

ISSUE 9

GRADUATE COLLEGE NEWSLETTER

The newsletter for our research student community



Broadening the Mind

PhD students undertake research overseas





Graduate College Newsletter, is the newsletter of the 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.

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



Researcher Career Pathways Event

Brookes' research students come together to look at the transferable nature of their skills, both within and outside of academia.

The biennial Researcher Career Pathways event took place on 16 January 2018 and was a hugely beneficial day. The event was open to all research students and contract research staff across the University. It was a fantastic opportunity for our researchers to look at the transferable nature of their research skills both within and outside of academia and think about how their research fits into the context of their wider life and next career steps.

The morning kicked off with a welcome from Pro Vice-Chancellor for Research and Global Partnerships, Professor Linda King, followed by Dr Sarah Robins-Hobden, external Learning and Development Consultant, who ran sessions on "Writing your own career story", "The power of connection" and "The button collector and the thimble game". In writing a new career story, Sarah talked about how to do more of what you love in a career. She used a Lego brick analogy to look at the collection of your existing skills, experience and strengths and to think about how you are going to collect that next brick. Then there were two fascinating panels with a focus on "Harnessing those transferable skills" and "Designing your life", chaired by Professor Susan Brooks and Dr Jo Moyle.

External speakers on the transferable skills panel included: Dr Jennifer Anderson, Medical Research Council; Professor Ann Light, University of Sussex; Dr John Miles, Founder of Inkpath; Dr Davin Miller, New England Biolabs; and Professor Sue Vaughan, Oxford Brookes University. Speakers talked about their personal career journeys and how, in many cases, the journey had deviated far from their original plans, emphasising the benefits of being open to non-conventional routes.

The panel highlighted key transferable research skills valuable to any career, including project management, independent working, problem solving, strategic thinking, listening, communication and passion. They advised researchers to take advantage of opportunities, say yes to everything, to take risks and not to be afraid of failure.

The life design panel included: Dr Emily Brown, Professor Simon Kövesi and Professor Lucy Vickers from Oxford Brookes; Dr Sue Marlow from Marlow Associates Ltd; and our external facilitator, Dr Sarah Robins-Hobden. The panel discussed flexible hours, working from home and balancing childcare around an academic career. They advised researchers to have confidence, make mistakes and move on, play to strengths, stay focused and make sure everything you do counts towards your CV.

The "Power of Connection" session looked at the obstacles to networking and challenging these stories. Dr Sarah Robins-Hobden encouraged researchers to recognise what they have to offer and to see networking as a two-sided relationship. She advised researchers to make eye contact, smile, ask questions, ask opinions, listen and to share a bit of you; then attendees tried out their new networking skills over lunch!

During the final session, Sarah asked researchers to strive to find a career in which they could combine their passion with their expertise and their employability. Feedback was overwhelmingly positive with researchers outlining the next steps they will take as a direct result of the event, including: reflection, meeting with the Careers Centre, using connections made at the event, future networking, goal setting and challenging assumptions about a traditional career ladder.



School of Arts PhD Seminar

On the 20 November 2017, Dr Xenia Pestova was welcomed as a guest lecturer in the School of Arts' PhD Seminar. Dr Pestova is Director of Performance at the University of Nottingham, and one of the most innovative and influential pianists worldwide in the field of contemporary music. She has recorded for some important labels of classical music, and has performed in major festivals and venues in the UK, Europe, Canada, New Zealand, USA and Brazil. Dr Pestova spoke about her research into developing ways to perform Stockhausen's work *Mantra* (1970) for two piano and live electronics using contemporary digital technologies.

Attendees were also treated to a live performance of a piece by composer Patricia Alessandrini, followed by a talk about the well-being of artists. This is an important but often neglected topic and it was relevant to be reminded that, in order to carry on doing art and research, we need to take care of ourselves; to find space to rest, breathe and clear our minds, even in the midst of the turmoil of work and deadlines.

Késia Decote Rodrigues, PhD student in the School of Arts, said: "It was a privilege to have such a leading artist and academic speaking to us. It was insightful to see how high quality research can be combined with daring creativity. Dr Pestova talked about her research into repertoire written by living composers, and ways to push the boundaries of the piano and present music in innovative ways. It was fascinating to learn about her explorations in music not only for the piano, but also for other keyboard instruments, such as toy pianos, synthesizers and new keyboard interfaces."

Intersections and Connections

The Faculty of Humanities and Social Sciences (HSS) annual Research Conference took place in January and was a very successful day. This year, the faculty's academics and research students came together under the theme of "Intersections and Connections".

The conference proved popular with over 60 attendees from across the University. It allowed academics and research students to present and discuss their research, and debate various issues around topics within the conference theme. The eight panels included Knowledge & Praxis; Intersections and Age; Memory, Embodiment & Identity; and Connections and Disruptions. Ten research students gave full papers alongside their academic colleagues in the panel discussions: Sofya Omarova, John Lowenthal, Katerina Kosta, Emily Stacey, Huw du Boulay, Sarah Slator, Alison Baxter, Shamza Khan, Kian Pourkermani and Jane Freebody. Papers ranged from "Crimea in Russian Cinema Post 2014" to "The Truth of Objects". There were also poster displays from Kira Dahling, Sally Howard, Poppy Gibson and Mona Alzahrani.

Some research students also gave Three Minute Thesis presentations; discussing their entire thesis in just three minutes, with only one slide, to a non-specialist audience. The 3MT has become a regular and well received part of the HSS conference and this year Annie Webster, Jasmin Dall'Agnola and Poppy Gibson all took part, with research student Rachel Egloff chairing.

It was a full and vibrant day with fantastic contributions from the faculty's research students. Thank you and well done to all who took part!



Multiple Methods in Education Research

This academic year hailed the second annual Multiple Methods in Education Research Symposium, hosted by the School of Education and organised by research students Hamish Chalmers, Elizabeth Coppard and Sally Howard; along with Senior Lecturers Dr Nicoleta Gaciu and Dr Susannah Wright.

