



University
of Exeter

School of Education Annual Conference 2024

Why does Education Research Matter?

Conference booklet



Conference Agenda

08:45 – Arrival Refreshments

09:00 – Welcome Jonathan Doney

09:10 – Keynote address Professor David Hall

10:05 – Workshop 'Creative Toolkit' Caitlin Kight BC Foyer

10:05 – Presentations #1

11:05 – Morning refreshment break

11:30 – Presentations #2

12:30 – 1:30 – Lunch

13:00 – Posters with Q&A

13:00 - Education Theory Network: what it does and offers?
Brahm Norwich & Vivienne Baumfield BC03

13:30 – Presentations #3

14:35 – Presentations #4





‘Throw those curtains wide’: Renewing educational research and public education in troubled times.

Professor David Hall, School of Education, University of Exeter.

In this talk I will be addressing possibilities for educational research during a time characterised by both wider socio-political turbulence and sustained and tenacious attempts to fundamentally change education institutions and actors in line with new logics and imaginaries.

I will offer an account of key contemporary educational transformations, including reductive quantification, high pressure regulation and the spread of marketisation and privatisation and their significance for public education. This will include an exploration of the close relationship between these developments in the field of education and the wider socio-political environment and their implications for educational researchers.



Presentation Parallel Session 1: 10:05 – 11:05

Session 1A BC114	Session 1B BC03	Session 1C BC07	Session 1D BC08
Chair: Annabel Watson	Chair: Sandy Allan	Chair: Clare Dowdall	Chair: Trinh Dinh
Simon Hayhoe How issues with educational research can disable: A study of theories on visual impairment and play.	Richard D'Souza Effective Assessment of Creativity in Children's Narrative: Constructing a Grounded Theory of Valued Features	Fiona Maine Why is provisional language important for creating a classroom dialogic space?	Huong Phan An exploration into how synchronicity and different task modalities affect interactional patterns and students' experiences in English as a Foreign language (EFL)
Tom Ralph What "kind of person" do resistant pupils in school want to be recognised as and become? Is there a lack of connection with their future or are they practising an expected future?	Matthew Isherwood Using aesthetic dimensions as an aesthetic/pedagogical strategy to open constructive dialogue between diverse people	Sze Man Yeung The perspective of practice for cognitive understanding of computational processes and strategy flexibility: procedural understanding through the design of productive practices.	Basemah Abdullah Alqannas Perceptions of English as a Foreign Language (EFL) teachers in Saudi higher education regarding their preparedness for online teaching across different temporal phases—before, during, and after the COVID-19 pandemic
George Tarling ADHD HE students' lived experiences of reading and writing	Haya ALoyyan Exploring EFL teachers' perspectives on the implementation of creative drama techniques in Saudi Arabian secondary schools	Maryam AlOufi The Experience of EFL Teachers: Unveiling Workplace Stress in Saudi Higher Education	Wejdan Alamri Towards a wider perspective on the institutional adoption of Blended Learning in Saudi Higher Education: Challenges and Benefits.

Presentation Parallel Session 2: 11:30-12:30

Session 2A BC114

Chair: Sharon Morgan

Clare Dowdall

How do teachers incorporate digital apps and resources into a unit of work to promote children's narrative writing process, engagement and enjoyment?

Lindsay Hetherington

How do digital technologies affect the way pupils interact with and relate to each other and the material world around them, when learning about Ocean Literacy?

Sultanah Abdulmajed

Developing EFL Learners' Vocabulary Knowledge through Promoting their Lexical Awareness and Self-regulated Learning Mediated by Technology

Session 2B BC03

Chair: Kirsty Cann

Laura Guihen

Examining the literature: lived experiences of student mothers in Higher Education, and ways in which the COVID 19 outbreak presented unique challenges and opportunities for individual student mothers, university programmes, and institutions

Jennifer Waddling

The findings of three sociological studies conducted on ECEC in Sweden are the basis of this presentation, which can offer insights into the social challenges confronting England's policy reforms

Nadia Monaia (Online)

Representing and Empowering Women in the English as a Foreign Language (EFL) Education in Saudi Arabia via Critical Pedagogy

Session 2C BC06

Chair: George Tarling

Silvia Nassar Mustaklem

Creating an Appropriate Professional Development Model for In-Service English Language Teachers in Palestine in Light of Teachers Needs and Global Trends

Taghreed Masri

Perceptions of expatriate academics in the Private Universities in the United Arab Emirates of their understandings of their self-image and roles and the challenges they face in their academic career

Juan Vicente Caro Loayza

A study focusing on the role that educational leaders play in transforming the educational community by fostering a culture of professional development and efficiency in educational institutions

Session 2D BC07

Chair: Amal Alotaibi

Miki Meiqi Li

Investigating Family Language Policy and Bilingual Development in British Chinese Immigrant Families

Na Li

Collaboration practice between EAP and subject instructors to help international students cope with the academic language problems related to their EMI

Yue Jiang

Metalinguistic awareness affecting reading comprehension and the mediating effect of lexical inferencing ability on text comprehension

Poster Presentation Q&A: 13:00-13:30 BC Foyer

Presenters	Poster Topic
1. Norah Fahad Alotaibi	Perspectives of Pre-service Arabic as a Foreign Language (AFL) Teachers about the Teaching Practicum
2. Kerry Chappell and Heather Wren	Inhabiting the cracks: Accumulating creative ruptions to change education
3. Basmah Alhomaidhi	The Role of Oral and Digital Storytelling in Improving the Speaking Skills of Preschool-age Children with Speech and Language Difficulties(SLD) From Teachers' Perspectives
4. Stuart Busby	A study of English / Tanzanian school partnerships.
5. Basemah Abdullah Alqannas	This research explores the perceptions of English as a Foreign Language (EFL) teachers in Saudi higher education regarding their preparedness for online teaching across different temporal phases—before, during, and after the COVID-19 pandemic.
6. Bakare Moshood Adekunle	How GEP space is currently being shaped by various internationally powerful actors (with a focus on NGO roles) and its impact on Nigeria's education
7. Stephanie O'Kelly	This pilot study aims to explore how a multi-modal musical intervention influences communication and social interaction development for children under 3s and if practitioners' and parents' understanding of music as a contributor to early years development changes because of the intervention.
8. Wejdan Alamri	This exploratory and qualitative research aims to explore the views and attitudes of EFL instructors and undergraduates towards the impact of BL approach in their teaching and learning experience and investigate the factors that might impede or promote the implementation of this innovative approach
9. Defang Zhao	This research was designed to explore teacher cognition concerning HOT (higher-order thinking) in secondary EFL writing in China from the perspectives of their knowledge, beliefs and teaching practices, together with the influencing factors.

Poster Presentation Q&A: 13:00-13:30 BC Foyer

Presenters	Poster Topic
10. Raedah Alofi	The Effectiveness of an Executive Function-Based Training Programme on Language Development of Children with Intellectual Disabilities
11. Lyndsey Carmichael	This poster showcases findings from a qualitative exploration of international students' experiences in online master's degree programmes offered by UK universities.
12. Amal Alotaibi	Teachers' Perspectives toward the Picture Exchange Communication System: An exploratory sequential mixed methods study
13. Amira Ahmed Alkhawaja	Arabic language education in Qatar
14. Andrea Gibbons	Investigating the experiences of students with ADHD and DSA study skills tutors to identify areas of improvement
15. Jawid Jafari	Examining the affordances and constraints of access to online education for Afghanistan girls and women barred from formal schooling post-Taliban takeover.
16. Elisha Coen and Sana Ullah	Near-Peer Mentoring Programme for Year 1 Medical Students
17. Danson Kimathi	An Exploration of Internet Utilization by English Language Teachers in Lesson Planning and Supplemental Teaching Material Development: A Kenyan Public Secondary Schools Perspective
18. Mengyan Wen	Enhancing career readiness among Chinese students in UK universities.

