Doctoral School Summer Conference June 2008 Institute of Education

Abstracts

Yousria AbdEl Rahman
Geography, Enterprise and Mathematical Sciences

The contribution of indigenous knowledge to an environmental education programme in the protected areas of South Sinai, Arab Republic of 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 with their knowledge and understanding of their local environment. This research focuses on the St Katherine protected area in the Arab Republic of 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, such as members of the Bedouin community, protected area staff, NGOs' staff, and teachers. To date one cycle of action research has been undertaken. Data were gathered through participant observation and interviews. Analysis of the data indicates that protecting the environment as well as the Bedouin indigenous knowledge is conditional on the socio-economic status of the Bedouin community.

Modupe Adefeso
Education and International Development

An enquiry into the utilisation of public and private education in Nigeria

The emergence of a global market economy has compelled many nations to review their national systems and economic outlook. This has contributed to the growing trend of developing countries embracing market-driven approaches to development. Nigeria is one of the nations metamorphosing from a mixed economy to a vigorously pursued market-driven one. Every sector is inadvertently impacted, not least of all the sphere of social services such as education. An understanding of the relationship between state and private providers of education is therefore crucial for the initiation and implementation of progressive education policies.

Public-private partnership in education is a highly debated issue, with literature ranging from definitions of the phenomenon to the incentives for same. Although African countries like Nigeria encourage state and private sector collaboration in education, it is evident that there is a relative dearth of evidence from Africa to conclusively recommend effective partnership models.

As a first step in researching the feasibility of effective public-private partnership in Nigeria, this early stage paper draws on data from 2004 Nigeria Living Standards Survey. It begins by providing an overview of what is known about public and private education provision in Nigeria. It then addresses some important emergent issues in educational consumption by presenting initial findings on the utilisation of public and private education across the country. It concludes by suggesting the direction of continuing research into the area under discussion.

Amilcar Barnett
Lifelong and Comparative Education

The nature of provision and levels of access to sports in London secondary schools

National success in international sporting events can produce many benefits to individuals and to society. Success at competitions such as the Olympic Games is dependent upon the opportunity to access sport, particularly in schools, where sports are oftentimes first access by children and future athletes. Government is seeking to improve youth sport while it simultaneously promotes the principle of 'choice' in education. The promotion of choice in education and private sector initiatives including PPPs and PFI are important when considering that choice and initiatives involving the private sector may impact equity in accessing sport through schools. The nature of provision and levels of access to sport are by and large unknown and it is therefore difficult to determine what sport choices currently exists, where they exist and whether or not government initiatives reflect current needs and realities. By looking at a sample of each of the of four different types of secondary schools in Inner London (Community Schools, Foundation Schools, Voluntary Aided Schools, Voluntary Control Schools), this study will examine access to sport in London secondary schools and seek to uncover important information related to the following main questions:

1. What is the nature of sport choice that exists in and around London schools?
2. What is the purpose/aim of this choice?
3. How do students respond to the choices they have?
4. Do the nature of provision and levels of access to sport, purpose of sport, or student responses to their sport choices change depending on the type of school.

Alice Bradbury
Educational Foundations and Policy Studies

'Value added' scores and educational inequality: the impact of monitoring systems on classroom practices and attainment gaps

Value added scores have been included in school league tables in England for several years, and their use and complexity is currently being extended. Value added scores are presented as a more realistic and fairer measure because they take into account children's previous attainment. Using data from interviews and government publications, this paper will discuss how the use of value added scores has affected classroom practices and has the potential to contribute to attainment gaps between children from different groups. This paper is will present the initial findings of a longer-term project which explores assessment processes and ethnicity in primary schools.

Firstly, the paper will discuss how the use of value added measures to monitor Primary schools' standards has affected target setting and the allocation of resources in Key Stage 1 tests. The ever more complicated process of 'educational triage' (Gillborn and Youdell, 2000) in schools and the impact of value added scores on this process will be discussed.

Secondly, the paper will use government documentation and official calculations of expected progress to show how the use of 'contextual' value added (CVA) scores makes gaps between pupils from different ethnicities and social groups normal. The legitimising effect of these CVA scores and their potential impact on how schools target resources and organise classrooms will be discussed. The paper will conclude with some comments on the contradiction between the use of CVA scores and the government's expressed intentions of reducing attainment gaps.

Darryll Bravenboer
Educational Foundations and Policy Studies

Commodification and the official discourse of higher education

The idea of the commodification of higher education has been described, within the philosophical and sociological literature, in opposition to, or in alliance with, broadly liberal or Marxian principled perspectives about the nature, purpose or value of 'higher education'. For example, as that which is intrinsically valuable, a social good, a democratic requirement or an individual entitlement. This thesis argues that such approaches are relatively unproductive in providing descriptions that can inform higher education practice. Rather, it is argued, they largely seem to operate to reproduce the principled perspectives with which they are aligned or opposed. The thesis examines the following question:

How do official texts that describe higher education, operate to (re)produce and/or resist the idea of its commodification?

The methodology employed to examine this question, positions 'official' higher education texts as empirical objects for analysis. The thesis develops an 'organisational language' that is employed to generate constructive descriptions of the ways in which official texts operate to (re)produce 'higher education' as a textual object. The construction of higher education is then analysed in relation to modes of social objectification, including the commodified mode.

The thesis demonstrates that official texts construct higher education as a dynamically constituted textual object to strategically regulate the description of higher education practice. Despite some explicit references to the economic or commodity value of higher education, official texts tend to use such descriptions to promote the introduction or maintenance of bureaucratic and regulatory systems that actually stand in opposition to the commodified mode.

Maria Campbell
Lifelong and Comparative Education

Initial teacher education and Irish multicultural schools: Developments and continuing challenges

In the absence of both educational policy and substantial national debate on the nature and role of education in the context of changing demographics in Ireland, Colleges of Education are in an ad hoc manner implementing initiatives in order to prepare their student teachers to teach in Irelands multicultural schools. This research endeavours to explore through the personal narratives or life stories of fourteen newly qualified second level teachers (NQT's) from one College of Education who are completing their first year of teaching in Irelands multicultural schools, their perspective on the extent to which the introduction of one such initiative which included both pedagogic developments and an optional experiential element in the final year of their teacher education programme, appear to facilitate their engagement with the challenges they face as teachers in Ireland's multicultural schools.

To facilitate this, this research will firstly draw upon Pierre Bordieu's concept of habitus to engage with the formation, embodiment and perpetuation of dispositions, beliefs and values, in particular those relating to cultural diversity among the NQT's, before, during and after the Initial Teacher Education programme. Secondly it will engage with discourses on teacher identity formation and the role that attitudes to cultural diversity plays in this by examining the

potential for Initial Teacher Education programmes to influence student teachers attitudes towards cultural diversity and the extent to which this in turn informs ones personal and professional identity and ultimately ones practice as a teacher.

Finally it will attempt to explore the extent to which educational debates and research from other nations in relation to culturally diverse societies find resonance or have an apparent application in the context of Initial Teacher Education and Ireland's changing cultural makeup, thus informing the extent to which we may borrow or adapt initiatives from other countries to prepare our student teachers to teach in multicultural schools.

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Evangeline Cheng
Arts and Humanities

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An exploratory study into musical engagement of children and young people with complex needs

The aims of this research were twofold. They were: to investigate the likely musical experiences, behaviour and development of children and young people with complex needs and to examine the music provision and teaching strategies in a special school. The research methods for data collection in this study were fieldwork observations and field notes, interviews, initial case study with audio and video filming using digital technology, and documentary analysis. Fieldwork observations were conducted over one year.

The research is an exploratory study and an initial case study has been investigated with data analyses using three assessment protocols (Sounds of Intent, P level, and Musical Communicativeness Scale) with the intention of mapping out the child's musical development trajectories. Data analyses include other issues particularly pertinent to this research, including, special educational needs and gender, age, ethnicity, and socio-economic status of the children in the field site.

Initial findings suggest that:
1. Most of the school staff acknowledged that music has an important role in the children's learning and lives.
2. The gender and socio-economic status have significant relationships with special educational needs in the field site.
3. Music occurred in a variety of school settings and there are wide ranges of extra music curricular activities conducted in the field site.
4. Music teaching strategies utilised ideas from early year philosophy, intensive interaction, and schools of early music education pedagogies.
5. Over time, the initial case study demonstrated changes and development in his musical behaviour.

