

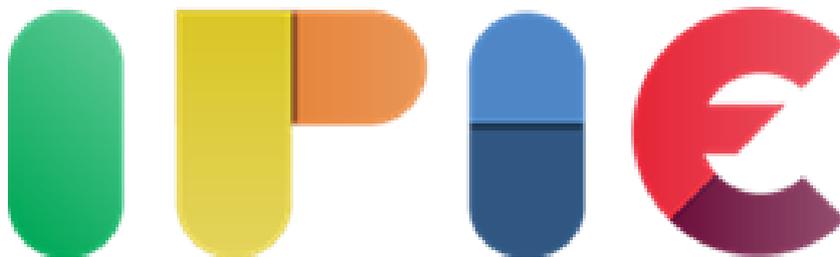


**1<sup>st</sup> International Conference on**

# **International Perspectives in Education**

**October 11-13, 2018**

**University of Derby, Buxton, United Kingdom**



**INTERNATIONAL  
PERSPECTIVES  
IN EDUCATION  
2018**

# **CONFERENCE BOOKLET**

## **Programme and Abstracts of Presentations**

## **Conference Theme**

The conference offers an international and clearly interdisciplinary stage for presenters and participants from all around the world. Within the large scope of the conference, we are hoping to host practitioners and researchers from diverse backgrounds and provide a space for debate, reflection and the exchange of experience and good practice in education through new developments, technologies and approaches.

We aim to bring together worldwide researchers and professionals, encourage intellectual development and provide opportunities for networking and collaboration. A secondary aim would be to provide an environment of free exchange of ideas that will offer an improvement in the quality of teaching-learning process and sustainability in education.

The Organization Committee of the IPIE2018 wishes to welcome all participants; researchers, academics, educators, teaching staff and post-graduates of universities, higher education institutions and related agents for teaching and training in professional skills. The conference will offer the participants to join two days of insight and inspiration sharing from leading education pioneers, policy makers and education experts. We are pleased to offer the program for 2018 which includes workshops, keynote speakers, research presentations and opportunities for learning at intercultural intersections.

## **Conference Strands:**

- Inclusion and Inequality
- Internationalizing Education
- Accessing Education
- Education for the Future
- Assessment, Feedback and Student Success
- Sustainability
- Lifelong Learning
- Teacher Training

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#### **Turkey**

Nesrin Oruç Ertürk, İzmir University of Economics  
Berna Güray, Dokuz Eylul University

#### **United Kingdom**

Fiona Shelton, University of Derby

**Pre-Conference  
Thursday October 11, 2018**

18:00 - 19:00

**Registration – Part 1**

19:00

**Drinks Reception - Dome Floor**

**1<sup>st</sup> day  
Friday October 12, 2018**

9:00 - 10:00

**Registration – Part 2  
Refreshments and networking - Dome Floor**

10:00 - 10:20

**Opening Speeches:  
Professor Malcolm Todd Provost, University of Derby  
Oliver Holz, University of Leuven  
Fiona Shelton, University of Derby**

10:20 - 11:30

**PLENARY 1  
(Room DO/G16, DO/G17 & DO/G18)**

**Shaun Dellenty**

***Inclusion For All - A Whole School Approach to LGBT+ Inclusion***

**CONCURRENT SESSION 1: 11:30-13:00**

	<p><b>CHAIR</b> <b>Marta Gierczyńska-Kolas</b></p> <p><b>Room DO/110</b></p> <p><b>Conference strand:</b> <b>Gender &amp; LGBT</b></p>	<p><b>CHAIR</b> <b>Aikaterini Klonari</b></p> <p><b>Room DO/111a</b></p> <p><b>Conference strand:</b> <b>Evaluation</b></p>	<p><b>CHAIR</b> <b>Jeroen Schouppe</b></p> <p><b>Room DO/111b</b></p> <p><b>Conference strand:</b> <b>Education for the Future and Accessing Education</b></p>
11:30 - 12:00	<p>Homo'poly. A cross-sectoral approach towards a better understanding of homosexuality</p> <p>Authors: Oliver Holz &amp; Lotte Geunis</p>	<p>Practical Implementation of External Evaluation in Education Quality Assurance according to the Example of Georgia (Results, Challenges, Expectations)</p> <p>Author: Pikria Vardosanidze</p>	<p>Teachers and Democracy: Turkish Teachers' Understanding of Democracy</p> <p>Author: Nesrin Oruc Erturk</p>
12:00 - 12:30	<p>„Silent discourse” on parenting Coming out</p> <p>Author: Justyna Ratkowska-Pasikowska</p>	<p>Evaluating compassionate mind training with school staff members: an international study</p> <p>Authors: Frances A. Maratos, Marcela Matos, Paul Gilbert et al.</p>	<p>Towards another level of borderlessness: Qualitative investigation into online learning experience of students with disabilities</p> <p>Authors: Yasuhiro Kotera, Vicky Cockerill, Pauline Green, Lucy Hutchinson &amp; Paula Shaw</p>

12:30 - 13:00	<p>The role of LGBTQ parenting blogs in normalising LGBTQ parenthood</p> <p>Author: Carmen Santamaría García</p>	<p>Danger of written feedback: In-the-moment video feedback for online counselling students' role play assessment</p> <p>Authors: Yasuhiro Kotera, Daniele Mills &amp; Keyth Taynton</p>	<p>What's the point of undertaking international experience for health and social care students?</p> <p>Authors: Guy Collins &amp; Laura Williamson</p>
13:00 - 14:15	<b>LUNCH</b>		
14:15 - 15:15	<p><b>PLENARY 2</b>  <b>(Room DO/G16, DO/G17 &amp; DO/G18)</b></p> <p><b>Mark Waddington</b></p> <p><b><i>Eight Million Children</i></b></p>		
15:15 - 16:15	<b>COFFEE BREAK</b>		

**CONCURRENT SESSION 2: 16:15-18:15**

**CHAIR  
Jeroen Schouppe**

**Room DO/110**

**Conference strand:  
Assessment, Feedback and  
Student Success**

**CHAIR  
Philipp Aigner**

**Room DO/111a**

**Conference strand:  
Gender & Evaluation**

**CHAIR  
Kristof De Witte**

**Room DO/111b**

**Conference strand:  
Inclusion and Inequality**

16:15 - 16:45

Student Mentoring: An exploration of the benefits of a partnership approach to student mentoring and peer assisted programme

Author: Gavin Jinks

University of Derby Y10 White Working Class Boys Pilot Programme

Authors: Jo Sara Astley

Equity in Higher Education. This Time It's Personal!

Author: Samuel Rhys Dent

16:45 - 17:15

'Understanding the World': An exploration of effective practice and provision in early years settings

Authors: Gillian Forrester, Jim Pugh & Ruth Hudson-Gill

Identifying Gender Differences in Artistic Intellectual Development

Authors: Matjaž Duh, Tomaž Bratina & Jerneja Herzog

Personal tutoring - boundaries in student support and success

Authors: David Lochtie & Ben Walker

17:15 - 17:45	<p>University of Derby Progression to Success Outreach Framework</p> <p>Author: Jo Sara Astley</p>	<p>Self-Evaluation of Success and Professional Satisfaction of Dancers</p> <p>Authors: Maria Aleksandrovich &amp; Herbert Zoglowek</p>	<p>The 4Cs Model of Engagement. Developing Equity in International Education through Youth Work</p> <p>Authors: Sarah H. Barley-McMullen &amp; Simon Williams</p>
17:45 - 18:15	<p>A Study on Candidate English Teachers' Self-Perception of Using Creative Drama in English Language Teaching</p> <p>Author: Berna Guryay</p>	<p>Beyond biology: the aims, approaches and impact of comprehensive sexuality education (CSE)</p> <p>Author: Lotte Geunis</p>	<p>Informal Learning of Foreign Languages: Support, Impact, Strategies</p> <p>Authors: Ondřej Duda &amp; Alena Jůvová</p>
19:00	<b>PRE DRINKS: Buxton Dome</b>		
19:30	<b>CONFERENCE DINNER: Buxton Dome</b>		

**2<sup>nd</sup> day**  
**Saturday October 13, 2018**

09:00 - 09:30

**COFFEE BREAK**

09:30 - 10:30

**PLENARY 3**  
**(Room DO/G16, DO/G17 & DO/G18)**

**Itir Bagdadi**

***What can we learn about inclusion and inequality from the feminist movement?***

**CONCURRENT SESSION 3: 10:30-12:00**

10:30 - 11:00	<p><b>CHAIR</b> <b>Guy Walraevens</b></p> <p><b>Room DO/110</b></p> <p><b>Conference strand:</b> <b>Internationalizing Education</b></p>	<p><b>CHAIR</b> <b>Maria Aleksandrovich</b></p> <p><b>Room DO/111a</b></p> <p><b>Conference strand:</b> <b>Cognition and Inclusion</b></p>	<p><b>CHAIR</b> <b>Matjaz Duh</b></p> <p><b>Room DO/111b</b></p> <p><b>Conference strand:</b> <b>Lifelong Learning</b></p>	<p><b>CHAIR</b> <b>Marta Gierczyńska-Kolas</b></p> <p><b>Room DO/116a</b></p> <p><b>Conference strand:</b> <b>Gender &amp; LGBT</b></p>
	<p>Student mobility and language learning: Mapping the effect of students' perspectives and type of stay on cognitive language gains</p> <p>Authors: José Ramón Calvo-Ferrer</p>	<p>Causes and Peculiarities of Difficulties in the Formation of Counting and Counting Operations in Lagging Children of Primary School Age</p> <p>Authors: Aleksey Sergienko &amp; Natalia Zvereva</p>	<p>Critical Thinking and Written Production in the EFL classroom through Blogging</p> <p>Author: Salvador Montaner-Villalba</p>	<p>Images of LGBT people in the cinema</p> <p>Authors: Justyna Ratkowska-Pasikowska &amp; Malgorzata Jarecka-Żyluk</p>

11:00 - 11:30	<p>The contribution of Erasmus+ projects to education and employability</p> <p>Authors: Carmen Santamaría García &amp; Oliver Holz</p>	<p>“It gets too personal it’s awkward”: Teaching Counselling at the Undergraduate Level, Challenges and Reflections</p> <p>Author: Nini Fang</p>	<p>How the Lessons we Learned Become Lessons to be Learned</p> <p>Author: Fiona Shelton</p>	<p>The Fear of Talking Queer: Trainee teacher preparedness to address LGBT+ issues in Primary and Secondary schools.</p> <p>Authors: Sarah Charles &amp; Alison Hardman</p>
11:30 - 12:00	<p>Learning Mobilities and Equity Issues: A case study of a Greek Higher Education Institution</p> <p>Authors: Vana Chiou &amp; Aikaterini Klonari</p>	<p>Visual vs. Cognitive Errors in Translation Proofreading</p> <p>Author: José Ramón Calvo-Ferrer</p>	<p>‘Record, play, rewind’. A low-tech approach to teaching communication skills</p> <p>Author: Gavin Jinks</p>	<p>Homo’poly – The game</p> <p>Authors: Evi Baeyens, Trui De Vos, Jeroen Schouppe &amp; Mieke Van den Bossche</p>
12:00 - 12:45	<p><b>Afternoon Tea - Dome Floor</b></p>			
12:45 - 13:45	<p><b>PLENARY 4</b></p> <p><b>(Room DO/G16, DO/G17 &amp; DO/G18)</b></p> <p><b>Kristof De Witte</b></p> <p><b><i>The laboratory of an education economist. Testing cures for disadvantaged students</i></b></p>			

