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**SCHOOL OF EDUCATION AND SOCIAL WORK**  
**ANNUAL RESEARCH AND SCHOLARSHIP CONFERENCE**

20<sup>th</sup> JUNE 2016



# PROGRAMME

Time	Venue: Dalhousie Building			
8:45-9:15	<b>Posters and networking</b> <b>Tea/coffee</b> (Mezzanine, first floor, Dalhousie building)			
9:15-9:30	<b>Opening remarks</b> Professor Tim Newman (3G02, lecture theatre)			
9:30-10:00	<b>Keynote</b> <b>Interdisciplinary research, the Medici effect and having fun</b> Professor Niamh Nic Daeid (3G02, lecture theatre)			
10:15-12:15 <small>(each presentation will be 20 minutes long with 10 minutes for questions)</small>	<b>Session 1</b> <b>(1G10)</b>  <b>Chair: Ian Barron</b>  <b>1.1 Field trial of a complicated grief psychosocial program for adolescents in occupied Palestine</b> <i>Ian Barron &amp; Ghassan Abdallah</i>  <b>1.2 Exploration of the perceptions and responses of children who have experienced war through an</b>	<b>Session 2</b> <b>(2G03)</b>  <b>Chair: Divya Jindal-Snape</b>  <b>2.1 Supporting Transition from Primary to Secondary School: Perspectives of Pupils, Parents and Teachers</b> <i>Dianne Mitchell</i>  <b>2.2 Supporting the transition of pupils from primary to secondary school using the MindJump health and well-being programme</b> <i>Elizabeth Hannah &amp; Fiona</i>	<b>Session 3</b> <b>(2S11)</b>  <b>Chair: Murray Simpson</b>  <b>3.1 Are you sitting comfortably? Exploring the potential of drawing on children's experiences to inform curriculum development</b> <i>Anna Robb</i>  <b>3.2 Children's experiences of science beyond school</b> <i>Lauren Boath</i>  <b>3.3 Young people: Experts,</b>	<b>Session 4</b> <b>(2S02)</b>  <b>Chair: Marie Beresford-Dey</b>  <b>4.1 Multilingualism: a fresh outlook for Gaelic sustainability</b> <i>Argyro Kanaki</i>  <b>4.2 A study into the high drop-out rate of male primary students on the PGDE Primary Programme at the University of Dundee</b> <i>Paola Sangster</i>

	<p><b>engagement with art influenced by military conflicts</b> <i>Dinara Mackins</i></p> <p><b>1.3 Views, Perceptions and Experiences of Ritual Abuse Survivors on Online Support Spaces: A Review of Literature</b> <i>Joseph Angwekwe Lumbasi</i></p> <p><b>1.4 Views of young sexual abuse survivors and other young people</b> <i>Laurie Matthew</i></p>	<p><i>McGarry</i></p> <p><b>2.3 The Perspectives of Young People with Additional Support Needs of Post-School Transition Planning and Preparation</b> <i>Thomas Richardson, Elizabeth Hannah &amp; Divya Jindal-Snape</i></p> <p><b>2.4 Reflections on my PhD journey so far!- An international student perspective</b> <i>Daisy Nwaozuzu</i></p>	<p><b>inspirers, healers</b> <i>Charis Robertson</i></p> <p><b>3.4 6PSM: Embodied and reflexive practice</b> <i>Elinor Vettraino</i></p>	<p><b>4.3 Where Learners are Contenders: Exploring the impact on learning in the classroom in the <i>Minecraft On the Waterfront</i> project</b> <i>Derek Robertson</i></p> <p><b>4.4 Evidence of Quality Professional Development: A Study in Childhood Practice</b> <i>Brenda Dunn, Catriona McDonald &amp; Dorothy Johnson</i></p>
<b>12:15-12:45</b>	<p><b>Lunch</b></p> <p><b>Discovery/Pure - Your open research profile, Research Connect and Consultancy (Networking and flyers)</b></p> <p><b>Posters, Cartoons/sketches wall (add post-it notes to indicate strong messages), graffiti wall to leave thoughts/reflections</b></p> <p>(Mezzanine)</p>			
<b>12:45-1:45</b> <small>(each presentation will be 20 minutes long with 10 minutes for questions)</small>	<p><b>Session 5 (1G10)</b></p> <p><b>Chair: Fernando Fernandes</b></p> <p><b>5.1 Quasi-qualitative analysis of counsellor supervision of a CBT group-based child trauma recovery programme in occupied Palestine</b> <i>Ian Barron, Ghassan Abdallah &amp; Unni Heltne</i></p>	<p><b>Session 6 (2G03)</b></p> <p><b>Chair: Neil Taylor</b></p> <p><b>6.1 Transition to employment: elene4work</b> <i>Neil Taylor</i></p> <p><b>6.2 Childhood Practice Student Articulation from FE to HE at University of Dundee</b> <i>Lynn Boyle &amp; Brenda Dunn</i></p>	<p><b>Session 7 (2S11)</b></p> <p><b>Chair: John Baldacchino</b></p> <p><b>7.1 ‘You’re tearing me apart!’: <i>Rebel Without a Cause</i> and the creation of Scottish social work</b> <i>Murray Simpson</i></p> <p><b>7.2 Informational Needs of Older People and Carers</b> <i>Tim Kelly</i></p>	<p><b>Session 8 (2S02)</b></p> <p><b>Chair: Ann Swinney</b></p> <p><b>8.1 Supporting parents to increase their knowledge and understanding of pedagogy in the Early Years</b> <i>Alexandra Tigwell</i></p> <p><b>8.2 Broadening Perspectives - Cross Cultural Student Collaboration</b></p>

	<p><b>5.2 Children and Adolescents deprived of their liberty: an agenda for international research and collaboration</b> <i>Fernando Fernandes</i></p>			<i>Mary Knight</i>
<p><b>1:50-3:50</b> <i>(each presentation will be 20 minutes long with 10 minutes for questions)</i></p>	<p><b>Session 9 (1G10)</b></p> <p><b>Chair: Teresa Moran</b></p> <p><b>9.1 MA (Hons) Education International Baccalaureate Pathway</b> <i>Carrie McLennan</i></p> <p><b>9.2 The vulnerability of learning (Presentation by the winner of Excellence in Teaching Award)</b> <i>Brenda Keatch</i></p> <p><b>9.3 Developing Professional Dialogue in Virtual Environments (Innovation in Teaching Award)</b> <i>Ann Swinney, Gary Roberts, Pete Glen, Jean McEwan-Short</i></p> <p><b>9.4 Working Together – using scholarship and research to enhance approaches to interprofessional education</b></p>	<p><b>Session 10 (2G03)</b></p> <p><b>Chair: Beth Hannah</b></p> <p><b>10.1 Transitions to, and through, University</b> <i>Donna Dey, Angela Lindsay &amp; Patricia Thomson</i></p> <p><b>10.2 Evaluating Year Two of the Student Transitions to HE (Enhancement Themes, QAA Scotland)</b> <i>Ashley Dennis, Lisi Gordon, Stella Howden &amp; Divya Jindal-Snape</i></p> <p><b>10.3 Investigation into the holistic transition experience and support needs of new students in Higher Education</b> <i>Joan Muszynski</i></p> <p><b>10.4 Supporting higher-stage transitions: a longitudinal audio-diary study exploring experiences across the trainee-trained doctor transition</b> <i>Lisi Gordon, Divya Jindal-Snape,</i></p>	<p><b>Session 11 (2S11)</b></p> <p><b>Chair: Trish McCulloch</b></p> <p><b>11.1 Evaluation that Empowers – A model and toolkit for developing evaluation-minded organisations</b> <i>Lesley Greenaway</i></p> <p><b>11.2 What impact can an ePortfolio platform and culture change have on the growth of a reflective and collegiate learning culture in our teacher education cohorts?</b> <i>Derek Robertson</i></p> <p><b>11.3 Are we there yet? The long and arduous route from pub-based researchers to published researchers</b> <i>Richard Holme, Anna Robb &amp; Will Berry</i></p> <p><b>11.4 Grounded theory as an emergent process in constructivist research</b></p>	<p><b>Session 12 (2S02)</b></p> <p><b>Chair: Mike Naulty</b></p> <p><b>12.1 Sustaining positive perspectives of dignity in care with undergraduate student nurses</b> <i>Sheila Douglas</i></p> <p><b>12.2 Dusting the reading list</b> <i>Dianne Mitchell and Lynn Boyle</i></p> <p><b>12.3 A marked difference: The effect of the use of assessment rubrics on learner understanding and on staff efficiency</b> <i>Shona Robertson &amp; Lorraine Syme-Smith</i></p> <p><b>12.4 Testing TESTA success at Dundee? Does TESTA Pass the test?</b> <i>Lynn Boyle &amp; Neil Taylor</i></p>

