
RE-Knox 1st Conference Cairo 2022

Conference Handbook

15-18 AUGUST 2022

RE-KnoX – Cairo



RE › KnoX ‹

Welcome to RE-KnoX

Thank you for being part of RE-KnoX 2022

International Conference: Research in Education – Knowledge Exchange

RE-KnoX stands for **R**esearch in **E**ducation – **K**nowledge **E**Xchange. At RE-KnoX we believe in creating an epistemically just platform where researches from around the world present their projects, studies, research findings and are able to initiate groundbreaking thought-provoking conversations. Facilitating a safe and intellectually stimulating presentations is RE-KnoX's attempt to increase research output in the global south as well international collaboration and dissemination, diversifying, and decolonization of educational research. Moreover, to increase the impact of the research community we always aim to invite other stakeholders, such as practitioners and policy makers, to attend and engage at our conferences.

العلم يؤتي
ولا يأتي

'Knowledge doesn't come but you have to go to it'

Arabic proverb

Executive Summary

Our Aims and Objectives

RE-KnoX 2022 aims to

- Assess the impact of COVID-19 on local and international educational policy and/or practice
- Advance our understanding of practice within the context of education policy during the pandemic
- Create a mutual knowledge bridge between MENA countries and the West.
- Increase the research output and the research impact on MENA countries.

By inviting abstracts from MENA countries, we hope that RE-KnoX 2022 will shed a light on local policies and its effect on the education system. Our key speakers will present findings from a global perspective as well as locally. This will increase our understanding as researchers but also practitioners and other stakeholders on the impact of these policies and practices and the reasons behind it.

As a result, we will be able to reflect on the challenges as well as the opportunities that have risen as a result of the pandemic and create conversation on areas of improvement and development.

Conference theme

RE-KnoX 2022 theme is

Education In Times Of Crisis: Global And National Challenges

This theme was selected as the world is slowly lifting restrictions and education sector is trying to get back to a pre-pandemic state. At the start and in the midst of the pandemic the world, quite rightly, prioritized the health sector and ensuring public safety. In doing so, the education sector relied heavily on the short-term effect of policy and data as a result. However, the effect of the pandemic and the impact on the education system are still visible and significant. This is the best time to be able to reflect and still have space to improve mitigate any future long-term risks.

Our Target Audience

Demographic information

We are targeting academics, early career researchers and PhD candidates to submit abstracts to present at the conference. We have sent letters of invitations to over 100 contacts from universities of all MENA countries.

We are also targeting the same audience in the UK.

Our marketing strategy

Part of our marketing strategy was to take into consideration various marketing techniques due to cultural differences. Therefore, emails have been sent out initially, but collecting personal contacts at various universities have been vital. Therefore, universities in Egypt have been approached by email but also personally by our team in Egypt. This will hopefully increase the abstract submission from within Egypt and attendance as well.

Furthermore, we have targeted our audience above through various social media platforms.

Data shows that the top three countries visiting our website are from Egypt, UK and Morocco. Once we have an accurate estimate on numbers registered to attend we will update all speakers.



Our Key speakers

We are delighted to welcome the following key speakers in alphabetical order. All key speakers have been carefully selected by the scientific committee. RE-KnoX approached various academics in the UK and in the MENA region who had recently published research related to our theme of this year.



Andrea Abbas is Professor of the Sociology of Higher Education in the Department of Education at the University of Bath. She has published widely: her work explores the ways in which the higher education system is implicated in challenging, reproducing and exacerbating inequalities, such as those associated with socio-economic inequalities, race and ethnicity, disabilities and nationhood. It uses critical social theory. She is Co-Director of the Centre for Educational Research in Asia <https://www.bath.ac.uk/research-centres/centre-for-research-in-education-in-asia-crea/>. She is also a Deputy Link Convenor for the European Educational Research Association's Gender and Education Network <https://eera-ecer.de/networks/33-gender-and-education/> and on the Editorial Board of Critical Studies in Teaching and



Dr Andrés Sandoval-Hernández is the Head of the Department of Education at the University of Bath. Prior to that, he was the Head of the Research and Analysis Unit at IEA and held different academic appointments at Universidad Iberoamericana (UIA) and the Facultad Latinoamericana de Ciencias Sociales (FLACSO). His research interests include comparative analyses of educational systems using large-scale assessment data with a focus on educational inequalities and civic education. Dr Sandoval-Hernández has consulted for or work with the Ministries of Education of several countries (e.g. UK, Mexico, Bolivia, Italy, Armenia, Cambodia) and different international organisations like UNESCO (and its regional offices in Latin America, the Caribbean and the Arab States), UIS, the OECD, UNRWA and UNICEF.



Artemio Cortez is a Research Associate working in Rwanda's Leaders in Teaching initiative at the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge. He received his PhD in Education from the University of Bristol, UK. Artemio specializes in mixed-methods research, and his interests include initial teacher education, teacher evaluation systems, and continuing professional development in global south contexts. He has also collaborated with UNESCO and is co-editor of a forthcoming volume on Decolonising Education for Sustainable Futures. He gained professional experience as a primary, secondary, and higher education teacher in Mexico and has taught undergraduate and masters' level students in England.



