

A photograph of a modern, multi-story building with a curved facade and large glass windows. The building is surrounded by green trees and a clear sky. The text 'University of Northampton' is visible on the upper part of the building, and 'Creative Hub' is visible on a lower section. The overall scene is bright and clear.

University of
Northampton

Creative Hub

ANNUAL RESEARCH CONFERENCE

TOWN HALL, CREATIVE HUB

20-21 June 2019

Welcome Note From the 2019 UoN Research Conference Organising Team:

We would like to welcome you to this year's Annual Research Conference – the first at our beautiful new Waterside campus. The Conference Organising Team has been thrilled to receive, and read, almost one hundred abstracts, and has been delighted by the growing excitement so many members of our research community have shown in being part of the event. Our diverse range of events include traditional research papers, research posters, a 3MT competition, where competitors present their research in three minutes, a series of special interest sessions, and our inaugural Bakeyour Research competition.

We are also privileged to be joined by three distinguished and vibrant keynote speakers that reflect the appetite for change which the Waterside transition has summoned. Professor Deborah Johnston from the School of Oriental and African Studies (SOAS) opens the event with a thoughtful consideration of negotiating ethical and analytical changes in researching nutrition. On Thursday afternoon, difference and the academy is the topic of a “performative plenary provocation” by Dr Kieran Fenby-Hulse from Coventry University. As its name suggests, this will be sure to challenge your thinking around the concept of research inclusivity and the role it could and should play in the Higher Education sector today. On Friday, Julia Reeve, Coordinator of East Midlands Writing Pad and Research ELT Officer from De Montfort University, invites us to think about the relationship between creativity and research, and provides the perfect fuel for our inquiring minds at UoN.

There is something for everyone this year in our busiest schedule yet, so enjoy reading our brochure and planning your conference journey.



Charlotte Brookes, Dr Cristina Devecchi, Dawn Hibbert, Dr Lorna Jowett, Dr Kathleen Mortimer, Seyi Omoloso, Dr Melanie Petch, Dr Michelle Pyer, Tanya Richardson, Dr Ali Al Shebaz and Anthony Stepniak.

Day One: Thursday 20th June

9:00 – 9:30	Registration and Refreshments: Creative Hub, Ground Floor, Café Area		
9:30 – 10:00	Room: Town Hall CH0 <ul style="list-style-type: none"> • Introduction and Housekeeping: Dr Melanie Petch, Researcher Developer • Official Welcome Address: Professor Nick Petford, Vice Chancellor and CEO • ‘Designed to Build a Research Student Community’, Jane Bunce, Director of Student and Academic Services and Waterside Project Manager • Keynote Speaker Introduction Dr Kathleen Mortimer, Head of Research for the Faculty of Business and Law. 		
10:00 – 11:00	Room: Town Hall CH0 Keynote Presentation: ‘Researching Nutrition and Decision-Making: Negotiating Ethical and Analytical Challenges’ Professor Deborah Johnston, School of Oriental and African Studies (SOAS)		
11:00 – 11:15	Refreshments: Creative Hub, Ground Floor, Café Area		
11:15 – 12:30	Room: Town Hall CH0 Panel One Identity and Society	Room: CH302 Panel Two Methods & Approaches	Room: CH303 Panel Three Learning Experiences

	Chair: Seyi Omoloso	Chairs: Anthony Stepniak and Dr Melanie Petch	Chair: Dr Shaowei He
	<p>'Sensory Isolation in Flotation Tanks as a Method of Producing Psi-Conductive Imagery: A Pilot Study'</p> <p>Dr Cal Cooper (Faculty of Health and Society)</p>	<p>'The Effect of Business Strategy and Workforce Employment Groups on Pay Practice Selection in the UK Private Sector'</p> <p>Sarah Jones (Faculty of Business and Law)</p>	<p>'Painting a Picture of the Education System: What Makes Schools Successful in Northampton Town?'</p> <p>Dr Helen Scott, Dr Jane Murray, Dr Cristina Devecchi, Prof John Horton, Dr Amanda O'Shea, Julian Brown, Julie Jones, Dom Murphy and Natalie Quinn-Walker (Faculty of Education and Humanities)</p>
	<p>'ASD-EAST: Empowering Teachers to Work with Autism in Eastern Europe'</p> <p>Dr David Preece and Dr Ivana Lessner Listiakova (Faculty of Education and Humanities)</p>	<p>'The Ethical Implications of Staff-Student Research Partnerships'</p> <p>Djamel Eddine Benchaib and Anthony Stepniak (Faculty of Education and Humanities)</p>	<p>'A NEET Ending: The Impact of Adult Community Learning on Supporting a Young Person who is not in Employment, Education or Training'</p> <p>Pat Carrington (Faculty of Business and Law)</p>
	<p>'Using Deep learning and 4D CT for Lung Cancer Detection Potential Space'</p> <p>Mahmood Jasim Khalsan (Faculty of Art, Science and Technology)</p>	<p>'Life Beyond the PhD: Working with PhD Students as Co-Researchers to Re-Imagine Their Employability Skills'</p> <p>Dr Cristina Devecchi, Anthony Stepniak, Sue Watling, Maitreyee Buragohain (Faculty of Education and Humanities)</p>	<p>'Child-UP: A Horizon2020 Project to Support the Integration of Migrant Children in Education and Social Services'</p> <p>Dr Federico Farini (Faculty of Health and Society)</p>
	<p>'Gut Instinct and Intuition in Social Work'</p> <p>Robin Sturman-Coombs (Faculty of Health and Society)</p>	<p>'What do PGRs and Supervisors Really Want? Results of the Researcher Development Survey'</p> <p>Dr Melanie Petch (The Graduate School)</p>	

12:30 – 13:30

LUNCH (including Bake Your Research Viewing and Research Poster Exhibition)

12:30 – 13:00

Room: Town Hall CH0

Bake your Research Tasting and Judging

(Judges: Hilary Scott, Laura Pereira, David Watson and Dr Kieran Fenby-Hulse)

Participants:

1. Branded User Generated Content Enquiry
Kardi Somerfield (Faculty of Business and Law)
2. (Re)-representing the Wicked Queen in Contemporary Western Narratives
Anthony Stepniak (Faculty of Education and Humanities)
3. Exploring the Layers of People with Dementia and their Stories
Alison Ward (Faculty of Health and Society)
4. Negotiating Femininity through the Embodiment of Tattoos
Dr Charlotte Dann (Faculty of Health and Society)
5. Me, Myself and iPhone
Samantha Reid (Faculty of Business and Law)
6. What is a Muscle Protein Doing in the Brain?
Dr Karen Anthony (Faculty of Health and Society)
7. Online Customer Experience
Gil Oglivie-Jones (Faculty of Business and Law)

13:30 – 13:45	<p>8. It's a Monsters' World: Rethinking Supernatural Otherness in Contemporary Young Adult Gothic Literature Meriem Lamara (Faculty of Education and Humanities)</p> <p>9. ParaBuddhology – Be the Good Chetak Nangare (Faculty of Health and Society)</p>			
	<p>Room: Town Hall CH0 Bake Your Research Prizegiving presented by Professor Ian Livingstone</p>			
13:45 – 15:00	<p>Room: Town Hall CH0 Health, Education and Behaviour Change Research Group Showcase Chair: Dr Kimberley Hill</p>	<p>Room: CH302 Panel Four Identity and Society Chair: Federico Farini</p>	<p>Room: CH303 Panel Five Methods & Approaches Chair: Sarah Cross</p>	<p>Room: LH323 Panel Six Identity and Society Chair: Anthony Stepniak</p>
	<p>'Repetitive Transcranial Magnetic Stimulation for Depression' Dr Ksenija Da Silva</p> <p>'Unseen Disabilities in Undergraduates:</p>	<p>'Space, Place & Face: Exploring Diversity in Higher Education' Dr Charlotte Dann (Faculty of Health and Society)</p>	<p>'Knowledge Mobilisation in UK Higher Education' Dr Hala Mansour and Dr Cristina Devecchi (Faculty of Business and Law and Faculty of Education and Humanities)</p>	<p>'The Relationship Between Mate Value and Rape Proclivity and Mediating Attitudes Towards Violence' Megan Hogg (Faculty of Health and Society)</p>

	<p>Employability and Diversity in Group Work, Opportunities and Challenges’ Dr Maria Morahan and Garry Bishop</p>	<p>‘Leading Educational Change Together in Higher Education: Lessons Learnt from the Sector’ Dr Cristina Devecchi and Prof Jackie Potter (Faculty of Education and Humanities & Faculty of Health and Society)</p>	<p>‘Thrift and Thriving in the Age of Austerity: Henry Thoreau, Voluntary Simplicity and Degrowth’ Dr Alison Hulme (Faculty of Business and Law)</p>	<p>‘In a World Without Sex and Gender, How is Female Embodiment Represented? A Study of the Book of Joan by Lydia Yuknavitch’ Zöe Pape (Faculty of Education and Humanities)</p>
	<p>‘How Gender Biased are our Children in the Drawing of a Scientist?’ Dr Chao-Hwa (Josephine) Chen-Wilson and Dr Rachel Maunder</p>	<p>‘Faces in the Crowd: Working with a Distributed Research Network’ Dr Alasdair Gordon-Finlayson and Dr Graham Smith (Faculty of Health and Society)</p>	<p>‘Supporting Transition Through Foundation Programmes – Student Voice’ Lucy Atkinson (Faculty of Education and Humanities)</p>	<p>‘Sectarianism and Media: A Critical Discourse Analysis of News Sites Reportage’ Nadia Hameed Hassoon (Faculty of Education and Humanities)</p>
	<p>‘Primary School Children’s Attitudes and Aspirations About Science: The Role of Science Capital, Cultural Capital and Self Efficacy’ Dr Rachel Maunder and Dr Chao-Hwa (Josephine) Chen-Wilson</p>		<p>‘Sound Communication? Language Preference of the Deaf Community Accessing Services’ Jay Batchelor (Faculty of Health and Society)</p>	
15:00 – 15:15	<p>Refreshments, Creative Hub, Ground Floor, Café Area</p>			

15:15 – 16:30	<p align="center">Room: Town Hall CH0 Panel Seven Identity and Society Chair: Dr Kim Woodbridge-Dodd</p>	<p align="center">Room: CH302 Panel Eight Learning Experiences Chair: Dr Melanie Petch</p>	<p align="center">Room CH303 Panel Nine: Identity and Society Chair: Dr Ali Al-Sherbaz</p>
	<p>“Constantly walking on eggshells”: The lived experience of siblings of adolescents with an eating disorder; using IPA and PhotoVoice’ Laura Patterson Paper (Faculty of Health and Society)</p>	<p>‘Managing Organisational Culture in a Merged Further Education College in England: A Case Study’ Ali Hadawi CBE (Faculty of Business and Law)</p>	<p>‘Living with Autism in Rural Coastal England’ Dr David Preece and Dr Ivana Lessner Listiakova (Faculty of Education and Humanities)</p>
	<p>‘The Experience of Families of Children on the Autism Spectrum in a Midlands City’ Haw Khan (Faculty of Education and Humanities)</p>	<p>‘Speech and Language Beyond the Classroom: The Impact of the Environment on Children’s Language’ Tanya Richardson (Faculty of Education and Humanities)</p>	<p>‘A Mixed-Methods Study of Bambara Farming in Mtwara, Tanzania’ Dr Basile Boulay (Faculty of Business and Law)</p>
	<p>‘The Angela Project: Improving Diagnosis of Onset Dementia’ Dr Mary O’Malley (Faculty of Health and Society)</p>	<p>‘The Application of English for Academic Purposes and Systemic Functional Linguistics on a Foundation Module for Home Students’ Lucy Atkinson (Faculty of Education and Humanities)</p>	<p>‘The Ecology of the Chequered Skipper Butterfly Carterocephalus Palaemon and its Reintroduction to Rockingham Forest, England’ Jamie Wildman (Faculty of Arts, Science and Technology)</p>

16:30 - 17:30	<p>Room: Town Hall CH0</p> <p>Performative Plenary Provocation Introduction: Anthony Stepniak, Research Student Officer</p> <p>'Difference and the Academy' Dr Kieran Fenby-Hulse, Coventry University</p>
17:30 - 19:30	<p>Waterside Bar and Restaurant Conference Dinner (pay your own way)</p>

Day Two: Friday 21st June

9:00 – 9:30	Registration and Refreshments: Creative Hub, Ground Floor, Café Area		
9:30 – 9:45	Room: Town Hall CHO:		
	<ul style="list-style-type: none"> • Introduction and Housekeeping • Keynote Introduction: Dr Melanie Petch, Researcher Developer 		
9:45 - 10:45	'Becoming a Creative Researcher' Julia Reeve, De Montfort University		
10:45 – 11:00	Refreshments: Creative Hub, Ground Floor, Café Area		
11:00 -12:15	Room: Town Hall CHO Panel Ten Identity and Society Chair: Seyi Omoloso	Room: CH302 Panel Eleven Methods and Approaches Chair: Charlotte Brookes	Room: CH303 Panel Twelve Learning Experiences Chair: Dr Ali Al-Sherbaz
	'Creating Third Spaces to Integrate: A Case Study of the Algerian Women Migrants in the UK' Fatima Zahra Zahaf (Faculty of Education and Humanities)	'Challenges of Gaining Access into the Research Site and Building Trust with Participants' Nour El Houda Bouacha (Faculty of Education and Humanities)	'Digital Shifts: How Staff Who Teach and Support Learning Conceptualise the Practice in the Digital Age' Sue Watling (Faculty of Education and Humanities)
	'Selective Integration and Autonomy in International	'An Investigation of Endotracheal Intubation and Alternative Intubation	'Do Students Studying Java Perform Better in Short Answer Questions or