Presentation Parallel Session 3: 1:30-2:30

Session 3A BC114	Session 3B BC03	Session 3C BC06	Session 3D BC07
Chair: Sharon Morgan	Chair: Laura Guihen	Chair: Simon Hayhoe	Chair: Na Li
Alison Pearson Mind the gap: The challenges of transitions for teachers moving between schools	Danson Kimathi An Exploration of Internet Utilization by English Language Teachers in Lesson Planning and Supplemental Teaching Material Development: A Kenyan Public Secondary Schools Perspective	Emir Omer Emre The Role, Responsibility, and Authority Dilemma of Teaching Assistants, who are positioned as the main implementers of inclusive education in mainstream schools!	Tunzala Rzayeva The implications for teacher developments at secondary schools in Azerbaijan
Darren Moore School absence and mental health difficulties. Data from England indicates concerning trends related to both key educational outcomes between mental health and school attendance.	Leonardo Marinho Dias Lima The practicalities and limitations of incorporating Artificial Intelligence (AI) into English Language Teaching (ELT)	Wenyu Li Why Understanding Disability and Inclusiveness Matters: Educational Research in Chinese Context	Amira Ahmed Alkhawaja How teachers' perceptions of Arabic language teaching practices influence current pedagogy in Qatar
Gülendam Akgül and Gabriela Meier Young people's sense of belonging in multilingual schools and the world of work: bringing together wellbeing and social cohesion perspectives	Reine Azzi (Online) AI-driven interventions to promote social justice and bridge the digital divide in a Lebanese context	Mengyan Wen A framework for supporting Chinese students in UK universities to enhance their career readiness and employability skills within the context of higher education.	Minlin Zou The extent to which students uptake feedback from multiple sources, the performance of their academic emotions at the engagement with the written feedback process

Presentation Parallel Session 4: 2.35-3.35

Session 4A BC114	Session 4B BC03	Session 4C BC06	Session 4D BC07
Chair: Darren Moore	Chair: N/A	Chair: Annabel Watson	Chair: Charlie Berry
Eleni Dimitrellou Rethinking the role of emotions in adolescent school stress and coping strategies	Workshop 1: Alison Black The workshop aims to: describe the creation and development of a learning task; give participants experience of analysing raw questionnaire data; demonstrate quantitative and qualitative analysis carried out by an experienced researcher; show how data findings influence task development	Lightening Talks: 1. Emma Norman (Online) Evaluating peer mentoring in the Higher Education context: Lessons from practice 2. Rachel Griffiths Embracing Neurodivergent Creativity in Educational Research	Beth Curtis & Will Cossey Smashing glass slippers: reclaiming and reimagining practitioner research in the Further Education sector.
Seval Erciyas Evaluation of SEL programs, such as the Pyramid Club Primary Intervention Program	Workshop 2: Dave Hall & Jonathan Doney What are the likely future education policy directions of an incoming Labour government? Education policy continuities and discontinuities in England following a 2024 General Election – an informed speculation.	3. Elisha Coen and Sana Ullah Near-Peer Mentoring Programme for Year 1 Medical Students	Christopher Ominyi Trainee-teachers' understanding of educational implications of Metaphysics topic: a trajectory of conceptual change.
Rebecca Georgis key principles of community-based participatory research (CBPR), working together to understand and support the education and wellbeing of young immigrant and refugee children		4. Angeliki Kallitsoglou The association between teacher engagement with academic research to inform practice for pupils with Social Emotional Mental Health Difficulties (SEMHD) and teacher attitudes towards the adoption of evidence-based practices (EBP) for pupils with SEMHD 5. Angeliki Kallitsoglou A scoping review protocol of the Boxall Profile: a whole-school based model of capturing unmet social and emotional needs in children and young people	Maria Berseneva Just one little creative thing. Fostering creative thinking within a rigid and performance-driven Educational system.



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Parallel Session 1A - **INCLUSIVITY** Abstracts

How issues with educational research can disable: A study of theories on visual impairment and play.

- In this presentation, I argue that although educational research can be a force for good, without honest self-examination it can also negatively impact the inclusion and learning opportunities of those it rhetorically sets out to teach and emotionally develop. To support this argument, I discuss a grounded methodology study on the evolution of empirical theories of creative play by Children with Visual Impairments (CVI). The research has relevance, as although there are systematic reviews of contemporary research on play and CVI, there is little overview of empirical theories on creative play for CVI, thus there is little understanding of how these theories have developed over the centuries. The study focuses on three themes in relation to creative play and CVI: the theory of academic development through play, improved socialization through play and cultural inclusion through play. The model of analysis used in this study is the epistemological model of blindness and notions of passive exclusion from cultural activities through institutional policy and practice. The study is inspired by early research on pedagogy for CVI, focusing on creative touch education, which discovered four core foci of exclusion: exclusion through processes of knowledge creation, exclusion that stereotyped people's impairments and behaviour, and exclusion through the construction of knowledge that was influenced by the social and cultural biases of authors. This study similarly observes that knowledge on touch, creativity, and play is derived from pedagogies influenced by a philosophy of enlightenment from the seventeenth and eighteenth centuries which was based on outmoded philosophical assumptions. These philosophical theories have subsequently continued to influence contemporary empirical theories of creative play and CVI negatively and maintain a sense of passive exclusion.

Tom Ralph



What “kind of person” do resistant pupils in school want to be recognised as and become?

The question that this presentation focusses on is: What “kind of person” do resistant pupils in school want to be recognised as and become? Is there a lack of connection with their future or are they practising an expected future?

The research builds on the work of Paul Willis, finding a modern equivalent of the ‘lads’ in ‘Learning to Labour’ and their scepticism towards formal qualifications and the sacrifices required to gain them. By considering the imagined futures of resistant pupils, we can understand the relevance or otherwise of the activities that are offered to them in school. These imagined futures enable them to interpret the risks and opportunities available to them in the light of their backgrounds and their own identities. Lauren Berlant’s work on cruel optimism also helps us to understand what happens when students realise that the opportunities on offer at school may not enable them to achieve their aspirations.

The term neoteny, borrowed from developmental biology, describes the retention of childish characteristics into adulthood. This presentation will examine the frequent contrast between the future that young people in school anticipate and what they see as the enforced neoteny of school.

George Tarling



ADHD HE students' lived experiences of reading and writing

As a lecturer and a parent, I am aware that our educational systems are not always designed to allow the literacy practices of ADHD students to flourish. In this presentation I will talk about the early stages of a project looking at ADHD HE students' lived experiences of reading and writing. The aim of this project is firstly to create a rich picture of some of the joys and challenges of these literacy experiences, and secondly to make recommendations for changing some of our practices as educators to reflect the abilities and needs of ADHD learners.

This study is framed by the concept of Neurodivergent Literacies (Bailey, 2023), an intersection of the ideological model of literacy from New Literacy Studies (Street, 1984) and the concept of neurodiversity (Walker, 2021). Alongside a shared interest in social justice, both reject deficit-based approaches and embrace diverse learning modalities, recognising that there is no 'normal' type of human mind expected to engage with 'normal' types of literacies.

In the presentation I will talk in more detail about our theoretical framing, introduce the co-created methodological approach we are taking and potentially present some initial findings. I will be very keen to hear thoughts from members of the audience.

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Parallel Session 1B - **CREATIVITY** Abstracts

Effective Assessment of Creativity in Children's Narrative: Constructing a Grounded Theory of Valued Features

Creativity is frequently discussed as a desirable outcome in modern education. Writing is one key area where childhood creativity manifests, due to its generative nature and the repertoire of possibilities it affords. Previous trials for introducing creativity into the writing classroom, however, have highlighted the complications caused by differing conceptions of creativity, as well as the importance of effective formative feedback. This 3-year research project, in partnership with the Arvon foundation and building on such findings, sought to capture perceptions of children's written creativity and to map the relationships between dominant thematic categories.

Research involved a systematic literature review and a mixed-methods approach to eliciting where creativity lay in children's narratives. 50 participants – fiction writers, university creative writing tutors, and classroom teachers – provided ratings of writing samples and offered their insights through semi-structured interviews. Quantitative data was analysed using the consensual assessment technique; qualitative data through the use of constructivist grounded theory. Analysis aimed to identify what participants valued in children's creativity, how they defined quality, and next steps for improving formative assessment. This approach necessitated adapting key features of grounded theory, such as theoretical sampling, diagramming, and abductive reasoning, for the purposes of capturing values within the participants' judgements.

Six key thematic categories were illuminated through this process: management of the reader's attention, meaning-making, narrative crafting, the writer as a child, imaginative development, and conceptual divergence. The second phase of the project sought to develop the dimensions of these categories, and to capture their interrelationships.

