University of Northampton Annual Research Conference 2021 (Online)

Brochure of Events

UoN Images of Research winner 2021 ©Jonathan Francis

We are delighted to deliver the University of Northampton's Annual Research Conference 2021 online to our research community. The Conference has several features, which can all be accessed easily using the Collaborate links attached to each session. This year's offerings include:

- Two fantastic **keynote speakers**: Dr Kay Guccione – Glasgow Caledonian University and Ashley Hickson-Lovence – novelist and PGR at the University of East Anglia;

- **32 paper presentations** from PGRs and our research active staff, delivered via parallel sessions. Presentations have been organised into four streams: Equality, Identity, Opportunity and Safety;

- Four **Round tables** will be facilitated by: (1) The Centre for Education and Research (2) The Centre for Green Materials and Technologies (3) The Health, Education and Behaviour Change group and (4) The Physical Activity and Life Sciences group;

- The PGR **Poster** competition: and

- The PGR **Three Minute Thesis** Competition!

The Conference will be opened by Dr Cathy Smith, Dean of Research, Impact and Innovation and closed by Mr Mark Mulcahey, our Chair of Governors.

An online e-Café will be available across all days of the conference, to provide an informal networking space.

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 presenters' permissions.

We hope you enjoy the Conference!

The Graduate School
June 2021

	#UoNResearch21 @UoNResearch21

Conference Welcome

Dr Cathy Smith, Dean of Research and Innovation

Contents

At a glance – conference structure

	WEDNESDAY 16th JUNE ONLINE		THURSDAY 17th JUNE ONLINE		FRIDAY 18th JUNE ONLINE	
	Online e-Café available across all three days for social networking					
1000-1100	**Conference opening:** Dr Cathy Smith, Dean of Research **Keynote Speaker:** Dr Kay Guccione - Glasgow Caledonian University		**Keynote speaker:** Ashley Hickson-Lovence - novelist and PGR, University of East Anglia			
1130-1230	**Equality Stream 1**	**Identity Stream 1**	**Opportunity Stream 2**	**Safety Stream 2**	**Equality Stream 3**	**Identity Stream 3**
Lunch	**Poster competition**					
1330-1430	**Opportunity Stream 1**	**Safety Stream 1**	**Roundtable 1:** Centre for Education and Research	**Roundtable 2:** Centre for Green Materials and Technologies	**Opportunity Stream 3**	**Roundtable 3:** Physical Activities and Life Sciences (PALS)
1500-1600	**Three Minute Thesis© competition**		**Equality Stream 2**	**Identity Stream 2**	**Roundtable 4:** Health, Education and Behaviour Change	
1600-1630					**Conference close –** Mark Mulcahey, Chair of Governors	

Key	
	3 x 15 min oral presentations plus 15 mins discussion **(2 parallel sessions = max 6 presentations per hour)**
	Other timetabled events
	Roundtable events
	No timetabled delivery

At a glance - Collaborate links for all sessions

Due to concerns with band width and Collaborate usage, can we please ask that you do not share these links with anyone outside of the University of Northampton. For the same reasons, we have asked presenters not to use video or links in their presentations. Thank you.

Wednesday 16th June		
Time	**Event**	**Contributors and Collaborate links**
Open	E-café social space	https://eu.bbcollab.com/guest/11dd75faf3c44d589d24acc487b1ea25
1000-1100	Conference opening Keynote address	Cathy Smith Kay Guccione https://eu.bbcollab.com/guest/dce7a41ea1fc48b7bb47f02e8e0a06c5
1130-1230	Equality stream 1	Chair: Shalini Bisani Divya Dubey Tereza Aidonopoulou Federico Farini https://eu.bbcollab.com/guest/9e61e9fa627546eb998ac5f92e9e3fcc
	Identity stream 1	Chair: Sonya Andermahr Bethany McTrustery Maxine Brimblecombe Adrian Leibowitz https://eu.bbcollab.com/guest/92960af086944e5cae2158eac8e958ea
1230-1330	Poster competition	Judges: Hala Mansour, Cristina Devecchi and Ahmed Basil Hareer Ahmed Jacqueline Batchelor Mel Bell Maxine Brimblecombe Chimeuma Darlington Beke Mike Daw Mercy Dapel Ejura Fatima e-Khushboo Sinead McNeill Phillip Quainoo Nader Saadeh Patrice Seuwou Lewis Waterfield https://eu.bbcollab.com/guest/92960af086944e5cae2158eac8e958ea
1330-1430	Opportunity stream 1	Chair: John Horton Ahmed Kohleif Nader Saadeh Nour Benlakhdar https://eu.bbcollab.com/guest/451fb37a8bcb41d6bbf2447f68e38dfc
	Safety stream 1	Chair: Shaowei He Simon Sneddon Matthew McCormack Nadeem Aftab https://eu.bbcollab.com/guest/ba467d8b221e4dfe9999401beee84374

1500-1630	Three Minute Thesis© competition	Judges: Shân Wareing, Kathy Mortimer, Matthew McCormack and John Rose – BBC Radio Northampton Jacqueline Batchelor Brett Baxter Mel Bell Maxine Brimblecombe Mike Daw Soumia El Mestari Jonathan Francis Rob Lambert Audrey Orage Hilary Osemhonbor Phillip Quainoo Amatou Allah Soumeya Slimani Helen Tedds Xianrong Wang https://eu.bbcollab.com/guest/c16b6ed6630c47bfb53d7bc43e772a6d

Thursday 17th June		
1000-1100	Keynote address	Ashley Hickson-Lovence https://eu.bbcollab.com/guest/81c08f42c97845478a6bf1f299138a8d
1130-1230	Opportunity stream 2	Chair: Jacquie Ridge Cristina Devecchi and Rob Howe (1) Friedemann Schaber Cristina Devecchi (2) https://eu.bbcollab.com/guest/d0346146ea48468fa20d1e7bf489b42e
1130-1230	Safety stream 2	Chair: Alison Hulme Phillip Quainoo Mateusz Gizicki Patrick Yeboah https://eu.bbcollab.com/guest/b05f531d631149d68f1d7c3b7bfce8c6
1330-1430	Round table 1 Centre for Education and Research	Chairs: Cristina Devecchi and Jane Murray Contributors: Tereza Aidonopoulou, Michelle Bugby, Helen Caldwell, Cristina Devecchi, Federico Farini, Eunice Lumsden, Linda Maguire, Hala Mansour, David Meechan, Jane Murray, Tanya Richardson, Devon Rossetti, Patrice Seuwou, Korrin Smith-Whitehouse and Emel Thomas. https://eu.bbcollab.com/guest/351a05d78f0e40629c4cf20c9522c4b7
1330-1430	Round table 2 Centre for Green Materials and Technologies	Chair: Vicki Thomas Contributors: Ruth Copeland-Phillips, Friedemann Schaber and Vicki Thomas https://eu.bbcollab.com/guest/351a05d78f0e40629c4cf20c9522c4b7
1500-1600	Equality stream 2	Chair: Emel Thomas Jacqueline Batchelor

