Touching Base
We catch up with the newsletters past students
Hello and welcome...

...to the 4th edition of our Graduate College Newsletter. Graduate students are at the heart of the University research community and the Graduate College is the forum by which your voices can be heard, to ensure that we enable research students to have the best experience possible. I am delighted to be the current chair of the Graduate College Steering Group and we look forward to discussing issues raised by student representatives and meeting as many of you as we can in the coming year. A special welcome to all new research students, we hope you enjoy your time at Brookes and grasp all the opportunities that come your way to develop those important transferable skills as well as make good progress with your doctoral research. It is an exciting time both for you and the research teams that you will interact with.

We hope that this newsletter is interesting and informative in providing you with a glimpse of the wide range of research taking place across the University.

Professor Linda King,
Interim Pro Vice-Chancellor,
(Research and Knowledge Exchange)
Online Conference Winners

Three PhD students shine at this year’s Graduate College Online Conference

This year’s Graduate College Online Conference, now in its sixth year, saw a record number of submissions from research students. The conference was open to all postgraduate research students, full time or part time, in any subject area, and at any stage of their studies. Students were invited to submit an online presentation accompanied by an abstract, with the objective of communicating a complex argument in a simple, understandable and visual manner, that a broad and non-specialist audience could access.

Prizes were awarded to Joanna Grogono from the Department of Biological and Medical Sciences, Mina Samangooei from the School of Architecture and Stephanie Poindexter from the Department of Social Sciences for their clear, engaging and informative presentations.

The conference culminated in a ‘live event’ featuring a special guest lecture from John Runions, Reader in Cell and Molecular Biology at Brookes. John’s talk, entitled ‘All I need is a PhD….a PhD and some funding…a PhD and some funding and a big idea….’, explored the utility of the PhD degree, the minimum requirement for getting an academic job. It dealt with a number of overarching concerns that research student’s face, such as how do you go about achieving other essentials like experience that make you an attractive potential employee? The event was a great success and John’s talk was received positively by all those who attended.

To view this and previous year’s presentations, visit the conference site as follows: visit ‘Brookes virtual’, select ‘wiki’ and log in – the ‘Graduate College Online Conference’ is listed on the left hand side of the page.

International Informatica Feminale

PhD student Bedour Alshaigy, has been accepted to teach an Introductory Python Programming course as part of the 18th International Informatica Feminale - the International Summer University for Women in Informatics.

Each year Informatics Feminale offers compact teaching in informatics and computer science for female students from all types of universities and colleges as well as for female professionals interested in further training. This year’s event will be held at the University of Bremen in Germany from Monday 17 August until Friday 28 August. National and international lecturers and students will meet at Bremen to exchange, experiment and find new concepts for informatics and related disciplines in higher education.

Bedour exclaimed that she was ‘giddy with excitement!’ on receiving the news and that ‘that it just goes to show you that hard work does pay off’.

Art and Conflict Symposium

May this year saw Wolfson College, Oxford, hold an Art and Conflict Symposium that looked to examine the impact of war on society through artistic and scientific representation. It considered questions such as, “can art push science to help find the truth and aid reconciliation?; and, can science and art help historical memory and the coming to terms with the impact of conflict?’

This two day event was jointly organized by Brookes PhD student, Veronica Cordova de la Rosa, along with Nicholas Marquez-Grant from Cranfield University and Victoria Syme-Taylor from King’s College London.

The symposium was a huge success and incorporated sessions across both days that included podium presentations, art displays, performances, photography and documentaries, along with a performance from Rosie Kay Dance Company entitled 5 Soldiers.

Reading Poetry Festival

PhD student Jennifer Wong took part in Reading’s Poetry Festival during the latter part of last year, alongside Creative Writing Teaching Fellow, Hannah Lowe.

The festival was a three-day celebration of poetry designed to offer a range of styles and themes, with internationally acclaimed poets sitting alongside talent from Reading and the surrounding areas.

Hannah and Jennifer were taking part in the event in association with the Oxford Brookes Poetry Centre, which is based within the Department of English and Modern Languages. The festival organiser, Dr Matthew Sperling from the University of Reading, commented that he hopes to create a successful centre within Reading University in the next few years.
Faculty of Business
Doctoral Event

June this year saw the Faculty of Business’ Doctoral Event, which brings together research students and supervisors from Brookes’ Business School and the Oxford School of Hospitality Management. Seven oral PhD presentations, three external speakers, sixty-five attendees, a bright summer’s day and an evening meal in Brookes Restaurant, brought the Faculty’s doctoral activities in 2014-2015 to a fitting finale.