Elisabeth Barratt Hacking, Deputy Head of Department/ Senior Lecturer, University of Bath, Department of Education, UK. Elisabeth has published widely in the fields of environmental education and global citizenship education, and most recently, climate change education. This follows numerous participatory research projects with kindergartens, schools, children and young people, teachers and leaders. Through this work Elisabeth has advanced theory, policy and practice in the area of childhood and environment creating the new concept 'childhoodnature' (with Amy Cutter-Mackenzie-Knowles and Karen Malone, 2020). Elisabeth's most recent research is interdisciplinary and uses posthuman theory to rethink education in the times of the climate and planetary emergency. As co-lead of the University of Bath's interdisciplinary research Beacon: 'Living Well now and by 2050' Elisabeth is collaborating with a network of researchers who seek to develop 'Living Well' as a holistic conceptual framework for working towards human and planetary wellbeing.



Dr. Izzudin Busnaina, is an Associate Professor of Marketing at the University of Benghazi, and Head, of the Department of International Cooperation in the Faculty of Economics. Prior to joining the University of Benghazi in 2013, he was a marketing lecturer at Nottingham Business School, the UK from 2011-to 2012, and Tunis Business School from 2014-to 2016. He has worked in different universities and provided consulting work to several companies in Libya, Tunisia, Jordan, UAE, and the UK. Recently, Dr. Busnaina focuses on strategic planning in higher education, e-learning, and university branding. He contributed to training courses of the Arab Universities Union on developing the international ranking of Arab universities and worked as a consultant with several international organizations including UNICEF. He is working now as a consultant for developing public universities for the Libyan Higher Education Ministry.



Dr. Nashwa Ismail has MSC and PhD in Education from Southampton Education School in educational technologies and she is a Fellow of The Higher Education Academy (FHEA). She is a lecturer in School of Education- Durham University in the UK (<https://www.durham.ac.uk/staff/nashwa-ismail/>). Her area of expertise is Technology-Enhanced Learning (TEL), where she took different leading roles in world-wide research projects including Indonesia, Kenya, Malaysia, Myanmar, Thailand, The UK and USA. Dr Ismail has a parallel technical bio as Microsoft Certified Trainer (MCT) with titles; Microsoft Certified System Engineer (MCSE) and Database Administrator (DBA).

التعليم أفضل
إستثمار
لمستقبلك

“Education is the best investment to your future.”

Arabic Proverb

Conference Programme

The conference schedule is live on our website: www.re-knox.com and will be updated if needed. Below please find information about our presenters and their abstracts. The abstracts are presented in this handbook in English according to date of submission. If an abstract has been submitted in Arabic by the author it will be clarified.

Symposium

Building capacity for a deeper and more collaborative form of the internationalization of higher education based on qualitative and in-depth comparative and collaborative research

Dr Andrea Abbas, Paul Gao & Gihan Ismail (University of Bath, UK)

This symposium discusses the value of comparative international studies for the future development of mutually beneficial forms of internationalized universities globally. The papers we present suggest that for such forms to develop between MENA countries universities and European universities a form of “deep internationalization”, ‘transformative internationalization’ and ‘comprehensive internationalization’ is needed (Green and Whitsed, 2015). This form of internationalization is not based upon the movement of academics, students, ideas, research, concepts etc. crossing borders. Nor is it embedded in the competitive relationships encouraged by international league tables, instead it is focused upon mutual understanding and the in depth changes that can facilitate the cooperative development of teaching, research and knowledge for the global common good. Our papers bring out the case for comparative qualitative research between European and MENA countries in particular, by illustrating three areas of research in which such studies would be beneficial: studies of academic careers; research exploring the experiences of international students who are returnees from undergraduate education in the UK; and an investigation into the PhD supervision experience from the perspective of UK supervisors, current Arab students and former Arab students who have studied in the UK and are now working in Arab universities. The three papers presented will each last 15 minutes and will raise questions for a joint discussion lasting around 30 minutes.

Keywords: internationalization of higher education; academics; international PhD students; international returnees; academic disciplines; price of competition.

Green, W. and Whitsed, C. (2015) Introducing Critical Perspectives on Internationalizing the Curriculum, Green, Wendy, and Craig Whitsed. Critical Perspectives on Internationalising the Curriculum in Disciplines : Reflective Narrative Accounts from Business, Education and Health. Rotterdam, Netherlands ; Boston, Massachusetts ; Taipei, Taiwan: Sense, 2015. Global Perspectives on Higher Education ; Volume 32. Web.

Paper 1: The concept of critical pedagogy as a way of understanding the value of UK PhD's for Arab Graduates and Arab Higher Education Students.

In this paper I make the case for developing comparative studies of PhD students studying in and graduating from MENA countries and those studying in European countries. I think this research is important because at the moment we do not understand the comparative strengths of each and there are important lessons to be learned. The argument for this research is based on a qualitative study of 22 Arab Phd students studying in the UK and graduates who have studied in the UK but have returned to work in Arab universities and 6 UK PhD supervisors who have supervised Arab students. The analysis and theorisation of the data illustrates how Freire's concepts (1974, 1996; 1997), developed to understand the type of education needed to liberate economically poorer and disenfranchised people in South America, can be applied to highlight the issues faced by students, graduates and supervisors. I illustrate how this theoretical lens enables me to identify ways in which each of the groups studied is, to some extent, required to act and develop relationships that work against their own interests and those associated with developing deeper, transformational and comprehensive forms of internationalization, within which host countries like the UK would develop education which enables graduate returnees to understand how, what they have learned, dovetails with their roles in Arab universities. As things stand, Arab students learn to carry out research and develop the skills that would be ideal for working in UK universities but returnees find themselves somewhat lost. What needs to change to address this question is not quite clear. Through my analysis I explain why things are as they are and what we could learn about how to improve this situation from the comparative studies I propose.