	<b>(Embedding Research and Scholarship in Teaching Award)</b> <i>Fiona Clark and Gary Roberts</i>	<i>Charlotte Rees, Sabina Seibert, Jillian Morrison &amp; Gillian Needham</i>	<i>Kate Martin</i>	
<b>3:50-4:10</b>	<b>Posters, Cartoons/sketches wall (add post-it notes to indicate strong messages), graffiti wall to leave thoughts/reflections</b> <b>Tea/coffee</b> (Mezzanine)			
<b>4:10-4:20</b>	<b>Presentation of teaching awards</b> <i>Teresa Moran</i> (3G02, lecture theatre)			
<b>4:20-4:40</b>	<b>School's vision for research and scholarship</b> <i>Tim Kelly</i> (3G02, lecture theatre)			
<b>4:40-5:00</b>	<b>Plenary Session</b> Panel: <i>Ian Barron, Murray Simpson, John Baldacchino, Teresa Moran, Divya Jindal-Snape</i> (3G02, lecture theatre)			

**Posters**

- a) **A case for a creative approach in Scotland's educational leaders?**  
*Marie Beresford-Dey*
- b) **Problems in School System and Female Students' Dropout from High Schools in Nepal: Stakeholders' Perspectives**  
*Tanka Prasad Dahal*
- c) **Performer and Audienceship in Transformative Learning Processes: Unearthing and Cultivating the Political Body within the Transgender Community**  
*Vipavinee Artpradid*
- d) **Investigating Marketing of Developmental Educational Projects in Ministry of Education in the Sultanate of Oman**  
*Alham Sulaim Ali Al Khatri & Saif Ali Saif Al Sheibani*
- e) **Punitive physical behaviours of parents and teachers towards adolescents in Saudi Arabia: A Review of the Literature**  
*Aref Alsehami*
- f) **Understanding the life transitions of young adults with life limiting conditions and the impact on their families and professionals**  
*Divya Jindal-Snape, Bridget Johnston, Jan Pringle et al.*
- g) **Implementations of mobile learning in mathematics**  
*Khristin Fabian*
- h) **The role of self-direction and Web 2.0 in Learning English as a Foreign Language: preparing for a pilot study**  
*Aisha Abosahmin*

# ABSTRACTS (Paper Presentations)

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## Session 1 (1G10)

### **1.1 Field trial of a complicated grief psychosocial program for adolescents in occupied Palestine**

*Ian Barron & Ghassan Abdallah*

The current study assessed the efficacy of a new group-based complicated grief program (Children and Grief) for adolescents in occupied Palestine and for consideration to release in other war-torn contexts. Participants ( $n = 158$ ) were 10-18 years and referred to school counselors because of unresolved grief. A mixed methods quasi-experimental design involved a non-randomized intervention group ( $n = 79$ ), waitlist comparison ( $n = 79$ ), a measure of program fidelity and future delivery costs. Traumatic loss events were identified from adolescent records. Standardized measures assessed complicated grief, posttraumatic stress and depression at pre and post-test. Interviews of nine randomly selected adolescents and all presenters ( $n = 9$ ) explored participant subjective experience. Analysis involved an omnibus MANOVA and quasi-qualitative analysis of interview data. A large effect size was found in reduced complicated grief and a medium effect size for posttraumatic stress and depression. C&G was recommended for global availability with evaluative research built in. Longitudinal evaluation and randomized control trials are needed to evaluate Children and Grief throughout Palestine and other war contexts.

### **1.2 Exploration of the perceptions and responses of children who have experienced war through an engagement with art influenced by military conflicts**

*Dinara Mackins*

My single practice led project consisting of a series of case-studies, embracing exhibitions based on historical research in to impact military conflicts on the lives of children. Each exhibition will be accompanied by workshops with impact groups comprising school children, young people and army cadets who have not yet experienced war, and those who have. A new body of work in collaboration with the selected impact groups will allow me to study and analyse the children's perceptions of the impact of war. I plan to use direct observation before analysing the discussions and any visual responses made by the children themselves. The artwork produced during these collaborations will be, in essence, unpredictable as I will not only be working with different groups of children, military cadets and young people in Russia and in UK, but all will have been influenced differently by their upbringing at home and through education. In addition, some will have direct experience of conflict while others not. Each of these projects will be documented and will form a key elements in the thesis. The results of these collaborations will allow me to gauge how art might aid trauma recovery. I have discussed working with Dr Ian Barron in relation to his research on the Palestine/Israeli conflict and he is willing to support my research in this location.

### **1.3 Views, Perceptions and Experiences of Ritual Abuse Survivors on Online Support Spaces: A Review of Literature**

*Joseph Angwekwe Lumbasi*

Talking about painful feelings and most traumatic memories in public spaces is not always easy. This statement draws attention to the problems of help seeking and self-disclosure, which describes the situation where individuals reveal personal and therefore often private and sensitive information to others. This process does not need to be public and requires a higher degree of confidentiality. However, with the public nature of online support spaces, it is not always easy to keep personal stories and self-disclosure confidential. Abuse survivors, especially survivors of ritual and organised abuse who have suffered traumatic experiences will struggle when it comes to self-disclosure and confidentiality of their personal stories in public spaces. There is anecdotal evidence that ritual abuse survivors are using online support spaces for support and information through message boards and online support forums. However, in as much as online support spaces are increasingly being used by ritual abuse survivors to seek help, information and support, there is limited empirical studies on their views, experiences and perceptions of these spaces. There has been a shift in research and service delivery where the views of survivors are now being sought by service providers and researchers. Survivors are now being involved in planning for services and participating in research where methods such as Participatory Action Research (PAR) have been employed in order to involve survivors in

research. This has continued to provide valuable insights into the experiences of people with mental health while valuing expertise of service users. In acknowledging the survivor as an active agent whose voice, views and experiences need to be amplified, I have undertaken a thorough search and review of studies that have incorporated their voices, views and experiences of online support spaces. The main objective of the review was to identify key research themes and methodology to guide this study. The review is still in its preliminary stages, but there are very interesting findings that I would like to share with other researchers with a hope to enhance my research process. By presenting my preliminary literature review findings to other researchers will help in enhancing this project.

#### **1.4 Views of young sexual abuse survivors and other young people**

*Laurie Matthew*

A literature review was conducted to find out views of young survivors of sexual abuse, about confidential services, and explore gaps in research and methodologies. A systematic review of twenty databases, 12 journals, eight web sites, Google Scholar and archives were searched using a succession of evolutionary keywords. Titles and abstracts were screened against inclusion criteria, and papers read in full if they fitted the criteria. Themes and data were extracted, in depth analysis was undertaken, and published and unpublished literature compared. Themes were confidentiality, anonymity, accurate information, and someone to talk to. They also wanted control over their lives and better accessibility of services. There was a high level of fear of involvement of child protection agencies. Surveys, interviews and focus groups were the methods used to engage the young people and there was limited participation of young people. There is an indication that young abuse survivors, need confidentiality in order to use some services and they need to have greater control over their lives and information. Further research is necessary to explore issues of confidentiality, participation and fear of child protection agencies.

