

University of Northampton
Annual Research Conference 2020 (Online)
'Festival of Research' - Brochure of Events



Despite the current social distancing conditions, we are delighted that we have been able to modify the University of Northampton's Annual Research Conference 2020 and deliver it to you online. The Conference includes all of the usual format, with the exception of the Poster and 'Bake your Research' competitions, which we hope to offer once we are back face-to-face on campus.

The Conference has several features, which can all be accessed easily using the Collaborate links attached to each session. This year's offerings include:

- Our **keynote speaker** - Hugh Kearns, Flinders University, Adelaide, Australia;
- **33 oral presentations** from which to choose, delivered via 12 parallel sessions. Presentations have been organised into four streams:
Learning and Teaching Experiences; Sustainability; Society; Thinking and Feeling;
- A **Roundtable** with the Gender Research Group;
- Two **Symposia** on Health, Education and Behaviour Change; Practitioner Research: Educational Encounters;
- The **Three Minute Thesis** Competition; and
- ... a virtual **Social Event!**

The Conference will be opened by Professor Shân Wareing, Deputy Vice Chancellor and closed by Dr Cathy Smith, Dean of Research, Impact and Innovation.

The abstracts for each of the sessions are listed below to help you decide which ones you wish to join. All sessions will be recorded, subject to the presenter's permission.

We hope you enjoy the Conference!

**The Graduate School
June 2020**



Contents

At a glance - Collaborate links for all sessions.....	3
Conference days, events and timings.....	4
Keynote Speaker – Hugh Kearns	9
Staying well and being productive in these difficult times	9
About Hugh Kearns.....	9
Abstracts – Oral Presentations (by Stream)	9
Society: Stream 1.....	9
Society: Stream 2.....	10
Society: Stream 3.....	11
Sustainability: Stream 1.....	12
Sustainability: Stream 2.....	12
Sustainability: Stream 3.....	13
Sustainability: Stream 4.....	14
Teaching and Learning Experiences: Stream 1.....	15
Teaching and Learning Experiences: Stream 2.....	16
Thinking and Feeling: Stream 1	17
Thinking and Feeling: Stream 2	18
Thinking and Feeling: Stream 3	19
Roundtable: Gender Research Group	20
Symposium 1: Health, Education and Behaviour Change	20
Symposium 2: Practitioner Research: Educational Encounters	21
Three Minute Thesis.....	23

At a glance - Collaborate links for all sessions

Date and time	Stream/ Event	Collaborate link
Monday 8th June		
1000-1100	Conference opening and keynote speaker	https://eu.bbcollab.com/guest/21e76067fd414d709da03998127242bc
1130-1230	Society Stream 1	https://eu.bbcollab.com/guest/ff1d8c5386d64b51b44dcf4e105bbbe9
1130-1230	Teaching & Learning Experiences Stream 1	https://eu.bbcollab.com/guest/52b7d782d9ad4aa39699c8094e51251d
1330-1430	Thinking & Feeling Stream 1	https://eu.bbcollab.com/guest/2692a51d9b284ac7b754eb9f7dff75
1330-1430	Sustainability Stream 1	https://eu.bbcollab.com/guest/c7f9c951687e497c9c32e789c381e602
1530-1630	Symposium: Health, Education and Behaviour Change	https://eu.bbcollab.com/guest/4eba60a9f35b40aa875300c85e8040b3
Tuesday 9th June		
1130-1230	Thinking & Feeling Stream 2	https://eu.bbcollab.com/guest/ff99d854632a4c609e9d2da2877d09aa
1130-1230	Teaching & Learning Experiences Stream 2	https://eu.bbcollab.com/guest/63597c0c806b44a295a971c2f3c92d82
1330-1430	Roundtable: Gender Research Group	https://eu.bbcollab.com/guest/094c8c7d159f4ceaaf88435e48900ce6
1530-1630	Symposium: Practitioner Research – Educational Encounters	https://eu.bbcollab.com/guest/920cca4d56104653a0779c8ba82009a5e
Thursday 11th June		
1130-1230	Society Stream 2	https://eu.bbcollab.com/guest/b826bfb905ca47be8f6b51a65a951cef

1130-1230	Sustainability Stream 2	https://eu.bbcollab.com/guest/c1742ad8d5944bf4871ee260aa4686ca
1330-1430	Three Minute Thesis	https://eu.bbcollab.com/guest/85155ea81eb24a8e855015f6f6570401
1530-1630	Social event	https://eu.bbcollab.com/guest/d91450d383474d0aac9b4ce755893579
Friday 12th June		
1130-1230	Thinking & Feeling Stream 3	https://eu.bbcollab.com/guest/0dad2b2a76f54039b5bbcdb4cdcf250e
1130-1230	Sustainability Stream 3	https://eu.bbcollab.com/guest/7e8647032afb495c9526359d82630b12
1330-1430	Society Stream 3	https://eu.bbcollab.com/guest/9b451559725648f9a3bf27631fff0f36
1330-1430	Sustainability Stream 4	https://eu.bbcollab.com/guest/5f1c2c0dbbaa4d8399f36f444e0eed2e
1430-1500	Conference close	https://eu.bbcollab.com/guest/0f27c881bc7547b388b49ca158debb9f

Conference days, events and timings

MONDAY 8TH JUNE	
1000-1100	
Conference opening and keynote speaker	Welcome and Graduate School Host: Ian Livingstone Conference Opening - Professor Shân Wareing, Deputy Vice Chancellor KEYNOTE SPEAKER - HUGH KEARNS Collaborate link: https://eu.bbcollab.com/guest/21e76067fd414d709da03998127242bc
1130-1230	
Society Stream 1	Chair: Hala Mansour Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/ff1d8c5386d64b51b44dcf4e105bbbe9
	Lamia Hamini The plays of Edward Albee: an applied masculinity studies critique
	Matthew McCormack 'So manly and ornamental': shoe buckles and Britain's eighteenth century
Teaching and Learning Experiences Stream 1	Chair: Wanda McCormick Graduate School Host: Michael Naidoo Collaborate link: https://eu.bbcollab.com/guest/52b7d782d9ad4aa39699c8094e51251d
	Lucy Atkinson The personal tutor role on a foundation year programme
	Dom Murphy

