Doctoral School Poster Conference February 2010
Institute of Education

Abstracts

Modupe Adefeso
Education and International Development

A critical inquiry into the roles of private sector participation in the funding and operation of education in Nigeria

This study uses evidence from published research and empirical analysis of a major household survey (Nigeria Living Standards Survey 2004), to provide insights on the utilisation of privately provided education in Nigeria. The study also investigates the effectiveness of private schools in promoting student achievement, by analysing data from a survey designed by the researcher. Preliminary findings reveal that there is inequity in the utilisation of private education across Nigeria. The study also confirms that on average, children in private schools are from more privileged homes than their public school counterparts and have higher achievement levels.

Cathryn Al Kanaan
Geography, Enterprise, Mathematics and Science

Global learning and sustainable livelihoods

My research is focussing on the importance and value of Global Learning in developing rural sustainable livelihoods and in particular capabilities.

I have developed a global learning framework as a tool to support rural development practitioners, community representatives and activists in decision making and strategic planning. I am in the middle of piloting the framework and am using empowerment evaluation as my methodology to gain an insight into this learning process and/or the learning of individuals participating in the pilot.

Ghada Angawi
Lifelong and Comparative Education

The role of leaders in strategic decision making in higher education

I am currently undertaking a study to examine the leadership role through strategic decision making (SDM) in higher education (HE) in the context of the United Kingdom. I am being supervised by Professor Sir David Watson and Dr Paul Temple in the institute of Education at the University of London. The study focuses on the behaviours of leaders as they interact with content, context, process and the outcome of the decision. It is assumed that each of these factors influence and are influenced by the leaders' behaviour to produce a unique style of leadership. My emphasis throughout the research is on the neo-charismatic theory of leadership which employs three major behaviours that are categorised as change behaviours because they cause change and transformation to happen in an organisation. The three behaviours are: assessing the environment, formulating a shared vision and devising the means to achieving this vision. Other theories on behaviours are also included to complement the analysis. My method is a case study using interviews and document analysis.

Maki Asano
Continuing and Professional Education

Involvement in instrumental learning of minority ethnic pupils in Britain: how are they learning music in the formal educational context?

This research aims to explore how ethnic minority children learn western classical music in the UK focusing on the orchestral instrument learning, and also to examine issues in concept of equality in music education, which has been succeeded in every part of the UK as the government stated "every child from all backgrounds should have the chance to perform, play an instrument or sing". This research investigates what the differences amongst ethnic minority groups in learning western classical instruments are, what sorts of social factor may act as constraints on and/or incentives to the learning, and how they integrate the western classical music learning into or with their cultural and ethnic identities. Pilot interviews carried out and identified issues and directed main research.

Paul Boyce
Thomas Coram Research Unit

Do you feel somewhere in light that your body has no existence?

This poster illustrates research that explored the terrains within which day-to-day sexual experience and subjectivity is conceived and imagined. Photographic research conducted with people of transgender and men who have sex with men in West Bengal, India, explored sexualities as phenomenologically apprehended, as opposed to simply being shaped or determined by cultural matrices per se. This exploration, in turn, offers critical insights into the representation of male-to-male and trans- sexualities within HIV prevention.

Kiran Campbell-Platt
Learning, Curriculum and Communication

A reconceptualisation of independent consultancy work in education as conformitivity

This study focuses on making sense of enacted professionalism and what it means to be an independent consultant in the field of schooling in the UK and the Emirates.

This is a small scale qualitative study of an interpretive nature. It is a constructionist study aimed to make meaning of the perspectives of independent consultants about their work which I interpreted as an insider researcher. Purposive sampling was used to construct the sample. The data collection method was semi-structured E- and face to face interview. Miles and Huberman's approach of data-reduction, data display and conclusion drawing was used to analyse data.

My thesis reconceptualises independent consultancy work as conformitivity, a new concept which builds on the idea of performativity. Conformitivity is constitutive of an enacted professionalism based on ethical orientations to work and compliance with the fields of judgment framing work and performance measures, as strategies for maintaining personal autonomy.

Sun-young Choi
Learning, Curriculum and Communication

The perceived influence of hybrid EFL courses in Korean higher education: What factors influence students to develop their English in blended learning courses?