### **Session 2 (2G03)**

#### **2.1 Supporting transition from primary to secondary school: Perspectives of pupils, parents and teachers**

*Dianne Mitchell*

This research is as a result of an approach by a local school cluster formed of 1 secondary school and 6 primary schools to undertake research to inform future transition practice. The year-long study aims to achieve the objectives of exploring stakeholders' views of the transition process, and also their views regarding the systems implemented by the schools during the period before starting at secondary school and after the move. Data were collected at three key time points (Stage 1 in May 2014: parents and pupils; Stage 2 in October 2014: parents, pupils, primary school professionals, secondary school professionals; Stage 3 in May 2015: pupils and secondary school professionals). This presentation will consider how the research project fulfils the 'brief' of being a longitudinal study rather than three shorter individual projects. Aspects of the research design, data collection instruments and analysis of the findings will be discussed, with some aspects of the findings of the study being presented which illustrate the longitudinal nature of the project.

#### **2.2 Supporting the transition of pupils from primary to secondary school using the MindJump health and well-being programme**

*Elizabeth Hannah & Fiona McGarry*

The promotion of health and well-being in schools is central to legislation and policy in Scotland (Scottish Executive, 2004; Scottish Executive, 2006; The Schools (Health Promotion and Nutrition) (Scotland) Act 2007). This paper will consider what we mean by health and well-being; the importance of prevention and early intervention; and the key role of schools. It will draw on conceptual, theoretical and empirical insights from literature with a particular focus on the importance of health and well-being during educational transitions, such as the move from primary to secondary school. The paper will present findings from a small-scale study into the impact of a newly developed health and well-being programme, MindJump, involving all P7 pupils in two primary schools. Twenty-one P7 pupils participated in 3 focus groups and two teachers took part in semi-structured interviews. Results provided evidence of the impact of the programme on the students' learning. Pupils described what they had learnt from engaging with the programme; ways in which they were applying this learning in school and in the community; and anticipated use of newly acquired knowledge and skills in secondary school. The potential utility of health and well-being programmes in schools is considered.



### **2.3 The Perspectives of Young People with Additional Support Needs of Post-School Transition Planning and Preparation**

*Thomas Richardson, Elizabeth Hannah & Divya Jindal-Snape*

The United Nations Convention on the Rights of the Child (United Nations, 1989) enshrined the rights of children and young people to participate in decisions affecting their lives. This Convention has impacted on national legislation and policy (UNICEF, 2009) and influenced the development of appropriate methodologies for listening to children (Hill, 2006). This presentation will outline a case study of nine college students with additional support needs (ASN). The aim was to understand their recent lived experiences of transition planning and preparation. Visual resources in the form of a 'discussion poster' were developed to support the interviews with the young people both as a stimulus and as a recording method. Interviews were video-recorded using an iPad and photographs were taken of the completed posters. Inductive thematic analysis was utilised (Black & Ubbes, 2009). All the young people reported a positive transition experience; and the majority recalled being involved in some form of transition planning and preparation (e.g. meetings, college visits, part-time college attendance), although they appear to have been aware of limited post-school options. Finally, the presentation will consider the use of visual and other creative methodologies to inform and support post-school transition practices.

### **2.4 Reflections on my PhD journey so far!- An international student perspective**

*Daisy Nwaozuzu*

The PhD journey is an important transition in a student's life. It can be an unpredictable trip due to the many uncertainties involved in the long winding journey. From an international student's perspective, the uncertainties can be doubled as it involves both academic challenges and life transitions. Some of these challenges include the time requirement, the rigorous and focused research process, academic writing, publication requirement, conference presentation and successfully finishing the thesis through the doctoral defence. It's a change in environment, course structure and rigour that demands special attention for the benefit of my future success in life. This poster will display my PhD journey so far with special highlights of the challenges and opportunities facing international doctoral students in conducting research within an international context.

## **Session 3 (2S11)**

### **3.1 Are you sitting comfortably? Exploring the potential of drawing on children's experiences to inform curriculum development**

*Anna Robb*

A recently published annual survey by the National Society for Education in Art and Design has indicated that the value of the curricular subject of art and design is gradually being eroded in primary and secondary schools in the UK (NSEAD 2016); the data for this report has been gathered from teachers. Based on a systematic literature review for doctoral studies, this paper explores the potential of additionally consulting pupils in order to understand the value of curricular subjects fully, capturing their experiences through story and arts-informed research methods and using them to inform curriculum development, primarily in relation to visual art.

### **3.2 Children's experiences of science beyond school**

*Lauren Boath*

**Children's experiences of science beyond school** is an exploration of children and young people's experiences of, and attitudes to, learning science outside the school environment using children's voice approaches, framed within the United Nations Convention on the Rights of the Child. The curriculum in Scotland is defined as the "totality of experiences which are planned for children and young people throughout their education, wherever they are being educated" (Scottish Government, 2008). This agenda of recognising learning where it happens and ensuring that partners effectively support and progress the learning of children and young people in sciences has been identified as being of increasing importance in Scotland (Education Scotland, 2012). Whilst in Scotland, education places the 'child at the centre', research into children's voice in primary schools in Scotland suggests that this is frequently a 'tokenistic' process (Tisdall, 2007, Sher et al., 2010). The author will provide an insight into an innovative approach to exploring children's views on science experiences outwith normal lessons, within a framework informed by the United Nations Convention on the Rights of the Child, and explore the development and use of a research

instrument with children and young people aged 8-12.

### **3.3 Young people: Experts, inspirers, healers**

*Charis Robertson*

Working with adults formerly involved in Hot Chocolate Trust (a grassroots youth work organisation based in Dundee), this Masters research project is underpinned by a phenomenological epistemology, embraces a radical participatory narrative inquiry methodology, and takes on a creative mixed methods approach. In essence it seeks to learn from the vivid and important reflections of these adults' prior adolescent experiences: including stories of mental health difficulties, homelessness, substance misuse, bereavement, violence and other forms of trauma. This project breaks down the traditional divide between research and practice, instead viewing research as practice, and practice as research. The data has been collected, analysed and co-produced with the participants themselves, resulting in a series of short films featuring the (anonymised) voices of the participants - sharing their experiences, journeys, pain, healing and learning from the traumatic experiences of their past. These films have much to teach academics, practitioners, and decision makers, and have already been met with much interest from each of these groups. This research presentation will present one of these co-produced films as an example of the data, as well as providing a brief explanation of the research process, impact and ethical considerations.

### **3.4 6PSM: Embodied and reflexive practice**

*Elinor Vettrains*

Stories offer spaces where trust becomes possible. Stories enable us to present ourselves and our histories to the world in ways that engender a shared knowing or understanding. Stories are therefore natural vehicles for finding out about oneself. Drawing on doctoral research carried out within the context of reflexive practice and embodied knowing, this presentation considers the use of a particular story creation and telling approach from the field of Dramatherapy known as the 6 Part Story Method (6PSM) (Lahad, 1993), as a research tool for individuals and groups to develop new self-knowledge. The 6PSM was originally developed as an assessment tool for Dramatherapists to identify their client's strategies for coping with the trauma of conflict. In this presentation I will share how this method was used in researching issues professionals faced in educational leadership.

