

Doctoral School Poster Conference February 2009 Institute of Education

Abstracts

Rania Al-Nakib
Arts and Humanities

Jumana Bint Abi Talib secondary school: loosening knots in Kuwait's school system

Since independence, Kuwait has been moving towards a social model of liberal democracy. Successive governments in Kuwait have recognised the role of education in this process, supported by membership to the UN, particularly UNESCO. However, these commitments "overlap" with "irreconcilable experiences" (Said, 2004, page 143) in the form of the national curriculum and the school system and structures. This paper will explore the unique case of Jumana Bint Abi Talib Secondary School – a UNESCO ASPnet school and the only Kuwaiti school to win an international award in human rights and citizenship education. Using UNESCO ideals, ASPnet themes, and the powerful rhetoric of the UN and international human rights laws, this school has, despite the difficulties, "go[ne] forth to try anyway" (Said, 2004, page 143). Data collection for this exploratory case study, whose methodology is informed by Yin (2003), will be carried out in March and April of this year.

Taghreed Al-Saraj
Learning, Curriculum and Communication

Foreign language anxiety: what are you talking about?

This paper is a reflection on my own research process. Interested in the foreign language anxiety experienced by Arab female language learners, I first set out to explore the extent to which Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) would be usable and transferable to the Saudi educational environment. I therefore set up a pilot study and elicited, via a questionnaire, student responses to questions about foreign language anxiety in much the same manner as Horowitz *et al* had done. Some of the concerns expressed and the points raised by the Arab female students appeared to be particular to the Arab culture. This finding led me to develop my own new scale, which I called The Arabic Female Foreign Language Anxiety Scale (AFFLAS). I will present my AFFLAS scale and show how Western scales may not always be suitable for the Saudi or Gulf situation.

Mike Aylen
Early Childhood and Primary Education

What enables primary school Teaching Assistants (TAs) to be effective para-educators?

This research is investigating what enables Primary School Teaching Assistants (TAs) to be effective para-educators. The research design allows for the collection of both qualitative and some quantitative data in each of six schools. The data collection and analysis will be done in three levels in order to answer the main and contributory research questions.

- The strategic management of TAs, the senior management team's understanding of an effective TA, the SMT's role developing an effective TA team

- The TA's understanding of their role and the level of school support in enabling her effectiveness.
- The observed effectiveness of TAs as they work with groups of key stage one pupils.

The observations will be undertaken over three sequential sessions of literacy or numeracy. Further evidence of effectiveness will be the planning of the taught sessions, children's views of their own learning and scrutiny of the work produced for evidence of progress.

The six primary schools are located across four different LAs serving a range of communities regarding ethnicity and socio-economic status.

Margaret Barrowman
London Centre for Leadership in Learning

Head teacher recruitment and selection in an urban context

The responsibility for the appointment of a head teacher resides with the school's governing body. The guidelines and enactment protocols that frame the selection process are clear. However, a pilot study undertaken in the earlier stage of this EdD indicated that implementation of the guidelines is variable and the selection process is shaped and driven by contextual issues more than policy guidance.

The process of recruiting head teachers has been the subject of recent research (NCSL 2006). However, detailed scrutiny of the process of candidate selection has not been undertaken and no specific reference has been made to the urban context. This study, therefore, attempts to contribute to that gap. By means of three case studies, it seeks to discover governors' understandings of the process of head teacher selection in order to determine if a worthwhile 'Model of Good Practice' can be generated.

Valerie Coulter
Learning, Curriculum and Communication

Teacher attitudes to talk: What do teachers see as the problems of talk and how they can be overcome?

I believe that talk based lessons can build trust among pupils. Therefore, I am especially interested in finding out how teachers view talk in the classroom. Through an empirical study based on life history approaches, involving semi-structured interviews, I want to inquire into how teachers view both their own talk and that of the pupils. Additionally, I want to illicit teachers' views on the real benefits and challenges of small group learning and whole class discussion. I aim to set these empirical enquiries against the backdrop of an account of changes in educational policy, to show how these have framed debates around this type of learning in urban contexts with a view to helping teachers and schools promote classroom dialogue and learning talk.