The hybrid course is identified as a blended format of conventional face-to-face classroom and the web-based online-learning environment. Although various blended approaches in language learning continues to grow at present, such development has remained at an early stage. The aim of this study is to investigate the perceived influence of the mixed-mode design on EFL courses in Korean higher education, based on how this new model brings technology into the classroom and how its implication can be explored. In order to examine students and teachers' perceptions towards the blended-course, a 60-question survey was implemented to measure the attitude of 202 Korean university students, accompanied with 21 students and 4 teachers' semi-structured interviews, all designed under the six categories: factors and phenomena, motivation, strong and weak points, and the proportion of online element etc. It is anticipated that a broader study will follow with the analysis and findings from the data collected.

Arabella Christou
Arts and Humanities

Exploring mental health and emotional well-being in cultural organisations

In this research I am trying to establish if there are any emotional benefits of looking at art in a gallery setting. Visits to museums and galleries are increasingly promoted as being beneficial to mental health and emotional well-being. This research will ascertain the viability of such claims based upon an extensive literature review and empirical research. The individual, subjective emotional experience of looking at art will be studied alongside the consideration of galleries as therapeutic spaces.

Whilst audiences in general will be considered, a central focus of this research will be to engage with sufferers of mild anxiety and mild depression to see if art galleries can provide a remedy as part of a wider rehabilitation or treatment process. If the practice of 'creating' art is seen as a form of psychiatric and psychological therapy, then can aesthetic engagement and the gallery space also have therapeutic benefits to individuals?

Panayiota Christodoulidou
Educational Foundations and Policy Studies

The inclusion of children with 'learning difficulties' in mainstream classrooms at public secondary schools of Cyprus: Listen to the needs of teachers and students

In schools of Cyprus, the 'learning difficulties' of children are supported in the resource room rather than in the mainstream classroom. The research points out that children can be supported in the classroom avoiding stigmatisation and promoting higher self-esteem. The project described in this poster examines the support provided to children inside and outside the mainstream classroom both in schools of Cyprus and London. The main aim of this research is to test how willing the teachers and students are in order to promote the inclusive learning in the classroom. The target population of the study will be secondary school

teachers of Modern Greek and secondary students with 'learning difficulties' at the age of 13 years old. Qualitative tools will be used (interviews and observations). The goal of this study is to detect meaningful patterns of association that would advance or change the inclusive policies at schools of Cyprus.

Paula Collens
Continuing and Professional Education

Relationality and creative learning partnerships in the 1-2-1 tutelage relationship in music conservatoire vocal education

The education of professional musicians in conservatoires is structured through the matching of a student with a teacher in a 1-2-1 relationship that focuses on the principal instrument. Students are dependent upon the workings of this relationship for vocal learning and development, and invest into it intensively (including financially, emotionally and usually over several years). This relationship is relatively under-researched despite its dominance as the pedagogic model in conservatoires. The current research aims to deepen understanding of the tensions and complexities of this 1-2-1 tutelage relationship through the analysis of interviews and focus groups of stakeholders. The core question to be examined is: how does the quality of relating and the influence of the intersubjective field between the tutor and the student en/dis-able a creative learning partnership in the teaching of voice? The research seeks to provide knowledge to support conservatoires in reflecting on modes of teaching and planning for and developing 'good practice'.

Moya Comer
Learning, Curriculum and Communication

Deconstructing reflective practice

The research undertaken is in the context of the importance and prominence of reflective practice in nursing education. The poster presentation will outline the background to this development and summarise main points from the literature. It will also contain a brief outline of the methodology and a short account of findings from deconstructing a sample of text.

Roussel De Carvalho
Education and International Development

The new Brazilian policy of admissions to higher education: Political decisions and educational consequences

After years of inequity in the Brazilian system of admissions to higher education, in May 2009 the Brazilian Government attempted to change the way in which students are admitted to federal universities. However, many Federal Universities have resisted this change and, due to their autonomous status, counter-proposed the change, bringing about a sense of mistrust in the government and its national secondary school assessment. Now there are several possible combinations of entry depending on which university one might be applying for, confusing students, parents and teachers alike.