	Acquisitions: Extending the Strategic Intent Perspective' Dr Qi Ai (Faculty of Business and Law)	Devices for Use by Paramedics in Out-of-Hospital Care' Sarah Cross (Faculty of Health and Society)	Computational Questions? A Case Study' Amir Minai (Faculty of Arts, Science and Technology)	
	'Investigating Corruption Drivers and Strategies for Enhancing the Effectiveness of Anti-Corruption Institutions in Nigeria' Dr James Mshelia and Dr Chijioke Uba (Faculty of Business and Law)	G'etting the Whole Picture: Designing Studies to Capture 360 Degree Data on Family Health Service Use' Dr Kim Woodbridge-Dodd and Dr Sarah Neil (Faculty of Health and Society)	'Being a Refugee Child in Lebanon: Implementing Children's Rights in a Digital World through the Blockchain Educational Passport' Dr Cristina Devecchi (Faculty of Education and Humanities)	
		'A Consistency Based Research: P4 Versus OpenFlow and the Future of Software Defined Networks' Ahmed Osama Basil (Faculty of Art, Science and Technology)	'What can students tell us about how satisfied they are?' Grant Timms (Faculty of Business and Law)	
12:15 – 12:45	LUNCH			
12:45– 13:45	Special Interest Sessions			
	Room: Town Hall CH0 Feminist Research and Scholarship Roundtable Chair – Dr Lorna Jowett (Faculty of Arts, Science and Technology)	Room: CH302 Workshop: New to Presenting? Led by Seyi Omoloso and Charlotte Brookes	Room: CH303 Applying for Funding Q&A Karen Lewis Research Innovation and Funding Support (RIFS)	Room: LH016 Bidding for Research Funding: some good practices from first-hand experience Federico Farini (Faculty of Health and Society)

	<p>Dr Marcella Daye (Faculty of Business and Law)</p> <p>Luke Ward (Faculty of Health and Society)</p> <p>Dr Charlotte Dann (Faculty of Health and Society)</p> <p>Dr Rachel Moss (Faculty of Education and Humanities)</p> <p>Anthony Stepniak (Faculty of Education and Humanities/ Faculty of Arts, Science and Technology)</p> <p>Dr Melanie Petch (Graduate School)</p>			
13:45 - 14:15	<p>Room: Town Hall CH0</p> <p>3MT Presentations</p> <p>(Judging Panel: Dr Kathleen Mortimer; Anthony Stepniak; Professor Matthew McCormack)</p> <p>Participants:</p> <ol style="list-style-type: none"> 1. Critical Evaluation of Bonus and Merits Policy of the Domestic Oil and Gas Companies in Qatar for Better Job Satisfaction Othman Alyafei (Faculty of Business and Law) 2. Wellbeing in Higher Education 			

<p>14:15-14:35</p> <p>14:35- 14:50</p>	<p>Sally Sharp (Faculty of Education and Humanities)</p> <p>3. Algerian EFL Teachers' and Learners' Views and Uses of English Textbook Nour el Houda Bouacha (Faculty of Education and Humanities)</p> <p>4. Digital Shifts: How Staff Who Teach and Support Learning Conceptualise their Practices in the Digital Age Sue Watling (Faculty of Education and Humanities)</p> <p>5. Examining Family Business Sustainability: Exploring Succession from the Successor's Perspective Jasmin Wilmot (Faculty of Business and Law)</p> <p>6. Images of Algeria in Selected Literary Works Amatou Allah Soumeiya Slimani (Faculty of Education and Humanities)</p> <p>Judging takes place for 3MT presentations while refreshments are served during a short interval</p> <p>Thesis in 3 Minutes Awards Presentation: Presented by John Rose, BBC Radio Northampton</p>		
<p>14:45 - 16:00</p>	<p>Panel Thirteen Identity and Society Chair: Tanya Richardson</p>	<p>Panel Fourteen Methods and Approaches Chair: Dr Kathleen Mortimer</p>	<p>Panel Fifteen Identity and Society Chair: Anthony Stepniak</p>
	<p>'A Narrative Research on Learners' Experiences and Identity Development in the Context of Algerian Women Students of English' <i>Wafa Zekri</i> (Faculty of Education and Humanities)</p>	<p>'Challenges of Leadership in UK Advertising Agencies' Sally Laurie and Dr Kathleen Mortimer (Faculty of Business and Law)</p>	<p>'Achilles tendon pathologies: Is NO the answer?' Charlotte Brookes (Faculty of Health and Society)</p>

	<p>'Working with Local Stakeholders to Help Young People Stay in Education'</p> <p>Dr Wendy Turner, Dan Ash and Dr Cristina Devecchi (Faculty of Education and Humanities/Faculty of Health and Society)</p>	<p>'Do Peer Firms Influence Innovation?'</p> <p>Dr Michael Machokoto (Faculty of Business and Law)</p>	<p>'Immune Responses to Food-Borne Infections Caused by Campylobacter'</p> <p>Dr Alex Woodacre (Faculty of Health and Society)</p>
	<p>'An Examination of Co-Creation Drivers in a Hotel Setting: A Micro-Level Approach'</p> <p>Dora Yeboah (Faculty of Business and Law)</p>	<p>'The Affordance of a Multi-Modal Approach to Focus Group Interview Analysis'</p> <p>Eleanora Teszenyi (Faculty of Education and Humanities)</p>	<p>'Investigating the Effects of Chudleys Placid on Pet Dogs'</p> <p>Lauren Samet (Faculty of Health and Society)</p>
		<p>'Information Sharing in Supply-Chain Triads: A Qualitative Study'</p> <p>Dr Luai Jraisat (Faculty of Business and Law)</p>	
16:00 – 16:15	Closing remarks: Dr Cathy Smith, Dean of Research.		

Professor Deborah Johnston

Pro Director of Learning and Teaching and Professor in Development in Learning and Teaching, SOAS University of London



Researching nutrition and decision-making: negotiating ethical and analytical challenges

In nutrition policy and in development theory, individual decision-making is central. With malnutrition recognised as a development issue, attention has been placed on how individuals can make better food decisions to attain food and nutrition security. Nevertheless, food practice entails a complex set of decisions that are not fully understood. Furthermore, food research contains various practical and ethical challenges. This paper questions how we can conceptualise decision making in research. Finally, it presents findings that suggest that decision-making is far more complex than policy imagines.

Professor Deborah Johnston is Pro-Director (Learning and Teaching) and Professor in Development Economics at SOAS, University of London. She leads on SOAS's Learning Teaching and Student Experience Strategy, which includes our work on the teaching excellence, inclusion and curriculum review. Her academic work focuses on the political economy of food and nutrition, the analysis and measurement of poverty, and the interrelationship between economics, labour markets and health. Before joining academia in 2003, she worked internationally as an economist in a number of policy roles, including in the Ministry of Finance, Lesotho, the Land and Agriculture Policy Centre, South Africa, and the Department of Trade and Industry, UK. She has worked as a consultant with a number of organisations, including the Agency for Cooperation and Development, World Bank, IFPRI, Bank of England, UK National Institute for Economic and Social Research and DFID.

Dr Kieran Fenby-Hulse

Programme Manager: Early, Middle and Senior Career Researchers, Coventry University

On Difference and the Academy

Some days I find the anger overwhelming, some days I rise to the challenge, some days I feel alone, unsupported, and hide. I see the struggles and pain of others and I read the damning statistics on diversity; little changes. Academia is not inclusive. Academia doesn't respect difference. Academia is not a meritocracy. Academia is conformative. Through metrics, targets, and precarious employment, academia cajoles us into writing and thinking in certain ways, to accept tradition, norms, and methodologies. Academia, at its core, is conservative and exclusionary.

The increasingly diverse student population and staff base, though, means that this needs to change.

In this performative paper, I explore notions of privilege (Bhopal, 2018), outsider theory (Eburne, 2018), and queer theory (Ahmed, 2006, 2012) to question current approaches to equality, diversity, and inclusion within Higher Education (Smith, 2015). Drawing on my own lived experience and knowledge as a practitioner working in the area of inclusivity in research, this paper combines musical extracts, tweets, poetry and literary fiction with insights from sociology, philosophy, education studies, and management studies to destabilise understandings of equality, diversity, and inclusion. By dismantling some of the mythology that surrounds diversity work within Higher Education, I will explore the role individuals, leaders, and institutions can play in fostering more inclusive research environments.

There is no attempt here to present a traditional academic paper, or a single line of thought. This is a provocation, a kaleidoscopic array of ideas, a manifesto for change. The paper deliberately aims to disrupt and unsettle and to imagine new inclusive futures for academia so that we can start to transform radically the spaces in which we work and learn.



I design developmental initiatives for postgraduate, early career, middle career, and senior career researchers, research groups and teams, and research institutions, devising events, activities and platforms to facilitate peer-to-peer learning, ideas development, interdisciplinary thinking, and cross-sector working. I provide advice and guidance on research funding and policy, research leadership, impact and engagement, and on fostering responsible, inclusive and innovative research cultures. I also contribute to sector discussions and policy development on research careers, career development, and research ecosystems at an institutional and national level.

I am currently managing editor for the Journal of Research Management and Administration, external examiner for the University of Strathclyde's PG Certs in Researcher Development and Knowledge Exchange, External Committee Member for Goldsmiths Research Integrity and Ethics Committee, External Advisor on Middle Career Development for the Society for Research into Higher Education, and Deputy Chair of Coventry University Ethics Committee.

My research interests include: responsible and inclusive research, research leadership and careers development, and creativity and communication in research.

Julia Reeve

Doctoral College ELT Officer and Teaching Fellow, De Montfort University

Becoming a Creative Researcher

This talk will explore the ways that creativity can enhance the development of key researcher attributes and consider the importance of storytelling as a way of reflecting on and communicating research. I will share examples of imaginative approaches to researcher development from DMU's Doctoral College, discussing specific techniques, researcher feedback and sources of pedagogic inspiration. This session will also embody my playful and kinaesthetic approach by including a 'hands-on' activity for participants.



Julia Reeve is a Teacher Fellow and Doctoral College ELT Officer at De Montfort University. She leads the East Midlands Centre for Writing PAD (Writing Purposefully in Art & Design) at DMU, sharing practice via the blog: <http://writingpad.our.dmu.ac.uk/>. Julia's pedagogic practice involves applying creative, arts-based methods across disciplines in order to deepen learning and increase engagement. Her role includes the design, development and delivery of innovative workshops for students and staff: fostering confidence, self-reflection and creative thinking, with a particular focus on researcher development. Julia has previously worked as a designer in the fashion industry, a lecturer in Further Education and a Senior Lecturer in Contextual Studies for fashion programmes.

Conference Abstracts:

'Sensory Isolation in Flotation Tanks as a Method of Producing Psi-Conductive Imagery: A Pilot Study'

Dr Cal Cooper, Faculty of Health and Society.

Since the 1950s sensory isolation by means of floatation has been explored as to its impact on human consciousness. Similar to this, the ganzfeld has been famously used with parapsychology to investigate the psi-conductive nature of impressions perceived through sensory deprivation and homogenous stimuli. Lilly (1969) proposed that parapsychology adopt floatation tanks as a new method of exploration for psi, with some evidence of parapsychologists taking heed of such advice (e.g. Rogo, 1980). This new pilot study aimed to further explore the methodological practicalities of using such tanks with parapsychology. The authors acted as sender and receiver for a total of 12 trials that incorporated the Dalton clips as the target pool of focus. An independent judge was used to rate the mentations, while the receiver also attempted to judge their own mentations against each trial's target and decoy clips. No statistical significance was found from the scores produced by the participant ($z = .03$, $p = .51$ one-tailed) or the independent judge ($z = -.16$, $p = .44$ one-tailed). However, qualitative information produced in instances of correctly identified targets (hits) demonstrated some promise in exploring the floatation tank method further. Limitations of this study are discussed, and recommendations are offered for refining the current methodological procedure. It is planned for this study to be taken forward on a larger scale with the use of a variety of participants.

'ASD-EAST: Empowering Teachers to Work with Autism in Eastern Europe'

Dr David Preece and Dr Ivana Lessner Listiakova, Faculty of Education and Humanities.

The diverse nature of the autism spectrum means that no single educational intervention is effective for all, and educators need a range of skills and strategies. Providing effective education is challenging across Europe, particularly within Central/Eastern Europe and the Balkans and significant training and developmental needs have been identified. This project was therefore established to develop training to support effective teaching to ensure the inclusion in learning of children with autism in this region. Funding has been provided by the European Commission's Erasmus+ programme to establish a 2-year strategic partnership of schools, academics, small enterprises and NGOs to: - develop a locally appropriate model training programme and materials for specialist educators supporting the inclusion in education of children with autism in Croatia, the Republic of North Macedonia and Poland. - use the materials to pilot the training with specialist educators from both special and mainstream primary schools - evaluate the appropriateness of the materials and their impact on teachers' practice - share the curriculum and materials with stakeholders and make recommendations to decision makers. This presentation reports on an initial mapping study carried out in winter 2018/19. Over 300 teachers in

Croatia, North Macedonia and Poland were surveyed regarding their knowledge, attitudes, practices and training needs. The findings of this survey are presented; national differences and similarities are identified; and implications for the development of the training programme are discussed.

‘Using Deep learning and 4D CT for Lung Cancer Detection Potential Space’

Mahmood Jasim Khalsan , Faculty of Art, Science and Technology.

Lung cancer is one of the significant reasons for death. Many diagnosis and detection of lungs cancer has been done using various data analysis and classification techniques. Since the cause of lung cancer stay obscure, prevention become impossible, thus early detection of tumor in lungs is the only way to cure lung cancer. As well as, the study is not only detecting the lung cancer stages it also will determine which treatments are more suitable for each stage depending on the lung cancer stages (such as surgery (remove the infected part) or chemotherapy). Hence, lung cancer detection system using image processing and deep learning is utilized to classify the presence of lung cancer in a 4D CT (computed tomography) images. 4D CT scans is much faster and more accurate than ever before. 4D CT uses a new technology that captures the location and movement of a tumor and the movement of a body's organs over time. Deep learning has been a popular choice for the classification process in recent years. Especially it is used in the implementation of TensorFlow and 3D convolutional neural network architecture from deep learning libraries. Classification will use features extracted from the images. The efficient method to detect the lung cancer and its stages successfully and also aim to have more accurate results.

Although, the 4D -CT images are accurate for detecting lung cancer also the proposed system will consider the patient status such as (patient history or smoking) that will assist for detecting the lung cancer with high accuracy. Additionally, other option is might be used fusing MRI and CT image scans to increase the accuracy of lung cancer detection. At the end, two datasets will be utilized for training and testing the system. Firstly, dataset will be got from the Cancer Imaging Archive which is available online. Secondly, real dataset which will be obtained from Northampton General Hospital.