	Back channels: social media networks and community development in work-based undergraduate students
	Cristina Devecchi TECH4ALL#2: E-cologies of digital learning
1330-1430	
Thinking and Feeling Stream 1	Chair: Jackie Campbell Graduate School Host: Matthew McCormack Collaborate link: https://eu.bbcollab.com/guest/2692a51d9b284ac7b754ebeb9f7dff75
	Karen Anthony Understanding the brain in Duchenne muscular dystrophy
	Hala Mansour Early career researchers at UK universities and the REF: toward a 'neoliberal academic'
	Louise Spiers New developments: An IPA study into experiences of spirituality in epilepsy
Sustainability Stream 1	Chair: Ali Al-Sherbaz Graduate School Host: David Watson Collaborate link: https://eu.bbcollab.com/guest/c7f9c951687e497c9c32e789c381e602
	Kathleen Mortimer The challenges of regulating advertising and protecting consumers in a digital world
	Chijioke Uba Micro business owner-managers' understanding and approaches to CSR: Evidence from a developing country context
	Luai Jraisat Digital technology to analyse risks and achieve traceability for sustainable partnerships
1530-1630	
Symposium: Health, Education & Behaviour Change	Chairs: Jacqueline Chen-Wilson and Kimberley Hill Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/4eba60a9f35b40aa875300c85e8040b3
	Speakers include: Karishma Jivraj, Rachel Maunder and Elsie Li Chen Ong
TUESDAY 9TH JUNE	
1130-1230	
Thinking and Feeling Stream 2	Chair and Graduate School Host: Ian Livingstone Collaborate link: https://eu.bbcollab.com/guest/ff99d854632a4c609e9d2da2877d09aa
	Alison Ward Young people's aspirations explored through drama
	Anna Sandford-James

	The opportunity of digital therapeutic technologies to enhance existing clinical management pathways for cognitive decline
	Kim Woodbridge-Dodd The role of research in enhancing equalities and participation: A place for me? A study of older people's views of Northampton Town Centre
Teaching and Learning Experiences Stream 2	Chair: Shalini Bisani Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/63597c0c806b44a295a971c2f3c92d82
	Lucy Atkinson Student withdrawal from foundation year programmes at university: staff and student perspectives
	David Watson How do University of Northampton doctoral graduates perceive the impact of their transferable skills development on their future careers?
1330-1430	
Roundtable: Gender Research Group	Chair: Rachel Moss Graduate School Host: Michael Naidoo Collaborate link: https://eu.bbcollab.com/guest/094c8c7d159f4ceaaf88435e48900ce6
	Speakers include: Lamia Hamini, Holly Prendergast, Mark Rothery and Anthony Stepniak
1530-1630	
Symposium: Practitioner Research – Educational encounters	Chair: Emel Thomas Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/920cca4d56104653a0779cba82009a5e
	Speakers include: Hilary A. Gbedemah, Sandra Oliver, Rebecca McKay and Hannah Taylor
WEDNESDAY 10TH JUNE - no timetabled events	
THURSDAY 11TH JUNE	
1130-1230	
Society Stream 2	Chair: Alexandra Woodacre Graduate School Host: Michael Naidoo Collaborate link: https://eu.bbcollab.com/guest/b826bfb905ca47be8f6b51a65a951cef
	Ivana Lessner Listiakova Women's strategies for overcoming violence in intimate partner relationships: why theoretical perspective of the researchers matters to the participants
	Sally Ayres Place and space and their relationship to trauma narratives
	Tracey Latham-Green

	Social networks: A valuable resource for health and well-being, particularly in retirement
Sustainability Stream 2	Chair: Kathleen Mortimer Graduate School Host: Matthew McCormack Collaborate link: https://eu.bbcollab.com/guest/c1742ad8d5944bf4871ee260aa4686ca
	Marcella Daye One size fits all? Negotiating the contested landscape of entrepreneurial education
	Christine Hattar The role of sustainability-orientated innovation in food supply chain: a perspective of HR managers
	Cristina Devecchi Re-imagining socially responsible learning: a manifesto for change
1330-1430	
Three Minute Thesis	Chair and Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/85155ea81eb24a8e855015f6f6570401
	Panel: Shalini Bisani, Matthew McCormack and Kathleen Mortimer Guest speaker: John Rose, BBC Radio Northampton
	Deborah Babalola Information seeking behaviour of pregnant women: Happy with the App
	Win Hughes Nurses as family members of inpatients
	Phillip Quainoo Modelling and simulation of the effects of Volcanic Ash Loading on Flat Concrete Roof
	Amatou Allah Soumeiya Slimani Representations of Algeria in Fiction from 1807 to 2012
	Nicci Vella Social Work education & domestic violence and abuse
	Lewis Waterfield Response of Streptococcus pneumoniae to metal and oxidative stresses
1530-1630	
Virtual social event	Chairs: Ali Al-Sherbaz and Anthony Stepniak Graduate School Host: Ian Livingstone Collaborate link: https://eu.bbcollab.com/guest/d91450d383474d0aac9b4ce755893579 All welcome
FRIDAY 12TH JUNE	
1130-1230	
Thinking and Feeling Stream 3	Chair: Cristina Devecchi Graduate School Host: David Watson Collaborate link: https://eu.bbcollab.com/guest/0dad2b2a76f54039b5bbcdb4cdf250e

	Mohammed Sahibi Emotions and knowledge transfer in international acquisitions
	Jacqueline Bachelor Sound communication: Language preference of the deaf community accessing services
	Anthony Stepniak Bringing her back through the magic mirror: re-reflecting the Wicked Queen in contemporary narratives
Sustainability Stream 3	Chair: Kathleen Mortimer Graduate School Host: Ian Livingstone Collaborate link: https://eu.bbcollab.com/guest/7e8647032afb495c9526359d82630b12
	Phillip Quainoo Modelling and simulation of the effects of volcanic ash loading on flat concrete roof
	Nick Petford Differentiation in sheared granular magma
1330-1430	
Society Stream 3	Chair: Ali Al-Sherbaz Graduate School Host: Michael Naidoo Collaborate link: https://eu.bbcollab.com/guest/9b451559725648f9a3bf27631fff0f36
	Ivana Lessner Listiakova and David Preece Evaluation methodology for development projects
	Shalini Bisani The role of universities in place branding: The case of Northamptonshire
	Cristina Devecchi Let's talk: Exploring communication in a university setting
Sustainability Stream 4	Chair: Anthony Stepniak Graduate School Host: Linda Cooper Collaborate link: https://eu.bbcollab.com/guest/5f1c2c0dbbaa4d8399f36f444e0eed2e
	Michael Maher Floating down the river: The impact of 'embeddedness' on the implementation of social innovations within community energy projects in Vietnam
	Simon Sneddon Bling, bang, bank: Diamonds, organised crime and money laundering in South America
	Federico Farini Horizon2020 Project Child-UP: A survey of children's and families' perspectives on integration in education and social service from 7 European countries
1430-1500 Conference close	Chair and Graduate School Host: Ian Livingstone Collaborate link: https://eu.bbcollab.com/guest/0f27c881bc7547b388b49ca158debb9f

