# **University of Brighton Education Research and Enterprise Conference 2019**

# **Abstracts**

# **Children and Young People’s Voice and Education(CYPVE) Strand**

**Professor Pat Sikes**

**Professor of Qualitative Inquiry, School of Education, University of Sheffield**

***Doing ‘good’ research: stories from a study investigating the perceptions and experiences of children and young people who have/had a parent with young onset dementia***

In this presentation I want to tell some stories from a narrative autobiographical study that investigated the perceptions and experiences of children and young people whom have/had a parent with a young onset dementia. Some of the stories concern ‘findings’ – in other words, what the people who took part had to say – whilst others are more about the business of ‘doing’ the research. All investigations that involve people implicate ethical considerations and this particular study did so in particularly obvious and acute ways, not least because it was grounded in C. Wright Mills’ imperative to employ the sociological imagination to make private troubles public concerns with a view to provoking change. Thus the stories I will be sharing are underpinned by an explicit commitment to ‘good’ research both in a moral and a practice based sense.

**Dr Peter Elfer**

**Principal Lecturer, Early Childhood Research Centre, University of Roehampton**

***Nursery practitioners’ talking together about their day to day work with young children: the contribution of Work Discussion.*** (\**NB: This session is limited to a maximum of 20 attendees*)

*Of course, you have your favourites… (blank faces) Oh come on you guys, you know you have your favourites!*

‘Work Discussion’ has its obvious meaning of talking about work experience. However, it is also a formal term for a model of talking about work relationships that includes attention to emotional experience at work, conscious and unconscious. It is a model that has been developed at the Tavistock and Portman NHS Trust over the last 60 years and has been used by doctors, teachers, social workers and psychologists. This presentation will report on an evaluation of Work Discussion for nursery practitioners, funded by the Froebel Trust, undertaken from October 2016 to April 2018. A group of practitioners, working together as a team with two year olds, met once a week for ten weeks each term and for three terms. The practitioners took turns to bring a recent issue to do with their work for discussion with the group. The group was facilitated by a child psychotherapist and an early years’ professional and the discussions were audio recorded. An independent team of researchers reviewed the taped discussions, interviewed the participants and parents involved and evaluated the progress of the two year olds during the course of the year.

What did the practitioners bring to the discussions and, perhaps as importantly, how did they discuss these issues? Does talking about relationships with children lead to better relationships in practice? This presentation will describe the background to the work, some issues in the processes of talking together and will report briefly on the outcomes of the evaluation.

**Sigrid Brogaard Clausen, Dr Sophia Guimaraes, Dr Fengling Tang, & Clara Rubiano**

**(University of Roehampton)**

***Wellbeing and democratic living in early childhood curriculum policy: perspectives from China, Colombia, Denmark, England and Portugal.***

Democratic living includes opportunities for individual rights, interests, choice, and control as well as social responsibility, where each new situation has potential to liberate greater diversity. Democratic living is thereby dialogical and contains emotional and social encounters and therefore intertwines with dimensions of subjective wellbeing. However young children’s wellbeing and democratic living are framed by national curricula alongside international policy developments. Educational policy developments are ideological and arguably becoming part of an international neoliberal discourse of investment and return, competition and accountability. To counterpoint a neoliberal discourse, this presentation examines the position of wellbeing and democratic living in five different national early childhood curricula by using documentary analysis and a comparative policy lens. The findings point to shared but also different articulations of democratic living and wellbeing in the Chinese, Colombian, Danish, English and Portuguese early childhood curricula. The findings from the study indicate a strength position of young children’s democratic living and wellbeing within the early childhood curricula. The significance of these findings is how they can expand perspectives that can enhance local, national and global sensitivity, understandings and priorities. They can be used to oppose neoliberal discourses within early childhood policy, why the article invites to further democratic dialogues between all stakeholders in early childhood to link the moral, ethical and political dimensions of working with young children and thereby empower early childhood as a space for democratic living and wellbeing.

