

Doctoral School Summer Conference June 2010 Institute of Education

Abstracts

Nahom Abraham
Lifelong and Comparative Education

Analysis of Non-Formal Education Policy: The Case of Ethiopia

Ethiopia is an ethnically diverse nation with written historical accounts and sophisticated civilisation going back to more than 2,500 years to the Axumite Kingdom. Throughout its ancient history, the provision of education was run within the vicinity of religious institutions, with Christianity and Islam taking the lion's share. Modern education is quite a recent phenomenon; the first 'modern' school was opened in the early 20th century during the reign of Emperor Menelik II. With educational access through formal means remaining limited, the successive governments sought after non-formal education (NFE) to fill the gap. Moreover, high adult illiteracy and dropout rate along with the acute efforts of development activities only add to the indispensability of NFE.

Yet the clear conceptualising of NFE in the educational policy arena remains problematic. The concept of NFE can be grouped in two rather wide conceptual dimensions: the theoretical dimension and the political dimension. The theoretical dimension entails various approaches to non-formal learning, the relationship between knowledge and learning, and various conceptions of effectiveness of learning. The political dimension includes issues of empowering social groups and the instrumental use of learning for purposes like economic outcomes and social inclusion. Delving into the Ethiopian NFE policy, the study intends to present an analysis along both conceptual dimensions and reflect on its adequacy in responding to the needs of the prevailing social and economic conditions of the nation.

Modupe Adefeso
Education and International Development

An Enquiry into the Utilisation and Effectiveness of Private Schools in Nigeria

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 key step in researching the feasibility of effective public-private partnership in Nigeria, this paper draws on data from two studies: a household survey (The 2004 Nigeria Living Standards Survey) and a bespoke 2009 survey of achievement in public and private schools in Nigeria. Using the household survey, the paper 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 findings on the utilisation of public and private education across the country. It is clear from the data that public and private schools are different in terms of the socio-economic background of the students, and the resourcing levels of the schools. There are also several disparities in the way that private education is utilised in the country. The paper then uses data from the bespoke survey to explore achievement levels and factors related to achievement, in both

types of schools. The initial evidence shows that when all observed home background and school factors are held constant, there is still a private school advantage. It concludes by suggesting the direction of continuing research into the area under discussion.

Sophia Aggelidou
Arts and Humanities

Formal Music Education in Ancient Athens

This paper will address, through an extensive pictorial presentation, issues relating to the "formal" education of young people in ancient Athens. The material of the presentation is based on images from Attic pottery, ancient literacy sources and Greek mythology. The purpose is to point out music's socio-cultural value and its importance in the educational system of Athens, as well as the role of the music, the teacher, the student and the pedagogue in the daily lives of Ancient Greeks.

Representations of young students attending lessons begin to emerge in Attic vase painting in the late 6th century BC, coinciding with the birth of democracy in Athens and the formation of an organised educational system. The aim of education in Ancient Greece was to create a *kaloskagathos* man, which means an honourable man, physically fit and well-mannered. The curriculum included reading, writing, music and gymnastics. Iconographical and literary sources from that period indicate that music lessons included the teaching and learning of the lyre and the flute. They also included singing, based on the works of the poets of the day.

Azlina Ahmad Kamal
Learning, Curriculum and Communication

Leading Learning in Malaysian Schools: Why Context Matters

Educational policies and methods developed in specific cultural and institutional contexts tend to spread rapidly into other contexts. While reforms occur throughout the world, there is an element of doubt with regard to the fact that the manner in which they are adopted usually skips over a crucial point - the assessment of their appropriateness for the local context. There exist possibilities of gaps between theoretical knowledge and its application to practice. This paper presentation, therefore, is interested in discussing the possible dissonance between leadership theory and practice in Malaysian schools by exploring the different layers of discourse concerning subject leadership within the Malaysian education context. It is also interested in exploring how subject leaders view themselves and their roles; and the influence of context on leadership for the development of a more socially and politically contextualised approach to leading learning in Malaysian schools.

Hasan Akyuzlu
Geography, Enterprise, Mathematics and Science

An Approach to Researching Risk

The aim of this short presentation is to describe the different view of "what risk is" and to discuss design research on students' thinking about risk. As part of this discussion, the role of technology and its importance on teaching and learning will be explained. Risk is an

important socio-scientific concept in everyday life and is becoming a major focus for researchers in the public understanding for science. However, there are many complexities arising out of the lack of an agreed way of thinking about risk. In this theoretical account, I set out these issues in order to motivate the need for design research to explore students' thinking about risk.

