interested in language learning with technology and learner autonomy. She got her master's degree in TESOL and ICT from the University of Leeds. She is a lecturer in the English Language Institute at King Abdulaziz University in Jeddah, Saudi Arabia.

<b>Title</b>	<b>School based intervention research: Ethical issues, tensions and dilemmas in the context of Randomised Controlled Trials</b>
<b>Name</b>	Dr Paula Clarke
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:p.j.clarke@leeds.ac.uk">p.j.clarke@leeds.ac.uk</a>
<b>Supervisor(s)</b>	n/a
<b>Abstract</b>	<p>Intervention research is high stakes and as such many ethical issues need to be considered in the design, conduct and reporting of studies designed to evaluate the effectiveness of intervention methods. This presentation will consider some of the key ethical issues that have arisen in the context of my work. It will primarily focus on interventions to support the development of language and literacy skills in childhood. Particular attention will be paid to studies that employ randomised controlled trial designs. The presentation will refer to two projects, one completed (REACH, Clarke et al. 2017) and one that is currently underway (REACH Primary <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reach-primary/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reach-primary/</a>) both of which have been funded by the Education Endowment Foundation. These studies aim to evaluate models of theory informed individualised support which are delivered by trained teaching assistants and given to pupils identified as struggling readers. The completed study took place in UK secondary schools with pupils in Year 7 (11-12 years) and 8 (12-13 years) and the ongoing study is running in UK primary schools with pupils in Year 3 (7-8 years). Some of the main areas to be considered will be participant selection, consent procedures, randomisation to intervention and control groups, intervention development and data collection and reporting. Ethical issues relating to different stakeholders in the process will be reflected on, including those relevant to children, parents, teaching staff, school leaders, researchers and funders. The presentation should be of interest to anyone conducting applied research in schools and to researchers embarking on intervention work.</p> <p><i>Reference</i>  Clarke PJ, Paul S-AS, Smith G, Snowling MJ, Hulme C. 2017. Reading intervention for poor readers at the transition to secondary school. <i>Scientific Studies of Reading</i>. 21(5), pp. 408-427</p>
<b>Bio</b>	Paula is a developmental cognitive psychologist working in education and has nearly 20 years research experience. She project managed an ESRC funded randomized controlled trial (RCT) 2006-2009 and since then she has been involved as either a Co-I or PI in five other RCTs. All of these studies have involved working with children who have a range of learning profiles and needs. I lead the MA Special Educational Needs and I have supervised 10 PGRs to completion.



<b>Title</b>	<i>The ethics of retrospective awesomeness: Can you be honest about researching young people without sounding incompetent?</i>
<b>Name</b>	Dr Peter Hart
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:p.j.hart@leeds.ac.uk">p.j.hart@leeds.ac.uk</a>
<b>Supervisor(s)</b>	n/a
<b>Abstract</b>	<p>Research with young people can be messy, confusing, and sometimes feel unprofessional. When things go wrong it can shake our confidence, we can lose faith in our ability as a researcher and the process of data collection. Compounding feelings of inadequacy is perhaps an inability to communicate openly about the difficulties we face in the field. We can risk appearing ‘weak’, ‘incompetent’, or ‘unemployable’. Therefore we can find ourselves using choice phrases in our writing that romanticise parts of the research that, at the time, felt disastrous. At its worst, we can minimise the effect these difficulties have had on the quality of our data.</p> <p>This paper is a collection of reflections based on my PhD research, which involved observations and focus groups with young people in youth centres. In total there were around 90 observations in four centres, and focus groups with around 30 young people. Through the paper I will argue that honesty within the research process is manifest differently depending on context. There is a balance to maintain between a showing lack of integrity about the reality of research with young people, and excessively self-indulgent reflections on the research process. I shall argue it is appropriate to find an outlet for the realities of researching young people in such a way that the integrity of the research process is still maintained.</p>
<b>Bio</b>	Peter currently works on the REACH Primary intervention with Dr Paula Clarke, as research fellow, at the University of Leeds. Previously he worked on the ‘Narnian Virtues’ Character Education project, and before that completed his PhD at Durham University. Peter’s doctoral thesis was considering ethical issues in the relationship between young people and youth workers.