References

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Paper 2: The case for comparative research on returnees and knowledge in the professions.

My research concerns Chinese graduates' subjective perspectives and experiences of UK universities in applying their knowledge in the Chinese context. I argue that research like this, which aims to explore the process and feelings graduates went through during the acquisition, understanding and application of professional knowledge, would be of value to MENA countries. My study of the use of professional knowledge in law and IT in, in the Chinese context, illustrates the detail about the potential value of such studies that could be generated for MENA countries. Life histories and qualitative interview data was generated with 22 UK university Chinese graduates, and 21 Chinese university graduates for comparative purposes. This was so I could understand the comparative value to graduates and the employment contexts of the two national forms of education. An individually tailored design helped me ensure education was the main narrative in participants storytelling as I

recorded their educational history in a life grid (Abbas et al., 2013). As my second stage of data collection, I used a series of short informal interviews like the ones adopted by Ho, Jackson and Lam (2018) Ho, Jackson and Kong (2018) and Brumann (2012). These interviews generated indirect discussions between interviewees by presenting anonymised quotes that contained jargon, phenomenon and events to and from interviewees through a series of short interviews. Through this method I developed an understanding of how knowledge was applied in these contexts and the comparative difficulties and strengths offered by the learning from the two systems. I draw upon my findings to illustrate the value of these in depth studies to Chinese and UK education and to speculate regarding their value to MENA countries.

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Paper 3: The Case for Comparative and Theorised Studies of Academic Careers in Different Contexts

The case for the value of qualitative comparative data focusing on academic careers is illustrated by some drawing out what I have learned about how internationalization has played out the careers of 14 academics from their early to mid-career, over a period of 10 years. All began their first jobs in the UK in social sciences and humanities. They have each been interviewed 4 times throughout that period for 1-2 hours on each occasion. The theoretical framework by Archer (2007, 2012) guided the project and positioned academic careers as life projects. Life projects shape the core concerns people have when making decisions but the way they make decisions, in the case involving issues pertaining to the internationalization of their work, takes different forms. Embedded within their stories about decisions are orientations towards and away from factors associated with internationalization, that indicate the existing dimensions of internationalization that penetrate their lives and therefore shape their academic work. Understanding this gives us capacity to think about the forms of

internationalization that are influential on the ground. Drawing these out through thematic analysis illustrates the potential value of developing similar research for comparative analysis with MENA countries. I bring out the types of questions that could be explored.

Many, international comparisons of academics tend to be based upon differences in outputs and performance in teaching and learning (e.g. Aiston and Jung, 2015; Soutar et al, 2015). Many others raise the issues regarding acculturation of academic staff and the experience of mobile staff (Bailey et al, 2021). Perhaps fewer start from the position of what academics are contributing to internationalization viewed as something that should contribute to a global public good. So, whilst universities in countries like the UK are often considered to be internationalized and academics are thought to be prepared for this context, we find that this means quite different things in terms of what academics actually do and how they organize and enact their careers. Academics in our study often had public good orientations to internationalization embedded in their life projects and decision-making processes. This level of study is important because, national and university policies of internationalization do not straightforwardly play out in the research and teaching contexts in ways that might be envisaged. Also, policies do not always capture adequately the range of activities that are important. Hence, if we are to undergo deeper transformative notions of internationalization, we need richer and more complex understandings.

Keywords: Life projects; deep internationalization; transformative internationalization; comprehensive internationalization; biographical methods.

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Abstract ZT45

Teacher training in faith settings through negotiation of identity.

Nadia Talukder

Newman University, UK

ABSTRACT

In a multicultural society, impacted by global issues there are nuances within Higher Education that give rise to pertinent questions around religion and education. There is a rising number of non-Catholic students that are training to become teachers within a university with a Catholic designation. Whilst the number of students refusing to undertake teacher training in faith schools has also been increasing steadily over the last 5 years, there is reason to believe that there may be experiencing some dissonance. This paper explores how a Catholic university prepares non-Catholic trainee teachers for any dissonance they may experience when faced with the prospect of undertaking training placements in faith schools. A case study, through an interpretivist lens, investigates the attitudes, perceptions and opinions of purposively selected trainees who have opted out of training in faith schools. Using semi-structured interviews, the study identifies reasons why students feel compelled to opt out of teacher training in faith schools while attending a university with a distinct faith designation. The outcome of this 'insider research' serves to deconstruct the possible dissonance experienced by trainees and subsequently implement strategies which support their understanding of faith settings. The key findings around balancing faith identity with teacher identity while navigating global issues and pertinent religious and ethnic differences, are presented. The findings provide the university with a better understanding of the community that they serve and consider implementation of further supportive measures which would enhance the trainees' experience. Essentially, the paper identifies strategies that empower students of all faiths and none, by protecting and honouring their faith identity whilst also providing them with the best opportunities to develop a strong teacher identity.