The symposium brought together education researchers with experience of conducting research across paradigms to celebrate the methodological turn currently being enjoyed in the field. From a discipline characterised historically by qualitative information collection, and phenomenological description, emphasis is shifting to acknowledge the important role that experiments play in informing our understanding of what we do in schools.

The theme of this year's symposium was Visual Methodologies. Visual methodologies are being rapidly taken up in educational research and social scientific research more generally. Several guest speakers attended, with cross-disciplinary expertise in methods that rely on 'the visual' to help make sense of educational phenomena. Principal Lecturer, Mr Nick Swarbrick, led a fascinating workshop that explored the established routes into analysing text and illustrations, known as 'Picture Book Codes', to help participants explore what messages are communicated about the role of the teacher, and to discuss the learner-teacher relationship. Dr Holly Joseph from the University of Reading shared her research on experiments using eye-tracking technology to understand how learner readers engage with texts, and Dr Dawn Mannay of Cardiff University gave a presentation about work she had undertaken with 'looked after' children in Wales. By using creative visual activities, including sandboxing and emotion mapping, her methods allowed participants to reflect in detail on the micro interactions of their schooled lives. She also shared a range of innovative visual ways that the findings of her research were disseminated, which included rap videos, magazines, and visually striking posters. Finally, James Clark of SAGE Publishing gave a fascinating insight into the publishing process and provided our audience of students, early career researchers, and established academics with some great tips for pursuing that holy grail of the research world: publication.

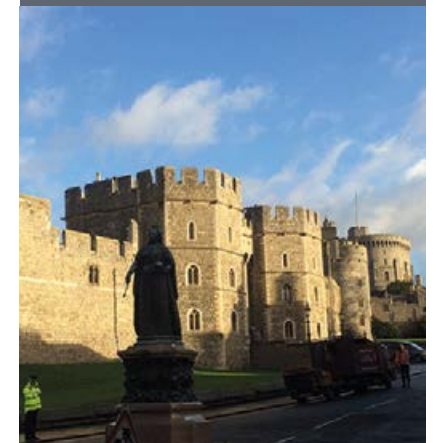
Hamish Chalmers, Brookes' research student and one of the organisers of the symposium, said; "The symposium was a great success, with colleagues from all disciplines within the field of education in attendance, representing a wide variety of experience and interests. All went home with plenty of food for thought, and we are looking forward to building further on the success of this series next year".



Georgian Papers Project Launch

More than 30 scholars, including Brookes' PhD student Daniel Reed, met at Windsor Castle to launch the second tranche of digitised documents for the Georgian Papers project. The project which provides electronic access to the papers of British monarchs, from George I to George IV, unlocks the potential of this unique archive to support new interpretations of important themes in eighteenth-century history across the globe.

Daniel presented his research on royal chaplains, concentrating on the period between 1714 and 1760, which was one of many themes contributing to the wide-ranging symposium. The symposium was organised by King's College, London and the Omohundro Institute of Early American History and Culture.



"The project which provides electronic access to the papers of British monarchs, from George I to George IV, unlocks the potential of this unique archive..."

Brookes Science Bazaar

On 24 February 2018, Oxford Brookes held the tenth Brookes Science Bazaar with students, staff and members of the public joining in the celebrations. There were over 20 different activities on the day, including the Performance Augmentation Lab (PAL) which demonstrated how past experience can be made visible again today, and the Oxford Brookes Racing (OBR) Simulator, where you could race an OBR car around different tracks.

Brookes' research student Parmida Mohammadpour, from the Department of Psychology, Health and Professional Development, volunteered on the day, helping out at the Psychology Booth. There were six different activities to take part in and Parmida assisted with the mirror tracing activity to challenge children and their parents to draw on a piece of paper whilst looking through a mirror rather than looking at their hand directly. Participants were surprised at how tricky this was!

Parmida was also talking to parents about her project on 'Home Numeracy Practices of Primary School Children: Parent Perspectives'. Parents with children in Year 2 and Year 3 were invited to take part in a newly developed online questionnaire to gain insight into what numeracy related activities were undertaken at home and parents' values and emotions towards these.

Several other Brookes' research students helped out on the day, including Miguel Fernandes Ferreira from the School of Engineering, Computing and Mathematics who assisted with the Performance Augmentation Lab, and Emma Blakey from the Department of Nursing who used fake blood and make up to create realistic cuts, burns and bruises on children's arms and hands; a very popular activity!

Dr Anne Osterrieder, who helped organise the event, said, "Every year our staff and students who lead activities or volunteer put so much thought into making their work fun and interactive. We want to show that there is no one way to do science; science is everywhere and all around us. This is reflected in our four zones, which feature activities about the brain, being happy and healthy, building the future and exploring the 'life factory'."



The Brookes Science Bazaar is supported by Oxford Academic Health Science Centre. For more information about the event visit the website: www.brookes.ac.uk/science-bazaar

Millennials doing it for themselves

Steve Workman, research student from the Oxford Brookes Business School, recently completed a three month internship with Innovate UK. Innovate UK is the UK agency that drives productivity and growth by supporting businesses to realise the potential of new technologies, develop ideas and make them a commercial success. Steve won the internship through an open competition run by the Innovation Caucus chaired by Professor Tim Vorley, Associate Dean and Professor of Entrepreneurship at Sheffield Management School. To gain the internship Steve wrote an essay entitled 'Millennials Do it On Demand - Millennials, Innovation and Decision Making' which compared the more immediate, technology enabled decision making of Millennials with that of Baby Boomers and Generation X.

Working on the internship with Dr Emily Nott, Lead for Diversity and Inclusion Programmes at Innovate UK, Steve contributed to the 'Ideas Mean Business' programme to encourage Millennials to use innovation and take an entrepreneurial route into employment by starting their own businesses.

