



SWDTP Student Conference

Beyond Research: Society,  
Collaboration and Impact

## **Conference Booklet**

14th November 2018

10:00 – 19:00

SS Great Britain Museum, Bristol

@\_SWDTP

@SWDTPConference

[www.swdtp.ac.uk](http://www.swdtp.ac.uk)

# Welcome

Welcome to the 2018 SWDTP Student Conference, *Beyond Research: Society, Collaboration and Impact*, at Brunel's SS Great Britain museum in Bristol.

This year's programme involves inspiring talks on research impact in and beyond academia, the importance of networking and collaboration, and challenges and opportunities that we face in our careers. Presentations will be delivered by academics, representatives from the public sector, and careers services.

We would like to thank the keynote speakers Nicole Ilott, Kaydee Owen, Nick Booth, Dawn Mannay and all the speakers, chairs, volunteers, and the South West Doctoral Training Partnership team for their time and effort.

Thanks to ESRC and SWDTP for the financial support and Brunel's SS Great Britain museum for the inspiring venue.

If you need any assistance or have any questions during the day, you can find us on the registration desk or speak to one of the SS Great Britain stewards.

We hope you enjoy the conference.

Don't forget to tweet using the hashtag #SWDTPConf18 and fill in a feedback form on your way out!

Conference organising committee:

Anastasiia Kovalenko, University of Exeter  
Abigail Marchant, University of Bath  
Adriana Suarez-Delucchi, University of Bristol  
Dan Zhao, University of Bath  
Debbie Kinsey, University of Exeter  
Eliana Maria Osorio Saez, University of Bath  
Gabriela Argumedo Garcia, University of Bath  
Martin Preston, University of Bristol

<b>Time</b>	<b>Session</b>		
10:00-10:30	Registration and Coffee		
10:30-11:15 Great Eastern Hall	<b>Opening Session</b> <b>Welcome and Introduction – Anastasiia Kovalenko &amp; Professor Sally Barnes</b> <b>Keynote Speech – Nicole Ilott &amp; Kaydee Owen</b> <i>"Get your cards right: The research-driven collaboration behind the XL-LAN (literacy &amp; numeracy) project"</i>		
11:15-11:25	Coffee		
11:25-12:25	<b>Breakout Sessions I</b>		
	<b>Theme: Research and Researcher</b> <b>Venue: Great Eastern Hall</b> Chair: Gabriela Argumedo Garcia	<b>Theme: What Next?</b> <b>Venue: Kirby Laing Room</b> Chair: Debbie Kinsey	<b>Theme: Community Collaboration</b> <b>Venue: Great Western Room</b> Chair: Abigail Marchant
	<b>Speakers:</b> Leanne Cameron <i>Negotiating identity, and reciprocity: Reflecting on data collection with a postcolonial community orientation.</i>  Carl Bescoby <i>Evolving social networks: the role of sport and physical activity and positioning myself as the researcher within these communities.</i>  Tanyapon Phongphio <i>Pedagogical techniques to explicitly foster critical thinking in EFL classrooms in higher education in Thailand</i>	<b>Speakers:</b> Kelly Preece <i>Post-PhD - finding the right workplace for your needs &amp; skills.</i>  Dr Abi Dymond <i>Making an impact beyond academia.</i>	<b>Speakers:</b> Sam Whewall <i>Making the most of your PhD: The 'Reasons to Be Mobile' project.</i>  Diana Erandi Barrera Moreno <i>Intergenerational relationships, storytelling and identities in the digital era, bringing people together in Bristol.</i>  Christopher Moreno-Stokoe <i>The Ghostship NHS: Embarking on discovery.</i>
12:25-13:40	Lunch, networking, posters and opportunity to look around the SS Great Britain		
13:40-14:10 Great Eastern Hall	<b>Keynote Speech – Nick Booth, Head of Collections at SS Great Britain</b> <i>"Working collaboratively with museums &amp; collections"</i> Chair: Debbie Kinsey		
14:10-15:10	<b>Breakout Sessions II</b>		
	<b>Theme: Collaboration for Impact</b> <b>Venue: Great Eastern Hall</b> Chair: Anastasiia Kovalenko	<b>Theme: The Personal and the PhD</b> <b>Venue: Kirby Laing Room</b> Chair: Debbie Kinsey	<b>Theme: Collaborating for Change</b> <b>Venue: Great Western Room</b> Chair: Adriana Suarez-Delucchi
	<b>Speakers:</b> Maïke Klein <i>Beyond 'Them' and 'Us': The use of a steering group in alcohol and drug addiction research.</i>  Clare Denholm <i>A road less travelled</i>  Beatriz Gallo Cordoba <i>A wellbeing internship at the Welsh Government.</i>	<b>Speakers:</b> Claire Lee <i>Collaboration in research with service children: what I anticipated, what happened, and where I go from here.</i>  Louise Toller <i>PhD and M.E.: Striving for efficiency as a chronically ill researcher.</i>	<b>Speakers:</b> Ola Aleksandra Michalec <i>Building institutional capacities for transdisciplinary PhD programmes.</i>  Peter King <i>The latte levy; Why environmental policy requires theory in design and the public in practice.</i>  Joy Cranham <i>Educating families to stimulate critical awareness of safeguarding: an alternative approach.</i>
15:10-15:30	Coffee Break		