## **Session 4 (2S02)**

### **4.1 Multilingualism: a fresh outlook for Gaelic sustainability**

*Argyro Kanaki*

The position of minority languages has shifted in European language policy, and language diversity and multilingualism are now considered as assets. Nevertheless, according to Paterson and O'Hanlon (2015), Gaelic is seen more as symbol rather than as communication. This paper has an intention to examine the issue of Gaelic language in Scotland on a poststructuralist view. The notion of imposture is present, and the legitimacy and authenticity of Gaelic speakers and their education are in question. Language teaching from a multilingual approach combats discursive bias, and supports the micro and meso levels of minority language teaching. It also implies new emphasis on language teacher training, which renegotiates the value and use of Gaelic in the contemporary economy of education. Language teaching from a multilingual approach implies didactic systems which will support teachers in minority language classrooms, as well as offering principles and ideas for promoting multilingualism as an asset in society. Such a shift in language planning at family and community levels could guarantee Gaelic speakers ownership of their language capital, and the opportunity to challenge the paradox of 'monolingual diversity'.

### **4.2 A study into the high drop-out rate of male primary students on the PGDE Primary Programme at the University of Dundee**

*Paola Sangster*

This study explores the possible factors that may contribute to a pattern that has emerged in recent years in relation to the performance of male students on the PGDE Primary Programme at the University of Dundee. Qualitative data were gathered through questionnaires and unstructured group interviews, and participants included male/female students currently studying on the PGDE Primary/Secondary Programme, University tutors and teachers in local schools. Male and female students were invited to participate in the study to allow the researcher to detect any potential patterns distinctive to gender in relation to their approaches to the course and to teaching, in addition to identifying any common stress-related issues. This study discusses and

critiques the literature on male primary students in Initial Teacher Education (ITE) and explores the possible causes of the relatively low success rate of male primary teachers at the University of Dundee. Findings suggest that male students are not forthcoming to seek advice, and do not acknowledge their problems as readily as their female counterparts. They also seem to struggle more with aspects of academic work such as planning and preparation, finding the intense workload particularly challenging. With regard to school placements, male students tend to be more content-oriented than pupil-oriented, and can be regarded by the teaching staff/tutors as doing only the minimum. Factors such as male students' concerns over child protection issues and the perceived pressure of being a male role model were identified as being significant factors for them.

#### **4.3 Where learners are contenders: Exploring the impact on learning in the classroom in the *Minecraft On the Waterfront* project**

*Derek Robertson*

It is argued that the opportunity for school children to engage with real life contexts for learning that are situated within the culturally relevant world of their digital domain can impact positively on their attitudes to, and performance in, school (Gee 2003, Prensky 2001). This research initiative details the rationale, process and impact that a project using the game console version of the game *Minecraft* had on children's attitudes to learning when the design brief to reimagine, redesign and then rebuild their city's waterfront was situated in a digital framework that had cultural significance for them. It also explored learners' ability to work collaboratively in such environments, their perceptions of learning in school and at home and their teachers' perceptions of them as learners. This project is situated within the context of the post-industrial city of Dundee (Scotland) that is undergoing another transformation of its waterfront notably with the development of a sister museum of the Victoria and Albert Museum in London. There has long been an interest in the use of game-based learning in schools (see, for example, Facer, 2003; McFarlane, Sparrowhawk, & Heald, 2002). In broad terms, the arguments for its use in school rest on beliefs about enhanced knowledge and skills, and associated improvements in attitudinal factors and engagement (Passey & Rogers, 2004; Sandford, Ulicsak, Facer, & Rudd, 2006). Recent years has seen the rise of the educational use of commercial off the shelf games (COTS) that are built for commercial platforms such as Xbox 360, PS3 and Nintendo DS. Miller and Robertson (2011) pointed out that theoretical explanations for the popularity of game-playing can be found in both psychological and sociocultural theories. They particularly highlighted the notion of flow, associated with the work of Csikszentmihályi (1990) and they argued that when children are playing digital games they are facing challenges, communicating, learning and applying skills, reframing their understanding on the basis of feedback, and so on. It is also clear that children playing games in school bring with them experience from home and beliefs and expectations of what game-playing can offer them.

#### **4.4 Evidence of Quality Professional Development: A Study in Childhood Practice**

*Brenda Dunn, Catriona McDonald & Dorothy Johnson*

The study examined the contribution of the BA Childhood Practice work-based degree to professional and personal development, including leadership skills, analysed in relation to relevant models of professional development. It draws upon evidence from three University providers from research assignments, subsequent questionnaires and interviews with students. A phenomenographical approach was used to identify the perceptions of learning and affective experiences. The theoretical frameworks employed were Cherrington and Thornton (2013), Mitchell and Cubey (2003) and the Standard for Childhood Practice (QAA, 2007; 2015). Findings revealed that characteristics identified in these models were evident in the degree, the most influential being knowledge and understanding, critical awareness and changes to values and beliefs. These aspects promoted leadership and quality and underpinned increased self-confidence. The main issue which emerged was the significance of a new work-based model which promotes the development of higher level skills; this is relevant internationally and across professions.

## Session 5 (1G10)

### **5.1 Quasi-qualitative analysis of counsellor supervision of a CBT group-based child trauma recovery programme in occupied Palestine**

*Ian Barron, Ghassan Abdallah & Unni Heltne*

The study explored the impact of peer group supervision (PGS) for counselors delivering the Teaching Recovery Techniques (TRT) program, a group-based psycho-social approach for traumatized adolescents. Interviews were conducted with seven school counselors from villages along the separation wall near East Jerusalem, occupied Palestine, a national supervisor and an international TRT trainer. A quasi-qualitative and inter-rater analysis was conducted on data to quantify responses and identify themes. All participant groups reported that even in a context of military violence, PGS provided a reflective process inclusive of formative, normative and restorative functions. Locally available PGS was viewed as essential within a geographically fragmented context. Counselor self-disclosure in PGS led to a trusting environment in contrast to military practices and gender norms. The use of prayer in PGS was an unexpected and positive finding. Despite supervision, war stressors and limitations of training continued to undermine counselor confidence in training other counselors in TRT.

### **5.2 Children and Adolescents deprived of their liberty: an agenda for international research and collaboration**

*Fernando Fernandes*

The criminalization of the marginalized youth has been a major issue for policing and criminal justice agendas over the last decades. The tendency in discourse, policy and practice under the frame of a neoliberal agenda has been the utilization of punitive measures in response to youth's social insecurity. The social representation of the youth as dangerous and threatening in the public scene has been a major driver for the justification and reinforcement of their punishment as a response to issues of 'public security'. Marginalised youth has also been suffering the consequences of this security agenda under other labels such as 'terrorism' and 'immigration'. As a result, there is a wide range of circumstances in which children and adolescents are deprived of their liberty. This is the case of those involved in criminal justice systems, in need of protection, with physical or mental disabilities, exposed to drug abuse, detained with their parents, in immigration detention, as well as those suspected of threats to national security. Although these situations are widely acknowledged, there is a gap in research and consistent data on the situation of children and adolescents deprived of their liberty. This poses a practical barrier for the development of informed policy and practice as well as the monitoring of the violation of children and adolescents' rights. A call for a *Global Study on Children Deprived of Liberty* has been signed by a number of international agencies and presented to the United Nations as a necessary step towards a more comprehensive view of the situation of children and adolescents deprived of their liberty in the world. Under this umbrella, since 2014 an emerging international collaboration involving academics, social activists, international agencies and governments have been working together around a bid to European Commission. The objective of the bid is to look at the violation of human rights through issues of health and wellbeing with an international compared perspective. In this short presentation I will present the key areas of concern being addressed by the bid in a way to share ideas and get advice from colleagues.

## Session 6 (2G03)

### **6.1 Transition to employment: elene4work**

*Neil Taylor*

This presentation will share the ongoing work of an Erasmus+ funded project. The project involves partners from nine EU countries. The project is about transition from HE to the world of work and explores how technology can be used to help students identify their transferable skills and further enhance their skill sets to increase their employability once they leave HE.

