



**QUEEN'S  
UNIVERSITY  
BELFAST**



# **The Proceedings of the 10<sup>TH</sup> All Ireland Doctoral Conference:**

*Agents of change in  
Social Sciences, Education and Social Work*

**#DocEd2018**



15<sup>th</sup> and 16<sup>th</sup> June 2018  
Queen's University Belfast

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# 10<sup>TH</sup> All Ireland Doctoral Conference:

Agents of change in

Social Sciences, Education and Social Work

15<sup>th</sup> and 16<sup>th</sup> of June, 2018

#DocEd2018

**Conference program**

**Keynote speakers**

**Abstracts for papers**

**Abstracts for posters**

**Abstracts for research meets**

**Presenters' biographical details**

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Mehmet Filiz

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## Preface

A very warm welcome to the 10th All Ireland Doctoral Conference. I am particularly pleased to be welcoming you to Queens and the School in the 20th anniversary year of the signing of the Good Friday Agreement; a momentous and imaginative accord which has fundamentally changed the lives of people in the North and relationships across the island of Ireland. It is therefore fitting that the theme for this year's conference is Agents of Change in Social Sciences, Education and Social Work, a title which reflects both the disciplinary work within the School as well as its vision to make a social difference. Of course, such a vision broadly defined, is not the preserve of one School or academic community, it underpins much of the work undertaken in most, if not all, the institutions represented here at the conference; evidenced in the research and teaching of academic staff as well as the excellent work of those institution's graduate students.

In the contested Brexit space in which we currently find ourselves the All Ireland Conference remains a frictionless border. Spread over two days, the conference seeks to provide an important space and opportunity for graduate students from across the island of Ireland to listen to keynotes from distinguished academics, to share their doctoral work, exchange ideas and form new friendships and collaborations.

This important event would not have been made possible without the enormous work and effort of the Organisation Committee, committed to keeping alive the network and tradition of doctoral students hosting a conference of this nature. On behalf of the School I would like to thank them for their impressive efforts in putting together such a great programme and to thank all of you for taking the time to bring your valuable research to Queens and Northern Ireland.

You are most welcome. Tá míle fáilte romhat

Professor Carl Bagley PhD FRSA

Head of Social Sciences, Education and Social Work

Queen's University Belfast.



# Organisation committee

## Chair

Aishwarya Patil

## Committee members

Aideen Johnson

Dewi Satria Elmiana

Erin Early

Ewan MacRae

Gemma Cherry

Hui Ma

Joanne Mulgrew

Leanne Henderson

Mehmet Filiz

Mukhlash Abrar

Patricia Nicholl

# Conference program

Friday, 15 June 2018

1:00 pm 1:40 pm	<i>Registration and Lunch on Arrival</i>	
1:50 pm 2:50 pm	<b>Keynote Speaker (Room: 0G/026): Dr. Claire Cassidy (University of Strathclyde):</b> <b>Practical philosophy and creating agents of change</b>	
3:00 pm 3:45 pm	<b>Concurrent Session 1.1</b> <i>Track: Inequalities and Prejudice: Creating an Evidence Base</i>	<b>Room: 0G/026</b> <b>Chair: Emma Craig</b>
	Educational attainment inequalities in the UK: A systematic review exploring the influence of gender and socio-economic status on PISA attainment <b>- Erin Early, Queen's University Belfast</b>	
	Educational attainment across urban and rural locations in the UK: A systematic review <b>- Gemma Cherry, Queen's University Belfast</b>	
	Universal preschool- and school-based education programmes for reducing ethnic prejudice and promoting respect for diversity among children aged 3-11: A systematic review and meta-analysis <b>- Ciara Keenan, Queen's University Belfast</b>	
3:00 pm 3:45 pm	<b>Concurrent Session 1.2</b> <i>Track: Harnessing New Approaches in Transforming and Evaluating Learning and Self-concept</i>	<b>Room: 0G/007</b> <b>Chair: Lorraine McIlrath</b>
	Facilitating the development of strategies in an online learning environment <b>- Mohammad Alyamani, Queen's University Belfast</b>	
	Breaking the shackles of rote learning: Towards a transformative ELT pedagogy in a Saudi University English Language Programme <b>- Ayman Alzahrani, Queen's University Belfast</b>	
	Exploring how university students' statistics self-concept can be measured and enhanced: A systematic review <b>- Mehmet Filiz, Queen's University Belfast</b>	
3:00 pm 3:45 pm	<b>Concurrent Session 1.3</b> <i>Track: Children's Perspectives on Family and Society</i>	<b>Room: 01/037</b> <b>Chair: Omar El Masri</b>
	A rights based framework for the promotion of multi-agency practice in promoting the education of looked after children in Northern Ireland <b>- Patricia Nicholl, Queen's University Belfast</b>	
	Adoption reunions: explorations of the reunion experiences of Irish intercountry adoptees authors <b>- Anne Marie Shier, Dublin Institute of Technology</b>	
	Media consumption and materialism in children <b>- Vicky O'Rourke, Queen's University Belfast</b>	
3:00 pm 3:45 pm	<b>Concurrent Session 1.4 (Roundtable)</b> <i>Track: Sexuality across Contexts</i>	<b>Room: 0G/010</b> <b>Discussants: Courtney Marsh</b> <b>Michelle Mitchell</b> <b>Amy Mc Donald</b>
	Lesbian, gay and bisexual prisoners in Ireland. Lives, experiences and policy. A qualitative exploration <b>- Danielle O'Sullivan, Trinity College Dublin</b>	
	Relationships and sexuality educational resources for families: A mixed method participatory proposal <b>- Brigid Teevan, Queen's University Belfast</b>	

3:45 pm  
4:00 pm *Break*

4:00 pm **Concurrent Session 2.1** **Room: 0G/026**  
5:00 pm *Track: Cultural and Linguistic Research in Education and Society* **Chair: Ayman Alzahrani**

Constructing intercultural spaces: A case study analysis of 19 Princelet street and the Chester Beatty library

- **Mairead Quinn, Ulster University**

New knowledge claims construction in the discussion sections of applied linguistic research articles: International vs national Indonesian journals

- **Udi Samanhudi, Queen's University Belfast**

Campus cartography – a qualitative inquiry into civic engagement and service learning within three European universities

- **Lorraine McIlrath, National University of Ireland, Galway**

Authorial presence in doctoral theses by 11 and 12 English writers in China and the UK in terms of self-mention markers

- **Jixian Wang, Queen's University Belfast**

4:00 pm **Concurrent Session 2.2** **Room: 0G/007**  
5:00 pm *Track: Learning and Research in Education: Addressing Diverse Needs* **Chair: Aoife Kelly-Wixted**

For you, for me, for them, for us: Can childhood be the time for change? An exploration into peace-building and the early years within the context of divided societies

- **Jill Magennis, Queen's University Belfast**

Understanding the needs of refugee and asylum-seeking children in the context of Northern Ireland schooling

- **Abi Wells, Queen's University Belfast**

Cultural competence of early childhood educators in South Korea for young children from North Korean families: The experience of educators

- **Jiah Seo, Queen's University Belfast**

Voice, vice, and virtue: An analysis of critical pedagogy as epistemic injustice

- **Jennifer Rose, Queen's University Belfast**

4:00 pm **Concurrent Session 2.3** **Room: 01/037**  
5:00 pm *Track: Representations and Literacies: Identity, Pedagogy and Learning* **Chair: Denise Blanchfield**

The effects of mentoring programs on eight to nine-year-old students' enjoyment of reading

- **Venny Karolina, Queen's University Belfast**

Role models for boys: Addressing issues of gender modelling in Irish primary schools

- **Amy McDonald, National University of Ireland, Galway**

Healthy Kidz, a physical literacy programme for primary schools in Northern Ireland

- **Aideen Johnson, Queen's University Belfast**

Pedagogical representation of visual images in EFL textbooks

- **Dewi Satria Elmiana, Queen's University Belfast**

4:00 pm **Concurrent Session 2.4 (Roundtable)** **Room: 0G/010**  
4:45 pm *Track: Roundtable* **Discussants: Ciara Keenan**  
**Vicky O'Rourke**  
**Danielle O'Sullivan**  
**Patricia Nicholl**

New social movement theory and the reparations movement in Northern Ireland

- **Paul Gallagher, Queen's University Belfast**

How can social empathy education successfully increase empathy and pro-social behavior among adolescents?

- **Grace O'Shea, National University of Ireland, Galway**

**5:15 pm** *Poster Presentations, Head of School Address from Prof Carl Bagley and Wine Reception*  
**7:00 pm** *(Location: Graduate School)*

An evaluation on occupational injury and management practice awareness among professional rugby players in Ireland and China

**- Yanbing Chen, University College Dublin**

An Garda Síochána: Culture, challenges, and change

**- Courtney Marsh, Trinity College Dublin**

Cultural competence of early childhood educators in South Korea for young children from North Korean families: The experience of educators \*

**- Jiah Seo, Queen's University Belfast**

Gender equality and career progression of Indian women in IT sector: Women's views and perspectives \*

**- Aishwarya Patil, Queen's University Belfast**

Evidence-based practice in teaching: A study of GCSE Chemistry teachers in England

**- Ewan MacRae, Queen's University Belfast**

Exploring a new paradigm for intercultural competence and teacher preparedness in Irish second level classrooms

**- Santhi Corcoran, Mary Immaculate College**

Improving university students' statistics proficiency through an online concept mapping tool \*

**- Mehmet Filiz, Queen's University Belfast**

Infographics: Prejudice in early years education & a systematic search - ethnic prejudice \*

**- Ciara Keenan, Queen's University Belfast**

Missing Voices: The educational experiences of girls with Asperger Syndrome

**- Gillian O'Hagan, Queen's University Belfast**

Relationships and sexuality educational resources for families: A mixed-method school-community participatory research (SCPR)

**- Brigid Teevan, Queen's University Belfast**

The Impact of personal factors on students, art teachers and inspectors' attitude toward the development of imagination in elementary schools in Kuwait

**- Amenah Alqattan, Dublin City University**

Thinking outside the box: A unique advanced nurse practitioner led approach to combined Type 2 Diabetes and Chronic Kidney Disease care management

**- Denise Blanchfield, University College Dublin**

\* Abstracts of these poster presentations are not available

## Saturday, 16 June 2018

<b>9:30 am</b>	<b>Registration and Tea/Coffee</b>	
<b>10:00 am</b>		
<b>10:00 am</b>	<b>Concurrent Session 3.1</b>	<b>Room: 0G/026</b>
<b>10:45 am</b>	<i>Track: Expressions and Representations of Autism</i>	<b>Chair: Kristen Queen</b>
	Many voices silence mine: The representation of autism in relationships and sexuality education - <b>Christine Bower, Queen's University Belfast</b>	
	Telehealth as a model for providing behaviour analytic interventions to individuals with autism spectrum disorder: A systematic review - <b>Jenny Ferguson and Emma Craig, Queen's University Belfast</b>	
	Emergence of vocalization in non-vocal children with a diagnosis of autism: Building an evidence base for interventions - <b>Smita Awasthi, Queen's University Belfast</b>	
<b>10:00 am</b>	<b>Concurrent Session 3.2</b>	<b>Room: 0G/007</b>
<b>10:45 am</b>	<i>Track: Political, Historical and Social Approaches in Research</i>	<b>Chair: Anne Marie Shier</b>
	Irish women, the missions and international volunteering, 1950-2015: An oral history approach - <b>Ellen Regan, University College Dublin</b>	
	The role of schools in providing opportunities for young people to develop high quality and inspiring political literacy skills - <b>John Currie, Queen's University Belfast</b>	
	Educational research- time for change? Different ways of knowing; using arts-based methodologies when working with refugees - <b>Aoife Kelly-Wixted, Maynooth University</b>	
<b>10:00 am</b>	<b>Concurrent Session 3.3</b>	<b>Room: 01/037</b>
<b>10:45 am</b>	<i>Track: Assessment in Education: Equity, Agency and Impact</i>	<b>Chair: Louise O'Boyle</b>
	Children's experiences of selection at transition: Issues of equity in school choice and assessment - <b>Leanne Henderson, Queen's University Belfast</b>	
	Standardised assessment as an active agent of the global educational reform movement - <b>Michael McNamara, National University of Ireland, Galway</b>	
	Exploring the washback of the IELTS in China: A sociocultural perspective on student test activity - <b>Hui Ma, Queen's University Belfast</b>	
<b>10:00 am</b>	<b>Concurrent Session 3.4 (Roundtable)</b>	<b>Room: 0G/010</b>
<b>10:45 am</b>	<i>Track: Roundtable</i>	<b>Discussants: Jill Magennis Aideen Johnson Santhi Corcoran</b>
	Early language acquisition: Is this the panacea for the issues facing the deaf? - <b>Michelle Mitchell, National University of Ireland, Galway</b>	
	The right to paint the divided city: Urban street art as spaces for representation in Beirut and Belfast - <b>Omar El Masri, Ulster University</b>	
<b>10:45 am</b>	<b>Break</b>	
<b>11:00 am</b>		

<b>11:00 am</b>	<b>Concurrent Session 4.1</b>	<b>Room: 0G/026</b>
<b>11:45 am</b>	<i>Track: Insights and Reflections in Research and Practice</i>	<b>Chair: Ellen Regan</b>
	Quality assurance in higher education with a focus on students' engagement in quality learning: A comparative study involving students in Angola and in other international contexts (Portugal, Cuba, and United Kingdom) - <b>Carla Queiroz, Queen's University Belfast</b>	
	'Once upon a TEF....': uncovering staff and student insights into teaching excellence with higher education - <b>Louise O'Boyle, Queen's University Belfast</b>	
	Developing an understanding of independent foster care in Northern Ireland through the perspectives of service providers, trusts and foster carers - <b>Annette Gilmore, Queen's University Belfast</b>	
<b>11:00 am</b>	<b>Concurrent Session 4.2</b>	<b>Room: 0G/007</b>
<b>11:45 am</b>	<i>Track: Expressions and Experiences of Cultural, Linguistic and Gender Identities</i>	<b>Chair: Christine Bower</b>
	Documenting Indonesian EFL female student teachers' experiences in speaking English: A phenomenological study - <b>Mukhlash Abrar, Queen's University Belfast</b>	
	Gender identity and children's culture: An examination of childhood gender identity formation in Irish primary school children - <b>Fionnuala Nig Shamhrain, University College Dublin</b>	
	The nature of sexting amongst post-primary pupils in Northern Ireland - <b>Leanne York, Queen's University Belfast</b>	
<b>11:00 am</b>	<b>Concurrent Session 4.3</b>	<b>Room: 01/037</b>
<b>11:45 am</b>	<i>Track: Gender Inequalities in Career Progression and Leadership</i>	<b>Chair: Leanne Henderson</b>
	Dominant logics and their impact on female career progression in Britain and Germany - <b>Stuart Henderson McClure, Queen's University Belfast</b>	
	Gender inequalities in Indian IT organisations: Women's views and perspectives - <b>Aishwarya Patil, Queen's University Belfast</b>	
	Crossing continents: Leadership pathways for women higher education executives in the UK and US - <b>Kristen Queen, Texas Christian University</b>	
<b>11:55 am</b>	<b>Keynote Speaker (Room: 0G/026): Dr. Sol Gamsu (University of Bath): Celtic geographies</b>	
<b>12:55 pm</b>	<b>of higher education: mapping the movements from home to university across the Irish sea</b>	
<b>13:05 pm</b>	<b>Lunch</b>	
<b>14:00 pm</b>		



## Keynote speakers:

**Dr. Claire Cassidy**

### **Friday's lecture: Practical philosophy and creating agents of change**

Philosophy with Children has been described by UNESCO as a 'School for Freedom', with the aim of creating reflective minds that are capable of facing 'the great challenges of the contemporary world' (2007, p. 240). In this presentation, I will draw on my own work in Philosophy with Children, including research with children from pre-school to eighteen years-old and in a range of contexts. I will discuss the potential of Philosophy with Children, notably the practice of Community of Philosophical Inquiry (CoPI), in relation to achieving UNESCO's goal. I will argue that CoPI supports children's voice, thereby equipping them to be agents of change. Importantly, this will require consideration of different notions of 'child' and how these impact upon children's opportunities to engage in research, and society more broadly. I will also propose that, as researchers in the social sciences, it is incumbent upon us to reflect and to think philosophically if we ourselves are to be agents of change through the work we undertake.