‘Gut Instinct and Intuition in Social Work’

Robin Sturman-Coombs, Faculty of Health and Society.

Overall purpose and rationale: Gut instinct and intuition plays a vital role in decision making in Social Work. The purpose of this paper is to offer a platform to explore such complexity of decision making. For many years Social Work has been informed by concepts of professional wisdom and oral knowledge (Horder, 2004). Forkby and Höjer in 2010 examined the professional navigation between regulation and gut instinct and concluded an

existence of a “collective memory” in decision making. This is supported by Trevithick (2014) who has long argued for the need for decision making and judgement calls to be informed by a number of aspects/processes to include intuition. Though, Trevithick (2014) also suggests that “However, ‘gut feelings’, like the use of intuition, can be untrustworthy and vulnerable to error” (pp295). Therefore the study of such concepts is not without its complexity, ambiguity and its subjectivity (Shaw and Gould, 2001, pp7).

Design of the study: This research paper seeks to offer a predominantly literature-based enquiry into the role of gut instinct and intuition in decision making in Social Work, what Geertz refers to as “small facts speak to large issues” (1973, pp23). It will also present some initial findings from a pilot study (unpublished) in which a qualified SW was interviewed on the subject matter. The interview was transcribed and analysed (briefly) using Burman and Parker (1993) Discourse Analysis 12 step process.

Main findings: This research paper concludes that the role of gut instinct and intuition in Social Work is of a vastly complex nature, but also an absolute necessity. Complexity is exacerbated by the fact that it cannot be seen. This paper suggests that there is a fundamental need to examine to a far greater depth, the role of gut instinct and intuition in decision making in Social Work.

The Effect of Business Strategy and Workforce Employment Groups on Pay Practice Selection in the UK Private Sector’

Sarah Jones, Faculty of Business and Law.

Contingency perspectives of strategic pay contend that the optimal pay practices for organisational performance will be those which align most closely with a firm’s strategic orientation and internal features. The strategic pay literature proposes that if an organisation aligns its pay practices with its business strategy and employment group characteristics, it will benefit from positive performance outcomes.

This paper reveals relationships between selection of pay practices and organisational contingencies in the United Kingdom (UK) private sector. The paper tests the proposition of the strategic pay literature that business strategy (differentiation or cost-reduction strategy) and workforce employment groups (knowledge-based or job-based) will have an effect on pay practice selection. Data were collected via the Chartered Institute of Personnel and Development (CIPD) Reward Management Survey in 2012. Results provide good evidence for a level of alignment between business strategy and pay practices. Differentiation strategy organisations select strategic pay practices and cost-reduction strategy firms choose associated pay practices. The paper also presents clear evidence for organisations choosing different practices according to employment group with pay

practices for knowledge-based workers being based on internal equity, individual value or behaviours and pay variability; and pay practices for job-based employees being more market-oriented, fixed and traditional.

These findings have practical implications for reward and HR professionals in designing and implementing pay systems. The study directly contributes to the theoretical development of strategic pay to better understand the complex drivers of strategic pay practice in the UK.

'The Ethical Implications of Staff-Student Research Partnerships'

Djamel Eddine Benchaib and Anthony Stepniak, Faculty of Education and Humanities.

The involvement of students as partners raises new questions for practitioners which takes us beyond the territory of approaches such as ABL. This paper presents the interim findings of our ILT funded project. For data collection, we have followed the logic of inquiry of the Delphi method, which suggests collecting data in subsequent iterations: we conducted surveys first, and then we moved to conduct interviews. The immediate objective of the project is to collect the experiences of staff and students who have been involved in such projects, and from these rich and deep accounts to develop dissemination activities, and an interim set of guidelines relating to ethics and integrity abstracted from these findings. This project will produce two types of deliverables: rich qualitative accounts of those involved in such projects (to be the base of dissemination presentations/workshops/ articles), and more abstract general principles derived from these, which will generate the guidelines to be suggested to the HE sector. The project combines reflection, application, and experimentation geared to the enhancement of teaching practice. Following a contextualization of our project in relation to the evolving higher education landscape towards a more inclusive framework for example with approaches such as Active Blended Learning (ABL), we focus on defining of our interpretation of student as 'partners'. Building on this, we explicate our project focus on the ethical implications of the teacher-student binary in higher education. Then, we will explain some fictionalised scenarios in relation to a given theme related in some fashion to students: staff partnerships.

'Life Beyond the PhD: Working with PhD Students as Co-Researchers to Re-Imagine Their Employability Skills'

Dr Cristina Devecchi, Anthony Stepniak, Sue Watling and Maitreyee Buragohain, Faculty of Education and Humanities.

UK universities are under increasing accountability pressures to ensure that their students are ready for employment. Cast within the mantra of 'value for money', this discourse is mainly framed within a utilitarian modernist view of human capital as the cumulative aggregation of discrete skills. Such a

discourse, however, suffers of at least two limitations. First, it presupposes a common agreement on what skills are needed now and in the future (Bridges, 1993). Such a managerialist and reductionist discourse (Craswell, 2007) erases the complexity of addressing the interplay between skills, attitudes, competencies but also motivation and personal development. Second, not much attention has been devoted to the employability needs of PhD students although the issue is becoming more centre-stage. Despite much rhetoric and useful tools, such as the Researcher Development Framework (Vitae, 2011), employability is usually left to post-viva and confined to the boundaries of the student-supervisor relationship. Because the traditional academic career is only one option, and increasingly less straightforward and more competitive (Disney et al, 2013), this presentation illustrates and reflects on the process and outcomes of the two PhD students led initiatives FEASST@8 and SUCCEED@8. Part of the Enhancing Learning and Teaching Fund and strategic aims of the University of Northampton's employability agenda, both initiatives drew from student voice principles to develop support activities for PhD students working as co-researchers on the projects to gain, develop and apply researcher, teaching, and digital skills. The presentation concludes with a set of recommendations on how to embed and build a culture enabling PhD students to gain valuable employability skills.

'What do PGRs and Supervisors Really Want? Results of the Researcher Development Survey'

Dr Melanie Petch, The Graduate School.

The Graduate School has hosted an established and highly valued programme of Researcher Development for many years at the University of Northampton. The programme includes well-attended induction events, development days, and stand-alone training sessions. The content of these sessions has remained constant over the years, with the previous researcher developer having built a loyal pool of external and internal facilitators. However, with the move to Waterside and the subsequent appetite for innovation, it seems timely to conceive new approaches to researcher development, especially in a climate that favours Active Blended Learning, digital responsiveness, and inclusivity. This presentation shares the results of the Researcher Development Survey – sent to PGRs and Supervisors in March 2019 – and a proposed new framework and reconfigured programme. It will be of interest to supervisors, Directors of Studies, PGRs, PGR Leads, and Research Leaders, as well as those involved in implementing research policy.

'Painting a Picture of the Education System: What Makes Schools Successful in Northampton Town?'

Dr Helen Scott, Dr Jane Murray, Dr Cristina Devecchi, Professor John Horton, Dr Amanda O'Shea, Julian Brown, Julie Jones, Dom Murphy and Natalie Quinn-Walker, Faculty of Education and Humanities.

Following the #EducatingNorthans conference hosted at Waterside and attended by 600+ teachers, the current study is central to taking on the challenge of supporting schools and enabling children to learn and flourish. The study is located within a varied and challenging general education national and local context, where is a more varied picture of attainment at the level of individual schools in Northampton Town wards. The project is part of head teachers of schools in Northampton Town's collaboration to address the issue of poor attainment generally, while wishing to understand the variations between schools. Colleagues in the Faculty of Education and Humanities responded to this need as part of the University of Northampton strategic plan 2015-2020 which includes the Education Challenge, to 'make Northamptonshire the best county in the UK for children and young people to flourish and learn' (University of Northampton, 2015: 8). The study aims to identify themes and associations in data concerning Northampton Town wards that may indicate why attainment is better in some Northampton Town schools than others. The study used a mixed method approach which included 4 stages of data collection: DfE and ONS NOMIS and Indices of Deprivation databases; Ofsted reports; interviews with headteachers; focus groups with key stakeholders. Findings to date show that there is great variations across Northampton Town schools which cannot be explained only by using Ofsted reports or demographic data. Schools face the following challenges:

- Pupil mobility link: poor attendance and attainment
- Link between positive pupil outcomes and spend on teaching staff and physical environments

However, despite the above many schools in challenging circumstances achieve well. Data from interviews point to a number of strategies employed by these successful schools. They include the following:

- Collaboration within the school and across schools
- Consolidation of learning
- Teachers' critical reflection
- Resources
- Tracking children's progress
- Peer-to-peer CPD
- Succession planning

- Sustained leadership experience
- Support for teachers' well-being
- Support staff effectively deployed

'A NEET Ending: The Impact of Adult Community Learning on Supporting a Young Person who is not in Employment, Education or Training'

Pat Carrington, Faculty of Business and Law.

Young People that are at risk of becoming NEET and from marginalised groups can face additional barriers on their journey to becoming active members of the community. Education can play a very real role in supporting these young people in their wider learning and in reducing their chances of being long term NEET. There is a need for post 16 educators to embrace the concept of wider learning and not just see success for an individual in the achievement of academic qualifications. Success should be seen by all educationalist and the establishments that police the sector as the development of the individual as a whole, recognising the Individuals Distance Travelled (IDT). This qualitative study goes to the centre of this concept by undertaking an ethnographical, longitudinal study that is based within an Adult and Community Learning College following a group of 9 young people, their tutor and learning support assistance for an academic year, on a particular course. By focusing on the student' individual journeys, it gives an insider view of what they have achieved and describes their experiences, explores their social world, friendships groups, behaviours and capabilities alongside their career and life plans at the start of their course and then revisits them at the end of the course in order to describe their IDT.

'Child-UP: A Horizon2020 Project to Support the Integration of Migrant Children in Education and Social Services'

Dr Federico Farini, Faculty of Health and Society.

Given the unprecedented increase in children's migration over the past few years, it is no surprise we are in what some commentators have called the 'decade of the child migrant.' Despite gains to support the integration of adult migrants, for instance helping them to better integrate into employment, comparatively there is much less in terms of policies and practice to help children who find themselves in alien education systems. This presentation introduces a new research funded by the European Commission within the Horizon2020 framework. The research, 'Children Hybrid

Integration: Learning Dialogue as a way of Upgrading Policies of Participation' (Child-UP) looks at developing better ways schools can support them. The University of Northampton is one of 10 universities and research institutes across the continent involved in the research. The presentation will discuss the design of the research and its aims, but also its first results. IN particular, the presentation of results will concern the first phase of the research that has produced an up to date review of integration policies and legislation for migrant children across all partner countries with regard to education. The discussion of the research design for the subsequent phases will explain rationale, scopes, and logical connection within the research cycle between: 1) the survey of migrant children and their parents to gauge their experiences of UK schools, teachers and children, 2) Interviews with parents and teachers about how they perceive the education relationship, 3) observation of practices, which will look at the teaching styles, and programmes of activities to support migrant children's integration in schools. The presentation of the research design lends itself as a concrete example of good practice, successful at very competitive levels, opening the opportunity for discussion and debate between the principal investigator and the audience in view of future possible research projects.

Bake Your Research Abstracts:

Branded User Generated Content Enquiry

Kardi Somerfield, Faculty of Business and Law.

The arrival of web 2.0 democratised the production of online material, and made it possible for almost everyone to express themselves especially on social media. The effect on brand relationships is that they have become more dynamic and public in nature and methods involving consumer-consumer activity have grown in significance for marketers over time. When members of the public express themselves online it is termed 'User Generated Content'. User Generated Branding (UGB) has been defined as ..."the strategic and operative management of brand related user-generated content (UGC) to achieve brand goals". In practice this involves the encouragement of, and reuse of the naturally-occurring content being created by users - which may take the form of photography, video, copy, typically on a social media platform such as Facebook, Instagram or Twitter. This research proposal concerns the use of UGC as part of the output of the organisation's social media feeds, specifically

- The motivation of the User to create content which relates to the Brand
- The effects on the User of having their content syndicated by the Brand

The Research Aim is to understand the motivation for creating positive branded UGC, and the resulting consequences for the User, to inform good practice in social media community management

The Research Objectives are

- To identify content creators in a brand community
- To evaluate the extent of their UGC activity across brands
- To identify the characteristics of self-selecting social media brand advocates
- To explore the motivations underlying content creating behaviour
- To appraise the effects on the User of having their UGC used by the brand
- To make recommendations for the management of UGC and

its contributors in online brand communities. The Method will be focus groups and depth interviews and social media content analysis, and is presently at proposal stage.

(Re)-representing the Wicked Queen in Contemporary Western Narratives

Anthony Stepniak, Faculty of Education and Humanities & Faculty of Arts, Science and Technology.

My cake will outline my research, which analyses contemporary representations of the Wicked Queen character, originally from the Snow White fairy tale, in contemporary film and Young Adult fiction between 1997-2017. It will make evident the three main focal points of my research, which are investigating my selected representations of the Wicked Queen character, in relation to idealized modes of femininity, the notion of heteronormative romance and her characterization as an antagonist. The cake will pay homage to the well-known iconography of the character, with the blood red apple, crown, poison comb, ebony-coloured cloak and magic mirror. It will also make evident the cultural and social impact of this research with the connection and relevant to the #MeToo movement and in doing so simultaneously translate the contemporary focus of this research.

Exploring the Layers of People with Dementia and their Stories

Alison Ward, Faculty of Health and Society.

