

CSPACE SUMMER CONFERENCE 2019: 'CO-PRODUCING TEACHING AND LEARNING'

08.30	Registration & Refreshments ⌚ 30 min, SCT009						
09.00	Welcoming Remarks Carolyn Blackburn ⌚ 15 min, SCT009						
09.15	Key Note Speaker Professor Mike Neary ⌚ 45 min, SCT009 Chair F. Dakka						
10.00	Parallel Sessions I ⌚ 40 min						
	Session A, Seacole138 C V. Kinsella	Session B, Seacole139 C B. Morris	Session C, Seacole154 C M. Puttick	Session D, Seacole233 C G. Garbett	Session E, Seacole234 C T. Armstrong	Session F, Seacole241 C E. Matchett	
	ST I. Dewes LT E. Nenadic	ST A. Singh LT R. Snape	ST L. Miles LT L. Lambert	ST K. Brookes LT L. Hodgetts	ST M. Bennett LT V. Clarke	ST E. Wakerley LT Ed. St. Students	
10.40	Refreshment Break ⌚ 20 min, Drama Studio Seacole024						
11.00	Parallel Session II ⌚ 60 min						
	Session A, Seacole138 C A. Whittaker	Session B, Seacole139 C K. Vigurs	Session C, Seacole154 C R. Smith	Session D, Seacole233 C I. Mogra	Session E, Seacole234 C V. Cui	Session F, Seacole241 C D. Maynard	Seacole front Garden *
	LT V. Kinsella LT M. Fautley	LT B. Williams LT E. Matchett	LT V. Birmingham LT H. Getaweh	LT B. Cole LT T. Collins	ST A. Safi ST E. Cook LT P. Sanders	ST D. Smith ST F. McGonigal LT B. Kaur	W B. Morris

12.00	Lunch ⌚ 40 min, Drama Studio					
12.40	Poster Session H. Rees, Kirsty Devaney, S. Shafieq, S. Shakil ⌚ 30 min, Drama Studio Seacole024					
13.10	Parallel Session III ⌚ 60 min					
	Session A, Seacole138 C E. Nenadic	Session B, Seacole139 C C. Blackburn	Session C, Seacole154 C C. Meares	Session D, Seacole 233 C D. Collins	Session E, Seacole234 C F. Dakka	Session F, Seacole241 C B. Kaur
	LT A. Whittaker LT A. Anderson	LT Z. Kingdon LT S. Hopkinson	LT A. Kendall LT S. Keeling	ST I. Mogra LT A. French	LT V. Cui LT A. Wade	LT A. Brogan LT L. Millard
14.10	Refreshment Break ⌚ 20 min, Drama Studio Seacole024					
14.30	Parallel Session IV: workshops ⌚ 60 min					
			Seacole154	Seacole233	Seacole022	Seacole241 Seacole212
			W P. Trimble	W S Crowson	W P. Carr	W C. Wade W D. Brennan
15.30	Key note speaker Dr Katy Vigurs ⌚ 45 min, SCT009 Chair V. Kinsella					
16.15	Student Awards & Concluding Remarks Alex Kendall & Carolyn Blackburn ⌚ 15 min, SCT009					

*Outdoor garden space, situated outside Costa and by the old entrance to the Seacole building.

LT 20 min talk + 10 min discussion

ST 7 min talk + 3 min discussion

W 60 min workshop

P Poster presentation

C Session Chair



The Centre for the Study of Practice and Culture in Education (CSPACE) is pleased to welcome you to their annual summer conference at City South Campus, Edgbaston on 10th July 2019.

This year's CSPACE conference aims to celebrate the co-production of knowledge in social practice, including in schools, collaborative partnerships, further education, higher education and with children, young people and adult learners in related practices such as social work and health practice.

Drawing inspiration from Professor Mike Neary's pioneering work on 'student as producer', the 2019 CSPACE conference will ask what it means to co-produce knowledge as a social, intellectual, ethical and revolutionary practice within formal and informal educational settings as well as beyond traditional disciplinary boundaries.

About CSPACE

CSPACE brings together a community of researchers, practitioners, students, young people and service users from a range of disciplines and contexts to explore practice and culture across a wide spectrum of education settings.

CSPACE supports the development and fruition of the research ideas of BCU staff, students and people from the communities that the University serves. A central principle of CSPACE is that practice-based research is a key aspect of the professional identity of health and education practitioners. Practitioner research is a vital form of knowledge production that needs to be fed back into the policy-making cycle.

We explore the everyday dynamics of health and education wherever it occurs:

- in the formal, compulsory and non-compulsory, sectors
- or in voluntary, private, complementary or 'wraparound' services.

Our priority is to enable the communities we work with to become research engaged, knowledge producing, self-transforming and sustainable. We are committed to collaborative approaches to research that blur traditional boundaries between researchers and 'the researched'. We foster collaborative and participatory projects. Our approach is most definitely 'research with' rather than research 'on'.

CSPACE is an inclusive, playful, experimental research collective. CSPACE supports innovative and creative approaches to research whilst maintaining academic rigour and engaging with theory. CSPACE interacts closely and dynamically with the University's community of nationally renowned practitioner education programmes.

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Professor Mike Neary

Keynote Lecture 01

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Mike Neary is Emeritus Professor of Sociology in the School of Social and Political Sciences at the University of Lincoln. During his time at Lincoln he has been Professor of Sociology from 2014 - 2019, the Dean of Teaching and Learning from 2007 - 14, Head of the Centre for Educational Research and Development 2007 - 2012 and Director of the Graduate School 2011 - 2014. Mike taught Political Sociology at the University of Warwick 1993 - 2007. He was awarded a National Teaching Fellowship in 2007 and in 2016 became a Principal Fellow of the Higher Education Academy. The Students' Union at Lincoln granted him honorary life membership in 2014 for his work with students. His main research interest is the future of universities and the role of higher education in creating a post-capitalist society. He is Chair of the Interim Academic Board tasked by the Co-operative College, Manchester, to establish co-operative higher education in the UK.

Student as Producer: the theory, practice and culture of co-operative higher education

Mike Neary will set out the theory, practice and culture that lies behind the concept of Student as Producer. Student as Producer has been one of the organising principles for teaching and learning at the University of Lincoln since 2010. Mike will show how the concept of Student as Producer is being used to create a model for a co-operative university in the UK. The co-operative university project is seeking degree awarding powers and is due to open in September 2019. The co-operative university will be a democratic, collegiate and collective form of higher education ran by its members: students, academics and other stakeholders.

Dr. Katy Vigurs

Keynote Lecture 02

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Dr Katy Vigurs is a Reader in Education at Birmingham City University. She has worked in higher education for fifteen years and has particular interests in researching educational inequalities and conducting participative and creative research methods. She tweets regularly for academic purposes as @drkatyvigurs.

Students as holders and co-creators of knowledge in educational research: tales from the field

Involving students as co-creators in educational research can enhance the design, delivery and outcomes of a project, as well as being a valuable learning experience for the students. However, it isn't easy to do this sort of collaborative research well. This paper will present and discuss a number of research projects where students have been involved as co-researchers in a variety of ways. The different approaches presented will be critiqued, with a particular focus on power dynamics, ethics, relationships for learning, and capacity-building for research. Audience members will be encouraged to consider how students might be meaningfully involved as co-creators of knowledge in future educational research projects.

Aaron Singh

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Is using behavioural software systems such as Class Charts effective, efficient and ethical for teachers, students and parents?