Keywords: conflict, diversity, education, habitus, religion

Committed to Ethics: How Ethical Leadership and Ethical Climate Foster Knowledge Sharing in Higher Education Institutions

Amine Moussa
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ABSTRACT

Private higher education in Lebanon is facing mounting challenges from the dismal collapse of the country's economy, the continuous drain of competent labour, the uneven market competition between locally funded institutions dependent solely on tuition fees and those privileged to receive financial support from abroad. Add to that, a pandemic whose effects will last long after it is over. This unprecedented socio-economic crisis requires private universities in Lebanon to bolster their reputation in order to remain afloat and stay in business amid widespread corruption that permeates all levels of society. By attracting and retaining responsible ethical leaders who can make moral decisions and are zealous in enforcing their principles, and through fostering an ethical organizational climate characterized by open communication, accountability, trust, and fair decision-making, universities in Lebanon can stand out as beacons of hope in a surrounding marked by despair. However, the benefits extend far beyond building a robust reputation. Ethical leadership and ethical climates breed trusting relationships among employees that promote knowledge sharing behaviour in the workplace leading to higher performance and greater innovation at the individual, team, and organizational levels. Little research has examined how leaders' ethicality and the organizational climate in higher education institutions can shape the knowledge sharing behaviour of employees. Drawing on social learning and social exchange theories, this empirical study uses a moral lens to examine the direct and indirect relationships among ethical leadership, ethical organizational climate, and the bidirectional process of knowledge sharing that includes both knowledge collecting and knowledge donating. Primary data were collected between April and July 2021 from 585 academic and non-academic staff in nine private higher education institutions in Lebanon. Data were collected using a web-based questionnaire designed to measure the relationship between perceptions of ethical leadership, ethical organizational climate, and the two facets of knowledge sharing behaviour (knowledge collecting and knowledge donating). Hierarchical regression analysis and Hayes' PROCESS macro for SPSS were used to test the hypotheses. Findings reveal that ethical leadership positively influences the knowledge sharing behaviour among subordinates. Specifically, the study presents evidence that perceptions of the ethical organizational climate serve as a mechanism through which ethical leadership affects knowledge collecting and knowledge donating in varying strengths. The findings encourage deeper consideration of ethics in higher education leadership and demonstrate the role that universities must play as stewards of ethical leadership and ethical climates in creating the proper conditions that facilitate knowledge sharing..

Keywords: Employee Behaviour, Knowledge Exchange, Lebanon, Morality, Universities

Abstract GY34

The geographies of access to elite universities: A mixed-methods exploration of young participation within England.

Joanne Davies
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ABSTRACT

There is increasing international attention paid to the role of geography in shaping university progression. Recent research has considered important questions such as the impacts that the spatial distribution of universities within countries and the distance students are prepared to move away from home have upon participation (e.g. Delgado, 2016; Hillman, 2016). In the UK, policy debates around inequalities are increasingly taking a spatial turn too. The 2016 referendum decision to leave the European Union has led to a growing focus on the UK government's 'levelling up' agenda, aimed at decentring political and economic power away from London and the Southeast. Within such increasingly place-based policy narratives, universities have also been scrutinised, with government ministers frequently calling out universities - especially elite institutions - on the spatial, as well as social, profiles of their student bodies. The impact of place on progression to elite universities in the UK - the topic of my doctoral research - will be the focus of my presentation.

My doctoral research adopted a mixed-methods approach. The study's initial quantitative analyses used specially requested data from the UK's Higher Education Statistics Agency (HESA) to explore and map patterns of elite university progression across England. The findings revealed that whilst 'place' in itself was not a highly significant factor for entry to elite universities overall, there was a distinct urban-rural patterning to progression for disadvantaged youth, with those living in major urban centres - especially London - found to have typically higher progression rates. The study's subsequent qualitative phase involved comparative case study research in East London and Nottingham, and the analysis of secondary interview data from Suffolk, Liverpool, Tyneside and East London from a related study. The findings highlighted the importance of regional economic development, the geography of elite universities and the spatial patterning of widening participation networks and activity for elite university progression.

While the findings I will present relate to data collected before the pandemic, COVID-19 - compounding as it has many pre-existing spatial inequalities worldwide - has made this topic ever more pertinent. For example, recent UK research has shown that the pandemic has fuelled a longer-term trend for students - especially those from lower socio-economic backgrounds - to study at local universities (Hall and Packham, 2021), raising the question as to whether the spatial inequalities in access to elite universities identified within my research may widen yet further. It also raises questions as to how patterns of university progression may change nationally and internationally elsewhere. For example, similar to the UK, universities in RE-KnoX's host country, Egypt, are unequally spatially distributed with a particular concentration within urban centres and which is reflected in the typically higher university progression rates of the country's urban youth, especially those of Lower Egypt (Fahim and Sami, 2011). Could the impact of the pandemic exacerbate these spatial inequalities in progression yet further? As such, my presentation offers an important and timely topic for discussion and debate at RE-KnoX 2022.

