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About the Conference

The overarching theme of the 2023 School of Education Postgraduate Conference (SoE-PGR 2023) is: The Politics of /and Purposes of Education and Educational Research. This conference aims to provide an opportunity to consider the role of critical engagement and reflexivity in education and educational research, fostered by discussion and debate at the conference. In developing presentations in contribution to the conference, we also are inviting conference participants to engage with a provocative question: how do we respond to the current 'political, ecological, social, economic and cultural' circumstances in which we find ourselves? How should 'Education' respond, and how should we respond, socially and educationally?

The Politics of/and Purpose of Educational Research

01 Politics of education and educational research

02 Sociology of education and educational research

03 Philosophies and purposes of education and educational research

04 Psychological and therapeutic perspectives in education

05 Mindfulness in education and educational research

06 Research methodologies in/for education

07 Globalisation and localisation in/of education

08 Contexts of education and educational research

09 Postgraduate Research Students Development

SUB-THEMES

10 Educational policies and praxis

11 Decolonising education, curriculum and educational research

12 Indigenous perspectives in education

13 Language and culture in education

14 Curriculum theory and design

15 Ethics in education and educational research

16 Ecologies of education

17 'The digital' in education and educational research

18 Race, gender, class, 'ability', and intersectionalities in education and educational research
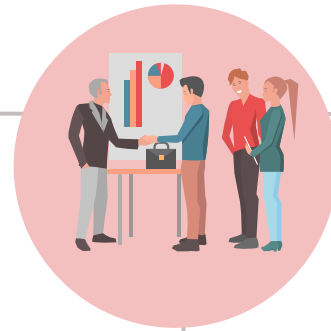
Presentation Types

01
Paper Presentation

a. Authored by one person or a group.

b. **Abstract**: 300 words maximum.

c. **Time**: 20 mins inclusive of Q & A.

d. **Location**: Seminar Rooms.

02
Poster Presentation

a. Authored by one person or a group.

b. **Abstract**: 300 words maximum.

c. **Time**: 1h poster session.

d. **Location**: Dearing Building Atrium.

03
Symposium

Symposia are groups of papers presented under the same theme, one after the other.

a. More than two papers.

b. **Abstract**: 700 words maximum.

c. **Time**: 60 mins.

d. **Location**: Seminar Rooms.

04
Alternative Format

Alternative format is an open format to display creativity and interactivity.

b. **Abstract**: 300 words maximum.

c. **Time**: 20 mins.

d. **Location**: Seminar Rooms.

Keynote Speakers

Professor Juliet Thondhlana

Professor Juliet Thondhlana a **Zimbabwean born academic**, was named named **UNESCO Chair in International Education and Development** at the end of **2022**. Professor Thondhlana is at the University of Nottingham.

Juliet is Professor of International Education and Development, Faculty of Social Sciences. She has experience in teaching, researching and publishing in the interlinked fields of the internationalisation of higher education, migration, doctoral training, policy development and decolonisation.

Professor Shaaron Ainsworth

Professor Shaaron Ainsworth is Director of the Learning Sciences Research Institute at the University of Nottingham. She has a background Psychology, Artificial Intelligence and Cognitive science. Her work typically focuses on the roles of multiple and visual representations in learning including drawings, diagrams, animations, haptics and augmented reality.

She is also engaged in the evaluation of interactive technologies particularly authoring tools, educational games, mobile learning, and CSCL. This research has been supported by the British Council, ESRC, EPSRC, and NESTA (UK), Sixth Framework Programme (EU) and Office of Naval Research & National Science Foundation (USA). She is currently supervising 9 doctoral students and has supported 16 to graduate in Psychology, Computer Science, and Education.

Professor Melanie Walker

Professor Melanie Walker is a distinguished scholar whose research is deeply informed by human development and the capability approach. She is a South African-born capabilitarian scholar who describes her research as being informed by her own biography and the profound impact of struggling against apartheid in education and civic life. Her enduring commitments to removing inequalities and injustices are evident in her research on (higher) education, mostly in the global South, and transversal research and practice challenges of decoloniality, methodology, inequalities, and justice.

Melanie is a distinguished professor at the University of the Free State in South Africa, where she also holds a prestigious South African Research Chair in Higher Education and Human Development. Melanie directs an internationally highly regarded research program on higher education and development at the UFS, including high-quality capacity building of cohorts of PhD students and post-doctoral fellows, mostly from sub-Saharan Africa. Her work has produced 23 doctoral theses on higher education and human development and numerous monographs, constituting a significant collective body of global South scholarship. Melanie has been the recipient of numerous research grants in the UK, Europe, and South Africa, and has delivered keynotes in various countries around the world.

Staff & Visitors' Well-Being

If you have any **access** or **special requirements**, please **get in touch** with the organizing committee. **First Aid signposting** is displayed in our building with relevant contact details.

