

## **Doctoral School Poster Conference March 2008 Institute of Education**

### **Abstracts**

**Yousria Abdel-Rahman**  
*Geography, Enterprise, Mathematics and Science*

#### **The contribution of Indigenous knowledge to an environmental education programme in South Sinai, Egypt**

Aspects of indigenous knowledge have recently been recognised as of substantial interest for modern science. Protected areas around the world are more likely to be inhabited by indigenous people who have benefited the protected areas through their knowledge and understanding of their local environment. This research focuses on the St Katherine protected area in Egypt. The indigenous knowledge of the Bedouin community living in St Katherine is at risk of disappearing due to several factors. This research sets out as an attempt to renew the indigenous knowledge through designing an environmental education programme that is based on the Bedouin's indigenous knowledge. The programme aims to train educators from various groups. To date one cycle of action research has been undertaken. Data were gathered through participant observation and interviews. Preliminary analysis of the data indicates that protecting the environment as well as the Bedouin indigenous knowledge is associated with the socio-economic status of the Bedouin community.

**Modupe Adefeso**  
*Education and International Development*

#### **Can the public and private sectors effectively partner to provide, fund and manage secondary education in Nigeria?**

This research study aims at critically examining the feasibility of public-private partnership in the Nigerian educational system. It assesses roles of the public and private sectors in the provision, management and finance of education with a view to discovering feasible ways in which both sectors can cooperate to improve the quality of secondary education in Nigeria. The study therefore seeks to answer the question 'Can the public and private sectors partner to effectively provide, finance and manage education in Nigeria'?

The research is designed to focus on policy analysis, case studies and comparative studies. A mixed method approach – quantitative and qualitative - will be adopted to collect and analyse data from semi structured interviews, national statistics and household surveys. It is also expected that a relative effectiveness study will be designed, piloted and evaluated for the purpose of generating evidence.

**Laila Akbarali**  
***London Centre for Leadership in Learning***

### **Student learning: an indicator to assess quality in a multi-campus university**

Despite the volumes written on quality in higher education (HE), because of the intrinsic difficulty in defining quality itself, there doesn't seem to be an agreement either on a definition or a model for quality in HE. This difficulty is accentuated when one needs to assess quality in a multi campus university (MCU), particularly as education is contextual.

Focusing on the core business of a University and on their needs (Liston, 1999), in this study "student learning" is being used as an indicator to assess quality in a MCU.

According to Coates [2005:26], a 'range of educational activities' impacts high quality student learning; unfortunately, as discussed in the literature, this facet has not received much attention in the literature. Coates suggests that student learning experiences include among others, "active learning (opportunities), and involvement in enriching educational experiences; seeking guidance from staff or working collaboratively with other students."

**Jehad Alshwaikh**  
***Geography, Enterprise, Mathematics and Science***

### **Mathematical visual forms and learning geometry: towards a systemic functional analysis**

Meaning does not reside only in written and spoken language but also in other different modes of communication such as visual representations, gestures and music (Kress and van Leeuwen, 1996; Lemke, 1998). I investigate the role of mathematical visual representations in the construction of mathematical meaning in learning geometry. Mathematics is a multimodal discourse in which mathematical texts use, at least, three different semiotic systems: verbal language, algebraic notations and visual forms. In addition to the research that has been done concerning the verbal components of mathematical texts (Morgan, 1995), there is a need to develop tools to describe the non-verbal components. This study aims to offer a descriptive framework for visual forms such as diagrams and shapes, based on Halliday's systemic functional grammar, and to explore what meaning students make with geometrical shapes. Some initial results will be displayed.

**Ghada Angawi**  
***Lifelong and Comparative Education***

**Decision making models in higher education leadership**

My research is an investigation of decision making models that are used by HEI leaders. I intend to investigate the leaders' style of leadership and its relationship to the decisions making techniques used by leaders as they make decisions.

Research questions are:

1. What are the models of decision making, if any, that leaders of higher education follow when making decisions?
2. What are the theories and styles of leadership supporting these models?
3. Are leaders aware of such theories and models when making decisions?
4. How do different contexts of higher education around the world influence leaders' paradigm of decision making?
5. Can there be a unified model of decision making to be followed by all higher education worldwide or is every context unique?

Methodology:

I intend to use observation which will encompass interviews, surveys and documents analysis. Leaders and their institutions will be chosen according to a set of criteria.

**Sadia Ashraf**  
***Social Science Research Unit***

**Views of parents regarding life education and schooling as rights of their children in Pakistan**

The current literacy rate in Pakistan is 54%: 65% male and 42% female. Only 52% of primary age children are enrolled in school. More than 65% of the population live in rural areas and 96.28 % are Muslim. Nearly one quarter of the people live in absolute poverty, and another fifth are vulnerable to poverty. There is also a history of suspended or curtailed civil rights, due to the military or unstable political governments. In the absence of basic compulsory education in the country, I am researching the fact that children's education depends on their parents' decisions. With strong religious and cultural traditions, what factors contribute towards shaping the views of parents regarding their children's right to education? Is it the inaccessibility due to poverty or lack/absence of schools, or more subtle factors like religion and tradition which are responsible for 48% of school age children being out of school in Pakistan?

**Alice Bradbury**  
***Educational Foundations and Policy Studies***

**‘Ability’ and ethnicity: education policy, institutional practice and the construction of learner identities in Early Years and Primary education**

This research aims to extend our understanding of disparities in the attainment of children from different ethnicities in British schools, in the light of recent educational reform in primary schools. While most previous research has focused on secondary education, this project explores the impact of education policy on institutional practices in Reception classes (children aged 4-5), particularly focusing on discourses of ‘ability’, and the role of these discourses in constituting learner identities and reproducing raced patterns of attainment.

The research focus will be the introduction of the Foundation Stage Profile assessment system in Reception classrooms. This is a new assessment system based on teacher observations, the results of which show disparities in attainment by different ethnicities that are similar to those found at ages 11, 14 and 16. Fieldwork will take the form of ethnographic studies of Reception classrooms in three primary schools in London, over one academic year.

