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| **Room** |  | **Chair** | **Title** | **Presenters** |
| **A** | **Individual Paper Sessions** | **Dr Sjay Patterson-Craven** | Opening up opportunities: PGCE secondary art and design trainees' experiences of teaching pupils identified as having visual impairment | Dr Harriet Dunn |
| ‘The sea, once it casts its spell, holds one in its net of wonder forever’ (Jacques Cousteau) | Cait Talbot Landers and Dr Bethan Garrett |
| Curricular innovation for STEM learning in a modern United Kingdom | Rory McDonald |
| **B** | **Dr David Allan** | Transition preparation and transition planning for students in Irish Special Schools | Leanne Connolly |
| Employability: undergraduate perspectives from vocational learners at a university in England | Dr Sarah Flanagan |
| Participative Cooperation during Educational Transition: Experiences of Young People With Disabilities in Austria | Assoc. Prof Helga Fasching |
| **C** | **Dr Marlena Chrostowska** | Transforming research-informed teaching | Dr Rachel Marsden |
| Informal learning in music education – an inclusive pedagogy? | Dr Anna Mariguddi |
| Research, transformation, and the responsibility of education | Dr Naomi Hodgson |
| **D** | **Symposium** | **Prof Amanda Fulford** | Academics amidst the pandemic: exploring perceptions of the impact of COVID19 on academics’ workload across English and Georgian Universities (via online link) | Dr Liana Beattie, Assoc Prof Irma Grdzelidze and Paul Lees (via digital connection) |

## Session 1 (Day 1- 14th July)

## **Session 2 (Day 2 – 15th July)**

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| **Room** | **Type of session** | **Chair** | **Title** | **Presenters** |
| **A** | **Symposium** | **Prof Jonathan Glazzard** | Disconnected?’ - Play versus compliance, versus child agency in Early Childhood Education and Care (ECEC) | Dr Karen Boardman, Prof Carol Robinson, Laura Gregory, Megan Beirne, Corinne Rogansky and Farzeen Sheth |
| **B** | **Dr Francis Farrell** | Becoming-with posthuman methodologies | Dr Jo Albin Clark, Liz Latto, Louise Hawxwell, Dr Julie Ovington, Jan Smyth, Hannah Hogarth |
| **C** | **Prof Peter Hick** | Hearing voices for inclusive education | Rachael Sackville-Jones  Glen Millington  Victoria Inyang-Talbot |
| **D** | **Dr Damien Shortt** | Narrowing Participation: Curriculum, Employability and Transformation | Prof Amanda Fulford  Prof Vicky Duckworth  Dr David Allan |

## Session 3 (Day 2 – 15th July)

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| **Room** |  | **Chair** | **Title** | **Presenters** |
| **A** | **Individual Paper Sessions** | **Dr Naomi Hodgson** | Articulating Syrian Women | Dr Shereen Shaw  Jenny Wilson |
| Learning to Cope on Your Own: Using reflexivity to explain the HE decisions of high-achieving, working-class girls | Katherine Davey |
| ‘Compassion Pedagogy’: An Exploration of the Student-Tutor Relationship in Higher Education | Jo Lewis |
| **B** | **Prof Amanda Fulford** | Morally transformative literature | Prof David Aldridge |
| Regenerative Teaching and Education for Sustainable Development: using the Integrative Worldview Framework to synthesise transitional and transformative models of HE pedagogy | Dr Tim Saunders |
| Queer thriving and religion in education: The role of queer theologies | Dr Seán Henry |
| **C** | **Prof Vicky Duckworth** | ‘We are in crisis here!’ NEET experienced young people’s education transitions during the COVID-19 related lockdown measures. | Dr Liam Wrigley |
| Learning together: Circular cultural capital in the context of intimacies of learning in migrant families in Manchester and Lancashire during COVID-19. | Ellen Liptrot |
| Getting the students to do their seminar reading. Factors influencing student engagement with course reading materials in HE | Dr Claire Skea |
| **D** | **Symposium** | **Prof Carol Robinson** | Playing school: Nurturing students, early career teachers, tutors and researchers as critical advocates of and for playful pedagogies | Dr Jo Albin Clark, John-Joseph Clarke, Jennie Swift, Jamie Allman,  Dr Alicia Blanco-Bayo, Victoria Jamieson, Helena Kewley |