Ayshea Craig
Geography, Enterprise and Mathematical Sciences

Comparing theories in mathematics education

Mathematics education, like other areas of education research, is carried out from a wide range of theoretical perspectives, some of which employ potentially incompatible conceptualisations of the mind, language, experience, society, culture and learning. While this variety of approaches can be seen as a resource and a strength, it leads to problems of communication and unresolved questions about the relationship and relevance of research carried out in different traditions to one other. The last few years have seen a much greater awareness of these issues within the European mathematics education community (see the proceedings for CERME 4 and 5 and Zentralblatt für Didaktik der Mathematik 38(1) and 40(2)). This poster, based on research at an early stage, explores the issues involved in comparing research and theories which employ potentially very different premises and considers the possibility of employing a pragmatic approach to theory comparison.

Anastasia Dimitriadou
Educational Foundations and Policy Studies

Refugee ESOL students' social relationships within the ESOL setting and its association with integration into British society

This study aimed to identify the social relationships of refugee ESOL students in FE settings and its association with social integration through a case-study approach using mixed methodology.

Although the majority of refugee ESOL students build friendships with their peers in the ESOL setting, these relationships tend to thrive only within the college environment. Those living alone were more likely to seek friendships with peers irrespective of linguistic / cultural / ethnic background, compared to those living with families and/or relatives. Relationships tended to be based on same gender and clustered around language/ethnicity/religion. Although time and an improvement in English positively affected refugees' aspirations, their choices of friends were not affected.

Finally, those who sought friendships within the ethnic community showed limited interest in socio-economic opportunities arising outside the ethnic community, while those who built friendships with people from different backgrounds showed a stronger willingness to actively participate in a multicultural community.

Helen Everett
Lifelong and Comparative Education

Faith schools, religious identity and attitudes of tolerance and towards diversity.

The 2008 revision of the Citizenship curriculum has introduced a new strand 'Identity and Diversity: Living together in the UK' and since 2007 maintained schools have been required to promote community cohesion. Many people have questioned how well faith schools can, and do, equip their students with the skills and attitudes to live in a diverse British society. This research proposes to look at this issue, focussing on how the schools promote attitudes of tolerance and positive attitudes towards diversity whilst at the same time emphasising a particular religious identity with its associated beliefs, values and norms. It will compare the

attitudes of Year 10 pupils in five faith schools and one community school in the UK as well as comparing how the schools promote their religious identity. Roman Catholic, Muslim and Evangelical Christian schools in both the state and independent sector will be considered in the research.

Niko Gaertner
Educational Foundations and Policy Studies

Operation Pied Piper – The wartime evacuation of schoolchildren from London and Berlin 1938-1945

This qualitative research in the History of Education uses surviving government documents of the schoolchildren's evacuation from archives in London (London Metropolitan Archives, National Archives Kew) and Berlin (das Bundesarchiv, Deutsches Pressearchiv) to reconstruct the origins, planning and preparation stages, and execution of the massive population movements during the war. While the evacuation remains a popular research topic, so far no singular studies exist of either capital's role in it. Furthermore, this is a comparative study that hopefully allows for an assessment of successful and unsuccessful wartime measures - with special emphases on propaganda, logistics and social politics. The documentary research will be continuously challenged by evidence from visual and oral sources. The latter will not be generated for this research, though, but drawn from existing life history collections at the Imperial War Museum (London), the Mass Observation Project (University of Sussex) and the Deutsches Historisches Museum (Berlin).

Fokion Georgiadis
Educational Foundations and Policy Studies

'Interculturality' exploration within an Intercultural Primary School in Greece

The continuously increase of culturally diverse school population within Greek education invites a fresh redefinition of practices, strategies and policies towards cognitive or social aspects in order to correspond with this reality without exclusions and conflicts.

Since there is very little research done in Greece on Intercultural Education arena this poster presentation constitutes incorporation of twofold research project proposals regarding 'interculturality' construction within an Intercultural Primary school in Greece. An Institute Focused Study research proposal, rationale, aims and methodology are presented as a continuation project on interculturality construction through teachers' perceptions in an Intercultural Education Primary school in Greece. The dimension of this study finds its roots in the issues and concerns which have arisen and continue to develop as Greek teachers and schools struggle to interpret and implement 'intercultural' education policy. At a second stage this project is linked to a following thesis research rationale.