**Ingrid Butterley**  
***Psychology and Human Development***

**Reading Cultures: learning to read in English as an additional language**

Personal motivation and supportive home environments are considered to be key elements in the development of successful and agentic primary aged readers in school. Children from linguistic minority families may well experience cultural differences in relation to reading between home and school which may in turn impact on their motivation. This ethnographic study seeks to elicit the personal, social and emotional ‘webs of significance’ that primary aged students, their parents/carers and their teachers weave about their experiences of reading in English. Themes emerging from individual interviews, group interviews, field notes and a research journal will inform the evolving self reflexive research story which is situated within a socio-cultural analysis of reading and reading pedagogy.

**Emily Cole**  
***Psychology and Human Development***

**Birth order and personality**

Throughout the years birth order has been a popular topic in both the academic and mainstream arenas. However, research on its effects on birth order has been inconsistent. This poster presentation will introduce new research into the relationship between birth order and personality traits. The personality traits of interest include the Five-Factor Model of personality and trait emotional intelligence. The main points of the presentation include: an introduction to the conceptual framework of the personality traits, the aims and objectives of the research, the central research questions and the methodology involved in the research studies.

**Luis Colemanares Gilly**  
***Learning, Curriculum and Communication***

**School Improvement process and students' performance in three schools in Caracas, Venezuela.**

The research will study three Venezuelan schools that are part of a small local educational system where, over a five year period, several educational policies and measures were implemented, aiming to improve the schools. The broader goal of the research is to explain how these educational policies at local level were implemented in each school and how they actually affected the schools and to explain the impact of those changes on school performance in relation to students' learning. At this first stage, the study will describe the policies and measures that were implemented and explore the nature of changes that took place in each school and the possible relations between those changes and the school's performance as measured by the data collected on students' learning.

A "case study" approach will be used, considering the singularity of these schools in location and time. A variety of research methods will be used to gather and analyse quantitative and qualitative data.

**Damien Darcy**  
***London Knowledge Lab***

**Mobile search at the Science Museum**

Internet search on mobile phones ... What happens when six secondary school students are unleashed on the London Science Museum?

What search strategies do they use to find information?

How effective are these strategies?

What use is made of the various exhibits (both traditional and interactive) ?

How do the students collaborate and compete with each other?

What types of learning occur in the personal, social and physical fields?

How should we design museums and galleries to ensure sound learning?

The results will be surprising....

**Roussel De Carvalho**  
***Educational Foundations and Policy Studies***

**Another piece of the education puzzle in Brazil: socio-economic and educational consequences of policies of access to federal universities – the case of UFRGS in Porto Alegre, RS**

The “vestibular” is the main connection between secondary and tertiary schooling in Brazil. It is a requirement for any student wishing to access the Federal University of Rio Grande do Sul (UFRGS) to pass these standardised tests in order to compete for a place. As a consequence, an entire market of private “pre-vestibulares” (prep-courses) has emerged, delivering services to students who can afford them. On the other hand, community prep-courses have also surfaced on a much smaller scale, as a movement of resistance against the so-called ‘elitisation’ of the public university. This cultural shift is not new, yet not enough has been said about its socio-economical impacts on teachers, students and families and on how the secondary school system has been re-shaped accordingly, bringing about potentially unintended outcomes for teaching and learning. Complex social class relations and education market issues that are played out in the process are also explored.

**Caroline Drummond**  
***Educational Foundations and Policy Studies***

**Exploring empathy in sociomoral education: an ethnographic study of primary school students**

This research tries to understand how people create fruitful human relationships, with respectful interactions, rich conversations, how they share experience and live together. It focuses on sociomoral education by looking at two primary schools interventions (in London and in Canada) and social practices (home, community). It looks at the process of empathy, how it develops, how its practice forms part of socio-moral education.

This interdisciplinary research draws on social and developmental psychology (empathy as necessary element for socio-moral development), on philosophy and ethics (theories of morality from justice, autonomy to caring), and sociology (role of empathy for social justice, dialogue between communities, against violence and bullying).

This ethnographic study focuses on specific contexts, with the primary objective identifying these contexts and formally modelling the observed processes within these. We hope that exploring and modelling existing socio-moral educational practices, using empathy, can contribute to a more elaborate understanding of these phenomena.

**Ioannis Efstathiou**  
***Learning, Curriculum and Communication***

### **The anatomy of low achievement in two upper secondary schools in Greece**

This poster concerns a thesis proposal within the framework of the EdD programme. Throughout most teachers' career in Greece students' achievement has been one of the most controversial matters. Low achievers are seen simply as uninterested in learning and/or unable to learn. On the other hand, there is an adequate amount of research, mostly of quantitative nature, which puts the blame on the Greek educational system which reproduces social inequality or on students' socio-economic characteristics. However, teachers' assumptions and quantitative research are not enough to unravel complex social and educational processes and illuminate the mechanisms that produce and sustain students' low achievement. This research project will use qualitative methods to investigate low achievement following Philip Brown's theory on students' frames of reference.

**Helen Everett**  
***Lifelong and Comparative Education***

### **Perceptions of faith school ethos**

Faith or Church School ethos is a term which is frequently used by politicians, Church authorities and even those involved more directly in education. In government discourse faith school ethos is clearly viewed positively and Faith schools are often popular and oversubscribed. Trying to determine exactly what is meant by Faith School Ethos is problematic. My research proposes to look at what different actors involved in a faith school, head, parish priest, teachers, parents and the students, perceive Faith School ethos to mean and how they feel it is expressed and manifested within a school. The research will involve two comparative case studies, a voluntary aided Anglican Primary school and a voluntary aided Roman Catholic Primary school. Systematic comparison will be made between the actors within the school and between the two schools in order to establish areas of consensus and disagreement.

