



SWDTC Conference 2014

Integrating Perspectives

Conference Booklet

Wednesday 5 November

10:00 – 18:45

University of Bath, 1 West Building Level 2

Welcome

A very warm welcome to the 2014 SWDTC Student Conference, 'Integrating Perspectives', at the University of Bath.

Organised for students by students, this year's conference will explore and elucidate the benefits that collaboration and dialogue can bring to research in an environment characterised by interconnectivity and the transcending of traditional scholarly boundaries.

This one-day conference brings together students and academics to meet and share their research and ideas, and to engage with the many different opportunities that interdisciplinary collaboration promises. We hope there will be much to inspire - with student presentations and discussions, workshop sessions, a panel discussion, and keynote speeches from two of the leading researchers in the south west.

Further details regarding the conference sessions can be found in this booklet.

The parallel sessions are structured according to the conference's sub-themes of collaborative methods, internationalisation, and PhD experience. You are free to choose which of the parallel sessions to attend, and are not restricted to following the same sub-theme throughout the entire day. However, please do attend the Thematic Group Discussion that you have been assigned to (indicated by the colour of the sticker on your name badge) as numbers for these sessions are restricted.

If we can be of any assistance at any point during the day, please do not hesitate to let us know.

We hope you have a fantastic day,

Amy Yau, Ben Hudson, Bobby Stuijzand, Georgina Lovett, Ioannis Costas, Janet Keliher, Rami Chehab (Conference Organising Committee)

 [#SWDTCConf](https://twitter.com/SWDTCConf) to tweet about the day



Conference Sessions

10:45-11:35

Morning Plenary

Location: 1W 2.103

Welcome & Introduction

A welcome and introduction to the conference and to the University of Bath will be given by **Ben Hudson**, Organising Committee Chair, and **Professor Ian Butler**, Dean of the Faculty of Humanities & Social Sciences at the University of Bath.

Keynote Speaker

Professor Hugh Lauder – Education and Political Economy, University of Bath

Professor Hugh Lauder has been a Professor of Education and Political Economy at the University of Bath since 1996, where he is the head of the Globalisation, International Education, Policy and Organisation Group within the Department of Education. He is a member of the ESRC Virtual College and has been a visiting professor at the Institute of Education (London University), the University of Turku (Finland), and currently the University of Witwatersrand (South Africa).

Having worked for over ten years on national skill strategies, Hugh specialises in the relationship between education and the economy as well as on the global skill strategies of multinational companies. Alongside his research, Hugh has accrued extensive experience working with doctoral students: he has supervised 22 doctoral theses and was presented with 'The Excellence in Doctoral Supervision' award by the University of Bath in 2011.

In the conference's Morning Plenary session, Hugh's opening keynote speech will discuss fundamental questions regarding the future of graduates in the UK in a context characterised by a decline in graduate wages and a rapid rise in underemployment.



11:35-12:20

Parallel Student Presentations I

Collaborative Methods

Location: 1W 2.103

Presentation I:

'Mediterranean-Atlantic exchange and extreme climatic events of the past: the Messinian Salinity Crisis'

Alice Marzocchi - Geographical Sciences, University of Bristol

Jan Peter Mayser - Chemistry, University of Bristol

Dirk Simon - Earth Sciences, Utrecht University; Geographical Sciences, University of Bristol

MEDGATE is a collaborative EU-funded project which uses different tools and techniques to reconstruct how changes in Mediterranean seawater during the Messinian Salinity Crisis (MSC) occurred and how these impacted local, regional and global climates. This project is a collaboration involving nine PhD researchers (based in three different countries) who are supervised by a team of European experts from both the academic and industrial sectors. The integration of geological and geochemical observations with the physics that govern oceanic and atmospheric circulation is used to provide a detailed quantitative understanding of the evolution of the exchange between the Mediterranean and Atlantic prior to, during, and after the MSC.

The Late Miocene sedimentary record in the Mediterranean is characterised by regular alternations of sediments. Their cyclicity has been interpreted as a sedimentary response to orbital forcing (slow variations in the Earth's movement). Numerical models allow us to understand and better constrain gateway dynamics and processes leading to the hypothesised orbitally-paced sedimentary deposition. By linking model results to environmental reconstructions based on stable isotope analysis, biomarker data, and microfossils, the team aim to provide an insight into conditions at the time of the MSC.



Alice is a Marie Curie Early Stage Researcher and has just started the third year of her PhD at the BRIDGE palaeoclimate modelling group, University of Bristol. Her main research interests are climate dynamics, numerical modelling, oceanography, and model-data comparison.

Jan is an Early Stage Researcher in the Organic Geochemistry Unit at the University of Bristol. His aims are to understand the influences of climate change on specific environments and organisms. In the second year of his PhD, he is focusing on changes during the MSC in the Sorbas Basin.