Anastasia Gouseti
London Knowledge Lab

How web 2.0 technologies are being implemented in an eTwinning project

The last few years have seen the growing popularity of web 2.0 tools and technologies which have been perceived to be particularly collaborative in nature. Notions of sharing and contributing as well as interactivity and connectivity are seen to underpin the web 2.0 ethos and are in line with social constructivist learning theories. eTwinning, on the other hand, is an EU initiative that seeks to promote collaboration between schools with the use of Information and Communication Technology (ICT) and raise cultural awareness and student co-operation across Europe. The aims of my research are to explore how web 2.0 technologies are being implemented in an eTwinning project and to evaluate teaching and learning opportunities and problems that present themselves. A further focus will be on highlighting the outcomes of ICT-based collaboration between schools.

Frances Hampson-Jones
Psychology and Human Development

Reciprocal teaching - an effective intervention to improve reading comprehension in the primary age group? A pilot study in progress.

Reading comprehension difficulties are reported in 10 per cent of 7-11 year olds in UK schools (Cain and Oakhill, 2007). Reciprocal teaching is a 'multicomponent, metacognitive training package', which showed impressive gains in the USA during the 1980s (Palincsar and Brown, 1984). The approach combines content and method. Four strategies, predicting, clarifying, questioning and summarising are taught; then, students gradually assume control of teaching within a small group, until they are actively involved in constructing meaning from text.

This study examines the effectiveness of the approach in a whole class setting. The research questions are:

1. Is the intervention effective for all students?
2. Can the intervention be improved by the addition of a further strategy – visualisation?

A pilot study with three Year 5 classes has shown a significant improvement in reading comprehension for the treatment groups over a non-treatment control, but no difference in gains between the forms of reciprocal teaching.

Laura Johnson
Lifelong and Comparative Education

Understandings of 'Global Citizenship': a model United Nations case study

This research aims to investigate the multi-layered understandings of 'global citizenship' that may exist within an educational programme aiming to promote such a concept: specifically, a Model United Nations project run in schools and colleges around the world. For my pilot study I use a case study approach located in a London secondary school and explore the ways in which organisers and participants perceive the different understandings of global

citizenship promoted by the Model United Nations programme. It is anticipated that a broader study will follow, with potential comparative elements drawing upon the analysis and findings from the pilot study.

Kanako Kusanagi
Learning, Curriculum and Communication

Creating a learning community for professional development of teachers in developing countries: a case from Indonesian junior high school

There is growing recognition that teachers' professional development is at the core of improving the quality of education in developing countries. However, despite many efforts by policymakers to develop teachers' professional knowledge, skills and disposition, these initiatives often fail to impact on daily practices of teachers. This may be, in large part, because there exists a gap between the role they are expected to play and the local reality of classrooms and the context detached professional development programmes. Lesson study is attracting international attention as an alternative approach due to the nature of collaborative and reflective learning that is used to improve lessons and its constant focus on student learning. The study examines the changing process that takes place after the introduction of lesson study into an Indonesian junior secondary school.

The research questions are:

1. What motivates teachers to engage in their professional development?
2. What are the conditions to create a learning community where teachers continuously engage in professional development to improve their lessons?
3. What specific factors contribute to successful professional development in the Indonesian context?

YongJun Lee
Psychology and Human Development

A follow-up study of resilience on social information processing patterns in Korean adolescents

The research is designed to study resilience with social information processing (SIP) model. Previous researches showed that resource factors such as self-esteem, family involvement and social support could moderate the effect of risk factors based on variable-focused approach. However, resilience studies have little paid attention to the SIP model as a resource factor. Thus, this research is going to investigate how the SIP works in resilience framework. Korean adolescents were surveyed at two time points (two years gap) for adverse life event, psychological adjustment, and resource factors such as human and social resources including the SIP, etc. At first, the relationship between psychological adjustment and risk factors adolescents experienced will be explored by the type and timing. Then the model will be considered as a resource factor in resilience framework with moderation effect in that this model has been established to explain the adjustment.