Keywords: disadvantaged youth; geographies of higher education; spatial inequalities; urban-rural divides; widening participation

The quest for teacher education quality in Indonesia: Stakeholders' views

Pipit Novita

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ABSTRACT

Teacher quality has become a competitive area of research to improve the quality of education. In Indonesia, several attempts have been made to enhance the quality of teachers. However, these efforts do not show significant results yet. The reviews of national policies for education in 2015 called for more quality in teacher education to improve the quality of teachers. The study adopted the stakeholders' related concept of quality to explore the quality of teacher education. Thus, the Deans of the Faculty of Education, Heads of the English Department, educators, student teachers, English teacher graduates and their principals are taken into account to get a balanced perspective. The study aims to explore how stakeholders perceive the quality of English teacher education regarding influential aspects, strengths, weaknesses, and possibilities for improvement. The data were collected in a private and state teacher education using a mixed-methods complex design. First, quantitative data was collected from 409 student teachers using the existing Coherence and Assignment Study in Teacher Education (CATE) questionnaire, followed by interviewing the representative of student teachers to triangulate the findings. Subsequently, qualitative data are also collected from the other stakeholders. The study has shown that the quality of inspiring educators is the most influential factor in the quality of teacher education. In addition, low stake admission process is considered the weakest point because it results in the challenge in the learning process due to candidates' diverse abilities and lack of motivation. The results suggest that teacher education needs to look inward, outward, and forward to maintain the quality of teacher education. The study took place in the Indonesian context. Even though the findings cannot be generalized to other countries or different contexts, it is hoped that others will be able to utilize the findings and the methodology, or at least to some extent, in their context.

Keywords: quality of teacher education, teacher quality, mixed-methods, Indonesia, quality assurance in education

Abstract ST15

Using technology to support children's learning: parental roles, technological capital and anti-habitus.

Dr. Eliana Maria Osorio Saez
University of Bristol, UK

ABSTRACT

According to research, digital technology users earn more, have higher education levels and hold more high-status jobs than those without access. In contrast, little research has been aimed at addressing the inequalities in access to technology (Livingstone and Helsper, 2007) and the disparities, challenges and opportunities among parents when engaging with technology to support their children's learning. Building on Barron and colleagues' work (2009) on parents as learning partners and Bourdieu's concepts of capitals, field and habitus as the conceptual framework, this study revealed that regardless of their socio-economic status, parents acknowledge playing the role of teachers, project collaborators, learning brokers, resource providers, non-technical consultants and learners. Findings also present a new perspective on Bourdieusian capitals, including the use of technology as a form of capital that may not only be redeemed from cultural and social capital, but is also exchangeable. And finally, a new concept defined parental engagement as "anti-habitus" that challenges Bourdieu's concept of habitus.

We collected data in the spring of 2020 during the first national lockdowns in England. We held 10 online focus groups with (n=54) parents of 6- to 16-year-olds taking part in a one computer per child scheme. Over 64% of these families live in the most deprived areas, according to the Index of Multiple Deprivation (2015). In addition, 55% of the parents reported that their families are recipients of benefits or financial support from the government. Data was analysed using framework and thematic analysis.

This study contributes with valuable information regarding how parents shift roles when dealing with technology to support learning. The findings provide nuanced information for researchers, practitioners, and particularly policymakers to support more effective opportunities for digital inclusion, thereby bridging the digital divide. This is important, because the development of digital skills hold the potential to diminish some of the challenges of social mobility (Reedy and Parker, 2018; Basit 2013; Milburn, 2012; Social Mobility Commission, 2016; Barber et al., 2017; UKFORCE 2014).

Keywords: Use of technology, parental engagement, parental roles in learning, SES

Abstract VD63

Even in lockdown: The omnipresent researcher lurks in unexpected places

Joy Cranham,
University of Bath, UK

ABSTRACT

By considering analytical evidence from data collected from familial conversations, I endeavour to offer a reflective response to whether social scientists can be fully isolated from their research settings? My research project successfully investigated how families build agreements and share awarenesses of safeguarding issues. The methodology focused on offering families opportunities to define groomers and how grooming may differ from narratives constructed around the stranger danger slogan. This research design holds an epistemological assumption that families are agential groups with the capacity to build safeguarding definitions and strategies as defences against harmful situations and embed these practices in their own unique social contexts. Before the pandemic, the research design was implicit, I was to be absent from these discussions, yet it seemed impossible for me to be a non-presence. I was sharing space with each family, and we were in the same room while I prompted them to discuss different points of view, understandings, and conceptualisations. I was there, even if I didn't want to be an influence. It seemed that the pandemic and lockdown offered me the ideal opportunity to address this problem, and I could remove myself from being in the exact location of my participating families. I could place stimuli and prompts online and leave the families to converse in my absence, sending me MP3s of their completed discussions. Yet, my presence still lurked in these recorded conversations. I was the omnipresent researcher, popping up unexpectedly in different places. My presence had many forms; I was present in the recording device, the prompts, and anecdotes that required explanations for my benefit. Besides these instances of intrusion, the whole process of being asked to have discussions was a reminder of my presence because family conversations don't tend to occur by outsiders encouraging them to converse. The outcome of this project has contributed to a greater understanding of the importance of family in developing preventative safeguarding strategies, and it has added to the need for social scientists to be aware of the relational impacts they have in their research settings.

