

ISSUE 5

GRADUATE COLLEGE NEWSLETTER

The newsletter for the research student community



Impact and Pathways

The impact of our research and career pathways





Graduate College Newsletter, the newsletter of the postgraduate research student community at Oxford Brookes University.

Thank you to all students and staff who have contributed to this edition of the Newsletter.

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We reserve the right to edit contributions before we publish and to refuse editorial items.

Co-ordinated and edited by the Research Degrees Team.

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Contributions are welcome from all sections of the University and should be sent to:
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Contents



4



8



10



19

4 News

All the latest from the Graduate College and beyond

8 Impact and Pathways

Demonstrating the impact of our research and career pathways after PhD

10 Research Degree Programmes

A closer look at one of Brookes' research degree programmes

15 Spotlight on research...

PhD student Gisele Arruda provides us with an insight into her research

News



European Academy of Nursing Science Summer School

PhD student, **Catherine Lowenhoff**, was delighted to have the opportunity to attend the EANS Summer School in Barcelona in 2015.

The European Academy of Nursing Science (EANS) is an independently organised body composed of individual members who have made significant contributions to the advancement of nursing science in Europe through scholarship and research. Their purpose is to be the scientific community in Europe providing inspiration, collaboration and academic leadership in nursing. Each year a cohort of nurses who are in their first year of their PhD are selected from countries all over Europe to attend Summer Schools in the following three consecutive years. Catherine, a research student in the Department of Nursing, was the only student selected from England.

The Summer School provides the opportunity for nurses to learn from eminent nursing scholars about aspects of research relevant to the stage of their PhD. In 2015 this

involved spending two hot, but glorious weeks in Barcelona with 34 nurses from 15 different European countries.

A comprehensive programme of lectures and workshops were organised for the two weeks by the EANS Committee, which was led by Professor David Richards from the University of Exeter. As well as the programme of lectures and workshops, each student had to give a presentation about their research project, which was then critically appraised by two Professors, along with a presentation to compare and contrast Health Care Systems and the state of nursing in different countries, which was completed in multinational groups.

Outside of this, the national and local EANS Committees provided tours of Barcelona, a grand reception at the Town Hall and a dinner and awards ceremony held in the grounds of the stunning former Hospital de la Santa Creu i Sant Pau.

Catherine described her two weeks at the Summer School as an 'amazing experience and an opportunity to learn about the fascinating research being led by nurses across many specialisms and in many different countries'. She went on to say that 'it definitely sows the seed for collaborative opportunities in the future'.

Next year's Summer School will involve Catherine spending one week in Halle, East Germany.

Collaborative Doctoral Award

PhD student Amanda Hilliam, worked with Old Masters' paintings and drawings in the commercial art world for several years before receiving her Collaborative Doctoral Award to research the Fifteenth-Century Venetian painter, Carlo Crivelli.

Amanda's project, funded by the Arts and Humanities Research Council in collaboration with the National Gallery, offers the rare opportunity of studying the National Gallery's exceptional holdings of early Italian paintings. It will also involve a number of research trips to Italy and particularly Le Marche, where Crivelli spent most of his career.

The project is titled 'The Imagined Made Real: The interaction between painting and sculpture in the work of Carlo Crivelli' and aims to explore how Crivelli interpreted the plastic arts, the techniques he used to convey space, and how this relates to devotional contexts of the day.



Amanda Hilliam

TES Publication

Doctoral researcher in the School of Education, Hamish Chalmers, has had an article published in the TES; the world's largest online network for teachers.

Hamish, who is researching ways to support English as an Additional Language (EAL) learners effectively, was commissioned by the TES to write a feature about his research. The article explains the principles behind quality support for EAL learners that acknowledge the skills they bring to the classroom.

EAL funding in Schools has been cut dramatically, while numbers of EAL learners in UK state Schools has never been higher. This means that now more than ever the responsibility for meeting the needs of EAL learners in Schools rests with classroom teachers. A common misconception among non-specialist teachers is that EAL needs can be met by the same approaches as used to support Special Education Needs and Disability (SEND).

Speaking of his published work, Hamish said 'I was pleased to have the opportunity to write this piece for the TES, drawing on my teaching experience, and the research I have been involved in at Brookes, to provide a starting point for discussion in Schools about how best to promote success for their EAL learners'.