15:30-16:15	<b>Breakout Sessions III</b>		
	<b>Theme: Challenges of Collaboration</b> <b>Venue: Great Eastern Hall</b> Chair: Anastasiia Kovalenko	<b>Theme: The Ethics of Technology</b> <b>Venue: Kirby Laing Room</b> Chair: Eliana Osorio Saez	<b>Theme: Quantitative Methodology</b> <b>Venue: Great Western Room</b> Chair: Gabriela Argumedo Garcia
	<b>Speakers:</b> Debbie Kinsey <i>Co-creating an intervention with older people in Hull: Challenges to change</i> Aminath Shiyama <i>Collaborative teacher research: Expectations and realities from the field</i>	<b>Speakers:</b> Tristan Hotham <i>Researching Facebook in troubled times.</i>  Kit Fotheringham <i>The dream of ethical progress: meditations on democratic design of technology in Brunel's City.</i>	<b>Speakers:</b> William Nicholson <i>Why R is R-mazing?</i>  Tanveer Naveed <i>Measurement and determinants of income disparities at household level in Punjab (Pakistan): An analysis of micro-data from the Multiple Indicator Cluster Survey (MICS).</i>
16:15-17:00 Great Eastern Hall	<b>Final keynote – Dr Dawn Mannay</b> <i>“Moving Beyond the Academic Article: Exploring the Potential of Visual and Creative Techniques for Engaging Diverse Audiences and Increasing Research Impact”</i> Chair: Adriana Suarez-Delucchi <b>Poster Prize to be awarded</b> <b>Closing remarks</b>		
17:00-19:00	Evening Drinks Reception in Hall (last access to the ship and museum 5.30pm)		

## 10:30 – 11:15 Morning Plenary

### Welcome and Introduction

A welcome and introduction to the conference will be given by **Anastasiia Kovalenko**, Organising Committee Chair, and **Professor Sally Barnes**, Professor of Doctoral Education and Deputy Director of the Bristol Institute for learning and Teaching.

Professor Sally Barnes is also the Director of the ESRC funded Southwest Doctoral Training Partnership (SWDTP). She was Graduate Dean/Co-Education Director for the Faculty of Social Sciences and Law from 2009-2018. She is a quantitative researcher with an interest in how appropriate technology can be used to enhance the learning process in both face-to-face and at a distance scenarios. Professor Barnes developed many of the units on research methods at Master and Doctoral levels and taught Statistics to Masters and Doctoral students in Bristol for over 25 years.

### Keynote Speakers

#### Nicole Ilott & Kaydee Owen

**Get your cards right: The research-driven collaboration behind the XL-LAN (literacy & numeracy) project**

Kaydee Owen is a PhD researcher at Bangor University, investigating how precision teaching methods can help 'at risk' learners to improve their basic maths skill fluency. This project utilises evidence-based strategies such as Say-All-Fast-Minute-Every-Day-Shuffled (SAFMEDS). Through collaboration with the regional school effectiveness agency for North Wales (GwE), Kaydee has been able to conduct this research in 63 schools across the region; aiming to gain further insight into how teacher training and support can affect the outcomes of a fluency-based numeracy programme. Alongside her PhD, Kaydee has been involved with the XL-LAN (XLP literacy and numeracy) project; supporting the use of SAFMEDS with young people in London.

Nicole Hlott leads the literacy and numeracy project at XLP, a London based charity working to create positive futures for young people. XLP run a range of projects, including; educational support, mentoring, arts, sports and access to training and employment, all with the aim to see young people making positive choices. The literacy and numeracy project (XL-LAN) has been working collaboratively with Bangor University over the past 18-months, using the evidence-based SAFMEDS approach. The University's expertise is helping the project thrive and young people in London make significant improvements in their literacy and numeracy skills.'

**11:25 – 12:25**

## **Parallel Sessions – Presentations**

### **Research and Researcher Location: Great Eastern Hall**

#### **Presentation I:**

**Negotiating identity, and reciprocity: Reflecting on data collection with a postcolonial community orientation**

**Leanne Cameron** – University of Bristol.

There is no amount of planning that can fully account for the challenges faced by PhD researchers during the data collection period, especially when that research is conducted with informal, community-based groups in the Global South. Before commencing my data collection, I assumed that two years' experience working in Rwanda, including extensive previous collaboration with the association under consideration, had adequately prepared me for returning: I thought of myself as sufficiently streetwise and, after all, I had working relationships with a number of the members who I needed to observe and interview. But now, after the fact, I reflect back on this intensive period (from May to August 2018) and see that the greatest challenges were found in dimensions of community relationships, practical logistics,

and ethical dilemmas that I could not have foreseen.

To that end, this presentation focuses on some of the challenges experienced in conducting research in professional communities in Rwanda, including urban, peri-urban, and rural sites. Challenges are focused on negotiation within the data collection process, including negotiating the tangled elements of my own identity, my reciprocal practice, my expectations, and, most critically, the expectations of my participants. This involved an ongoing tension around the identity that I attempt to embody and project with a critical, postcolonial philosophical orientation, which came in frequent opposition with the manner in which I was viewed by community teachers via the “expert” role tacitly assigned to me. Teachers within the association recalled my previous work with the group, but this was further complicated by the desperate need for English expertise, especially in rural Rwandan schools. Thus, reciprocity became something of a dance, balancing the needs of my study, their expectations, and the self-care needed for my own mental and physical health.