Helen Mason
Thomas Coram Research Unit

Looked After, labelled and lost: discourses of Looked After Children

My research explores the discourses of looked-after children. My hypothesis contends that how children in care are constructed, influences practice and policy, as certain discourses become normalised, taken for granted and drawn upon. I seek to examine the contribution of written documents to ways of seeing looked after children, produced in the institutional sites of social care, education and health. These written documents are circulated, read, consumed and presented - with the best intentions - as evidence of truth of who these children are. Methodologically, I am taking a broad longitudinal sample of the Core Assessment Records of every child that was accommodated by one local authority in Wales during one year; and then selecting five case studies from this sample, to examine a broader sample of written records from education and health. Theoretically, I am interested in both Foucault's ideas around discourses, power / knowledge and institutional practice; and critical discourse analysis.

Mohsen Mir Mohammad Sadeghi
Psychology and Human Development

The adjustment to school and its consequences in children's development

The importance of adjustment to school and its long consequences in children's development has been shown in previous research. One of the major contributors to school adjustment is relationship with peers. The studies on peer relation considered three major aspects for that. Namely those are friendship, social status, and relationships in cliques. Nevertheless, these have rarely been studied simultaneously in previous research. 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 was collected at the beginning of and at the conclusion of the 2007-08 school year. The longitudinal design of the study facilitates comparison between the two timeframes and the opportunity to measure the effects of the three relationship types on different aspects of adjustment. Provisional results depict meaningful correlations between and within the two domains of this study. It also reveals the importance of including different types of peer relations collectively in the research.

Pheonah Musisi
London Knowledge Lab

E-learning and the transformation of practitioners' roles in further education

It is claimed that e-learning is transforming practitioners' roles in education. However, the ways in which practitioners can be supported in engaging with this are not yet clear, particularly in Further Education. This study examines these changes and support provided for practitioners in one FE College as they integrate information technology. The longitudinal study follows participants after their initial training on how to use Moodle (VLE), to monitor progress and analyse their experiences using the Sandholtz *et al* (1997) model of ICT

adoption. Participants are interviewed at the beginning of the study and the end to establish perceptions of ICT and the support offered. Findings indicate that although there are structures in the setting that are intended to support practitioners as they embed e-learning, these are insufficient and need enhancing. The study explores ways of achieving this including: allocating special time for practitioners to engage in e-learning, creating opportunities for 'forums to share good practice' and peer mentoring.

Georgina Owen
Arts and Humanities

Is there a discrepancy between the way in which jazz is taught and the way in which it is learnt?

From my work as a jazz musician and instrumental music teacher I have become increasingly interested in the developments of jazz in education in the UK.

This research is a predominantly qualitative study which aims to uncover the learning methods which jazz musicians regard as being fundamental in their development in learning to play jazz and improvise and asks whether these are, could and should be incorporated more frequently in jazz education today?

Through a series of interviews and related surveys with jazz players and young jazz students, I hope to be able to gain an insight into their expectations and real-life experiences of learning and teaching and identify some key themes which may point to more constructive and beneficial learning methods for jazz.

Konstantina Panourgia
Psychology and Human Development

The moderating role of cognitive protective factors in the link between adversities and adolescents' psychopathology

The literature on environmental stressors in childhood points out that children and adolescents typically have multiple risk factors and multiple resources contributing to their lives. The project described in this poster examines cognitive protective factors and how they moderate the effect of stressors. The main aim of this research is to test the possible role of the connection between verbal and nonverbal IQ and attributional style in the link between adversities and adolescence psychopathology using a mediated moderation framework. The target population of the study will be secondary school-aged adolescents. Quantitative methods and a longitudinal design will be used. The goal of this study is to detect meaningful patterns of association that would advance our understanding of adaptation during development, particularly when stress exposure is heightened. Outcomes of the proposed research could have widespread implications for improving services to children and adolescents at risk.