Dirk is in the second year of his PhD in Earth Sciences. He is one of the modellers in the MEDGATE group based at Utrecht University in the Netherlands. The main focus of his work is on water circulation within the Mediterranean and its gateway(s) to the Atlantic. Currently he is visiting the University of Bristol to collaborate with Alice and Jan Peter, as well as to learn more about climate modelling.

Presentation II:

‘The effectiveness of teaching anti-racist activities in primary education: preliminary evidence from Greece’

Panagiota (Peny) Sotiropoulou – Sociology, University of Bristol

The purpose of this research was to examine whether teaching anti-racist activities in elementary education had any significant effect on students’ attitudes towards diversity. Greece is an example of a southern European state rapidly transformed from an emigration to an immigration country, where immigrants make up almost 10% of the total and elementary school populations. While diversity is now the norm rather than the exception in Greek classrooms, little is being done to prepare native students to accept and respect diversity. However, evidence from research conducted in other contexts shows that anti-racist interventions in early school years are beneficial for both the attitudes of the natives and the integration of the immigrant students.

This investigation was carried out by implementing a short pilot study of anti-racist activities (using collaborative methods) in year 3 and year 4 primary school classrooms. The activities dealt with topics such as discussing similarities and differences among people and the significance of diversity. Students’ attitudes on these topics were measured with questionnaires both before and after the



intervention. The results showed that although short in length, the intervention positively influenced students' attitudes towards diversity.

Peny is currently studying Ethnicity and Multiculturalism in the department of Sociology at the University of Bristol. She previously studied Primary Education at the University of Patras (Greece). Her academic fields of interest include topics such as social inequalities, nationalism, racism, multiculturalism and education.

Discussant Panel:

Ian Butler - Professor of Social Work, University of Bath

Stephen Hickman - Senior Lecturer in Organisation Studies, University of Exeter

Organising Committee Chair:

Bobby Stuijtzand – PhD Researcher in Advanced Quantitative Methods, University of Bristol



Internationalisation

Location: 1W 2.102

Presentation I:

'Saudi English teachers' perceptions and readiness for teacher leadership'

Saud Mossa Alsalahi - Education, University of Exeter

Much of the literature in education has asserted that the empowerment of teachers towards taking up roles in their profession is a necessary need to help educational reform (Msila, 2012). This can be seen as a paradigm shift to the status of head teachers as the main figure leaders in schools which, in turn, has positioned teachers as followers of passive identities (Gunter, 2001). This shift is premised upon the principle that teachers are considered to be the core professional resources that need to be engaged with in policies and decision-making – particularly those that directly relate to teaching issues and classroom arenas. Thus, teacher leadership can be seen as a complex social activity that can be affected by its factors and the relationships that govern them. This entails a need to explore the factors that relate to teacher leadership from the perspectives of teachers, focusing particularly upon the idea of teacher leadership as a social activity.

This preliminary study aimed to investigate the roles of English language teachers and addressed issues of teacher leadership that related to their profession. The research also aimed to explore teachers' beliefs about their roles of teacher leadership in their schools, as well as exploring the beliefs and reported practices of teacher leadership in schools. The research reveals attitudes towards teacher leadership that are not only applicable to Saudi Arabia but can also be insightful in many country contexts, demonstrating a clear impact for policy and practice.

Saud is an EdD professional doctorate candidate at the University of Exeter. Saud's research area is teacher leadership as a fundamental source for teacher development.



Presentation II:

'Government experts' contribution to overcoming fissile material (cut-off) treaty deadlock'

Sascha Sauerteig - Politics, Languages & International Studies, University of Bath

In early 2014, a Group of Governmental Experts (GGE) came together for the first time to work out 'recommendations on possible aspects that could contribute to but not negotiate a treaty banning the production of fissile material for nuclear weapons or other nuclear explosive devices'. The introduction of the GGE is often seen as an "overdue" step in addressing the ongoing deadlock surrounding the Fissile Material (Cut-off) Treaty (FM(C)T). The GGE represents an international attempt to bridge the different national standpoints on an FM(C)T. Given nuclear experts have been an essential part of the nuclear age from its inception and have expressed their views on a Fissile Material (Cut-off) Treaty on many occasions, it is legitimate to ask why the GGE should be able to offer any contribution to the discussion.

Based on a model for categorising epistemic communities by recognising their degree of formality and their governmental relationship, this presentation puts the GGE in relationship with existing epistemic communities surrounding the FM(C)T discussions. Subsequently, the prospects of the contribution of the GGE will be outlined by applying hypotheses generated from the literature on epistemic communities on the major points of contention connected to the FM(C)T deadlock.

Sascha's dissertation is titled 'The Effectiveness of the Nuclear Non-Proliferation Regime – An Institutional Analysis'. In addition to his part-time research, Sascha works for a PR agency in Berlin that specialises in European policy.