<b>Title</b>	<i>Marginally Fannish: Creating a Collaborative Methodology to Research Intersectionality, Critical Literacy, and Public Pedagogy in Fan Podcasts</i>
<b>Name</b>	Parinita Shetty
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:edps@leeds.ac.uk">edps@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Dr Anne Luke, Dr Lucy Taylor, Dr Aisha Walker
<b>Abstract</b>	<p>This interdisciplinary project explores how fan podcasts act as sites of public pedagogy by providing a social learning context in informal digital spaces. It investigates the ways in which fans use their favourite media texts to raise awareness about intersectionality as well as enable the development of critical literacies. The project highlights the voices of fans from groups that are underrepresented or misrepresented in mainstream media and culture. The massive online fan communities of globally popular texts like <i>Harry Potter</i> and <i>Doctor Who</i> attract fans from different cultures and countries. Fan podcasts act as counter-narratives where fans from marginalised groups respond to the erasure of their perspectives by sharing their interpretations and opinions about their favourite fictional worlds. Fans also use these podcasts to challenge dominant representations and raise critical questions and reflections. These podcasts use the fictional framework to discuss real-world issues which are otherwise missing in mainstream discourse.</p> <p>This presentation explores the complex and dynamic ethical challenges of developing a fan podcast and supplementary blog to generate data which is accessible online. I use elements from online ethnography, collaborative ethnography, autoethnography, and feminist participatory and dialogic research methodologies. This hybrid methodology allows me to collaboratively create knowledge with my co-participants (podcast co-hosts and guests) and aims to minimise the imbalanced power hierarchy between us. My methodological framework seeks to invite comments and critiques from non-academic and academic audiences. It aims to include a diverse range of international fan voices with different experiences and interests who are situated beyond purely academic and Western contexts.</p>
<b>Bio</b>	<p>Parinita is a second-year doctoral researcher at the University of Leeds. She has worked with young people and children's books in India in various ways - as an author, a bookseller in a children's bookshop, a reading programme developer, and a coordinator of a children's literature festival. She completed her M.Ed in Children's Literature and Literacies at the University of Glasgow in 2017. Her research interests include intersectionality, fan podcasts, public pedagogy, digital media, online fan communities, and critical literacy. She studies fan communities as both a researcher and a fan. She should currently be writing but is probably watching <i>Doctor Who</i>.</p>

# Presentation Abstracts – Panel 2

<b>Title</b>	<i>Designing a qualitative longitudinal research study in education: key considerations and ethical issues</i>
<b>Name</b>	Natalie Donohue
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:ednad@leeds.ac.uk">ednad@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Martin Lamb & Simon Borg
<b>Abstract</b>	<p>Longitudinal research designs are invaluable in observing changes in individuals over time, yet, they continue to be predominantly utilised in quantitative research. When applied qualitatively, longitudinal research can provide rich insights into social phenomena (Hermanowicz, 2013) and therefore, in education, such a design could contribute to greater understanding of the experiences, actions, and thoughts of both teachers and students over a prolonged period of time.</p> <p>This paper will discuss how to conduct an online, longitudinal qualitative research project in education, briefly taking into consideration the justification, benefits and practicalities of such a research design, and the limitations of this approach. Particular attention will be given to the ethical challenges this design can present, including the researcher-participant relationship, researcher bias, and awareness of how participation may increase participants’ workload. These key considerations are highlighted through the example of a longitudinal PhD project involving five novice English as a Foreign Language teacher participants in their first year of teaching. Data collection was predominantly collected online, with interviews, questionnaires, and diary entries used to collect rich, in-depth data in relation to the novice teachers’ motivation, self-efficacy, and cognition as they navigated their first year of teaching in a variety of contexts.</p> <p>Although there are a range of challenges inherent to this particular research design requiring continuous reflexivity and dynamic thinking from the researcher, this paper argues that online, longitudinal qualitative research can be an effective approach in exploring the experiences and development of participants, providing valuable, deep insights into the lives of those at the heart of English Language teaching.</p> <p><i>Reference:</i>  Hermanowicz, J. C. (2013). The Longitudinal Qualitative Interview. <i>Qualitative Sociology</i>, 36(2), 189-208. doi:10.1007/s11133-013-9247-7</p>
<b>Bio</b>	Natalie is currently in the fourth year of completing a PhD in Education focusing on the motivation and self-efficacy of novice EFL teachers at the University of Leeds. Natalie has been an English teacher for eight years and currently teaches English for Academic Purposes on the International Foundation Year programme through The Language Centre at the University of Leeds.

