

SERA2019 PROGRAMME

WEDNESDAY 20 NOVEMBER 2019

Theme: Creative Visions for Educational Futures

1000-1100	REGISTRATION and welcome breakfast, PLG43				
<i>(Rooms and Strands)</i>	Room 1 PL G1	Room2 Professional and Vocational Learning PL 1.19	Room3 Social Justice and Inclusion PL 1.27	Room4 Digital Learning PL 1.21	Room 5 Curriculum PL 1.37
1100-1145	KEYNOTE 1: Meg McGuire				
1145-1300	LUNCH (two sittings), Levels Café, tea and coffee available in PLG43				
1300-1400	<p>Pecha Kucha</p> <p>Capsule Thesis</p> <p>Posters</p>	<p>116 Stephen McKinney David Stow - Pioneer of Teacher Training</p> <p>024 Cristina Mio How can peer assessment be implemented in initial teacher education: lessons learnt from a different Higher Education setting</p> <p>062 José Tirado Transformation in university learning: A phenomenography</p>	<p>Symposium - S002 Dianne Cantali Initial Teacher Education in Scotland: Mapping Inclusive Pedagogy</p>	<p>107 Samir Mammadov Different opinions of parents and children on the use of netbooks in classes in Azerbaijan</p> <p>159 Tanju Deveci The Use of the Smartphone for Informal Learning in a Project-based Course</p> <p>150 Abida Ayesha Blended (Language) Learning as a Catalyst for Learner Autonomy in EFL in Pakistan</p>	<p>120 Svanborg Jónsdóttir Embedding creativity and competence for action: Social ecology of change</p> <p>122 Tanya Lubicz-Nawrocka Valuing Students through Curriculum Co-Creation whilst Developing Empathy, Inclusion, and Democratic Engagement</p> <p>034 Donald Gray From Oil to Soil. Learning for Sustainability and Transitions within the School Garden: a project of cultural and social re-learning</p>
1400-1500		<p>Roundtable - RT002 Paul McMillan Lesson Study as professional learning: empowering practitioners to produce and use evidence to inform practice</p>	<p>151 Antony Luby Walking the Talk. The role of the teacher closing the attainment gap in schools</p> <p>060 Jóhanna Karlsdóttir Responsive Teachers: Create Inclusive Practice</p>	<p>110 Michael Gallagher Near Future Teaching: design and futures methods for digital education</p> <p>084 Matthew Sowerby Repositioning the visual in educational settings</p> <p>088 Murray Craig The 4-P's of technology integration</p>	<p>004 Alison Murray A pedagogical spiral toward the mentality of physical education and physicality of mental health</p> <p>017 Auður Pálsdóttir Teacher Education students' spatial thinking ability. Comparison between Iceland and Mississippi</p>

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<i>(Rooms and Strands)</i>	Room 1 PL G1	Room2 Professional and Vocational Learning PL 1.19	Room3 PL 1.27	Room4 Digital Learning PL 1.21	Room 5 Curriculum PL 1.37
1500-1530	AFTERNOON BREAK, PLG43				
1530-1630	<p>Workshop - W001 Stella Mouroutsou Academic writing for early career researchers: Ask the editors and reviewers</p>	<p>037 Enda Donlon A tale of two timings: Student-teachers' contextual engagement in placement schools</p> <p>078 Liz Latto The Politics of Professionalisation: the changing role of practitioners within Early Learning and Childcare in Scotland</p> <p>115 Stephen Day Exploring final year Initial Teacher Education students' attitude towards the use of data within their reflective practice</p>	<p>Workshop - W007 Charlaine Simpson Supporting the Enactment of Professional Standards</p>	<p>011 George Head Film Education in Libraries: some implications for Scottish education</p> <p>012 Angela Jaap Promoting engagement with reflection through the use of video diaries</p> <p>124 Tom Bryce Interviewing children for what they know: the challenges from recent research in neuroscience and cognition concerning the dynamic nature of recollection and imagery</p>	<p>Symposium - S007 Stephen McKinney New Research on the impact of poverty on education</p>
1630-1700	<p>NETWORK MEETING</p> <p>ALL NETWORKS MEET TO UPDATE ON DEVELOPMENTS BEFORE SEPARATE NETWORK MEETINGS</p>				
1700-1730	<p>NETWORK MEETINGS Teacher Education and Scottish Physical Education</p>	<p>NETWORK MEETINGS Leadership</p>	<p>NETWORK MEETINGS Early Career Network (Emerging researchers and SERA research student group)</p>	<p>NETWORK MEETINGS Early Years</p>	<p>NETWORK MEETINGS Poverty and Education</p>
1730-1900	BOOK LAUNCH AND RECEPTION				