I am a full-time teacher currently completing my Masters'. My dissertation research area relates to the way education providers and teachers who use behavioural management software systems to maintain behaviour and praise and motivate students in the classroom. This is focused on the context of secondary education in the UK and the systems that I am investigating are used in both the primary and secondary sectors.

More specifically I have divided this into considering the efficiency, ethics and effectiveness of a particular software called Class Charts for both students and teachers. This relates to wider themes in education such as the way institutions are using data for an extensive range of facets. With this idea of 'datafication' I am interested in groups of children who could be marginalised by this data heavy approach such as children with special educational needs. I think this idea is applicable to the conference because I am a full-time teacher and my report is about my practice as a teacher currently employed in the Birmingham area.

Adam Whittaker

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Perspectives on A-level music (16-18) in England: how can we move towards co-production?

Around 4,000 young musicians take A-level music each year, a long-established high level English school certificate available in music which covers three musical skill areas: listening/appraising, composition, and performing. Its apparent comprehensiveness under a single certificate (not replicated widely globally) has traditionally been seen as good preparation for higher music education. However, as Legg (2012) and Whittaker (forthcoming) have shown, A-level music is still bound up with notions of the elite status of Western European Art Music and offers a narrowly defined view of musical education. Such an exclusionary model is seemingly borne out through significant year-on-year decreases in entries (Cultural Learning Alliance, 2018) and clustering of entries around independent and specialist schools available principally to only those from more advantaged socio-economic groups.

This presentation reports on the results of a recent survey, and what we might be able to do to enable co-production of teaching and learning in this area. This survey gave teachers the opportunity to reimagine what an ideal A-level music qualification would look like for their learners, and how they might work with students in different ways. Teachers highlighted areas that were currently overlooked in A-level certificates, implicit underlying assumptions of the primacy of notated music, the perceived low status of the arts in the curriculum, exclusive rather than inclusive subject matter, and a lack of cultural diversity across the music studied. They also questioned the limits of such a qualification, and its suitability for the modern musical landscape. This paper draws together teacher perceptions to propose directions for reconceptualising A-level music to reclaim this qualification from charges of didactic elitism by asking: what could A-level music look like for my learners?

Alex Kendall, Mary-Rose Puttick, Louise Wheatcroft, Caroline Montgomery

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Opening School Doors for newly arrived families: co-producing knowledge from the grassroots upwards.

The Open School Doors project, an Erasmus-plus funded collaboration involving four EU countries (UK, Germany, Greece, and Austria) and one pan-European organisation (International Parents Association), is now reaching the final stages of its two-year duration. The overall aim of the project has been to support schools and teachers to build positive and effective relationships with parents/carers of newly arrived refugee and migrant children.

Central to the project has been a process of Participatory Action Research involving collaboration with primary and secondary schools in Birmingham with 'Schools of Sanctuary' status, as well as building a partnership with advocates from the Birmingham City of Sanctuary grassroots movement. Through this collaboration BCU has developed an online training framework for school practitioners to develop self-reflection and action across three themes of 'digital/literacies', 'spaces and places', and 'communities and culture'.

Additionally, we have worked with trainee teachers and other students across BCU's undergraduate and postgraduate education programmes to co-produce knowledge of working with refugees, asylum seekers, and other newly arrived migrant families. This has involved students sharing their own challenges and areas where they feel they have gaps in their training. Through this we are working with students and teachers to develop their agency as innovative knowledge-makers.

Amanda French

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'How can we teach it, when we don't know what it is?' Lecturers' perspectives and experiences of academic writing and their own academic writing development in higher education.

This paper focuses on an under-researched aspect of the higher education writing debate, namely lecturers' perspectives and experiences of academic writing and their own academic writing development. It argues that in the UK at least, despite the importance of academic writing to academic careers, university lecturers are rarely given any training or support around developing their academic writing, nor are they encouraged to see themselves as writing developers for their students (Lea and Stierer 2009). The theoretical stance taken draws on New Literacy Studies (Barton and Hamilton, 2000) and locates academic writing and writing development within a critical and situated theory of practice. In the research used for the paper participant lecturers' discussed the conditions and processes around academic writing that they experienced as undergraduates, postgraduates and in their post-doctoral careers as published academic writers. It is argued that these accounts embody an interesting paradox, namely that academic writing is often treated unproblematically as a measurable standard in higher education when actually it is very difficult to define (Ivanic, 1998; Lillis 2001). The paper also explores theories of habitus and identity arguing that academic writing practices play a vital part maintaining and developing lecturers' 'professional' identities in higher education (Archer, 2008). The conclusion argues the case for a way of researching writing that is not about standards or best practice but which aims instead to explore new and innovative ways of thinking about how a more complex conceptualisation of academic writing can be understood and applied by lecturer and students.

Andrew Brogan

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Difficulties of letting go: anarchism, authority, and knowledge production.

While we are urged to celebrate the student as a co-producer of knowledge, what are the challenges facing the lecturer in opening the space for students to contribute in the classroom? Higher education is ridden with signs governing the role of students and staff alike in the creation of knowledge. In the context of the Seacole building at BCU this is particularly apparent in the layout of many of the teaching spaces: these act to direct all attention to the lecturer as the foci of knowledge production in the classroom. Despite the physical layout of the classroom I argue in this paper that lecturers must move out from behind the lectern and embrace the unpredictability of student knowledge production. Doing so requires the lecturer to re-think their authority in the classroom by adopting a more flexible approach in line with anarchist theory. I call upon Bakunin's work to elaborate a concept of authority that allows for the authority of expertise without unquestionably subjecting ourselves to it. In embracing this flexible approach to authority we also create space for the authority of the students' knowledge, inviting them into the classroom as co-producers of knowledge regardless of the physical environments we work in.

Anthony Anderson

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***Frankenstein* music curricula at Key Stage 3 in the English secondary school.**

Music curricula in the English secondary school are frequently conceptualised and structured in learning topics. Such topic-based curricula, as designed and realised by music teachers, and experienced by young people, exhibit a variety of pedagogical and musical interpretations of learning. The interplay between teacher and learner dynamics within this domain, create tacit curriculum practices. These unvoiced frameworks generate *Frankenstein* musical curricula, where teacher choices and learner responses control knowledge development. Music classrooms are therefore places where curricula is co-produced and co-designed in unacknowledged music curriculum dialogue. This presentation will explore this complex relationship and consider the intertwining domain of conceptualising *music as learning* from which curriculum design emerges. It will draw on my recently completed PhD research data and discussion.

Ayazullah Safi, Matthew Cole and Natalie Walker

E03

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Physical activity rates and sedentary behaviour amongst University employees.

Background

Most occupations involve sedentary work and it is becoming common that decrease in energy expenditure at work is related to various physiological and psychological health issues. Workplace is an ideal place to promote physical activity (PA), health and well-being. Aim of this research was to identify ways to enhance PA levels, health and well-being in the workplace.

Methods

There are two studies (1 & 2) and participants for each study were different. Study one contained three sub-studies: parts A-C. Study 2 contains five interventions such as exercise equipment in staff offices, 10,000 steps challenge and encouraging walking meetings as well as signs promoting health messages by stairs and providing height-adjustable workstations.

Results

Study one part A: participants 416 (376) reported they mainly seated at work, (299) no vigorous PA. (300) indicated they travelled by motor vehicle five or more days per week.

Part B: participants 64 participants and the results showed employees spend (78.5%) weekly time in sedentary and light activities and (21.4%) in MVPA.