Keynote Speaker – Hugh Kearns

Staying well and being productive in these difficult times

Being a researcher can be the best job in the world. You get to follow your passions. You have the luxury of exploring areas you're interested in. You can satisfy your curiosity. You might even make a difference in the world. Most researchers I meet love doing research. But research is also challenging. Despite all the attractions of a research career, the reality is that many researchers get worn down by the system, the setbacks and the challenges. Even more so in these difficult days.

So if you want to stay well and be productive, don't leave it to chance. You need to look after yourself. I've worked with thousands of researchers across the world, and I'm going to highlight some key strategies that people have used to be productive researchers and stay well during their PhD, post-doc or research career.

About Hugh Kearns

Hugh Kearns is recognised internationally as a public speaker, educator and researcher. He regularly lectures at universities across the world and has recently returned from lecture tours of the UK and the US which included lectures at Oxford, Cambridge, Harvard, Berkeley and Stanford.

His areas of expertise include self-management, positive psychology, work-life balance, learning and creativity. He draws on over twenty five years of experience as a leading training and development professional within the corporate, financial, education and health sectors in Ireland, Scotland, North America, New Zealand and Australia. He has coached individuals, teams and executives in a wide range of organisations in the public and private sectors.

Hugh lectures and researches at Flinders University, Adelaide, Australia. He is widely recognised for his ability to take the latest research in psychology and education and apply it to high-performing people and groups. As a co-author with Maria Gardiner, he has published ten books which are in high demand both in Australia and internationally.

Abstracts – Oral Presentations (by Stream)

Society: Stream 1

Lamia Hamini

The plays of Edward Albee: an applied masculinity studies critique

My research aims at accounting for the construction of masculinity through discourse in Edward Albee's three first one-act plays. I use a combination of approaches including Gender and masculinity studies and discourse analysis to bring together thematic and textual analysis. I argue that Albee presents the deficiency of gender performance broadly and the instability of masculinity using linguistic fragmentation, repetition and interruption in *The Zoo Story* (1959), *The Sandbox* (1960) and *The American Dream* (1961). The Theatre of the Absurd and Existentialism are key influences and

contribute to the lack of communication and alienation of the characters which is translated into their discourse. Ultimately, I demonstrate how the textual indications and markers find expression through dramatic performance and, more explicitly, how Albee's characters perform complex male gender roles within a discourse distinctively marked by linguistic failure.

Matthew McCormack

'So manly and ornamental': shoe buckles and Britain's eighteenth century

The shoe buckle of the eighteenth century is an alien object in the twenty first. Today, shoes come with fastenings, but in the Georgian period they didn't and they had to be purchased separately. This provided an opportunity for decoration, especially for men whose shoes were otherwise very plain. This paper will think about what buckles tell us about notions of masculinity in this period, and how we can use material objects to shed light on past cultures.

[Society: Stream 2](#)

Sally Ayres

Place and space and their relationship to trauma narratives

My research is based on contemporary trauma narratives as primary texts. I am interested in the role or significance of space and place to the sites of trauma for a sufferer in the fictional primary texts. My research is illuminated by the notion of Heterotopia proposed by Michel Foucault and the perception of the Uncanny, initially suggested by Sigmund Freud but developed and expanded by Anthony Vidler". My extensive secondary research this year has illuminated the inextricably linked interrelationship between space and place and the importance of psychical space to the trauma narrative. Vidler, Foucault and Massey all offer intriguing insights into inner or psychical space and its relevance to fictional characters.

Tracey Latham-Green

Social networks: A valuable resource for health and well-being, particularly in retirement

We face challenges of an ageing population with the proportion of those aged over 65 expected to rise to a quarter of the UK population by 2066, with the greatest number of those 65+ living in rural and coastal areas. Can regular involvement in country sports build social capital and friendships, reduce loneliness and have a positive impact on individuals' health and well-being in retirement? Taking a critical realist, mixed methods approach, using a recognised social impact assessment methodology with a theoretical underpinning of social capital theory, this study considered how participation in driven game shooting creates social impact through the creation of social capital and reinforcement of identity and whether this is affected by size and/or type of shoot. Results indicate a positive impact on mental health and well-being, particularly in older individuals.

Ivana Lessner Listiakova (1)

Women's strategies for overcoming violence in intimate partner relationships: why theoretical perspective of the researchers matters to the participants

Access to sensitive settings can be achieved through suitable research methodology based on theoretical perspectives that empower the participants. Such research design presents research 'with' the participants rather than research 'on' them. It reflects their voices, making the research purposeful with a potential for social change. A research project conducted in Slovakia (2017-2020) explores strategies that women use in preventing, reducing and ending violence in intimate partner relationships. It applies the perspective of feminist theory which understands intimate partner violence as a problem of gender inequality in the society. Women are active agents in complex

contexts and situations, and the strategies they use depend on the dynamics between these. Such approach allowed the researchers to collect data through interviews with 44 women who experienced intimate partner violence. Participants felt that sharing their stories will empower other women and may facilitate change in the systems of formal and informal support.

Society: Stream 3

Shalini Bisani

The role of universities in place branding: The case of Northamptonshire

The study examines the role of Universities as institutional stakeholders in place branding by drawing on the broader economic and cultural influence of universities in their place. This paper explores how universities participate and influence participation in place branding at the institutional and actor level. Qualitative data was collected via interviews and focus group and thematically analysed. There is a consensus among the stakeholders in Northamptonshire that the university should be a 'neutral facilitator' in place branding. The knowledge partner identity of the university is central to its role in place-based initiatives, filling gaps of evidence (know-what), skills (know-how) and networks (know-who). The last two aspects are potentially unique to the university's role in place branding networks and need further development. At the actor level, university stakeholders can potentially create a disparity between the university's place-based agenda and its activities.