Keywords: omnipresent researcher, methodology, family research, family conversations, relational impacts

Abstract YL65

Specific Learning disability among Egyptian Primary school Children: a study in the COVID era

Hassnaa Othman Mohammed, Hayat Antoun Massaad, Lamis Hasan Mekkawy, Sama Samy Azi
Faculty of Post-Graduate Childhood Studies Ain Shams University, Egypt

ABSTRACT

Background; Learning is one of the process through which we gain knowledge by bringing together cognitive, emotional, environment influences and experience. Most of children surprisingly have the ability to perform an adequate success in learning with little effort. However, according to latest version of DMS-V criteria there is a subcategory of school children with adequate intelligence, intact sensory input, normal psychosocial development (Specific Learning Disability (SLI)) failed to acquire the specific skills necessary for learning.

Poor learning out-come was reported among many Egyptian children. However, children with SLI suffered more and received less adequate support. As a highly vulnerable population they did not receive any support during the era of COVID-19. Many epidemiological, clinical and academic features among these children should be further evaluated and thoroughly studied in order to determine the new epidemiological and clinical profile and to draw a specific rehabilitation program they may require.

Aim of the work: the current work is aiming at: updating the epidemiological, clinical and academic features of children with SLI in the era of COVID-19.

Methodology: a sample of 100 Egyptian primary school children of both in grade (4th, 5th, 6th) are recruited according to the random sample selection technique from three schools that present three types of education in the east region of Cairo governorate. The three types of education that is presented in Egypt were addressed by each school (language school, Arabic governmental school, and private schools). They were subjected to an assessment protocol which included the personal history, History of present illness and past history. The last three academic years were assessed regarding the cognitive abilities (Stanford Binet 5th edition), Executive functions and Arabic Dyslexia assessment test. Data were collected, described and compared regarding the three tests during the last three academic years. Results showed that although children obtained an average score in Stanford Binet 5th edition, the academic year 2019-2020 showed a significant decline in the cognitive abilities in areas related to Knowledge, verbal reasoning and short term memory in comparison to the other academic years. Arabic Dyslexia assessment test assessment showed a significant affection in one minute reading, one minute writing, verbal and semantic fluency, and backward digit span. Executive function assessment showed that the academic year 2019-2020 showed increase number of children obtained a blow average score. All domains were significantly affected except (planning domain and flexibility score). Conclusion: The breakdown during the era of COVID-19 changed the epidemiological profile as well as the clinical features of SLI among a sample of Egyptian primary score children. Therefore, a new rehabilitative plan should be adapted to these children to support their disability during the present time and in the future.

Keywords: Specific Learning Disability, COVID-19, Dyslexia, Executive Functions Disorder.

Abstract DO37

Challenges and opportunities in the fields of educational practices and scientific research in light of the Coronavirus pandemic

Dr. Ayman Salem Abdullah Hassan
Cairo University

Please note that this abstract has been submitted in Arabic and has been translated into English by Stanley Smith Ltd.

ABSTRACT

COVID-19 pandemic had a significant impact on educational institutions in general and higher education and scientific research in particular. This represented (emphatically) challenges in the educational system regarding the continuation of the educational process, whether teaching, conducting tests or practicing scientific research processes, and the research seminars and discussions... and so many more via distance learning. This led to the closure of the entire university campus, and the transformation of the educational system to E-learning. This resulted in great challenges and difficulties for faculty staff members and students and required more qualitatively different work from faculty and universities' staff members, as well as more flexibility while dealing with students. This research paper aims to clarify some of the challenges and difficulties that faced university education and scientific research in the Arab Republic of Egypt, taking Cairo University as an example. The research paper concluded that the challenges, despite their difficulty, have created a great digital transformation in the educational system. Moreover, the digitization of university education has become among the requirements for the quality of university education and scientific research, and therefore, the public policy of universities has taken upon itself to develop infrastructure, and provide faculty members, workers and students with digital transformation skills. Resulted in having E-learning alongside on-site learning.

Coronavirus pandemic has exposed the weaknesses and shortcomings of the university education system. As it revealed the need to develop digital literacy for faculty's staff members and students, especially in times like these, which have given the necessity of shifting to online education, for both developed and developing countries. Digitization has become the most widely used standard in educational and communication services and a standard of quality in the post-pandemic stage. The situation has challenged concepts deeply rooted in teaching pedagogies, the role of the teacher, avenues of knowledge and assessment, method of deliverability, accessibility, the importance of lifelong learning, and faculty staff members' perceptions of the type of learners. This crisis has provided educators and policy makers an insight into the overall improvement of education systems around the world.

University education around the world has shifted to online education, and some were enthusiastic at first, but was online university education that easy? Were all faculty and students able to deal with technology? Were teaching methods standardized for all programs? Was it effective? Have some students suffered in the new situation? Was the suspended student affected by the closure of the campus? What are the practices adopted by the universities at this time?

The current paper aims to clarify the challenges and difficulties in the university educational practices and scientific research; by monitoring the experience of the private education department at the Faculty of Graduate Studies for Education, Cairo University. The study shows how the pandemic affected the qualitative transformation of the university education process in the department, and the repercussions of stopping some of the department's activities such as discussions, meetings, seminars, etc.