Thus, in this presentation, I seek to provide directions for personal reflection applicable to researchers at various stages of their PhD journey. I convey my experience through vignettes and anecdotes and draw broader lessons that can be helpful to other researchers. The session seeks to be relevant for those negotiating identities somewhere in between insider/outside and novice/expert in more challenging, cross-cultural and community-oriented contexts, and provide suggestions for managing your expectations and accounting for self-care while still adhering to a just and ethical research practice.

## **Presentation II:**

### **Evolving social networks: the role of sport and physical activity and positioning myself as the researcher within these communities**

**Carl Bescoby** – University of Bath

Careful negotiation of life after transplantation is crucial for organ survival. This relies heavily on the lifestyle of the transplant recipient and requires careful self-management of medication and aftercare procedures. There is an increasing body of literature evidencing the bio-medical benefits of participating in physical activity communities as a valuable way for recipients to engage with a network of others self-managing post-transplantation. Yet, there is very little research exploring these communities in the context of what is a complex psychosocial experience, and few have explored the impact of these communities on transplant recipients’ personal social networks and how these networks impact on recipients’ life-long journey of illness self-management.

This study utilized a longitudinal qualitative social network approach with sociogram

creation, face-to-face interviews and skype follow-ups over an 18-month period. Results: It is anticipated that transplant recipients personal social networks will be impacted by sport and physical activity involvement. These networks are thought to influence transplant identity, transplant literacy, and self-management post-transplantation.

This thesis challenges the role of the 'self' in self-managing post-transplantation. This study contributes to the scant understanding of the role of sport and physical activity communities in facilitating transplant recipients personal social networks which impacts on identity, knowledge transfer and overall self-management of long-term conditions. An important consideration for how does the researcher maintain participant relationships over time and how longitudinal research impacts on the self.

### **Presentation III:**

#### **Pedagogical techniques to explicitly foster critical thinking in EFL classrooms in higher education in Thailand**

**Tanyapon Phongphio** - University of Bristol

Thai government prescribes the development of students' critical thinking capacities in all domains, including English as a foreign language (EFL). However, the teaching of critical thinking in these classrooms would appear to be a new pedagogical area in higher education in Thailand. This research study aims at developing the pedagogical techniques that explicitly foster critical thinking that are appropriate to Thai EFL classrooms in higher education. Underpinned by the concepts in sociocultural theory of learning and the claim that argumentation is regarded as crucial for the development of critical thinking, methods in designed-based research were used to assist the investigator to effectively arrive at a solution for this research objective. To create a mediational tool to scaffold argumentation skills, the design process was structured around four major stages, including 1) preliminary, 2) design, 3) testing and 4) reflection. Forty-two third-year Thai students who were enrolled into the BA in an EFL programme at a university in the north of Thailand voluntarily participated in this research study.

Observation was a data-gathering technique for seeking to understand the interactions and actions of the participants when performing tasks in Stage 3. Apart from that, exploring the historical, social and cultural contexts Thai students are experiencing in EFL classrooms and how those contexts shape their thinking and support their learning of critical thinking would contribute to generating the design principles. After testing the prototype, semi-structured interviews were carried out in order to collect feedback from the participants. Data from the observations, including fieldnotes, materials, and transcriptions of the participants' argumentation and transcriptions of the interview data were analysed for the reflection stage. This

research is intended to generate knowledge and a better understanding of the pedagogical approaches and provide practical methods and tools that are appropriate for developing Thai students' critical thinking skills, along with English oral communication skills. This knowledge would provide pedagogical guidance to English language teachers in higher education in Thailand in further developing activities that align with the curriculum.

**Chair: Gabriela Argumedo Garcia**

## **What Next?**

### **Location: Kirby Laing Room**

#### **Presentation I:**

**Post-PhD - finding the right workplace for your needs & skills**

**Kelly Preece** – University of Exeter

How do you decide what to do after your PhD and how do you get there? How do you reconcile the kind of life you want with the kind of work you want to do? How do you recognise and articulate the huge number of skills you develop during your academic journey?

Kelly Preece is the Researcher Development Manager for PGRs in the University of Exeter Doctoral College. She has a background as an academic, having worked as a dance lecturer and scholar for six years before transitioning to a professional services role supporting research development and training.

#### **Presentation II:**

**Making an impact beyond academia**

**Dr Abi Dymond** – University of Exeter

Dr Abi Dymond is a Lecturer in Criminology and ESRC Future Research Leader's Scholar at the University of Exeter whose research interests and impact work focuses on issues around police, policing and places of detention, and in particular the use of force and less lethal weapons in such environments. She engages in a range of impact and engagement activities alongside her research, both nationally and internationally, including the United Nations, the Home Office, and in the media.

**Chair: Debbie Kinsey**



# Community Collaboration

## Location: Great Western Room

### Presentation 1:

#### **Making the most of your PhD: The 'Reasons to Be Mobile' project**

**Sam Whewall** – University of Bath

What factors shape our social and geographical mobilities? Do people growing up in coastal towns have different geographical perceptions to those living in cities? Why? Where is home? And how can we capture this?

Broad questions like these have cropped up time and again as we have progressed with our respective PhDs, both of which explore the geographies of higher education. Earlier this year, we took the opportunity to build a collaborative and creative research project around these themes and venture outside of our theses.

'Reasons to Be Mobile' started life as an event we designed for this year's ESRC Festival of Social Science. Part-methodological exercise, part-public engagement activity, we set out to explore, using participatory and visual mapping methods, the experienced and everyday mobilities of the people living in Bristol. Aiming to capture the diversity of the city, we ran the activity at a range of venues across the city from the Bristol Museum & Art Gallery to a local pub. With the help of SWDTP Impact funding, the project grew into a six-month multifaceted programme of research.

