The Graduate School, Plymouth Institute of Education and Institute of Health and Community Annual
Postgraduate Research Conference
24th June 2017 - 09:30-16:30
Rolle 605, Plymouth University
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<td>09:30</td>
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<td>10:00 – 11:00</td>
<td>Welcome and Keynote; Professor Mike Bottery, Professor Emeritus at the University of Hull, ‘Bomb-proofing your thesis’ Rolle 605 a/b</td>
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<td>11:10 – 11:40</td>
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<td>Verbal Presentation: The ways in which Irish Primary School Teachers Support Reading Engagement in The Digital Age Andrew Whelan</td>
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<td>11:45 – 12:15</td>
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<td>Round Table Discussion: Power and Position in Learning Spaces Christie Pritchard</td>
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<td>12:20 – 12:50</td>
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<td>Verbal Presentation: Quality of Experience Control and Management Schemes for Mobile Multimedia Applications Alcardo Barakabitze</td>
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<td>Plenary, ‘Feedback from recent graduates’</td>
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<td>Heather Knight and Russell Shobbrook</td>
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Abstracts and biographies

Marwan Alssadek

The effect of natural resources on economic growth

Abstract:
Historically, natural resources have played an important role in economic growth in industrialized states such as Australia, Canada, the Scandinavian countries, and the United States. Natural resources should bring wealth to a society, support economic performance, and reduce poverty. However, a lot of studies found that a number of national resources exporting countries are affected in economic, political, and social aspects in negative way. This phenomenon is known as the resource curse (Sachs and Warner, 1995; Ross, 2001; Gylfason, 2001). It refers to an observed negative correlation between national resources exports and economic growth of the counties doing these exports. This study aims to investigate the resource curse phenomenon in the context of oil exporting countries in terms of economic, political, and social aspects. The researcher conducts econometrics analysis and specifically as regression in this research to examine empirically the resource curse theory.

References:


Biography:
My name is Marwan Alssadek. I am from Libya. I did my Master’s Degree in Economics at Western Illinois University from where I graduated in 2011. I was award of MPhil in Economics from Strathclyde University in May 2016. I draw my inspiration from my strong passion for business, in particular, economics. I have the aspirations of expanding and furthering my knowledge in this field and using the same for the betterment of lives of those with whom I interact every day. The motivations for this research is that, the researcher had often wondered why the inhabitants in some oil and gas rich countries, such as Libya, with small populations, have a low per capita income, a lack of economic diversification, poor standards of education and health care, high levels of corruption, insecure property rights, and greater political instability than other resource-rich countries such as Norway and Canada and resource-poor ones such as Taiwan and Singapore, which perform very well economically, politically, and socially.
Dooa Althalathini

Women Entrepreneurship in Conflict-Affected Countries: Case of Gaza Strip

Abstract:
Both men and women suffer negatively from conflict; however, it can bring changes which have empowering effect on women. Conflict can strengthen conservative gender ideologies and restrict women’s freedom; but conflict can also offer opportunities for women to enter spheres usually reserved to men. Based on the institutional theory, decision to start up a business is determined by institutions. Therefore, the main objective is to explore the influence of the institutional factors on women entrepreneurship development in conflict zones such as Palestine and specifically Gaza Strip. The results show that prolonged conflict has influenced those institutions; normative gender roles and dominant family model of male breadwinners no longer represent the reality of the women interviewed. The new roles that these women have adopted during the conflict have served to empower them. Nevertheless, women entrepreneurs are still guided by the norms of the family and community, and not only at start-up. The current conflict has enabled some women to ‘temporarily’ overcome patriarchal restrictions and transform gender power relations. Conflict has changed gender roles but does not change gender ideologies. Therefore, more interventions should be implemented to build on the responsibilities that women have acquired during the conflict to sustain these gains.

Biography:
Dooa Althalathini has several years of work experience in different NGOs. She was working in programs related to economic empowerment, entrepreneurship and poverty alleviation in Gaza Strip - Palestine. She received her BSc. in Electrical Engineering from Islamic University of Gaza and MA Poverty and Development from University of Sussex. In her MA dissertation, she studied “Women Entrepreneurship in Conflict-Affected Countries: Case of Gaza Strip”. Now, she is doing her PhD at Plymouth University and researching gender and entrepreneurship in conflict-affected zones – Case of Afghanistan and Palestine.
Ann Ashworth

The effect of dietary nitrate consumption on blood pressure and resting metabolic rate in vegetarians compared with omnivores

Abstract:

Background:
Recent research suggests that dietary nitrate, a naturally occurring substance in plants, is associated with a significant blood pressure lowering effect (Webb et al., 2008). The main dietary sources of nitrate are vegetables and vegetarians potentially have higher intakes of dietary nitrate. This is interesting, as the risk of heart disease in vegetarians is reported to be lower than in non-vegetarians. Currently, no studies have compared the intake of nitrate in UK vegetarians with non-vegetarians and how nitrate metabolism might be different in these two groups.

Methods:
To date, twenty-three healthy vegetarians and fourteen omnivores have been recruited and completed this study. Using a single blind, non-randomized design, all participants attended the physiology laboratory on two occasions after using placebo and antibacterial mouthwash twice daily for one week. Antibacterial mouthwash has been shown to disrupt the action of dietary nitrate by blocking the activity of oral bacteria. Resting metabolic rate was analysed using a metabolic cart (indirect calorimetry) and blood pressure was measured at rest using an electronic sphygmanometer.

Findings:
Preliminary findings will be presented at the conference.

Discussion:
A preliminary discussion will be presented at the conference.

References:

Biography:
I have always had an interest in the link between what we eat and our health. This is reflected by my career choice of becoming a Registered Dietitian and working within the NHS for over 20 years. During this time, I developed my interest in research by carrying out various audit and research projects, including
an MSc in Health Studies whilst working as an Oncology Dietitian in Coventry. I became a Freelance Dietitian in 2006 and this enabled me to explore the possibility of doing a part time PhD. I started in 2010, so have now nearly finished my thesis.