The PhD presentations came courtesy of seven volunteer students who outlined their likely or actual contribution to knowledge: Barbara Brown, Priscila Pereira, James Pritchard, Nadia Singh, Rachel Wang, Sibhian Ward and Hebba Younis. Delivered with great confidence in a very demanding seven-eight minutes, plus questions, each student benefited from the challenging but positive experience that comes from articulating a succinct research statement to a questioning audience.

The external speakers were led by Professor Gillian Symon, Professor of Organizational Studies at Royal Holloway, London. She focused on qualitative methodology and the challenges faced using qualitative visual research and qualitative research online.

Sir Andrew Dillinot, Warden of Nuffield College Oxford and the Chair of the UK Statistics Authority, added a quantitative balance with a thought-provoking commentary on the use and misuse of statistics by the Government and others; you, me and everyone. Andrew produced much laughter among the attendees whilst making a number of serious points.

Finally, Christine Toomey, in conversation with Dr David Bowen, Reader and Head of Doctoral Programmes, and PhD student Riosa Codina, drew out similarities between journalistic research and doctoral research. Christine has been a foreign correspondent and feature writer for The Sunday Times for more than twenty years and has twice won the Amnesty International award for Magazine Story of the Year. Her sometimes chilling encounters with the darker side of life produced highly relevant and stimulating thoughts on, among other topics, access, ethics and interviewing.

SCUCA 2015

In July this year, PhD student Cristian Roman, presented a paper at the 3rd International Workshop on Smart City and Ubiquitous Computing Applications (SCUCA), part of the 20th International Symposium of Computers and Communications (ISCC) in Larnaca, Cyprus.

Co-authored with Dr Peter Ball and Dr Shuniao Duan, from the Department of Computing and Communication Technologies at Brookes, the paper was entitled ‘A Shim Layer for Heterogeneous Wireless Communication Scheduling in Intelligent Transport Systems’. It described part of Cristian’s PhD and presented a novel approach to scheduling packets in Intelligent Transport Systems over multiple radio technologies without modification of the existing standards.

Cristian commented after the event that ‘Attending the conference was a very enriching experience where I could share and discuss ideas with other researchers from all over the world. I am looking forward, and hope, to have another paper accepted to be able to present again’.

Functional Food Centre

The World Health Organisation reported in 2014 that the worldwide incidence of obesity had doubled since 1980 and that 1.3 billion adults were overweight and 600 million were obese. Weight loss requires an individual to consume less energy (calories) per day than they use in order to utilise the fat stores in the body. But how does each person know how much energy they use per day and therefore what level of energy intake will lead to weight loss?

In 2012, at the annual Nutrition Society Conference, members of the Functional Food Centre (FFC) team came across a device called an ECAL; a small and portable machine aimed at clinicians but still in the Functional Food Centre (FFC) team came across a device called an ECAL; a small and portable machine aimed at clinicians but still in use in the classroom.

In 2013 at the conference, the team presented a paper entitled ‘A Shim Layer for Heterogeneous Wireless Communication Scheduling in Intelligent Transport Systems’. It described part of Cristian’s PhD and presented a novel approach to scheduling packets in Intelligent Transport Systems over multiple radio technologies without modification of the existing standards.

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Coming up
Training and networking events to look out for this academic year.

Semester 1 - 2015

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>26 September</td>
<td>10.30-3.30pm</td>
<td>Strategies for Employment – effective CVs, Application and Interviews for Researchers</td>
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<tr>
<td>October TBC</td>
<td>12.00-4.30pm</td>
<td>Induction Session for new Research Students</td>
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<tr>
<td>October TBC</td>
<td>From 5.00pm</td>
<td>Networking Social Event for Research Students and Supervisors</td>
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<tr>
<td>21 October</td>
<td>12.00-1.00pm</td>
<td>Time Management: planning your research degree and keeping up momentum</td>
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<tr>
<td>20 November</td>
<td>2.00-5.00pm</td>
<td>Enhancing your Personal Effectiveness as a Researcher: An Introduction to the MBTI Personality Framework</td>
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<tr>
<td>25 November</td>
<td>12.00-1.00pm</td>
<td>The Viva Examination</td>
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<tr>
<td>2 December</td>
<td>12.00-2.00pm</td>
<td>Training to enable Supervisors and Students to develop applications for ethical approval</td>
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<tr>
<td>9 December</td>
<td>12.00-1.00pm</td>
<td>Tackling the Writing Up Stage of the Research Degree</td>
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<tr>
<td>20 December</td>
<td>3.00-5.00pm</td>
<td>Effective Job Search for Researchers</td>
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Semester 2 - 2015