**Dr Marlon Moncrieffe & Professor David Stephens**

**School of Education, University of Brighton**

***Examining Interpretations of Civic National Values made by Young People in Post Conflict Settings (An intercontinental comparative project between Nepal and Kenya)***

Issues related with cultural integration in Kenya have laid the foundations for the national policy on creating ‘Engaged, Empowered & Ethical Citizens’ through ‘Values’ education for young people. Long instability and armed conflict in Nepal has seen several powers devolved to local governments including education where the teaching of ‘values’ is a core aspect for young people’s learning. Our project examines and compares these contexts with an aim to understand how their policies for civic national ‘values’ education may be reified and transformed through participatory arts-based methodologies. We have constructed an arts-based participatory 'scheme of work’ with educators in Kenya and Nepal with an aim to test the power of its delivery for supporting young people, teachers and local Civil Service Organisations in advancing the peace-building process. Currently, this project is in the process of gathering data from young people and their teachers in Kenyan and Nepalese schools across comparative rural and urban settings. In this presentation, we will present and discuss the baseline findings emerging from our analysis and evaluation of pilot testing with young people and teachers in rural and urban schools in Nepal.

**Dr Sheila Long (1) & Dr Francesca Zanatta (2)**

***'Rights to the front. Rights based education in Early Childhood Degrees'***

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2. University of East London

Central to the realisation of young children’s voice and participation rights in early childhood contexts are rights-informed and respected educators (Lloyd and Hallet, 2010). Close attention to government obligations under articles 28, 29 and 42 can reveal a number of gaps, which can be addressed by comprehensive and systematic children’s rights education (CRE) initiatives for ECEC students developed at Higher Education Institutes. Interdisciplinary children’s rights scholarship pays close attention to the lived experiences of children in order to provide grounds for action and influence policy making. In the field of education, research has highlighted a lack of clear and strong theoretical underpinning, limited and unregulated right-based training of Early Childhood professionals, and limited reflection and critique of existing undemocratic and oppressive schooling systems (Alderson, 1999; Reynaert et al., 2010; Quennerstedt and Quennerstedt, 2014; Jerome et al., 2015). As critical pedagogues, committed to social justice, we set to explore, analyse and reflect upon our experiences of educational cultures, relations and experiences, along with policies, curricula, pedagogies and practices which inform our teaching and research practice. Sustaining a children’s rights perspective and drawing on the children’s rights framework and scholarship and critical pedagogy theories (Freire, 1970; hooks, 1994; Mezirow, 2003) this paper outlines some of the salient features of children’s rights education (CRE) relevant for the initial education of Early Childhood practitioners. Drawing on their empirical resesarch and pedagogical reflections, the authors will illuminate some of the possibilies, potentials and pitfalls of engaging in rights based education in higher education contexts.

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**Dr Zoe M. Flack (1) & Dr Amber J. Fensham-Smith (2)**

***A Systematic Review of Methods in UK Home Education Studies: Recommendations for Development and Practice***

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The number of UK families home-educating has increased in recent years (Smith & Nelson, 2015), with estimates placing the current number of home-educated children at 37,500 to 150,000 (e.g., ADCS, 2016; DfES, 2007). Growth in home-education means a greater need than ever to understand this area of education. Here we present a systematic review and synthesis of all UK home-education research. Searches identified 10,252 texts, of which 87 met our inclusion criteria. Texts were assessed for quality using an assessment framework. UK home-education research is predominantly qualitative. Whilst this provides a picture of the experiences of home-educating families, it is less helpful for informing policy. We argue that more quantitative research is necessary while the government are formulating legislative changes. Authors of the limited quantitative studies noted difficulties in gaining access to representative samples. Home-educators are considered hard-to-reach due to issues of diversity and mistrust of authorities (e.g., Kunzman & Gaither, 2013). In addition, we found only three studies which give voice to the experiences of home-educated children themselves, meaning that children’s views are likely under-represented in the shaping of future policy which directly impacts them. We discuss the strengths and gaps in the current literature and how this influences our current understanding of home-education. We consider the constraints and opportunities for research in UK home-education, and associated challenges of conducting research with a hard-to-reach population such as home-educators. Finally, we make recommendations for future research which reflect the changing landscape of home-education in the UK.

**Dr Mel Hall, Manchester Metropolitan University**

***Using auto/biographical methods with children and young people***

Biographical research as a qualitative research approach seeks to elicit the life stories of individuals in order to understand lives in their social contexts*.* Such approaches may be incorporated within an interview setting. Biographical interviews result in reflections about past experiences, discussions of the present and considerations of the future (Roberts, 2002). Such approaches are considered complementary for research which seeks to address issues of social justice and ‘hidden voices’ (Plummer, 2001). While a narrative, biographical or auto/biographical *‘turn’* which is said to have taken place within the social sciences generally is well documented, (Chamberlayne *et al.* 2000; Riessman, 1993; Roberts, 2002), it’s potential in childhood and youth studies has lacked momentum (James, 2005).