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Silvina Cimolai
Learning, Curriculum and Communication

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The production of academic knowledge in educational psychology in Argentina

This research is concerned with the production of academic knowledge in educational psychology in Argentina at present. It aims to analyse the types of knowledge that are being produced in the academy by people working in psychological research on educational topics,

and the ways in which local academics construct and de-construct particular disciplinary and professional identities in relation to this specific field of study.

At al global scale and since the foundations of psychology as a discipline, educational psychology has been a very influential discipline within the educational studies. However, during the last few decades, the discipline has started a process of revision of its aims and methods when its real contributions to enhance educational practices started to be questioned. In Argentina, the situation of educational psychology is even more complex due to the unique configuration of psychology not only as a discipline and as a profession, but also as a general culture that permeates very different aspects of the every-day life in the country.

This research seeks to empirically investigate knowledge and academics' identities in educational psychology in the particular context of Argentinean psychological studies. The research informing this study primarily comes from the sociology of scientific knowledge approaches and from higher education studies about the academic profession. The presentation will provide a description about the status of educational psychology, its particular situation in the Argentinean context, and the methodological design that is being developed. Finally, a preliminary analysis of interviews carried out as part of a pilot study will be outlined.

Mary Davis
Learning, Curriculum and Communication

The ethics involved in researching one's own students

In this paper, some ethical issues related to conducting research on one's own students will be examined, in the context of a study of international pre-Master's students at a UK university. As the research will involve a longitudinal study of my own students' written work to examine how they are using the words of other authors, and a series of personal interviews will be conducted, ethical issues such as power relations have been raised.

I will begin by outlining influences on my approach to ethics, such as the BERA guidelines, Simons (1989) on the ethics of case study, and a study of difficulties related to "ethics at home" by Malone (2003), but I will also seek to justify researching one's own students. I will then detail the methodological questions considered in the research design and the changes prompted by interaction with my university's UREC (University Research Ethics Committee) in order to gain "full approval". Finally I will consider the implications of this experience on my approach to research, and also a growing understanding that ethics is not a process to complete, but a continuous and defining part of research, from first plans to final writing.

Roussel De Carvalho
Educational Foundations and Policy Studies

Another piece of the education puzzle in Brazil: impacts of access policies to higher education in Porto Alegre, RS - the "Concurso Vestibular"

The "concurso vestibular" is the main connection between secondary and tertiary schooling in Brazil. It has long been a requirement for any student wishing to access the Federal University of Rio Grande do Sul (UFRGS) to pass these standardised tests to compete for a place. As a consequence, an entire market of private "pre-vestibulares" (prep-courses) emerged, delivering services to students who can afford them. On the other hand, community prep-courses 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 there has been few systematic and scientific studies 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 on the process are also explored in this study.

Azumah Dennis
Education and International Development

How do adult language, literacy and numeracy managers define, achieve and maintain quality?

I will explore some possibilities that have emerged from conversations with adult language, literacy and numeracy (ALLN) managers talking about their professional lives. I want to know what it is like to work within 'Skills for Life': the policy framing of ALLN. The work is based within wider discussions around professionalism, quality and literacies in FE. And while these discourses provide a back drop for my understanding of ALLN managers experiences, their professional biography is one of moving from marginalised 'barefoot practitioner' to being 'rooted at the centre of the college'. It is in many ways different to the most often talked about professional biographies. For ALLN managers, a loss of autonomy has brought with it recognition and the acknowledgement of expertise. In this session I'd like to explore this experience. I'd like to see if I can locate and trace the contours of a 'tightrope of an uncertain being', the uncomfortable schizoid compromises that managers make in attempting to reconcile actual practice and expected performance. I want to see if ALLN managers experience the shift in this way and if they do what discursive, emotional, political or other resources do they draw upon to make sense of their working lives. My broad aim is to explore some of the ways ALLN managers sculpt their professionalism in ways that enable them to work successfully within Skills for Life.

Russell Dudley-Smith
Learning, Curriculum and Communication

Pancake fights as social symptom: de Certeau and Habermas on psychoanalysis as a model for social theory in the context of a school ritual

The presentation will consider a particular and ancient school ritual, an annual pancake fight. The theoretical analysis will examine the contrasting approaches of de Certeau and Habermas in their appropriation of some themes of psychoanalysis in social description. The contrast will be in terms of their competing visions of how the social encompasses a response to the loss of the subject - modalities of nostalgia. An alternative and arguably more productive perspective, Dowling's Social Activity Method, will be suggested.

Ioannis Efstathiou
Learning, Curriculum and Communication

Meaningful learning in a second chance school in Greece: a critical view

This paper is based on a case study which was carried out as an Institution Focused Study (IFS) within the framework of the EdD international programme. The study investigated

whether a Second Chance School in Greece, as proclaimed, engages teachers and students in 'meaningful learning' defined as learning along the principles of student-centred pedagogy in an environment which fosters the development of critical social consciousness as well as how this does or does not occur.

The study was a synthesis of two constructionist perspectives: the micro-social one within the framework of symbolic interactionism moving along the conceptual lines developed by Blumer and Goffman and the macro-social one informed by critical discourse analysis which focuses on the Foucauldian theory of 'power and knowledge' as well as on the notion of 'hegemony' along the principles of critical theory.

Under the prism of symbolic interactionism, students' and teachers' perspectives, which formulate school and classroom culture through negotiated strategies, revealed that the Second Chance School under investigation, in spite of what official school guidelines proclaim, did not use student-centred pedagogy, nor did it promote the development of students' critical consciousness and consequently it failed to engage teachers and students in meaningful learning.

By drawing on the findings at the micro-social level this paper focuses on the macro-social level. Through applying critical discourse analysis it reveals the dominant discourses operating in the school and concludes that, as long as the state follows EU neo-liberal policy regarding adult education and exploits teachers' and students' cultural scripts regarding schooling, engagement in meaningful learning is mere wishful thinking.

Maureen Ellis
Geography, Enterprise and Mathematical Sciences

Professional development of the critical global citizenship educator

Contested representations of globalisation make talk of universal Global Citizenship seem utopian, or a superficial slogan exploiting a constructive ambiguity, while its adjunct of democracy is in danger of being transformed into a wholly economic concept, with education seen as one more product. Undemocratic control of a knowledge-based, assessment-driven curriculum; a depoliticised view of citizenship and civic education tied to nationalism; resistant institutional, administrative structures; and the functional discourse of lifelong learning are some factors which militate against development of the critical disposition so fundamental to an authentic democracy.

While educational documents on the global dimension or global citizenship prioritise critical thinking, the diverse origins of issue-based educations; the parallel work of NGOs in development education as against progressive educators in global education; and more recent initiatives in citizenship education; have resulted in a field that is ahistorical, undertheorised, marked by ideological differences.

Charged with reproduction or empowering, conserving or renewing, challenge and change, the Janus stance of the school is further threatened by research which indicates practitioners' sense of inadequacy, reduced efficacy, and reluctance to address controversial issues. Within a framework of critical pedagogy, this early paper will outline the objectives, research questions, issues, and methods designed to investigate best practice in education for critical global citizenship, and explore its potential contribution to an evaluative tool for self-assessment.

Helen Everett
Lifelong and Comparative Education

Perceptions of faith school ethos

The government view of faith schools has varied during the lifetime of the Labour government. However, generally the view is that faith schools have an ethos which is something worth cultivating and is generally considered positive. Parents also seem keen to send their children to a faith school, often citing the ethos as an important factor in their choice.

Do all the people involved in a faith school view the ethos in the same way? My suspicion is that there is a wide variation in how people perceive this ethos. My MRes research is aiming to explore the points of consensus and disagreement over ethos, both within a school and between schools of different denominations. By exploring what people feel is distinctive and important in respect of a faith school I am trying to elicit what they perceive this ethos to consist of.

This research focuses on the perceptions of staff, the head, governors and parents in an Anglican and a Roman Catholic Primary school in Westminster.

I propose to present my preliminary findings based on semi-structured interviews and questionnaire responses from the Anglican Primary School.