**Jaamia Galant**  
***Learning, Curriculum and Communication***

**What does it entail when academics say.....**

My study is concerned with investigating the production and reproduction of academic practices in universities. In particular, the study is interested in the ways in which academics engage in processes of knowledge production and reproduction. These processes include for example how academics:

- select their research areas
- go about 'conducting' their current research
- set about writing and publishing an academic paper
- set about writing, submitting and evaluating research funding proposals
- review and evaluate their own and other research in the field
- select, design and determine contents of teaching courses or seminars
- engage in supervision of research students

The purpose of focusing on these processes is to be able to identify, analyse and describe:

- strategies that academics deploy to establish the authority and legitimacy of their field of practice;
- public and private regions of academic practice;
- the explicitness, coherence and regularity of academic discourse with respect to how the validity and reliability of claims that are or can be made in the field are established.

This poster will reflect on aspects of academic discourse related to practice that emerged from my pilot interview as well as other empirical studies of academic practices.

**Fokion Georgiadis**  
***Educational Foundations and Policy Studies***

**Constructing 'Interculturality' within an intercultural school in Greece**

This poster presentation constitutes a synthesis of two research projects regarding a larger enterprise on 'interculturality' within an Intercultural Primary school in Greece.

First, a review of a small-scale pilot research study briefly deals with teachers' conceptualisation of interculturality within History education, namely History curricula, textbooks and teaching methods concerning culturally diverse pupils in an 'Intercultural' school (ICS) in Greece. In this first research phase a sample of teachers of the school was selected according to the grade of Primary education in which they teach History (years 3, 4, 5 and 6) and semi-structured interviews were conducted as the chief method of data gathering.

In a second phase, an Institute Focused Study research proposal, rationale, aims and methodology are presented as a continuation project on interculturality construction through the ICS teachers' perceptions. Finally, both those projects are linked to a thesis research proposal.



**John Gray**  
***Learning, Curriculum and Communication***

### **ReMIT for FE, researching eMaturity in colleges**

ReMIT, Researching eMature Institutional Themes, aims to extend understanding of how the use of Information and Learning Technology can support work done in English FE colleges.

The research is expected to address issues within these broad areas of enquiry:-

- What characteristics does an e-mature educational institution have?
- What happens to the people and processes in an institution that becomes e mature?
- How can institutional leaders and followers organise for, and contribute to, the e maturation of their institution?

During the period December 2007 - March 2008 a series of exploratory 'pre-pilot' visits to colleges is helping to scope out the main phase of the empirical research which is due to take place during the period 2008/9 – probably through emailed and online questionnaires, as well as an extensive series of face-to-face interviews.

This poster session will present progress against plans, some of the techniques being used and share worries ahead!

**Liisa Hakala**  
***Learning, Curriculum and Communication***

### **Issues of authority and discourse in the Finnish school. A multi-voiced approach.**

The Finnish school system has been praised worldwide recently because of its success in PISA (Program for International Student Assessment). There are many reasons for this success. One is that basically all children regardless of their socio-economic background enjoy the benefits of free basic education. Moreover, the relatively high level of teacher autonomy has been pointed out as a reason.

Global and national changes during the recent decades have had effects on all areas in Finnish society – also on schools. As an educational institution in a society, a school is continuously at the centre of ideological power struggle and conflicting interests. Burr (1998:83) states, citing Althusser, that school is regarded as an ideological state apparatus. The outcomes of this apparatus reflect the prevailing 'truth' – which is to be contested and altered. The negotiation of school and its idea is a continually ongoing process. This process is crucial not only for all the experts in the area of education but also for all citizens.

The aim of this research is to increase cultural self-reflection, critical consciousness and dialogue about the ideas of basic education in contemporary Finland. The data consists of texts. The texts are written by people who represent 11 different groups of people who are in different ways connected to Finnish Basic Education and/or who have authority over educational issues either in Finland or within the Council of Europe.

**Eila Heikkilä**  
***Lifelong and Comparative Education***

**Professional development of educationalists in the perspective of European lifelong learning programmes 2007 – 2013**

The paper argues that international activities in the European Programmes provide opportunities and challenges for educationalists to build their professional identities outside the context of their educational institutions. In the first section of the paper, two current theories of education, teachers' democratic professionalism and expansive learning, are researched to support the argument of opportunities and challenges of educationalists' professional development in international activities. Furthermore, a theoretical framework of communities of practice is researched to explain how learning and professional development takes place in international programmes. In the second section of the paper, competences and learning outcomes that international activities may develop are studied to understand the nature of professional learning by educationalists in international activities. Finally, the paper argues that competences acquired by educationalists as informal learning outcomes in international activities, eg, intercultural competences, could be validated and recognised as formal learning and as part of teacher qualifications in national qualification systems. Recognition of professional development of educationalists in international activities could promote professional career development possibilities and improve the attractiveness of education professions. It could also promote a wider participation of educationalists in international activities and improved integration of EU Lifelong Learning Programmes in the national education systems of the Member States in 2007 – 2013.

**Jeevani Herath**  
***Education and International Development***

**The impact of financial, human and social capital at home and school on the educational outcomes of grade four students in Sri Lanka**

Since 1931, with partial independence from British rule, Sri Lanka has endorsed equality of opportunity in education. Yet, research evidence shows significant and continuing disparities in educational achievements among Sri Lankan children. A study by National Education Research and Evaluation Centre (2004) suggests that discrepancies in educational achievements in Sri Lanka are due to individual dissimilarities in home and school capitals. Similar studies elsewhere on home and school capitals demonstrate the role of financial capital, human capital and social capital in determining educational outcomes. There are studies on Sri Lanka on the impact of financial and human capital on educational achievement but, there is little research evidence on the impact of social capital on educational achievement. In contrast, this research proposes to use the concepts of human, financial and social capitals in both the home and the school and to assess the relative impacts of measures of them on educational achievement.

**Kim Insley**  
***Early Childhood and Primary Education***

### **Adult relationships in the classroom inform pedagogical practices**

There is little written about the importance of the adults' working together in the classroom although there is research available about adult relationships outside the classroom which can be informative. Early years practitioners in particular value the 'team', but how members of this team develop their roles is not clear. There are more adults working together in all classrooms, who include practitioners (both regular and visiting), volunteers and parents, so the dynamics of relationships can be varied and may not always be of value. Effective adult relationships not only enhance the learning environment for all children in the classroom, they should be established as part of the range of teaching strategies. The pedagogical practices of valuing, sharing, modelling and supporting in particular may be enhanced by practitioners' understanding of how having more than one adult in the classroom benefits children's learning.