Matthew Isherwood



Using aesthetic dimensions as an aesthetic/pedagogical strategy to open constructive dialogue between diverse people

The writing of Maxine Greene and Jose Munoz proposes the aesthetic dimension as a space of unrealized everyday potentiality. Greene described this potential as the “not yet” transformation of the commonplace. For Munoz, this potential is described as “the not yet conscious” possibility of social reconfiguration. By signalling a sense of possible futurity, both position the aesthetic dimension as a reflective realm that potentially incentivizes alternative future action. This presentation outlines using aesthetic dimensions as an aesthetic/pedagogical strategy to open constructive dialogue between diverse people. Informed by Michel Foucault’s concept of heterotopia, the presentation demonstrates how the artwork of Felix Gonzalez Torres opens an aesthetic dimension of future possibilities that may otherwise have remained inaccessible or hidden. It proposes that these worlds of possibility have the capacity to open dialogue and shared reflection between individuals and give material form to communities in the making. This presentation should appeal to anyone interested in social justice education, arts education, aesthetic education, and points of intersection between the three.

Exploring EFL teachers' perspectives on the implementation of creative drama techniques in Saudi Arabian secondary schools

This study investigates the integration of creative drama techniques into EFL teaching in Saudi Arabian secondary schools. In response to the global significance of effective communication and the prevalence of English as a lingua franca, Saudi Arabia has prioritised English language learning. Despite cultural and identity debates surrounding the use of English, the nation's commitment to modernisation, globalisation, and economic growth, underscores the imperative of English proficiency. Key initiatives within Saudi Vision 2030 focus on educational reform and aim to nurture respectful, tolerant students who are open to different cultures and to develop globally engaged, open-minded, and competent students. This emphasises the critical role of English language and communication skills in the country's schools. However, challenges persist, including students lacking motivation, outdated teaching methods, and an emphasis on written language over communication skills. Addressing these challenges requires a shift in teaching techniques, a focus on holistic language skills, and active student engagement in English language learning.

This study employs an action research methodology within sociocultural theory as a theoretical framework for understanding the interplay between individual and social aspects of teaching and learning EFL skills. It aims to understand how these techniques intersect with Saudi culture and enhance language learning. Therefore, this study would contribute to educational systems globally by showcasing the efficacy of creative drama in fostering holistic language skills. This research not only informs instructional improvements in Saudi Arabia but also offers insights applicable in diverse educational contexts. Ultimately, it aims to enrich language learning experiences, support professional development for teachers, and align with the broader goal of nurturing competent and globally engaged students worldwide.



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Parallel Session 1C – **EDUCATION PRACTICE** Abstracts

Fiona Maine



Why is provisional language important for creating a classroom dialogic space?

Provisional language is important for creating a dialogic space between speakers, where ideas are open for discussion; where participants respect each other's viewpoints; and where the goal is to encourage and explore multiple perspectives. Whilst much of the research on children's talk in the classroom focuses on the language of reasoning (for example, 'I think... because') less attention has been given to the role of more provisional language ('might', 'could', 'maybe') as students think together. This paper uses rich examples of children's classroom dialogue to show how provisionality in language is a central feature of collaborative and creative thinking and learning, serving to open, maintain and extend a dialogic space of possibility between learners. In addition, being tentative in language supports the social cohesion of a group of learners, as they test out ideas together in a supportive environment.

The perspective of practice for cognitive understanding of computational processes and strategy flexibility: procedural understanding through the design of productive practices.

Procedural fluency is a key learning objective in mathematics curricula, and procedural understanding plays an important role in its development. While practice is recognised as crucial for the development of procedural fluency, it is often oversimplified as mere repetition, encapsulated by the phrase 'more practice makes perfect'. The perspective of practice for cognitive understanding of computational processes and strategy flexibility remains underexplored in the field. This study aims to cultivate this deep procedural understanding through the design of productive practices. The intervention focuses on the topic of addition, subtraction and the related arithmetic properties. By delivering ten 15-minute productive practice intervention sessions in a school setting, quantitative data were collected through pre- and post-tests from 133 Grade 1 students. The results indicate that the interventions improved both arithmetic skills and strategy flexibility, thereby reducing individual differences in the ability to use appropriate strategies.

Maryam AlOufi



The Experience of EFL Teachers: Unveiling Workplace Stress in Saudi Higher Education

This doctoral research project, titled "The Experience of EFL Teachers: Unveiling Workplace Stress in Saudi Higher Education," aims to explore the experience of English as a Foreign Language (EFL) teachers concerning workplace stress within the context of Saudi higher education. This project uses a critical qualitative methodology to provide a platform for EFL instructors to voice their perspectives, divulge their challenges, and express their concerns about workplace stress within Saudi universities. The research employs a critical narrative research approach, allowing participants to share their stories, reflections, and lived experiences. The research participants comprise 15 EFL instructors working in 4 Saudi universities, ensuring that their unique insights contribute to a comprehensive understanding of the issue. The significance of this research lies in its potential to raise awareness about the substantial impact of workplace stress on the overall well-being and professional lives of EFL teachers. This study seeks to shed light on the intricate web of factors that contribute to stress in the EFL teaching profession in Saudi Arabia. Ultimately, the findings of this research project may inform policy changes and the development of support mechanisms aimed at enhancing the working conditions and mental health of EFL teachers in Saudi higher education.



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Parallel Session 1D – **EDUCATION & LANGUAGE** Abstracts

An exploration into how synchronicity and different task modalities affect interactional patterns and students' experiences in English as a Foreign language (EFL)

This research presents an exploration into how synchronicity and different task modalities affect interactional patterns and students' experiences in English as a Foreign language (EFL) learning when they write collaboratively in computer-mediated collaborative writing – CMCW (Google Docs). By synchronicity, I mean when students are required to work asynchronously in separate time zone or synchronously when they engage in a real-time collaboration with peers. By task modality, I specifically refer to the use of text-based chat when students discuss using the chat box (Zoom) or video-based chat when students collaborate using video call (Zoom) to complete their writing in real time. This study was implemented over three months in form of a voluntary English club where students worked in online environment outside the class boundaries. A mixed-method design was adopted with an emphasis on qualitative strand consisting of three pairs of students (six in total) with the similar proficiency level and three English teachers at a high school in Vietnam. This study employed three online collaborative writing tasks on Google Docs including a synchronous task with video call on Zoom; a synchronous task with text-chat on Zoom and an asynchronous task with the observation of the researcher and English teacher. They were followed by post-task semi-structured interviews and follow-up semi-structured interviews. A model of dyadic interaction developed by Storch (2002), which is based on equality and mutuality, was used to identify learners' interaction patterns. The initial findings from the pilot test indicated that (1) synchronicity affected patterns of interaction with more interaction observed in synchronous tasks; (2) the video-chat modality facilitated greater interaction between students compared to text-based chat modality; (3) teachers indicated different learning opportunities provided by different types of synchronicity and task modalities when students co-construct writing as part of CMCW.

Perceptions of English as a Foreign Language (EFL) teachers in Saudi higher education regarding their preparedness for online teaching across different temporal phases—before, during, and after the COVID-19 pandemic

This research explores the perceptions of English as a Foreign Language (EFL) teachers in Saudi higher education regarding their preparedness for online teaching across different temporal phases—before, during, and after the COVID-19 pandemic. The primary objective is to understand EFL tertiary teachers' perspectives on various aspects, including online teaching preparedness, Information and Communication Technology (ICT) literacy and pedagogy acquisition, and factors contributing to online teaching skills enhancement.

Motivated by the mandatory transition to online teaching during the pandemic and existing research recommendations, this study is currently in progress, with data collection currently ongoing. It is guided by a mixed-methods framework, particularly employing a sequential exploratory design. The initial qualitative phase involves semi-structured interviews to explore teachers' perceptions, with the data being subjected to thematic analysis. Subsequently, the quantitative phase employs a questionnaire developed from insights gathered in the qualitative phase. Descriptive statistics will be generated to expand on insights and build upon the findings from the qualitative phase by collecting data from a larger sample.

The study also draws on the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Koehler and Mishra (2005). This framework informs the development of specific questionnaire items, aligning with the study's focus on understanding teachers' perceptions and enhancing the overall relevance and breadth of the research findings. The TPACK questionnaire used in this context does not assess the participants' actual knowledge but rather delves into their self-perceived competence within TPACK constructs, in line with their perceived preparation.

The study's findings hold potential implications for EFL teaching practices and policy development within Saudi higher education. By gaining insights into EFL tertiary teachers' perspectives on their online teaching preparedness, this research contributes to advancements in EFL online teaching effectiveness and the refinement of policies aligned with Saudi Vision 2030 goals.

Towards a wider perspective on the institutional adoption of Blended Learning in Saudi Higher Education: Challenges and Benefits.