Having established some of the main implications of the Brazilian admissions policy to higher education on secondary school teachers and students in a previous study, it now becomes paramount to deal with political and educational root-causes of these changes in the system. It also considers the myriad of consequences and other unforeseen circumstances that have arisen from these new measures, as well as arguing for a different solution to the progression from secondary to tertiary education in Brazil.

Jean Dillon
Lifelong and Comparative Education

Accessing and making the transition from FE to HE

The poster presents key findings from the author's thesis for the Education Doctorate. Set within the context of widening participation and more stringent entry requirements for HE social work programmes, a mixed methods' research design was used to investigate the social backgrounds, experiences and education and career trajectories of students on three access courses in England attempting to navigate their way from FE to HE. Theoretical ideas relating to social reproduction, critical race and life course development were drawn upon to investigate students' education and career decision-making. Particular focus was given to key 'turning points' linked to structure and agency factors influencing the choices open to students. Issues of intersectionality vis-à-vis ethnicity, gender and class were central to the investigation. The results reveal that whilst barriers to HE were experienced, the exercise of agency was strong among the students, and the central role of supportive learning cultures.

Rob French
Quantitative Social Science

The relative effectiveness of private and government schools in rural India: Evidence from ASER data

One of the many changes in India since economic liberalisation began in 1991 is the increased use of private schooling. There has been a growing body of literature to assess whether this is a positive trend and to evaluate the effects on child achievement levels. The challenge is to identify the true private school effect on achievement, isolating the effect of the schools themselves from other variables that might boost private school outcomes, such as a superior (higher ability) student intake. Using the ASER data from 2005 to 2007, a number of methodologies are used to produce cumulative evidence based on the effectiveness of private schools relative to their government counterparts. Household fixed effects estimates yield a private school achievement advantage of 0.17 standard deviations and village level 3-year panel data analysis yields a private school learning advantage of 0.114 SD.

Amelia Hempel-Jorgensen
Quantitative Social Science

Social class, high-stakes testing and classroom culture: Constituting pupil learner identities in schools of different social class composition in the British 'testing culture'

Understanding the effect of high-stakes testing and social class composition on British pupil learner identities is important because of the polarisation in the social class composition of schools and the pressure of high-stakes testing on predominantly working class schools which fail to meet government attainment targets. Positive learner identities are crucial in developing lifelong learners which is a main aim of current education policy. This thesis analyses year four pupil learner identities, and the classroom cultures in which they are constituted, in four schools of different social class composition. Qualitative data was collected from these schools as part of an IOE ESRC funded project and a survey was conducted of year four parents to calculate the social class composition. The qualitative analysis is approached with Bernstein's theory of pedagogy and a post-structural analysis of the classroom cultures and how pupil learner identities were constituted in relation to a concept of an 'ideal' pupil which differed according to the schools' social class composition.

Amanda Ince
Early Childhood and Primary Education

An exploration of the impact of cognitive dissonance on adult professional learning

This study is an exploration of how cognitive dissonance impacts upon adult professional learning. A case study method is adopted with a post graduate Master's course as the case. A grounded theory approach to data analysis is taken with data collected through field notes, observations, documentation and reflections from course participants from across course cohorts. Preliminary results seem to suggest that critical reflection must present for cognitive dissonance to impact upon professional learning. Tentative conclusions appear to link tutor facilitation of cognitive dissonance with impact upon professional learning.

Arna H. Jonsdottir
London Centre for Leadership in Learning

The professional role and leadership of the Icelandic preschool teachers: Definitions and development

I am at the thesis stage in the EdD (International) Programme. The purpose of my thesis is to investigate the professional role and leadership of preschool teachers in Iceland and to find out how these elements are defined and described by relevant stakeholders. Also, the purpose is to investigate how the definitions and descriptions affect the professional identity of preschool teachers and the activity within preschools. The relevant stakeholders in the research are the preschool teachers in all positions and other staff within the preschools, parents and representatives of the local authorities, and politicians. The stakeholders have been interviewed in focus groups and the politicians have been interviewed personally. The philosophical stance informing the methodology of the research, is interpretive, or 'symbolic interactionism' where the central and critical idea is the notion of meaning and its influence on social behaviour. Now I am analysing the data and writing up the thesis.

