

THE INSTITUTE OF EDUCATION'S 2020 POSTGRADUATE RESEARCH (PGR) CONFERENCE

Theme: Research Communications and Engagement

Wednesday 1 July 2020



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Conference Organising Committee (in alphabetical order)
Beverley Jennings, Chengcheng Guo, Emine Serap Karacan,
Fatima Zahra Abbou and Meliha Sakin

MESSAGE FROM THE HEAD OF THE INSTITUTE OF EDUCATION

It is my great pleasure to welcome you to the 2020 Post Graduate Research Student Annual Conference at the IoE. As Head of School, I sincerely enjoy hearing about all the great and innovative research that is taking place at doctoral level. It has not been an easy past few weeks as many of us are working from home with all the distractions and challenges this brings during the Corona Virus outbreak. It is therefore even more important than ever to celebrate the successful completion of another year on the journey towards completion of your doctorate. This conference gives us a chance to touch base with fellow students and hear of the ways they are adjusting to the new ways of working as well as the progress they are making.

I hope you will join me in particularly thanking our student organising team and to Vince for supporting you, for all the hard work they have done to make this possible. But most importantly, I also want to thank your supervisors for all the support they have given to IoE students and wish you all the best for next year and beyond.

Professor Catherine Tissot
Head of the Institute of Education



[Click here to listen to Professor Tissot's conference closing remark](#)

PROGRAMME

- 09:00-09:15 Welcoming presentation by the Conference Organising Committee
- 09:15-09:45 Keynote talk by Dr. Natthapoj Vincent Trakulphadetkrai
- 09:45-10:00 Break
- 10:00- 11:30 Morning sessions
- 11:30-13:00 Lunch break and an opportunity to watch pre-recorded presentations
- 13:00-14:40 Afternoon sessions
- 14:45-15:00 Celebration of achievements and closing remark by Prof. Catherine Tissot

KEYNOTE TALK



Research communications and engagement – Pathway to research impact

Dr. Natthapoj Vincent Trakulphadetkrai

Director of Research Communications, Institute of Education, University of Reading

Twitter: [@NatthapojVinceT](https://twitter.com/NatthapojVinceT)

[Click here to watch the keynote talk](#)

In his brief keynote talk, Vincent will highlight why research communications and engagement are instrumental in generating research impact. Drawing on his own and others' strategies, Vincent will share some top tips on research communications and engagement with PGR students. Vincent hopes his talk will be useful for PGR students regardless of which stage of their research they are at.

MORNING SESSIONS

PROGRAMME

Chair: **Fatima Zahra Abbou**

Session 1
10:00- 10:15

Teaching music in special schools: 'An activity that I used to dread but one that feels more organic now'
Amy Johnston

Session 2
10:15-10:30

Maternity breaks from academia: Neoliberal labouring and postfeminism as a characteristic of the Higher Education Academy
Dr. Karen Jones

Session 3
10:30- 10:40

Exploring the use of learning analytics to measure pharmacy student engagement
Catherine Langran

Session 4
10:40-10:55

Teachers' successful practices for multilingual learners in the UK and the US: Theoretically framing the data
Dr. Naomi Flynn

Session 5
10:55- 11:05

Investigating TNE students' academic writing through a vision enhancement programme
Chengcheng Guo

Session 6
11:05-11:20

Hidden voices: The impact of the inclusion of visually impaired pupils
Clare Martin

Session 7
11:20-11:30

Social and emotional learning in mathematics classrooms
Emine Serap Karacan

MORNING SESSIONS

ABSTRACTS

Teaching music in special schools: 'An activity that I used to dread but one that feels more organic now'

Amy Johnston (A final-year EdD student)

[Click here to watch the presentation](#)

This presentation will share specific methodology drawn from an ongoing doctoral study. The methodology was chosen as a means of collecting and analysing qualitative data, for the purpose of tracking and recording the personal experiences of the study's participants. The thesis itself examines the experiences, perceptions and feelings four generalist teachers in a special school in England have when teaching music. It explores their competency and confidence gain as a result of engagement with a skills-based intervention, led by the researcher acting in a mentor capacity, within the theoretical framework of ethnomethodology. The longitudinal study involved four phases of data collection and employed various data collection tools including a survey, a timeline and 'river%' of music experience, interviews, focus group discussions, classroom observations and corridor memos. The study was constructionist and interpretive in its approach, establishing the significance of its essential criteria: that the voice of individual participants was represented and that the researcher, as mentor, offered bespoke and tailored support to the participants. Theoretical underpinning of learner-centred theory and grounded theory was key in order to meet this essential criteria. A tentative first review of the data suggests this methodology may have been effective in answering the research questions.