The research paper concluded that despite the challenges faced by the department in light of Corona pandemic; with the availability of advanced technological means represented by the Blackboard platform, it had a role in successfully completing the study and assessments throughout the crisis. The research paper recommends more work to be done by the authorities concerned with policies of higher education to enhance the efficiency of scientific research to be able to keep up with the current modern situation.

Keywords: Higher education - educational practices - scientific research - Corona pandemic - Cairo University

Abstract NP10

The psychological impact of the Corona pandemic on children with special needs

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Please note that this abstract has been submitted in Arabic and has been translated into English by Stanley Smith Ltd.

ABSTRACT

The Coronavirus pandemic was a global epidemic that threatened the security and stability of all professional and educational sectors, and perhaps one of the most prominent sectors that was exaggeratedly affected is the special education sector. The closure of all rehabilitation centres and schools has resulted in children with special needs staying at home all the time and their conditions have deteriorated due to the lack of access to treatment and rehabilitation services. Families have suffered a lot from this quarantine, especially in the case of their incapability to deal professionally with these children. The study sample represents children with autism spectrum disorder aged between 4 to 10 years old, who attended daycare centres in the Arab Republic of Egypt. A qualitative research design was followed in this paper that aims to shed light on the negative impact of the pandemic on the child with autism spectrum disorder and his family in all fields mainly linguistically, socially, behaviorally etc. It also aims to explore the experience of some European and Arab countries to address domestic isolation for them. Technological tools that were available at the time of the Pandemic offered ways to train children and their families via electronic platforms in an attempt to mitigate the crisis and address many of the negatives as shown in the study of *Bozkus & Sani (2022)*. Studies have proven that this pandemic has a significant impact on the psychology and behaviors of children with autism spectrum disorder (*Toseeb, Asbury, Code, Fox, & Deniz, 2020*). Negative behaviors increased because of changing the daily routine. The levels of anxiety and Developmental Disorders increased, as well as sleep disturbances and the lack of social interaction. Families and caregivers have equally suffered during the pandemic because of looking after their children all the time as rehabilitation centers were closed; How was it for them taking care of those children all day? What about the increase of their behavioral and communication problems? *Eshraghi, Li, Alessandri, Messinger, Eshraghi, Mittal, & Armstrong (2020)*. That is why some European and Arab countries have struggled to create alternative means to train children at home during domestic isolation, but most of these countries' experiences were focused on training families in dealing with their children using technological tools. This created a great burden on families, and some families were unable to put up

with the training, either because they are unable to use technology, or do not have the time to attend the training, so the problem remains unsolved for some.

Keywords: Corona pandemic - children with autism spectrum disorder - psychological impact - home isolation.

Abstract BI64

Academic integration of students with learning disabilities before and after the outbreak of the Corona epidemic

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Please note that this abstract has been submitted in Arabic and has been translated into English by Stanley Smith Ltd.

ABSTRACT

The Corona pandemic affected the education sector all over the world. As it led to the closure of schools, students dropping out of education, and the suspension of on-site education to students in general and to students with learning difficulties in particular. As this period increased the restrictions imposed on these students and deprived them of the traditional educational methods In the classroom, which facilitate receiving immediate feedback. Online education has become the only option for teaching these students in light of the outbreak of the epidemic, as well as the unplanned teaching methods used by schools that affected the academic integration of students with learning difficulties.

This research paper aimed to shed light on the level of academic integration for students with learning difficulties before the outbreak of the Corona epidemic in light of the traditional face-to-face education in the classroom and its comparison with the level of academic integration for students after the outbreak of the Corona epidemic in light of online education. The comparative descriptive approach was used, and the sample represented the students with learning difficulties aged 12-14 years. The academic integration of students with learning disabilities in the context of education represents the extent to which students participate behaviourally in activities, their emotional commitment to their relationships with teachers and peers, their feelings towards school, the use of cognitive strategies, and perseverance for learning. Academic integration plays an important role in achieving the desired learning outcomes and some effective social behaviours.

The importance of academic integration, as stated in the study of Ziadat, A. (2019), is shown in reducing loneliness and isolation through students with learning difficulties. In addition, realizing the support they receive from their peers, which contributes to making them more successful and accomplished by observing the student for his participation in classroom and extra-curricular activities, His class attendance and the time he spends on solving academic assignments. The study of Chi (2014, 28) also indicated that the academic integration of students is affected by a number of factors. Some of which are external, such as the institutional climate, support for student independence, feedback from teachers and teaching methods. Others are external, such as positive interactions within the classroom, students'

positive perceptions of the educational environment, competence and a sense of belonging and participation.

Most foreign studies confirmed the negative impact on the academic integration of students with learning difficulties after the outbreak of the Corona epidemic because of teaching online versus teaching in the classroom. They found that the academic integration of students increases during face-to-face teaching like it was before the outbreak of the epidemic. As stated in Bray, A., Banks, J., Devitt, A., & Ní Chorcóra, E. (2021); Walters, T., Simkiss, N., Snowden, R., & Gray, N. (2021) studies; they indicated that the COVID-19 pandemic has caused a significant increase in the use of online learning, which affects academic integration, attention and focus, especially for students with specific learning difficulties. As it found that students scored lower on all scales during the students' experience learning through the Internet. However, they obtained high scores during classroom learning.