Marios Kostas
Educational Foundations and Policy Studies

Construction of gender identities in primary education

My research is designed to examine the social construction of gender in the Greek educational system with a special focus on primary education. The educational practices and their impact on construction of gender identities will be analysed. School books, as part of the educational practice, will be examined from a gender point of view as well as students' interactions in the classroom and in the playground.

My data will be gathered from an in-depth analysis of the literature text books. In addition, I will carry out interviews with the teachers and the students in order to explore their perceptions on gender issues. Finally, I will conduct observations in the classroom as well as outside the classroom, in the school playground.

Aneliya Kremenska
Learning, Curriculum and Communication

A model for web-based academic writing activities for the HE context

The thesis investigates the impact of the implementation of web-based technologies (WT) in an Academic Writing module (AW). The notions of "e-learning" and "genre-based instructions" are identified as key concepts to represent the relations between the WT and English for Academic Purposes (EAP).

A qualitative case study is designed, in which WT are viewed as providing a source, medium, environment, and a means of communication; and EAP as a complex phenomenon, aiming at learning to write for academic context through second language genre learning. The study takes a constructivist approach and will consist of: participant observation to identify the uses of WT; reflections and a semi-structured questionnaire to determine the relative importance of these uses and present students' perspectives on their effectiveness; text analysis of the writings; and interviews to evaluate the module and suggest improvements. Analysis and discussion of these data would suggest adequate use of WT for the AW context, thus facilitating future design of efficient AW modules.

John Kusznirczuk
Geography, Enterprise, Mathematics and Science

Maths isn't hard

My research interest is in the Key Stage 3 mathematics classroom and the clearly evident difficulty that so many of its pupils have with school mathematics. My inquiry starts from the position that the most complicated thing going on in a KS3 maths classroom is not the mathematics – it is the relationships that exist there.

At this early stage of my inquiry I'm reviewing literature and my poster shares a speculative and provisional model of classroom discourse located in a 'redundant system of systems' ranging from linguistics to psychology and sociology. I've found this model to be a helpful map in my navigation of the literature that addresses or impinges on classroom discourse.

One of the products (aimed at classroom teachers of maths) that I hope will emerge from this inquiry will be a collection of abstract acoustic presentations of actual classroom discourse. I will have prototypes of this kind of presentation available at the conference.

Alison Leonard
Geography, Enterprise, Mathematics and Science

Lessons on north-south educational partnerships from Ugandan schools

I carried out a pilot study with a Ghanaian school in 2008 and have now undertaken a major part of my primary data collection in Ugandan schools. The poster will report on the initial findings from my Ugandan field work in 2009, exploring how three 'Southern' schools and the communities which they serve are affected by the process of School Linking. Feedback will be much appreciated at this 'work in progress' stage, to inform my final planned overseas data collection in Tanzanian schools later this year and write-up towards my PhD thesis. While the focus of my research is within the academic discipline of Development Education, I am also a Geography Alumnus of the IOE's MA course, 'Geography in Education' (2004) and PGCE (1993).

Lisha Liu
Lifelong and Comparative Education

Taught master's students' curricular engagement in the UK: Case studies of British and Chinese students

Over the past five years, there has been a rapid growth in the number of taught master's students. Compared with the similar programmes in other countries, British taught master's programmes are short, intensive and well-organised. However, such programmes have also caused various debates on the issues of curricular design and student engagement. The proposed research aims to investigate the nature of taught master's students' curricular engagement in the UK, through case studies of home and Chinese students. It is expected that this study could fill in possible gaps of the previous studies on curriculum as well as student experience in British higher education, and lay a foundation for the further academic research.

Teresa Markidou
Arts and Humanities

Children's developing awareness of Cypriot culture through art practice

My research project explores the ways in which art education can induct children into the cultural values of the Cypriot nation and society and whether such an induction enables them to address issues related to multiculturalism and continual demographic change. As part of my research, I have conducted a small-scale pilot study during February 2009 in Cyprus, so as to gain an up-to-date insight into 6-12 year old children's learning in art in primary classrooms. By employing various analytical tools and while acknowledging its limitations, this study revealed some aspects of the way art education is conceptualised and taught by Cypriot primary school teachers and furthermore, how it is interpreted by the children during the technical learning process (when children are, for example, drawing and painting). My

analysis so far provides evidence of teachers' unawareness of emerging cultural and demographic change, which has transformed Cypriot culture and education for the past seven years.