Discussant Panel:

Lynn Prince Cooke - Professor of Social Policy, University of Bath

Dadimos Haile - Research Associate in Law, University of Bristol

Organising Committee Chair:

Janet Keliher - PhD Researcher in Socio-Legal Studies, University of Exeter



PhD Experience

Location: 1W 2.104

Presentation I:

'Using the focus group technique: lessons from collecting students' views on instructional practice in Nigerian schools'

Abi'odun Oyewole - Education, University of Bristol

This presentation focuses on investigating the implementation of student-centred practice at the secondary level of education in Nigeria (as required by the latest curriculum reform). The issue of uncritical transfer of western ideas like learner-centred education (LCE) initiatives to non-western and developing country contexts has been vastly discussed in international literature (O'Sullivan, 2004). Particularly, researchers have pointed out the tendency for such initiatives to fail due to practical barriers and culture-context differences. However, an element that is missing in the growing evidence base on the implementation of LCE initiatives in developing countries is the 'voice of young learners' who are directly affected by the changes through classroom experience (Schweisfurth, 2011).

The purpose of this presentation is to discuss the use of the focus group technique as an attempt to integrate Nigerian students' perspectives into research. A series of challenges and experiences of dealing with unexpected situations shall be addressed during the talk. To conclude, the importance of using applicable methods to access and incorporate perspectives in educational research will be stressed, as well as recommending meticulous preparation before using focus groups in academic research (Ritchie and Lewis, 2003).

Abi'odun is a third year PhD student at the Graduate School of Education (University of Bristol). She is currently working on her data transcription and analysis. Her research interests include the trends of implementing learner-centred education initiatives in some developing countries across Africa and a few countries in Asia.



Presentation II:

'Researching work and the creative industries in the Netherlands'

Frederick H. (Harry) Pitts - Sociology, University of Bath

From February to April 2014, Harry conducted PhD fieldwork in Amsterdam, interviewing employees at design and advertising agencies. From April until July, he received an EU grant to work on a project exploring freelancers in the creative industries as part of a wider programme of research at Erasmus University Rotterdam. This presentation will report some initial impressions and findings from the time he spent in the Netherlands. In particular, it will reflect upon some of the challenges he faced in the light of two factors: a) the differences between the Dutch employment context and the UK's; and b) the difficulties of inserting oneself into a field as diffuse as the creative industries in another country, including the problems associated with finding interviewees and accessing organisations. The research methods employed combined site visits and qualitative interviews alongside desk-based research. Questions posed will include the following: What are some of the main differences between the Netherlands and the UK in terms of work, work-life balance, cultures of time use and experience, professional identity, etc.? How do we go about recruiting participants in another country, in sectors that are difficult to access due to the preponderance of independent operators, for instance? What benefits are there from including an international perspective in our research?

Harry is a PhD candidate with the Department of Social and Policy Sciences at the University of Bath. His research is informed by a critical engagement with Marxian value theory, and concerns work and work-time in the cultural and creative industries, with a specific focus on the struggle to measure, quantify and value creative labour.

Discussant Panel:

Anne Barlow - Professor of Family Law & Associate Dean, University of Exeter

Katherine Evans - PhD Researcher in Education, University of Exeter

Organising Committee Chair:

Amy Yau - PhD Researcher in Marketing, University of Bath



12:35-13:15

Parallel Thematic Group Discussions [students only] (using the fishbowl technique)

The overarching goal of the fishbowl technique is to foster conversation around a particular topic, allowing people to freely join the discussion when they wish to make a contribution, in an informal and safe environment.

Three fishbowls will take place simultaneously, one for each of the conference sub-themes. Please do attend the Thematic Group Discussion that you have been assigned to – this is indicated by the colour of the sticker on your name badge.

Collaborative Methods (blue)

Location: 1W 2.103

Organising Committee Representative:

Bobby Stuijzand – PhD Researcher in Advanced Quantitative Methods, University of Bristol

Internationalisation (red)

Location: 1W 2.102

Organising Committee Representative:

Janet Keliher - PhD Researcher in Socio-Legal Studies, University of Exeter

PhD Experience (green)

Location: 1W 2.104

Organising Committee Representative:

Amy Yau - PhD Researcher in Marketing, University of Bath

Further details regarding the fishbowl technique can be found in the conference folder. These details will also be introduced by the Organising Committee Representatives at the beginning of the sessions.



14:00-14:30

Afternoon Plenary

Location: 1W 2.103

Keynote Speaker

Professor Stephan Lewandowsky – Cognitive Psychology, University of Bristol

Professor Stephan Lewandowsky has been the chair of Cognitive Psychology at the University of Bristol since 2013, having previously conducted his research at the University of Western Australia. He is a cognitive scientist with an interest in computational modelling, that is, the writing of computer simulations of our memory and decision-making processes in order to understand how the mind works. Recently, Stephan has become interested in the ways people update their memories when things that they had previously believed in turn out to be false. This has led him to examine the persistence of misinformation in society, and how myths and misinformation can spread. He has become particularly interested in the variables that determine whether or not people accept scientific evidence on issues such as vaccinations or climate science.

