INCLUSIVE WAYS OF KNOWING: DIVERGING FROM TRADITION

KALEIDOSCOPE CONFERENCE 2020

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WELCOME

Welcome to Kaleidoscope Virtual 2020! We have created a "choose your own adventure" format for this year's virtual conference with access for a month starting from Thursday 28th May. This programme contains full details, including abstracts and bios for each presenter. For an 'at a glance' view of what's available, please see the overview at the end of this programme and on the home page of the conference platform. So as not to miss out on the best part of any conference, we are hosting several virtual informal social and networking events during first two days of Kaleidoscope 2020. To make the virtual conference accessible, transcripts are available for all videos'

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We are looking forward to seeing you online!

Genevieve, Jessi, Simina, Lucian, Zach, & Anna
The Kaleidoscope Committee

THE KALEIDOSCOPE COMMITTEE

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KEYNOTES
PROF. MARTIN OLIVER
PROF. KEITH TABER

PROF. MARTIN OLIVER

Title: Viral knowledge: disciplinarity during a pandemic

Live Q&A Thursday 28th May 1pm BST

Abstract: The decision to hold conferences such as this virtually, instead of in person, illustrates how academic work has been disrupted by COVID-19. This is, of course, just one tiny example of the impact of the pandemic on knowledge practices, but in this talk, I will use it as the starting point to respond to the conference's themes of inclusivity and diverging from tradition. When everything changes, as it has done recently, what might we gain or lose by diverging from our traditional practices?

Policy makers and members of the public around the world are currently grappling with questions that might previously have seemed obscure or arcane. How, for example, should they judge the credibility of expert advice, the authority of models, or the political question of which expert advice to

listen to in the first place (Enserink & Kupferschmidt, 2020), when there is competing disciplinary advice about issues such as how the economic and medical effects of the pandemic should be weighed up (Ahmed et al, 2020)?

Although these issues are particularly acute at the moment, they are not new. They reflect long-standing debates about the status of truth, and also about its politics. When politicians can reject expertise, where volume of comment can overwhelm quality, and where fact-checking is seen as a partisan act, should we really be surprised when the American president suggests in a national briefing that people consider treating the virus by injecting bleach?

I will draw on three areas of research to try and make sense of how this affects academic work, focusing on the relationship between knowledge and technology.

Firstly, I will introduce Idhe's phenomenology of technics (1990), and particularly his discussion of the embodiment relation that people have with instrumentation. If the way we know the world is mediated by the technologies we use, then the redistribution of academic work under lockdown necessarily changes our academic life. This change is not uniform, however; I will illustrate this with reference to Mishra & Koehler's idea of Technological Pedagogical Content Knowledge.

This will lead into a discussion about previous claims about the promise of technology to open up and disaggregate the functions of Universities (e.g. Weller, 2011). Such utopian visions will be contrasted with the sociomaterial critiques offered by authors such as Latour & Woolgar (1979) or Cornford & Pollock (2005), which explain why the 'resourceful constraint' of the campus has been so resistant to disaggregation.

Finally, I will explore what this means for students currently. Given that academic work is not simply a social matter of tradition, but also about the stability of infrastructures, studying requires students to engage with a wide array of places, people and technologies (Gourlay & Oliver, 2018). The disruption of established infrastructures undermines this. The question then becomes what work students can do in isolation, or in family homes, which were never designed to support these practices. In limiting the spread of the virus, at least some forms of academic work have spread to new settings; what remains to be seen is whether these forms of knowledge will prove contagious enough to spread forms of disciplinary knowledge through society.

Bio: Martin is professor of Education and Technology at the UCL Institute of Education. His research draws on the philosophy of technology, and the field of Science and Technology Studies, and has ranged across topics that include student experiences, the curriculum and computer games. His academic responsibilities currently include being Pro-Director for Academic Development; he has previously been Head of Department for Culture Communication and Media, and Head of the Centre for Doctoral Education

PROF. KEITH TABER

Title: Negotiating the essential tension: working within, across, and outside research traditions
Live Q&A Friday 29th May 1pm BST

Abstract: For scholars, the essential tension operates between the imperative to work within an established and recognised tradition, and the drive to innovate. Finding a comfort point in relation to that tension is important for a research student, and, indeed, any productive academic. Working in a tradition is essential to being recognised as a competent scholar deserving of being welcomed into the Academy as an independent researcher whose apprenticeship is successfully completed. Such a 'journeyman' has demonstrated she is an effective pupil, and can accurately work in knowledge production, albeit as a form of cultural *re*production. She has the expertise to work in an established research programme, and is given a licence to undertake research in, and to teach about, that tradition - for as long as it is seen as being a progressive programme justifying its place in the Academy. Yet the Academy also claims to most value novelty and originality, and this is a core criterion in a doctoral examination. Those recognised as great scholars are the revolutionary thinkers who thought 'outside the box', whilst 'breaking the mould': the visionaries who saw clearly what others could at best only make out through a glass (spectacles of their existing commitments) dimly. And they often borrowed productively from other fields. Few transcriptions or embellishments are judged as masterpieces in their own right. Careful analyses are always to be expected in scholarship, but it is novel

syntheses that are lauded. The research student needs to judge how to respond to the essential tension, both in terms of best meeting the assessment criteria for the degree, and in terms of becoming the kind of scholar, and indeed the kind of thinker, they aspire to be. This raises the question: how can a scholar strive to have both a disciplined, and, yet, an open, mind?

Bio: The first in his family to attend a University, Keith graduated in chemistry before qualifying as a teacher of chemistry and physics. He taught in state comprehensive schools and further education whilst studying part-time for his MSc and PhD degrees. Keith joined the Cambridge Faculty of Education in 1999. He was initially, mainly, working in initial teacher preparation (PGCE), but has for the last decade primarily taught educational research methods (MPhil, MEd, PhD, EdD). His research is primarily focussed on student learning and thinking in the sciences, but he has also written much about research methodology and academic standards.

VIRTUAL NETWORKING

Kscope Kafe

Thursday 28th May
11-11:40 BST
3-4pm BST

Friday 29th May
11-11:40 BST

Kscope DisKo Bingo
Thursday 28th May
7-8pm BST

Mayday! Mayday!
Calling all locked down
researchers feeling at sea!

Guest Host: Julia Flutter
University of Cambridge

Friday 29th May 3-4pm BST

Kscope Kantina
Friday 29th May
5-6pm BST

Raise a glass

GUEST SPEAKERS
DR. JO WOODMAN
DR. JAMES UNDERWOOD

JO WOODMAN

Title: From 'Factory Schools' to immersion schools: an exploration of Indigenous education today

For more about Survivor International, check out their website: https://www.survivalinternational.org/

In this talk, Dr. Jo Woodman from Survival International will ask why two million tribal and Indigenous children are today in 'Factory Schools' which aim to divorce them from their lands, languages, cultures and identities. What can we learn about global education policies from the continued existence of such schools? What kind of education do children receive in such schools? What are the implications for indigenous knowledge and languages? Drawing on

several years of research and including video messages from Indigenous leaders, this talk will then explore what kinds of education Indigenous communities are wanting and developing, with positive examples from across the world.

Bio: Dr Jo Woodman is a senior researcher and advocacy offi cer at Survival International – the global movement for tribal peoples' rights. She runs Survival's recently-launched campaign against 'Factory Schools' – residential schools which aim to 'reprogramme' tribal and indigenous children to fit the dominant society. She led Survival's campaign which successfully helped the Dongria Kondh tribe in India to stop a US$1billion mine on their sacred Niyamgiri Hills, and has researched the impacts of forced development, colonial conservation and assimilative schooling on tribal peoples worldwide.

DR. JAMES UNDERWOOD

Title: telling the stories of others

Workshop Abstract
This workshop will enable an exploration into the challenges and issues that emerge when a writer uses their position as a researcher to tell the story of a population that does not have access to publication and distribution. This is a fundamental issue in research in any period but perhaps especially now at a time when education experiences are shifting yet when due to 'lockdowns' people may feel increasingly marginalised.

Through a series of prompts and provocations that will facilitate group discussions it will explore debates that researchers engage with when 'telling the stories of others'. These include the power relationship, the potential responsibility to engage in on going dialogue with participants, the primacy that may or may not be given to the participants own voices, and the implications that these and other factors have on the writer's ability to assert and develop their own authentic voice and interpretation. Although applicable to writing about excluded and marginalised groups, the workshop takes a broader view. It acknowledges that researchers engaging in publication have a unique voice and therefore that even research into frequently researched populations such as teachers and school leaders involves tension between giving voice to others and presenting a writer's own interpretation. Examples used in the prompts and provocations will focus on published research by early career researchers to enable a specific focus on how relatively recent doctoral and masters' students addressed these issues in their first publications. The workshop will be driven by a series of linked prompts and discussion activities, concluding with a plenary in which some common understandings and agreed differences in viewpoint emerging from the workshop will be addressed

Bio: Dr James Underwood is a Principal Lecturer and is the 'Subject Leader for Teachers' Continuing Professional Development' at the University of Northampton. The University of Northampton, which was founded in 2005, is one of only two 'Ashoka U' awarded universities in the UK. This award is given in recognition of the social impact a university has on its local community. The University of Northampton has the largest Black British student population of any UK university and at less than 1% among the lowest proportion of privately educated students. It is also distinct for having a high proportion of mature students and first generation university students. James taught for 19 years before becoming a Principal Lecturer at the

University of Northampton. The majority of this time was in the British state sector, in secondary schools. As well as teaching history he was on the school leadership team of a state secondary school (students aged 11-18) and subsequently of a sixth form college (students aged 16-18). He completed his doctorate in education at the Faculty of Education, at the University of Cambridge before taking his current position at the University of Northampton. His research interests include: the nature of professional communities, teachers' knowledge sharing, non-positional leadership, using practitioner research to achieve school improvement and social impact, and using the arts to enable school improvement.

PRESENTATIONS:

Presentations have been grouped into six sessions, under the following themes:

- Inclusivity
- Teacher Experience
- Student Experience
- Methodological inquiry
- Creative knowledge production
- Researcher Reflections

PRESENTATIONS:
INCLUSIVITY

MARIA FERNANDA RODRIGUEZ AND MAURICIO SAAVEDRA
UNIVERSITY OF CAMBRIDGE, CALIFORNIA POLYTECHNIC STATE UNIVERSITY

Title: Moving inequalities: pupil mobility in urban-vulnerable contexts in the city of Lima, Perú

Abstract: The study analyses the phenomenon of pupil mobility in the city of Lima, Peru; a scenario in which spatial segregation translates into dynamics of educational segregation and where low quality affects, above all, the most vulnerable sectors. Moreover, the accelerated growth of low-cost private schools has shaped the setting for families' educational decisions. Student mobility has been analysed in other contexts where school choice is geographically restricted (US and UK, for example). However, in contexts such as Latin America, where the choice of schools is "free" - or at least not restricted in geographic but rather in economic terms - the phenomenon of student mobility takes on other nuances.

The study recounts the educational trajectories of 18 young men and women from Lima who experienced between 2 to 9 transfers during school. The authors find that most of these changes occur as an 'escape' from the previous school's unsatisfactory conditions. In contrast, the study also finds strategic changes, generally associated with an educational project and access to higher education. Unlike the previous ones, this type of pupil mobility occurs in families with more resources, as well as specific aspirations related to education and social mobility.

The results shed light on the limits of school choice in segregated and unequal educational contexts, where students who seek to change schools for a better option, end up moving from one disappointment to another. In that sense, this reality collides with what the promoters of school choice propose: that pupil mobility would be a symptom of a healthy educational system, where the best schools attract more students and the worst loose enrolment. On the contrary, in the context described; they account for an educational 'trap' in which, although families seek better options, these are not the ones they can access in reality.

DR IAN MUNDAY AND DR PAUL FLYNN
NATIONAL UNIVERSITY OF IRELAND GALWAY

Title: The language of Inclusion and the suppression of voice

Abstract: In this paper, we look searchingly at the academic language used when theorising "Inclusion". How many of us who teach in education departments have heard our students (post exposure to courses on Inclusion) say things like "I have decided to refer to myself as Mx as a mark of resistance to gender specific identity designators that exert a hegemonic grip on my capacity to self-identify"? Perhaps induction into the language of Inclusion rarely has quite such a strong impact but, if it does, is this desirable? The sentence in quotation marks is not nonsense, and the sentiment expressed (if we suspend concerns about separating form from content) is "progressive". However, there may be something sinister at work here related to issues around voice. Ironically, the very expression of resistance is clearly in a voice that is not the student's own. Moreover, it is in a voice that does not and cannot really belong to anybody. Perhaps then it is an exemplary case of what Inclusion should seek to achieve, but only if inclusion is synonymous with integration at the level of language. If, however, the point of Inclusion is to hear and acknowledge singular voices, then this is problematic. Such singular voices may be stifled, silenced or trapped in a linguistic labyrinth from which it becomes hard to escape. In this paper we address the theme of the conference by considering whether or not rethinking Inclusion, if it is to be handled in any sort of radical manner, requires us to find our way out of this labyrinth. Our methodological approach involves (a) an analysis of the language of Inclusion in academic journals and (b) a discussion of voice and singularity that draws on the work of Lyotard, Wittgenstein and Cavell

JONATHAN HAUSER
UNIVERSITY OF CAMBRIDGE

Title: Un-inclusivity: French Universities, Laïcité, and Muslim Identity

Abstract: Liberté, Égalité, Fraternité. The motto of the French state declares the three pillars that form the conceptual bases of the French psyche, society, and education system. However, behind the clarity emboldened by the pomp and circumstance of these words, a complex labyrinth of questions regarding who is French and who has access to these values is debated and conceived among the media, government, schools, and the citizens themselves. Over the past century, France has diversified racially and religiously as waves of immigrants have settled in the Métropole, either by imperial forces or hopes of achieving the gilded 'French Dream'. This diversification has engendered a simmering ethno-religious and cultural conflict around the treatment of these new immigrants and the norms of the French state's interpretation of secularism. Coupled with the rise of Islamophobia, this conflict has 'othered' Muslim students within French society and altered their conceptions of citizenship and identity within the French nation-state. My research delved into these questions about citizenship and identity among Muslim French university students through reflexive, in-depth interviews. The insight emanating from these interviews, in conversation with post-colonial and feminist theory, starts conversations around the relationships between French universities, the French state, and laïcité, the French conceptualization of secularism. The experiences and reflections of my interviewees and our discussions around identity and citizenship in France have brought to the forefront important questions facing both the French Muslim population and French society as a whole: How does the French State control Muslim Women through laïcité? How does the French media shape perceptions of Muslim identity? How does laïcité create exclusion in university spaces? How do European and international spaces reinforce of French identity?