Child-centred approaches to research incorporate participatory methodologies and it is well established children are capable and willing research participants, able to share their perspectives on their lives subject to appropriate research methods (Christensen and James, 2002). There is scope to use participatory methods in a fashion that is complementary with biographical approaches in order to provide an insight into important aspects of children’s lives. This paper reflects on the merits, challenges and processes of undertaking auto/biographical research with children and young people, drawing on data collection from several projects that have combined participatory approaches to support narrative/auto/biographical research with children, young people and their families.

**Dr Marianna Papadopoulou (1) & Dr Ewa Sidorenko (2)**

***The limits to empowerment: The situated and emergent character of participatory research***

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  2. Senior Lecturer in Education and Childhood Studies, Department of Education and Community Studies, University of Greenwich

Participatory research views children as competent, agentic, and as social actors. However, children’s agency cannot be fully understood unless its structural, contextual and relational dimensions are examined. This paper explores some of the tensions underpinning participatory research on the basis of our project with a group of year 6 children whom we trained to carry out their own research on their chosen topics of interest. In this paper we present some of children’s research, and reflect on the process of our participatory work with the children.  We reconsider the claim of empowerment through research and examine what this empowerment might mean and under what conditions it is possible.   Poststructuralists remind us to be weary of the idea of authenticity of the (children’s and any) voices and that there exists no unmediated window into the real experience (Denzin, 2014).  Indeed, our observations confirm that the children’s own research agenda has been affected by the institutional setting in which the project took place. It is therefore important to examine both the power relations that produce the research context and the institutional setting that shapes those very voices and subjects that participatory methodology claims to represent.  We conclude that rather than aiming to ‘discover’ children’s authentic expertise in their lives, participatory work with children represents a form of Freirean dialogic critical pedagogy which aims to support and further children’s ability to reflect on their lives, articulate research problems and provide insight into their experiences in a process which is transformative for both the children and adult researchers.

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**Josie Crawford1 & Dr Evgenia Theodotou2**

***Inspiring young children to discover their voice by introducing literacy as a social practice in the nursery***

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2Senior Lecturer at University of East London, Cass School of Education

Implementing literacy as a social practice lays the foundation to support children to raise their own voice in their literacy journey and gain confidence in their literacy skills. The ‘Play and learn though the Arts’ (PLA) is a programme that was introduced by Theodotou (2017a) as a teaching approach in literacy in early years education.

There is a vast amount of research on this programme focused on primary schools (Theodotou, 2019; 2018, 2017b). However, this research project was launched to bridge the gap between preschool and primary school and offer empirical evidence in a younger age of children. It aims to investigate how a child-centered approach can impact upon children’s confidence during their literacy journey. This project used the PLA as a teaching intervention in which children took the lead role in their learning while teaching them how to apply literacy to meaningful contexts.

This research project has been implemented weekly within a nursery in NW London since January 2019 for children aged 3 and 4. Data was collected with weekly observation logs from the practitioners. Preliminary findings suggest that the progress that children have made cannot only be seen visually, but in addition, can be identified by the progress within the Early Years Foundation Stage.

The observations have identified that children are very confident in writing, write voluntarily, attempt to read words, write labels and captions and retell stories. It became evident that by capturing their interests and listening to their ideas children felt valued, which is highlighted in their enthusiasm and excitement towards their chosen topic. In addition to this, the children have planned spontaneous activities in their free play and they have shown an interest in reading and writing for a purpose during self-led activities outside the PLA project.