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THURSDAY 21 NOVEMBER 2019					
	Theme: Creative Visions for Educational Futures				
0900-0930	REGISTRATION AND WELCOME BREAKFAST, PLG42				
(Rooms and Strands)	Room1 Professional and Vocational Learning PLG1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Curriculum PL1.37
Day 1 – drop in	W002 – drop in session: Arts Based Session on SIMD, Christian Hanser Location: conference hut – drop in session (all day); Strand: Social Justice and Inclusion				
0930-1030	Symposium - S004 Nicola Carse Visions of ITE: What can the Measuring Quality in Initial Teacher Education project tell us so far?	Roundtable - RT004 Zoë Robertson Professional Learning as Critical Enquiry – a partnership model for whole school improvement	052 Ingólfur Jóhannesson The Salamanca Statement and Framework and the concept and practice of inclusion in Icelandic educational research 114 Stella Mouroutsou Behaviour support in schools: identifying effective practices 039 Gary Walsh Pedagogies of anger and hope: educational responses to social justice and inequality	023 Brynja Halldórsdóttir A View Towards internationalisation at the University of Iceland: Lessons Learned from the International Studies in Education 029 Conor O'Reilly A Student Focused Approach to Internationalisation Policy in Ireland 093 Omolabake Fakunle A holistic vision of the internationalisation of higher education	063 Julian Liu Chinese Students' Participation in Higher Education: The oracy demands of different disciplines 131 Yusuf Ogretici An Analysis of the Status of Values Education in the Turkish Religious Education Curriculum 069 Kenneth Mavor Evaluating a student-led normative learning skills intervention in Higher Education
1030-1100	Morning Break, PLG43				
1100-1145	KEYNOTE 2: Derek Robertson				
1145-1300	LUNCH (two sittings), Levels Café, tea and coffee available in PLG43				

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<i>(Rooms and Strands)</i>	Room1 Social Justice and Inclusion PLG1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Curriculum PL1.37
1300-1400	<p>Social Justice and Inclusion 002 Adriana Duta Inequalities in achieving a university degree: using a sibling design to disentangle the importance of individual and family factors</p> <p>160 Jasmine Miller Understanding the Experiences of Autistic and Dyslexic Women Transitioning into Tertiary Education</p> <p>015 Archie Graham Experiences of Induction Year Teachers in High Poverty Context Schools</p>	<p>Roundtable - RT001 Nicola Carse Visions of ITE: Developing a shared research agenda through the new Teacher Education Network</p>	<p>033 Deborah Holt Promoting positive mental health as an integral part of the teacher's role</p> <p>101 Rachel O'Neill Growing up deaf and on a low income: social and actual capital affect early language acquisition and experiences of education</p>	<p>117 Stephen Scholes Religious and Moral Education in Scottish Non-Denominational Secondary Schools: Policy, Priorities and Pupils</p> <p>161 Rachel Shanks Perspectives of headteachers on the Named Person policy in Scotland</p> <p>081 Margaret Arnott Governance, Nationalism and Education Policy under SNP Devolved Administration 2007-2019</p>	<p>048 Heddwyn Davies An interdisciplinary progression framework in Expressive Arts – can it be achieved?</p> <p>087 Mike Jess Border Crossing: Key to Education Futures</p> <p>010 Andrew Horrell School Based Curriculum Development –The Context for Curriculum Leaders</p>
1400-1500	<p>036 Elizabeth Lay Experiences of migrant parents from different social and educational backgrounds in Iceland</p> <p>091 Nighet Nasim Riaz The impact of terrorist attacks on Muslim youth in Glasgow</p>	<p>007 Amy Burns Linking leadership and teacher education: The power of nontraditional student teaching</p> <p>104 Roger Wood Trainee Teachers' Values and Practices relating to Inquiry-Based Learning in Science Education</p> <p>076 Linsha Zhou Student teachers' professional identity development and their engagement with creativity during initial teacher education: A case study</p>	<p>Symposium - S003 Kevin Lowden Within, between and beyond schools: using collaborative enquiry and participatory approaches to tackle educational and social inequity</p>	<p>162 Colin Ross Who is Working with Scotland's Communities? Looking to the future of the Community Learning and Development Workforce</p> <p>118 Stuart Farmer Networked professional learning of physics teachers in a remote area of Scotland</p> <p>064 Julie Harvie The Leap of Faith: Experiences of early year academics</p>	<p>Symposium - S006 Walter Humes What have we learned about educational reform from the experience of Curriculum for Excellence?</p>