AMY RYDER
UNIVERSITY OF CAMBRIDGE

Title: This is sick: how teen-authored, digital texts construct adolescent illness online

Abstract: Combining approaches from the fields of children's literature, disability studies and the medical humanities, this paper seeks to examine the construction of illness narratives by teenage vloggers. Written from within the 'double disadvantage' occupied by young people in the biomedical system, these illness narratives confront the culturally subversive figure of the ill child/adolescent and challenge the dominant cultural and biomedical discourses of illness. These teen-created, digital spaces stake a young person's claim on their own identity and mode of representation in the face of biomedical and cultural forces that seek to pathologize their lived experience.

Traditionally, the majority of research attention has been paid to the experiences and life-narratives of adults experiencing illness. There are many reasons why a similar scholarly focus has not been applied to children's narratives – not least the fact that few children's illness narratives are published in the traditional manner – but this does not mean that this is a research area lacking in value nor that children cannot benefit from the many benefits of reading and creating illness narratives as documented by medical humanities research. Instead, it highlights a valuable opportunity to investigate how children and adolescents experiencing illness might benefit from a form of narrative competence the medical humanities has heretofore reserved for clinicians and, more recently, adult patients. It creates space to begin a conversation about how children and young people construct, use and experience narratives of illness. If illness narratives are seen as a response to the call for agency and self-representation implicit in the disability rights slogan 'Nothing about us without us', this paper seeks an alternative, more inclusive, means of exploring the constructions of adolescent illness through its analysis of these non-traditional texts.

PRESENTATIONS:
TEACHER EXPERIENCE

SEUN B. ADEBAYO
NATIONAL UNIVERSITY OF IRELAND, GALWAY

Title: 'Teachers need to get feedback from Parents.' Migrant parents contribution to developing culturally responsive pedagogies among teachers.

Abstract: The world is changing due to increasing migration and globalization. Education has been identified as key to ensuring the sustainability of this changing world and this is demonstrated in the Sustainable Development Goals (SDGs) passed by the United Nations member states in 2015. Particularly, SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This study is situated within the Irish education system. Ireland has not been left out from changes to its socio-cultural composition from increasing influx of migrants, refugees and asylum seekers. However, the Irish education system has been challenged in meeting the learning goals for all students in line with the values of SDG 4. Challenges include the inability of many Irish teachers to apply differentiation or responsive pedagogy in culturally diverse classrooms. Also, many teachers have been identified to lack sufficient intercultural education knowledge, and they tend to perceive classrooms composed of students with diverse socio-cultural backgrounds as challenging (Devine, Fahie, & Mcgillicuddy, 2013; Doyle & Keane, 2018; Faas, Smith, & Darmody, 2018a, 2018b, 2018c; Heinz, 2013; Shevlin et al., 2009; Smith, Darmody, McGinnity, & Byrne, 2009). This research paper is part of a larger PhD study that explores culturally responsive pedagogies among student-teachers in Ireland. The paper responds to the research question: What are the perspectives of parents from various cultural backgrounds in developing culturally responsive competences among Irish teachers? Five focus groups were conducted with 20 parents from non-Irish backgrounds. The paper adopts the critical race theory of education (Ladson-billings & Tate, 2004)

theoretical framework to reflect on the influence of culture on quality teaching and learning for all. Findings show that migrant parents voices are not adequately considered in teacher development. Also, their lived experiences of education in their host country are crucial and useful for developing culturally responsive pedagogies with teachers.

ANGANA DAS
UNIVERSITY OF CAMBRIDGE

Title: Narrative Inquiry into teachers' lived experiences of happiness and education

Abstract: Essential to education is a sense of happiness and fulfilment, however, when asked, most people describe education as acquiring knowledge and skills. In 2018, a new "happiness curriculum" was launched for over 800,000 children in New Delhi, India which challenges this idea. Teachers were trained to deliver this program which aims to create a shift from student performance to student well-being. My study is a narrative inquiry into the experiences of teachers delivering this curriculum in classrooms. The purpose of this study is to capture the lived experiences of teachers through a life history approach. I seek to explore their understanding of happiness in different phases of life and the impact that has had on their teaching experiences while delivering this curriculum in classrooms. The study will be guided by the following two research questions: First, how do teachers understand happiness, their values and beliefs around it and how do they make sense of it? Second, what are their personal experiences teaching happiness in educational settings and the knowledge that underpins their work? The concept of happiness in India has philosophical, religious and spiritual leanings. Therefore, different teacher narratives will highlight diverse aspects of knowing, experiencing and teaching happiness. Stories are a powerful means to understand experiences of teachers, yet, this form of knowing is not one of the dominant approaches in educational research. Through my research, I seek to make a valuable contribution to this discipline. In my presentation, I will focus on the relevance of this innovative methodological approach and the power of personal narratives in broadening our understanding of educational experiences. The challenges of drawing boundaries, researcher-narrator relationship and the interview settings will also be discussed along with some preliminary findings from the field.

GRACE ZEJIAN GUO
UNIVERSITY OF CAMBRIDGE

Title: The Role of Technology in Preschoolers' Reading Comprehension Development--A Literature Review and New Model Proposal

Abstract: "With the advent of the Web 2.0 era, more and more young language learners are being exposed to this new technology-based era where a variety of media devices and equipment are designed for educational use, including the early development of word knowledge, reading comprehension, phonological awareness, numerical knowledge as well as scientific knowledge. The application of technological devices (e.g., e-books, computers, Artificial Intelligence, and Visual Reality) and portable devices (e.g., smartphones and tablets) to develop young language learners' early literacy skills, particularly reading comprehension development is the area that is worth exploring. Whether such technology-based design could support young learner's reading comprehension or not is the question that needs education professionals, researchers, and policymakers to answer. To better explore this question, this article reviews the previous technology-education-related programs and theories, and proposes a new model to elucidate the role of technology in early reading development. This model suggests that technology contributes to three parts of the emergent reading process, namely expanded information input, development of decoding skills through strengthening learners' orthographical processor and phonological processor, as well as improving their contextual processor. Schools and teachers can design more formed pedagogies and curriculum to aid students' early literacy development as a whole.

DR. DAVID WILLIAMS
UNIVERSITY OF CAMBRIDGE

Title: The influence of the hidden curriculum in teaching ethics to veterinary students.

Abstract: Can we teach ethics and if so what is the best way of doing so? This question has been asked for thousands of years perhaps starting with Socrates but continues to this day without a clear conclusion. Ethics is currently taught to veterinary students in Cambridge through a few lectures and workshops but many questions might be posed of this pedagogy. What ethics should be taught - indeed can one set of ethics be imparted to veterinary students. Some, for instance, may be ethical vegans while others happily eat meat. With such varying approaches to gauging the rights and wrongs of our interactions with animals how can we hope to direct these young people in an appropriate direction with regard to their animal-related ethics? As importantly, we may be giving them didactic instruction but what are they learning from the hidden curriculum of how animals are used in their education? In the first week of their course students are presented with dead dogs for cadaver dissection in veterinary anatomy. They have practical classes using live earthworms to demonstrate nerve conduction in physiology classes. Animals are used to teach students correct methods of restraining patients. They see clinical cases in the hospital the treatment of which may be contrary to the ethical viewpoints of some yet acceptable to others. Evaluating students views in a mixed methods analysis using questionnaires, written responses and semi-structured interviews has shown a tremendous diversity of student opinion with regard to the use of animals in their education, its ethical justification and its effects, positive or negative, on their understanding of the ethics surrounding animal use and how their own views should impact on their involvement with those bringing animals to them as patients, be they pet dogs, farmyard cows or rodents in a research laboratory.

PRESENTATIONS:
STUDENT EXPERIENCE

LAURA OXLEY
UNIVERSITY OF YORK

Title: Alternative approaches to behaviour management: diverging from a punitive tradition

Abstract: It is generally seen as 'the norm' within English schools for students to be punished for disruptive behaviour. Examples include detentions, loss of privileges, and eventually escalation to exclusion from school. However, there is a growing research base which suggests that a punitive response is not the most effective way to change student behaviour.

Over recent years, there has been the start of a divergence towards English schools considering alternative approaches to manage behaviour in a different way. Some of the more commonly known systems include Restorative Practice and Collaborative Problem Solving. These approaches focus on working with students to collaboratively develop sustainable solutions to behaviour issues.

My research is exploring senior school leaders' experiences of, and attitudes towards, these alternative approaches. Semi-structured interviews were carried out with head teachers and other senior school leaders at a selection of secondary and primary schools across England, including state funded mainstream schools, independent schools, and Pupil Referral Units. A phenomenological approach was taken to focus on the idiosyncratic experiences of school leaders in using different approaches to behaviour management. Interpretative Phenomenological Analysis (IPA) was used to analyse the interviews and to identify key themes within the data. This presentation will discuss the findings of the study, considering senior school leaders' views on alternative approaches and the key barriers that prevent schools from adopting these types of

approaches more readily. It addresses how behaviour management systems in schools are starting to diverge from the more traditional way of responding to challenging behaviour. Using IPA to analyse the views of senior school leaders is an innovative use of a methodology that is relatively new to the field of education and psychology, offering a fresh perspective and a new 'way of knowing'.

TRACEY PRICE
ANGLIA RUSKIN UNIVERSITY

Title: Student voice and the role of school governors: a case study using participatory action research

Abstract: The UNCRC (1989) emphasises children's right to express their opinions about issues relating to their lives (Article 12). Furthermore, the Governance Handbook (DfE, 2019), states that one key role of school governing bodies is that they find ways to listen, understand, and respond to the voices of students. As a governor with nine years' experience, I realise the importance of continuously developing effective student voice practices. Also, from my own experience, there is a need for training and support for governors in how best to seek students' views. Therefore, this doctoral research explores the link between the school governing body and the student voice; recognising students' agency by promoting their right to be heard.

This research takes a case study approach underpinned by participatory action research (PAR), involving a group of students as co-researchers and other students as participants. PAR is an inclusive methodology using a series of cycles involving planning, acting, observing, and reflecting. It enables the researcher to discover the voice, perspectives, and experiences of participants and values the knowledge and experience co-researchers have from their everyday involvement in their setting. The case is bounded in one secondary school in England, where I am Chair of Governors, focusing on students and their realities in that location. I have recruited eight Sixth Form students (16-18-year-olds) as co-researchers. The student co-researchers and I have formed a research team called "Your Voice".

The research will be developed in different cycles. Cycle one begins with an initial understanding of students' view of 'voice' with the question "What does student voice mean to you?". A research response box is in the school library for students to post their responses anonymously. The

data will be analysed thematically by "Your Voice", and the findings from this cycle used to determine the focus of subsequent cycles.

AIGERIM KORZHUMBAYEVA
UNIVERSITY OF CAMBRIDGE

Title: Exploring students' conceptual change in genetics within the 'students as producers' approach

Abstract: While technology has been implemented in educational settings for more than three decades, harnessing the power of educational technologies for engaged and active learning has been a relatively rare phenomenon. This research aims to show that students, using educational technologies, can and should be engaged in the production of learning resources, as well as gain subject-specific knowledge in the meantime. The 'students as producers' approach, also recognised as 'students as creators', or 'students as change agents', is claimed to increase students' engagement, as it allows students to be more responsible for their own learning and encourages them to produce learning resources as part of their collaborative work.

This paper reports on the findings of a pilot study, which explored English secondary school students' conceptual change in their understanding of genetics, while they were collaboratively creating a learning module on genetics using iPads and the Explain Everything application.
Using a qualitative case-study methodology, in June 2019, three Year-12 students of varying performance levels were interviewed on their conceptions of genetics, as well as observed while they were co-creating a learning module on the DNA concept for younger students. The data were analysed using an existing five-point scheme by Simpson and Marek (1988) for verbal analysis, as well as by Langheinrich and Bogner (2015) for drawings analysis, adapted to the issue of gene, DNA, and hierarchical organisation of genetic terms.

Findings showed that students exhibited higher proficiency in more advanced topics such as transcription and translation, and confusion over the relatively basic hierarchical organisation of genetic terms (chromosome, DNA, gene). Furthermore, collaborative learning and peer tutoring while designing a learning module contributed to improvement in understanding problematic areas. Additionally, for Year-12 students, designing a learning module that would be reused by younger students was a fulfilling experience, increasing these students' self-efficacy,

confidence, and motivation for studying science. On a broader scale, this research may popularise the 'students as producers' model, as well as lead to a better understanding of how the intersection of collaborative work, peer tutoring, and technology-enhanced learning, can facilitate conceptual change in students' understanding of science topics.

HELEN BARSHAM
UNIVERSITY OF CAMBRIDGE

Title: Can teaching upper primary aged pupils about test taking reduce anxiety around tests

Abstract: Hembree's large and heavily cited meta-analysis of 562 studies about test anxiety found that test anxiety affects girls more than boys and can start in Year 3 or Year 4. Test anxiety is a transactional construct that affects performance of working memory. One aspect of Bandura's self-efficacy theory (1997) is that belief in capability can raise performance. A six week intervention using metacognition of the desirable difficulty 'the testing effect' was delivered to a group of 10-11 year-olds prior to a high stakes examination. The intervention aimed to enable the 10-11 year-olds to believe that new metacognitive knowledge can be used to give self-efficacy in test taking, to believe that 'testing routes' in the brain have been primed and that they have mastery of the self-efficacy in test taking.