<b>Title</b>	<i>Ethical challenges in a small longitudinal qualitative case study: how to cope with unexpected turns in one's project and how to find the 'right' balance in the researcher-participant relationship.</i>
<b>Name</b>	Giorgia Faraoni
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:edgf@leeds.ac.uk">edgf@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Dr Judith Hanks, Professor Gary Chambers
<b>Abstract</b>	<p>My research project investigates the personal experiences of UK students of Italian during their Year Abroad (YA) in Italy. In this year-long case study I use a variety of data collection methods (e.g. questionnaire, interviews, WhatsApp messages, photos) to better understand the participants' personal journey and the coping strategies they adopt when they face challenging situations in their host country. A particular feature of this project is the Buddy System, which – besides the agreed data collection schedule – allows the participants to contact the researcher at any point throughout their YA. This has positive consequences such as the increased amount of data and the closer relationship between the researcher and the participants; however, these can easily become negative side effects, if not managed carefully.</p> <p>In my presentation I will discuss some of the ethical challenges that I had to (and still have to) face in my PhD and the solutions I adopted to overcome them. In particular, I will focus on the unexpected turns my project went through in the first half of the data collection and how these made my ethical journey less straightforward than I had planned (and hoped for). I will also address the topic of the researcher-participant relationship and the ethical issues it involves, especially in the context of a very small qualitative case study, where the balancing act between 'too detached' and 'too involved' is an ongoing facet of the methodological approach: it is therefore fundamental for the researcher to be able to engage with the data whilst keeping an open mind.</p>
<b>Bio</b>	Giorgia is a doctoral researcher in her second year at the University of Leeds. She completed her BA in Interpreting and Translation in Trieste (Italy), and then moved to the UK, where she did an MA in TESOL, whilst teaching Italian at the University of Hull. She has five years of experience in teaching Italian and English at university level and her research interests include language learning, the Year Abroad, affective challenges and teaching methods.



<b>Title</b>	<b><i>Overcoming ethical challenges in researching the leadership training and training needs of school principals in Sri Lanka</i></b>
<b>Name</b>	Sasheeka Karunanayake
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:edsk@leeds.ac.uk">edsk@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Dr Michael Wilson & Dr Judith Hanks
<b>Abstract</b>	<p>This presentation will address three key issues related to research ethics, with the objective of generating critical reflection and discussion on current ethical practice. These issues are connected with the selection of a conceptual framework in ethics relevant to the study, application of the selected conceptual framework in identifying the ethical challenges related to the study, and to make suggestions to overcome the challenges identified.</p> <p>The project researches the leadership training and training needs of Sri Lankan school principals. The main instrument of data collection is in-depth interviews with school principals. The presentation focuses on the methodological framework used to overcome the challenges faced in micro-level ethics when conducting interviews with school principals. The micro-level ethics focus on one's own ethical conduct and the rights of individuals. To identify the ethical challenges, I incorporated the framework suggested by Stutchbury &amp; Fox (2009). It provides detailed self-reflective questions on four ethical aspects namely: external/ecological, consequential/utilitarian, deontological, and relational/individual. I have selected the deontological and relational/individual aspects to identify the ethical challenges relevant to micro-level ethical dimension in conducting the interviews with school principals. Further, selected aspects provide a basis to reflect on my ethical conduct as a researcher. Based on the deontological and relational/individual aspects, a number of interpersonal ethical challenges have been identified.</p> <p>To overcome the challenges, I expect to implement the procedures introduced by BERA and University of Leeds such as informed consent, openness, right to withdrawal. Also, the self-reflective questions mentioned in the framework suggested by Stutchbury &amp; Fox (2009) helps to think of ways and means of overcoming the challenges faced when collecting data.</p> <p><i>Reference:</i>  K. Stutchbury &amp; A. Fox (2009). Ethics and educational research: Introducing a methodological tool for effective ethical analysis. <i>Cambridge Journal of Education</i>. 39 (4), pp.489-504.</p>
<b>Bio</b>	Sasheeka is a second-year PGR in the School of Education at the University of Leeds. Before joining the School of Education, she has worked in the Open University of Sri Lanka in both the academic and administrative capacities. Her doctoral project focuses on leadership training and training needs of school principals in Sri Lanka.