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**Erica Evans, Senior Lecturer**

**School of Education, University of Brighton**

***Early childhood practitioner perspectives on the participation rights of young children aged 0-3***

My doctoral research is examining practitioner perspectives on the participation rights of children aged 0-3 in early childhood education and care settings in England. Participation rights are considered within the context of article 12 of the United Nations Convention on the Rights of the Child (UNCRC) and relate to the ability of the youngest children to express views about matters that affect them, and the extent to which those views influence decisions relating to care and education in early childhood settings. My research takes an interpretivist approach, seeking to understand human experience through the use of narrative inquiry (Clandinin & Connelly; Riessman, 2008). Ten experienced early childhood professionals/teachers working with children under 3 in a range of settings in southeast England were interviewed using narrative methodology. Narrative data has been analysed in relation to sociological constructs of childhood, examining the tensions between positioning young children as competent ‘beings’ and/or ‘becomings’ (Corsara 2005; James & Prout 2005; Mayall 2001; Uprichard 2008). Consideration of the challenges presented by participatory approaches with young children and the affordances of participatory pedagogy is explored.

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**Caroline Guard**

**PhD Candidate in Education, Roehampton University**

***Hearing infant voices within patterns of infant-practitioner interactions in nursery provision.***

The term, ‘Infant’ originates from the Latin word ‘*infans*’ meaning *‘unable to speak’*, a somewhat ironic and age-old misrepresentation of this period of early childhood. A sophisticated story teller from birth, the infant makes considerable effort to be ‘heard’ by engaging a myriad of movements, facial expressions and early vocalisation attempts. This multifaceted ‘voice’ permeates into the adult world inspiring relational responses, yet often these cues are dismissed by adults as typical ‘infantile’ reactions that hold little meaning. Notoriously disempowered and silenced in research, this study intends to give weight and add value to the voice of infants, by exploring their real-life encounters in nursery settings. Viewing the infant as a powerful and proficient individual, an interpretivist methodology of ethnographic origin is designed to ‘listen’ and document the patterns of communications used to draw adults into the infant world and provoke interactions across four case studies. Infants construct an understanding of their social world through frequent synchronised encounters with others and their experiences in nursery will be shaped by various components including; parents, staff, organisational culture, as well as the infants themselves. It is the uniqueness of their ‘voice’ that may get lost in the context of busy formalised day care. Rather than fostering an approach to examine what the infants can ‘*do*’, this research is concerned with looking at *how* they experience nursery environments and *how* external influences such as the reactions of the adults, regularity of communications and nursery culture shape these encounters. This seminar presents an overview of a Doctoral study funded by The Froebel Trust, in its preliminary stages.

## **Higher Education Pedagogies and Policy (HEPP) strand**

**Professor Pat Thomson**

**Faculty of Social Sciences, University of Nottingham**

***Becoming ‘academic’: research and (from?for?in?about?with?) professional practice***

Researchers in education very often have extensive professional backgrounds. They come into higher education wanting to do research that is likely to make a difference to policy or practice. But then, multiple questions arise. How can professional understandings, desires and contexts be married to the demands of academic research and publication? Is it really possible to ‘become academic’ without losing professional identity/ies, voice(s) and knowledges? Is it really possible to become multi-lingual and write for multiple audiences? Is it really possible to design research that will be taken seriously by the profession and by policymakers? In this keynote, I will reflect on these questions, hoping to be both provocative and optimistic about the work of scholarship.

**Dr Charlotte Morris, Teaching Fellow in Education, University of Sussex**

***Understanding postgraduate learning and wellbeing concerns in context***

This paper explores postgraduate learning and wellbeing in the light of renewed concerns about mental health of this group of learners. While much research focusses on prevalence and individualised aspect of mental health within the medical model, this session reflects on the emotional and social aspects of postgraduate experiences, attending to specific groups of learners who may be particularly vulnerable. It will draw primarily on findings from two Higher Education Academy funded studies completed earlier this decade, ‘Doctoral Learning Journeys’ (Wisker, Morris et al. 2010) and ‘Troublesome Encounters’ (Morris and Wisker, 2011). Qualitative research interviews conducted as part of these studies identified a wide range of factors impacting on postgraduate wellbeing, in some cases triggering or exacerbating episodes of mental ill-health. These can be understood in relation to personal and educational biographies and intersectional identities in interaction with postgraduate processes and academic environments.

Institutional responses tend to place emphasis on individual responsibility for developing wellbeing and resilience strategies. Such interventions can be valuable and indeed we developed a range of workshops and resources to enable reflection on wellbeing which were well received, opening up a space to talk about emotional issues and self-care – considerations often lacking in academic environments. Nevertheless, it is essential to also recognise the profound impacts that experiences of marginalisation and structural inequalities within hierarchical, elitist and neoliberalised academic settings can have on mental wellbeing. Bodies, lives, emotions, learning and experiences do not always fit into the neat categories and rigid bureaucratic procedures of the academy. If these contextual factors are ignored, the risk is to label and re-stigmatise those who are struggling as individual 'failures’ and fail to tackle underlying issues.