Carla Finesilver
Geography, Enterprise and Mathematical Studies

Representational strategies of students with difficulties in mathematics

My research project explores the representational strategies, standard and non-standard, used by Key Stage 3 students who are performing significantly below age-related expectations in school mathematics. Students' difficulties will be characterised on an individual basis, and personalised tuition provided. This will include work on the use of appropriate representational strategies for particular areas of mathematical difficulty, and in improving general representational and metarepresentational competence. The analysis of student progress will increase our understanding of the process of representational strategy development in mathematics in students with difficulties in mathematics.

At the end of my first year, I am currently preparing and planning my main fieldwork, which will begin with the new school year. I discuss here some of the issues entailed in using a flexible and adaptive qualitative approach to the assessment of students' mathematical behaviour, abilities, difficulties and progress. I also try to address the questions of what are meant by representational modes and what are the relationships between them, within the context of learning mathematics.

Jaamia Galant
Learning, Curriculum and Communication

Knowledge and academic practice: what evidence and analytic tools can we use?

Questions about 'knowledge' are implicated in the practices of academic researchers in so far as the researchers are considered to be engaged in processes of 'knowledge production'.

But what exactly do these processes entail, and what evidence and analytic tools can we use to make claims about 'knowledge practices'?

Bernstein (1990, 1999, 2000) provides a useful starting point. He sets out to delineate what he calls the internal principles for the construction of different knowledge forms and their social base. He distinguishes between vertical and horizontal discourses, between horizontal and hierarchical knowledge structures, and between theoretical languages with strong and weak grammars. He posits his theory as a theory of knowledge that takes account of the range of variation in knowledge forms and the social practices embedded in the organisation and content of these knowledge forms in different research fields.

This presentation will use Bernstein's theoretical constructs to reflect on some preliminary data that I have collected through interviews with academics in the fields of education and medicine. The purpose of such reflection will be to raise critical questions relating to the theory, the nature of the data and the dialogue between the theoretical and empirical fields.

Fokion Georgiadis
Educational Foundations and Policy Studies

The 'Other' within history education: teaching history to culturally diverse pupils in an 'Intercultural Primary school' in Greece

Diversity of cultural and historical backgrounds is a common reality in most contemporary societies. Nevertheless, the Greek educational system does not adapt very well to this reality since minority culture and history in Greece remain out of education (textbooks, curricula). Meanwhile, teachers are considered as one of the ultimate keys to social change and school improvement since they define, develop and reinterpret the curriculum, or more specifically in the Greek case, the National Curriculum, and require due incentives to introduce and promote an intercultural dimension in History teaching.

Within this line of thoughts, this ethnographic small-scale research, part of a larger future doctoral project, deals with teachers' conceptualisation of interculturalism within Greek History education, namely teachers' perceptions on History curricula, textbooks and teaching methods that concern culturally diverse school population in an 'Intercultural' Primary school in Greece. At the heart of this project is the intention to explore through semi-structured interviews what teachers think about the culturally diverse pupils concerning History education and how they believe they deal with them through teaching approaches they follow. In other words, the study focuses on teachers' practices and examines the tension between 'idealism', in this case, notions of the 'other' representing culturally diverse school population in History education, and 'pragmatism', what teachers believe they should do about these pupils and what they actually do in this socio-constructivist inquiry paradigm.

Audrey Habke
Learning, Curriculum and Communication

Writing about research limitations: agency and evaluation in geology theses

The research presented in this session investigates how PhD candidates in the sciences write about the limitations of their research. A corpus of 18 recently published geology theses is used to investigate the specific lexical and grammatical choices made by thesis writers as they discuss the limitations of their research and any resultant implications for the

interpretation and application of research findings. The grammatical analysis of these limitation statements focuses on how agency is constructed in the choice of grammatical subject, while lexical analysis gives subtle clues as to how writers evaluate their own research. Interviews with students and supervisors inform the analysis, providing a contextual perspective on the challenges of writing about research limitations. This presentation highlights the results of an initial analysis of three theses from this corpus. Early results show a unique use of grammatical subject by PhD candidates discussing the limitations of their research.

Samuel Haihuie
Learning, Curriculum and Communication

Codes as heuristic tools for qualitative data analysis

Qualitative research uses unreconstructed logic to get at what is really real -- the quality, meaning, context, or image of reality in what people actually do, not what they say they do (as on questionnaires). Unreconstructed logic means that there are no step-by-step rules, that researchers ought not to use prefabricated methods or reconstructed rules, terms, and procedures that try to make their research look clean and neat as in journal publications. This essay has been premised on the idea that code words in QDA are primarily heuristic tools. Heuristic codes help the reorganisation of the data and give different views of the data. They facilitate the discovery of things, and help open up the data to further intensive analysis and inspection.

Sumaye Hamza
Early Childhood and Primary Education

Contextualising policy in early childhood education

This study investigates the extent to which the National Policy on Education (NPE) and its implementation have provided high-quality pre-primary education in Plateau State, Nigeria. The NPE was drawn up by the Central Government of Nigeria, and revised most recently in 2004, and includes a philosophy and objectives designed to meet the aspirations of citizens. The theoretical and analytical framework of this study is underpinned by the "CIPP" evaluation model which examines the NPE in principle and in practice through the use of four aspects: "context", "input", "process" and "product".

Data on the policy implementation were collected from teachers, parents, proprietors and children by means of a survey, followed by five school case studies. Analysis of the data shows varying perceptions and provision of quality in the schools. The NPE was found to offer limited access to children because of family poverty and the high fees charged by the proprietors, while the didactic teaching methods in the classrooms failed to offer children active participation or play-based learning. For those children who accessed pre-primary education, the NPE achieved the objective of preparing children for primary school, and that of childcare, while other objectives were less well met. The paper presents aspects of Socio-cultural and economic factors that were identified as additional barriers to policy implementation. A Policy Triangle model is proposed as a means of understanding and assuring the quality of pre-primary provision.

Jeevani Herath
Education and International Development

The impact of home and school capitals on educational achievement: a study on Sri Lanka

Years before the World Education Conferences which proposed "Education for All", Sri Lanka implemented policies to accommodate education for all children in the country. Hence, the basic literacy rate of the population increased dramatically, the enrolment rates of children across economic groups increased and the country secured gender equity in enrolment at primary, secondary and tertiary levels in education. Yet, despite these positive improvements, studies show wide discrepancies in academic achievements of primary level students due to disparities in financial, human and social resources at home and at school. Therefore, introducing the concepts of home and school capitals to the primary education for the first time, this pilot study proposed to assess the individual impact of social, human and financial capital at home and at school on academic achievement of Grade 4 school students in a sub-urban co-ed school.

In the study, home social capital is the most significant capital that impact academic achievement of children. Home human capital falling as the second showed a rise of cognitive abilities of first-born children compared to the second-born and the children with a high birth weights had higher scores than the others. Of home financial capital, more than the household income, the physical comforts at home showed a significantly positive correlation with academic achievement. However, this pilot study failed to assess the impact of school capitals on educational achievement as it was conducted in only one school. The main study proposes to overcome this drawback by its larger sample of schools.

Hsieh Su-Ching
Arts and Humanities

The relationships between sight-reading, memorisation and improvisation in those with expertise in different musical genres

Sight-reading, memorisation of music, and improvisation would appear to require different combinations of high level musical skills which are sufficiently well practised to have become automated. The aim of this study was to investigate how novice and expert musicians from classical and jazz musical backgrounds learned to improvise in individual and group contexts. Classical and jazz musicians who were learning to improvise in individual and group contexts carried out three tasks sight-reading; memorising; and improvising. The results suggested that sight-reading skills and practice strategies were significant in learning to improvise in both familiar and unfamiliar genres. The transfer of generic specific skills was greater in learning to improvise when playing in familiar genres. The expert classical musicians showed higher ability in sight-reading which suggested that the increased amount of time spent in processing visual material was associated with an increasing expertise in sight-reading skills.

Huang Weiwen
Lifelong and Comparative Education

Development strategies and skills formation systems: comparing China with east Asian tigers

During the 1960s and the 1990s, a unique economic phenomenon occurred in East Asia where a number of economies experienced rapid and sustained growth. More extraordinarily, the development process has been accompanied by declining income inequality and poverty rates in the first stage of economic take-off. In the growth table, South Korea, Singapore, Hong Kong and Taiwan - the four Tiger economies, lead with their average growth in excess of 6.0 per cent per annum. Meanwhile, the region saw a constant education development before and after the economic take-off.