**Dylan Kneale**  
***Centre for Longitudinal Studies***

### **Contextual predictors of the timing of fertility**

Contemporary UK fertility patterns are characterised by a comparatively older age at first parenthood and a lower overall fertility rate than in previous eras. However, this is not a universal trend, with certain social groups and geographies experiencing higher fertility rates and higher rates of early parenthood than others. This raises the issue, among others, of how the timing of parenthood should be defined - either as a collective definition or contextually through temporal, neighbourhood or social conventions.

There exists a considerable body of work that examines the individual level predictors of the timing of parenthood, as well as independently, a considerable body that examines ecological level neighbourhood predictors of the timing of parenthood. However, very few investigations have assessed the effect of contextual on the individual level.

This poster introduces research that will examine these issues using data from the National Child Development Study (1958) and British Cohort Survey (1970).

**Arseny Kruglov**  
***Lifelong and Comparative Education***

**Bologna process: conflict with Russian HE traditions**

In September 2003 The Ministry of Education of Russia signed the Bologna Declaration, a document which had already united the majority of European countries into one education area. This action enabled Russia to become a righteous member of the European area of education. This meant that Russia pledged to implement main principles of the declaration by 2010.

Creation of the united European educational area is at its very beginning and a very difficult process. But there is definitely a place for a country with such a great potential as Russia. However, it would take time and very concrete decision-making to revise Russian standards.

Russian Higher Education is famous for its academic strength and a large number of academic staff take pride in it and believe strongly in tradition. This makes the most important change of moving to two-tier system the most difficult one, as it creates a conflict within the Higher Education System.

**Giota Lamprinou**  
***Psychology and Human Development***

**Enhancing parenting skills through the Webster-Stratton programme: a case study with foster carers**

The aim of this research is to explore the effects of the Webster-Stratton Parenting Programme on improving the quality of the foster carers parenting skills. Fifteen foster carers have been selected to attend the Webster-Stratton programme. Both quantitative and qualitative data will be collected for the purpose of the study. The quantitative data will be collected through: the Strengths and Difficulties Questionnaire (SDQ), which will be completed by the carers and the teachers, pre and post the intervention; the Parents Stress Index and the Children Behaviour Checklists, which will be completed by the carers pre and post the intervention. The qualitative data will be collected after the intervention through semi-structured interviews with a sample of five carers. The data collected through the questionnaires will be analysed with the SPSS statistical programme and the interviews will be analysed employing the Interpretative Phenomenological Analysis (IPA) approach.

**Jennifer Lanipekun**  
**Arts and Humanities**

### **A comparison of directorial style changes in two operas**

This presentation is part of a larger study that is investigating the nature of the process of rehearsal in opera. The aim has been, firstly, to analyse each opera separately and thereby create a communication profile of directorial style, both overall and as it changes through the rehearsal process; and secondly, to follow this with a comparison of the two operas to see if the directorial style changes.

Using an observation schedule, each observation of the types of communication (as listed in the protocol categories) is registered and later counted. The completed study uses over twenty hours of viewing per opera to create a profile of company interactions a) as they change over the rehearsal process, and b) how they differ from one project to another.

Preliminary findings reveal that the director's interaction style is determined to an extent by the different needs of the chosen presentation style for each production.

**Kristin Liabo**  
**Social Science Research Unit**

### **The health of looked after young people**

This poster describes my PhD research project, which focuses on involvement research. This is research which involves lay people in the whole research process, from topic setting to data analysis and dissemination. The lay people involved all have experience of being placed in local authority care. The topic of this project is the health of looked after young people, including all aspects of life in care which may impact on people's health, including issues with education, alcohol and illegal drugs, sexual health, involvement in crime, social care support or any other topics identified as important by the young people involved. The poster outlines the main components of the research including a brief description of methods.

**Shuiyun Liu**  
**Lifelong and Comparative Education**

### **Quality assessment of undergraduate education in China: a policy analysis**

This paper analyses a higher education policy issued in China in 2002: the Quality Assessment of Undergraduate Education Policy. This policy was designed with four main objectives: improvement, compliance, information and accountability. However, it has not completely fulfilled its objectives, especially regarding improvement and accountability; and it led to some unintended problems. The reflections on the quality assessment policy show that both inevitable and contingent factors have led to the low policy efficiency. Aiming at the main reasons identified, some recommendations are proposed to improve the policy on the principles of the incremental and rational models of policy making and reform.

**Besa Luzha**  
**Arts and Humanities**

### **Investigating opinions of a professional musicians' community in Kosovo**

The music department of University of Prishtina is within the Faculty of Arts (together with Drama and Visual Arts department) and actually offers only first cycle music degrees in 9 "independent" departments (Faculties) such as Keyboard, Strings, Winds, Solo-singing, Conducting, Composing Musicology, Ethnomusicology and General Music Pedagogy.

The study programs are still heavily content based and very much single discipline oriented, while the opportunities for employability developed through these programs upon ending the first cycle are limited to freelance music performers, most of them ending in the teaching profession.

There are limited possibilities for second cycle studies and the most worrying problem is that the "university preparation" does not correspond much with the actual needs of the music sector in Kosovo.

But then what are really the needs? Is there a need at all for professional music training in our society? Who has the answers? Who should decide on study programs? Which music careers could be developed through our study programs? Which skills do our undergraduates need to develop through these programs? These are some of the questions on which an action research approach is chosen in order to identify, plan and implement the necessary changes on the programme of studies.

**Jill Maggs**  
**Education and International Development**

### **Just plain lazy, victimised, or marginalised: the effects of underprepared students on faculty**

This study explored the impact of academically underprepared students on ten liberal arts and sciences faculty at an open-admissions technical college in New York City which serves large numbers of non-high school graduates.