Keren Menashe
Educational Foundations and Policy Studies

How do policy and curriculum affect violent behaviour in secondary schools in England? A broader glance at PSHE education

There are many potential causes to predicting violent behaviour, which when examined in the school environment are usually scrutinised through personal components eg, gender, neighbourhood, family and ethnicity etc, and school components eg, teacher-pupil relationships, policy and ethos, achievement, and curriculum etc. Personal, Social, Health, and Economic (PSHE) education is dealing with most of these issues in direct and indirect manners and its implementation in school is alleged to have an effect on behaviour and decision making. In this research I will focus on policy and curriculum as being the prime influential causes of violent behaviour in school, having an emphasis on PSHE education as one of the violence prevention apparatus. Hence, by using semi-structured interviews, focus group and observations, I will examine the way in which head teachers, teachers and pupils define violence, the discourse between them regarding behaviour, having a wider glance at PSHE education, its ideas, way of teaching and effects.

Joanne Metivier
Learning, Curriculum and Communication

What is an author? Internet fan fiction and the MA creative writing workshop as methods of producing fiction

The research looks at how writing is produced, exploring the practices of fiction writers and how they construct 'becoming a writer'. The research is designed as comparative case studies of participants in two settings. Within higher education, would-be authors are taking up places on popular postgraduate courses structured around 'the workshop'. While there is some variation in course outlines, a Master's in Creative Writing is marketed not only as leading to an academic qualification but also as a possible route to publication. Online, fan authors engage in publishing 'fan fiction' on the Internet, constructing their practice as one of honing their craft and building an audience before expanding their production to other contexts. This aspect of media fan productivity remains relatively under-explored in the literature. I will draw on Foucault's theory of the 'author function' outlined in his philosophical essay "What is an Author?" in order to introduce key issues of interest.

Emily Midouhas
Centre for Longitudinal Studies

Cognitive ability and school attainment of children in rural compared with urban areas

This thesis examines the relationships between young children's residence in rural and urban areas in the UK and their cognitive ability and school attainment. A limited amount of research conducted in various countries has suggested that children's outcomes may vary

depending on whether they live in rural or urban areas (Bornstein *et al*, 2005; McCulloch, 2006; Zhang, 2006). However, this research has not examined rigorously the contribution of these areas, or their characteristics and population profiles, in explaining variations in young children's outcomes, while controlling for other area, school, family and individual factors. This thesis will address this gap by analysing existing longitudinal data on children aged 3, 5, and 7 from the Millennium Cohort Study (MCS) using quantitative data analysis techniques. This poster presents the background and aims of this research, a description of the data being analysed and some initial descriptive analyses of these data. This research is interdisciplinary but takes a strong psychological approach.

Georgia Niolaki
Psychology and Human Development

Transfer effects in spelling from transparent Greek to opaque English in eight- to nine-year-old children

The study examined spelling production in two groups of Greek-English bilingual children (mean age 8:1 year) who differed in level of proficiency in reading and spelling single words in Greek. Regression-based analyses were used to investigate the effect of child-related and stimulus-related variables on spelling to dictation. The child-related variable was a measure of phonological ability. The stimulus-related variables were word length, word frequency, and phoneme-grapheme transparency. We hypothesised that, since Greek has a transparent orthography then children with high levels of Greek literacy skill may rely more on sublexical processing for spelling in both Greek and English than children with low levels of Greek literacy skill. The results revealed significant effects of markers of sublexical processing (phonological ability and word length) for children with strong Greek literacy skill, and significant effects of markers of lexical processing (visual memory and word frequency) for children with weak Greek literacy skill. In addition, children with strong Greek literacy skill made more phonologically appropriate errors in spelling than children with weak Greek literacy skill. The results suggest that the orthographic depth of the mainly transparent Greek orthography affects reliance on sublexical processing for spelling, depending on level of Greek literacy ability, due to language transfer effects.