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<i>(Rooms and Strands)</i>	Room1 Social Justice and Inclusion PLG1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Innovative Research Methods PL1.37
1500-1530	AFTERNOON BREAK, PLG43				
1530-1630	<p>046 Hamish Townshend You are who you are, and you're there to play rugby": A narrative inquiry into the Physical Education and Youth-Sport experiences of gay male rugby-players</p> <p>058 Jim Friel Why don't men want to be teachers?</p>	<p>Roundtable - RT003 Robbie Nicol Learning for Sustainability is....</p>	<p>025 Carol Smith Starting School: what is it like being in primary 1?</p> <p>077 Liz Curtis Creating a Vision for Arts and Education: Aberdeen Music Hall Babies Project</p> <p>055 Jacqueline Horsburgh Engaging carers in educating looked after children: Overcoming the barriers</p>	<p>099 Qianqian Zhou A Qualitative Multiple-case Study on Willingness to Communicate in a L2 Chinese classroom</p> <p>013 Anna Edvardsdóttir Sustainability policy in Icelandic universities</p> <p>108 Sarah McGeown Language and literacy: Connecting research, policy and practice in Scotland</p>	<p>Symposium - S005 Nicola Carse Self-study as an approach to educational research to empower educators to produce and use evidence to inform practice</p>
1630 – 1730	SERA AGM Room PL 1.19				
1900	CONFERENCE DINNER , MacDonald Holyrood Hotel				

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FRIDAY 22 November 2019					
Theme: Creative Visions for Educational Futures					
(Rooms and Strands)	Room1 Assessment and Evaluation PLG1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Innovative Research Methods PL1.37
0900-0930	REGISTRATION AND WELCOME BREAKFAST, PLG37				
Day 2 – drop in	W002 – drop in session: Arts Based Session on SIMD, Christian Hanser Location: conference hut – drop in session (all day); Strand: Social Justice and Inclusion				
0930-1030	Workshop - W005 Willie McGuire Feedback Lenses	006 Amalía Björnsdóttir Distance education and challenges facing student teachers 083 Marion Allison Exploring social capital within the professional learning of CLD practitioners and teachers 009 Andrew Horrell Credit-rating professional learning, working across academic and professional contexts	Workshop - W004 Gale Macleod Poverty, attainment and health and wellbeing: Making a difference to the lives of children and young people	096 Pauline Egan Muddying the Water: public policy and educational practice 005 Allyson Macdonald Ten teachers: educational visions for creative futures 065 Justine MacLean Exercising agency during times of educational change	098 Peter Evans Researching Digital Education: the socio-material and interdisciplinary ‘grids of analysis’ 129 Jule Hildmann Experience with the ‘gamification’ of an online survey 061 Jónína Kristinsdóttir Developmental Research with Teachers: Potentials and challenges
1030-1100	Morning break, PLG37				