Book launch for Brookes Alumna

Dr Amel Karbour, former DCM student from the Faculty of Business, launched her new book 'Coffin Corner' back in October 2015 at the Frankfurt Book Fair.

Amel, founder and Chairwoman of Change, Leadership & Partners and the first woman to have become Minister of Tourism in Tunisia, uses her unique storytelling style to discuss her experiences of leadership and transformation in the 21st Century.

She invites readers to understand that the way in which we approach uncertainty is shaped by cultural conventions. She also proposes that we give up our fear of change by adopting more flexibility, multi-tracked planning, and a tolerance of failure, and by leaving room for your intuition, in order for us to use change to achieve personal success.

'Coffin Corner' is published by Midas Management and is currently only available in German.

HLS Postgraduate Symposium

The Faculty of Health and Life Sciences held its annual Postgraduate Research Symposium in January. The symposium, which brought together research students from across the departments, was supported by Pearson Education Ltd and Professor Nigel Groome.

Professor Nigel Groome prizes were awarded for the best Poster and Oral Presentations across two groups; Biological and Medical Sciences and Health and Psychology. Congratulations to Noah Mesfin and Catherine Wheatley for their oral presentations, and Daniel Leite and Bryony Sheridan-Kellett for their poster presentations. 36 research students showcased their work in either oral or poster form on the day.

There was an additional prize at the symposium this year, a portable 500x LCD digital microscope, awarded to BMS student Robert Crickley and donated by GT Vision Ltd. GT Vision, who are the UK's largest independent microscope company, donated money to the event and had a stand on the day of the symposium.



Laura Doughty (pictured centre)

Funding for the SELU

Over the last four years, Professor Stewart Thompson, PhD student Laura Doughty and Brookes' Spatial Ecology and Landuse Unit (SELU) within the Department of Biological and Medical Sciences, have been helping to assess the viability of wildlife conservancies in the Greater Mara Ecosystem (GME), Kenya.

The continuation of their research in the GME has recently been made possible by the procurement of an additional two years of funding provided by the Patsy Wood Trust and Sir Martin and Lady Audrey Wood, via the Charities Aid Foundation.

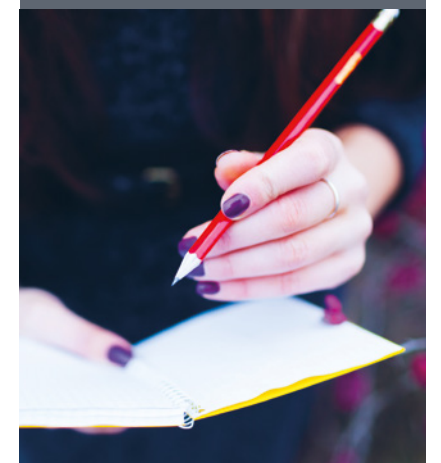
The preservation of the SELU's work in the GME is timely as there are new Mara conservancies that are currently finalising their financial and legal obligations. Their aim therefore, is to expand upon their existing ecological monitoring using the protocols established over the last four years to encompass several existing conservancies in conjunction with those soon to be gazetted. With links to the conservancy management their hope is to develop a more widespread appreciation of conservancy wildlife conservation utility.

PhD student shortlisted in Brookes' International Poetry Competition

Jennifer Wong, PhD student in the Department of English and Modern Languages, was shortlisted in Oxford Brookes' first International Poetry Competition held towards the end of last year.

The competition, launched by The Oxford Brookes Poetry Centre in May 2015, was a celebration of the amazing diversity of poetry being written in English all over the world. There were two top prizes of £1,000 on offer with the submissions being separated into two categories: English as a Second Language and an Open category.

Hannah Lowe, Creative Writing Teaching Fellow and Guest Judge of the competition commented that the Judges were 'spoilt by poems to choose from' and that the standard overall was 'very high'. Jennifer not only had her poem 'The Netizens' shortlisted by the Judges, but had an additional entry entitled 'London' placed on the competitions longlist.



IMPACT

CONFERENCE 2015

The impact of research has become increasingly important in relation to its wider social, cultural, economic and environmental benefits. Research students and Early Career Fellows were invited to produce an academic poster showing the way(s) in which their research has an impact.

The Oxford Brookes Impact Conference was held on 2 October 2015 and provided colleagues from across the University with a unique and exciting opportunity to engage with best practice regarding the impact and dissemination of research.