### **Speaker biography:**

Claire joined the University of Strathclyde, Glasgow, in 2001 and is currently a senior lecturer. She leads the research theme Rights, Citizenship and Dialogue within the School of Education. Previously, she was a primary school teacher, latterly teaching asylum seeking children English. She has facilitated practical philosophy with children and adults in a range of settings for twenty-five years. Claire established, and leads, the Postgraduate Certificate in Philosophy with Children at Strathclyde, part of the MEd (Education Studies) and the EdD (Philosophy with Children).

Her research interests coalesce around inter-related topics: Philosophy with Children, rights, and concepts of child and childhood. She convenes the Philosophy with Children and Communities Network, bringing together Community of Philosophical Inquiry facilitators to take practical philosophy into schools and communities.

Claire is on the editorial board for *Childhood & Philosophy* and for *Scottish Educational Review*. She also hosts the biennial international and multi-disciplinary Contemporary Childhood Conference (<https://www.strath.ac.uk/humanities/schoolofeducation/newsevents/contemporarychildhoodconference2018/>).

Follow Claire @ClairePwCC and the Philosophy with Children and Communities Network @PwCCScotland

### **Selected publications**

Cassidy, C., Conrad, S-J., Daniel, M-F., Garside, D., Kohan, W., Murriss, K., Rego, M., Wu, X. and Zhelyazkova, T. (2017). Being children: children's voices on childhood. *International Journal of Children's Rights* 24(3-4), 698-715.

Cassidy, C. (2017). Philosophy with Children: a rights-based approach to deliberative participation. *International Journal of Children's Rights* 25(2), 320-334.

Cassidy, C., Marwick, H., Deeney, L. & McLean, G. (2017). Philosophy with Children, self-regulation and engaged participation for children with emotional-behavioural and social communication difficulties. *Emotional and Behavioural Difficulties* 23(1), 81-96.

Cassidy, C. (2016). Promoting human rights through Philosophy with Children. *International Journal of Children's Rights* 24(3), 499-521.



**Dr. Sol Gamsu**

**Saturday's lecture: Celtic geographies of higher education: mapping the movements  
from home to university across the Irish sea**

In this paper we examine how school to university transitions simultaneously reflect and create historical divisions and patterns of migration that traverse the Irish sea. We draw on a qualitative dataset of 1200 students aged 17/18 from 20 schools across the UK and Northern Ireland. These data include both questionnaires and a novel qualitative mapping technique in which students visualised the spatial boundaries of where they wished to apply for university. Students were then selected on the basis of their map and questionnaire. To explore the distinct patterns of school to university movements associated with moving within and from Northern Ireland for university, we focus on data from our two Northern Irish schools, a Catholic girls' grammar and a non-selective co-educational Protestant school, as well as schools in Liverpool and Glasgow. We argue that the moment of choosing a university is bound up in historical trajectories of migration that connect Northern Ireland to cities in Scotland and England. Historical links connecting Northern Ireland and the Republic to Glasgow, Liverpool and Manchester were implicitly and sometimes explicitly present in the spatial imaginaries of young people as they consider where to apply to university. Students' knowledge of places and universities through family networks, friends and football tacitly drew on these past connections, underlining how the moment of university choice is central to creating and maintaining regional and national boundaries and socio-spatial divisions.

I will also talk about the transition from PhD to postdoc – the shift between working on your own project to working with a PI. I'll talk about conferencing as a PhD student, building a network, thinking about publishing, and applying for jobs. Most of all I'll talk PhD time and some strategies for coping and enjoying it all.

**Speaker biography:**

I completed my PhD in Geography at King's College London in November 2016. I am currently a researcher on the ESRC-funded project, [Geographies of Higher Education: Spatial and social mobilities](#), and I will take up a lectureship in sociology at Durham University in 2019.

My PhD examined how long-term regional inequalities continue to shape the geography of young peoples' post-16 to higher education trajectories. Specifically, it focussed on disentangling London-specific middle-class and elite 'circuits of education' from broader national socio-spatial patterns of social reproduction through the school system. I have recently had a paper published in the *British Journal of Sociology* on elite state schools in Outer London and how a project to re-create a selective grammar school has combined with ethnic-minority suburbanization. Within the project I have also co-authored papers on regional mobility into higher education, social class and accent, ethnicity of home neighbourhood and university attended and elite graduate recruitment into financial careers.

**Selected publications**

- Donnelly, M. & Gamsu, S. (2018). 'Home and away': Social, Ethnic and Spatial Inequalities in Student Mobility. The Sutton Trust.
- Donnelly, M. & Gamsu, S. (2018). Regional structures of feeling? A spatially and socially differentiated analysis of UK student im/mobility. *British Journal of Sociology of Education*.
- Gamsu, S. (2018). The 'Other' London effect: the diversification of London's suburban grammar schools and the rise of hyper-selective elite state schools. *British Journal of Sociology*.
- Gamsu, S. & Donnelly, M. (2017), Diverse places of learning: Home neighbourhood ethnic diversity and the ethnic composition of universities. Bath: Institute of Policy Research, University of Bath.
- Gamsu, S. (2016). Moving up and moving out: the re-location of elite and middle-class schools from central London to the suburbs. *Urban Studies*. 53(14), 2921-2938

## Abstracts for papers:

### **‘Once upon a TEF...’: uncovering staff and student insights into teaching excellence with higher education**

*Louise O'Boyle*

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Situated within global policy discourses that are increasingly driven by market and prestige cultures (Stevenson et al, 2017) the Higher Education sector is being fundamentally reshaped. Hull likens the current trajectory of the sector towards ‘Uberfication’ (2015). Student satisfaction is utilised as a key indicator of teaching excellence globally across Higher Education but is this really the most appropriate measurement of quality? Consider Higher Education institutions as constructed environments in which students are active participants; engaged in experiences that develop their knowledge, criticality, independence and intellect. Those experiences may be designed and constructed by tutors to challenge and introduce new ideas to their students and realized through innovative teaching strategies which may not always be comfortable for students (Yorke, 2009). The resulting negative impact on student perceptions of their learning may be reflected in experience evaluations, impacting institutional ratings and prestige. This paper will provide an overview of the author's current Doctor of Education study. Informed by participatory action research methods, it aims to develop a deeper understanding of student and staff perceptions of teaching excellence within Art and Design Higher Education. Can these insights into excellence inform the mechanisms of learning and become catalysts for change across the sector?

**Keywords:** *Higher Education, Staff and Student Voice, Data Visualisation, Participatory Action Research, Teaching Excellence*

### **A rights based framework for the promotion of multi-agency practice in promoting the education of looked after children in Northern Ireland**

*Patricia Nicholl*

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There is overwhelming evidence of the poor educational outcomes of Looked After Children (LAC) in comparison to their peers (Berger et al 2015) and the DE Circular 2011/24 introduced the policy and associated Guidance FOR Personal Education Plans (PEP) in respect of LAC which aims to support LAC education needs; enhance multi-agency working and promote the voice of the child in the PEP process. Exploration of the experience of engaging in the PEP process is limited, (Woodland 2010) and there is evidence of the limitations of PEP (Hayden, 2005; Perry, 2014b).

This study explores the effectiveness of LAC PEPs in promoting LAC educational attainment in NI. It utilises a children's rights lens involving LAC and key professionals responsible for progressing their education in the development of a participative qualitative research inquiry designed to explore the effectiveness of PEP processes and to consider how a children's rights based PEP procedure might contribute to improvements in realising LAC rights in, to and through education.

A mixed methods design is utilised incorporating a review of extant literature and a documentary analysis of a sample of LAC PEPs; focus groups with LAC; multi-disciplinary semi-structured interviews and semi-structured interviews with relevant stakeholders. A children's rights based approach is adopted to the research, wherein a LAC Children's Research Advisory Group (CRAG) (Lundy & McEvoy, 2012b) co-produce the research instruments and support the analysis and dissemination of findings in support of LAC education rights in NI.

**Keywords:** *Looked After Children, Education, Personal Education Planning*

## **Adoption reunions: explorations of the reunion experiences of Irish intercountry adoptees authors**

*Anne Marie Shier*

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This is the first Irish research which focuses specifically on the reunion experiences of intercountry adoptees. With a sample of 20 participants from a variety of birth countries, this will be the largest qualitative study on the experiences of reunion in Intercountry adoption which has been carried out in Ireland and internationally. This paper will present on the initial stages of this doctorate study.

Influential factors in the quality and maintenance of contact with birth families will be presented along with adoptees experiences of informal and formal support before, during and after reunion. The role of social media and technology in intercountry adoption reunion as a search and communication tool and as a source of support and information has not been addressed in research to date and this study addresses this.

Using an interpretivist approach, this research will provide an insight into the experience of intercountry adoptees who have contact with birth family members. In-depth interviews are used to explore how intercountry adoptees understand and define reunion and the relationship that they have with birth family members.

This research will inform policy and practice in adoption by illuminating some of the key factors associated with quality and maintenance of contact with birth families in intercountry adoption. In particular findings regarding adoptees experiences of informal and formal support before, during and after reunion, the role of social media and technology in intercountry adoption reunion will be presented.

This presentation will present on the initial stages of my doctoral thesis 'Adoption Reunions: Explorations of the Reunion experiences of Irish Intercountry Adoptees'.

**Keywords:** *Adoption, Reunion, Information and Tracing*

## **Authorial presence in doctoral theses by I1 and I2 English writers in China and the UK in terms of self-mention markers**

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This study investigated ways in which doctoral L1 and L2 writers used self-mentions (SM) markers such as personal pronouns to show authorial stance or writer visibility in their theses. The purpose of this study was to: 1) To compare the frequency of self-mentions between L2 doctoral students in China and the UK; 2) To compare the frequency of self-mentions between L2 and L1 doctoral students in the UK. Various researchers have discussed how the manipulation of person markers is particularly challenging for L2 writers. I comparatively explored how L1 and L2 authors present themselves and establish their own authorial voice and investigated possible variations in language use. Two independent variables were used to explain variance in SM, in this study, which is the dependent variable. The first independent variable was academic cultural context and the second was the first language background. Data concerning doctoral writing was secured from the British Library thesis online service and its equivalent in China. The author made a detailed study of discussion chapters in 21 doctoral theses from China and the UK. Students writing from inside China used fewer self-mentions than Chinese writers studying in the UK. When considered alone, having English as a first or second language was not related to use of self-mentions. Regarding these findings, when Chinese language users move to study in the UK they use as many self-mention makers as English-speaking UK students. Second, first language was a poor (or non-existent) predictor of self-mentioning behaviour. This study contributed to the understanding of self-mentions in different cultural contexts, with a particular focus on Chinese writers for whom English is their second language.

**Keywords:** *Cultural context, Hyland's (2005) model, Metadiscourse, L1 and L2 English writers, Self-mentions*

# Breaking the shackles of rote learning: Towards a transformative ELT pedagogy in a Saudi University English Language Programme

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Saudi Arabia recently joined the G20 world emerging economies and in 2016 launched its 2030 vision to diversify its economy away from oil-dependency. The vision stresses that the current educational system must align with future market needs and that reform is paramount to nurturing a generation of independent and skilled graduates with good communication skills where English plays an integral role. However, despite the efforts of English language programmes in universities and schools to adopt communicative teaching approaches to English language learning, rote learning persists. The English Language Institute (ELI) at King Abdulaziz University, the site of this study, encourages rote learning because it has to adhere to pacing guides, follow pre-selected textbooks, run multiple English quizzes and tests throughout the seven-week module in the preparatory (foundation) year programme (PYP). Rote learning has led to what I define as 'inflexible retentiveness' (IR) which impedes learners' progression in different aspects of language acquisition.

Set against Social Cognitive Theory and Expectancy-Value Theory, this empirical research explored how flipped learning (FL) could improve 25 university EFL students' engagement, autonomous learning and self-concept in the acquisition of English, and whether FL could discourage rote learning. A seven-week intervention was designed using a mixed methodology approach to generate the data using a) institutional documents to identify the root problems of the overreliance on rote learning; b) students' writing samples to assess the language development over the course of the intervention; c) students' conversations in WhatsApp and the virtual classroom to provide alternative teaching and learning platforms to trigger engagement and promote autonomous learning environment; and d) a questionnaire to generate qualitative and quantitative data to uncover students' constructions of self-concept.