Alcardo Barakabitze

Quality of Experience Control and Management Schemes for Mobile Multimedia Applications

Abstract:
We have witnessed a huge increase of mobile video applications, such as mobile video (e.g. YouTube) and mobile TV. However, due to limited mobile network resources, it is a challenge for service providers and network/mobile operators to provide high quality mobile video applications to all customers. Software Defined Networking (SDN) has recently emerged as an approach that promises to provide a centralized management of networks in a programmable and flexible manner. SDN implements new capabilities and solutions for enabling the network control to be adaptable and cost effective, an opportunities which makes it suitable for high bandwidth intensive applications such as video streaming. The network control in SDN provides an ability to network administrators to apply different QoE/QoS policies at the application levels, session and network devices. This project aims to investigate and develop intelligent Quality of Experience (QoE) control and management schemes for streaming video over mobile networks (e.g. 5G/LTE networks) using SDN. The developed QoE control and management schemes over SDN needs to understand media source/content, channel/network and consuming devices and then be able to control relevant mechanisms to achieve an optimized end-to-end QoE. This work is being implemented based on Matlab simulation and/or an open source based media streaming testbed using Mininet and OpenDaylight.

Biography:
Mr. Alcardo Alex Barakabitze is a PhD student in the School of Computing, Electronics and Mathematics, University of Plymouth. He is currently doing a research on Innovative QoE Control and Management in Emerging Multimedia Services. He received his Bachelor Degree in Computer Science with Honours from the University of Dar es Salaam, Tanzania in 2010 and Master Degree of Electronics and Communication Engineering with first class in May 2015 from Chongqing University, PR China. In May 2015, he was awarded the Certificate of Outstanding International Graduate Student of Chongqing University for his excellence research performance. Mr. Barakabitze has published more than 16 research papers in international journals and conferences of good calibre. Mr. Barakabitze’s research interests include the Quality of Experience in Future Mobile Networks/5G, SDN/NFV, the Future Internet Architecture and ICT4D.

Abstract:
The central aim of this research is to identify the key components and combinations of managerial and professional control systems in the design and implementation of safeguarding children social work. A mixed methods approach is being used to reflect the need to capture the perspectives of multiple stakeholders and to also work with both documents and informants, through analysis, interviews and survey responses. This study combines the following main elements: Content analysis: Analysis of informants’ descriptions of use: Survey for generality: Analysis of datasets to bring results together. The synthesis of the results of this mixed methods research creates a level of generalised findings that collectively are understood as knowledge about managerial and professional control in this particular context. Through this research, understanding the interaction of professional and managerial control develops in a cumulative way through reflection on the theory of these two bases of control in a context of the accounts of informants working in that environment.

Biography:
I am studying for my PhD on a part time basis combining it with a full-time role as a public sector director. I am researching the control of professional work. I have spent the majority of my career as an accountant and general manager, in the company of social workers. That I should want to understand this better was inevitable.
Kay Chapman

An English geography curriculum abroad: Using ‘third space’ as an ideal type to understand similarity and difference.

Abstract:
Where there is a demand for English-medium schooling and English academic qualifications in a former British colony such as Sri Lanka, questions about power relations and the construction of knowledge are raised. Geography is a school subject that claims to make sense of the world. In this article I propose a postcolonial theoretical framework and the concept of third space as an ideal type to compare with interaction in the pedagogical third space of geography classrooms where the syllabus is from a colonial epistemology, teachers may be local or British expatriate and pupils are from affluent families desirous of an English education. This comparison will help further our understanding of how and what kind of geographical knowledge of difference and similarity is constructed through interaction between the syllabus, pupils and teachers in geography classrooms in British international schools.

Biography:
Kay Chapman is School Direct Lead at Plymouth Institute of Education and is in the fourth year of the EdD programme. She has taught geography in both the secondary and tertiary sectors and is a Principal Examiner for A level World Development. Her research interests are geography education, the geography of education, postcolonial theory and sustainability.
Martin Edmonds

ASC Through Three Lenses

Abstract:
Autism, in common with all other mental disorders and diseases, is formally identified and described by two internationally recognised systems; the American Psychiatric Associations Diagnostic and Statistical Manual of Mental Disorders (DSM) and the World Health Organisation’s International Classification of Diseases (ICD). In response to new research, these classification systems are periodically reviewed and updated.

The way we view the diagnosis of autism has changed significantly over time in response to new research. When the condition was first described in the 1960s the prevalence rates were reported as 4–5 children per 10,000 and the incidence of ASC has since risen steadily through 260 per 10,000 in 2011, 1 per 100 in 2014 whilst the most recent numbers are that 1 in 45 children meet the criteria for an ASD. Are there different ways in which we could view this condition? What can we meaningfully say about ASC?

Biography:
Martin Edmonds is a school teacher.
Blanche Gibson

A study of the introduction of the new Special educational needs and disability code of practice: 0-25 years in a small unitary authority in the South West.

Abstract:
In July 2014, a new code of practice for students with SEND was published as part of the new ‘Children and Families Act’ (2014). The new code ‘Special educational needs and disability code of practice: 0 – 25 years’, (DfE 2014) was to replace the existing SEN Code (DfES 2001). This included a period of transition whilst students with Statements and Learning Disability Assessments (LDAs/39As) were converted to Education, Health and Care Plans (EHCPs).

Local Authorities throughout the country had been preparing for the introduction of the new code since 2011 and the Green Paper ‘Support and Aspiration: A new approach to SEN and disability’. (DfE March 2011) Regional ‘Pathfinders’ were set up to support the development of working practices for the new code and Local Authorities were encouraged to have their own pilot period before its implementation.