Stephan will introduce the afternoon sessions by delivering a keynote speech on his findings in one of his areas of study: ‘why do some people accept scientific evidence on climate science, while other people do not?’



14:30-15:15

Parallel Student Presentations II

Collaborative Methods

Location: 1W 2.103

Presentation I:

'Young participation: a toolbox of methods'

Ben Bowman - Politics, University of Bath

Young people in the UK navigate risky transitions to adulthood amid continuing economic and democratic marginalisation. This process is often depoliticised by adult institutions and processes of the state, government and formal organisations. Nevertheless, the interstitial and liminal spaces of youth provide spaces for crafting political subjectivities, and participating in politics through a toolbox of methods from formal institutional ones like voting to more informal, everyday ways of doing politics.

In this paper, Ben will reflect on collaborative research methods with young participants, including his own research using digital photography. He will explore how perspectives from young people and from wider literature can be integrated to gain a richer understanding of the toolbox of methods available to young people for political participation in their own lives.

Ben is a PhD candidate in the Department of PoLIS at the University of Bath. Ben has previous professional experience in youth engagement as well as voluntary experience working with young people in the UK and in Russia. His PhD research explores young people's everyday politics in the UK using participatory methods. The research builds from the perspective that young people inhabit a liminal political space; not quite children, but not quite citizens. It explores how young people adapt to their ambiguous political position during the risky transitions to adulthood.



Presentation II:

'Sentence processing and working memory'

Emily Darley - Experimental Psychology, University of Bristol

Syntactic processing of sentences (whether written or spoken) is a complex task that demands memory resources to store information, make predictions about upcoming material, and integrate new items into sentence structures. The linguistic and memory systems are highly complex, and thus each of these approaches alone is insufficient to obtain a full picture of how they interact; but combining methodologies allows evidence to accumulate and understanding to develop.

In this talk, two complementary approaches about how syntactic information is stored in memory and integrated into structures where needed will be discussed. The first is a dual-task paradigm in which reading times are measured during execution of a concurrent task taxing either storage resources or integration resources in working memory; the second is an EEG paradigm in which previously-established components of the event-related potential are used as proxies to measure the demands of similar sentence structures on various aspects of working memory. Neither experiment alone provides a complete picture of what is happening during storage and integration phases. Taken together, they can shed light on ways to ameliorate the experimental issues: it may be possible to separate out the storage and integration of syntactic material; but a dual task may not be the best approach.

While studying linguistics at Cambridge University, Emily became interested in psychological perspectives on how language works. Upon moving to the University of Bristol and into experimental psychology, she completed an MSc in Research Methods and is now a second-year PhD student in psycholinguistics.

Discussant Panel:

Stephan Lewandowsky - Professor of Cognitive Psychology, University of Bristol

Stephen Hickman - Senior Lecturer in Organisation Studies, University of Exeter

Organising Committee Chair:

Bobby Stuijzand – PhD Researcher in Advanced Quantitative Methods, University of Bristol



Internationalisation

Location: 1W 2.102

Presentation I:

'Managing relationships and negotiating access to an overseas research site involving 'vulnerable' participants'

Tim Marshall - Social Policy, University of Bristol

India has ratified the 2006 UN Convention on the Rights of Persons with Disabilities, adopting a 'liberal' disability policy framework in line with this (Menon *et al.*, 2013). Despite this, disabled people in India face multiple disadvantages in educational, work and social arenas, resulting in marginalisation from mainstream society (Singal and Jeffery, 2009). Qualitative research into disabled people's lives in low-income countries is scarce, with India no exception (Singal, 2010; Addlakha, 2013). Young disabled people are particularly excluded from research, (Kembhavi and Wirz, 2009), and in India those with intellectual disabilities only feature by proxy through their parents; excluded from studies themselves for not meeting researchers' expectations of communicative 'competence'.

This ethnographic study of the everyday experiences of a small number of young people with intellectual disabilities in a north Indian city aims to provide detail and specificity to the picture, throwing light on aspects of the policy-practice mismatch identified. The presentation will briefly explore key issues within the relationships which the researcher will necessarily be part of in the field and has already begun to establish: with disability NGOs who will facilitate access to participants; with participants themselves (young intellectually disabled people and their families); and an academic at an Indian university who will effectively become a third supervisor. The need to negotiate such relationships is not new, but is characteristic of qualitative research and is a course researchers must navigate for themselves.

Tim's background is in language learning, mainstream and special education, and social anthropology. His PhD brings together several elements of these strands, in the new (to him) discipline of disability studies, and the new (to him) context of India.