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<i>(Rooms and Strands)</i>	Room1 Assessment and Evaluation G1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Innovative Research Methods PL1.37
1100–1200	<p>079 Lynne Duncan Early language in play settings (eLIPS): a practitioner tool for observation and support of language development</p> <p>089 Nasim Alghamdi Providing Insight into Student Assessment Practices in Saudi Higher Education</p> <p>123 Telima Adolphus Gender and Science Enrolment and Attainment Trends in Scotland</p>	<p>Symposium - S001 David Morrison-Love The place of knowledge in learning to teach: Avoiding the risk of a ‘see one, do one, teach one’ approach in initial teacher education</p>	<p>112 Siobhán Canavan If it’s everyone’s responsibility does it become nobody’s responsibility? Attitudinal perspectives towards the implementation of Universal Design for Learning (UDL) in an Irish Higher Education Institute</p> <p>082 Margaret Petrie Populism, democracy and a pedagogy of renewal</p> <p>153 Dimitra Tsakalou Leadership and Inclusion</p>	<p>054 Jacinta Birchley Why would we treat them any differently?</p> <p>008 Andrew Drybrough Making critical connections from primary to postgraduate education</p> <p>041 Ger Scanlon Developing a model of Supported Transition for young people with disabilities: Implications for practice and policy in the Republic of Ireland</p>	<p>105 Sabina Savadova Using interpretative phenomenology analysis to explore mothers’ approach to their children’s use of digital media in Azerbaijan</p> <p>053 Islean Gibson Interactions and Transitions: Developing Self-Efficacy at Times of Transition</p> <p>056 Jakob Billmeyer Schoolbags as spaces between public and private – A content analysis</p>
1200-1315	LUNCH (two sittings), Levels Café, tea and coffee available in PLG37				
1315-1400	KEYNOTE 3: (GTCS lecture) Aileen Kennedy				
1400-1430	A Research Strategy for Scottish Education – Scottish Government				
1430-1500	AFTERNOON BREAK, PLG37				

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<i>(Rooms and Strands)</i>	Room1 G1	Room2 Professional and Vocational Learning PL1.19	Room3 Social Justice and Inclusion PL1.27	Room4 Policy and Education PL1.21	Room 5 Innovative Research Methods PL1.37
1500-1620	<p>102 Rachel Sandford Telling the Whole Story? Using narratives to explore care experienced youths' experiences of sport and physical activity</p> <p>109 Shirley Gray Investigating the development of masculine identities in physical education</p> <p>032 David Kirk Two early career teachers' reflections on school-based professional learning: Implementing Better Movers and Thinkers in a primary and a secondary school</p> <p>050 Iain Philip Victim, Survivor or Active learner: Using picture-elicitation to position participants as experts and explore refugees' identities and language learning experiences</p>	<p>018 Parishan Aliyeva Supporting teachers' integration of digital technologies into their teaching after the mentorship programme in Azerbaijan</p> <p>128 Yifang Xu Working in an international environment: Exploring Chinese academics' language attitude</p> <p>085 Megan Munro The Effect of Implementing a Body Curriculum through a Core Physical Education Block for Second Year Girls</p> <p>070 Kenneth Mavor Identity incompatibilities, approaches to learning, and academic self-handicapping in a higher education setting</p>	<p>019 Berglind Rós Magnúsdóttir My kids don't need any special care...so I am not sending them to that school": 20-year-overview of socio-spatial transformation of the fragile zone in Reykjavik</p> <p>072 Kevin Stelfox Outside in: applying Bourdieu's conceptual tools to explore young people's social practices in school</p> <p>126 Tracy Edwards The translation and enactment of the principle of Inclusive Pedagogy by experienced teachers</p> <p>111 Siobhan Barry Creative and Intellectual Resilience: a new agenda for Higher Education</p>	<p>Workshop - W006 Alison Murray Worlds apart yet infinitely connected; the complexities of quality assuring through differing ideologies</p>	<p>067 Karen Rut Gísladóttir Innovative methodological affordances for creating a discursive space for moving towards multicultural teacher education</p> <p>074 Kristín Karlsdóttir University teacher educators reflecting on multicultural teaching</p> <p>014 Anna Teitz The use of narratives in micropolitical research</p> <p>090 Nic Dickson Innovative engagement and arts-based research: reframing adult learning with survivors of childhood sexual abuse (CSA) and sexual violence</p>
1620	CLOSE				