The faculty cohort represented a wide demographic. Two respondents were from America, with one coming from each of the following countries: The Ivory Coast, Poland, Armenia, Argentina, Russia, and China. The level of faculty education varied from bachelors, masters, to PhD.

Semi structured interviews conducted over a two month period revealed faculty faced widespread problems teaching underprepared students and yearned for more support from the college's administration. Faculty also revealed that the experience of working with underprepared students was life affirming and reflected larger issues of social injustice. Some faculty saw themselves as empowered agents of change.

**Stella Mavroveli**  
***Psychology and Human Development***

### **Children's trait Emotional Intelligence and school-related outcomes**

This report provides some initial findings on trait emotional intelligence (trait EI or trait emotional self-efficacy) in primary-aged children using the Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF). The sample comprised 565 (274 boys and 286 girls) children between the ages of 8 and 12 (M(age) = 9.12 years, SD = 1.27 years) attending three English state schools. High trait EI scores related to positive behavioural characteristics (being kind, being a leader) and lower scores on self-reported bullying and victimisation. In addition, as expected, they were inversely related to negative behavioural nominations (being a bully). Also, trait EI scores differentiated between pupils with and without special educational needs (SEN). The results are discussed with emphasis on the implications of trait EI in children and its operationalisation via the TEIQue-CF.

**Edward Mifsud**  
***Geography, Enterprise, Mathematics and Science***

### **Impact of natural history dioramas on children's learning about wildlife**

This was a small scale study with 7-8 year old children from two different schools. The aim was to investigate if and by what degree the children's learning on animals and plants increases following a visit to the dioramas at the Natural History Museum in Malta. Before the visit, the children were asked to draw what they thought they would be seeing in terms of animals and plants. Each pupil produced one drawing the day before the visit and were given ample time for this task. At the museum, pupils viewed the five dioramas in groups of two or three spending around 15 minutes in all during which they were free to ask any questions they desired. All conversations were recorded on an MP4 device carried by the researcher. Right after the diorama visit, the children were asked to produce another drawing. Pre- and post-visit drawings were analysed and compared to elicit differences.

**Mohsen Mir Mohammad Sadeghi**  
***Psychology and Human Development***

### **Peer relations and school adjustment**

The importance of adjustment to school and its long consequences in children's development has been shown in previous research. One of the major contributors to school adjustment is relationship with peers. The studies on peer relation considered three major aspects for that, namely friendship, social status, and relationships in cliques. Nevertheless, these have rarely been studied simultaneously in previous research.

In this study 400 students from junior high schools in Iran have participated and data will be collected at the beginning and the end of the school year. The longitudinal design of the study will allow comparison between two times and measuring the effect of the above three relationship types on different aspects of school adjustment. While the second phase of data collection has not been done yet, some provisional results show meaningful correlations within and between the two domains of this study (ie. school adjustment and peer relations).

**Alessandra Molino**  
***Learning, Curriculum and Communication***

**National intellectual style or disciplinary discourse community? A contrastive corpus-based study of research articles in English and Italian**

Today English is the principal medium of knowledge construction and communication in many national and international contexts. In countries such as Italy, however, where the national language is still employed in several disciplinary fields, the acquisition of the norms of academic genres in English often overlaps with the acquisition of academic literacies in the local culture. An understanding of differences and similarities is therefore fundamental to students, teachers and academics alike. In my dissertation, I will adopt a contrastive corpus-based approach to the study of research articles in English and Italian in the fields of Linguistics and Psychology. The focus will be on the relationship between writers and their discourse community. Particular attention will be paid to the extent to which the process of impersonalisation varies in the two cultures. The results will provide insights into the interrelation of genre, culture and discipline, but will also have pedagogical implications.

**Martin Needham**  
***Early Childhood and Primary Education***

**Exploring scaffolded, co-constructive and meta-cognitive interactions in a parent and toddler group.**

The poster illustrates the piloting of a coding system being used to analyse the interactions in a parent and toddler group. The objective of the analysis is to make more visible what aspects of knowledge are being focused on by exchanges in the parent and toddler group. This 'what' is analysed in relation to foci of meanings, emotional, control and shared understandings derived from affordance theory (Gibson 1979). The shaping of the exchanged is compared to scaffolding (Wood, 1998), co-construction (Jordan 2003), and metacognition (Jordan, 2004).

Having analysed a range of episodes the poster illustrates how the range of interactions experienced by a sample of 5 children varies. This begins to suggest where parents', children's and practitioner's focuses may differ, as well as the extent to which they influence each other.

Gibson, J. (1979) *The ecological approach to visual perception*, Houghton Mifflin Company, Boston

Jordan, B. (2004) 'Scaffolding learning and co-constructing understandings', in *Early Childhood Studies* (Ed, Anning, A. Cullen J. and Flear, M.) Paul Chapman Publishing, London.

Wood, D. (1998) *How children think and learn*, Blackwell, Oxford.



**Mikako Nishimuko**  
***Education and International Development***

**Development partnership for Sierra Leone's Achieving Education for All: roles and relationship among the government, Non-Governmental Organisations and faith-based organisations**

Sierra Leone, one of the world's poorest countries, experienced a civil war from 1991 to 2002. The government's capacity to provide educational services remains weak, and over 30 per cent of children are hard to reach and do not have regular access to primary education. This paper discusses the role of Non-governmental Organisations (NGOs) and Faith-based Organisations (FBOs) in the improvement of access to primary education by supplementing governmental efforts. Through the exploration of forms of services delivered by NGOs and FBOs, this paper argues that the collaborating work among the government, NGOs, and FBOs has made progress towards achieving education for all (EFA) in Sierra Leone. This study is based on the author's field research, which involved observation of schools, interviews with teachers and people working for the government, NGOs and FBOs, and questionnaires completed by pupils, parents and teachers, and those working for the government and NGOs.