Physical

Such as, but not limited to:

- Feeling sick and/or dizzy
- Unconsciousness (breathing or not)
- Choking
- Bleeding
- Fracture

For extreme emergencies, **A&E are 5 mins away from Campus**

Mental

Mental Health First Aider®

MHFA England

Such as, but not limited to:

- Anxiety
- Depression
- Panic Attacks
- Emotional Outbrusts

Our Team & Contacts

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- Sarah: sarah.hadi@nottingham.ac.uk

Conference Venue

Day 1:

Dearing Building

C45/49

Day 2:

Exchange Building

C33

Dearing Building Atrium (for poster session)

Join Us

Register

https://www.eventbrite.com/e/school-of-education-pgr-conference-2023-tickets-607453619127?aff=ebdssbdestsearch&keep_tld=1

Who is who?

This is a sample of conference badges for each category

Committee Member

Keynote Speaker

Attendees

Presenters

09:00
09:30 — ● **Registration**

09:30
09:45 — ● **Welcome Words**

09:45
10:45 — ● Doctoral Training for Sustainable Development: Hope of a World in Crisis or Just a Myth? *By Keynote Speaker Pr. Juliet Thondhlana*

10:45
11:25 — ● Visualising the PhD *by Keynote Pr Shaaron Ainsworth*

11:25
11:40 — ● **Coffee Break**

11:40
11:55 — ● Paper Presentation 1 *by Philip Rowe:* An examination of the relationship between headteachers and Chairs of Governors in secondary schools in England.

11:55
12:10 — ● Paper Presentation 2 *by Yohan Rubiyantoro:* Early Childhood Leadership During the Covid-19 Pandemic: A Case Study of Public Kindergartens in Indonesia

12:10
12:25 — ● Paper Presentation 3 *by Xiaoting Guo:* Instructional leadership in Chinese urban primary schools

Session 1 Q&A: 15 mins

12:40
13:40 — ● **Lunch Break**

13:40
13:55 — ● *Paper Presentation 4 by Dalku Arroyo Munoz:* Gender and educational leadership in Chile: What do we know so far?

13:55
14:10 — ● *Paper Presentation 5 by Asadullah Lashari:* Patriarchal Regimes of Truth: Challenges in Researching Gender in Pakistan.

14:10
14:25 — ● *Paper Presentation 6 by Rosanna Wilson:* Wellbeing and the importance of going 'out of the realm of the classroom': Secondary School Teachers' Perspectives

Session 2 Q&A: 15 mins

14:40
15:40 — ● *Workshop presented by Qiaohui Xue & Sarah Hadi:* What are the purposes of education? And What are the implications of educational research?

15:40
15:45 — ● **Wrap-Up Address, Day 1**

09:00
09:30
Registration

09:30
09:35
Welcome Words

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10:35
Workshop presented by Rodrigo Brito:
Mindfulness for Human Flourishing in Education

10:35
10:50
Paper Presentation 7 by Sarah Hadi:
The Anatomy of Colonised Mental Well-Being in
Collectivistic Cultures

10:50
11:05
Paper Presentation 8 *by Yunus Saracoglu:* Mobile Device
Usage by Young Children with Special Educational Needs
(SEN) and Disabilities in Their Home

Session 1 Q&A: 10 mins

11:20
12:20
**Posters Session with Coffee Break in Dearing
Building Atrium**

12:30
13:30
Towards Just Futures: a Capabilitarian Approach to
Transforming Undergraduate Learning Outcomes *By
Keynote Speaker Pr. Melanie Walker*

13:30
14:30
Lunch Break

14:30
13:45
Paper Presentation 9 by Peiyu Wang: Exploring
Students' Perceptions of Applying Anonymous
Discussions in UK University Classrooms

14:45
15:00
Paper Presentation 10 by Mixue Li:
The learning practice of craft knowledge in the UK

15:00
15:30
Paper Presentation 11 by Eugenia Allotey:
Unveiling eighth graders lived experiences of
discrimination in Ghana through Dialogic
Literary Gatherings

15:30
15:45
Paper Presentation 12 by Tazreen Kassim-Lowe :
The spaces in-between: Embodying pluralism in the
Confirmation of Studies Paper

Session 2 Q&A: 15 mins

15:45
16:00
Concluding Statement

Abstracts

Philip Rowe

An examination of the relationship between headteachers and Chairs of Governors in secondary schools in England.

Few relationships in English school leadership are as important as that between the headteacher and the Chair of Governors. Although each will be different, the relationship lies at the heart of all major school strategy and determines how successfully it is delivered. It is also of immense personal value to the headteacher and the Chair as they carry out their respective duties. However, the significance of the relationship is not consistently reflected in literature about school leadership and governance nor in the induction and training of most headteachers and Chairs. It is unusual for the topic to be discussed at conferences or for it to be highlighted in school inspections or individual appraisals.

The purpose of this research is therefore:
· To examine how such relationships are forged, how they develop and how and why they function in the way they do.
· To identify the conditions which shape these relationships and the indicators of more and less successful ways of working.