Similar to the Tiger economies' development story, China has experienced an even more impressive rate of economic growth, accompanied by rapid educational expansion from 1978 to present. However, there is no satisfactory explanation of how skills formation system has played an important role in facilitating China's development, while abundant literatures have focused on the East Asian Tigers. It is my aim to characterise the Chinese development and skills formation models after the reform era of China, through comparing them with the East Asian developmental model identified in the literatures. I will explore the development of skills formation system in China and its relationship with the evolution of development strategies. Particularly, I will look at how the developmental strategies and skills formation policies in China are articulated and what is the role that the Chinese state has played to influence the supply and demand of skills. To provide convincing evidence, a case study of manpower planning will be conducted.

Kim Insley
Educational Foundations and Policy Studies

Investigating adult relationships in the classroom: choosing the approach

Exploring the literature about adult relationships in the classroom is an important factor in beginning the research but it is as valuable to start by finding out what the adults themselves feel about working together in the classroom. The pedagogical practices of valuing, sharing, modelling and supporting will be part of the discussion but these abstract concepts are difficult to measure. Ethnomethodology appears to offer a valuable approach in collecting data which is complicated by individual perceptions of both the researcher and the practitioners. The approach is further challenged when considering the research ethics. The Case Studies course at the Institute of Education identifies the case study as ideal in changing or developing theses and theories. Using different levels of case study will enhance the data collection and help to situate the research planned.

Linda Jones
Continuing and Professional Education

Beware the heroic assessor?

This presentation outlines some findings from The Heart of Formative Assessment (FA): practical ideas for encouraging sustainable assessment for learning in Work Based Learning (WBL) and Continuing Professional Development (CPD). I will share a set of considerations

for practice which combine theoretical and practitioner accounts and offers ideas on how to manage and survive as an educator in the context of emerging practitioner definitions of formative assessment for CPD and WBL. "Expert" FAs (in Australia and UK) concurred with theorised conceptions that improving feedback is the action with the single biggest effect on learning (Black and William 1998). However I found practitioners to be more concerned with emotional and interpersonal dimensions of pedagogy. Boud's (conversational) warning that "heroic" assessment behaviours might be difficult to sustain over time signalled how his "double-duties" could be experienced as double binds potentially undermining the motivation and morale of pedagogues. (Anderson 2004).

Boud's double duties refer mainly to competing demands placed upon educational systems to deliver sustainable assessment for lifelong learning. These included assessment for summative and formative purposes; immediate task and longer term goals; attending to the learning process and substantive content (Boud 2000:160). The tensions and challenges identified by expert practitioners highlight the impact of these challenges as double-binds experienced at the personal level. I will share additional, subtle double-duties, less evident in the literature. Firstly the management-of-self (as learner and FA) whilst facilitating learner self-management and balancing policy requirements from HE infrastructure and emergent ideas of best practice from Communities of Practice and literature.

Perhaps we need to find ways to take care of "heroic" assessors rather than beware of them?

Victoria Kalogerou
Learning, Curriculum and Communication

Formal and informal language learning environments in Cyprus

Language Policies in Education always set proficiency targets, many of which appear to be impossible to meet. The reason for this is that such policies exclusively address the formal learning environment for languages and overlook the structure and effects of informal learning environments. Such informal learning environments are social and cultural in the wider sense of the word and include social networks, role models and popular culture. Some languages are supported by strong and complex informal learning environments (English is a case in point), while others are not. Based upon ethnographic research in Cypriot Higher Education, this paper will compare the interaction between formal and informal learning environments for the two compulsory foreign languages in the secondary education curriculum, English and French. Policy implications and recommendations will be discussed.

Leda Kamenopoulou
Psychology and Human Development

Social Inclusion of deafblind young people: exploring peer interactions and relationships in mainstream secondary schools

This research looked at the social inclusion of deafblind young people in secondary mainstream schools, focusing on their peer interactions and relationships. The aims were firstly, to explore if these young people were part of the social context of their schools and secondly, to identify both specific factors and broader issues influencing their social inclusion.

The scarcity and heterogeneity of the deafblind population called for the adoption of a case study approach. Semi-structured interviews were carried out with five deafblind young people, their teachers and parents. Moreover, observations of unstructured school time were conducted over one school week.

Consistent with previous research, it was found that the young people did experience some peer interactions and had developed some peer relationships. However, unlike previous research, this study also addressed the nature of these interactions and relationships and found it to be superficial and elusive. Moreover, both individual and contextual factors emerged as influencing social inclusion.

By highlighting the role of contextual factors, this research has implications for researchers and practitioners interested in exploring ways of maximising the inclusion of young people whose individual characteristics place them in a disadvantaged position in both school and society.

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Dermot Kelly
Learning, Curriculum and Communication

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The nature of academic management research and relations to the field of management practice

My research explores knowledge production issues emergent from academic management discourse. In the management academy the discourse has of late centred on the status of management research, specifically in relation to what and whom it is for. Discourse on the management theory-practice gap addresses the concept of evidence-based management and the concomitant notion of 'translating' academic research for management practitioners. The presentation opens up discussion of the recontextualisation of academic ideas as they are translated for consumption by practitioners. Recruiting Dowling's social activity method, I explore how the esoteric domain of academic management practice has problems in producing knowledge that can be unambiguously understood across pedagogic and practitioner contexts.

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Nisar Keshvani
London Knowledge Lab

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The Digital Learner in 2015

By the year 2015, it is expected digital natives will be entering the workforce and enrolling in tertiary institutions. Digital Natives are people "with ubiquitous access to digital media." (Prensky, 2001). This is a generation of multi-taskers who are adept with all forms of multimedia. They will enter the classroom with pre-existing knowledge, a short attention span and a thirst to engage actively in the classroom. (IDA Singapore, 2006).

Educators of the future will face various challenges not limited to: engaging their new breed of learners, adapting traditional teaching methods (teacher versus student-centred learning) and infusing technology into day-to-day learning.

The project aims to explore the learning capacities of students in Singapore who are highly adept to use of technology versus students in Central Asia who may have limited access to

technology. Does technology aid or hinder learning in these two educational settings/environments?

The purpose of this inquiry is to formulate a learning framework to assist trainers in leveraging technology and identify relevant monitoring and evaluation mechanisms which can be applied to the developing world context.

Kuyok Abol Kuyok
Educational Foundations and Policy Studies

'We feel nobody wanted us': Horn of Africa parents' marginalisation experiences of parental involvement

This paper draws on emerging qualitative findings from my PhD research. The study conducted in three London primary schools aims to investigate home-school relationship experiences of Horn of Africa (Eritrea, Ethiopia, Somalia and Sudan) parents. The research's main question was: how do schools involve Horn of Africa parents in the education of their children? Data was collected through participant observations, semi-structured interviews with parents, pupils and teachers, LA officials, community activists, and an examination of documents.

Whilst the educational authorities stated intention to promote parental involvement among all parents, the findings of this study suggest that Horn of Africa parents are less likely to be involved in the schools as parent governors, active members of the PTA or volunteers. Instead, they organise support for their children's education outside the school. I use critical race theory (eg, Bell, 1992; Ladson-Billings and Tate, 1995; Gillborn, 2006a, b) approach to explain this pattern of parental involvement.

The analysis highlights the shortcomings of the prevailing school policies and structures that underpin home-school relationships to foster Horn of Africa parents' involvement in the school activities. Moreover, the parents' situation is further undermined by the dysfunctional relationship that exists between them and the teachers. Thus, in effect Horn of Africa parents are displaced from the mainstream home-school context to the periphery and are increasingly marginalised. The findings of this study may contribute to broaden understanding of the experiences of Horn of Africa migrant groups more widely in the UK.

Vini Lander
Educational Foundations and Policy Studies

'Race', culture and all that: an exploration of the perspectives of white secondary student teachers about race equality issues in their initial teacher education (ITE)

This research explores the racialised perceptions of white student teachers who are preparing to teach in secondary schools in a diverse society. Preliminary research indicated that student teachers' views about Black and minority ethnic (BME) pupils were cast in the language of otherness.