Cristina Devecchi (1)

Let's talk: Exploring communication in a university setting

This paper reports on the work of a Communication Task and Finish group on the issue of communication (or perceived lack of) in a higher education institution in the United Kingdom. In the Spring of the 2018-19 academic year, staff was asked to take part in the staff survey. Coming toward the end of the first year after the opening of the relocation to a brand new campus, the survey was an important way to judge the 'health' of the organisation after the move. Key findings show that concerns about effective communication were shared across academic and professional staff although the nature of the concerns were different. Further, findings raise questions about the timeliness and clarity of the communication flow.

Ivana Lessner Listiakova (2) and David Preece

Evaluation methodology for development projects

Erasmus+ transnational projects offer opportunities to develop innovative teaching programmes and sharing good practice. Though building in evaluation is not mandatory, positive experience from UoN's ESIPP and ASD-EAST projects strongly supports its inclusion. Embedding rigorous evaluation within practical development projects: enhances the quality of the proposal, supports effective implementation of the developed product, ensures trustworthy evaluation of outcomes, provides systematic capturing of impact, creates evidence of purposeful research, enhances your research profile and produces publication opportunities. We discuss the benefits and challenges of a mixed methods process and outcome evaluation methodology in a project developing teacher education in autism for teachers. This comprised: preliminary mapping, via survey and focus groups, of knowledge, confidence and training needs before developing the training curriculum and programme, pre-training, post training and follow up data collection from training participants, post-training focus groups of trainers.

Sustainability: Stream 1

Luai Jraisat

Digital technology to analyse risks and achieve traceability for sustainable partnerships

Although several initiatives aiming at collecting molecular information about sustainable partnerships in food value chains are currently going on, however, a comprehensive shared repository of digital information about the Mediterranean foods exported to the UK is still lacking. The creation of reference databases would foster the necessary harmonisation of the analytical methods and data validation among different partners along the value chain (Fang, et al., 2016; Haddud, et al., 2017). Thus, there is a need to implement requirements for the creation of a risk analytical tool and traceability system that specifically address the identification of sustainable production-exporting-importing protocols. A mixed method is followed to achieve the aim of this research.

Kathleen Mortimer

The challenges of regulating advertising and protecting consumers in a digital world

Advertising is generally regulated at a country level while digital communications adopt a global and open approach. This raises challenges for consumer protection from national regulators trying to enforce compliance from global media platforms, advertisers and consumers. This study applies the Power-Responsibility Equilibrium theory to explore who has the power and who has the responsibility for advertising self-regulation in a digital world. In doing so, it takes an ethnographic approach, eliciting insights from 18 key stakeholders in the self-regulatory process, across the three geographical areas of Europe, US and Asia-Pacific. The findings highlight the need for more collaboration and alignment of self-regulatory systems and build a framework for action through embedding responsibility, aligning standards, initiating processes and improving outcomes. Six recommendations are offered to restore the balance of power and responsibility.

Chijioke Uba

Micro business owner-managers' understanding and approaches to CSR: Evidence from a developing country context

Research in Corporate Social Responsibility (CSR) has blossomed in this new millennium and is no longer restricted to understanding the activities of business firms in developed countries. However, despite growing recognition that there is a fundamental difference in terms of how CSR is understood and applied by businesses of different sizes (small v big) in different country contexts, the context-specific determinants of CSR understanding and practice by owner-managers of micro businesses (i.e., those with 10 employees or less) in developing African countries remains largely unexplored. The current study addresses this research gap, contributing to an understanding of how owner-managers of micro businesses (MB) in a developing African country context make sense of the concept of CSR and how they approach their social responsibilities.

Sustainability: Stream 2

Marcella Daye

One size fits all? Negotiating the contested landscape of entrepreneurial education

Traditional approaches to entrepreneurial education continue to advocate a structured pedagogy with the design of a formal course that provides students with an ordered pattern of a set syllabus, assignments and exams. But there are some who contend that a practice-based, vocational approach is more effective in preparing students for the uncertainty of the real-world environment. By

providing experiential activities where students are empowered to pursue their business interests, it is argued that students are more equipped to cultivate the requisite skills of innovation and creativity for pursuing an entrepreneurial career. This paper examines the varying perspectives of entrepreneurial educators based in the UK and in Central Asia that are participating in an Erasmus funded mobility project to collaborate in the development of an undergraduate curriculum in Tourism Entrepreneurship. It outlines the relative merits and limitations of the opposing stances, and how these views were negotiated in a process of co-production of the module design that attempted to maximise and balance the advantages of the competing pedagogies of entrepreneurial education.

Cristina Devecchi (2)

Re-imagining socially responsible learning: a manifesto for change

The presentation argues that to implement the new L&T plan requires to develop a new way of thinking about teaching and learning. This mind view change demands to shift our attention away from a narrow pedagogical approach focused on instructional considerations, the 'know how,' to a focus on 'know what' (content) and 'know-why' (justification). In doing so, the paper puts forward 'A manifesto for change' based on three premises. The paper concludes outlining the 'F@EE' framework by arguing that the four features of socially responsible teaching and learning are: fairness, responsibility, effectiveness and efficiency. To achieve them, individuals and universities have to be: willing to learn, able to be socially responsible and ready to change.

Christine Hattar

The role of sustainability-orientated innovation in food supply chain: a perspective of HR managers

Sustainable development implemented in the context of sustainable supply chain management is being recognized as a key call from academics and practitioners. More interestingly, stages of establishing and implementing innovation at the whole supply chain can lead to better social, environmental and economic pillars. The aim of this paper is to critically examine and validate how Sustainable-Oriented Innovation (SOI) can influence actor, dyad and network levels in food supply chain. The research is based on six case studies of supply chains of retailers from the perspective of their HR managers. Qualitative multiple cases are applied to provide a more holistic view of similarities and differences in SOI in food supply chains and how this is linked to sustainability performance. The research reveals key themes of SOI that are implemented to support focal actor, dyads and networks for food supply chains and how these themes are linked to sustainability performance.