		Michael Maher Victoria Wright https://eu.bbcollab.com/guest/afbd4062e4d24c26b37486edb2d9e446
1500-1600	Identity stream 2	Chair: Federico Farini Jacquie Ridge Emma Whewell Sally Sharp https://eu.bbcollab.com/guest/3ec42520461945a8b8a0461b74c41e28

Friday 18th June		
1130-1230	Equality stream 3	Chair: Ian Livingstone Patrice Seuwou Qiuling Bi Rajani Padmanabhan https://eu.bbcollab.com/guest/d30b66d5fef14d719da7836b49400f51
	Identity stream 3	Chair: Kathy Mortimer Nour Bouacha Linda Maguire Soumia El Mestari https://eu.bbcollab.com/guest/7cdd91bf233e441b9028eaaf7d7f9cbd
1330-1430	Opportunity stream 3	Chair: Matthew McCormack Tracey Redwood Malathy Krishnan Mike Daw https://eu.bbcollab.com/guest/d6c6d99f140a498db2cdb5bb912864ad
	Round table 3 Physical Activities and Life Sciences Group	Chair: Lee Machado Contributors: Leanne Jones, Lee Machado, Declan Ryan, Lewis Waterfield and Ben Wright https://eu.bbcollab.com/guest/81c9b21418ef4396b9048d151012f5bb
1500-1600	Round table 4 Health, Education and Behaviour Change Group	Chairs: Josephine Chen-Wilson and Kimberley Hill Contributors: Josephine Chen-Wilson, Kimberley Hill, Karishma Jivraj, Sarah Mansbridge and Rachel Maunder https://eu.bbcollab.com/guest/a1773b4179ac4b558d97fa1d0a8ae2ae
1600-1630	Conference close	Mark Mulcahey – Chair of Governors https://eu.bbcollab.com/guest/f407a552eebc425180913fde4114c49c

Keynote addresses:

Wednesday 16th June: Dr Kay Guccione

What is the value of doctorate? And how can you maximise it?

Dr Kay Guccione will use data from her research over the last 6 years, which looks at how doctoral graduates conceptualise the different types of value their doctorate conveys to them. The findings of this research show value in 4 domains: career, personal, skills, and networks. What these mean, how important they are, and how they interact with each other, will be different for each person, but there are ways of making sure that you gain as much value as possible. Kay will offer research insights and some reflective ideas for how you as doctoral researchers can add the kinds of value that are important to you.

Billy Bryan & Kay Guccione (2018) Was it worth it? A qualitative exploration into graduate perceptions of doctoral value, Higher Education Research & Development, 37:6, 1124-1140, DOI: 10.1080/07294360.2018.1479378.

Dr Kay Guccione (@kayguccione), is a Senior Lecturer at Glasgow Caledonian University, and specialises in supervision, mentoring and community building for academic and researcher development. Her research investigates the doctoral student experience and research supervisory practice and she has published on mentoring, thesis writing, the hidden curriculum of the doctorate, and on graduates' perceptions of the value of engaging with doctoral study. Kay edits two blogs, the Supervising PhDs blog and the Hidden Curriculum in Doctoral Education Blog and is the founder of the annual Researcher Education and Development Scholarship (@REDSconf) conference.

Thursday 17th June: Ashley Hickson-Lovence

Your Show: Black British masculinity on and off the football field

In conversation with my debut novel *The 392* and forthcoming novel *Your Show*, this personal keynote examines the depiction of Black British footballers and officials. It explores how racialised discourses within their 'autobiographies', shape the representations of these sporting lives, calling on familiar narrative tropes to reinforce an uncomfortable stigma around being Black, male and British. It examines the limitations of these 'autobiographical' works, penned by writers with primarily journalistic backgrounds who have never played the game professionally and who have shared little life experience with those whose lives they are tasked to articulate. It explores the impact of these racialized narratives in shaping and diminishing these stories, and the ways in which they ventriloquize dominant, mainly negative societal views of Black British masculinity.

Ashley Hickson-Lovence is a novelist, PhD student and Lecturer of Creative Writing originally from Hackney, east London. While working as a secondary school English teacher, he completed his MA in Creative Writing and Publishing from City, University of London and is currently finishing his AHRC-funded PhD in Creative and Critical Writing at the University of East Anglia. He has recently been appointed as part-time Lecturer of Creative Writing at the Arts University Bournemouth and also works with young writers for The Brilliant Club, First Story and Arvon. His debut novel *The 392* was released with OWN IT! in April 2019. His second novel *Your Show*, based on the life and career of former Black football referee Uriah Rennie, will be released with Faber in April 2022 and he is currently writing his third novel.

Abstracts – Paper Presentations (by stream)

Equality stream 1

Divya Dubey - Teacher challenges in addressing the diverse needs of learners: Teacher Attitudes, Competencies and Training

This research study investigates the professional development needs of teachers in catering to the diverse learners in a class. It was conducted in mainstream, English medium schools across the four metropolitan cities in India. This paper reports on one aspect of this study-teacher challenges. A mixed methods and multi-step approach was used for data collection. The first stage utilised an online questionnaire (N=280) whereas the second stage involved focus group discussions with teachers and semi-structured interviews with the other key stakeholders: heads of schools, special educators, section heads and counsellors (8 focus groups and 16 interviews). A thematic analysis of the data was done. Lack of knowledge, skills and training and teacher attitudes were among the most common findings in the overall data, from all the three instruments and across all locations.

Tereza Aidonopoulou - Can the Engagement Model act as a replacement for the P-scale assessment system? Issues in monitoring the progress of students with autism and severe learning difficulties

The Engagement Model was launched in January 2020, endeavouring to address the weaknesses of the P-scales assessment for students not yet involved in subject-specific curriculum. This paper will discuss how and if the tensions between previously adopted assessment systems as discussed in teacher interviews can be reconciled through the Engagement Model in relation to students with autism and severe learning difficulties. The interview findings suggested that some of the problems with assessment when applied in this context are related to consistency and transferability, lack of formal recognition of non-academic progress, familiarity with the students, observation skills and training, workload and time, and subjectivity of judgement amongst professionals. When compared with the aims of the Engagement Model, the findings of the research suggest that even though it addresses some of the issues raised, it cannot act as a substitute to the P-scale system as it serves a different purpose.

Federico Farini - Between marginalisation and agency. Trust based on categorical inequalities, personal trust and their implications for the position of children with migrant background in London primary schools

Based on 40 qualitative interviews with primary school teachers in Greater London in the context of the Horizon2020 Project 'Child-UP', this presentation analyses teachers' narratives to uncover how children with migrant background (CMB) are discursively positioned by teachers in the social context of the learning experience. Based on teachers' narratives concerning their relationships with children, the presentation argues that the position of CMB depends on the type of trust underpinning interactions in the classroom. Two types of trust are described: 1) trust based on categorical inequalities; 2) personal trust. When teachers-children interactions are informed by trust based on categorical inequalities, CMB are positioned in a discourse of children's needs where decision-making is reserved to teachers who act for and on behalf of children. When teachers-children interactions are informed by personal trust, CMB are positioned as agents who are capable to voice their interests and their self-determination is promoted with adult's support of children's status as decision-makers.