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<tr>
<th>DATE</th>
<th>TIME</th>
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<tr>
<td>3 February</td>
<td>4.00-5.00pm</td>
<td>Endnote Training</td>
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<tr>
<td>12 February</td>
<td>3.00-5.00pm</td>
<td>Marketing Yourself for Employment: Applications Masterclass for Researchers</td>
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<tr>
<td>17 February</td>
<td>12.00-4.00pm</td>
<td>Induction Session for New Research Students</td>
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<td>24 February</td>
<td>4.00-5.00pm</td>
<td>Electronic Submission of Theses, RADAR and the Ethos Project</td>
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<tr>
<td>9 March</td>
<td>12.00-2.00pm</td>
<td>Research degrees – strategies for successful part-time study</td>
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<tr>
<td>9 March</td>
<td>4.00-5.00pm</td>
<td>Finding information for your research - an exploration of the most effective methods of searching, discovering and accessing information for your research.</td>
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<tr>
<td>12 March</td>
<td>10.30-3.30pm</td>
<td>Enhancing your Personal Effectiveness as a Researcher: Using the MBTI Personality Framework</td>
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<tr>
<td>23 March</td>
<td>4.00-5.00pm</td>
<td>Data Management and Storage</td>
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<td>30 March</td>
<td>4.00-5.00pm</td>
<td>Managing your Supervisor and Building a Good Working Relationship with your Supervisory Team</td>
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<tr>
<td>13 April</td>
<td>12.00-4.00pm</td>
<td>Induction Session for new Research Students</td>
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<tr>
<td>20 April</td>
<td>1.00-3.00pm</td>
<td>Presentation Workshop – Session 1 (Open to all Students)</td>
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<td>21 April</td>
<td>3.00-5.00pm</td>
<td>Marketing Yourself for Employment: Interview Skills Masterclass for Researchers</td>
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<tr>
<td>27 April</td>
<td>12.00-3.00pm</td>
<td>Presentation Workshop – Session 2 (Restricted numbers)</td>
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<tr>
<td>6 May</td>
<td>10.30-3.30pm</td>
<td>Managing a Career in Academia</td>
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<td>May TBC</td>
<td>9.00-5.00pm</td>
<td>Media Training Workshop</td>
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<tr>
<td>June TBC</td>
<td>10.00-5.00pm</td>
<td>Graduate College Research Student Exhibition and Research Degree Fair</td>
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<tr>
<td>June TBC</td>
<td>from 5.00pm</td>
<td>Summer BBQ</td>
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<tr>
<td>September TBC</td>
<td>9.00-6.00pm</td>
<td>Skills Summer School</td>
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Services and Support Upgrade
Upgrade offers study advice to all research students at Brookes, from all Faculties and departments, and all years of study.

Upgrade offer advice in:
- Maths and statistics
- Study Skills, including Planning, researching and writing, Referencing and bibliographies, Approaches to study i.e. getting organised

The core of Upgrades work takes the form of one-to-one appointments and students who use Upgrade will find us both welcoming and approachable, with the service being completely confidential. Whether you are trying to work out how to reference a YouTube clip using Harvard referencing, preparing for that all important PhD viva, or struggling to cope with what seems an impossible workload, Upgrade are here to help. Upgrade hold over 300 tutorials with postgraduates each academic year.

Further details about Upgrade and the services it provides are available on our website at www.brookes.ac.uk/services/upgrade or if you would like to book a 30 min tutorial then email upgrade@brookes.ac.uk

For further information about all the events and venues, and new additions added throughout the year, please visit: www.brookes.ac.uk/students/research-degrees-team or email: rd-enquiries@brookes.ac.uk
Research Degree Programmes

Adrian Twissell
Faculty of Humanities and Social Sciences
School of Education

‘Mental Representation, Learning and the Construction of Conceptual Knowledge in Electronics Education’

What attracted you to Oxford Brookes University to conduct your research? Having completed my MA, I considered the possibility of continuing with some form of study. This idea coincided with the introduction of the Doctorate in Education at Brookes and I decided to enrol having attended an information evening that was extremely informative.