In addition to our event at this year's ESRC Festival, we will run a small-scale study with primary school children in a coastal town in south-west England, exploring geographical perceptions and knowledge of HE. The project will culminate in a week-long public art exhibition in Bristol, where we will bridge social science and art, showcasing data alongside artwork created by PhD students from across the SWDTP community.

Why did we develop this project? The PhD process can, at times, feel long, unstructured and arduous, and it's easy to let the constant stream of opportunities and funding offered to you throughout this journey pass you by. Yet, as two of the three themes chosen for this year's conference suggest, we are increasingly expected to prove the worth and impact of our work, to engage the wider public in academic research and to place our work in broader societal context(s).

In this session, we discuss the development, outputs and benefits of our project. We will talk about: working collaboratively (not just with each other, but with non-academic organisations); developing and delivering a project alongside our PhD studies; the funding we were able to access; the skills we have developed; and the

experience we anticipate we will acquire through public engagement and impactful activities.

### **Presentation II:**

#### **Intergenerational relationships, storytelling and identities in the digital era, bringing people together in Bristol**

**Diana Erandi Barrera Moreno** –University of Bristol

In the context of increasingly ageing societies and rapid sociotechnical advancements it has been argued that technological development is partly to blame for the widening divides between generations. Social and educational research has produced theoretical advances in this regard. However, there is a need to explore whether, how and in what ways we might make use of digital resources to encourage intergenerational activities, relations and understandings, which might in turn, generate more promising intergenerational futures and a more reflexive society. Using an Action Research approach this study enquires into the processes of creating intergenerational spaces mediated by technology with older (60+) and younger people living in Bristol. I designed my research considering how I could make it relevant for Bristol people. I have proposed to explore different technologies for storytelling. Together we co-created a digital version of our stories.

With this study I will also explore the interplay between people's identity and technology. I am interested in community building principles to study the opportunities of enabling intergenerational encounters, relations and understandings in Bristol. I have started analysing the data collected through observations, focus groups and the creation of digital stories. Drawing on from the literature I have identified existing challenges and opportunities for intergenerational initiatives. Initial findings can shed some light on potential areas of improvement of the current practices. To present the digital stories I am collating a multimedia document with the materials that have been produced as part of this research project. I consider this is a great opportunity to showcase my research so that more people in the city of Bristol can benefit from the experiences shared by the participants in my research.

### **Presentation III:**

#### **The Ghostship NHS: Embarking on discovery**

**Christopher Moreno-Stokoe** – University of Bristol

The current media paints the portrait that the NHS is a sinking ship, taking on water, it may not be able to remain afloat for much longer- but would the SS NHS float better without its crew...? Is it conceivable that our contact with the NHS could become largely or completely virtual? This talk will introduce how this transition is already

taking place; digital interfaces replace receptionists and smartphone apps replace contact with practitioners. There are organisational, technological and medical challenges though, and it is not yet fully understood how the general public will take to this. This talk will demonstrate how Applied Psychology research can help deliver optimisations, identify problems and evaluate in the real world.

Academic research is often a step removed from real-life, hence the need for translation and impact resources, but presented here are a series of applied research projects which have aimed to gather data with immediate utility. However, this cannot be achieved without collaboration and community engagement. Involving end-users of healthcare services and patients early on is essential for gathering data applicable to a real-world situation but there are challenges to engaging a community so early on, especially for healthcare; some of these challenges relate to being young in career and status, some relate to access and responsibilities. Applied Psychology is not the end of the journey though, there is a need for inter-disciplinary input from policy, sociological, technological and medical science to fully chart the course for this digital voyage.

**Chair: Abigail Marchant**

## **12:25 – 13:40 Lunch**

Lunch, networking, posters and an opportunity to look around the SS Great Britain. Prizes will be awarded to the poster winner and the runner-up, as decided by a panel of academic judges. The results will be announced following the final keynote speaker.

## **13:40 – 14:10 Afternoon Plenary**

### **Keynote Speaker**

**Nick Booth**

### **Working collaboratively with museums & collections**

Nick is Head of Collections at the SS Great Britain Trust. He has previously worked in University and Local Authority Museums, with diverse collections including Geology, Pathology, Archaeology, Social History and Art

**Chair: Debbie Kinsey**

**14:10 – 15:10**

## **Parallel Sessions – Presentations**

### **Collaboration for Impact Location: Great Eastern Hall**

#### **Presentation I:**

**Beyond ‘Them’ and ‘Us’: The use of a steering group in alcohol and drug addiction research**

**Maïke Klein** – University of Bath

This presentation will deal with public engagement, particularly with the use of a steering group, as part of my PhD research project on service users’ lived experiences with repeated relapse from alcohol and drug addiction.

Research in the field of drug and alcohol addiction and drug policy continues to disregard the perspectives of service users and relevant carers (Neale et al., 2015). At the same time, the engagement and collaboration between research and the wider public has increased in popularity, and thus has become an integral part of social science research (e.g. [www.esrc-ukri.org](http://www.esrc-ukri.org)). One of the ways in which researchers can collaborate with the public is by forming a steering group as part of a research project (Cameron, 2015; Maguire & Britten, 2017). According to the National Institute for Health Research, a steering group is: “made up of experts who oversee a research project to ensure that protocol is followed and provide advice and troubleshoot where necessary. It is good practice to include at least two members of the public on a steering group. Their role is to provide input based on their direct experience of the topic under investigation. The steering group usually meets at key stages during the course of a project and influences strategic decisions” (see INVOLVE, 2018)

Contextualized by my PhD project on relapse, this proposed presentation aligns with this year’s SWDTP conference theme of ‘Research & Society - Collaboration & Application’, as it will discuss the logistics, ethics, advantages and disadvantages of using the unique avenue of steering groups in social science research.