Identity stream 1

Bethany McTrustery - Who are the true witnesses? Responding to the events of the Holocaust

There have long been discussions on who the 'true' witnesses of the Holocaust are. This paper will look at key considerations, such as Primo Levi's belief that it was the 'muselmann' – those who had been consumed by their hunger. In addition, the paper will reflect on how the perpetrators might be deemed witnesses, assessing the claim by Giorgio Agamben that a perpetrator could not act as a witness. Agamben also asserted that the Holocaust is an event that cannot be witnessed due to the nature of the experience. When considering this topic, it is important to consider the implications of the idea of a 'true' witness and how that impacts the memory of traumatic events, and what this might mean for the future.

Maxine Brimblecombe - The dissociated mind in children's and YA fiction

The anxiety disorder PTSD which occurs when a person is exposed to stressful, frightening or distressing situations can affect any age, any gender any race. My research looks at the effect on a child's identity when they lose a parent through bereavement or abandonment and how this is presented in the children's and YA literature of the nineteenth, twentieth and twenty-first century.

Adrian Leibowitz - "In most cases viscerally and no less bizarrely attached to the Soviet Union"

Out of all proportion to the total population of white people in South Africa, Eastern European diaspora Jews were in the vanguard of the struggle against racism, apartheid and the settler-colonial state. This history is well documented through scholarship as well as a treasure trove of literature created by this cohort, including non-fiction, memoir, polemical writing, journalism, poetry and theatre, in addition to a rich archive of recorded oral histories. By reflecting on the contribution made by Jewish radicals to the movement against apartheid this paper will use the method of the history of emotions to examine the social world of this group, their commitments, motivations and interlocking connections as well as the tragedies and triumphs they experienced. Flowing from this there will be a consideration as to whether the notion of an 'emotional community' can shed light on what moved this group to make the struggle for socialism, and against racism, central to their lives.

Opportunity stream 1

Ahmed Kholeif - Implementation issues of outcomes-based budgeting in an Egyptian government agency

The aim of this paper is to analyse the difficulties faced by an Egyptian government agency in implementing outcomes-based budgeting (OBB). Longitudinal qualitative case study data are collected from interviews, observations, discussions and documentary analysis, and from publicly available reports. Halliday and Carruthers' (2007) recursivity of law is used to analyse the implementation issues of OBB in the case study. The findings reveal that these issues are the difficulties to operationalise OBB, the use of OBB as a complementary tool, two competing reforms to overcome the financial crisis in Egypt and the degree of involvement of World Bank experts.

Nader Saadeh - Exploring Leadership Development Practices related to performance enhancement in Jordanian four-star hotels: A multiple case study approach

The current thesis explores leadership development practices that influence organisation performance in Jordanian four-star hotels from the leaders' and employees viewpoint in different hotel contexts. Challengers and statistics state that there is a persisting low performance in the indicated hotel segment, which undermines its contribution within the Jordanian hotel industry and the gross domestic product. Although many factors impede performance enhancement within this category, this dissertation focuses on exploring and understanding the leadership development practices' impact on organisation

enhancement within the mentioned category. This dissertation focuses on the qualitative methods which stem from the constructivist interpretive stands. A multiple-case study is conducted through which it follows the recruitment of participants (GMs or HRMs and employees) from different four-star hotels situated in Jordan. Semi-structured, open-ended interviews will be the data gathering method, while thematic analysis will interpret the data. Findings will be demonstrated after data collection and analysis.

Nour Benlakhdar - A needs analysis of writing for publication: Perspectives of Algerian postgraduate research students in the sciences

A major criterion when assessing a doctoral dissertation for defence in the Algerian higher education system is to publish an article. Unlike the humanities and social sciences, postgraduate research students in the sciences are required to publish their article in an indexed journal in English. The aim of my project is to establish a comprehensible understanding of these students' needs by collecting data from four major stakeholders: students, teachers, experienced academic authors, and journal editors and reviewers using semi-structured interviews and documentary analysis. Drawing on the interview findings with science PGR students, I will discuss in my presentation their challenges and needs when writing for publication in relation to the themes identified in the literature of previous studies.

Safety stream 1

Simon Sneddon - But at what cost? Environmental Justice issues in Electric Vehicle production

Electric Vehicles (EV) are portrayed as major players in reducing harmful emissions and contributing to carbon reduction targets. BloombergNEF (2020) estimate that in two decades, nearly 2/3 of global passenger vehicle sales will be EVs. The carbon emissions and climate impact of using EVs are undoubtedly lower than for petrol or diesel vehicles. However, Li-ion batteries (the most common type in EVs) require Lithium, Cobalt and Manganese, the extraction and processing of which is linked to significant enviro-social impacts in Chile, DRC and Zambia. The environmental cost of Li-ion battery production is borne by different areas to those which benefit from emission reduction. This is a classic example of environmental injustice. The paper concludes that EV technology cannot be accurately labelled as green until the impacts of production are recognised and rectified, and suggests approaches for doing this.BloombergNEF, 2020, Electric Vehicle Outlook 2020: Executive Summary, at https://bnef.turtl.co/story/evo-2020/page/1.

Matthew McCormack - Gout shoes and the material culture of disability in Georgian Britain

Gout is a painful inflammation of the extremities, which typically affects the feet and lower legs. Whereas nowadays it is associated with social deprivation – due to contributory factors of poor diet, lack of exercise and alcoholism – in the eighteenth century it was famously associated with elite men. As today, gout could not be cured, but was best managed through medicine, lifestyle changes and assistive technologies. This paper will focus on what Georgians wore on their feet in order to palliate and manage the gout, including outsize 'gouty shoes', adaptations to existing footwear and flannel 'bootikins'. It is part of a wider project on men's shoes, but will also make a contribution to the history of disability, by thinking about the lived experience of gout sufferers, and the way that material objects served to construct their disability in social and cultural terms.

Nadeem Aftab - The Economic Impact of Plague Pandemic and Policy Responses in Colonial India 1896-1929

The 'Third Plague Pandemic' of the late nineteenth century had a disproportionate impact on British India causing 12 million deaths during 1896-1929. Against this backdrop, we attempt to answer two

fundamental questions: (1) What were some of the economic impacts of the crisis? and (2) How far was government response effective in alleviating the impact of the pandemic on the Indian economy? We use region-wise disaggregated data taken from various issues of Statistical Abstracts of British India and analyse the economic impact of the pandemic on land revenue and income taxes collection. We deploy fixed-effects estimations and find that plague had profound and heterogeneous impacts across different regions in India. We control for the impact of death by other causes including Cholera, Smallpox, Diarrhoea, Respiratory diseases, fever and injuries. Our results are robust to different estimation techniques, controls for crises episodes and regional heterogeneity due to different land tenure systems.

Equality stream 2

Jacqueline Batchelor - Sound Communication? Language Preference of the Deaf Community Accessing Services

The study initially looked at the development of a tool to identify language preference informed by the Deaf community. Once the tool was developed, a larger participant group completed a questionnaire regarding their experiences of accessing services. The Language Preference Scale (LPS) tool was then completed by each participant and taken to a service of their choice. Within a period of six months the participants returned to the service and repeated the questionnaire. The results of the questionnaires were compared and data was analysed to address the specific research questions.