Commenting on his internship Steve said, "In my professional career I did a lot of work with organisations like Business in the Community and the Prince's Trust to encourage young people into employment with major businesses. Working on Innovate UK's 'Ideas mean Business' project took a different approach and one that is potentially much more rewarding as disadvantaged young people develop their own businesses. Looking at both the barriers and the enablers facing young people was fascinating and I really enjoyed seeing some of my work influencing the way the project developed. I would certainly recommend this type of internship which broadens one's academic and business horizons".



Conference success for Department of Nursing student

Over the last two years, Department of Nursing research student Nadeem Khan has presented at numerous conferences. Publishing and presenting work is an important part of doctoral research and Nadeem was keen to present the findings of his literature. His first presentation was at the International Health Care Conference at the University of Oxford, attended by delegates from 75 different countries and various specialities including pharmacists, doctors, nurses and scientists. His second and third presentations were at the British Association of Critical Care Nurses (BACCN) conference in London and the Thames Valley Critical Care Network conference in Basingstoke.

Nadeem then presented at the National Critical Care Network forum in Birmingham, as well as the Oxford Regional Intensive Care Society (ORICS) conference in Oxford. The audience of the network forum were experienced critical care nurses and leaders who were excited about Nadeem's work due to its potential effects on costs and quality patient outcomes. Nadeem was delighted to win the runner up prize in oral presentation! This was a great achievement, especially as he was the only nurse presenting at the conference.

Nadeem also presented at the Faculty of Health and Life Sciences Research Student Symposium in January 2018, and again won a runner up prize! Further to these oral presentations, his abstract for poster presentation has been accepted for the RCN research conference in Birmingham in April 2018 as well as at the European Sigma Theta Tau International conference in Cambridge, in June 2018.

Nadeem said; "Presenting my work at different conferences and forums has boosted my confidence and has helped me spread the word about my work. I would like to say a massive thank you to a great supervisory team and the Adult Intensive Care Unit of the Oxford University Hospitals for their continued support. The next two years will be even harder but I look forward to the challenges ahead and the completion of my PhD."

"disPLACED" Exhibition

Oxford Brookes PhD students exhibit in London

In early 2018, The School of Arts Contemporary Arts Research Unit (CARU) presented a group "disPLACED" Exhibition in the beautiful P21 gallery in London. The show included a solo exhibition by Lebanese artist and Brookes' research student Alissar McCreary, which showcased her practice-based PhD research. Other Oxford Brookes University research students exhibiting were Alex Newton, Anna Yearwood and Blanca Rodriguez Beltran.

The exhibition brought together artists whose works evoked a wide range of responses to the title theme disPLACED. The works included photography, video, painting, prints, sculpture, as well as an accumulative installation of small figurines made by the public.

Alissar McCreary presented the culmination of her research into her experience of displacement as a Lebanese refugee. Her PhD, titled "Hybrid Residues/Memories: Utilising active participation within sculptural art practice as a direct form of communication to implicate experiences of war and displacement", explores the reciprocity between art, active participation, and traced memories of displacement.

Alissar said "The aim of my research is to examine what American philosopher and artist David Abram calls 'sensorial empathy'; a kind of connection or 'knowing' that we intuitively recognise but cannot always articulate or express with language. I am interested in how and when sensorial empathy takes place, and how it might affect the viewer's perception of the displacement which is happening every day to millions of people in the world."

The show was curated by Brookes' PhD Alumna, Aya Kasai. Aya's PhD was on the notion of Nothingness and she used conceptual art and curatorial practice as her method of research. CARU was born out of an experimentation for Aya's PhD and she now works as the Director of the organisation, producing events and supporting artists; as well as working as a Postdoctoral Research Assistant in the School of Arts. Alissar said "Aya did a magnificent job putting the show together. The manager of the Gallery at P21 said it was the best exhibit they have ever had!"

We are always looking for research student news and success stories to feature in the newsletter and these should be sent to asa-gcnewsletter@brookes.ac.uk



OxINMAHR student as UKONS Ambassador

Michael Mawhinney is a research student in the Oxford Institute of Nursing, Midwifery and Allied Health Research (OxINMAHR) and his PhD title is 'Optimising the Care of Patients receiving Oral Systemic Anti-Cancer Treatments: a Mixed Methods Study'. He tells us about his experience as an Ambassador for the UK Oncology Nursing Society.

In November 2015, I took up the role as an Ambassador for the UK Oncology Nursing Society (UKONS). The mission of UKONS is to 'inspire cancer nursing' through engaging with cancer nurses to support research, learning and development in order to promote excellence in cancer care. To achieve this mission UKONS Ambassadors work in conjunction with the UKONS Board members to promote local engagement and help to ensure that UKONS delivers what its members want. UKONS Ambassadors are members of UKONS who have nominated themselves to take on this ambassadorial role. UKONS members include nurses working within the fields of cancer strategy, academia, research and clinical practice.

In my role as a UKONS ambassador, I have helped at several events within the Oxford area, delivering education to staff working in cancer care in both the NHS and private hospitals. I am currently working with Dr Verna Lavender, UKONS Treasurer, and Lyn Bruce, Macmillan Cancer Support Regional Learning and Development Manager, to facilitate an education day about caring for people at home during their cancer treatment.

The ambassador role has been both personally and professionally beneficial. I have learned skills in event management, networking and continued professional

"The ambassador role has been both personally and professionally beneficial. I have learned skills in event management, networking and continued professional development through mentorship with experienced colleagues."

development through mentorship with experienced colleagues. It has also supported my PhD project where I have been able to present some research findings at UKONS conferences and network with many senior cancer nurses in the UK. I was also invited to take part in a debate asking members who they would like to steer their boat going through stormy weather at the UKONS annual conference in Harrogate last November. I embraced dressing for the part (*see photo*), which was a great honour and lots of fun.

The role of UKONS Ambassador has also helped with a recent application for a Winston Churchill Travel Fellowship. I made links with members of the American Oncology Nursing Society who helped me prepare my application for a scholarship to travel to America and Canada to investigate safe care practices for people receiving an oral systemic anti-cancer treatment. I was delighted to be successful in this application and will be travelling later in the year to learn from leading experts, share learning and develop international networks.