#### **Presentation II:**

**A road less travelled**

**Clare Denholm** – University of the West of England

This personal reflective account intends to consider questions relating to effective communication with stakeholders who are unaware of philosophical paradigms. My early research training was in a positivist paradigm, entrenched to the extent that paradigms were never considered as there was no recognition of alternative approaches. Embarking on social science research from a heritage of physical science has been a challenge and grappling with the discovery of ontology, epistemology and philosophical positions has been a core part of my early doctoral journey. The transition to social science research and multiple perspectives has been fascinating but a bumpy road and I am still discovering ways in which my heritage directs my thought processes.

This experience has given rise to considering how I would communicate my current research to the self from before this journey began, there are design choices I have made that she would not understand or support. The positivist/post-positivist paradigm is still dominant in our western culture and awareness of philosophical paradigms in the wider community is low. What does this mean for collaboration and communicating impact of our research if many of our stakeholders and target audience have no understanding that different philosophical positions exist? If you are describing the view from a different place but that person has no idea you are in a different place there is potential for misunderstanding. What questions are useful to ask ourselves in this context and how do we discuss these in a non-specialist way? In sharing my journey and the challenges of changing paradigms I hope to encourage participants to include consideration of such questions when communicating their own research.

### **Presentation III:**

#### **A wellbeing internship**

**Beatriz Gallo Cordoba** – University of Bristol

The idea of the presentation is to share what I learnt about research impact from my experience as a PhD Intern at the Welsh Government, as well as to talk about the experience itself.

The project I was involved in was about the relationship between well-being and natural resources. I was brought into the team because of my quantitative data analysis skills. I had the opportunity to participate in many meetings that allowed me to understand policymakers a bit better.

The lessons I learnt about communicating research to policymakers are:

1. Make it relevant: How do your analysis and recommendations connect with the current legislation? Policy makers have the mandate to follow the current law and the

national strategies, and these dictate their tasks. Matching your work with the legislation makes it easier for policymakers to understand why they should pay attention to you and how your research will help them perform their tasks.

2. **Make it discipline-proof:** Policymakers come from a broad range of disciplines, regardless of the kind of problems they tackle. Making sure you are communicating your research in a way that is understandable for everybody makes it more likely to have an impact. It is essential to avoid jargon and clarify concepts, even when you think it is obvious or universal.

3. **Be concise:** Policymakers are likely to deal with many problems at the same time and do not have the time to read a whole thesis or a document of tens of pages. Findings that are communicated shortly and straightforwardly are more likely to be considered. Bullet points are your friends.

4. **Get in touch:** As busy as they are, policymakers are happy to know there is someone else caring about the same problems as they do. Asking for a meeting or offering to give a presentation are ways of getting in touch. You could also get in touch on an early stage and directly ask what information needs must be addressed.

5. **Better said than written:** Meetings can be very productive, and you are more likely to be listened to, than a piece of paper to be read.

**Chair: Anastasiia Kovalenko**

## **The Personal and the PhD**

### **Location: Kirby Laing Room**

#### **Presentation I:**

**Collaboration in research with service children: what I anticipated, what happened, and where I go from here**

**Claire Lee** – University of Bristol

Schools and the military are institutions that shape people's lives in powerful ways. They are also institutions that have very different roles, objectives and ways of working, and these sometimes conflict. Children from armed forces families are expected to navigate between the two; their lives are characterised by experiences such as extended parental absences and frequent house and school moves. Despite widespread agreement that attention should be paid to service children, little research in the UK has investigated their experiences and priorities. Policies and practices are based largely on adult common sense.

My qualitative research project aims to understand how service children in a UK primary school make sense of their experiences and how they wish to be understood and be cared for in schools. I also seek to develop methods of researching with children themselves. The fieldwork consisted of spending an afternoon a week with a group of service children in school for over a year. Together we explored their experiences and priorities through art-based activities and an ongoing dialogue.

This research is motivated and informed by own armed forces childhood and many years of teaching in a school attended by both service and non-service children. I see my position as an opportunity to bridge the gap between education and the military and have sought to establish collaborative partnerships to enable this. In this presentation I discuss what I hoped for from collaborating with armed forces organisations, a school and a group of children. Of course, things didn't go entirely as anticipated. I reflect upon how the collaborative aspects of my research have played out in practice so far, and, finally, having recently finished my fieldwork, I consider the challenges and opportunities ahead.

## **Presentation II:**

### **PhD and M.E.: Striving for efficiency as a chronically ill researcher**

**Louise Toller** –University of Exeter

Around 12% of the UK postgraduate students who disclose a disability to their university have a long-term health condition. However there has been very little research focusing on this group of students, meaning we lack an understanding of how they negotiate the demands of their illness and their PhD, or what 'efficient' working might look like for them. In this presentation I will draw on my own personal experience and findings from my Masters study on the experiences of chronically ill university students in order to offer some answers to the question of what 'efficiency' might look like when the ill body makes working long, consistent hours and keeping to a schedule impossible.