### **6.2 Childhood Practice Student Articulation from FE to HE at University of Dundee**

*Lynn Boyle & Brenda Dunn*

The funded Higher Education Academy research project aimed to establish the specific factors needed to enable a pathway for student transition from the PDA Childhood Practice at Dundee and Angus College to direct entrance onto the 2<sup>nd</sup> year (SCQF level 8) of the BA Childhood Practice. This research will inform transitions which support student self-perceptions linked to self-esteem (Jindal-Snape, 2010), as the students

will become familiar with; the teaching staff, expected academic ability and the structures of the University. A mapping was completed of the curricula from each institution to enable a pedagogical transition which will avoid repetition. Two focus groups were carried out with 15 college students which informed a discourse on initial transitional barriers. Analysis of the focus groups discussions revealed perceived barriers around academic ability, fear of the unknown and becoming autonomous learners. The findings for future student transitions has resulted in an aligned curriculum, an enhanced integration for the students, a collaborative approach and integrated SAAS funding. The outcomes of the project have produced a University model as part of the widening participation agenda. This model can be replicated for other colleges with students who will make the transition from FE to HE.

## Session 7 (2S11)

### 7.1 'You're tearing me apart!': *Rebel Without a Cause* and the creation of Scottish social work

*Murray Simpson*

In 1955 Warner Brothers released one of the best known films in the juvenile delinquency genre, *Rebel Without a Cause*. Directed by Nicholas Ray, *RWaC* starred James Dean in the second of his three starring roles. Although widely regarded as having socially progressive messages, albeit within a very melodramatic plot, the fundamental narrative of the movie can be shown as deeply socially conservative. All of the developed characters in the film – Jim Stark (Dean), Judy (Natalie Wood), and 'Plato' (Sal Mineo) – have the roots of their rebellion and delinquent behaviour rooted firmly in the failures of 'traditional' American – for which, read white and middle-class – parenting. Each of these characters exhibits aspects of family pathology: gender role inversion, for Jim; the emotional rejection by Judy's father as she becomes a young woman; and the divorce of Plato's parents, and their subsequent neglect of him. Each of them experiences acute anomie, insecurity, and a lack of meaning in their lives. As a result of which, they 'act out' in the form of rebellious and delinquent behaviour. Contemporaneous with the film's release – which itself came just two years after *The Wild One* ignited the genre in popular culture – the post-war period had witnessed a rapid growth of interest in juvenile delinquency, both culturally and academically. Work emanating from several sites and research groups in Glasgow, for example, was highlighting the strong statistical associations between a range of factors: poverty, social conditions, school achievement, health and parenting, which began to set the context in which a unified social work profession would emerge. The impetus of the research reached a head with the report of the Kilbrandon Committee (1961-64), led to the creation of the children's hearing system and generated the momentum, though not the ideas, for the creation of generic Social Work Departments in Scotland. Despite their differences, especially in relation to class, what both of these developments marked was a 'progressive' approach to the reinforcement of socially 'conservative' ideals, in particular, the defence of the nuclear family. And so on.

### 7.2 Informational Needs of Older People and Carers

*Tim Kelly*

Older people and carers become involved with health and social care services when they experience stressful life events or conditions. We know from stress and coping models and empowering models of practice that information is an important factor in managing life stressors. Yet, service users and carers often report that professionals do not provide adequate information. Lack of information can itself become an additional stressor. This presentation will explore research on the informational needs of older people and carers and suggest various ways that health and social care professionals can better meet the informational needs of older people and carers.

## Session 8 (2S02)

### 8.1 Supporting parents to increase their knowledge and understanding of pedagogy in the Early Years

*Alexandra Tigwell*

National Guidelines and Curriculum documents highlight the benefits of parental engagement for young children's development and learning. However, as an Educator, I am rarely asked by parents how their child arrives at a certain level of development or how they can support their child's learning. It is important for parents to understand and engage with our pedagogy. Parents can then employ these new skills at home to further support their children's development. This research looked at ways to promote the work of Early Childhood Educators; specifically, our pedagogical practice. Workshops were arranged so the parent could observe their child and the Educator at work. I demonstrated the skills and strategies I use to encourage

children's early learning and development. Data were collected at three stages via questionnaires; before the first workshop and immediately after, then two weeks later. The results show that parents' knowledge was heightened, new skills and techniques were learnt and these were tried at home. Via our transition programme future work with parents could be extended to Primary One. With the Teacher's collaboration, one main focus could be literacy and numeracy techniques and skills.

## **8.2 Broadening Perspectives - Cross Cultural Student Collaboration**

*Mary Knight*

Working from constructivist premise that knowledge is socially constructed, collaborative learning is important for both cognitive and social development. Collaborative learning enables students to develop their own knowledge and skills through interactions and to apply these when working alone, suggesting that 'intermental' activities lead to 'intramental' functioning. Teaching students on a one year professional graduate teacher education programme from the University of Dundee, Scotland and Thomas More, Vorselaar, Belgium, participated in a cross cultural collaborative project. It involved pairs or trios of students working collaboratively on an education topic. The aim of the project is to enhance opportunities for students to learn from and with peers from other cultures, and also to support their understanding of primary education within an international context. The aim of the study was to gather data in relation to social, professional and cognitive aspects collaborative learning, identifying its benefits and challenges in order to gain a greater insight into how collaborative learning supports pre-service teachers' understanding of development of pedagogy across cultures. The study used a qualitative approach in the form of questionnaires. Analysis of results suggests that there are benefits and challenges in collaborating across cultures and that collaborative learning is perceived to be important for social, professional and cognitive development. The results of the study may have implications for teaching in Higher Education in relation to development of pre-service teachers, and methods and techniques of teaching and learning.

## **Session 9 (1G10)**

### **9.1 MA (Hons) Education International Baccalaureate Pathway**

*Carrie McLennan*

Scottish school leavers do not have a great opportunity to gain awareness of an internationally minded approach to learning. This presentation will explore the University of Dundee's decision to incorporate the International Baccalaureate (IB) Pathway in order to give home students the opportunity to broaden their horizons in relation to learning and life experience. At the same time, attracting international students to Dundee would add an authentic experience of learning within a truly international community. This supports the IB mission statement, thereby promoting intercultural understanding (Tate, no date). Perceptions and motivations of students in the early stages of IB Pathway will be shared. One aspect of the programme is the requirement to undertake an IB PYP Practicum of six week's duration in the second year. All IB Pathway students who are able have welcomed the opportunity to teach in an IB Primary Years Programme (PYP) school outside the UK. A particular geographic challenge is that there is only one PYP school in Scotland, so the majority of our students must be committed to travelling far afield for the Practicum experience. Their motivations for this element of the programme will be a focus of the evaluations conducted with the students. The evaluations will be a qualitative study to capture perceptions and motivations, using a semi-structured focus group interview and questionnaire (Lauer, 2006). A convenience sample of the first year students who have elected to follow the IB Pathway will constitute the participants for the study.

### **9.2 The vulnerability of learning (Presentation by the winner of Excellence in Teaching Award)**

*Brenda Keatch*

It is well recognised that creating the right conditions for learning is an important factor in successful learning outcomes. At University we are dealing with already successful learners who have achieved a range of qualifications to enter their chosen programme and it is easy to overlook their vulnerabilities in learning. Whilst the quality and content of teaching at University is crucial in creating high quality degree level students, the pastoral element enables the process of learning to be much deeper and create independent, confident learners who have the resilience to apply and diversify their learning to future situations. This is

also true of children as they enter formal learning for the first time and this vulnerability is evident in learners from 3-93.

