

MANCHESTER
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The University of Manchester

PROGRAMME

SOSS RESEARCH &
SCHOLARSHIP
SHOWCASE 2026

Monday 11 May, 2026

10am - 5pm

Kanaris Theatre,
Manchester Museum

From 09:30 Arrival and Morning coffee

Morning - Scholarship Session

09:50-10:00 Welcome

10:00-11:05 Session 1: Inclusive Assessments

11:05-11:25 Coffee break

11:25-12:30 Session 2: Co-Creation

12:30-13:30 Lunch

Afternoon - Research Session

13:30-13:40 Welcome back

13:40-14:20 Session 1: Pathways to Impact

14:30-15:30 Session 2: It takes a village

15:30-16:00 Coffee break

16:00-17:00 Session 3: Thinking outside the box

Close

The Showcase celebrates the breadth and depth of research and scholarly activity across the school. It brings together contributors from all departments, with work presented by colleagues at every career stage - from early career researchers to established academics.

The Showcase offers a vibrant space to exchange ideas, discover new collaborations, and engage with the diverse research and teaching culture that underpins the work in the School of Social Sciences (SoSS).



Morning Session 1

Inclusive Assessments

The thinking that goes behind them and their pedagogical aims.

How could assessments that go beyond 'traditional' essay-based formats or closed book exams allow students to demonstrate exceptional learning and understanding, develop employability skills, and a sense of belonging to a learning community, particularly in light of AI?

Crucially, how do we overcome the challenges posed by these assessments in terms of academic judgement and perceptions of fairness?

Inclusive Assessments

Interdisciplinary Assessment by Group Debate

Dr Stephen Ingram (Philosophy)

This presentation will evaluate the use of group debate to assess a range of skills, with a particular focus on skills in interdisciplinarity. It will explore the pedagogical aims and values that ought to underpin interdisciplinary assessment by group debate, and it will identify the practical challenges of implementing this style of assessment. It will do this by focusing on a specific example - the group debate on 'Issues in PPE', which is a core unit for the first year PPE students at the University of Manchester - in order to assess the extent to which the relevant pedagogical aims are realised on this unit.

The goal of the presentation is to draw out general lessons for how we develop and assess interdisciplinary skills through group work.

Inclusive Assessments

Co-creating with Generative AI: Assessing Students Pushing the Frontiers

Dr Simon Rudkin (Social Statistics) & Panos Sousounis (Economics)

The ability of Generative Artificial Intelligence (GenAI) to create publishable research work presents a strong opportunity for redefining the way we approach written assignments in higher education. Taking a coursework task from an MSc Data Science class as a case study, we show how students working with GenAI can demonstrate knowledge and push the research frontier simultaneously. We introduce the assignment, the assessment strategy and the way GenAI is incorporated.

Focusing on student feedback, this talk explores the student perception of the novel approach to assessment. We highlight identified strengths, opportunities for improvement and the potential to adapt the approach for undergraduate teaching.

Inclusive Assessment

Assessing learning in the age of AI: the case for oral exams

Dr William Floodgate, Dr Lisa Williams & Professor Judith Aldridge (Criminology)

The increasing presence of generative AI has prompted reflection on higher education assessment practices and on issues around authorship and academic integrity. This presentation offers a reflective account of designing and implementing an oral examination as a core assessment component in the third-year Criminology unit 'Drugs and Society'. The oral exam required students to critically engage with key course concepts and apply them in real time in answer to scenario-based questions concerning drug policy. Rather than positioning AI use as a problem to be detected or eliminated, the assessment shifts attention towards students' conceptual understanding, capacity for critical reflection, and ability to respond flexibly to prompts and follow-up questions.

We argue that oral exams offer two distinct benefits: (1) pedagogical value for assessing student learning in a time of increasing generative AI use; and (2) developing students' ability to think critically in real time and demonstrate ownership of their reasoning - skills that are increasingly valued by employers and which can be explicitly evidenced in applications and interviews. We also offer some ways to ensure marking consistency and moderation, and possible solutions to practical and pedagogical challenges, including student anxiety and scalability.

Morning Session 2

Co-creation

Interactive session to focus on co-creation with student partners and Graduate Teaching Assistant partners to highlight the valuable opportunities presented when collaborating with key stakeholders across SoSS.

Staff and students will present their ongoing projects, which include toolkits that aim to embed decolonial principles across teaching, assessment and supervision, e-portfolios for teaching, learning and assessments, as well as fostering confident classroom interaction.