Evidence from the triangulated data shows that the vast majority of participating EFL students were more motivated, became more autonomous in their learning and gained greater self-concept using various ICT platforms than they had been when rote learning was the principal pedagogic method. FL was favoured over rote learning strategies by the majority of students. FL also reduced students' cognitive load which had had negative effects on task comprehension and completion. Greater student agency was demonstrated in multiple tasks and in their efforts to meet deadlines. Exam results showed that participating students scored above average compared to their peers from other sections.

This research study offers an alternative ELT pedagogy to the entrenched traditional lecture-based instruction and demonstrates that flipped learning model could help meet the 2030 vision goals. It has implications for both EFL learners and teachers and is of interest to the policymakers in English language departments. However, to make the desired changes to English language teaching, learning and motivation, the right environment should be in place and on-the-job training is required for EFL teachers before they can embark on such a transition. Technological Pedagogical Content Knowledge (TPACK) model elements should be considered as the starting point to deliver a successful FL model.

**Keywords:** *Rote Learning, Retention, Flipped Classroom/Learning, Language Acquisition, Self-concept*

## **Campus cartography – a qualitative inquiry into civic engagement and service learning within three European universities**

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Over the last two decades the civic purpose of higher education has gained increased attention through mission, policy and practice, and within the academic literature. The aim of this paper is to present understandings of the enactment of civic engagement through service learning in a number of European universities stemming from a recent EdD research inquiry.

This paper will present an overview of a qualitative research inquiry adopted for this EdD research inquiry that assessed the enactment of service learning involving a community of practice approach located in three diverse cultural and historical European contexts. These contexts included a university in Croatia, Flanders and England. The underpinning theoretical framework engaged a ‘plug and play’ (Farnsworth et al., 2016) of cultural historical theory (Vygotsky, 1978) with community of practice theory (Wenger, 1998). This framing sought to ascertain if different cultural and historical contexts influence the pedagogy from the perspectives of a selection of key stakeholders involved in the community of practice, namely, university leaders, academics, students, centres for civic engagement and community partners. The inquiry set out to ‘see through the eyes’ of the research participants and to engage them in a series of ‘close’ encounters (Bryman, 1984, p78) by adopting a bricolage of methods, including semi-structured interviews and ‘Go-Along’ walking interviews (Carpiano, 2009, p263).

This paper will point to some findings including: the development of service learning as engaging diverse formations of communities of practice; evidence that the pedagogy in each site of inquiry is localised according to the respective local cultural and historical influences; and that culture and history are both influential and underpin the enactment of service learning in different contexts.

**Keywords:** *Service Learning, Europe, Civic Engagement, Community of Practice, Culture and History*

## **Children's experiences of selection at transition: Issues of equity in school choice and assessment**

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Transition to secondary education in Northern Ireland is underpinned by the principle of choice which is embedded in domestic law and safeguarded in international human rights law. There is little evidence of the extent to which choice is a reality for transition age children and their parents. Academic selection is a significant focus of the research literature relating to transition in NI and further afield, although relatively little is known about how the current unregulated assessment arrangements operate or how these are experienced by children. A growing body of international evidence demonstrates that admissions procedures can be problematic whether they rely on academic or non-academic criteria. However, this broader context of selection has received comparatively little attention in NI.

This paper presents research into the current transfer arrangements which adopts a methodological approach which places emphasis on children’s experiences of selection. The data is drawn from two research strands: a documentary analysis of school admissions policies (n=205): and a survey of transition age children (n=1327) designed in collaboration with children as research advisors using a children’s rights based approach (Lundy & McEvoy, 2012).

The current processes of selection are an accepted part of transfer to secondary education. Nonetheless, it is possible to identify multiple inequities in children’s experiences of school choice and admissions procedures at transition. The evidence shows that the performance of school choice does not reflect children’s abstract school choice preferences. Furthermore, multiple aspects of the admissions procedures, including the unregulated testing arrangements, are differentially accessible to sub-groups of children.

**Keywords:** *Transition, Children's Rights, Admissions, Assessment, Choice*

## **Constructing intercultural spaces: A case study analysis of 19 Princelet street and the Chester Beatty library**

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Rising rates of immigration, teamed with increased incidents of racism, xenophobia, and right wing political parties who target voters through anti-immigration propaganda has resulted in a growing need to replace previously held multicultural spaces within intercultural ones.

This need, alongside changing approaches to museum ethics has resulted in more community focused, and social justice orientated approaches to every day museum practices. Museum spaces have evolved from being places where culture is displayed and interpreted through western, ethno-centric perspectives, to spaces of cultural frontiers, and more recently, spaces deliberately shaped for intercultural dialogue to occur.

However, intercultural spaces do not conform to one size fits all models, nor are museum spaces confined to traditional, purpose build museum buildings. The following presentation will consider two case study examples of space construction, considering how variables such as locational histories, physical infrastructure, events programming and object interpretation can be used by museum personnel to mould and develop intercultural spaces to foster dialogue within our increasingly diverse communities.

I will firstly consider the example of The Museum of Immigration at 19 Princelet Street, in the East End of London, a preserved historical building whose layers of history narrate a story of immigration and settlement in London. Dublin's Chester Beatty Library will also be analysed, exploring the intercultural tour guides program, with a particular focus on cross cultural interpretation of museum objects.

**Keywords:** *Intercultural Spaces, Museum Practice, Interculturalism, Historic Building, Object Interpretation*

## **Crossing continents: Leadership pathways for women higher education executives in the UK and US**

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The population of women who serve as presidents and vice-chancellors within colleges and universities in both the United States (US) and United Kingdom (UK) is growing, but seemingly at a glacial pace. Mass media has highlighted the number of struggles endured by women in positions of leadership and gender parity within compensation. Recent discussion and research within the field of higher education has pointed to overburdening women with service work, or “academic housekeeping,” to a point that it may hinder career advancement and reflects gendered expectations of the housewife or homemaker (Guarino, 2017). In addition to individual tenacity, some women attribute their personal lives as a support on their path to the presidency or vice-chancellorship. Undoubtedly women in these positions have encountered any number of challenges along the path to the top, yet somehow have succeeded. Therefore, in order to explore and understand these points, this research seeks to learn about the paths to leadership for women presidents and vice-chancellors in higher education in both the US and UK in order to help understand the possibilities and barriers that continue to exist for women within higher education leadership. Through a combination of critical perspectives, especially feminist standpoint theory, and the Psychological Capital Questionnaire (MindGarden, 2007), this research will employ the use of a mixed methods design, specifically an explanatory sequential mixed methods design that offers triangulation, or a variety of sources of data, to increase the validity (Merriam, 2009, p. 229). Teddlie & Tashakkori (2009) further define sequential mixed methods designs as those that incorporate both quantitative and qualitative “strands” which occur chronologically. The hope is that this research can both inform and impact the journeys of the next generation of women leaders. In addition to study procedures and theories, a report of findings to-date will be discussed.

**Keywords:** *Higher Education, Women, Leadership, Mixed Methodology, Vice-Chancellors*

## **Cultural competence of early childhood educators in South Korea for young children from North Korean families: The experience of educators**

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As the number of North Koreans who have come into South Korea rose to over 30,000 in 2017, the numbers of children in the 0-9 year age group also have been constantly increasing. Though this phenomenon has presented a new task for Korean educators and policy makers (Hong, 2010), teachers in regular schools are not ready to accept this children group (Jung, 2007). In addition, most support policies and programmes also focus on elementary schools; and it is hard to find support for North Korean pre-schoolers (Kang, 2014). For these reasons, there is a necessity for teachers to have a better understanding of and support for a diversity of children in the class (Park, 2016). In this regard, teachers need to develop awareness, knowledge, skills, and attitudes which are very necessary in multicultural settings. Considering teachers' influence on children in the 3 to 5 age group, good support is also needed to help teachers and principals (Kang, 2014). Therefore, the aim of the study is to investigate teachers' and principals' cultural competence, experience and the consequent support needs for multicultural education in South Korea regarding young children from North Korean families. Qualitative semi-structured interviews are used to investigate 8 teachers' and 7 principals' experiences with young children from North Korean families through open-ended and in-depth questions. The research data is obtained using the "Cultural competence models". As a result of the research, it is determined that the eight preschool educators have awareness, knowledge, attitudes and skills but five educators are partially adequate in terms of awareness and knowledge, and the remaining two educators only owned awareness. As one of the most important support needs, all educators required North Korean parents' education.

**Keywords:** *Young Children from North Korean Families, Early Childhood Educators, Multicultural Education, Cultural Competence, Support Needs*

## **Developing an understanding of independent foster care in Northern Ireland through the perspectives of service providers, trusts and foster carers**

*Annette Gilmore*

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An independent fostering agency (IFA) is one that employs, assesses and trains foster carers; pays a wage and supports them; and provides placements for children with these foster carers, by charging a fee from Local Authorities. This group tends to be excluded from research due to small sample size, therefore information on this sector is missing. No study has yet been conducted which profiles independent foster care in Northern Ireland, despite research showing that over half of looked after children are cared for in some form of foster care and the use of independent foster care placements are growing. This research plans to address this gap by shining a light into the independent foster care sector, in order to better understand the existing situation for children fostered in Northern Ireland. A further rationale for the study is to give foster carers' and professionals within the independent foster care sector a voice for themselves; so that their experiences can be heard and included in research findings within foster care as an intervention. To fulfil this, it is proposed to send questionnaires to all independent foster carers, followed by 3 focus groups with carers. In addition it is proposed to hold interviews with each of the four IFA's and a focus group with senior managers from each of the 5 local authorities, in order to gain the perspectives of key professionals within the independent and statutory sectors. This would provide qualitative and quantitative data and the research findings could be published as reports, journal articles, seminars or conference presentations, in order to promote evidence informed practice and assist professionalism. This in turn would enable the creation, improvement or continuance of the best possible experience for those children fostered within the independent sector in Northern Ireland, thus promoting their wellbeing.

**Keywords:** *Foster Care, Independent Fostering Agencies, Independent Foster Care Providers, Independent Foster Carers, Independent Fostering in Northern Ireland*

## **Documenting Indonesian EFL female student teachers' experiences in speaking English: A phenomenological study**

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The purpose of this inquiry was to document Indonesian EFL female student teachers' lived-experiences in speaking English at one of public university in Jambi through semi-structure interviews. With the use of purposive sampling technique, 6 participants were selected in the study. In terms of data analysis, the interview data were transcribed and analysed using thematic analysis. The results of the study indicated that language-related issues, psychological factors, and learning environment are the salient theme related to Indonesian EFL female student teachers' experiences. In addition, the findings show that practising the language and maintaining a positive motivation are the effective strategies to cope with the speaking challenges.

**Keywords:** *English Speaking, EFL Female Student Teachers, Challenges, Coping Strategies, Phenomenological Study*

## **Dominant logics and their impact on female career progression in Britain and Germany**

*Stuart Henderson McClure*

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'Dominant Logics' govern and direct the working business culture that employees become a part of. Dominant Logics are the intangible expression of worker attitudes, beliefs, perceptions, and habits, that moulds the ethos of a shared work-space. Historically in Western society, where capitalism and turning a profit are king, cutthroat tactics (which are perceived to be masculine in nature) have become the cornerstone of 21st century business mechanics. This has had a negative effect on women who seek a career in these industries. Generally speaking, women in the developed world are still prized for their appearance rather than their intelligence, which ultimately leads to young girls being taught directly by consumer media and indirectly by social interactions, that they should measure their personal success based predominately on their aesthetics. For 'career women' this held logic that women are in multiple ways inferior in the workplace to their male colleagues holds them back. When a society buys into a logic that assumes that women are less capable than man on an intellectual level, this has an impact on female employee confidence and aspiration. Science, Technology, Engineering, and Maths (STEM) related jobs continue to experience a relatively low number of female applicants because girls at a young age are told that these 'hard' sciences are not for them. In conjunction, females of all ages are discouraged from taking leadership roles and responsibilities, while males are encouraged. In a world where the '#METOO' movement exists, and the perceived 'gender pay gap' is constantly in the news, is enough focus being directed at changing the embedded structures supporting the dominant logics which prop up misogynistic working cultures? Using a qualitative research focus, the degree of control to which these logics still have on working women will be explored.

**Keywords:** *Gender, Equality, Career, Logics, Institution*



## **Educational attainment across urban and rural locations in the UK: A systematic review**

*Gemma Cherry*

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This paper argues that including urban and rural location variables in research methodologies is imperative to gaining a fuller understanding of educational inequalities. Previous research investigating the influence of location on young people's educational attainment often focuses on measuring poverty levels in urban communities and largely ignores the impacts of rural areas and comparisons between urban and rural locations. Five databases were systematically searched to identify literature investigating educational attainment disparities across urban and rural locations in the UK. Nine studies met the inclusion criteria for this systematic review. This paper examines the available evidence in relation to how educational research defines urban and rural locations and presents findings relating to attainment disparities across urban and rural locations. The search procedures did not identify any studies conducted in the context of Northern Ireland or Wales, subsequently highlighting a significant gap in knowledge. This paper highlights that the field is immature and calls for further high-quality research to be conducted on the relationship between location and educational attainment; specifically research investigating disparities in attainment between and within urban and rural locations.

**Keywords:** *Urban, Rural, Educational Attainment, United Kingdom, Systematic Review.*

## **Educational attainment inequalities in the UK: A systematic review exploring the influence of gender and socio-economic status on PISA attainment**

*Erin Early*

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Erin Early is a second year PhD student in the School of Social Sciences, Education and Social Work. Her PhD is examining educational attainment inequalities in Northern Ireland across primary and post-primary school according to the socio-demographics of gender, religion and socio-economic status.

This presentation will discuss the executed systematic review examining the relationships between school attainment, socio-economic status (SES) and gender in the United Kingdom from 2000-2012. The influence of SES was considered at the individual and school level, whilst gender was examined at the individual level. To ensure consistency amongst included studies, the Programme for International Student Assessment was selected as the attainment measure. Following screening and the application of the inclusion/exclusion criteria, 24 studies were included. An important finding of this review is the inconsistency of studies in reporting results which left the inability to directly compare PISA attainment trends according to socio-demographics over time. Despite variation in reporting results, studies reflected relative consistency in the direction and statistical significance of relationships. The most common measures of socio-economic status were parental occupation, education and individual/school economic, social and cultural status. These indicators held positive and statistically significant relationships with attainment at individual and school level. Gender was also a statistically significant indicator of attainment, however variation was evident in its effects according to the PISA cycle, UK country and subject. This review was conducted with an exploratory focus forefront to its purpose. It was aimed that this review would provide justification for including gender and socio-economic status in the overall PhD study. This aim was fulfilled with the positive and statistically significant findings of this review.