I will describe some of the ways both myself and my participants have sought to work more efficiently within the limitations of illness – strategies which, paradoxically, sometimes involve working less. I will also reflect upon the significance of finding different ways of thinking about my relationship with my illness and my body, moving from seeing my illness as an adversary to be overcome towards more of a partner to be worked with, and how this has changed the way I work. Finally, I will offer some thoughts on how my experiences may be relevant to postgraduate researchers in general, regardless of their health status.

**Chair: Debbie Kinsey**

# Collaborating for Change

## Location: Great Western Room

### **Presentation I:**

#### **Building institutional capacities for transdisciplinary PhD programmes**

**Ola Aleksandra Michalec** – University of the West of England

Current research agenda focuses on tackling “Global Challenges” – dealing with complex, highly urgent issues in an integrative and collaborative manner. Transdisciplinarity is therefore an increasingly popular mode of research, which opens-up the knowledge production process not only to the innovative collaborations across disciplines but also to the possibility of democratic co-creation with the non-academic actors.

Transdisciplinary research promises real-world impact and contemporary relevance; however, many argue that collaborations across disciplines and sectors are less efficient, but more conflict-prone and time-consuming.

In order to improve the quality of collaborations, transdisciplinary practitioners emphasise the need to build institutional capacity. Calls for “Training aimed at ECRs and PhD students” or event “transdisciplinary PhD programmes” are commonly made in capacity building reports. However, little is known about the details and practicalities of a successful transdisciplinary PhD.

This paper reflects on the successes and challenges of an action research PhD programme, which explores policy co-design process in the area of urban sustainability in Bristol. Drawing from the literature of transdisciplinary, self-reflection journals and interviews with collaborators and supervisors, I will elaborate on the tensions between the PhD requirements and transdisciplinary “best practice”.

How to balance between the theoretical contribution and a real-world applicability? How to ensure an in-depth collaboration on a limited budget? How to appropriately credit my co-researchers if I am the sole PhD author?

The presentation is an opportunity for a debate on personal experiences of PhD students, which could in turn inform institutional-level research capacities.

### **Presentation II:**

#### **The latte levy; why environmental policy requires theory in design and the public in practice**

**Peter King** – University of Bath



How do we create and engage the community in research? Researching clearly understandable and recognisable issues and policies is a good start. One such issue is waste and pollution. In this research we focused specifically on plastic waste from single-use bags and coffee cups. With more than half a million coffee cups being littered in the UK each day, this is an issue that is both observable and personal to the community as the take away drinks market grows. To ensure this market growth is not accompanied by a growth in pollution, Parliament suggested two possible measures, a 'latte levy' i.e. a tax on disposable coffee cups, or a discount i.e. a reward for not using disposable coffee cups. This research aimed to determine which would be more effective, why they would either succeed or fail, and what the optimal design of each would be.

The solution to these questions were found in two ways. Firstly, we used theory to suggest optimal design for each. Secondly, we asked the public which measure they would find more effective. Using an interview and a survey, we gathered a range of responses which indicate that the tax is likely to be more effective and at lower cost than a discount scheme would be. Perhaps surprisingly, our results also showed that there was a strong degree of public support for such a measure. This was strongly influenced by positive behavioural spillover effects from the success of the plastic bag tax which had been dubbed 'the most popular tax in Europe'. A popular tax is a novel finding indeed. This shows that the public is both interested in having their say on policy, but also willing to make tough policy decisions for the good of the environment where regulators may otherwise hesitate. The issue of mitigating plastic waste is now no longer one confined to a single discipline however and both the sciences and the arts are required to make the technical and societal changes necessary to ensure economic growth is not at the expense of environmental quality. To summarise this research, how do we create and engage the community in research? Asking them for input worked for us.

### **Presentation III:**

#### **Educating families to stimulate critical awareness of safeguarding: an alternative approach**

**Joy Cranham** – University of Bath

The aim of this combined research project is to develop effective strategies to inform and develop greater agency in safeguarding situations.

Often safeguarding events such as: child protection issues, abusive or exploitative relationships, extremist behaviours, cultic activities, etc., cause the government to react to the sense of Moral Panic (Cohen, 1972) manufactured by Media. The government's policies in this context are often produced without adequate consultation. The result means that vulnerable individuals and families are often

isolated and disengaged from the policies that have been put in place to protect them.

The Prevent Agenda and British Values are examples of this type of policy development. These safeguarding strategies were rendered ineffective because key communities feel disenfranchised by them, (Khan, 2016; Thomas, 2016).

This research endeavours to offer individuals, within their family-groups, the opportunity to define and construct a shared understanding of safeguarding issues. The premise being held is that engagement and self-reflection will help develop greater agency and critical thinking skills. Will this added awareness enhance individuals' safety?

Evidence from sociology indicates the structures within exploitative relationships are fixed; as are the processes of recruitment and entrenchment, irrespective of group-size, (Stein, 2017).

Our understanding of in/out group psychology and conformity, compliance and obedience within groups since it was first researched in the 1950s (Asch, 1958). Understanding of influence and persuasion is expanding and effectively applied in a variety of social contexts, (Cialdini, 2017). Educationalists are aware of the importance of parental engagement, (Goodall & Montgomery, 2014). Psychotherapists and relational workers are aware of the impact relationships can have on our well-being and behaviours, (Cozolino, 2014; Hughes, 2013; Music, 2011). All this information is available and if shared with individuals could give them strategies to critically evaluate potentially harmful situations and relationships (Stein, 2017 & Lessing, 1987), thereby enhancing their agency and safety.