PRESENTATIONS:
METHODOLOGICAL INQUIRY

AMINA SHAREEF
UNIVERSITY OF CAMBRIDGE

Title: Youth Participatory Action Research as Methodology

Abstract: Over nearly the past two decades, the United Kingdom has targeted British Muslim communities with two sets of policies: Community Cohesion (CC) and counter-terrorism (CT). Collectively, CC and CT racialized Muslims by their values as "incompatible" and "enemy" citizens.

My PhD research is animated by an interest in how CC and CT shape symbolic citizenship or belonging felt by young British Muslim women between the ages of 12-18. In a qualitative study involving nearly 100 participants and 154 interviews and focus group discussions, I generated rich data that offers insights into how young people are socially located and locate themselves in relation to CC and CT. My findings signal a clear eviction of young British Muslims from three dimensions of belonging: humanitarian, national, and civilisational belonging.

In this presentation, I will describe how youth participatory action research (yPAR) can be taken as a site of research to study identity and citizenship practices. yPAR asserts that young people are equally important sites of knowing and knowledge and must be included in research that explores the lives and experiences within which they make and resist meanings of self, agency, and belonging (Cammarotta & Michelle Fine, 2008). yPAR offers the potential for self-transformation through its theory of action which engages the Freirean (1968) model of praxis based on critical reflection and action. In this presentation, I will describe the merits and pitfalls of yPAR as "site". I will describe the different stages in my yPAR project and how each stage served to generate data on my research question. The objective of the presentation is to introduce to the viewer the possibilities contained within yPAR to generate robust and rigorous insight into the lives of young people.

AMY WEBSTER
UNIVERSITY OF CAMBRIDGE

Title: New approaches to a 'classic' problem: Analysing series of children's classics in a digital, data driven and diverse way.

Abstract: Following a recommendation by the former Minister of Education Michael Gove in 2010, 'the children's classics' now occupy a privileged position in the British Primary curriculum as books that all children need to experience. A continued interest in the classics also extends into the commercial context. Classics are continually reinvented and re-presented by publishers, most significantly through the mode of the series. When compiling their series publishers have to make decisions about titles, written texts and paratexts that shape readers' experience of the children's classics. These series, however, have never been recovered and analysed in their entirety. This presentation reports on an empirical study that was the first attempt to identify and statistically analyse numerous series of children's classics from their inception in 1899 to the present year. It details an innovative, interdisciplinary approach to studying literature that started with a period of historical recovery work to compile a corpus of all the series by British publishers, the constituent titles and their authors. It then reports on findings from the statistical analysis of this corpus to identify dominant trends and key characteristics. Data is used to explore how the classics vary historically and to argue that series have become increasingly homogenised, with a current focus on a select group of texts from the Golden Age. This presentation then reports on the authorship of the children's classics. It highlights the overwhelming dominance of 19th Century, white, British, male authors and explores reasons for why the modern and the multicultural have been marginalised in series. It shows how, because of the homogenisation of series, the classics are becoming even more 'old, white, British and male' in the 21st Century, with implications for whether children from other nationalities can 'see themselves' in the books they encounter at school.

NOMISHA KURIAN
UNIVERSITY OF CAMBRIDGE

Title: Researching marginalised and vulnerable communities: thinking beyond traditional ethical guidelines

Abstract: Conducting research with societally marginalised and vulnerable populations demands critical reflection on how to meet complex ethical demands. This presentation draws on Josselson's (2007) notion of the 'implicit contract' to explore how researchers might go beyond the 'explicit contract' they make with participants and seek to forge a 'deeply human, genuine, empathic and respectful' relationship (Josselson, 2007, p. 539). I draw on 200 hours of fieldwork conducted with high-poverty schools in settings of crisis and violence in Mumbai, India. First, I explore three linchpins of standard ethics guidelines - 'consent', 'confidentiality' and 'neutrality' - to explore the power dynamics, cultural mistranslations and moral dilemmas that can complicate the real-time implementation of these guidelines out in the field. Second, I explore how research with structurally disadvantaged populations must transcend what Lather (1986) calls 'rape research' - only gaining information and then leaving, without any visible benefit to participants. I draw on critiques of colonialistic anthropology and Indigenous work on decolonising social science, as well as Alcoff's (1992) critical reflections on ethically representing participants' voices and the difference between 'speaking about' and 'speaking for'. Overall, the presentation calls for a rethinking and expansion of standard ethics guidelines to account for the moral and methodological complexity of real-life work with marginalised and vulnerable participants.

PRESENTATIONS:
CREATIVE KNOWLEDGE PRODUCTION

CELINE FOURNIER
UNIVERSITY OF CAMBRIDGE

Title: Un-knowing and Re-knowing the Self through Three-Dimensional Self-Portraits.

Abstract: Identities that were built have the capacity to be rebuilt. My secondary years––7th to 12th grade––marked my transition from Eastern to Western education. On an ongoing process of employing an arts-based autoethnography, I investigate my identity represented in self-portraits created in my secondary level art education. I revisit my self-portraits, sketchbooks and notes from teachers to examine whether the construction of the self is consolidated on canonical assumptions or conceived from everyday aesthetic experiences. Drawing upon the three-dimensional space approach derived from Clandinin and Connelly's narrative inquiry, I paint my thoughts and analyses on two-dimensional surfaces with notches that allow me to transform flat paintings into buildable three-dimensional paintings. These three-dimensional paintings narrate my feelings, thoughts and interpretations on my previously made identities. With the vision of interaction, continuity and situation, I allow for alternate artistic representations of the self and celebrate the possibilities of multiple identities. Taking on the post-structuralist thinking, I welcome the multiple meanings that arrive at my interpretations. By deconstructing the previously assumed identities and reconstructing new ones through modifiable three-dimensional paintings, I remember the different points in time where my self-portraits were made to create non-linear representations of my ever-changing identities. Through that, I come to un-know and re-know myself. Creating these modifiable three-dimensional paintings have not only brought about new conversations on how identities are reconstructed, meanings reinterpreted, but also made me question how time and space are normally perceived.

YIXIU GUO
UNIVERSITY OF CAMBRIDGE

Title: Ways of Knowing/Unknowing A Bulb

Abstract: Through photographic representations, I seek to know/un-know a bulb through various theories connected to a rhizomatic way of seeing. Essentially asking the question; how many ways of knowing/unknowing can I encounter a bulb? While a rhizomic way of understanding proposed by Deleuze and Guattari may suggest an endlessness to the act of knowing(through constant unknowing), I wonder if there might be ends to which I cannot further understand a bulb, and how I may consequently react towards the "ends"

ELEANOR RYAN AND PROFESSOR CHRISTINE MENZIES
UNIVERSITY OF CAMBRIDGE, CALIFORNIA STATE UNIVERSITY (NORTHRIDGE)

Title: Black Madonna: Stimulating 'active imagination' towards a performance of transformative, intuitive and collective knowledges.

Abstract: This presentation reports on the creative pedagogical potential of an on-going collaborative, arts education research project: an assemblage of intuitive participant responses to Black Madonna statues in Trinidad in the Southern Caribbean. The project critically challenges how we teach and create in a postcolonial space. Can we create ethical, decolonising and inclusive pedagogies, which create safe space for individual and collective intuitive responses? We suggest that our approach explores new ways to express spiritual and cultural knowledge and intercultural experience, utilising the unconscious, and exploring meaning-making through 'intensified learning experience, that always involves the other' (Semetsky 2013,pp.87)

The three Black Madonna statues sited in Trinidad draw communities from beyond church communal and physical boundaries. Despite their connection to Catholic sites of worship, these statues have, over many decades become deeply important sites of religious and cultural significance for people across multiple faiths, cultures and languages. The statues are thus focal points of intercultural and interfaith community worship, storytelling, myth-making and indigenous knowledges. As black, female icons, the statues are physical representations of disempowered and silenced voices within the Western and male-centric narratives which
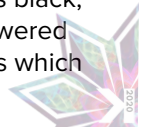
have often dominated formal academic epistemologies in both the performing arts and religion.

Sited within a transformative and post-qualitative research paradigm, this project brings together a bricolage (Kincheloe 2005) of methodologies, pedagogies, and theories.
We interweave qualitative data gathering methods with arts performance and dance therapy pedagogy, exploring heuristic, imagined and embodied knowledge-making, challenging standard conventional ways of devising music and theatre performance.
This includes oral history interviewing methods (Leavy 2011) and sensory interpretations of phenomena which primarily use the imagination, via Jung's principle of 'active imagination', as articulated in the Dance/Movement therapy work of Mary Starks Whitehouse (Mary Starks Whitehouse 1999). We will discuss the adaptation of Whitehouse's methods to musical improvisation, and to devised and collaborative theatre (Bicât and Baldwin 2002). This research uses photography, film and sound technology and multiple sites, spanning time zones, communities and cultures both within Trinidad and in California.

PORTIA UNGLEY
UNIVERSITY OF CAMBRIDGE

Title: Covid-19: Academic Grief and Silver Linings

Abstract: We are in lockdown. Exams and graduations are cancelled. All bets are off. You will lose loved ones. But the show must go on. As academics, we are now experts in online content provision. And more than that, we must take this time to be productive. Enjoy the space to finish research and write, pursue side projects… However, there is more to this lockdown for academics than logistical changes and pipe dreams – we are living an unfolding trauma. We live covid-19 loss, but also a form of grief for our profession as researchers, our vocation as teachers; an academic grief. This paper will interrogate the expectations on the academic through Taussig's tribalism, in order to show that the trauma-inspired creativity which is being widely expected has its roots in ideas of solitary genius, and even more so in a miscomprehension that academics' objectivity inures them to external pressures in this infodemic. Drawing on grief and trauma research, this paper will show that society (APA in particular) has pathologized grief as problematic, rather than a natural response to loss, which runs in parallel to a reduction of the humanity that underpins all research, whether RCT gold standard or qualitative Mesearch. Drawing on ideas of advocacy (Denzin and Giardina), could this
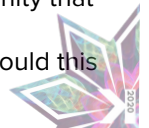
be a moment to consider the paradigm of research, in the face of tightened funding models, impact based excellence and increasing PG graduate numbers? Instead of clinging to current ideas of academic success, what should the future academe, post-corona look like? Could remote working practices see an increased accessibility to financially limited, and limiting conference culture? Are there new alliances to be forged, cross disciplinary, post disciplinary? Can there be a silver lining to our collective grief?

DR MAJELLA DEMPSEY AND DR JOLANTA BURKE
MAYNOOTH UNIVERSITY, IRELAND

Title: Rapid response to Covid-19-related school closures:

Diverging from traditional teaching & learning approaches.

Abstract: Notwithstanding the multitude of past school closures caused by catastrophic events, such as typhoons, tornados or contagions, very little is known about the actions taken by leaders and the divergent teaching and learning approaches applied during a school rapid response to those circumstances, which is what the current study addressed. Two weeks after the school closure caused by the spread of Covid-19, a total of 2, 808 primary school leaders in the Republic of Ireland were surveyed about actions they had taken to ensure the continuity of pupils' learning (Burke & Dempsey, 2020). This presentation will report on the quantitative and qualitative data relating to their immediate response to the sudden school closures, and the diverse approach to teaching and learning that had to be taken, specifically their (1) schools' readiness to engage with distance learning and divergent methods of engagement, (2) changes to the curriculum, (3) communication platforms used in a crisis situation, and (4) new approach to wellbeing provision for pupils, teachers and school leaders. Implications of the study are discussed, and recommendations made as to what contingency plans can be put in place to ensure continuity of learning during a temporary school closure.

PANEL PRESENTATIONS:
RESEARCHER REFLECTIONS

AUTHORS IN THE ORDER OF CONTRIBUTION:
THOMAS KOTLINSKI, LEAH JENKINS, THANH TRUONG, NAM PHAM
SUPERVISOR: DR JAMES UNDERWOOD
NORTHAMPTON UNIVERSITY

Panel : Exploring intersectionality and positionality in the context of practitioner research

Individual presentation titles:

Thomas Kotlinski: Epistemological standpoint in practitioner research

Leah Jenkins: Head teachers' experience during the pandemic

Thanh Truong: Stress and coping mechanism research

Nam Pham: The concept and practice of university teacher leadership

AUTHORS IN THE ORDER OF CONTRIBUTION:
THI HIEN QUYEN VAN (QUINN), SOGOL ZAMAN, VELINA BASHLIYSKA, HUONG GIANG HA, HAGUER AMIN
SUPERVISOR: DR JAMES UNDERWOOD
NORTHAMPTON UNIVERSITY

Panel: Researching within places of study and workplaces: can research be a vehicle for student and workplace voice?

Individual presentation titles:

Thi Hien Quyen Van (Quinn): Senior school staff's perceptions of raising awareness about climate change among students

Sogol Zaman: An exploration into the values of coaching Sixth Form students.

Ivelina Bashliyska: The professional identity of support staff in further education colleges

Huong Giang Ha: The determinants of job satisfaction among foreign language teachers in Viet Nam

Haguer Amin: Teachers 'experience in implementing online learning in Egyptian schools as a result of schools closure caused by coronavirus outbreak.

IGNITES

We have 3 sessions of ignite talks

What is an ignite? Presenters get 20
slides, which automatically advance every
15 seconds. The result is a fast and fun
presentation which lasts just 5 minutes.

This is a new format for the
Kaleidoscope Conference

IGNITE 1:

MAGS AMOND
UNIVERSITY OF DUBLIN

Title: TeachMeet: a desire line to open peer-to-peer professional learning?

Abstracts: A TeachMeet is a semi-formal unconference event, devised in Scotland in 2006 by a group of teachers who wanted to share ideas and discuss practice in a convivial atmosphere while avoiding the constraints of traditional 'inset' events. What resulted combined the open principles of Owens's Open Space Technology and the lightning delivery format of Pecha Kucha or Ignite. Dubbed 'guerrilla CPD', it has grown in popularity and become a global phenomenon, albeit one without any formal incorporated organisation or structure.