In my research project, I aim to design computer-based modelling tools which provide students with the opportunity to explore the context, build their own model and express their own understanding in that context. Therefore, I will collect data during the interviews which will assist in understanding how those computer-based modelling tools influence and shape students' perception of risk. In doing so, I have decided to use Deborah's Dilemma, which has been designed for teachers to explore and interrogate their knowledge of risk. My intention is to explore what issues are raised in using software with students when the software was designed for teachers. Data collection will include two different techniques: semi-structured and clinical interviews. I will comply with all ethical issues and collect consent forms prior to the interviews. Data analysis procedure will consist of analysis of data which will be collected during interviews. I will explain the details of data collection and analysis procedures during my presentation.

Neek Alyani
Lifelong and Comparative Education

Learning to Innovate Collaboratively with Technology: A Study of Workplace Design Projects in a Telecoms Services Firm in Tehran

This presentation reports on an entrepreneurial SME firm, operating in telecoms value-added services based in Tehran, Iran, with an IJV partner in London, UK. Upon examining the socio-economic and geopolitical characteristics of the operating environment, and historical antecedents of self-sufficiency discourse within the economy, it focuses on the interplay between learning leading to innovation.

Drawing on innovation and workplace learning corpus, collaborative innovation with technologies, framed as an engine of economy, is viewed as a competitive action in an unstable and unpredictable market. Conversely, learning in firms potentially provides the stabilisers to compete in the market.

It is the juxtaposition of the learning and innovation in service-delivery design, while utilising pervasive and emerging telecoms technologies that provides the empirical base for this research. Analytically, a learning cycle in the exploration and exploitation phases of projects is identified and utilised to highlight three project processes, namely resource mobilisation and agility; search and responsiveness; and reflexive/reflective integration as key design features. The empirical elements of the thesis in the form of longitudinal organisational ethnography on site visits, stretching from 2004 to 2009, focus on learning opportunities and challenges as observed by learning episodes, often utilising personal networks, in technical and non-technical tasks.

Extrapolating on the theoretical and empirical inquiry, emphasising the global context within transitional economies, and the socio-cultural nature of the innovation processes, the thesis aims to demonstrate the paramount nature of SME firms' learning capabilities, evolving in an incremental, cumulative and context- and path-dependent manner, duly shaping the sustainability of learning to innovate.

Karen Atkinson
Psychology and Human Development

From HE to NHS: The Lived Experience of Transition to Employment for Visually Impaired Physiotherapists – A Work in Progress

This idiographic study undertakes to explore the lived experience of visually impaired physiotherapists in their transition from higher education into the workplace. Transition to employment raises specific challenges for disabled individuals (Equality Challenge Unit, 2008) and whilst this has been investigated in a number of ways there is little evidence of the disabled individual's voice in the research.

The findings are based on six semi-structured interviews analysed using an interpretative phenomenological approach. Purposive sampling was employed to ensure that the responses offered insight and a particular perspective on the phenomenon under study (Smith *et al*, 2009). All participants (3 male, 3 female) are visually impaired physiotherapists who qualified in the last 10 years and either are working or had worked in the NHS setting.

Interviews were transcribed and detailed case by case analysis is still ongoing. Early analysis suggests tentative super ordinate themes concerning identity and self awareness (as a physiotherapist, as a disabled person in relation to both non disabled individuals and other visually impaired people); stigmatisation or fear of stigmatisation; disempowerment; barriers to full participation in the workplace linked to attitudinal issues, institutional practices and lack of awareness of disability issues; a perception that they constantly need to 'prove themselves' to non disabled peers and managers. These themes will be refined and others may emerge as analysis continues.

Whilst there is over a 100 year history of visually impaired physiotherapists working in the NHS, these results seem to indicate that a wide range of both personal and institutional barriers to inclusion may still exist for disabled individuals.