**Keywords:** *Attainment, PISA, Sex, Gender, Socio-Economic Status*

## **Educational research- time for change? Different ways of knowing; using arts-based methodologies when working with refugees**

*Aoife Kelly-Wixted*

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This presentation will examine the potential for arts-based methodologies to acknowledge and present different ways of being and knowing in educational research. The focus of the presentation will be research with refugees and is based on my experience as a teacher of refugee children, with my study informed by ABR. The presentation will examine the adoption of Arts- Based Methodologies when working with refugees which serves multiple purposes; it has the potential to empower participants and works as a means of inviting others to consider what they could become (Bochner & Ellis, 2003) offering a distinct alternative to, and move away from dominant traditions in educational research. In the context of working with refugees, ABR provides the opportunity for the creation of authentic voice for these marginalised peoples who are too often spoken of when included in research rather than enabled to speak. The presentation will also examine the opportunity for ABR to challenge the superiority of Eurocentric attitudes, values and ways of being, which are prevalent in education and aims to highlight how ABR may provide a means to challenge, change and address this power differential for researchers working with vulnerable groups or individuals. In addition, I hope to highlight how ABR may prove particularly effective when conducting research on sensitive issues (Guillemin & Westal, 2008), which in the cases of refugees is most applicable and a key concern for the ethical researcher. Situated in the Irish context, which sees Ireland a participant in the Emergency Resettlement and Relocation Programme, the presentation aims to serve as an alternative perspective to traditional methods of research which are arguably ineffective when working with refugees.

**Keywords:** *Refugee Education, Authentic Voice, Arts-Based Methodologies, Alternative Ways Of Being, Presentational Knowledge*

## **Emergence of vocalization in non-vocal children with a diagnosis of autism: Building an evidence base for interventions**

*Smita Awasthi*

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The current study spanning 6 years 8 months reviewed technologies developed for emergence of speech in non-vocal children with autism. A total 144 children were selected of whom 126 met the inclusion criteria and completed the study. Non-vocal children between ages 1.4-13.5 years participated in four experiments that used delayed multiple baseline design across subjects. Mastery criteria for vocalization for each participant was n=7 first instances of speech. Experiment 1 studied the role of stimulus-stimulus pairing (SSP) during sign-mand training on vocal emergence in 58 participants of whom 83% acquired vocal status. Experiment 2 studied the effect of prompt-delays during sign-mand training on 3 children who failed to acquire vocals on experiment 1 for 9-33 weeks. Introduction of prompt-delays were effective in inducing vocals in all three children. Experiment 3 studied the additive effect of intraverbal training with paired auditory stimulus on 46 children who failed to acquire vocals after 12-40 weeks of sign-mand training and SSP. Results showed 80% children emerged with vocals after the introduction of intraverbal training. In Experiment 4 sign-mand training and intraverbal training with SSP were introduced together in 19 children. Results suggested 89% children emerged with vocals. Of the total 126 children across all experiments 105 emerged with vocals meeting the mastery criteria with permanent effects. Across all experiments mean IOA of the study was 89% (range 83%-94%) and treatment integrity 86% (range 57%-100%) . Retrospective data analysis suggested age of children was not a determinant for vocal acquisition and first instances of speech emerged across various verbal operants such as mands, echoic mands, echoics and intraverbals. Motivating operations accounted for 65% of initial vocals however 27% first vocals also emerged as intraverbal fill-ins. Time to vocalization, type of vocal emergence and relative successes of the technologies used are explored in this study.

**Keywords:** *Vocalization, Autism, Mand-Training, Stimulus-Stimulus-Pairing, Intraverbal-Training*

## **Exploring how university students' statistics self-concept can be measured and enhanced: A systematic review**

*Mehmet Filiz*

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Self-concept represents individuals' self-evaluation of their competence in a domain. A positive self-concept increases academic achievement and motivation as well as helps students to make better educational choices such as academic persistence and long-term educational attainment. Therefore, improving academic self-concept is essential to many curriculum. To achieve this goal, several teaching methods have been developed, and the impact of these methods on students' self-concept has been determined with self-concept measures. Hence, discovering both most commonly used self-concept measures and effects of various interventions on students' self-concept is crucial, and such can be successfully accomplished with domain specific systematic reviews. In this regard, the aim of this systematic review is to explore how university students' statistics self-concept can be determined and developed. Five databases were selected in this review, and the search results consisted of one hundred ninety six studies after duplicates were removed. After inclusion and exclusion criteria were carried out, seventeen eligible studies were left for qualitative synthesis. In this review, it was found that statistics self-concept is assumed to be a dimension of statistics attitudes, and the Survey of Attitudes towards Statistics is the predominant scale for measuring statistics self-concept based on the Eccles' expectancy-value model. However, it fails to measure students' attitudes toward learning statistics with technology. On the one hand, a web augmented learning approach and engaging in digital teaching materials statistically significantly improved statistics self-concept. On the other hand, these studies were judged as methodologically unsound. Thus, randomised control trials should be conducted in further studies to claim a strong casual mechanism.

**Keywords:** *Statistics Self-Concept; Cognitive Competence; Attitudes Toward Statistics; Expectancy-Value Model; Systematic Review*

## **Exploring the washback of the IELTS in China: A sociocultural perspective on student test activity**

*Hui Ma*

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Due to the multivariate nature of the washback, scholars still trying to make an understanding of which factors and under what circumstances the positive washback would be generated. Set within the context of a joint college between Chinese medical university and The Queen's University of Belfast in China (CQC), this research aims to make a better understanding of how certain factors and conditions could work together to contribute to the washback of the IELTS (The International English Language Testing System) from students' perspectives. This study will closely study the attitudes, actions and behaviours of learners in response to the IELTS, therefore, contributes to a much-needed area of study in the field of washback within language testing. The study also aims to provide insights into how different sociocultural factors may mediate the washback of a test at different stages of the learning process, and to place the learner within a much larger social matrix. Based on a socially situated model of washback on learners and learning, and from the social-cultural theoretical framework, the study is conducted through the following methods:

The mix-method design will be used to conduct the research. The project is organised in two strands, both of them involve human participants.

Strand1. The study will first explore students' perspectives on the IELTS through online-survey.

Strand2. The second phase will use focus group method to make a further understanding of students' perspectives.

**Keywords:** *Washback, Sociocultural Theory, Activity Theory, IELTS, ESP, EAP*

## Facilitating the development of strategies in an online learning environment

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**Rational:** In a line where both the Saudi Vision 2030 is improving the educational system aligned with market needs and the Saudi Ministry of Education (MoE) is transforming into a digital era, English language learning is being significantly promoted. Therefore, in a foreign language learning context, learning strategies are essential for the learning curve especially in an online environment.

**Literature Review:** Griffiths & Oxford (2014) state that although the concept of language learning strategy drives back to 1970s where researchers such as Rubin (1975), Stern (1975), Hosenfeld (1976), and Naiman et al. (1978), the concept has stimulated the interest that continued into the 1980s and 1990s. The interest in language learning strategies continued to be vibrant in the new millennium as shown in Cohen (2011), Cohen and Macaro (2007); Griffiths (2008, 2013) and Oxford (2011).

Yet, with the new digital era and learning transformation, fewer literature has been in this regard. The strategy concept has been controversial. Learning strategies have involved in a sophisticated debate on a number of issue, such as: strategy definitions, strategies and proficiency, theoretical underpinnings, categorization, context, teachability, research methodology, and analysis, Griffiths & Oxford (2014).

### **Research Questions:**

1. What strategies do English learners use in an online environment?
2. In what way do these learning strategies enable them to learn effectively?

**Keywords:** *TESOL, Online, Social Media, Self-Learning, Strategies*

## For you, for me, for them, for us: Can childhood be the time for change? An exploration into peace-building and the early years within the context of divided societies

*Jill Magennis*

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This conference paper will provide an overview of peacebuilding and the significance to early childhood. The role of early years professionals\* is pivotal in supporting children and families to live in a peaceful society. Previous research into the field of children's attitudes towards cultural and political awareness has shown that children from as young as three years old display a preference and awareness of symbols and a tendency to internalise and reproduce partisan attitudes. It is important to review current trends and assess the role of pre-school settings and primary schools in promoting inclusion and diversity whilst setting foundations for peace-building. Overall, very little is known on the needs of early childhood practitioners in differing contexts and further consideration is therefore needed regarding the experiences and perspectives of early years professionals in dealing with diversity issues. This paper will present an overview of peace-building models that have been implemented across the globe in the context of deeply divided societies. The methods adopted included a literature search of international research of peace-building models that have been implemented by practitioners in societies experiencing ongoing conflict or emerging out of conflict. Perspectives will include: ecological systems theory, attachment theories and the intergroup contact theory. The researcher will also outline methodological approaches within a qualitative comparative study in two conflict-affected societies: Northern Ireland and Israel. This includes semi-structured interviews and participant observation. (\*The term Early Years Professional refers to those individuals (educators, practitioners or specialists) involved in the care of children from 3 to 8 years).

**Keywords:** *Early Childhood, Peace-Building, Diversity, Respect, Divided Societies*

## **Gender identity and children's culture: An examination of childhood gender identity formation in Irish primary school children**

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This study seeks to address the paucity of research in the area of gender identity formation in the child's formative years in the primary school-age setting, by documenting and presenting child centred experiences of growing up with a particular gender identity in an Irish educational setting. Discussions of these experiences will be informed by the broader theoretical perspectives of Butler, and her concepts of performativity, gender formation and identity; Foucault, and his concepts of power and knowledge, and Bourdieu's idea of habitus as a backdrop for social change/discourse, along with Queer theory and its emancipatory nature in society and culture. These concepts will be interlinked with an examination of the impact of gender mainstreaming, heteronormativity, and global protection and investment in good childhoods, in order to illustrate "the features of the local discursive and material collage which enable the gender production and recognition" (Francis & Paechter, 2015, p. 786).

**Keywords:** *Gender, Children, Identity, Education, Culture*

## **Gender inequalities in Indian IT organisations: Women's views and perspectives**

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The under representation of women in STEM (science, technology, engineering and mathematics) is a matter of concern across the globe as mentioned in many other studies around this area. The Academia and the governments are working towards improving representation of women in these subjects fastest growing and dynamic IT (Information and Technology) sector too is confronted with the under representation of women. Unlike the global west, Indian IT sector is not confronted with the under representation of women employees, but the under representation of women at promotional levels and the limited opportunities for career progression remains noteworthy, compelling the researcher to explore the factors influencing career development amongst women employed in India's IT sector. This paper examines Indian women's experiences of 'career progression' in the fast growing, dynamic Information Technology (IT) sector in India. Career progression refers not only to the promotion of women in organisations but also to the opportunities available for and prospects of career development, better pay and favourable circumstances such as better commuting facilities, childcare facilities. This paper aims to understand and analyse the Organisational factors influencing the career progression of Indian women employed in IT sector. It will explain how the culture and structure of organisation influence the subjective choices that women make about their career progression and role selection along with how it positively or negatively influence women's career Progression. It will identify effective strategies facilitating women's advancement and promotion in the Indian IT sector. Although this study is conducted in an Indian context, given that IT organisations in India are global organisations, the findings of this research will have global implications. It's a qualitative study involving semi-structured in depth interviews with 40 Indian women of different marital status and employed at different levels (front liners, middle level, and senior level) in IT organisations.

**Keywords:** *IT Sector, Career Progression, Gender Differences, Promotions*

## **Healthy Kidz, a physical literacy programme for primary schools in Northern Ireland**

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In a recent review, (McGoey et al. 2015), evaluated Physical Activity (PA) interventions in all settings and concluded that multi-level school-based interventions that included environment and policy strategies and/or community and family linkages were the most successful in increasing PA or fitness in children and young people with curriculum-based and extra-curricular interventions also proving relatively successful. Healthy kidz is a physical literacy programme which was designed and developed by a cluster of stakeholders including local teachers and coaches, who recognised the need for a physical activity intervention within their school population. Lasting 24 weeks, the programme is being delivered in primary schools in Northern Ireland and includes four key strands (1) In-school coaching, (2) a child-centred App, (3) the golden mile and (4) after-schools programme. In 2016/17 Healthy kidz was evaluated, using a natural experiment design, to determine the efficacy of the programme for a range of health and wellbeing outcomes and determine the potential for sustainability of the programme using a RE-AIM (reach, efficacy, adoption, implementation and maintenance) evaluation framework. This study used a pre-test/post-test design with a control group and physical activity/wellbeing data was collected from primary five pupils in 25 schools (1047 pupils). This presentation will review the initial findings of this research, discussing from the perspective of a PhD student, some of the decisions and challenges faced.

**Keywords:** *Physical Activity, School, Children, Wellbeing*

## **Irish women, the missions and international volunteering, 1950-2015: An oral history approach**

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Ireland has a rich history of missionary and overseas volunteer work. Women have played a central role in this history, but they are largely missing from the historical narrative. This PhD study, 'The contribution of Irish women to the missions and overseas volunteering, 1950-2015: an oral history approach', aims to capture and record the voices of Irish female missionaries and lay volunteers and to privilege female discourses where male discourses have traditionally dominated in research. This paper explores the life stories of 28 Irish women who missioned or volunteered overseas in health and education settings for a period of 4 years or more. The data group is made up of missionary nuns and lay female volunteers. This is a qualitative study comprising of face-to-face, oral history interviews. The oral history methodology allows the participants to recount their experiences and explain and clarify details for the researcher. This cohort of women have not been the subject of sustained historical analysis and the researcher drawing on their oral testimonies will explore themes such as the changing role of women within Irish society; the participants experience of growing up in Ireland in the mid twentieth century, their relationship with education throughout their lives; the role of women within the institutional Catholic Church, and the evolution of lay mission and volunteer organisations. This paper explores not only what their narratives reveal about their experiences of being Irish female missionaries and volunteers overseas but also being a woman in Ireland in the mid twentieth century. They are a central part of Irish history and are deserving of a place in our historical narrative

**Keywords:** *Irish Women, Missions, Volunteering, Education, Oral History*

## **Many voices silence mine: The representation of autism in relationships and sexuality education**

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Epistemic injustice occurs when the value of the voice of a marginalised individual, or group, with less social power is diminished by those who hold more social power. Testimonial injustice is the primary form and is caused when a person's testimony is attributed less credibility than they would ordinarily receive because of the influence of the hearer's prejudice. The second, hermeneutical injustice, occurs when an individual or group realise that there is an absence of vocabulary to explain their experience. Many autistic people struggle with social communication, putting non-autistic people in a position of power to speak on their behalf but who rarely consult them on what they know and experience. Consequently, autistic people have had their experiences devalued, discounted or discredited through non-autistic interpretations of autistic experiences. Further, the majority of researchers have relied on traditional research methods require the ability to socially communicate. These methods have silenced autistic people by excluding or ignoring their voices. Therefore, apparently well-known understandings and stereotypes about autism have been created by non-autistic people. These stereotypes are reflected throughout social life including within educational provision, research, health care and media outlets. Relationships and sexuality is one area of autistic people's lives that has attracted a large number of negative stereotypes such as, for example, that all sexual behaviour is problematic, autistic people prefer objects over people, autistic people are asexual and autistic people need protected from sexual behaviours. They are denied access to relationship and sexuality education. Research is beginning to include the voices of autistic people that challenges these stereotypes – but it is limited and have yet had no impact on how autistic people are perceived and treated. This silencing can be considered a wrong towards autistic people in their capacity as knowers of their own experience, and results in epistemic injustice.

