

1000-1100	REGISTRATION and welcome breakfast									
(Rooms and Strands)	Room 1 (LT4)	Room 2 (PVL) 1LG03	Room 3 (PVL) 2F02	Room 4 (SJI) 1F06	Room 5 (SJI) 2F14	Room 6 Curric 2S12	Room 7 Curric 1F01	Room 8 P&E 2G13	Room 9 A&E 1S08	
1030-1100	SERA 50 Breakfast Panel									
1100-1200	KEYNOTE: Professor Ria Dunkley - Facing the Anthropocene: Community Resilience and Environmental Pedagogy for a Fragile Planet (Lecture Theatre 4)									
1200-1300	LUNCH									
1300-1400	Short Presentations Rapid Presentations Poster presentations	<b>S004</b> <b>Divya Jindal-Snape</b> A holistic understanding of primary-secondary school transitions	<b>090</b> <b>Paul McMillan</b> Grounding teacher-learner relationships in professional practice: striking a balance in a fragile world  <b>024</b> <b>Anneke Bruwer</b> Examining Student Affairs Division Resilience Surrounding Student Death  <b>127</b> <b>Susie Hill</b> Generative AI and Scottish Education: Insights from Practitioners	<b>115</b> <b>Lindsay Gibson</b> Poverty Experienced by Students in Higher Education in Scotland  <b>001</b> <b>Patricia Thomson</b> What do working-class students really need to succeed in higher education?  <b>034</b> <b>Alan Bainbridge</b> 'I didn't think I would ever recover from failing': Evaluation of a Scottish tutoring programme to reduce the 'disadvantaged' student attainment gap	<b>W005</b> <b>Chantelle Boyle</b> Road-Mapping our Journeys: Who Are Early Career Researchers?	<b>RT006</b> <b>Shirley Gray</b> Exploring Health and Wellbeing within Teacher Education	<b>125</b> <b>Finola McCarthy</b> Exploring effective curriculum design for learner wellbeing in the Further, Adult and Community Education sector in Ireland: Practitioners' views on 'educator agency'  <b>060</b> <b>Louise Barrett</b> Secondary English teachers' perspectives on their responsibility for health and wellbeing: creating the capability and functioning of Affiliation  <b>131</b> <b>Michael Malt-Cullen</b> 'The dogmatic image of assessment: Speculative pedagogies from a disjointed moment in educational planning'	<b>025</b> <b>Angela Jaap</b> SERA at 50: the evolution of the Scottish Educational Research Association (SERA) and the educational research community in Scotland  <b>021</b> <b>Anna Jobert</b> Lobbying and Education: A Scoping Literature Review on Lobbying in Education  <b>062</b> <b>Máirín Glenn</b> Teacher as theorist – rising from the swampy lowlands	<b>099</b> <b>Robert Mitchell</b> Did we do a good job?: Rural students evaluate their education and learning  <b>005</b> <b>Utkun Aydin</b> Assessing the Relevance of a Course Evaluation Model: Fostering Engaged Learning in Preservice Teachers through Flipped Classroom Experiences  <b>103</b> <b>Samantha O'Neil</b> Exploration of how effectively Scottish Qualifications Authority is supporting net-zero policies	
1400-1500	Short Presentations Rapid Presentations Poster presentations		<b>W004</b> <b>Barbara van der Meulen</b> University-based teacher educators: past, present and ... future?	<b>S007</b> <b>Konstantina Papaspyropoulou</b> "Yes, we listen to children's voices!": Exploring what truly listening entails	<b>012</b> <b>Jamie Ferguson</b> A Survey of Gender Diverse Students' Experiences with Curricula in Game Design Programs in Scotland  <b>035</b> <b>Yi Zhan</b> Abstract of Challenging heterosexism and homophobia from gay teachers' perspectives  <b>109</b> <b>Soffia Valdimarsdóttir</b> Embracing diversity through mining funds of crafts knowledge	<b>W007</b> <b>Leyla De Amicis</b> Self-reflecting on decolonising one own's learning and teaching: Could a self-assessment tool work?	<b>048</b> <b>Auður Pálsdóttir</b> Is the challenge of science literacy based on misguided focus in teaching?  <b>053</b> <b>Céline Healy</b> STEAM in a Fragile World: Powering imaginative, inclusive initiatives to Immunisation Awareness  <b>006</b> <b>Kalli Zhang</b> Elective Home Education for Young Learners in the UK: The Untold Stories	<b>S003</b> <b>Anna Beck</b> Voice and influence in Scottish education policy: Whose interests? Whose power? Whose system?		