It was a full day affair, consisting of two keynote speakers, Ursula Kelly, Director of Viewforth Consulting and Paul Manners, Director of the National Co-ordinating Centre for Public Engagement, as well as a panel debate on 'What is the Impact of Impact?' and a suite of workshops run by Brookes staff.

Professor Anne-Marie Kilday, Pro Vice Chancellor and Dean for the Faculty of Humanities and Social Sciences, commented to Onstream shortly after the event that the suite of workshops held throughout the day, 'focused on the way in which impact can relate to a variety of things that colleagues

engage in such as policy development, changing practice, social media presence, external grant funding, commercialisation, public engagement and developing personal research communication strategies. The momentum from the conference would now be picked up and developed by Professor Linda King, Pro Vice Chancellor for Research and Global Partnerships, with the University's new Research Strategy.'

The student poster competition, which was judged during the afternoon tea and coffee break in Union Hall, expertly showcased the impact of the research being carried out by Brookes' research students. All of the entries were of an extremely high standard and the Judges, Vice Chancellor Professor Alistair Fitt and Professor Linda King, had a difficult job judging the entries.

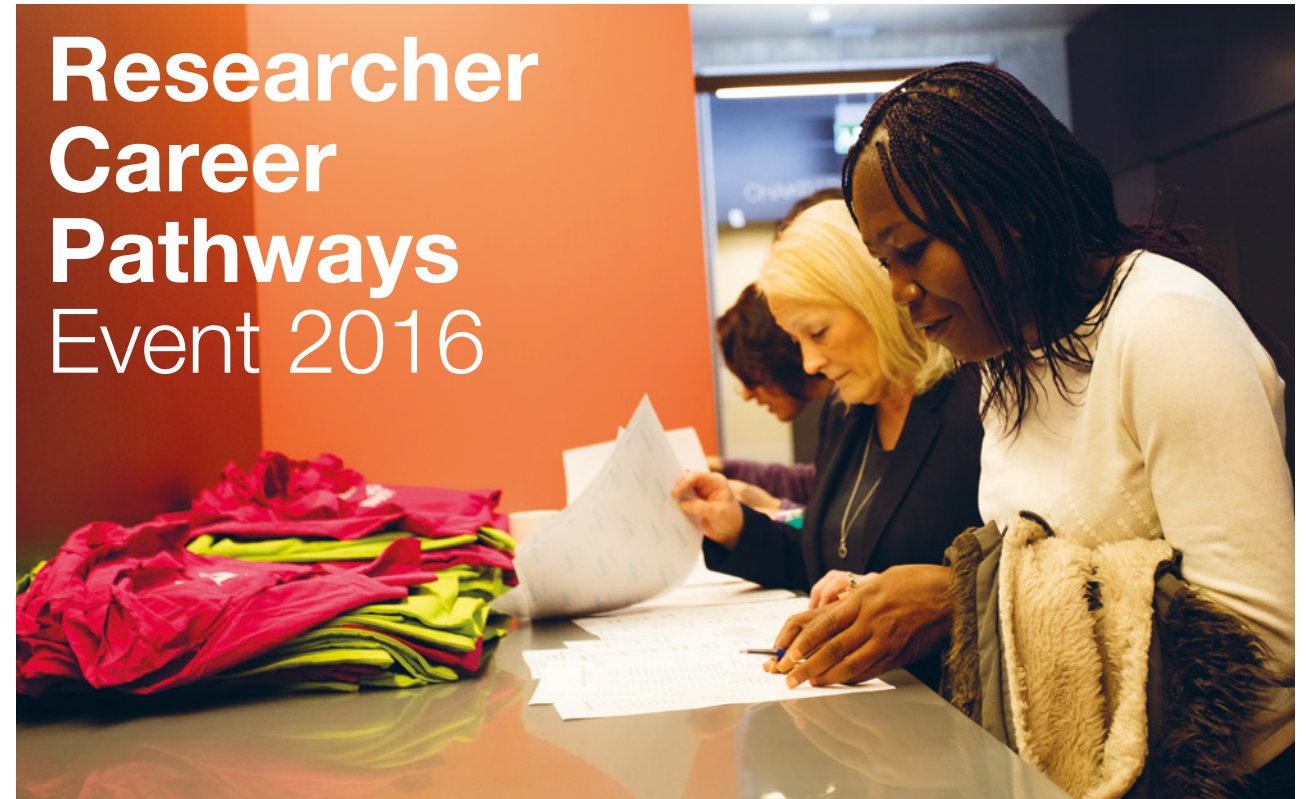
Congratulations to Joanna Grogono from the Faculty of Health and Life Sciences who was awarded first prize of £500; Sophie Edwards from the Faculty of Humanities and Social Sciences who took home second prize of £250; and Michael Mawhinney from the Faculty of Health and Life Sciences who was presented with third prize of dinner for two at the Brookes Restaurant.