Maternity breaks from academia: Neoliberal labouring and postfeminism as a characteristic of the Higher Education Academy

Dr. Karen Jones (Associate Professor of Educational Leadership and Management)

Twitter: [@karenjo94388059](#)

[Click here to watch the presentation](#)

While higher education espouses commitment to gender equality and women's maternity rights, the academy has come under fierce criticism for its treatment of working academic mothers. Women taking a maternity break are caught between the stark realities of gender inequality in the academy and the neoliberal and postfeminist rhetoric of individual choice, self-determination, and equal opportunity. Drawing on empirical research that involved a global online mixed method survey on academic career breaks, conducted in 2016 by Jobs.ac.uk and Research Media, secondary analysis of a sub-set of data was undertaken with a sample of 555 female academics who had taken a maternity break. This was made possible with funding from the University of Reading Undergraduate Research Opportunities Programme (UROP). The analysis of quantitative and qualitative data revealed discriminatory

practices by higher education institutions and staff, poorly communicated institutional policies and patchy support for women prior to taking a career break and upon return to employment, resulting in anxiety for many women. The connection is made with postfeminist culture and its locus with neoliberal ideology, in a critique of the way maternity breaks are constituted as a personal, private problem that women should manage.

Exploring the use of learning analytics to measure pharmacy student engagement

Catherine Langran (A first-year Part B EdD student)

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Academic student engagement can be defined as the "time and effort students put into educationally effective practices" (Quaye & Harper, 2015). Students with high levels of engagement at university have been shown to have higher quality outcomes and lower drop-out rates (Krause and Coates, 2008). Despite extensive literature exploring student engagement and the processes put in place by universities to encourage engagement, drop-out still remains a problem (HEA 2012). Learning analytics refers to the measuring, collecting, linking, analysing and reporting of data about students and the contexts in which learning takes place (Sclater et al, 2016). The most commonly collected data sets are: virtual learning environment use, attendance, library use and assignment submission. This data is processed and presented as an interface, which students and/or academic staff can view, allowing students with poor engagement to be quickly identified and supported. The literature review of learning analytics in higher education demonstrates quantitative correlations between engagement, progression and attainment. However, in-depth qualitative studies exploring students' experiences of learning analytics data are lacking. The research proposes to explore through student interviews, the accuracy and meaningfulness of learning analytics to measure engagement and the role of learning analytics in modifying student engagement or behaviour.

Teachers' successful practices for multilingual learners in the UK and the US: Theoretically framing the data

Dr. Naomi Flynn (Associate Professor of Primary English Education)

Twitter: [@naomiflynn61](#)

[Click here to watch the presentation](#)

In this presentation I will share my evolving thinking about some observational data collected in multilingual classrooms in the US and the UK. These data - collected using a standardised observation rubric in the classrooms of recognised excellent teachers (n = 9) - have been subject to a-priori coding using statements from the rubric. The rubric - The Standards for Effective Pedagogy (Teemant, 2014) - identifies six domains of practice that support the enhanced academic outcomes of multilingual learners. Lessons were analysed using a coding taxonomy related to three of these domains: language and literacy development; challenging activities; modelling. Analysis generated interesting data, in practice terms, but there is more to find than a description of what great teachers do. In reviewing existing research and

commentary which theorise the practice of teachers and their multilingual teaching, I bring together several seams of writing that are commonly read apart. Working with the notion of 'the linguistically responsive teacher', I construct a narrative linking socio-cultural practices, critical pedagogy, dialogic teaching, and the empirical basis underpinning second language teaching and learning. I demonstrate, perhaps, that qualitative data analysis is never over, and that we make choices about what we see and prioritise when interpreting our findings.

Investigating TNE students' academic writing through a vision enhancement programme

Chengcheng Guo (A first-year full-time PhD student)

Twitter: [@cheng_nancyguo](https://twitter.com/cheng_nancyguo)

[Click here to watch the presentation](#)

L2 motivational self system (L2MSS) has offered novel pathways for motivating learners by introducing the concepts of imagery, possible selves and vision. Vision, which involves tangible images related to achieving personal desired goal, motivates individuals through a strong sensory element. In transnational education (TNE) context, academic writing plays an important role in postgraduate students' study progress. The aim of the study is to motivate the TNE students' academic writing through a visionary intervention programme of motivation and investigate the relationship between students' vision and academic writing performance during a UK-China joint MA programme in English Language Education. A total of 40 students forms the experimental and control groups. The experimental groups will receive a six-step treatment during an academic year. A Likert-scale self-report questionnaire will be administered before and after the intervention. Qualitative data will also be collected for a more in-depth analysis of the results. The results are proposed to be analysed separately in a quantitative and a qualitative way. Finally, the relevant pedagogical implications are going to be discussed.