References

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Clare Bennett
Thomas Coram Research Unit

Asylum Seeking, Subjectivity and Recovery – Health and Support for Women Asylum Seekers Who Have Experienced Rape and Sexual Violence

This project will examine whether the UK asylum process facilitates women asylum seekers ability to come to terms with and recover from experiences of rape and sexual violence. Specifically, the research will explore how women navigate the intricacies of the asylum process and comprehend their experiences. In addition, this research will identify women's levels of understanding associated with rape and sexual violence, including the corrective rape of non-heterosexual women. This also includes identifying women's perspectives of

rationalising their experiences and identifying appropriate strategies for recovery. The research will also address how combined experiences of rape or sexual violence and negotiating the UK asylum process impacts upon women's health and emotional well-being. This includes examining women's subjectivity, internalisation, sense of self and perceptions of body image.

Finally, the project will identify the mechanisms of support which allow women to both comprehend their experiences and health needs and to understand their perceptions of recovery. Moreover, of particular interest will be non-heterosexual women's perceptions of corrective rape and their specific experiences of the UK asylum process. This includes the impact of evidencing sexuality, corrective rape and homophobic persecution as well as experiences of 'coming out' and accessing appropriate support. This research will identify potential similarities and distinctions amongst asylum seeking women and identify the relationship between seeking asylum, understanding trauma and recovery and the potential linkages between health and support.

Rasmus Bentsen
London Centre for Leadership in Learning

Coaching and Diversity

Purpose

Within educational practice the tool of coaching has become a pedagogical approach to not only develop professional practice, but also to develop and facilitate professional reflection about practice, roles and competencies in professional settings. The reasoning for undertaking this research study is to identify how intersectional features affect this practical pedagogical tool, when an enhancement of practice is desired.

The discipline of coaching seems to depend on cultural differences and as such, may vary in terms of its conversational component. International migration increases and education embeds multicultural aims, ideologies and environments. Practitioners within these milieus are obliged to deal with multicultural issues on micro and macro levels.

The cultural differences between individuals increase the complexity and therefore it is important to have a cross-cultural coaching model as a part of one's framework, where issues of gender, race, ethnicity and generational differences are considered and are an integral part of the procedure. The traditional coaching models are no longer effective if they do not consider diversity as a theme.

The conversational aspect of the discipline of coaching is the focus and specifically the importance of the intersectional feature *ethnicity*.

Design

Semi-structured interviews and thematic analysis.

Findings

The pilot study revealed a political correct ideology when dealing with ethnical issues. Is cross-cultural coaching possible? By establishing an awareness of diversity a triangulation of learning, coaching and culture was found.

Practical Implications

My pilot sample constructed a political correct ideology in their interview setting – how can I get beyond that?

Originality

Traditional coaching models rarely deal with diversity and its internal issues. The originality of this research is about the importance of ethnicity in a coaching setting.

Emma Brown
Arts and Humanities

Dipping In and Out – Diploma Practitioners in the Lib-Lab Age

This abstract will be available at the Conference.

Jeremy Burke
Learning, Curriculum and Communication

Social Activity Method: Domains of Action, Discursive Saturation and Strategic Engagement

This presentation will look at Dowling's Social Activity Method (SAM) as part of the symposium on SAM. The sociological method developed by Professor Paul Dowling offers the possibility of developing a sociological description across a wide range of empirical sites. The symposium will look at an outline of the theoretical approach, at applications of SAM and one looking at its generalisability. Analysis of empirical sites will include secondary school mathematics, young people's dress styles in Taiwan, management studies and more.

Magdalena Cajic
Thomas Coram Research Unit

An Evaluation of an Alternative Educational Programme for Disaffected Year 11 Students

The number of permanent exclusions from schools has increased in recent years. Provision for pupils out of schools is unsatisfactory with many pupils receiving poor education. This has become a topic of growing concern for both government and educationalists. There are a number of initiatives introduced to re-engage disaffected pupils. Alternative curricula at Key Stage 4 have been implemented to help these young people view education and training more positively. This research will evaluate an alternative educational programme for Year 11 students experiencing emotional, behavioural and social difficulties.

The aim of this research is to investigate whether an alternative approach to education of disaffected students, excluded from mainstream schools, meets their needs and changes and improves their academic achievement. The study will use a variety of qualitative and quantitative methods to evaluate implementation of the programme and its curriculum, measure students' attendance, achievement and their progress into further education, training and employment.

