



Christine Marmoy

CURRICULUM VITAE

My work is embedded in the principles of lived experience, inclusion, neurodiversity, and agency. As a researcher, I am interested in the strategies neurodivergent young people develop to self-regulate their sensory sensitivities and emotions through online technologies. As a researcher-parent, my work focuses on how playing video games affords parents and their neurodivergent children the ability to connect, bond, and understand each other.

Contact

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Research Skills

- Qualitative Methodologies: Phenomenology, Interpretative Phenomenological Analysis, Grounded Theory, Case Study, Thematic Analysis
- Qualitative Methods: interviews, focus groups, close observations, mother-son dyadic dialogue, participatory and creative methods (online and offline)
- Project Management and Stakeholder engagement
- Reporting, writing, and presenting research to diverse audiences

Education

- 2020 - present **PhD in Education (expected completion date 12/2024)**
University of Strathclyde
Thesis: The Autcraft World - Phenomenological Exploration of the Autistic Gamer's Learning Experience
Supervisors: Dr Anna Robinson & Dr Katja Frimberger
- 2019 - 2020 **MSc in Science of Autism (Distinction)**
University of Strathclyde
Dissertation: The World I Sense is the World I Live in!
Supervisors: Dr Anna Robinson
Award: Highest grade for MSc Dissertation session 2019-2020

Research Experience

- 2023 - 2024 **Autism Course Support**, University of Strathclyde
Dissertation supervisor on MSc Education
- 2023 - 2024 **Research Assistant**, University of Strathclyde
Creative Autistic Trauma Stories (CATS) Healing Art Model.
Supervised by Dr Anna Robinson.
Roles: Conceptualised project online identity and built website.
Contributed to the design of the Neurodiversity Affirmative Relational Inquiry workshop.
- 2022 - 2022 **Conference Assistant**, University of Strathclyde
Trauma through Lived Experience Healing Centred Conference.
Supervised by Dr Anna Robinson.
Roles: Organised online conferences.
Created promotional materials.
Planned promotional campaign on Social Media.

Conferences & Posters

- 2024 **Gatlinburg Symposium (USA)** - Panel presentation on Navigating Autistic Adolescence: Insights, Interventions, and Innovations.
- 2023 **CatVana Learning Center (Spain)** - Presentation on The Autcraft Pedagogy: Minecraft as a tool and a space for learning.
- 2022 **Games for Changes Asia-Pacific (Australia)** - International conferences.

Training

- Preparing, applying, managing, and monitoring grants, Engage Renfrewshire (2022)
- Creative and computational methods for working with digital footprint data, University of West Scotland (2022)
- Autism in Qualitative Research: facilitating inclusion and participation of autistic people as a marginalised group in research, Scottish Graduate School for Arts and Humanities (2021)

Technical Skills

- NVIVO, MAXQDA, Qualtrics, Notion, Scrivener, Microsoft Suite
- WordPress, Minecraft, OBS Studio, Camtasia, R
- Facebook, Instagram, Threads, X, Bluesky, YouTube, TikTok
- French, English, Spanish (moderate)

Competencies

- Organisation
- Communication
- Teamwork
- Meeting deadlines
- Critical thinking

- 2022 **Spring Doctorate Showcase (Scotland)** – Presentation on Minecraft and Autistic Gamers, a Phenomenological Research, University of Strathclyde.
- 2022 **Autism Journal Club (Scotland)** – Presentation on Autistic Sensory Experience in the Video Game Minecraft, University of Glasgow.
- 2021 **Scottish Autism Research Group (Scotland)** – Poster presentation on The Autistic Sensory Experience in the Physical and Virtual Worlds.
- 2021 **The Neurodiversity Celebration Week (UK)** – Video interviews and conferences with neurodivergent researchers from Australia, USA, and UK sharing their lived experiences of neurodivergence in academia.

Publication

Marmoy, C. & Robinson, A. (2024). Autistic Sensory Self-Regulation in Minecraft: Single-Case Study using a Parent-Gamer Dyadic Method. *International Journal of Child-Computer Interaction* (forthcoming).

Professional Experience

Before joining the University of Strathclyde as a Master's student and PhD candidate, I worked in the financial and business development industry. In this capacity, I oversaw each project's life cycle from the case study (focus groups to determine users' requirements), feasibility study (cost analysis/budget, resource allocation, and timeline), business specification study (specification document translating users requirements in technical terms for software engineers), technical specification study (review, negotiate, and validate the technical design process), project implementation, user acceptance testing (identify major bugs), user experience testing (evaluate usability), pilot study (system testing by selected Beta-users), to project launch (including, phasing update releases, minor bugs fixing, and change requests). In these roles I was called to manage staff from different nationalities, cultures, and languages (in office and long distance). Working between software engineers (developers) and financial advisers (users), I learned to communicate and negotiate with people with different perspectives and understandings.

Community Engagement

- PGR Representative** for for students in Applied Autism Research and all neurodivergent students in the School of Education, University of Strathclyde (2023–2024).
- PGR Mentor** for new students in Applied Autism Research, University of Strathclyde (2022–2023).
- Peer Reviewer** at the 4th Strathclyde Doctoral School Multidisciplinary Symposium (2022).
- Autcraft Community**, active member (2022 – ongoing)
- ADHD Intersectional Neurodiversity Reading Group**, member (2022 – ongoing).
- PGR Representative** for students in Applied Autism Research, University of Strathclyde (2021–2024).
- Founded the Neurodiversity Network** at University of Strathclyde (2021).
- Organised the Neurodiversity Celebration Week** in collaboration with University of Glasgow (2021).
- Doctoral Researchers Group**, University of Strathclyde, senior member (2019 – ongoing).