The research is being conducted through eight case studies of headteacher-Chair relationships in both the state-funded and independent sectors. The research is structured into four topic areas:
1.How far is the future relationship between the headteacher and the Chair of Governors established through the appointment and induction process?
2.Following appointment, how is the relationship between the headteacher and the Chair developed?
3.How is the concept of 'critical friend' interpreted and practised by headteachers and Chairs in the context of Chairs supporting and challenging the headteacher?
4.How do headteachers and Chairs maintain an appropriate division between operational and strategic responsibility?

The ambition for the research is that it could be utilised by both headteachers and Chairs, and their respective associations, to provide guidance and training to assist in the formation and development of these relationships for the good of their schools and for their own professional and personal wellbeing.

Yohan Rubiyantoro

Early Childhood Leadership During the Covid-19 Pandemic: A Case Study of Public Kindergartens in Indonesia

Due to the pandemic of Covid-19, kindergarten leaders faced extreme pressure. Young children find online learning much more challenging than students in primary or secondary schools. However, little research has been focused on kindergarten principals' leadership practices during the pandemic, particularly from developing countries in Southeast Asia.

This current study explored how selected public kindergarten heads in Indonesia responded to the challenges of the pandemic, including the expectations for online learning. This is an exploratory multiple case study, involving semi-structured interviews, and documentary analysis. Study participants were interviewed online in four main regions: Jakarta, Bali, North Sumatra, and South Sulawesi in 2021. Participants in this study include kindergarten heads, teachers, teaching assistants, administrative assistants, parents, and local education offices. The study involved a total of 40 participants.

The study shows that the Covid-19 pandemic disrupts teaching and learning. Kindergarten heads in Indonesia faced a very difficult situation as a result of the pandemic. They had limited options and described the situation as "very complex". Also, poor internet infrastructure remains a problem for kindergarten leaders, teachers, and parents.

During the pandemic, three kindergartens implemented online learning, but one principal continued to conduct in-person learning and the school remained open. The children entered the school without their school uniforms, sneaking in through the back door.

The purpose of this presentation is to present findings from my study of kindergartens during the Covid 19 pandemic. This is an underexplored area of knowledge for Indonesia. This study makes recommendations for policy makers, principals, teachers, and for further research.

Xiaoting Guo

Instructional Leadership in Chinese urban primary schools

The effectiveness of leadership on school improvement is well recognised, and considered one of the main factors that influence the quality of education (Bush et al., 2010). Among all models of leadership, instructional leadership (IL) not only promotes teacher learning, but also is believed to be the most powerful contributor to student outcomes (Leithwood et al., 2010; Robinson et al., 2008). Bush (2008, 2014) defines IL as the direction of leaders' influence rather than the influence process itself, differentiating IL from other leadership models. As the effectiveness of IL has been recognised, it has been introduced and practised in many other countries (Bush, 2013; Clarke & O'Donoghue, 2017). However, a one-size-fits-all approach or model does not exist for leaders to adopt IL when encountering a specific school context (Clarke & O'Donoghue, 2017; Day, 2009). Currently, research on IL is mainly based in Western countries (with decentralised contexts), and only limited research can be found in centralised countries (e.g. China, Turkey and Malaysia). In China, researchers observed that the concept of IL is not fully understood and not widely accepted by front-line educators (Guo & Lu, 2018; Qian et al., 2017). The purpose of this study is to explore how Chinese urban primary school leaders enact IL and how different contexts influence the practice of IL. Six research questions have been formulated to guide the study. 1). How is IL understood in Chinese primary schools? 2). How, if at all, does Confucianism influence IL in China? 3). How is IL enacted? 4). Who are the instructional leaders? 5). What is the role of TRGs (teacher research groups) in IL? 6). What are the challenges involved in enacting IL? A multiple-case study design will be adopted for this study.

Dalku Arroyo Munoz

Gender and educational leadership in Chile: What do we know so far?

The Chilean schooling system is undergoing deep educational reform. In 2018, a long process of de-municipalization began. Aiming to end with municipal schools by 2025 to improve public education, transferring schools administered by municipalities to state services under the Chilean Ministry of Education. The law of New Public Education entails a deep reform for the Chilean public schooling system, involving a process of recentralisation and an increase in the administrative scale unprecedented worldwide (Garreton, et al, 2022).

The purpose of this study is to know what the gender conceptions of Chilean headteachers' are in a time of deep educational reforms, and how they conceive gender and educational leadership and management. It will also gather data from teachers and pupils about headteachers' leadership regarding gender justice in school life. These insights are rarely considered.

Building on the research's context, findings have shown that school and educational leadership are scarcely researched topics in Latin America, even in Chile, where there has been a greater development in research about these topics (Flessa et al., 2018). Gender and educational leadership are under-researched areas both in Chile and in other Latin American countries. Most articles address gender inequity from the classroom and school leadership perspectives (Arroyo and Bush, 2021; Weinstein et al.,2021).