Michael Maher - The influences on social enterprise participation in Vietnamese knowledge-sharing networks

Contemporary literature shows that, as opposed to simply repeating macro-institutional behaviours and patterns, third sector organisations are active participants in knowledge sharing and cooperative networks, seeking to resolve complex issues or leverage partnerships in uncertain environments. Much of this literature on the relationship between social enterprise and knowledge-networks is based on western accounts where wide institutional support exists for civil action independent of the state. The Vietnamese environment, however, offers unique challenges. With isomorphic competitors, network access reliant on patronage, and an education system built on the repetition, rather than the creation, of knowledge, innovative social enterprises are seemingly withdrawing from knowledge sharing networks, limiting the knowledge available to other organisations as well as creating an organisational gap between themselves and their beneficiaries. This research is based on the experiences of 9 stakeholders in the Vietnamese third sector and looks at the evolution of their exogenous and endogenous organisational networks.

Victoria Wright - Who didn't see the ice-berg?

The nature of knowledge is unique to every circumstance, every event and every person. The same experience can be felt differently by people, even if on the surface it looks the same, a bit like ice-bergs. As history has proven, the amount of the iceberg that can be seen, does not reflect the actual size of it and does not enable us to understand the potential impact of it. If knowledge was an iceberg we would know that the tip is what we see, we would appreciate what we can see just below the water and we would accept there is depth and expanse that we just have no way of knowing - until we went to the depth of the sea to explore. Critical realism enables us to do just that, to not accept that what we can see - is all there is to know.

Identity stream 2

Jacquie Ridge - Authentic Identity: A Visual Grounded Theory (VGT) of Construction and Sustainability of Professional Identity in Adult Nursing

Having recently completed this doctoral thesis, the aim of this presentation is to share understanding, interpretation and give voice of using VGT to investigate professional identity in adult nursing. VGT being a modification and adaptation of constructivist grounded theory to incorporate visual data collection and its analysis; the use of visual imagery "serving as objects of analytical scrutiny rather than as corroborating evidence" (Charmaz, 2014, pg. 53). It offers interpretations of data that are readily accessible, in that "visual data is used to construct categories, describing properties, and generating/constructing theoretical hypotheses, which account for the visual phenomena and visual sociological processes" (Konecki, 2011, p. 133). In this study, imagery has been rendered reflexively to provide meaningful insights and purposive application to nurses and nursing.

Emma Whewell - Reflections on practice co-created by experts and novices using video collaboration software

This project works with students to trial the use of video collaboration software for enabling reflective practice. This software provides an opportunity to record behaviour and interactions in any practice-based setting. It is often used to capture classroom-based teaching and learning. Practitioners can then use the video collaboration tools to reflect on their own teaching, give peer feedback or gain feedback from a mentor or tutor. The viability of the software is explored within Initial Teacher Training (ITT) as students co-create video content with postgraduate education students. We then look at how it might inform practice based reflection within other university courses.

Sally Sharp - The role of the researcher in wellbeing research

As a part-time PhD student, I find myself grappling with multiple elements of my research concurrently. To find some clarity, I intend to explore one element in this paper - the role of the researcher. My understanding of the role has changed since the beginning of the research in ways I had not anticipated. My starting point seemed clear. I read about methodologies and the position of the researcher. The participants who kindly gave their time to talk about their wellbeing were asked one question 'What works for your wellbeing?' My role was to listen. I have carried out interviews and I am analysing data. I intend share my reflections on the role of the researcher and the implications for the research.

Opportunity stream 2

Cristina Devecchi and Rob Howe - Digital Literacy for the University of Northampton (DL4UON)

The Covid lockdown has shown the importance of being digitally capable. Yet, previous research (TECH4ALL) at UON showed that the University currently has a collection of tools and strategies aimed at developing and supporting digital literacies for staff and students, and that there was no single definition or understanding of what digital literacy and capability meant. There is a need to work with students and staff to ensure that these are brought together under a single banner and identify any gaps in the current provision. The URB@N project set to address the above gaps by engaging with students and staff and feeding into University level committees for action (e.g. Digital Steering Group and Faculty Student Forums). The paper provides an overview of the processes used to engage different stakeholders and share with the audience its two outcomes: A University definition for digital literacy; and a cohesion of the tools and methodologies available for staff and students to identify skills.

Friedemann Schaber – Cross-faculty Innovation: Developing Changemaker Competencies through Virtual App Prototyping

Cross-faculty innovation team will present an ILT funded project and their experiences from several, diverse workshops benefiting students across Entrepreneurship, Marketing and Product Design. Throughout the project a series of structured activities have been used to support transitioning student skills, including networking across the faculty subject expertise in FAST and FBL, problem solving and new product development (NPD), devising a design brief and undertaking App development in an industry standard prototyping tool (Adobe XD). The activities resulted in the co-creation of app prototypes that address the decline of mental health in students during lockdown. The paper explores the enterprise and innovation facilitation, informs Changemaker competencies and proposes an iterative model of collaboration. The process has been captured in a blog format, by student researchers and a dedicated NILE Organisation Module.

Cristina Devecchi - Developing digital universities for the 21st century: The experience of UoN, UCDB (Universidade Católica Dom Bosco, Mato Grosso do Sul), and University of Manitoba, Canada.

This paper reports the key findings and lessons learnt from interviews carried out with staff and students in three universities located in the UK, Brazil and Canada as part of a CONFAB/Newton project. The project aimed to: Eexplore current conceptualizations and practical implications of developing digital universities for the 21st century; explore and compare the role of technology as a pedagogical tool and as essential employability skill; share pedagogical and institutional practices to act as a starting point for collaboration and shared development; and set out recommendations for the development and implementation of technology-enhanced teaching and learning. The presentation will outline the impact of using technologies during the COVID lockdown, and put forwards ideas on how technology will shape the digital University of the 21st century.

Safety stream 2

Philip Quainoo - Modelling the effects of volcanic ash on the strength and likely collapse of concrete roofs

Explosive volcanic eruptions are a risk to human populations and to man-made structures such as buildings and roads. On consequence of volcanic ash falling from the sky during a large eruption is that it collects on building roofs. If enough ash falls then the weight on the roof can cause collapse, damaging the structure but also endangering people who may be sheltering inside. This paper presents a computer-based mathematical model for testing the stress and deformation levels due to volcanic ash deposition on flat concrete roofs. The mathematical model can take account of variable factors including the density of the ash grains, their size, the number of particles and environmental conditions such as wind speed. Using computer models means we can assess the interactions of many variables simultaneously, without the need to perform complex physical experiments. We found that the stress on concrete roofs due to the weight of accumulating ash can exceed the safety requirements for EU building regulations, meaning that the relevant codes will need to be revised for buildings in volcanic- prone areas.

Mateusz Gizicki - The investigation of efficacy and fire propagation thwarting characteristics of a fire system in the Lift Industry applications

The research aims to develop a bespoke fire protection system for the Lift Industry applications using numerical simulation and experimental testing. The model, thermal conductivity properties of the fire-resistant barrier will be supported and validated against experimental data available from previous research and/or generated as a part of this project. Data gathered in a process of the simulation will offer information on pressure distribution and temperature differences between divided compartments as well as on the fire protection body. The developed optimized model can be then used to examine the effectiveness of the system and to evaluate its efficacy as a prevention system to mitigate stack effects. Additionally, an approximated model of the system can be used in large-scale buildings simulations. Exploring pressure and temperature distribution in such buildings would give a good insight into the effect of the lift shaft on possible fire and smoke propagation.