The twenty-first century has been defined as the era of technology in which the notion of digital natives has evolved. However, despite the fact that technology appears to be the current way of teaching and learning worldwide, academic institutions in Saudi Arabia still have challenges and dilemmas in integrating technology in their teaching practices. Since the end of the restrictions due to Covid-19, a Blended learning (BL) approach has been adopted by several universities in Saudi Arabia in which undergraduates have equal portions of in-class learning and synchronous online learning on a weekly basis. Hence, Saudi universities have arguably a humble experience and recent history toward BL approach. This research stems from an urgent need to transform EFL teaching and learning styles and enhance the English learning experience of university students. Thus, this exploratory and qualitative research aims to explore the views and attitudes of EFL instructors and undergraduates towards the impact of BL approach in their teaching and learning experience and investigate the factors that might impede or promote the implementation of this innovative approach.



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Parallel Session 2A –
TECHNOLOGY & FUTURES
Abstracts

How do teachers incorporate digital apps and resources into a unit of work to promote children's narrative writing process, engagement and enjoyment?

This report draws from the third phase of a current British Academy-funded research project to present how digital resources are used in two primary classrooms, to develop young children's enjoyment and engagement in their narrative writing. The research question: How do teachers incorporate digital apps and resources into a unit of work to promote children's narrative writing process, engagement and enjoyment? has guided the inquiry. Following an initial survey (phase one) and collaborative workshop exploring the potential for digital resources in narrative writing (phase two), the research team observed and recorded two teachers' teaching sequences of literacy lessons, to understand how the resources were incorporated, and their effect on the children's writing experience. Video and photographic data of the lessons involving the resources have been constructed and analysed as 'telling moments' using a multimodal approach, based on Norris (2019). In this paper, initial findings will be presented to illustrate how primary school pedagogy for narrative writing can be impacted by the use of digital resources, in such a way that children's learning, engagement and enjoyment are promoted.

How do digital technologies affect the way pupils interact with and relate to each other and the material world around them, when learning about Ocean Literacy?

Digital technologies, including Virtual Reality (VR), have become increasingly prevalent in schools particularly since the Covid-19 pandemic. Digital technologies can offer substantial benefits to teachers and pupils. For example, in the context of science and environmental education, they allow modelling of concepts that may otherwise be challenging to access due to their scale or abstract nature. In the case of Ocean Literacy, digital technologies such as Virtual Reality can enable young people to connect with the Ocean, which they may never have seen. In this paper we use a material-dialogic theoretical perspective to explore the question: How do digital technologies affect the way pupils interact with and relate to each other and the material world around them, when learning about Ocean Literacy? To interrogate this question, we draw on interviews with pupils and teachers, photographs and field notes from six case studies of ocean literacy projects in three countries in Europe which used a novel, collaborative virtual reality platform. Our findings suggest that there were difficult challenges to overcome in using this technology and that, despite pupils' enthusiasm for the novelty of the approach, teachers raised concerns about the lack of real-time interaction with the pupils as they used the digital tools. We argue that extending the conceptualisation of dialogic learning beyond the spoken word to consider interactions within a dialogic space that has both material and virtual aspects shows how these teachers' concerns might be addressed through seeing the pupils' apparently one-to-one interaction with the virtual, digital environment as an extension of a material-dialogic space in which teachers participate. We suggest that this contribution using material-dialogic theory to understand the problem raised in this study can offer pedagogic guidance to teachers in their use of such digital technologies in learning about the ocean and other 'real world' issues.

Developing EFL Learners' Vocabulary Knowledge through Promoting their Lexical Awareness and Self-regulated Learning Mediated by Technology

Vocabulary learning, particularly at an intermediate or a higher level of English learning, can depend on learners' self-regulation and lexical awareness. Based on principles of self-regulated learning (SRL) and the importance of metalinguistic awareness for language learning, an online programme, called Awareness-Augmented-SRL MAVL (hereafter, the Programme), was created that aimed to promote vocabulary development in university learners of English as a Foreign Language (EFL). The Programme was characterised by learners' SRL and engagement with diverse types of awareness-raising vocabulary activities as opposed to the learning of any set of pre-selected words.

This study examined the effectiveness of the Programme through a quasi-experimental design in which a convenience sample of 163 students in three intact EFL classes at a university in Saudi Arabia were randomly assigned to three experimental conditions: treatment, comparison and control. Participants were pre- and post-tested on different aspects of vocabulary knowledge. At the end of the experiment, they were also tested on lexical awareness and responded to a Likert-scale questionnaire focused on their SRL of vocabulary. A set of ANOVAs was conducted to compare the outcomes of the three groups. It was found that learning in the Programme resulted in the treatment group's greater vocabulary size, lexical awareness and SRL. The study provided empirical evidence for the importance of lexical awareness and self-regulation in intermediate-level EFL learners' vocabulary development. Pedagogically, the findings underscore the need to foster learners' capacity for vocabulary learning and promote their engagement with lexical analysis using technologies. This research highlights the critical role of educational research in advancing effective pedagogical practices and improving learning outcomes in the realm of vocabulary development and language learning.



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Parallel Session 2B –
SOCIAL JUSTICE
Abstracts

Examining the literature: lived experiences of student mothers in Higher Education, and ways in which the COVID 19 outbreak presented unique challenges and opportunities for individual student mothers, university programmes, and institutions

The international literature related to the lived experiences of student mothers in Higher Education highlights several barriers to academic success and retention. These are said to operate at individual, interpersonal, institutional, and policy levels (Aja yi et al., 2022). Many of these barriers were exacerbated during the COVID 19 pandemic. The literature, however, also highlights several enablers of student mothers' commitment to and achievement in Higher Education. These include personal goals, role modelling, and self-confidence. This presentation examines the literature surrounding the lived experiences of student mothers in Higher Education, and ways in which the COVID 19 outbreak presented unique challenges and opportunities for individual student mothers, university programmes, and institutions. This presentation is intended to point to ways in which student mothers, as a distinct student cohort, can be better supported by institutional policies and practices as well as academic staff.

Jennifer Waddling



Socially Stratified Preschool Enrolment: Evidence from Sweden

Early Childhood Education and Care (ECEC) is gaining prominence worldwide, with England's childcare expansion exemplifying this trend. The country's planned funding reforms suggest a repositioning of ECEC settings as key institutions of the welfare state, adopting a highly subsidised ECEC model similar to those found in Scandinavia. In this presentation, findings from three sociological studies on ECEC in Sweden provide insights into the social challenges confronting England's childcare reforms. Employing qualitative and quantitative methods in the form of parent interviews and statistical analyses of nationwide individual-level register data concerning children and their families, these studies evidence that despite high levels of public funding, childcare markets continue to be socially stratified. Even in situations like Sweden, where ECEC policies aim to promote access for all through the regulation of opening hours, enrolment age, and costs, divergent forms of childcare operating within the publicly funded educational market serve distinct social groups. Thus, even when not influenced by families' economic means, choosing preschool impacts levels of social segregation and results in unequal access to quality ECEC across different socioeconomic groups. The results of the studies indicate the importance of understanding that social sorting begins when children are mere babies, even within publicly funded systems, which has consequences for the equality of educational experiences.

Nadia Monaia (*Online*)



Representing and Empowering Women in the English as a Foreign Language (EFL) Education in Saudi Arabia via Critical Pedagogy

This research study aims to incorporate women's issues in the English as a Foreign Language (EFL) Tertiary Education of Saudi Arabia via Critical Pedagogy. The goals of this study are: (1) to represent and empower women by highlighting their achievements and raising awareness of the challenges they face. It is hoped that such stories will be made available to EFL textbooks and materials' designers to include them in EFL core syllabi in the male and female sections of the various colleges and universities in Saudi Arabia; (2) to empower teachers' and students' voices in the curriculum to become critical educators and critical learners; and (3) to become an educational ally to the Saudi Vision 2030 by incorporating an Islamic Feminist Critical Pedagogy in the English as a Foreign Language (EFL) Curriculum.



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Parallel Session 2C – **TEACHER DEVELOPMENT** Abstracts

Silvia Nassar Mustaklem



Creating an Appropriate Professional Development Model for In-Service English Language Teachers in Palestine in Light of Teachers Needs and Global Trends

Providing appropriate, customised, and tailored professional development (PD) programmes for teachers is crucial to ensure they develop properly. Research highlights that the currently available PD programmes in Palestine do not cater to English as a Foreign Language (EFL) teachers' needs nor develop their skills and knowledge. This study aimed to create a customised PD model for EFL teachers in the public sector in Palestine. The PD model, focused on their specific needs, was guided by their active participation and involvement, and supported by globally successful models. This mixed-methods study, which was phased over three stages, was conducted using a participatory action research to ensure teachers' participation. A questionnaire, reflective journals, and three sets of semi-structured interviews were utilised to collect data. The developed model, validated through piloting and refined based on feedback, addresses the unique challenges of PD for EFL teachers in PD in the Palestinian context. This study provides a valuable framework and a design that caters to the needs of EFL teachers. It also suggests practical recommendations for policy makers and administrators in the Ministry of Education (MoE) to properly develop and sustain effective PD programmes EFL to teachers.