Key words: Social, emotional and behaviour problems, alternative educational programmes, alternative curriculum at Key Stage 4, disaffected pupils, pastoral care, multi-agency approach, evaluation models.

Peng-Fei Chen
Psychology and Human Development

The Analects of Confucius and the Development of Critical Thinking in Middle Childhood in Taiwanese Schools

In recent years, the development of children's critical thinking is a significant issue in modern Taiwan. But the education of development of children's critical thinking has some problems. The cultivation of children's critical thinking is not concrete in curriculum in primary schools. In earlier days, the main guiding principle in the educational arena was based on Confucian ethics in Taiwan. However, by change in societies, the education of Confucianism has been abolished and disappeared in child education. Many educational experts think Confucian education is useless and unhelpful for the enhancement of children's thinking. By globalisation, the curriculum has been impacted by Western concept in Taiwan. Thus, Confucian education has not been adopted in main curriculum in primary schools in modern Taiwan. On the contrary, many international researches indicate Western philosophical children stories can develop children's critical thinking effectively in means of dialogic teaching.

Therefore, this research aims to investigate applying the Analects of Confucius in Confucianism to develop children's critical thinking. Meanwhile, this study will compare the Analects of Confucius with Western philosophical children stories to cultivate children' critical thinking. These two different cultural teaching materials will apply the same teaching approach which is dialogic teaching to develop children's critical thinking in primary schools in modern Taiwan.

Valerie Coulter
Learning, Culture and Communication

Teachers' Dilemmas with Classroom Talk

This paper will share some teachers' dilemmas with classroom talk. The research is based on semi-structured interviews with writers on talk and experienced and new teachers about their own experiences of talk in the classroom as learners and teachers. The reflections of the teachers suggest that their own experiences of learning inform their attitudes in the classroom, that rehearsal and practice are vital features of teacher self-confidence in using talk. The study also suggests that some teachers, for example those working in urban secondary schools, believe that problems of behaviour can combine with new cultures of performativity to restrict their creativity with talk.

Mary Davis
Learning, Culture and Communication

Exploring the Stages of Development of Source Use as Part of Plagiarism Education in International Postgraduate Academic Writing

Research in recent years has begun to examine the role of plagiarism education within tertiary study (Carroll, 2007). However, few studies have attempted to trace the development of source use within plagiarism education over an extended period. This two-year study aims to investigate how 10 international students use and develop their use of sources in academic writing through stages during a Pre-Master's course in English and study skills and on their subsequent Master's course. Data was gathered over four iterations of submissions of student assignments, as well as through interviews and questionnaires. The written assignments were analysed for different levels of features of source use, such as reporting verbs, paraphrasing and citation, and a tool was developed to show the stages of development, based on the learning taxonomy revised by Anderson and Krathwohl (2001). Results indicate that it is possible to examine features of source use at different levels and that students appear to generally progress through stages, although the students in this study demonstrated simultaneously features of different levels and their progress was not strictly linear. These results suggest that more attention needs to be paid to the teaching and learning of source use, particularly as stages. They also imply that plagiarism education needs to be embedded and consistently re-enforced during study.

References

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Stephanie Dietz
Psychology and Human Development

The Influence of Shame on Goal Orientation

In 2006, Pekrun Elliot and Maier proposed a new theory linking goal orientations and emotions in a learning environment. Goal orientations have been defined as a person's orientation towards a task – approach or avoid (Chen *et al*, 2009; Elliot and Church, 1997). They posit that a student will choose a goal orientation towards a given task, which will then elicit an emotion about this task, and lead to a task outcome. This current study wishes to both critique and extend this theory, by demonstrating the bidirectionality of emotions and goal orientation, specifically in a shameful or embarrassing context.

This two part study involved 113 secondary school students, and investigated their reactions to a shaming experience. In the first part, all of the students were surveyed about their reactions to academic failure. Regression analysis showed that prior shame predicts higher future task avoidance ($p = 0.001$), controlling for age, gender, and ethnicity. In the second part of the study, four female students were interviewed. The interviews support the hypothesis that previous emotions play a role in future goal orientations, but a direct path

from shame to a specific goal orientation was not found. Nevertheless, both the interviews and the survey data support the hypothesis that the link between emotions can elicit a new goal orientation, indicating that the link could be bidirectional.