This presentation will discuss the principles underpinning the new Code of Practice (DfE 2014) and the interpretation, planning and preparation in one local authority, along with working practices and concerns after three years from the implementation date.

Biography:
I currently work as a Special Educational Needs and Disabilities (SEND) Officer, previously a Statementing Officer. Before working for a Local Authority, I was a class teacher for over twelve years and a Special Educational Needs Coordinator (SENCO) for four of those. I completed my Masters in Special Educational Needs in 2008. Before becoming a teacher, I had a variety of roles in both the voluntary and public sector.
John Hilsdon

Problematising ‘Learning Development’

Abstract:
This presentation describes a study of LD, looking at elements of its context, its practice(s), and the identity of practitioners, for the purposes of reflecting on its significance for UK HE. The study is constructed using Foucault’s (1984) ‘problematising’ approach to learning about social reality. Drawing upon Carol Bacchi’s (2009) interpretation of this method (“what is the problem represented to be?”), sample data generated in the field with provisional analyses will be presented. A critical approach to discourse (CDA) informs the analytical framework adopted, utilising ‘heuristic questions’ devised by Reisigl and Wodak (2009) which are designed to highlight aspects of the assumptions made, arguments promoted, and relevant social relations embedded in the text.

References:


Biography:
Associate Professor and Head of Learning Support and Wellbeing at Plymouth University, responsible for the Counselling, Learning Development and Disability Assist teams. I am also a National Teaching Fellow. My work over the last decade has contributed to the academic and professional evolution of Learning Development as a distinct field of practice in Higher Education. I helped set up the UK network of learning developers, LDHEN, in 2002, and was the first Chair of the Association for Learning Development in Higher Education (see www.aldinhe.ac.uk). I am also an editor of the Journal of Learning Development in Higher Education (www.aldinhe.ac.uk/ojs).
Margaret Jelley

Professional pedagogy: the relationship between policy and practice and potential opportunities for students to be ‘street level bureaucrats’.

Abstract:
During the academic year, 2012-2013, I undertook a pilot teaching session with social work students. I learnt that the majority of students were utilising social media in their social work practice placements. At this time, the British Association of Social Workers (BASW) launched its social media policy arguing that social media training and engagement should be a core component of the social work curriculum. (BASW Social Media Policy, Dec. 2012). This led to my professional interest as a social worker and an educator in social work pedagogy in a digital world. This experience has raised a number of issues which are pertinent to many professional qualifying programmes. These include the politicisation of professional pedagogy, the relationship between policy and practice (Ball & Bowe 1992) and the extent to which students become ‘street level bureaucrats’ whilst on practice placements / work experience. (Lipsky 2010).

References:


Biography:
Having graduated with a Master’s degree in Social Work from Sussex University in 1986, I continued to work in various social work roles for the following 20 years. This included direct social work practice within adult social care services in East Sussex, Devon and Plymouth Local Authorities. During this period, I became an accredited practice educator working with a number of pre and post qualifying programmes. From January 2006, I have been working on the BA (Hons) Social Work programme as a professional educator and a social work lecturer. I have recently commenced the Professional Doctorate in Education Programme at Plymouth University.
Jacky King

Appreciative Inquiry: finding the critical edge of a positivist methodology

Abstract:
The aim of this round table discussion is to critically review the place of Appreciative Inquiry (AI) (Cooperrider and Srivastva, 1987) as a research methodology along with the 4-D cycle as a research method.

For many, AI may be a new or unfamiliar research methodology. As a result, the session will begin with a brief overview of the development of AI to help orientate participants to the work.

Appreciative Inquiry; uses positive questions to identify what gives ‘life’ to organisations when they are at their highest point. I am interested in particular to discuss how the main criticisms about the overly positivist nature of such an approach can be addressed. Along with this I am keen to consider where the ‘critical edge’ of using this methodology comes from. Namely how can one make judgements about what is ‘good’ from the ‘inside’ of practice. I recognise that there will be an interesting path to tread in that working appreciatively, by its very nature, means focusing on the narrative of what organisations do well.

Participants may find it helpful to refer to any of the following prior to the session:


Biography:
I was first introduced to Appreciative approaches whilst teaching Foundation Stage students who used the lens of Appreciative Inquiry to investigate questions of collaborative advantage (Huxham and Vangen, 2005).

Using the Discovery and Dream phases of Cooperrider and Srivastva’s (1987) 4-D cycle of AI enabled the students to engage with participants in a positive way, accessing rich information that helped to find ways to move forward rather than adopting negative problem-solving approaches.

It was this experience that led me to believe that Appreciative Inquiry would be a pertinent way of investigating my research question.

References:

Heather Knight

Abstract

The Impact of Arts Approaches to Anti-racist education in the South West of England

In predominantly White schools, a common belief exists that anti-racist education is unnecessary, despite a rise in the number of people who admit to being racially prejudiced. A colour-blind approach, which silences issues of race, tends to dominate in schools, whilst, fear of ‘getting it wrong’ prevents meaningful dialogue. My thesis addresses the question, in what ways do arts programmes support anti-racist education in predominantly White areas? This includes two threads. Firstly, I take a critical race theory approach, drawing on Whiteness studies, to explore White teachers’ and school students’ assumptions about racism and education. Secondly, using a critical pedagogy framework, I investigate learning through arts projects. The fieldwork is ethnographically inspired, including interviews, focus groups and observations of participants’ engagement with arts programmes that visit primary and secondary schools in Devon.

I found a gap between theoretical and common understandings of racism. Participants’ conceptualisations of racism shaped their beliefs about anti-racist education and their methods of engagement, which, in the contexts studied, tended towards promoting ‘niceness’ rather than tackling deep rooted racism. Furthermore, racism was found to have embodied and aesthetic components, which lead to racist thoughts, feelings and behaviours, either willingly or unwittingly. Teachers’ tendencies to ‘force’ respect through classroom control appeared ineffective, by masking rather than addressing embodied racism.

