UKLA Student Research Prize Winners

2020
Overall Award Winner
Fiona Scott (PhD)
Title: Young children’s engagement with television and related media in the digital age.

Special Commendation
Jen Aggleton (PhD)
Title: Reading illustrated novels: exploring the medium through participatory case study.

2019
Overall Award Winner
Helen Bradford (PhD)
Title: Co-Constructing Writing Pedagogy With Two-and-Three-Year-Old Children.

Special Commendation
Georgina Tarling (PhD)
Title: Developing reflective engagement in the use of online digital devices: A multiple case study of seven year olds and their home-school contexts.

2018
Chris Bailey (PhD)
Title: Investigating the Lived Experience of an After-School Minecraft Club.

2017
Angela Colvert (PhD)
Title: Ludic authorship: Re-framing literacies through peer-to-peer alternate reality game design in the primary classroom.

Grace Balchin (MA)
Title: “What’s the point of poetry?” How can practitioners allow students the space to engage with poetry on their own terms?

2016
Jeannie Bulman (PhD)
Title: Developing a Progression Framework for Children’s Reading of Film.

2015
Debbie Pullinger (PhD)
Title: The hidden child: orality, textuality and children’s poetry.
Karen White (Undergraduate)
Title: Does the development of metacognitive awareness through reciprocal
teaching improve reading self-efficacy?

2014
Erin Spring (PhD)
Title: “Our Torontos are different places”: A qualitative, multiple case
study, designed to investigate the interconnections between young
adult fiction and young adult readers’ constructions of place within
and beyond the text.

2013
Rebecca Parry (PhD)
Title: The role of film in children’s developing understandings of narrative.

Katherine Erricker (MA Ed)
Title: Taking Risks with Shakespeare.

2012
Dahlia Jahan
Title: Towards a New Model of Readability.

Fiona Dunn
Title: Exploring Complex Issues through Work in Role: Can primary pupils
achieve the literacy drama objective through work on a Shakespeare play?

2011
Clementine Beauvais (MPhil)
Title: Platonic educational and political paradigms reflected in the Harry
Potter series.

Mihika Shah Wundenburg
Title: Two approaches to parental involvement in children’s reading.