13:45 - 14:15	<b>COFFEE BREAK</b>		
	<b>CONCURRENT SESSION 4: 14:15-15:45</b>		
	<b>CHAIR</b> <b>Vana Chiou</b>  <b>Room DO/110</b>  <b>Conference strand:</b> <b>Teacher Training</b>	<b>CHAIR</b> <b>Ernesto Lemke</b>  <b>Room DO/111a</b>  <b>Conference strand:</b> <b>Gender and LGBT</b>	<b>CHAIR</b> <b>Carmen Santamaria</b>  <b>Room DO/116a</b>  <b>Conference strand:</b> <b>Inclusion and Inequality</b>
14:15 - 14:45	<p>“Kindergarten Teacher is a wonder woman”- A Role Perception of Pre-Service Kindergarten Teachers</p> <p>Authors: Rinat Caspi (Givat Washington Academic College of Education) &amp; Orit Hod-Shemer (Kaye Academic College of education)</p>	<p>Pink Triangles’ (not) Known Biographies. A Voice for Commemoration of the Silent and Secret Stories of Non-Heteronormative Victims of Concentration Camps</p> <p>Author: Grzegorz Piekarski</p>	<p>Support for adults with intellectual disabilities on the example of integrated housing in Sosnowiec</p> <p>Author: Ewa Gawlik</p>
14:45 - 15:15	<p>Dyslexia spells trouble – disclosure and discrimination within the primary teaching profession.</p> <p>Author: Sarah Charles</p>	<p>Out of the Box – Groups challenge</p> <p>Authors: Ralph de Jong &amp; Ernesto Lemke</p>	<p>Role Model’ Revisited</p> <p>Author: Simon Brownhill, Paul Warwick, Jane Warwick &amp; Eva Brown-Hajdukova</p>

15:15 - 15:45	<p>Social Pedagogue: Reflective Practitioner in Educational Network</p> <p>Authors: Alena Jůvová &amp; Ondřej Duda</p>	<p>The gender and development of fine arts creativity among pupils in regular and adapted educational programs in Slovenia</p> <p>Authors: Jerneja Herzog, Tomaž Bratina &amp; Matjaž Duh</p>	<p>How evident is differentiation of spatial and geospatial skills between dyslexic and non-dyslexic students? A pilot research</p> <p>Authors: Aikaterini Klonari &amp; Anthoula Styliani Passadeli</p>
15:45 - 16:30	<p><b>PANEL DISCUSSION</b>  <b>(Room DO/G16, DO/G17 &amp; DO/G18)</b></p> <p><b>INTERNATIONAL PERSPECTIVES IN EDUCATION</b></p> <p><b>Maria Aleksandrovich, Trui De Vos, Kristof De Witte, Jeroen Schoupe, Fiona Shelton</b></p> <p><b>Moderation: Marta Gierczyńska-Kolas</b></p>		
16:30	<p><b>CLOSING REMARKS</b></p>		

# PLENARY SESSIONS ABSTRACTS

**Shaun Dellenty**

## **Inclusion For All- A Whole School**

### **Approach to LGBT+ Inclusion**

In this inspiring presentation, homophobia survivor, education leader and national advocate for positive LGBT+ inclusion in education Shaun Dellenty will explore the statutory and moral imperatives for developing a whole school strategic approach to LGBT+ inclusion. Shaun has worked in the field since 2009, pioneering work in the primary and faith schools, winning multiple awards along the way. Shaun's session draws upon nearly ten years of experiences in a wide range of education contexts, debunking common myths and misconceptions around LGBT+ inclusion work, whilst highlighting the need for a cohesive approach and strong leadership. Using case study and personal testimony Shaun will highlight the high stakes involved and explore a range of whole school teaching and learning opportunities in order to increase visibility and engage whole school communities in respectful, open dialogue. Shaun will posit that the potential for human prejudice is a phenomenon that educators must openly acknowledge and work with from the outset of education, involving not just

school stakeholders but also communities beyond.

**Mark Waddington**

## **Eight Million Children**

Orphanage economies are a key driver of the unnecessary institutionalisation of children. They lead to the commoditisation and exploitation of children, and in the worst cases, trafficking. Orphanage economies are international in scope and relate to the conference strand of internationalising education via student voluntourism, among other mechanisms. But why is the institutionalisation of children more broadly relevant to an international perspective on education and equality? Mark will challenge long held assumptions concerning orphanage care, and will present the evidence which demonstrates institutionalisation inhibits the development of children – physical, cognitive and emotional – and impairs their ability to learn.

Some eight million children are confined within orphanage economies globally. This phenomenon is not only a platform for the violation of their rights, but it is in danger of escalating because of compounding global development challenges, not least inequality, but also poverty, population

growth and urbanisation, and because of the way in which orphanages are perceived as a fiscally convenient, one-size-fits-all service response.

The institutionalisation of children in orphanage economies sits centrally within the cross hairs of the wider challenge of child vulnerability to placement in the care system. This is a far more substantial set of children than the eight million confined in orphanages. The insights that Mark will present suggests a correlation between the underlying inequality that increases vulnerability to placement in care, and educational outcomes.

There are solutions. The theory of change pioneered by Hope and Homes for Children is delivering sustainable, systemic reform across numerous countries. This in turn is creating the conditions for improved educational outcomes for many more children than those confined within orphanages. Mark will present the research, policy and practice base of this work, and will suggest roles that universities can realistically and should play in contributing to global reform.

**Itir Bagdadı**

**What can we learn about inclusion and inequality from the feminist movement?**

The issues of inclusion, equality, justice and freedom lie at the heart of the feminist movement however when one analyzes the history of feminism it is quite evident that the movement's gains have not benefitted all women equally. When looking at women of color or from developing areas the feminist struggle of white, middle class, heterosexual and able-bodied women has privileged women from these backgrounds while causing no end to the systematic discrimination of other women that do not fit this description. Although the feminist movement has many achievements, it still has many deficiencies in the areas of privilege, discrimination and inequality that exists among women themselves. Even though the concept of intersectionality has addressed some of these differences, a common ground that considers commonalities as opposed to the differences of all women and brings them together is still lacking.

The feminist movement should not be evaluated separately from other social movements that address issues of injustice, inequality and discrimination and therefore the experiences of feminism with these issues can give researchers a platform in which to evaluate how theoretical approaches play out in real life. In this presentation, I will trace the historical development of the feminist movement and its problematic relationship with inclusion and equality and then outline how Turkey, as a non-Western

state, has confronted such issues in its women's movement.

Although women received the right to vote shortly after the founding of the Turkish Republic, they were given rights as a class and not as individuals and certain women were included and privileged by the state while other women were excluded.

The Turkish women's movement began as a replica of its Western counterparts but is currently divided among many different feminisms, some that work against one another. With time, much like the West, Turkish feminism became more identity based as opposed to a unified women's movement based on women's commonality and grievances. The history of the Turkish Republic is one in which certain groups of women have gained privileged status (such as secular and educated women early in the Republic) while other women were excluded and often discriminated against by not only men but by these very same privileged women. With growing conservatism, this has changed in the opposite direction with more conservative women discriminating against women that they see as more liberal. This case study of Turkey will serve as an example on how just "including" women does not equal the "inclusion" of all women and how different models of inclusion may actually create new privileges that seek to discriminate others.

The relationship between discrimination and privilege and how the dynamics of this relationship play out among women from different backgrounds will be explored.

## **Kristof De Witte**

### **The laboratory of an education economist. Testing cures for disadvantaged students**

Kristof De Witte overviews his research agenda on socio-economic segregation. In particular, he discusses various quasi-experimental evaluations of interventions to change the odds for disadvantaged students. On the one hand, he presents the effects of additional resources at school level on cognitive and non-cognitive outcomes, and illustrates that that extra resources at municipality level only result in grade inflation. On the other hand, he argues that information shocks provided by making school quality information public changes the socio-economic composition of schools. He shows that in the longer run, these findings are alarming as the inability to break the vicious circle for low SES students leads to more school dropout, and that particularly those students have a lower return to education.

## **PARALLEL SESSIONS ABSTRACTS**

### **Self-Evaluation of Success and Professional Satisfaction of Dancers**

**Authors: Maria Aleksandrovich & Herbert Zoglów**

#### **Abstract**

Nowadays dance and professional life of dancers are becoming the subject of scientific interest. Researchers are focusing on the explanation of motion biomechanics, eating disorders, personality traits, possibilities of dancers' career transition, as well as therapeutic influences of dance. However, studies of dancers' professional satisfaction at various stages of their career are not numerous. The aim of the presentation is to discuss the results of a construction of the scale, developed for measuring the self-evaluation of success and professional satisfaction of dancers. When constructing the scale, we based on the results of the study of traits of successful dancers (Nixon, 2012, Chua, 2014), the idea of subjective well-being (Desmet, Pohlmeier, 2013), claims of the Life Satisfaction Scales (Diener, 2006) and data on research of personality traits of ballet dancers (Aleksandrowicz, 2004). The research was conducted in 2016-2018

in Poland, using the Scale of Career Success and Professional Satisfaction of Dancers (Aleksandrovich, 2016). The study group consists of professional and amateurs dancers (107 dancers: 83 females, 24 males; Mean Age = 25,09 y.o.). The obtained results allowed us to prove, that the Scale of Career Success and Professional Satisfaction of Dancers is a reliable tool to assess the career success and professional satisfaction of dancers. In the presentation we will show the peculiarities of the dancers' self-evaluation of such scales as Professional success, Satisfaction with the profession, Satisfaction with professional cooperation, Health satisfaction, as well as Satisfaction with family life.