1500-1530	AFTERNOON BREAK									
1530-1630	Short Presentations Rapid Presentations Poster presentations	<b>019</b> <b>Cara Lamb</b> Lessons learned about school-based teacher professional learning in the context of becoming-Activist  <b>064</b> <b>Grace Barrett</b> Evaluating HCT Assumptions: Socioeconomic Outcomes of Foundation Apprenticeships in Scotland  <b>119</b> <b>Svava Pétursdóttir</b> Noticing with videos in teaching practice	<b>S009</b> <b>Megumi Nishida</b> Expanding the border of our doctoral students' learning community: Polyvocal self-study	<b>046</b> <b>Asif Chishti</b> Sponsoring as an approach to enhancing career progression among Black and Minority Ethnic teachers  <b>027</b> <b>Elisabeth Davies</b> Teacher responses to racially motivated bullying in Scotland  <b>065</b> <b>Ívar Rafn Jónsson</b> Embracing diversity: assessment for inclusion in upper-secondary school in Iceland	<b>126</b> <b>Julie McAdam</b> Texts that Teach Critical Hope  <b>069</b> <b>Jennifer Milne</b> Teachers' Current Literacy Practices  <b>114</b> <b>Julie Robinson</b> Hope and Cultural Conflict – The Dilemma of Cristo Rey Schools in America	<b>S006</b> <b>Michèle Vincent</b> Experiences and challenges in decolonising the curriculum: What we learnt and where should we go now	<b>089</b> <b>Nikki Dolg</b> Drama Education in the primary classroom in Scotland  <b>059</b> <b>Deborah Holt</b> Young adults' perspectives on sex education at school in Scotland	<b>112</b> <b>Stephanie Thomson</b> Developing Young Workers: A critical exploration of 'work inspiration' activities and the role of school in preparing young people for work  <b>117</b> <b>Susan Henderson-Bone</b> 'We can't get it right for the children until we get the parents sorted': exploring practitioners' perceptions of family learning in Scotland  <b>061</b> <b>Divya Jindal-Snape</b> Understanding university students' multiple and multi-dimensional transitions and impact on their wellbeing: A cross-country comparison		
1630-1730	NETWORKS MEET TOGETHER									
1900	RECEPTION - Dundee civic reception, City Chambers									

Thursday 28th November 2024  
 Theme: Education in a Fragile World: Past Present Future

0900-0930 REGISTRATION									
0930-1030									
(Rooms and Strands)	Room 1	Room 2 (PVL) LT4	Room 3 (PVL) 1S01	Room 4 (SJI) 1S06	Room 5 (SJI) 2F11	Room 6 Curric 1LG04	Room 7 Curric 2F14	Room 8 P&E 1F06	Room 9 A&E 2G12
		<p><b>W009</b>  <b>McRhon Banderliffe</b>  <b>Maps, Signs and Timelines: Artifacts as Reflective Tools for Activist Educators</b></p>	<p><b>122</b>  <b>Xiaomeng Tian</b>            Challenges encountered when pursuing 'mastery': understanding Master's students' learning experiences through the lens of relational pedagogy</p> <p><b>050</b>  <b>Berglind Gisladóttir</b>            Dialogue in Icelandic lower secondary classrooms</p>	<p><b>011</b>  <b>Helen Cunningham</b>            Democratising the Benefits of International Education</p> <p><b>033</b>  <b>Alan Bainbridge</b>            Good Education in a Fragile World: higher education as if the world mattered</p> <p><b>042</b>  <b>Angela Lindsay</b>            Place-making through the design of a nature-rich play space</p>	<p><b>012</b>  <b>DI Cantall</b>            Teachers as Agents of Change: a toolkit for teachers and schools addressing the UN Sustainable Development Goals</p>		<p><b>116</b>  <b>Stephen C Scholes</b>            Exploring Religious Education in Scottish Schools through a Festival of Learning Professional Learning Event</p> <p><b>054</b>  <b>Chantelle Boyle</b>            Inspiring the Future of Moral Education in Scottish Primary Schools</p> <p><b>022</b>  <b>Elysha Ramage</b>            Challenges of Teaching and Learning about the Holocaust in times of heightened tensions and conflict</p>	<p><b>RT002</b>  <b>Alison Adams</b>            Navigating the simultaneous acceptance and denial of uncertainty within education policy</p>	<p><b>104</b>  <b>Sasha Vaniev</b>            Mapping the sociomaterial: Towards new research possibilities through the lens of Actor-Network Theory and Social Network Analysis</p> <p><b>128</b>  <b>Margaretha Cruwagen</b>            The stories we collaborate and build trust by: Insights from emergent, youth-centred research-practice collaboration with four public schools in the Western Cape, South Africa</p> <p><b>102</b>  <b>Ruth Jürgensdóttir Rauterberg</b>            Promoting transformative change through educational research: Participatory Action Research and Design Thinking for Social Innovation</p>