My research contributes to the literature on critical race theory and Whiteness studies by offering insight into the ways that White teachers and students construct anti-racist education. My findings add to critical pedagogy by suggesting that when dialogue has been silenced and fears surround the subject matter, critical arts pedagogies that work at the emotional and cognitive levels can offer additional methods of engagement. However, working to uncover embedded racism can challenge the notion of ‘safe’ classrooms and requires teachers and students to take risks by engaging with the embodied and sensual aspects of racism, which can be both disturbing and exciting. My research offers hope through presenting new ways of thinking about, and engaging with, anti-racist education in predominantly White areas.
Polly Magne

Organising your interview and focus group data collection: questions, pitfalls, hints and tips

Abstract:
This round table discussion will expose the pitfalls, challenges and successes of approaches to data collection, focusing specifically on interviews and focus groups.

There is a significant volume of literature articulating the rationale behind certain methods (see Bryman, 2012, Cohen et al, 2000, Gill et al, 2008, Newby 2010) which is explored in a couple of EdD modules. This discussion does not intend to go over that ground, but will concentrate instead on the practicalities of organising your data collection to fit around competing schedules.

People around the table will be invited to ask questions of those who have recently undertaken their data collection, or share their experiences of this process. Stories of success will be shared, alongside the difficulties presented during the data collection process, and how these have been resolved.

References:

Biography:
Polly has worked in Higher Education since 2001. She is an Educational Developer who works alongside academic colleagues to enhance the teaching, learning and assessment experience for students. She is also the Programme Director of a Postgraduate Certificate in Academic Practice (PGCAP) which incorporates innovative curriculum design and a range of pedagogic approaches. Much of Polly’s external consultancy work is informed by her research which includes: effective feedback; inclusive assessment practice, and internationalisation. Her EdD research seeks to explore the purposes of internationalisation in Higher Education; who they serve, and their limitations, with a specific focus on the intercultural dimension of the wider agenda.
Beth Moran

How do social work students make use of peer support in practice placements?: an Interpretative Phenomenological Analysis

Abstract:
Social work is a complex relational activity. As such it offers significant challenges for those who make attempts to measure professional activity in terms of evaluation for effectiveness in the pursuit of certainty. It is generally agreed that social work values relate well to constructionism and subsequent research methods. This research engages with a critical perspective to consider the lived experience of social work students whilst engaged in practice placements. I hope to use this research to inform the development of social work education.

Interpretative Phenomenological Analysis (IPA) affords the opportunity to do this through detailed inquiry as opposed to seeking an evaluation or solution to issues raised. Exploratory engagement with student narratives enables me to provide a theoretical context in which to interpret and offer explanation of their transitory experiences and to promote better understanding of these. In order to make sense of the student experience I am considering Lipsky's discretion and Hochschild's emotional labour as theoretical devices to develop my thinking.

Biography:
Having spent over twenty years as a practitioner in social care settings, I have experienced a range of diverse roles. In 2008, I took up a social work lecturer post at Plymouth University and am currently Programme Lead on the BA (Hons) Social Work.
I am in the thesis stage of the EdD programme. As my understanding of research develops so does my interest in feminist ethnography.

My research interests include the development of teaching and learning strategies for social worker students. I am also interested to consider the lived experience of adults using social care services, particularly those with long term conditions.
John Perry

Professional Learning through a Bourdieusian lens: capital, habitus and field

Abstract:
This presentation focuses on exploring professional learning with the aid of three of Bourdieu’s ‘thinking tools’. The example of professional learning used in this research is the National Professional Qualification for Headteachers (NPQH); is part of an EdD thesis which explores the relationship between professional learning and the contexts in which such learning occurs. Following a brief exploration of Bourdieu’s work, this presentation explores how the experiences of NPQH participants can be understood by using Bourdieu’s concepts of capital, habitus and field. Capital helps us to understand what participants can bring to a programme, as well as how a programme can benefit participants. Habitus helps us to understand how participants function during programmes, and what participants learn as a result of a programme. Field allows us to understand the broad contexts in which such learning takes place. This presentation also demonstrates how Bourdieu’s thinking tools can be applied to the organisations which run the NPQH, thus allowing a deeper understanding of the explicit and implicit organising structures and values underpinning leadership preparation for schools in England. The presentation concludes by suggesting ways in which such research can add to the understanding of leadership preparation.

Biography:
John combines running an independent education consultancy with lecturing and researching at a South West university. John was headteacher of a secondary school for six years, which followed a career as a teacher of English and Media Studies. He is currently in the thesis stage of the EdD. John’s research interests include Bourdieu, school leadership and professional learning. He lives in Cornwall with his wife and two daughters.
Rajdulari (Chinty) Pettitt

Exploring Bernstein’s pedagogic device with mathematics in Further Education

Abstract:
Analysis of Bernstein’s pedagogic device creates an awareness how Mathematics (GCSE and Functional Skills) pedagogic discourses are structured in Further Education in terms of power and identity. The Wolf Report stated that learners age 16 – 18 should pursue a mathematics qualification, if not achieved GCSE grade C and above, alongside their vocational course. Learners who achieved a grade D should attend GCSE classes whilst those with grade E and below should attend Functional Skills classes. Both Mathematics curricula are strongly framed within a set time of the academic year. Knowledge is developed on vertical structures of previous knowledge using a specialised discourse which learners need to know before applying their knowledge and understanding of processing information and afterwards interpret and apply results in context. Although learners have a choice to attend learning support sessions, there seems to be weak framing with respect to accessing the support. Many learners seem to have low confidence with mathematics and don’t attend these sessions, possibly preferring not to been seen attending support in an open area since the area is under constant observation, similar to a panopticon, by other staff and learners. Learners could benefit from support sessions based in their vocational area.