**Keywords:** *Epistemic Injustice, Autism, Relationships and Sexuality Education, Sexuality, Disability*

## **Media consumption and materialism in children**

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While the benefits new forms of communication technologies bring are many, new media also change the nature of commercial communications with children. Children are bombarded with messages promoting the necessity of acquisition and the extension of self through ownership. Organisations can now bypass parents and directly communicate with children, developing the consumer from an ever decreasing age. Cognitive defences in children are not mature enough to understand the persuasive intent of stealth advertising messages. As a consequence, materialistic attitudes amongst children are increasing. One way to reverse this trend is to include media literacy in curriculum, enabling young consumers to critically evaluate advertising messages. This paper explores the relationship between media consumption and materialism in primary school children in Ireland, and sets out one argument for increased teaching of media literacy in Irish primary schools.

**Keywords:** *Materialism, Media Consumption, Children, Education, Media Literacy*

## **New knowledge claims construction in the discussion sections of applied linguistic research articles: International vs national Indonesian journals**

*Udi Samanhudi*

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In the world of academia, research articles (henceforth RAs) are not only used to share knowledge in a certain field but also to support their professional standing advancement especially in the global level (Hyland, 2016; Stoller and Robinson, 2013; Lim, 2012). Traditionally, research article was seen as an impersonal and faceless representation of absolute truth (Sanjaya, 2016). However, in its development recently, research articles are viewed as the writers' act of persuasion aims mainly to convince and to gain recognition among members of their academic community (Hyland, 2000). In research articles, the discussion section plays a very important role because in this section the writers address their findings and at the same time must convincingly argue for those findings' validity, reliability and importance (Dobakhti, 2013 and Parkinson, 2011). According to Parkinson, in the RAs discussion, authors are expected to 'demonstrate to readers how the data collected prove the author's knowledge claim' (p:164).

By employing a text analysis or mix-method analysis (Hyland, 2016), in this conference, I would like to present results of an ongoing analysis of a pilot project of my dissertation on Indonesian and English authors' strategies in justifying their new knowledge claim in their RA discussion sections. I will also present any differences and similarities on how Indonesian and English authors uphold their knowledge claim in their English RAs discussion sections and show how Indonesian and English authors use references to support new knowledge claims in their RA discussion.

**Keywords:** *Research Articles, Discussion Section, Knowledge Claim Construction, Critical Thinking, Text Analysis*

## **Pedagogical representation of visual images in EFL textbooks**

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The objective of this study was to analyse the visual images in Indonesian senior high school EFL textbooks, to shed light on their functions as well as their appropriateness and suitability for pedagogical purposes. Qualitative content analysis was employed to analyse 3,524 images in 21 EFL textbooks. The result indicates that in state publishers of English textbooks the visual and linguistics components have no semantics relationship and the visual images are redundant. However, in private publishers of English textbooks visual representation is an account of evidence of the truth of the claims made in the linguistics part and written text may become less important with the message articulated primarily in the visual mode.

**Keywords:** *Visual Images, Content Analysis, EFL, Textbooks, Visual Mode*



# **Quality assurance in higher education with a focus on students' engagement in quality learning: A comparative study involving students in Angola and in other international contexts (Portugal, Cuba, and United Kingdom)**

*Carla Queiroz*

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This research project aims to investigate quality assurance in higher education with a focus on student engagement in quality learning. The research is framed within the scope of comparative research providing an analysis of the experiences of Angolan students studying in public and private higher education institutions (HEIs) in Angola and in other International contexts, namely in Portugal, Cuba and United Kingdom, attending professional degree courses of Law, Nursing, Accounting and Psychology. Drawing from vast research on student engagement as one of the meta-concepts used in higher education (Macfarlane and Tomlinson, 2017), this study explores the institutional and personal features of student engagement, testing the behavioural perspective developed by Kuh, Kinzie, Schuh & Whitt (2005), while using, concomitantly, a holistic approach in view of Kahu (2013) studies and Sarah Mann (2001)' approaches on alienation in higher education. This study also takes into account Macfarlane & Tomlinson (2017); Trowler (2010); and Evans et al. (2015)' critiques of student engagement. This research is designed within a Pragmatic approach, involving mixed research methods (quantitative and qualitative), which includes a survey on student engagement in higher education to be completed by undergraduate students in Angola and in Portugal, Cuba and United Kingdom and semi-structured interviews. Participants in survey will be randomly selected and purposively selected from the interviews. This research is based on the presupposition that effective learning is the core mission of higher education institutions (HEIs) and it is at the centre of transformative quality assurance practices. Engagement is key for student learning and success. HEIs are called to take an ontological turn (Kahu, 2013) in order to facilitate a real engagement of students as individuals: 'what they know, how they act, and who they are' (Dall'Alba and Barnacle, 2007; 689). For this reason, the analysis is constructed within the social critical theory of Michel Foucault (b. 1926), the sociological theory of Pierre Bourdieu (b. 1930) and the works from institutional theorist, such as Paul DiMaggio (b.1951), Walter Powell (b.1951) and Niklas Luhmann (1927-98) on institutional isomorphism and the notion of institutions as complex interdependent systems. Quality assurance, quality learning and student engagement in higher education are understood as complex and multifaceted processes (and not products), encompassing psychological, social and political dimensions; they are conditions, forms and consequences of power relations, power structures, and hegemonic and dominant discourses.

**Keywords:** *Student Engagement, Quality Learning, Quality Assurance, Higher Education*

## **Role models for boys: Addressing issues of gender modelling in Irish primary schools**

*Amy McDonald*

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This presentation stems from analysis of previous research and theoretical perspectives outlining society's uncritical gendered assumption that more male role models in Irish primary schools will resolve current issues associated with the academic and behavioural underachievement of boys. Calls by popular media to close the 'gender gap' between the academic achievements of girls and boys has placed constant pressure on government stakeholders to address concerns regarding the numerical dominance of female teachers in our primary schools. Boys are seen as the new 'disadvantaged' and are 'at risk' during their primary schooling due to the 'feminine' environment and curriculum in primary schools that is seen to be more attuned to the learning needs of girls. The addition of more male teachers to act as role models for boys is the popular solution. However, there is limited local research conducted in Ireland with educational stakeholders that determines the need and effect of incorporating more male teachers as role models for boys. There is little evidence to define the characteristics of a good male role model and what implications gender modelling will have on the education of both boys and girls. In this presentation, I will briefly address how boys are seen as the new 'disadvantaged' in Irish primary schools due to the 'feminisation of primary teaching'. The presentation will briefly examine changing discourses

in the education of boys at primary school level and outline potential implications of uncritical assumptions that more men in teaching will resolve current issues with the academic and behavioural underachievement of boys.

**Keywords:** *Male, Role Model, Primary Teaching*

## **Standardised assessment as an active agent of the global educational reform movement**

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My PhD research aims to explore standardised assessment within the Irish primary school context from the informed perspectives of key actors in this area. This multi-perspective approach in the collection of qualitative data is achieved employing a multi-tier social survey strategy. Here, primary school teachers in Galway city and county firstly completed anonymous online qualitative questionnaires (n=103). Following the analysis of these online documents, semi-structured interviews were then undertaken with a subsection of those surveyed and also with key experts in this field, delving deeper into issues of interest arising from the questionnaire data. This multifaceted approach allowed for the inclusion of both breadth and depth in this study in terms of the narratives that were collected, ultimately strengthening the research findings. This data was analysed throughout both stages outlined above using Wellington's approach to qualitative data analysis (2000).

The purpose of this conference presentation is to effectively outline how the initial findings from this study support the trends observed internationally relating to the Global Educational Reform Movement (GERM). Here, key features synonymous with this large-scale educational reform will be outlined and discussed. Such defining features include the increased standardisation of education, an increased focus on the core curricular subjects, the incorporation of test-based accountability policies and the use of corporate management models in education systems. When highlighting the prevalence of each feature above within our own education system, discussion will also ensue upon the positives and pitfalls each can create, as well as its resulting impact on our supposedly 'broad and balanced' primary school curriculum (Government of Ireland, 1999).

**Keywords:** *Standardised Assessment, Global Educational Reform Movement, Assessment, Standardisation Of Education, International Trends*

## **Telehealth as a model for providing behaviour analytic interventions to individuals with autism spectrum disorder: A systematic review**

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Interventions based on Applied Behaviour Analysis are considered Evidence Based Practice in the treatment of Autism Spectrum Disorders. Due to the shortage of the highly qualified professionals required for their delivery, innovative models should be explored, one of which is telehealth. Telehealth utilises technology for remote training and supervision.

The purpose of our study was to systematically review the literature researching telehealth practices in the provision of ABA to individuals with ASD. We analysed intervention components, outcomes and research quality in 28 studies and identified gaps. Outcomes are favourable with all studies reporting improvements in at least one participant variable. Quality ratings were significantly low. Implications for future research and clinical practice are discussed in light of identified methodological downfalls.

**Keywords:** *Applied Behaviour Analysis, Telehealth, Autism Spectrum Disorder*

## **The effects of mentoring programs on eight to nine-year-old students' enjoyment of reading**

*Venny Karolina*

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Mentoring is a process whereby more experienced and knowledgeable persons support and encourage the less in a process of knowledge transfer to support the learning improvement (Brockbank and McGill, 2006; Parsloe and Wray, 2000). This study analysed a secondary data of mentoring program of the Time to Read (Miller, Connolly, and Maguire, 2012) involving trained volunteers from local business community to help elementary school students across Northern Ireland develop their reading skills. The purpose of the study is to analyse the effect of mentoring on eight to nine-year-old students' reading enjoyment which covers three hypotheses: (1) whether the mentoring program increased eight to nine-year-old students' enjoyment of reading; (2) whether the mentoring program is having differential effect for boys and girls on the enjoyment of reading; and (3) whether the duration of mentoring increased eight to nine-year-old students' enjoyment of reading. Two hundred and fifty students in total took part in this study. The mean score of students' enjoyment in the intervention group (2.83,  $sd=0.66$ ) is slightly lower than for the control group (2.91,  $sd=0.63$ ) and this difference is not statistically significant ( $p=.35$ ,  $t=.94$ ,  $df=232$ ). This means that there is no evidence that mentoring program can increase students' enjoyment in reading. Also, the results show that the interaction effect in the model is not statistically significant ( $p = 0.279$ ). Thus, there is no evidence to suggest that there is a difference in the effects of mentoring to boys and girls in relation to students' enjoyment of reading. The coefficient representing the interaction effect between duration of mentoring session in minutes and reading enjoyment in this model is statistically significant ( $p = 0.014$ ). This indicates that there is an evidence to suggest that the duration of mentoring has different effects on the reading enjoyment of 8 to 9-year-old students. It is recommended to address social interaction factors, for example body language, gesture, care, engaging conversation in mentoring process to increase students' reading enjoyment (Cobb, 1998; Gambrell, 1996; Mullies et al., 1993).

**Keywords:** *Mentoring, Reading Enjoyment, Eight to Nine-Year-Old Students*

## **The nature of sexting amongst post-primary pupils in Northern Ireland**

*Leanne York*

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Set against a post-feminist framework, this study investigates the nature of sexting amongst post-primary girls and boys in Northern Ireland, and the ways in which schools and stakeholder organisations currently prevent and deal with sexting issues. The dominant discourse in the media is that we live in a post-feminist era, in which feminism is no longer needed as women have achieved equality (McRobbie, 2004). Women are assertive, confident, dominant, equal. However, in sexting research (Ringrose et al., 2013; 2012), girls and boys still inhabit contradictory positions as to what it means to be a girl and a boy in this era. Girls report that they send images to be sexually desirable, to progress romantic relationships, and for social status, power and control. Boys participate in sexting for similar reasons but have different motives such as rivalry between male peers, to demonstrate status, sexual prowess and popularity (Davidson, 2014).

In Northern Ireland, there is no qualitative research to date on the nature of sexting amongst young people so this study may be the first of its kind to explore this issue. To achieve this, interviews were conducted with the representatives of four stakeholder organisations who assist schools in the delivery of Relationships and Sexuality Education (RSE), the data for which has yet to be analysed. Semi-structured interviews will be carried out with the pastoral care co-ordinators in the two post-primary schools to ascertain how their school is currently responding to sexting issues. A Young People's Advisory Group was created to seek advice on data collection activities and resources to be used with the participants of the research. Focus group interviews will be conducted in two post-primary schools with 32 Year 11 pupils.

**Keywords:** *Sexting, Post-Feminism, Misogyny, Objectification, Equality*

## **The role of schools in providing opportunities for young people to develop high quality and inspiring political literacy skills**

*John Currie*

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Empirical data indicate that political and educational processes fail to offer young people adequate mechanisms to have their voices heard on the future of their society. A consequence of this failure is to deprive democracy of many young people's creative input, as a large majority report dissatisfaction and lack of interest in the practice of politics – this, despite evidence and literature indicating a progressive attitude among local schoolchildren regarding Northern Ireland's future. A review of CCEA Local and Global Citizenship (LGC) and Government and Politics subject content, teaching and learning methodologies, and assessment mechanisms indicate the absence of opportunities for young people to channel their energy and optimism into developing their overall political literacy through classroom deliberation on solutions to societies problems. This paper aims to identify some of the existing weaknesses within the design and implementation of these two subjects in order to suggest some possible improvements aimed at enhancing overall experience and outcomes for students, teachers and society. It will reference some key statistics that details the numbers engaged in focused political study at post-primary level compared with other subjects. This helps us to understand where the study of politics ranks in the wider NI education system vis-à-vis the student population that exists for its study. Reference will also be drawn to contextual literature which will help to illuminate the necessary provision for sound political literacy practice in contrast to existing school arrangements, current understandings, and skill levels in this critical curriculum area.

