

Research in Challenging Times



15th Research Students' Education Conference
24th May 2021



White Rose



University of Leeds



UNIVERSITY OF LEEDS

15th Research Students' Education Conference (RSEC) 2021

24th May 2021

Online Conference – Zoom and Teams

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15th Research Students' Education Conference (RSEC) Programme

9:45 – 10:00	<i>Conference Opening</i>
10:00 – 10:15	<p style="text-align: center;">Welcome Address + Conference Housekeeping <i>Dr Lou Harvey</i></p>
10:15 – 11:00	<p style="text-align: center;">Morning Keynote Speech</p> <p style="text-align: center;"><i>Professor Teela Sanders</i> <i>Research In Challenging Times</i></p>
11:00 – 11:15	<i>Break</i>
11:15 – 11:40	<p style="text-align: center;">Panel 1 - Researcher/Participant Challenges and Opportunities <i>Panel 1 Q&A - Pre-Recorded Video Presentations</i></p>
<p style="text-align: center;">Chairs: <i>Xiaowen Liu & Amal Basheikh</i></p>	<p><i>Pandemic on the Year Abroad: The Challenges Faced by Two UK Language Students on Their Year Abroad in Italy during 2020</i> <i>Giorgia Faraoni</i> University of Leeds</p>
	<p><i>Growing Comfortable with Being Uncomfortable: The Unexpected Pedagogy of My Challenges in 2020</i> <i>Parinita Shetty</i> University of Leeds</p>
	<p><i>Changing the Mode of Conducting Interviews: A Response to the COVID-19 Pandemic</i> <i>Sasheeka Karunanayake</i> University of Leeds</p>
11:40 – 12:30	<i>Panel 1 - Live Presentations and Q&A</i>
<p style="text-align: center;">Chairs: <i>Bennama Nour El Houda & Mavis Brew</i></p>	<p><i>Investigating the Effects of CPD on Sri Lankan ESL Teachers' Classroom Practices in Challenging Times</i> <i>Deepa Priyanganie Ellepola</i> University of Leeds</p>
	<p><i>Researching Children's Voices in a Global Pandemic</i> <i>Laura Fox</i> University of York</p>
	<p><i>Walking on Broken Glass: Conducting Online Interviews during School Closures Amidst Covid-19 and a Sensitive Socio-Political Climate</i> <i>Smriti Safaya</i> University of York</p>

12:30 – 13:15	<i>Lunch social</i>
13:15 – 14:00	<p align="center">Afternoon Keynote Speech</p> <p align="center">Dr Richard Smith</p> <p align="center"><i>Challenging (the) Times: Roles for Research in/for/beyond Difficult Circumstances</i></p>
14:00 – 14:15	<p align="center">Panel 2 - Methodological Disruptions</p> <p align="center"><i>Panel 2 Q&A - Pre-Recorded Video Presentations</i></p>
<p>Chairs:</p> <p><i>Giorgia Faraoni & Helen Robinson</i></p>	<p><i>'I Thought It Would Be Fun': Students' Changing Attitudes to School Science in Cyprus</i></p> <p><i>Agathi Prodromou</i> University of Leeds</p>
	<p><i>The Challenge of Conducting Research on Sensitive Topics during COVID-19</i></p> <p><i>Eleanor Craig</i> University of Leeds</p>
	<p><i>Fieldwork Adaptations in the COVID-19 Pandemic</i></p> <p><i>Souhila Kebassi</i> University of Leeds</p>
14:15 – 14:30	<i>Break</i>
14:30 – 15:20	<i>Panel 2 - Live Presentations and Q&A</i>
<p>Chairs:</p> <p><i>Xiaowen Liu & Parinita Shetty</i></p>	<p><i>Disrupted Research Looking at Improving Calculations Skills in First Year Pharmacy Students</i></p> <p><i>Elizabeth Horncastle</i> University of Leeds</p>
	<p><i>Turning Obstacles into Opportunities: Engaging Secondary School Students in Conversations Using Online Focus Groups</i></p> <p><i>Janina Suppers</i> University of York</p>
15:20 – 15:40	<p align="center">Panel 3 - Methodological Solutions to Pandemic Disruptions</p> <p align="center"><i>Panel 3 Q&A - Pre-Recorded Video Presentations</i></p>
<p>Chairs:</p> <p><i>Parinita Shetty</i></p>	<p><i>Developing and Validating the Internet-Based Tests of Aptitude in Language Learning (TALL)</i></p> <p><i>Junlan Pan</i> University of York</p>

& Giorgia Faraoni	<i>The Power of Secondary Data Analysis as a Solution for Research Challenges During the COVID-19 Pandemic</i> Megan Wright University of York
	<i>Think about the Past, Focus on the Present and Prepare for the Future</i> Zhongyan Zhang University of Leeds
	<i>Managing the Challenges of Conducting Face-to-face Teaching Interventions during the COVID-19 Pandemic</i> Sarah Dowey University of York
15:40 – 16:00	<i>Closing and Social</i>

Welcome

The University of Leeds Research Students' Education Conference (RSEC) organising committee is delighted to welcome you to our 15th annual conference. Our theme this year is: *Research in challenging times*.