This research is a sensemaking quest which seeks to establish the nature and niche of TeachMeet in an evolving professional learning landscape. Examination of public social discourse reports participants' perspectives of their involvement in TeachMeet to be important to them as an open non-hierarchical organisation within which they can drive their own personal learning network, community of practice, continuing professional development, or a combination of these.

This Ignite presentation will present a whirlwind tour of the research undertaken to date, a summary cross-section through the 'thick description' which outlines the current status of TeachMeet in context.

DEENA NEWAZ
UNIVERSITY OF CAMBRIDGE

Title: Contextualizing and Measuring Social and Emotional Learning in Emergency Contexts: A Case Study of the Little Ripples Early Childhood Program

Abstract: Social and emotional learning has been garnering significant interest in education due to its potential of offering a holistic approach towards developing social, emotional and academic skills. As SEL has

become a part of the global education response in low-income contexts, the associated social and emotional competencies need further investigation and validation in emergency contexts. SEL is considered an integral tool to support students and communities in emergency settings to overcome adversity by building competencies such as self-awareness, resilience and self-regulation. As a pedagogy centred on teaching and learning processes, SEL cannot be divorced from cultural and resource contexts. Thus, SEL would have to adapt to a wide range of cultural norms and local knowledge as opposed to a top-down dissemination of pedagogy. Despite the SEL framework having originated in the West, the value of social and emotional learning could be realized in diverse contexts, with the right cultural adaption, support and training. However, implementation of SEL programs with limited evidence base in emergency contexts has the potential to place dangerous norms and expectations of ideal behaviour on children without accounting for their material and cultural realities. Through the case study of a refugee-led early childhood education program for Darfuri refugee learners in Chad, the research explores the process by which global SEL frameworks are contextualized in emergency contexts, and the cultural relevance of SEL skills and competencies.

Through semi-structured interviews with the Little Ripples program team members and critical discourse analysis of global guidance documents on SEL, the thesis will question the 'universality' of global SEL discourse by showing the need to develop culturally relevant pedagogy that captures social, emotional and cultural competencies. The study attempts to re-examine and reconceptualise certain taken-for-granted assumptions about SEL in emergency settings, and the structures of power/knowledge that sustain its practice.

THILANKA WIJESINGHE
UNIVERSITY OF CAMBRIDGE

Title: From the past to the present: Educating the 'Deaf' child.

Abstract: Deafness is viewed using a two lens approach. According to the sign linguist, J. Woodward, the word Deafness (with a capital 'D'), commonly represents the community membership with a cultural identity. It views the culture and the community of a particular group of persons referred to as 'Deaf', who share a common language – sign language (Munoz-Baell et al., 2008). On the other hand, the word 'deaf' (with a simple 'd'), represents the pathological/ audiological perspective. It views deafness as a sensory deficit, defined as a partial or total loss of the

faculty of hearing that needs medical intervention (Ladd, 2003). The term 'deaf'' is commonly used to refer to persons with profound hearing losses. This group is significantly affected by the impairment and rely on a visually based communication system (Padden & Humphries, 2005)

The acquisition of reading and writing skill among the Deaf population has been identified as a challenge the world over (Traxler, 2000). The long lived challenges associated with teaching the Deaf students sought to understand the academic underachievement exhibited by the deaf and hard of hearing children for more than 100 years.

Documented descriptions of deaf education dates back to the period of renaissance in Europe and is reputed for its rough road since the outset. This review paper attempts to capture the history of deaf education and the wavering theoretical standpoints in the journey so far. In this exploration the significant systemic, attitudinal, typological changes that have taken place in the theories and approaches of deaf education will be highlighted. Additionally, drawing information from the reviewed literature this will also highlight the history of deaf education and discuss the varied educational systems set up for educating the Deaf child population in the global South.

KATIE FOX
ENGLISH TEACHER AT GEORGE GREEN'S SCHOOL (LONDON)

Title: The Creative Analysis Framework

Abstract: It is widely accepted that mainstream teaching of analysis doesn't work. Dominated by reductive structures such as PEE and its relatives, analysis is all too often an unrewarding struggle for students and teachers alike. The Creative Analysis Framework (CAF) responds to calls from exam boards, researchers, educators and students for a new way of developing, and implementing the key skills underpinning analysis.

Built around the idea that, at heart, analysis involves the narrative imagining of how a text comes into being, the framework aims to restore the creative dynamic to analytical reading and writing. Where PEE paragraphs are met with at best, doubtful queries as to whether 'the author really meant to do that', and at worst, accusations of malicious deceit on the part of the teacher, the framework offers a way for students to take ownership of analysis.
Within a five-step oracy-centred process, students retrace the origins of their own responses as readers back through the language of a text to an

author's imagined intention. This narrative is then transferred and translated, using ideas of pedagogical resonance, oracy and gesture, into academic language.

Drawing extensively on current research, particularly Rose and Martin's Genre Theory and Corbett and Strong's Talk4Writing, the framework was developed and evaluated at Royal Liberty Boys School in Essex.

This poster/presentation presents and evaluates the development, implementation and impact of the initial trial and its wider impact following its implementation across a MAT. It also looks forward to the possible development of the project, alongside the author's ongoing collaboration with Julia Strong (Talk4Writing).

OSKAR SCHORTZ
UNIVERSITY OF CAMBRIDGE

Title: Liberating talking machines

Abstract: Emerging in the 1960s, chatbots are computer programs that can understand and respond to humans in natural language. Chatbots are now widely used across a number of industries, with benefits of cost-efficiency, quick assistance and constant availability. They also act as a gateway to navigate the internet.

Chatbots have significant potential for the field of dialogic education, which seeks to to develop learners through and for dialogic talk. Studies in education and other disciplines show that talking to a virtual human increases self-disclosure and reduces self-judgement due to the perceived anonymity. In this way, chatbots provide an inclusive means to develop conversational skills for those who struggle in ordinary conversational contexts.

In this Ignite talk, I will give an overview of what types of chatbots are being used in education and what they are being used for. Chatbots can be built in a number of different ways and have traditionally either specialised in certain domains or been designed as generalized conversationalists. The type of structure and the purpose of a given chatbot has large implications for the consequent educational experience. Furthermore, recent developments in therapy chatbots which encourage emotional self-regulation and reflection, are beginning to point to the need to talk for its own sake.

Chatbots are not without controversy. I will finish the talk by looking at how research needs to be aware of the greater technological context. They are part of the larger debate of "will robots become teachers?" The machines vs. humans may be a false opposition. Additionally, as the widespread adoption of this technology is fairly new (and includes access to the internet), issues of data privacy and governance should be considered by schools and institutions. Finally, in a world where technology is driven by commercial interests, where does this leave the altruistic values of education?

SANJANA NAIR
AMBEDKAR UNIVERSITY

Title: Impact of Formal Education in Fragile Ecological Landscapes

Abstract: What does the advent and spread of formal standardized education mean in fragile ecological landscapes? A common understanding in cultural and political ecology is that traditional forms of social organization evolve in the context of its natural environment and ecological landscape. The documentary, based on Norberg-Hodge's book titled the same, 'Ancient Futures: Lessons from Ladakh for a Globalizing World', traces the journey of Ladakh from a self-sufficient and cooperative society to one ruined by the aspirations of a state enamoured by the idea of 'development' and 'progress'.

The documentary traces the disintegration of Ladakhi modes of social organization based on interdependency, community cooperation and the Buddhist values of respect and gratitude for the limited resources of the land. With the breakdown of familial occupations and shared labour, and the shift towards formal systems of education and employment, children are increasingly alienated from community forms of interaction and social life. Children no longer learn by taking part in household and community livelihood, do not inculcate the same values or relationship with their environment as older Ladakhis, and do not learn the skills that have allowed Ladakhis to remain self-reliant and non-disruptive to the environment.

Through sources of secondary research and an analysis of similar case studies, the present study aims to understand the social and environmental costs of introducing formal standardized education systems in fragile ecological landscapes. Additionally, is the formal

education system one that should be encouraged across diverse ecological and cultural landscapes to 'uplift' and 'better' less developed societies, or is there scope for developing a pedagogy that is molded to suit local ecological and environmental concerns, instead of exacerbating them?

VERONICA FARRELL
UNIVERSITY OF LIVERPOOL

Title: Using animal stories to uncover the hidden curriculum in teacher education (TE) programs in Trinidad and Tobago

Abstract: This presentation is done as illustrated stories. It gestures towards disrupting the hierarchization of the scientific way of knowing (detached, objective, impersonal) to include the "intuitive, mystical, artistic" (Olson & Kellogg, 2014, p.17). I utilize storytelling to engage in a quest for stimulating discernment of the hidden curriculum (contradictions and unintended effects) in participant assessment experiences within teacher education programs. As "researcher", I fictionalized responses from semi-structured interviews. The small stories I have produced draw attention to aspects of institutional culture that would otherwise be ignored or unacknowledged.

My arts-based method of storying the field texts, is devised to deliberately diverge from traditions such as thematic coding, which in my view strips subjectivity from what is told. Influenced by ancient storytelling practices of using animals to think with, I metaphorically characterized the interviewees by giving them animal names while ensuring fidelity to what they said in the interview.

I have borrowed from the tropes of fable and Ananse stories, a local "way of knowing" that derived from the trickster tales of ancient Ghana in Africa and transported to the Caribbean by the enslaved. I follow a hunch that animals have positive traits that correspond with the best in humans and draw on the biological, ecological and to some extent the cultural meanings associated with these animals.

In the stories, humans become squirrels, lionesses, hummingbirds, pigeons, and flamingos. This giving a new name is not based on objective similarity but on my subjective perception of likeness. I devise the plot of the narrative according to events participants told in interviews. Then I write the story trying to incorporate those details and events of the

transcript that will sustain fidelity to what was said. Persons familiar with the foibles of institutional cannot escape the meanings embedded in these stories.

EMILY RUSHTON
ALUMNI, UNIVERSITY OF CAMBRIDGE

Title: Using creativity to improve emotional accessibility for A-Level literature, with a focus on Classics

Abstract: This paper explores how we can use the viewing and creating of art to improve accessibility for students with socio-emotional and communication needs, and the positive impact this can have on the entire class. This took place at a mixed-comprehensive secondary school, and was ethically driven to make required key skills accessible to all students, irrespective of background. This research was developed as part of a wider project that explored the benefits of different types of creative arts approaches. The literature has suggested that the skills required by the exam board can often be key challenges to students with SEND considerations like autism spectrum condition and anxiety. However, projects employing creative arts approaches have shown to improve accessibility in these areas for a wide-range of students. Employing a constructivist epistemology, I developed an action-research project that generated a variety of qualitative data throughout a teaching sequence. This saw participants experiment the viewing and creating of art, led and adjusted by student voice. Findings suggested that, by diverging from the traditional approach to receiving and recording knowledge, the students were more able to access the work and demonstrate their understanding.

IGNITE 2:

MARIAM ALI KRAYEM
ANGLIA RUSKIN UNIVERSITY

Title: Promoting Fine Motor Skills Using Digital Technology in the Early Years, in Lebanon and England

Abstract: Physical development is considered to be one of the most important areas of young children's growth. Precisely, this research focuses on fine motor skills since these are sometimes overlooked, in comparison with other areas of child development. Fine motor skills involve the use of small hand muscles and vision to coordinate increasingly precise and accurate actions to achieve behavioural goals. Educational digital technology tools are commonly found in early years classrooms. The purpose of the research is to identify and develop optimal ways to embed educational digital tools in curricula and pedagogy to promote fine motor skills, in two different contexts (England and Lebanon).

The research methodology is qualitative, underpinned by literature review about fine motor skills, educational digital technologies and the curriculum in England and Lebanon. Three nurseries in each country are selected, each differing from the other by its pedagogical approach, setting, and digital technology use. The project is in three phases: autumn, spring, and summer terms. The focus is upon three target children from each nursery, a total of 18 four-year-olds. The methods include taking videos of children's fine motor skills during their play activities during their nursery day. These videos will be used as stimuli for semi-structured interviews with teachers (one adult from each nursery). The data will be analysed using a multi-modal approach.

The study aims to find how fine motor skills development is supported in nursery settings and identify potential uses of digital technology to promote this area of learning. It is anticipated that improving children's fine motor skills will boost their competence on many levels; such as eye-hand coordination, practical life and independence tasks, and writing readiness. The research will give insights for educators to promote children's fine motor skills within the early years curriculum.

KRISHNA KULKARNI
UNIVERSITY OF CAMBRIDGE

Title: Understanding attitudes and perceptions of Indian parents towards play – an overview of methodology

Abstract: Despite increasing academic focus on play and child development, very little is known about play in non-Western contexts, especially in relation to parents. Through my study, I want to create a starting point for understanding parent play in India. In my Ignite talk, I will present the methods I am using in my research to understand the attitudes and perceptions of Indian parents towards play, and how they engage with play. I hope to share my experience and engage with people about the next steps with my research.

Methodology: Semi-structured parent interviews about play in the lives of parents in India, followed by a short parent-child free-play session. The parents then watch a recorded clip of their play session and reflect on it with the researcher. This is done to ensure that the parents' responses are presented as accurately as possible. All the responses have been transcribed and are currently being analysed.
Participants: 35 families (anticipated) of 2-4-year olds.

Preliminary analyses indicate a significant amount of instruction during the free-play session, as well as a strong importance given to grandparents in parents' responses about play in the early years. There is also a great amount of outdoor play that children participate in. Subsequent interviews will explore these further.

With India having the largest share of young people globally (Ministry of Statistics and Programme Implementation, Government of India, 2017), it is imperative to learn more about early childhood in India. Parents typically have the greatest interaction with and strongest influence on children in the early years, and it is this dynamic that I hope to understand better and present accurately. Through my study, I hope to initiate essential research about early childhood in India and how parents and play might feature in it.