The cake will represent aspects of a study which aimed to understand the experiences of people with early-stage dementia, who attend an adult school (Voksenskolen for Undervisning og Kommunikation) as students taking classes in cognitive training, art and music therapy in Denmark. This project used photography and storytelling methods to support the voices of the students to be heard in research as a way of gaining an understanding of their lived experience. Students with dementia were provided with cameras and were asked to take photographs of their school and home life which showed their experiences of being a student and living with dementia. These photographs were used as prompts and discussion points during four weekly sessions, which were run with two groups of students each with 5 participants. Each session was video recorded to capture the stories and interactions of the students. The videos were transcribed and thematically analysed. Photographs were found to facilitate memories of current and past activities providing people with dementia with greater description and depth of their experiences of being a student and of their home life. It encouraged interest in other peoples' stories and generated conversations between the participants prompting shared experiences and complimentary stories. The process of taking and discussing the photographs was enjoyable, empowering and increased self-confidence. Using photography as a research method with people with dementia can be a strong and valuable way to engage them in research and get a better

understanding of their lived experiences. The cake will draw on aspects of the findings, including the cross-cultural nature of the project and drawing on the power of imagery to share stories.

Negotiating Femininity through the Embodiment of Tattoos

Dr Charlotte Dann, Faculty of Health and Society.

Background: Given the complexity in understanding femininity and appearance, there is a need to consider the social processes within which tattoos are produced. Women can embody particular constructions of femininity through the tattoos they have. Tattoos allow women to both conform to and resist against constructions of femininity. **Method:** Using purposive sampling, fourteen tattooed women were interviewed, with questions focusing more broadly on the social constructions of tattooed feminine bodies in the UK. Discourse analysis was used to explore what was produced and reproduced in respect to their positions. **Analysis:** One of the central discourses that was produced within the research centred on how the women negotiated the embodiment of femininity. The women produced notions of 'appropriate' feminine strength, the relationship between tattoos and feminine (or anti-feminine) fashion choices, as well as how their embodiment of femininity was situated within our social and cultural contexts. **Conclusions:** In women's talk about tattoos, it is clear that dominant constructions of idealised femininity plays a significant role in how they narrate the tattooed body. Constructing their own femininity is a fraught process in relation to tattoos, with clear tensions in the need to negotiate a clear sense of self that adheres to expectations of femininity in some respects, whilst at the same time, resists traditional and outdated views of femininity through tattoos. The women position themselves as agentic, knowing of the complex constructions, and highlight the multitude of ways that femininity can be performed.

Me, Myself and iPhone

Samantha Reid, Faculty of Business and Law.

The internet has resulted in a fundamental shift in our theoretical understanding of identity construction. Just as painting or musical composition is seen as a route of self-expression through transference, from a contemporary psychoanalytic perspective, a screen can be viewed as a mirror to an individual's self-concept; a second (digital) self rather than a digital tool. The digital self can be defined as encompassing both an individual's perception of their true personality (the 'actual self') as well as the person they aspire to be (the 'ideal' self). In this way, technology does not create a digital version of the self, the digital self is created based on the user's intentions to engage with the technology. In light of this, Belk updated his

seminal theory of possessions and the extended self (1988) to acknowledge consumers' use of digital possessions to extend their self-concept in a digital environment (2013; 2014; 2016). This presents brands with increased opportunities to connect with consumers through a medium which offers several avenues for self-extension. The research study focuses specifically on consumer engagement with branded Smartphone Applications to measure the effect of users' self-concept on the continued usage of branded digital possessions. Initial findings from a quantitative questionnaire with UK based Smartphone users between the ages of 18 and 25 evidences the extent to which self-concept impacts on branded application usage intention, with the degree to which a consumer views brands being an important part of who they are (Spratt, 2009) being a considered mediating factor. The research findings contribute to this area of research by quantifying the relationships between Brand Engagement in Self Concept (BESC) and the role of branded digital possessions.

What is a Muscle Protein Doing in the Brain?

Dr Karen Anthony, Faculty of Health and Society.

Duchenne muscular dystrophy (DMD) is a fatal childhood genetic disorder with no cure. It is caused by the body-wide absence of a muscle protein called dystrophin. Besides severe muscle wasting; the loss of dystrophin in the brain is linked to intellectual disability and psychiatric syndromes. How? What does dystrophin do in the brain?

Online Customer Experience

Gil Oglivie-Jones, Faculty of Business and Law.

Purpose: The purpose of this research was to investigate online customer experience, by re-examining in part, the work of Novak et al.(2012) and De Wulf et al. (2006).

Novak et al (2012) stated that creating a captivating online environment or cyberscape is essential for online customers to have positive experiences, which is critical to creating a competitive advantage.

De Wulf et al (2006) focused their research within online shopping environments, where they identified and validated the role of pleasure as a major intervening variable in determining website success.

In essence, businesses are increasingly applying the framework of customer experience to express what is being offered to customers. Despite the fact that the term has been commonly used for many years, there are still many definitions available offering clarity on what constitutes a customer experience. Gupta & Vajic (2000) afforded an all-encompassing definition that stated an experience takes place when a customer has a “sensation or knowledge acquisition resulting from a person’s participation in daily activities”(p35). So, everyone experiences things all of the time regardless of what is being done on line. However, in the context of this research, customer experience is seen within an online environment where the setting has been purposely designed by the service provider.

Design/methodology: This research used a survey strategy, collecting data via an online questionnaire, and using Cronbach’s Alpha, non-parametric data and Mann-Whitney U test to establish relationships to online customer experience.

Findings: It was found that telepresence, exploratory behaviour, and time distortion all corresponded to flow, and was deemed to positively influence online customer experience. Furthermore interactivity, telepresence and time distortion all corresponded positively to pleasure Originality/value This research builds upon previous empirical research and contributions augmenting knowledge and understanding of how companies can deliver effective online customer experiences.

It’s a Monsters’ World: Rethinking Supernatural Otherness in Contemporary Young Adult Gothic Literature

Meriem Lamara, Faculty of Education and Humanities.

This cake represents the complex nature of contemporary Young Adult Gothic literature in its portrayal of the supernatural.

Through close analysis of a selection of YA Gothic novels and by drawing from a variety of interdisciplinary sources, including mythology, folklore, fairy tales, and earlier Gothic texts, my research demonstrates that the portrayal of the supernatural has always been defined in terms of experimentation and re-imaginings. And while the YA Gothic’s supernatural Other is often portrayed as dangerous and as a threat destabilizing the set geographical and physiological boundaries as well as the prevalent cultural norms, values and morals of the time, it is also represented as sublime and desirable.

ParaBuddhology – Be the Good

Chetak Nangre, Faculty of Health and Society

The presented cake compliments my PhD research which aimed at understanding the Buddhist Pali Canon's perspective on the phenomenon of psychic power or psi in relation to the modern parapsychology. This particular Theravadin Buddhist scripture was available for long time but hasn't been scrutinised before to academically research the psi instances which were inherent in it. Moreover, no attempt has been made by Buddhist academicians and parapsychologists as well to gather all such instances in a separate collection. Therefore, at the first phase of my research project, all the psi incidences from Pali canon in English were collected which were then analysed qualitatively using content analysis method. The analysis informed 257 instance of psi and drawn several themes which advocated the possibility of psi with the base of merit, which is also the central finding of my PhD. At the second phase, 15 expert Vipassana meditation practitioners across India were interviewed not only to get their perspective on psi but also to evidence the findings from the Pali canon analysis with contemporary living practitioners. The interview data analysis was carried out using thematic analysis method whose results showed consistency with the findings of phase one and assisted to propose an experiment which can be implemented in future to testify psi in a manner which was never understood before. My PhD research adds valuable knowledge to the academia of Parapsychology and Buddhist studies where the concept of merit was never discovered for the possibility of psi, although there was some parallel understanding from both the fields at some extent. The concept of merit has relation with the notion of Act of Truth where one can exercise an earnest wish based on the past good deeds. As such, I suggest a theory, rather an experiment to testify whether the good deeds across the world can trigger a psychokinesis phenomenon, in this case a levitation - just as you can see on the cake. A singing bowl represents the Buddhism while it's base signifies Parapsychology. I discovered that the combination of both have power to change the world miraculously, exactly as you can see from the moving world or cherry on the top. My PhD research finds its place in various psychology and theology related subject areas.

Health Education and Behaviour Change Showcase:

The Health, Education and Behaviour Change (HEBC) Research Theme at The University of Northampton sits within the Centre for Psychological Sciences and draws upon cross-disciplinary expertise from researchers within the Faculty of Health and Society.

Members of HEBC work to understand behaviour change and address real world problems in the areas of health and education. HEBC researchers are not only inter-disciplinary, but use a range of quantitative, qualitative and mixed methods approaches to conduct applied research and advance existing knowledge within this area.

The current symposia aims to showcase the valuable work done by Changemakers within this research theme who are conducting cutting-edge research in the area of behaviour change. Four papers will be presented, focusing on 1. treating treatment resistant depression; 2. unseen disabilities in undergraduates; 3. the impact of science capital on school children's understanding of STEM.

Conference Abstracts:

'Space, Place & Face: Exploring Diversity in Higher Education'

Dr Charlotte Dann, Faculty of Health and Society.

Objectives: The aim of the project is to explore student and academic staff understandings of diversity within the curriculum (in Psychology, but also more broadly), with the intention of developing future academic best practice and training, and also enhancing the student experience.

Design: The project is funded by the University of Northampton Institute for Learning and Teaching Fund, using qualitative research methods to explore themes that are produced from academic staff and student interviews.

Methods: Semi-structured interviews with 10 undergraduate students and 10 academic staff members address questions relating to their thoughts and experiences of diversity and inclusion within the curriculum, across the University, with some issues specific to Psychology.

Results: Through the use of thematic analysis, three central themes were produced – (1) students 'learning to unlearn', with reflections on the curriculum as a whole; (2) pushing forward and pushing back, exploring how we progress with addressing diversity, and (3) academic staff need for thinking space to explore these issues.

Conclusions: Through the inclusion of diversity within the curriculum, and addressing it directly through assessment, students moving into the workplace will be better prepared for understanding important factors such as gender, race, and ethnicity. Addressing diversity within Psychology is not just of benefit to students who go on into psychology-related professions, but this psychological awareness also applies to all future employment opportunities. Factors relating to diversity within the curriculum are discussed, including questioning of norms, challenging beliefs, and curating best practice examples in teaching.

'Leading Educational Change Together in Higher Education: Lessons Learnt from the Sector'

Dr Cristina Devecchi and Professor Jackie Potter, Faculty of Education and Humanities & Faculty of Health and Society.

The edited Routledge book (Potter and Devecchi) on which this presentation is based is the outcome of the Institute of Liberal Arts and Sciences (ILAS) Fellowship at Keele University which the editors were awarded in 2017. The Fellowship enabled them to work on the Leadership Foundation for

Higher Education's report *Leading Change together: Managing Cultural Change across the HE Workforce* (Devecchi, Mansour, Potter and Allen, 2018) and secure a contract with Routledge to deliver an edited book on the topic of leadership and change. Mindful of the number of books on either or both themes, the editors argued for the need to focus on examples of change and leadership grounded in the lived experiences of the contributors. Written by HE practitioners, sector specialists in learning and teaching, leadership and change, this book shares examples and experiences from around the world and from across the diversity of higher education providers. A clear focus on learning from practical examples of whole institutional educational change is drawn out by providing relevant insights from the literature on leadership and change as well as learning and teaching. The 19 chapters are focused on educational transformation through developing leadership, people and change management projects and each includes transferable learning points for a wide range of contemporary educational priorities and international contexts. The book is divided in three parts: Part 1 focuses on emerging theories of leading educational change in HE; Part 2 focuses on developing people and leaders for a changed educational context; and, Part 3 provides examples of whole institutional change. The presentation aims to share with colleagues lessons learnt in editing and reflecting on real practical examples of leading educational change so as to put forward some key principles for effective change leadership combining both the theoretical and practical contributions in the book.

'Faces in the Crowd: Working with a Distributed Research Network'

Dr Alasdair Gordon-Finlayson and Dr Graham Smith, Faculty of Health and Society.

The replication crisis in psychology (Open Science Collaboration, 2015) and other sciences brings into question the validity of much published research. Low powered, small-sample studies, the norm in many disciplines, all too easily result in false positives (Ioannidis, 2005). To address this in psychology, distributed networks of researchers are being established to collaborate on large studies with good power and globally representative samples. The Psychological Science Accelerator (PSA; Moshontz et al., 2018) is one such project, comprising 538 researchers from 57 countries to crowd-source data collection and analysis. Through our interest in the replication crisis, we joined the PSA and became one of 126 labs participating in its first study, to test an influential model of the social perception of faces, cross-culturally. Oosterhof and Todorov (2008) reported evidence that judgements of emotionally neutral human faces on a wide range of traits such as "aggressiveness", "attractiveness" and "caringness" are approximated by two orthogonal factors; <i>dominance</i>, the extent to which we think another could harm us and <i>valence</i>, the extent to which they might wish to. The current study aims to collect data from 9,000 participants, including 50-100 from Northampton, to see whether the original finding is replicated in multiple world regions. Also, it is designed to manifest the best principles of open science and has already been accepted as a registered report in <i>Nature Human Behaviour</i> (Jones et al., in press). This new way of conducting research offers solutions for challenges facing many disciplines.

'Knowledge Mobilisation in UK Higher Education'

Dr Hala Mansour and Dr Cristina Devecchi, Faculty of Business and Law and Faculty of Education and Humanities.

Paradoxically, the role that universities, and academics in particular, have so far played in producing knowledge has been under attack for being obsolete, not accessible, marred by debates on the quality of the evidence, and of little practical use. Above all, and in the current situation, traditional means of knowledge production are also seen as not being 'value for money'. While the debate of how to measure and value what universities as a whole contribute to society rages on (Mansour et al, 2015), it is undoubtedly timely and necessary to review the role HE agencies have in mobilising knowledge and thus helping decision makers to adapt to and lead change. The issues of a gap between knowledge creation and knowledge transfer among academics and decision makers are not new. The field of knowledge management, for example, has steadily developed and focused on questions related to primarily the management of the human capital (see for example, Rynes et al, 2001; Ward, 2017; Smith et al, 2013). In the field of Social Sciences it has focused on methodological questions about the validity of evidence and the role of sociology (see for example, Bernstein, 1995). In education, questions about the validity of evidence (Bridges, 2006; Nutley, et al., 2008), and the applicability and validity of randomised control trials (Gorard and Cook, 2007; Hammersley, 2008) have a long and problematic history. Yet, much of this debate has remained stubbornly located within academia and specifically within discrete disciplines. Notwithstanding this fact, research and knowledge production on issues regarding higher education have steadily increased in quantity and quality. Most importantly, new knowledge producers, either from within the sector or in the form of think tanks and private research institutions, have come onto the stage. As Bannister and Hardill (2013: 168) suggest, 'Effective KM demands that the social sciences require to dance with new partners in an age of austerity' What works centres have been established in Health Sector to set 'benchmark for standards of evidence and held up as the direction in which social policy should move' (Cabinet Office, 2013). The establishment of the What Works Network is part of a broader trend in UK (Bristow et al, 2015) focused on producing value for money while also providing a common source of knowledge to be co-produced and shared. The focus on impact is even more important for the HE sector in as much as research impact is one of the criteria used in the Research Excellence Framework (REF) determining the allocation of research funding to British universities and the impact of their work. This paper will present evidence collected as part of the rapid review research funded by Advanced HE paints a varied picture which highlights strengths, challenges and limitations in the way in which HE agencies mobilise knowledge, and which can have an impact on the question whether the HE sector needs a What Works Centre.