The 2014 reform provides a valuable starting point for gender perspective inclusion policies in Chilean education. The Gender Equity Unit was created as a permanent structure responsible for promoting the incorporation of policies, plans, and programmes with a gender perspective (MINEDUC, 2014). Still, Gender policies in Chile are regarded under a binary vision, focused on resolving equality between men and women and ending violence against women. While women's issues are part of the gender equality agenda, it has become misunderstood as a woman-only concern, even more so when gender issues within the political sphere are assigned under the umbrella of the Women's Ministry.

Feminist educational movements re-emerged with higher education female students demanding the eradication of sexism in education, the end of violence against women and the freedom and autonomy of women's bodies, and the democratization of spaces where girls and women can interact within schools and universities (Huenulef-Delgado et al, 2021). The collective of female teachers advocates for transforming education, and eradicating sexism within education (Red Docente Feminista, undated). The feminist teacher movement, as a grassroots activism, constitutes educational leadership.

Asadullah Lashari

Patriarchal Regimes of Truth: Challenges in Researching Gender in Pakistan

This paper discusses the challenges that I faced during my doctoral research on a women centric topic in a culturally sensitive society such as Pakistan. Researching sensitive topics in education is often a challenge for researchers, for instance topics related to gender (Lenz, 2010). A context such as Pakistan, where faith-based and patriarchal regimes dominate academic and social spaces, makes it difficult for researchers and participants to engage in a research activity without fear. Based on Foucault's (1972, 1980) writings on regimes of truth, discourse and systems of exclusion, this study analyses how patriarchal regimes of truth constrain some discourses that affect participants' willingness and insights to reflect on the issues freely. While reflecting on my experiences in data collection, I reflect that qualitative researchers struggle to access participants to investigate issues related to gender subjectivities in educational contexts in developing societies like Pakistan. I faced a variety of problems, e.g., from my own positionality, access to the participant, participants willingness, finding culturally appropriate setting to conduct interviews and issues during the interviews and thereafter dealing with sensitive data. Among these problems, I found that the researcher's positionality as a partial insider influences the process of accessing participants and gathering data, alongside participants' unwillingness to participate, finding appropriate research locations and difficulties during the interview. These issues can be attributed to patriarchal regimes of truth where male and female sitting together in public spaces is often discouraged. Moreover, I also observed that participants' refusal to speak about such issues and withdrawal from the interview indicate their adherence to these cultural (gender-based) regimes of truth. Consequently, participants' discomfort in disclosing their lived experiences and talking about social taboos has serious repercussions on the field of gender and religious minority research in education and their overall standing in society.

Keywords: Gender Research; Pakistan; Regimes of Truth; Patriarchy

Rosanna Wilson

Wellbeing and the importance of going 'out of the realm of the classroom': Secondary School Teachers' Perspectives

Given the central role schools play amidst rising inequality and mental ill health affecting young people and communities, this article reports on reflexive thematic analysis of the third data set of a three-part research project exploring English secondary teachers' perspectives of wellbeing in schools. Focus-group and interview data collection took place during the second academic year of the covid 19 pandemic (2020-21) and early 2022. Our data illustrates that, in spite of an intention to talk about practice for wellbeing, teachers continue to express their frustration with neoliberal education, and how it works against wellbeing. Although teachers recognised a shift in focus and recognition of wellbeing as a school aim in leadership and policymaking, teachers also identified the barriers of their context and how these undermined attempts to embed wellbeing. Building on their understanding of wellbeing as relational, teachers in this study yearned to break with the boundaries of the typical classroom space, both physical and structural. In light of these findings, we point to an expanded view of the importance of relationality to educational purpose and use Phillips and Finn's application (2023) of ecopsychological theory to engage with educational practice in relationship with space, materiality and the living world. [RW1]

Qiaohui Xue & Sarah Hadi

What are the purposes of education? And What are the implications of educational research?

The Workshop explores the fundamental questions surrounding the purposes of education and the implications of educational research. As educators and researchers, it is essential to examine the objectives and goals of education critically and to understand how educational research informs and shapes our practices.

In this workshop, participants will engage in thought-provoking discussions and activities aimed at deepening their understanding of the purposes of education. Through an exploration of diverse perspectives and educational philosophies, participants will reflect on the broader goals of education in society and its impact on individuals, communities, and future generations.

Furthermore, the workshop will delve into the implications of educational research. Participants will explore how research findings influence educational policies, curriculum development, teaching methodologies, and assessment practices. By examining the relationship between research and practice, participants will gain insights into the ways in which evidence-based approaches can enhance educational outcomes and drive positive change.

Through interactive sessions, group activities, and case studies, participants will have the opportunity to share their experiences, exchange ideas, and engage in critical dialogue. The workshop aims to foster a collaborative and inclusive environment that encourages participants to challenge assumptions, rethink educational paradigms, and envision innovative approaches to education.

By the end of the workshop, participants will have gained a deeper understanding of the purposes of education, the role of educational research, and the implications for their professional practice. They will be equipped with new perspectives and tools to critically evaluate and apply research findings, promoting effective educational practices that positively impact learners and society as a whole.

Rodrigo Brito Pastrana

Mindfulness for Human Flourishing in Education.