Hidden voices: The impact of the inclusion of visually impaired pupils

Clare Martin (A final-year EdD student)

Twitter: [@claremartin333](https://twitter.com/claremartin333)

[Click here to watch the presentation](#)

Over the past decade the inclusion debate has centred on the accommodation of special educational needs (SEN) and managing the political agenda without inclusion being detrimental to standards. The vast majority of studies centred on SEN investigate the impact of policy and practice on SEN pupils. This research takes the inverse approach and examines the impact of the inclusion of visually impaired pupils (VIP) on the teaching and learning of others. Literature searches have yet to find research that has investigated this. The research comprises comparative case studies, using surveys, interviews and classroom observations to examine the extent of any changes of teacher attitudes towards SEN and inclusion, as well as examining the impact of practical changes in the classroom on the teaching and learning of others. Through the ecological validity inherent in the design, the research will contribute

empirical evidence to current discussions on the desirability and effectiveness of inclusive educational policies and any potential benefits for pupils and improved capacities of staff. Evaluating the efficacy and ease or difficulty of generalising effective practice for VIPs may help to inform placement decisions of VIPs specifically and contribute to a setting's ability to respond more effectively to all learners.

Social and emotional learning in mathematics classrooms

Emine Serap Karacan (A first-year full-time PhD student)

Twitter: [@karacaneserap](https://twitter.com/karacaneserap)

[Click here to watch the presentation](#)

In this work, I will present my research focus related to primary school children's social and emotional learning (SEL) in mathematics classrooms in the UK. My aim is to help enhance the pupils' understanding in math topics to overcome the existing problems. Also, to create an optimal environment for children with their peers and tutors. This includes how teachers should react with the pupils in different situations. To achieve this, teachers need to develop more empathy towards those with learning difficulties and social issues. This will result in a more efficient interaction and understanding with the taught content, hence, better outcome for the students in general. Therefore, the study focuses on how SEL delivery should be implemented in a maths classroom. For this presentation, I will share my aims and research questions besides a brief literature review.

AFTERNOON SESSIONS

PROGRAMME

Chair: Chengcheng (Nancy) Guo

Session 8
13:00-13:15

School absence; 'refusal' or 'coping strategy'? Understanding the needs of autistic adolescent girls who are absent from school

Ruth Moyse

Session 9
13:15-13:30

Developing an online survey to explore international academic leadership

Prof. Alan Floyd

Session 10
13:30-13:45

Secondary school pupils' perceptions and conceptualisations of reading.

Debbie Hickman

Session 11
13:45-14:00

Let down and ignored: The socially constructed nature of being a female with low self esteem

Prof. Carol Fuller

Session 12
14:00- 14:15

Hearing secondary student voice: Developing a better understanding of academic performance and success

Khummit Keshinro

Session 13
14:15- 14:30

Educational inequalities of migrant children in Beijing

Linyao Wang

Session 14
14:30- 14:40

The relationship between morphological awareness and reading accuracy and fluency among bilingual Arabic-English mainstream and dyslexic children in Kuwait

Lujain AlMatrouk

AFTERNOON SESSIONS

ABSTRACTS

School absence; 'refusal' or 'coping strategy'? Understanding the needs of autistic adolescent girls who are absent from school

Ruth Moyse (A fourth-year part-time PhD student)

Twitter: [@mum2aspergirl](https://twitter.com/mum2aspergirl)

[Click here to watch the presentation](#)

There is evidence that a growing number of autistic adolescent girls stop attending mainstream secondary schools in England, but little is known about why this is happening or what needs to change. The historical underdiagnosis of autistic girls has meant their stories have been absent from research into autism and into the ways in which they are excluded from education. This talk outlines how topical life histories were gathered from eight adolescent autistic girls, who had started mainstream secondary school were not currently attending, positioning the girls' voices as key to understanding their lack of access to education. The girls generated timelines to chart pathways to absence, marking memories of significant positive and negative school events, and identified themes in poor experiences. Findings from my research identify that disengagement from school was not a rejection of learning, but of a toxic environment. Absences began after needs had been underestimated or misunderstood, sometimes over years. This resulted in high levels of anxiety and frustration, bullying and increased isolation, often accompanied by a deterioration in mental and physical health. Prioritising pupil well-being by listening to the individual and through the establishment of nurturing, responsive relationships and safe, low arousal environments emerged as key recommendations for schools.