[Sustainability: Stream 3](#)

Nick Petford

Differentiation in sheared granular magma

Volcanic activity represents a significant hazard to society. In particular, the products of explosive volcanic eruptions include ash particles that are dangerous to human and animal health and impact adversely on infrastructure (buildings, roads, aviation and agriculture). Large-scale eruptions also play a key role in global, time-averaged CO₂ emissions and associated climate variability. However, many of the details of physical processes inside the earth leading to eruption are still unresolved. In particular, the way and how fast liquid (molten) rock can be drained upwards from a solid matrix of crystals, several kilometres beneath Earth's surface, remain unclear. Because it is impossible to observe these processes directly, volcanologists use a variety of techniques to understand what is

happening. One of these is mathematical modelling that makes predictions of system behaviour using appropriate temperature, stress and pressure conditions. The model results can then be compared to real-time observations and field studies as a test of their accuracy.

This presentation is a summary of research into the fluid dynamics (two-phase flow) of solid-liquid mixtures considered to exist beneath volcanoes that explains how the liquid part can be extracted by deformation, and stored in volume as a precursor to large scale eruption at the surface. It is based in part on models for the extraction of oil from hydrocarbon reservoirs where two-phase flow is also important. By quantifying the rates of liquid magma extraction we can place important constraints on the timescales leading up to an eruption. This knowledge will help improve the overall accuracy of forecasting volcanic eruptions.

Phillip Quainoo

Modelling and simulation of the effects of volcanic ash loading on flat concrete roof

The study aims to propose, a revision of the building regulations to make the existing and future European buildings more resilient. Mathematical modelling is developed to investigate the volcanic ash effects in the context of the current EN1991 code.

A Numerical modelling tool (EDEM software) employing the Discrete Element Method (DEM) and the Computational Fluid Dynamics (CFD) co-simulation with ANSYS software is used to investigate 1m x 1m x 0.0154m concrete slab with the deposition of 10mm size volcanic ash particle loadings on the concrete flat roof.

The wind effects resulted in uneven distribution of the ash on the roof surface which in turn produced areas of high-pressure load and stress levels. The results of the study will have a potential impact on the designs of buildings and flat roof considerations. This will benefit policymakers and building regulators and improve safety standards within volcanically prone areas.

[Sustainability: Stream 4](#)

Federico Farini

Horizon2020 Project Child-UP: A survey of children's and families' perspectives on integration in education and social service from 7 European countries

The presentation illustrates the results of the first phase of the Horizon2020 Project 'Child-UP', concerning a large scale survey involving children, families and professionals in 7 countries. In each national context, questionnaires were distributed in schools or families centres located in areas characterised by the presence of high numbers of people from other countries. The analysis of more than 7,000 questionnaires allows to explore participants' perspectives on integration in multicultural educational settings and social services. Specific aspects that will be discussed in the presentation are multi-linguistic communication, intercultural communication, mutual understanding of different expectations, interaction between professionals and clients. The data produced support the idea of relevant differences between national contexts, both with regard to the quality of participants' experiences and the level of support offered to facilitate the integration of children and families in multicultural social contexts.

Michael Maher

Floating down the river: The impact of 'embeddedness' on the implementation of social innovations within community energy projects in Vietnam

Following its move towards a market liberal economy in 1986, the Vietnamese state built its new economy on political foundations, trusting governmental agents to put policy before profit. Social enterprises and their beneficiaries are reliant on their ability to network, but with the Vietnamese government actively involved in the markets there are significant barriers standing in the way of these networking opportunities. Communities with little political capital are alienated from key state institutions and enterprises that offer alternative solutions to governmental priorities, are seen as competitors by political agents. Applying Granovetter's theory of 'embeddedness' this paper seeks to add to our understanding on the impact large, hegemonic institutions can have on the networking ability of social enterprises and their beneficiaries. This theoretical lens is empirically framed within social enterprise led community energy projects with disadvantaged communities in Vietnam.

Simon Sneddon

Bling, bang, bank: Diamonds, organised crime and money laundering in South America

This paper explores the links between organized crime, money laundering and gold and diamond mining in South America, using Brazil and Guyana as country based case studies. Ortiz-Riomalo & Rettberg (2018) suggest, the illicit income drawn from mining and processing gold could well complement (or replace) that from narcotics as a fuel for conflict and crime. This is because the illegal and legal trades in gold and diamonds employ the same techniques – from the physical extraction processes, through to the use of bank accounts, professional (enablers) and financial secrecy jurisdictions. This makes the gold and diamond industries highly profitable for anyone operating within their framework. Ergo, criminal activity may occur when savvy and opportunistic locals (Lavorgna, 2014) taking advantage of "new entrepreneurial based arenas" (Hobbs, 1998) which support networks embracing both the legitimate and illegitimate businesses extending from the trade in gold and diamonds.

[Teaching and Learning Experiences: Stream 1](#)

Lucy Atkinson (1)

The personal tutor role on a foundation year programme

Personal tutoring at university can play a key role in the student experience and potentially can support progression, retention and student satisfaction. A focused online session with foundation year students explored the role of the personal tutor, focusing on their expectations and experiences of personal tutoring. Results are presented from the student perspective. Analysis helped to explore students' lived experiences, and identified themes of expectations, experiences and relationships. Students results highlighted that a supportive and understanding personal tutor on a foundation year programme with understanding of possible challenges is instrumental and can help fight the challenges the student may experience. Where personal tutoring is seen an effective, students also feel a sense of belonging and maintain contact after progressing to the next academic year. The notion of the award gap of black, Asian and minority ethnic students (BAME) is also explored. Previous research suggests a tentative link between having a positive and supportive personal tutor to help reduce these award gaps. The potential to empower students is discussed and recommendations of personal tutoring ethos for those undertaking personal tutoring roles in universities at foundation or first year/level 4 level.