The conference was rounded off with a balloon race! The winner's balloon was the one that travelled the farthest and therefore had the greatest 'impact'. Dr John Runions, Reader from the Department of Biological and Medical Sciences, came in first place with a winning distance of 104 miles.

Read a series of Impact Case Studies about Brookes research by visiting <http://www.brookes.ac.uk/research/ref-2014/case-studies/>



Researcher Career Pathways Event 2016



Would you like to examine the transferable nature of your research skills, both inside and outside of academia? This was the question of the day at this year's Researcher Career Pathways Event.

On 12 January 2016, all four Faculties worked together in hosting a successful and well-received Researcher Career Pathways Event. The event was open to all research students and contract research staff, which included Postgraduate Research Assistants, Post-doctoral Research Assistants and Research Fellows from across the University. Vice Chancellor Professor Alistair Fitt opened the event and encouraged all Brookes' researchers to make the most of the career development opportunities available to them.

The purpose of the day was to encourage researchers within the University to look at the transferable nature of their research skills, both inside and outside of academia, as part of their ongoing professional development. The keynote speech on 'How to think bigger and broader about your career' was given by Dr Sarah Robins-Hobden from Robins-Hobden Consulting; an external consultant in researcher development and training. Sarah appealed to attendees of the day to explore what they were good at, what they loved doing and what they could get paid for, in order to identify if there were any opportunities to be monetarily rewarded for activities that they had expertise in, or a passion for.

Dr Jo Moyle, from the University's Careers Centre, followed Sarah's talk with a session on 'Using your research skills through the recruitment process'. Jo looked at applying the

most appropriate evidence to the application and interview process, in order to support the argument for why they were the best person for the job. She also encouraged attendees to see the specific job role through the employer's eyes and to present themselves as a solution to the employer's problem.

The remainder of the event was split into three panels, providing insightful and inspiring answers to questions taken from the room. The first panel, Chaired by Dr Sarah Robins-Hobden, consisted of PhD alumni who had pursued careers outside of academia; the second panel, Chaired by Dr Jo Moyle, was made up of local employers who focused on top-tips in the recruitment process; and the third and final panel of the day, Chaired by Dr Susan Brooks, University Research Training Co-ordinator, concentrated on academic pathways.

Feedback following the event has been extremely positive. One attendee commented that they found the day 'thought provoking and very encouraging', going on to say that they 'felt far more confident about the multiple ways in which my PhD would be applicable, but also – and perhaps more importantly – I am reminded that many of the barriers I set myself will be my own and not those of a prospective employer'.

Keep an eye out for the next Researcher Careers Pathways Event in early 2017!

Research Degree Programmes



CATHY EVANS

Faculty of Business

'The role of formal, virtual mentoring in professional development in a dispersed organisation'

What attracted you to Oxford Brookes University to conduct your research?

I was very familiar with Oxford Brookes as a centre for excellence for coaching and mentoring studies as I had used their journal previously. I came across a mention of the Doctor of Coaching and Mentoring course, and it was a lightbulb moment for me – 'That's what I want to do next!'

What were you doing before?

I worked for a large national charity as a Mentoring Tutor and Coordinator. I had previously completed an MA in Higher Education Practice that had an element of coaching and mentoring within it, but I felt that I needed more of a foundation around coaching. As a result, I completed the first year of the MA in Coaching and Mentoring at Oxford Brookes, gaining a distinction in the Postgraduate Certificate in Coaching and Mentoring Practice.

Give an overview of your Doctoral research.

The research is a case study, involving documentary analysis within a case organisation, as well as interviews with mentors and mentees that include an element of narrative photo-collage. It will look at whether, and how, mentoring supports the professional development of both mentors and mentees within the charity. Mentoring is just one of the strands for professional development and support for the education practitioners who work with the charity. As it is a dispersed organisation, mentoring needs to be both formal and virtual (mostly phone, but email and Skype too) so it will be an interesting study. I am just beginning the recruitment phase now. The project is important to me because the charity is involved in education and services for people at the time of transition to parenthood. This requires our practitioners to be the best possible, so that they in turn can offer quality services and support to parents, to help them to gain the best start at family life.