Part C: Focus groups, the common barriers to PA were lack of time, workplace culture, support from management and lack of facilities.

Conclusion

Workplace is an ideal place to tackle health-related illnesses in the adult population.

Community Research: Creative, Collaborative and Unexpected

This session is a conversation that we invite you to be part of. Here, we exchange and discuss how ethnographic encounters and visual methods opened up spaces for the co-production of knowledge; challenging traditional binaries of *researcher* and *participant*. Our distinct, yet interconnected, community research explores future potentials in the informal education sector as a distinct space for collaborative methodologies which offer necessary alternative approaches to more formalised educational sectors. In our conversation we contrast our previous professional positions in the adult education sector and explore how this has informed and shaped our professional practice.

We are two doctoral students from the Education who have been working with community research. Both research studies are set within the paradigm of the 'posts', utilising theory from postcolonial and new materialist feminist perspectives. In our respective community research fields, we maintain at the forefront of our critical thinking the need for a unity of theory and praxis, shaped by continued action and reflection (Ledwith, 2008).

Bally's research explores the experiences of the educational encounters of four British Muslim women through walking interviews and photography in the neighbourhood of Aston. A participatory approach was adopted which included walking through the neighbourhood with each participant. This was a methodological decision to address the power and volume with which public data speaks about a place without considering the subtleties of the psycho-social structures that inform the human experience. Participants' commentaries and photographs during the walks revealed the complexity and entanglement of the educated self and cultural hybridity (Bhabha, 1995). A hauntological perspective (Gordon, 2008) is used to explore how the past is re-examined, how absence and the unresolved are managed and the implications this has for future imaginings.

Mary-Rose's research '*Reimagining family literacy: exploring the experiences of migrating mothers in two third sector spaces in Birmingham*' set out to explore the potentials of an emerging educational provision in the third sector. This included a two-year pedagogical ethnography with Somali, Afghani, Kurdish and Albanian mothers from refugee and asylum seeker migration contexts. Three perspectives were explored including the researcher/teacher; the community organisations; and those of the mothers. Diverse research methods included: an auto-ethnographic approach to document the researcher/teacher's position; collective conversations with community practitioners; and visual methods with the two groups of mothers. The mothers led the mediums by which they wanted to share aspects of their experiences, including visual, sensory, and oral methods to represent their socially and historically situated experiences of identity/ies and spaces.

Bhabha, Homi. *Location of Culture*. London: Routledge, 1995.

Gordon, A.F. (2008) *Ghostly matters: haunting and the sociological imagination*. London: University of Minnesota Press

Ledwith, M (2015) *Community development in action: putting Freire into practice*. Bristol: Policy Press

Sallah, M (2014) *Participatory Action Research with 'Minority Communities' and the complexities of emancipatory tensions: intersectionality and cultural affinity*. *Research in Comparative and International Education*. Vol.9(4)

Bayley Morris, Georgina Garbett and Clair Meares.

W01

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Playing with inquiry in disquieting spaces

Research practices, (particularly in the public sector domain), have largely been informed by paradigms that privilege social-scientific/positivist forms of knowledge production and representation. As such 'ways of inquiring' in these spaces has been shaped by notions of 'what works' - emphasizing a narrow focus on the 'evidence' that constitutes scholarly inquiry. This '... structures the possible field of action' (Foucault: 1982: 221).

What lens and sensitivities are we able to access through engaging with alternative modes of inquiry? What dimensions of the subject might be revealed, (or reveal themselves), which would otherwise remain untapped? In our collective work, we hope to raise questions that dismantle hierarchies that dominate the way we know, think and act in research.

This participatory and collaborative workshop takes as its alternative starting point a 'posts' understanding that rather than predictable and knowable, knowledge is generated in the being-making-thinking encounters of research practices. This creates spaces for new imaginaries in research which has the potential to affirm 'process' and material encounters as a valuable locus of scholarly inquiry.

During this 'hands-on' session we will be inviting you to engage with these concepts and explore the dynamics of creative research through playful engagements with being-thinking-doing.

Bethany Williams

B03

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Experimenting with direct instruction to enhance pupil progress: an emerging philosophy of teaching and learning.

I am a trainee English teacher on the Teach First programme. As part of my first assignment for my PGDE in Leadership and Learning, I explored my emerging philosophy in teaching and learning, undertaking research and implementing it into my classroom practice through a sequence of lessons.

I propose to share my findings from this assignment in the form of a presentation. The first part will focus on my emerging philosophy and the research that underpins this. One of my main focuses was the concept of direct instruction and how this is a powerful instructional strategy in enabling all learners to make progress.

The second half of my presentation will focus on how I used my emerging philosophy and research to design and implement a sequence of lessons to enable a class of Year Nine pupils to overcome the conceptual challenge of analysing writer's intentions in English Literature.

Undertaking this assignment enabled me to strengthen my classroom practice and to engage with a variety of educational research. Applying the research has allowed me to evaluate my teaching and draw my own conclusions on how I can help my pupils to make progress.

Beverly Cole and Peter Samuels.

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Enrichments to research methods teaching through an Erasmus+ partnership between Birmingham City University and University of Rwanda

Research methods teaching often focuses upon methodology and data analysis techniques. International students often struggle with more fundamental issues such as topic selection, academic writing and structure. The first task they are faced with is often writing their proposal.

This workshop will provide the participants with an opportunity to try out some interactive contextualised teaching activities that have been developed through an Erasmus+ staff mobility project to train doctoral students at the University of Rwanda. Soon to be four visits (as of April 2019) have so far been very well received working closely with doctoral students based in two Centres of Excellence in this thriving country. This has very much been an equally fruitful exchange of ideas, sharing experiences and good practices that have also enriched research methods teaching provided in the Business School and jointly with School of Education & Social Work.

The workshop will begin with a brief introduction to the context of the mobility project and the students in Rwanda who have been assisted.

Four activities will then be showcased in the following areas of thesis proposal writing:

- Topic selection and evaluation
- Proposal planning, writing, literature review strategies
- Critical review (by student and supervisor)
- Avoiding Plagiarism

Cathy Wade and Gavin Rogers

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Queer Academy: Hobbycraft Away Day, Workshop with Gavin and Cathy

We are all used to having our dreams crushed, our hopes smashed, our illusions shattered, but what comes after hope?

Halberstam, Judith. (2011)

The 1-1 tutorial remains subject to the tutor's knowledge and empathy for the contexts and methods presented by the student. Gavin Rogers and Cathy Wade collaboratively examine this exchange for the truths it reveals, to form methodologies for Queer Academy. Presenting their research as a workshop that seeks to extrapolate the inherent value in works described as "A Hobbycraft Away Day" and "A bit Claire's Accessories" imagining what these practices be if they found their inherent autonomy. The art school, a supposedly unhindered place for art processes, visual testing and philosophical enquiry, very often develop their own established rules, ways of being, ways of doing - with a danger that the establishment itself could inhibit the production of art. Strategies for building queer resilience, family structures, the role of the autodidact, *the awkward, imbalanced and unfinished* (Walter, J., 2017) within our institutions will be vocalised.

Halberstam. Judith. (2011) *The Queer Art of Failure*, Duke University Press.

Walter. John. (2017) *Shonky, the aesthetics of awkwardness*, London, Hayward Publishing.

David Smith

F03

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Moral Injury: the Conscience Ambushed?