Cristina Devecchi (3)

TECH4ALL#2: E-cologies of digital learning

Recent research, including internal research carried out at the University of Northampton (UoN), such as the first reiteration of TECH4All project, and a survey to students by the Learning Technology department, challenges the assumption that there is a digital generational gap between students and teaching and student support staff. Rather, there is much diversity in regard to the digital literacy, competence and fluency of both. TECH4All also showed how technology to support learning is used differently by different users and for different purposes. Following the success of TECH4ALL, the Institute for Learning and Teaching funded the TECH4All #2 project to address the above points, in particular, the need to know more about the e-cologies of learning, by combining evidence-based results with targeted dissemination workshops to academics, professional staff and students from undergraduate to PhD level.

Dom Murphy

Back channels: social media networks and community development in work-based undergraduate students

An exploration of how students on two related work-based degree courses with limited opportunities for face to face interaction used social media platforms to support their experiences and learning. The students are employed in East Midlands schools and attended classes one day a week. It was noted by tutors that students made frequent references to using various social media platforms for sharing information relating to the taught sessions or assignments in preference to the university's virtual learning environment. To investigate this phenomenon, a case study approach, using focus groups and a paired interview, was adopted. The study found that students made extensive use of social media platforms, mainly Facebook and WhatsApp, for academic and affective support and that this helped to develop their social cohesion and learning.

[Teaching and Learning Experiences: Stream 2](#)

Lucy Atkinson (2)

Student withdrawal from foundation year programmes at university: staff and student perspectives

Foundation years are now typical within British universities and student withdrawal on can be high which calls for more direct research from staff and students' lived experiences. Students enrolling on these programmes has increased from 10,430 to 30,030 in 2012 to 2017 with a 79% progression rate (Office for Students, 2019). It was decided that attrition and withdrawal experiences and implications for students and staff should be explored. A mixed-methods approach ensured both staff and more importantly, student perspectives were captured. A short online survey was sent to a network of academics working in foundation year programmes in British universities. Questions included the rate of withdrawal, known reasons, concerns and ideas for possible initiatives within foundation year programmes to mitigate the high level of withdrawal. Students from the following categories: withdrawn, withdrawn and now at another higher education institution, and those thinking about withdrawal, were interviewed with eight semi-structured questions. All interviews were audio recorded and transcribed. This paper discusses links to existing literature, future research directions, and applied implications for foundation year programmes.

David Watson

How do University of Northampton doctoral graduates perceive the impact of their transferable skills development on their future careers?

This study was designed to find out about the motivations, career aims and careers of the University of Northampton's doctoral graduates and their perceptions of their employability skills development during their doctorate. Quantitative data was collected from 49 doctoral graduates. Descriptive statistics were used to compare their motivations for doing a doctorate, their career aims at the start and end of their doctorate and their current career, and to explore their perceptions of their transferable skills development. The key findings were that the doctorate was effective in developing employability skills and has largely led to professional employment. Northampton graduates are more likely to gain and remain in academic positions than one might expect. The doctorate is not sufficient alone to develop the full range of employability skills. Extra-curricular activities could develop teaching and influence and leadership and support should be provided students in planning their development.

Thinking and Feeling: Stream 1

Karen Anthony

Understanding the brain in Duchenne muscular dystrophy

Duchenne muscular dystrophy is a fatal muscle disease with a worldwide prevalence of ~250,000 individuals. New treatments and improved standards of care have extended the life expectancy of individuals with DMD to a mean of 30 years old. Yet many surviving adults are not able to lead a fully independent life due to intellectual disability. At least half of patients have learning deficits and behavioural disorders which remain largely ignored. This talk will describe the brain abnormalities observed in Duchenne, including some of our own research findings, and discuss progress towards brain-targeting treatments.

Hala Mansour

Early career researchers at UK universities and the REF: toward a 'neoliberal academic'

The research aims to explore how early career researchers feel towards the objective of the REF *'to develop and sustain a dynamic and internationally competitive research sector in [each] country or territory [of the UK] that makes a major contribution to economic prosperity, national wellbeing and the expansion and dissemination of knowledge'* (HEFCE, 2009a, paragraph 14). The research will also explore how the early career researchers respond to that the REF objective to increase the research productivity of universities and to the emphasis that has been on quality, not quantity. One of the research objectives is to investigate the leadership styles in universities in managing the REF emphasis and whether there is a new leadership style may consider encouraging early career researchers to do more research. Interviews with early career researchers, academics and management team from UK HE is conducted, in order to collect data for this research.

Louise Spiers

New developments: An IPA study into experiences of spirituality in epilepsy

Modern epileptology includes case studies concerning individuals with Temporal Lobe Epilepsy (LTE) who report non-shared experiences that include: conversation with spirits, understanding the meaning of the cosmic order, conversations with God, out of body and near-death experiences. The biomedical accounts lack detailed qualitative information and attribute these experiences as symptomatic of pre, inter and post-ictal psychosis. In this study, we problematize the biomedical approach by focusing on the phenomenological elements of these experiences. Interpretative

Phenomenological Analysis (IPA) was employed, using face-to-face interviews with nine participants. Extensive iterative analysis including an idiographic element was used to develop emergent themes that demonstrate convergence and contradictions in experience. Preliminary findings include the important insight that participants with TLE highly value the perceived abilities that these experiences provide, but do not share the nature of their experiences with medical professionals for fear of misunderstanding, stigma and being judged as mad.

Thinking and Feeling: Stream 2

Anna Sandford-James

The opportunity of digital therapeutic technologies to enhance existing clinical management pathways for cognitive decline

The perspective based in literature review examines the differences between cognitive decline in normal ageing, dementia and MCI; exploring existing diagnostic, monitoring, prevention and treatment strategies for each. The need for population sampling and remote monitoring is discussed as well as the use of computerised cognitive tests. The role of Neuroplasticity in cognitive decline is discussed in the context of stress response. Finally, the use of computerised cognitive rehabilitation, stimulation and training methods are reviewed for clinical relevance; examining effects on performance and outcome measures in target populations. Direction for contemporary prediction and prevention of cognitive decline is concluded.

Alison Ward

Young people's aspirations explored through drama

There is evidence to suggest a range of benefits for young people in taking part in arts-based initiatives, including resilience, relationship development, promotion of positive social behaviour, self-belief and self-efficacy and confidence. However, there is a paucity of research focussing on young people's aspirations arising from this engagement. This project aimed to explore the impact of engagement in community drama on young people's future aspirations. A one-day drama workshop was run with 19 young people, all members of a youth community theatre group. A follow up focus group was run with parents (n=14) to explore group's ethos in supporting aspirations. The young people thought aspirations were associated with career goals, support from others and having role models, while understanding that reaching their goals involved hard work and commitment. Engagement in drama was reported as supporting the development of life skills, positive friendships and space to try and learn new things.