'Thrift and Thriving in the Age of Austerity: Henry Thoreau, Voluntary Simplicity and Degrowth'

Dr Alison Hulme, Faculty of Business and Law.

Centuries ago the word 'thrift' was understood as living well and thriving, not in its present-day sense of employing frugality. Throughout history though, frugal ways of living have resurfaced in opposition to mainstream social and economic ideologies and practices, providing an alternative economic history. This paper provides a whistle-stop tour through various historical 'moments' of thrift in order to explain current thinking in development circles on de-growth. It briefly encounters characters as diverse as Gandhi, Samuel Smiles, Keynes, and John Wesley. The paper begins by exploring the etymological differences in the word thrift and the ways in which it is employed in the current era of austerity (i.e. that prompted by David Cameron's conservative government after the 2008 financial crash). Specific media formats are briefly visited in order to illustrate the type of thrift instilled in the UK populace. It then dips into the philosophy of Henry Thoreau and his sojourn at Walden lake, as well as the background and legacy of the Voluntary Simplicity movement. These insights are used to discuss current thinking on de-growth and the extent to which it can be said to address thriving as opposed to thrift. The potential positive impact of de-growth on concerns about the Anthropocene, conviviality and reciprocity, and post-development, are considered. The paper draws upon work from the presenter's new monograph - *A Brief History of Thrift* - which will be published in July 2019 by Manchester University Press.

'Supporting Transition Through Foundation Programmes – Student Voice'

Lucy Atkinson, Faculty of Education and Humanities.

Students enrolled on the Foundation Study Framework at the university are often from non-traditional backgrounds (first generation or mature students) and often, from a minority ethnic group. This research focuses on student voices enrolled on the Foundation Study Framework in Business, Education and Social Sciences at the University of Northampton and their transition to a foundation programme in higher education. Students enrol on the Foundation Study Framework four-year degree programmes for a multitude of reasons including low tariff grades from Level three, being out of education for a significant number of years, previous negative college or educational experiences and also for additional support before engaging in their degree programme full-time. Reporting students voice on how they found the transition to university (and their foundation modules) provides insight into how prepared students feel when coming to university in terms of their previous study, what support students may need at level four and what student's perceptions of higher education are. Students completed a short survey which had focused questions on their previous learner journey, preparedness for higher education study, reasons for enrolling at university, and possible initiatives that the university could engage in to

better support transitions to foundation programmes. It is hoped that the research will lead to some student-led initiatives to further aid conversations with university staff to discuss how students feel about this transition, how their previous learning journey plays a role in their transition to university and more importantly, how students can be better supported in terms of their new journey into higher education and a foundation programme.

'Sound Communication? Language Preference of the Deaf Community Accessing Services'

Jay Batchelor, **Faculty of Health and Society**

'Deaf' refers to impaired hearing and is recognised as a disability within Britain. British Sign Language (BSL) is acknowledged to be the primary language of Deaf people. However, as there is no set curriculum for teaching sign language, the assumption that all Deaf people can fluently sign is incorrect. This research proposes the development and use of a tool reviewed by Deaf people to identify language preference. This standardised tool will improve access to services and communication for the Deaf community. The research consists of two stages. The first consists of the tool development based on semi-structured interviews with an advisory panel consisting of members of the Deaf community. The preliminary results from these interviews provided clear understanding of underlying problems and experiences of Deaf people accessing services. This information with feedback from the participants influenced the tool design. The second stage of the research consists of a larger participant group completing a questionnaire to identify experiences of accessing services. The tool will be completed and taken to the service of each participant's choice. This will be to illustrate the participant's language preference. After six months participants will return to the same service and repeat the assessment. Assessment results will be compared with the initial assessment to investigate whether the tool has helped to improve communication by identifying the language preference.

'The Relationship Between Mate Value and Rape Proclivity and Mediating Attitudes Towards Violence'

Megan Hogg, Faculty of Health and Society.

The sexual coercion of females by males is both a pervasive and prominent issue within society. To establish whether rape is an evolved behaviour in men, the inconsistent previous research on the 'Competitively Disadvantaged Male theory', the theory that males of low mate value who are subsequently at a competitive disadvantage when trying to attract and/or compete for females to mate with are more likely to rape, was expanded upon to see whether mate value was related to rape proclivity, with attitudes towards violence mediating this relationship. Participants were single,

heterosexual men who responded to a number of online scales measuring their mate value, rape proclivity, attitudes towards violence and their socially desirable responding. No relationship between mate value and rape proclivity was found. There was also a lack of mediating influence from attitudes towards violence and a level of socially desirable responding, possibly due to the unacceptability of sexual violence being discussed heavily in both the news and social media at the time of investigation, limiting this study. However, a significant positive relationship was found between rape proclivity and attitudes towards violence, as well as a significant difference between sexual arousal to rape and rape proclivity. These findings being suggestive of sexual arousal to rape being an ultimate evolutionary cause of this behaviour with attitudes towards violence being a proximate social cause. Although little can be done to address the evolutionary cause of rape, rape preventative measures could still be tailored to address the rape-supportive attitudes and behaviours found in both this and other studies, such as attitudes towards violence, hostility towards women and rape myth acceptance, that are taught to men by society.

'In a World Without Sex and Gender, How is Female Embodiment Represented? A Study of the Book of Joan by Lydia Yuknavitch'

Zöe Pape, Faculty of Education and Humanities.

In recent years, there has been an explosion of dystopian fiction by female writers which respond to societal events. The Book of Joan is no different in the way it describes how the Earth has finally succumbed to human greed and been turned into a toxic wasteland. Humans have devolved into sexless, hairless creatures, who inscribe their history on their bodies through branding tools. Despite this bleak dystopian scenario, Yuknavitch's novel is bubbling with sensuality. This paper examines how the main character, Christine, navigates a landscape where she is sexless, but equally, is referred to as a female, and treated as such. The paper will analyse key moments in Yuknavitch's text and reflect on how Christine's character and others are represented in this post-human scenario. By doing so, this invokes Braidotti's post-human theory, which will be an important aspect in this analysis. As such, I posit that the representation of a sexless and genderless character takes inspiration from Butler's gender/sex theory, and turns it on its head - pointing towards a more fluid approach in the consideration of sex and gender. It is for this purpose that I am focussing specifically on how female embodiment is represented as opposed to sex and/or gender specifically. Christine's character doesn't fit into any pre-determined categories, but instead reflects upon the zeitgeist of an individual that doesn't fall into one category, and instead, is more liminal in nature. My paper will end on a consideration how useful Yuknavitch's representation of a non-binary character actually is, and what we, as readers, should reflect on going forward.

'Sectarianism and Media: A Critical Discourse Analysis of News Sites Reportage'

Nadia Hameed Hassoon, Faculty of Education and Humanities.

This study is a Critical Discourse Analysis examining a corpus of online news reports that deal with the conflict in Iraq involving ISIL over one year from June 2014 to June 2015. This study aims to compare two prominent media institutions in the Middle East, Al Alam and Al Jazeera news sites, focusing on their diverse ways of representing the conflicting groups and their actions even though reporting the same events. These news sites demonstrate different attitudes towards each group; the Shia-led government of Iraq and the Sunni rebels. Thus, my aim is to investigate the role of ideology in representing the conflict, the conflicting groups, their actions and power relations between them. The analysis adopts a multimodal framework of Critical Discourse Analysis (CDA, henceforth) that includes the textual and visual discourses of the news reports.

"Constantly walking on eggshells": The lived experience of siblings of adolescents with an eating disorder; using IPA and PhotoVoice'

Laura Patterson, Faculty of Health and Society.

Purpose: This qualitative research explored siblings' lived experience where an adolescent in the family has an eating disorder (ED). This is through reflexive analysis of their narratives, to understand their individual experience and to give voice to the siblings who have often not been consulted in existing research. Designed to inform support needs of siblings to professionals through findings from this research alongside a PhotoVoice exhibition.

Method: One semi-structured interview with three participants aged 16 to 25 followed by a PhotoVoice project and second interview, analysed using Interpretative Phenomenological Analysis with attention to first-time experience as a researcher, including ethical dilemmas.

Findings: Analysis of data identified three superordinate themes. Firstly, the lived experience of siblings in daily life and 'good days and bad days'. Secondly, the experience of the power of the ED exploring coping mechanisms and the terror and horror of facing death. Thirdly, the experience of support and discussion on desired support.

Conclusions: Data exposed a primarily negative effect on sibling's relationships and wellbeing. Adaptive coping strategies were evident in the face of adversity and emotional stress. Siblings concluded that support received was inadequate and highlighted the need for changes to provide targeted and timely support.

'The Experience of Families of Children on the Autism Spectrum in a Midlands City'

Haw Khan, Faculty of Education and Humanities.

The Muslim community views all things in the light of religious imperatives. How autism is understood and treated in these communities is therefore crucial to successful inclusive services. Previous studies on Muslim parents of children with autism suggest that parents may contest experts' understandings of autism, which they believed undermined rather than promoted their children's development, and that some parents believe autism is curable through traditional and religious treatment. This can pose a major barrier between parents seeking support and professionals providing services. Consequently, it can also result in a low uptake of mainstream services from the Muslim community. Understanding the lived experiences of parents from the Muslim community and how ASD is conceptualised in this community has implications for improved and effective home, community, and service collaboration.

'The Angela Project: Improving Diagnosis of Onset Dementia'

Dr Mary O'Malley, Faculty of Health and Society.

The diagnosis of dementia in younger people is often complex and challenging and can lead to delays in receiving a diagnosis and appropriate support. This has a profound impact on individuals and the lives of family members/supporters. The Angela Project is a 3-year Alzheimer's society funded project aimed at improving diagnostic accuracy and post diagnostic support for younger people living with dementia. One goal of the project is to improve the lived experience of receiving a diagnosis and to help clinicians improve accuracy of diagnosis by defining key elements of best practice. In order to do this we have used a Delphi Consensus method to conduct 2 Delphi studies - the Delphi-Professional (with 23 international clinical experts) and the Delphi-Experience (with 18 people with Young Onset Dementia and 18 supporters). Public and Patient Involvement (PPI) was used throughout the study to inform the study design. The results have identified key quality indicators that are being used to conduct a national clinical case note audit, and to develop best practice guidelines and inform policy.

'Managing Organisational Culture in a Merged Further Education College in England: A Case Study'

Ali Hadawi CBE, Faculty of Business and Law.

This research focusses on the work of the senior leadership team, and more specifically the Principal, to align organisational culture when two general further education colleges (GFECs) merge; college A and college B.

It employs a case study approach, the aim of which is to develop a deep and thick understanding of dynamics that are affecting organisational culture. The data collection deploys nominal group technique (NGT), focus groups, interviews and observations. The key participants are the Principal, the Chair, a group of teachers from college A, a group of teachers from college B, a group of managers from college A and a group of managers from college B.

The key outcome from this research is that the 'emotional wellbeing' of staff is the most critically important and complex aspect of how well a merger is managed. It is important to note that merger is akin to significant organisational change. It affects morale, not just for individuals but also impacts others such as peers, students, external stakeholders, in profound and multifaceted ways. Consequently, leaders and managers need to consider carefully how the merger process is conducted so as to minimise the negative impact on staff emotional wellbeing as far as possible.

The most profound finding is the need to create a platform or forum for staff to engage in reflection with peers. Once the inductive thematic analysis was complete, what became clear was that during every one of the focus group sessions, staff engaged in introspection and reflection with their peers. The need for organised critical reflection to be part of ongoing organised social interaction through institutionalised processes is clear.

'Speech and Language Beyond the Classroom: The Impact of the Environment on Children's Language'

Tanya Richardson, Faculty of Education and Humanities.

The aim of this research project was to investigate the impact of the play/learning environment on young children's utterances. Previous research highlighted that there may be a link between the environment and the quality of a child's utterances (Richardson and Murray, 2016). This research aimed to discover if the quality of the environment was influential in the language used by children. The philosophical approach to this study was that of transcendental idealism (Kant, 1781), whereby knowledge is gained through learning and through intuition. The theoretical framework was founded on interactionism (Tomasello, 2003), believing that it is necessary for children to interact with others, and the environment in order to develop. Using a case study approach, and through conducting interviews and voice recordings it has been possible to devise a transferable rating scale that analyses the quality of the environment. This was applied alongside children's utterances to establish whether a correlation exists between the two elements. Ethical guidelines (BERA, 2018) were followed. Children were recorded by use of go-pros. They were not always happy to participate and wishes were

adhered to. It was found that there is a correlation between the quality of children's utterances and the quality of the environment. Overall, it was found that high quality natural environments were the most conducive to high quality speech. This has implications for practice and how children are encouraged within the area of language development. It is therefore argued that young children have the right to play and learn within high quality environments.

'The Application of English for Academic Purposes and Systemic Functional Linguistics on a Foundation Module for Home Students'

Lucy Atkinson, Faculty of Education and Humanities.