As ever, the conference provides research students with the opportunity to present different aspects of their research experience in a friendly and supportive atmosphere, receiving valuable feedback from experienced academic staff and conference delegates.

It goes without saying that 2020 and 2021 have been tremendously difficult years. The outbreak of the COVID-19 pandemic has posed enormous challenges to researchers all over the world, whether relating to planning and conducting fieldwork, interacting remotely, thesis-writing processes, or mental health issues to name but a few. Yet even in the absence of an ongoing global health crisis, research can be impacted by a range of political, personal, social, and cultural circumstances. The purpose of this year's conference is to explore how researchers negotiate such times of crisis.

This year, we are honoured to welcome two keynote speakers: Professor Teela Sanders from the University of Leicester and Dr Richard Smith from the University of Warwick.

Professor Sanders started her academic career at Leeds before taking up her current post as Professor in Criminology at Leicester. More details about her profile are provided below and on our website. We very much look forward to hearing how she deals with her complex and challenging research interests, and especially amidst global chaos!

Dr Richard Smith is a Reader at the Department of Applied Linguistics at Warwick. His research interests in ELT/TESOL, including 'teaching English in difficult circumstances', fit our conference theme perfectly. Again, more details about his profile are provided below and on our website. We encourage you to read up on our speakers before the conference day to whet your appetite!

Our online conference will not, unfortunately, include the delicious lunch and congenial coffee breaks of a traditional venue, but we do have a dynamic and varied programme involving a mixture of pre-recorded

and live presentations, plus short videos from our academic communities. The short videos in the Show and Share section aim to entertain and inform you about different strategies for coping with research challenges. These videos will be showcased on the conference day and uploaded on the conference website afterwards. The pre-recorded presentations, however, will be available for you to watch on our website before the conference day. The live presentations, Q&A panels, and keynote speeches will take place on Zoom where your comments and questions are most welcome. We will also have an informal lunch hangout on Microsoft Teams (though this year, it's Bring Your Own Food) and we will stick around after the conference for a chat.

The [RSEC website](#) as well as pages 2-4 of this booklet provide an outline of the programme for the day. Please note that the pre-recorded presentations will **not** be played during the conference day. However, presenters will be available for Q&A sessions to answer any questions you might raise. Therefore, we encourage everyone to watch the pre-recorded presentations beforehand and prepare any questions or comments.

We would like to express our sincere gratitude to all the researchers who have volunteered to present their research at the conference. We trust this will be a valuable experience to share and discuss their work with other students within a collegiate and supportive environment.

And finally, we would like to thank Dr Lou Harvey, Dr Aisha Walker, and Louise Greaves for their help and support in enabling this conference to take place, their own lockdown challenges notwithstanding!

We hope you will all have an enjoyable and informative experience with us on May 24th and we thank you all for your support in this difficult and character-forming year.

RSEC Organising Committee 2021

RSEC 2021 Organising Committee



Dr Lou Harvey
Director of Postgraduate Research
Lecturer in Language Education



Parinita Shetty
3rd year doctoral researcher
Research interests:
Intersectionality, Public Pedagogy,
Fan Podcasts, Co-creating
Knowledge, Digital Media,
Participatory Culture, Fan Studies



Giorgia Faraoni
3rd year doctoral researcher
Research interests:
Language Learning and Teaching,
Beliefs and Identity in Learners,
the Study Abroad Experience

Bennama Nour El Houda
3rd year doctoral researcher
Research interests:
Second Language Acquisition,
Special Educational Needs,
ADHD, Inclusive Education



Xiaowen Liu
3rd year doctoral researcher
Research interests:
Learning of L2 Pragmatics,
Intercultural Communication,
Learner Identities



Amal Basheikh
4th year doctoral researcher
Research interests:
Technology Enhanced Language
Learning, Online Informal
Learning, Self-directed Learning



Helen Robinson
1st year doctoral researcher
Research interests:
Forced Migrant Women's
Language Learning and
Resettlement



Mavis Brew
2nd year doctoral researcher
Research interests:
Early Years Education, Curriculum,
Speech Language and
Communication, Inclusion Education

Keynote Speaker – Morning Session



Professor Teela Sanders

Professor in Criminology
The University of Leicester

Research in Challenging Times

Not unlike parenting, doing a PhD is one of the hardest but most rewarding endeavours you are likely to undertake. Add a global pandemic to the mix - including remote learning, disruptions of work communities and support networks, travel and mobility restrictions, plus unexpected health and wellbeing consequences and responsibilities – has made doctoral studies incredibly hard over this past year. If you are reading this, well you made it this far. Such a disrupted year is likely to continue to have consequences for all of us going forward, particularly in terms of work flow and productivity, as well as motivation and momentum. This talk will reflect on how to learn from this sometimes overwhelming and confusing situation (individually and as a community), so we can continue to do excellent, robust and ethical research. I will discuss how to adjust going forward, how to ‘catch up’ and insights to achieve the end game. I will speak to topics that will be useful for postgraduates to be mindful of, both to succeed in the PhD process but also to prepare for employability in and outside of higher education.