<b>Title</b>	<i>Teachers experiences of the Teaching for Mastery approach</i>
<b>Name</b>	Camilla Pratt
<b>University</b>	Leeds Trinity University
<b>Email</b>	<a href="mailto:c.pratt@leedstrinity.ac.uk">c.pratt@leedstrinity.ac.uk</a>
<b>Supervisor(s)</b>	John Leach, Jim Ryder and Leigh Hoath
<b>Abstract</b>	<p>It would be near impossible to find a primary school in 2020 that has not heard of “mastery” in relation to Mathematics yet just five years ago the term was relatively unknown to primary practitioners. There has been an explosion of this “new” approach to teaching mathematics and substantial funding from central government poured into it with further funding secured for the future.... yet there is limited research to support the effectiveness of this approach. <i>Teaching for Mastery</i> (TfM) could be described as a policy (although it is not statutory) – so how has this policy been enacted? What influences TfM enactment by current practitioners? What are current practitioners’ views on it and what accounts for the differences in the perceptions? Teachers at different stages of their career, in a range of contrasting schools, will be interviewed and observed to find out just that. There are many ethical issues to consider but some of the most problematising issues will be those surrounding teacher disclosures (for example teachers disclosing that they do not follow the school policy, that they lack confidence in their mathematics teaching or that they are suffering with stress) and the effect that this may have on professional relationships or indeed the educational progress of pupils. The intention is that the potential benefits achieved through the recommendations produced as outcomes of this research will outweigh the ethical risks.</p>
<b>Bio</b>	<p>Camilla is currently working as a Senior Lecturer in Primary Education at Leeds Trinity University; as part of this she delivers lectures in primary mathematics to both undergraduate and postgraduate students. Prior to her current role, Camilla has ten years of experience working in primary schools. Whilst working in schools, Camilla chose to specialise in primary mathematics – due to the timing of this (2012 onwards) all CPD she has received has been focused on the TfM (teaching for mastery) approach. She is in her first year of part-time PhD and she has chosen teachers’ perceptions of TfM as a focus due to her own, hugely varied, experience of this approach.</p>

## Presentation Abstracts – Panel 3

<b>Title</b>	<i>Perceptions of Parents and Teachers Regarding the Challenging Behaviours of Children with Autism Spectrum Disorders: Ethical Challenges</i>
<b>Name</b>	Lamya Alfadhel
<b>University</b>	University of Leeds
<b>Email</b>	<a href="mailto:edlfa@leeds.ac.uk">edlfa@leeds.ac.uk</a>
<b>Supervisor(s)</b>	Dr Judith Hebron and Dr Mary Chambers
<b>Abstract</b>	<p>This presentation draws on a research project entitled ‘Parents’ and teachers’ perceptions of the challenging behaviours in autism spectrum disorders in Saudi Arabia’. In the field of Autism Spectrum Disorders (ASD), challenging behaviours (CBs) such as aggression, stereotyping and self-injury are commonly reported, and they are considered to be one of the greatest difficulties faced by teachers and parents of individuals with ASD. By focusing on how teachers and parents experience CBs it is possible to develop a holistic understanding of their views which can in turn enhance the provision of appropriate preparation and support for them. This study uses a mixed methods approach to determine the parents’ and teachers’ perceptions regarding CBs of students with ASD in Saudi Arabia. It is hoped that the findings will inform educational policy, curriculum development, and teacher education to improve services for children with ASD in Saudi Arabia.</p> <p>This presentation will focus on the ethical challenges associated with investigating parents’ and teachers’ views of the children’s behaviours. Discussing their behaviours, their attitudes and the strategies that are used to manage children’s behaviours in a specific Saudi context involves several considerations that should be taken into account. These include three main ethical challenges:</p> <ul style="list-style-type: none"> <li>- First is the sensitivity of the topic, as it could be a challenge to share with me information about the children’s behaviours and how to manage them.</li> <li>- Second is the risk of judgment of the teachers’ practice, teachers might feel that their opinion and experience could be judged by me or other staff in their school which could affect their participation in the research.</li> <li>- Third is the difficulties in defining and operationalising ‘challenging behaviours’, as the term involves various meanings which can be challenging to translate into Arabic.</li> </ul> <p style="text-align: center;">These issues will be addressed during the presentation.</p>
<b>Bio</b>	Lamya is a second-year PhD student in the School of Education at the University of Leeds. She is a lecturer at Princess Nourah Bint Abdul Rahman University in Saudi Arabia. She obtained her BA from the King Saud University and MA from the University of Nottingham. Lamya is interested in autism research, specifically about the teachers and parents of children with autism, their practice, attitudes and challenges faced.