Perceptions of expatriate academics in the Private Universities in the United Arab Emirates of their understandings of their self-image and roles and the challenges they face in their academic career

This thesis aims to explore the perceptions of expatriate academics in the Private Universities in the United Arab Emirates of their understandings of their self-image and roles and the challenges they face in their academic career. Guided and inspired by the nomadic subjectivity theory, social complexity theory and the framework of essential elements, and seeking to see their worlds through their eyes, the study embraced the interpretive paradigm and used qualitative interviews to explore 16 expatriate academics' perceptions of their subjectivities and their experiences. Results indicate that the complex mosaic of expatriate academics' perceptions and while many of the interviewed academics seem to prioritize teaching over research and see their primary role as being teachers, their institutions seem to prioritize research. They also seem to be suffering from explicit challenges that pertain to their perceived unequal chances for hiring and promotion, lack of job security, overwhelming duties, and lack of understanding of the boundaries of academic freedom. Explicit challenges of fear, secrecy and lack of transparency resulted in splitting them between resilient academics and powerless ones. The study also showed that many of the academics resorted to compromises to be able to continue working in their positions.

A study focusing on the role that educational leaders play in transforming the educational community by fostering a culture of professional development and efficiency in educational institutions

This presentation outlines a study focusing on the role that educational leaders play in transforming the educational community by fostering a culture of professional development and efficiency in educational institutions. This very topic is framed in educational quality via the comprehensive Teachers Reform Law (Ley de la Reforma Magisterial, LRM) and the strategic implementation of the School Leader's Good Performance Framework (Marco del Buen Desempeño Directivo, MBDDi). Various challenges have been found such as Curriculum Planning, Monitoring of Teaching, and Support of Teaching Work, with a substantial proportion of directors showing very deficient levels of performance and community collaboration. This study adopts a postpositivist approach using a descriptive research design centered on a systematic literature review. The investigation will provide data to design and create a proposal that aims to enhance leadership practices and establish communities of practice that address the unique challenges of schools in Cajamarca, Peru. The research advocates for proactive support for headteachers, teachers, parents, local, regional and national authorities, and academics for the implementation of strategies that contribute to the improvements of the quality of education in Peru. In this sense, This research emphasizes the critical importance of conducting studies in education to identify and tackle the challenges that educational institutions face. By delving into these issues, the research aims to foster significant advancements and enhance the quality of educational practices, thereby ensuring a positive and lasting impact on the educational system.



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Parallel Session 2D – **EDUCATION & LANGUAGE** Abstracts

Investigating Family Language Policy and Bilingual Development in British Chinese Immigrant Families

Although there is now a growing body of research examining immigrant family language policies (FLP) based in multiple countries (Curdts-Christiansen, 2009; Brown, 2011; Ren & Hu, 2013; Curdts-Christiansen, 2015; Kang, 2015; Kwon, 2017), limited research has been conducted on Chinese immigrant children in the UK regarding their Chinese language maintenance, bilingual performance, and the impact of FLP on their language and cognitive development. Theoretically, family language policy is defined as explicit and implicit language planning by family members in relation to language choice and literacy practices within home domains and among family members (Curdts-Christiansen, 2018). The focus of this project is to locate language policy as a research field in the study of heritage language (HL, which refers to a language that is associated with a person's cultural or familial background but may not be the dominant language of the larger society) maintenance (HLM) and bilingual development, mainly in the family environment of British Chinese immigrants, with additional consideration given to educational situations, to address the questions of what FLPs the families have and the underlying reasons, the impact of such FLPs on children's bilingual and cognitive development.

The study will include 30 British Chinese immigrant families raising children aged 8 to 12 with bilingual proficiency in Chinese and English. Additionally, there will be 2 teacher participants from the primary schools attended by the children, with prerequisites including experience teaching Chinese bilingual children and knowledge of national/school language education policies. The project will employ a mixed-methods approach, consisting of FLP and SES (social-economic status) questionnaires completed by participating parents/guardians, interviews with parents/guardians and teachers, and linguistic and cognitive tests conducted with the children.

The research seeks to fill an important research gap in the current literature concerning immigrant FLPs and their influence on the linguistic and cognitive development of children. By exploring the impact of specific FLPs, this research will contribute valuable insights for language policymakers and teachers who are committed to supporting bilingual development in immigrant children, with a particular focus on families of Chinese backgrounds. Moreover, it will provide theoretical support and reliable guidance for FLP makers and implementers within family settings, as far as Chinese-English families are concerned.

Collaboration practice between EAP and subject instructors to help international students cope with the academic language problems related to their EMI

With the number of international students gradually increasing in UK universities, higher education institutions have started to pay more attention to the collaboration practice between EAP and subject instructors to help international students cope with the academic language problems related to their EMI(English medium instruction); therefore, the collaboration between EAP and subject instructors is a high need for alignment of the EAP course in the EMI contexts. The purpose of the study is to explore the challenges of collaborative teaching between EAP and content instructors in UK universities. To gather data, this research will adopt mixed methods, including questionnaires, semi-structured interviews, and diaries. In the first stage, 180 instructors (EAP and subject instructors) will participate in the questionnaire survey. The questionnaire data will be analysed through SPSS; all the data will be subjected to descriptive and inferential analysis. In the second stage, semi-structured interviews with eight international students will be conducted, and the diary study will invite five instructors to participate. The data from semi-structured interviews and diaries will be analysed through NVIVO. All the qualitative data will be subjected to a thematic analysis.

The thesis will help EAP teachers overcome the challenges of interdisciplinary collaboration and benefit their professional development. In addition, the study will benefit the university in developing its EAP collaborative teaching models to meet the academic language needs of international students. Finally, the study will help build an EAP research and teaching team, and its models will be promoted in UK universities.

Metalinguistic awareness affecting reading comprehension and the mediating effect of lexical inferencing ability on text comprehension

While it has been shown that metalinguistic awareness is important for comprehension attainment, consensus has not been obtained as to whether it contributes to comprehension directly or indirectly at the passage level. The current study examined how different aspects of metalinguistic awareness affect reading comprehension and the mediating effect of lexical inferencing ability on text comprehension. 129 fifth graders from northern China were tested on phonological awareness (onset, rime, syllable, and tone), morphological awareness (homophone, compound construction, and segmentation awareness), orthographic awareness (phonetic and semantic radical awareness), lexical inferencing ability, and reading comprehension. Paper-pencil tests were used to administer tasks in regular classrooms. The findings suggested that morphological awareness and orthographic awareness may have a colinear relationship with morphological and orthographic awareness together providing an indirect contribution to text comprehension fully mediated by lexical inferencing ability. This study sheds light on the nature of how metalinguistic awareness contributes to comprehension and highlights the importance of developing lexical inferencing ability in reading education given its essentiality for comprehension success.



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Parallel Session 3A – **WELLBEING & SUPPORT** Abstracts

Alison Pearson



Mind the gap: The challenges of transitions for teachers moving between schools

My presentation will discuss a key part of teachers' careers - what happens in the transition from one school to another. Where transitions have been studied within wider workplace psychology they have been reported as a time of significant adjustment. However, whilst the transition from being a teacher trainee to a new teacher has been identified as a challenging time, there is a dearth of research that considers the challenges for more experienced teachers of moving from one school to another.

This presentation also highlights how research creates possibilities for 'accidental' findings, that were not the original focus of the study. In this case, the primary aim of my research was to investigate what sustained long-serving secondary school teachers in their careers, but an important finding was the impact of school-school transitions on teacher confidence, identity and workload.

Given the enduring and well-reported problems of teacher retention and wellbeing, a better understanding of the challenges of transitions may in turn support more teachers to successfully continue in their careers.

School absence and mental health difficulties. Data from England indicates concerning trends related to both key educational outcomes between mental health and school attendance.

This talk discusses school absence and mental health difficulties. Data from England indicates concerning trends related to both key educational outcomes. Research will be presented that demonstrates the instinctive link between mental health and school attendance.

Yet, the link between mental health and attendance is complex. Aspects of school may trigger challenges to both attending and maintaining mental health. Different mental health difficulties may predict different challenges with school attendance. A range of factors, such as special educational needs and trauma, interact with school attendance and mental health.