About Professor Teela Sanders

After graduating with a DPhil in Sociology from the University of Oxford in 2003, Professor Sanders took up a post at the University of Leeds, crafting out a career in research-led teaching. She moved to the University of Leicester in 2016 to take up the role of Professor of Criminology. Her career has been predicated on the importance of involving participants and practitioners in research activities, using participatory action research methods. Sitting on the borders of criminology and sociology, she explores the inter-relationship between human sexuality and socio-legal structures. Her focus has been on the intersections between gender, regulation and the state, focusing on the UK sex industry. Professor Sanders regularly advises governments, the police, higher education institutes, NGOs and the broader third sector, forging collaborative relationships with partners to move forward evidence-based policy and practice. For further information, you can visit her faculty profile [here](#).

Keynote Speaker – Afternoon Session



Dr Richard Smith

Reader at the Department of
Applied Linguistics
The University of Warwick

Challenging (the) Times: Roles for Research in/for/beyond Difficult Circumstances

In this talk I will reflect on the notion of ‘difficult’ or ‘challenging’ circumstances which has informed both some of my work with PhD students and the practitioner-research initiatives I’ve been involved in with teachers in countries including Chile, India and Nepal, both in pre-pandemic and pandemic times. Via different research stories, I offer reminders that, while unfavourable external circumstances can present challenges *to* research, the same circumstances can be overcome – or at least be better handled or resisted – *by means of* research. Difficult circumstances thus raise the stakes for research – they make research harder but also more urgent and more important. They can also be balanced with an awareness of newly-gained and unexpected *achievements*. I end with some practical implications of this line of argument for students, teacher-researchers and academics trying to make sense of the pandemic, and beyond.

About Dr Richard Smith

Dr Richard Smith is known for his research into learner and teacher autonomy and for his historical research into English language teaching. He is also well-known internationally for his practical commitment to work supporting teachers of English in public education systems in countries of the Global South, in particular as founder and former coordinator of the Teaching English in Large Classes network (bit.ly/telnet-home), and as academic adviser to teacher-research programmes in Latin America (Champion Teachers) and South Asia (ARMS). For further information, you can visit his faculty profile [here](#).

Panel 1 - Researcher/Participant Challenges and Opportunities

Pre-Recorded Video Abstracts

<i>Pandemic On The Year Abroad: The Challenges Faced By Two UK Language Students On Their Year Abroad In Italy During 2020</i>	
Name	Giorgia Faraoni
University	University of Leeds
Email	edgf@leeds.ac.uk
Supervisor(s)	Dr Judith Hanks, Professor Gary Chambers
Abstract	<p>The Covid-19 pandemic has changed everybody's lives in many different ways, but what if you were in the middle of an already life-changing experience when the first lockdown happened? My project investigates the personal experiences of two UK language students who went on their Year Abroad (YA) in Italy in September 2019 and faced the first outbreak of the Coronavirus there. The focus of my research is on the affective challenges faced by the students and the coping strategies they adopt to overcome these. However, the pandemic added a further layer to my analysis and a different kind of challenge, which pervaded all aspects of my participants' lives. Luckily, the data generation could still take place, but it was indeed affected by the pandemic and had to be re-adjusted to the new circumstances. This presentation will discuss the methodological challenges faced by me, the researcher, and the multiple challenges faced by my two participants, whose YA started together but developed into two different directions after the first lockdown. Despite the overall negative effects this pandemic has had on a global level, I will also try to share some of the positives that came out of it for my project, hoping to find a silver lining in this year-long cloud.</p>
Bio	<p>Giorgia is a doctoral researcher in her third year at the University of Leeds. She completed her BA in Interpreting and Translation in Trieste (Italy), and then moved to the UK, where she did an MA in TESOL, whilst teaching Italian at the University of Hull. She has six years of experience in teaching Italian and English at university level and her research interests include language learning, the Year Abroad, affective challenges and teaching methods (and baking, of course!).</p>

<i>Growing Comfortable With Being Uncomfortable: The Unexpected Pedagogy Of My Challenges In 2020</i>	
Name	Parinita Shetty
University	University of Leeds
Email	edps@leeds.ac.uk
Supervisor(s)	Dr Anne Luke, Dr Lucy Taylor, Dr Aisha Walker
Abstract	<p>My PhD project explores fan podcasts as sites of public pedagogy and intersectionality. I launched a fan podcast where my co-participants and I aimed an intersectional lens at our favourite fictional worlds and their fandoms to investigate how media (mis)represents diverse groups of people. Throughout the data co-creation period, I navigated both research and personal challenges as well as learned from them.</p> <p>Owing to my methodological allegiance and research philosophy, podcast episodes featured conversations rather than interviews. One pitfall of this method was I struggled with my ingrained linguistic prejudices as I interacted with people from diverse backgrounds. I was uncomfortable with some of the terminology required while discussing issues of oppression and privilege. Another drawback was that I inadvertently derailed some of my co-participants' perspectives or accidentally monopolised the conversation.</p> <p>2020 was an immensely difficult period for me thanks to an amalgamation of pandemic, social, political, and mental health problems. I used the project as a coping mechanism for my depression, anxiety, and anger. I over-worked to the point of several bouts of burnout. I also struggled with the revelations that the author of one of my favourite book series – a series which not only underpinned my research but also forms a core part of my identity – had problematic views about a marginalised group of people. At one stage, I grew entirely disillusioned with the point of my PhD project in the midst of global turmoil and my home country's ongoing descent into fascism.</p> <p>These challenges played an important pedagogical function as they forced me to grow comfortable with being uncomfortable, thereby embracing “a methodology of discomfort” (Burdick and Sandlin, 2010). They helped me question my assumptions, reflect on my</p>