Biography:
Chinty Pettitt teaches GCSE Mathematics and Functional Skills Mathematics as a Learning Support Tutor to Vocational learners age 16 - 18 in a Further Education College in Cornwall. She recently completed an MA in Education with Plymouth University and published two articles regarding her research on learners’ experiences with mathematics in Further Education. Chinty is currently in Year 1 of her studies for a Doctorate in Education with Plymouth University and her focus is on motivating learners, helping them to develop their mathematical skills.
Christie Pritchard

Power and Positioning in Learning Spaces

Abstract:
Whilst the workplace and school environment has paid considerable attention to the interconnections between spaces, learning and community, this research has been limited in the field of Higher Education (HE) and it is only within the last decade have we seen a spatial turn in the sector (Thrift, 2006). Historically, space has remained a managerial consideration between university planners and architects and has not been considered within the remit of teaching and learning directorates (Temple, 2008). However, space can be seen to promote or inhibit social interaction, enhance or detract a sense of belonging in a community as well as contribute to the positioning of people within a field of power. These are not technical matters that can remain divorced from either teaching and learning, or the users of the space themselves.

My research focuses on an alternative learning space on the University of Plymouth’s campus: The Writing Café. We will briefly draw on the complex relationships at play in this space, before turning to our own stories and experiences. The round table discussion will ask you to question and share the ways in which you have been positioned as a learner, but also what consideration and value you place on the importance of spatial practices within your own teaching. Are there ways in which you can find your own “in-betweenness” (Dahl and Fihl, 2013) in order to balance the dominant power structures in relation to space in HE practices today?

References:


Biography:
As well as teaching, contributing to course designs, and developing initiatives to promote students’ engagement with their learning as a Learning Developer, Christie is also the coordinator for the Writing Café, an alternative learning space on the University of Plymouth’s campus. She has carried out
research and pedagogic work in the area of learning spaces and policy, students’ belonging and identity and peer support. She is a member of the steering group for the Association of Learning Developers in Higher Education (ALDinHE) and is currently undertaking her Doctorate in Education.

Ricardo Sanmartin Lopez

Using quantitative methodology to study the relation between negative affect and self-oriented perfectionism in Spanish primary school children

Abstract:
Negative affect (NA) relates to individuals’ self-descriptions of insecurity, fear or anger. Consequently, it would be of great interest to examine how this construct relates to attitudes of achieving perfectionistic goals taking into account subjects’ individual capacity (Self-Oriented Perfectionism to Capacity: SOP-C). Due to the dearth of research on child populations, the aim of this research was to analyse the relation between NA and SOP-C in elementary school students. A sample of 326 students of primary education aged 8-9 years from Alicante province (Spain) was used. To study the relation between affect and perfectionism the Pearson correlation coefficient was used. The NA scores were obtained with the 10-Item Positive and Negative Affect Schedule for Children and the SOP-C scores with the Child and Adolescent Perfectionism Scale. The results showed a positive and significant relation between both dimensions. As a result, the implications and limitations of the investigation are discussed according to the methodology used.

Keywords: negative affect, self-oriented perfectionism, primary school, quantitative methodology.

Biography:
Ricardo Sanmartin is a Ph.D. student of Educational Research in the University of Alicante and holds a Predoctoral Scholarship in Department of Developmental Psychology and Didactics of the University of Alicante. His line of research is mainly focused on positive and negative affect and its relation with psychoeducational variables in both children and adolescents. He is coauthor of several articles with an impact factor (JCR).
Mahmut Serkan Yazicy

Cultural differences in interpersonal relatedness on interventions and beliefs in autism

Abstract:
The research focuses on cultural differences in interpersonal relatedness between Turkey and England and how this influences approaches to autism. It is known that Turkish culture is interdependent and English culture is independent. It is also known that differences in interpersonal relatedness affect views about social behaviour, life goals and social priorities. We, therefore, predict that we will find differences in identified symptoms among children, differences in interventions employed to support children with autism and differences in parent’s views. We also propose that differences in interpersonal relatedness are likely to influence clinician’s interpretations of diagnostic criteria and consequently the symptom profile of children diagnosed. We will collect data through mixed methods. To assess differences in interpersonal relatedness and consequent parental views we will use a questionnaire including open and closed questions. To assess differences in approaches and interventions for autism we will include a document and literature search coupled with comparative case studies of special provision (one from each country). To assess symptom profiles we will use a range of psychological tasks for children known to highlight common symptoms of autism. To assess differences in diagnostic assessments by clinicians we will use interview with clinicians.

Biography:
I graduated undergraduate degree at Karadeniz Technical University in Turkey. After that, I have a master degree from University of Reading. My master dissertation is about “What strategies do teachers in a Turkish Special Education School use to develop communication and social skills in children with autism?” Now, I am studying PhD at Plymouth University in the UK.
Ishaka Shitu

Port performance and crude oil export logistics systems distribution in Nigeria

Abstract:
Despite... recent improvements in port governance, organisation and performance, “port logistics” is still coming in to its own in the last decade” (Brooks and Pallis, 2012). The purpose of this paper is to show the value of Ethnographic Content Analysis (ECA) in ports performance and crude oil export logistics systems distribution in Nigeria. It is significant to highlight this approach to document analysis that emphasises the role of the investigator in the construction of meaning of concepts in text, as this allows categories to emerge out of qualitative data (Bryman and Bell, 2015, p.300). The results of the ECA are used to draw out the main and sub-factors to help in setting priorities to guide decision making using analytical hierarchical process (AHP) (Vaidya and Kumar, 2004, p.2). The AHP model consists of four phrases such as structuring the problem to build a hierarchy, collecting data through pairwise comparison, determining the priorities and analysis to guide solution of the problem. The key aim of AHP is to recommend strategies to optimize crude oil export logistics systems distribution in Nigeria. This paper aims to highlight a brief summary of work done so far on port performance and crude oil export logistics systems distribution in Nigeria.