MARY KITCHENER
OXFORD BROOKES UNIVERSITY

Title: Weaving conversational-expository methods into an EdD Thesis: From Industry to University: Tales of professional academics' transition to Higher education in the UK

Abstract: Higher Education (HE) has a long association many professions yet, the demand has never been greater with public services, such as nursing and policing, now requiring mandatory HE qualifications (Bekhradnia and Beech, 2018) in parallel with a rapid growth in degree apprenticeship (Universities UK, 2019). Consequently, there has been an expanding need for experience-rich professionals to transition into academic roles.

These practitioner academics are not in themselves an homogenous group. Spanning a range of professions, that may not have been traditionally associated with HE. This thesis explores this transition from a professional-vocational career, referred to in this inquiry as professional academics (PAs), to a full-time academic role.

This session will expand on the thesis' methodology that reflects an ethnographic, narrative, interpretivist approach that captured the experiences of PAs from multiple UK based Higher education institutions (HEIs); weaving conversational-expository methods - blog, semi-structured interviews, and Listening Project (BBC, 2017) inspired conversations – to record narrative accounts of transition to an academic role. Reflecting on the experience, the session will outline the lived experience of combining innovative methods for inquiry, ethical considerations and lessons learned.

DAVID BAKER
UNIVERSITY OF CAMBRIDGE

Title: Lost in translation: a case study exploring the reconceptualization and reconstruction of a secondary school in South London

Abstract: I am an interdisciplinary researcher, bringing together education and architecture in studies of the processes involved in creating new schools. My current research questions focus on the ways in which an

educational vision is translated into ideas about pedagogy, curriculum and school organisation, and how these ideas are themselves interpreted by architects into designs for new buildings.

My literature searching concerns books and papers about 21st century pedagogy and the architecture of schools. I am particularly interested in other researchers' studies of innovative pedagogy, curriculum and organisation. My MPhil dissertation is a case study of a state secondary school that opened in 2012. Based on innovative ideas about 21st Century education and school architecture, it nevertheless ran into trouble with the authorities. Following a damning Ofsted report, it was closed last year by order of the Regional Schools Commissioner on the advice of the Headteachers Board. Its name has been changed, its operation has been handed over to a traditional Multi-academy Trust, and its innovations are being dismantled.

I am tracing the process of decision making and interpretation through archive research at both the architects and the school as well as at related organisations such as Ofsted, the Regional Commissioners and Companies House. This data gathering is supported by interviews with key participants, including the architect and original head teacher as well as current staff.

This is producing a body of qualitative data that I will analyse using NVivo and visualize using Kumu in order to support my hunch that a great deal is 'lost in translation'. Hopefully this will contribute to our knowledge of how to put future school buildings together

STEVE LAMBERT
UNIVERSITY OF CHESTER

Title: Emotional awareness amongst middle leaders

Abstract: This work explored data collected and analysed from 86 middle leaders', in this case those working in schools and their ability to recognise emotions. The research combined a contemporary literature review with reflections from practice to develop more nuanced understandings of middle leadership. The 86 individuals (teachers, to head teachers undertook the Geneva Emotion Recognition Test (GERT) to explore the level of emotional recognition). The data suggested that teachers and head teachers have higher levels of emotional recognition than middle and senior leaders. This paper subsequently argues that the task-orientated nature of middle leadership compounds an individual's
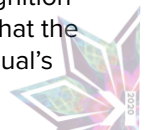
ability to engage effectively in relationship-orientated tasks. This goes some way to explain why middle leaders scored lower on the GERT assessment. This is further inhibited by the anti-correlation in the brain's ability to deal with the TDM and DMN processing functions where individuals operate in one neural mode for long periods of time. The data from this research hypothesis that middle leaders should proactively seek out opportunities to engage in activities that support the DMN function of the brain and subsequently the relationship-orientated aspects of leadership. For example, coaching other staff. However, it has to be recognised that the sample size is small and further work is needed before any generalisations can be made.

EMAN FAISAL
UNIVERSITY OF CAMBRIDGE

Title: Inclusive ways of data: A mixed-method approach

Abstract: This study aimed to show the benefits of using multiple methods to collect different types of data (qualitative and quantitative) in the fields of psychology and education, i.e. self-regulated learning (SRL), self-efficacy (SE), and seeking social assistance (SSA). This is especially true when these concepts were drawn from Westernized societies as in the USA and were investigated in different societies as in Saudi Arabia. This study includes three sequential stages and multiple tools and samples. Stage one: interviewing eight university teachers, interviewing twenty-eight first-year undergraduates, interviewing twenty-five of the students' family members. Stage two: conducting a diary task on the same interviewed undergraduates and administering a structured questionnaire on a survey sample of first years (n = 2174). Stage three: 18 months later, the twenty-eight interviewed students were asked follow-up questions. Thematic analysis was used with the qualitative data and structural equation modelling with the quantitative data. The collected data helped in forming a comprehensive vision about the students' SRL, SE, and SSA behaviours during different times and from different angles. For instance, using a diary task helped in investigating the students' help-seeking behaviours for eleven weeks (i.e. from whom they ask help and why?). The same with their SE (which is basically related to a student's confidence in his/her ability in completing a task successfully and which cannot be spotted in a cross-sectional investigation). Another example, the follow-up questions were used as criteria for the students' SRL, SE, and SSA as they were asked a number of questions which one of them is a student's GPA (Grade Point Average). If a student's GPA is high (e.g. 4.5 out of 5), he/she mainly showed high levels of SRL, SE, and they asked for others' hints which helped them to accomplish their tasks successfully.
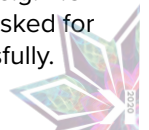
However, this study can be considered as the first step to explore SRL, SE, and SSA among Saudi first-year undergraduates. Further investigation is needed to explore, for example, the differences in these concepts and the relationship

IGNITE 3:

TILDE
UNIVERSITY OF CAMBRIDGE

Title: Learning through visual data. Create visualization project for transforming information into knowledge

Abstract: Data visualization is visual representation of abstract data with the use of the computer to amplify human cognition (Munzner, 2014). The research project tries tests the use of non-numerical data visualization as a learning modality for high school students. The project will be carried out in the school year 2020/2021 with 200 students for Dante2021 . The intent is to use visual data as a learning tool to transform the information to be learned into graphic representations. Creating visual data requires ability to synthesize, organize and manipulate information, as ability to analyse and create a data connection. Students can learn in an incisive way humanities by realization of the visualization project as an infographic. This methodology involves creating relationships and inference between knowledge by mirroring the reticular structure of the mind (Ausbel,2000), The possibility of making visible the knowledge provided by increasing the potential of the human mind (Mackinlay, Card, Shneiderman, 2009).

HANAA MUSTAFA
UNIVERSITY OF LEEDS

Title: The Importance of Lifting Sanction on Syria in Helping Achieve Education for All

Abstract: Since 2011, there has been a disruption to the education system in Syria. One of the reasons is imposing sanctions which affected information and academic exchange between Syria and many countries in the world.

The ignite talk will examine several points. First, it will discuss the sanctions' drastic impact on university research by cutting scientific databases off universities. This has been preventing researchers and postgraduate students from supporting their studies with up-to-date

evidence. Therefore, this marks a failure at ensuring social justice for all. The talk will also touch on the effects of closing foreign cultural centres on decreasing students' chances at studying abroad.

Second, consequences of excluding educators inside Syria from participating in global education conferences has had negative consequences on the research community in the world, as well. Educationally excluding Syria has resulted in a huge gap in academic literature. Whilst, a considerable amount of work has been conducted on Syrian refugee students, an effort must be made to lend platforms for students and educators inside Syria. Teachers, university professors and students' experiences can add valuable insights on 'resilience during emergencies'. Endeavours to achieve "Education for All" are incomplete without listening to students and educators' voices from Syria.

SIMONE ERINGFELD
UNIVERSITY OF CAMBRIDGE

Title: Putting the voice (digitally) center-staged: using the podcast as an innovative tool for audio-based qualitative research

Abstract: Following the outbreak of Covid-19 and the consequent closure of university buildings, education at Cambridge University has shifted into the digital space. In this research, I investigate newly emerging possibilities for the future of higher education as a consequence of this rapid transition, by collecting and analysing narrative imaginaries from students and academics at the Faculty of Education. I focus on examining the diverse ways in which students and academics reimagine the 'post-coronial' University and their own roles – as students, researchers, lecturers and supervisors – in it. What are the ontological and epistemological changes we imagine will occur when the University, its academic community and its knowledge-making processes, move online? To address these questions, my methodology makes use of oral storytelling in the form of a podcast series to explore what Ricoeur calls the 'narrative imagination'. I aim for my methodology to reflect the subject of my study, by 'digitizing' the traditional method of oral storytelling whilst retaining the affective quality of the voice. The use of the podcast as an elicitation device in educational research is relatively new and underexplored, yet offers several advantages. The potential to reach a wider (non-academic) audience, combined with multiple pathways for interaction and participation as well as the ability to spark a wide range of conversation formats, offer an innovative way of working with audio-

based methodologies. This presentation will focus on the methodological possibilities and limitations that I have experienced in using the format of the podcast within my study of reimagined 'post-coronial' education narratives.

JOHN O'DARE
UNIVERSITY OF CAMBRIDGE

Title: Sketchy Knowledge of motivation

Abstract: It's a cliche to say a picture's worth a thousand words, but let's see: An MPhil thesis summarised in 20 cartoon sketches, ideal for a virtual conference. We are on the verge of the Fourth Industrial Revolution, Industry 4.0: Artificial Intelligence, AI, automation, robotics, ubiquitous embedded sensors, the Internet of Things, 3D printing, nano and bio-technology coupled with billions of people connected to limitless cloud and supercomputing capacity, with instant access to knowledge will radically change society and the nature of work. It will be every bit as disruptive as the harnessing of steam to drive mechanisation or the electrification which led to mass production or the electronics that enabled the information technology revolution, but this time the speed of change will be unprecedented.

The World Economic Forum predicts 75 Million jobs will be lost, but 133 Million will be created. The workforce will need to be retrained and gain new skills and knowledge, including a working understanding of Artificial Intelligence and Machine Learning. This knowledge will need to be delivered cost effectively by employers, which would suggest an e-Learning approach. However, e-Learning courses often have low completion rates which would hinder the wide scale reskilling of the workforce. Lack of motivation is often suggested as one of the reasons for the low completion rates of e-Learning. But motivation can be fostered by good course design using Keller's ARCS (Attention, Relevance, Confidence & Satisfaction) theory. So, do the introductory AI courses provided by the leading AI companies foster motivation?

IRUM MAQBOOL
UNIVERSITY OF CAMBRIDGE

Title: Development of Resilience and Learning in Children Living in Poverty in India

This study focuses on the role of subjective wellbeing and wealth on the academic achievement of children. The data is from the Young Lives project, a 15 year-study supported by the UK aid from the Department of International Development. The focus of this study are children living in poverty in India. The ideas defining the construct of 'subjective well-being' and 'wealth' may be different in many respects from what these constructs mean in a different setting. The aim of this study is to explore the role these play in predicting the learning outcomes for children at a later stage in their academic journey. Learning outcomes in this study are reflected in the literacy and numeracy scores. Previous research has shown that more academic support may be available for boys rather than girls in India, hence, the moderating effect of gender will also be analysed. The study will use regression models to gain insight into the research idea outlined above. The current study is inspired by other longitudinal research that has focused on resilience and learning or cognitive development of children living in adverse circumstances. Hence, the aim of this study is to check if there are parallels for children living in adversity in India.

NAOMI LEE MCCARTHY
WESTERN SYDNEY UNIVERSITY

Title: Researching 'artful-relational-cultural-mediation': Using contemporary art-as-research

Abstract: This study focuses on the role of subjective well-being and wealth on the academic achievement of children. The data is from the Young Lives project, a 15 year-study supported by the UK aid from the Department of International Development. The focus of this study are children living in poverty in India. The ideas defining the construct of 'subjective well-being' and 'wealth' may be different in many respects from what these constructs mean in a different setting. The aim of this study is to explore the role these play in predicting the learning outcomes for children at a later stage in their academic journey. Learning outcomes in this study are reflected in the literacy and numeracy scores. Previous

research has shown that more academic support may be available for boys rather than girls in India, hence, the moderating effect of gender will also be analysed. The study will use regression models to gain insight into the research idea outlined above. The current study is inspired by other longitudinal research that has focused on resilience and learning or cognitive development of children living in adverse circumstances. Hence, the aim of this study is to check if there are parallels for children living in adversity in India.

The Young Lives data offers unique insight into the longitudinal effect of poverty as a context for the development of children in the Global South. Poverty is qualitatively different so is the perceived value of education. Education may or may not be a means of hope for a better future, it may even be considered a source of financial difficulty especially if child labour is factored in. Studying the interplay of social, emotional and cognitive aspects, especially when poverty is a source of everyday adversity will offer insight into factors that may contribute to individual differences in children.

POSTERS

POSTERS

PETER FOTHERINGHAM
CAMBRIDGE UNIVERSITY

Title: Nature v Nurture: how genomic science is charging classic debate

ARVIND KUMAR
REGIONAL INSTITUTE OF EDUCATION NCERT, BHUBANESWAR

Title: Quality dimensions of school education in aspirational district of Jharkhand, India: An analysis

HANNAH JUSSLI
UNIVERSITY OF CAMBRIDGE

Title: The impact of adversity and social support on mental health in adolescence

EVA SZENTGYORGYI
UNIVERSITY OF CAMBRIDGE

Title: Re-thinking Activity Types and Teaching Approaches to Enhance Toddlers' Learning Through Artmaking: Collaging Theories and Approaches

ROSHNI MODHVADIA
UNIVERSITY OF CAMBRIDGE

Title: Longitudinal patterns of growth mindsets

DAWN HEWITSON
EDGEHILL UNIVERSITY

Title: Dealing with disclosure: Bricolage methodology

NGEE DERK TIONG
UNIVERSITY OF CAMBRIDGE

Title: On the relevance of 'truth' for education research: perspectives from critical realist philosophy

TILDE
UNIVERSITY OF CAMBRIDGE

Title: Implementing career guidance delivered by teachers: Perceptions in the Portuguese Secondary schools context

ANNABEL AMODIA-BIDAKOWSKA
UNIVERSITY OF CAMBRIDGE

Title: Disciplinary Dialogues: Examining the influence of subject cultures on classroom dialogue, activity type and learning outcomes in English primary schools

ABBY SALAMONE
UNIVERSITY OF CAMBRIDGE

Title: Exploring the lived experiences of community leaders in education: Storytelling as a medium to understand social change

NURULLAH ERYILMAZ
UNIVERSITY OF BATH

Title: Can we interpret socioeconomic background in the same way? : A measurement invariance approach

OLIVIA HALSALL
UNIVERSITY OF CAMBRIDGE

Title: "China is Red, England is Black": ESL Chinese Adolescents' Expression of Linguistic Identity Through the Construction of Poetry

SUE CHATTERTON
UNIVERSITY OF CAMBRIDGE

Title: How do Young People Think They Learn?