	limitations, and exposed me to unexpected ideas, thereby expanding my imagination.
Bio	Parinita Shetty has worked with young people and children's books in India in various ways. She completed her M.Ed in Children's Literature and Literacies from the University of Glasgow in 2017. She is currently a third-year doctoral researcher in the School of Education, University of Leeds. She is passionate about co-creating knowledge, including diverse voices in her research, and making her academic research as accessible as possible to non-academic audiences. Her research interests include intersectionality, public pedagogy, fan podcasts, digital media, participatory culture, fan studies, and children's literature. She should currently be writing but is probably watching Doctor Who.

<i>Changing The Mode Of Conducting Interviews: A Response To The COVID-19 Pandemic</i>	
Name	Sasheeka Karunanayake
University	University of Leeds
Email	edsk@leed.ac.uk
Supervisor(s)	Dr Michael Wilson, Dr Judith Hanks
Abstract	<p>This paper aims to share the strategical changes which were adopted while conducting interviews in my doctoral research as a response to the COVID-19 pandemic. As face-to-face interviews became challenging due to the pandemic, Zoom, an innovative videoconferencing platform, became the best solution in overcoming the problem. Videoconferencing is very similar to traditional face-to-face interviews, in that facial expressions are visible, and communication is still possible. In addition, Zoom allows you to record and save conversations securely without recourse to third-party software; this is important to maintain the interviewee's confidentiality. Further, Zoom is widely used due to its cost-effectiveness and data management features.</p> <p>However, there are drawbacks with technology, especially in rural areas where broadband connections are less effective. The pandemic has drawn attention to social and educational inequalities within developing countries. This imbalance in access to online communication is clearly visible in the Sri Lankan context where urban areas have access to online technology while rural areas are disadvantaged. National policy level discussions are needed in overcoming such situations. In order to overcome such problems in conducting interviews for the study, participants will be requested to visit the nearest centre of the Open University of Sri Lanka. Arrangements will be made to enable them to participate in interviews via Zoom in a confidential manner. This accommodation aims to help participants in rural areas who have no internet facilities but are interested in sharing their experiences.</p>
Bio	Sasheeka is an Ed.D researcher in the School of Education at the University of Leeds. She is interested in researching school leadership and her doctoral study focuses on the induction and professional development needs of novice school principals in Sri Lanka.

Panel 1- Live Presentation Abstracts

<i>Investigating The Effects Of CPD On Sri Lankan ESL Teachers' Classroom Practices In Challenging Times</i>	
Name	Deepa Priyanganie Ellepola
University	University of Leeds
Email	ml12dpe@leeds.ac.uk
Supervisor(s)	Dr Judith Hanks, Dr Gary Chambers
Abstract	<p>In the midst of the 2020 crisis, everyone's life has become difficult and uncertain with this deadly global pandemic. Doing a PhD and self-funding during such a crucial period is challenging in many aspects, especially for a teacher trainer in a developing country. The start of my PhD course coincided with the outbreak of COVID-19 (i.e., February 2020). At the very outset, this pandemic had an impact on many aspects of my study in addition to my financial situation, social life, and mental health. Only two supervision meetings could be arranged face-to-face. Due to lockdown rules, the study turned into an online expedition. It took much time to mentally accept this transition. Lack of collegial support, lack of opportunities to develop study and research skills, demotivation, and lack of resilience made the journey more challenging.</p> <p>My research is about the effects of CPD (Continuing Professional Development) on Sri Lankan ESL (English as a Second Language) teachers' classroom practices. This qualitative study primarily focuses on teachers' perceptions, beliefs, and assumptions on available CPD opportunities, and the support teachers receive for professional development. As an experienced teacher trainer in Sri Lanka, I encountered certain issues in the Second Language Teacher Education scenario. Diverse island-wide CPD programmes were introduced, and some disappeared within a few years of practice. Moreover, the findings of my MA dissertation inspired me to engage in an in-depth study to shed light on the CPD context in Sri Lanka.</p> <p>This presentation covers the research background, related literature, philosophical underpinnings, research questions and design, and the challenges encountered due to COVID-19.</p>