**Jo Sara Astley**

### **University of Derby Y10 White Working Class Boys Pilot Programme**

#### **Abstract**

Ever since Teresa May stood on the steps of Downing Street on 13 July 2016 and identified one of the 'burning injustices' of British society currently, the fact that 'If you're a white, working-class boy, you're less likely than anybody else in Britain to

go to university' (2016), this group (already identified as an area of concern by Joe Johnson 2016 White Paper) has become a key focus for outreach work and research. The aim of the University's programme is to raise aspirations and promote a more positive attitude towards learning and education within a group of participants identified as underachieving WP males. University students and the University's Widening Access team work with the participants to deliver a range of activity based on various themes which are designed to raise awareness within the group of progression opportunities, increase aspirations and motivation to succeed, and help them to develop the skills and self-awareness required to succeed and progress. The programme includes project work and an outdoor experience as well as in-school and on-campus engagement. An opportunity for parental and sibling engagement was also built into the programme. The programme has been extensively evaluated using a variety of methods including the collection of pre and post evaluation quantitative data, information regarding participant need and characteristics, predicted and actual GCSE grades, a focus group, interviews and reflective diaries. Detail regarding initial findings from the programme and the challenges that the team faced in terms of the implementation of the project will be shared in the presentation, but first observations in terms of evidence of impact suggest that

qualitative and long term measurement of impact are required when working with this group. The tutor involved in the programme stated that he felt 'naive' to think that the programme could overturn a life time of negativity in regard to education on behalf of the participants and key influencers ( including parents and peers). However he noted that he was able to engage the participants in their learning more effectively as a result of their involvement in the programme, and that there were subtle, more positive changes in regard to the participant's attitudes in school. Participant's views in regard to the programme were positive. They all recommend participation in the project, and demonstrated that they had 'travelled' from their original starting points at the beginning of the project. The project will be rolled out further in 2018/19.

**Jo Sara Astley**

**University of Derby**

**Progression to Success**

**Outreach Framework**

Abstract

Derby is social mobility cold spot with GCSE attainment below the national average. A burning desire to transform lives lies at the heart of the University of Derby's Corporate Plan. The Progress to Success Framework - targeting Derby City

schools and supporting the Opportunity Area initiative - seeks to break the link between a young person's postcode and their life chances. The framework has been developed in response to government concerns around widening the participation in higher education of under-represented and disadvantaged learners. It is a long term outreach initiative aimed at raising the aspiration, awareness, attainment and ambitions of 'widening participation' students through a multi-intervention approach creating 'drip feed' touchpoints for cohorts of learners from Year 7 through to Year 11. This framework of activity is offered to 19 schools. Research into sector best practice and 'what works' informs our core outreach activities, including visit days, classroom workshops, and summer schools, which are engaging, interactive, informative, and cover a breadth of learning styles. The core strand is supplemented with a number of cohort-specific, targeted strands including parent events, a boys programme, subject programmes, GCSE Raising the Grade days and activities for looked after children. Robust evaluation and reflection is embedded throughout the framework using a logic model to map out success and impact measures and ensure effectiveness. A mixed methodology is employed including individual activity feedback, teacher evaluation, multi-point questionnaires, focus groups, tracking of progress against predicted grades and of outcomes. A strategic evidence-led

approach is vital and some key results so far demonstrate impact and success:

- 84.8% of participants were from POLAR3 quintiles 1/2 - neighbourhoods where young people are least likely to progress to higher education
- 25.7% of participants were eligible for FSMs - a key disadvantage demographic facing significant social mobility barriers - 12.9% nationally eligible for FSM.
- 55 percentage point increase in those rating their knowledge of university concepts as good or excellent.

The workshop will explore the challenges of delivering meaningful long term outreach and IAG interventions and measuring the longitudinal impact on learners in a rapidly changing political landscape, often times characterised by short term funding streams that respond to continuous change in government measures of success. It will also give participants the opportunity to examine the extensive range of innovative workbooks and materials produced to support participants' classroom learning and on campus visits.

**Sarah H. Barley-McMullen &  
Simon Williams**

**The 4Cs Model of Engagement.  
Developing Equity in  
International Education  
through Youth Work**

## Abstract

Education seeks to give all young people an equal start to life. It provides a quality learning experience, which enables children and young people to develop key skills for life, it enables them to learn and how to critically engage and contribute to society. However, formal educational establishments are also where children and young people experience and learn racist, homophobic, sexist comments and bullying attitudes and behaviours.

Within the UK, British Values have been established to encourage a value base of equality, yet children and young people are still facing vast barriers to learning within the Education Sector. They experience an unprecedented amount of poor mental health, high levels of suicide and self-harm and are increasingly at risk of sexual exploitation, gang cultures and some form of radicalisation. Additionally, many young people lack access to social capital to help build resilience; an increasing number of children and young people also experience limited opportunity when engaging in formal educational environments due to poverty, social isolation and special educational needs.

This presentation argues that the professional skill set of Youth Work have a place in responding to these issues within formal as well as informal learning environments. as it has a key skills set which make it a unique way of engaging young people.

We will argue that as a process Youth Work incorporates a creative skill set, which is underpinned by core values that allow the effective building of professional relationships through a process which is centred on and with the young person; not focusing on what they have done, but who they are. Through case studies, we will seek to demonstrate that Youth Work works with seldom heard young people, enabling them to be and feel listened to by adults.

We will discuss how Youth Work seeks to provide a critical and safe space where identity, culture, relationships and life can be discussed openly and honestly. We will also demonstrate how young people engage with Youth Workers and consequently build higher levels of resilience, social capital and enhance citizenship skills.

To demonstrate the effectiveness of this Youth Work process we have created the "4 C's Model" which highlights how the relational process of Youth Work can decrease barriers and increase learning. This model emphasises the role of Conversation, Context, Challenge and Care in relationship with young people. The model reflects the role of both the professional and the young person, underlining the process of creating change with young people. We argue that there is a clear and effective process to building relationships and that the longevity and consistency of the professional youth work relationship leads to young people

empowering themselves to create change in their own lives and their communities.

We conclude that when professional Youth Workers apply the “4 C’s Model” it enables them to work more effectively with young people to build resilience, social and political competency and key skills, which are all skills that enable them to engage more effectively with Formal Education and Lifelong Learning.

**Evi Baeyens, Trui De Vos,  
Jeroen Schouppe & Mieke Van  
den Bossche**

## **Homo’poly – The game**

Abstract

The European KA2-project ‘Homo’poly’ aims to contribute towards a better understanding of homosexuality in secondary and tertiary education. Taking a cross-sectoral approach, the project is active in eight countries, working closely with a participating university and secondary school in each.

Homo’poly targets students and lecturers at teaching colleges and universities, teachers in secondary education, and students at secondary schools. It is hoped that, as these participating institutions implement, test and evaluate the resources created by the project, a greater

understanding of homosexuality will be reached.

One of these resources for the use in secondary education and teacher training is Homo’poly - The Game. This game will be introduced during this workshop.

**Simon Brownhill, Paul  
Warwick, Jane Warwick & Eva  
Brown-Hajdukova**

## **Role Model’ Revisited**

Abstract

The call for more men to work with children in their formative years remains prevalent as concerns about boys’ underachievement (the gender gap) and diversity in the workplace continue to dominate education agendas across the globe. In an effort to positively address boys’ negative attitudes towards learning, their poor behaviour, and the absence of father figures in many of their lives, assertions that these men will serve as positive ‘male role models’ are constantly fuelled by public, professional and policy discourse. This paper reports on funded research by the Newton Trust which set out to explore the perceptions of male educators, both training and practicing, in relation to constructs of identity and role expectations in the early years and primary age phase in England. Embracing a qualitative design, the original research

used a combination of focus group discussions (n2) and individual semi-structured interviews (n11). Willing participants included five men who were undertaking a one-year postgraduate teacher training course (trainees), and six men who were at the time working in the early years and primary school sectors (teachers, each one having between one- and five-years full-time experience). This paper draws heavily on the data collected from the focus group discussions which were organised based on the professional experiences of participants and were led by the lead author of this paper. Full transcripts of each of the one-hour focus group discussions were interrogated using conventional content analysis. Researchers were able to identify a number of similarities and differences in 'male role model' thinking between the two groups of participants, namely that role models are seen as being someone to "look up to" (similar) and that role models command both positive and negative attention (difference; trainees). Of interest was the idea of the 'role model' status being "forced" on men who work with young children (trainees) and the questioning by teachers as to whether professionals were actually role models for children. Conclusions from the data suggest that definitions of the term 'role model' are influenced by the age, working role and experiences of educators, and that the notion of 'role model' should be seen as being gender neutral rather than it

being assumed that role models for boys are/have to be male. This paper argues that more research is needed to critically explore the meaning of 'role model' in international contexts and suggests that a reworking or *re-imagining* of 'role models' to "models of roles" (teachers) would potentially help to develop a better understanding of the term for educators, policy makers and the global education community.

**Rinat Caspi (Givat Washington Academic College of Education) & Orit Hod-Shemer (Kaye Academic College of education)**

**“Kindergarten Teacher is a wonder woman”- A Role Perception of Pre-Service Kindergarten Teachers**

Abstract

Kindergarten teachers have an important role in child development. Their perception of their role will determine their education and pedagogical manner. Most of the studies on role perception have been focused on teachers and only a few studies have been focused on kindergarten teachers. The role perception is a long and a complicated procedure

which is consolidated in time through theoretical learning, and experience in preschools and kindergartens. The aim of this research was to find the main characteristics of the role perception among pre-service kindergarten teachers at an early stage in their training and to study whether there were changes in role perception during the first year of the study. 120 pre-service kindergarten teachers at their first year of college participated in the study. All of them were female (M age =24.06;SD=3.43), 28.7% of them had a previous experience in education. The pre-service kindergarten teachers were asked to complete a questionnaire at the beginning and at the end of the pre-service kindergarten teachers's first year of studies. In the questionnaire they were asked to complete the following sentence by using the first metaphor that came to mind which represents the kindergarten teacher's role and to explain their choices "The kindergarten teacher is like..... because.....". The analysis of the results was mostly done by using a qualitative method. The Analysis of each metaphor's explanation showed that 55% of pre-service kindergarten teachers characterized the role perception of kindergarten teachers by one professional aspect at the beginning of the year; which was Emotional support to the children. Knowledge provider, Socialization agent and Physically presence were less frequently acknowledged. Additionally, it

was found that the role perception of the kindergarten teachers was dynamic so that, pre-service kindergarten teachers tended to change the definition by adding more aspects to the role or by altering the role's aspects – this was accomplished by the end of the first year of studies. The interviews conducted after a year of learning and experience highlighted the change that occurred in the perception of the teacher's role. At the beginning of the studies, the students perceived the teacher's role as simple and comprised of one central aspect: emotional support. After a year, one could see the significant change in their perceptions and their wonder about the complexity of the role. Their perception expanded and included many characteristics, some of which were not reflected in explanations of metaphors, such as: addressing each child according to his or her personal needs, relating to teamwork, working with parents and the authorities. This study highlights the role perception in the first year of pre-service kindergarten teachers. In conclusion, during the course of the training it is important to address the complexity of the teacher's role, to formulate an extended understanding of the role of the kindergarten teacher in accordance with the requirements that exist today. Also, metaphors can be used as a pedagogical tool that will enable the understanding of the internal process of formulating a role's perception, and creating a rich dialogue

between pedagogical instructors and pre-service kindergarten teachers.