Patrick Yeboah - The impact of ESG performance on capital constraints

The study examines the impact of environmental, social and governance (ESG) on capital constraints using panel data of 14,000 European firms covering the period of 2002 to 2019. The study employed both linear and non-linear model. The findings of the linear model show that ESG performance reduces capital constraints. Also, the nonlinear model reveals a curvilinear relationship between ESG performance and capital constraints, suggesting that in the longer run ESG investment is beneficial. The results are confirmed when fixed effects and instrumental variables are used as an alternative estimation method to check endogeneity caused by reverse causality. The managerial implication of the findings implies that in order for ESG to serve the interests of the shareholders, long-run planning and considerable resources should be dedicated in this direction, given that ESG is a long-term investment in which the benefits involve exceeds the cost.

Equality stream 3

Patrice Seuwou - Experiences of Black Students at the University of Northampton

In recent years, considerable progress has been made to widen the participation of black students in UK higher education, in the past few months alone, the Covid-19 pandemic and the Black Lives Matter movement have shone a stark light on the racial inequalities that exist throughout all sections of UK society, including within higher education. Higher education (HE) has the potential to break intergenerational poverty by bringing about social mobility and justice. Thereby, transforming the lives of many from a disadvantaged background, the wider society and particularly the Black students who may face some level of prejudice. In this paper, the holistic experiences of students of African descent attending the University of Northampton have been explored. Findings reveal that substantial inequalities persist throughout their student lifecycle exposing systemic discrimination, broader political and social realities evident on the campus.

Qiuling Bi - Critical Thinking Instruction Through Project-based Learning in Chinese EFL classes - a Study in Higher Education

This paper reports findings from an on-going project. Given a dearth of critical thinking (CT) and limitations of a didactic teaching approach in Chinese higher education, this research attempted to use a student-centred pedagogy of project-based learning (PBL) with explicit CT instructions to explore whether it improves students' CT skills. Three objectives were to identify if PBL approach in EFL classes

improves thinking skills, to explore how CT instructions affect CT development and to investigate their attitudes towards PBL. An embedded case study design was employed to obtain data from CT tests, questionnaire, interview and writing projects. The results of the first two have been analyzed right now. The overall results indicated that participants' thinking skills had a significant improvement after PBL and Evaluation sub-skill make the greatest development. 67% students had positive attitudes to PBL teaching and thinking maps (82.9%) was the most effective CT instruction.

Rajani Padmanabhan - Children's voices from an inclusive school in Bangalore, India

This paper draws from a doctoral study on how a mainstream-inclusive, privately-funded school in Bangalore, India, defined inclusion, how it enabled it through leadership and its provision. It focuses on the voice and experiences of some of the children. The school has 350 teachers for around 6500 children and follows a 3-tiered system – classroom (around 40 in each class), smaller groups (15 in each, remedial groups (around 5 children). Children were pulled-out from the main-classroom for English or Math. Semi-structured interviews were conducted with children with and without SEN from Grade 5 to 10. Initial findings suggest that children did not apply labels for their friends with SEN, but recognised individual needs; and that amongst children there were varied levels of participation and inclusion. Listening to children's voices will help us gain insights into their lives, inform our practices and involve them as partners in building an inclusive school culture.

Identity stream 3

Nour Bouacha - Starting from the Grassroot: Exploring the End-users' Views, Wants and Uses of their Prescribed Textbook

In recent years, attention has shifted from viewing teachers and learners as passive implementers and recipients at the receiving bottom to acknowledging their role as active agents in their teaching and learning processes. Such shift in teachers' and learners' roles have flourished around the world in an attempt to decentralise education and pedagogy and achieve a new vision about teaching and learning. The Algerian MoE decided also to modernise education and respond to global needs by prescribing new textbooks following the competency-based approach (CBA). However, teachers and learners, being the actual users and consumers, have been marginalised in such processes and their voices and wants have been overlooked. As such, this mixed-method case study aimed to explore Algerian secondary school teachers' and students' views, wants, and uses of their English textbook. More specifically, it sought to find out the actual value and effectiveness of the prescribed English textbook from the end-users' perspectives, voice their wants and suggestions, and uncover their textbook consumption using questionnaires, classroom observation, and interviews. In the presentation, I will present to the audience the findings of the study and an overall description of the research journey.

Linda Maguire - Developing Inclusive Classroom Communities: Children's Perspectives

This paper presents a recent study, undertaken with colleagues at the University of Cambridge, that examined how more inclusive classroom communities might be achieved. We were particularly interested in the contributions that children's perspectives could make to this work. We drew on an understanding of inclusive practice that recognises individual differences between all learners and acknowledges the complexity of everyday classroom experiences. We undertook 14 group discussions, involving 56 children

(aged 4-10), across 7 primary schools in England. The discussions focused on 'belonging' and 'being similar and being different', and how these might matter to the children's learning. Four key themes emerged: (i) feeling comfortable and being safe; (ii) learning as the main activity; (iii) being friends and getting on together; and (iv) sharing behaviours and values. We consider the value of listening carefully to children as integral to the development of children's sense belonginess in their classroom communities.

Soumia El Mestari - Leading from the Middle: Investigating the Roles of EFL Academic Middle Leaders in Three Algerian Universities

This project sets to explore the views of EFL (English as a Foreign Language) academic Middle Leaders in ELDs (English language departments) within three Algerian universities about their leadership and management roles and professional practices following significant changes in Algerian Higher Education (HE). The study sought to explore the participants' difficulties, identify their kind of skills, knowledge, and attributes and understand the factors that contribute to their professional development. Using documentary evidence, online/paper-based surveys with twenty-two academic MLs and semi-structured interviews with nineteen participants of the same sample, the study argues that the roles and responsibilities are significantly complex and dynamic. Participants' accounts suggest relying on a set of informal and implicit professional development strategies, and the universities provide no formal preparation for the role.

Opportunity stream 3

Tracey Redwood - Converting willingness to engagement

Our innovation project aims to capture and retain healthcare staff in postgraduate courses that are relevant to individual career aspirations and continuous practice development in Northamptonshire. It is about exploring workforce development, clinical service leads and advanced practitioners' requirements to be made available in Northamptonshire to address Continuous Practice Development (CPD) for staff. It involves partnership working to address relevant workforce needs in three phases and includes an evaluation component. If you'd like to know more check out our edublog at:
https://tcredwo.edublogs.org/what-is-this-project-about/.

Malathy Krishnan - Teachers' Perspectives of Teaching Social Emotional Learning

This study reports an investigation of social emotional learning (SEL) in children with special education needs (CwSEN) in mainstream and special schools in Bengaluru, India. Social and Emotional Learning is the way in which both children and adults understand and manage emotions, build and maintain relationships and take responsible decisions. A mixed-methods approach, combining quantitative and qualitative data collection approaches such as self-completed questionnaire, semi-structured interview and observation schedule, was adopted for this study. Data analysis for the research study is in progress. One of the sub-themes emerging, concerns teachers' perceptions of SEL which includes their awareness and knowledge of SEL, the strategies they adopt to teach SEL, the importance of the teachers' connect with the child and the time taken for them to teach SEL. There is a dearth of systematic surveys and implementations of SEL programs. This research here reported, attempts to fill this gap.