Bio	<p>Deepa Ellepola is a PhD student at the school of Education, University of Leeds. She worked as an “English as a Second Language” teacher-trainer in Sri Lanka for more than 12 years. She did her BA (English) and MA in Linguistics in Sri Lanka and completed her 2nd MA in TESOL (Teacher Education) with a Merit pass in 2014 at the University of Leeds. Deepa, as a Master Trainer, conducted island-wide teacher training programmes organised by the Ministry of Education and the British Council, Sri Lanka. She is interested in doing research on Second Language Teacher Training and Teacher Education.</p>
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<i>Researching Children's Voices In A Global Pandemic</i>	
Name	Laura Fox
University	University of York
Email	ljf527@york.ac.uk
Supervisor(s)	Dr Kathryn Asbury
Abstract	<p>Researching children's voices and experiences can be a difficult task to navigate, even in the absence of a global pandemic. Though qualitative methods are becoming more prominent in Childhood Studies, few studies have carried out qualitative research with children with special educational needs and disabilities (SENDs); possibly due to the additional barriers which are present when using qualitative data collection methods with children who have low levels of language ability or difficulties with attention. With researchers having limited access to schools and face-to-face data collection methods being unfavourable during the pandemic, novel and remote ways of collecting data are becoming vital to support research. This presentation will reflect on the challenges faced by the author when designing data collection methods for a PhD study exploring how children with special educational needs experience friendships and how those experiences may differ between mainstream and special education. First, the presentation will cover the challenges faced as a result of the COVID-19 pandemic including redesigning the study to accommodate for lack of school availability. Secondly, art-based data collection methods will be discussed, exploring the use of scrapbooking with children who have a diagnosed SEND to assist with interviews. Finally, the way in which technology can be used to assist in data collection during a health pandemic will be discussed, including the benefits and possible challenges of using parents as interviewers. The presentation will aim to provide an insight into alternative data collection methods and how this global crisis may have benefited data collection from hard-to-reach samples of participants.</p>
Bio	<p>Laura Fox is a second-year PhD student in the Department of Education, University of York. She is interested in how children with special educational needs and disabilities experience friendships, and how those experiences may differ between mainstream and specialised educational settings. Her research is primarily qualitative, and she is interested in how using creative</p>

	data collection methods may further facilitate the participation of children with SENDs in research, helping researchers gain an insight into the individual experiences of children with SENDs.
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<i>Walking On Broken Glass: Conducting Online Interviews During School Closures Amidst Covid-19 And A Sensitive Socio-Political Climate</i>	
Name	Smriti Safaya
University	University of York
Email	ss2843@york.ac.uk
Supervisor(s)	Dr Lynda Dunlop, Dr Sarah West
Abstract	<p>Conducting purely online interviews has tremendous advantages, and digital alternatives exist to counter the loss of face-to-face interactive elements of a focus-group interview. I am investigating the changes in environmental values, attitudes and behaviours of local and international school students after they experience nature-based citizen science initiatives. A practical outcome of this endeavor is to create resources for impactful experiential education approaches, like citizen science, for educators. My research involves secondary school youth in Hong Kong, a place that has not only had to deal with four waves of Covid-19 restrictions, but also socio-political upheaval over the last eighteen months, leading to multiple rounds of face-to-face school disruption and closures. The combination of these forces has put tremendous stress on educators and students. While conducting my fieldwork, I have tried strategies to build trust with local and international school leadership to be able to start my research, connect with teachers to support the added workload of being involved in my research, and incorporated more interactive interviewing methods to entice the participation of students during such tumultuous times. This presentation will share the specific tools I have used to create greater student voice and interactivity during online focus-group interviews. I will also share approaches for trust-building communication with various stakeholders to garner support to conduct my research.</p>
Bio	<p>Smriti Safaya is a PhD student doing interdisciplinary research at the University of York. Her research about citizen science in schools aims at addressing youth environmental value-action gaps. Prior to embarking on a PhD, she applied an experiential education approach in teaching high school Geography and World Issues for thirteen years in Hong Kong. She has taken more than 2200 students on over 50 field trips locally and globally,</p>

	finding that the most impressionable experiences are seen, heard, and felt. The appeal of in-situ learning began with her research experiences about earthquakes and geology in Tibet, California, and Hong Kong.
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Panel 2 - Methodological Disruptions

Pre-Recorded Video Abstracts

<i>'I Thought It'd Be Fun': Students' Changing Attitudes To School Science In Cyprus</i>	
Name	Agathi Prodromou
University	University of Leeds
Email	py06ap@leeds.ac.uk
Supervisor(s)	Dr Indira Banner, Dr Matthew Homer
Abstract	<p>The ongoing research in the field of science education points out that students' attitudes towards school science depend on a range of factors including gender, teaching style, type of school, background of parents and social class; and that individual students' attitudes towards school science may become less positive at different times throughout their school years (Osborne et al., 2003). A significant number of researchers (e.g Hampden-Thompson and Bennett, 2013) indicate that the most dramatic decline in students' positive attitudes occurs as they move from primary to secondary school. This study is an investigation into Cypriot students' attitudes towards school science as they move from primary to secondary school. The purpose of this research, in contrast to previous studies that have looked at Cypriot students' attitudes within the broader context of their attitudes to science, is to investigate specifically whether students' attitudes towards science change in the primary – secondary interface and the factors that impact this change during the transition. This cross-sectional study employs a mixed-method approach trying to tap both the breadth and depth of participants' attitudes towards school science and how they change in the primary-secondary transition. The data collection includes a quantitative questionnaire administered to 170 primary school students and 380 secondary school students as well as semi-structured group interviews with 16 primary and 18 secondary school students. Emergent findings, showing that primary school students have positive attitudes towards secondary school science and they are looking forward to it, will be presented although data analysis has been affected by the outbreak of the COVID-19 pandemic. COVID-19 restrictions meant that there were less training opportunities</p>

	on statistical analysis packages (such as SPSS) which I have never used before.
Bio	After completing a Physics degree at the University of Leeds, she obtained an MA in Science Education from the University of Leeds and an MSc in Environmental Engineering from Imperial College, London. She is currently a full-time physics teacher and a part-time PhD student at the University of Leeds, looking at Cypriot students' attitudes towards science.