One example of designing a module on a foundation provision which aims to improve student's academic skills and writing is by the exploration of 'what effective communication is'. Students from non-traditional widening participatory UK backgrounds still require the academic skills, meta-language and knowledge that English for Academic Purposes (EAP) courses and modules aim to teach to typically international learners. By utilising Systemic Functional Linguistics (SFL) and discourse analysis, students analysed communication in independently selected newspapers articles and later academic journal articles related to their discipline. Students who engaged and followed the instructions fed-back positively and later once fully engaged in their degree programme explicitly stated that the tasks completed in their foundation module helped to understand the reading of discipline-specific academic journal articles and the author's choice of language and vocabulary. The framing of an EAP module for students who are socially and culturally diverse allowed student's agency over the focus on processes of communication in authentic and academic texts. The inclusion of SFL, at a low-level, enabled theory to be used in a mixed-discipline classroom where it shaped the EAP practice for the lecturer and learner. Moreover, using a non-traditional student demographic with English as the first language provided an excellent opportunity to use EAP methods and activities with a predominately home student demographic. This choice provided an an example of good classroom practice and effective learning among the cohort.

'Living with Autism in Rural Coastal England'

Dr David Preece and Dr Ivana Lessner Listiakova, Faculty of Education and Humanities.

Coastal communities (local authorities with coastal borders) face greater hardships than inland areas, with higher economic and social deprivation, low pay, and elevated unemployment and health issues. They face problems regarding educational achievement, whilst large populations of older people put pressure on social care and health services. These issues have only been exacerbated by austerity policies.

UK research on coastal communities has focused on urban areas; and no research to date has been undertaken to investigate the experience of families living with autism in rural coastal areas of England.

This study uses a qualitative methodology to explore this topic. Twenty-one families from Norfolk in the east of England and Cornwall in the south-west, with autistic members aged from 5 to 52 years, were recruited to the study in autumn 2018. The sample comprised young people on the spectrum (n=10), their neurotypical siblings (n=6), parents (n=29, 5 of whom are on the autism spectrum) and grandparents (n=2). In total, 47 family members participated in semi-structured interviews between January and April 2019. Data were then subjected to qualitative thematic analysis using NVivo.

Families' perceptions regarding life in rural coastal areas are presented including: - positive aspects of living with autism in rural coastal areas - challenges experienced and barriers faced - availability, access to and impact of health, education and social care services - availability and impact of informal support - the perceived impact of living with autism in such a location during a time of austerity.

'A Mixed-Methods Study of Bambara Farming in Mtwara, Tanzania'

Dr Basile Boulay, Faculty of Business and Law.

Indigenous food crops are often neglected in research on agricultural production in developing countries, largely because they are only grown in particular localities and do not account for even modest shares of agricultural production at a national level. Such crops are under-utilised because the production and consumption potential is not fully realised, and hence are under-researched. This article claims to rectify this neglect with respect to the Bambara groundnut using a mixed methods study of farmers in Mtwara, Tanzania. Half of growers cite food security as the main benefit, and a fifth cite income, while the major determinants of being a grower are farm size and growing cashew. The major determinant of selling is the presence of a local marketplace, which is not important for marketing other crops. Bambara is a locally important crop with significant potential benefits of increased production (contributing to food security, income, and fixing nitrogen in the soil) and consumption as a highly nutritious food. The crop is suitable for local conditions and has low water intensity so offers potential as a sustainable food crop in the face of climate uncertainty. The major constraint to expanding Bambara production is the lack of adequate market opportunities.

'The Ecology of the Chequered Skipper Butterfly *Carterocephalus Palaemon* and its Reintroduction to Rockingham Forest, England'

Jamie Wildman, Faculty of Arts, Science and Technology.

The Chequered Skipper butterfly (*Carterocephalus palaemon*) was rendered extinct in England in 1976 due to several factors: habitat loss and fragmentation, desiccation of rides, and changes in woodland management leading to the degradation of habitat quality. As part of the 'Back from the Brink' partnership project, Butterfly Conservation is translocating *C. palaemon* specimens from Belgium to Northamptonshire, England, and coordinating land management work to restore habitat at candidate Rockingham Forest release sites where *C. palaemon* was historically present. The first release took place in May 2018, and will run annually until 2020 inclusive. This study—a research collaboration between the University of Northampton and Butterfly Conservation—will seek to: i) understand the historical range and distribution of *C. palaemon* in England prior to its 1976 extinction, ii) produce a systematic review of butterfly reintroduction case studies based on the research question, 'how successful are butterfly reintroductions, and have they benefited other taxa?', iii) study the ecology and habitat requirements of *C. palaemon* in Rockingham Forest, iv) investigate the benefits of the reintroduction and accompanying restoration work to other taxa, and v) review the successes and failures of the reintroduction. Outputs will include a definition of optimal biotopes for all stages of the *C. palaemon* life-cycle in England derived from granular datasets obtained at both ride and microhabitat level, and unique insight into behaviour that will underpin future studies of the species. Innovative methods of environmental analysis trialled in the field through this research will contribute to the canon of conservation science, with particular relevance to the Hesperidae family of butterflies. Suggested best practice for post-release monitoring, habitat restoration, and translocation strategy will inform future butterfly reintroductions worldwide.

'Creating Third Spaces to Integrate: A Case Study of the Algerian Women Migrants in the UK'

Fatima Zahra Zahaf, Faculty of Education and Humanities.

The 'third space' concept takes an important position in the postcolonial discourse. This concept refers to the space positioned between two different cultural spaces where new positions and new identities emerge. The 'third space' concept came from a postcolonial context and is applied in many disciplines including the field of migration. In my Ph.D. research, I explore the 'third spaces' created by a group of Algerian migrant women, who migrated to the United Kingdom, to help understand their integration process into the British society. Due to the technological development and the widespread use of social media, there is now a possibility to explore virtual third spaces. Hence, I am investigating both, the offline and the virtual

third spaces of these women. For the purpose of the research, I create an online discussion board to collect the data followed by individual interviews. The discussions on the online board are centred around the different online activities of these women, in addition to their perceptions and views about the lifestyle in the United Kingdom. The discussion includes their experiences about their integration process into the new society. This is an interpretive study and I use qualitative thematic analysis to analyse the data. I look to interpret, explain and, analyse the different actions, and decisions, and opinions provided by these women in the context of migration. The thesis will present a better understanding more about women's integration as well as their contribution to the migration process.

'Selective Integration and Autonomy in International Acquisitions: Extending the Strategic Intent Perspective'

Dr Qi Ai, Faculty of Business and Law.

This paper examines how emerging market multinational corporations (EMNCs) managed their level of integration and target autonomy after acquiring firms in developed economies. It is based on a multiple case study of five strategic asset-seeking acquisitions undertaken by Chinese MNCs (CMNCs) in Europe. In contrast to most post-merger and acquisition (M&A) integration literature portraying EMNCs' outward acquisition integration as being 'light-touch', we find that CMNCs strategically integrated and controlled foreign targets based on how much a business section was related to their pre-acquisition short-term motives: they pursued a higher level of integration and controlled decision-making powers in business sections (i.e., R&D, procurement and market distribution) that were related to their pre-acquisition strategic intent, while opted for a lower level of integration and granted target autonomy in day-to-day management of other business sections. This selective integration approach shows how firms simultaneously achieved the desired level of integration and autonomy while preventing disruptions to ongoing operations. The findings from this paper contribute to a better understanding of the value creation mechanism of EMNCs' acquisition in developed markets and extend the Strategic Intent Perspective (SIP) of EMNCs' foreign acquisition to the post-acquisition integration stage.

'Investigating Corruption Drivers and Strategies for Enhancing the Effectiveness of Anti-Corruption Institutions in Nigeria'

Dr James Mshelia and Dr Chijioke Uba, Faculty of Business and Law.

Although corruption exists at a different level in most countries, evidence suggests that the highest levels of corruption occur in developing countries and that corruption remains the most daunting challenge for most of African countries. Specific to Nigeria, the prevailing rate of corruption and its effects have been explored in a range of studies using different theoretical approaches and methods. However, current literature has done very little in terms of understanding the phenomenon from the views and accounts of employees of the Anti-Corruption Institutions mandated to fight corruption in the country. The current study provides contributes to the literature in this area by exploring Nigerian Anti-Corruption Institutions employees' opinions and self-explicated accounts of the challenges impacting on their ability to curb corruption. The paper employs a multi-method approach to analyse data collected from anti-corruption institutions and a dataset of the transparency international corruption perception index rating from 2007-2017 on Nigeria. The findings uncover and unpack the range of challenges inhibiting anti-corruption institutions efforts from curbing corruption. Though contextual, we draw from the results to identify and discuss strategies that could strengthen institutions fighting corruption in Nigeria. The key findings are also discussed in relation to the literature and their implication for good governance and business development in Nigeria (and broader African) context.

'Challenges of Gaining Access into the Research Site and Building Trust with Participants'

Nour El Houda Bouacha, Faculty of Education and Humanities.

In theory, planning a research project, gaining access to the research setting and finding willing participants may seem a straightforward process. The existing methodology literature tends to simplify these processes by explaining and summarising them through a number of steps that researchers ought to follow to ensure the success of the data collection. On the ground, however, the practical realities and the often-unforeseen challenges of the fieldwork are far more complex and may extensively affect the data gathering process. In other words, the success of data collection process depends considerably on the extent to which it is easy or difficult to access the research setting and how properly and ethically the researcher can build trust, establish relationships and maintain agreements with participants. In this study, the researcher explored the ways in which Algerian secondary school teachers and learners view and use their English textbooks inside and outside the classroom. The researcher used a convergent mixed method approach and the relevant data were obtained from questionnaires administered to both teachers and learners, classroom observations, informal discussions with teachers and semi-structured interviews with teachers and focus-groups interviews with learners. The main aim of this presentation is to present to the audience an analysis of some of the challenges experienced used during the fieldwork practice and how to actively enter, engage, and be part of the world of those who are the research subjects, particularly, accessing their views, beliefs, and experiences about/with their English textbooks in the secondary schools context.

'An Investigation of Endotracheal Intubation and Alternative Intubation Devices for Use by Paramedics in Out-of-Hospital Care'

Sarah Cross, Faculty of Health and Society.

For patients in cardiac arrest, early chest compressions and adequate airway management to ventilate and oxygenate patients' lungs is essential and can be achieved through endotracheal intubation (ETI). There are several complications associated with ETI and alternative intubation devices (AIDs) are available to help overcome a number of these, though are not currently used in paramedic practice. This thesis aimed to explore current out-of-hospital practice in relation to airway management and ETI and critically examine and compare the use of AIDs by paramedics. A three-stage approach was undertaken; a retrospective case note review, an online survey and a prospective, experimental study. The final stage compared four AIDs (a video-optic, standard blade laryngoscope (SBL), retroglottic tube and intubating laryngeal mask airway), through observed intubation attempts by paramedics using each device. Preference ranking and comments provided reflections on the practical application of the devices. The research project findings suggest that a range of airways are used in the out-of-hospital care environment, with varying success rates. ETI was attempted on less than half of patients in cardiac arrest, with a 77% success rate. Opinion survey findings indicated that 79% of 181 paramedics would commonly perform ETI on a patient in cardiac arrest. On examination and comparison of four AIDs, no one device proved to be more successful than another when used by paramedics. One device (the iLMA) was statistically least successful ($p \leq 0.001$). No statistically significant differences were identified between the devices in terms of number of attempts needed for successful intubation. Time to intubate with the devices was between 42 seconds (MBL) and 86 seconds (iLMA), with statistically significant differences between the iLMA and all the other devices. Paramedic participants preferred the video-optic device, which was attributed to the good view of the vocal cords the device provided, alongside the ease of use.

'Achilles tendon pathologies: Is NO the answer?'

Charlotte Brookes, Faculty of Health and Society.

The Achilles tendon is prone to acute and chronic pathology, rupture and tendinopathy respectively. The incidence of Achilles tendon rupture has steadily risen since the 1980s, manifesting at a mean age of 35 years, with a strong prevalence in males.

Achilles tendon pathologies have a multifactorial aetiology, with intrinsic (gender, age, genetics) and extrinsic (weight, training, diet) risk factors. Establishing means to promote tendon healing is difficult due to a variety of interactions between these factors. One risk factor that effects the healing of tendons is nitric oxide (NO), produced in our bodies by a family of enzymes, the nitric oxide synthases; *iNOS*, *eNOS* and *nNOS*.

Our investigations have been focused on the *iNOS* isoform, with an aim to determine whether the rs2779249 *iNOS* genetic variant is associated with the risk of Achilles tendinopathy and Achilles tendon rupture in a British cohort. Our research took a case-control approach to investigate the genotypes of the participants.

We have discovered an overrepresentation of a certain genotype in our control population, indicative of a protective advantage. Our findings offer insight into the potential role inducible NO plays in tendon healing, leaning toward a 'balanced' concentration being optimal. This paper aims to discuss our research findings and where they fit within the current understanding of tendon genetics.

'A Consistency Based Research: P4 Versus OpenFlow and the Future of Software Defined Networks'

Ahmed Osama Basil, Faculty of Art, Science and Technology.

'Digital Shifts: How Staff Who Teach and Support Learning Conceptualise the Practice in the Digital Age'

Sue Watling, Faculty of Education and Humanities.

Diversity of digital practice in UK higher education, in particular the experiences of the later adopters of learning technologies, is an area which appears to be under-addressed. This practice-led doctoral research aimed to contribute to the gap in the literature through investigating the digital practice of staff teaching and supporting learning. It examined how staff conceptualised their teaching practice, explored the ways digital shifts were negotiated, and uncovered the influences on attitudes and behaviours with regard to digital ways of working. Findings included recommendations for higher education institutions to support the development of more digitally confident practitioners in the future. The literature of digital education addresses how students learn as 'e-learners' from the perspective of the innovators and early adopters of digital practice but there appears to be less attention towards how staff teach as 'e-teachers', in particular those who were later adopters of learning technologies. This research involved an in-depth examination of the experiences of staff enrolled on the Teaching and Learning in the Digital Age (TELEDA) programme across three years. Data was collected from participants' reflective journals, course evaluations and semi-structured interviews, then analysed using Braun and Clarke's Six Stages of Thematic Data Analysis. Analysis suggests the majority of staff were in possession of varying degrees of digital capital but expressed uncertainty around the pedagogical application of this to their teaching practice. As the TELEDA programme was designed and facilitated by the researcher, this presentation will cover the practice elements of the research alongside the challenges and advantages of an insider positionality. It

will show how the research was structured to minimise the potential risk of bias through both participatory action-research and action-research approaches, and include recommendations for others considering similar practice-led research projects.