Biography:
I am a Nigerian, born and bred in up in north eastern, Nigeria. I had Bachelors honours degree in Geology, Master degree in Maritime Operations and Management. I am currently a PhD candidate In Plymouth University, UK. My research interest is port efficiency and crude oil export in Nigeria.
“Greenies, Growlers and Goffers”: The development of the Royal Navy Habitus”

Abstract
This thesis applies the relational theories of Bourdieu, based upon his theory of practice, to investigate the development of a Royal Navy habitus. I argue that personnel navigate their career through a specific Royal Navy habitus, which is at the core of how the organisation develops its staff and reproduces the next generation. It is one of the first studies to uncover distinct social processes within the Royal Navy that otherwise would have largely remained unknown to a wider academic audience. Bourdieu’s ‘thinking tools’, doxa, illusio and symbolic violence, have illuminated these processes by providing deep insights into the structures and conditions within this organisation. An ethnographic methodology was used to investigate the attitudes of serving members of the Royal Navy using an approach that was informed by the Biographical Narrative Interview Method (Wengraf 2001). Through my analysis of the data, I have produced a nuanced and complex picture of how individuals develop a particular habitus and the profound influence the Royal Navy has on them whilst serving and when they return to civilian life. Strong familial relationships, kinship bonds and the development of an affective dimension through traineeship ensure that the Royal Navy habitus becomes the structuring principle for agents’ future career development. The Royal Navy creates aspiration through division by developing a symbolically violent relationship between the different ranks of its personnel within the organisation. Through the imposition of an institutionally defined cultural capital, embedded within the doxa, agents enthusiastically engage in this process in order to realise their career ambitions.
Diane Stanley

The potential impact of BREXIT on the financial sustainability of English Higher Education Institutions (HEIs).

Abstract:
The United Kingdom voted to leave the EU on 23rd June 2016. The impact on UK Higher Education Institutions (HEIs) was felt almost immediately with the withdrawal of some research funding, a decline in the number of EU applicants applying to UK universities and uncertainty felt by current EU students and staff members. Article 50, was triggered on March 29th 2017, 9 months after the referendum, leading to a two-year negotiation period for an EU BREXIT. This continued delay will lead to further uncertainly and confusion for UK HEIs.

The round table discussion will highlight factors affecting The University of Plymouth following the BREXIT vote and brainstorm ideas and opportunities, which could help, alleviate the financial impact of BREXIT on UK HEIs.

Universities UK are calling for evidence from universities on key themes of the UK BREXIT on students, staff, research funding, and Science to ensure their actions are prioritised accordingly. The findings from the round table discussion will form part of continued research in this area.

Biography:
I have worked at the University of Plymouth for 8 years as a Senior Project Manager in the Project Management Office (PMO) working on key strategic projects linked to the strategic aims of the University. I am also an Associate Lecturer in the School of Computing and Mathematics. Prior to working at the University, I worked on a JISC funded research project for the University of Exeter and spent 10 years working for the HSBC Bank as an IT Project Leader in Sheffield.
Emmanuel V. Nii Tackie-Yaboi

What factors impact basic level teacher education and retention in Akuapem, Ghana

Abstract:
I will explore how the basic level of education continues to suffer in terms of trained teacher shortage, recruitment and retention. My research will look into the problems and failures from historical, cultural, colonial, governmental, environmental and international perspectives, looking for threads of discourses impacting on provision of quality and permanent teachers at the basic level of education vis-a-vis symbolic capital, power relationships of status and rewards. I will critically attempt to analyse the unique complexities of Ghana in terms of the numerous languages spoken, diverse cultures, and religions, traditions, and so on at ontological and epistemological levels. Under theoretical perspective, I focus on Ghanaian society, my country of birth, and my justification in researching the structure and interplay among agencies of social behaviours and policies in relation to the basic level teacher recruitment and retention. I cannot pre-empt what basic teachers (past and present) will say in my research about their education, reasons of leaving or staying. However, my personal experiences (insider and outsider) as a pupil, a student, a basic level teacher in Ghana and now teaching in the UK since the year 2000, will provide me with a critical lens to see the problem with deeper understanding.

Biography:
I experienced the Ghanaian basic level of education; from nursery through to starting my teaching career as a pupil-teacher in 1984. I taught for five years at a private school in Accra before attending teacher training college, where I acquired a Post-Secondary Teacher Certificate that enabled me to teach in a government assisted school. I am very fortunate that I am now able to critically research the difficulties and challenges surrounding teacher education and retention at the basic level of education in Ghana as a doctoral level student of Plymouth University in 2017.
Nicola Trubridge

How can a group of teachers develop connected approaches to school mathematics?

Abstract:
There is an abundance of research about what it means to ‘understand’ mathematics and the importance of pupils developing conceptual knowledge alongside procedural skills (e.g. Hiebert and Lefevre 1986, Kadijevich and Haapasalo 2001). It is accepted that pupils understanding of mathematics can be developed by exploring connections between concepts and different representations (Askew 1997, Swan 2005, ACME 2011). However there is a shortage of mathematics specialists and many reports (Cockcroft 1982, ACME 2002 and Smith 2004,) contend that one of the most effective ways to raise the quality of mathematical provision is to expand Continuing Professional Development (CPD) for teachers of mathematics.

This research study considers the Collaborative Connected Classroom (CCC) model and how it might be implemented in schools via a programme of sustained continuous professional development (CPD) that incorporates; research sharing, engagement with activities to bridge theory to practice, and then active collaboration and exploration of ideas.

The study aims to identify whether engagement with the CPD model results in a change in teachers’ beliefs or practice and looks to explore any barriers. The research also sets out to explore which aspects of the CCC model will engage teachers with students’ development of connections.