<i>The Challenge Of Conducting Research On Sensitive Topics During Covid-19</i>	
Name	Eleanor Craig
University	University of Leeds
Email	ed12erc@leeds.ac.uk
Supervisor(s)	Dr Andrea Hollomotz, Professor Nick Emmel
Abstract	<p>Covid-19 has seen additional pressures being placed on already thinly stretched charities, which are forced to compete with one another for dwindling resources just as reports of domestic violence and child sexual abuse (CSA) during lockdown are increasing. When researching CSA or other similarly sensitive subjects, it is advisable to use charities as gatekeepers in recruiting participants, thus helping to mitigate the ethical challenges involved in research with vulnerable people. However, with CSA charities currently facing even higher demands for their services, they often find it no longer possible to support research by acting as gatekeepers, as in the past. This is made increasingly more challenging since those who run the survivor charities and services are statistically more likely to be women, and thus currently burdened with a possible 'triple shift' of employment, domestic duties and homeschooling, all with added Covid-19 restrictions and complications. It is thus necessary for researchers themselves to respond to the demanding circumstances facing CSA charities with even greater flexibility and readiness to adapt to changes made, whilst still prioritising the wellbeing of all participants. This presentation will explore the challenges research on sensitive subjects may encounter, as well as looking at potential alternatives to traditional approaches of academic research and explore what impact these alternative models may have on results.</p>
Bio	<p>Eleanor is at the beginning of her academic career, in the second year of her PhD exploring child sexual abuse prevention methods. Her research interests are childhood abuse, sexual abuse, children's studies, abuse and power, vulnerability, and gender inequalities. For Eleanor's PhD she is drawing on child sexual abuse victim's and survivor's experiences to identify why prevention methods do not work for some children and what can be done to increase their effectiveness.</p>

<i>Fieldwork Adaptations In The COVID-19 Pandemic</i>	
Name	Souhila Kebassi
University	University of Leeds
Email	edske@leeds.ac.uk
Supervisor(s)	Professor Jim Ryder, Dr Lou Harvey
Abstract	<p>My doctoral research focuses on how educational pathways' relative value features in Algerian secondary schools. It aims at exploring how relative value different stakeholders have around secondary school pathways shape students' self-esteem. Through this qualitative case study, I aim to understand what perceptions students have of themselves in relation to educational pathways and how these perceptions are influenced by their border social structure inside and outside the school. This research entailed face-to-face research methods involving focus groups and individual face-to-face interviews with teachers, parents, pedagogic counsellors and students. This study is based in three secondary schools in my home country Algeria (urban school, suburban school, and rural school). My fieldwork has started at about the same time of the COVID 19 outbreak. As a result, my research has been impacted at the level of fieldwork planning and conducting. Therefore, I would like, through this platform, to share my experience of doing fieldwork in a pandemic, and talk about the challenges that I have experienced in terms of adapting the research design and moving from offline research to online research.</p>
Bio	<p>Souhila Kebassi is currently a PhD candidate at the University of Leeds, School of Education. Since her study is emotionally focused, the concept of self-esteem is included as an important emotional outcome of students' engagement in the educational pathways relative values.</p>

Panel 2- Live Presentation Abstracts

<i>Disrupted Research Looking At Improving Calculations Skills In First Year Pharmacy Students</i>	
Name	Elizabeth Horncastle
University	University of Leeds
Email	Hcs2eh@leeds.ac.uk
Supervisor(s)	Dr Matt Homer, Helen Bradbury
Abstract	<p>My research looks at the teaching of calculations skills to pharmacy students. Despite entry to the pharmacy degree being dependent on passing GCSE mathematics, some students struggle with the types of calculations required in their undergraduate programme (Davies et al. 2018). These calculations are designed to replicate the types of calculations that they will be required to do in practice.</p> <p>I used action research with an intervention using mixed methods. I held pre-intervention focus groups and delivered workshops (the intervention) before the University closed in March. Quantitative data was gathered from formative tests and a summative assessment completed in February. However, the planned focus groups post intervention were postponed.</p> <p>Having to complete the teaching and assessment of pharmacy students whilst the University was closed created pedagogic challenges, requiring sensitive and extensive communication with anxious students. My research was neglected for several months.</p> <p>In July, I applied for an amendment of my ethics application to include on-line focus groups using Microsoft Teams. I have completed two focus groups on-line with a further one planned. The main difference I observed in the on-line focus groups compared to the face-to-face groups was the interactivity between the participants. It is probable that the barrier of using new and unfamiliar on-line interfaces impacted students' interactivity, as it has seemed to do in on-line tutorials. This 'new normal' has important implications for how research that interrogates interactivity (such as focus groups) is conducted.</p>