Acting as a UKONS Ambassador has been invaluable and I would actively recommend anyone working within the field of cancer nursing to consider supporting this organisation and an Ambassador role within it.

Graduate College Events

Graduate College 3 Minute Thesis (®3MT) Event

In February 2018, the Graduate College held the first University-wide 3 Minute Thesis event at Oxford Brookes, open to research students from all disciplines. Three students presented and an impressive number of spectators came along to support their fellow students, ask questions and provide valuable feedback.

The day began with an introduction from Professor Susan Brooks about the concepts of the 3 Minute Thesis event. ®3MT is an academic competition developed by the University of Queensland, Australia. Its success has led to the establishment of local and national competitions in several countries, with the finals of the UK ®3MT competition hosted by Vitae. Attendees watched two of the national finalists give their 3MT presentations at the UK National Finals, which can be viewed on the Vitae website at <https://www.vitae.ac.uk/events/three-minute-thesis-competition/vitae-3mt-r-2017>

Three Minute Thesis events challenge research students to present a compelling spoken presentation on their research topic and its significance in just three minutes. This event was not held as a competition, but as a skills development opportunity and Professor Brooks spoke about the importance of the 'Elevator Pitch' and being able to talk succinctly about your work in an engaging way, and to a non-specialist audience.

Felix Shaba from the Oxford Brookes Business School presented first and spoke about his research exploring the impact of microfinance interventions on women's economic, social and political empowerment in Nigeria. Felix said, "The event gave me an opportunity to know the areas I needed to work on as the feedback given by spectators was useful. This was reflected when I was given a second chance to present my work."

Usman Alkali, also from the Oxford Brookes Business School, spoke next, speaking about his research project 'A paradigm shift from resource-based economy to knowledge-based economy; the roles of

University-Industry-Government interactions in Nigeria.' Usman said, "The Three Minute Thesis presentation was an amazing experience for me. It gave me an opportunity to learn how to summarise and present my research effectively within a very short period of time. The feedback from the audience has also availed me of the opportunity to know my strengths and weaknesses both in my presentation slides and communication skills. I commend the organisers of this event and encourage them to reorganise and circulate widely to attract more participants from all over Brookes."

Last but not least, Ameerah Almaski from the Faculty of Health and Life Sciences presented on 'The effect of millet based muffins on glycaemic, insulinemic response and gastric emptying in pre-diabetic and healthy adults.' She said, "The Three Minute Thesis event was a great experience. It really helped me look at my research from an outside point of view and learn how to share my research with a general audience in a way that was both simple and attractive. I received valuable feedback and it gave me the opportunity to meet students from other disciplines and to learn about their fascinating research. I strongly encourage all research students to participate in future events."

The audience jotted down feedback for each of the presenters so they could see what they did well and what they could improve on in future. Professor Brooks also showed a video giving advice on presentation and communication skills. The presenters were then invited to try their presentations again, taking on board the feedback and advice given, and all three improved on the presentations the second time around! The event closed with a networking lunch; an enjoyable end to a really worthwhile and interesting morning.

See details of all Graduate College social and networking events at www.brookes.ac.uk/graduatecollege/events



Ameerah Almaski



Felix Shaba



Usman Alkali

Broadening the Mind

Brookes' research students tell us about their experiences working and researching abroad.

Film studies fieldwork in Australia

During January 2018, Niki McWilliams, research student in the School of Arts, went on a three week field trip to Australia to conduct interviews and collect data relating to her research project. Niki is researching cinema-going, Greek diaspora, identity and cinematic memory, in 1960s-1970s rural South Australia.

Her time was spent between Adelaide, Melbourne, Sydney and Whyalla, where she conducted interviews with surviving first generation Greek-Australian audience members, most of whom are in their late 70s and early 80s; some of their children who were taken to the Greek Film Nights as youngsters; and the film distributor, now 83 years old, whose company was responsible for the importation and distribution of Greek films from Greece across Australia. Niki visited the old cinema building in Whyalla; the site where Greek films were screened in the 1960s and 1970s. She also spent time in the newspaper archives of a local library, finding advertising material for the Greek film nights.

Whilst in Australia, Niki was able to use the research method of triangulation; a technique that considers three or more sources to confirm a fact. This was achieved by interviewing cross-generational audience members, interviewing the film distributor, and by locating archival evidence in newspaper print of the Greek Film Nights. The field trip generated large amounts of data which the project was lacking beforehand. This qualitative data now requires careful examination and critical analysis using NVivo software.

Niki said; "It was a tremendous experience and one which I am very grateful for. Many people were incredibly supportive of the project. This has benefited the project not only in the generation of ample data and information, but it has been enormously motivational and confidence boosting; crucial factors in maintaining the high levels of discipline demanded by independent research."

Niki is also preparing to present an academic paper with some of her Australian field trip findings at the HoMER conference in Amsterdam later this year, and has prepared two articles for the publication filmiconjournal.com



School Nursing and Safeguarding Children in Tokyo

In March 2018, Brookes' PhD student and school nurse Lauren Harding completed a Florence Nightingale travel scholarship to explore the role of school nurses in Tokyo, Japan in relation to safeguarding children. Florence Nightingale travel scholarships are awarded annually to nurses or midwives in the UK who wish to study an aspect of practice at home or overseas; to enhance professional knowledge and patient care.

Lauren's PhD explores the role of the school nurse in identifying and working with children at risk of child abuse and neglect in England. Safeguarding children is a global issue and in the UK, school nurses are key professionals in the identification and prevention of child abuse through their regular contact with the school community. However, identifying and preventing child abuse can be complex as children may not always openly disclose. This travel scholarship was hosted by the nursing department at Tokyo Ariake University of Medical and Health Sciences, and encompassed visits to academics and professionals working with children in the local community; including childcare workers, social workers and school nurses. Lauren was able to hold useful discussions regarding the methods for identifying signs of child abuse and neglect, approaches to communicating with families about abuse, and the use of preventative strategies.