**Delfina Cristina Paizan**  
***London Knowledge Lab***

**Participative design of learning technology: incorporating quantitative and qualitative understandings of language**

This research investigates how students construct their English for Specific Purposes (ESP) classroom and how this construction informs - and is informed by - students' participation in the design of a Web Portal to support ESP learning. The design group consisted of: researcher, teacher, students, and a software engineer. Data were collected through interview, observation of students' participation in the design workshops, and online diaries. The analytical framework proposed by Benson and Lor (1999), based on Marton et al.(1997) distinction between qualitative and quantitative conceptions of learning, was used to access students' conceptions of, beliefs about, and approaches to language learning and, thus, their construction of the ESP classroom. The analysis suggests that students construct the ESP classroom as a poor learning environment. Their participation in the design process, helped to design a richer learning environment which incorporates both quantitative and qualitative conceptions of language and language learning.

**Maria Papapolydorou**  
***Lifelong and Comparative Education***

**Educational attainment: towards a contextualised understanding of the social capital influence.**

Stemming from the standpoint of a critical understanding of Coleman's and Bourdieu's social capital theory, this study attempts to map social capital in relation to its impact on educational attainment. It accepts and takes into consideration Bourdieuan accounts of power and hierarchy as influential to contemporary capitalist societies and acknowledges the importance of Coleman's perception that social capital is context-specific. In dissenting from the axiom that social capital has the same effect for every group and that its impacts are generated through the same channels for everyone, this study looks at the influence of social on educational attainment taking into considerations issues of class, race/ethnicity and gender. It attempts to examine social capital in its framework in order to allow for contextual processes and implications to be captured.

**Tamara Parapitiya**  
***Educational Foundations and Policy Studies***

**The identification of teachers' perspectives on educating children with disabilities and learning difficulties in Sri Lanka.**

Through a series of case studies this research aims to highlight teachers' perspective in teaching children perceived to have disabilities and or learning difficulties in Sri Lanka and to examine the underlying factors which contribute to the formation of these perspectives. In the field of Special Education where inclusion of children with disability and learning difficulties into mainstream schools and society is advocated, teachers are one of the key actors in ensuring the implementation of this thinking. Unfortunately it was found in a report (Disability Information Resources, 2002) that in Sri Lanka some teachers make the assumption that children with disabilities and learning difficulties are unable to learn and are not motivated enough by their Teacher Education. The results of this research would inform teacher training courses and help policymakers in government and in schools in developing and improving existing inclusive policies. It will also inform schools on how to encourage inclusion through whole school improvement policies and ethos as well as highlighting how future staff can be encouraged to think about inclusiveness.

**June Parnell-Parmley**  
***Learning Curriculum and Communication***

**Complexity Theory: understanding the nature of change and process in eLearning contexts.**

This research study is at its very early conceptual stage of development. In the spirit of complexity this work continues to evolve and emerge!

**Research Aim**

To examine the value of Complexity Theory as a theoretical framework in understanding the continuity and changes within and around the context of eLearning in Higher Education and to consider a reciprocal co-evolutionary model as a methodological tool.

**Background and Problem**

eLearning contexts are not easy to describe or even analyze which makes eLearning research even more of a challenge. Andrews and Haythornthwaite, (2007) define eLearning research as “primarily research into, on, or about the use of electronic technologies for teaching and learning”(p.1) and argue along with other authors (Horn, 2008; Haggis, 2008) that the object of research is often framed from too simple a focus that fails to capture the dynamic transformative activities of eLearning. Therefore, a “reciprocal co-evolutionary model” (Andrews and Haythornthwaite, 2007) is needed along with diverse methodologies and critical reflection (Smith and Thelen, 1993; Kuhn, 2008).

Complexity Theory (Waldrop,1992; Byrne, 1998; Chilliers, 1998; Davis and Sumara, 2006) sometimes referred to as a dynamic systems theory (Valsiner, 1998) presents a distinct and diverse way of conceptualising these issues because it appears to focus on emergent behaviours from self-organising and adaptive systems that result from their interactions. Complexity acknowledges the perceptiveness of other traditions without getting caught in ‘gold standards’ or absolute universal truths and recognizes complex systems as dynamic, unique and evolving.

**Research Question**

Does complexity theory lend itself, if at all, to the understanding of the interactions and changes that take place within eLearning in the context of higher education?

**Maria Pericleous**  
***Geography, Enterprise, Mathematics and Science***

**Students' explanations and justifications of geometric conjectures as experienced through a dynamic environment.**

Proof and proving are considered fundamental aspects of geometry at all levels of schooling. Yet, students have difficulties when approaching the construction and understanding of proofs.

Existing research literature refers to explanation as the function that proof should implement for pupils to be effectively familiarized with geometrical proof. It is also argued that Dynamic Geometry Environments can support students in producing proofs.

This research project investigates how upper primary school pupils explain and justify conjectures when they are interacting with a carefully designed dynamic geometry environment, as well as how the features of the task shape the process of formulating a conjecture and proving it.

This presentation explores dimensions related to explanations, justifications and proof, the role of dynamic environments in enabling active involvement of pupils in their learning and the pedagogy that underpins the design of tasks, and generates some initial research questions. Furthermore, it introduces the methodological framework and approaches employed for undertaking the research.

**Colin Rawlins**  
***London Centre for Leadership in Learning***

**Science pedagogy: learning through the written questions devised by Key Stage 2 pupils.**

The research contributes to the demand for changes in science pedagogy that call for pupils to experience scientific processes, such as asking questions, which can provide 'loci of interaction'. Formative methods are employed that engage pupils and evaluates their understanding of 'electricity' by examining the extent to which pupils' written questions reveal prior knowledge of scientific ideas and processes.

Two categories formed the basis for the analysis of questions generated by 728 pupils. 'Knowledge based questions' occupied one extreme of a continuum of questions; these explicitly revealed prior knowledge. At the other extreme 'intuitive questions' were broad general enquiries.

Approximately one quarter of the questions were categorised as knowledge based. Few questions concerned scientific processes viz 'observation', 'investigation' and 'hypothesising'. Some questions reflected other interests. The evidence suggests that when pupils are provided with supportive cultures their written questions can reveal prior knowledge in addition to wider concerns.