<b>Title</b>	<i><b>ADHD and Foreign Language Learning in Inclusive Education</b></i>
<b>Name</b>	Bennama Nour El Houda
<b>University</b>	University of Leeds
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<b>Supervisor(s)</b>	Dr Yvonne Griffiths Dr Mohammad Javad Ahmadian Dr Katie Gathercole
<b>Abstract</b>	<p>Learning foreign languages can be challenging for pupils with Special Educational Needs (SEN). Nevertheless, they can successfully learn foreign languages provided that they are adequately supported in class. In the Algerian context, pupils with SEN are not deprived of their right to study foreign languages. However, very little is known about how they are supported in these classes.</p> <p>The term SEN encompasses a wide range of learning difficulties and disabilities, such as Attention-Deficit-Hyperactivity-Disorder (ADHD), which is a behavioural disorder that is characterized by inattentiveness, hyperactivity and impulsiveness. The study of ADHD in relation to foreign language learning is an under-researched area of investigation both in the Algerian and the worldwide literature. Accordingly, this research aims to investigate the inclusive provision for students with ADHD in EFL classrooms in the Algerian context.</p> <p>A qualitative case study design has been opted for. Individual Interviews with EFL teachers, document analysis and classroom observations will be undertaken. Data will be analyzed using thematic analysis, which is the basic approach of the interpretivist paradigm.</p> <p>My research topic is considered to be controversial in that it raises some ethical issues and considerations, especially with the lack of awareness and diagnosis of ADHD in the Algerian context. This has affected my research design in several ways and led the ethical committee to raise questions about the choice of participants, how to protect their rights and dignity, the focus of classroom observations, and any potential risks/benefits for participants.</p>
<b>Bio</b>	<p>Bennama Nour El Houda is a postgraduate researcher within the School of Education at the University of Leeds. Nour completed her BA and MA studies in Algeria. She passed the Baccalaureate exam with flying colours and graduated at the top of her class. Before starting her doctoral research, Nour was enrolled in a PhD preparatory program at Canterbury Christ Church University (CCCU) in the UK.</p> <p>Her interest in the area of special educational needs stems from her personal experience with stammering. Nour became interested in ADHD during her training at CCCU where she had the opportunity to broaden her knowledge in her chosen field of interest.</p>



<b>Title</b>	<i>The Experiences and Perceptions of Parents/Guardians of Autistic Children in Contemporary Kerala, India</i>
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<b>Supervisor(s)</b>	Sharon Elley (primary) & Alison Sheldon (secondary)
<b>Abstract</b>	<p>The paper is part of an ongoing project that intends to uncover the complexities of childhood autism, diversity of experiences and cultural factors that determine barriers and accessibility to services based on class, caste, and gender in Kerala, India. Robust sociological autism research in India remains scarce and most existing ones reside primarily in clinical studies, with an overwhelming focus on clinical interventions. This project seeks to address the gap in knowledge by investigating how sociodemographic factors impact on the social experiences of parents/guardians of autistic children particularly, social barriers, unequal social interactions and the social implications of impairments by using the social relational model of disability. Semi-structured interviews were conducted with 32 parents/guardians of autistic children aged between 3-10 years, accessed via different gatekeepers including private, charitable and governmental institutions. The decision to target parents/guardians, rather than autistic children is because some children may not have sufficient decision-making skills, which is learned through experience and interaction with others. Additionally, some autistic children may have challenges pertaining to communication or interaction and as such, they were excluded to ensure an ethical data generation process. All the participants, irrespective of caste, class, gender or religion, were approached in the same manner and their consent/willingness were prioritised. However, the researcher endured difficulty gauging the interests of some participants, which has provided much food for thought. This paper aims to discuss ethical methods used to conduct data collection, the advantages and pitfalls experienced, with a view to extending conversations in broader ethical research debates.</p>
<b>Bio</b>	<p>Sidharth is a current 2nd year postgraduate researcher in sociology and social policy at the University of Leeds, U.K. He has extensive and diverse experience working with International Development Organizations in the USA and India, with a specific focus on disabled population. His goal is to bring forth a fresh sociological approach to autism research by investigating social situations and familial experiences of autistic children and their families in his home state of Kerala, India.</p>

# Notes

# Notes



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