This research was conducted in a post 1992 university in the south where the majority of students on ITE programmes are white which reflects the ethnicity of serving teachers (95.5% of whom are white). All student teachers are required to fulfil the Professional Standards for Qualified Teacher Status 2007 which incorporate an understanding of cultural

and linguistic issues. It could be argued that the inclusion of such standards would result in student teachers who are competent in these aspects. But this is not borne out in the survey of newly qualified teachers 37% of whom in 2007 felt well or very well prepared to teach pupils from BME backgrounds.

The research draws on critical race theory (Gillborn 2006), specifically critical whiteness studies, as a theoretical framework to analyse how the students' ethnicity influenced their initial perceptions and how notions of white privilege might inform their positions and responses to 'race' related issues in school. The interviews with student teachers and their tutors revealed the inadequacy of their initial preparation to deal with the 'scary' situations associated with race issues in school.

There are implications for ITE policy, the curriculum and practice with particular reference to the institutional and school-based interface of ITE programmes.

Daisy Loyd
Learning, Curriculum and Communication/Psychology and Human Development

Ethical and valid participation in research: working with students with an Autistic Spectrum Disorder

In this paper I discuss ethical and methodological challenges encountered when conducting research with students with an Autistic Spectrum Disorder (ASD) and present the approach I devised as part of my research investigating what students with an ASD gain from participating in an intensive performing arts curriculum.

The paper is in three parts. First, I provide the context of the paper by explaining the research project. I clarify what an ASD is, the relevance of researching an intensive performing arts curriculum for students with an ASD and outline the overarching research design and where student participation sits within it. Secondly, I discuss some ethical challenges presented by working with students with an ASD and talk about the ethical stance I adopted for this project and the approach I devised and incorporated into the research. This section focuses primarily on gaining consent from students and ensuring this consent is valid for the duration of the research project. Thirdly, I address the difficulties in speaking directly with students with an ASD and look at how I gained their views. I pay particular attention to the one-to-one feedback sessions I carried out with students and discuss the steps taken in order to check the reliability and validity of this feedback.

The research project described is based at the Institute of Education and taken forward in partnership with Research Autism and the National Autistic Society. It is funded by the Economic and Social Research Council.

Kate Mackrell
Geography, Enterprise and Mathematical Sciences

Cabri 3D: an environment for purposeful mathematical activity?

Cabri 3D is a relatively new 3D interactive geometry software which has the potential of offering students a learning environment which meets the criteria set forth by Ainley and Pratt (2006) of purpose, in which students are motivated to pursue their own goals, and utility, in which the pursuit of these goals requires the use of mathematics. This paper reports on part

of an ongoing research programme with grade 7 and 8 students in a programme for academically motivated students in an Ontario school. Tasks, such as creating a model of a house, or a figure with a certain number of planes of symmetry, and resources, including handouts, Flash demos and replay construction files have been devised that engage and give support to students in pursuing their goals with the software. Students were found to prefer tasks that involved the creation of realistic objects and/or objects which moved and to prefer Flash demos and replay construction files over handouts. Evidence has been found of engagement with mathematics in a variety of ways: in the mathematics mediated through the use of the Cabri 3D tools, in problem-solving and in the generation of new mathematics.

Ainley, J. and Pratt, D. (2006) Connecting engagement and focus in pedagogic task design. *British Educational Research Journal,* 32, 1, 23-38.

Arthur Male
Learning, Curriculum and Communication

Experiments in knowledge creation: experiencing the voices of evolution, revolution, and resolution in education

Human beings are powerful learners utilising informative, formative and trans-formative exchange for artistic and scientific affect. In doctoral education, staff and students script emancipating research journeys. I initiate collaborative conversations with colleagues to enact present, historical, and future quests in education and modalities of practice. Evolution, revolution and resolution characterise our dramatic relationships to education. Documenting the performance of knowledge creators at the Institute of Education, I open the dialogue in this area of learning by creating scenarios and experiencing my methodology. The transcript narrates research participants' experiments transforming ontological experience. The docu-study acculturates academe.

During episodic events, participants explore educational ascendance achieving a meaningful life. Epistemological praxis includes creating conceptual art, cultural artefacts and metaphorical archetypes. We conceptualise our educational transitions to resolve contradictions between personal experience and academic freedom. We focus attention on the genius we invest achieving peak performances to expand awareness of our personal learning paradigms. We provide evidence of our moment-to-moment, evolving educational experience. Collaboration, evaluating emancipating experiences in educational experiments has not been documented before.

In my evaluation, I engage: warrants generated by iconic, educational equations and formulas; matrices constructed from collaborative conversations; and outcomes developed through colleagues' participation in the conversation model of education (CME). Since, the mainstream, hierarchic model of education (HME) places all participants in a respondent relationship to authority, this leads to my focusing hypothesis: in knowledge creating experiments, individuals generate independent educational experience to validate subject, common, and self-knowledge. And inspires my research question: why do learners open conversations to conceptualise learning decisions?

I assess three learning paradigms: academic, activist, and personal; and explicate research participants' informative, formative and trans-formative exchanges. Lastly, I provide evidence of our revolutionary interrogation of our autonomy in educational environments. The experiments contribute to resolving the confusion concerning HME and CME learning criteria.

Richard Marshall
Educational Foundations and Policy Studies

Vagueness and assessment

The paper outlines philosophical problem of vagueness and how it applies to current high stakes assessment. Current high stakes assessment is concerned with ensuring that assessments are both reliable and valid. As Andrew Davis and others have argued, there is often a difficulty in having both; the greater the reliability, the less the validity, and vice versa. In such circumstances reliability has trumped validity. The philosophical arguments around vagueness, which here is being used in a precise, philosophical way made familiar by Timothy Williamson, are to do with boundaries and whether it is possible to fix boundaries and know where they are. The problem was one identified in ancient Greece by Eubilides but has been very much the concern of modern day philosophers. What the paper hopes to show is that the issues that the paradoxes of vagueness bring about are directly relevant to the non-trivial issue of educational high stakes assessment. The paper tentatively concludes that the 'solution' to vagueness used to secure reliability and is at the heart of current assessment policy in the UK is not a solution at all and that therefore this philosophical issue has a direct policy implication.

Mok On Nei Annie
Arts and Humanities

Musical enculturation, learning and the values of four Hong Kong socio-musical groups

This research investigates how the different ways of music learning practices influence people's belief in the value of music and music learning in four socio-musical group in Hong Kong. The four musical groups are: Popular musicians, music teachers, Chaozhou Xianshi musicians, and the Filipinos. Whilst the first two groups were locally born Hongkongees, the last two are diasporas who were born and raised in Mainland China and the Philippines respectively.

A qualitative research design is adopted with six interviews and for each musical group together with non-participant observations. A total of 24 interviews were then conducted. Observations were taken in the musical rehearsals of popular musicians, Chaozhou Xianshi musicians, and the live performances of the Filipinos and the Chaozhou group. A trip had been made to Chaozhou, China to have a better understanding of their music-making tradition.

From the data shown, the informants' learning practices can fall into four categories: enculturation, informal, non-formal and formal way of learning. Though all groups involve more than one kind of learning practices, the music teacher group is the only group has formal musical learning practices yet they are shown to be the least active music-making group in their life after leaving college. For the other three groups which mainly learnt their music in enculturation, informal and non-formal ways are on the other hand shown to have more passion in active music-making throughout their life. Another finding is that the ways how and what they value music depend on their cultural background.

Audrey Mwanza
Education and International Development

Educating the most vulnerable girls: an impact assessment of the Comfort Kits on girls' attendance and performance in school

With the support of the United States Government to the Zambia Ministry of Education (MOE) the CHANGES2 provides scholarships to 5,000 high school girls who are impacted by HIV/AIDS—either orphaned or HIV+. Comfort kits are provided to girls to manage their menstrual needs. The study assessed the usefulness and acceptability of the pads, the impact on student attendance and participation in class and co-curricular activities, and levels of confidence and hygiene. It used qualitative research methods which included Focus Group Discussions (FGDs) with 90 girls and semi-structured interviews with teachers, patrons/matrons of AIDS Action Clubs in 20 high schools.