This talk therefore interrogates what we mean by school attendance and mental health and any association. It defines and frames mental health and wellbeing as a positive feature and goal of education, as well as discussing perennial issues with terminology and thresholds for school attendance problems. An argument is made to reframe thinking in terms of children and young people's needs, barriers to engaging with school, and a more nuanced understanding of absence from school.

By drawing upon models of wellbeing and socioecological frameworks applied to mental health, attendance and school belonging, the recommendation is made that a responsive whole school approach should be taken to attendance that can also be considered alongside other inter-related work in school systems on behaviour, wellbeing and school climate.

***Young people's sense of belonging in multilingual schools and the world of work:
bringing together wellbeing and social cohesion perspectives***

In this presentation, the speakers will focus on developing a sense of belonging in multilingual contexts from a wellbeing and a social-cohesion perspective, and consider how they are intertwined. Akgül's research with immigrant students in Turkey demonstrated how language helps them adapt at school and fosters support from teachers and friends. Recognizing the importance of feeling accepted, respected, included and supported by other in school, preliminary analysis from PISA 2022 also suggests that students with a different language background are prone to feeling disconnected from their school and being targets of bullying. Meier will combine findings from a transdisciplinary and systematic literature review and a recent mixed-method study with 674 apprentices in vocational education and training to show how a sense of belonging might be fostered in linguistically diverse groups, and consider the role of education in preparing young people for multilingual work situations.



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Parallel Session 3B –
TECHNOLOGY & FUTURES
Abstracts

An Exploration of Internet Utilization by English Language Teachers in Lesson Planning and Supplemental Teaching Material Development: A Kenyan Public Secondary Schools Perspective

The most recent data released by the Communications Authority of Kenya reveal that more Kenyans are increasingly getting access to the internet. In the past decade, the Kenyan government through the Ministries of Education and ICT and other stakeholders have collaborated with schools to expand internet connectivity to schools within the country.

Guided by this, my study: “An Exploration of Internet Utilization by English Language Teachers in Lesson Planning and Supplemental Teaching Material Development: A Kenyan Public Secondary Schools Perspective” aims to investigate to what extent English language teachers are leveraging the internet to redefine their teaching.

In the introduction, I will highlight why research on the topic interests me and why the research is important in Kenya particularly this time when the country is transitioning from the 8-4-4 system to the Competence-Based curriculum (CBC).

I will further identify the methods I intend to use in data collection, the reasons behind their choice, and the measures I have put in place to enhance the quality of my research. I will talk about what how I plan to analyze the data and the findings I anticipate getting. To conclude, I will focus attention on the possible issues expected in the research and its importance in redefining English language teaching landscape in the Kenyan context.

Leonardo Marinho Dias Lima



The practicalities and limitations of incorporating Artificial Intelligence (AI) into English Language Teaching (ELT)

This presentation will explore the affordances and limitations of AI-driven prompts, approaching scenarios where AI tools are utilized by students and teachers. The first part of the session focuses on understanding AI's capacity to enhance teaching practices and language learning tasks and it provides a reflection on the ways prompting aligns and misaligns with the concept of language functions. The second part addresses AI's limitations and biases, replicating prompting experiments that reveal these challenges. Participants will gain insights into navigating the constraints of language models and discover strategies to mitigate potential negative impacts in the ELT classroom. The session aims to introduce meaningful literature on this discussion, approach critical perspectives on integrating AI into teaching practices, highlight the role of the teacher over technology, and explore potential research alternatives.

Reine Azzi (Online)



AI-driven interventions to promote social justice and bridge the digital divide in a Lebanese context

Generative Artificial Intelligence (GenAI) has unleashed heated debates in academic institutions globally, especially after the public launch of ChatGPT (which stands for Chat Generative Pre-trained Transformer) in November 2022. While some academic institutions called for banning such tools, others emphasized the need to introduce these tools within controlled classroom settings. This study applies the Action Research cycle to introduce AI-driven interventions within the context of a private university in Lebanon. Nine faculty members adapted their existing course assignments to include a GenAI component, aiming for hybrid Human-AI activities. Faculty members also critically reflected on the added value of using such interventions to promote social justice and bridge the digital divide in our specific Lebanese context. This study includes the specific framework for practical pedagogical intervention in different Liberal Education courses, emphasizing the AI Usability Spectrum and Bloom's Revised Taxonomy. It also offers recommendations for a more ethical use of GenAI.



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Parallel Session 3C – **INCLUSIVITY** Abstracts

The Role, Responsibility, and Authority Dilemma of Teaching Assistants, who are positioned as the main implementers of inclusive education in mainstream schools!

In the interviews and observations made with 8 TAs working in different primary and secondary schools in England, the roles and responsibilities given to them by school administrators and the powers they had to implement these roles were investigated. At the end of all situations, it was investigated whether all positive or negative developments were attributed to the school or the teaching assistant. An answer was sought to the question: Does the Teaching Assistant receive any reward when there is a positive development, or does the teaching assistant receive all the blame when undesirable results occur?

Why Understanding Disability and Inclusiveness Matters: Educational Research in Chinese Context

This research is crucial because it explores how Chinese educational stakeholders perceive disabilities and the purpose of education for individuals with disabilities. It assesses how these perceptions can promote inclusivity within educational practices. While inclusive education is part of governmental educational policies globally, its principles and practices are not widely accepted or implemented in China, where traditional cultural influences deeply affect the educational experiences of students with disabilities, often negatively.

Study Objective: The aim of this study is to explore how educational stakeholders in China understand disability and inclusive education through a case study approach and to analyze how these understandings affect educational practices. The research will be conducted in three diverse primary schools, involving interviews with 32 educational stakeholders, which will help reveal their views on educational opportunities for students with disabilities and their attitudes towards inclusive education.

Research Methodology: The study employs a qualitative multi-case study approach, conducted in three economically and culturally diverse primary schools to deeply explore stakeholders' views on disability and inclusive education. It involves semi-structured interviews, document analysis, and participant observations with 32 educational stakeholders, which will help uncover how these views are formed within different socio-cultural backgrounds.

Theoretical Framework: The research is supported by the Capability Approach (TCA) and the Complex Educational Systems Adaptation (CESA) theoretical frameworks. These emphasize understanding the multi-layered socio-cultural factors in educational settings to enhance opportunities for students with disabilities. TCA provides a framework for assessing and enhancing individuals' real opportunities and freedoms, while CESA highlights how cultural, ecological, and systemic factors influence educational practices.

Research Significance: By comparing three schools, this study aims to make targeted recommendations to improve educational practices and policies, enhancing the quality of education and life for students with disabilities and creating a more equitable educational environment for all students. By reflecting on the real experiences of affected groups, the research intends to provide strategic guidance for addressing barriers and challenges within the educational system.

This combination of methodologies and theoretical frameworks ensures that data collection is detailed and comprehensive, making the research findings more insightful and practical, effectively addressing key issues in educational research.

A framework for supporting Chinese students in UK universities to enhance their career readiness and employability skills within the context of higher education

This presentation outlines a framework for a study aimed at supporting Chinese students in UK universities to enhance their career readiness and employability skills within the context of higher education.

However, due to recent updates in regulations concerning international students' working right, significant challenges arise in providing specialized support for them to develop essential social and cultural capitals required to navigate career opportunities in a rapidly changing labor market.

Adopting a qualitative methodology involving program review (career readiness support provided by the University of Exeter) and semi-structured interviews with Chinese students. The goal is to understand students' attitudes, experiences and challenges in relation to the transition in order to bridge the divide between existing resources and students' real-world needs.

Anticipated outcomes include identifying outdated information, addressing the lack of specific guidance and practical opportunities, and establishing a robust network to facilitate students' integration into the labor market.

This research bears significant academic implications, offering not only updated insights and diverse perspectives but also providing a rationale for further research. By shedding light on the nuanced understanding of the challenges faced by Chinese students in UK universities, this study underscores the importance of conducting comprehensive research to inform tailored support systems. Moreover, it emphasizes the imperative for academia to proactively engage with evolving international student needs, thereby fostering a more inclusive educational landscape.