In this workshop (one hour long), we will have the opportunity to explore some of the most important milestones regarding the implementation of mindfulness in schools in the UK context, along with learning about some of the core findings of my research in this field. This research has focused on the teachers' perception of the current most usual mindfulness programmes in schools and the teachers' reflection regarding a more integral form of implementing mindfulness in schools. The space will be divided into three parts: 1. We will learn about mindfulness and its educational potential based on some findings of my doctoral research. 2. We will experience a guided mindfulness practice focused on generating well-being. 3. Finally, we will have the opportunity to share experiences and discuss the attendees' questions and reflections. The primary purpose of this workshop is to show briefly to those unfamiliar with it the educational benefits of mindfulness practices from an academic and experiential approach. As an underlying goal, this encounter will intend to generate questioning and conversation about the broader problem of the most pertinent purpose of education in the context of a world suffering multiple crises, from war to climate emergency.

Sarah Hadi

The Anatomy of Colonised Mental WEll-Being in Collectivistic Cultures

Just like a DNA contains genes inherited throughout generations, a well-being state has factors and conditions rooted in individuals' culture and DNA, which influence their well-being. In recent years, there has been an increasing demand for research on well-being using non-traditional research methods. This study researches students' 'mental well-being' awareness in Algeria and China. It also sheds light on the researcher's exploratory journey on this awareness. For this case, both the Algerian and English contexts are explored.

The research design adopted in this study is qualitative mixed methods. Initially, Charmaz's constructive grounded theory was used to gather in-depth data grounded in 25 students' lived experiences. Whereas for the researcher's journey, Ellis' autoethnography brought richness and additional evidence supporting the previous findings. The unexpected outbreak of the Covid-19 pandemic was the precursor to selecting this research methodology.

'Widespread colonisation' emerged as a dominant theme in this research. It explains and justifies the participants' and the researcher's views on mental well-being and the highly influential colonised social facts in their cultures. The UK represents a melting pot context where different cultures, religions, and ethnicity are located in one place. The researcher's presence in a neutral context contributed to identifying this widespread colonisation. It enabled further observations and analysis of this widespread colonisation.

The research will provide more insights into decolonising mental well-being and high-impact social facts and suggest gateways to achieve dynamic equilibrium and optimal functioning.

Key Words: Colonised mental well-being, colonised culture, colonised religion, suicide, constructive grounded theory, autoethnography, and dynamic equilibrium.

Yunus Saracoglu

Mobile Device Usage by Young Children with Special Educational Needs (SEN) and Disabilities in Their Home

This paper discusses findings from online surveys completed by parents of young children with special educational needs and disabilities (SEND) (n=39) and online follow-up interviews conducted with ten parents in the UK concerning their young children's use of mobile devices (smartphones and tablets). This study examined parental practices, views and perspectives related to their children's mobile device use and adopted Cultural-historical activity theory (CHAT) to inform the questionnaire and interpretive data analysis of how parents' views and practices regarding their children's mobile device use. Qualitative and quantitative analysis showed that home (56.8%, n=21) was the most frequently stated place where mobile devices are used by young children with SEND, followed by restaurants/coffee shops (16.2%, n=6), school (e.g., nursery, preschool) (10.8%, n=4), car/bus/train journey (8.1%, n=3) and few parents reported as other (8.1%, n=3). Moreover, 56.8% (21 out of 39) of parents provided that their child with SEND had his/her own tablet and almost three-quarters of respondents stated that their children were using a tablet with varying duration on a typical weekday. Overall parents in the present study had a positive view on their child's mobile device use. A majority of parents (71.7%, n=28) agreed that the use of mobile devices is beneficial for early learning and development, while only 20.6% (n= 28) disagreed or strongly disagreed with this statement. Besides, almost two in three (64.1%, n=25) agreed that tablets will help their children's literacy (reading and writing) development, yet only a few (7.9%, n=3) disagreed with this statement. Parents were asked about their practices regarding their children's mobile device use, and it is found that most of them (65.8%, n=25) frequently or always supervised and monitored their children's use of mobile devices, and 13.1% (n=5) rarely or never supervised and monitored their children's use of mobile devices. Moreover, of the respondents, 76.3% (n=29) reported that they frequently or always selected appropriate apps and content for their children and 15.8 % (n=6) stated they rarely or never selected appropriate apps and content for their children.