**Keywords:** *Young People, Political Literacy, Deliberation.*

## **Understanding the needs of refugee and asylum-seeking children in the context of Northern Ireland schooling**

*Abi Wells*

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In Northern Ireland there is no specific educational policy which addresses the needs of refugee and asylum-seeking children. Currently, these children are identified as 'newcomers', falling under policies which primarily focus on their language needs to the detriment of other needs they might have. Therefore, this study will examine the experiences of refugee and asylum-seeking children in Northern Ireland, aiming to identify their cultural, social and psychological needs in relation to their schooling. Furthermore, it aims to determine if and how the education system meets these needs. This paper will therefore provide an overview of the concept of integration as it pertains to the needs of refugee and asylum-seeking children. It will introduce the concepts of acculturation, assimilation and integration as a means of understanding the processes that take place when refugee and asylum-seekers arrive in a country of sanctuary. This paper will then analyse current policies and evidence relating to the integration of refugee and asylum-seeking children. This will be achieved through utilising the Bronfenbrenner's (1992) ecological systems theory whereby the impact of changes within a child's environment is assessed in relation to the integration of refugee and asylum-seeking children. In conclusion, this paper will highlight the importance of understanding the experiences of refugee and asylum-seeking children in order to influence policy and practice that will affect real change.

**Keywords:** *Integration, Refugee, Children, Education, Asylum-Seeker*

# Universal preschool- and school-based education programmes for reducing ethnic prejudice and promoting respect for diversity among children aged 3-11: A systematic review and meta-analysis

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**Objectives/aims:** This research synthesis was utilised to aid understanding of the role that schools play in reducing prejudice among children aged 3-11. Alongside this primary research objective, the methodology was implemented to answer three further questions: To what extent can school-based education programmes assist in reducing ethnic prejudice? Which school-based programmes are most effective in reducing ethnic prejudice, and which characteristics may influence their efficacy? Finally, does the effectiveness of programmes vary with regard to the children's age, gender, socio-economic background, and racial/ethnic background? **Methods:** A significant body of research evidence, spanning almost a century, explores the effectiveness of interventions designed to reduce prejudice. This paper presents the findings of a systematic review and meta-analysis of this empirical work. Randomised control trials and quasi-experimental designs were considered for inclusion if they provided findings from any universal school-based intervention delivered on a whole-class basis in a preschool and/or school setting to children aged 3-11 that include an explicit objective of reducing ethnic prejudice.

**Main findings:** A total of 101 interventions (15,268 participants) were included in the systematic review. Compared with control, the intervention condition was associated with statistically significant levels of prejudice reduction (Hedges'  $g = 0.30$ , 95% CI 0.21 to 0.39,  $p < .0001$ ), suggesting that school-based intervention programmes play a vital role in reducing prejudice. The meta-analysis robustly demonstrates that interventions which aim to reduce prejudice in schools are generally effective, providing an evidence base from which policy makers and practitioners can draw confidence.

**Keywords:** *Systematic Reviews, Meta - Analyses, Grounded Theory, Prejudice, Education*

## Voice, vice, and virtue: An analysis of critical pedagogy as epistemic injustice

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For over five decades since its conception, critical pedagogy has held considerable sway in liberatory education movements, as it seeks to eliminate oppression for marginalized social groups, or non-dominant populaces. The social justice aims of critical pedagogy claim to give voice to marginalized groups through a participatory approach to voice that relieves them of their oppression, so they may subsequently go forth, take action, and transform society. Yet some critical pedagogues have recognized that critical pedagogy is not succeeding at giving voice or achieving social transformation. Critical pedagogy has received considerable criticism of being located within a male dominated voice that has generalized oppression. Consequently, additional criticisms indicated that it has excluded the voices of women, racial, sexed, cultural groups, and their corresponding intersections. While, there have been significant developments in the field of critical pedagogy seeking to include diverse voices within critical, social justice pedagogical approaches; critical pedagogical literature suggests that marginalized populaces are still struggling to have their voice heard. In this research, I conduct a conceptual analysis of critical pedagogy, as I seek to answer the question: can critical pedagogy achieve its goal of giving voice so students are enabled to go forth and transform societies into more just places? I argue that critical pedagogy as presently conceptualized cannot achieve its emancipatory, social justice goals and liberate voices. Critical pedagogy, I contend, is not only limited in its approach to voice as current critical literature suggests, but also that critical pedagogy is an educational approach that is not conducive to liberating voice as it advocates; rather, critical pedagogy encourages a kind of vice, namely, epistemic injustice. I argue that critical pedagogy carries with it an inadequate conceptualization of what voice means that results in, arguably, exploitative, oppressive, transformative ideals that can promote excessive epistemic labor of non-dominant groups. Drawing on intellectual virtue theory, I conclude with recommendations for educational approaches that may be more conducive to having all voices heard and that may lead to more just and equitable societies, institutions, and interpersonal relations.

**Keywords:** *Critical Pedagogy, Voice, Social Justice, Liberatory Education, Educational Theory*

## Abstracts for posters:

### **An evaluation on occupational injury and management practice awareness among professional rugby players in Ireland and China**

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An increased number of rugby players have experienced forced retirement due to severe unanticipated injuries. Despite the special employment nature of professional athletes and unique sport culture, professional athletes often expose themselves to risky behaviours resulting in a higher acceptance level of sporting injuries. If the attitude and awareness of sporting injuries in professional athletes were given a similar weighting as workplace injuries in other occupation, with an equivalent emphasis on long-term health impacts of injuries, the potential benefits to professional athletes' wellbeing could be highly significant. Occupational health management practices have been embedded into organisational management in international and national health and safety legislation but not well implemented in professional sport. This research aims to evaluate occupational injury and management practice awareness among professional rugby players, focusing on occupational injury symptom, occupational injury consequence, proactively injury communication and post-injury management. After reviewing research literature and participant observation, focus groups and interviews will be designed for qualitative data collection. The population will consist of players registered in professional rugby clubs and will also include the support staff who are involved in the health and wellbeing of rugby players. The questionnaire developed will initially be applied to Irish professional rugby players and subsequently will be applied to a cohort of full-time state supported professional rugby players in China. The responses of each cohort will be contrasted in the context of the two countries' socio-economic and political systems. This poster will present the key findings from the participant observation, the development of semi-structured interview instrument. This research contributes to future intervention on improving professional athletes' long-term wellbeing by thoroughly exploring the factors influencing occupational injury and management practice awareness. The development of the survey instrument if successful could point the way forward for application in a wider range of sports internationally.

**Keywords:** *Professional Rugby, Occupational Injury, Health And Wellbeing, Questionnaire Development*

### **An Garda Síochána: Culture, challenges, and change**

*Courtney Marsh*

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An Garda Síochána is an ever-present institution in Irish life. As such, public interest and scrutiny into what is being presented by the constant media coverage of what they are, and are not, doing is an expected and natural reaction. This research aims to understand the structure of An Garda Síochána and to determine to what degree the challenges the organisation faces are shaped by the organisational culture of the Gardaí as well as how these challenges are changing the culture. There is an almost daily coverage of the An Garda Síochána in the media that is presented for everyone to see and/or hear, and there is a high level of public interest in the topic. Understanding what is going on and how it came to this, are of interest not just to academics in the field, but to everyone due to its high relevance in the community. The Gardaí are so deeply embedded and trusted in the community that this problem affects everyone. The findings could then be applied to other institutions, police and otherwise, both in Ireland and abroad. Although there is a significant amount of research done outside of Ireland on police organisational culture, there is only very limited research on the organisational culture of An Garda Síochána. This qualitative thesis will analyse content from tribunal reports, policy documents, and ethnographic accounts from both inside and outside Ireland for secondary data analysis to contribute to the field of Irish police and organisational culture.

**Keywords:** *Police Culture, Organisational Culture, An Garda Síochána, Criminology, Policing*

## **Evidence-based practice in teaching: A study of GCSE chemistry teachers in England**

*Ewan MacRae*

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Evidence-based practice/evidence-informed practice has been a key emerging pedagogy in England for almost twenty years. It is also one of the most controversial with proponents and critics unable to reach agreement on the extent to which a teacher's decision making should be based on evidence from randomised controlled trials (RCTs). Progress in embedding this into a teacher's everyday practice has stalled and proponents of evidence-informed practice focus on school leaders and their impact on school culture, often overlooking the importance of the teacher. SMART Spaces is an emerging pedagogy which has been developed following breakthroughs in the field of neuroscience in long-term memory. SMART Spaces uses neuroscience and cognitive psychology to introduce spaces between content in lessons that has shown evidence of promise in the optimisation and feasibility stage of improved memory and retention. This is now being trialled in schools in England through a RCT at efficacy stage. My research focuses on the teacher; GCSE Chemistry teachers in 50 schools in England will receive training, resources and observational support visits allowing them to deliver bespoke SMART Spaces revision lessons to their year 11 students before their exams. This constitutes a large part of a teacher's continuing professional development (CPD) and may help better understand why evidence-based practice has not become a bigger part of professional practice in schools. A mixed methods approach employs quantitative methods to better understand how information is disseminated, teacher research literacy and the effectiveness of face-to-face training and support in promoting evidence-based practices. A qualitative approach seeks to understand the reasons for decision making within this context and gives insights into the interplay between traditionalist and progressive approaches in teaching and the uptake of evidence-based practices.

**Keywords:** *Education, Evidence-Based Practice, Spaced Learning, Continuing Professional Development, GCSE Chemistry*

## **Exploring a new paradigm for intercultural competence and teacher preparedness in Irish second level classrooms**

*Santhi Corcoran*

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Ireland has experienced significant transformation in recent times from a nation of migrants to one of new immigration, (Bryan, 2008; Faas and Ross, 2012). The impact of the change that Irish society has faced in a relatively short period of time, and whether this Irish generation has been equipped to live in a diverse society, are issues that have yet to be addressed adequately, (Tormey and Gleeson, 2012). The approach of schools towards diversity and the experience of immigrants can provide a key understanding of inclusion and exclusion in Irish society, (Devine, 2011). Therefore, education personnel at all levels need to be trained, inspired and competent when working with diversity, (Bryan and Bracken, 2011). This mixed methods research project will explore secondary school teachers' preparedness to teach in diverse classrooms in the mid-west of Ireland. The study will gather data via a survey of transition year students, their parents and teachers and interviews with the schools' principals on their attitudes and opinions about diversity and the intercultural education approaches applied in their classrooms. The findings will be disseminated in a Continuous Professional Development (CPD) workshop with principals and teachers, exploring their perspectives on diversity and culture and the challenges they face in teaching and facilitating multicultural Irish classrooms. This approach is framed within a collaborative and participatory action research model whereby both teachers, principals and researcher can discuss, reflect and apply critical thinking to the themes and issues gleaned from the report of findings. The aim is to explore approaches that support and empower them in their role as teachers in emerging Irish intercultural classrooms.

**Keywords:** *Diversity, Intercultural, Competence, Education, Inclusion*

## **Missing voices: The educational experiences of girls with Asperger Syndrome**

*Gillian O'Hagan*

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The presentation of girls with Autistic Spectrum Conditions (ASC) varies considerably from boys' presentation on whom most of the diagnostic and support literature is based. It would appear that this historic and androcentric approach continues to reflect the currently inaccurate prevalence rates for female ASC. In some instances, girls receive a primary diagnosis of a different learning difficulty which is ultimately masking an underlying autistic spectrum condition. The female presentation of ASC remains largely unexplored and in particular the adolescent female perspective of the condition has had limited voice. Photovoice, a participatory arts based method, lends itself to the widespread adolescent use of smart phone technology among which is the use of cameras to document daily lives on social media. This type of informal documentary photography has the potential to be harnessed and structured to provide insight to the underrepresented world of the teenage girl with ASC. By elucidating the adolescent female perspective of ASC, with particular regard to their educational experiences, their autistic world could be finally represented and could enlighten those parents and professionals wishing to support them. This research has two phases. Phase 1 engages critical friends (ASC females aged 18-23) to collaborate with the researcher in establishing photovoice as an appropriate method for conducting this research. Phase 2 aims to work collaboratively with ASC adolescent females (11-18) in post primary schools across Belfast. The photovoice or adapted method selected would be used to expose both the challenges and coping strategies adopted by ACS girls. The photovoice could culminate in an exhibition raising the profile of how different life is for ASC girls and the development of a resource for use by other ASC girls transitioning to post-primary school. This poster will outline how the female ASC voice could be exposed.

**Keywords:** *Autism, Asperger, Photovoice, Collaborator, Female*

## **Relationships and sexuality educational resources for families: A mixed-method school-community participatory research (SCPR)**

*Brigid Teevan*

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There is growing concern of abuse in adolescent relationships (McGee et al., 2002; Barter et al., 2009; RCNI 2012, Hackett 2016, Barter et al., 2015). Adolescents who suffer peer sexual coercion are at risk of increased externalizing and internalizing symptoms such as anxiety, depression, and suicidal thoughts (Howard and Wang 2005, Ahrens 2006), as well as its negative impact on the health of future relationships (Young and Furman 2012). Indeed, pornography use has been linked to sexual aggression (Horvath et al., 2014) and hostile toward women (Flood, 2009). At the heart of sexuality education is the competence of the educator (WHO, 2010). Parents are primary educators to their children. Hutchinson and Cooney (1998) argue parents need support in acquiring appropriate knowledge and skills to convey accurate information to their children. The aim of this study is twofold, first to explore sexuality education in the home, including: pornography, harmful sexual behaviour, consent, and disclosure. Secondly, to evaluate resources that support capacity building, knowledge transfer and assist communication on sexual matter within the home. A core objective is a collaboration of, and emancipation of, young peoples, parents and teaching staff views and feelings potential sexuality educational resources. Focus groups will be used to elicit international data indicative of views held within each target group and their peers. A quantitative online survey (parents only) will be employed, using Linkert 5-scale to close questions. To use as a secondary set of data to help triangulate and explore the potential broader applicability of the focus group findings. Participants: Engage four to six post-primary schools. An introduction and capacity building event will precede focus groups. Three layers of focus groups: students (gender specific, targeting eight to twelve focus groups), parents (six- eight), and teaching staff (four to six). Online participant will source through parenting association networks.