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Parallel Session 3D – EDUCATION PRACTICE Abstracts

The implications for teacher developments at secondary schools in Azerbaijan

This study aims to explore the implications for teacher developments at secondary schools in Azerbaijan. English teacher education has not been thoroughly investigated at secondary schools in Azerbaijan since the collapse of the Soviet Union. There is a growing interest in foreign languages, particularly English in Azerbaijan. The focus of this study is to explore the challenges pertaining to teaching English, which involves the analysis of how well English language teachers are trained and how effective their methods of teaching English are. The methodology, which is employed for this study is interpretivist approach. The purpose of employing interpretivist philosophical approach is to explore the individual experiences of English teachers' teaching and the co-creation of their experiences through the qualitative research method. I will be employing a qualitative research method in the form of a semi-structured interview with 35 participants. The homogenous sampling technique will be used in order to select participants at secondary schools in Baku. The mixed mode interviewing method will be used, which indicates that interviews will be implemented both in person and online using the ZOOM program. Thematic analysis method will be used for data analysis. Initially, codes will be identified from the data, which will be following the formation of themes from the codes.

How teachers' perceptions of Arabic language teaching practices influence current pedagogy in Qatar

Arabic language education in Qatar has undergone significant changes, including the reinstatement of Arabic as the primary medium of instruction in government schools in 2012. Despite these efforts, challenges such as linguistic deficiency among learners persist. This deficiency encompasses difficulties in reading, writing, speaking, and comprehension. As a result, it extended its influence to other branches of knowledge and posed significant hurdles to effective communication and cultural exchange within Qatar's community. While numerous studies have focused on teaching methodologies, strategies, and student performance, scant attention has been given to examining teachers' perceptions. However, teachers play a pivotal role in the educational process, wielding significant influence over instructional practices and outcomes. Thus, it is imperative to explore the perceptions of Arabic language teachers concerning educational practices within the framework of Qatar's government schools. This study seeks to examine how teachers' perceptions of Arabic language teaching practices influence current pedagogical methods in these schools. Understanding teachers' perceptions is crucial for enhancing education and improving the efficiency of Arabic language teaching. A mixed-methods approach will be employed, consisting of a survey to gather quantitative data on teachers' perceptions of current pedagogical practices, followed by semi-structured interviews to delve deeper into teachers' experiences and perspectives. Overall, the significance and contribution of this work to education research lie in its ability to provide valuable insights into Arabic language education within Qatar's government schools, inform policy and curriculum development, and support the ongoing professional development of teachers to improve the quality of education and promote effective teaching strategies.

The extent to which students uptake feedback from multiple sources, the performance of their academic emotions at the engagement with the written feedback process

Studies on second language (L2) writing have indicated that students' engagement with written feedback is influenced by the feedback providers. However, the extent to which students uptake feedback from multiple sources, the performance of their academic emotions at the engagement with the written feedback process, and the driving factors behind feedback uptake decisions remain insufficiently investigated. Employing a mixed method naturalistic case study, this research explores the academic emotional states of eight Chinese EFL students in an eight-week rehearsal essays writing of the English Section of the Chinese Graduate Entrance Exam (commonly known as the Postgraduate Entrance Exam or "Kao Yan") duration, specifically exploring how they engage with peer feedback, generative AI feedback, and teacher feedback. Data collected from student-written essays, peer feedback, generative AI feedback, teacher feedback, and semi-structured student interviews reveal dynamic patterns of academic emotions in three cycles of essays, with prominent displays of positive emotions (e.g., enjoyment, happiness, satisfaction). The findings indicate that positive academic emotions play a significant positive mediating role in students' engagement with written feedback. Furthermore, the study indicates that students participate in various forms of written feedback in behavioral, cognitive, and affective dimensions. This research provides insights into the academic emotional dimensions of diverse written feedback practices for Chinese EFL writers.



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Parallel Session 4A – **WELLBEING & SUPPORT** Abstracts

Rethinking the role of emotions in adolescent school stress and coping strategies

Over the years, there has been a traditional belief that emotions might be associated with mental health difficulties. However, in this paper, we question the link between mental health difficulties and emotion-based coping strategies and acknowledge the functional role of emotions as a key feature of achieving wellbeing. The paper builds on the findings of a small-scale study that delves into a relatively under-researched topic within the UK context. An underused projective technique was employed to explore the school stressors and coping strategies Year 7 students experience during their transition into a rural mainstream secondary school in the SouthWest of England. Drawing on later developments of Lazarus and Folkman's (1984) transactional model of stress and coping, qualitative content analysis revealed that young adolescents are likely to experience stress when facing academically focused tasks, when they are in socially uncomfortable environments and when dealing with negative emotions or challenging situations. To cope with school-related stressors, most students indicated a preference for adaptive emotion-focused strategies such as positive distraction, emotional regulation, and cognitive reappraisal, with seeking social support being the next most common strategy. In contrast, problem-solving strategies were reported the least. Our findings suggest that the use of emotion-focused coping is a learning curve for students to live fulfilling lives. The paper concludes by emphasising the crucial role of emotions in education to enhance student wellbeing.

Evaluation of SEL programs, such as the Pyramid Club Primary Intervention Program

Social-Emotional Learning (SEL) is a critical component of academic success. It is a dynamic aspect of the developmental process that contributes significantly to students' attitudes towards school, attendance, and social relationships. According to Weissberg and Cascarino (2013), SEL refers to the attitudes and abilities that individuals learn and use to regulate their emotions, establish and achieve goals, exhibit empathy for others, develop healthy relationships, and make sound decisions. An SEL program, such as the Pyramid Club Primary Intervention Program, is designed to assist children with social and emotional issues while attending school. The program aims to build their confidence and enhance their social and emotional skills. This program is currently being implemented in two primary schools in Devon, Exeter, in the United Kingdom. The author plans to expand the program to four additional primary schools to determine its effectiveness. In conclusion, SEL is a vital component of academic achievement that promotes positive outcomes for students. The Pyramid Club Primary Intervention Program is an SEL program designed to assist children with social and emotional issues while attending school. The program's goal is to foster healthy relationships and enhance the social and emotional skills of children.

Rebecca Georgis



Key principles of community-based participatory research (CBPR), working together to understand and support the education and wellbeing of young immigrant and refugee children

This talk will introduce key principles of community-based participatory research (CBPR). The presentation will draw on two case examples of collaborative research which involved schools, immigrant communities, cultural brokers, and third sector organisations working together to understand and support the education and wellbeing of young immigrant and refugee children. Through these examples, the value and potential of a CBPR approach for educational research will be outlined, along with key considerations for those interested in using it.



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Parallel Session 4B – **WORKSHOPS** Abstracts

Workshop 1: Alison Black



In this workshop I will demonstrate the processes I use to analyse responses to a student questionnaire, which evaluates a learning task the students do on their school placement. The questionnaire adopts a mixed methods approach to data gathering and has both open and closed questions, thus I will be able to demonstrate quantitative and qualitative analysis.

I will also demonstrate how I draw out key lessons and next steps from the analysis, helping the task evolve for subsequent years.

The workshop aims to: describe the creation and development of a learning task; give participants experience of analysing raw questionnaire data; demonstrate quantitative and qualitative analysis carried out by an experienced researcher; show how data findings influence task development.

- The workshop will be structured as follows:
- Description of the learning task the students are asked to complete
- Description of the questionnaire
- Sharing of questionnaire and evaluatory research questions
- Demonstration of data cleaning
- Demonstration of quantitative analysis
- Demonstration of qualitative analysis
- Key lessons/next steps.

The workshop will be interactive, and participants will be given the raw (anonymised) data to carry out analysis on, as well as watching demonstrations of different types of analysis.

Workshop 2: Dave Hall & Jonathan Doney



What are the likely future education policy directions of an incoming Labour government?

Education policy continuities and discontinuities in England following a 2024 General Election – an informed speculation.



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**Parallel Session 4C –
LIGHTNING TALKS**
Abstracts

Emma Norman

Evaluating peer mentoring in the Higher Education context: Lessons from practice

It is widely accepted that peer mentoring has positive impacts on student retention and achievement rates. Mentoring is one way of fostering 'belonging' through communities, a contributing factor in student continuation rates at university, particularly among 'at-risk' students. The University of Exeter has offered various peer support schemes since 2009. However, proving direct correlation-causation between mentoring and student retention and achievement rates is an issue that all institutions struggle with. In this lightning talk, we will discuss how we are evaluating our schemes to determine what impacts (if any) they are having on Mentors and Mentees, how peer mentoring is actually playing out on the ground, and what lessons we can take forward to improve and enhance the support we offer

Rachel Griffiths

Embracing Neurodivergent Creativity in Educational Research



This lightning talk will showcase the work of a neurodivergent-led collective coalesced around a project funded by the University of Exeter's Public Engaged Research Springboard fund. It will outline the journey towards an art exhibition featuring the work of marginalised neurodivergent young people in Devon on the theme "What my neurodivergence means to me", which will be launched online in collaboration with the University's Arts & Culture team on 21st June 2024, and be presented to local political and education leadership at Positive Light Projects in Exeter. Taking an activist stance, the talk will emphasise the importance of designing a multiplicity of ways for neurodivergent young people to engage in projects, whether or not they use speech words, are able to leave home, or find social engagement difficult. Finally, the talk will highlight the value of embracing complexity, creativity, and neurodivergent ways of being in participatory research projects.