Catherine O'Keeffe
Education and International Development

Exploring the challenges faced by health workers in relation to their personal and professional identities in the context of high HIV prevalence: a pilot study from Kenya

This paper presents the preliminary findings of a pilot study that explored tensions between the professional identities of health workers, and their personal identities as people who may be infected with or affected by HIV/AIDS. The study was conducted in Nyanza province, Kenya. This province has one of the highest prevalence rates for HIV in the country in the context of extensive poverty and limited resources for health care. The study used a Participatory Action Research methodology. Twenty co-researchers took part in two workshops from October 2007 to March 2008. Four co-researchers took part in a series of narrative interviews. The initial findings suggest that health workers in this context who are HIV positive or who care for relatives who are HIV positive may experience stigma due to their identity as health professionals. Their professional knowledge is associated with a higher social status amongst the communities they live in and serve. They are perceived by communities to be role models who should be able to protect themselves from HIV infection. Participants reported being concerned that they would be judged to have been promiscuous if they were know to be HIV positive. The associated stigma can prevent health workers from accessing the treatment, care and support that they need. Strategies for addressing these issues were identified and included forming support groups, applying work place HIV/AIDS policies and encouraging the active involvement of managers in these processes. Co-researchers were able to learn from their experiences of trying to implement these strategies.

Ruth Otienoh
Education and International Development

Reflective practice: the challenge of journal writing

Reflective practice is one of the concepts that the Aga Khan University- Institute for Educational Development, Eastern Africa (AKU-IED, EA) view as an essential tool for teacher learning and development. Therefore it is incorporated in the institution's various teachers' professional development programmes, especially, in the Certificate in Education Programmes (CEP) that target practicing primary trenchers. However, there seems to be

issues of sustenance of the practice through journal writing which is emphasized upon. With a sample of three CEP graduate teachers, this study investigated why this is the case.

This was a small scale qualitative study of an interpretative nature .It was a hermeneutic phenomenological study since it was oriented towards teachers' lived experiences of reflective practice, which I interpreted from their expressed sentiments. Semi- structured interviews was the sole method of data collection. Miles and Huberman approach of data reduction, data display and conclusion drawing/verification was used to analyse data.

Findings from this study indicated that teachers have several reasons why they find it challenging to reflect through journaling. These range from lack of time; the structure of the programmes; the way reflective practice is introduced to them; to teacher motivation and lack of structures to support the practice.

Elena Papamichael
Arts and Humanities

Greek Cypriot teachers and diversity in the context of intercultural education: exploring everyday realities in two primary schools of Cyprus

The recent dramatic increase of pupils from diverse cultural, linguistic, religious and ethnic backgrounds has brought Greek Cypriot teachers in face with numerous challenges. At the same time, intercultural education in Cyprus is a recent educational approach in terms of both policy and practice. With no initial training on intercultural education and with limited voluntary in-service training opportunities, teachers are working in highly diverse schools in an educational system which, according to the Committee for the Educational Reform (2004), remains narrowly ethnocentric and culturally monolithic.

Drawing from ethnographic fieldwork data in two highly diverse Greek Cypriot primary schools, this paper aims to discuss teachers' perceptions of diversity. The stereotypical characterisations on the basis of ethnic or religious backgrounds of non-Cypriots are a common theme throughout the data of my research. The teachers' discourses are affected by the negative public representations of immigrants and their relation to crime. Most of them view diversity as an inevitable situation at best, and at worst, as a threat to the 'Greek' national identity of the Cypriots. Teachers seem to perceive identities as essentialised, fixed and unchanging, while many times the concept of 'race' is employed to distinguish between groups. These findings point to the need for intercultural education teacher training and for further research and exploration of the effect that teachers' perceptions have in their everyday practices.

Maria Papapolydorou
Lifelong and Comparative Education

Re-examining the role and form of social capital in the context of education

Social capital is a concept widely used by the academic community. During the last decade it has also occupied an important part in policy debates. Educational policies under the New Labour government in the UK have been significantly influenced by social capital theory, and particularly by Putnam's approach. As a result, during the last few years, the British Government has undertaken a number of initiatives to improve educational attainment by enhancing social capital in communities.

Yet, there are a number of paradoxes identified in this particular conceptualisation of social capital and its implementation in the educational framework. First of all, it is assumed almost axiomatically that social capital has a positive impact on education in all cases. Secondly, the different ways in which social capital impacts on learning in various contexts are not taken into account and accordingly the way in which social inequalities shape these contexts and the social capital associated to them is ignored.

An alternative way to approach the relationship between social capital and educational attainment would be the examination of social capital in its one context - that is in relation to how issues of class, ethnicity and gender intermediate social capital and its role in educational achievement.

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Anne Peterson
Lifelong and Comparative Education

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How to paint an elephant

What is too big to ignore but too taboo to tackle? An elephant in the room. This is an idiomatic expression for an obvious truth that is being ignored or going unaddressed. It is based on the idea that an elephant in a small room would be impossible to overlook. So why do we as educational researchers hesitate to openly discuss elephantine issues such as religion and racism? Because we must practice research methods that will permit us to raise the bar above conclusions based on unsubstantiated value judgments. To sketch the outlines of the elephant in my world I have employed discourse analysis and performed archival research using historical methods to investigate internationalisation in a religiously constrained educational environment. Please come to explore issues that everyone recognises but most of us fear taking on.

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Elisabeth Pickles
Arts and Humanities

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The relationship between substantive knowledge and the conclusions secondary school students draw from historical sources

The way in which students use sources to draw conclusions can provide insights into how they construct knowledge. For over twenty years, the use of sources has been a compulsory part of history public examination courses in the UK and it has formed part of the National Curriculum in history since its inception in 1991. This has often been seen as involving "skills" such as interpretation and evaluation. 164 secondary school students from nineteen schools were asked to draw conclusions from a range of sources about the reasons for Oliver Cromwell supporting the execution of Charles I. Half had recently studied the topic to which the sources related and half had not. Half were from Key Stage 3 and half from Key Stage 5. Thirty-eight did the task using a think-aloud method and 126 provided written responses.

Students using similar "skills" reached very different conclusions. When asked why, most students explained different conclusions in terms of different opinions brought to the task and had little idea of how it could be argued that one conclusion was more valid than another.

Inductive qualitative analysis of responses suggested that the differences between students' responses related to different conceptual understandings of substantive issues and of disciplinary concepts such as evidence and empathy. If students are to be able to reach valid conclusions and defend them effectively, they need to be aware of the complex range of issues that should be considered in the construction of new knowledge.

Helen Poulsen
Educational Foundations and Policy Studies

Community participation in education in international development contexts: does it live up to claims made for it?

This paper explores some ways of looking at the policy of community participation in education, which has become increasingly widespread in international development policy. For example, in Nigeria, school management committees have been promoted in various forms, often supported by donor funding, over the last 10 years. Community participation in education is presented as a 'good thing' in international development policy, in terms of increasing access to education, increasing the quality of education and increasing parents' voice and choice in relation to education. I will look at what critiques of participatory development and critical policy studies in education have to say about the growth of community participation as a strategy, in order to question whether community participation in education lives up to the claims made for it, and to explore what other factors might explain its growth in popularity.

Maryam Rab
Educational Foundations and Policy Studies

Women in senior leadership and management positions in Pakistani universities and their perceptions of the effects of their life events on their careers (progression and success)

This paper presents a small scale qualitative research study of women's careers in the universities in Pakistan. I have explored the area through in-depth life story interviews of fifteen women professors who are in senior position in public sector universities of Rawalpindi and Islamabad in Pakistan.

My position as a doctoral student made me aware of the need to explore in the area of higher education from a feminist perspective. I wanted to research the lives of these women to understand their perceptions about their careers. I talked to them in order to understand more generally the factors - both negative and positive - influencing their career paths, within a theoretical framework of patriarchy.

As a woman professional who has worked in a public sector university and who was conducting research on women working in academia, I had a unique opportunity to understand the issue from a feminist perspective, which emphasizes the significance of 'listening', 'recording' and 'understanding' the narration and the interpretation given by the interviewees , who were all women (Maynard, 1995. p.12). I wanted to know about their childhood, education, family, experiences, opportunities and challenges. I used semi-structured interviews, which suited my objective as I could have as much information with the flowing conversation as I was looking for.

For this session, I present the basic overview of the research; give some significant features of the sample, a brief review of my methodology and some themes I have drawn out of my data. I would welcome thoughts and suggestions about my findings.