1030-1100 Morning break									
1100-1200 KEYNOTE: Professor John Benedicto Krejcar - The Choice: Provincializing Europe or engaging in activist dialogue with Otherness? (Lecture Theatre 4)									
1200-1300 LUNCH									
(Rooms and Strands)	Room 1	Room 2 (PVL) LT4	Room 3 (PVL) 1S01	Room 4 (SJI) 1LG03	Room 5 (SJI) 2F03	Room 6 Curric 2S14	Room 7 Curric 1LG13	Room 8 P&E 1F06	Room 9 A&E 1S08
		<p><b>R1003</b>  <b>Elizabeth Black</b>            A childcare workforce fit for a 'fragile world'</p>	<p><b>051</b>  <b>Cagla Ergul</b>            The Influence of Digital Competencies on Teaching: A Comparative Study of AN/SEN Education in Turkey and Scotland)</p> <p><b>037</b>  <b>Shannon Babble</b>            University leadership perspectives regarding the impact of teacher shortages on the education of autistic pupils</p> <p><b>023</b>  <b>Sarah Gardez</b>            Fostering Success: Building Effective Learning Environments for Equity - Insights from the Horizon Europe SCUREARLY Project</p>	<p><b>S013</b>  <b>Stephen McKinney</b>            Poverty and Education Network Symposium 1: New Research and Insights on the impact of poverty on education</p>	<p><b>071</b>  <b>Jomina Seemundsdoottir</b>            Coordinating support to children and their families in Iceland</p> <p><b>041</b>  <b>Alison Murray</b>            Exploration of the relationship between physical literacy and literacy through a health and wellbeing perspective</p> <p><b>070</b>  <b>Joan Mowat</b>            School leaders' experiences of policy enactment in a time of crisis: navigating the pandemic and beyond</p>	<p><b>S017</b>  <b>Liz Latto</b>            Relational pedagogies: Shifting towards more response-able and relational praxis in education</p>	<p><b>S015</b>  <b>Svanborg R. Jónsdóttir</b>            Learning through collaborative self-study</p>		<p><b>W002</b>  <b>Sundas Mahar</b>            Environmental literacies for regenerative and sustainable futures</p>
		<p><b>056</b>  <b>Conny Golek</b>            'Before lockdown, you could just leave your bag of worries at the door and get going to work' Practitioners' perspectives on changed EY practice post Covid</p> <p><b>003</b>  <b>Mark Breslin</b>            Promoting Student Well-being and Global Connections: Strategies for Enhancing Collaborative Online International Learning, lessons learned for the Post-Covid era</p>	<p><b>S011</b>  <b>Romina Madrid Miranda</b>            School leadership in Scotland: understanding the landscape and leading change in a fragile world</p>	<p><b>W013</b>  <b>Paul Adams</b>            Northern/Arctic pedagogy: methodological matters</p>	<p><b>030</b>  <b>Joan Mowat</b>            Challenges, Tensions and Dilemmas in the Articulation, Portrayal, Underlying Political and Ideological Motivations of Inclusive Education Policies and how they are operationalised: A comparison between Scotland and Northern Ireland</p> <p><b>124</b>  <b>Yuemao Ma</b>            Student perspectives of Model United Nations (MUN) in relation to Global Citizenship Education (GCE)</p> <p><b>094</b>  <b>Qudsia Kaboom</b>            Education for Sustainable Development to Promote Authentic Relatedness to the World</p>	<p><b>Arts001</b>  <b>Anna Robb</b>            The UNESCO Framework on Culture and Arts Education and Scottish education</p>	<p><b>014</b>  <b>Benjamin Aidoo</b>            Digital teacher education in Ghana: Opportunities and Challenges</p> <p><b>118</b>  <b>Svava Petrusdóttir</b>            Dealing with different perspectives in digital citizenship education</p> <p><b>052</b>  <b>Can Ede Alici</b>            Parents' Perceptions