CLARE MARTIN
UNIVERSITY OF READING

Title: Rethinking the role of volunteer teaching programmes in addressing educational inequality in China: a case study of Teach for China

CHANG LIU
UNIVERSITY COLLEGE LONDON

Title: On the relevance of 'truth' for education research: perspectives from critical realist philosophy

MIRIAM MOORE-KEISH
UNIVERSITY OF CAMBRIDGE

Title: Guts & Glory

JESSIE DURK
UNIVERSITY OF CAMBRIDGE

Title: Physics misconceptions in secondary school students

TATYANA KIM
NAZARBAYEV UNIVERSITY

Title: Academic and sociocultural adjustment experiences of international students studying in Kazakhstan

HELEN BARSHAM
UNIVERSITY OF CAMBRIDGE

Title: Teaching upper primary pupils spelling using interleaved spaced retrieval

WENDY FORBES
UNIVERSITY OF CAMBRIDGE

Title: Children's Singing Attitudes - A gender study

PRESENTER BIOS

SHORT BIOGRAPHIES FOR EACH PRESENTER, ARRANGED IN ALPHABETICAL ORDER.

Seun B. Adebayo

Seun Adebayo is a PhD Researcher at the School of Education, National University of Ireland, Galway, where he works on education policy, teacher professional development, culturally responsive pedagogy, and quality education. Seun has worked with Aflatoun International in Amsterdam, UNESCO HQ. in Paris, UNESCO Office in Monrovia (Liberia), the European Research Council Executive Agency of the European Commission in Brussels, and the UNICEF Office of Research-Innocenti in Florence, Italy. He also worked as a teacher in a community school in Nigeria. Seun has successfully published some of his research results in peer-reviewed academic journals, and presented at international conferences.

Haguer Amin

Haguer Amin is a full-time student pursuing an MA in Education at the University of Northampton. Haguer's research focuses on the different experiences of Egyptian teachers who made a shift from face to face to online teaching due to the shutting down of schools caused by COVID-19 outbreak. She is interested in how teachers rapidly adapted to online teaching without sufficient training. Furthermore, Haguer is aiming at exploring the possible consequences of this experience regarding the future of teaching in schools. Prior to enrolling at the university of Northampton, Haguer was a science teacher in Egypt with 5 years' experience of teaching primary students.

Annabel Amodia-Bidakowska

Annabel Amodia-Bidakowska is a PhD candidate at the Faculty of Education, University of Cambridge and a student member of the Cambridge Educational Dialogue Research Group. Annabel is in the final year of her PhD exploring the link between classroom dialogue, activity type and attainment in English, mathematics and science.

Mags Amond

Mags Amond is a retired teacher of natural science now enrolled as a part-time PhD student at the School of Education in TCD. A lifelong volunteer activist in her professional networks, Mags has served as Secretary to the National Executive of CESI (the Computers in Education Society of Ireland), as Ambassador for EU Code Week, and as a mentor and board member of CoderDojo Ireland. Active in the TeachMeet movement since 2009, she has made it the focus of her research.

David Baker

After 25 years as an architect and 20 years as a teacher, I am now studying for an MPhil in Educational Research.

Helen Barsham

I am an EdD student (part time) and a Headteacher (full time). I am a member of the INSTRUCT lab at Cambridge with Michelle Ellefson as our PI. My research is about the desirable difficulty of 'the testing effect' and reducing test anxiety through metacognition of this cognitive 'difficulty'. I shared a poster at EARLI SIG and Cog Sci in 2018 and have just had an article published in IMPACT journal for the Chartered College of Teachers about the pilot study - reducing test anxiety through metacognition of 'the testing effect'.

Ivelina Bashliyska

Ivelina Bashliyska is graduate from the University of Northampton, completing her MA Education course this year. Her thesis studies support staff's position within the community of education. The main focus of her work is the experiences of non-teaching staff being assimilated in the wider professional community and the development of their professional identities. Ivelina works as a Health and Social Care lecturer in a local Northamptonshire college, and comes from a support staff background. Her research aims to overcome the 'silent dimension' of data collection and provides the participants with another channel of self-expression through the use of collage-making.

Dr Jolanta Burke

Dr Jolanta Burke, CPsychol, is a chartered psychologist specialising in positive educational psychology. She is a programme leader for Masters in School Leadership and a Wellbeing specialism for Masters in Education. Her research is in positive education, positive psychology and school leadership, wellbeing practice and policy.

Sue Chatterton

Sue Chatterton has been a teacher of French and Spanish since 1989 in schools in North London. In 2019, she completed the Master of Education at the University of Cambridge and published her research into the leadership of technology in CORERJ 2019. She is interested in the subjectivity of learning and has recently carried out research into how young people think they learn.

Angana Das

Angana is an MPhil student at Faculty of Education, University of Cambridge, and a Commonwealth Shared Scholar. Prior to her MPhil, she worked as a qualitative researcher on projects related to Right to Education, remedial teaching and school leadership in India. She is interested in happiness and education, arts based approaches in peace-building practices and peace education. Angana has received a MA in Conflict Analysis and Peace Building from Jamia Millia Islamia and BA in Political Science from University of Delhi.

Dr Majella Dempsey

Dr Majella Dempsey is Assistant Professor and EdD Strand Leader for Curriculum Studies at Maynooth University. Her research is in curriculum theory, policy and practice with an emphasis on school education. Majella also worked in the area of STEM education with particular emphasis on the role of tasks in teaching, learning and assessment.

Dr Jessi Durk

I am currently a Research Associate working in physics education research on the Isaac Physics project at the Cavendish Laboratory. I do this role part-time alongside another Research Associate position at King's College London, in the School of Education, Communication and Society, where I investigate how practical skills in secondary science are assessed. Prior to this I completed my PhD in Theoretical Physics at Queen Mary University of London. Education has always been a great passion of mine, hence my transition into a different field of research post-PhD.

Simone Eringfield

Simone is an MPhil student in "Education, Globalisation and International Development" at the Faculty of Education. Her thesis project explores the ways in which students and academics at Cambridge University reimagine possible futures for the "post-coronial" university, and how they envision their own roles in it. Simone also hosts the newly launched "Cambridge Quaranchats" podcast, where she explores the Covid-19 crisis through chats with fellow students about life under lockdown. The podcast is available on Spotify, Apple and Google Podcasts. Find the podcast on twitter @CamQuaranchats

Nurullah Eryilmaz

I am a PhD student in the Department of Education at the University of Bath. I hold a MA degree from University of East Anglia. My research

interest is based on educational inequality in International Large-Scale Assessments (ILSAs).

Eman Faisal

Eman is a Ph.D. candidate in the Faculty of Education, University of Cambridge. She has three masters, one of them in Research Design and Methodology from Oxford University. She is a Lecturer at King Saud University in Saudi Arabia. She is interested in mixed methodology, quantitative research, and using advanced statistical analysis techniques.

Veronica Farrell

I am enrolled in the Doctor of Education program, University of Liverpool (online). I am in the completion phase of my doctoral thesis, a narrative inquiry into assessment experiences of participants enrolled in two teacher education programs in the country Trinidad and Tobago. I have worked as a teacher educator for over twenty years teaching Literacy and Literary Studies to elementary school teacher candidates. I have additionally taught courses in Literatures in English to prospective secondary school teachers. My highest qualification spans Literary scholarship; Education and Gender and Development, having earned three Master's degrees in these areas.

Dr Paul Flynn

Dr Paul Flynn is a researcher in education and lecturer in teacher education. Within the sphere of second level education and related teacher education, he has carried out research on the development of learning communities, digital pedagogical engagement in STEM, literate and numerate boundary crossing, multidisciplinary problem solving, the role of leadership in learning space development, facilitating epistemic agency for social change, history of education, and the development of technology enhanced learning methodologies. He is also the Irish representative in the COST global project "CA18213 - Rural NEET Youth Network: Modeling the risks underlying rural NEETs social exclusion".

Wendy Forbes

Wendy Forbes is a PhD student at the Faculty of Education, Cambridge University where she is also a member of the interdisciplinary Arts and Creativities research group. Her research interests, developed during her time as a student at the Royal College of Music have focused primarily on the impact of music, particularly singing on the well being and academic achievement of primary school pupils. A former lead inspector for the Office for Standards in Education (Ofsted), Wendy currently works as a

School Improvement Advisor for East Sussex local authority and the national education charity Challenge Partners.

Peter Fotheringham

An experienced school teacher and senior leader, Peter has dedicated his life to developing best practice in education by working at the 'chalk face' while being committed to academia. His research interests include leadership efficacy, education policy, pedagogy, social mobility and empowerment education. An EdD student at Cambridge, he is currently studying the impacts of genomic science on education policy and practice.

Celine Fournier

Celine Fournier is an artist and educator who is currently pursuing an MPhil in Arts, Creativity and Education at the University of Cambridge. She worked at the Chicago Artists Coalition as an education assistant where she participated in curriculum planning and management for emerging artist residency projects. She served as the visual design coordinator of the 2019 Kaohsiung International Piano Festival. Her artistic practice, comprising painting and animation, contemplates on the sense of belonging and displacement in different spaces and cultures. During her time at Cambridge, she exhibited at the John Hughes Arts Festival and Queens' Arts Festival.

Chang, Lui

I am currently a year-two student of BA Education Studies at the University College London, Institute of Education. My research interests focus on educational equality and social justice, particularly on the impacts of socioeconomic status and spatial hierarchies on educational inequality, and the evaluation of programmes and policies aimed at addressing those impacts.

Katie Fox

I currently work as an English teacher (2ic) at George Green's School (East London). With a focus on KS3-5 English teaching and learning, my research interests include the innovation of student analysis in the secondary classroom, the development of pedagogical resonance in teacher planning, and the impact of oracy strategies in literature units, alongside an ongoing collaboration with Julia Strong (Talk4Writing). Having studied English (BA Hons) and Modern and Contemporary Literature (MPhil) at Cambridge and trained as a teacher with Teach First, I am committed to exploring the potential for research informed strategies to address educational inequalities

Yixiu Gul

Guo is a Singapore-based artist and art educator. Her works of art dabbles with "knowing" Singapore, of which representations of it's "aesthetics" also suggests her psyche as a Singaporean. Her work in education is currently invested looking at themes of unknowing, philosophy and art, through writing, pedagogical design and teaching. Coming from a background of "knowing" Singapore, and moving towards "unknowing" through research, she is invested in building more bridges between her practice in art and education. You can visit her website at www.guoyixiu.com for further information.

Huong Giang Ha

Giang Ha is a MA student in Education at University of Northampton. Her research theme is finding out the determinants of job satisfactions among foreign teachers in her country. It links closely with her interest and her previous job which is an assistant in the language school. She used to support many educators to improve teaching quality for English learners. She is supervised by Dr. James Underwood, Deputy Subject Lead - Education Children and Young People, University of Northampton.

Olivia Halsall

Olivia is an MPhil Education (RSLE) candidate at St Catharine's College, University of Cambridge. She holds a 1st Class Hons in BA Modern Languages with Business Management from the University of Birmingham, during which she spent one year at Tsinghua University (Beijing) as a recipient of the CIS Confucius Language Scholarship. Olivia is TEFL qualified and has worked with a number of world-class education centres delivering high-quality, one-to-one EFL tuition. A speaker of 5 languages herself, Olivia is particularly interested in foreign language learner strategies, EFL creative writing and innovative pedagogies.

Jonathan Hauser

Jon Hauser is a student currently pursuing an MPhil in Education at the University of Cambridge. His current research interests are in European higher education, education policy, and secularism. He previously completed his undergraduate education in 2018 at Boston University, where he studied International Relations and French. Professionally, Jon has experience in both education and policy. This previous year he was an English teaching assistant at a middle school and high school in Annecy, France. He also has experiences at a refugee vocational services centre in Boston and in Elizabeth Warren's Senate office in Washington, D.C. In his free time, Jon enjoys running and rowing.

Dawn Hewitson

Senior Lecturer in Secondary Education and course leader PGCE Second. CS&IT at Edge Hill University. Doctoral student researching cyberbullying within the school context.

Leah Jenkins

Leah Jenkins has been a teacher for twenty-one years and has held leadership positions for the past fifteen. She has been a Local Authority Advanced Skills Teacher and supported numerous leadership teams during this time. Leah has also held a Vice Principal position across a newly formed Primary Trust as well as an Interim Headship. On completion of her MA in Education Leadership and Management with the University of Northampton, she is starting in a new post as Headteacher of a Primary School.

Hannah Jussli

Hannah is currently at the University of Cambridge completing an MPhil in Psychology and Education, her interests lie specifically in adversity and mental health in adolescence, and potential protecting factors. She completed her undergraduate degree with a first at the Royal Academy of Dance in London studying dance education. This exposed her to dance science, confirmed her great interest in science and psychology, and allowed her to complete her MSc in Dance Science at Trinity Laban Conservatoire of Music and Dance.

Tatyana Kim

My name is Tatyana Kim and I am 35 years old. I have two bachelor's degrees (Education and Marketing). I started my career as a Translator and have been working in this industry for 13 years. In 2018 I joined a master's program in educational leadership at Nazarbayev University Graduate School of Education. Alongside my studies, I am running a small translation agency and working as a temporary Research Assistant at Nazarbayev University. Two research projects I am currently involved in focus on internationalization and employability. The research I am planning to present at the conference is my thesis work.