Peiyu Wang

Title: Exploring Students' Perceptions of Applying Anonymous Discussions in UK University Classrooms

With the rapid increase of globalisation in education, the UK is one of the most popular destinations for international students pursuing higher education. When they arrive, they not only face learning new content, they also may be learning in new ways and in an additional language. Small group discussion is common in most of the social sciences and arts courses in the UK. Consequently, international students may be reticent to participate in group discussions and that can have negative impacts on the teaching quality and student learning experiences. One possible solution is to apply (peer) anonymity in classroom discussions when students are anonymous to each other but not the teacher. This may help create a "safety net" for students, thereby encouraging them to engage more in doing group discussions. My PhD aims to introduce and then explore whether anonymous interactions (individuals' real names are not associated with what they write) can increase student engagement and discussion in multicultural higher education classrooms in the UK. However, thoughtful research cannot be designed without exploring more about existing practise and students' and lecturers' preferences. Therefore, this survey study explored students' (native and non-native English speakers) perceptions of participating in face-to-face group discussions and online written discussions, explore the reasons why they think students do not participate in group discussions, and examine their views of the advantages, disadvantages, and preferences for anonymous discussion. By advertising online surveys in broad UK higher education, 188 participants (97 native English speakers and 91 non-native English speakers) from different UK universities and diverse cultural background responded to this survey. Th results of a preliminary analysis will be given in this presentation.

(275 words)

Mixue Li

Title: The learning practice of craft knowledge in the UK

The status of the pottery industry in the UK is classified as endangered and the traditional apprenticeship system and formal educational system required to train potters have all but disappeared in the field of pottery. This represents the dramatic reduction in the broader pottery ecology that supported the development of independent potters and the craft skills learning practice. Yet there are still thousands of pottery makers practising nowadays in the UK. The craft skills learning practice seems still operating in our society while the formal apprenticeship and education system have already almost gone. This skill learning occurs, happens and the knowledge is shared mostly in the informal spaces and communities, for example, pottery studios or some pottery informal networks between potters. This paper wants to explore how this craft skills learning happen at potter's daily work, in these informal networks. I interviewed 20 experienced studio potters about their learning experience and went to the short courses to learn the pottery skills myself in one pottery studio and did the observation of the learning process at the same time to explore how potters learnt the skills in their daily work and practice and through their interpersonal interactions. My findings show that learning is (un)organised in the interactions with materials and tools in pottery's daily work and practice, potters learnt their skills through sensing the materials, tools and equipment and sensing other bodies with more experience and pottery knowledge. Materials, tools, equipment, learners and the more knowledgeable and experienced bodies have formed the micro new ecology for learning this pottery knowledge and skills, which the formal educational systems do not have to necessarily be present to afford the learning of craft knowledge and potters can learn these skills through watching other experienced body movements in presence or in online videos and practice with touching materials and using tools by themselves.

Eugenia Allotey

Unveiling eighth graders lived experiences of discrimination in Ghana through Dialogic Literary Gatherings

For over three decades, the United Nations' through its Convention on the Rights of the Child has called for the need to protect and respect the rights of every child without any form of discrimination. Nonetheless, children in educational settings across the globe continually experience discrimination. This is the unfair, stereotypical or prejudicial treatment of people and groups based on characteristics such as age, disability, ethnicity, gender, language, race, or religion. These potentially, give rise to high risk of school dropouts, and low academic achievement. Making it imperative for educational researchers to revisit this subject in educational settings. In Ghana, emphasis has been made on the need to identify obstacles affecting students' acceptability and adaptability in schools in order to gain a comprehensive understanding of issues pertaining to inclusion and lifelong learning. However, few studies in the country talk about students' encounters of discrimination in schools. Aiming to explore students lived experiences of discrimination, this study focuses on a particular dialogue-based classroom strategy which affords students the possibility of talking and interacting with each other named Dialogic Literary Gatherings (DLGs). These are interactive dialogue-based learning environments where participants share and discuss greatest literary works through egalitarian dialogue that fosters respect towards diversity and overcomes inequalities. DLGs were implemented in an 8th grade classroom in southeastern Ghana where it made affordances for participants to share their experiences of discrimination in school. Employing the ethnographic case study methodology, semi-structured interviews were conducted with eight students who during the gatherings reported experiencing discrimination. Findings from the study show that students felt discriminated against by virtue of their age, their learning difficulties, their poor standing in society, and their ethnicity. This is relevant for practitioners and stakeholders seeking innovative strategies that encourage students to speak up, feel respected and potentially keep them in school.