Co-Creation

The Politics Inclusive Classrooms Project: student-centred communities of inclusive/decolonial practice

Isabelle Shah, Valerie Momas, Dr Aoileann Ni Mhurchú & Dr Cristina Masters (Politics)

Our contribution aims to show how the Politics Inclusive Classrooms Toolkit on Canvas, co-created with student partners, has worked to create a student-centred accessible space focused on decolonial pedagogy, offering practical guidance on diversifying reading lists, challenging Eurocentric assumptions, integrating marginalised perspectives, and enabling students to play an active role in curriculum change. Grounded in student testimony about the harms of non-inclusive curricula, the project amplifies student voices and aims to make visible the hidden curriculum, showing how race, class, gender, disability and trans identity shape learning environments. Drawing on anti-racist, anti-sexist, anti-ableist and anti-transphobic approaches, the Toolkit works to embed decolonial principles across teaching, assessment and supervision in Politics.

Co-Creation

Student led e-portfolios and reproducible data practice in Social Sciences

Dr Tatjana Kecojevic, Dr Diego Perez Ruiz, Rishik Kalagara, Mehak Mittal & Zhengyang Wu (Social Statistics)

This session presents a student-led initiative developed through Data4All that focuses on embedding reproducible data practices and e-portfolios into teaching across the School of Social Sciences. The work brings together current students and alumni to design and deliver workshops on GitHub, R and transparent data analysis. It also connects with the Q-Step Programme, creating opportunities for students to build and apply their data skills across different stages of their learning.

A key aim is to make data and digital skills accessible to students from all disciplines, rather than something seen as limited to more technical fields. Students develop e-portfolios that capture not only their outputs but also their process, including code, reflection and collaboration. This supports deeper engagement with learning while also creating something that can be used beyond university.

This session will include student contributions reflecting on their experience of co-developing and delivering workshops, and how this has supported their skills, confidence and employability. It will also show how this approach can be scaled from informal data hangouts to more structured learning opportunities, creating multiple entry points for students to engage with data in a supportive environment.

Afternoon Session 1

Pathways to Impact

Fast-paced paper session showcases four lightning presentations that trace the journey from research idea to tangible impact. Expect clear, focused insights into how impact happens in practice, what sparked it, how it was achieved, and what difference it made.

An engaging session for anyone interested in learning how research travels beyond academia to shape policy, practice and society.

Pathways to Impact: Paper 1

Preventing the abuse of women runners: pathways to change

Dr Caroline Miles & Professor Rose Broad
(Criminology)

Caroline Miles is a Senior Lecturer and Deputy Research Director (SoSS). Her research focuses on gender-based violence, including femicide, the abuse and safety concerns of women in public spaces, domestic and 'honour'-based abuse, and child-to-parent violence, and she leads and collaborates on several major funded research projects in these areas.

Rose Broad is a Professor of Criminology and Head of Department. Her research focuses on human trafficking and modern slavery, as well as responses to violence and offender management, and is underpinned by strong links with criminal justice practitioners and policymakers.

Pathways to Impact: Paper 2

Teaching Indian & Buddhist Philosophy to A-Level Students

Dr Frederique Janssen-Lauret & Dr Ajinkya Deshmukh (Philosophy)

Frederique Janssen-Lauret is a Senior Lecturer and philosophical logician and historian of logic and analytic philosophy. Her research focuses on figures such as Quine, Barcan Marcus and Stebbing, as well as ontological commitment, the philosophy of logic, and the contributions of women to logic and metaphysics in the analytic tradition.

Ajinkya Deshmukh is a post-doctoral researcher working in social and political philosophy with a focus on social ontology, group identity, and conceptual engineering. His recent work addresses material-origin essentialism, conceptual injustice, and the recognition of caste as a social kind, with current interests in conceptual justice, conceptual sovereignty, and the philosophy of attention.

Pathways to Impact: Paper 3

Fast policy & practice transfer in policy work at the frontline of labour market governance: from global policy networks to job centres

Dr Alex Nunn (Politics)

Alex Nunn is a Senior Lecturer in Global Political Economy with extensive leadership experience across UK higher education in research, impact, and REF submission. Their research focuses on the political economy of inequality, labour market policy, and social inclusion interventions, with current work examining the 'new politics of inequality' across global, national and household scales.

Pathways to Impact: Paper 4

Clinical management of transgender and gender diverse young people

Professor Simona Giordano (Law)

Simona Giordano is Professor of Bioethics at the Centre for Social Ethics and Policy (CSEP). Her research focuses on bioethics and psychiatric ethics, with particular interests in ethical issues around care of trans minors and eating disorders; she has held senior leadership roles in research and medical ethics education.