Lauren said "The travel scholarship allowed me to explore a key element of school nursing practice in a different cultural context and exchange ideas to inform practice at home. It has widened my perspective on issues relating to child protection and helped me to build contacts with other nurses researching in a similar area to me."



Visiting Scholar at New York University

As part of his 150th Anniversary PhD Studentship in the School of Education, John Loewenthal had the opportunity to spend a year based at New York University (NYU) carrying out ethnographic fieldwork. John's background is in social anthropology and the anthropology of education and his research investigates the cultural significance of university graduates' attitudes towards the future.

During the data collection, John spent time getting to know about thirty people and discussing the experiences of transitioning out of university. At the heart of his enquiry is a question that all of us face, and that some cope with more easily than others; what job or career path to take? In the New York context that John was researching, graduates felt pressured to present narratives of a chosen, specific vocation, to be approached at speed and with a crescendo towards ultimate success. The research participants were well rehearsed in presenting such narratives of directionality, yet through the ethnography, it emerged that people were more conflicted about what they really wanted in life. Through an anthropological emphasis on holism and getting to know people in situ and over time, John grew to learn of broader anxieties affecting their outlook on the future such as concerning parents, love life, loneliness, money, a lack of meaningful leisure, and the inverse fantasy of not knowing what one wants.

John said; "It has been a privilege to live and research in New York, while having fascinating conversations about what constitutes a fulfilling life. The opportunity was made available by one of my supervisors, Dr Patrick Alexander, who previously spent a year as a Visiting Scholar at NYU through a Fulbright award, also researching the theme of aspiration in NYC. The experience has confirmed my own desire to pursue a career in academia".



Psychology student wins travel scholarship to Bogota

Not only do children grasp the concepts of morally right and wrong from a very young age, but they also intervene when they think there should be consequences for morally wrong actions. Little research has been conducted so far on how this kind of morality-driven behaviour develops but Rhea Arini's PhD project aims to shed light on these aspects. Along with her supervisory team (Dr Ben Kenward and Dr Luci Wiggs) she has developed a computer game-based experimental paradigm in which children are asked to referee players' behaviour according to norms of loyalty and fairness. Rhea wanted to run follow-up experiments to investigate whether different cultural backgrounds might have an impact on children's attitudes to norm-violations, and when she met Professor Gordon Ingram, who works on closely related topics at the University of Los Andes in Bogota, Colombia, she was delighted that he was interested in a potential collaboration.

In the Autumn, Santander announced it would be awarding scholarships to fund research collaborations between Oxford Brookes University and institutions in the Santander network, and Rhea's was thrilled when her application for this scholarship was successful. Rhea will be travelling to Bogota in May 2018 for eight weeks where she will help train local research staff to test her paradigm on Colombian children. She will start collecting actual data, enhancing the validity of her current videogame method, and will have enough time to learn about the different methods and perspectives used by Professor Ingram in Colombia. She will also pilot a new study on another group of children, who will watch and analyse videos of a different set of norm transgressions taking place in Minecraft. By adopting new digitally-based methods, Rhea hopes to gain a better understanding of how children react to norm-violations in diverse populations. Increased knowledge in this topic has the potential to be theoretically and practically useful, with respect to refining criminal justice systems and programs of citizenship education.

Research Student and Alumni Profiles

Here, along with our regular research student profiles, we speak to one of our PhD alumni.



DR NAOMI KING, OXFORD BROOKES' ALUMNA FACULTY OF HEALTH AND LIFE SCIENCES

After two years teaching and working abroad, I worked for an interdisciplinary research centre at the University of Oxford, giving me a new range of perspectives on how research can influence contemporary culture and society, and I decided to pursue an academic career in Psychology.

After six months in the position of Research Assistant in the Psychology of Electric Vehicle Use at Brookes, I successfully applied for a full Oxford Brookes PhD Studentship to expand my work. My thesis conducted in-depth analysis to answer a single research question: What are the potential image and identity-related barriers and facilitators to BEV adoption?

The need to increase mainstream market uptake of electric vehicles is becoming a major concern for governments around the world. Pure Battery EVs (BEVs) could play a crucial role in helping to reduce greenhouse gas emissions and would improve local air quality. BEV technology has evolved to the point where it is potentially capable of fulfilling the daily needs of a large proportion of the mainstream market. However, the number of non-commercial BEV cars registered in the UK in 2017 formed only 0.54% of the overall total.

An extensive body of research has analysed the practical barriers to BEV uptake; however, psychological barriers to BEV uptake have received little attention. My thesis set out to address this gap in the literature. In terms of BEV image barriers, drivers expressed concern about the validity of the 'green' image often promoted for BEVs; although 85% agreed that BEVs had the potential to become increasingly environmentally friendly in the future, 68% expressed uncertainty or scepticism about their current credentials. Although 70% of drivers appeared to regard the 'innovative technology' image of BEVs as valid and desirable, 75% made reference to negative images of outdated or overly

“My thesis highlighted the need for stakeholders to take issues of image and identity into account when promoting Pure Battery Electric Vehicles (BEVs) to the mainstream market.”

futuristic technology held by the public. In terms of BEV image facilitators, 17% of drivers conceptualised their BEVs as being 'clean'. This was associated with a tangible lack of exhaust fumes and freedom from 'dirty' petrol stations, but also on a more abstract level to a sense of moral cleanliness, independence, and control.

In terms of identity barriers, 57% of drivers reported experiencing some form of 'stereotype threat' in relation to using a BEV. The stereotypes that drivers thought other people to hold fell into three categories: low-status environmentalists ('weird, freaky nutters'); high-status but hypocritical environmentalists ('eco-warriors with massive budgets'); and obsessive technophiles (the 'geek' or 'nerd'). In terms of identity facilitators, 45% of drivers referred to acquiring a new form of social identity, explaining how they saw themselves as belonging to a new group of adventurous pioneers who were helping to shape the future.