Anne Doyle
Lifelong and Comparative Education

Social Equality: A Comparative Study of France and England

The thesis will explore the concept of social equality in education in relation to France and England within their historical contexts. It will compare and contrast how both countries go about reducing social inequality in education. The thesis will emphasise the importance of the ideological legacy at the heart of both systems for understanding this ie Republicanism in France and Liberalism in England.

French education emphasises equality and secularism. This is a legacy from the French Revolution, which brought the state centre stage in education. It also emphasises unity since Napoleon imposed a unified framework for its administration. In France these characteristics of centralism, unity and secularism have been perceived as providing the best possibility of providing equality of opportunity for all pupils regardless of social background, religion, ethnicity or geographical location.

Equality was not a founding principle of English education, as it was in France; the concept evolved more pragmatically as a way of dealing with the more unfair aspects of the system. Liberalism with its values of freedom and diversity and the political and economic doctrine of laissez-faire have had the most enduring influence on English education.

The method of enquiry undertaken in this thesis will be drawn from comparative historical sociology. It will use comparative historical analysis to understand the variation in how both countries have gone about reducing educational inequality and why a discourse of egalitarianism is stronger in French than in English education.

Russell Dudley-Smith
Learning, Culture and Communication

Social Activity Method: Generalising

This is the final paper in the Social Activity Method symposium. It looks at generalising research from the particular educational contexts considered by earlier papers to encompass other empirical settings. The analysis moves beyond the field of educational studies by recontextualising some elements of the New Cambridge School of political philosophy to develop an organising language capable of wide-ranging social description.

Theresa Fogell
Continuing and Professional Education

Are Catholic Schools Better Than Secular Schools at Developing Self-Esteem through the PSHE Programmes of Study?

My research centres on the development of student self-esteem through PSHE. I am investigating whether PSHE helps students develop self-esteem and to what extent Catholic schools make a difference in this field. I have looked at the theory of the development of self-esteem and the development of Personal, Social and Health Education arising from both work in Pastoral Care in schools and the initiatives from government as a reaction to concerns in society to ensure that every child is safe and developing their full potential.

Self-esteem is a phrase brandied about without much concern for what it really means. However, self-esteem is vital if young people are going to believe in themselves and be able to gain the most out of their time at school. So how do schools deliver PSHE and does that have an impact on the self-esteem of students? There is no doubt that without self-esteem students cannot access the curriculum as robustly as possible, so my research is important. I am looking at what is happening in eight schools and seeing if there is anything we can learn from what these schools are actually delivering.

Paul Fox-Strangways
Educational Foundations and Policy Studies

A Philosophy for Health Promotion

The aim of this thesis is to defend a 'foundation' for health promotion that respects the freedom of the human agent; and therefore seek to avoid the imposition of arbitrary, external values and to include the human agent's subjectivity and experience of freedom at the point of action. But, it is a view of freedom that does not countenance whatever choices any agent wishes to fulfil; and relationally it is a freedom which is to be informed by the role of a critical science that can challenge a human actor's beliefs and inform his, or her, knowledge and understanding. A theory of health, wellbeing, and health promotion is therefore informed by a moral philosophy centred on the principle of freedom and a philosophy for critical science.

Robert French
Social Science Research Unit

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 for 2005 to 2007 a number of methodologies are used to produce a cumulative evidence base 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.

Anastasia Gouseti
London Knowledge Lab

Web 2.0 Tools for Online School Collaboration: A Cure-All Remedy or Just Another Hyperbole?

The last five years have seen the growing popularity of web 2.0 tools, which are said to be especially connective and convivial and have signalled a so-called evolution from passive consumption to more active online engagement, creation and sharing of content. The use of ICTs to facilitate teaching and learning within formal educational settings has often been seen in the past as the cure-all remedy that will solve a wide range of problems and transform educational practices. Despite these enthusiastic claims throughout the 1980s and 1990s, extensive implementation of ICTs remained the exception rather than the rule and existing forms of education were sometimes 'delivered' in more efficient ways but without any exemplary reinvention of the educational process whatsoever.