What did you enjoy about being a DCM student?

I am enjoying the learning and my own professional development. I really value spending time sharing experiences and ideas with the other students who are a very interesting group. It is also great to work with such interesting, knowledgeable and challenging academics!

What are your future plans?

This programme is helping, and will continue to help me, to carry out my current role much more effectively, but who knows what else may be possible. As a believer in serendipity and in being open to those lightbulb moments, I'm happy to wait and see.

Over the years the number of research students, range of topics and degrees conferred has grown consistently at Brookes'. The University has also developed its portfolio of research degree programmes, so in addition to MPhil and PhDs, we now offer Practice Based PhDs, Professional Doctorates and a number of Masters by Research programmes.

Here, along with our regular research student profiles, we speak to a student on the Doctorate of Coaching and Mentoring programme.



Leisle Ezekiel

Department of Sport and Health Sciences

My PhD title is 'Fatigue after Acquired Brain Injury'.

It is estimated that there are currently over 1 million people in the UK living with acquired brain injury (ABI). ABI results in changes in physical, sensory, cognitive, psychological and emotional functioning and has long term consequences for the person's relationships, participation in leisure and work, as well as their quality of life. Fatigue is a prevalent, persistent and distressing symptom of brain injury with estimates of the prevalence of fatigue varying between 20% and 80%. Longitudinal studies have found that some survivors of ABI continue to experience problematic fatigue for many years.

The relationships between fatigue, ABI and participation however are not well understood. Hence there is a need to review the factors affecting participation after brain injury and to develop a conceptual model of the mechanisms by which fatigue influences a person's activities and participation.

Listening to ABI survivors discuss their experiences of fatigue it is apparent that their experiences are not sufficiently represented in current fatigue measures. Both the contextual aspects of fatigue and the 'balancing act' between fatigue and the demands of daily life have not yet been explored. A better understanding of how ABI survivors negotiate their daily activities, within the context of their fatigue, would support the development of more effective interventions, particularly around self-management strategies.

Fatigue after ABI is most commonly measured using self-report measures and questionnaires, which is supplemented in healthcare practice through the use of paper-based diaries and self-rating scales. Current methods of measuring fatigue are affected by issues of recall on behalf of the person with ABI, while paper diaries have uncertain reliability and validity and may be intrusive. Electronic diaries and apps potentially overcome some of these issues; however the quality and psychometric properties of such assessment tools are mostly unestablished. Consequently, there is an opportunity for a robust, non-intrusive and synchronous method for assessing fatigue in daily life.

I am a lecturer on the Occupational Therapy programme within the Department of Sport and Health Sciences at Brookes, so I am completing my PhD part-time. As an employee of Brookes, I have been able to take advantage of the Staff Development Scheme, which means my course fees have been funded by the University.

Working part-time and studying part-time brings its own challenges but I definitely feel part of the team. I have a family at home so having a quiet dedicated space to work and study in at Headington campus has really helped with my progress. I have to balance teaching, studying and family life so this requires me to be extremely organised and disciplined. The discipline part though is easier as I love what I do and I feel passionate about the areas that I am researching.

Longitudinal studies have found that some survivors of ABI continue to experience problematic fatigue for many years.



Aisha Kolawole
School of Business

The title of my PhD is 'An empirical analysis of energy demand in Sub-Saharan Africa'.

I completed my Master's degree at the University of East Anglia in Finance and Economics the year before I started my PhD. Before that, I was running a small business in Nigeria, which involved corporate gift branding for a Government agency and interior decorations for individuals and organisations. However, I came to know about Oxford Brookes during my undergraduate study days when I was completing my Association of Chartered Certified Accountants (ACCA) qualification, as the award from the professional body was administered through Brookes.

I was extremely interested in the proposed research topic surrounding the energy issues in Africa, along with the experience of my supervisors who had publications in the field. This, compounded with the training and resources available to support students at Brookes, led me to apply for the research project.

The geographical context of my research is Sub-Saharan Africa (SSA), which is the part of Africa in the southern part of the Sahara Desert. A report by the International Energy Agency (IEA) in 2014, shows that two-thirds of the population of 961.5 million in SSA lack access to electricity. The report further states that the traditional use of solid biomass like fuelwood and charcoal used by approximately 730 million people in the region, has led to household air pollution that kills approximately 600,000 people every year.