My thesis highlighted the need for stakeholders to take these issues of image and identity into account when promoting BEVs to the mainstream market. My final chapter discussed potential strategic interventions to transform the negative images and identities, and to promote the desirable ones that could capture the imaginations of consumers.

I found presenting my research, and gaining feedback, to be really beneficial and I was fortunate to be able to attend conferences in Paris, Kraków, and Milan, as well as several in the UK. I also contributed to events such as the Brookes Science Bazaar, where I organised a BEV-related activity. I am currently working in a postdoctoral research position at Oxford Brookes and hope that this will be the ideal launch pad for an academic career.



Joao Laranjeira School of Engineering, Computing and Mathematics

The title of my PhD is **'Novel fatigue test to evaluate the joining requirements for bonding light weight next generation engineering materials with a focus on sustainable mass production'**.

Two years ago, I was looking for a challenging research project for my PhD, based on collaboration between academia and industry. I think both fields have different critical thinking and approaches when it comes to R&D and consequently their partnership contributes to innovative strategies and outcomes. The opportunity to be involved in a research project between Oxford Brookes University and 3M UK was a once in a lifetime opportunity. I also wanted to step out of Portugal, using my intercultural and communication skills by studying abroad.

As a result of environmental drivers, global manufactures and suppliers of materials and engineering components are being challenged to reduce structural weight, materials use, and manufacturing costs, while ensuring quality and safety requirements. In the pursuit of light weight components, it has been demonstrated that these challenges can be met by using multi-material combinations rather than single material solutions, which are invariably joined with adhesive bonding.

The optimisation of bonded joints is a very multi-disciplinary undertaking, which requires the evaluation of material properties for dissimilar substrates and the adhesive subject to the service conditions. Likewise, the surface treatment applied to substrates, the adhesive bondline thickness, presence of interfacial defects, curing conditions, and even

joint design are all critical aspects related to the complex process of selecting an appropriate adhesive. In addition to this, there are numerous test methodologies available to characterise the adhesive bonded joints behaviour, which increases the complexity of performing an efficient assessment of the critical factors under service conditions.

The lack of a simple and easy means by which to quickly gather qualitative and possibly quantitative performance data on multi material bonded joints subject to realistic service conditions is limiting the widespread use and innovation of 3M adhesive products in strategic sectors. In my research project, a simple and quick adhesive screening test methodology is proposed to evaluate either bulk (i.e. homogeneous material) or joint properties subjected to pre defined dynamic loadings and environmental conditions in a single test. This methodology aims to reduce the complexity of adhesive selection process and, consequently, simplify customers' decisions when selecting 3M adhesives against competitor products.

As a research student, I have the freedom to question, search and come up with novel solutions around a subject that I am interested in. The opportunity to be involved in pioneering research that has the possibility to develop new practices within a company such as 3M is what really attracted me to this research. After completing my PhD, I hope to continue working in research, within either academia or industry.

This methodology aims to reduce the complexity of adhesive selection process and simplify customers' decisions when selecting 3M adhesives against competitor products.



Shamsa Khan
School of History, Philosophy and Culture

The title of my PhD is **'Can Personal Identity be defined by emotional continuity?'**

What constitutes my personal identity? There are two opposing theoretical approaches which attempt to answer this question; the physical and psychological criterion. The first view likens a person's identity to that of an object, because for a person to be the same at point A and point B, they must be materially similar. The latter view takes the body out of the equation. If a person were to switch bodies but still had the same mental capacities (i.e. thoughts, memories) then they would be the same person before the switch. The key to identity lies within the psychological capacities of an individual.

In my approach, I will acknowledge that psychological and mental capacities of an individual can extend far beyond memory alone. I do not think that we can have an entity which is called the 'self' rather it is a bundle of emotions that are continuously moving as we move through our experiences.

The intertwining of philosophy and psychology is important for my project, as I aim to question the methodology commonly used when discussing personal identity; this being thought experiments. I find issue with thought experiments because an imaginary scenario does not help us to gain a better understanding of a theory. Moreover, it isolates philosophy as purely theoretical and incapable of being practised in logical terms, thus we lose the

connection between philosophy and reality. To present my idea that personal identity just is emotional continuity, I will need to gain a deeper understanding of the psychological mechanisms underlying the stability of that individual. For example, a person may commit an immoral act which they may later describe as something completely out of character or they lost control. I would state that this is an example of disrupt in emotional continuity and the individual in that instance is not necessarily the same person as they were before; their sense of personal identity has broken down and become disconnected.

In my thesis, I will use real-life examples to explain the breakdown of personal identity and psychology plays a key role in this explanation. Glover presents numerous case studies and interview scripts of patients in Broadmoor hospital and I will be using these (alongside others) to analyse the prisoner/ patient responses and determine which key points seem to mould their personal identity.

My novel contribution lies in the idea that the term 'psychological continuity' may be too vague and we should narrow the focus to the emotions. I will postulate that our emotional responses to experiences shape our sense of self, so personal identity just is emotional continuity; an overlapping chain of connecting emotions.

I enjoy the fact that I can do my own research in a discipline that I am passionate. After completing my PhD, I would love to stay in academia, as either a lecturer or researcher.

I will postulate that our emotional responses to experiences shape our sense of self, so personal identity just is emotional continuity; an overlapping chain of connecting emotions.



Sarah Evans-Howe
Oxford School of Hospitality Management

The title of my PhD is **'Complaining via social media: perceptions of temporality in customer complaint behaviour following exceptional experiences in luxury London hotels'**.

I always knew I wanted to pursue a career in hotel management and after attending an open day at Oxford Brookes back in 1993, I knew straight away Brookes would be my first choice for my undergraduate degree. I returned to Oxford Brookes in September 2013 for my PhD and it felt just like coming home; I don't think there is anywhere better for hotel and hospitality related courses.