### **9.3 Developing Professional Dialogue in Virtual Environments (Innovation in Teaching Award)**

*Ann Swinney, Gary Roberts, Pete Glen, Jean McEwan-Short*

The MSc CLD Team has pioneered the use of innovative and interactive technologies and electronic learning resources to support dialogue and learning and broaden the student experience. The use of the **Vidyo** in the development of a virtual classroom space has enabled Student Practitioners engage in face to face dialogue with their peers and tutors. Meanwhile **My Showcase**, an e-portfolio app enables students to creatively evidence their practice learning, map it to the CLD competence framework and share with peers, tutors and colleagues. The PG Dip/MSc CLD is a work based programme designed to widen access to learning and offer a professional qualification for participants from a range of professional backgrounds. Establishing a community of practice is central to the pedagogic practice of the programme but is also a particular challenge when participants are geographically dispersed. The programme design is informed by a constructivist and inquiry based approach to teaching and scholarship and therefore at its core is the expectation for collaborative dialogic engagement by students. A programme induction workshop helps students get to know their peers and establish relationships in which professional dialogue can develop and thrive in virtual environments. The induction process familiarises students with a plethora of progressive e-learning tools and encourages them to see these as enablers of learning.

### **9.4 Working Together – using scholarship and research to enhance approaches to interprofessional education (Embedding Research and Scholarship in Teaching Award)**

*Fiona Clark and Gary Roberts*

In 2014 we reviewed the year one undergraduate ‘Working Together’ module, which involves students across the School and will become compulsory for all three programmes from September 2016. In this presentation we aim to share the scholarship which underpinned our redesign of the module and our ongoing research on its impact which continuously informs improvements. Our initial literature review of interprofessional education (IPE) suggested a broad consensus on its drivers but much debate around pedagogical approaches. Our initial evaluation employed a number of methods to capture the impact of the module on student’s perceptions of their own and each other’s professions, their views on the effectiveness of interprofessional learning and their experience of the module itself. Our findings challenged some of the initial scholarship underpinning the design of the module. For the 2015-16 academic session we sought and gained ethical approval for a research study on module impact and improved our methods of data collection. Our findings, which we will share in the presentation, confirm the complexity of IPE and the need to continue to study its impact, both to improve the current module and to inform the further development of IPE within the School and beyond.

## **Session 10 (2G03)**

### **10.1 Transitions to, and through, University**

*Donna Dey, Angela Lindsay & Patricia Thomson*

The MA Primary Education programme currently supports students as they transition into and through University. Academic modules and additional events support the development of academic skills and social skills. As students progress through the programme, they have the opportunity to build skills for employment through Professional Practice and Learning from Life module. However, for some students, the first professional practice experience can be daunting and they may benefit from an additional opportunity to work in the classroom environment, in order to strengthen the links between theories of learning, curriculum content and professional practice. The City of Dundee has recently been selected to participate in the Scottish Attainment Challenge, since it has the highest concentration of children and young people living in SIMD (Scottish Index of Multiple Deprivation) Deciles 1 and 2 (Scottish Government, 2012). We believe a student transition project could be a useful collaboration between the University and primary schools in order to further support children in lower socio-economic areas with their learning. This study aims to build on students’ key skills in independent learning, critical thinking, social skills and self-efficacy (Quality Assurance Agency for Higher Education, 2015a; 2015b) by creating opportunities

to work in partnership.

### **10.2 Evaluating Year Two of the Student Transitions to HE (Enhancement Themes, QAA Scotland)**

*Ashley Dennis, Lisi Gordon, Stella Howden & Divya Jindal-Snape*

The Quality Assurance Agency Enhancement Themes aim to enhance the student learning experience in Scottish higher education by identifying specific development themes. We were commissioned to undertake an evaluation of the second year of the ‘Student Transitions’ theme, which aimed to explore the work achievements and evaluate the impact on student experience. Data was collected over two phases: In Phase 1, 30 participants took part in telephone interviews; Phase 2, 43 questionnaires were completed. Across both phases, professional and support staff, academic staff, and students from all 19 Scottish Universities participated. We used thematic framework analysis to analyse the qualitative and descriptive statistics for the quantitative data. Eight overarching themes were developed: definitions of transitions, staff engagement, student engagement, impact, enablers, challenges, and year 3 priorities. Participants felt ‘Student Transitions’ was core institutional business and were enthusiastic about the activities. Although the activities conducted across the sector were diverse, participants felt that the work on the theme had enhanced awareness, reflection, and engagement with transition issues. However, participants identified that ‘impact’ was hard to pinpoint and that seeing direct ‘impact’ may take a few years. Overall, the findings highlight the complexity of integrating the themes within institutions and across the sector more broadly.

### **10.3 Investigation into the holistic transition experience and support needs of new students in Higher Education**

*Joan Muszynski*

Jindal-Snape and Miller (2008) argue that some students can find transitions traumatic and detrimental to their wellbeing, leading to a dip in motivation to learn and ultimately dropping-out. There is a policy imperative, at times driven by student retention, to better support student transitions into HE; however the focus still seems to be on pedagogical adaptation, rather than focussing on holistic educational and life transitions (Jindal-Snape & Ingram, 2013). New students usually make multiple transitions; with a need to adapt to a new educational system and organisational culture, different academic and social expectations, change in identity; with a variety of support needs, and existing and newly required support systems (Jindal-Snape, 2014). Therefore, this study focuses on the holistic transition experiences and support needs of new students including home, EU, RUK and international students in one Scottish university, to understand varied transition experiences and support needs, and to ensure their wellbeing and positive learning experience. Based on an Interactionist approach, that resilience through the interaction of students’ attributes and external support networks plays an important part in smooth transitions, it aims to look at an optimum fit between the student’s readiness to start university and our readiness to support the student.

### **10.4 Supporting higher-stage transitions: a longitudinal audio-diary study exploring experiences across the trainee-trained doctor transition**

*Lisi Gordon, Divya Jindal-Snape, Charlotte Rees, Sabina Seibert, Jillian Morrison & Gillian Needham*

Doctors experience numerous career transitions which can be periods of intense learning and development. Alternatively, transitions can have negative impact on well-being which may lead to burn out. To ensure that doctors successfully navigate transitions without any adverse effects, it is important that they are resilient and that organisations are safeguarding through strong support networks. We explored senior trainee doctors experiences as they transitioned to trained doctor. This longitudinal audio-diary (LAD) study followed a diverse sample of 18 senior trainees in the UK over 8 to 12-months. Each participant is interviewed at the beginning and the end of the LAD period. Team-based thematic framework analysis was undertaken. Findings reveal that participants’ transitions are multidimensional in nature with multiple transitions (e.g. new job; new house) interacting and impacting on each other in different ways at different times. Facilitators and barriers to the process were identified at individual, interpersonal, systemic and macro levels. This research gives unique insights into this important transition within a medical career. It reveals how the multiple dimensions of transition can be experienced over time. Our results will influence the ways in which doctors plan for, and are supported across this transition

## **Session 11 (2S11)**

### **11.1 Evaluation that Empowers – A model and toolkit for developing evaluation-minded organisations**

*Lesley Greenaway*



This presentation is based on doctoral research studies which explored, developed, tested and refined the EtE theoretical model against the real-life evaluation experience and practice in organisations. The EtE Model developed the notion of 'evaluation-mindedness' as the capacity for an organisation to create a deep and sustainable change in how it thinks about and embeds evaluation practices into its day to day actions. Findings suggest that organisations benefited from staff and volunteers engaging in critical discussion and self-assessment of their evaluation practices. For one organisation, the EtE conversation highlighted broader organisational issues, another organisation planned to adapt the EtE process to support self-evaluation across its service teams, and for one participant an emerging story of professional development was generated. This presentation will focus on what happened within the case study organisations, teams and individuals as they engaged with the EtE Toolkit over time. Following a brief overview of the research and an introduction to the EtE Model and Toolkit, the presentation will report on the outcomes and learning a) for the organisations involved and b) for the EtE Model and Toolkit including further questions and developments.