Biography:
Nicola is in her final year of studying for her PhD as a part time student. She is also an Advanced Skills Teacher at a local school where she works four days a week. Her research combines her areas of specialism; those of mathematics education, and providing continuing professional development for teachers of mathematics encouraging them to think in a more conceptual way.
Kevin Walker

Ontology, Epistemology, Positionality, and other Disembodied Beasts of Academia - on writing the b###y methodology chapter.

Abstract:
As the forth draft becomes the fifth I find myself, to my surprise actually enjoying the process of thesis writing. Could it be that this is not just a concoction of baffling long words but is also at the heart of what it is I find myself trying to express?
This is an account of one students battle with this chapter, some experiences may resonate with others, but some may not.

Biography:
Kevin Walker is now in the fourth year of his EdD. He struggled to identify his topic area, the research question, and the methodology. He would like another 20 years to be able to complete his thesis.
Creating a wiki website as a possible format for a patchwork text.

Abstract:
In the development of ideas proposed in a Professional Doctorate in Education, I needed a vehicle or format that would allow me to include evidence of individual journeying and of progress and engagement with various experiences. These experiences would come from visiting specified sites, making use of stopping points along the way and responding to features in the landscape whilst travelling as outlined in a shared itinerarium. The journeys undertaken to visit these spaces are intended as journeys of professional learning and are designed to be supported by a framework and referred to as Professional Pathways, in this instance for Teacher Educators in Further Education practice. The format of a wiki website seemed to offer the possibility for a user to work: collaboratively with peers – participating with others, sharing work for feedback and review (Ovens, 2003); independently from peers – participating alone; co-constructively with peers and those supervising/in support – participating with others, including shaping the process within a framework, through sharing experiences; or as the basis from which to create alternative approaches or variations. This presentation will consider some of the strengths and weaknesses of this approach and its suitability as the format for a patchwork text for participants journeying on their Professional Pathways.

Biography:
I am currently a lecturer in Education with Plymouth University, with a teaching role in Initial Teacher Training and Education for those working in the Further Education & Skills sector, and in an Interim Programme Lead role for the Masters in Education programme. My research interests with Plymouth University relate specifically to my role as Lecturer for the PGCE/Cert Ed (inc. the Diploma in Education and Training). I am currently undertaking a Professional Doctorate in Education researching professional learning with teacher educators in the post-compulsory sector. Areas of particular interest include the relation between crafting and reflective practices, and working towards co-constructed curricula.
The ways in which Irish Primary School Teachers Support Reading Engagement in The Digital Age

Abstract:
With the advent of new, multimodal media, the engaged reader may have diversified their reading to include digital texts (Baker et al., 2012, p.192, Kucirkova et al., 2015). In this study, constructing reading engagement as a multidimensional construct forms the theoretical perspective of ‘the engaged reader’ and what fuels that learner’s inclination to read often and widely (Baker et al., 2012, p.192). ‘Engaged readers are those who want to read, who choose to read and find satisfaction in reading’ (Cremin et al., 2014, p.6). Becoming literate in the digital age means that learners read and ‘make meaning’ through multiple modes of meaning, including the ‘spoken, printed, visual and digital’ (Marsh and Hallet, 2008, p.123).

This research will focus on interviewing professionals teaching to learners aged 9-10, learners who are at a transitional stage in terms of their literacy development (Best et al., 2004, Gee and Levine, 2008, Gee, 2004, Gee, 2014). Casey et al. (2009, p. 25) also acknowledge that teachers need to ensure that working with digital texts includes specific activities aimed at developing reading. By answering the research question it may be possible to consider whether teachers’ pedagogical and technological knowledge meets the demands of the Irish educational policy landscape, so that reading engagement is supported in a way that is ‘relevant and appropriate’ for learners in the digital age (DES, 1999, p.75).

Biography:
Andrew holds a B.A in English literature and qualified as a primary school teacher from Hibernia College, Ireland in 2010. He completed an M.Sc. in Technology and Learning, combing his interests in literacy, numeracy and technology. In continuing to develop his professional practice, Andy received a scholarship from Hibernia in 2014, as part of the newly inducted Ph.D. programme. Broadly, his research is currently focuses on the fields of New Literacy Studies, Reading Engagement and Teacher Knowledge. More specifically, his research focuses on the types of knowledge that a teacher may need to draw upon to support reading for enjoyment in the digital age.
Louise Wilkinson

The nutritional care of people living with dementia at home: a scoping review

Abstract:
People with dementia are a vulnerable group prone to malnutrition who often wish to remain living at home with family support. Nutritional status can decline during dementia, reducing the quality of life for the person with dementia and their family. However, it is not clear how best to support people to maintain good nutrition. We conducted a scoping review to find out what research existed to help solve this problem.

Studies were included that explored the nutritional care of people living with dementia at home, and categorised using content analysis.

We found 61 relevant articles and the information from these fitted into three main categories:

1. Timely identification of nutritional risk and regular monitoring of nutritional status is important.
2. Multi-component tailored interventions to support nutritional care are needed.
3. The caregiving relationship influences the nutritional status of both the carer and the person with dementia.

We now need to develop and test ways to support people with dementia and their carers to maintain good nutrition while living at home. It will be important to find ways to deliver the right information and treatments, and understand the roles of both domiciliary carers and clinicians in the provision of nutritional care.

Biography:
Louise is a registered dietitian and part of the PenCLAHRC PhD Research Capacity in Dementia Care programme (RDCP). The purpose of Louise's project is to provide new insights into what is known about meeting the nutritional needs of people living in their own homes with dementia, and to determine the experiences of those involved. The outcomes from these investigations will inform the design of an intervention (using the MRC Complex Interventions Framework) which will aim to improve the nutritional care of people with dementia who live at home. The intervention will be feasibility tested and evaluated.
Rebecca Woods

How does policy, the organisational politics of social care and street level choice affect adult learning in visual impairment rehabilitation sessions?

Abstract:
This will be an exploration of the impact of collective choices (which shape policy) on the professional experience of teaching rehabilitation skills to adults with sight loss in Cornwall.