Moral Injury: *sense of shame suffered by veterans who have witnessed or perpetrated an act in combat that transgressed their deeply held moral beliefs* (Bica et al, 2016). Existing research has focussed on the mental health aspect of Moral Injury (eg. Post-Traumatic Stress). My research interest is rather in the effect on an individual's Moral **Conscience** when the conventional process of forming moral judgments is impeded due to a lack of resources or other extrinsic factors that challenge the individual's ability to act in accordance with the his / her formation in virtue habituation during military training and professional practice.

My unique "insider" researcher-niche (operationally experienced Military Chaplain and teacher of Military Ethics) I believe, could yield superbly rich data from my choice of methodology (Semi-Structured Interviews and Self-Interviews). I see this as an opportunity to construct fresh epistemological insights into the real-time ways in which students apply their learning. Using Constructive Grounded Theory Method (Charmaz, 2014) for data analysis offers the exciting possibility of creating theory capable of a high level of abstraction.

I envisage a presentation and questions format exploring how my participants will construct an understanding that can inform new strategies to better support the next generation of military personnel. The 10 minute Lightning Talk with an opportunity to display a poster in the margins would be the best format for me at this stage of my research.

Deborah Brennan, Victoria Cox, Sarah Priest, Catherine Thompson, Andrew Powell, Scott Colton

W06

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Know Your Organs (KYO)

Know Your Organs (KYO) is an interactive workshop using porcine organs that develops the understanding of anatomy, physiology and pathophysiology of healthcare students.

Student mentors are integral to the delivery and design of this learning resource; they work in conjunction with academics to ensure the workshop enhances the student experience. This effective collaboration produces many positive outcomes, not least the coproduction of teaching and learning. The academics develop both the knowledge base and wider skill set of mentors, which can be applied to their academic and clinical practice. The academics gain understanding of areas where students traditionally struggle with their studies and the coping strategies used. The experience helps develop the confidence of mentors and demonstrates to other students how they can progress in their learning and role as a student.

This style of teaching and learning underpins already taught lessons and provides an environment where students can further explore and develop their knowledge, understanding and confidence in anatomy and physiology.

During this workshop, attendees will experience KYO taster session and a presentation on the impact of student mentors. This workshop will demonstrate the impact of student mentors on the educational experience and continued professional development of their peers.

Education Studies students

F02

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Education Studies: Students' Knowledge.

This session brings together three Education Studies students to share the different knowledge they have generated at different points in their degree programme. This includes a 1st year reflection on her educational journey and the impact of gender on her decisions to study one discipline over another, and two 2nd year students who have recently designed their own research projects to be completed in their 3rd year. The sessions enables the students to share the knowledge they have created so far and points the way for student co-production of knowledge as an intrinsic part of the Education Studies programme.

Elaine Matchett

B04

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The Educational Experiences of Children in Care.

There are currently over 75,000 children in care across England with the highest numbers in Liverpool, Manchester and Birmingham. Despite significant increases in funding and policies since 1997 aimed at improving foster and academic provision for children in care, educational outcomes remain low. Approximately 17% of young people in care achieved five GCSE passes A* to C including Mathematics and English in 2018 which compared to 59% of the general population (DfE, 2018).

My research aims to better understand what education is like for those young people in the care system and why academic outcomes remain low. I have interviewed recent care leavers in Birmingham and have their consent to share their experiences, opinions and recommendations for practice. Interviews focus on barriers they encounter as well as elements which enable and support them. Relationships and internal motivation are key factors. Education plays a vital role for the young people interviewed, as one young woman said: *'I held on to that – if I could do well academically then everything would be okay. I didn't have to follow in my mum or dad's footsteps – they didn't really value education. But I think I saw the value and that motivated me. Just for myself.'*

Elisabeth Cook

E04

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The Importance of Being Independent: using metacognition to help Pupil Premium students catch up.

I propose to present the findings of my study of strategies used to help pupils with low attendance catch-up on missed work, with a focus on supporting Pupil Premium students. I will suggest that for students to meaningfully catch-up on missed work they need to develop effective metacognitive skills, which will allow independence, self-regulation and ownership of their own progress and learning. I will demonstrate the importance of starting with long-term goals and narrowing down to independent steps, allowing pupils to plan independent study and meaningfully engage with catch-up work. I will suggest that for some students, the development of metacognitive skills is dependent on the collaboration of teaching and non-teaching staff.

I believe this study fits with the theme of students as co-producers as it identifies student autonomy and ability to plan and progress through learning as essential for success.

Elodie Wakerley, Joseph Kilkenny & Arozo Zargarzadeh

F01

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Student voice: Integrating the student perspective into academic development

New academic staff at BCU are required to undertake an Academic Professional Apprenticeship upon joining the institution. This course serves as an introduction to learning and teaching in higher education and strives to place the experience of students at its core. This year a number of first year students have participated throughout the course to authentically facilitate this aim. They have contributed and led discussions surrounding the student experience and acted as a consultation point for academic staff to sound out new learning and teaching ideas.

From the students' perspective, involvement in this course has provided an opportunity to gain professional values, knowledge, and skills (Tsien & Tsui, 2007) and has developed their sense of belonging at BCU (Bovill et al, 2016). From the academic staff's perspective, they have been inspired by the students' involvement (Jarvis, Dickerson & Stockwell, 2013) and have developed an increased appreciation of the value of listening to students' perspectives (Mihans et al, 2008).

Emma Nenadic

A02

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Where is the learning in music education partnership projects in England? Students' perspectives.

Major policy developments in music education such as the 2012 National Plan for Music Education have inspired diverse forms of partnership between teachers, students and professional musicians. This carries significant implications for musical learning yet there is limited research that explores participants' experiences of learning in these contexts, particularly students' experiences. My research therefore asks: where is the learning between teachers, students and professional musicians during music education partnership projects?

Set within a time when other education policies are causing '...untold damage to music' (APPG et al. 2019) there is a need for more clarity regarding how hubs and schools work together. Thus the question 'what shall we mean by 'education' in and through the arts?' (Ross, 2003: 78) is also explored.

I will present preliminary findings of my doctoral study in which I investigate pedagogy and practice across three music projects, encompassing three music organisations and seven partner schools. For this conference which asks us to consider how knowledge is produced and held by students, findings will focus on data that were obtained from group interviews with students involved in one of the projects. This qualitative study utilises a multiple case study approach with an emphasis on socio-cultural theory.

Francis McGonigal

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The optimum use of IT in Teaching and Learning Statistics for Business School Undergraduates

In their future careers students on Business School courses will require a certain level of numerical ability, therefore mathematics and statistics are important elements of the curriculum. Many students find statistics a difficult subject as it includes concepts which are complex (quantifying uncertainty) and even counter-intuitive. This is sometimes seen as part of a more general "Mathematics Problem" where students struggle with quantitative parts of their course.

To help Business School students develop a conceptual understanding of statistics that enables them to appreciate and communicate statistical information, lecturers and course designers need to organise the study of statistics in a way that engenders deeper understanding.

There are a number of issues concerning the teaching of statistics to non-specialist undergraduates including the appropriate use of computer technology. There has been considerable educational research into teaching statistics. However there is comparatively little specifically concerning the experience of Business School undergraduates.

Co-producing teaching and learning

We need to determine how can be best model the learning and teaching processes relevant to Statistics for Business School undergraduates. This requires us to work closely with the students to identify the root causes of any misconceptions.

Hashem Getaweh

C04

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Racial disproportionality and disparities in child welfare: A study exploring the lived experiences of Black adult males who were formally looked after in Birmingham.