Iskra Nunez
Geography, Enterprise and Mathematical Science

Exploratory data analysis with interactive and discursive approaches of undergraduate mathematics tutorials

This presentation is part of a longitudinal case study that aims to understand how objects of activity develop during a series of undergraduate mathematics tutorials. At this point, my goal is to develop an analytic approach to understand discursive events from a series of transcribed tutorials and interviews with a pair of mathematics' students and a tutor.

Two analytic methods are explored here. The first approach uses interaction analysis, an ethnographic-based method that is useful to visualise and group together relations of association. The second approach is critical discourse analysis, a theory and method that is useful to ground the mathematics tutorial as a discursive practice as dependent on relations of power and ideology of broader social structures and internal linguistic features of texts. I close with a reflection about the limitations of each of the methods.

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Hector Pantoja-Ayala
Learning, Curriculum and Communication

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In search of creativity: Architectural students' aspirations and expectations in a flexible-rigid programme

This empirical research investigates twenty eight students of architecture in Mexico City (C++ F+) as case studies. The research tries to explain how students construct their aspirations through their experiences of previous educational contexts (C-+ F+, C+ F+ and C++ F+), their cultural capital (courses attended, diplomas, readings, travels and parents' studies) as well as their cultural codes (expectations). The main objective is to gauge, from the students' views, the effectiveness of the interdisciplinary, flexible-rigid teaching-learning approach they are exposed to (C+- F+) in order to facilitate their self-expression or creativity. The research aims to find literal and theoretical replications on P. Bourdieu, B. Bernstein and P-H. Chombart de Lauwe's sociology of aspirations. Using open data gathering techniques with observations and official records, a symbolic social space graph, network analysis, and frequency of written words were applied. Students with capital volume (+) oriented more to objects tend to delay their trajectory due to their previous exposure to less flexible, less interacting learning processes. These previous learning contexts combined with dysfunctional cultural codes generate low-level aspirations that do not impulse them to perform better than the opposite type of students during his / her four years of professional studies.

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Tamara Parapitiya
Educational Foundations and Policy Studies

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Inclusion through the eyes of children with perceived disabilities: Experiences of inclusive education in a state school and an international school in Sri Lanka

This thesis focuses on the experiences of inclusive education of a group of children with perceived disabilities from two different types of schools in Sri Lanka, a State school and an International school in mainstream settings. This is done through biographical narrative interviews and the main purpose is to show that inclusion goes beyond superficial issues such as money and resources. This thesis will highlight factors that make inclusion meaningful for the children with perceived disabilities within the context of Sri Lanka.

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Maria Pericleous
Geography, Enterprise and Mathematical Science

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Applying activity theory to the analysis of students' proving

The aim of this research project is to explore students' mathematical argumentation when they are interacting with a Dynamic Geometry Environment (Cabri). To be more precise this study examines how Cabri as a tool mediates the process of formulating a conjecture and proving it and investigates the way the structuring resources within the setting shape this process. The present study employs Cultural-Historical Activity Theory as a descriptive and analytical tool for analysing students' proving. The activity system, the main unit of analysis in Activity Theory, offers a different lens for investigating learning as a socio-cultural activity. This poster presentation introduces the triangle model of human activity as a framework for

capturing the way argumentation is developed when the setting changes, as well as identifying possible contradictions between these settings.

Colin Rawlins
Geography, Enterprise and Mathematical Science

What might be learnt from key stage 2 pupils' written questions about electricity?

Questioning by pupils is integral to their learning and forms an important component within the study of science.

The study examines what might be learnt from Key Stage 2 pupils' written questions about electricity?

A research lesson taught on 35 occasions provided opportunities for a total of 728 pupils in 11 schools to devise their own written questions about electricity.

A quarter of the questions generated revealed knowledge that was not provided during the research lessons and of these most concerned electricity and batteries; few questions related to the investigation. 'Procedural' and 'operational' questions dominated. Issues about safety and the wider phenomena of electricity were also raised. Some enquiries revealed misconceptions and analogies; few higher-order questions were asked.