**Sarah Charles**

## **Dyslexia spells trouble – disclosure and discrimination within the primary teaching profession**

Abstract

This paper seeks to investigate whether the dominance of a standards drive approach to ITE, and the teaching profession, has perpetuated attitudinal barriers to the recruitment and employment of students with dyslexia. Stakeholder understanding of the term dyslexia; perceived strengths/challenges those with dyslexia bring to the profession; what constitutes as reasonable adjustments and employability prospects, based on disclosure, are explored.

The research employed mixed methods, incorporating the implementation of both an online questionnaire, completed by 214 stakeholders (comprising primary Initial Teacher Education lecturers, school staff, trainee primary teachers and parents of primary school children) and 11 semi-structured interviews.

Findings suggest that there remains uncertainty and confusion about dyslexia, its associated characteristics/causes. Many stakeholders perceive dyslexia

negatively, couched in deficits rather than difference. This research found some strengths such as empathy, inclusive practice and ease of identification of children with dyslexia are attributed to those training to teach with dyslexia.

Stakeholder concerns, of those entering the profession, with dyslexia, are identified as being– ability to cope with the demands of the profession; the inability to teach particular age groups/subjects; the level of support needed to ensure success and retention following qualification. This latter concern constitutes a key finding of this research, as the level of support afforded by universities is perceived as being unrealistic in the workplace.

The notion of what constitutes ‘reasonable adjustments’ is questioned by many ITE stakeholders. A number of ‘reasonable adjustments’ are perceived by stakeholders as being unreasonable within the teaching profession due to the professional roles, responsibilities and requirements of being a teaching professional. Furthermore, uncertainty exists as to how schools can actually support those with dyslexia, in light of professional standards.

A significant majority of stakeholders demonstrated a negative attitude towards the notion of people with dyslexia entering the teaching profession, believing that parents should be concerned if their child is being taught by someone with dyslexia. Both of these findings could have serious

implications on the future disclosure of those with dyslexia.

This research has found that fear of stigmatisation and potential discrimination, which deter those with dyslexia from disclosing on course and job applications is justified and real. This research concludes that employability chances are lessened upon disclosure of dyslexia.

**Sarah Charles & Alison  
Hardman**

**The Fear of Talking Queer:  
Trainee teacher preparedness  
to address LGBTQ+ issues in  
Primary and Secondary  
schools**

**Abstract**

This paper explores the preparedness of School Direct and Provider Led Primary Postgraduate Certificate in Education student teachers to address lesbian, gay, bisexual, transgender and queer (LGBTQ+) issues in UK Primary and Secondary education. The paper will provide an overview of PGCE students' pre-existing understanding of LGBTQ+ issues and associated legislation in the UK; their own perceptions of their ability and confidence to deliver LGBTQ+ education within UK Primary and Secondary school settings; and the

impact of explicit LGBTQ+ training on their preparedness to address such issues.

It is reported that as few as 5 per cent of teachers respond to hearing homophobic language every time they hear it. Reports suggest that two in three teachers do not always respond to the use of the word 'gay', and 20 per cent say they never respond to this. Over a third of schools reported that they have not addressed homophobic bullying within their establishment or sexual orientation within lessons. Such results may be the result of lack of training in how to address such issues. Research indicates that despite widespread bullying of LGBTQ+ students, many teachers do not respond to the bullying or fail to deal with it adequately. It is estimated that nine in ten primary school staff have had no specific training to tackle homophobic bullying, but more than two in five report that children in their school experience homophobia .

This study employed a mixed method approach, utilising an online questionnaire and focus groups. The questionnaire was emailed to 292 PGCE students at the outset of their Initial Teacher Education programme and again following explicit training sessions.

Initial findings from the first phase of the research process indicates that the majority of participants did not feel confident in how they would address homophobia within their settings. Respondents reported a fear of knowing

what to say and what not to say, often informed by the belief that there would be parental complaints, consequences and repercussions. Following explicit LGBTQ+ training, whilst on their PGCE programme, the second phase of the research process research indicates that students' confidence and competence in tackling such issues has increased. This research concludes that explicit LGBTQ+ training should be a requirement of Initial Teacher Education programmes and that existing teachers should have access to LGBTQ+ training.

This paper, in light of the stark statistics related to homophobic bullying, encourages the audience reflect on the availability of LGBTQ+ training within their own organisations/programmes.

**Vana Chiou & Aikaterini  
Klonari**

## **Learning Mobilities and Equity Issues: A case study of a Greek Higher Education Institution**

Abstract

The Erasmus+ programme consists an important funding source in the framework of the European Higher Education that aims at fostering internationalisation of studies and promoting social inclusion and

equity in education. The purpose of this article is to present the learning mobility scheme of a Greek Higher Education Institution in the frame of the Erasmus+ Programme (Key Action 1 – Learning Mobility of Individuals) through the academic years 2014-2016. Participants in this study included 371 (158 males and 213 females) university students and staff from 27 programme and 17 partners countries (Israel, Morocco, Brazil, Serbia, Japan, China, South Africa, Mexico, Hong Kong, Montenegro, Argentina, Russian Federation, Chile, Lebanon, Singapore, India and Colombia) participated in the Erasmus+ Programme during the academic years 2014-2016.

For the purposes of the analyses, descriptive statistics and statistical hypothesis testing (chi-square test and t-test) were used. The results show gender differences in relation to different types of learning activity, study cycles, and sending greek towns. By exploring a wide range of variables, equity issues such as social inclusion, gender issues, geographical balance and diversity, are discussed thoroughly.

## **Guy Collins & Laura Williamson**

### **What's the point of undertaking international experience for health and social care students?**

#### Abstract

The University of Derby College of Health and Social Care has a history of facilitating student participation in international experience. Undergraduate and postgraduate mobility and insights consisted of a diverse range of activities and settings. Although the uptake of opportunities for travel and overseas learning were variable across programmes and influenced by a number of factors inclusive of student affordability.

In 2018 the College initiated new student travel bursaries in order to promote and expand student international mobility and study abroad. The aim was to increase the range, type, and duration of international learning experiences together with widening student access and participation in these activities. The necessity of this investment was apparent due to the existing barriers of the diversity of College programmes commitments, student personal circumstances and financial commitments.

Nationally subjects allied to health, and particularly nursing, have a low rate of

outward student mobility. Therefore the travel bursaries aimed to reduce some of the financial barriers that may have limited prior access within our own College to a range of defined international experience opportunities.

A travel bursary being typically used to enable student study abroad experience in one of the following:

- Attendance at an international conference
- Taking part in an intensive study programme with a partner institution
- Undertaking an overseas placement with a recognised provider

It is recognised that the benefits of multifarious student mobility across varied student disciplines and populations are numerous and divergent. Although some common core outcomes are identified within the literature inclusive of: supporting critical global insights; intercultural awareness; foreign language competence; and leading to increased student performance, attainment and employability. Previous research evidence has illuminated that students who work, studied or volunteered abroad during their time at University had an increased likelihood of graduating with a top tier degree, earn a higher average starting salary, and were less likely to be unemployed.

The poster presentation will report upon pilot evaluative research undertaken with

recipients of the College of Health and Social Care travel bursaries. The research will explore the immediate transformational impact upon current academic study and career aspirations that the student has gained as a result of access to supportive College funding and subsequent student international mobility.

## **Ralph de Jong & Ernesto Lemke**

### **Out of the Box – Groups challenge**

#### **Abstract**

This workshop is about meeting and solving small and large obstacles in groups.

What does it do with you when someone else has a totally different approach? Is there resistance or are you looking for cooperation? How much courage do you have to take risks based on your own values and opinions?

## **Ondřej Duda & Alena Jůvová**

### **Informal Learning of Foreign Languages: Support, Impact, Strategies**

#### **Abstract**

In this paper, we will present an overview study on the phenomenon of informal learning, especially in terms of its importance for language education in the current educational reality focused on school inclusion. Informal learning ought to be understood in the context of the learner's concept, and the knowledge society as an important component of lifelong learning. We explain the notion of informal learning and we are dealing with the possibilities of its use in school education of an individual, with reference to its study of foreign languages outside of formal education. At present, the concept of value orientation also needs to be changed, and in line with current theories of the process of learning, pupils / students should understand not just what to learn and study, but firstly be able to ask the question "what's the best way" and to explain "why" we must have a specific knowledge or skill. Only then can we focus on finding the best way and the path to achieving a valuable education. Teachers and educators should be aware of the importance and value of informal learning for students and learn how to use the indirect strategies to learn foreign languages. Foreign language learning strategies are specific practices, activities and behaviours that the pupil chooses and uses to improve his / her learning. It facilitates and accelerates learning, but also makes learning more entertaining and more effective. It enables the student to

control the learning process, and gradually move from externally-led learning to self-regulated learning. Informal learning is a key factor in the process of lifelong learning. We talk about informal learning if it is a learning that is not institutionally anchored and, unlike formal or non-formal education, does not in itself lead to the acquisition of a certificate of knowledge. This learning can take place at any stage of an individual's life cycle, at any place and in any environment. Depending on whether the individual realizes that he or she acquires new knowledge with an aim or intent, we distinguish between intentional and unintentional informal learning. This specific research focuses on the relationship of motivation for learning foreign languages and building language competence through informal learning. There has been an intensive research connected to motivation published in recent years, which suggests that a system of motivation can be considered a combination of external and internal, integrative and instrumental factors. Based on the results of the research, for which a qualitative design using the focus group was chosen, we classify the strategies used by students for non-formal learning in foreign languages.

**Matjaž Duh, Tomaž Bratina & Jerneja Herzog**

## **Identifying Gender Differences in Artistic Intellectual Development**

Abstract

Knowledge of children's development is of great importance in pedagogical fine arts practice, especially in the early period, when it is extremely dynamic. It helps the teacher to understand the children's art work and the process of formation. In this research, we analysed the visual and intellectual development of pupils aged 7 and 8 who attend second grade classes in Slovene elementary schools. In the artistic development of children, we monitor, among others, the artistic intellectual development or the visual aspect of optical-thematic development. This depends mainly on the maturing of the general intellectual field, which the teacher has less influence with his pedagogical work than in the remaining areas of artistic development.

When monitoring the artistic intellectual development, quantitative and qualitative methodology was used with a causally non-experimental method. The results were compared by gender.

The results obtained from the test drawings drawn in the test conditions show that there were no statistically

significant differences in the overall level of artistic intellectual development between the genders. We have found that there are no statistically significant differences in the individual factors of artistic intellectual development among the gender, and that these abilities are evenly distributed among the children.