Looked after children and care leavers are some of the most disadvantaged groups in British society. Quite often, their stories are associated with disparate mental health challenges, low educational attainment, criminalisation, illegal drug use, homelessness, and lack of employment.

Despite the multiplicity of the difficult challenges associated with looked after children and care leavers, Black children are reported to be disproportionately overrepresented in the looked after children population.

Despite the overrepresentation of Black children in the looked-after children population, there are limited scholarship concerned with exploring the lived experiences of Black children with the care system.

Despite the many challenges faced by Black children, review of the limited extant literature shows that, despite the recognised and documented differentiated disadvantage position of Black children and young people in the child welfare system, in most cases, the experiences of Black children and young people of the care system are often situated within the broader context of looked after children and care leavers. Not only this, but also, scholarship concerned with exploring the experiences of looked after children in general, are almost always focused on either the in-care or post-care experiences of looked after children. This two dimensional focus failed to capture the factors associated with children being looked after in the first place.

To fill this gape, the three dimensional framework was designed. This conceptual framework is intended to explore the pre-care, in-care, and post-care experiences of Black adult males with public care history. My plan is to present this conceptual framework and explain its potential contribution to the field of child welfare studies and children safeguarding policy and practice.

Helen Rees

P01

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How does core curriculum in nursing education impact on mental health nursing identity and what are the advantages and disadvantages of this?

A key objective of this research is to increase the understanding of how nursing identity is considered in the context of recent policy and curriculum changes, giving a voice to people within the profession and services who are infrequently consulted.

To achieve this objective I will work with mental health stakeholders including nursing academics in education, clinicians, students and service users in order to collaboratively create a cultural artefact in the form of a meme outlining mental health nursing identity. This will be followed by a semi structured interview based on a discussion around the meme to further explore this phenomenon. This pilot project will start with academic staff members as they are frequently represented in the battle against core curriculum. Gaining an increased understanding of why this is will help to develop my larger research piece which will include a much wider range of stakeholders.

This fits with the theme as I am a student and I will be working with students to generate the research.

Ian Dewes

A01

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Neoliberal Tensions in the Leadership of Multi Academy Trusts

With academisation being a significant recent change in education my research explores the impact this is having on school governance and leadership. In particular I look at the specific context of Schemes of Delegations (SoD). These documents which indicate where the responsibility lies within a Multi-Academy Trust (MAT) organisation for different jobs, such as setting the budget and appointing headteachers. I link this to neoliberalism and its associated traits of performativity and managerialism, as well as Foucault's concept of governmentality. My research shows a consistent approach across most MATs; local powers have been held more centrally, with only one MAT resisting the centralisation of powers seen in other trusts. I interviewed the Chair of the board of this MAT in order to more fully understand this MATs approach and discover that this MAT has certain principles which have led it to tread a different path, however, neoliberal pressures were threatening their approach and they were planning changes for the future.

I conclude that neoliberal influences dominate, but a neoliberal/Foucauldian analysis does not fully explain the influences on MATs' SoDs, there are also governance influences from the charity sector.

Imran Mogra

D05

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Getting deeper to explore the nature of empowerment in HE.

Student teachers enter the higher education classrooms with varied educational and life experiences. They often find themselves in spaces, which they now 'own', share and, sometimes contest. In the context of religious education, over many years, anecdotal evidence suggested that, most students were being empowered in more than one way. Simultaneously, self-reflections were also exposing some disempowerment and limited experiences of the full transformative potential of higher education, which, in part, aims to transform their future classroom. Students from diverse backgrounds can experience meaningful activities, be offered empowering opportunities and be empowered in many ways. One such way is to create spaces for self-expression. This paper focuses on continued research in religious education with students on an Initial Teacher Education degree programme at a University. The broader aim of the study was to develop the confidence of students by using selected teaching strategies, which enabled them to take ownership of their own learning and extend their pedagogical repertoire. The students participated, collaborated and experienced different pedagogies over two sessions. This paper presents only three elements of the data: the ways the participants felt they had been empowered, their appreciation of the different pedagogies used and how the empowerment affected them. These findings are supplemented with reflections from the researcher. A critical facet revealed in their responses to a questionnaire is that of 'fear' within the supposed democratic nature of the learning spaces in HE. Nevertheless, the data overwhelming revealed positive and powerful insights of the wide ranging of ways in which the students benefited. From an educator's perspective, these finding are significant as they highlighted high-levels of buy-in of the subject.

Kelly Brookes

D01

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Collaborative Skills-cycling - Educators and Designers in it together. A digital feast for the eyes!

The university strives to ensure that learning and support enables students to progress to successful achievement of academic success. As the BCU BME student population sits at the 45% mark, this BCU digital (SAP) resource building project has looked at the development of slicker and more internationally design focused visual materials for academic skills development.

The project aims have been to adopt a less Euro-centric approach to the design of course materials and has endeavoured to be more representative of the cohorts that the ADM Culture and Language in Context Dept. supports. These digital resources were created to be visually feasts for the eyes and appeal to non-native speaking learners and BME ADM students, whom can very often be overwhelmed and become saturated by text-heavy materials and images of Eurocentric semiotics. There is also an expectation within the faculty of Art, Design and Media that *Culture and Language in Context* resources should lead by example and should be visually and aesthetically on par with industry Art, Design and Media standards.

This presentation will provide an overview and reflective narrative of the project from start to finish and offer advice and guidance to colleagues who wish to create similar materials that are both visually slick and representative of the diverse cohorts we teach.

Kirsty Devaney

P02

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Whose creativity? Young composers' experiences of sacrificing ownership and personal voice.

This poster presentation will present the initial findings of a small-scale study interviewing young people and mentors involved in the Royal Birmingham Conservatoire's Young Composers Project investigating their experiences of composing in and out of school.

During my own doctoral study investigating composing at examination level in English secondary school, one of the key research questions explored if and how 'composing at examination level reflect real-world composing and creative practices?' (Devaney, 2018). Due to subjectivity and high-stakes involved at examination level, research found that teachers actively discouraged students' from producing creative work and taking risks believing exams reward 'safe work' (Hickman, 2007: 83), resulting in many teachers 'teaching to the test'. Fautley and Savage (2011) identified this as 'examination composing' (p.149).

Participants will be asked in focus group settings about their experiences of the Young Composers Project and if/how it differs from what they are composing in school. An initial online survey will be sent to current YCP students gaining a baseline understanding of their experiences to be later developed in the focus group interviews.

Laura Hodgetts

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A conceptual Model to inform the role of the current nursing profession in Supporting 'The Future Nurse'.

As part of my doctoral journey, I am using an Interpretivist paradigm combined with Constructionist Grounded Theory methodology and research method to explore the lived experience of the existing nursing workforce. My study's title is *A Conceptual Model to inform the role of the current nursing profession in Supporting 'The Future Nurse'*. This highlights changes made to the professional requirements and competencies of clinical staff, as stipulated by the Nursing and Midwifery Council (NMC) in the new proficiency document and standards for practice (NMC, 2018; NMC, 2018a; NMC, 2018b; NMC, 2018c).

As a clinical member of staff, assistant lecturer and registered nurse, my own positionality poses a significant influence in conducting this research. Therefore part of the thesis will include researching the concept of positionality and how to bracket my own experience, thoughts and feelings; in relation to conducting research and mitigating the risk of bias.

This includes the potential strength that acknowledging a substantive positionality can bring to study; in terms of decision making and choice of research methodology. An appropriate counter argument can then be established to inform the audience of potential limitations that researching 'in the field' can represent to a novice researcher.