What were you doing before? Alongside my MA, and before that my Certificate in Advanced Educational Practice, I have been a teacher of Design and Technology since 1997. Most recently I have been appointed Head of Department at a Buckinghamshire grammar school.

Give an overview of your Masters by Research project. I initially became interested in visualisation, which is the use of mental mechanisms to translate and manipulate visual representations. While observing our students we noticed some were adept at discussing complex spatial problems without visual referents, while others would draw upon knowledge from other disciplines effortlessly translating from one to the other to support explanations of abstract concepts. In electronics, as with other similar subjects such as science, the ability to appreciate abstraction and conceptual knowledge is fundamental to learning as abstract phenomena cannot be easily observed or related to everyday experiences. Understanding more clearly the nature of students’ conceptual knowledge and the use of representations in its development presented a rich area for further exploration.

Having completed a study of visualisation skills as part of an EdD module, a realisation occurred that the use of visual imagery involves much more than imagery alone. Subsequently I have explored the fascinating areas of combining verbal and nonverbal representations, analogy and metaphor use, conceptual change theory, and embodied cognition.

What do you enjoy about being an EdD student? I really enjoy the creation element of the research work. Drafting an assignment, article or chapter is immensely satisfying, particularly when it contributes to something that may eventually be publishable.

What are your future plans? I am immersed in my project at present so the future is difficult to perceive. However, having had some success with publishing a section of my research in a peer reviewed journal, I am confident that my research outcomes will be of interest to a wider community, which may lead to new opportunities.

Camilla Chlebna
Faculty of Technology, Design and Environment

My PhD focuses on ‘The Role of Institutions for the Path-Dependent Development of the Wind Energy Industry in Germany and the United Kingdom’.

Despite having the best on and offshore wind resource in Europe, the United Kingdom does not have a single large scale manufacturer of wind turbines. Germany overlook Denmark as the world leader in turbine manufacturing in the early 1990’s, which in part was down to the creation of a strong home market enabled by the introduction of a feed-in tariff for decentralised sources of electricity in 1990. Only recently has the potential for offshore wind turbines been recognised in the United Kingdom, so the industry is now trying to ‘catch-up’. Consequently they have to buy in key technology from elsewhere, notably Germany.

My research is placed within Evolutionary Economic Geography and uniquely combines the strands of the path dependency literature and neo-institutionalism. It puts forward the argument that technological development cannot be seen in isolation and must be understood as socially embedded activity. Therefore institutions need to develop alongside technological innovation for the successful creation of new industries. It also argues that institutions carry a particular role in favouring or hindering the industrial development within a country or region, as they determine the influence that a civil society and agents from the established industries have in shaping that country or region’s destiny. The institutions themselves are the outcome of struggles for influence between past agents and are continually evaluated and recreated by society.

Prior to my research studies, and having completed my Master’s Degree, I did a number of customer service jobs, which I didn’t particularly enjoy but I did learn a lot in regards to office environments and employment in large private sector companies. I was incredibly lucky in that my Master’s dissertation supervisor, along with another lecturer I had stayed in touch with, contacted me and asked whether I was interested in doing a PhD. It was a once-in-a-lifetime opportunity that I could not pass up!

Being a research student can be extremely challenging and I know that we all experience times where we feel we are moving backwards instead of forwards. However, as much as it can sometimes be painful, I enjoy the continuous challenge; for me it is what was missing in my previous occupations. I also really like being a part of the research community at Brookes; it is incredibly supportive, it offers a number of amazing additional courses, and it has provided me the opportunity to meet a number of inspiring researchers from a variety of fields.

I am quite open as to what I do next, and I have not yet decided whether I want to pursue an academic career. I could see myself working for a large company again as much as I could see myself being in a team of researchers within a private research institution.