Hotels are meant to be happy places where you go in and come out feeling better. If that hasn't happened, I am very interested to know why and what can be done to make it better next time. Throughout my career in hotels I handled many complaints and over time found that I actually enjoyed listening to customers explain why they were not satisfied and then helping to make them feel better. The stronger the complaint, the greater my desire to turn this into a happy customer. This is where my interest in complaint behaviour began.

With the increasing use of social media, customers now have the opportunity to be more vocal than ever. Moreover, with widespread use of smart phones and mobile technology, various behavioural changes are taking place. Customers are linked to a much larger circle of connections at the touch of a button which impacts word-of-mouth as

well as the ease with which they can reach the "corporate office" of the hotel company. Individuals are sharing where they've been on Facebook, taking photographs of their fine-dining experience and posting these on Instagram in real-time, and using Twitter to complain.

Customers' behaviour in the moment of consumption is changing as they are often pre-occupied with conspicuous consumption rather than enjoying the experience. Similarly, being constantly connected to the internet has led to a faster pace of life and a widespread belief that more can be achieved in less time which has led to higher customer expectations. People are also now able to complain while still actually in the hotel or restaurant consuming the experience, rather than having to speak to someone or wait to write a letter when they get home.

I am conducting my research within the context of luxury hotels because this too is an emerging area; there is little literature regarding complaining in a luxury context and the use of social media in luxury hotels specifically.

My research is looking at all these different aspects of complaint behaviour with particular interest in our evolving attitudes to time; what we're doing "in the moment", our beliefs about what can be achieved within what time period, customer expectations of response times and how quickly customers expect resolutions to problems in hotels.

Customers' behaviour in the moment of consumption is changing as they are often pre-occupied with conspicuous consumption rather than enjoying the experience.



Findlay Bewicke-Copley
Department of Biological and Medical Sciences

The title of my thesis is **'The role of stress derived extracellular vesicles on the Bystander Effect'**.

I work on Extracellular Vesicles (EV) released during stress. Extracellular vesicles are vesicles found within the extracellular space. They have numerous different functions in both healthy and stressed cells, often in intercellular communication. There are three main recognised classes of extracellular vesicle: apoptotic bodies, microvesicles and exosomes.

The main function of EVs that I am researching is the bystander effect. The classical model of stress is that only the cells directly affected by the stress exhibit a stress response, with the surrounding cells and tissues being unaffected. However, there is mounting evidence of non-targeted effects of stress in the form of the bystander effect. The bystander effect is, in brief, the raising of a stress response in cells that have not been exposed to stress. This effect has been observed in many different cell types and organisms.

The first example of the bystander effect was reported in 1992, when cells were treated with α -particles 30% showed sister chromatid exchange, but only 1% were hit by the α -particles. Additional evidence of off-target effects of radiation was observed in 1994 in rat lung epithelium. More cells were found to have increased levels of p53 following α -particles treatment than were estimated to have been directly hit by the particles. Further work on the off target

effects of α -particles suggested that some extranuclear target of radiation that could explain the difference between cells traversed by α -particles and damaged cells. As these experiments were often carried out in cells grown in monolayers it is believed that gap junction signalling was the mechanism by which bystander cells received these signals. Studies that inhibited gap junction signalling were able to reduce the levels of bystander damage, suggesting that a bystander signal is transferred in this manner.

Interestingly, this effect is still observed when the whole population is irradiated, the media is harvested and fresh cells are grown in it. As these cells are not in direct contact, this data suggests that there is some extra cellular signal that is released by cells into the media. It has been shown that bystander cells treated with extracellular vesicles (EVs) extracted from irradiated cells show a higher level of DNA damage, apoptosis and chromosomal aberration than control cells. Most of my work related to vesicles released following heat shock that induce the bystander effect.

I first heard about Oxford Brookes when I moved nearby and attended an open day originally looking to do an undergraduate degree here. Whilst I went elsewhere for my undergraduate degree, Brookes was one of the first places I looked at for my MSc by Research and, subsequently, my PhD. One of the things I enjoy most about being a research student is being at the forefront of my field and being able to go to conferences and talk with people from all over the world about our work.

The bystander effect is the raising of a stress response in cells that have not been exposed to stress. This effect has been observed in many different cell types and organisms.



Sally Howard
School of Education

The title of my PhD is **'A cross-phase investigation into primary teachers and science teachers in the early phases of secondary education, understanding of, and practice in, science inquiry skills'**.

Directly prior to starting my PhD at Oxford Brookes, I was a Research Associate at Kings College London working as part of the UK team on a large European funded project SAILS (<http://www.sails-project.eu/>). My role included helping to prepare secondary teachers to teach science through an inquiry approach and become more confident and competent in the assessment of their students' learning through inquiry and formative assessment pedagogies.

I had worked with Professor Deb McGregor on a project related to science inquiry and was keen to have her as my supervisor. Previously our paths had crossed through our mutual membership with the Association for Science Education (ASE) and I also followed her to Keele University many years ago, where I did my master's degree about the management of effective education and learning.

As a mature student, I have had the opportunity to be part of many interesting experiences and roles including being a nurse and midwife prior to becoming a primary teacher. Interestingly, these two careers overlap a lot in terms of transferable skills and knowledge, although I have not had to deliver a baby in school yet!

My research is stimulated by a desire to understand how

science inquiry is described and practiced by teachers following the current English National Curriculum for Science. It hopes to identify pedagogical approaches used at the top end of primary (Y6) and the start of secondary schooling (Y7) which might identify common principles and practice to support more effective transition from primary science education to secondary science education.

I love learning about new things, and find reading the literature, attending conferences and seminars very absorbing; sometimes too much and I forget to write anything down. I find Twitter very useful in terms of learning about useful 'people' to follow and resources and strategies to keep my PhD writing on track.