Tazreen Kassim Lowe

The spaces in-between: Embodying pluralism in the Confirmation of Studies Paper

Drawing on Scheiner 's (2019) work on transcending dualisms and Sfard's (1998; 2008) rejection of over-simplified, dichotomous relationships in the arena of language in Mathematics Education (LiME) research, I will present some of the ways I have worked towards a review of existing literature which embodies pluralism and criticality in the Confirmation of Studies paper (CoS). I will position myself as a cultural and ethnic embodiment of pluralism as someone who is 'Mixed British' and demonstrate how I visually and didactically have attempted to embody this pluralism in the structure of my CoS paper as I approach the complexities of the main phenomena under consideration: Language structures.
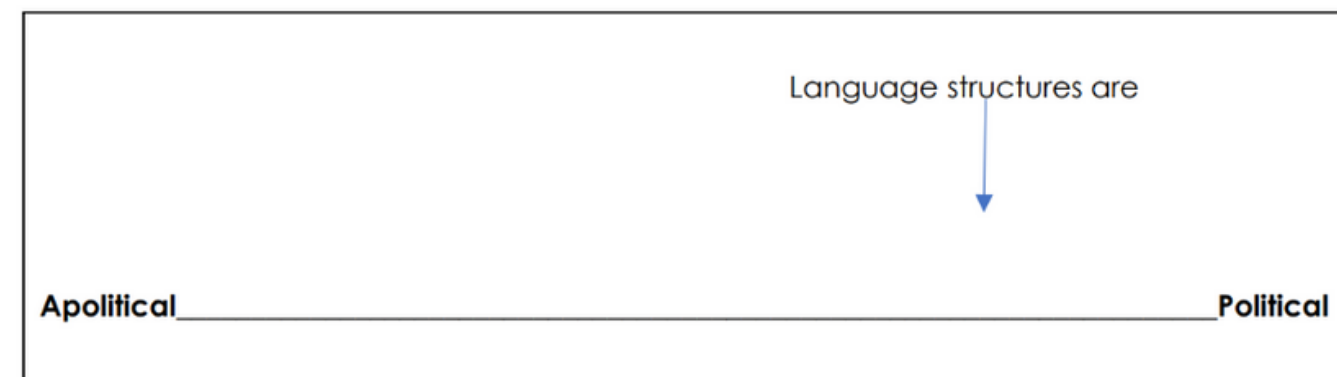

Figure 1: Example of visual representation used when discussing Language structures and how they exist in between dualisms.

I have critically analysed how 'Language structures' (set, grammatical sentences with a fill in the gap structure to aid mathematical communication) as a 'non-research driven' practice (Coles and Helme, 2022, p.16), might manifest in the spaces in-between dualism. I will demonstrate how I have used the visual representations of continuums to critically evaluate Language structures as a discursive object which can create or diminish meaning on an object level and a meta-level (Sfard, 2008). I will the structure of the CoS paper as the first step towards a pluralistic and eventually more dialectical and ...richer and more comprehensive view of the phenomena under consideration' (Scheiner, 2019, p. 522).

Bauyrzhan Kaziyev

The Understanding and Practice of Leadership in mainstream schools in Kazakhstan

This research explores the school leadership existing in state mainstream schools in Kazakhstan from various perspectives. The purpose of this phenomenological study is to explore the understanding and practice of leadership in schools in Kazakhstan. The central research question is 'How is leadership practiced and understood in case study schools in Kazakhstan?' Research focuses on mainstream state schools where education is provided free of charge, students are not selected, and teachers are hired without competition. The research examines leadership in three comprehensive schools in the Aktobe region located in urban and rural areas. Using a constructivist perspective, participants' perceptions about leadership might be formed through cultural and historical norms where they operate and interact with others. This is examined through the views, practices, and experiences of headteachers, deputy headteachers, heads of departments, and teachers about the practice of leadership in their context. The perspective of students, local education authorities, and the community is also explored. Further consideration will be given to how the practices of leadership are utilized in these schools in order to get an understanding of the topic.

This social research employs a phenomenological approach as it focuses on people's perceptions, attitudes, beliefs, feeling, and emotions toward leadership practices in educational settings. It employs two approaches of phenomenology such as transcendental and hermeneutic. In this research, schools will be the cases to be investigated and this method helps to understand the leadership practices within the school context. As primary methods of data generation, one-to-one interviews and focus groups have been chosen, where participants can share their ideas freely and can assist to understand leadership in Kazakh schools.

Yanwenjun Liu

A study on the use of escape room games as a teaching method in Chinese junior high school history lessons

Aim

The aim of this proposed study is to explore the use of escape room-based educational games in the history classroom on students' motivation and achievement in the hope of better facilitating the progress of teaching and studying history in junior high schools in China.

What is the escape room game?

A room escape game is a realistic situational experience in which a team successfully "escapes" into a room with a specific backstory by integrating puzzle-solving within a limited time frame.

Methodology

Design-based research:

This study will design an escape room game and apply it within the history classroom in China.

During an iterative process of research, participating teachers and students will jointly design and improve this game.

Research questions

1. What are the design requirements of an effective and engaging escape room game to support learning medieval history in junior high school?
 2.   What are student's experiences of learning medieval history in such a game
3. What are teachers' experiences of using the escape room game with their students
4. What are the outcomes of integrating the escape room game into history lessons for students.

Conclusion

This work could offer a useful theoretical contribution to the creation of educational escape games with a historical context. Also, it will assist educators in improving the innovation of their instructional strategies.

Secondly, this study aims to help students learn history better by designing an intervention that promotes motivation and active learning for junior high school students. This contributes to the creation of an effective history-teaching environment that enhances students' learning experiences.