The evidence suggests that when pupils are supported in the classroom, their written questions can provide valuable insights into their understandings that could be used by teachers to improve teaching and learning.

Areti Stylianou
Educational Foundations and Policy Studies

Teachers and inclusion

Inclusive Education is an ambiguous notion and it entails a lot of meanings. It is applied in many school systems around the world, with different ways and it has started as an attempt to ensure equality and justice in society.

Inclusive environments bring with them difficulties and challenges and teachers, who are in the front line fighting for inclusion, are criticised and even pathologised for their difficulty to respond. They are left alone to tackle with challenging situations in the school arena, without a structural support scheme, provided to them.

The aim of this project is to investigate teachers' lived experiences in relation to Inclusive Education, in the context of Cyprus. Their experiences will be used in order for the challenges that they face to be addressed through the ideas of Freire and Habermas about Dialogic and Communicative Action. Emancipatory and Collaborative Action research will be used for transformative change. How much impact, if any, will this attempt make in teachers' professional lives and how further will their school move towards inclusive practices? This question is expected to be answered with the completion of this project.

Sharon Tao
Educational Foundations and Policy Studies

Is there a new space in which to understand and improve teacher quality? Applying the capability approach to teachers in Tanzania

In Tanzania, the central role of teachers in the provision of a quality education has been explicitly recognised by the Ministry of Education; however, concerns about the quality of teachers persist due to citations of absenteeism, rote teaching, and withholding content, amongst others. Another side of the debate however, does not position Tanzanian teachers as the 'cause' of poor quality education, but instead posits they are 'casualties' of a flawed system; which is demonstrated through expositions of teachers' impoverished working and living conditions.

What is perhaps missing from this debate is a more thorough understanding of how or whether these 'impoverished' working conditions are related to 'deficient' teacher behaviour. The capability approach has recently provided a new lens in which to understand conditions surrounding inequality and poverty, and this study plans to use its language and concepts to explore and relate such issues to one another.

Toby Thompson
Educational Foundations and Policy Studies

Heidegger and executive education

Implicit in the process of the education of corporate executives is an understanding of what is good in the body of knowledge or practice that is the subject of the executive's ongoing education; eg, is it making more profit, or being more responsible as a corporate? Not least is an understanding of what an executive is and the bearing their education has on whatever practices, and contexts of their coping, they are habituated within. These two broad factors of content and context of the education of executives become fourfold when applied to the formal instances of their education (in the case of my PhD study, the trappings of business schools and their programmes of education), and the sites of the executives' responsibilities (the organisations and corporations within which the practices of executive-ness gains meaning) beyond the classrooms. I will attempt to use the philosophy of Heidegger to unpack these factors.

Michael Vogel
Continuing and Professional Education

Discursive struggle for identity on the doctoral battleground

Like many other countries, Germany has a binary higher education system. It consists of universities and non-university institutions called Fachhochschulen. After three decades of academic drift, the Fachhochschulen may be at the brink of conquering a major bastion of the universities: doctorates. For the universities which still hold a monopoly on awarding research degrees in Germany, this represents a threat to their organisational identity at a time when it is also being challenged by other higher education reforms. The increasing similarity of the educational roles of universities and Fachhochschulen has been accompanied by increasingly dissimilar discourses on the part of the two types of institution.

The discourses can be understood as means of maintaining or shifting systemic boundaries and of sustaining or reconstructing organisational identities. In my study I expose these discourses, problematise their claims and critique the boundary judgments they make.

Mark Walsh
Lifelong and Comparative Education

School English textbooks in modern Japan: English and constructions of modern Japanese identity

Throughout the modern period (post-1868), English has been one of the core subjects taught in the Japanese public education system, and the textbooks used in schools have usually been produced with reference to specific guidelines drawn up by the Ministry of Education. One can therefore see the contents of these textbooks as an 'officially' sanctioned view of English, its associated cultures and the relationship of these to Japan and Japanese culture. Meanwhile, it has been suggested that discourses of Japanese identity such as nihonjinron ('theory of Japaneseness') and kokusaika ('internationalisation') have conceptualised the English language as an important component of a fundamentally alien 'Western' culture against which 'Japanese' language, culture and identity are defined. Study of the English used in school textbooks therefore allows fresh understanding of the official conception of Japan's relationship with the outside world and the construction of ideal Japanese identities.