Alan Parkinson
Continuing and Professional Education

Student perceptions of influences on their study. Experiences in a distance learning accounting course and implications for course design

This thesis is located in the arena of a distance learning accounting course of a vocational nature delivered to working managers. It is concerned with identifying and exploring students' perceptions of influences upon their study experiences. The influences are drawn from elements of the course design, characteristics of the students, and their inter-action. Data is collected through semi-structured interviews from thirty eight past students. The data are explored using the techniques of content analysis, repertory grid analysis, and laddering. The exploration generates findings concerning the most significant influences, suggesting indicative associations between sets of student characteristics and elements of course design and course achievement measured through academic scores. Typologies of groups of students are identified and linked to those scores. Particularly influential, are domestic circumstances, nature of work in relation to financial matters, and levels of maths and PC skills. A gender divide emerges, with females performing less well than males, with domestic circumstances and nature of work being of great significance. This thesis contributes new insights into the student experience, with practical implications for course design.

Val Patterson
Learning, Curriculum and Communication

What children and young people say about the value of their supplementary schools

Supplementary schools are voluntary organisations set up within black and minority ethnic communities to teach children mother tongue languages and give extra support with core National Curriculum subjects to enhance achievement.

The methods used were:

- a pictorial representation of their supplementary school
- group activity
- semi-structured interviews

The children expressed very clear purposes for attending and this helps them develop independent learning skills. Their main purposes for attending were:

- Learning a community language to communicate with extended family
- Preparing for SATs / GCSEs
- Friendship
- Something to do

The research found children attend because of the 'comfortable learning environment' created by the:

- Voluntary nature of supplementary schools
- Friendship / relationships
- Sanctuary from peer pressure
- Availability of one-to-one support
- Community atmosphere
- The quality and continuity of teachers

Zulfi Qureshi
Learning, Curriculum and Communication

Promoting student agency in writing conferences: impact on non-native speaking students' writing and revision strategies

Writing conferences are often offered to students in higher education and have been represented as a place where teachers and students can discuss an essay in a more 'libratory' manner. However, research suggests that the discourse in such conferences often mirrors that of the classroom with teacher talk dominating and students retreating into more passive roles. This becomes accentuated when the students involved come with different cultural backgrounds and employ English as a second language. Such differences tend to reinforce the asymmetry and reduce opportunities for shared dialogue.

This presentation focuses on the major issues identified in the research on conferences with second language speakers. It presents a rationale for research to promote more student agency in conferences, not by employing the methods of Socratic enquiry that pervade current discourse in writing studies but by beginning from a more 'directive' stance before gradually moving to a 'less directive' one.

Clare Seymour
Learning, Curriculum and Communication

The challenges and advantages of insider research

As an EdD(International) student at the Institute, my academic focus has been on research in practice. This involves studying processes and relationships within the institution in which I work on a day-to-day basis, to identify the ways in which they impact upon my particular research topic. As a result of this type of study, I have developed an increasing interest and awareness in the challenges and advantages of carrying out 'insider research' – not only in the overt sense of 'mapping the institution' from an academic perspective, but also through experiencing and 'witnessing' the subtle and nuanced changes that occur dynamically in my ongoing relationships with others at my institution.

I therefore aim to present an 'interactive' poster at this conference: through highlighting what I see as the main areas of debate in undertaking insider research, I would like to invite those attending the conference to add their comments, observations and experiences of undertaking (or considering) insider research. Please come along and add your comments!

Gareth Dylan Smith
Arts and Humanities

'I drum, therefore I am'? Identity and learning of kit drummers

This study looks at the interconnectedness of identity and learning through interviews, observations and questionnaires with two groups of drummers – professionals and teenagers. The methodology draws on practice and philosophy from phenomenology, ethnomusicology and grounded theory.

Data are analysed using the new models of the Snowball Self, Passive and Active Identity Realisation, and Passive and Active Learning Realisation. It is hoped that some light will be shed on aspects of being and becoming a drummer, especially in relation to issues of gender, ethnicity, belonging, learning, and multiple drummer-identities.

The researcher is in the second year of MPhil / PhD, and is in nearing completion of the Pilot Study. The research is incomplete, and the researcher welcomes comment and criticism.