My research is placed within Evolutionary Economic Geography and uniquely combines the strands of the path dependency literature and neo-institutionalism.
Michael Mawhinney
Faculty of Health and Life Sciences

My PhD title is ‘Optimising the Care of Patients receiving Oral Systemic Anti-Cancer Treatments: a Mixed Methods Study’. I learnt about Oxford Brookes through my partner who studied Psychology at the University in 2006 and spoke very highly of his experience. I was aware Brookes had a nursing department so always kept up to date with what academic activity was happening surrounding my subject area. Prior to starting my PhD earlier this year, I worked full time as a staff nurse; over three years in acute Haematology/Oncology, one year in early phase cancer clinical trials and one year in critical care. Alongside full-time shift work, I completed my part-time MSc with University College London, focusing on global health and HIV. I am also trained as a disaster relief worker and am registered with the United Kingdom International Emergency Trauma Response (UKIETR) agency, which works in conjunction with the NHS to respond to global disasters.

I was extremely fortunate that I was able to obtain a Brookes sponsored studentship for my PhD project. When the program was advertised it specified a role within teaching as one of its core components, which had been a keen interest of mine having been involved in nurse education.

Originating from a cancer nursing background, it feels appropriate that my research project surrounds the care of patients receiving oral systemic anti-cancer treatments (SACTs). SACTs refer to any drug or medication, given via any route, which actively target cancer cells, with a prime example being chemotherapy. Historically chemotherapy was largely given intravenously (IV) through a cannula straight into the blood stream. While this remains the largest proportion of administration routes, there has been a stark increase in the availability of oral products, which is likely to increase further within the coming years.

In many ways oral products are more advantageous to patients. Treatments can be as effective, taken at home, require fewer hospital visits and the patient may feel more in control of their treatment. However, while the advantages may be clear, the risks however remain similar and debatably larger. Cancer treatments can have severe and life threatening side effects or adverse events (AEs). These adverse events need to be treated promptly and appropriately to prevent further, potentially life threatening complications, which is why pre-treatment education plays a vital role.

The Oxford University Hospital Trust has devised and successfully implemented a specific clinic for patients receiving oral SCATs in response to recommendations from several healthcare governing bodies. My PhD project will seek to evaluate this service and identify any areas where patient care could potentially be optimised and outcomes of treatment improved. The research questions I seek to answer surround the experience of patients receiving oral SCATs, the perceptions and experiences of healthcare professionals and investigating the role of pre-treatment education in ensuring prompt escalation and actions upon treatment-related toxicities.

Pamela Sitko
Faculty of Technology, Design and Environment

My PhD is entitled ‘Transferable Methods for Identifying Urban Disaster Resilience: A Case of the 2011 Bangkok Floods’. With rural assumptions underpinning humanitarian aid, urbanisation has been called the ‘game-changer’ for international relief and development work. My research is focused on looking for new ways to protect rapidly growing low-income neighbourhoods from exposure to disaster risk. Using the 2011 Thailand floods as a case study, my PhD project investigates the operational reality of resilience in the Bang Bua Canal in Bangkok. Over 100 people were interviewed from three low-income neighbourhoods and a further 40 key informants from the Government, aid agencies and the private sector. The aim of my research is to learn from the 2011 Bangkok flood in order to develop a framework for urban disaster resilience that will help humanitarians to better assist the urban poor to prepare for and respond to disasters.

Before joining Oxford Brookes I was deploying to disasters in Asia and the Pacific with a charity organisation. During this same period, I was also working with the United Nations and other aid agencies to train governments and communities in disaster preparedness and response in countries such as Afghanistan, Malaysia, Indonesia and Kenya. My first student experience with Brookes was as a Masters student in the Centre for Development and Emergency Practice (CENDEP) within Brookes’ School of Architecture. CENDEP and its MA in Development and Emergency Practice have an international reputation and are highly regarded in the humanitarian aid and development community. It was because of this reputation, as well as the research departments focus on theory and practice and the support that it offers, that I decided to also complete my PhD at Brookes. I was inspired by one of my supervisors, Professor Georgia Butina-Watson, who highlighted the importance of seeing more women studying at higher levels and taking on leadership roles.