Mike Daw - How is fasting and vegetarianism perceived to support psychic abilities among adepts?

Many spiritual traditions include accounts of miraculous events and impressive supernormal powers that appear to be inexplicable in terms of current scientific understanding. Such phenomena (known collectively as 'psi') are sometimes associated with fasting and vegetarianism. For example, shamans may

use fasting to support apparent abilities such as healing and controlling the weather, and many yogis who are strict vegetarians are also said to exhibit powers such as psychokinesis and telepathy. In more modern times, a number of authors have related fasting and vegetarianism to both spiritual and psychic development. However, there has so far been little empirical research into this potential relationship. My paper will present an initial analysis of interviews with seven 'psi adepts' (those who practise psi in a professional capacity) to examine their understanding of how fasting and vegetarianism affect their sensitivity to psi.

Round table 1: Centre for Education and Research

Co-constructing Research in Education

This Round Table of Centre for Education and Research (CER) colleagues will open by reflecting on ways the Centre has navigated exponential change in the field of education to leverage educational research during the years 2014-2021. The Round Table will then consider the future, and share new strategies and actions developed in recent months to secure sustainable co-construction of educational research at UoN for years ahead. CER Co-Directors Dr Cristina Devecchi and Dr Jane Murray will introduce the Round Table by providing a short exposition of the past and present of educational research at CER, along with future plans, setting the context for the other sessions that are part of this round table. The introduction is followed by seven short sessions led by CER Special Interest Group leaders. The event concludes with an invitation to delegates to join Round Table presenters in an open discussion about the future of research in education.

Chairs: Dr Jane Murray and Dr Cristina Devecchi

Contributors: Dr Tereza Aidonopoulou, Michelle Bugby, Dr Helen Caldwell, Dr Cristina Devecchi, Dr Federico Farini, Dr Eunice Lumsden, Dr Linda Maguire, Dr Hala Mansour, David Meechan, Dr Jane Murray, Dr Tanya Richardson, Devon Rossetti, Patrice Seuwou, Korrin Smith-Whitehouse and Dr Emel Thomas.

Session 1 - Co-constructing Research in Education: Reflections on Building Research Capacity
Presenters: Dr Cristina Devecchi and Dr Jane Murray
At around the time when universities in England were submitting for REF2014, three newly appointed researchers at the recently established Centre for Education and Research (CER) published an article in *BERA Research Intelligence* (Devecchi, Murray and Preece, 2014*). *'Building Research Capacity'* reported on work the CER team had begun with colleagues to build research in the School of Education at University of Northampton (UoN), a new university which had traditionally prioritised teaching. Fast forward seven years: two of the 2014 article authors now lead CER and following a period of exponential change in the field of Education, UoN has submitted its Education Unit of Assessment for REF2021. The CER Co-Directors open this round table by charting challenges that have been encountered and overcome to make educational research happen at UoN, and they introduce an innovative suite of CER Special Interest Groups designed to promote sustainable educational research opportunities at UoN.
*Devecchi, C., Murray, J. and Preece, D. (2014) Building Research Capacity: In *BERA Research Intelligence* (*RI*). 124. Summer 2014. Pp. 22-23. ISSN 0307-9023.

Session 2 - Co-constructing Research in Education: Introducing the Children and Young People SIG
Presenter: Dr Federico Farini
The CER *Children and Young People* Special Interest Group (CYP SIG) aims to provide a supportive and collaborative space for promoting empirical research and scholarly debate around practices and theories

that shape children and young people lives. In this session Federico Farini, leader of the CER Children and Young People Special Interest Group, introduces and critiques the vision, aims and activity that are channelling the work of the CYP SIG, and he shares members' plans for future developments and outputs from the CYP SIG.

Session 3 - Co-constructing Research in Education: Introducing the Digital Technologies in Education SIG
Presenters: Dr Helen Caldwell, Michelle Bugby and Devon Rossetti
In this presentation, the leader and co-leaders of the CER *Digital Technologies in Education* Special Interest Group (DTE SIG) introduce work undertaken to date by DTE SIG members to set up and develop the DTE SIG as a community of researchers working in the area of digital technology in the field of Education. This exciting work includes surfing, diving and reflecting as digital technology in education is poised to move forward into a new era. Helen Caldwell, Michelle Bugby and Devon Rossetti share the DTE SIG vision and aims, and discuss its members' plans for research informed activities and outputs.

Session 4 - Co-constructing Research in Education: Introducing the Early Childhood Education and Care SIG
Presenters: Dr Tanya Richardson and David Meechan
Over recent years, Early Childhood Education and Care has increasingly become a focus for research interest, activity and outputs within in the field of Education at UoN, locally, nationally and internationally. As leaders of the Early Childhood Education and Care Special Interest Group (ECEC SIG), Dr Tanya Richardson and David Meechan will work with colleagues to build on this strong foundation. In this session of the Round Table, Tanya and David set out the vision, aims, planned research activities and outputs for the ECEC SIG.

Session 5 - Co-constructing Research in Education: Introducing the Education in Schools SIG
Presenter: Korrin Smith-Whitehouse
Education in schools has been an important aspect of work at the University of Northampton for almost 50 years, since the College of Education opened in Northampton in 1972. Korrin Smith-Whitehouse is co-leader of the Education in Schools Special Interest Group (EiS SIG). In this session, Korrin will share the vision and aims of the EiS SIG and will discuss SIG members' plans for activities and outputs concerned with research conducted about, in, with, and by learners and staff in schools.

Session 6 - Co-constructing Research in Education: Introducing the Families and Communities SIG
Presenters: Dr Emel Thomas and Dr Eunice Lumsden
The work of the Families and Communities Special Interest Group (F&C SIG) has moved forward quickly since commencing in March 2021. For example, the F&C SIG supported a local forum event that explored issues relating to personal safety for women and girls; welcomed Dr Gertrude Shotte (Middlesex University) in a seminar on *'Families and Communities in Disaster Areas: Responding to the Wake-up Call from the Soufriere Hills Volcano, Montserrat';* and anticipate hosting Professor Ruth Evans (University of Reading) presenting on *'Translocal Caring Relationships and Multilingual Identities among Young Syrian Refugees and 'Second Generation' Youth of African Heritages in the South East of England'*. From such engagement it has become clear that the F&C SIG must establish strong links between families and communities to grow and develop. It is therefore important to showcase the local experience, discuss international issues and create clear agendas for research. F&C SIG leader Dr Emel Thomas and co-leader Associate Professor Dr Eunice

Lumsden will share the SIG vision and objectives before discussing the SIG's unique perspectives and setting out its future plans for activities and research outputs.

Session 7 - Co-constructing Research in Education: Introducing the Further Education & Higher Education SIG

Presenters: Dr Cristina Devecchi and Dr Hala Mansour

The Further Education and Higher Education Special Interest Group (FEHE SIG) focuses its work on on those who research, work, study or are interested in issues in the area of FE and HE education and lifelong learning. In this session, FEHE SIG leader Dr Cristina Devecchi and co-leader Dr Hala Mansour will discuss the FEHE vision, aims, will describe the work of the FEHE SIG and will share information about its activities, public engagement, outreach and outputs.