A report by the International Energy Agency (IEA) in 2014, shows that two-thirds of the population of 961.5 million in SSA lack access to electricity.

The prevailing energy poverty in the region is in sharp contrast to the ample energy resources available. This includes the abundant renewable energy sources like the hydro in many countries, good solar across most parts, and the geothermal in the East African Rift Valley; all of which have remained under-exploited. Moreover, 13 out of the 47 countries in the region export oil in commercial quantities, which suggests that many countries in the region have ample non-renewable and renewable energy resources.

The above statistics, coupled with my personal experience of power rationing and black-outs in Nigeria, and more importantly the gap in the existing literature that shows little is known about energy demand in SSA, should make any research findings of great interest to academics, policymakers and investors in the region and internationally.

The purpose of the study is to undertake empirical research that will provide a reliable estimate and forecast of the energy demand in SSA to aid planning of future energy supply. The research will hopefully also inform policy by clarifying whether the approach of regional co-operation and the trade of energy is the way forward or self-sufficiency of each country.

My hope, after completing my PhD, is to pursue a career in academia, industry or public sector.



Adi Walker
School of Architecture

My PhD deals with 'Successful Leadership: a study of Humanitarian and Development Organisations in South Asia'.

My research project will explore the factors for, influences on, and aspects of leadership in International Humanitarian and Development Organisations (IHDO). The focus of the study will be the South Asian countries of Pakistan, India and Sri Lanka. Here there are numerous reasons – natural disasters, political machinations and conflict, along with a limited local capacity to address them – that demand the presence of IHDOs. IHDO leaders working in these complex environments face diverse challenges, not least of which is due to working within multi-cultural contexts.

However, the success of leadership in IHDOs has been challenged both in practice and within literature over the past 15 years. Yet many of the leadership theories, developed outside the aid sector, lack relevance. My research aims to develop sector specific and sector relevant leadership theory. This includes presenting a set of core competencies required for successful IHDO leadership, along with identifying which factors, including professionalism, could be influential.

Before joining Oxford Brookes as a research student I worked for a German International Development Co-operation in Pakistan. I have been working in international humanitarian and development aid for over 15 years in countries such as Pakistan, Sri Lanka, India, Democratic Republic of Congo, Romania and Haiti.

Brookes' CENDEP team have the right kind of experience and knowledge to provide specific insights and relevant backing for my research into the aid sector.

Professor Roger Zetter, former Director of the Refugee Studies Centre, part of the University of Oxford's Department of International Development, advised me to apply to Oxford Brookes Centre for Development and Emergency Practice (CENDEP) given my research interest and background. Brookes' CENDEP team have the right kind of experience and knowledge to provide specific insights and relevant backing for my research into the aid sector.

Living and working in Pakistan I originally thought my situation would prevent me from completing the required commitment in terms of attendance on a part-time course. However with the strong support and flexibility from my supervisors, Study Director, Head of Faculty and administration staff, along with the use of various virtual mediums, the situation was successfully overcome. It is clear that Brookes as a University appreciate their research students, understand their needs and treat them with a certain reverence.

I enjoy being a research student; the pleasure of discovery, exploration, as well as the challenge of finding my own niche in regards to contributing to a sector that needs this academic input. Additionally, adding to literature that may go on to affect and generate thinking and change amongst the type of people and organisations I work with is highly stimulating.

When my project is over and my research completed, I hope to take a few months out to spend in my converted barn in the South of France with my family.



Sarah Frodsham
School of Education

The title of my PhD is 'Developing Creativity within Primary Science Teaching and considering how assessment strategies can augment this process'.

There are two main strands to my research, firstly how teachers develop creativity in their primary science lessons, and secondly how Assessment for Learning (AfL) strategies can augment creative development.

To conceptualise these two strands I am reflecting upon how teachers interpret creativity personally, for example is it a process or a product, and how this translates into their pedagogical practices, such as is creativity being developed by the teacher through enactments of creativity or through the children's own autonomous learning. I will be collecting data via multiple research methods. This data will then be scrutinised for the way teachers mediate the creative learning process in the way they present and engage children through the science curriculum. Whilst there are various ways teachers ensure children construct scientific knowledge and understanding, it is my intention to try and 'capture' the essence of developing creativity in primary lessons from a pedagogical perspective.