of Computing Education, Computational Thinking, and Computational Activities for Young Children</p>	<p><b>009</b>  <b>Ingolfur Johannesson</b>            Work and private life balance of early career female teachers in Icelandic compulsory schools</p> <p><b>098</b>  <b>Richard Opoku Aggemang</b>            The efficacy of educational policies in advancing citizenship education and promoting children's democratic participation in Ghana</p> <p><b>085</b>  <b>Melissa Lynch</b>            The Invisible Hurdles: Confronting Low Socio-Economic Status (LSES) Students in Advancing Through Formal Education to Further or Higher Education in Ireland</p>	<p><b>S008</b>  <b>Lyndsey Burke</b>            The Playful Researchers: Adopting a playful approach to research design and ethics</p>
1400-1500									
1500-1530 Afternoon break									
(Rooms and Strands)	Room 1	Room 2 (PVL) LT4	Room 3 (PVL) 1S01	Room 4 (SJI) 1LG03	Room 5 (SJI) 2S13	Room 6 Curric 2S14	Room 7 Curric 1F18	Room 8 P&E 1F06	Room 9 A&E 1S08
		<p><b>047</b>  <b>Ásta Möller Sivertsen</b>            Promoting professionalism in preschool: Action research</p> <p><b>026</b>  <b>Nicola Jones</b>            Surviving and thriving: pre-service science teachers navigating the transition from STEM to Education.</p> <p><b>040</b>  <b>John Myrrot</b>            Developing lesson study collaboration in Scotland</p>	<p><b>077</b>  <b>Lace Marie Brogden</b>            Language Leadership: A Case for Gaelic in Initial Teacher Education</p> <p><b>091</b>  <b>Paul McMillan</b>            Complexity leadership in unpredictable and unstable times: Insights from senior leaders leading collaborative inquiry</p> <p><b>020</b>  <b>Andrew Beckett</b>            Eggs and Potatoes. Recipes for reflection, and relationships for Generation Z</p>	<p><b>S010</b>  <b>Anastasia Loulga</b>            Multidisciplinary Collaboration and Inclusive Education of Children with Complex Additional Support Needs in a Scottish Primary School</p> <p><b>060</b>  <b>Deborah Holt</b>            Thank you for thinking about helping our children?: Families' and children's perspectives of being part of a tubing project for New Scots children</p> <p><b>066</b>  <b>Jane O'Kelly</b>            Is there a manual? Autistic academics in higher education</p>	<p><b>S002</b>  <b>Noel Purdy</b>            Addressing Educational Disadvantage to create a more just society in Northern Ireland</p>	<p><b>W003</b>  <b>Matilda Hyland</b>            Developing sustainable and inclusive approaches to online learning in sustainability to develop environmentally aware and sustainability-led Dundee graduates</p>	<p><b>RT005</b>  <b>Louise Campbell</b>            Cultivating care and compassion in higher education online</p>	<p><b>075</b>  <b>Kirsten Darling-McQuistan</b>            Between designing and making: Articulating response ability in teacher professional learning and development</p> <p><b>002</b>  <b>Stuart Farmer</b>            The problem in the 'middle': the misalignment of policy and practice for the career-long professional learning of teachers in Scotland</p> <p><b>130</b>  <b>Robert Mitchell</b>            Rural perspectives: How rural school and district leaders view the present and future of education</p>	<p><b>093</b>  <b>Pritha Dahal</b>            The Tangled Experiences of Belonging to the Global South and Conducting Research in the Same Context</p> <p><b>062</b>  <b>Donna Dey</b>            Exploring the boundaries: Pushing the limit of student teachers voice (s) to explore social justice learning</p>
1630-1730 AGM discussion and post-AGM SERA 50 toast (Lecture Theatre 4)									
1630 CONFERENCE DINNER at Malmison									

Friday 29th November 2024

Theme: Education in a Fragile World: Past Present Future

REGISTRATION									
(Rooms and Strands)	Room 1 (LT3)	Room 2 (PVL) LT2	Room 3 (PVL) 2F11	Room 4 (SJI) 2S14	Room 5 (SJI) 1S03	Room 6 Curric 2F14	Room 7 Curric 2G13	Room 8 P&E 2G12	Room 9 A&E