Developing an online survey to explore international academic leadership

Prof. Alan Floyd (Professor of Education)

Twitter: [@dr_alanfloyd](https://twitter.com/dr_alanfloyd)

[Click here to watch the presentation](#)

In this session, I will outline a project that I am running funded by the Reading Endowment Trust Fund which aims to develop and pilot an online survey which will be used in a proposed future international research project exploring academic leadership. By focusing on the project's research design, I will outline the steps that I am taking to develop and pilot the survey. This session will therefore be useful for anyone looking to develop their own on-line survey in the future.

Secondary school pupils' perceptions and conceptualisations of reading

Debbie Hickman (A final-year EdD student)

[Click here to watch the presentation](#)

The study seeks to understand how young people and their teachers in secondary school identify reading and as readers, and the extent to which this is influenced by school practices. This is important because the current positioning of reading in the secondary context continues to foreground a particular objectification, framed by an increasingly narrow, examination focused context. The research observes an interpretive paradigm, taking a constructivist grounded theory approach. The study comprises a number of focus groups using a mosaic of qualitative methods. It prioritises a participatory approach which values the richness of the ideas and experiences of the pupil participants in a context where these voices are rare and is predicated on an understanding of the value of complex, situated experience. Sixteen pupils and two teachers from two secondary schools in the south-east of England are taking part. The data collection so far includes image and metaphor elicitation and scrapbooks, currently being analysed using open coding. Data collection has been interrupted by Covid-19 so this presentation offers initial thoughts on and explorations of the first data sets.

Let down and ignored: The socially constructed nature of being a female with low self esteem

Prof. Carol Fuller (Professor of Sociology of Education)

Twitter: [@profcarolfuller](#)

[Click here to watch the presentation](#)

This paper will consider data from 10 in-depth interviews which explored educational and gendered experience and the ways these link to self-esteem and levels of confidence. The impact of childhood exposure to stereotyped gendered practices, poor educational experiences and abusive partnerships is considered in relation to their impact on how these women see themselves, their hopes and ambitions and their sense of self. The impact of a 10 week intervention programme called 'Marvellous Mums' is then explored. Data was collected via one hour interviews and supplemented with questionnaire data. The study is framed within theories of social justice and social construction.

Hearing secondary student voice: Developing a better understanding of academic performance and success

Khummit Keshinro (A fourth-year EdD student)

[Click here to watch the presentation](#)

The thesis explores the concepts of academic performance and success from the perspective of secondary students in Jamaica. The study aims to achieve a better understanding of students' perception of the traditional definition and practice of the concepts of academic performance and success in schools. How they have come to interpret and make sense, while explaining their own perspectives of the concepts. The study aims to add to literature the students' views on these crucial concepts in education. The significance of this stems from the overwhelming numbers of secondary students who leave school without any certification, because of poor academic performance, which manifests in their inability to attain passes on standardized tests, which prevents them achieving academic success, that is the incapacity in pursuing higher academic pursuits or obtain high paying jobs. The study used a constructivist grounded theory approach, ensconced in an interpretative paradigm, supported by qualitative research methods of photo voice and audio dairying, to unearth data and make sense of the students' perception and perspective on the research question. Fifteen, year 10, secondary students from a secondary school in Jamaica identified as being predominated by low performing students, are currently participating in the data collection process.

Educational inequalities of migrant children in Beijing

Linyao Wang (A first-year full-time PhD student)

[Click here to watch the presentation](#)

Because of the rapid globalisation in China, many rural workers have migrated into big cities for better employment opportunities. Children migrating with parents become migrant children, which is different from children staying in rural hometowns who become left-behind children. Chinese government has promulgated educational policies towards migrant children education for many years. However, due to the limitations of China's household registration system (Hukou), rural migrant children from lower social background cannot attend state schools, and turn to low-quality migrant children schools. Despite extensive searching, there is limited research on the phenomenon: left-behind children do not perform well, yet migrant children do not perform well either. This research will therefore address this significant gap through finding out about how being a rural migrant student impacts on access to education, their experiences of education and educational attainment. It will adopt a qualitative case study and ethnographic approach with questionnaire, participation observation, semi-structured interview, and document analysis to explore factors that influence on migrant children's school choice and access, and their educational experiences in academic, social and extra-extracurricular activities. It will use purposive sampling to identify migrant children, and snowball sampling to contact teachers and parents to understand educational challenges facing migrant children.