Saima Rana
London Knowledge Lab

Techno-reform and secondary schools

'Techno-reform' is Larry Cuban's term used to describe the huge investment being made to introduce ICT into schools. It is often presented as if the technology will bring about exponential positive education impact in schools. The research of ten years of this reform agenda has not, however, shown such an impact. This paper presents an overview of the current situation and presents an argument that examines the sociological context in which this reform is taking place which offers an explanation as to why the reform has not been successful so far. The argument develops the idea of sociologist Daniel Bell that there may exist cultural contradictions that suggest that technology can't bring about the desired educational shift the supporters of the reforms say it can.

Caine Rolleston
Education and International Development

Educational access and household welfare in Ghana 1991-2006

The recent completion of the fifth round of the Ghana Living Standards Survey (GLSS) provides an up to date cross section of a wide range of indicators of welfare in Ghana, including levels of educational access and attainment. Comparability of design with rounds 3 and 4 allows a picture of the evolution of education-welfare relationships to be explored over the period since 1991. Ghana has experienced steady economic growth in recent years along with declining absolute poverty. The stock of human capital in the form of educational qualifications has grown steadily too. Correlations between educational attainment and household welfare have strengthened significantly, indicating that better educated households form an increasingly privileged group in Ghana. What is less clear is the extent of the causal role of educational expansion in welfare improvements. The introduction of controls does not appear to support the idea that educational benefits in consumption terms rose substantially over the period. This paper discusses preliminary findings of analysis of the GLSS data in relation to the role of education in determining household welfare and also addresses the complementary question of the role played by household welfare in determining schooling participation.

Eileen Sabur
Learning, Curriculum and Communication

A case study of a school-based Millennium Volunteering project

This is a study of a volunteering project for 16 to 24 year olds based in a secondary school in a London Borough. The project began in April 2000 and this study will reflect on its eight year history. The initial bid was centred on the needs of a group of sixteen year old African and Caribbean boys whose progress had been negatively affected by exclusion from school. It

was an unusual step for a school to consider a large scale volunteering programme and there were a number of circumstances that led to the project being set up. I hoped that a volunteering project would lead to a sustainable intervention strategy and help to combat the process of social exclusion. In the bid for a DfES grant I argued that a school-based volunteering project would improve the life chances of marginalised minority ethnic students by giving them access to enhanced learning opportunities and support structures.

The study set out to identify the factors would help to embed volunteering within a framework for an inclusive school. The school, without the external funding did not have the resources to embed a volunteering programme, so the research also evaluated wider partnership arrangements, exploring the conditions and structures necessary to support a partnership between the school and other sectors. The policy agenda is also discussed in its relation to the development of the volunteering project. Robson, in Weiner (2005), makes the very relevant point that educational inclusion is not in the main about simple educational solutions but rather it is a broad political agenda that school cannot independently deliver.

Mohsen M Sadeghi
Psychology and Human Development

Children's peer relations and adjustment to school

The importance of adjustment to school and its consequences to a child's development has been documented in previous research. Moreover, it can be argued that school adjustment becomes even more essential after transition to a new school. One of the major contributors to school adjustment is the child's relationship with peers. Studies on peer relationships consider three major aspects for that; friendship, sociometric status and relationships in cliques. However, such aspects have seldom been studied simultaneously. Additionally, a considerable body of literature exists concerning social networks that can be successfully utilised to examine children's relationships in the school. Social networks provide a unique opportunity to develop an understanding of children's relationships. However, this methodology has been largely overlooked by previous researchers. This study endeavours to determine associations between the aspects of a child's relationships and adjustments to school using some terminology and methods from the social networks literature.

This study draws upon 401 participants from first year of junior high schools in Iran. The data has been collected at the beginning of the current school year and is being collected again at the conclusion of the 2008 school year. The longitudinal design of the study will facilitate the comparison between the two timeframes and the opportunity to measure the effects of the three relationship types on different aspects of school adjustment. Although the second phase of data collection has yet to be completed, available provisional results depict meaningful correlations between the two domains of this study (ie, peer relations and school adjustment).

Clare Seymour
Learning, Curriculum and Communication

"...I keep having that Stepford Wives moment...". British education abroad - A psychosocial investigation into how internationally mobile mothers and their primary school-age children integrate into a new international setting

The internationally mobile middle classes are increasing rapidly, as evidenced by the phenomenal worldwide expansion in international education. This study delves beneath the

attractive surface veneer of such a lifestyle to examine the subtle and nuanced factors contributing to the negative outlook and low morale of some members of this school community.

This is a piece of insider research undertaken through a series of narrative interviews with four mothers, their children, class teachers, and administrative and managerial staff at a British International primary school in Europe. The data is analysed from a psychosocial perspective, paying particular attention to the ways the stories are constructed and delivered. It identifies some of the major psychological influences associated with this transient way of life, and demonstrates how these impact on the successful 'performance' of a middle class, mobile lifestyle.

One of the main conclusions to be drawn from the analysis is that both the mothers and the school attempt to create some sort of normality from what can only be described as abnormal circumstances. There is no overt reflection by the school or the mothers on how living a transient life impacts upon the educational experiences of the children, and no recognition that the gendered and familial stereotyping so prevalent in this environment is reminiscent of the values eschewed by Britain in the 1950's. This study has provided me with a fascinating insight into the factors at play in my everyday working environment.

Shilpa Sharma
Educational Foundations and Policy Studies

School education for a better life? Why 'Character' ought to take precedence over 'well-being'

In *The Review of the National Curriculum in England*, a rationale for school curriculum suggested that "Foremost is a belief in education as a route to: the wellbeing and development of the individual…Education should reflect the enduring values that contribute to these ends," (QCA 1999: 4). Most recently, the new secondary curriculum has introduced a non-statutory programme of study for personal wellbeing (QCA 2007a and 2007b). The idea that schools ought to be fundamentally concerned with the wellbeing of pupils has clearly gained prominence. However, it seems as though the leading accounts of wellbeing seem to overlook the importance of the 'character' of the pupils. Character is a concept that is widely used in educational discourse, yet it has remained somewhat vague. I claim that the wellbeing of pupils isn't something that schools can necessarily 'promote' without giving serious consideration to the pupils 'character'. In other words, the idea that schooling must promote the 'wellbeing' of pupils is insufficient.

This paper will briefly outline what is meant by 'wellbeing' and will discuss its suggested implications for schooling. I suggest that if the overall point of school education ought to contribute to a person's wellbeing, then schools should first and foremost concentrate on character development as a means to attaining this.

Birendra Singh
Geography, Enterprise and Mathematical Sciences

Researching - a messy process?

This paper presents a methodological discourse on the interaction between the theoretical and empirical fields relating to my research problem. It discusses the difficulties inherent in

definitions of terms such as 'Theoretical and Empirical Fields' and 'Problem' and 'Problematic' as used by Brown and Dowling, for example. The researchers' dilemma of to-ing and fro-ing between the theoretical and empirical settings as experienced in my own research will be the focus of the dialogue presented in the paper. In presenting this paper I am reminded of the following description of the research process:

" The research is then not a clear cut sequence of procedures following a neat pattern, but a messy interaction between conceptual and empirical worlds, deduction and induction occurring at the same time" (Bryman and Burgess 1994).

Brown and Dowling (1998) state that "Luria presents his problem as both a research question and a hypothesis. In his conclusion, he represents it as a finding". These two statements will be the foci of my paper. It is intended to provide stimuli for discussion. This I hope will lead to a better understanding of the interaction between the 'theoretical' and the 'empirical' spaces.

Gareth Smith
Arts and Humanities

Being and becoming a drummer: a study of drummers' identities and skill development

This paper presents ongoing research in the sociology of music education by a student at the end of the first year of an MPhil/PhD. The central focus of the study concerns the development of identity amongst kit-drummers. This group of mostly male musicians are under-represented in the literature; they are considered by other musicians to be indispensable and useless, creative and knowledgeable (yet fundamentally stupid), and are expected to 'lead from behind', following the other members of a band. They learn to play in a range of formal and informal ways.

The research investigates two groups of kit-drummers, teenagers and established professionals, through in-depth interview, questionnaire and observation. A pilot study is under way, which asks:
- How big a part in the life of a drummer is the role of 'drummer'?
- How do drummers learn their craft?
- In what musical and extra-musical situations and to what extent do drummers feel included or excluded as drummers?
- How do drummers think that others perceive them?
- How, if at all, do drummers engage with the internet?
- How do drummers see their place in musical history?
- To what extent and in what ways are drummers' identities affected by issues of class, gender or ethnicity?