I will cover the influence of economics at different levels of human action, how geography affects human activities, and the power of socio-cultural identity to alter outcomes for individuals. I will use ideas honed by Bourdieu and Lipsky to help with analysis and to provide a way of imposing shape onto lived experience. How do these aspects of human society support or prohibit adult learning in a domestic environment? Does using the concepts of habitus, field and capital enable us to understand visual impairment rehabilitation services in a new way?

My primary focus will be the interaction between the institution of adult social care and the professionals delivering the services, how this relationship frames professional actions and how the choices street level professionals (Lipsky) make create the experience of statutory services for people living with sight loss.

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Biography:
I am employed as a Rehabilitation Officer with people with Visual Impairment at Cornwall Council, and my post is located within Adult Social Services. The core function of my job is teaching vision rehabilitation skills alongside completing assessments, and providing some support for people who have caring responsibilities. I qualified in 2002, with a Diploma in Rehabilitation Studies, and I am in the first year of my professional doctorate at Plymouth.
Sonam Zamir

Video-calls to reduce loneliness and social isolation within care environments for older people: an implementation study using collaborative action research.

Abstract:
Background: Older people in care may be lonely with insufficient social contact if families or friends are unable to visit. Previous studies have demonstrated that face-to-face contact through video-calls can be useful in reducing loneliness and isolation.

Methods: A collaborative action research (CAR) approach was taken to implement video-calls within care environments. CAR formed one cycle divided into five steps of recruitment, planning, implementation, reflection and re-evaluation, in seven care homes and one hospital in the UK. The video-call intervention ‘Skype on Wheels’ (SoW) comprised a wheeled device that could hold an iPad and handset which used Skype to provide video-calls. Care staff were project collaborators and recruited older people and their families, and set up video-calls. Ethnographic field notes from observations and conversations with staff, older people and family contacts were collected over 15 months, and analysed using thematic analysis.

Results: The five steps of CAR helped four care homes to implement video-calls. Eight older people in total with their respective social contacts made use of video-calls. Findings from the ethnographic data revealed that older people were able to use SoW with assistance from staff, and enjoyed the use. However, a number of barriers towards implementation were identified, including the SoW design, lack of family commitment and staff attitudes towards technology.

Conclusions: Video-calls could aid older people to stay better connected with their families in care settings, however such recognised barriers need to be addressed. The utility of a CAR approach in implementing and refining this intervention is discussed.

Biography:
I am a PenCLAHRC (with the National Institute of Health Research) funded PhD student from Plymouth University. I have an undergraduate degree in Psychology, and an MSc in Psychology, Health and behaviour from Brunel University London. My supervisory team includes Professor Ray Jones, Professor Adrian Taylor and Professor Catherine Hennessy.
How to improve detection of early functional changes in age-related macular degeneration using shape discrimination visual function tests?

Abstract:
Age-Related Macular Degeneration (AMD) is an eye disease causing dysfunction and death of photoreceptors in the macula, which leads to impairments in central vision among the older population. Specific visual functions, such as shape discrimination or colour discrimination, have been found to deteriorate at early stages of AMD before severe vision impairments and vision loss occur. Shape Discrimination (SD) tests have recently been used for the early detection of AMD and for the monitoring of the disease's progression. However, current methods have several limitations. My research project is aimed to address these limitations by designing and exploring an improved version of the Shape Discrimination test. The research also aims to investigate plasticity processes that occurs in AMD as well as patients' experience and their views on self-administrated methods. These allow conducting research on Shape Discrimination function with a more holistic approach and designing tests characterised by good diagnostic sensitivity and usability.

Biography:
Anna is a postgraduate researcher at the Faculty of Health and Human Sciences. She graduated in Cognitive Science and Psychology in 2014 in Poland. She gained professional experience while working as a psychologist and art therapist with various groups of clients. She continued education in Sheffield, where in 2016 she completed her MSc in Clinical Cognitive Neuroscience. In 2016, she started a PhD focused on the visual function in Age-related Macular Degeneration. In her work, she aims to apply interdisciplinary knowledge and experience gained while working with clients as well as in the multidisciplinary academic projects.
Nasiru Zubairu

Liquefied Natural Gas as Marine Fuel: Just a Dream or Future Reality?

Abstract:
Introduction: Vast resources have been devoted to developing the liquefied natural gas (LNG) industry, essentially to improve gas shipment efficiency. However, there is a paradigm shift promoting the use of LNG in combustion engines in its form due to low sulphur emission compared to conventional fuels.

Purpose: The negative impact shipping has on the environment is significant, it is responsible for 3% of global carbon dioxide emissions. Environmental groups and maritime bodies are pushing for LNG as a marine fuel to reduce the environmental impact. LNG has less emission compared to other marine fuels.

This paper aims to address the issue of how LNG can be a viable marine fuel?

Implications for industry: For LNG producers, investment in new LNG fuelled vessels and retrofitting existing vessels carries significant initial costs and uncertainty remains on the availability of LNG and the reliability of its supply.

Implications for policy: Policy makers can play a role in providing support to advance technical knowledge and avoid ambiguity on regulation.

Implications to the society: Emission has a significant negative effect on human health, aquatic animals, food chains and ecosystems. Considering all these the viability of NLG as a marine fuel is vital to the society.

Biography:
My research is on Logistics and Supply Chain Finance in the Liquefied Natural Gas industry. I have a Masters in Accounting (Oil and Gas Accounting) from Glasgow Caledonian University and a BSs Accounting from Bayero University Kano. I started my career with Nigerian Exports Processing Zones Authority in 2007 as an Accountant, I moved to Guaranty Trust Bank in 2008 as an Executive Trainee and rose to the position of Assistant Banking Officer, where I resigned to further my education in the UK. Currently, I am the Chief Operating Officer of Asta-Barka Nigeria, a company with interest in maritime consultancy.