Presentation II:

‘Supply Chain Management Issues in Re-shoring Manufacturing Activities within the context of Postponement Strategies’

Hamid Moradlou (with Chris Backhouse), Management, Loughborough University

As a result of globalisation and dynamic business environment, manufacturing sectors are obliged to co-operate within more complicated and longer supply chains. Since the mid-twentieth century, offshoring trends for manufacturing facilities to East Asia have gained significant popularity to reduce cost. Over the past years, the evidence shows that offshoring strategies may not continue to be beneficial for organisations. Thus, companies have begun to establish a better understanding of the total risk/benefit-balance and base their decisions on strategic supply chain issues rather than simply relying on cost analysis. Consequently, there are tendencies towards reversing the off-shoring strategy and re-shoring manufacturing activities. Despite the significance of this phenomenon, the supply chain literature has not been paid sufficient attention by academics. This study aims to establish a better understanding of re-shoring, examining the applicability of postponement in the re-shoring context. The objectives are to investigate the nature of new technologies, the Reinvention of Manufacturing, returning to the home countries, and to propose a framework in which local knowledge and global networks are combined and encouraged to establish a relationship that enables collaborative cost reduction even when exchange rates divert the sourcing costs in the wrong direction.

Hamid Moradlou is a previous University of Bath student, now at Loughborough University as a PhD student studying Supply Chain Management issues related to re-shoring manufacturing activities back to the UK. His research area focuses on investigating the applicability of postponement in the re-shoring context within automotive sectors.

Discussant Panel:

Dadimos Haile - Research Associate in Law, University of Bristol

Emily Kakoullis – PhD Researcher in Law, University of Bristol

Organising Committee Chair:

Janet Keliher - PhD Researcher in Socio-Legal Studies, University of Exeter



PhD Experience

Location: 1W 2.104

Presentation I:

'Reflections on placement'

Jolanthe de Koning - Health Psychology, University of Bath

Doing a placement during the PhD programme is highly recommended by the ESRC. However, not all ESRC-funded students take the opportunity to do a placement. Knowing more about the potential benefits from students who have undertaken a placement may make other PhD students consider the option of a placement with increased interest. Jolanthe will therefore reflect on her experiences and learning during a three month placement at the national charity, Age UK, in London. It was a great opportunity to learn about the organisational structure of such a large and complicated network of 169 charities, and to observe how their research team supports the diverse teams and departments across this network. She will also reflect on the differences between being a researcher in academia and being a researcher in a non-academic organisation. In these reflections, her aim is to expose how the ways of working and the attitudes regarding the act of researching vary between these contexts. This placement opened Jolanthe's eyes to the different research opportunities outside of academia for soon-to-graduate PhD students. However, any student hoping to continue researching in a non-academic setting may benefit from an insight into the different attitudes to ways of doing, and ways of using research in 'the wider-world' from what they have learnt during an academic upbringing.

Jolanthe completed a BSc in Sports and Exercise before embarking on a path to explore the health and wellbeing of older adults during an MRes and PhD, all at the University of Bath. She recently completed a three month placement at the national headquarters of the Age UK charity in London and is now in the final year of the PhD programme.



Presentation II:

'Action observation on recovery post stroke'

Stacey Windeatt - Health and Wellbeing, University of Exeter

Stroke affects around 152,000 people in the UK each year (Townsend et al., 2012), with more than a third of survivors likely to be left disabled five years on (Luengo-Fernandez et al., 2013). Action observation has been proposed as a rehabilitation tool for promoting movement after stroke (Bang et al., 2013). The technique involves watching an 'actor' perform a task before the observer practises it. Evidence suggests that action observation activates mirror neurons in the observer's brain as if they were performing the action themselves (Di Pellegrino et al., 1992), helping to create motor memories (Celnik et al., 2008). Although the literature seems to suggest action observation can help improve physical functioning after stroke, to date the existing evidence has yet to be synthesised and appraised. A systematic review of randomised controlled trials was performed to examine whether action observation is effective for recovery post stroke. This presentation will address Stacey's PhD experience of performing two systematic reviews. She will outline what a systematic review is and how to undertake one before discussing the challenges she faced. She will then talk about the importance of realising when things are going wrong, confronting supervisors, and remaining focused on the aim of the PhD.

Stacey gained her undergraduate MA degree in psychology from the University of St. Andrews in 2008, and in 2011 was awarded the ESRC 1+3 studentship in Health and Wellbeing from the University of Exeter, where she is now entering the final year of her PhD. Stacey's interests include cerebrovascular accidents, social psychology and neuropsychology. More specifically she is interested in action observation therapy for rehabilitation following stroke and how social influence may be incorporated to enhance recovery outcomes.

Discussant Panel:

Anne Barlow - Professor of Family Law, University of Exeter

Katherine Evans - PhD Researcher in Education, University of Exeter

Organising Committee Chair:

Amy Yau - PhD Researcher in Marketing, University of Bath



15:30-16:15

Parallel Skills Workshops

Collaborative Methods: Together we can do this

Location: 1W 2.103

Workshop Leader: Molly Conisbee - SWDTC Collaboration Facilitator

In this session we will explore what we mean by collaboration, particularly in an academic context: Why does it matter and how can we do it well? What are the particular collaborative challenges in your discipline(s) or research? After an initial 'ideas shower' there will be an interactive session exploring what next steps you would take in the real-life scenario of establishing a platform for publishing social sciences research.