I find people very friendly and supportive. Once I understand what I don't understand, I know who I can contact and receive specific direction or support. My supervisors are always on hand to shine a light when I find myself in a dark corner.

After completing my PhD, I would love to be part of a research team and work on projects around science, education, inquiry, creativity and assessment, which involves being in the classroom and working with teachers and their pupils.

For more current research student profiles please visit:
www.brookes.ac.uk/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.

Image: shutterstock.com



Guided Tour and Picnic at the Oxford Botanic Garden

Thursday 7 June, from 11.00am

Join us for a 60-90 minute guided tour of the Oxford Botanic Garden, by a member of horticultural staff. You will find out about the history of the Botanic Garden and hear about the collections, conservation and work currently being undertaken.

Followed by a picnic lunch – weather permitting!

Further details will be circulated via email, or you can check for updates on events at any time at www.brookes.ac.uk/graduate-college/events

Research Student Web Forum

The Oxford Brookes Research Student Forum is a Google Groups web forum where you can chat and network with other research students at Brookes. It is a student-led forum so please feel free to ask a question or start a new discussion.

You can join the Research Student Forum now at <https://groups.google.com/forum/#!forum/brookes-research-students>

Research Degrees Team Office Hours

9.00am – 5.30pm

When Student Central is closed and the shutter is down at the counter, we are still available during office hours. A phone is mounted on the side of the drinks vending machine opposite the office. Please call us on **x4244** (or on **01865 484244** from your mobile) and one of us will come out and help you with your query.

Congratulations...

...to Emily Cousens, research student in the School of History, Philosophy and Culture, who won Diversifying the Curriculum Champion at the Brookes Union Teaching Awards 2018! This was a new award category this year and was awarded to Emily for her work on the Sex and Gender module. Emily was nominated for ensuring the module was intersectional and included the crucial work of women of colour, gender non-conforming people and the wider LGBTQ+ community.

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A year in the life...

Follow the experiences of one of Brookes' PhD students through a year of their research.

GEORGIA COOK
Faculty of Health and Life Sciences



Before starting my research degree, I completed an SQC (short qualifying certificate) and a conversion course Master's in Psychology at Oxford Brookes. I wanted to continue research working with children and the Psychology department at Brookes had a very strong developmental focus, as well as a number of staff members conducting high quality research with children and families. I was also keen to continue working with my previous dissertation supervisor Dr Luci Wiggs, who has been a fantastic mentor throughout my time here.

The title of my PhD is 'Parents, their children and sleep: Parental influences on, and help seeking-behaviour relating to, child sleep'. My first study sought to fill a gap in our existing knowledge relating to parental help-seeking behaviours in relation to child sleep. My second study was focused on exploring parental influences namely cognitions and bedtime behaviours on child sleep. I concluded the data collection for both studies in January 2017. Study one data collection was an online questionnaire and study two involved home visits with families with 12-24 month old children. We provided the families with actigraphs which are small devices, worn on the wrist by both the parent and child, which provide an assessment of sleep based on movements.

In March 2017, I successfully undertook my transfer interview. It was a daunting prospect to discuss and answer questions relating to my progress and data with senior members of the

department. However, I found this a thoroughly useful process which allowed me to receive some insightful comments from those outside of my immediate supervisory team.

While my supervisory team had been brilliant at ensuring I was writing as I went along, even in the early stages of my PhD, there was always going to be a period when I was focusing purely on analysing and writing up my results for both studies. I was lucky enough to attend an OxINMAHR writing retreat in January 2017, which was an amazing opportunity to focus purely on writing, in a fabulous venue and with great company. I made significant progress in a short period of time, and continued to focus on my writing up throughout the summer of 2017. To see all of my initial ideas and results come together in a final document was really rewarding!

In January 2017, I presented a poster of the results of my first research study at the Faculty of Health and Life Sciences Annual Postgraduate Research Symposium. I also presented my research in an oral presentation format at an internal Developmental Research Group. These were great opportunities to develop my presentation content and skills and receive useful feedback from colleagues and peers.

More recently, having analysed all my data and begun to write up my findings, I was keen to attend relevant conferences to present my work. I completed abstracts for two international conferences that were directly relevant to my area of research.

I was lucky enough to be accepted to present at both; the World Sleep Conference in Prague in October 2017; and the Paediatric Sleep Medicine Conference in Florida in November 2017. It was great to get my results out in the academic domain, develop my presentation skills and expand my professional network. I met a huge range of researchers and clinicians from across the world, and receiving positive comments and feedback on my research was incredibly constructive.

Teaching has been a large part of my PhD which I have thoroughly enjoyed and I was able to obtain an Associate Teaching qualification. As I previously had no experience of teaching in Higher Education this was invaluable and provided me with a strong foundation to develop my teaching abilities through experience. Coming to the end of my third year, and as a result of experience gained working alongside teaching staff throughout my PhD, I was able to secure some paid teaching work to support my remaining writing up period.

My third year has been demanding but also rewarding. I have been lucky to have constructive and supportive supervisors who have been fundamental to my progress. I relish the intellectual and practical challenges associated with being a research student. You are constantly being pushed to think about things in a new and different way and I have loved having the time and space to really immerse myself in the wider literature of my topic.

Talk to us about what respect and safety at university mean to YOU...

Students are invited to take part in our online survey and focus groups to help us improve student safety

www.brookes.ac.uk/staysafe

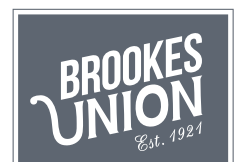
Why is the University doing this?

- Some students can be affected by harassment, hate crime or sexual violence whilst at university
- Universities across the UK run campaigns and activities to raise awareness and to try to prevent these events from happening
- This study aims to understand more about your views, in order to develop better reporting mechanisms and interventions to improve student safety

Why should I get involved?

If you decide to participate, you will be:

- Influencing the development of better reporting mechanisms for students to use, whether that be an app, website or something else
- Helping us to better understand what we need to do to improve student safety at university



University research ethics committee number: 181173