**Keywords:** *Sex Education Resources, Focus Groups, Parents*



## **The impact of personal factors on students, art teachers and inspectors' attitude toward the development of imagination in elementary schools in Kuwait**

*Amenah Alqattan*

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Researchers have written widely about the concept of art education, imagination issue was addressed by the authors of multiple researches who studied ideas related to education in arts and the creativity employed by teachers in art education design. The inclusion of the arts in the curriculum has led to heated debate in recent years. Opinion regarding this issue has differed from school to school: one school preferred arts education as a discrete subject to be studied separately from other subjects, while others insisted that the arts be introduced into the curriculum within other subjects. Another issue that has led to controversy around the world is whether the arts should be taught by specialist or generalist teachers, or by community artists

Quantitative study is conducted using SPSS as a tool of analysis to explore the impact of personal factors on students, art teachers and inspectors' attitude toward the development of imagination in elementary students in Kuwait.

The data analysis found that 69 out of 160 participants in the survey stated that they were interested in imagination development. This represents only 43.1% of the total number of study participants. The number of females interested in the development of imagination is slightly higher than the number of males.

**Keywords:** *Art Education, Imagination, Attitude, Personal Factors, Kuwait Education*

## **Thinking outside the box: A unique advanced nurse practitioner led approach to combined Type 2 Diabetes and Chronic Kidney Disease care management**

*Denise Blanchfield*

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**Background:** T2D leads to the development of Chronic Kidney Disease (CKD). Traditional care delivery strategies which provide care for these associated conditions separately are failing to achieve clinical recommendations (<18.8%) meet all three: blood pressure, HbA1c and total cholesterol targets (Cassagrande et al, 2013). Bailey et al, (2014) indicate a failure by healthcare professionals to recognise and implement early CKD intervention strategies. This confers a need to develop alternative strategies to deliver services which meet the requirements of participants and providers of care. **Methods:** One such innovation was the development of a combined T2D and CKD service located on two sites in the Carlow Kilkenny area, with direct outpatient referral and remote consultation with specialist Nephrology services based in Waterford University Hospital. All patients with T2D and a new finding of GFR < 60mls/min Stage 3 CKD are streamed into the ANP service which facilitates combined T2D and CKD care, with direct referral to specialist nephrology services as necessary. **Results:** Best practice ADA (2015) & NICE (2105) clinical target recommendations for T2D & CKD are met and demonstrate improved outcomes compared to standard care, particularly in the management of hyperglycaemia & hypertension. Renal function is anticipated to decline at 1-4 mls/min GFR annually, however an attenuation in renal function decline was noted (1-2mls, n=100) over a three year period. Nonattendance rates at the ANP service (consults 1,500 per year) remain consistently less than 1-2% vs 16-20%, at usual care and is associated with reduced appointment burden, improved intradisciplinary communication and client satisfaction. **Discussion:** This unique service design demonstrates how intradisciplinary alliances provide a means by which innovative strategies can be enabled to meet the needs of the provider and participant in care. The ANP service combines care delivery for associated conditions which traditionally has been provided separately by physicians, representing an effective use of healthcare resources. **Conclusions:** Patients report a limited approach to coordinated care in which related conditions are treated separately by care teams operating independently. An alternative care delivery strategy which combines the management of related chronic illnesses can minimize default for review, achieve clinical recommendations and facilitate personalised coordinated care.

**Keywords:** *Diabetes, Chronic Kidney Disease, Advanced Nurse Practitioner, Personalised Care, Clinical Targets*

## **Abstracts for roundtables:**

### **Early language acquisition: Is this the panacea for the issues facing the deaf?**

*Michelle Mitchell*

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Historically, regular and meaningful language interactions with children enable them to acquire their formative language. However, this is not so for all children. Deaf children are now given the option of cochlear implants to give them access to sound in their early years; but this is not a one size fits all scenario because evidence has shown that it has not offered accessible language to many Deaf children. For the Deaf child there is an alternative, the use of sign language. Without early language acquisition the cognitive development of comprehension, literacy and fluency are all impacted, and creates a wide divide between those who have and those who do not have a formative language. If a formative language is not available to a child, being disadvantaged in this way produces many personal and societal concerns. This study will look at the reasons for the disproportionate literacy and comprehension levels between hearing and Deaf children/adults exiting formal education settings; how these levels might be improved; and the challenges facing Deaf students in equality of education. Using Action Participation Research with Deaf children and adults as well as teachers of the Deaf, issues surrounding these levels will be discussed in focus groups. This data will be charted and analysed to determine the best outcomes possible which the researcher considers will inform both curriculum and policy change in Ireland.

**Keywords:** *Deaf, Sign Language, Literacy and Comprehension, Education, Equality*

### **How can social empathy education successfully increase empathy and pro-social behavior among adolescents?**

*Grace O' Shea*

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When compared to older generations, it has been found that young people today are living in a different society; individualism, narcissism and antipathy are becoming increasingly apparent, and empathy, trust in others, civic orientation, social concern and responsibility are on the decrease. These changes have been named as a leading cause for concern in the development of individuals and society. My research is concerned with activating social empathy among adolescents. Social empathy is described as the ability to understand others through perceiving or experiencing their life situations, and consequentially gaining an insight into structural inequalities and disparities. Social empathy is built upon individual empathy; it requires the person not only to be able to mirror another's emotions and use self-other awareness, perspective-taking and emotion regulation, but also to make conscious decisions and take empathic action. Encouraging and promoting activated social empathy in young people is important, as it has the capacity to enhance interpersonal relationships, cultivate social connectedness and promote civic engagement. The question underpinning this research is; 'How can social empathy education successfully increase empathy and pro-social behavior among adolescents?'. I am about to undergo a systematic literature review on this topic. I will then consult expert informants, such as young people, teachers, educational psychologists and empathy experts. This will be followed by a review, update and pilot of an existing social empathy education programme, which has just finished its initial pilot phase. This research will inform the ongoing development of effective, evidence-based social empathy education programmes, both in my research centre and on an international level.

**Keywords:** *Empathy, Social Concern, Prosocial Behaviour, Education, Adolescents*

## **Lesbian, gay and bisexual prisoners in Ireland. Lives, experiences and policy. A qualitative exploration**

*Danielle O'Sullivan*

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In recent years, Ireland has seen a significant social movement towards granting full participative rights to lesbian, gay and bisexual (LGB) citizens. The decriminalisation of homosexuality in Ireland in 1993 instigated a social movement that propelled rights-based issues, specifically relating to the LGB community, to the forefront of national attention. However, there is a paucity of research on the experiences of incarcerated LGB people. This proposed research, which is qualitative and exploratory in nature, aims to examine the experiences of LGB prisoners and policy responses to LGB prisoners in Ireland. Thirty interviews will be conducted with the following participants: currently incarcerated LGB prisoners (n=10); formerly incarcerated LGB prisoners (n=10); key stakeholders (n=10). This research aims to bridge a clear gap in knowledge and understanding of the situations and experiences of LGB prisoners, with a particular focus on their physical and mental healthcare needs, placement procedures, and how the prison system responds to their needs. It is anticipated that the findings of this research will help to inform the development of policy and procedure that will in turn lead to better practice in responding to the needs of LGB prisoners.

**Keywords:** *Policy, Qualitative Research, Homophobia, Rights*

## **New social movement theory and the reparations movement in Northern Ireland**

*Paul Gallagher*

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My name is Paul Gallagher and I am currently in the first year of my PhD at QUB. My project, entitled, "New Social Movement Theory and the Reparations Movement in Northern Ireland", focuses on a 'new' social movement: the campaign for a special pension for severely injured victims of the Troubles. The campaign, which started in 2011, has been led by a small number of direct victims connected to the local victims' NGO, WAVE, has encountered a range of social structural and political obstacles along the way. This project will apply new social movement theory to the transitional justice field, with a particular focus on reparations. As a prominent member of the WAVE Injured Group since its inception, I intend to use my insider status to gain a rich understanding, using semi-structured interviews, as to the how and why these 'actors for change' mobilised. What was their grievance? What is their common bond and identity? What are the obstacles: both within and without? What repertoires of action have they employed? The project will examine the weaknesses of this 'new' social movement: its lack of formal structure; inherent fragmentation and factionalism; lack of resources; and a lack of political economy and political opportunity. There will also be an opportunity to highlight the positive impact the campaign has had on its members and on the networks in which it moves. While the campaign has yet to achieve its stated outcome – the implementation of a pension – the Injured Group has, through dialogue and 'communicative action', added to the discourse, a new focus on the need to provide reparations for those most affected by the conflict. It is within this public sphere that the group has been most effective in gaining public attention and support.

**Keywords:** *New Social Movements, Transitional Justice, Reparations, Victims, Northern Ireland*

## **Relationships and sexuality educational resources for families: A mixed method participatory proposal**

*Brigid Teevan*

Queen's University Belfast, bteevan01@qub.ac.uk

There is growing concern of abuse in adolescent relationships (McGee et al., 2002; Barter et al., 2009; RCNI 2012, Hackett 2016, Barter et al., 2015). Adolescents who suffer peer sexual coercion are at risk of increased externalizing and internalizing symptoms such as anxiety, depression, and suicidal thoughts (Howard and Wang 2005, Ahrens 2006), as well as its negative impact on the health of future relationships (Young and Furman 2012). Indeed, pornography use has been linked to sexual aggression (Horvath et al., 2014) and hostile toward women (Flood, 2009). At the heart of sexuality education is the competence of the educator (WHO, 2010). Parents are primary educators to their children. Hutchinson and Cooney (1998) argue parents need support in acquiring appropriate knowledge and skills to convey accurate information to their children. The aim of this study is twofold, first to explore sexuality education in the home, including: pornography, harmful sexual behaviour, consent, and disclosure. Secondly, to evaluate resources that support capacity building, knowledge transfer and assist communication on sexual matter within the home. A core objective is a collaboration of, and emancipation of, young peoples, parents and teaching staff views and feelings potential sexuality educational resources. Focus groups will be used to elicit international data indicative of views held within each target group and their peers. A quantitative online survey (parents only) will be employed, using Linkert 5-scale to close questions. To use as a secondary set of data to help triangulate and explore the potential broader applicability of the focus group findings. Participants: Engage four to six post-primary schools. An introduction and capacity building event will precede focus groups. Three layers of focus groups: students (gender specific, targeting eight to twelve focus groups), parents (six- eight), and teaching staff (four to six). Online participant will source through parenting association networks.

**Keywords:** *Sex Education Resources, Participatory, Adolescents and Pornography, Sexual Abuse and Disclosure, Parents and Educators*

## **The right to paint the divided city: Urban street art as spaces for representation in Beirut and Belfast**

*Omar El Masri*

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The modern city is a network of neighbourhoods where different communities live, work and play, and is the setting where these communities engage with the city. This network is composed of different social groups who regularly engage with and attend to the production of the city's fabric. Through socially engaged acts of layering their own aspirations to the city, the combined attempts of successive generations of city dwellers who make sense of everyday experience, create the palimpsest of the city, or its social fabric. However, in times of conflict, latent and fractious divisions to the social fabric become exacerbated, leading social groups, with divergent national aspirations, to engage in violence vying for control of whose narrative should guide the progression of the city. Such divides tore apart the social and urban fabric of Beirut and Belfast, and the legacies of those divisions are still visible in the forms of political murals, sectarian graffiti, nationalistic flags and symbols, which act as a way to demarcate and identify exclusive neighbourhoods to others. Since the formal ending of the conflict, civic engagement has made strides in repairing the deeply divided social and urban fabrics of the city. Among them, communities of socially-engaged street artists have created ephemeral vibrant and colourful statements of urban art throughout both Belfast and Beirut. The research will uncover the motivations and practices of street artists and festival organizers to temporarily create new opportunities to reimagine the social and urban fabric of the deeply divided city. It will also examine new understandings of civic engagement that may emerge from urban art as a form of social transformation in divided cities.

**Keywords:** *Social Fabric, Urban Fabric, Divided Societies, Street Art, Right to the City*



## Presenters' biographical details

**Abi Wells** (*amccartney10@qub.ac.uk*): Abi Wells is a PhD student in SSESW at Queen's undertaking participatory research with refugee and asylum-seeking children in Northern Ireland. She has a background in human rights law and anthropology having carried out ethnographic fieldwork in India.

**Aideen Johnson** (*ajohnson04@qub.ac.uk*): I am a 3rd year PhD student at SSESW and affiliated to the Centre for Public Health at Queen's University Belfast. Having completed a BSc in Anatomy, I began working in a public engagement role in W5, an interactive science and discovery centre in Belfast. Whilst there, I completed an MEd in Education studies and prior to beginning my PhD I was head of Education in W5.

**Aishwarya Patil** (*apatil02@qub.ac.uk*): Research candidate.

**Amenah Alqattan** (*amenah.alqattan2@mail.dcu.ie*): I am a PhD student at Dublin City University, working on a research supported Ministry of Education, Kuwait.

my research question is do Kuwaiti teachers and students in elementary schools value the potential of imagination in the study of art

**Amy Mc Donald** (*amymcdonald@eircom.net*): I am currently completing a PhD in Education with NUI Galway. My primary area of interest is Gender and Education, with particular interest in primary teaching. Currently, I am researching the influences and implications of more male role models for boys and to a lesser extent, girls in primary schools.

**Anne Marie Shier** (*annemarie.shier@dit.ie*): Anne Marie Shier is a lecturer in social sciences in Dublin Institute of Technology and is working on her Doctoral Thesis on adoption reunion. She has previously worked as a social worker in child protection and adoption.