Internationalisation

Location: 1W 2.102

Workshop Leader: Dr Rana Jawad - Lecturer in Social Policy, University of Bath

The aim of this session is to explore the internationalisation of research, what opportunities and challenges this raises at PhD level and beyond, and how this can be exploited in individual research projects to improve knowledge generation, collaboration and impact. Rana Jawad will draw from her PhD and post-PhD research experience using her research on the social policy systems of the MENA region. This will be an interactive session where participants will be invited to think of their own research and the issues they face.

PhD Experience

Location: 1W 2.104

Workshop Leaders: Dr Anne Cameron & Dr Neil Bannister – Career & Graduate Development, University of Bath

This session will encourage you to relate your doctoral experience to your broader career development. We will look at issues of professional identity, suggest activities that can enhance your personal and professional career development, and look briefly at where your doctoral degree might take you.



16:30-17:30

Panel Discussion, 'Integrating Perspectives'

Location: 1W 2.103

The final session will be a panel discussion on the conference topic of 'Integrating Perspectives'. Following a brief introduction, the floor will be open for delegates to engage in open and informal dialogue with panel members. This session will provide the perfect opportunity to reflect on the day's events and to pose any outstanding questions to leading representatives from each of the SWDTC institutions. Panel members include:

Professor Anne Barlow - University of Exeter

Professor Hugh Lauder - University of Bath

Professor Stephan Lewandowsky - University of Bristol

The evening reception will follow the Panel Discussion. We kindly ask everybody to attend the closing remarks in 1W Foyer from 17:45-18:00.

All day

Poster Showcase

Location: 1W Foyer

Throughout the conference there will be a display of research posters in the main foyer. Delegates are free to look at the posters during registration, breaks and lunch. Prizes will be awarded to the winner and the runner-up, as decided by an academic judging panel. The judging panel includes:

Professor Anne Barlow - University of Exeter

Dr Dadimos Haile - University of Bristol

Professor Sally Barnes - SWDTC Director

The results will be announced during the closing remarks at 17:45.



Delegate List

Amy Yau

People Places and Spaces: A Consumer Culture Exploration of Returning home

amy.yau@hotmail.co.uk

Ben Hudson

Integration as a Durable Solution in the Abkhaz-Georgian Context of Protracted Internal Displacement

ben.hudson.2010@my.bristol.ac.uk

Bobby Stuijzand

Advanced Statistical Methods to Interpret Eye Movements

bg.stuijzand@bristol.ac.uk

Ioannis Costas Batlle

Sport Provision for Youth as a Caring Initiative

I.A.Costas.Batlle@bath.ac.uk

Janet Keliher

A Socio-Legal Analysis of the Relationship between Legal Responsibility & Culture in Criminal Law

Jk338@exeter.ac.uk

Rami Chehab

Bootstrap Method for Heavy Tailed Distribution under Auto Correlation

rc382@exeter.ac.uk

Abi'odun Oyewole

The Implementation & Features of Student-Centred Practice within Civic Education Classes in Nigeria

abeylola@hotmail.com

Alice Marzocchi

Modelling Impact of Mediterranean-Atlantic Dynamics & Orbital Forcing on Late Miocene Global Climate

Alice.Marzocchi@bristol.ac.uk

Dirk Simon

Modelling Gateway Evolution and its Impact on Mediterranean Salinity and Circulation

D.Simon@uu.nl

Emily Darley

emily.darley@bristol.ac.uk

Frederick H. (Harry) Pitts

The Social Validation of Abstract Labour-Time: A Case Study of Billable Hours in the Design Industry

harry.pitts@hotmail.co.uk



Hamid Moradlou

Re-Shoring Manufacturing Activities back to the UK, Supply Chain Management and Postponement Issues
h_moradlou@yahoo.co.uk

Jolanthe de Koning

Physical Activity and Social Wellbeing of older Adults in the English Countryside
jdk21@bath.ac.uk

Jan Meyser

Assessing the Impact of Exchange on Mediterranean Temperature and Salinity
jp.mayser@bristol.ac.uk

Peny Sotiropoulou

Attitudes towards Immigration in Greece: An Explanatory Model based on Individual-Level Characteristics
ps13601.2013@my.bristol.ac.uk

Sascha Sauerteig

The Effectiveness of the Nuclear Non-Proliferation Regime – An Institutional Analysis
sascha.sauerteig@bath.edu

Saud Mossa Alsalahi

Teacher Leadership
smaa203@exeter.ac.uk

Stacey Windeatt

Social Influence and Action Observation: The Role of the Actor in Promoting Recovery
stacey.windeatt@exeter.ac.uk