**Chair: Adriana Suarez-Delucchi**

**15:10 – 15:30 Coffee Break**

**15:30 – 16:15**

**Parallel Sessions – Presentations**

**Challenges of Collaboration**

**Location: Great Eastern Hall**

**Presentation I:**

**Co-creating an intervention with older people in Hull: Challenges to change**

**Debbie Kinsey – University of Exeter**

Co-creation and collaboration with communities is an increasingly common research method. Though there are many benefits to this way of working, there are also a number of challenges. This talk will reflect on the institutional and practical barriers encountered during the DEAREST Project, which aimed to co-create a healthy ageing intervention with older adults in Hull and consider the ways they could be avoided in future work.

## **Presentation II:**

### **Collaborative teacher research: Expectations and realities from the field**

**Aminath Shiyama** – University of Bristol

Collaborative teacher research seems to be the ideal golden standard for teacher research currently. This research approach minimises perceived ‘power-gaps’ between the researcher and the participants as well as increases the relevance and practicality of the research findings thus helping reduce the notorious theory-practice gap. I report here my field experiences in using this methodology for my PhD research with primary science teachers in the Maldives.

My PhD study revolves around professional development learning activities that teachers voluntarily engaged in for six months. The teachers were conveniently selected from Male’, the capital city of the Maldives. Five teachers, referred to as co-researchers; engaged in working with me as researchers; trialling pedagogies of science teaching that we as a team develop and collecting evidence on these methods to ascertain its effectiveness based on students’ engagement in the lesson. A particular focus was on implementing science process skills in the science lessons so that students learning of science will be enhanced and the learning of science is oriented towards the nature of science.

The biggest reality shock for me in the field was realizing that schools do not necessarily have a structure and support-mechanism for such professional development. The ad-hoc nature of various co-curricular and administrative matters teachers were required to manage on a daily-basis was the mind-boggling reality that constantly disheartened me, questioning the appropriateness of my approach. After two weeks in the field, the level of participation of my co-researchers moved from active collaborators to passive reproducers of resources that we collaboratively develop. Despite teachers wanting to try out various instructional designs and science activities, the lack of school-time to engage in the associated professional learning invariably led collaborative teacher research participation to a mere minimum such that teachers could not become full researchers as I had expected. Remarkably, the teachers’ excitement to the idea, to try new things and evidence-based practice did not wane through-out the data collection period despite the struggle to do it fully. The

implications of such contextual hindrances to teacher research and teacher professional development are that over-worked teachers are unlikely to become effective teachers as they cannot become reflective practitioners as they ought to be. Schools need to provide more focused time and opportunities for teachers so that their potential as effective teachers can be realized and thus, students learning will be maximized.

**Chair: Anastasiia Kovalenko**

## **The Ethics of Technology**

### **Location: Kirby Laing Room**

#### **Presentation I:**

#### **Researching Facebook in troubled times**

**Tristan Hotham** – University of Bath

My research into the use of Facebook by UK political parties has seen me approach and utilise many avenues to gather data. This is because Facebook is notoriously difficult to work with, and particularly opaque, and with the corporation reeling from the Cambridge Analytica scandal the situation is set to get worse. As such, within this unexpected situation in which I find myself, I have had to use lateral solutions to examine the Facebook phenomenon.

In my presentation I will display some of my research into political parties on Facebook. I use a lateral method via Facebook insights data to chart audience member's demographics, this approach is a direct response to limitations in access to data and Facebook's opaqueness. Data answers many hypotheses with regards to who the people who are interested with political content on Facebook are, their location, gender, age and education levels. I compare this data to the British Election study and other polling sources.

Given Facebook's shutting down of many legitimate avenues for data access, such as the data extractor I have been using, the use of lateral and alternative methods has helped me become a better researcher. I will discuss how non-university actors can often make research difficult, my experiences with regards to accessing Facebook data, and how in response to Facebook's anti-academic approaches, I have written two Conversation articles to bring public attention to Facebook's anti academic tendencies.

#### **Presentation II:**

#### **The dream of ethical progress: meditations on democratic design of technology in Brunel's city**

## **Kit Fotheringham** – University of Bristol

Bristol is home to some glistening trophies of civil engineering. The Clifton Suspension Bridge, Temple Meads Railway Station, and not to mention the SS Great Britain itself, were all vigorously pursued by Bristol's most famous adopted son, Isambard Kingdom Brunel. But Bristol also bears the scars of the Industrial Revolution.

The common assumption is that technological innovations usually, if not always, represent progress. If one charts the historical development of social structure and legal doctrines from the Early Modern era to the present day, one could be forgiven for being enchanted by the siren song of 'progress'. But if we're to chase the dream of ethical progress, it's imperative to ask: cui bono, who benefits? And if the answer is not that the community benefits, why not?

In the liberal imagination, it is private entrepreneurs who innovate. The rights of innovators to the fruits of their labours are well recognised in forms such as copyright, registered designs and patents. But what is rarely discussed is the concurrent privatisation of the resources used in producing major structures or technologies. Over a fervent period in the late 18th century, the entirety of England was carved up among private landowners, with the full authority of Parliament, and the process of extraction and exploitation of materials began.

Most of the innovations occurring in the 21st century have been described as contributing to the 4th Industrial Revolution, namely the Information Revolution. There is no shortage of innovations in this realm. Software engineers, who are the vanguard of the so-called Information Revolution, are always seeking new problems to solve with their code, and thereby create new markets for their technologies. Artificial intelligence and machine learning are the latest iteration of these technologies. But the gears of AI do not turn unless they are constantly fed with new data.