'Do Students Studying Java Perform Better in Short Answer Questions or Computational Questions? A Case Study'

Amir Minai, Faculty of Arts, Science and Technology.

This paper carefully examines two widely used methods for assessing the learning outcomes of a java programming module: short answer type questions which test lower level cognitive skills and computational type questions which test higher level cognitive skills. Student scores on short answer type questions and computational type questions portions of a midterm assessment were compared. The computational type questions were found to yield higher results than short answer type questions.

'Being a Refugee Child in Lebanon: Implementing Children's Rights in a Digital World through the Blockchain Educational Passport'

Dr Cristina Devecchi, Faculty of Education and Humanities.

Art. 22 of the 1951 Convention relating to the Status of refugees and Art 28 and 29 of the UN Convention on the Rights of the Child state that the rights of all children, including refugees, to meaningful and successful education. These rights include favourable treatment, the right to free primary education and the recognition of diplomas and certificates.

While these fundamental rights are necessary, they are not sufficient any longer to reflect the needs of a highly mobile population in an increasingly global world. The lack of a mention about digital identity is a serious shortcoming which is and will prevent children benefiting from both the freedom 'from' discrimination, inequality of opportunities, and digital exploitation, and the freedom 'to' have a secure digital identity acknowledging their learning, skills and competencies throughout their lives.

This presentation draws from the UN UNITE Global Challenge #BlockchainEducationalPassport, written up in the edited book The Routledge International Handbook of Young Children's Rights (Murray, Lundy, Smith and Swadener, forthcoming), and from visits to refugee camps and the Ana-Aqra run educational provision in Lebanon to argue that new technologies can be used to secure the right to education for all children and refugee children in particular by creating an undeletable record of learning achievements. However, while there is a need to develop new technological

solutions to global challenges, such as the education of refugee children, the lack of current debate on the use and mis-use of technology such as Blockchain, AI and IoT is worrying. More so the fact that such technologies are still predominantly viewed within a commercial and business operating framework rather than a social one.

The presentation will tackle the issues raised by providing an overview of the situation of refugee children in Lebanon, summarise the current state of international legislation and outline the key feature of the #BlockchainEducationalPassport to then put forward a number of recommendations and ways forward.

'What can students tell us about how satisfied they are?'

Grant Timms, Faculty of Business and Law.

Are you satisfied? Much research has been conducted around customer satisfaction. It often appears to be the "holy grail" of organisational success. Yet satisfaction remains elusive. Its links with loyalty are nuanced and complex.

In the world of Higher Education management demands for improved student satisfaction ring out loud and clear, but how can we adequately track it let alone establish strategies to improve it?

In 2003 Frederick Reicheld (Bain and Company) developed a tool for assessing customer satisfaction levels based on one simple question. This questions has been used by banks, FMCG companies, service organisations etc across the globe to monitor and benchmark levels of satisfaction.

"How likely are you to recommend this product or service to your friends?" the answer is captured on a simple scale from 0-10. A calculation is then derived to form a "Net Promoter Score" where the % of detractors is deducted from the % of promoters. Brands in the same industry can then be compared or organisations over time to establish whether customer satisfaction is rising or falling.

Imagine if applied to HE the University of Northampton could establish a NPS for each of its major programmes and establish a "student satisfaction index." What's more longitudinally, you could see which programmes were improving in terms of student satisfaction and which were not. Both the above would provide opportunities for best practice and positive intervention.

Data was collected in November 2017 from 41 students in a pilot exercise from 3 programmes in FBL asking these final year students. "How likely are you to recommend your course to a fellow student?" The results of this pilot can now be compared with NSS data published in August 2018. Moreover, further student data was captured in November 2018 from a larger student sample covering 10 different programmes within FBL, this data included a qualitative follow up question revealing additional insights behind the student experience. Which students are satisfied?

Special Interest Sessions:

Feminist Research and Scholarship Roundtable

Chaired by **Dr Lorna Jowett**, Faculty of Arts, Science and Technology and Featuring: **Dr Marcella Daye**, Faculty of Business and Law, **Luke Ward**, Faculty of Health and Society, **Dr Charlotte Dann**, Faculty of Health and Society, **Dr Rachel Moss**, Faculty of Education and Humanities, **Anthony Stepniak**, Faculty of Education and Humanities/ Faculty of Arts, Science and Technology, And **Dr Melanie Petch**, Graduate School.

'New To Presenting'? - Workshop

Led by **Charlotte Brookes**, Faculty of Health and Society and **Seyi Omoloso**, Faculty of Business and Law.

This session is for PGRs and Early Career Researchers who may be new to presenting and would like to improve their knowledge on handling different aspects of research dissemination, from conferences to transfer seminars. You will learn about:

1. Different methods of research dissemination.
2. Tips on abstract writing.
3. Things to consider when presenting.
4. Tips on answering questions during presentations.

There will also be opportunity to ask questions and share experiences.

Applying for Funding Q&A

Led by **Karen Lewis**, Strategic Bidding Manager.

Bidding for Research Funding: Some Good Practices from First-Hand Experiences

Led by **Federico Farini**, Faculty of Health and Society.

Let's be honest: bidding for research funding is not just putting good ideas out there. I have seen, and I have experienced first-hand, how brilliant ideas can be rejected, and this is a very likely scenario nowadays. I have seen postdoctoral fellowship applications competing with over 500 others. This is a difficult scenario, but it is also indicative of the many challenges of current academia. However, whilst being difficult, success is not impossible. Based on the facilitator's varied experience of unsuccessful and successful bidding, also on a large international scale, this session will share some good practices to make a bid as fundable as possible. Points to be discussed in the session are: presenting the relevance and importance of your research, explaining your research plan, spelling out the key messages, winning reviewers' trust, aligning with funders' priorities.

3MT Abstracts:

'Critical Evaluation of Bonus and Merits Policy of the Domestic Oil and Gas Companies in Qatar for Better Job Satisfaction'

Othman Alyafei, Faculty of Business and Law.

This research proposal intends to critically evaluate the Bonus and Merit (B&M) policy of three service oil and gas companies in one of the Arabian Gulf countries, and its implications on the pay Satisfaction of the employees.

The critical evaluation of the policy emerges from the researcher's daily remarks that are noticed regarding the pay dissatisfaction of some of the employees who naturally expect better treatment on all levels.

Noticeably, the policy has drawbacks resulting from being not contractual. Other factors relate to the appraisal system that is considered as the base for the employees expected financial and promotional gains. The attitudes and the lack of objectivity and fairness of some of the administrators do impact the situation. Fixed budgets that are assigned to departments add to the size of the problem. Such budgets are mainly allocated to bonus distribution which is confined to award a fixed number of employees. Unfairness and consequently upheavals are then sharpened to defeat the main

purpose of the policy and thus ends up with mixed feelings towards pay satisfaction. Henceforth, the policy is in a way contradicting what it is meant to enhance on the first place, and consequently, it is to be critically evaluated to end up with what brings salvation.

The research endeavour is designed in a quantitative and qualitative manner which employs the use of both a questionnaire for the employees and an interview schedule for the decision makers. The findings would then be statistically analyzed.

The originality of this research differs significantly in both the content and the approach. Worth mentioning that the research in hand is unique to both the industry and to the country as well. Corrective measures and recommendations are then to follow. A reliable and scientific way of treatment to the soaring problems in the industry would then be realized.

'Wellbeing in Higher Education'

Sally Sharp, Faculty of Education and Humanities

The focus of my thesis is wellbeing in Higher Education (HE) with a particular interest in factors that are present when there is a positive sense of wellbeing in an HE context. I am at the early stages of my PhD. Through the reviewing of literature, it has become evident that the language associated with wellbeing is diverse and is often positioned in relation to mental health and within a context of crisis; a national crisis and a crisis within HE. Attempts to understand wellbeing are varied and operate at a range of scales from global, through national to individual. As a result, recommendations for addressing the perceived lack of wellbeing and increase in mental health difficulties are diverse. Some research emphasizes the role of interventions for the individual, whether that be in relation to them taking responsibility for their lifestyle choices or them needing to be assessed in order to access specialist services. Whilst other research identifies structural factors, including social inequality as significant. The literature review has given rise to questions that have begun to drive the methodology for the research. The emerging focus relates to the tension between structure and agency and this raises questions that relate to power and identity. The lack of clarity around the use and defining of, key terms has highlighted the significance of language and communication. The proposed methodology will have two strands: critical discourse analysis in relation to the language of wellbeing in HE and an interpretative approach to explore the ways that HE staff articulate how a positive sense of wellbeing is experienced by students. "How do HE staff perceive student wellbeing and are there any common factors when it is evident?" The aim is to identify what works for wellbeing in HE.

Algerian EFL Teachers' and Learners' Views and Uses of English Textbook

Nour el Houda Bouacha, Faculty of Education and Humanities.

Despite the recent technological advances, teaching materials in general and textbooks, in particular, still constitute the backbone for English language teaching. An example of this vital role is played in the Algerian classrooms where textbooks are considered the main pillars of English language teaching and learning. However, it is fundamental to note that there is little attention attributed to the area of textbook use and how their users- teachers and learners- react and respond to them. This has sparked the motive to investigate how teachers and learners view and use their English textbooks inside and outside the classroom in four secondary schools in Algeria.

The aim of this study is not only to explore the ways teachers and learners view and use their English textbooks, but also to voice their perspectives, advocate change, and raise their awareness in relation to the textbooks they use routinely in their classrooms. In order to achieve these aims, a convergent mixed method design was used. The relevant data were obtained from questionnaires administered to 50 teachers and 175 learners to establish base-line evidence about teachers' and learners' views, a total of 90 sessions of classroom observation with 9 teachers (10 sessions for each teacher) to explore teachers' and learners' use of the textbooks inside the classroom context, and 9 semi-structured interviews with teachers and 20 focus-groups interviews with learners in order to investigate teachers' decisions making, teachers' and learners' practices inside and outside the classroom, and their recommendations and suggestions to improve the teaching and learning experience.

In the three-minute thesis presentation, I would like to delve into a detailed explanation of this phenomenon and present to the audience an overall analysis of the fieldwork's experience.

'Digital Shifts: How Staff Who Teach and Support Learning Conceptualise their Practices in the Digital Age'

Sue Watling, Faculty of Education and Humanities.

Diversity of digital practice in UK higher education, in particular the experiences of the later adopters of learning technologies, is an area which appears to be under-addressed. This practice-led doctoral research aimed to contribute to the gap in the literature through investigating the digital practice of staff teaching and supporting learning. It examined how staff conceptualised their teaching practice, explored the ways digital shifts were negotiated, and uncovered the influences on attitudes and behaviours with regard to digital ways of working. Findings included recommendations for higher education institutions to support the development of more digitally confident practitioners in the future. The literature of digital education addresses how students learn as 'e-learners' from the perspective of the innovators and early adopters of digital practice but there appears to be less attention towards how staff teach as 'e-teachers', in particular those who were later adopters of learning technologies. This research involved an in-depth examination of the experiences of staff enrolled on the Teaching and Learning in the Digital Age (TELEDA) programme across three years. Data

was collected from participants' reflective journals, course evaluations and semi-structured interviews, then analysed using Braun and Clarke's Six Stages of Thematic Data Analysis. Analysis suggests the majority of staff were in possession of varying degrees of digital capital but expressed uncertainty around the pedagogical application of this to their teaching practice. This presentation will outline the research project, highlighting the structure and key findings in three minutes.

Examining Family Business Sustainability: Exploring Succession from the Successor's Perspective

Jasmin Wilmot, Faculty of Business and Law.

In the UK, two-thirds of businesses are family owned and so there is evidence to suggest that family firms are integral to the economy. However, research has shown that less than half will survive the first generation and beyond, therefore, sustainability is a focal issue for family businesses. Whilst there are internal and external factors that influence family business failure, understanding how succession in family firms can contribute to sustainability, is an important attribute because it is a critical factor that encourages growth and continuity. Although there is adequate literature and practical support accessible for business owners to encourage success in the succession process, often family businesses find themselves unprepared for the transition whether planned or unplanned. Existing research that has examined succession in family business has not been concerned with the successor's perspective, this is an area that has been largely under researched. Therefore, this study is concerned with examining succession, through the successor's lens, focusing on family businesses transitioning between first to second and second to third generation, as this is known to be a pivotal period in the success of family business. This research aims to advance the understanding of family business succession by appreciating traditional succession methods as well as considering alternative models in today's era. Focusing specifically on the family business context in Northamptonshire, the configuration of family business within the county will be explored by examining family firms across differing sectors. The study will propose solutions on how to enhance sustainability and continuity in family businesses both theoretically and practically for local key stakeholders.

Images of Algeria in Selected Literary Works

Amatou Allah Soumeiya Slimani, Faculty of Education and Humanities.

This research represents a comparative study of Maria Martin's *History of the Captivity and Sufferings of Mrs. Maria Martin* (1807), Jules Verne's *L'Invasion de la Mer* (1905), with three Algerian novels written in French; Assia Djébar's *L'amour, la fantasia* (1985), Yacine Kateb's *Nedjma* (1956) and Ahmed Hanifi's *La Folle d'Alger* (2012). It mainly addresses the representation and the misrepresentation of Algeria and its inhabitants in Martin's, Verne's, Djébar's, Kateb's and Hanifi's literary works. On the one hand, this paper sheds light on how Verne and Martin are committed to colonial discourse, hence their literary works carry racial and colonialist undertones. On the other hand, it examines Djébar, Kateb's and Hanifi's respective novels on the decolonization and civil war in Algeria, and how they are portraying contradicted images to the two negative images portrayed in Martin's and Verne's texts. This study explains that the portrayal of Algeria in *Invasion of the Sea* and *History of the Captivity and Sufferings of Mrs. Maria Martin* is based on non-authentic experiences but is the product of the echoes of what they have read or heard in the Western canon of literature about the "Orient". Drawing on Edward Said's Orientalism notion of "the self and the other", Bill Aschcroft's et al's *The Empire Writes Back* concept of "the language", and Frantz Fanon's *The Wretched of the Earth* assumption of "violence", this paper will argue that Algeria and its inhabitants are reduced to stereotypes of Verne and Martin's negative portrayal. Moreover, it demonstrates that both writers have contributed to the construction of America's and France's image of the "Orient" generally and Algeria specifically. Indeed, Verne and Martin literary works consolidate the myth of the West's cultural superiority and prosperity.