Tim Marshall

Everyday Experiences of Young People with Intellectual Disabilities in an Urban, North Indian Setting
tim.marshall@bristol.ac.uk

Ali Tauheed

Budgeting and Beyond
Tauheed.Ali@bristol.ac.uk

Alinka Gearon

Child Trafficking: Experiences of Children on the Move
Ag290@bah.ac.uk

Ana Ortega

Using Social Media to Promote Healthy Dietary and Physical Activity among Young Adults in Mexico & UK
ao13926@bristol.ac.uk

Anna Edwards

Collaboration & Competition in the English School System: An Analysis of Policy in the Context of Practice
anna.edwards.11@bristol.ac.uk



Annabelle Redfern

Face Perception
redfern30@btinternet.com

Anne Christine Hanser

Watchdogs for Healthcare
ac.hanser@gmx.de

Askat Tleuov

The Development of Oral Skills: Teaching Oral English in Kazakhstan
askhattleuov@gmail.com

Atoom Alkhatri

Curriculum Standards
amaa212212@exeter.ac.uk

Babul Thomas Gomes

Tourism Value Chain and Prospects of Pro-Poor Tourism in Bangladesh
thomasbd@gmail.com

Britta Matthes

Erupting Populist Trends in South America: The Rise of Mass Mobilisation in Chile & Peru in the Early
Twenty-First Century
bkm28@bath.ac.uk

Cameron Hunter

Security Dilemma Theory and Sino-US Competition in Space
ch13595@bristol.ac.uk

Caroline Roberts

Negative Rights in Article 9 of the European Convention on Human Rights
cr14116@bristol.ac.uk

Carys Banks

What does it mean to be a Valuable Intellectually Disabled Person?
cab45@bath.ac.uk

Ciara Merrick

The Irreconcilable Trinity of Northern Ireland: Identities, Belonging and the Performance of the Self
ciaramerrick@live.co.uk

Debby Watson

Go-Getters and Clever Little Cookies: Playfulness in Children with Profound and Multiple Disabilities
Debby.Watson@bristol.ac.uk

Denise Rogers

Beating the Odds: Journey from 'Bad School' to Postgraduate Education and Beyond



denise.a.rogers.2013@my.bristol.ac.uk

Didem Ozkizlitan

A Political Economy of Insecurity? State & Socio-Economic Actors in Industrial Relations in Modern Turkey
didemozk@yahoo.com

Ed Atkins

Beyond Securitisation: The Opportunisation of Water as a Route to Development
ed.atkins@bristol.ac.uk

Edward Burtonshaw-Gunn

The Privatisation of Urban Public Space
edward.burtonshawgunn.2014@my.bristol.ac.uk

Emine Yakar

What is the Role of the Diyanet Isleni Baskanligi in Implementing Muslim Law in Turkey?
ey215@exeter.ac.uk

Emmanuel Kumi

Partnership for Poverty Reduction? The Role of Emerging Donors-State-NGOs in Ghana and Kenya
ek441@bath.ac.uk

Enrique Gonzalez

er431@bath.ac.uk

Eva Polymenakou

Developing Inter-Cultural Competencies through Foreign Language Education
epolymenakou@yahoo.gr

Faisal Ali Saidi

CALL: How does it Facilitate Language Learning
fsaa21@bath.ac.uk

Gozde Burger

Children's Experiences of Parental Divorce in England and Turkey
gd13091@bristol.ac.uk

Gus Bosehans

Encouraging Healthy and Sustainable Travel in a University Setting
G.Bosehans@bath.ac.uk

Hannah Austin

ha14322@bristol.ac.uk

Hazel Price

What are the Relationships between Forms of Regionalism and Higher Education Systems and Policies?
hazel.price@bristol.ac.uk



Helen Ross

Stakeholders Perceptions of Direct Payments for Support of Children with Dyslexia
h.l.ross@bath.ac.uk

Jack Nicholls

The Community Experience of Renewable Energy: Towards a Just Transition
jack.o.nicholls@gmail.com

Jaime Kim

English as an International Language: What Teachers Think and What Teachers Should Know
sjk41@bath.ac.uk

James Kolackowski

What is the Proper Role for the EU in Pensions in the UK?
james.kolackowski@bristol.ac.uk

Jana Kralova

Social Death: A Useful Cross- Disciplinary Concept?
jr508@bath.ac.uk

Jess Roy

Risk and Protective Factors for Children who Live with a Parent who Misuses Drugs or Alcohol
jesskateroy@gmail.com

John McGoldrick

Ontological Security and Insecurity: The Case of Management Consultancy
John.McGoldrick@bristol.ac.uk