**Caine Rolleston**  
***Education and International Development***

**Education expansion and poverty reduction in Ghana**

Alongside a human rights rationale for the expansion of access to education, an economic rationale in the form of the benefits of education for the alleviation of poverty is a powerful current in development discourse and international policy. Ghana has made rapid progress in expanding education in recent years and has also seen some economic growth. This study addresses the evolution of human capital and its relationship to poverty by use of multi-level modelling techniques using Ghana's detailed living standards survey data. The aim is to combine available data and to explore constellations of development indicators at the household, community and regional levels in order to shed light on the intervening mechanisms by which education is transformed into economic value in terms of income and consumption. A further development of the study might explore these issues from a comparative perspective using data from Uganda.

**Rattana Sae-Lao**  
***Education and International Development***

**Globalisation, lifelong learning and development: the case of Thailand**

This research aims to explore the development of lifelong learning policies in the context of developing countries. More specifically, it looks at the case of Thailand. The main questions are; how this new education paradigm has been introduced into Thailand education policy discourse, how it has been developed and in which part of the education sector it has been most influential. Building on the existing literature on lifelong learning in developed countries, this research also aims to address the discrepancy of lifelong learning discourse between the developed and developing countries.

**Maria Jose Sanchez Ruiz**  
***Psychology and Human Development***

**Trait Emotional Intelligence profiles across university majors**

The construct of trait emotional intelligence ('trait EI' or 'trait emotional self-efficacy') concerns a constellation of emotion-related self-perceptions and dispositions located at the lower levels of hierarchical personality structures.

The present study seeks to explore and compare the trait EI profiles of university students in different academic subjects using the Trait Emotional Intelligence Questionnaire (TEIQue v. 1.50; Petrides and Furnham, 2003).

The sample comprised 511 students, of whom 202 were male and 309 were female (mean age = 21.36, SD = 3.79). Participants were current students in the following fields: Technical Studies (N=73), Sciences (N=65), Social Sciences (N=291) and Arts and Humanities (N=83).

There were significant differences between groups at the factor and facet level, although there were no differences in global trait EI scores. Regarding the 'Self-control' factor, science students scored higher than social science who, in turn, scored higher than science students in the 'Emotionality' factor (facets: emotion expression, empathy, relationships).

**Clare Seymour**  
***Learning, Curriculum and Communication***

**Educating the internationally mobile: what part does the primary school play in the integration of families into a new international setting?**

One of the effects of globalisation is the increase in internationally mobile professionals and their families. This has led to a phenomenal expansion of international schools as the tradition of sending children away to be educated has been replaced by keeping the family together. While there are some similarities to the 'static' middle classes and their demands and expectations of education for their children, there appear to be additional psychological, social and cultural aspects that need closer examination, in order to ensure the needs of these children and parents are being met in these international settings.

As an insider researcher, I am in the process of carrying out a piece of psychosocial research into how these families integrate into a new international setting (which they do on average every three years), and what part the primary school plays in their adjustment and 'settlement'.

**Natasha Shukla**  
***Educational Foundations and Policy Studies***

**Global civil society and grassroots movements: a case study of global citizenship in the 'Save the Narmada Movement'**

Globalisation has intensified the economic, political, and cultural marginalisation of vulnerable communities especially in developing countries. To counter this, global civil society, consisting of 'global' actors such as international NGOs and global social movements, has been posited as a civilizing and democratising force that can empower those adversely affected by globalisation. Paradoxically however while GCS is conceived as an empowering space for resisting and transforming globalisation, local social movements of those most impacted by globalisation appear within GCS perspectives as passive, 'localised' receptors of the transformative work of global actors.

The thesis critically questions this depiction of local movements through an ethnographic case-study of a local movement in India – the Save the Narmada Movement. Analysis of interviews with tribal/rural participants suggests that the movement was actively engaged in learning through the process of social struggle. This learning led to the movement's evolution from a local struggle to one dialectically connected to a global struggle against globalisation. This provided the basis for the formation of global citizenship amongst movement actors.

**Gareth Smith**  
***Arts and Humanities***

**Towards an understanding of drummers' identities: a sociological perspective in music education.**

This study looks at how two groups of drummers - adolescents and professionals - identify themselves as drummers, with a view to understanding how identities develop and how better to serve students. It is a qualitative study in the field of sociology of music education. Semi-structured interviews with drummers as well as observations of performance or lessons are planned to provide highly descriptive accounts of identities and issues arising. The aim is to produce a working substantive theory. The poster will present a review of relevant literature, the methodology and hypotheses for this research into previously uncharted territory. The researcher invites discussion ahead of undertaking the pilot study stage of his doctorate.

**Marie-Noelle Stacey**  
***Learning, Curriculum and Communication***

**Exploring the differences and similarities of gifted linguists' and bilinguals' Mental Lexicons**

The study's objectives are to investigate and analyse similarities and differences between young gifted L2 learners and bilinguals in the encoding and retrieval of the lexis. The intention is to use the results to provide guidance to support language acquisition. The study will cover the relevance of verbal working memory scores, the use of strategies for learning vocabulary, the effect of self-belief and the influence of parental attitudes on the acquisition of vocabulary.

As the European Union is expanding and the number of children of mixed European parentage is increasing, this aspect of language acquisition warrants closer attention. This study will be set in the context of a second language being made compulsory in U.K. Primary schools by 2010 and takes into consideration the latest Government stand on "Personalised learning". It will look at French as the L2 for British children aged 10-13 and English/French bilinguals in the same age group

**Rachael Sarah Stead**  
***Learning, Curriculum and Communication***

### **Cultural identity and reading world literature in secondary English education**

Does studying world literature help students to understand cultural identity? This study will explore how students in secondary schools in England develop knowledge and understanding of cultures through reading literature and how they interpret their own cultural identity. The National Curriculum requires that secondary students experience 'texts from different cultures'; schools are obliged to develop 'socially, morally, ethically and culturally' rounded young people. What is the role of literature in this development? Does the study of literature from 'other' cultures help to develop students' knowledge and understanding of cultures, including their own? This study will explore ideas of identity through Foucauldian, Marxist and post-structuralist theories of power and language. Using ethnographic, narrative and interventionist methods, the project will begin with a pilot case study of a year 8 group of students, at a secondary school in England, as they learn about a 'different' culture and then explore their own identities.