The research paper found a low level of academic integration for students with learning disabilities during online learning after the outbreak of the pandemic compared to learning in the usual classroom. The biggest challenges faced by students during online learning, were distraction, misunderstanding of instructions and limited reactions. As the success of teaching students with disabilities depends on the extent of their academic integration. That made it difficult during the outbreak of the Corona epidemic for students with learning disabilities to properly integrate while moving to different educational environment. Since it was found that the integration of students with learning difficulties increases during face-to-face teaching due to receiving immediate feedback.

Key words: Students with learning difficulties - academic integration - emotional integration - behavioral integration - cognitive integration - the corona pandemic.

Abstract SC30

Social communication and academic pressures among deaf and hard of hearing during the outbreak of the Corona epidemic

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Please note that this abstract has been submitted in Arabic and has been translated into English by Stanley Smith Ltd.

ABSTRACT

The Corona pandemic has changed the way of communication for people with special needs, including the deaf and people struggling with hearing in general, and imposed a kind of isolation on them. While the role of family communication appeared in dealing with the stress experienced by the deaf and hard of hearing during isolation at home. Family relationships are taking a different turn. The pandemic has suspended the education of millions of students around the world and affected the academic performance of deaf and hard of hearing students like other students. This paper aimed to shed light on the nature of social communication and the academic pressures on the deaf and hard of hearing during the outbreak of the Corona epidemic, and the challenges they faced during this crisis. Hearing impairment is a communication disability. Social communication affects the various aspects of development in the deaf and hard of hearing, helping them participate in conversations and establishing relationships with them, and giving them a sense of belonging to their families and society, makes them feel secure and reassured,

and qualifies them to integrate into social life. On the contrary, if the communication of the deaf or hard of hearing with others is affected by various reasons; this leads to failure in many aspects of life. Academic pressures is one of the main sources of psychological stress. Such as difficulty in dealing with colleagues and the teacher, inadequacy in academic performance, poor ability to focus, inability to do homework, and failure in exams as well as the increase in language requirements and the level of its complexity. Moreover, because of their inability to focus, they are more prone to error and forgetfulness compared to their ordinary peers, as their education requires more time and effort, and continuous repetition in a variety of interesting ways. The study of Swanwick, etal (2020) found that the global impact of the pandemic has extended to reach the deaf community and their families. It has affected social interaction by limiting the opportunities of daily encounters with others who share a linguistic and cultural correlation. Also, disrupting daily interaction with other deaf people, whether by chance or in formal setting. Moreover, closing opportunities to impart information, experience and understanding and becoming unable to assemble in deaf spaces, which made children, separated from peer socialization in schools. Some studies have proven the impact of the Corona crisis on social communication among the deaf and hard of hearing, including the study of Grote & Izagaren (2020), the study of Ramadhana (2020), and the study of Garg, etal (2021). Mantzikos & Lappa (2020) Alqraini & Alasim study (2022), and Cheng & Cheng (2022).

The paper concluded the impact of the Corona crisis regarding the interaction of the deaf and hard of hearing with others. It has shown different forms of social communication for the deaf and hard of hearing with others, as well as their feelings and emotional responses during the crisis. Moreover, the Corona crisis caused the deaf and hard of hearing to be exposed to loads of academic pressures because of the lack of direct support from their deaf and hard of hearing peers and teachers within the school environment. Since they need a special educational environment that suits their way of communication, their abilities and capabilities. Therefore, the research paper recommends providing various forms of support for the deaf and hard of hearing and their families. Through, working on providing a digital educational environment that suits their communication abilities, providing them with continuous feedback by following them up as well as providing guidance programs for them to overcome the negative effects of the Corona crisis on them.

Key words:

Social communication - academic pressures - deaf - hard of hearing - Corona epidemic

Our workshops

Below are the proposed workshops. The titles are subject to change. More detailed information and a summary on the workshops, can will be enclosed with this handbook.

RE-KnoX
2022
Workshops
Facilitated by
Department of Education | UNIVERSITY OF BATH

Monday 15 August

- Many roads to Cairo: exploring academic journeys and commonalities
-
- How to disseminate research: approaches and methods
-
- An overview of PISA: structure and complexities

Tuesday 16 August

- Rigour and Trustworthiness in Qualitative research
-
- Publications and conferences, opportunities for collaborations
-
- Decolonising academic research, epistemology and positionality

Wednesday 17 August

- Hands-on exercises: run basic analyses using SPSS
-
- Covid keepers: Effective Use of Online Tools
-
- Writing concisely: abstracts for conferences

Our support

Tech support

At Re-KnoX we have highly qualified and experienced IT engineers and technician that will be on site during the conference. If you require assistance before the conference feel free to contact us. We highly recommend all speakers to have slides to accompany their talk. We will have large screen in the background to increase the engagement of our audience.

Translations

We will have translators on site to help with English and Arabic translation. Qualified translators will be present; however, it may be helpful for any keywords, concepts to be sent to us prior for the translators to familiarize themselves with academic phrases, concepts.

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Instagram : https://www.instagram.com/re_knox/



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Finally,

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And last but definitely not least, special thanks and appreciation to our conference committee and scientific committee for making RE-KnoX 2022 happen.

To all our delegates, thank for coming and we hope to meet you soon again. Should you have any further inquiries please do not hesitate to contact the RE-KnoX team

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