Angela Webb
Psychology and Human Development

Difficulties of written expression in children with developmental coordination disorder: A five-year follow-up study

Teachers often report that children with Developmental Coordination Disorder (DCD) experience difficulties with handwriting that cause frustration and affect academic performance. It is well documented that children do not grow out of general motor coordination difficulties but no study has looked specifically at whether handwriting problems persist over time. An earlier study compared the written performance of twelve able children, with no language impairment and meeting the criteria for DCD, with age- and ability-matched controls. It found that slow handwriting was associated with poorer composition quality on a narrative task and was more common in the DCD group than in the controls. These same children have been followed up after five years and tested on the same measures to see if the pattern of performance remains the same. A case study of one boy from the DCD group is presented here, comparing the speed and quality of his handwriting and his composition quality with his earlier outcomes also with that of his control.

Rob Webster
Psychology and Human Development

Teaching assistants: the primary educators of pupils with SEN in mainstream schools. Findings from the largest UK study of school support staff

Findings from the large-scale Deployment and Impact of Support Staff project show the extent to which Teaching Assistants (TAs) have become the 'primary educators' of pupils with Special Educational Needs in mainstream schools. TAs routinely had direct pedagogical interactions with pupils with SEN, which were less effective and less educationally valuable than, and occurred at the expense of, pupil interactions with teachers.

A component of the project involving over 8,000 pupils across seven year groups found that the more support pupils received from TAs, the less academic progress they made in core subjects.

This poster relates findings from the project to the current system of support for SEN. Using a conceptual framework developed through the study, it explains why the findings must be viewed in the context of wider decisions made about TA deployment and how TAs are prepared for their roles – decisions over which TAs have very little control.

Sean Whittle
Educational Foundations and Policy Studies

Towards a theory of education

Catholic education and schooling although popular with many parents continue to be open to critique from many angles. There are wide ranging external threats that attack the legitimacy of this kind of education, as well as serious internal tensions about the inability of 'effective' Catholic schools to hand on a lived out faith to the pupils who receive this education and schooling. This research project is a theoretical exploration of Catholic education. It takes a critical stance through arguing that there is not in fact a developed theory of Catholic education – an analysis of either official Church teaching on education or within Catholic theorists such as Newman or Maritain will not result in a robust or developed account. In fact there has been a failure to both clarify the very concept of 'Catholic education' and to apply fundamental theological principles to the account of what Catholic education and schooling ought to involve. This thesis will concern itself with addressing these failures. As a theoretical study it will involve working within the research traditions of the philosophy of education. It will attempt to revive the applied philosophy method that permeated Plato, Rousseau, and Dewey's work within the philosophy of education and seek to show how an applied philosophy approach can shed light on the development of a theory of Catholic education.

Stephen Willoughby
Educational Foundations and Policy Studies

Distributed leadership within the context of assessment for learning

Aim: To undertake a detailed examination of distributed leadership characteristics within assessment for learning within three London schools.

Rationale: The completion of this insider research project will enhance the quality of professional support; and to use this opportunity to evaluate distributed leadership practice in developing and embedding assessment for learning.

Research Questions: What distributed leadership characteristics come out of the assessment for learning context? / How and why are the three schools using distributed leadership within the context of assessment for learning? / Who has power within each school in my case studies? How and why is leadership distributed within each school? / How effective is distributed leadership in schools in getting teachers on board with assessment for learning?

Methodology: The sample is based on three case study schools where teaching professionals give evidence through semi-structured interviews; and supporting evidence includes observations and documentation.

James Wood
Arts and Humanities

Community cohesion and citizenship education in an English secondary school

This project considers the implementation of community cohesion in a secondary school in England. Evidence collected from staff interviews and a student project suggests that community cohesion in the school is good. The subsequent discussion assesses the relative influence of citizenship lessons and other elements of school life on this outcome and concludes that none is found to be dominant. This raises the question as to whether it is primarily government policy or the moral imperative of school leaders which influences the quality of community cohesion in the study school.