**Dr Ita Kennelly** (**Roisin Donnelly and Dr Claire McAvinia), Technological University Dublin**

***Moving modalities: An exploration on how switching modes of reader, writer and reviewer can enhance academic writing pedagogy.***

For over a decade, the Academic Writing & Publishing (AWP) module has been delivered for academic staff and postgraduate students in the Dublin Institute of Technology (DIT), now part of the new Technological University Dublin.  The module aims to support students to enhance their academic writing and to develop an academic paper to the standard of publication for a peer-reviewed journal of their choice. Module delivery comprises workshops and a range of supports and feedback mechanisms built in to give students opportunities to critically evaluate and develop their own work and to assist in the development of their peers’ writing. In its most recent delivery, a clearer delineation of three modes of working was introduced to the AWP module. These modes, *Reader mode*, *Writer mode* and *Reviewer mode* provide an organising framework for the delivery of module. They support students to engage with academic writing from distinctive standpoints building emphasis on critical reading and reviewing skills as key parts of writer development.

This study sought to explore the value of this emphasis on the three modes of working to students on the module. It examined the practical use of the framework in terms of students’ understanding of the writing process and the development of their competency and confidence as an academic writer. Findings reveal new insights about what helps the academic writing process. The *reader mode* encouraged more organised and purposeful reading among students and this was seen as particularly useful for helping to structure their own work. The *writer mode,* which encouraged continuous drafting throughout the module, was helpful in building students’ confidence and productivity. The *reviewer mode* which involved peer review and also the consideration of journal editors’ expectations, provided students with the impetus and skills to pull back and self-review as part of their writing process.

**Professor Tom Bourner and Asher Rospigliosi, University of Brighton**

***The Rise of Researcher Development in University Education***

This paper is about the growth of researcher development in university education since the research doctorate was introduced into UK universities following the United Kingdom Conference of May 1917 which recommended the introduction of the award of PhD into UK universities. It established the research doctorate as the highest form of university education for which it was possible to enrol and the first such doctorate awarded at an English university was at Oxford in 1919 (Simpson, 1983).

Since that time, especially during the second half of the 20th century, elements of researcher development have filtered down into Masters courses so that it eventually became a norm for Masters degrees to include a research-based dissertation. This, in turn, was followed by further filtering down of elements of researcher development into undergraduate programmes where it has become quite normal for undergraduate programmes to contain a research-based project as a final year capstone course (Bourner, Heath, & Rospigliosi, 2014). Since that time also, researcher development has expanded in other directions in UK university education including the introduction and development of professional doctorates (Bourner et al, 2001), the emergence of the MRes degree as an intermediate and stand-alone course of researcher development (Rospigliosi and Bourner, 2019), the rise of the researcher developer as a ‘third space’ profession (Whitchurch, 2008).

This paper will (1) draw together the different strands in the rise of researcher development in British universities to present a broader picture of researcher development than is commonly recognised, (2) seek to develop an integrative model of researcher development within university education and (3) offer a profile of researcher development within university education as a first step in the study of the phenomenon of ‘filtering down’ of elements of researcher development into so-called ‘taught courses’ in university education.

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**Jennie Jones**

**School of Education, University of Brighton**

***Doctoral education in UK universities in changing times: senior doctoral education staff perceptions of ways in which recent HE changes influence part-time PhD students’ experiences***

Through Narrative Inquiry, my PhD explores the influences of academic, personal and professional relationships and life events on part-time PhD students’ learning journeys in UK universities in changing times. This presentation focuses on one element of this study relating to findings from interviews with senior doctoral education staff in UK universities; and how these provide a metanarrative for this study. The interviews identify ways in which UK doctoral education has changed in recent times, and highlight how HE socio-political factors and discourses contextualise part-time PhD students’ contemporary experiences in UK universities. Arguably, such changes have a significant impact on doctoral education policy, regulation of research degree programmes, teaching and learning practices and doctoral students’ experiences, which are moving in the direction of increased accountability (Boud and Lee, 2009). It is important to critique the values behind such increased accountability in doctoral education. For instance, findings from staff interviews suggest that the requirement to achieve milestones and complete in a given period has put increased pressure on part-time PhD students, which may contribute to mental health issues, and that such students may require greater support from universities. Some key findings from part-time PhD student narrative interviews will also be highlighted in this context. Ways in which ideologies, such as neoliberalism, and the consumer/commodity model of contemporary UK HE, may contextualise part-time PhD students’ experiences will be discussed. There will be an opportunity for delegates to ask questions and discuss this topic further at the end of the session.