**Jerneja Herzog, Tomaž Bratina  
& Matjaž Duh**

### **The gender and development of fine arts creativity among regular and adapted educational programs in Slovenia**

Abstract

The article presents research into the fine arts creativity among pupils attending classes of the regular and adapted educational programs of elementary schools in two Slovenian geographical regions. The pupils included in adapted educational programs are generally those with moderate mental disorders or some with serious physical disabilities. The aim was to investigate the role of gender in the development of fine arts creativity in both educational programs. To acquire data, we used an instrument for evaluating work in the fine arts, during 45-minute lessons. The data was analyzed at the level of descriptive and inferential statistics. The

results show no gender-related differences. We conclude that boys and girls can respond to different artistic tasks in their own way, develop new ideas and have similar motor skills. Both use similar ways of expressing themselves in drawing, using unexpected and original details with many adaptations. After analyzing the process of redefinition into new forms, no gender-related differences were discovered.

**Nini Fang**

### **“It gets too personal it’s awkward”: Teaching Counselling at the Undergraduate Level, Challenges and Reflections**

Abstract

Counselling is a profession which requires a reflexive use of the self (McLeod, 2013); without the capacity for self-reflection, the practical skills components of the training would wobble single-legged on the empty words of textbook know-how, without which the development of ethical practice would seem improbable. Counselling and Psychotherapy as a programme of study in Higher Education, as outlined by the Subject Benchmark Statement published by the Quality Assurance Agency for Higher Education (QAA) (2013), aims to

“prepare candidates to be self-reflective, ethical practitioners committed to the maintenance of professional standards. ... [it] will offer an integrated curriculum of academic theory, skills development and practitioner experience ...” (pp. 7)

Compelling is the way the statement starts with “self-reflective” (ibid); it alludes to the idea that there is no ‘objective’ way to learn counselling and psychotherapy as a subject but the learning itself is always fundamentally entrenched in, and inseparable from, ‘the personal’. As a subject of study, the possibility of achieving appropriate educational aims of preparing candidates towards becoming an ethically-aware psychotherapeutic practitioner comes from the acknowledgement of the intertwinement of the reflexive capacity of the self and experiential learning of applicable skills on the training journey to advance in both personal and professional development prerequisite to becoming competent in working intimately and ethically within a helping relationship.

This, however, is no easy task. For the trainers, the provision of training services requires an in-depth consideration of didactic methods to marry the professional development of counselling skills and subject-specific knowledge with the personal development through which growth in self-reflection and self-awareness can be made possible. Questions then arise for the trainers and instructors alike to contemplate on how

then we can effectively create and facilitate the learning and learning environment in respect of this principle through the teaching and training role which we possess and enact? How do we, as phrased by the QAA statement, “make opportunities available to students to understand how the personal development and emotional competency of the counsellor/psychotherapist affects the therapeutic relationship and practice” (ibid: 8).

Discussions which I wish to generate depart from an attempt to address these questions. Three main venues have been identified for discussions, which surround those of learning counselling theories, interpersonal exchange, and assessment rationales and methods, from which the tension around personal disclosure (“get personal”) and interpersonal exposure (“get too personal”) emerge. The discussions will be interweaved with vignettes of my personal observation, interaction and exchange with some students on the programme, pursued from the perspective of the instructor as possessing the multi-professional role who not only teaches and assesses, but guides and supports the students’ individual transformational journeys through a deeply *personal* relationship. Conclusions will then be drawn from these discussions in order to inform further training recommendations for training counselling and psychotherapy students at an undergraduate level.

**Guy Forrester, Jim Pugh &  
Ruth Hudson-Gill**

**Understanding the World': An  
exploration of effective  
practice and provision in early  
years settings**

Abstract

This small-scale study explored effective practice and provision in early years settings to support children's learning. The research was funded by an Opportunity Area Programme, which is an aspect of government policy for dealing with social mobility through education. The research investigated specifically the Understanding the World Area of Learning which incorporates three of the seventeen Early Learning Goals contained within the Early Years Foundation Stage. These Early Learning Goals are; 'People and Communities', 'The World' and 'Technology'. The study was conducted within a city in the Midlands where official published data reveals only 71% of pupils achieve or exceed the expected standard against the Understanding the World Area of Learning where the national average is 83%. Children's educational progression and attainment in the city is exacerbated by economic and structural inequalities. It is known that children living in the most deprived areas of this city are least likely to achieve the required standard. The

rationale for the research was to improve outcomes in the Early Years Foundation Stage within the city to enable children to have the best possible start in life and learning. This is coupled with the longer-term and overarching intentions of the City Council and the government's Department for Education to reduce inequality and promote social inclusion, raise achievement and aspirations, address the detrimental link between disadvantaged socio-economic origins and destinations, and ultimately improve social mobility for children and young people within the city. The research adopted a mixed methods approach comprising an online survey (n=24) and semi-structured interviews (n=8) with practitioners working with children in private and maintained day nurseries and in reception classes in primary schools where good and outstanding results are achieved for the city's disadvantaged children. Focusing specifically on practice, the research explored the experiences and perceptions of early years practitioners in relation to the Understanding the World aspect of the early years curriculum. A range of issues were captured in the data including; practitioners' knowledge and grasp of the Understanding the World Area of Learning, how it is taught and delivered by practitioners, and the progress and attainment of children from two to five years old. The findings of the study include the identification of best practice examples along with features of effective

provision. Barriers to children's progression and attainment of these specific Early Learning Goals were also ascertained. The implications for practice and further research are in relation to: the lack of training and local CPD opportunities to support the effective delivery of this aspect of the early years curriculum along with a perceived lack of resources; how to meaningfully engage parents and the local community in partnership in order to help young children learn more about their localities and the wider world; and how mobile devices particularly with touch screens are being used at home as 'digital pacifiers', which practitioners perceive exacerbate children's language acquisition and development.

**Ewa Gawlik**

### **Support for adults with intellectual disabilities on the example of integrated housing in Sosnowiec**

Abstract

The aim of the article is to show how residents of *Integrated Housing*, i.e. adults with intellectual disabilities, function in the areas of: work, creating relationships, settling in the local environment, leisure time or having a flat that feels like their own. The presented material is based on

observation method of residents of Integrated Housing in Sosnowiec.

**Lotte Geunis**

### **Beyond biology: the aims, approaches and impact of comprehensive sexuality education (CSE)**

Abstract

Comprehensive sexuality education (CSE) equips young people with the knowledge, understanding and skills to make informed and conscious decisions about their social and sexual behaviour. In doing so, CSE programs can contribute to greater equality in and outside of education. Regrettably, important barriers continue to hinder the uptake and effective implementation of CSE programs, both in developed and developing countries. This paper will explore the potential of open education policies and 'open government' more broadly in delivering on the potential of CSE. Specifically, it will explore 1) political decision-making on CSE; 2) training and support for teachers; and 3) citizen engagement.

**Berna Gryay**

## **A Study on Candidate English Teachers' Self-Perception of Using Creative Drama in English Language Teaching**

Abstract

Creative drama which stimulates imagination and creative thinking can be helpful in English language teaching. Nevertheless, English language teachers should be knowledgeable about creative drama in order to use it effectively. The aim of this study is to find the self-perception of candidate English language teachers on using creative drama and to shed a light on the future use of creative drama in English Language teaching. In the scope of this study, 80 third grade students of Dokuz Eyll University, English Language Teaching department were taught drama lessons two-hours-a-week for fourteen weeks in the spring term of 2014-2015 academic years. At the end of this term they were administered "the self-sufficiency scale on using creative drama", which was developed by Can and Cantrk Gnhan (2009). The scale consists of 47 five point likert type items. Since data analysis still goes on, findings obtained from the quantitative analysis of the data and its implications for English Language Teaching program will be included in the paper.

**Oliver Holz & Lotte Geunis**

## **Homo'poly. A cross-sectoral approach towards a better understanding of homosexuality**

Abstract

Sustained gender-specific inequalities in education and upbringing continue to be exposed in numerous studies and surveys. In response to this persistent challenge, national and international organizations are looking to strengthen their co-educational infrastructure to better accommodate the specific needs of both genders, with a view to fighting discrimination and promoting tolerance towards diversity.

The latest 'European Union Lesbian, Gay, Bisexual and Transgender survey' illustrates the urgency of the issue. Considerable challenges present themselves at different levels: nationwide controversy about the incorporation of the topic of homosexuality into school curricula, controversial discussions about the implementation of gay marriage, homophobic attacks and bullying (particularly at a young age), the outing of and dealing with homosexual migrants, homophobic behaviour in sport, and homophobic legislation that restricts or even rolls back the rights and protections of the LGBT community.

This article introduces 'Homo'poly', a European project on homosexuality in schools. The aim of this KA2-ERASMUS+-project is to contribute towards a better understanding of homosexuality in secondary and tertiary education.

Homo'poly has adopted a cross-sectoral approach in cooperation with eight countries, with one university and one secondary school participating from each country respectively. The project thus addresses students and lectures in university colleges and universities, as well as students and teachers in secondary education.

## **Gavin Jinks**

### **'Student Mentoring: An exploration of the benefits of a partnership approach to student mentoring and peer assisted programme**

#### **Abstract**

In 2015 I initiated a **student mentoring and peer assisted learning project** for year 1 students on the BA Applied Social Work at the University of Derby. Initially this was a small and low key idea. I recruited 5 students from the 2<sup>nd</sup> and 3<sup>rd</sup> years to run a short session during induction week and to be contactable so that the new year 1s could raise any questions and queries which they

preferred not to raise with tutors. On review discussions with both mentors and mentees indicated that year 1 students wanted to have a significantly developed student mentoring scheme. The following year 19 further mentors were recruited from year 1 in order to develop the project. Mentors took responsibility for 2 full days of student induction. A number of mentor led presentations were delivered during Induction Week on a range of topics. They also took responsibility for setting up and managing a Facebook group for the new year 1 students. The Facebook group was set up in the summer before the new year 1s began the degree programme and allowed information to be given to new students as well as providing an opportunity for the new students to raise questions with their peers in years 2 and 3. Student mentors were also involved in providing assignment guidance to year 1 students for subjects in which those mentors had been very successful. Mentors were also involved in co-teaching module learning input for topics in which they had demonstrated significant knowledge or expertise. As we move into the 3<sup>rd</sup> year of the project the plan is to expand the remit so that year 2 students also receive mentoring from year 3 mentors. There is also a plan for the creation of mentor led study groups. A **'mentor away day'** will take place in May 2018 to review the project so far and plan for the forthcoming academic year. A key feature of the approach taken is that

decisions are based on a partnership between myself and the student mentors. Decision making is based on consensus and mentors have significant responsibility for their input. Another key finding thus far has been the enthusiasm with which those invited to take on the student mentor role have responded. The philosophy of partnership has undoubtedly resulted in mentors articulating a real sense of ownership regarding the project and its development. Equally striking has been the sense of being valued that mentors experience.