Afternoon Session 2

It takes a village

Panel session bringing together voices from across the school, and beyond, to explore what it really takes to create meaningful, impactful research.

Chaired by **Professor Kate Reed** (Sociology), the panel will reflect on the realities of building relationships, working across boundaries, and co-producing knowledge. What works well, what can be challenging, and what impact looks like when it's truly shared.

An engaging and reflective session for anyone interested in partnership working, collaboration, and the collective effort behind successful research and impact.

It takes a village

Panellist 1: Dr Katie Smith (Social Anthropology)

Katherine Smith is a Lecturer whose research is grounded in ethnographic fieldwork in the North of England. Her work focuses on fairness and equality, welfare reform, poverty, social policy, and volunteering, with broader interests in class, Englishness, voluntarism, political correctness, and humour.

Panellist 2: Professor Ada Wossink (Economics)

Ada Wossink is Professor of Economics with research expertise at the intersection of environmental, behavioural, and public economics. Her work focuses on environmental policy, sustainability, ecosystem services, and land-use decision-making, and she has led or made contributions to numerous major international, interdisciplinary research projects in Europe and the United States.

It takes a village

Panellist 3: Dr Cath Bowden (Law)

Cath Bowden is a Research Associate in the Centre for Social Ethics and Policy (CSEP). Her research focuses on the legal and ethical dimensions of pregnancy, reproduction, and health data use, with current projects examining patient trust, opt-out data sharing, and experiences of health data governance in clinical research.

Panellist 4: Dr Torik Holmes (Sociology)

Torik Holmes is a Hallsworth Research Fellow with a focus on external engagement and impact. His research centres on plastics recycling and sustainable transitions in UK cities, examining the roles of different actors in the design, circulation, collection and recovery of materials to support more sustainable urban futures.

Tony Mulhall (Royal Institution of Chartered Surveyors) Brian Turner and Leila Hamrang (Patients co-apps on RAPID-RT) will join the conversation as community partners, bringing candid, practice-based perspectives on collaborating with University of Manchester to co-create impact beyond academia.

Afternoon Session 3

Thinking outside the box

Step away from slides and into conversation. This interactive session brings research impact to life through objects, stories and dialogue.

Expect quick-fire insights, creative perspectives, and practical examples of how impact can be understood, communicated, and achieved - guided by the people who've made it happen.

Ideal for anyone curious about new ways to think, talk and learn about research impact.

Thinking outside the box

**Story circle 1: Ageing in Place in Cities:
Collaborative methods and creative outputs
Dr Patty Doran (Sociology)**

Patty Doran is a research fellow, a social gerontologist and a community activist with a background in community development and project management. Her research focuses on the processes within communities that enable collaborations and connections. Patty currently holds a UKRI Policy Fellowship working with the Centre for Ageing Better to explore mechanisms that bridge the gap between research and policy decision-making for age-friendly environments.

**Story circle 2:
The Travelling Power Station
Professor Hannah Knox (Social Anthropology)**

Hannah Knox is Professor of Social Anthropology. Her research examines relationship between technical infrastructures and social life through ethnographic studies of large-scale projects of transformation such as road construction in Latin America and climate governance in the UK and Europe. Her current research explores the social possibilities of energy transitions through a study of community and local energy projects in England. The Travelling Power Station is a creative outcome of this research.

Thinking outside the box

Story circle 3: Voices of Resilience - The Power of Life Histories & Intergenerational Relations amidst Disasters

Dr Chika Watanabe (Social Anthropology)

Chika Watanabe is a Senior Lecturer whose research focuses on international aid, disaster response, and participatory knowledge production. Her work bridges academic and practitioner perspectives, including collaborative projects such as *Patchwork Ethnography*, which examines how personal and professional lives shape ethnographic methods, and *Voices of Resilience*, developing creative, community-based approaches to disaster preparedness in Chile.

Story circle 4: Visual storytelling as social intervention: showcasing the winning film from the “Together against antigypsyism” competition

Professor Andreja Zevnik (Politics)

Andreja Zevnik is a Professor of Critical Global Politics whose interdisciplinary research draws on questions about political mobilisation, resistance, participatory politics and rights. Her work looks at Romani communities in Europe and Black movements in the US. She draws on ideas from psychoanalysis, decolonial theory and critical race theory to more broadly examine political subjectivity, resistance, and the role of anxiety in political action.

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