Liam Miles

C01

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The connect mentoring system, a student led integration and learning programme

This paper will explore the aims, principles, and successes of the connect mentoring system for Level 4 Criminology students at Birmingham City University. Encompassing what has been achieved so far, the skills and experience that Connect mentors and new students have gained from the mentoring, as well as exploring key themes such as integration, inclusion and preparation for prospects in Higher Education. The paper will be constructed under the form of a narration, with a clear discussion of day to day life as a connect mentor, including job roles, limitations and student perceptions of the role. This paper will evaluate the importance of the role of connect mentors in terms of facilitating learning and provoking discussion in a new method, which may not have been as attainable through lecturer led sessions. Lastly, there will be an evaluation of the prospects of connect mentoring, what can be further achieved if the programme is developed more. This paper will conclude all these narratives and ultimately answer the question- just how successful and essential is the connect mentoring system for enhancing student's learning and integration in their first year of Academic Study at University.

Louise Lambert, Alex Kendall & Stuart Mitchell

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Exploring the experiences of becoming a higher education teacher: post-qualitative methodologies in a transnational context

In 2018, colleagues in the school of education began a two year collaborative transnational project funded by the British Council in Vietnam to explore H.E teachers' experiences of 'becoming an H.E teacher'. Working between four Universities, three in Vietnam and one in the U.K we are now nine months into the project. One of our project aims has been to explore the opportunities for researching our own transnational practices using post qualitative methodologies. We have experimented with participatory, creative and collaborative research methods (river journeys, lantern-making, walking intra-views), to research the teaching, learning, practices and identities within the H.E institutions where we work. This presentation shares some of our early thinking, experiences and reflections on the three creative workshops, including one where our four sites were linked synchronously via live streaming alongside the early results of a cross institutional e-survey. Drawing on Schon's (1983) call to work "in the swampy lowlands (where) problems are messy and confusing and incapable of technical solution", we explore some compelling theoretical questions. What does this work in this paradigm look like? How do we put post qualitative methodologies to work to explore questions in the swampy lowlands and what methods does it demand of us?

Luke Millard

F07

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Student as Colleagues and the impact on learning.

This paper explores the impact on students and staff of one of the UK's first university wide student 'jobs on campus' programmes. It considers what motivates students to work on campus, the skills they develop as a result and the impact it has on their attitudes and approaches to learning.

These outcomes have been recorded at Universities in the USA where tuition fees and student employment programmes on campus have been in place for many years and they are starting to be addressed in the European sphere (Zlotkowski et al, 2006; Perna, 2010; Simon et al, 2017).

Literature tells us that the negative impacts of off-campus employment (Astin, 1993) can be contrasted with those students who work on campus where a supportive and more flexible working environment is conducive to student learning (Pascarella and Terenzini, 2005).

The session will explore research findings drawn from students who work on campus; discuss how it relates to the literature and how such an approach might be best deployed for most impact on students who would most benefit from being a member of the university (McMillan & Chavis 1988, Thomas 2012).

It will also consider the culture change implications of having students as colleagues and look at the longer term and process implications of embedded student engagement and student voice within the heart of the university's machine.

Martin Fautley

A04

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Valuing music knowledge in English Music Education – the place (or not) for pupil voice

This paper presents the case for ways in which music education assessment systems in England have largely ignored pupil voice

This study is framed against a background of a centralised National Curriculum, yet which facilitates freedom for teachers to teach wide varieties of content. This is undertaken using a thematic approach from recent studies of teachers' pedagogic content materials, which show a preponderance of examination preparation.

Building on data-responses from two large-scale surveys of teachers, this presentation will show that the topics taught by English secondary school teachers have unwittingly produced both folk pedagogies (Bruner, 1996) and pedagogic content (Shulman, 1986) which are broadly similar, without a statutory requirement for them to be so.

From this data the paper goes on to argue that this curriculum content goes on to become what is assessed. However, at no stage in this process is pupil voice accounted for, or considered to be a significant factor.

This paper fits with the conference theme as the place of pupil voice in schools is being ignored by both curriculum designers and policy makers.

Mary Bennet-Hartley

E01

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Should the Teachers' Standards be asking teachers to promote the 'correct use of standard English' (DfE, 2013)?

The 2013 Teachers' Standards state that teachers should: 'demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English...' (DfE, 2013). On the surface, asking teachers to promote standard English appears to be a reasonable request. However, currently no official guidance exists to define precisely what this should look like in a Primary school classroom, or how it can be assessed by teacher educators. I argue that standard English is a dialect of English and one of many varieties of the English language. As such, questions need to be asked about why it is enshrined within the Teachers' Standards and promoted above other language varieties. I want to investigate shared understandings about what standard English means for initial teacher educators and how this impacts of the individual identities of trainee teachers and the children they teach. Theoretically my work is underpinned by Bourdieu's notions of cultural capital and habitus, and Bernstein's work on linguistic registers. I have found Deleuze and Guattari's concept of the rhizome useful metaphors for considering the journey of trainee teachers in terms of their practice and adherence to policy such as the Teachers' Standards.

Paul Sanders, Naomi Price & Bethan English

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How effective is Skyping for enabling collaboration, which aims to develop effective practice in the Geography classroom?

The Teach First PGDE programme includes a module entitled 'Collaborative Learning and Development.' This module focuses on how collaboration and collaborative processes enable BCU's Teach First participants to effectively develop their classroom practice.

This joint presentation will reflect on the collaborative processes that took place through a series of five Skype calls involving six BCU Teach First Geography participants, their BCU Geography Tutor and their Teach First Lead.

Through the observations of the BCU Geography Tutor the successes, the limitations and the practical issues of collaboration via Skype related to developing the Teach First Geographers' professional practice in the Geography classroom will be explored. The influence that this Skype collaboration has had on the development of these trainee Geography teachers' professional development will be considered.

Through the reflections of two BCU Teach First Geographers, the benefits and drawbacks that collaboration via Skype has had on their professional development in the Geography classroom will be examined with specific reference to Geography pedagogy. The impact that this form of collaboration has had on pupil progress will also be noted with reference to examples of pupils' learning.

Paul Trimble, Bethany Mill, Philip Baker & Harry Conquest

W02

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Collaboration and Creativity in English teaching

We are three Teach First students/teachers who have undertaken research into creativity in the English secondary classroom for one of our modules for the PGDip/MA. A focus of the research is collaborative pedagogy in terms of our own planning and delivery: essentially co-teaching in terms of the planning and evaluative stages. Thus, though we completed three separate investigations, we used collaboration and experiential learning to support the creative classroom focus, to share ideas and expertise, in order to impact on pupil progress in three schools in challenging contexts. Mixed collaborative methods were used, but a key feature as the research progressed were four Skype calls utilising structured conversational pedagogy.

We would present:

1. The contexts and issues around creativity in the English classroom
2. The creative focus and how different stages, including experiential learning, led to this focus
3. The nature of collaborative pedagogy (co- planning for teaching) and evaluation of technology used and its impact

We would use a practical/interactive marking approach to creative writing to enable the audience to evaluate the impact of our research.

Peter Carr, Christopher Bolton & Kelly Davy Nicklin

W04

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A re-creation of John Cage's "Theater Piece No1"

A re-creation of John Cage's "Theater Piece No1", the original performance of which took place at Black Mountain College, North Carolina, August 1952.

The only recording of the original performance of "Theater Piece No1" is a drawing by John Cage (Appendix 1.).