The relationship between morphological awareness and reading accuracy and fluency among bilingual Arabic-English mainstream and dyslexic children in Kuwait

Lujain AlMatrouk (A first-year full-time PhD student)

Twitter: [@lujalmatrouk](https://twitter.com/lujalmatrouk)

[Click here to watch the presentation](#)

The study will employ a quasi-experimental research design to examine the relationship between morphological awareness (MA) and Arabic (L1) and English (L2) reading accuracy and fluency among bilingual dyslexic children in the 4th and 5th grade in Kuwait and in age-matched typically developing controls. The study also aims to compare MA skills among bilingual dyslexics and monolingual dyslexics. Measures of nonverbal IQ, rapid naming, phonological awareness, and vocabulary will be given to all three groups. MA tasks will target derivational morphological skills and will include oral morphological relatedness skills and written morphological production skills in English and Arabic. Reading accuracy tasks will target word-level reading in English and Arabic (vowelled and unvowelled). Using analysis of covariance, the results will demonstrate whether the dyslexic children show deficits in MA skills compared with typically developing controls. Using regression methods, the results will also identify whether MA skills contribute unique variance to reading depending on the language, reading task, and type of script. The results will be discussed in terms of theories of reading across languages as well as recommendations related to dyslexia and foreign language learning.

PRE-RECORDED PRESENTATIONS (IN ALPHABETICAL ORDER OF PRESENTERS' LAST NAME)

Female academics' perceptions and experiences of career progression and leadership roles at Algerian universities

Fatima Zahra Abbou (A second-year full-time PhD student)

Twitter: [@abbou_zahra](https://twitter.com/abbou_zahra)

[Click here to watch the presentation](#)

Since Algerian Independence in 1962, females, like males, have been given the same opportunity to participate in higher education, and now represent 64% of Algerian university holders (Trading Economics, 2017). However, women's participation in the labour market remains low at about 17% (the World Bank, 2018). This is much lower than other nations in the Middle East and North Africa. In higher education women are about 38% of employees, 24 % academics, with less than 5% holding a leadership position (the World Economic Forum, 2015; Al Naharonline, 2012). this study explores the career experiences and aspirations of female academics adopting a critical paradigm and qualitative approach, through interviews with 18 female academics this paper will present findings from the pilot study with 3 participants, to throw light on the key barriers and constrains women face developing a career in Algerian higher education.

Investigating the factors that affects teachers use of e-learning in Saudi rural schools in Asir region

Nasser Alasiri (A third-year full-time PhD student)

[Click here to watch the presentation](#)

E-learning has been a growing demand in education in several developing countries in which the number of research studies is still limited. Consequently, this research is aiming at discovering the challenges that teachers in rural schools might face in order to implement a successful e-learning. This research incorporates both quantitative and qualitative methodological approaches. Survey instrument of this study was designed to investigate 190 teachers' demography, use of technology in their schools, attitudes toward using technology in their teaching. The findings present a somewhat bleak assessment of respondents' attitudes and the overwhelming impression is that their confidence and satisfaction in using technology is low. Taking into account the strongly negative views regarding e-learning, it might be assumed that a high proportion of the respondents would be keenly motivated to undertake further training. However, half of the sample considered that they had received enough training to use e-learning. This anomaly may conceal a lack of confidence and faith in the values of training itself. As for the interviews, the participants suggested three main factors that could affect the successful uptake of E-learning including: Individual's attitudes toward

technology, influences upon technology use within the school and influences upon technology use beyond the school.

Parents' and teachers' roles in supporting the development of digital citizenship dimensions with Saudi children in the early childhood stage

Nouf Hassanin (A first-year full-time PhD student)

Twitter: [@noufhassanin](https://twitter.com/noufhassanin)

[Click here to watch the presentation](#)

In the 21st century, the issue of digital citizenship has received global attention and efforts have been made for an early preparation of the digital citizen to deal with technology efficiently, safely and responsibly (Livingstone & Third, 2017; Ribble, 2015). The Kingdom of Saudi Arabia (KSA), like other countries, had made noticeable steps with digital progress when the government adopted the Vision 2030, which mainly includes the National Transformation Program (NTP) in 2020. Although the existing literature investigated digital citizenry within the Saudi context, especially university students (Al Harby, 2016; Nassar, 2019), little is known about digital citizenship among Saudi children who may face cultural and educational challenges like adults. This research will explore how parents and teachers support the development of digital citizenship dimensions with children from age 4-10 years old in KSA, Makkah city. The study will also examine sociocultural factors from the home and early childhood centres environments, according to parents and teachers. This thesis draws on Vygotsky (1978) sociocultural theory and Ribble's (2013, 2015) nine dimensions of digital citizenship. A mixed-methods technique will be utilised with approximately 600 participants will be invited for the data collection: 300 parents and 300 female teachers for the online surveys, besides 10 parents and 10 females' teachers for the interviews.