Mary Kitchener

Educational developer from Oxford Brookes University with a substantial background in teaching in both further education, higher education in further education (HE in FE), and adult learning.
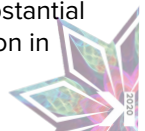
Aigerim Korzhumbayeva

I am a second-year PhD student at the Faculty of Education (University of Cambridge) conducting research at the intersection of STEM education and cognitive psychology. I am originally from Kazakhstan and that's where I have recently completed my PhD fieldwork. Previously, I worked as a content creator and consultant in an edtech company in Kazakhstan. I have co-authored a supplementary textbook on the Fundamentals of Critical Thinking for Kazakhstani secondary school students in Kazakh and Russian languages. I did my B.A. in Economics (Stanford University) and M.Ed in Technology, Innovation, and Education (Harvard University).

Thomas Kotlinski

Thomas Kotlinski has had a varied and exciting professional career. After being educated and trained in Poland, the UK, Denmark, Italy and the USA he was a teacher trainer and a lecturer of linguistics (History of English) for 24 years, holding a number of leadership roles. For the last six years he has been involved in EAP training both on pre- and in-sessional courses in UK HE institutions. Thomas is a published author of EFL materials and has recently completed his second MA degree in educational leadership at the University of Northampton (distinction), which combines areas of education, leadership and political economy.

Mariam Ali Krayem

As an early years teacher, I have always been – still am, passionate about children's development and their interaction with the world. These little people have a fascinating world that breaks all the boundaries of the "routine" life everyone has been molded in recently. Thinking about how those pupils are going to follow our steps in the next years, the idea of developing the way they learn each and every day kept coming to my mind. I am committed to make positive change in my country, Lebanon, and internationally – wherever possible.

Krishna Kulkarni

Krishna is a second-year LEGO PhD student at the PEDAL centre, at the University of Cambridge's Faculty of Education. Through her research in England, Krishna wants to determine how early parent play might be associated with child development. In India, her research explores the attitudes and perceptions of Indian parents towards play. Having spent her life between England and India, she has a natural curiosity about differences between cultures, especially in play and the early years.

Arvind Kumar

Arvind Kumar is pursuing an M.Ed from Regional Institute of Education Bhubaneswar In his hometown Dumka, Jharkhand, India. His research areas of interest include social inequalities, gender and preservation of indigenous knowledge. He is currently working in assessing impact of different policies on quality education in tribal areas of Jharkhand India. He would like to be a part of social change where language and class won't be a barrier to get knowledge, where equity plays a key role in social justice. Kumar is happy to work continuously for bread under the hard sun. It always puts a smile to think there are many others doing the same. He has worked 4 years in an MNC as Quality assurance personnel. He has seen social justice, inequality and gender discrimination very closely. Kumar left his job to pursue further studies and to be a part of change.
There is a saying in Hindi
" Kyu dre zindagi me kya hoga
Kuch na hoga to tazurba hoga"

Nomisha Kurian

Nomisha is a first-year PhD candidate at the Research for Equitable Access and Learning Centre, researching child poverty and child wellbeing in Mumbai, India. Prior to her PhD, she was a Henry Fellow at Yale University researching children's rights. She also completed a BA in Education and an MPhil in Education at the University of Cambridge.

Dr Steve Lambert

Dr. Steve Lambert is a researcher and lecturer in educational leadership at the University of Chester. His interests include leadership in further education and the development of leaders. He has previously worked in further education colleges, local authorities and central government.

Irum Maqbool

I am a current MPhil student in the Psychology and Education program. Before starting this course I worked as a Counsellor in a school in Pakistan, my home country. I studied Psychology before working as a mental health professional in a school; an experience that inspired me to grow, learn and challenge myself. It was this professional experience that shaped my interests in research with the long-term aim of creating suitable interventions. The psychosocial and emotional development of children living in the Global South, especially those who persistently encounter economic barriers or face security threats, is my area of interest

Clare Martin

Clare Martin currently combines doctoral research with teaching in a secondary special school and sessional university lecturing on special needs and inclusion. She is a qualified advisory teacher for the visually impaired. She has a breath of experience in different phases of education (mainstream, independent, special and higher education) and in differing roles (subject leader; advisory teacher; HE lecturer; staff training at school and local authority level). Her research interests are special educational needs, inclusion, visual impairment and teacher change processes.

Naomi McCarthy

Naomi McCarthy has twenty years' experience in art and education in art galleries. She has published peer-reviewed work in the Australian Art Education Journal and presented performance-based lectures at international conferences. Her expertise lies in developing programs for diverse audiences, as a method for developing visual literacy, oracy, empathy and personal and cultural agency. Naomi is currently working on her PhD, On the Road to Damascus; Theorising transformational encounters in art galleries and Museums, with Western Sydney University in Australia. Naomi is being co-supervised by Pam Burnard, Professor of Arts, Creativities and Educations, University of Cambridge, UK.

Professor Christine Menzies

Professor Christine Menzies is the Professor of Voice, Physical Theatre and Director at California State University, Northridge. Born in Trinidad, Christine has been an actor/director in the UK, Trinidad, Canada and the US; Voice/Dialect Director with several theatre companies including Swine Palace, Louisiana; Oregon Shakespeare Festival, Portland Center Stage and Artists Repertory Theatre, Oregon; Kentucky Shakespeare Festival; Cornerstone Theater, A Noise Within, Los Angeles; and the Denver Performing Arts Center. Directing credits include BIG LOVE, SCORCHED, MACBETH, THE PIANO LESSON and GEM OF THE OCEAN.

Roshni Modhvadia

I am a current MPhil student in Psychology & Education here at Cambridge. Before starting this course I was a Liberal Arts & Sciences undergraduate in which I studied from a broad range of disciplines, and took part in a year-long professional training programme as a Research Assistant at the Centre for Brain and Cognitive Development. Alongside my studies, I also worked as a maths and English tutor, and a brain injury Support Worker. My work experiences confirmed my interests in education and psychology, particular in the field of cognitive development.

Miriam Moore-Keish

Originally from Atlanta, Georgia, USA, Miriam Moore-Keish received her B.A. in Postcolonial and Disaporic Literature from Macalester College in St. Paul, Minnesota. She now lives in Cambridge, England where she studies Children's Literature, works for the organization We Need Diverse Books, and drinks a lot of tea.

Dr Ian Munday

Dr Ian Munday is Senior Lecturer in Educational Philosophy in the School of Education at NUI Galway. His research activities testify to an engagement with philosophical issues in education, particularly those concerned with teaching and learning. His publications have tended to focus on various approaches to performatives and performativities and demonstrate the significance of these ideas for education. Here, philosophical ideas are treated in regard to their relevance to the details of educational practice. Dr Ian has also written on the themes of creativity and problem-solving. He is currently a Convenor of Network 13 Philosophy of Education at ECER.

Hanaa Mustafa

I am an education enthusiast. I have worked in the field of education for 7 years in Damascus, Syria. I am currently studying MA International Education at the University of Leeds. My goal is to contribute to achieving educational justice through improving education leadership methods and policies.

Santana Nair

I'm a student from New Delhi, India. I'm currently pursuing my Masters in Environment and Development from the School of Human Ecology, Ambedkar University. I completed my undergraduate degree from Delhi University in Political Science, and decided to take up this Masters in order to better understand the complex interrelationship of humans with their environment and how they are affected by and affect nature.

Deena Newaz

Deena is an MPhil Candidate in Education at the University of Cambridge where her research focuses on contextualizing social and emotional learning in refugee contexts. She previously worked as a program manager at the World Innovation Summit for Education (WISE) where she co-designed, managed and evaluated education development programs and mentored young social innovators working in the refugee education sector in Europe and MENA. She is the co-author of a speculative fiction
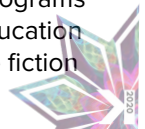
book exploring the impact of new technologies on learning outcomes for students faced with adversity. Deena holds a BSc in Foreign Service from Georgetown University with double honors in Culture and Politics.

John O'Dare

I'm an EdRes MPhil student, but to study, I gave up ten years of being Head of Innovation at Nokia. My learning technology projects were put into the hands of six European Premiers, I was on the Leadership team of a $80M revenue corporate university. I've spoken at DevLearn in Las Vegas and written for the eLearning Guild. I've founded training schools in Vancouver and Beijing and prior to my 20 corporate years was a teacher and Fulbright scholar. Find out why I gave it all up to be a student and what I've been working on.

Dr Adekunle Olatumil

Adekunle Olatumile is an Associate Professor of Environmental Adult Education. He holds a Doctoral degree in Adult Education with a specialisation in Environmental Adult Education. His research interests are in the areas of environmental education, climate change education, sustainable development, and indigenous education.

Omoyemi Olatumile

Mrs Omoyemi Olatumile is a Deputy Director of environmental services at the Local Government Service Commission in Nigeria. She holds a Diploma in Environmental Health, Bachelor of Science Education (Health Education). She is a registered member of Environmental Health Registration Council of Nigeria.

Laura Oxley

I am a final year PhD researcher with the Psychology in Education Research Centre in the Department of Education at the University of York. My research interests are focused on exclusion from school and exploring alternative approaches to behaviour management in schools, which do not rely solely on systems of reward and punishment. As well as working on my PhD research, I am also an active participant of the Pedagogies of Punishment project. This is an interdisciplinary project, involving scholars from the UK and the USA, exploring questions of how and why schools should punish students, if at all.

Nam Pham

Nam Pham is studying MA in Educational Leadership and Management at the University of Northampton. He began his academic career as a researcher at the Vietnam National Institute of Educational Sciences in
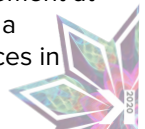
2010. His research interests are: Analysing and forecasting education and training demands; tertiary education quality; training quality management; teacher leadership. Currently, his study is exploring the understanding of the concept teacher leadership, the practice of university teacher leadership and the enhancing factors as well as barriers to lecturer leadership practice in a Vietnamese educational context.

Tracey Price

Tracey Price is an English and maths tutor for children in care and a former primary school, and special education needs teacher with eight years of experience. She is Chair of Governors at a large, non-selective secondary school and has been a school governor for over nine years. Also, she is a Professional Doctorate in Education researcher at Anglia Ruskin University. Her doctoral thesis focuses on student voice and the role of school governing bodies to find ways to listen, understand, and respond to the voices of students. Her other research interests are inclusion and special educational needs and disability.

Maria Rodriguez

Maria is a sociologist and an educational researcher. She has worked in both the academic and public policy circuits in the educational sector of Peru, her hometown. She specialises in qualitative research and the evaluation of educational projects. She holds an interest in education, urban issues, gender studies and public policies aimed at the development and the promotion of social inclusion. She is currently an MPhil candidate for Education, Globalisation and International Development in the University of Cambridge.

Emily Rushton

Having completed my PGCE in Latin and Classics at Faculty, I started my career as a secondary Latin teacher at a comprehensive in south London. I have always been passionate about creativity and alternative approaches to learning, so used this as a basis for my MEd thesis that I also completed at the Faculty. I have more recently been working as a SENDCO at both primary and secondary level, and have been lucky enough to teach every year group between Reception and Year 13!

Eleanor Ryan

Originally from New Zealand, Eleanor Ryan is a violinist, educator and academic researcher with interests spanning intercultural and interdisciplinary performance, and cultural diversity in arts education. She has extensive performance experience with top UK orchestras, and in the Caribbean as Principal Violinist of the Ibis Ensemble. Recent

collaborations include work with British-Trinidadian musician/poet Anthony Joseph, Saxophonist Jason Yarde, The Neal and Massey Trinidad All Stars Steel Orchestra, British Theatre company Oyster Creatives, and experimental film collective, Neuf. Eleanor gained a masters with distinction from the Royal Northern College of Music. From 2009-2018 she was an Assistant Professor of Violin at the University of Trinidad and Tobago. She is currently writing an MPhil in Arts, Creativity and Education at Clare Hall, the University of Cambridge.

Amy Ryder

Amy Ryder is a second-year MEd student at the Centre for Research in Children's Literature at Cambridge (CRCLC) at the University of Cambridge. With a background in literature and teaching, prior to returning to higher education she worked for the Bristol Children's Hospital Charity which formulated her interest in the intersections of medicine and narrative for children. Her current dissertation research explores adolescent illness narratives in teen-authored vlogs and traditional YA fiction.

Mauricio Saavedra

Abby Salamone

My name is Abby Salamone and I am an MPhil student in Education, Globalisation and International Development. Prior to Cambridge, I studied Anthropology and Chinese at Union College in the US and have worked with students and communities in the US, India, China and Taiwan throughout my undergrad and postgrad years. With a background in using anthropological research methods, my approach to research is largely based on participation and qualitative inquiry. My current research looks at the role of community-based organisations and grassroots efforts in education, focusing primarily on the lives of the leaders within each of these spaces.

Cristina Santos

Cristina Santos is a PhD candidate at the faculty of Education focusing on Career Guidance Dialogue and teachers' role. She has been a secondary school Biology and Physics teacher and middle leader for 11 years. After her licenciatura in Portugal and Germany and two MA courses, one in Science Education at the University of York and another, whilst teaching, in 'Leadership, Change and innovation' at St. Mary's University. Her middle leadership roles include deputy heading a Sixth Form in London, where

she developed most of her career, and leading the House system at a British school in Lisbon.

Oskar Schortz
I am a current first-year PhD student in the Education faculty at Cambridge, supervised by Professor Rupert Wegerif. Before my PhD, I worked for the Department for Education and then became a teacher for two years in a boarding school in the West Midlands. I was inspired to study chatbot technology partly out of intrigue for the potential of the technology, but also due to a desire to understand how decisions are made in the software development process and what this means for the human experience. My academic background is in anthropology, which I studied at undergraduate and masters level.