Jonathan Jones

How Does Working Memory Training Work?
jj256@exeter.ac.uk

Josephine Cooper

jac238@exeter.ac.uk

Katy-Louise Payne

Autism and the Criminal justice System
klp42@bath.ac.uk

Keith Walker

What do Chiropractors Think and Feel about Evidence Based Practice: A Mixed Methods Study
kw407@bath.ac.uk

Kim Weger

Community Participation and the Use of Natural Resources Wealth for Development in Ghana
kmw48@bath.ac.uk



Kirsty Janes

A Performative Analysis of Homosexuality and Transgenderism in Career Progression
kj265@exeter.ac.uk

Lisa Van Dijk

Farmers Innovation for the Improvement of Animal Health and Welfare
lisa.vandijk@bristol.ac.uk

Max Taylor

Regional Integration: The Transformative Peacemaker?
mrt39@bath.ac.uk

Maxine Blackburn

Exploring the Barriers of Raising the Topic of Weight in General Practice
M.Blackburn@bath.ac.uk

Melinda Szocs

Understanding and Advancing the Value of Collaboration for Social Enterprises through Social Capital
Melinda.szocs.gu@gmail.com

Melissa Hawkins

Teachers under the Spotlight: A Critique of the School Teachers Appraisal and Capability Regulations
mth33@bath.ac.uk

Miguel Cerna

Technology Enhanced Action Research to Promote Professional Development in Schools in Chile
miguel.cernacaceres@bristol.ac.uk

Mikako Nishikawa

How Source Texts Affect EFL Students Writing
mikako.nishikawa@bristol.ac.uk

Molly Bond

Synthetic Biology and New Frontiers of Industrial Agriculture
bonded@hotmail.co.uk

Nadia Rodriguez Ceron

Smartphone Apps to Influence Physical Activity of Mexican Adolescents
nr13660@bristol.ac.uk

Nam Peri

Education and Employability
narasimham.peri@bristol.ac.uk

Nina Zhang

A Case Study of Rural Migrant Workers Gendered Employment Choices in China
xz14129@bristol.ac.uk



Nizar Bagadood

The Quality of Public Special Education Institutes for Students with Intellectual Disabilities in Saudi Arabia
nzs.s.edu@hotmail.com

Renske Visser

Care and Cost at the End of Life
R.C.Visser@bath.ac.uk

Rhiannon Edwards

How Painful in Friendship?
R.T.Edwards@bath.ac.uk

Rosie Walters

Missionary Girl Power and the Post 2015 Development Agenda
rw4850.2005@my.bristol.ac.uk

Sabria Regragui-Mazili

Imaging the 'Muslim Within'-Aesthetic and Affective Public Spheres in France, Britain and Germany
sabria.mazili@gmail.com

Samantha Stone

Children as Creators and Narrators
samstone29@live.co.uk

Sarah Bailey

Cross-Sector Partnerships: The Value of Collaboration for Social Enterprises
S.E.Bailey@exeter.ac.uk

Simon Wilde

Infrastructure Finance
simon.wilde@btinternet.com

Siobhan Mitchell

The Effect of the Thinness Related Learning Environment on the Health and Well-Being of Elite Dancers
sbbm20@bath.ac.uk

Sirene Cliefe

S.J.Cliefe@bath.ac.uk

Stacey Heath

An Exploration into the Impact of Regeneration Schemes on Communities
stacey.heath@hotmail.co.uk

Stephanie Brown

Social Justice Implications of International Influences of the Political Economy of Disability in Education
stephanie.brown@bristol.ac.uk



Stephanie Denning

An Exploration through Affect of Christian Social action in Bristol
sd12948.2013@my.bristol.ac.uk

Sumeyra Yakar

To What Extent do Saudi Arabia and Iran Incorporate Customs to Shari'a Processes in Marital Issues
sy275@exeter.ac.uk

Tarun Chakrovarty

Corruption in Bangladesh: Its Implications for Firm Level and Macro-Economic Growth
N.N.T.Chakravorty@bath.ac.uk

Theeb Almutari

The Social Interaction of Children who are Deaf or Hard of Hearing in Saudi Schools
d_theeb@hotmail.com

Tim Morris

Impacts of Early Life Residential Mobility
timm_morris@hotmail.com

Tony Clarke

Short Term Intensive IELTS Writing Preparation in Japan and Relearning Academic Conventions
tonyberlusconi@gmail.com

Trang Tran

Linguistic and Psychological Development of Bilingual International Students Living Abroad
tt12222@bristol.ac.uk

Tristan Hotham

Discourse re UKIP
hotham1@tiscali.co.uk

Vangelis Katsampouris

Stress & Physical Illness: The Relationship of Ancient/Modern Stressors with Upper Respiratory Infections
ek392@bath.ac.uk

Xin Zhao (Skye)

English as a Foreign Language: Learning Through Classroom Interaction
xz233@bath.ac.uk

Zainab Mai-Bornu

Militarisation and Reproduction of Violent Conflicts in Nigeria
Z.Mai-Bornu@bath.ac.uk