## **Gavin Jinks**

### **‘Record, play, rewind’. A low-tech approach to teaching communication skills**

#### **Abstract**

Over the last 3 years I have developed a technique for teaching communication skills on the BA Applied Social Work programme at the University of Derby. The idea for the technique was originally based on a skills course I attended which involved the use of video recording equipment. I took the view that I could achieve similar results simply by asking participants to imagine that they were being recorded! The technique involves students working with a facilitator in groups of approximately 12. They are

asked to come prepared to demonstrate their skills with a character from a case study they are familiar with. The character is played by an actor (usually a member of staff). One person from the group volunteers or is asked to play the role of the professional. All are asked to imagine that once the conversation starts the scenario is being recorded on video. At any point the ‘volunteer’ can say “pause” and ask for help from everyone else. The facilitator can also pause in order to make some learning points. And those watching can pause to make suggestions or comments. The technique also allows pauses to be used to ask the ‘actor’ playing the client how they feel about the conversation. The technique allows real time ‘reflection in action’ in a safe environment. After reflection a decision is frequently made to rewind to an earlier point in the conversation to see what happens if the ‘volunteer’ tries a different approach. The technique has proved extremely popular as a learning tool and could be applied to the teaching of a wide range of skills.

**Alena Jůvová & Ondřej Duda**

## **Social Pedagogue: Reflective Practitioner in Educational Network**

### **Abstract**

The interdisciplinarity of social pedagogy is determined by its focus, which requires a holistic point of view (theory) and individual approach of a reflective practitioner (practice). Social pedagogy can be understood today as a dynamic system of individual components. The process gives people an orientation and accompanies them on their life path. Interaction involves mutual communication and dialogue between social workers and clients. Strategies are needed to solve a problem, intervention includes help, prevention, active prosocial care and offers. A social educator is a mediator of ideas and thoughts of social and educational support as well as social interactions. He can be a creative collaborator in various social institutions and educational institutions as well as an initiator of pedagogical practice. It is a support profession whose breadth and variety are as flexible as possible in the social field of work. Social educators react in a timely manner (prevention) and effectively (intervention) to difficult situations in children, adolescents and adults. They intervene especially for

people with disabilities and social disadvantages. The professional activities of the social pedagogue are complex and are based on an active approach to the educational reality. In the review study, we focused on the current discourse of social pedagogy in its context, which responds to changes in the general paradigm in education and education. Social pedagogue is involved in forming the theory and practice of social pedagogy; in a broadest sense a social pedagogue is an educator. He/she creates his/her own original educational strategies with the use of theoretical knowledge and reflects on the experience gained from practice. The theoretical basis of social pedagogy is based on the theories of humanities and social sciences such as pedagogy, psychology, integral anthropology, sociology, economics, as well as, as in the case of social constructivism, on the knowledge of natural sciences, such as the involvement of neuroscience, ethology and ecology. There are always interdisciplinary overlaps that are later projected into specific disciplines such as social geography, social and deep ecology, social economics, etc. Within educational reality, the social pedagogue works on the development of an individual (child, adult) personality. In this paper we will focus on the profession of social pedagogue, its adequate competence profile and professional education, especially with consideration of inclusive pedagogy. In the discourse analysis we

will introduce the possibilities of social pedagogy as a helping profession in the school, social and health environment and in this context we will describe the transitions of social pedagogy into specific areas of socio-educational work. The development of social pedagogy and modern pedagogical discipline can be considered as one of the prerequisites for improving the quality of life of people in society. Therefore, it is necessary to pay more attention to the profession of social worker. The social pedagogue is not a passive observer of events in the outside world, but is in the midst of the action.

**Aikaterini Klonari & Anthoula  
Styliani Passadeli**

### **How evident is differentiation of spatial and geospatial skills between dyslexic and non- dyslexic students? A pilot research**

Abstract

In every democratically favored state the right to equal participation of children with learning disabilities to an effective educational system is a key issue. In this context, qualitative upgrading of education for students with learning disabilities should focus on the development of a "School for All", means in which each

student will be able to develop his personality evenly, regardless of any difficulty. A framework for effective teaching that involves providing different students with different avenues to learning (often in the same classroom), so that all students can learn effectively, regardless of differences in ability, interest and cultures, is differentiated teaching. This paper presents the results of a pilot research aiming on the differences in school performance that created by dyslexia. From literature review is evident that although dyslexia is not associated with mental deficiency and dyslexic students have moderate or above average intelligence, they present deficiencies that are barriers for their learning development. Many researchers argue that these students have talents in different areas. In order to investigate if there is differentiation of spatial and geospatial skills between dyslexic and non-dyslexic students, 25 questionnaires were distributed to dyslexics and 25 to non-dyslexic students (50 in total) aged 13-14. Our sample are secondary school students from two different areas in Greece (Northern Aegean and Peloponnese Regions). Using SPSSv.23.00 coded the student's responses. The results showed that dyslexic students lag behind in most categories of exercises, but they are superior in 2D and 3D exercises. Although the sample of research data is limited and does not allow the generalization of

results, they nevertheless agree with the international literature on this issue. Thus, in the daily teaching practices it has to be taken into consideration, that each student constructs his/her knowledge with his/her own pace and method and what the teacher has to do is to give all students the right through differentiated instruction achieve positive learning outcomes.

**Yasuhiro Kotera, Danielle Mills,  
& Keith Taynton**

### **Danger of written feedback: In-the-moment video feedback for online counselling students' role play assessment**

#### **Abstract**

The primary purpose of our research was to explore the experience of students who received our in-the-moment video feedback. Feedback on students' counselling role-play video, from our online counselling/ psychotherapy programme at the University of Derby Online Learning, was given in a way similar to "sports commentary". Although written feedback has several advantages, it lacks being able to convey emotions (e.g., Mehrabian's communication studies). Despite the importance of emotions and feedback in learning, written feedback is currently a primary mode of

feedback. Research shows that students were dissatisfied with written feedback predominantly because of its lack of clarity, making it hard to use for future assessments. In online learning, a lack of face-to-face contact can increase the challenges including lowering the sense of personal touch and belongingness. This is crucial in clinical subjects as human interaction is at the heart of them.

Our literature review revealed that i) research into assessment feedback in higher education for online programmes is still underdeveloped, equating to only 15% of research outputs about assessment feedback in general, ii) research into assessment feedback for online counselling programmes is scarce, and iii) no study has explored a multimodal format of feedback in this area.

In order to overcome the challenges of written feedback and online learning, we have implemented an in-the-moment video feedback for a video of role-play counselling for formative assessment. Ethical approval was granted from the university research ethics committee. Study information was sent to students who have received the in-the-moment feedback on their role-play video. Interviews were conducted via Skype, as many online students live far from the university.

Thematic analysis revealed that their satisfaction with the in-the-moment feedback was high, with students responding that this format of feedback

enabled them to understand the feedback clearly, accept negative feedback, and feel more connected with the tutor. Especially this format of feedback was found useful for international students for its clarity (e.g., British sarcasm may be misunderstood by international students). Though we still intend to recruit more participants to this study, our findings thus far can inform practical and academic applications. Future practice should include this type of feedback to help students understand the feedback. Future research should measure the effects of this format of feedback on students' academic performance and other crucial learning constructs such as engagement and motivation.

**Yasuhiro Kotera, Vicky  
Cockerill, Pauline Green, Lucy  
Hutchinson & Paula Shaw**

## **Towards another level of borderlessness: Qualitative investigation into online learning experience of students with disabilities**

### **Abstract**

The primary purpose of our research was to explore the first-hand experience of students with disabilities studying in our online programmes at the University of

Derby Online Learning. In modern higher education institutions around the world, online learning has been central to an institution's success; attracting an increasing number of students; on average ten times greater than the growth rate of students in the face-to-face settings.

The existing literature primarily attributes this substantial growth to economic advantages, however, we wanted to explore the impact of this growth on inclusivity, more specifically, ease of engagement for students with disabilities. We identified that the proportion of students with disabilities in our face-to-face programmes is similar to that of the whole UK disabled student population (12-13%), and the proportion of the students with disabilities in our online programmes is 40%. Should this trend continue there are likely to be significantly more students with disabilities choosing to study online rather than face-to-face. Amongst people with disabilities the benefits of graduate status are significant; degree holders make 50% more lifetime income than non-degree holders and feel greater job security. Graduates with disabilities can enhance their job prospect radically thus making a critical difference to their lives. The opportunities for well-designed and inclusive higher education programme to expand are significant, as the world population of people with some form of disability is currently estimated to be 600 million people, equating to some 8%.

Accordingly, we aimed to explore the experience of our students with disabilities, using thematic analysis of semi-structured interviews attended by ten students with disabilities. Ethical approval of this study was granted by the University's research ethics committee. Current students were invited to participate through online programme and module communications. Of 19 students who initially showed interest in participating, ten were chosen for the interviews, based on their demographic information including the type of disability and enrolled programme, in order to maintain the generalisability of our findings. Twenty-four codes were identified, which were then categorised into themes, using the mind-map method. Three themes emerged: i) having control over studies as an advantage of online learning, ii) personal touch helps online learning of students with disabilities, and iii) social element challenges their online learning. Our findings inform research and practice of online education. For example, whilst students with disabilities find the self-paced nature of online learning attractive, they also want more support in the social element of online learning including collaboration. They would also like to see more authentic materials prepared by the tutors as this would provide a personal touch to their learning experience, helping them to manage their emotions (e.g., reducing anxiety). Future practice should implement a range of

approaches accordingly, and continue to measure the effects. Our findings will assist the study of online learning inclusivity and provide strategies for future programme designers.