There have been recreations of the piece since 1952, but these have all been in performance or concert settings (Appendix 2.).

The proposal for the 2019 cSpace Conference will place "Theater Piece No1" in an educational setting. The forces and timescale of the piece will be adapted for the spaces and format of the Conference. It will include an additional episode of appraisal/evaluation/contextualisation. Which, with interactive video technology will explore the relationship of the radical cultural thinking of the 20th Century with 21st Century learning space.

PGCE trainees in Art, Drama and Music will lead a small group of (volunteer) delegates through the piece.

This proposal fits with the theme of this conference because it explores confluences of learning space/performance space and learners/teachers/audience/ performers. The conflation of these spatial roles allows for an exploration of the classroom as theatre. Overlapping concepts of theatre and classroom as transformational spaces, and learners as producers of learning, will be explored.

Rebecca Snape

B02

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Exploring English teachers' views of Creative Writing in GCSE Language.

In this presentation, I will report on my mixed methods PhD study, which examines creative writing (CW) in GCSE English Language. The research looks at teachers' definitions of CW, as well as its perceived role in the curriculum. It also explores how teachers develop their pedagogical approaches. Finally, it considers the nature of opportunities for CW both inside and outside the classroom. The research findings are drawn from survey, interview and lesson observation data.

Given the focus of the conference, I will focus specifically on pedagogical approaches in the CW classroom. I will discuss how participants developed their teaching of creative writing and how they navigated the complex socio-political context of GCSE English Language. The inception of the research coincided with the reformation of the Key Stage Four National Curriculum and GCSE English Language syllabi. Set within this context, the research findings illuminate how these reforms have impacted upon teaching and learning.

Many teachers questioned the extent to which students could be creative. Notions of 'storytelling for the exam' and 'boxing in [their] creativity' pointed towards a contrived form of CW which students manufacture for the exam. However, some teachers also considered how the changes may in fact open up opportunities for creativity. In light of these findings, I also consider what coproduction of teaching and learning may mean in the GCSE CW classroom.

Samina Shafieq

P03

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Stakeholder Perceptions: The Nursing Associates Impact on the Nursing Workforce.

National Health Service (NHS) workforce shortages are a common concern across the UK, similar to other developed countries. This has led to the new Nursing Associate (NA) role being created to bridge the gap between healthcare assistants and registered nurses. However, many fear the role may be treated as a cheap substitute for nurses.

The NA is part of an apprenticeship framework leading to a foundation degree, with progression routes across the nursing workforce. The NMC have created the standards for nursing associates and nursing associate programmes. These set out what a nursing associate should know, and be able to do when they join the register. The NMC also became the legal regulator for nursing associates in July 2018.

This poster presentation will explore how I plan to carry out my research focusing on perceptions of stakeholders of the impact of the introduction of the nursing associate role, perceived barriers, and impact on the nursing work force.

Sarah Hopkinson

B06

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How scaffolding can help reduce cognitive load for lower-attaining pupil within Mathematics.

With Mathematics becoming a more indispensable and integral part of students' everyday lives, it is increasingly important to ensure it is communicated in an effective and efficient manner. Cognitive load is especially important to ensure that all pupils are able to access the learning. This project researched and developed techniques which allow teachers to enhance pupil progress through different scaffolding methods resulting in reducing the cognitive load a pupil endures during a lesson. The results demonstrate that isolated scaffolding techniques can positively reduce students' cognitive load, however for optimum effect a balanced combination of techniques is required which is evidenced by the increase in pupil progress across this change in scores across the Groups observed, with a higher impact and benefits for lower attaining pupils and pupils with specific learning difficulties. These techniques were engrained within lessons during this project, Cognitive load was significantly reduced in pupils of a lower attainment and specific learning difficulties, adding the current the expectation that all pupils can assimilate large amounts of information simultaneously, often with insufficient scaffolding within The Academy studied.

Sarah-Jane Crowson

W03

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Storytelling futures: 'to no ending except ourselves' (Transtromer, *The Stones*, 2015)

This session considers the notion of 'students as producers' as an embodied and active experience, using visual methods and individual and collaborative storytelling as a way of speculating and discussing past and potential future educational spaces.

Massey (2005) considers space as a 'dimension of multiple trajectories' of 'stories-so-far', and Rose (2012) examines the role of images as part of a visual methodology; one which enables a more critical understanding of people and their contexts. Contemporary interest in the role of speculative narrative to inform creative and critical thinking can be seen in the growing popularity of design fiction as a way of exploring possible futures and create a space for disruption, discussion and debate.

In the session, participants will use aspects of Rose's visual discourse analysis as a method to analyse and create stories around archive photographic material. We will then use design fiction methods to collaboratively construct potential futures based on these 'stories so far' with the aim of creating a discussion space which disrupts and provokes critical re-storyings and alternative futures for education.

Shamila Shakil

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Are Primary Head-teachers Aware of The Significance of Cultural Intelligence for Educational Leadership?

In order to be successful leaders, head-teachers need to understand the context in which they work and the communities that they serve (Khalifa et al, 2016). There is little research carried out into Cultural Intelligence (CQ) of head-teachers in the UK. This research aims to fill that gap by acting as a foundation on which to base further research. Furthermore, the research will give insight into whether head-teachers are aware of the concept of CQ and its significance to their leadership performance. Since results from the questionnaire will be shared with the head-teachers, this will enable them to identify areas of CQ strength and improvement enabling them to devise ways to improve their CQ.

It is hoped that the result of this research will be the development of a deeper understanding of how CQ can help remove barriers between school-parents and highlight the importance of self-evaluative practice in head-teachers.

This exploratory research will measure CQ of 10 primary head-teachers in Birmingham and ask for their views on whether they believe CQ to contribute to effective leadership practices.

The aims of this research are:

To identify if primary head-teachers are using Cultural Intelligence in their practice.

To identify whether primary head-teachers are aware of the significance of Cultural Intelligence and its impact on educational leadership.

Shaun Keeling

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Case Study: Insider research and the problem of 'vulnerability'.

A research setting within inner city Birmingham, with a higher than the national average amount of parents with limited English language ability, was selected and closely examined in the form of a case study. The study ascertains the attitudes held by staff and parents regarding current levels of parental engagement. It was found that whilst the research setting held workshops, conducted social events and had an optimistic view of community partnerships, there were several barriers preventing the goal of engaging all. The main barriers consisted of: perception; trust; language; time restraints; and school policies. However, the participants were hopeful for the future.

Recommendations were designed to address the gaps in engagement between the research setting and its parents, suggesting that there was a collective desire to create stronger relationships. Whilst completing this research I was both a student and a teacher. This provided first hand experience of how student researchers can expose existing and create new knowledge for everyday application. In the form of a presentation I will seek to explore the role as students as researchers, how EAL parents are involved in inner city schools and how students may approach working with a group that may be considered vulnerable.

Tina Collins & Louise Gazeley

D04

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Understandings of gender have changed leaving some teachers behind.

This presentation will draw on some of the findings from a case study conducted at Stone Acre, a non-selective school in a selective Local Authority in England which explores how performance pressures, the school processes of the curriculum, selective grouping practices and teachers' understandings of gender all shape boys' experiences of learning. It is argued that these layers also interconnect with school type and ethos. Findings from the study demonstrate that the boys at Stone Acre were not learning in a gender-neutral space. In part, the data shows how teachers' understandings of gender were contributing towards shaping the boys' experiences of learning. Some teachers were found to have essentialist understandings of masculinities that were powerful in shaping the space in which the boys learned. In seeking to bring less visible readings of the policy frameworks and school level processes by which gender learning outcomes occur, to the surface, the study contributes to the debate around boys' 'underachievement' in the English school system.