**Joseph Waghorne**

**University of Brighton**

***PhD research in professional practice: The processes, barriers, challenges, and support***

A significant number of PhD students are professionals who are researching their field of practice. This cohort of students has different needs and requirements to traditional PhD students. Although there are now a number of different routes to achieving a doctorate - many set up to cater to this type of student - the PhD remains the most popular form of the degree. Much of the existing literature into the PhD experience is focused on a normative PhD student, one who is in their twenties, studying full-time, and trying to achieve an academic career; and typically, PhD programmes have been designed with this type of student in mind. However, there are many PhD students enrolled in PhD programmes who do not fall into these categories and their experience of doing a PhD is little understood. This session will present new research into the experience of students who are researching their field of professional practice. It will discuss the interplay between practice and the PhD and how it impacts the student experience.

**Dr Emily Danvers**

**Lecturer in Education, University of Sussex**

***Re-thinking the ‘critical’ subject of higher education: feminism, embodiment and entanglement.***

Higher education's policy demands and pedagogical practices often take as their ‘desirable’ subject an unspecified body, failing to interrogate who the student is (and is not) in relation to differentiated access to power, privilege, and opportunity structures. This paper seeks to re-think the critical thinking student through the lenses of feminism, entanglement and embodiment.

Observation, focus group and interview data were collected with undergraduate social-science students at a UK university. This data revealed how students experience critical thinking as embodied, contingent and specifically gendered – with 90% of students naming a male when asked to describe a critical thinker. Consequently, this presentation will argue that who occupies a desirable position as a student critical thinker is not neutral or given, but intersects with the entanglement of students’ embodied characteristics and the (increasingly divisive) socio-political and policy context in which criticality is performed. Access to this key intellectual premium is therefore differentiated, raising questions around epistemic inclusion.

This presentation will explore how the 'critical' subject of higher education is differentially understood, challenging decontextualised understandings of students and their learning. It also posits some pedagogic questions about how to create space for diverse 'critical' voices in higher education classrooms.

**Professor Gina Wisker**

**Centre for Learning and Teaching, University of Brighton**

***Out to Grass or in the Shed?: ‘Later Career Researchers’, academic identities and contribution to the Research Culture.***

Beleaguered, called upon to ‘move over’ and let early career researchers flourish, ‘later career researchers’ who remain engaged with the research culture of their field, are an essential and often under-recognised part of universities’ health and success. Some decide to retire ‘on time’ or early, spending that time with grandchildren, or activities ‘in the shed’. Some consider being a researcher so woven into their sense of self that stopping their research and writing would be very personally damaging, although there is often a disconnect here between research, and retirement. This paper focuses on ‘later career researchers’ whose academic identities are under-recognised and under-researched. Early research indicates that while some later career researchers have turned from research and now devote more time to family, travel, creative and other pursuits, (cabbages, ‘the shed’) and /or have fully retired, this is not the case for a vital and essential cadre of later career researchers on whose efforts and knowledge creation and exchange universities rely. Consideration of popular versions of later career researchers and academics, begins this paper. Much research has focused on academic identities (Clegg, 2008; Henkel 2005) particularly career trajectories, risks and support for early career researchers setting off into volatile contexts of academic research jobs (Castello et al 2015). However, to date the only focus on later career researchers has been on those undertaking PhD’s (Kiley, 2015) personal narratives (Acker 2018) and attacks on later career academic staff suggesting their torpidity clogs the arteries of higher education (Thesis whisperer, 2014; THE 2016, 2018).

Semi-structured, open-ended interviews were conducted (2015-8) with UK and international, self-identified and researcher-identified later career researchers (15) retired/ partially/ still fully engaged in social sciences, sciences, arts and humanities exploring motivation, researcher identity, engagement with research projects, conferences, publications, roles related to research both internal and external, for example whether active as an Emeritus, or consultant, and relationships inside or outside the university, supporting and mentoring early career researchers.