**David Lochtie & Ben Walker**

### **Personal tutoring - boundaries in student support and success**

This session explores boundaries in tutoring as a means to defining the complex role of the personal tutor and the role it can play in supporting, the conference theme strand of, student success. The primary focus is boundaries between tutors and students but also with central services and within academic teams. It covers temporal boundaries, expertise boundaries and the balance of student support/independence. It examines the importance of recognising and setting boundaries with students to benefit their success as part of their transition to independent learning and benefit you in terms of workloads and wellbeing. It investigates competition and teamwork within academia including discussing whether academic citizenship still exists in the world of TEF and REF. It explores the sometimes fractious relationship between academic and support/professional services from "both

sides of the fence” to consider how holistic support from both sources can be seamless. To perform the personal tutor role effectively it is vital you know your limits and establish firm, clear boundaries to guide your tutoring practice (Luck, 2010; Shaw, 2014; Stenton, 2017). An understanding and articulation of boundaries is necessary for the benefit and protection of both the student and the tutor. On the student side, recognising boundaries can avoid over-dependency. From a tutor’s perspective, boundaries can help you to achieve a healthy balance. They can ensure that you are looking after yourself and are able to compartmentalise both your personal and professional responsibilities. When carrying out tutorial support you are nurturing individuals and small groups of students and this inevitably means that, at times, you will become closely associated with students’ emotional and overall well-being. While this type of support is undoubtedly what will make you an effective personal tutor, it does come with a ‘health warning’. It exposes you to some of the dangers of getting ‘too close’ to the issues and by implication, at times, to the students themselves (Luck, 2010). In addition, if boundaries are not considered and adhered to, your role as tutor may sometimes feel as though it is morphing into that of social worker or even counsellor. This is especially so since academics are increasingly called upon to support students experiencing mental

health problems and increasing levels of stress. It is at times like this that boundaries are critical and must be discussed and enforced appropriately. Support for the academic to cope with this pressure and to perform their tutoring role effectively must also be forthcoming (Tinklin et al, 2005; Robotham and Julian, 2006; Jordá, 2013; Hughes et al, 2018). Drawing upon a review of the literature and practical experience, and building upon the presenters’ upcoming book *Effective Personal Tutoring in Higher Education* (Lochtie, McIntosh, Stork and Walker, 2018) this session provides important support for colleagues to aid them in supporting student success.

**Frances A. Maratos, Marcela Matos, Paul Gilbert et al.**

### **Evaluating compassionate mind training with school staff members: an international study**

Abstract

Growing evidence indicates that focusing on cultivating compassion-based emotions (e.g., kindness, gentleness and warmth) has important effects on mental health and well-being. Both compassion focused therapy (CFT) and compassionate mind training (CMT) have been shown to be

effective interventions for clinical & non-clinical populations, respectively. Although CMT initiatives have begun to be embraced within educational systems world-wide, as yet no comprehensive evaluation of these interventions exists. Building on our initial UK pilot, in the present ongoing research programme, over 120 staff across 4 schools (3 in the UK, 1 in Portugal) were provided with a near identical six module CMT intervention. Each module was overseen by two experienced CMT practitioners/researchers, was approximately 90 minutes in length and included both educational aspects and specific imagery practices. For example, psychoeducation included an overview of the emotional processing systems of the human brain and how/when these can be problematic; whereas practices introduced included breathing exercises, mindfulness and specific compassion based imageries. Evaluation of the initiatives took a mixed-methods approach and involved psychological measures of well-being taken pre- and post-intervention/control; as well as post-intervention focus group discussions with small groups of staff (both in the UK & Portugal). Additional measures of resting heart-rate and blood pressure were taken pre-post initiatives to investigate physiological indices of well-being. In this paper, I will overview the design and progression of the six module CMT, as well as some of our early research findings. For example,

concerning the Portuguese arm of the research programme, initial analyses indicate that participating in the CMT initiative was associated with significant decreases in depression and stress, as well as significant increases in self-compassion and compassion towards others. General feedback concerning the CMT curriculum further demonstrated that the initiative was well-received by the majority of staff, with practices/educational elements found to be both relevant and useful. Thus, in summary, introducing teachers and school staff to compassionate mind training proved successful on a number of grounds. For the most part staff involved understood the value of the CMT framework. Moreover, preliminary analyses demonstrated significant, positive changes in psychological well-being following engagement with the initiative. Whilst a fuller analyses of all quantitative, qualitative and psychobiological data is still on-going, taken in combination with our initial pilot research, we tentatively argue that compassionate mind training holds much promise as a way of helping school staff (and especially teachers) counteract the current stresses, and competitive nature, of working within education.

**Salvador Montaner-Villalba**

## **Critical Thinking and Written Production in the EFL classroom through Blogging**

### Abstract

At the current paper, we aim at exploring the existing relationship between the Web 2.0 and, to be more concrete, the relationship between the use of the blogs and the development of critical thinking skills with teenagers who studied English as a foreign language from a secondary and higher state school in Valencian Region, Spain. Our main purpose, at this research, is to verify, by the end of the experiment, whether learners improved their critical thinking skills through different tasks related to the written production competence in the English language via Blogging. As far as the theoretical framework is concerned, this empiric research is based, on the one hand, upon the three main pillars, upon which the Web 2.0 is based on: Constructivism, Communicative Approach and Task-based learning, in particular, Task-based Language Learning whereas, on the other hand, concepts such as critical thinking and learner autonomy are covered. The learners, who participated in this educational experiment, were studying English as a foreign language at the 1<sup>st</sup> academic year in A-level (also known as

*Baccalauréat*), in other words, these students participating in the experiment were enrolled in non-compulsory and non-university education by then. The learners' level of the English language was, at the moment of the initial test before the experiment commenced, approximately B1 according to the European Framework of Reference for Languages. The levels related to Compulsory Secondary Education, Baccalauréat and Vocational Training are taught in the state school where the current educational project took place. The method, which was chosen so as to analyze the outcomes of this educational research, is the action-research model. Therefore, quantitative data were utilized in order to analyze the outcomes of the current research. This group of EFL learners from 1<sup>st</sup> academic year at A-level, who participated in this current educational experiment, was formed by 15 teenagers whose age covers from 16 to 17 years old. These teenagers were studying English at the academic year 2017-2018 when they participated in this educational experiment. The obtained outcomes showed that the use of the ICT, referring to the Web 2.0 and, in particular, the use of Blogging can work as a link so as to help the learners to develop critical thinking, to become autonomous of their own learning process since they are nowadays protagonists of their own learning process and, specifically, the outcomes given in this concrete experiment verified that the Blogging

helped the learners to develop their competence in written production in the English language. Since there is not much research published on the theme related to the relationship between Blogging and critical thinking and autonomy in the EFL classroom at non-university education, this paper might offer significant value to this research area. Thus, this research could shed some light on how technology is related to critical thinking when learning a foreign classroom, so that learners get more autonomy and learn a foreign language in a critical way.

**Nesrin Oruc Erturk**

## **Teachers and Democracy: Turkish Teachers' Understanding of Democracy**

Abstract

Among many different definitions of democracy one can say that democracy enables individuals to have freedom in society with their identities and differences. Teachers' role with the professional and personal identities they acquire becomes vital because no one can deny the critical role "beliefs" play in shaping a teacher's way of thinking, decision making and therefore acting. Beliefs are important to the professional development of teachers as they guide how pre and in-service teachers

characterize the task of learning and teaching. Interest in studying teachers' beliefs with regards to democracy rests upon the assumption that what teachers believe about democratic education is a significant indicator of how they understand the concept and how they approach it in their daily practices. That is, the way teachers perceive, define and believe 'democracy' and 'democratic school' have an impact on what democracy is and how it will be put into action in real settings. In today's world, the legacy of global education requires our newly graduated students not to simply recognize other people and places, but to become world citizens who can function successfully in multiple ethnically diverse cultures, both nationally and internationally. Considering this, how successful are our teacher trainers and how and what do our teacher trainees understand from "democratic education". As a teacher trainer or a future teacher, in the frame of democratic rules, are we capable of providing our students to think, to argue, to criticize and to be democratic? Many more questions can be asked. This study is trying to investigate Turkish teacher trainers' and trainees' definition of a democratic teacher and their attitudes towards democratic teaching.

**Grzegorz Piekarski**

## **Pink Triangles' (not) Known Biographies. A Voice for Commemoration of the Silent and Secret Stories of Non-Heteronormative Victims of Concentration Camps**

Abstract

Usually when we think about the victims of Nazi concentration camps, which are associated with the destruction of the people imprisoned in them, most frequently we referred to monocultural categories, which describe the suffering of Jews and Poles. We think much less about Roma or Soviet prisoners of war. Seldom we think about people with physical disabilities or mentally illnesses, about Jehovah's Witnesses or homeless, unemployed, prostitutes or homosexual people.

The non-heteronormative victims of Nazi crimes were kept in shadow in Poland for many years. This subject did not arouse for any public interest. They were commonly referred to as criminals, whose punishment was imposed in accordance with the legislation and they were excluded from the good company of the victims of the Nazi regime. This group was pushed aside, pushed back, blurred in memories and it was described as too controversial (also by scientific institutions

and Places of Memory). As a consequence this group was taken away from the memory for almost 70 years, so that the history of suffering and fate of non-heteronormative prisoners and prisoners, who wore the symbol of the pink and black triangles on their striped uniforms, was practically unknown to Poles. Such situation seems to be paradoxical in the context of numerous existing war-camp-holocaust narratives. That is why the aim of the presentation is to support the existing stories (although not numerous) claiming to restore / regain the forgotten non-heteronormative victims of the nationalist social policy of the Third Reich. This presentation is an attempt to solve a cognitive challenge by showing the history of persecution, suffering and absence of satisfaction of the wrongs inflicted.

**José Ramón Calvo-Ferrer**

## **Student mobility and language learning: Mapping the effect of students' perspectives and type of stay on cognitive language gains**

Abstract

Even if it is generally accepted that length of stay in a country is the most determining variable in language learning, different

studies identify a wide array of variables that may have an impact on cognitive linguistic gains. Amongst these are age, gender, initial proficiency level, and students' personality. Nonetheless, it is less clear what kind of interrelations exist between these variables and how they affect the development of the different linguistic skills. An empirical study was carried out to measure the effect of age, gender, length of stay, personality, initial proficiency level and teaching hours on cognitive linguistic gains. A group of 83 incoming Erasmus students from different nationalities were asked to complete a pre-test questionnaire to assess their proficiency level in Spanish (t0) at the beginning of their stay. Prior to their departure, they filled in the same questionnaire as they did upon their arrival (t1). The number of correct answers for the pre-test and the post-test were compiled into a summary score index, and further questionnaire items were used to collect quantitative data for the different variables of the study. After assuring that statistical requirements had been met, multivariate linear regressions with simultaneous inclusion of all independent variables were performed in order to evaluate the hypotheses of the study. The analysis showed that initial proficiency level played only a minor part in students' language gains. Of greater importance was the students' general attitude towards learning and the receiving culture. The length of stay also had a smaller influence than

expected. While there was a correlation between extrinsic motivation and the development of students' language skills, no significant effect was found with respect to age, gender or number of teaching hours. These results lead to the conclusion that factors relating to motivation and expected learning gains may be more decisive than length of stay within the Erasmus context.

## **José Ramón Calvo-Ferrer**

### **Visual vs. Cognitive Errors in Translation Proofreading**

#### **Abstract**

Although common belief suggests that we are more comfortable holding books, newspapers and notes than portable devices for reading purposes, and that paper-based information is better processed in terms of comprehension and retention, it has been identified that screen-based proofreading is, in general terms, more likely to result in error detection (Calvo-Ferrer and Tolosa-Igualada, 2016). Drawing on those results, this paper aims to identify any differences regarding error typology owing to means of delivery (paper vs. screen). Thus, two groups of students from the Universidad de Alicante were asked to proofread a translation which contained a number of both visual (i.e., which could be identified

without any specific language proficiency, such a wrong number sequences) and cognitive errors (i.e., for the identification of which a certain degree of translation and foreign language proficiency is required) The statistical analysis carried out suggested that for the text provided (a transcript of grades), students proofreading on screen were more likely to identify visual errors, whereas those revising a printed version of the text seemed to recognise more cognitive errors.