Bio	<p>Elizabeth Horncastle is a full-time senior lecturer in pharmacy practice working at the University of Huddersfield. After qualifying as a pharmacist, she worked in community pharmacy for The Boots Company. When her youngest son started school, she completed a part-time post graduate diploma in clinical community pharmacy. During this time, she developed an interest in teaching and became involved in facilitating workshops for the pre-registration trainee pharmacists who were training with Boots.</p> <p>Elizabeth's association with the University of Leeds started with a 'Training the Trainers' course which eventually led to a Master of Education qualification. During this time Elizabeth started working full time at the University of Huddersfield and continued her studies with the University of Leeds studying for a part-time EdD, researching the teaching of calculations to undergraduate pharmacy students. She is particularly interested in developing the teaching of pharmaceutical calculations in the pharmacy undergraduate program.</p>
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<i>Turning Obstacles Into Opportunities: Engaging Secondary School Students In Conversations Using Online Focus Groups</i>	
Name	Janina Suppers
University	University of York
Email	js3087@york.ac.uk
Supervisor(s)	Professor Ian Davies
Abstract	<p>This presentation focusses on the question: “What obstacles and opportunities arise when conducting online focus groups with secondary school students?”. To address this question, the presentation raises issues from an analysis of current literature on planning focus group methodology for online environments, building relationships with and between focus group participants in online settings and reflecting on the quality of online focus group data. The presentation also includes experiences from an ongoing PhD project on young people’s citizenship activities involving 6 researcher-led and 4 student-led focus groups with Year 8 to 10 students at a German secondary school, using the Zoom platform.</p> <p>Initial findings from my research suggest that conducting online focus groups brought about additional practical and pedagogical challenges, including a need to adjust methods to suit the online environment, restricted access to participants, online consent issues as well as technical difficulties during focus groups. Findings also indicate, however, that carrying out online focus groups presented some new opportunities which enabled the collection of rich data. These new opportunities included generating reliable and valid data through encouraging a lively discussion involving all participants using real-time polling and screen sharing. Furthermore, an informal and comfortable atmosphere could be created by enabling students to take part from their homes and to discuss ideas with their peers in breakout rooms before sharing with the researcher.</p>
Bio	<p>Janina is a 2nd year PhD student at the Centre for Research on Education and Social Justice, conducting a mixed methods study with German secondary school students on young people’s citizenship activities and the role of citizenship education in a changing democracy. Janina has completed her Master of Education at the University of Waikato in a similar field and has 7 years’ work experience as a citizenship education teacher in New Zealand and Germany.</p>

Panel 3 - Methodological Solutions to Pandemic Disruptions

Pre-Recorded Video Abstracts

<i>Developing And Validating The Internet-Based Tests Of Aptitude In Language Learning (TALL)</i>	
Name	Junlan Pan
University	University of York
Email	junlan.pan@york.ac.uk
Supervisor(s)	Professor Emma Marsden
Abstract	<p>Covid-19 has cast challenges to data collection in my PhD project. The logistical changes in lab-based research pose difficulties to participants recruitment and research administration. This presentation introduces my work of developing a bespoke Internet-based experimental instrument to remotely measure a key construct, <i>foreign language aptitude</i>, of language learners' cognitive individual differences in my project. The test battery, Tests of Aptitude in Language Learning (TALL), was developed in a JavaScript environment based on the theoretic constructs of the Macro-SLA aptitude model (Skehan, 2016). TALL consists of four componential subtests, i.e., Vocabulary Learning, Sound Discrimination, Working Memory and Language Analytic Ability, and has separate sets in aural and written modalities. 200 adult learners in China were administered to take the test in both modalities with a 30-day interval. The data of the response to each item along with the response time were recorded and analysed on a schema proposed in Bokander and Bylund (2019) to ensure that TALL can be used as a validated instrumental candidate for aptitude measurement. This data collection instrument has clear advantages that allowed me to conduct international experiments with geographically remote samples and to recruit large subject pools in less time. I was also able to avoid organisational issues such as scheduling conflicts and maintaining social distance in a laboratory space, which allowed me to cope with the logistical challenges during the pandemic when face-to-face lab-based tests became difficult. However, some downsides and solutions will also be discussed during the presentation.</p>