Kim Woodbridge-Dodd

The role of research in enhancing equalities and participation: A place for me? A study of older people's views of Northampton Town Centre

This research was a collaboration between the University of Northampton and Age UK Northamptonshire. It was an exploratory study to discover the views of people over the age of 65 about Northampton town centre. This was an important time for the research to take place and to enhance the participation of older people in Northampton Borough Council's work on the town centre's regeneration. The study's findings were present to the council January of this year. The number of people in Northamptonshire over the age of 65 continues to increase faster than the rest of the population in the UK. In 2018 there was an estimated total population of 225,146 people in Northampton, of those 32,128 (14%) were over the age of 65 and 8,783 (3%) were aged 80 and over. Current projected figures suggest that there will be more than 45,000 people in Northampton over 65 by 2030. The town centre is important to older people in Northamptonshire, particularly for those

for whom it is their local community and neighbourhood. Research has shown a strong connection between an older person's attachment to place and their health and social wellbeing. However, towns can be places of competing commercial, political and social interests and the voice of older people may become invisible in regeneration initiatives. Older people can have difficulty taking part in discussions around the impact of urban regeneration and may be the last to be considered in the decision-making process.

Thinking and Feeling: Stream 3

Jacqueline Bachelor

Sound communication: Language preference of the deaf community accessing services

The presentation will provide an overview of the research aims and objectives with a brief rationale for the methodology. The presenter will illustrate, through a literature review, how difficulties in communication hinders access to services. The researcher will present the preliminary findings from the qualitative interviews and discuss the differences in the quantitative responses following the introduction of the developed tool. An overview of factors which have unexpectedly affected the research process will be provided together with further information on the future steps for the research progression.

Mohammed Sahibi

Emotions and knowledge transfer in international acquisitions

Based on the epistemological and practice-based perspectives, knowledge is socially constructed. Both concepts demonstrate that individual's willingness is the core aspect of knowledge transfer. Previous findings indicate that positive emotions play an important role in the knowledge transfer process. However, knowledge transfer is challenging in international acquisitions. Several authors have found that acquisitions are suggested to be highly emotional events. Employees are shaking by intensive emotions when they are going through the process of international acquisitions. They have a fear of losing position, power and jobs. In such an atmosphere, knowledge transfer is challenging. Sometimes employees are intentionally not willing to share their knowledge, due to mistrust and suspicion. There are very limited studies that have examined emotions and knowledge transfer in international acquisitions. This paper will discover how employees experience different emotions and how that influence on their knowledge transfer process in the context of international acquisitions.

Anthony Stepniak

Bringing her back through the magic mirror: re-reflecting the Wicked Queen in contemporary narratives

Focusing on one theme of my PhD on Representations of the Wicked Queen in Contemporary Narratives, my presentation will briefly contextualise the current trend of re-telling in contemporary fairy tales from a female perspective. Following this, it will look into the socio-cultural situation in the West which enables the popularity of this current form of retelling. Finally, it poses this study as 'disruptive innovation' re-writing a character type which has formed a key part of the dominant representation of women within the West – re-writing the fairy tale to achieve a more inclusive happily ever after.

Roundtable: Gender Research Group

Chair: Rachel Moss

Panellists: Lamia Hamini, Anthony Stepniak, Mark Rothery, Holly Prendergast

The new Gender Research Group at the University of Northampton provides an important networking hub for researchers of all disciplines interested in gender, identity and subjectivity. In this roundtable, members of the research group will present elements of their current research projects, and we will have an open discussion about how we can forge connections across subject areas and faculties to build excellence. So this roundtable will highlight our excellent research but also act as an opportunity for us to make new connections and develop relationships with researchers at all levels within the university and beyond.

Symposium 1: Health, Education and Behaviour Change

Chairs: Josephine Chen-Wilson and Kimberley Hill

Presenter 1: Karishma Jivraj

Exploring the influence of therapeutic relationships and shared decision making on attitudes towards antipsychotic medication: service user and clinician perspectives

Recovery from mental illness has been described as a challenging journey (NICE, 2020). This research explores facilitators of recovery focused practice, including therapeutic relationships (TRs) and shared decision-making (SDM) and how these influence attitudes towards antipsychotic medication amongst service users (SUs) and clinicians.

Using mixed methods, the study recruited SUs (N = 104) and clinicians (N = 76) from community mental health services. Participants completed cross-sectional surveys and semi-structured interviews. Data were quantitatively and qualitatively analysed, followed by concurrent triangulation and synthesis of findings.

This research has critically identified perceptions of TRs, SDM and several important clinical factors which influence attitudes towards antipsychotic medication and identified a gulf between SU and clinician narratives of each. Limitations of the research must be taken into consideration when interpreting the findings. Future mixed method research using participant dyads and prospective designs could explore the outcomes identified, across the wider context of recovery.

Presenter 2 - Rachel Maunder

Supporting children's friendships in primary schools: research, publishing and building impact

In this presentation I will discuss a project on children's friendships that I have been working on with Professor Claire Monks (University of Greenwich). I will provide a brief overview of the study, and summarise our journey in getting the paper published. I will then discuss our current work arising out of the research, which involves designing and piloting Key Stage 2 PSHE resources for primary schools. The overarching purpose of the presentation is to provide a first hand account of the research journey from conceptualisation, empirical phase, dissemination and building impact.

Presenter 3 - Elsie Li Chen Ong

50 years of using suicide risk assessment: is it time to change?

Suicide risk assessment is difficult because clinical suicide risk assessment tools have poor predictive value (Steeg et al., 2018). Inquiring about likely risk of future attempt relies on self-reported information, yet many may avoid discussing it with others due to self-stigma and shame. These

highlight the importance of developing alternative measures that could help identify individuals with suicide risk without a reliance of self-disclosure. My presentation discusses the opportunities and challenges in developing digital intervention to assess suicide risk in an accessible and non-stigmatizing way by using measures of cognitive and neurological processing (Ong & Thompson., 2018). Targeting such measures is based on my recent research that used cognitive tasks measuring attention and inhibition to show how cognitive deficits were associated with suicidality. If cognitive deficits are apparent among suicide individuals, assessing the extent of deficits could provide indirect indication on the severity of suicidality. A further clinical application is that cognitive training to revert such deficits may serve as potential intervention. With the rapid growth of advanced information technologies, it is argued that e-intervention could be a next option to the existing suicide assessment and interventions tomorrow.

