

SoE Research Celebration Event



Friday 17th May 2024

CIRE CHET CMM
PASE TLC

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From 11:00	PGR poster presentations + coffee (4th floor foyer area)
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12-1pm	Introduction by Prof Bill Browne, Head of School of Education Keynote: Dr Angeline M. Barrett (Room 4.10)
	<i>Possibilities and pitfalls for epistemic inclusion: reflections on a ten-year partnership researching language transition</i>
	<p>The School of Education’s mission commits us to research that promotes achievement, opportunity and social justice. In partnership with researchers in Tanzania, my work has focused on promoting epistemic inclusion for learners experiencing a transition in the language used for learning and teaching. Epistemic inclusion concerns opportunities to participate in meaning making in the classroom. The concept is also pertinent to North-South research partnerships and their engagement with teachers’ professional knowledge. Worldwide, millions of children are taught in a familiar language when they start primary school, which may be a minoritized and/or indigenous language. By the time they start secondary school, a national or ‘global’ language is mainly used for learning and teaching. In Tanzania, English displaces an African national language, Kiswahili, at the start of secondary education. The coloniality of introducing disciplinary knowledge through a European language is obvious. It is also a matter of social justice. Using an unfamiliar language for learning and teaching reinforces educational inequalities associated with poverty and rurality. Over ten years, our research partnership has developed a multilingual pedagogical approach that is transgressive of ‘English only’ policies. It is, nonetheless complicit with coloniality insofar as it targets academic language skills exclusively in English. We view this pedagogy as an endogenous innovation that builds on the knowledge of Tanzanian educators, whilst engaging with practices and research from elsewhere. In this keynote, I will discuss the possibilities and pitfalls for epistemic inclusion in both secondary education and in research partnerships.</p>
1-1.45pm	Buffet lunch and networking (4th floor foyer area)

1.45- 3.15pm	Parallel session 1 3 x 20 minutes (10 minutes questions)				
	CIRE (Room 1.20)	TLC (Room 4.10)	PASE (online only)	CHET (Room 2.26/online for 1st speaker)	CMM (Room 2.17)
Chair: Sharon Walker	Chair: Alf Coles	Chair: Elena Hoicka	Chair: Rodolfo Benites Nieves	Chair: George Leckie	
Alessia Frola: <i>Italian History-telling: Racialisation and</i>	Michael Rumbelow: <i>Developing blockplay.ai - an</i>	Jasmine Chan: <i>The link between education and</i>	Rentauli Silalahi (online): <i>Perspectives on COVID-19's</i>	Katherin Barg/Valentina Perinetti Casoni:	

<i>national forgetting in history and citizenship education</i>	<i>AI-based educational app to recognise and respond to children's play with real-world blocks</i>	<i>happiness in Hong Kong</i> https://bristol-ac-uk.zoom.us/j/96865061876	<i>Influence on Indonesian Higher Education Internationalisation: Insights from Public University Leaders</i> https://bristol-ac-uk.zoom.us/j/96908969699	<i>Discrepancies between teacher and student perceptions of student's academic attitudes and abilities</i>
Vinayak Kale: <i>The reproduction of caste and inequality through history school textbooks: A critical study in Maharashtra, India</i>	Charlotte Lighter: <i>Exploring/Towards engaged research in mathematics</i>	Alvin Wong: <i>Second Language Motivation of Senior Secondary Students in Shadow Education of English Language in Hong Kong</i> https://bristol-ac-uk.zoom.us/j/96865061876	Irene Huang: <i>Convergence or Divergence? Institutional Strategies for Higher Education Internationalisation in Taiwan</i> (In person)	Ainur Muratkyzy/Diego Maury Romero: <i>Understanding and using PISA as a secondary data</i>
Paola Sarmiento: <i>Reimagining pedagogies from "below" to teach about Peru's recent history of conflict.</i>	Genevieve Tatters: <i>Development of Mathematical proficiency in Early Years teaching through embedding mathematical understanding using a connections framework</i>	Esme Sung: <i>The role of affective dimension of learning in higher education</i> https://bristol-ac-uk.zoom.us/j/96865061876	Minyan Hiam: <i>The meaning of the academic visitor programme for global partnerships in arts higher education</i> (In person)	Rhiannon Moore/Bridget Azubuikwe: <i>Conceptualising Educational Effectiveness in Two LMICs: A Multilevel Approach</i>
3.15-3.30pm	Tea/coffee break			

3.30 – 5pm	Parallel session 2 3 x 20 minutes (10 minutes questions)			
CIRE (Room 1.20)	TLC (Room 4.10)	PASE (Room 2.17)	CHET (Room 2.26)	
Chair: Rafael Mitchell	Chair: Alf Coles	Chair: Maria Tsapali	Chair: Richard Watermeyer	
Deepti Bhat: <i>Re-examining SDG 4 through decoloniality</i>	Lala Ismayilova: <i>Echoes Across Borders: Navigating the Landscape of</i>	Cathryn Knight: <i>Quantifying the Impact of Additional Learning Needs</i>	Sarah Mclaughlin: <i>Constructing Inclusive Pathways: Mapping/Underst</i>	

	<i>Formative Feedback - A Comprehensive Exploration of International Master's Students' Perspectives in UK Higher Education</i>	<i>(ALN) identification in Wales.</i>	<i>ending the learning journeys of health professions educators with dyslexia in Post-Graduate Teacher Training</i>	
Sharon Walker <i>The absent presence of race and histories of racial erasures</i>	Nicola Warren-Lee: <i>How can subject curriculum frameworks support beginning teachers' critical practice</i>	Ioanna Palaiologou: <i>Ethics in research with/about young children</i>	Jasmine Ibayeva: <i>Teacher literacy of writing assessment: Teachers' ability to use IELTS Writing Task 2 criteria in giving formative feedback to students' Task 2 compositions</i>	
Martin Preston: <i>Education as Border Externalisation: Refugee Education Policy Enactment in Ethiopia</i>	Janet Orchard and Victoria Bowen: <i>Walking the talk: assessing the collaborative impact of qualitative comparative analysis (QCA) for co-created classroom-based research</i>		Bakhyt Altynbassov: <i>An Analytical Exploration of External Funding framework in Kazakhstani Public Universities: Insights from Multiple Case Studies</i>	
5-5.15pm	Tea/coffee break			

5.15pm – 6.45pm	Roundtable (Room 4.10): <i>What are schools for? Issues raised by food poverty.</i>
	Dr Will Baker and invited colleagues
	This roundtable will explore the rise of charitable food aid in schools and discuss their broader relevance. For example, what does it say about the state of contemporary education, the welfare state and child poverty? Dr Will Baker will provide an overview of child food insecurity and what we know about the rise of food banks in schools. This will then lead into a panel discussion that brings together leading experts to discuss what schools are for and how they should respond to poverty and educational inequality with a particular focus on food.
7pm - End	Buffet and drinks to finish by 20.00