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Space, Time and Everyday Life in the Mental Health and Well-Being of Postgraduate Research Students.

This paper presents indicative data from a research project where rhythmanalysis is employed to investigate the experiences of doctoral students at Birmingham City University.

Research into the experience of doctoral students identifies that there are ‘stressor points’ throughout the life course of study (Ali and Kohun, 2006). These are not limited to the ‘institutional context’ (Bagaka’s, Badillo, Bransteter, and Rispinto, 2015) found in the rhythms of the academic year, but can be present at enrolment, after the submission of the dissertation and post-viva/post-completion. Following previous work in the area (Dakka and Wade, 2019,) this study, funded by the VC’s Fund at BCU, employs Lefebvre’s rhythmanalysis, a spatiotemporal methodology, as a means of exploring well-being amongst doctoral students.

The primary data includes results from a Likert-scale questionnaire sent to all doctoral students in March 2019 (n=500) at BCU enquiring about spatiotemporal rhythms in relation to stressor points and institutional context. In addition, the analysis of the first of three cross-faculty focus groups is presented where the relationships between mental well-being, rhythms of everyday life and the doctoral research process are explored in depth through mind-mapping and pictorial/written ranking methods.

Vanessa Clarke

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Becoming' an Academic: Experiences of part time doctoral journeys using Rhythmanalysis and equine-assisted methods.

Much has been written about full time doctoral student journeys, yet, despite reports of low completion rates for part time students, there is an apparent paucity of empirical evidence regarding the part time doctoral student experience (Gardner and Gopaul, 2012).

This embryonic research emerges from the Pilot Enquiry phase of the EdD at BCU. The study uses Lefebvre's Rhythmanalysis (2004) as an academic framework through which to understand experiences of full time employees studying part time doctorates.

For the pilot data collection, five different visual images of horses have been matched to five of the key terms within Rhythmanalysis, namely *polyrhythmia*; *eurythmia*; *arrhythmia*; *isorythmia* and *dressage* (Lyon, 2019, p.25). Participants, part time doctoral candidates, are invited to select one or more of these images and use the horse as a metaphor (Stock and Kolb, 2016) to explore narratives about their doctoral experiences.

The unique contribution to knowledge for this research is in enabling part time doctoral students to tell their stories in a more embodied way (Bengtsson, 2013) through the use of the horse as metaphor (Stock and Kolb, 2016). The intention of this research is to better understand the experiences of doctoral candidates in order to better support them and to potentially have a positive effect on their outcomes.

Vanessa Cui, Matt O'Leary, Ilana Pressick, Nathalie Turville, Steph Reynolds & Lee Roberts.

E06

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Transforming pedagogical practice, perceptions and relationships through collaborative observation between lecturers and students.

During November 2016 and April 2018, students and lecturers from five HELS undergraduate programme case studies took part in a HEFCE funded project [*Improving learning and teaching through collaborative observation*](#).

The Cycle of Collaborative Observation (CoCO) (O'Leary and Cui 2018) drew on Brookfield's work on critically reflective practice (1995), our collaborative approach to using observation as a reciprocal lens provides a structured framework for students and lecturers to actively reflect on and collectively discuss their situated learning and teaching (L & T) experiences. We argue that genuine and sustainable improvement of L & T needs to be built on shared understandings between academic staff and students, which requires both to develop situated knowledge of their own and each other's views, values and practices. Emerging findings from the case studies reinforce the work of Bowden and Marton (2004), who argued that an understanding between students and staff based on a common frame of reference of T & L is fundamental to building a 'collective consciousness' of learning in the context of their programme.

During the project, students and lecturers from the case studies produced a wealth of data documenting their journeys of collaborative observations and the transformations they experienced on their pedagogical thinking, relationships and practices. **Lecturers from two health programme case studies (Adult Nursing and Child Nursing) will co-present a paper** to explore how 'collective consciousness' (Bowden and Marton 2004) is created and developed during two cycles of collaborative observations. In particular, this paper focuses on the experiences of lecturers involved in the project and what they have learnt about their own assumptions of students' understandings and approaches to L & T and how they reconceptualised classroom L & T through collaboration with their students.

Victoria Birmingham

C03

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The impact of assessment without levels in two West Midlands Primary Schools- preliminary PhD findings.

Findings of a PhD research project exploring Primary teachers' views of the removal of levels, and subsequent introduction of assessment without levels, in two West Midlands Primary Schools.

This presentation will focus on the impact of these changes on teachers' teaching practices and how they shape learning environment for pupils.

The analysis will draw on dominate discourses within the field of education and the impact of policy enactment.

Victoria Kinsella

A03

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Exchanging Notes: The importance of Relational Ontologies for partnerships working.

This paper presentation will draw on the findings from a four year Youth Music funded project 'Exchanging Notes' which supported 7 projects across England. Each project, a partnership between a school and specialist music provider, worked with young people at risk of low attainment, disengagement or educational exclusion to explore whether regular music-making activities enabled achievement of musical, educational and wider outcomes. It brings together the perspectives of the music leaders, classroom teachers and young people, to question the value and role of partnership work for a 21st century school music curriculum. It will also explore the impact on shared spaces of learning and suggests ways in which we might rethink what it means to become a young musician.

During the four years, the projects faced many challenges that disrupted the development of effective partnerships and musical learning. Music education in England can often be tightly bound by agencies, systems of regulation and surveillance that limit possibilities of what it might mean to be and become a musician. The projects therefore had to be resilient against these systematic and hegemonic practices that sought to govern.

For some, the creation and development of shared and relational ontologies between the music leader, teacher and young people enabled them to re-imagine and diversify school music. This required them to exist in 'fragile spaces of uncertainty' (Benedict 2018: 69), where they had to re-balancing accountability, share and negotiate curricular goals. This process enabled them to create meaningful and collaborative partnerships. Others found this process more difficult due to unconscious power struggles that dominated practice.

Benedict, C. (2018) 'Thwarting the Authority of Purpose' in Christopherson, C. and Kenny, A. (eds.) *Musician-Teacher Collaborations Altering the Chord*. Routledge, 2018 pp. 62 -70.

Zenna Kingdon, Ruth Scott, Demi Norton, Jenny Stanley, Abbie Martin, Catriona Blair & Aishah Samha.

B05

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Whose shoes - body or identity, body and identity?

Early Childhood Studies students and I are working together to generate a rich data set. Students are enabled to participate in a real research project developing research skills. We aim to discover whether children's seeming interest in shoes and feet relates to: body, identity or both.

I previously worked with children across two pre-school settings the children used digital cameras independently. All children took photographs of their shoes. None of the children were able to provide an explanation as to why feet and shoes were important to them; however they acknowledged that they were. Children's interest in feet and shoes remained an unanswered element of the work.

This project is located in a critical paradigm that positions children as active agents, competent participants who are capable of commenting on their own lives.

Qualitative data is generated using a range of techniques; observations, photographs, and through conferencing activities in which children and adults talk with each whilst utilising an object or image to provoke discussion. There are three stages of research. Stages 1 and 2 will be reported here.

Understanding children's identity is essential in supporting their development. Students' engagement in meaningful research will support their development as practitioners.

With thanks to **Idox**, sponsor of the CSPACE Summer Conference 2019.



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