**Annette Gilmore** (*agilmore09@qub.ac.uk*): My name is Annette Gilmore and my background is as an Early Years Professional (EYP). I worked in my own home, attaining the 'Quality First' kite mark for exemplary standard of service: 20 years as a Registered Childminder; 12 years as a Sponsored Childminder (looking after children deemed by social services as "at risk" or "in need"); and 9 years, to date, as a Foster Carer with Sharing the Care. I still remain a foster carer, caring for a little girl of 10 with severe developmental delay and cerebral palsy. Added to this I have the pleasure of being Mammy to a very special 19 year old daughter. Within my role as EYP I have completed many short courses, attended many seminars and have many professional qualifications, including NVQ Level 3: Early years Care and Education and City and Guilds Level 3: Play work for early years and childcare workers. I was given the opportunity of studying the Early Childhood Studies degree at Stranmillis and graduated with First class honours in 2013, completing my thesis on 'what motivates people both to become and remain childminders, how they perceive themselves and how others perceive them'. I followed this with a commendation in my Masters in Social Research Methods in 2014, my thesis being on 'the benefits and challenges of sponsored child-minding in Northern Ireland'. In addition, I completed an OCR

level 5 in teaching learners with dyslexia/specific learning difficulties and am currently a Dyslexia Tutor at Queens and Ulster universities. I am completing my PhD by developing a profile of Independent Foster Care in NI.

**Aoife Kelly-Wixted** (*aoife.kellywixted@mu.ie*): I have worked as a primary and secondary teacher in Ireland and Australia for over ten years. I currently teach primary aged refugee children at one of the three Emergency Relocation Orientation Centres in Ireland. My research interests centre around the provisions for and experience of refugee children enrolled in schools in Ireland at present.

**Ayman Alzahrani** (*aalzahrani03@qub.ac.uk*): Ayman is a fourth year EdD TESOL student at SSESU, QUB. He holds an MSc, TESOL and MA, Language Communication Research and a University lecturer in Saudi Arabia. His interests include technology-enhanced language learning and EFL programme management.

**Brigid Teevan** (*bteevan01@qub.ac.uk*): Brigid is the creator of the unique rse4schools programme, the first Irish Relationship and Sexuality Education programme that promotes a partnership approach among parents, teacher and school community. With 20+ years' experience in facilitating parenting and sex education programmes, Brigid has introduced sexual education into the lives of children in over 30 schools across the Cavan-Monaghan-Leitrim region. She is also, a Doctorate student of Childhood Studies in the School of Social Sciences, Education and Social Work, at Queens University Belfast.

**Carla Queiroz** (*cqueiroz01@qub.ac.uk*): PhD Research student in second year. Her research funded for Fieldwork by BAICE- British Association for International and Comparative Education. Former Director of Quality Assurance Institute in the Ministry of Higher Education in Angola. Member of Experts Team in Quality Assurance for the AQRM- African Quality Rating Mechanism for the African Union and the Association of African Universities.

**Christine Bower** (*cbower01@qub.ac.uk*): First year PhD student at Queen's University Belfast. Former learning support teacher and elected political representative for the Alliance Party Northern Ireland. Interested in education, disability, special educational needs, educational philosophy, equality, social justice and social epistemology.

**Ciara Keenan** (*c.keenan@qub.ac.uk*): After a return to academia in 2012, Ciara was awarded a masters with distinction in Autistic Spectrum Disorders and a DeL studentship to pursue a PhD. Ciara is set to graduate from her PhD in July 2018, having accumulated six years' experience working on systematic reviews and meta-analyses.

**Courtney Marsh** (*cmarsh@tcd.ie*): PhD Researcher in the School of Social Work and Social Policy at Trinity College Dublin.

**Danielle O'Sullivan** (*osulld18@tcd.ie*): PhD Researcher with a background in law and social policy. Researching the lives and experiences of lesbian, gay and bisexual prisoners in Ireland.

**Denise Blanchfield** (*deblanchfield@gmail.com*): I have worked at local and national level to promote nurse education, publish and research within the discipline of nursing. I am currently clinically based as an Advanced Nurse Practitioner with specific expertise in care of cohorts with diabetes and renal disease. I have been Nurse Lead for the HSE National Diabetes Programme (2011-2013) and commenced a PhD in University College Dublin

**Dewi Satria Elmiana** (*delmiana01@qub.ac.uk*): Dewi Satria Elmiana is a Doctorate in Education (Ed.D) in Teaching English to Speakers of Other Languages (TESOL) student in Queen's University Belfast – United Kingdom. Her research interests are in the areas of English materials development, critical pedagogy, multicultural education, and visual literacy.

**Ellen Regan** (*ellen.regan@ucdconnect.ie*): Ellen is a part-time PhD student in the UCD School of Education. Her research area is Irish women, the missions and overseas volunteering.

**Emma Craig** (*ecraig19@qub.ac.uk*): Emma has an MSc in Applied Behaviour Analysis with three years clinical experience working in the USA, Ireland and the UK. She is currently in her first year of her PhD with a focus on telehealth and Applied Behaviour Analysis.

**Erin Early** (*early03@qub.ac.uk*): I am a second year PhD student at Queen's University Belfast within the School of Social Sciences, Education and Social Work. My PhD study is examining educational attainment inequalities in Northern Ireland across primary and post-primary schools.

**Ewan MacRae** (*emacrae01@qub.ac.uk*): I am a PhD student in the Centre for Evidence and Social Innovation (CESI) at Queen's University Belfast researching the evidence-informed professional development of teachers during an evidence-based intervention in secondary schools in England. Previously I worked as a senior teacher/teacher trainer with the British Council.

**Fionnuala Nig Shamhrain** (*fionnuala.ns@gmail.com*): Fionnuala is a primary school teacher in Portmarnock, Dublin. She has a keen interest in children's identity and gender, children's participation in research, and culture. Prior to engaging in her PhD in Children & Youth Studies in UCD, she completed her masters in theatre in 2011, focusing on sexuality, trauma, their representation on stage in works by Tennessee Williams.

**Gemma Cherry** (*gcherry01@qub.ac.uk*): I am a PhD candidate studying in the School of Social Sciences, Education and Social Work, Queen's University Belfast. My academic interests include quantitative research methods and educational attainment disparities across urban and rural locations.



**Gillian O'Hagan** (*gcurran04@qub.ac.uk*): I am a part-time student in the fourth year of my EDD and in the first year of my final dissertation. I am the SENCO in a school in Belfast and have worked in the field of special education for 21 years. My particular field of interest is girls and Asperger syndrome.

**Grace O' Shea** (*grace.oshea@nuigalway.ie*): Prior to beginning my PhD, I qualified as an Occupational Therapist from University College Cork; my research here focused on the experiences of transgender people in the Irish healthcare system. I then went on to complete an MA in Health Promotion in NUI Galway, where I investigated relationships between body image and peer processes among adolescents. I also have years of experience in working with young people in my role as a Sexual Health Educator.

**Hui Ma** (*hma03@qub.ac.uk*): Second year student of Doctor of Education in TESOL

**Jennifer Rose** (*jrose02@qub.ac.uk*): Jennifer is presently a second year PhD student at the School of Social Science, Education, and Social Work at Queen's University Belfast. Studying under the supervision of Dr. Alison MacKenzie and Professor Allen Thurston, her doctoral research is located the philosophy of education field focused on educational theory conceptual analysis, voice, and social justice.

**Jenny Ferguson** (*jferguson37@qub.ac.uk*): Jenny is a qualified teacher with an MSc in Applied Behaviour Analysis. She has seven years experience providing behaviour analytical interventions and teaching, working in schools and clinical settings in the UK and Canada. She is in the first year of her PhD with a focus on telehealth and Applied Behaviour Analysis.

**Jiah Seo** (*jseo03@qub.ac.uk*): Studies doctorate education at Queen's University Belfast

**Jill Magennis** (*jmagennis07@qub.ac.uk*): I am currently undertaking a PhD in Education investigating the experiences and perspectives of early childhood practitioners on promoting respect for diversity and of peace-building in divided societies. I was previously a primary school teacher and also held the position of Primary Schools co-ordinator for the Corrymeela Community (Centre for Peace and Reconciliation) working with a range of schools to support cross community programmes. I am now a lecturer in Early Years Education at Stranmillis University College.

**Jixian Wang** (*jwang16@qub.ac.uk*): Dr Jixian Wang is from the Department of Education, Queen's University Belfast. Her research interest is in English language learning and teaching such as academic literacy, corpus-based linguistics, discourse analysis, metadiscourse and thesis writing.

**John Currie** (*jcurrie05@qub.ac.uk*): John is a PhD student at QUB with a particular interest in examining how the NI curriculum might better “empower young people” at post-primary level in respect of enhanced political literacy teaching and learning through high-quality classroom deliberation. John has taught Politics, History and Citizenship for over a decade.

**Kristen Queen** (*k.queen@tcu.edu*): Kristen Queen has served as Assistant Director for Academic Programs in the TCU School of Music since 2011, and during that time she has significantly impacted aspects of both academic and student affairs for the largest unit in the College of Fine Arts. She is an active researcher and presenter in both flute and musician health and wellness, including “Yoga for Musicians,” the course she developed at TCU. Ms. Queen holds degrees from Northwestern University, the University of Oklahoma, and is currently ABD in an Ed.D. in Higher Education Leadership at TCU.

**Leanne Henderson** (*lhenderson04@qub.ac.uk*): Leanne is a current post-graduate research student at Queen's University, Belfast. Her research uses a Children's Rights Based Approach and focuses on the processes, practices and experiences of transition from primary to secondary education in Northern Ireland. She was Head of Modern Languages at an all-ability post-primary school for five years.

**Leanne York** (*lyork01@qub.ac.uk*): I am a teacher and have taught in various primary and post-primary schools. I am currently a 2nd year full-time funded PhD student at Queen's University, Belfast.

**Lorraine McIlrath** (*lorraine.mcilrath@nuigalway.ie*): Lorraine McIlrath coordinates the Community Knowledge Initiative (CKI) and is responsible for developing and supporting civic engagement activities across the university. Over the last two decades Lorraine has led and developed a number of national (Campus Engage and the Irish Carnegie Pilot for Community Engagement) and international projects (Tawasol Project and Europe Engage) to further the civic and social role of higher education within society.

**Louise O'Boyle** (*lm.oboyle@ulster.ac.uk*): I am currently undertaking a professional doctorate in education at QUB and have taught in the Higher Education sector for the last 18 years. I am a Lecturer in Art & Design and Global Engagement & Business Development Lead at Belfast School of Art, Ulster University. In tandem I am a practicing artist focusing on the interdependent relationship between emotional and physical wellbeing, exploring this through digital, performance and sculptural works.

**Mairead Quinn** (*mquinn577@gmail.com*): I am in my final year of a PhD in Museum Studies at the University of Ulster. My thesis analyses intercultural museum practices across Northern Ireland, Britain and Europe, and considers the social, political and institutional context in which they are derived.

**Mehmet Filiz** (*mfiliz01@qub.ac.uk*): I am currently a second year Ph.D. student in School of Social Science, Education and Social Work at Queen's University Belfast, working under the supervision of Professor Allen Thurston and Dr. Sarah Miller. My doctoral work focuses on developing university students' statistics proficiency through computer-assisted feedback, and my Ph.D. studies are sponsored by the Turkish Ministry of National Education.

**Michael McNamara** (*m.mcnamara9@nuigalway.ie*): Michael is a primary school teacher in County Galway, who is currently on full time secondment with the Professional Development Service for Teachers. He is a part-time PhD research student with the School of Education in NUI, Galway, currently in the 6th year of his studies.

**Michelle Mitchell** (*m.mitchell9@nuigalway.ie*): I am a 1st year Ph.D. student in the School of Education. I was awarded a BA with Children Studies (Hons) and an MA in Public Advocacy & Activism and returned to do my Ph.D. at NUI Galway in 2018. I have been working in the Deaf community across three continents and have three decades of personal experience in education of the Deaf.

**Mohammad Alyamani** (*malyamani01@qub.ac.uk*): I am a professional doctorate candidate doing the TESOL pathway.

**Mukhlash Abrar** (*mabrar01@qub.ac.uk*): Mukhlash Abrar is an EdD TESOL student at the School of Social Sciences, Education, and Social Work. He is in his third year of his doctorate programme. His research interest is in the area of TESOL and Higher Education.

**Omar El Masri** (*el\_masri-o@ulster.ac.uk*): Omar El Masri is a second-year PhD researcher at Ulster University's Transitional Justice Institute. Originally from Beirut, Lebanon, he has spent many years in Washington, DC, Beirut, Lebanon, and presently, Belfast, Northern Ireland and has interests in elevating conversations of socially-engaged art forms within societies emerging from periods of conflict. He has a keen interest in studies of the urban, street art, and cultural geography.

**Patricia Nicholl** (*pnicholl03@qub.ac.uk*): second year Doctorate in Childhood Studies (Dchild) candidate. Professional Social Worker

**Paul Gallagher** (*pgallagher2016@qub.ac.uk*): I am a PhD research student in the School of School of Social Sciences, Education and Social Work. I am involved in social and political activism with a particular focus on the needs of victims and survivors of the Troubles in Northern Ireland.

**Santhi Corcoran** (*santhi1@eircom.net*): Santhi Corcoran is a PhD researcher in the field of sociology of education, teacher training and diversity. She has a professional background in Health Sciences, Social Care and Education and has worked extensively with Regeneration, Refugee, Asylum Seeking and Migrant communities in the United Kingdom and in Ireland.

**Smita Awasthi** (*smita.awasthi@behaviormomentum.com*): First Board Certified Behavior Analyst working with Autism population 1.4 years - 46 years. Founder Director Behavior Momentum India with ten 1:1 intervention centers across India.

**Stuart Henderson McClure** (*smcclure13@qub.ac.uk*): 25 Year Old Male, 1st Year PhD Student at QUB Management School, MSc in International Business from QUB, and BA with Hons. from University of Stirling, Scotland

**Udi Samanhudi** (*usamanhudi01@qub.ac.uk*): I am currently a doctoral student on TESOL at the SSES, Queen's University of Belfast. My research interest includes discourse analysis and narrative research especially in dealing with students/teachers in EFL context.

**Venny Karolina** (*vkarolina01@qub.ac.uk*): A lecturer at Tanjungpura University, Indonesia

**Vicky O'Rourke** (*vorourke03@qub.ac.uk*): Vicky is completing a Doctorate in Education in Queen's University Belfast. Her research explores the impact of an advertising literacy teaching intervention on levels of advertising knowledge, materialism and the well-being of primary school children. Vicky is also a lecturer in marketing at Letterkenny Institute of Technology.

**Yanbing Chen** (*yanbing.chen@ucdconnect.ie*): I'm a 2nd year PhD candidate studying in UCD funded by China Scholarship Council. My background is MSc in Sport Management in UCD.

**Notes:**