Session 8 - Co-constructing Research in Education: Introducing the Inclusion, Diversity and Special Education SIG

Presenters: Dr Tereza Aidonopoulou, Patrice Seuwou and Dr Linda Maguire

Dr Tereza Aidonopoulou is the leader of the Inclusion, Diversity and Special Education Special Interest Group (IDSE SIG), and Patrice Seuwou and Dr Linda Maguire are co-leaders. The Centre for Education and Research originally emerged from this area: its predecessor was the Centre for Special Needs Educational Research (CeSNER), directed by Prof Richard Rose. In this session, the SIG leadership team will set out the vision, aims, activity and outputs.

Concluding Session - Open Discussion: the future of research in education

A Chair will be appointed for the concluding session before the Round Table begins. The open discussion is an opportunity for delegates and round table presenters to discuss and debate questions that have arisen during the Round Table presentations concerning the future of educational research. It is anticipated that discussion may concern educational research at the University of Northampton, locally, nationally and internationally. The nature, role and purpose of educational research may also be addressed, perhaps covering possibilities and challenges when translating research findings into 'what works' in practice, what counts as educational research and who can be educational researchers. Educational research as part of a transdisciplinary, multidisciplinary and interdisciplinary research landscape may also be considered, along with educational research funding, networking and outputs. Nevertheless, as the Chair will take questions *in vivo*, conference delegates and the Round Table presenters will determine the focus of the discussion.

Round table 2: Centre for Green Materials and Technologies

Plotting a Route: Introducing the GMT Centre

GMT is the acronym for a proposed new research centre at the University which will study the application and impact to green materials and technologies. This round table will bring together researchers across the institution looking at issues regarding sustainability, the circular economy, and innovations of all kinds that are likely to change life on earth. The aim is to see how we can work together and with outside organisations to make a positive difference. The clock is ticking...so please come and join in the discussion and play a role in the formation of new centre at Northampton.

Chair: Vicki Thomas

Contributors: Friedemann Schaber and Ruth Copeland-Phillips.

Round table 3: Physical Activities and Life Sciences Group

Chair: Lee Machado

Speakers: Declan Ryan, Ben Wright, Leanne Jones and Lewis Waterfield.

PALS joint centre leads: Lee Machado, Karen Anthony, Tony Kay and Anthony Baross.

The Centre focuses on physiological, psychological and biomechanical aspects of physical activity interventions in sedentary, active and clinical populations, and the microbiological, genetic and molecular aspects of disease progression to target national and global challenges to health.

The Research Centre aims to:

- Bring together researchers examining physiological, psychological and biomechanical aspects of physical activity interventions in sedentary, active and clinical populations, and the microbiological, genetic and molecular aspects of disease progression.
- Develop research capacity by providing training for undergraduate to postdoctoral researchers and supporting early career researchers to become independent research leaders targeting national and global challenges to health.

The Centre for Physical Activity and Life Sciences is a multidisciplinary Centre including expertise in Biosciences, Sport & Exercise Sciences, Podiatry, and Occupational Therapy. The Centre includes two main Research Groups (Molecular Biosciences Research Group, Neuromuscular and Musculoskeletal Research Group). The speakers are presenting some of the current work from the centre.

Speaker 1: Ben Wright - Validating a novel training band to perform isometric resistance training: A comparison of the cardiovascular responses between exercise modes

Isometric resistance training (IRT) has shown to significantly reduce resting blood pressure. However, traditional methods of IRT are costly and impractical. This study aimed to validate a novel isometric training band (ITB) to perform IRT. Fifteen adults (11 males, 4 females, SBP; 118 ± 6 mmHg, DBP; 68 ± 7 mmHg, Age; 25.3 ± 9.6 years, Mass 74.4 ± 14.8 kg, Height 173.6 ± 9.5 cm) completed isometric training bouts for the ITB and traditional isometric handgrip (IHG). Blood pressure and heart rate were measured at one- and two-minute intervals during each contraction and averaged across each training bout. No significant differences were identified for systolic (125 ± 13 v 127 ± 12 mmHg, $P > 0.05$), diastolic ($P > 0.05$), or mean arterial ($P > 0.05$) blood pressure between ITB and IHG training bouts. Findings suggest the ITB protocol can elicit a cardiovascular response that is comparable to widely validated IHG training.

Speaker 2: **Dr Declan Ryan** - Does the creation of a walking loop using directional wayfinding signage increase the physical activity of country park visitors? A natural experiment – Project Plan

This project is funded by the University of Northampton via QR funding to conduct policy influencing research. This project will take place between April 2021 to August 2023. The project will install directional wayfinding within a country park to determine whether this simple intervention can increase the physical activity levels of visitors and thus may inform greenspace and public health policy to increase greenspace

use by the local community. This project works in collaboration with Delapré Abbey Preservation Trust and Northamptonshire Sport.

This proposed talk will outline the conceptualisation of the project, key methodological considerations to reduce the risk of bias within natural experiments, possibly preliminary data, and the proposed outcomes and impact of the project.

Speaker 3: Leanne Jones - Investigating the potential role of the Duchenne muscular dystrophy gene in head and neck cancers

Mutation of the Duchenne muscular dystrophy (DMD) gene is well established as a cause for neuromuscular disorders but increasing evidence has implicated *DMD* in the development and progression of all major cancer types. I have performed a detailed bioinformatic analysis that shows head and neck cancer (HNC) patients with high levels of *DMD* in their tumours have a better overall survival by 26 months compared to those with low *DMD* levels. Analysis shows that the differences in survival can be attributed to a specific gene product called Dp71. I am screening human HNC tissue for this protein to provide further insight into the role of *DMD* and Dp71 in HNC. I am also examining the functional role of Dp71 in HNC using cell models derived from patients' tumours. Overall, my thesis provides evidence for an important role for Dp71 in HNC which may lead to the development of new treatments.

Speaker 4: **Lewis Waterfield** - *Streptococcus pneumoniae* and its response to metal and oxidative stress

The bacterium S*treptococcus pneumoniae* is the most common pathogen causing death in children under 5 years old, yet it requires specific growth conditions, being highly sensitive to oxidative stress and essential trace metals like iron. This bacterium must acquire and regulate metals and oxidative stress for homeostasis; however, these regulatory mechanisms are poorly understood. The availability of iron within the host is tightly controlled and *S. pneumoniae* must overcome iron starvation and overload. This research aims to unravel the molecular mechanisms involved with oxidative stress response, and host iron regulation by comparing wild-type *S. pneumoniae* strain D39 with an iron regulatory mutant lacking RitR (iron sensing regulator). Recent experiments optimised growth conditions and investigated metal depletion and restorative growth. Next steps include investigating the RitR mutant strain in metal depleted media and assessing growth response to high iron conditions.

Round table 4: Health, Education and Behaviour Change

Chairs: Josephine Chen-Wilson and Kimberley Hill

Speakers: Rachel Maunder, Josephine Chen-Wilson, Karishma Jivraj and Kimberley Hill

The Health, Education and Behaviour Change (HEBC) special interest group at The University of Northampton sits within the Centre for Psychological Sciences and draws upon cross-disciplinary expertise from researchers in the Faculty of Health and Society and Faculty of Arts, Science and Technology.