### **11.2 What impact can an ePortfolio platform and culture change have on the growth of a reflective and collegiate learning culture in our teacher education cohorts?**

*Derek Robertson*

On his return to lecturing at the University of Dundee Derek Robertson noticed that his MA teacher education students' use of and engagement with the ePortfolio was one that seemed detached from their professional development. Instead of the eportfolio being a medium through which a student's development and growth could be effectively documented and shared it was evident that it was seen by many of our students as a task that had to be duly performed. Keen to ensure that the conditions for Teaching Scotland's Future vision of a digitally collegiate and collaborative teaching profession be established in the early phase of a teacher's career at the University of Dundee he, along with his colleagues in the MA (Hons) Management Team, put together a proposal that would see changes made to the platform and culture surrounding the place and purpose of the ePortfolio. This presentation will detail how this proposal was received, subsequent changes that were made to the programme and student experience and what the impact so far has been in terms of engagement with and commitment by our students to the concept of the digitally collegiate early phase teacher.

### **11.3 Are we there yet? The long and arduous route from pub-based researchers to published researchers**

*Richard Holme, Anna Robb & Will Berry*

Are we there yet...? (Or The long and arduous route from pub-based researchers to published researchers)  
On the 4th March 2013 three early career lecturers began working on their first piece of independent research as academics, it was finally published on the 7th June 2016 (1226 days later). The study focuses on the transition from school teacher to university lecturer. This micro-presentation/workshop will let you share in the experience of taking an initial research idea to publication when you have no prior experience of academic writing. So whether you are an experienced academic, just starting out as a researcher or just bored and have nothing else to do, why not join the intrepid trio and see what can be learnt from this case study?

### **11.4 Grounded theory as an emergent process in constructivist research**

*Kate Martin*

In undertaking professional doctorate study, a grounded theory approach was used to gather and analyse data on a topic of continuing professional learning. This presentation will examine advantages and disadvantages of grounded theory in relation to constructivist research. The validity of the approach is considered in two ways: first by comparing interpretations of grounded theory and of constructivism, and second in relation to the positioning of literature in the study in order to incorporate both emergent and existing theory. Advantages of grounded theory for this study included its location in a qualitative paradigm; the potential for purposive sampling; a subjective interpretative construction of experience on the part of participants and the researcher, and a flexible process of iterative development and comparison of emergent ideas. Challenges for the study included a required initial literature review of the topic, which was then extended in an iterative process of relating emergent ideas to further reading.

## **Session 12 (2S02)**

### **12.1 Sustaining positive perspectives of dignity in care with undergraduate student nurses**

*Sheila Douglas*

“The process of nurse education should promote and support the student to preserve the positive perspectives they arrive with”

Murphy, Jones and Edwards et al (2009) use this quote to conclude a quantitative single cross sectional survey whose key finding was that undergraduate nursing education reduced nursing students caring behaviours. This paper will report a pragmatic literature review undertaken to capture empirical evidence for how we should educate undergraduate student nurses to deliver dignity in care. Several papers were uncovered with these concerning outcomes. Cinahl Plus, Scopus, ASSIA and ERiC were searched using a predefined search strategy and inclusion/exclusion criteria. Sixty papers were selected. The enduring theme in the selected papers was of a learning journey. Several compelling perspectives of that process were uncovered using different analytical lenses. The use of learning and teaching approaches that support professional growth such as reflection, use of arts and humanities, and insider views of patient experience have been demonstrated to promote what is believed to be a transformational journey or threshold concept. The students were influenced by positive role models both in academic and clinical practice. While the principal focus of the selected literature was to identify what promoted personal and professional growth, a negative pathway also began to emerge which Gunther (2011) termed empathic distress. The negative impact upon the patient, the individual, the clinical team, the organisation and the profession can be extrapolated from the selected papers. Educating undergraduate nursing students to deliver dignity in care must include not only promotion of professional growth but also offer protective value to **at least** preserve the positive perspectives they were recruited with. These findings demand critical debate regarding the impact for nurse educators. This paper will explore the negative pathway uncovered in this literature review, and relate those findings to the wider literature. Unanswered questions will emerge as recommendations for future research.

## **12.2 Dusting the reading list**

*Dianne Mitchell and Lynn Boyle*

This presentation will report on the early stages of a systematic review of the collation and curation of the core programme reading list for the Childhood Practice undergraduate degree programme. The programme is delivered online to working professionals, predominantly in Scotland, but also globally. The review aims to ensure that the reading list is constructed to ensure it contains current, pedagogically relevant texts which students can access throughout their studies and, as such, a key aim of this reading list is that it complements the various module reading lists for the programme. The presentation will discuss the pilot study carried out in Spring 2015 and will discuss the staged process which has been devised to conduct the review of the reading list which is currently underway. This process includes a student survey, book recommendations from staff and publishers and consultation with the wider academic community, including the publication of an On the Horizon paper in the Journal of Perspectives in Applied Professional Practice. We welcome discussion and feedback which will contribute to the current study which will lead to a further academic paper on the academic process of constructing and collating reading lists for student use.

## **12.3 A marked difference: The effect of the use of assessment rubrics on learner understanding and on staff efficiency**

*Shona Robertson & Lorraine Syme-Smith*

This paper looks at how rubric use has potential to improve learner understanding and build their assessment confidence as well as making associated savings on lecturer time.

The context of the study is the Teaching Qualification in Further Education.

The literature suggests that the use of rubrics will aid student understanding and confidence of how they are being assessed and speed up the assessment process for staff (Jonsson (2014), Rezaei & Lovorn (2010), Andrade (2008)). Having previously used the originality checking facilities of online assessment tools we have recently implemented the use of Turnitin Grademark and rubrics with the hope that we and our students would benefit from these advantages.

To assess the effect of our rubric use a small research project is investigating whether the use of rubrics does:

- increase student understanding of marked outcomes and leads to them being more self-efficient in the evaluation of their own work against these outcomes.
- improve staff efficiency allowing marking to be completed more effectively

The paper covers the key points from the literature that informed the study and also our experiences during the development and implementation of the rubrics. The interim findings of the research study on the effects of the rubric implementation will also be discussed.

#### **12.4 Testing TESTA success at Dundee? Does TESTA Pass the test?**

*Lynn Boyle & Neil Taylor*

The University of Dundee ranks highly on the basis of overall student experience, however instruments such as the National Student Survey (NSS) have consistently indicated that our students are notably less positive in relation to assessment and feedback (74% overall satisfaction for Assessment and Feedback, University of Dundee in 2015). Determining a means to bring about strategic change in our assessment and feedback practice has represented an important area of work for the University over the past four years. Participation in the Higher Education Academy (HEA) 'Assessment and Feedback Change Programme' in an evaluation of the Transforming the Experiences of Students through Assessment (TESTA) methodology was identified as a potential means to effect this change, (Jessop, Hakim and Gibbs, 2011). These were based upon the recommendations which emerged from the Scottish Enhancement Themes on Integrative Assessment (QAAHE, 2007); and guidance provided by the Higher Education Academy/JISC Academic Integrity Service (Ball et al, 2012). In 2012, a pilot study within the University was proposed and the University supported a cross-discipline team to support the trial of the methodology. This session will outline the journey from 2012 until the current phase of TESTA the University of Dundee. The presenters will demonstrate the instruments used and share several of the findings from the project.