Galuh Prabowo

Exploring Multimodal Understanding in Chemical Kinetics: A Design-Based Research Study with Pre-Service Teachers

Johnstone (1993) has powerfully argued that learning chemistry requires understanding and relating "three worlds": the macroscopic, sub-microscopic, and symbolic. Macroscopic representations are related to observable phenomena such as the state of matter and physical or chemical processes whereas sub-microscopic representations concern things (e.g. electron configuration, atomic structure, bonding, intermolecular interactions, and particle collisions); that are unseen to the naked eye. Finally, symbolic representations frequently used to describe idea or process in chemical reactions, such as an arrow for representing chemical reaction direction process. Although considerable research has been conducted to explore how to help students learn with about multiple representations in chemistry, few apply multiple representation-based test to assess multimodal understanding. Consequently, the two-fold purposes of my study are to investigate how to support pre-service teachers in Indonesia to learn chemical kinetics multimodally and then assess that understanding in an appropriate way. Chemical kinetics is closely related to other chemical topics such as thermodynamics and chemical equilibrium, as a result of frequent overlap in idea understanding. In studying chemical kinetics , learners must deal with a variety of representations, including data tables of reaction orders, reaction rate graphs, equations, rate laws, collision theory pictures, and mathematical calculations. Pre-service teacher chosen as the participant both due to practical considerations (e.g. availability) and because of their role as future educators. To achieve the purpose of my research, a design-based research (DBR) study will be conducted in three stages; pre-service teachers' representational competence mapping, multimodal-based assessment design, and multimodal learning and practise design. I will use evidence-centred design (ECD) to develop the assessment. Using an evidence-centred design (ECD) as assessment approach should help develop a valid and reliable multimodal-based evaluation tool to evaluate the effectiveness of the learning activities.

Dheya Boudy

Exploring Saudi Mothers' Perceptions and Experiences of Primary School Children's Autonomy and Interactions with Single or Multi-Cultural Exposure during Remote Learning

Early childhood is a crucial period of a person's life that demands focus in many aspects. Due to the significance of a child's childhood and future, early infancy remains a subject of discussion. Hence, youngsters need extensive care and education by encouraging their natural autonomy and motivation. Rogers believes autonomy is more than simply accepting responsibility. It demonstrates someone's adaptability and growth potential. Thus, his concept of "actualizing tendency" echoes his belief in personal autonomy. It represents for him the inner incentive of living things that inspires them to excel.

Among the world's altering course of events was the outbreak of the COVID-19 pandemic. It disrupted lives worldwide, yet globalised education drastically. Not only early childhood had to adapt to social changes, but it was also confronted by academic challenges. Many countries have promoted remote learning, which has revolutionised parental involvement in their children's education.

This study investigates mothers' perceptions and experiences of children's autonomy and interactions through remote learning. The recruited sample represented two distinctive categories: mothers who have been exposed to a single culture (KSA) and mothers with a multi-cultural background (KSA, US, UK). It also illuminates the researcher's experiences and journey as an international student and mother exposed to three distinct cultures, same as the second sample category. The study applied qualitative mixed methods.

At first, Interpretative Phenomenological Analysis (IPA) was used to explore the experiences of Saudi mothers from both sampling categories- with a single cultural background (KSA) and a multi-cultural one. Person-centred approach framework was adhered by the primary tool employed to collect relevant data "in-depth semi-structured interview". Later, autoethnography was used to explore the researcher's experiences as an international student and a mother of two children. The shared experience allowed the researcher to interact and interpret data. It was based on her multi-cultural familiarity and motherhood experience. The adopted mixed qualitative approach added more insights to the findings collected by IPA with both sampling categories.

There is a need to instil the importance of autonomy in children at an early age. It would assist them in acclimating to the reality that life continues and there is no loss or gain. Similarly, course and actions are susceptible to change, and that they will confront numerous obstacles and experiences from which they might grow.

Gloria Anandappa

How are disabled children of foreign workers who are of compulsory school age enabled/constrained in achieving formal and epistemological access to education and social integration in international and SPED schools in Singapore?

Singapore is regarded as an international and regional High Performing Education System and education hub. However, the country does not always adopt an inclusive approach to its policies and practice. Current trends and aims of intergovernmental agreements and conventions to which Singapore is a signatory highlight the need for more inclusive approaches. This poster invites conversations about access to education as part of my doctoral research that aims to discover how disabled children of foreign workers who are of compulsory school age are enabled/constrained in achieving formal and epistemological access to education and social integration in international and SPED schools in Singapore. It will provide an insight into the growing interest in the phenomenon of curriculum borrowing globally and how education culture is adopted into countries. Particularly, within the under researched intersection of provision and participatory rights of non-citizens and disability in the scope of international education in the context of a HPES such as Singapore.

The poster is divided into 5 sections:

The first lists various international conventions and policy initiatives that highlight the need for inclusive approaches to education for disabled children as well as quality education for all.

The second is an overview of the Singaporean educational context and attitudes towards attainment, showcasing the conditions that warrant research on the topic of disability and migrant education.

The third outlines key findings from research on related topics such as meritocracy, marketisation of education, attainment and human capital and inclusion of migrant and disabled students.

The fourth sketches the intended methodological approach and the theoretical foundations of the research.

The final section suggests the contribution of the study to the wider field of inclusion of disabled and migrant students in policy and practice in accessing quality education for all.