**Natalia Streuli Wilson**  
***Early Childhood and Primary Education***

### **Children's views and experiences of poverty in Peru: exploring the implications of a child-oriented conditional cash transfer programme**

Childhood poverty is not well incorporated into most poverty reduction initiatives. In part this is due to a tendency to see children as dependents of adults, rather than as social agents with their own rights and needs. Furthermore, children's lived experiences of poverty are not included enough into poverty reduction programmes. This is not only undermining the impact of poverty-related programmes by not addressing children's real concerns, but also denying children's right to participate in decisions about their lives. In this context my research aims to explore children's views and experiences of well-being in the context of poverty; and investigate the implications of a local conditional cash transfer (CCT). Here I present preliminary work undertaken in 2007 in a rural town in the Peruvian Andes, where 7-8 year old children participated in group discussions about their well-being using a variety of qualitative methods such as social mapping, drawings and photography.



**Mei-Hui Wang**  
***Psychology and Human Development***

**Adolescents in comprehensive high school in Taiwan: disruptive classroom behaviour and related factors**

Adolescents' disruptive classroom behaviour in secondary high school is not localised but has become a worldwide educational problem. Existing research evidence reveals that a number of factors concerning relationships with teachers and peers appear to be related to this serious problem. Hence, the present study focuses on late adolescents' disruptive classroom behaviour and related factors concerning their teacher and peer support, as well as the whole classroom and school environment as they perceive it.

Two main theories—achievement goal theory and self-determination theory (SDT)— are used to ground the hypothesis that students are more likely to display less disruptive classroom behaviour if the classroom environment is experienced as supportive and pervaded with mastery goal orientations. The research presents primary quantitative research in conjunction with qualitative interview data. 4 studies are included: Studies 1 and 2 utilise interviews to explore postgraduate students', teachers' and adolescents' personal perspectives on students' disruptive classroom behaviour. These interviews are also used to inform the construction of a scale for disruptive behaviour as perceived by Taiwanese students and to check the validity of items in scales constructed in the West. Study 3 is the pilot study of the pupil questionnaire whose purpose is to check the structure of items and then use this as a basis for revising the questionnaire for the main study. The main study, Study 4, is a quantitative questionnaire survey of pupils' perceptions of their classroom behaviour and related factors.

The age group in focus is Year 1 at Taiwanese comprehensive school (ie. 15 years old, equivalent to Year 14 in the UK education system), and the study will be conducted in three comprehensive high schools in Taiwan.

To date, the research is complete up to study 3. The main study has not yet been carried out. The pilot study (study 3) includes all Year 1 students from two schools (N=310). Information was collected from pupils through questionnaires which included subscales covering students' disruptive classroom behaviour, pupils' liking for school, pupils' perceptions of teaching, teacher emotional and academic support, peer emotional and academic support, pupils' perceptions of classroom goal structures, and teacher promotion of performance goals.

Initial quantitative results from reliability analyses reveal that all scales used in this research have high internal consistency, while factor analysis yielded 13 components. Correlation analyses demonstrate that students' disruptive classroom behaviour correlates positively only with teacher promotion of performance goals, whereas negative associations obtain with the remaining 9 variables. Further quantitative data will be examined to explore the correlations between students' disruptive classroom behaviour and related factors across subjects in the main study.

**Jayne Weinberger**  
***Lifelong and Comparative Education***

**Reflections from the Bridge: a study of professional socialisation in ophthalmic dispensing at Interboro Institute**

This insider research project was conducted in the fall of 2007 in a two-year proprietary college in New York City. The focus of the research is the development of changing identity and values as students are acclimated to a profession in healthcare. Of particular interest is the student cohort in the study -- multicultural, underprepared in basic skills, and mostly unsophisticated regarding career pathways in eyecare.

The study poses the following questions: How are ophthalmic professionals developed at Interboro Institute? In what way are changing values and attitudes developed? Do students experience professional socialisation in differing ways?

Semi-structured interviews were conducted over a period of two months in November and December. Respondents included six enrolled students nearing graduation and four of their optical instructors. Interviews have been transcribed and data analysis is currently underway.

**Sean Whittle**  
***Educational Foundations and Policy Studies***

**Can there really be a justifiable Catholic philosophy of education?**

This is a theoretical study, within the research tradition and methods of Philosophy; that explores the complexities in identifying what is the 'Catholic philosophy of education'. Behind contemporary debates about the justification of Catholic schools lie ambiguities about the philosophical aims of education within a Catholic school. The heart of this research project will be to demonstrate that there is a coherent and philosophically defensible Catholic Philosophy of education. After initially identifying the problematic nature of the prevailing liberal education, it will be argued that a genuinely coherent philosophy of education necessarily requires a determinant anthropological account of what it is to be human. The central thesis will be that an analysis of Catholic Anthropology provides precisely the kind of teleology of human life that will allow a coherent Philosophy of education to be developed. It will be maintained that what should be going on in a Catholic school pivots around the question of what kind of people Catholics are called to be.

**Gillian Wyness**  
**Quantitative Social Science**

**The impact of student finance policy on higher education participation – natural experiments**

Over the past 15 years, the UK Higher education sector has moved from one which was entirely state-funded, with free tuition and generous student grants, to one where part of the cost is borne by individuals in the form of tuition fees and student loans.

The series of policy changes associated with the evolution of the system have affected different groups of people – for example those from poor backgrounds – at different times.

Furthermore, devolution in Scotland in 1999 and Wales in 2004 resulted in their students being subject to their own finance policies.

These divergent policy regimes give rise to a series of “natural experiments” which my research will exploit in order to measure the true impact on HE participation.

The poster will feature a timeline of UK HE funding policies, an illustration of the resulting natural experiments, data sources and some preliminary results