Research discussed here focuses on academic identities, freedom and constraint within and outside the neoliberal university, and mentions disciplinary differences. The cadre of later career researchers on which this research is focussed have often moved into a period of continued high quality research production, consistent output, focussed on topics of choice, and in many cases have taken on and maintained leadership and mentorship roles which help guide and sustain others’ research efforts.

**Dr Julia Hope**

**Centre for the Study of Higher Education, University of Kent**

**"*I want something better for my children*”: *Familial, aspirational and social capital of mature students at a satellite campus***

I wish to present the transition experiences of mature students at a satellite campus of an English higher education institution (HEI). The study captured how these students moved into and took up their place at university and engaged in study during their first two years of study. Twenty students who were over the age of 25 and fit various widening participation criteria were interviewed at four points during their first two years of study at a higher education centre in a geographic area traditionally underserved by higher education. Three aspects (familial, aspirational and social) of Yosso’s (2005) model of community cultural wealth emerged as key themes in students’ experiences of transition. Students benefited from instrumental and emotional support from their families of origin. Their aspirational capital extended to their aspirations for the children, creating additional motivation for success. They also benefited from assistance from a wider social network by staying within their home community, a town in a borough with particularly strong, traditional community ties. The study makes an original contribution by extending critical race theory to white mature students in English higher education, thereby challenging traditional interpretations of cultural capital (Bourdieu, 1984). It makes a significant contribution to policy debates about the role of satellite centres in supporting widening participation agendas in UK HE. HE staff and policy makers need to consider the students’ community and family. In particular, HEIs need to consider the capitals that mature students bring with them to their studies and how those support persistence.

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***Teacher Education for diversity- if Europe is the answer, what is the question?***

This paper is based on reflections on the experience of a European funded Erasmus + project which ran for three years between September 2015 and September 2018. The project involved 5 teacher education institutions in France, Germany, the Netherlands, Spain and the UK. The partners organised two-week placements in a primary school in a partner country for their primary education teacher trainees with the aim of “equipping future primary school teachers with the necessary professional, intercultural and linguistic skills necessary to meet the needs of a 21st century classroom” (SPIRAL project bid).

The paper locates the project within the evolving European policy context in which ‘interculturalism’ is increasingly posited as a response to the issue of increased migration and reflects on the particular context of Brexit and domestic HE policy. Drawing on data from the project, it argues that whilst the project provided some opportunity to engage constructively with difference it did so from a European Union perspective of ‘cultural diversity’ rather than plurality and that education projects framed by the concept of Europeanisation are essentially exclusionary, perpetuating division between ‘us’ and ‘them’ and “recycling colonialism”.

Relating to these two arguments, Arendt’s concept of ‘visiting’ is proposed as useful in thinking about how teacher education needs to confront plurality and move beyond the “colonial zero point”. The paper concludes with a call for a more critical perspective on the pedagogical work of European exchanges.

**Mohamad Adning(1) & Professor Mike Watts (2)**

***The impact of the mobile phone to improve teacher competence through a teacher working group to be a professional teacher***

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The purpose of this study is to propose a conceptual framework for continued professional development (CPD) using mobile phones in teacher working group in Indonesia. In Indonesia, teachers need to have four broad competencies that consist of (i) pedagogy, (ii) professional, (iii) social and (iv) personal competencies. To achieve these competencies, the teacher is recommended to improve their knowledge and skills by joining teacher working groups or “*kelompok kerja guru”* (KKG). These are semi-informal institutions for professional educational learning that have legal status from the government of Indonesia. A KKG provides workshops, training and discussions that are held each month. KKGs use a mobile phone application to communicate and to share ideas with group members. Previous studies have shown that there is a diversity in the capability of teachers to use mobile learning, principally between junior teachers and senior teachers in the profession, even while the level of mobile phone activity between junior teachers and senior teachers was broadly the same. Mobile phones also facilitate teachers in their teaching processes in class. However, little research has been carried out to investigate the impact of mobile phones in improving professional teacher competencies. The methodology of this study uses a qualitative case-study approach through a government project through a ‘zone programme’. The proposed conceptual model is developed to predict the professional teacher performance outcomes through three educational structures, namely surface, deep and implicit structures through the use of mobile phones in the teacher working groups.