This presentation shows how data 'enclosures' have attained widespread assent and legitimacy in contemporary society. In particular, it emphasises that there are specific risks to democracy and personal liberty when AI technologies enter public sector administration on a large scale. But it is not inevitable that these risks materialise, when culture and ethics are taken into account during the design process. This presentation suggests that these challenges can be met if social researchers are actively engaged in ethnography and participant observation, in collaboration with public bodies and the tech sector, wherever these technologies appear.

**Chair: Eliana Osorio Saez**

# Quantitative Methodology

## Location: Great Western Room

### Presentation I:

#### Why R is R-mazing?

**William Nicholson** – University of Exeter

One of the most widely used programmes in the social sciences for statistical analysis is SPSS (Statistical Package for the Social Sciences). However, the use of code-based statistical programmes is increasing. This talk will provide a brief overview of some of the benefits of using the open source code-based language R.

- 1) Techniques. Compared to SPSS, R has a more active online community which means that the latest statistical methods are available on R much quicker than they are on SPSS.
- 2) Open and reproducible research. As tax-paid researchers it is important we make our findings as accessible as possible - this includes analysis. The use of code in R rather than drop down lists as in SPSS allows you to share your code with anyone allowing them to undertake the same analysis as you.
- 3) Efficiency of analysis. The use of code means that once you have written your analysis you can reproduce it quickly if you change the data set.
- 4) Employability. R will give you the edge in applying for jobs that involve data analysis, not just in academia but in industry too with the likes of Facebook and Uber using R.

### Presentation II:

#### **Measurement and determinants of income disparities at household level in Punjab (Pakistan): An analysis of micro-data from the Multiple Indicator Cluster Survey (MICS)**

**Tanveer Naveed** – University of Bristol

Income disparity is the difference between the incomes of the richer and poorer parts of society. Globally, the richest one percent own more wealth than rest of humanity. Pakistan suffers from severe social, regional and income inequalities, it is ranked at 141st position out of 142 countries by the Global Gender Gap index, at 127th out of 149 countries by the Gender Inequality Index (GII) and at 147th out of 188 countries by the Human Development Index (HDI). The female labour force participation rate is

only 21.5 percent and about 39 percent of the population is deprived according to Multidimensional Poverty Index (MPI).

The objective of this study is to investigate the determinants of income disparities at household level in Punjab (Pakistan) using micro-data from the Multiple Indicator Cluster Survey (MICS). Expenditure data is considered by some to be a better measure of economic wellbeing than income data because expenditure when measured accurately is often usually less volatile than income. A household's consumption at a particular time may not be determined only by its current income but also by its permanent income (i.e. their long-term average income). During the last two decades asset indices have received attention from development economists as a potential household measure of permanent income in developing countries. An Asset index may be a better measure than current income or expenditure for gauging a household's long-term capacity for buying goods & services and its potential resilience to economic shocks. The leading challenges with asset index construction are with selecting an optimum sub-set of indicators which will form a suitable, valid and reliable index.

Filmer and Pritchett (2001) used Principal Component Analysis (PCA) for selecting and weighing indicators to construct an asset index. This methodology and the weights it produces are highly questionable or incorrect, particularly when the underlying data about assets is binary in nature. This research has used binary responses of households regarding ownership asset (i.e. do you own it? – 'Yes' or 'No'), so this research uses latent trait methods for asset index construction. This paper will provide details of the results from Exploratory Factor Analysis (EFA) and Tetrachoric Principal Component Analysis (PCA) for dimensional structure of assets. This paper has applied Classical Test Theory (CTT), and Item Response Theory (IRT) for selection of assets to calculate a reliable household level asset index for Punjab. To ensure the validity of asset index we have applied ANOVA main effect plot of asset index items by equalised disposable household income. That shows that high asset ownership is associated with high income households.

The results show that the district of Lahore was ranked first and Ranjanpur last by the asset index. Household size, gender of head of household and locality are the factors associated with income disparities in Punjab.

**Chair: Gabriela Argumedo Garcia**

**16:10 – 17:00**

## **Final Keynote, discussion and prize giving**

### **Keynote Speaker**

**Dr Dawn Mannay**

### **Moving Beyond the Academic Article: Exploring the Potential of Visual and Creative Techniques for Engaging Diverse Audiences and Increasing Research Impact**

Dr Dawn Mannay is a Senior Lecturer in Social Sciences (Psychology) at Cardiff University. Her research interests revolve around class, gender, education, identity and inequality; and she employs participatory, visual and creative methods in her work with communities. Dawn was the Principal Investigator on a Welsh Government funded project exploring the educational experiences and aspirations of children and young people who are care experienced in Wales. She is currently working on a project to establish a community of practice to improve the educational experiences of children and young people – ExChange: Care and Education. Dawn edited a collection for the University Wales Press (2016), 'Our changing land: revisiting gender, class and identity in contemporary Wales'; and wrote the sole authored text for Routledge (2016), 'Visual, narrative and creative research methods: application, reflection and ethics'. Her most recent book with Tracey Loughran was published by Emerald in 2018 – 'Emotion and the researcher: sites, subjectivities, and relationships'.

**Chair: Adriana Suarez-Delucchi**

### **Closing Remarks**

The conference will be brought to a close and prizes will also be presented to the winners of the poster competition.

**17:00 – 19:30**

## **Drinks Reception**





# Notes

# Notes