# ABSTRACTS (Poster Presentations)

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## **A case for a creative approach in Scotland's educational leaders?**

*Marie Beresford-Dey*

Creativity is recognised as a skill required for the multiple challenges faced in the 21<sup>st</sup> Century and is a growing concern within organisations around the globe. It is widely accepted as a key component to highly successful organisations, teams and individuals. Creative thinking is not a new concept, nor is leadership. Strong educational leadership is fundamental to the success of a school in improving attainment and, as a result, Scotland is currently undergoing change processes in relation to educational leadership development programmes. Whilst welcoming these changes, caution must be taken to ensure that old approaches are not simply repeated. Senge (2012) argues that education is '*more immune to innovation*' than other sectors but is required for a sustainable future (pp 44-45). Within education the wheels of creativity are beginning to turn, we realise the need for creative thinking, particularly in our children and young people but, creative thinking should thread through the whole school system, including leadership. Perhaps the notion of creativity lends itself to a feeling of uncertainty and ambiguity which is often not tolerated in education. However, creativity does not always mean that we have to change thinking, practise and organisation on a grand scale (Harris, 2009). As part of the author's doctoral studies a literature review was carried out. A keyword search was utilised to locate relevant journal articles for the period of 2010-2015. Despite the importance placed on creativity and educational leadership the review found a lack of research literature in relation to combining these two themes within the field.

## **Problems in School System and Female Students' Dropout from High Schools in Nepal: Stakeholders' Perspectives**

*Tanka Prasad Dahal*

The qualitative study of the ninety-six respondents' interviews conducted in six different districts from three different ecological zones— Himalayas, hills and plains— reveal a wide range of issues in the educational policy and its implementation in Nepal. Although positive elements in the policy and school system have worked a little towards improving the situation, the problems are experienced in implementation of the policy. The problems existing in the Nepalese educational scenario together with the socio-economic and cultural background constantly contribute to high school dropouts. The females appear to suffer more because of the age old social assumptions that consider education for girls as unimportant. This poster will capture the issues that the stakeholders raise in regard to the students' dropout from the public schools in Nepal.

## **Performer and Audienceship in Transformative Learning Processes: Unearthing and Cultivating the Political Body within the Transgender Community**

*Vipavinee Artpradid*

This research will apply phenomenological research to participatory arts practice to document lived experiences of moments of change and transformative learning in performer and audience members, primarily within the transgender community. This research firstly investigates how the performing arts can be used to create transformative learning experiences for participants and how to document those moments. It also aims to investigate how the transgender community has and can use the performing arts to communicate and enhance public perceptions, attitudes, and discourse. The process involves conducting interviews as a primary source of information or alternatively a hermeneutic based analyses of secondary sources. Intended participants would be transgender individuals sharing their everyday lived experience as performance and/or of their transformative experiences in the performing arts. Then, working with members of the performing arts community, a collaborative piece will be created with the aim of staging the performance at an appropriate venue, where audience responses can be collected. Through facilitating and documenting 'the moment' of transformative learning through the creation and performance of a performing arts piece involving a specific community, it is hoped that this research will add to the pool of possible approaches to creating environments and events for transformative learning experiences.

### **Investigating Marketing of Developmental Educational Projects in Ministry of Education in the Sultanate of Oman**

*Alham Sulaim Ali Al Khatiri & Saif Ali Saif Al Sheibani*

This study aimed to investigate the reality of marketing of educational projects in Ministry of Education in the Sultanate of Oman. This study was looking at the availability of marketing mechanisms of educational projects, the current mechanisms which used by the Ministry to market educational projects, and the main obstacles which face marketing in Ministry of Education in Sultanate of Oman. The sample of the study were the 118 employees in Performance Development Sections in all Educational Directorates in the Ministry except Al Wusta and Musandum. The study aims to distinguish the findings according to two variables: sex and job title. The study used quantitative method by using a questionnaire consists of 52 items divided in three sections developed from the theoretical framework and the previous studies in marketing. The study found that availability of mechanisms of marketing educational development projects and in the current mechanisms used for marketing in the ministry were weak. Moreover, the study found that there were many obstacles which face marketing in the ministry. The study found there was no significant difference regarding the variables sex and job title.

### **Punitive physical behaviours of parents and teachers towards adolescents in Saudi Arabia:**

#### **A Review of the Literature**

*Aref Alsehaimi*

A systematic review was conducted to find out what is known about the prevalence and nature of physical child abuse in Saudi Arabia. The review identified 15 abuse prevalence studies carried out in Saudi Arabia between 1998 and 2016, written in English or Arabic. An analysis of these revealed the known relative prevalence of different types of child abuse, the relationship of the abuser to the victim, and the level of awareness among school professionals of procedures and programs in Saudi Arabia to protect children from abuse. The studies tended to have small sample sizes and were limited in their range of methodology and analysis. The review revealed many shortcomings of the existing literature, including a paucity of published studies, lack of rigor in research design, small sample sizes, an absence of data from many parts of the country, especially outside the capital, Riyadh, and an emphasis on hospital reports rather than data collected directly from the victims themselves. Studies conducted to date suggest that physical abuse of children is more widespread and severe in the Kingdom than previously acknowledged. Recommendations are made for future research.

### **Understanding the life transitions of young adults with life limiting conditions and the impact on their families and professionals**

*Divya Jindal-Snape, Bridget Johnston, Jan Pringle et al.*

Over recent years there has been an increasing awareness and emphasis on the needs of young adults with life limiting conditions, as many children are surviving longer with conditions that were previously unique to childhood. Their needs are different from younger children and adults. Despite this, a systematic literature review confirmed that there has been very little research examining the issues of young adults with life limiting illnesses. In particular, hardly any research took a longitudinal and serial approach to interact with young adults over a period of time. This presentation is based on a study that adopted a mixed methods approach, using methodological and source triangulation. It was carried out over a 6 month period and involved serial data, gathered over 3 time points, each approximately 2 months apart. Data were collected from 10 young adults, 10 family members and 11 professionals. The findings of the study highlighted the multiple and multi-dimensional transitions experienced by all participants. The presentation will conclude with implications for policy, practice and research.

### **Implementations of mobile learning in mathematics**

*Khristin Fabian*

There is an increasing uptake on the use of mobile technologies in K-12 education. This poster shares findings of a systematic review on math and mobile learning from years 2003-2015. Recent trends of research related to mobile learning in mathematics are presented. This includes growth in mobile learning publication, functional use of mobile devices, and a charting of the mobile learning space. Issues of mobile learning use are also discussed.

## **The role of self-direction and Web 2.0 in Learning English as a Foreign Language: preparing for a pilot study**

*Aisha Abosahmin*

In recent years there has been rapid development in the use of technology in all walks of life in Libya, and language learning has benefited greatly from that progress. The internet is a valuable tool when learning a foreign language, for instance for translating new words, listening practice, and finding further explanations of certain issues when studying alone, such as in grammar, reading and comprehension studies. Students in Libya who need to use the internet for learning or for any other purpose generally have to find internet access themselves since universities do not provide internet connection. This study will be conducted in Zuwara University in Libya among students who are learning English as their major. These students practise English in the classroom during lessons and it is very rare for them to use or to communicate in English outside the classroom or other than in an educational context. Furthermore, their teachers are not native English speakers, and sometimes they use their first language during lessons to provide further explanation. According to my experience I have noticed that some students in Zuwara University choose to self-direct their English learning via Web 2.0 tools and for this reason I have focused on this specific topic of research. The poster will focus on how I will conduct the pilot study.

# ARTISTS

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## **Cover page**

Graham Ogilvie

## **Conference Artists**

Avril Smart  
Helen Robinson  
Norrie Millar  
Rebecca Horner

# INFORMATION

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## **Discovery/Pure - Your open research profile**

LLC staff will be on hand to give advice and support to researchers who want to improve the visibility of their research.

## **Research Connect**

Jillian Balfour will be available to give information on Research Connect.

## **Consultancy**

Jamie Henderson will be available to give information on University's consultancy policy.