Brookes’ research environment is excellent; a range of tools, training and software packages to support my research were offered to me right from the start. The training provided has enabled me to develop new specialist skills in critical thinking, as well as enhancing specific life skills such as communicating clearly, presenting confidently to specialist and non-specialist audiences, remaining motivated and being self-driven. My office colleagues have also become good friends and are a great source of support and encouragement. I greatly enjoy the freedom of managing my own schedule. It is a privilege to spend so much time reading and thinking about how to make a real difference in the world. After completing my PhD, my hope is to return to humanitarian work. From the research I have already conducted I have a much better grasp of the role theory can play in building a practical approach to disaster resilience for low-income neighbourhoods. I would like to put this to good use.
I worked as a Psychotherapist with inner-city youth in Philadelphia. Prior to moving to England from the USA to complete my Masters, my application for partial funding was successful. Prior to that I apply for a research studentship and delightedly Brookes’ School of Education and thoroughly enjoyed counselling work alongside my research degree. The idea for my PhD study grew essentially from an interest in children’s imaginative play. Having worked in psycho-educational settings – clinics and schools – in Southern Africa and the USA, I observed children irrespective of circumstance using their imaginations to express themselves through play. I observed how children used their imaginations to construct meaning about their worlds and their specific place within those worlds, transforming themselves and their surroundings. Clinical settings, schools and playgrounds revealed an authority of imagination, permitting children to move beyond the actual into a place of projected alternatives.

The title of my PhD is ‘Imaginary Companions: An exploration of Adult Memory Narratives’. I completed my MA in Childhood Studies through Brookes’ School of Education and thoroughly enjoyed the experience. Immediately thereafter it was suggested that I apply for a research studentship and delightedly for my application for partial funding was successful. Prior to moving to England from the USA to complete my Masters, I worked as a Psychotherapist with inner-city youth in Philadelphia. I now live in Bristol, and to maintain my involvement within the mental health sector I carry out some counselling work alongside my research degree.

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Congratulations!

Faculty of Health and Life Sciences

Master of Philosophy
Beatrice Bathe
An investigation into the efficacy of kinematics and kinetics of the sternum as a method for stride-characteristic measurements of horses trotting on a treadmill

Doctor of Philosophy
Constanza Alcaino Ayala
Structural and molecular determinants of the sensitivity of 4432 Nicotinic Acetylcholine Receptors to the AllostERIC Ligand DestrOmylflustranorin

Elisabetta Locanto
Baculovirus as a gene delivery and expression vector in mammalian cells

Anique Driessen
Exploring the combined use of electrical and hemodynamic brain activity to investigate brain function

Mark Mason
The illegal drug use behaviour and social circumstances of older adult class A drug users in Britain

Sally Davis
Advancing the concept of rehabilitation towards cultural sensitivity: a concept analysis

Kimberley Hill
Understanding drinking behaviour: Affordances and an ecological approach to cognition

Shelley Coe
The role of polyphenols on sugar release from carbohydrate rich foods, and the consequent impact on metabolic risk factors associated with type 2 diabetes

Uma Urs
Exploring the critical role of different routine connectors in post acquisition integration

Faculty of Business

Doctor of Philosophy
Adrian Myers
A multiple perspective analysis of the coaching session

Pei Fang Li
A Cross-Cultural Study of the Paradoxes of Mobile Technology in the Mobile Technology Industry

Louise Lapworth
The Motivation of Voluntary Sector Employees: A Study of the Relevance of Public Service Motivation

Emerta Aragie
Climate change and semi-subistence agriculture households

Jacqueline Elsada McLean
The influence of organisational variables on knowledge management in new product development

Oluwatosin Lagoke
Has the Nigerian Oil and Gas Local Content Development Policy had any impact on the Indigenisation of Employment and Job Creation? A stakeholder theory analysis

Anmel Karboul
Experiencing coaching for the first time: first coaching sessions from the executive client’s perspective

Faculty of Technology, Design and Environment

Doctor of Philosophy
Catherine Burgess
Factors impacting on the ability of unit-based middle-managers to contribute to corporate entrepreneurship

Charles Jones
Choosing your coach: what matters and when

Elizabeth Westcott
The role of coaching in the development of nurse managers

Muhammad Rafique
The role of coaching and mentoring in transformational change, focussing on housing association mergers

Marcus Gottschalk
How do Business Leaders Learn in Peer-Group Coaching?