Elisha Coen and Sana Ullah

Near-peer mentoring: Does informal mentoring inadvertently widen disparities, where underprivileged students lack connections with senior medical students?

Near-peer mentoring is a ubiquitous yet understudied component of medical education. Near-peers may be perceived as more approachable and attuned to the student experience. However, informal mentoring may inadvertently widen disparities, where underprivileged students lack connections with senior medical students.

First-year medical students have historically reported experiencing uncertainty and anxiety when adapting to medical school. Therefore, in partnership with the University of Exeter Medical School, two second-year medical students piloted an academic mentoring scheme for incoming first-year medical students, to demystify the medical course in a structured and accessible format.

The three main themes are clinical skills, essay-writing and medical knowledge. The student-led sessions primarily aim to equip students with the knowledge of how to best utilise resources and how to effectively revise, rather than content-based lectures.

Post-session surveys are collected after each session using the Likert scale. The 2023/24 pilot year was successful, with 211 sign-ups and high participation rates, and has been renewed for the next cohort of first-year students. Going forward, the retrospective data will be synthesised and analysed, and data collection will continue for the incoming cohort from September 2024, to ultimately determine the impact of near-peer mentorship in student experience and exam outcomes.

Angeliki Kallitsoglou



The association between teacher engagement with academic research to inform practice for pupils with Social Emotional Mental Health Difficulties (SEMHD) and teacher attitudes towards the adoption of evidence-based practices (EBP) for pupils with SEMHD

The study examined the association between teacher engagement with academic research to inform practice for pupils with Social Emotional Mental Health Difficulties (SEMHD) and teacher attitudes towards the adoption of evidence-based practices (EBP) for pupils with SEMHD in a sample ($n = 79$) of undergraduate and postgraduate primary school trainee teachers in England, UK. A questionnaire was used to assess teachers' academic research engagement operationalised as positive attitudes towards academic research, use of academic research, and knowledge about research. The Evidence-based Practice Attitude Scale (EBPAS) was used to examine attitudes towards EBP. The findings showed that while appreciation of academic research in the sample was high, the use of academic research to inform practice and knowledge about research was low. A positive attitude towards academic research, less scepticism towards the value of academic research to inform school practice, and high research knowledge was associated with a more positive attitude towards EBP. More scepticism towards academic research to inform school practice for SEMHD and weaker understanding of research methods was linked to more scepticism about the relevance of EBP for school practice. The findings have implications for pre-service and in-service teacher training on SEMHD and the implementation of EBP for SEMHD in schools.

Angeliki Kallitsoglou

A scoping review protocol of the Boxall Profile: a whole-school based model of capturing unmet social and emotional needs in children and young people



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Despite the availability of early interventions for social-emotional (SE) needs in children and young people (CYP), only a fraction of affected CYP receive support, partially due to under-identification by schools and primary care providers. Schools play a critical role in the identification of SE needs, as they often serve as the first point of contact for concerns regarding a child's well-being. However, many school staff members feel ill-equipped to recognize SE needs. Governmental advice on promoting mental health in schools encourages the use of systematic approaches to whole-school identification of SE needs. One tool commonly used for identification is the Boxall Profile (BP). Despite its widespread popularity in UK schools there is room for greater understanding of its evidence base and scope of use.

To address this gap, a scoping review will be conducted to explore existing research evidence on the BP, understand its use, and identify areas for future research. The findings will inform the development of more effective support for CYP with SE needs.



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Parallel Session 4D – EDUCATION PRACTICE Abstracts

Beth Curtis & Will Cossey



Smashing glass slippers: reclaiming and reimagining practitioner research in the Further Education sector.

Further Education (FE) is a diverse and vibrant sector. Serving the needs of the community, FE colleges facilitate learning experiences for a wide range of students across myriad subjects, course types and contexts. The teachers who work in this setting are uniquely placed to understand its complexities and nuances and are therefore best positioned to undertake research which explores educational practice in FE contexts. Creating distance from false narratives of further education as the “Cinderella sector”, this paper will assert that scholarship in FE is alive and kicking and ready to reclaim its voice. Despite perceptions that academic research is the privilege and concern of higher education, we argue that research for and about the sector should be conducted by those teaching and working in FE. Drawing on case studies of practitioner research in a large further education college, this presentation will explore how engagement in educational research empowers teachers to have agency in the development of their own professional learning and practice, benefitting students, colleagues, the institution, and more broadly, the wider FE network. The paper will also discuss a need to grow the profile of research in further education, exploring the difficulties and opportunities present in the development of research cultures and communities of inquiry in the situated context of FE colleges.

Trainee-teachers' understanding of educational implications of Metaphysics topic: a trajectory of conceptual change.

This study evaluated trainee-teachers' constructions of philosophy of education schemas using problem-based learning and didactic/lecture. Exploring Problem-Based Learning in Teaching the Philosophy of Education to Trainee-Teachers' Survey (EPBLTPETTS) developed by the researcher, was administered to 200 participants randomly sampled from a population of 1,489 of a Faculty of Education. Content validity of the instrument was ensured by a team of philosophy of education experts and inter-rater reliability was determined. The study adopted the quasi-experimental design whereupon participants of the problem-based learning group undertook the philosophy of education module using the problem-based learning approaches while the students of the comparing group were taught using the conventional method in a study that lasted for 12 weeks. The survey, which was designed in the essay format, was designated as tasks 1, 2, and 3 and were administered to the two groups at the same intervals as they progressed in their lessons. Data was analyzed using the concept maps. Conceptual changes of the additive, gap filling and categorical shifts mechanisms were identified in both groups but while the participants of the problem-based learning group evidenced greater authentic learning demonstrated by the inter-connectedness and complexity of the statement types especially as it related to the implications of the concepts for education, the responses of the lecture participants were found to be lopsided shifting positively towards theoretical development. Problem-based learning enabled participants to engage in beliefs revisions that resulted in more personalized learning. It was recommended that the lecture method should adopt more creative teaching approaches that would de-emphasize rote-learning.

Maria Berseneva



Just one little creative thing. Fostering creative thinking within a rigid and performance-driven Educational system.

In England, the gap between school curriculum and the urge to embed creativity seems acute – the whole system is focused on testing and acquiring routine academic knowledge giving little or almost no space for creativity and creative thinking in the classroom. While the importance of creativity and innovative thinking is spotlighted as a cornerstone of 21st-century skills, alongside collaboration, communication, critical, and problem-solving (British Council, 2019), it remains an inadequately addressed facet in educational strategies. Current issues may snowball into multiple consequences like diminished personal fulfilment, stagnation of innovation, loss of cultural and Artistic Heritage, inevitably impacting society's progress, economic growth, and overall well-being . Moreover, as presented in The Future of Jobs Report – creativity, adaptability are required for tackling global issues in a rapidly changing world

Brahm Norwich & Vivienne Baumfield



Education Theory Network: what it does and offers?

The network has been going for over 10 years initially in person but during and now after Covid online.

The focus is on theoretical perspectives on education in the broadest sense with the group identifying what interests participants, then reading and discussing the focus chapter or article. We have had academic colleagues and doctoral students taking part and also some outside colleagues. This session will focus on what we have been reading/discussing over the last year or two and what insights and new lines of thinking have emerged. If you want to find out more and/or are looking for new insights in education (outside REF pressures) come and find out more from a conversation about the network.

Caitlin Kight



Creative reflections: the tree of knowledge

What did you find to be the most memorable and meaningful aspect of today's event? Perhaps you learned something particularly thought-provoking, got useful feedback on your research, or (re)connected with colleagues. Whatever it was, see if you can capture it in a quick sketch and/or a few words. Research shows that drawing can support reflection, learning, and recall, as well as improving your powers of observation and communication. Taking the time to scribble your impressions will hopefully help you consolidate your learning while also experimenting with applying creative techniques in education contexts. We will also use your contributions as a form of informal feedback, and to create a collaborative art display celebrating all the knowledge exchanged today. Please use the provided coloured pencils and leaf template to capture your scribbles – even if they are just stick figures, abstract colour patterns, or bullet points – and add your contribution to the 'tree of knowledge' display in the BC Foyer!