Leadership practice in centralised systems: Evidence from Turkish secondary schools

Meliha Sakin (A third-year full-time PhD student)

Twitter: [@melihatarkin](https://twitter.com/melihatarkin)

[Click here to watch the presentation](#)

Specifically, over the past decade, highly significant educational changes have been instigated based on the international benchmarks such as PIRLS, TIMMS, and PISA to monitor the outcomes of its education system internationally (OECD, 2004), which has substantially shifted the philosophy of education in Turkey (Inal, 2005). In this respect, the country has witnessed comprehensive revisions to the education system such as the primary-school curriculum reform and a twelve-year compulsory education framework. The Ministry of Education has also directed its attention to the role of school leaders due to its significant contribution to school improvement (Leithwood et al., 2010; Day et al., 2016). In this respect, the Ministry enacted a law requiring school principals to adopt crucial school leadership roles by determining vision and mission of their schools, observing practices of teaching and learning in classrooms, and providing performance feedback to teachers (MoNE, 2016). However,

research has highlighted that principals in Turkish school spend most of their time performing managerial and bureaucratic issues such as completing government correspondence required by the Ministry, managing budgets, overcoming discipline problems, and controlling attendance, which is due to three main factors: school inspection system, recruitment policy and job description of school leaders (Gumus and Akcaoglu, 2013). Thus, this study aims to answer how leadership is perceived and practiced in Turkish outstanding secondary schools, through designing a conceptual framework emphasising CPD, school culture and accountability.

How native Chinese-speakers process markers of coreference in English texts

James Wagstaffe (A third-year full-time PhD student)

[Click here to watch the presentation](#)

While the ever-increasing number of non-native English-speaking students pursuing degrees in UK universities brings a host of potential benefits to both the students and their host institutions alike, it also raises a number of challenges. Perhaps chief amongst these challenges is the sheer volume of complex reading students need to complete if they are to engage effectively with their courses. However, given the linguistic and conceptual complexity of many university-level texts, it seems many students struggle to fully comprehend the books and articles they read. In an attempt to shed light on this issue, the research to be reported in this presentation used eye-tracking technology to investigate the reading behaviours of native Chinese-speaking students, at various levels of English language proficiency, who were enrolled in a UK university. Specifically, the study focused on two aspects. Firstly, it investigated how the students processed markers of grammatical co-reference (e.g. this, these, such), as these have been suggested to be of major importance when seeking to comprehend extended sections of discourse. Secondly, the study explored the extent to which the participants were able to notice incongruities within the text. The results suggest that while overall, the participants did make use of the markers of co-reference as an aide to processing the text, and were able to identify incongruities in the text, their ability to do so was linked to their level of English reading proficiency and level of vocabulary knowledge, although not always in the ways expected.

Student evaluation of teaching and its implications on teacher's professional development in higher education

Doris Wong (A first-year part-time PhD student)

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End-of-course evaluations, or more commonly known as Student Evaluations of Teaching (SET) where students judge the quality of teaching, validating and identifying weaknesses and problems in a course, is considered 'a necessary process in any education setting' (Jahangiri & Mucciolo, 2008, p.484) and have become a standard practice in many higher education institutions around the world. However, while often considered an instrument designed and

administered for formative and summative purposes (e.g. Benton, 2015; Jahangiri & Mucciolo, 2008; Hornstein, 2017), using quantitative SET data (i.e. the numeric scores) as a standard and sometimes sole measurement of teaching quality and/or effectiveness can be problematic (Hornstein, 2017). In particular, the extent to which SET captures reliable and useful descriptions from students, whether it provides meaningful insights for teachers to reflect and improve on their practices, and whether SET results serve as valid and appropriate evidence for staffing and promotion decisions, remain controversial topics. This presentation will briefly review current literature in the SET field, introduce the research focus and the proposed research design which will involve both quantitative and qualitative methods.