The paper will present initial findings from this study. The research aims to provide sociologists of music and practitioners of music education with a deeper understanding of drummers and their identities in order to contribute to debates about pedagogy, learning practices, gendering of musical behaviour, and identity realisation.

John Smith
Psychology and Human Development

The development of self-concept as a teacher

My thesis examines the way actual and possible selves are involved in the development of self-concept as a teacher. The research involved a 4-stage longitudinal study of Beginning Teachers (BT) completing a one-year PGCE, in which data was gathered using semi-structured interviews. Part of the research question dealt with the way 'actual self as a teacher' (AST) and 'ideal self as a teacher' (IST) evolved over the course of the study.

The findings showed that the IST had two formulations, the Intensional and Extensional form; the former highlighted teachers' actions in the classroom, whereas the latter focused on the teacher's personal characteristics. During the study, the extensional form disappeared, however, the Intensional form of IST evolved through various formulations starting out as an 'expert' teacher in the classroom but finally settling as 'paragon' of efficiency and effectiveness. In parallel with this, BTs also reported changes in the AST. Initially, BTs would feel like 'proper teachers' only with qualifications, jobs and experience; later, professional peer acceptability determined how they felt as teachers; finally, NQTs became focused on managing interpersonal relationships smoothly.

The theoretical underpinning for the research comes from the Possible Selves literature (Markus and Nurius, 1986), (Markus and Wurf, 1987), and the conceptual framework for the study envisages AST and IST as independently 'dynamic' but held together by a form of self-regulation. My interpretation of the findings is that because AST and IST changed simultaneously, the self-regulation process, holding the two together, was about AST 'matching not catching', the IST.

Eleni Stamou
Educational Foundations and Policy Studies

'Exploring the construction of youth subjectivities: youth narratives, conceptions of time and technologies of the self'

This paper is part of an exploratory research on youth identifications. Located within the broader context of redefinitions of 'youth' and the changing content of youth experience, the paper illustrates a view on young people's 'struggles for subjectivity' (McDonald,1999).

In particular the focus is placed upon the temporal dimensions of youth narratives of the self. The analysis is based on empirical data generated through semi-structured interviews with young Greeks at their last year of secondary education.

While utilising the concept of 'social time' (Adam, 1990, 2004) along with the concept of 'technologies of the self' (Foucault, 1988) the paper identifies young people's conceptions and definitions of time and discusses the respective implications for the construction of youth subjects.

Angela Taylor
Continuing and Professional Education

"Well, it's a lesson I won't ever have again, probably." Mature learners experiencing a piano master-class.

Whilst many amateur performers enjoy observing and taking part in master-class situations, we know very little about what it might mean to them, there being no accounts in the literature of their thoughts and feelings about this process.

Eight experienced amateur pianists, aged 65 on average, took part in two piano master-classes over 16 months with the president of their local music group. The first class was recorded on mini-disc and qualitative data were gathered using stimulus recall techniques. Other qualitative data were gathered from observation, semi-structured interviewing, questionnaires, written reflection and informal conversations. All data were collated using NVivo and subjected to Interpretive Phenomenological Analysis (IPA). Researcher participation in the master-class added valuable insight. The aim of the study in particular was to investigate performance enhancement in a master-class situation from an emic perspective with amateur pianists, and overall to broaden knowledge and understanding about learning and teaching a musical instrument in relation to mature adults.

Although there was much use of the master-apprentice model of teaching and learning, it was modified by the interaction between the learners and their tutor. All seemed satisfied with the way they were taught despite most showing a fair degree of compliance. There is evidence that these participants took their learning very seriously and that it contributed to their musical development, personal growth and self-fulfilment as mature adults.

Spyros Themelis
Educational Foundations and Policy Studies

'She's got five certificates but she's unemployed and she wonders: "Why did I have to spend all these years in education"? A study in the role of education in post-war Greece.

This study will examine the changing meaning and role of education, mainly in the form of educational qualifications, in post-war Greece. Its diachronic scope will allow an exploration of changes in the labour market and the economy and it will enable me to examine the way they have been articulated with education for three generations of respondents. Instead then of attempting to provide a definitive account of these changes in the last sixty years or so it will rather raise some pertinent questions contextualised in a mixed-methods study in a provincial Greek town: has there been a pattern in the role that education plays in people's lives? Who has benefited the most and who the least from these changes? What exactly is the relationship between education and occupational mobility?

Richard Thompson
Education and International Development

Public and Private in the New Nepal

You can't, it seems, pick up a journal on international education or development without coming across the phrase 'public private partnerships'. We can find theorists and ideologists discussing education as private or public good, education as a human right and issues of equalities. There are economists discussing rates of return on investment. There are quantitative analysts arguing about cognitive achievement levels and value-added across private and public sectors. There are an increasing number of fieldwork reports which uncover previously-unrecorded formal or informal schools outside government systems. The apparently innocuous phrase Public Private Partnerships is held up as an anodyne 'solution' and strongly promoted internationally.

As the Red Flag flies over Kathmandu and the New Nepal – sort of – a very live public issue is the existence of a private fee-charging sector which is accused of being a socially-divisive barrier to change.

This work-in-progress presentation will offer initial findings from the Kathmandu Valley at an early stage in the MPhil/PhD process and consider appropriate ways to further research these findings.

Wang Mei-Hui
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 localized 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.

Sean Whittle
Educational Foundations and Policy Studies

Religion, intelligence and curriculum: some critical reflections

This paper uses professor John White's book on 'Intelligence, Destiny and Education' (2006) to reopen a discussion about the possibility of a Catholic Curriculum. In Catholic schools, like other faith schools, special attention is given to RE and matters of ethos but the rest of the curriculum essentially mirrors what is going on in all other schools. Against this context the argument in Intelligence, Destiny and Education makes for controversial and thought provoking reading. This attempt to identify the ideological roots of intelligence testing raises fundamental questions and concerns about the way the school curriculum ought to be organised. Clearly professor White intended to provoke debate and reassessment about the place of both intelligence testing in schooling and the way the curriculum is packaged into a hierarchy of subjects. This paper will argue that this debate has the potential to also stimulate some fresh thinking on the question of whether or not there could be a distinct 'catholic' curriculum that ought operate in Catholic schools. Moreover, this debate could also have implications for questioning the nature of the curriculum in all faith schools. In the first section a positive overview of White's thesis will be presented, in order to set the context for the rest of the discussion.

The second section juxtaposes White's historical survey with the one presented by R. Davis in his discussion of 'Can there be a Catholic Curriculum' [in Conroy 1999]. In this discussion Davis presents the history of curriculum development from a catholic perspective. The third section argues that if White is right then there is a potentially important opportunity here for the prospect of developing a Catholic Curriculum. In the final section, some attention will be given to the criticisms and concerns raised about White's thesis. It will be concluded that despite these criticisms enough of White's basic thesis remains to be able to support the development of Catholic Curriculum. At the very least, in the light of White's analysis this concept will have become much more plausible.

Keith Williams
Educational Foundations and Policy Studies

Educational Priority Areas and the community school forty years on

This paper applies a historical lens to the ideology underpinning the Educational Priority Area (EPA) project that took place between 1968 and 1971. It considers how the EPA project can be seen as a legacy for contemporary policy concerning the educative relationship between home, school and community.

The ideological continuities and discontinuities between EPAs and New Labour's 'Third Way' thinking will be considered. It will be argued that whereas EPAs sought to develop the ultimate 'fraternal' community school, working 'with' parents, and not 'on' them, contemporary policies (from EAZs to EiCs) drew on a compensatory 'deficit' model of parents and their capacity for partnership with schools.

EPAs sought a more socially just educational settlement based on equality, but also on liberty and fraternity. Their belief in the educative power of parents, an inclusive school management structure and teachers as organisers and facilitators of learning, partially mirrors contemporary discourse. However, EPAs had the freedom to experiment with a

socially relevant curriculum (though not 'slum education for slum children'), harnessing untapped educative forces. More recent conceptualisations of EPA are constrained by the school improvement/standards agenda plus a narrow, measurement-friendly conception of schooling as the transmission of knowledge. Thus in the current climate, this begs the question: is the pursuit of the community school a 'mission impossible'?