Members of HEBC work to understand behaviour change and address real world problems in the areas of health and education. The current round table showcases the valuable work done by Changemakers within this research group who are conducting cutting-edge research in the area of behaviour change. The four round table papers cover research with participants from primary school to students and academia at University. The research scope ranges from evidence-based resources to support young children's friendships, increasing school children's science capital and STEM affinity, university students

navigating drinking in their university life to students' and academia's health behaviour changes during COVID-19.

Speaker 1: Dr Rachel Maunder - Supporting children's friendships in primary schools: Why and how

Children's friendships with peers contribute to their well-being, school experience and wider social and emotional development. However, being able to make friends, keep friends and know when to break friends is not always easy, and children need to learn how to nurture and maintain these relationships effectively.

In this session I will summarise what we know about children's peer relationships and why they are important. I will set this in the context of the new statutory Relationships Education which requires schools to cover 'caring friendships' as part of the curriculum and consider how this topic can be effectively delivered in a school context. As part of this, I will showcase some research-based materials designed to help educators deliver the curriculum about friendships in an engaging, interactive, and supportive manner. I will report on the pilot work undertaken so far and ongoing research plans in this area.

Speaker 2: Dr Chao-Hwa (Josephine) Chen-Wilson - Science capital works in different ways in predicting primary school children's future science affinity (Dr Chao-Hwa (Josephine) Chen-Wilson and Dr Rachel Maunder)

There have been national and international STEM skills shortage reported in recent years (STEM Learning, 2018). However, research into the barriers of pupils' STEM learning and affinity has mostly focused on pupils at the secondary level.   This large scale study explores primary school children's science capital, their future science affinity and understanding of science. Many of the children were entitled Free School Meal.

Factor analysis on children's understanding of science revealed three factors: 1. stereotypical view associated with lab-based subjects and experiments, 2. space and discovery associated with social science, and 3. utilitarian and future-orientated view associated with engineering and schooling/exams. The findings of regression analysis revealed that parents' attitude towards science combined with the children's racial background and school had differential impacts on children's future science affinity. The discussion will examine the role played by self-perception and self-efficacy in science learning in children who deemed science is not cool or out of their reach.

Speaker 3: Dr Karishma Jivraj - The impact of Covid-19 on wellbeing in higher education: the student and academic in the pandemic (Dr Karishma Jivraj, Dr Kimberly Hill, Dr Evgenia Volkovyskaya, Dr Robert Lyon, Dr Chao-Hwa (Josephine) Chen-Wilson)

The COVID-19 pandemic and lockdown measures have left staff and students in higher education facing several challenges with their wellbeing[1]. Identifying common stressors and resilience strategies are important as we learn to live with the long-lasting effects of the pandemic. Preliminary findings from our mixed method study are discussed. Students and staff (N= 71) were to reflect on work-life conflicts, physical activity, sleep/substance use, mood, anxiety, life satisfaction, resilience and wellbeing prior to the first national lockdown and at time of participation. We found significant between/within group differences with a highly significant regression model to suggest impact of various stressors on wellbeing. Themes arising from (N=5) semi-structured interviews emphasised the importance of resilience strategies (such as physical activity and work-life balance). Here, we highlight implications of risk factors and the

importance of resilience as we navigate our way through the pandemic to try to improve wellbeing in academia.

Speaker 4: Dr Kimberley M Hill - "Basically, if you want to fit in, you've got to drink": Understanding the Experiences of Non-Drinking and Light-Drinking Students at University (Dr Kimberley M Hill, Dr Sarah Mansbridge, Amy Watts and Ana Saravanja)

Alcohol misuse has significant costs to student health, education, finances, universities and local communities[4]. However, because much work focuses on preventing misuse in excessive drinkers, little is known about the experiences of university students who consume little or no alcohol[1,3]. Recent trends in alcohol consumption suggest non-drinkers make up a large part of the stud body, with non-participation having great implications for young people's identity, inclusion and social-cultural practices[1,2]. We conducted semi-structured focus group interviews with 10 UoN students and a thematic analysis of narratives provided an insight into how non-drinking and light drinking students navigate university lives which promote excessive consumption. Our findings relate to university transitions, relationships and the difficulties students experience as a result of their non-drinking status. Implications will be provided for how universities could help construct an inclusive, safe and responsible campus cultures for all students, regardless of their alcohol drinking status.

Poster Competition

Judges: Hala Mansour, Cristina Devecchi and Ahmed Basil

Hareer Ahmed
Supply chain complexity and its impact on knowledge transfer

Jacqueline Batchelor
Sound Communication? Language Preference of the Deaf Community Accessing Services

Mel Bell
The effect on gait of differences in body length: limb length

Maxine Brimblecombe
The dissociated mind in children's and YA literature

Chimeuma Darlington Beke
Student Mobility for Higher Education in Sub-Saharan Africa: The case of Nigeria

Mike Daw
How is fasting and vegetarianism perceived to support psychic abilities among adepts?

Mercy Dapel Ejura
Evaluation and Improvement of Cybersecurity Awareness

Fatima e-Khushboo
Impact of technological advancements in supply chain systems

Sinead McNeill
Work Meaning Top Trumps: How do women who have experienced intimate partner abuse construct work meaning?

Philip Quainoo

Modelling the effects of volcanic ash on the strength and likely collapse of concrete roofs

Nader Saadeh

Exploring Leadership Development Practices related to performance enhancement in Jordanian four-star hotels: A multiple case study approach

Patrice Seuwou

Experiences of Students of African Descent at a Post-1992 University in England

Lewis Waterfield

Streptococcus pneumoniae and it's Battle with Metal.

Three Minute Thesis

Judges: Shân Wareing, Kathy Mortimer, Matthew McCormack and John Rose – BBC Radio Northampton

Jacqueline Batchelor

Sound Communication? Language Preference of the Deaf Community Accessing Services

Brett Baxter

The Effects of Acute and Chronic Eccentric Exercise on the Neuromuscular Characteristics of Older Adults

Mel Bell

The effect on gait of differences in body length: limb length

Maxine Brimblecombe

The dissociated mind in children's and YA literature

Mike Daw

Does fasting and vegetarianism help you to be more psychic?

Soumia El Mestari

Leading from the middle: Investigating the Roles of EFL Academic Middle Leaders in Three Algerian Universities

Jonathan Francis

The reliability of manual ultrasonics in detecting internal corrosion in Carbon Steel pipework

Rob Lambert

Using Agile Scrum to create a student centered approach to assessment design

Audrey Orage

Young Males contemporary experiences of anxiety

Hilary Osemhonbor

Assistive technology for paraplegics using eye tracking

Philip Quainoo

Modelling the effects of volcanic ash on the strength and likely collapse of concrete roofs

Amatou Allah Soumeya Slimani

Representations of Algeria in Fiction from 1807 to 2012

Helen Tedds
A reptile dysfunction? Attempts to quantify the trade of herpetofauna across England

Xianrong Wang
How do teachers use principle of positive under the SPELL framework for children with autism?

Conference Committee - Acknowledgements