0900-0930 (Rooms and Strands) 0930-1030	<b>S010</b> <b>Nicola Carse</b> Visions for, in and through Initial Teacher Education	<b>121</b> <b>Utkun Aydin</b> Exploring 'Preservice Mathematics Teachers' Perceptions and Responses to Student Mathematical Errors: An Analysis of Error Management Approaches  <b>007</b> <b>Nicola Jones</b> Physicists are key to ensuring our future in a fragile world but where will they come from if no one teaches them Physics?  <b>111</b> <b>Stephanie Hardley</b> Leadership for wellbeing: How a Scottish secondary school embeds whole school health and wellbeing	<b>RT004</b> <b>Lorna Hamilton</b> Pre-service Teachers and Teacher Education - Agency and transformational possibilities	<b>S012</b> <b>Stephen McKinney</b> Poverty and Education Network Symposium 2 New Research and Insights on the impact of poverty on education		<b>W008</b> <b>Leyla De Amicis</b> Coming together for teaching and learning about sustainability in Higher Education	<b>W012</b> <b>Osman Coban</b> All in Education: What are the Practical Steps for Schools, Colleges, and Universities		
1030-1100 (Rooms and Strands) 1100-1200	Morning break	<b>S016</b> <b>Aline Wendy Dunlop</b> Reconceptualising Transitions: Past, Present and Future	<b>073</b> <b>Justine MacLean</b> Reconceptualising Health and Wellbeing Pedagogy : Flourishing and Thriving not just Coping and Surviving  <b>096</b> <b>Rachael Downs</b> Agency and Female Disengagement: Investigating Empowering and Controlling Influences Throughout Teachers' Practice  <b>004</b> <b>Jane Fenton</b> Contributing to fragility on university campus: the damaging idea that words cause harm	<b>072</b> <b>Joyce Nicholson</b> Managing School: Young People Affected by Parental Drug Use in Scotland  <b>110</b> <b>Stephanie Hardley</b> Wellbeing for all: How a Scottish secondary school conceptualises health and wellbeing support for socioeconomically disadvantaged pupils	<b>W001</b> <b>Marlon Moncrieffe</b> Decolonising the curriculum: fostering praxis for equity and inclusion	<b>076</b> <b>Lace Marie Brogden</b> Amplifying Criticality in Health Education Curricula  <b>074</b> <b>Kath McCrorie</b> Teaching Social Studies: Exploring the impact of a transdisciplinary approach towards initial teacher education  <b>008</b> <b>Joe Smith</b> Modernism, Modernity and Contemporality: Conceptualising the Modern in Scotland's Modern Studies	<b>S005</b> <b>Lavinia Hirsu</b> Engaging with new digital technologies: embracing uncertainty and creating inroads into future practice	<b>RT001</b> <b>Aileen Kennedy</b> Contemporary challenges for researching ethics in education	
1200-1300 (Rooms and Strands) 1300-1400	LUNCH	<b>057</b> <b>Cristina Mio</b> Developing scholarship: the value of a research reading group in Higher Education ITE  <b>032</b> <b>Heather Earnshaw</b> "Who knew that teaching required so much time?": Surfacing student voice through portraiture and poetry  <b>113</b> <b>Stephen Day</b> Characterising Scottish in-service primary and secondary school teachers' attitudes towards Learning for Sustainability	<b>W011</b> <b>Murray Craig</b> Developing Personal Vision in Initial Teacher Education (ITE) - 'It gives you the idea of the kind of teacher you want to be'	<b>049</b> <b>Bei-Yun Wang</b> Key Concepts in Promoting DEI through Lifelong Learning  <b>036</b> <b>Dinesh Yadav</b> Cultural Morality and Confirming Dispositions: Reproduction of social inequities through education among marginalised students  <b>092</b> <b>Pete Wright</b> Primary school teachers, mathematics and social justice		<b>S001</b> <b>Stuart Farmer</b> Making Curriculum Making Happen in Scottish Education-- Stirling Centre for Research into Curriculum Making Symposium	<b>108</b> <b>Sinead Gormally</b> Policy Rhetoric or Meaningful Collaboration? Community and Youth Workers within Schools  <b>038</b> <b>Martin Purcell</b> Youth Work and Fragility: Securing Young People's Futures through Relational Practice	<b>W010</b> <b>ML White</b> Building a Better Future one brick at a time: the transformative potential of teacher education research	
1400-1445 1445	<b>SERA 50 PANEL "Focus on the future" (Lecture Theatre 3)</b>								
	<b>Close</b>								