I am also examining how current formative AfL assessment strategies may, or may not, augment creativity in science. I argue that most of the stand-alone AfL strategies when applied mechanistically can only inform the teacher of the child's progress, which offers little to the learner to recognise their own personal creative development. The few strategies

that do enable the teacher and child to know where they need to go require reflection and/or participation by the child, so the child may then be able to understand what is required of them to move their learning forward. However, if the teacher carefully mediates these strategies then mutually beneficial AfL assessment can take place. I am therefore also scrutinising the collected data to try to understand how strategies, when applied during the science lesson, can aid, or not, creative development.

I am now attempting education for a second time and this time I feel at ease with my surrounding environment. By 2009 I had obtained an undergraduate degree in Molecular Biology from Oxford Brookes. I then moved on to study part-time at Birkbeck, University of London for an MSc in Structural Biology.

It was while I was completing my MSc that I found myself discussing my next steps within education, along with my interest in how science was currently being taught and assessed in Primary Schools through a practice called 'creative teaching', that the School of Education at Oxford Brookes was mentioned. I emailed various lecturers within the School of Education and to my surprise and joy the majority replied. Within a month of informal talks with the Director of Studies regarding the possibility of exploring creativity within Primary School Science, I had secured a fully funded studentship which is partly funded by the Primary Science Teaching Trust.

I am also examining how current formative AfL assessment strategies may, or may not, augment creativity in science.



Erick Omena de Melo
School of the Built Environment

My PhD focuses on 'The urban politics of sports mega-events: parallels between developments in the Global South and North'.

How is power exerted by the state when confronted with dissent? How do dissenters try to confront state power? What are the differences found between the so-called Global South and Global North when considering those issues? Through the exploration of international cases of urban development projects associated with sports mega-events, my research will hopefully provide reflection in answering some of these questions.

As such, the specific objectives of my research are firstly to understand what kind of strategies and tactics have been used by governments to minimise the action of groups unhappy with the impacts of urban developments associated with the Olympic Games and FIFA World Cup, secondly to understand the repertoire of strategies and tactics used by the affected groups to change the course of actions and extend their influence over the spatial planning and implementation of those projects, and finally to contrast the results found for different host cities situated in Global South and North countries.

The empirical investigation for my project will be based on four different cases: the construction of the Olympic Parks for Rio 2016 and London 2012; the regeneration projects related to the refurbishment of the Ellis Park Stadium in Johannesburg for the 2010 FIFA World Cup

and the Maracanã Stadium in Rio de Janeiro for the 2014 FIFA World Cup. These specific cases enable two axes of approach that are particularly relevant for my chosen objectives: a South-North comparison, Rio de Janeiro-London, and a South-South comparison, Rio de Janeiro-Johannesburg, along with allowing the minimization of time differences between the cases with all their planning and implementation processes taking place within the early 21st Century.

Prior to joining Oxford Brookes I was developing research for the Federal University of Rio de Janeiro on the impacts of sports mega-events in Brazil. My supervisors, Dr Sue Brownhill and Professor Ramin Keivani, happened to be developing part of their research on the impacts of sports mega-events in Rio de Janeiro and London, so they came to interview me for part of their study. This is how I originally came to hear about Brookes. Following the meeting with Dr Brownhill and Professor Keivani, it was agreed to optimize my research in sharing experiences with them.

My future plans, once I have completed my PhD, are to resume my university teaching and to continue developing research on related topics.

For more current research student profiles please visit:
www.brookes.ac.uk/students/research-degrees-team/current-students/graduate-college/student-profiles/

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Stay connected

Brookes has a strong and vibrant research student community. Here are just some of the ways you can stay in touch:



Alumni Renaissance Ball

Over 100 alumni and their guests attended the Alumni Renaissance Ball in September last year, some travelling from as far as Australia and Nigeria and others from Greece, Finland and France.

The event, held in celebration of Brookes' 150th Anniversary Year and the considerable contributions of the University's alumni, was hosted by the Vice-Chancellor Professor Alistair Fitt. It took place on a wonderful sunny evening in the light and airy Terrace of the John Henry Brookes Building. Guests had plenty of opportunity to mingle, as well as indulge in a sumptuous three course meal, followed by lots of dancing.

It was considered a great success by everyone involved. One guest commented what a lovely time they had had, and went on to say that 'it was amazing to see the new building in action on such a beautiful evening'.