Bio	<p>Junlan Pan is a PhD student in Applied Linguistics in the Department of Education, University of York. Her current research project is about the effectiveness of Explicit Instruction (EI) and practice on online predictive processing. She is also interested in Open Science practice in the field. She has an MA in TESOL from the University of York and a BA in English from Chongqing University in China. Before her PhD study, she has been a lecturer in Chongqing University for thirteen years.</p>
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<i>The Power Of Secondary Data Analysis As A Solution For Research Challenges During The COVID-19 Pandemic</i>	
Name	Megan Wright
University	University of York
Email	m.wright@york.ac.uk
Supervisor(s)	Professor Sophie von Stumm
Abstract	<p>During the COVID-19 pandemic, access to school-age participants for educational and psychological research has been a challenge. Secondary data analysis using existing data from the many rich, longitudinal population cohort studies that are available in Britain provides an effective solution. Population cohort studies often include large samples, enabling well-powered research that generalises widely. They also provide the opportunity to observe societal and historical trends over time. In a study performed during the first national lockdown in the UK in 2020, we used secondary data from the Twins Early Development Study (TEDS), a large longitudinal cohort study that has followed twins born in England and Wales between 1994–1996 up to the present day. We analysed data from the TEDS dataset ($N_{\max} = 11,132$) to explore the extent to which individual students' grades differ between English, maths, and science – that is, within-person variability in school performance – from age 7 to 16 years. By utilising existing data from a large population cohort study, we were able to conduct novel empirical research involving data from school-age participants during the COVID-19 pandemic. Population cohort studies are currently underutilised in education research, and an increase in secondary analysis of these rich datasets would provide many benefits in advancing educational science, especially in times of crisis.</p>
Bio	<p>Megan is a PhD researcher in the Department of Education at the University of York. Her research focuses on individual differences in learning, and how the development of social, cognitive, and personality factors in early adulthood influence learning. She has previously worked as a project coordinator on a Nuffield-funded research project exploring gene-environment interactions in children's early life cognitive development. She completed her MSc in Cognitive Neuroscience at Aston University, and her undergraduate degree at UCL.</p>

<i>Think About The Past, Focus On The Present And Prepare For The Future</i>	
Name	Zhongyan Zhang
University	University of Leeds
Email	edzz@leeds.ac.uk
Supervisor(s)	Professor Jim Ryder, Dr Michael Inglis
Abstract	<p>The COVID-19 pandemic has had quite an impact on my fieldwork and mental health, and I have tried to adapt to the new situation. I will talk about what challenges I faced, how I adapted to them, and what I gained from these changes.</p> <p>As airlines across the globe have suspended flights or modified services in response to the coronavirus outbreak, it became extremely difficult for me to fly to China to collect data. Since September 2020, I conducted pilot studies with two biology teachers through online interviews. Each teacher was interviewed three times and each interview took about fifty minutes. I collected audio recordings of three lessons from each teacher and also conducted online focus group interviews with students. Although the pilot study was conducted online, it produced fruitful results. For example, I identified a sequence of data collection for each teacher. I also realized that I cannot disentangle a teacher's question from its context, as teachers' questions are highly relevant to student responses, content and communicative approach. I began to use teaching episodes as analysis units.</p> <p>Due to the pandemic, I experienced mental health conditions such as anxiety and depression. I tried some new and different things to maintain my mental health and efficient working practices. This helped me develop and keep good habits. I will discuss these experiences during the presentation.</p>
Bio	<p>Zhongyan Zhang studied biology for a bachelor's degree at the Shaanxi Normal University. She then went on to study Curriculum and Pedagogy for a research master's degree at the Shaanxi Normal University. Before studying for a PhD at the University of Leeds, she taught biology in a secondary school. Now she is in the second year of her PhD study. Her current PhD research focuses on how teachers use questions to engage students in the practices that scientists employ as they investigate and build models and theories about the world in secondary biology classrooms in mainland China.</p>

<i>Managing The Challenges Of Conducting Face-to-face Teaching Interventions During The Covid-19 Pandemic</i>	
Name	Sarah Dowey
University	University of York
Email	Sjr128@york.ac.uk
Supervisor(s)	Dr Kathryn Asbury
Abstract	<p>On 23rd March 2020, the UK government placed England in a national lockdown, as part of its strategy to control the Covid-19 virus. This resulted in the national “closing” of schools for face-to-face classroom teaching (apart from to key workers’ children). Most schools did not open fully until September 2020, and even then, the changes made by schools to mitigate the risk from the virus, during a second wave of Covid-19 infections, meant that for teachers, students and senior leadership, the way education was delivered had altered significantly.</p> <p>This paper reports on the challenges created by re-running a face-to-face teaching intervention in a state secondary school, following the immediate termination of the initial study when schools closed in the first national English lockdown. Although schools had been re-opened a number of changes had to be made to rerun the study and address the additional difficulties created by the initial lockdown and the subsequent second wave of Covid-19 infections. These challenges broadly fell into three categories: learning lost during the initial school closures; the logistical timings of the new school timetable, requirement to establish year group “bubbles” and maintaining the integrity of the research if individual teachers, students or the entire year group were self-isolating.</p> <p>Despite these complexities, factors such as the opportunity to evaluate and adapt the original study, and advances in online learning within schools helped to manage these challenges and provide a way forward for conducting the revised study in a face-to-face classroom setting during a global pandemic.</p>

Bio	Sarah Dowey is currently a third year PhD student at the University of York. Her research interest is in metacognition in education including teacher awareness and understanding of metacognition, and if metacognitive processes can be used to increase academic attainment and self-efficacy, and reduce academic anxiety in secondary school students when taught as part of a knowledge-based literature curriculum.
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Thank you for joining our conference!

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Stay safe!