Conference Abstracts:

'A Narrative Research on Learners' Experiences and Identity Development in the Context of Algerian Women Students of English'

Wafa Zekri, Faculty of Education and Humanities.

This paper presents a snapshot of the findings in my PhD thesis. The thesis aims to find about how women develop their identity through their learning process. This thesis is conducted with a group of second year Algerian students in the context of English as a Foreign Language (EFL) learning in Tlemcen University. This paper focuses on the concept of 'agency' in learning and its relationship with the development of students' investment in language learning. This paper is informed by the sociocultural theory, which is concerned with the overlapping of both the social and the individual factors. The methodological activity is supported with action research and narrative inquiry which both have contributed to present a better understanding of the factors that influence the students, and how they develop their learning identities which hence reinforced the development of their imagined identity. For this reason, a narrative model is designed to assist the students' narrative writing and reflection on their learning

experiences within three periods; the past and present experiences, and the future. In addition, a focus group discussion is also used as a method to elaborate on their narratives. The data collected is analysed through a thematic method of analysis which aimed to report on the meaning of the students' experiences. The findings of the thesis showed that the development of students' agency in learning is interconnected with two emerging themes 'mentors' and 'marks' which maintained impacts in the students' past experiences and have created their desires towards continuity in learning through investment to achieve their future identity.

'Working with Local Stakeholders to Help Young People Stay in Education'

Dr Wendy Turner, Dan Ash and Dr Cristina Devecchi, Faculty of Education and Humanities and Faculty of Health and Society

The Erasmus Plus 'Below 10' is a partnership of 6 EU territories including the University of Northampton and Lisboa and NGOs, schools and other associations Italy, Croatia, France and Romania. The project aims to develop a model of professional development which enables local actors to learn about early school leaving (ESL) in their local area and develop a Local Integrated Plan (LIP). We understand this better in the UK as tackling 'not in education and employment' (NEET) and support young people to stay with their education. The team at the University of Northampton was responsible for leading on 2 key aspects of this project. Firstly, the practical implementation of the 'Learning by Doing' approach which consisted in developing and implementing a training package for educators and working closely with local stakeholders. Secondly in providing education, training and materials for our colleagues about action research and evaluation. Their evaluations are to be collated and analysed by the University of Northampton and reported to the commission in the summer of 2019. The presentation will provide a summary of activities 'Learning by Doing' carried out across the EU partnership to then focus on the details of the local collaboration with our Northampton partners. In doing so, the presentation will use data from the project evaluation to reflect on lesson learnt and put forward recommendations on how to work with local partners and young people to reduce early school leaving. This will focus on two projects of 'developing resilience' for young people who are already NEET, and 'using mentorship to support developing practical, occupational and employment based skills' with young people at risk of offending.

'An Examination of Co-Creation Drivers in a Hotel Setting: A Micro-Level Approach'

Dora Yeboah, Faculty of Business and Law

Drawing on the literature of service dominant logic for marketing, this study focuses on the concept of value and value co-creation to explore the drivers of employees' and guests' participation in co-creation. Building on past studies, the study uncovers that employees and guest's willingness to participate in co-creation is based not only on monetary motives and returns, but also on non-monetary incentives such as the opportunity to interact and be part of creating their own total experience.

Adopting an exploratory research design, the study combines in-depth interviews, focus group discussions and observations to identify value perceptions, motivation and personal characteristics as critical factors necessary for successful co-creation to occur in a hotel setting.

The drivers of actors' co-creation participation tend to differ across service stages, including pre-arrival, arrival, stay and post-stay. The study found that employees and guests' co-creation is not only influenced by economic value perceptions, but also total experience from social, cultural, environmental and technological characteristics of hotel service. Further, findings show that individual actors' motivation and personal characteristics significantly affect co-creation participation and the outcome of service. For instance, the study revealed that passion, belongingness, openness, shared and enhanced experience and satisfaction were common motivators to employees and guests. However, reputation development, promotions and rewards were exclusive to employees, while relationship and communication were unique to guests.

Understanding the factors that drive employees' and guests' co-creation participation aids hotels to strategically manage employees' and guests' expectations towards successful co-creation encounters. Further, the insights provided into value creation activities should aid managers to concentrate on resource provision that enhance co-creation activities for mutual benefit.

The study shows that although driving factors for co-creation participation vary and context-based, a set of common factors influence participation regardless of whether it is employee or guest.

'Challenges of Leadership in UK Advertising Agencies'

Sally Laurie and Dr Kathleen Mortimer, Faculty of Business and Law.

The purpose of this paper is to examine the challenges of leadership within UK advertising agencies. It is part of a larger global project into the culture shifts, talent drain, and leadership issues facing advertising agencies as they grapple with the changing nature of the advertising workforce and the

challenges of achieving integrated campaigns. These issues have been explored in four countries: the US, Australia, India, and the UK. This paper focuses on the findings from the UK. Today's advertising agencies are struggling to justify their contribution. Their role is being challenged by procurement agencies, brand consultants and the clients themselves. Agencies also have to increasingly coordinate and communicate with other agencies as part of larger integrated campaigns which can lead to friction and remuneration disputes. It is within this context that agency leaders attempt to train, motivate and guide their staff. Our findings from both qualitative and quantitative research in the UK provide some insight into the challenges that this environment creates. The findings suggest a number of characteristics that make a good leader, which have been brought together to create the Six C's of Effective Agency Leadership: Credibility, Curiosity, Clarity, Collaboration, Consistency and Care. Each of these characteristics are explored in more depth and discussed against the backdrop of a changing agency landscape caused by rapid technology change and increases in competition. The findings also reveal specific leadership issues that arise when agencies are working on large multi-agency integrated campaigns in terms of trust and allocation of responsibilities. Moving forward issues of getting and keeping good staff and compiling a diverse and effective teams are identified.

'Do Peer Firms Influence Innovation?'

Dr Michael Machokoto, Faculty of Business and Law.

We examine peer firms' influence on R&D investments using a sample of 5,838 listed firms in the United States over the period 1966-2016. We find robust and significant positive peer influence on R&D investments, with the average firm increasing R&D by 20% for a one standard deviation increase in peer firms' R&D. Peer influence on R&D is more pronounced for firms facing high product market competition as is consistent with the rivalry-based theory of imitation, which posits that firms mimic peers to keep ahead or abreast of rivals. We further find significant leader-follower interactions as peer effects are more pronounced for younger, smaller and high-liquidity firms. Our results are robust to controlling for other determinants of R&D from the literature and different methods of selecting peers, sub-sampling and estimation techniques.

'The Affordance of a Multi-Modal Approach to Focus Group Interview Analysis'

Eleanora Teszenyi, Faculty of Education and Humanities.

As part of the development of a Q methodological study, a multi-modal approach (Kress, 2010) is employed to analyse a focus group discussion. Q methodology is used to study subjectivity (Watts and Stenner, 2012), therefore, the subjective elements of human interaction and communication of a focus group discussion is brought into focus to complement thematic analysis. Mode switching through transcription (from speech to words) results in losing some of the 'body' of the interview leaving the researcher with the 'silhouette' of the interview only (Esposito, 2001). To minimise this, the analysis engages with some of the para-linguistic elements of communication and capitalises on the multi-modal nature of communication, where the various modes are functionally interdependent (Pantidos et al., 2008). The analysis is conducted in five phases and is accumulative in nature. Each phase focuses on a different modality: the temporal, acoustic and spatial modes of communication and their co-occurrence. Phase 1 is the preparatory phase where an analytical framework is created and tested to ensure it is fit for purpose. Phase 2 and 3 run parallel: deductive thematic analysis takes place at the same time as establishing the longevity of each topic discussed (the temporal mode). Phase 4 provides a frequency count for each type of acoustic markers: incidents of disfluency and voice play, pitch, speed and volume of speech. In Phase 5, the occurrence of spatial markers (gestures and body movement) are noted for each participant. This approach to the analysis of the focus group discussion has allowed for thematic dominance to be established by longevity rather than frequency of occurrence. The co-occurrence of acoustic and spatial markers has highlighted the intensity and the affective components of each participant's engagement with the discussion. There are also limitations due to the technology used for recording.

'Information Sharing in Supply-Chain Triads: A Qualitative Study'

Dr Luai Jraisat, Faculty of Business and Law.

The paper seeks to explore the drivers of information sharing between three key actors of an export supply chain (producers, service providers and exporters) and investigate the link to export chain performance. This research follows a qualitative case study. Semi-structured interviews as a key source, observation days and internal firm data are presented. An abductive approach, Relationship marketing theory (RMT) and Transaction Cost Economic (TCE), are conceptually guides the analytical iteration stages between theory and data for this research. The case studies allow this fuzzy and undefined area to be clarified and existing theories to be empirically examined in the context of multiple industries. Specific transaction and relationship drivers are found to support information sharing in these triads and information sharing is linked to export performance. In higher performing cases, information sharing is triggered by integration-focused drivers, where the emphasis is on long-term and joint planning, based on sharing wider types of information. In lower performing cases, information sharing is triggered by more individualistic drivers and actors are sharing logistics-related information with a short-term perspective. This research extends current literature by identifying how different drivers influence information sharing in producer-service provider-exporter triad and are linked to differences in export performance. This research contends that

focal actors involved in information sharing need to partner dyadic actors in their triads rather than do transactional processes. It expands the application of RMT and TCE and extends empirically to the literature on export supply chain.

G'etting the Whole Picture: Designing Studies to Capture 360 Degree Data on Family Health Service Use'

Dr Kim Woodbridge-Dodd and Dr Sarah Neil, Faculty of Health and Society.

Background and Purpose: Family nursing studies often present either the family or the nursing perspective. Whilst these are valuable in the development of knowledge about family nursing, there is a need for studies which explore all factors that influence events. This paper shares experiences of designing and conducting a study using a 360-degree approach to explore factors influencing the timing of admission to hospital for children with serious infectious illness (SII) in the UK. The study was co-designed with parents with experience of these journeys to hospital, clinicians and academics. Methodological Focus: A mixed methods, grounded theory two-staged approach was used with the intention of building theory from a wide range of data and enabling all sources of data (parent, service and other) to be compared with each other, through constant comparative analysis, in the development of an explanatory theory. Stage one used documentary analysis and a mapping exercise to identify the incidence of SII, the services used and the availability of services in the study area. Stage two involved interviews with parents and professionals involved in individual children's journeys to hospital admission and focus groups, separately, with groups of parents and professionals with past experience of SII in young children. Emerging theoretical questions were asked of every set of data collected, generating questions for the next set of data collection. This cyclical process continued until an emerging theory was identified explaining factors impacting on children's journeys to hospital admission. This paper shares experiences of designing and conducting a study using a 360-degree approach to explore all factors influencing the timing of admission to hospital for children with SII in the UK. The UK's childhood mortality continues to be a European outlier and only with all this data can conclusions be drawn which direct improvements in services in the future. Disclaimer. This abstract presents independent research funded by the National Institute for Health Research (NIHR) under its Research for Patient Benefit (RfPB) Programme (Grant Reference Number PB-PG-0416-20011). The views expressed are those of the author(s) and not necessarily those of the NIHR or the Department of Health and Social Care.

'Immune Responses to Food-Borne Infections Caused by Campylobacter'

Dr Alex Woodacre, Faculty of Health and Society.

Campylobacter is the most common cause of bacterial gastroenteritis, leading to symptoms such as severe stomach cramps, fever and bloody diarrhoea. The leading source of Campylobacter infections is eating contaminated and poorly-cooked chicken, as Campylobacter bacteria are also

routinely found growing in the intestinal tract of poultry. However, *Campylobacter* does not cause disease in chickens, leading to widespread tolerance and spread of the bacteria in poultry farms and subsequent contamination of the meat that is produced. One such reason for this different response to the bacteria in humans and chickens is likely to be the difference in the responses of the immune systems to *Campylobacter*, but this is currently poorly understood in both species and therefore difficult to compare. This project investigated the response of human immune cells to a molecule found on the bacterial surface called lipooligosaccharide (LOS) and demonstrated for the first time that *Campylobacter* LOS stimulates release of an immune system signalling molecule called interleukin-1 β . The strength and type of immune response also varies when different forms of LOS are encountered, suggesting that multiple immune pathways are involved in the response to *Campylobacter*. Enhancing our understanding of the immune response to *Campylobacter* in both chickens and humans will contribute to evidence-based prevention strategies and reduction in disease burden.

'Investigating the Effects of Chudleys Placid on Pet Dogs'

Lauren Samet, Faculty of Health and Society.

A double blind, placebo controlled, feeding trial was carried out alongside a battery of tests to establish and investigate the effects of Chudleys Placid™ calming supplement when fed daily for four weeks to domestically kept pet dogs of both anxious and non-anxious temperaments (as described by owners). Pitpat Pet™ activity monitors were used in both the control week and week four of the daily feeding routine to establish whether the supplement had any impact on activity and rest levels. Additionally, owners were asked to complete a Canine Behavioural Assessment and Research Questionnaire (C-BARQ) before and during the final week of the feeding trials to ascertain their perspective on any changes to their dogs' behaviours or temperaments during this time. Faecal samples were also collected and analysed for corticosteroid levels during the control week and then again in the fourth week of the feeding trials to ascertain whether Chudleys Placid™ had any physiological impact on dogs' stress hormone production during the trial. No significant differences were noted between any of the test results (statistical analysed using the Wilcoxon Signed Ranks test and Paired T-Test) when comparing the placebo group with the Chudleys Placid™ group and when comparing control weeks to trial weeks. When breaking down results further into differences between owner-described anxious dogs versus owner-described non-anxious dogs within the two trial groups, more trends in data were seen, which suggested direction for future research. Limitations relating to variability in subjects' routines and a small sample size were apparent with this study, however it remains one of the few existing empirically designed double blind, placebo-controlled trials available on calming nutraceuticals designed for companion animals.