## **Justyna Ratkowska- Pasikowska**

### **„Silent discourse” on parenting Coming out**

#### Abstract

The presented text is an attempt to capture and describe the phenomenon of parenting LGB children who are coming out. Unfortunately, the pedagogical discourse does not strongly emphasise the axiological dimension of the issue, hence its silent character. For the purposes of this article, the author will use the conversations with her parents published in the book *Rodzice wyjdźcie z szafy. Rozmowy Wiktorii Beczek z rodzicami osób LGB* (Parents, get out of the closet. Conversations of Wiktoria Beczek with the parents of LGB) persons, publication of

the Association of Families and Friends of Homosexual, Bisexual and Transgender People ACCEPTANCE, using content analysis. The aim is to show some regularities and rules that fit into the context of fears, abilities and transgressions that parents make against the world.

## **Justyna Ratkowska- Pasikowska & Malgorzata. Jarecka-Żyluk**

### **Images of LGBT people in the cinema**

#### Abstract

The aim of the article is to attempt descriptions of changes and transformations that have occurred over the years in the image of LGBT people in the cinema. Our goal is to select films about LGBT people, not LGBT films. The analysis will be based on the visual sociology method using content analysis.

**Samuel Rhys Dent**

## **Equity in Higher Education This Time It's Personal!**

Abstract

Unexplained attainment gaps exist for BME students, 17.7% nationally controlling for prior attainment (ECU, 2017). Existing research suggests this is contributed to by a number of factors which staff can be change agents for (Mountford-Zimdars et al, 2015) build relationships of power-sharing with students (Stevenson, 2012). This paper presents the concluding finding of a 2-year OFS funded project which has applied these findings to developing an approach to personal tutoring in three disciplines and institutions to support the closure of attainment gaps, drawing on a series of surveys, interviews and focus groups with students and staff at regular intervals across the project. Mobilising Frasers (2001) theories of recognition, I deconstruct the ways in which students and staff conceptualise personal tutoring exploring its potential to perpetuate/remedy social-inequalities. I argue that reconceptualising existing working practices, with a robust theoretical framework to support the 'participatory parity' of different groups of students.

**Carmen Santamaría García**

## **The role of LGBTQ parenting blogs in normalising LGBTQ parenthood**

Abstract

This presentation explores LGTB parenthood in a sample of LGBTQ parenting blogs together with their associated Facebook and Twitter accounts. I have analysed evaluative discourse as a reflection of the underlying values associated with LGBTQ parenthood. Evaluative discourse refers to the expression of attitude, defined by appraisal theory as ways of feeling and including the meanings of affect, judgement and appreciation (Martin & White 2005, Bednarek 2008, Thompson & Alba-Juez 2014). Politeness theory (Brown & Levinson 1987, Spencer-Oatey [2000], 2008) has also been used as an analytic tool, as strategies for claiming common ground and conveying cooperation, for instance, seem pervasive in the social practices of the discursive construction of LGBTQ parenthood. Results have been contrasted with previous analysis of parents' blogs in heterosexual couples (Santamaría-García, 2016), which shows two main patterns in parents' practices, either aiming at perfection through juggling and multi-tasking or building resistance to the demands of families and society,

following what they call a rebellious “bad mothers” philosophy. LGBTQ parenthood blogs mainly aim at normalising the LGBTQ parenting experience by displaying activities that will most probably be evaluated as good family practices by a wide audience. “Nearly 6 million American children have at least one parent who’s part of the LGBTQ community. And the community is stronger than ever before”, according to the information accessed at <https://www.healthline.com/health/parenting/best-lgbt-blogs>, where we can also read that LGBTQ parenting blogs help to normalise the LGBTQ experience. The potential for normalisation comes from the power of discourse to shape the world, as observed by Litosseliti’s (2006: 49), in line with post-structuralist and social constructionist theories: “(...) discourses construct or give meaning to how we see the world” and “(...) at the same time, they articulate, maintain, constitute, re-constitute, negotiate, and even resist some of these ways. (...). In resisting and contesting dominant discourses and the assumptions embedded in them, we are part of a process of changing perceptions of experience, as well as roles and identities (see Weedon, 1987; Fairclough, 1992)”. This observation helps to understand the importance of blogs together with their associated Facebook and Twitter accounts in the process of spreading views and hence, in shaping roles and identities of LGBTQ parents. The growing popularity and dissemination

of blogs portrays them as an emerging means of mass communication with social potential for either change or continuity. The values communicated through posts and comments will have an important share in shaping discourses of parenthood -and other topic fields- and time will say which will be the dominant types of parenthood discourses that give meaning to the world.

**Carmen Santamaría-García & Oliver Holz**

### **The contribution of Erasmus+ projects to education and employability**

Abstract

The 2011 EU modernisation agenda identifies what are considered to be the key policy issues for Member States and higher education institutions “seeking to maximise their contribution to Europe’s growth and jobs”, COM (2011: 3). Priority 2 in the agenda makes reference to the importance of improving the quality and relevance of higher education, priority 3 sets the importance of strengthening quality through mobility and cross-border cooperation and priority 4 recommends linking higher education, research and business for excellence and regional development. Since 2014, our institutions have been participant and coordinator

members of several Erasmus + projects aiming to the development of these priorities. HOMOPOLY, BEST+ or AHEH are some of the Erasmus+ projects that will be presented with discussion of the activities that will hopefully contribute to improving the quality and relevance of higher education, while strengthening quality through mobility and cross-border cooperation of our university graduates.

**Aleksey Sergienko & Natalia Zvereva**

## **Causes and Peculiarities of Difficulties in the Formation of Counting and Counting Operations in Lagging Children of Primary School Age**

Abstract

Many children in elementary school experience difficulties in mastering the various knowledge and skills that they are taught. A prominent place here is occupied by difficulties that arise in the assimilation of counting and counting operations. Unsuccessful learning of any subject begins to negatively influence the formation of the child's personality, that is, falling into the group of lagging children, they immediately fall into the "risk group". Another factor that "pushes" children to fall

into the group of laggards is all the increasing demands and the increasingly complicated elementary school curriculum. That is why we hypothesized that along with the spatial factor and the factor of control and programming of one's own actions, the timely maturation of the first brain block and the factor of general neurodynamics plays a crucial role in ensuring the productive formation of counting and counting operations. And it is precisely because of the dysfunction of the subcortical structures that difficulties arise in the formation of the counting and counting operations and a number of other higher mental functions in children. In our research took part 25 children aged 7-9 years with difficulties in the formation of the counting and counting operations, pupils of two Moscow elementary schools took part in the experiment. As a research method we used neuropsychological methods of examination of children, developed by Tsvetkova (1998) and a number of special samples aimed at investigating topological and coordinate representations. As a result we confirmed that there are difficulties in mastering counting and counting operations, which are based on the insufficient development of the link between organization, regulation and control over the course of their own activities. Violation of this element occurs in the majority (65%) of children with difficulties in learning counting. It was also revealed that, at this stage of development (in children 7-9

years old), the formation of factors responsible for the link of organization, regulation and control over the course of their own activities come to the fore even with respect to the spatial factor (in 40% of cases, difficulties in the block of organization, regulation, programming and control overlap with the difficulties of spatial perception. It was found out that there is a significant group of children (30% of the sample) with difficulties in forming counting and counting operations and that violations related to the third block of the brain (in 60% of cases), are secondary, so the deficiency of the first block of the brain is primary. And because of this deficiency, the factor of control and programming of own actions lags behind in development, the arbitrary regulation of activity is violated, as a result of which the process of calculations is violated.

**Fiona Shelton**

## **How the Lessons we Learned Become Lessons to be Learned**

Abstract

This paper shares one element of a larger piece of research focusing on people's memories of their primary school experiences. The full study is a doctoral study in process of completion. The participants in the study are the narrators;

so-called since they are the co-authors of the stories collected. They range in age from 22 to 76 and all attended Derbyshire primary schools during one of the decades from 1944 – 2009. Using narrative inquiry to gather data the narrators tell their stories about their experiences. The stories were collected over an eighteen-month period between June 2016 and November 2017.

A purposive sample was selected for the study and 24 narrators provide stories of their experiences through semi-structured interviews based on and adapted from the narrative interview style of Jovchelovitch and Bauer (2000). Twelve deductive themes were explored, with a further inductive analysis phase to draw comparisons and differences.

This paper explores the stories narrated about one element of their school experience 'the lessons we learned'. The stories are analysed through response to the themes arising, literature, education reform and education policy at that time. What we learn is that educational reform imposes on education, on classroom activity, on children's learning and on teachers' authority. We learn that education becomes more centrally controlled over the decades and that all aspects of a child's education are dictated, managed and monitored by central regimes.

These stories from the past, about the lessons we have learned, become lessons

to be learned for teachers in schools today.

**Pikria Vardosanidze**

## **Practical Implementation of External Evaluation in Education Quality Assurance according to the Example of Georgia**

Abstract

Georgia is a transcontinental country on the crossroad between Southeastern Europe and Western Asia. Due to our country's geopolitical location, Georgian culture was developed and this process continues in the context of western and eastern culture. However, socio-politically and culturally it represents the part of Europe.

Higher education in Georgia possesses a long and complicated stage of origin and it consists of several important phases (particularly 1918 year, 1991 year, and periods of Georgian Independence). Georgia has joined the Bologna process in 2005 at Bergen Summit and since from this period the educational sphere of our country is guided by the documents and regulations of Bologna. Educational area of contemporary Georgia faces numerous challenges: many common international projects are implemented for improving the

quality of education and learning; Educational programs are renewed gradually; Georgia, being a member country of Bologna, participates in the official meetings intensely. Foreign experience is shared. However, it ought to be noted that foreseeing of international knowledge does not deny value and mentality of our country. Bologna regulations evidently indicate the requirement of institutional autonomy. The member county of Bologna ought to receive this process in view of national culture and traditions. Each document is enclosed by this offer.

In the present article materials of European agency of quality assurance, quality enhancement standards, methods of internal and external evaluation, principles, and procedures are reviewed. We compared available materials to quality assurance data of Georgian educational area. Comparative analysis method is used for the research. Assessment of educational quality, in particular structure of external evaluation is discussed. The meaning of active engagement in evaluation process is underlined; the working procedure of organization/s for external assessment and discussing of the results are described. The support of quality agency in the process of external evaluation is discussed. It states the possibility of avoiding the conflict of interests in the evaluation process and thus relevant conclusions are provided.