Amina Shareef
Amina is a doctoral candidate at the Faculty of Education at the University of Cambridge. Her research explores the impact of UK counter-terrorism and community cohesion policy on young British Muslim sense of self and belonging.

Eva Szentgyorgyi
I am an MPhil student at the University of Cambridge, studying Education (Arts, Creativity and Education). I am currently working on my thesis in which I aim to investigate my perception and understanding of the role of artmaking in early childhood education through autoethnography. My research interests in education are in the areas of cognition and artmaking in early childhood education and professional development of early years teachers.

Thi Hien Quyen Van (Quinn)
Thi Hien Quyen Van is an international student who is taking Master's degree in Education at University of Northampton. She had a Bachelor's degree in English Language and Economics at Vietnam National University. Quyen has 4 year experience working in educational field in which she spent 2 years teaching English language and another 2 years developing English program for young learners. She is doing a research on school senior teachers' perception of raising environmental awareness among students under supervision of Dr. James Underwood.

Tilde
My name is Tilde, I'm twenty-nine years old. I'm from Italy. I graduated in June 2014 in Primary Education Sciences with honours. From October 2014 to June 2017 I worked as a specialist teacher with special education

students in various Italian state schools. Two years later I graduated in Primary Education Sciences, with primary school teacher address, at the University of Naples, with honours. In February 2019 I achieved a Master's degree in Pedagogical Sciences. Parallel to my teaching activity, since October 2014 I have been working as teaching assistant.

Ngee Derk Tiong

Professional Doctoral Student (EdD) at the Faculty of Education, University of Cambridge. Researcher at the Faculty on Student Voice, Primary Education & Teacher Professionalism for over 20 years, formerly a director of the Cambridge Primary Review, Research Partnerships & Networks Manager at The Chartered College of Teaching & an Associate Editor for the Cambridge Journal of Education. Proud parent, passionate about history, architecture and sailing.

Thanh Trong

Thanh Truong is a current Master's of Education student studying at the University of Northampton. A former undergraduate student at the University of Central Oklahoma, Thanh graduated with a Bachelors of Arts in English Education with a summa cum laude designation and likewise holds an Oklahoma Teaching License (Secondary K-12) and a CELTA (Certificate in Teaching English to Speakers of Other Languages). As both a Vietnamese citizen and international student, Thanh has both academic and professional experience in teaching English to both non-Native Vietnamese ESL learners and within the American public education system. She has been endowed with numerous awards and accolades throughout the years as result of her academic excellence, including 1st and 2nd prize finishes at both National and Provincial Contests in Vietnam for best students in the English major category. Thanh is currently writing her Master's thesis on the subject of stress (and coping methods of students) within "Gifted Schools" in Vietnam, having conducted research at two of her former schools.

Portia Ungley

Portia recently stepped down as Director of Teaching and Learning at Kingston School of Art to spend more time researching risk and play in Higher Education. She uses autoethnography and artography as a means of negotiating her ongoing research at the points of flexion between disciplines, politics and belief systems, challenging and questioning to effect change without disenfranchising.

Amy Webster

Amy is a PhD student in the Centre for Research in Children's Literature at the University of Cambridge who passed her final viva in January. She has an MPhil in Education from Cambridge and is an Associate Lecturer in children's literature at Anglia Ruskin University. This presentation reports on her doctoral work on the historical recovery and statistical analysis of children's classics that was funded by the Cambridge Trust. She is interested in data focused approaches to studying children's literature, the children's publishing industry, the re-publication of children's texts and national identity in children's literature.

Thilanka Wijesinghe

I have worked as a veterinary surgeon for the past 30 years teaching in the vet school here with my professional passion as veterinary ophthalmology but also a great interest in animal welfare and veterinary ethics. I am now completing an EdD on ethics teaching in the veterinary curriculum, particularly looking at how the hidden curriculum of animal use in veterinary education impacts on student understandings of animal use more broadly and their involvement on optimising animal welfare throughout their professional life. I am a fellow and director of studies at St John's College and also director of studies in Homerton.

Dr David Williams

I have worked as a veterinary surgeon for the past 30 years teaching in the vet school here with my professional passion as veterinary ophthalmology but also a great interest in animal welfare and veterinary ethics. I am now completing an EdD on ethics teaching in the veterinary curriculum, particularly looking at how the hidden curriculum of animal use in veterinary education impacts on student understandings of animal use more broadly and their involvement on optimising animal welfare throughout their professional life. I am a fellow and director of studies at St John's College and also director of studies in Homerton.

Sogol Zaman

Sogol Zaman is a Canadian citizen working and living in England for the past seven years. She is currently working at a United Learning Academy as a Head of Year within the Sixth Form as well as the Head of the Department for Social Sciences. Sogol is studying for a Masters in Education at the University of Northampton where she is completing her

research project focusing on the exploration into the values of coaching Sixth Form students. She is intrigued to discover the academic and non-academic values of coaching with the hopes of creating a culture of coaching within the Academy as a whole school approach, if the findings from her research demonstrate favourable outcomes.

KALEIDOSCOPE

INCLUSIVE WAYS OF KNOWING: DIVERGING FROM TRADITION

KEYNOTES:	SPEAKER	PRESENTATION	AFFILIATION	RELEASE TIME	TIME OF LIVE Q &A		
	Prof. Martin Oliver	Viral knowledge: disciplinarity during a pandemic	University College London	Thursday, May 28th 10am BST	Thursday, May 28th 1-2pm BST		
	Prof. Keith Taber	Negotiating the essential tension: working within, across, and outside research traditions	University of Cambridge	Friday, May 29th 10am BST	Friday, May 29th 1-2pm BST		

GUEST SPEAKERS:	SPEAKER	PRESENTATION	AFFILIATION				
	Dr. James Underwood	Telling the Stories of Others	The University of Northampton				
	Dr. Jo Woodman	From 'Factory Schools' to immersion schools: an exploration of Indigenous	Survival International				

LIVE EVENTS:	HOST	EVENT	TIME				
	Genevieve Smith-Nunes	Disco Bingo Party	Thursday, May 28th 7-8pm BST				
	Kaleidoscope Committee	#Kscope Kafe	Thursday, May 28th 11-11:40,3-3:40pm BST & Friday, May 29th 11-11:40 BST				
	Julia Flutter	Mayday! Mayday! Calling all locked down researchers feeling at sea!	Friday, May 29th 3-4pm BST				
	Kaleidoscope Committee	#Kscope Kantina	Friday, May 29th 5-6pm BST				

PRESENTATIONS:	Inclusivity	Methodological Inquiries	Creative Knowledge Production	Teacher Experience	Students' Experience	Researchers' Reflections 1	Researchers' Reflections 2
	"Moving inequalities: pupil mobility in urban-vulnerable contexts in the city of Lima, Perú" *Maria Fernanda Rodriguez & Mauricio Saavedra*	"New approaches to a 'classic' problem: Analysing series of children's classics in a digital, data driven and diverse way" *Amy Webster*	"Un-knowing and Re-knowing the Self through Three-Dimensional Self-Portraits" *Celine Fournier*	"Narrative Inquiry into teachers' lived experiences of happiness and education" *Angana Das*	"Alternative approaches to behaviour management: diverging from a punitive tradition" *Laura Oxley*	"Intersectionality and positionality in the context of practitioner research: Epistemological standpoint in practitioner research" *Thomas Kotlinkski*	"Researching within places of study and workplaces: Senior school staff's perceptions of raising awareness about climate change among students" *Thi Hien Quyen Van (Quinn)*
	"The language of Inclusion and the suppression of voice" *Dr. Paul Flynn*	"Researching marginalised and vulnerable communities: thinking beyond traditional ethical guidelines" *Nomisha Kurian*	"Ways of Knowing/Unknowing A Bulb" *Yixiu Guo*	"The influence of the hidden curriculum in teaching ethics to veterinary students" *David Williams*	"Student voice and the role of school governors: a case study using participatory action research" *Tracey Price*	"Intersectionality and positionality in the context of practitioner research: Head teachers' experience during the pandemic" *Leah Jenkins*	"Researching within places of study and workplaces: An exploration into the values of coaching Sixth Form students." *Sogol Zaman*
	"Un-inclusivity: French Universities, Laïcité, and Muslim Identity" *Jonathan Hauser*	"Youth Participatory Action Research as Methodology" *Amina Shareef*	"Black Madonna: Stimulating "active imagination" towards a performance of transformative, intuitive and collective knowledges" *Eleanor Ryan & Prof. Christine Menzies*	"'Teachers need to get feedback from Parents.' Migrant parents contribution to developing culturally responsive pedagogies among teachers" *Seun B. Adebayo*	"Exploring students' conceptual change in genetics within the 'students as producers' approach" *Algerim Korzhumbayeva*	"Intersectionality and positionality in the context of practitioner research: Stress and coping mechanism research" *Thanh Truong*	"Researching within places of study and workplaces: The professional identity of support staff in further education colleges" *Ivelina Bashliyska*
			"Rapid response to Covid-19-related school closures: Diverging from traditional teaching & learning approaches" *Dr. Majella Dempsey & Dr. Jolanta Burke*		"Can teaching upper primary aged pupils about test taking reduce anxiety around tests" *Helen Barsham*	"Intersectionality and positionality in the context of practitioner research: The concept and practice of university teacher leadership" *Nam Pham*	"Researching within places of study and workplaces: The determinants of job satisfaction among foreign language teachers in Viet Nam" *Huong Giang Ha*
			"Covid-19: Academic Grief and Silver Linings" Portia Ungley				Researching within places of study and workplaces: Teachers 'experience in implementing online learning in Egyptian schools as a result of schools closure caused by coronavirus outbreak." *Haguer Amin*

IGNITES:							
	"TeachMeet: a desire line to open peer-to-peer professional learning?" *Mags Amond*	"Promoting Fine Motor Skills Using Digital Technology in the Early Years, in Lebanon and England" *Mariam Ali Krayem*	"The Importance of Lifting Sanction on Syria in Helping Achieve Education for All" *Hanaa Mustafa*	"Development of Resilience and Learning in Children Living in Poverty in India" *Irum Maqbool*	"Artful-relational-cultural-mediation: Contemporary art-as- catalyst" *Naomi Lee McCarthy*	"Understanding attitudes and perceptions of Indian parents towards play - an overview of methodology" *Krishna Kulkarni*	"Hiding in Plain Site: Informal Spaces and Learning in Indian Universities" *Ranjini*
	"Contextualizing and Measuring Social and Emotional Learning in Emergency Contexts: A Case Study of the Little Ripples Early Childhood Program" *Deena Nawaz*	"Weaving conversational-expository methods into an EdD Thesis: From Industry to University: Tales of professional academics' transition to Higher education in the UK" *Mary Kitchener*	"Learning through visual data. Create visualization project for transforming information into knowledge" *Rosatilde 'Tilde' Margiotta*	"Putting the voice (digitally) center-staged: using the podcast as an innovative tool for audio-based qualitative research" *Simone Eringfeld*	"Using creativity to improve emotional accessibility for A-Level literature, with a focus on Classics." *Emily Rushton*	"Lost in translation: a case study exploring the reconceptualization and reconstruction of a secondary school in South London" *David Baker*	"Using animal stories to uncover the hidden curriculum in teacher education (TE) programs in Trinidad and Tobago" *Veronica Farrell*
	"The Creative Analysis Framework" *Katie Fox*	"Inclusive ways of data: a mixed-method approach" *Eman Faisal*	"Sketchy Knowledge of motivation" *John O'Hare*	"Impact of Formal Education in Fragile Ecological Landscapes" *Sanjana Nair*	"From the past to the present: Educating the 'Deaf' child" *Thilanka Wijesinghe*	"Emotional awareness amongst middle leaders" Steve Lambert	"Liberating talking machines" *Oskar Schoritz*

POSTERS:							
	"Nature v Nurture: how genomic science is charging classic debate" *Peter Fotheringham*	"Rethinking the role of volunteer teaching programmes in addressing educational inequality in China: a case study of Teach for China" *Chong Liu*	"Quality dimensions of school education in supranational district of Jharkhand, India: An analysis" *Arvind Kumar*	"The impact of adversity and social support on mental health in adolescence" *Hannah Juxdi*	"Re-thinking Activity Types and Teaching Approaches to Enhance Toddlers' Learning Through Artmaking: Collaging Theories and Approaches" *Eva Szentgyorgyi*	"Is every teacher a language teacher? Exploring pre-service science teacher cognition in content and language integrated learning in Hong Kong" *Ruohan Wang*	"Disciplinary Dialogues: Examining the Influence of subject cultures on classroom dialogue, activity type and learning outcomes in English primary schools" *Annabel Amodia-Bidakowska*
	"Can we interpret socioeconomic background in the same way? A measurement invariance approach" *Nuraliah Eryilmaz*	"Hidden Voices: the impact of truth for education research: perspectives from critical realist philosophy" *Clare Martin*	"On the relevance of truth' for education research: perspectives from critical realist philosophy" *Ngee Derk Tiong*	"Implementing career guidance delivered by teachers: Perceptions in the Portuguese Secondary schools context" *Rosatilde 'Tilde' Margiotta*	"China is Red, England is Black': ESL Chinese Adolescents' Expression of Linguistic Identity Through the Construction of Poetry" *Olivia Hulsall*	"Exploring the lived experiences of community leaders in education: Storytelling as a medium to understand social change" *Abby Salamane*	"Academic and sociocultural adjustment experiences of international students studying in Kazakhstan" *Tatyana Kim*
	"Teaching upper primary pupils spelling using interleaved spaced retrieval" *Helen Barsham*	"Longitudinal patterns of growth mindsets" *Rashid Madhvadia*	"Dealing with disclosure: Bricolage Methodology" *Dawn Hewitson*	"Guts & Glory" *Miriam Moore-Keish*	"Physics misconceptions in secondary school students" *Jessie Durk*	"Dealing with disclosure: Bricolage Methodology" *Dawn Hewitson*	"Children's Singing Attitudes - A gender study" *Wendy Forbes*

Thank You
from the whole Kaleidoscope Committee

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KALEIDOSCOPE CONFERENCE 2020