Anwen Edwards
‘Does Mentor Mentee matching matter?’ A case study at Coca-Cola Enterprises

Vibhav V ineet
Recognition, reorganisation, reconstruction and reinteraction for scene understanding

Michael Sapienza
Recognising and localising human actions

Sunando Sengupta
Semantic mapping of road scenes

Andrew Regan
A system to predict the SAP S00 using a bio-inspired algorithm

Joao Pereira Cabana
Determination of the main parameters affecting the performance of bridge falsework systems

Ryan Wood
Characterisation of particulate matter originating from automotive occupant restraints

Yuchen Lu
An evaluation and development of bonding technologies for rapid disassembly of automotive vehicles

Maria Faraone
Freedom of self-determination in planning the case of TraveRlers and Gypsies in England

Afua Ofuowaa
Determinants for the Adoption of Climate Change Policies for Urban Africa: A Study of Urban Local Governments in Ghana

Victoria Louise Thomson
The Value and Meaning of Significance in the Planning System for the Protection of Historic Parks and Gardens in England

Ray Lee
Sound and wonder: the sonaesthetic theatre of Ray Lee 1994-2012

PhD by Published Work

Anique Driessen
Three-Dimensional Objects Perception of Sound and Phenomenological exploration of the perception of sonic phenomena

Michael Blow
On the Simultaneous Perception of Sound and Three-Dimensional Objects

Shirley Pegna
The transit of sound and the perception of sonic phenomena

Efthymios Chatzigiannis
Aural evolutions. Intersections of sound with the physical space

Makbule Oktay
Place attachment and the physical space

Matthew Hurley
Gendering NATO: Analysing the construction and implementation of the North Atlantic Treaty Organisation’s gender perspective

Matthew Donoghue
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Researcher Career Pathways Event

Would you like to examine the transferable nature of your research skills, both inside and outside of academia?

Come along to the next Researcher Career Pathways Event to look at the transferable nature of your research skills as part of your ongoing professional development.

“It was a really useful day with some great tips from the Careers Service as well as the opportunity to hear some very diverse real-life stories from previous students. I feel more equipped now to make decisions about my future career and am more aware of the opportunities open to me.”

The event will be opened by Vice-Chancellor, Professor Alistair Fitz, whose previous role at Brookes was Pro Vice-Chancellor for Research and Knowledge Exchange. It will also be a keynote speech given by Dr Sarah Robins-Hobden, an experienced professional in researcher development and training, a lively workshop, run by Dr Jo Moyle from the University’s Careers Centre, and three interactive panels featuring academics, local employees and PhD alumni.

The event will take at Headington Campus on Tuesday 12 January 2016 and is open to all contract research staff and research students across the University.

For further information and all informal enquiries please contact your Faculty Research Manager.

A year in the life

DANIEL BUTCHER
Faculty of Humanities and Social Sciences

Sometimes I envy my colleagues who have chosen to study for their Doctorate on a full-time basis, the opportunity to focus each day on work that has the potential to contribute to the sum of knowledge in a particular field. Yet there are other times I am glad to have chosen to undertake a professional doctorate, interweaving the academic with the professional. It challenges me to knit together the threads of what I do in my “day job” as a Senior Lecturer in Adult Nursing, with the learning of new subject areas and developing the skills of the investigator. I have been a student on the Doctorate of Education programme for four years and have completed the taught elements and all of the preliminary modules in research methods and theory. However, it is this last year that has seen the most exciting and challenging part of the programme.

I came to realise, over a year ago, that I wished to explore the way in which new nursing students developed their professional identities; it is not an easy time for anyone working in the UK health service and all health care professionals need to construct a clear sense of who they are in order to make a significant contribution. The tricky part of my realisation was designing a way in which I could achieve this. As soon as I began to consider my research proposal from the perspective of potential participants, things began to fall into place. The details of data collection, which used a version of narrative interviewing technique as well as digital audio diary entries, became clearer in my mind. As a result, it was easier to explain my aspirations and intentions to my colleagues, my supervisors, UREC panel members and ultimately those people who had agreed to participate in my research study.

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Much of the knowledge-based economy is underpinned by research. At Oxford Brookes research enjoys an international reputation, attracting high quality staff and students, as well as major funded projects. Research students join a supportive environment and benefit from expert supervision and a strong programme of research training.

Throughout 2015 we will be celebrating our history, achievements and the future of Oxford Brookes University as we reach our 150th year.

Therefore, in addition to a range of faculty funded studentships, the Graduate College, in recognition of the celebration, will be offering 150 awards towards funding for full-time PhD studentships.

Visit the following website to access full details of all funding opportunities currently available:

www.brookes.ac.uk/students/research-degrees-team/prospective-students/research-students/research-funding-opportunities/