Presenter 4 - Liz Gulliford

The Shadow Side of Gratitude

For the most part, gratitude has been construed as a positive concept that is linked to various prosocial outcomes, including helping behaviours and altruism, as well as intrapersonal and interpersonal gains, such as life satisfaction and enriched social bonds. The emphasis on gratitude as positive has created a dearth of research examining its potential shadow side. In this presentation I examine gratitude in a more critical light, questioning whether its apparent prosociality could conceal manipulative and self-serving goals. The exploration of gratitude's 'shadow side' makes a key contribution to growing positive psychological research on gratitude, which has tended to focus on its more wholesome aspects. It will be argued that educational interventions to promote gratitude should incorporate reflection on its shadow to ensure young people appreciate the social complexities that surround this valued interpersonal concept.

Symposium 2: Practitioner Research: Educational Encounters

Chair: Emel Thomas

Presentations within this theme account for research findings in relation to the multiple identities of students undertaking undergraduate courses. In education, practitioner and practice-based research is often focused on improving learning (Heikkinen et al, 2016). The findings showcased within this theme demonstrate that interpretations and reflections on the research journey have specific implications for theory and practice at the local level. Taken together, this practitioner research strand showcases encounters that can develop the future of children and young people in extraordinary ways.

Presenter 1: Hilary R. Gbedemah

The application of international human rights' standards in Ghana for non-discriminatory practices in girls 'secondary education.

The research examines Ghana's compliance with ratified international human rights' instruments, focusing on discriminatory practices against girls in secondary schools. It evaluates prevailing discriminatory practices against girls' impaired access to education, defining access beyond gender parity to include psychological access. The research triangulates human rights law, gender and education targeting actors at the educational, societal, policy-making and implementation levels.

Data was collected using a survey questionnaire with open-ended and closed questions administered to about 130 students in a co-educational and girls' school. Interviews were conducted with teachers, Heads of the schools, PTA and Board members and female traditional rulers.

Findings revealed general discriminatory practices against girls based on perceptions of vulnerability and protectionism, impose higher moral standards, which affect task allocation and sanctions. Girls had fewer study hours, exclusion from school gatherings, outings, sports, social and extra-curricular activities. There were discriminatory attitudes impacting girls' performance and perceptions of competence, leadership, voice, appearance and peer-related discrimination, with boys sometimes being the bench-markers. These practices exposed detrimental impacts on girls' experience of education. Ghana can use the findings to improve compliance with international instruments and in the teacher training curriculum to enhance girls' experience of education. Within schools, it could provide guidance for decision-making bodies, including Boards, PTAs and school prefects.

The researcher is a lawyer with expertise in legal education and women's human rights, the Chair of the United Nations Committee on the Elimination of all forms of Discrimination against Women.

Presenter 2: Sandra Oliver

An evaluation of the effectiveness of a newly introduced online reading programme to engage and motivate pupils to read, based on a class of year 2 children in England.

The research undertaken evaluates the effectiveness of a newly introduced online quiz-based reading programme, Accelerated Reader (AR) in a Year 2 classroom within a small rural primary school. AR was initially introduced to improve children's reading comprehension skills and although it has generated a wealth of quantitative data on each child's progress there is very little research into the perceptions of teachers, pupils, and parents of the AR programme. Data was collected from a semi-structured interview with the Class 2 teacher, a questionnaire to parents and a randomly selected focus group of children. From the findings it is apparent that communication and motivation are important matters for both parents and children. I am currently working as a teaching assistant supporting the Year 2 classroom where the research was based. I am also the school librarian, so this research project has given me a greater insight into the strengths and potential weaknesses of the AR programme which will enable me to support the children more effectively. Being both a professional working in a school and a student researcher has empowered me to develop as a practitioner and has motivated me to conduct further research into other areas of my practice.

Presenter 3: Rebecca McKay

An investigation into the triggers of pupils; behaviour in year 6 at school x.

The research aim was to understand behaviour within a classroom environment and explore behaviour from the pupil's perspective. To do this, a focus group was conducted to identify what pupils perceived to be a 'good' behaviour and a 'bad' behaviour. Afterwards an observation with 2 pupils in Year 6 took place to identify their actions within a maths learning task. The observation was followed by an interview where the pupils were able to reflect on their own behaviour and identify challenges. Within the findings there is a noted tension between observable 'bad' behaviours and 'good' behaviours which were associated with underpinning values (rather than an observable action). Consequently, reflecting on my role as an unqualified teacher, this study highlighted the importance of children's understanding and perspective in research.

Presenter 4: Hannah Taylor

A small case study exploring the confidence of primary teachers teaching physical education.

With child mental health issues and obesity levels rising, and the known positive effects exercise can have to address such issues, ensuring teachers are adequately equipped and confident to deliver PE lessons is paramount. The aim of the research was to explore what factors impact the confidence of primary school teachers teaching physical education. A questionnaire, focus group and an individual interview were used as qualitative methods of data collection. The key findings of the research highlighted the importance of supportive working relationships amongst colleagues of School X and the varied amount of specific PE instruction trainee teachers are given. The resources, facilities and professional development opportunities provided for teachers, once qualified, were mostly funded by the 'PE and Sport Premium Funding'. Whilst working as a higher-level teaching assistant the 'insider researcher' role created unique opportunities to reflect on the perspectives of teachers in School X.

Three Minute Thesis

Deborah Babalola

Information seeking behaviour of pregnant women: Happy with the App

Win Hughes

Nurses as family members of inpatients

Phillip Quainoo

Modelling and simulation of the effects of Volcanic Ash Loading on Flat Concrete Roof

Amatou Allah Soumeya Slimani

Representations of Algeria in Fiction from 1807 to 2012

Nicci Vella

Social Work education & domestic violence and abuse

Lewis Waterfield

Response of *Streptococcus pneumoniae* to metal and oxidative stresses.

Conference Committee - Acknowledgements

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