Gillian Stokes
Social Science Research Unit

Medicines for children and young people: identifying priorities for research and outcome measures from the perspective of UK adolescents with type 1 diabetes or epilepsy – a comparative case study

Public participation in matters that affect them, including health care provision, is a key theme running through UK government and EU legislation. However, inequalities in the participatory process are apparent for children and young people (CAYP) who are currently not being given the same opportunities to participate or shape services that they utilise. Within paediatric pharmaceutical research and development (R&D), priority and outcome measure setting is a process that currently excludes the perspectives of CAYP. This research aims to identify the priorities and perspectives of adolescents affected by type 1 diabetes or epilepsy, within the setting of a Working Partnership. Further aims are to: identify where CAYP are included in paediatric pharmaceutical policy making and the R&D process, identify how CAYP wish to be included, investigate existing structures that encourage CAYP's participation and ultimately to develop a framework for inclusion of CAYP in paediatric pharmaceutical R&D and policy making.

Natalia Streuli
Early Childhood and Primary Education

Children's views and experiences of poverty and well-being in Peru

The present paper explores how children living in extreme poverty experience and understand poverty and well-being. The analysis presented draws mainly on qualitative work undertaken in 2007 and 2008 in three rural towns in the department of Ayacucho, in the southern Andes of Peru. Around 40 children aged between 6 and 15 participated in group discussions and individual interviews about their well-being and the implications of services available to them using a variety of qualitative techniques such as community mappings, drawings, and photography. Interviews with parents, teachers, and healthcare professionals are also analysed. Finally, the paper also integrates quantitative data from 108 families living in the same district where the qualitative study took place. This data consists of household surveys gathered in 2006 as part of the Young Lives project, a long-term international research project investigating the changing nature of childhood poverty in four countries, including Peru.

Michael Vogel
Continuing and Professional Education

Exploring the conditions for academic teachers' informal collegial learning about teaching. A social network approach

Based on a network interpretation of communities of practice, this paper applies social network analysis to the relations of professors at a German Fachhochschule (non-university higher education institution). It provides insights into teaching-related communication structures, the extent of the professors' social isolation in their roles as teachers, and the conditions for their informal collegial learning about teaching. The analysis shows that isolation exists but not as a major phenomenon. A strong minority of professors engage in communities of teaching practice which are connected only by a small number of individuals acting as informal brokers for teaching ideas. To improve the conditions for the professors' collegial learning about teaching, the density of weak ties between the communities of practice should be increased, eg, by initiating a professional learning community involving members of different communities of practice.

Elizabeth Wady
Geography, Enterprise and Mathematical Sciences

Graphicacy in GCSE mathematics and science: identifying teaching resources associated with deep, surface and strategic learning

Students generally find it difficult to plot and interpret graphs and there is abundant information indicating the precise nature of their difficulties. However, data regarding the effect of teaching resources upon graphical learning behaviours is scarce.

This research looks at behaviours associated with the deep, surface and strategic learning approaches. Which behaviours do year ten students demonstrate in scientific graph lessons and which in mathematics? Is there any correlation between learning behaviour and the teaching resources employed? These questions are being looked at in three schools using both adaptive theory and phenomenography. Preliminary investigations revealed more deep, and less surface behaviours in mathematics. Later work indicates that strategic behaviours are scarce in this age group. Teachers, together with worksheets were associated with the most deep learning behaviours.

Sean Whittle
Educational Foundations and Policy Studies

Is there a coherent theory of Catholic education?

This is a theoretical study, within the research tradition and methods of the philosophy of education that explores the complexities in identifying what is the philosophy of Catholic education. Behind contemporary debates about the justification of Catholic schools lie ambiguities about the philosophical aims of education within a Catholic school. The heart of this research project will be to demonstrate that there is a coherent and philosophically defendable theory of Catholic education.

This poster will focus on my current investigations into why Catholic education is a tradition that is in need of a philosophy or theory of education. Despite first impressions these are difficult times for all faith schools, even well established and successful Catholic ones. There are both external and internal threats that currently face Catholic education and these highlight the urgent need to identify and articulate a coherent theory of Catholic education.

James Wood
Arts and Humanities

Community cohesion in an English secondary school

The duty to promote Community Cohesion was placed upon schools by the Department for Children, Schools and Families (DCSF) in September 2007. This presentation will examine the terms Community Cohesion, Social Capital and Community Capital. It will also present the ongoing research in the study school, key areas presented include:

- The context of the study school –the make-up of the local community and the school as well as any local issues affecting those communities
- The presentation of citizenship education in the study school
- How citizenship education promotes community cohesion in the study school
- An evaluation of the effectiveness of the school's work based on staff and students.