For further information on all of our activities please visit:
www.brookes.ac.uk/students/research-degrees-team/

EdD Taster Session

Aimed primarily at experienced professionals working in education, healthcare and related fields, the Doctor of Education (EdD) provides an opportunity to pursue doctoral study in the context of your professional role.

Wednesday 1 June 4-6pm
B1.10, BOARDROOM, B BUILDING
HARCOURT HILL CAMPUS

The EdD is open to professionals who normally have a minimum of four years' experience and a master's qualification. The programme of study is structured specifically to meet the needs of people who are in full-time employment.

For further information please email
Marinka Walker: mwalker@brookes.ac.uk



Graduate College Annual Event

The Graduate College aims to nurture and encourage a community amongst its research students at Brookes. Come and join us in celebrating the extensive display of work from your research student cohort...

Friday 3 June
TIME TBC
THE FORUM, JOHN HENRY BROOKES
BUILDING, HEADINGTON CAMPUS

If you would like more information email:
asa-gcevents@brookes.ac.uk

Spotlight on Research...

Follow the research journey of one of Brookes PhD students.

GISELE ARRUDA
Faculty of Humanities
and Social Sciences



Modern society is ultimately facing a climatic crisis owing to escalations in global energy demand, the insecurity of supply sources, continued dependence on fossil fuels for energy generation and transportation, and an increase in world population. These are factors responsible for the depletion of natural resources and the steady increase of carbon dioxide emissions, which experts believe are responsible for increasing average global temperatures and triggering risky cyclical climatic variations. The interaction between energy and climate change has been the central topic of my research and career since 2000.

As a Senior Lecturer and Researcher in Governance, energy and climate change I have had the opportunity to identify how different societies, specific industrial sectors and citizens have only limited multidisciplinary and intercultural understanding of sustainable development related to energy and climate issues. This fact motivated my study into the educational components required to meet the transformative aim of the energy developments and climate change policies for the 2020 and 2050 agendas in an area that is experiencing fast and radical changes, the Arctic.

I have been compiling research on Arctic Governance since 2011; however it was 2015 when the most relevant findings were collected and analysed. In an intense year of research and production, one of the most invaluable experiences was the one lived as a Fellow with the team

of the Arctic Summer College in Greenland. It provided an opportunity to brainstorm with remarkable colleagues from private sector, governmental and non-governmental bodies.

The evidence collected in Greenland, in remote settlements like Qaanaq, Sisimiut, Narsarsuaq, Narsaq and cities such as Nuuk and Iluissat, where the ice retreat and rates of ice melting are alarming, led me to conclude that energy governance, in times of carbon constraint activities, cannot be a laboratory for social and environmental experiences. It should be an assertive process of providing access to energy at affordable prices, trying to reduce the tension among stakeholders' interests with transparency and trust-building approach. It should also be an opportunity for institutions and entrepreneurs to innovate their business-as-usual practices taking into consideration the particular conditions of different regions under the aspiration of sustainability.

This innovative thinking was widely debated during the prestigious Arctic Circle Assembly that I was a part of later in the year in Reykjavik, Iceland. A remarkable annual event designed to increase participation in Arctic dialogue and strengthen the international focus on the future of the Arctic, which gathers together presidents, scientists, diplomats and businessmen.

I have also been fortunate that my fascinating research journey over the last year has resulted in a number

of publications; from numerous entries on the Arctic Summer College blog, to articles featured in the International Journal of Law and Management, to two pieces that are awaiting publication in the Journal of Enterprising Communities.

My education in social and environmental sciences, as well as my complimentary post-doctoral studies in Sustainable Development, Energy and Climate Change in the US and the UK, has provided me with an extensive blended experience within the academic, public and private sectors. My current research interests at Oxford Brookes involves a multidisciplinary research topic and extensive network related to specific pedagogies for society's behavioural change in the face of Sustainable Development, Energy and Climate Change adaptation.

Education and Sustainable Development have an intrinsic, interdependent relationship with each other, largely because no sustainable society can operate without high quality education. Education empowers people to adopt proactive roles in society and it is therefore of considerable importance in promoting sustainable development and wellbeing. The curriculum must be planned in such a way as to promote equality of provision and entitlement for all as well as more opportunities for freedom, equality and participation. This is the invaluable contribution to genuine democratic governance.

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92%

of Oxford Brookes research students felt that their supervisor/s had the skills and subject knowledge to support their research.

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