So have conditions changed and can we really talk about the discovery of a new educational remedy? This presentation aims to explore whether and how the implementation of web 2.0 tools can facilitate online student collaboration in the framework of eTwinning, an EU initiative that seeks to promote web-based learning and collaboration between schools and raise students' cultural awareness across Europe. Drawing on research findings from an ongoing, comparative, multiple case study in the UK and Greece, I will explore the use of wikis as a collaborative environment for teachers and students participating in eTwinning projects. In light of the above, I will then consider a range of emerging issues and discuss whether web 2.0 tools constitute a cure-all remedy or just another hyperbole.

Katharine Greany
Educational Foundations and Policy Studies

Values and Education Among Out-Migrant Karamojong Youth in Kampala

The theoretical debate on the value and aims of education is expansive, but it is generally established that education has intrinsic value, and instrumental value. In developing countries - where education is conceived as integral to the wider development agenda - education policy and initiatives emphasise instrumentality, aiming and purporting to create positive change in arenas from the economic, to the social, to the political. However, education's potential to create such change is problematised, with scholars pointing to its 'failure' to convert into wider development and even reproducing, maintaining and creating economic, social, and political inequalities. The 'failure' of education to live up to its promises is especially significant for marginalised groups (Global Monitoring Report, 2010). This paper seeks to offer a local perspective on the question of education conversion to wider development outcomes, a perspective about which little is known. Based on 4.5 months of PhD fieldwork, it focuses on members of a particularly marginalised group: out-migrant Karamojong youth in Kampala. It asks what they value in terms of wider development, and how (if) they perceive education contributes – or fails to contribute – into achieving aims related to these values. The paper presents a small part of the overall data, outlining only a few of the values and aims that emerged and how youth connect them to education.

Untangling the factors involved in how education may or may not play a part in enabling them to lead the kind of life they value remains a task for the final thesis.

Malini Gulati
London Knowledge Lab

Undergraduate Students' Aspirations for Using or Not Using Web 2.0 in their University Studies

There is an increase in discussions and a push from enthusiastic educationalists to use Web 2.0 in universities. These drivers assume that because students use Web 2.0 informally and socially, they also want to use these tools for formal learning. However, this assumption is not substantiated by empirical evidence to suggest that students are demanding for the use of Web 2.0 in higher education studies. This presentation draws on the qualitative analysis of an open question posed through a survey questionnaire on the demands of students for using or not-using Web 2.0 tools in their University studies.

The questionnaire was completed by 921 students from two UK universities, of which 885 students either agreed or disagreed to the use of Web 2.0 tools. The findings show an instrumental demand from students for using Web 2.0 tools as information resources and for enhancing and establishing contact, beneficial for their studies relating to assessments and similar aspects of university life. On the contrary, there is evidence of student refusal for inclusion of Web 2.0 tools as there is already wider and enough availability of technologies in universities. Moreover additional use of these technologies for studies is perceived as leading to distraction, confusion and complication. Students perceive Web 2.0 interfaces as informal and social, not authentic for gaining academic knowledge.

Ivette Hernandez Santibanez
Educational Foundations and Policy Studies

Understanding the Capability of Participation within a Framework of Neoliberal Educational Reform: The Case of the Penguins' Revolution

Education in Latin America has been gradually incorporated into a process of privatisation since the decade of the 1970s by reforms which were representative of a "broad international movement to introduce market forces into social sector services delivery" (Gauri, 1998, p 10). Indeed over the decade of the 1990s the region increasingly raised the rates of access for primary and secondary education more "than in any other part of the developing world" (PREAL, 2006, p 6).

Nevertheless and despite of this remarkable tendency, education in the region is still not making progress in terms of providing quality education for all students mainly to those at the lowest socio-economic level. Indeed quality education in some Latin-American countries such as Chile has become embedded in a social distribution of learning characterised by a "highly stratified inequitable structure" (OECD, 2004).

In 2006, Chilean secondary students questioned this meaning of education by expressing through their political voices the failure of Chilean education in terms of getting social equity since they argued it is structurally inserted in a process of inequality and exclusion mainly due to the lack of quality of the education they received.

The student movement later known as the Penguins' Revolution is identified in this research as its main case study. In doing so, this study is interested in understanding the process within which the secondary student's participation was made up and how and in what ways it was learnt and exercised in relation to socio-historical structures, values, cultural beliefs, traditions and norms it is embedded in.

In this research participation is theoretically linked to conceptual and theoretical foundations of Sen's capability approach pioneered by the economist and philosopher Amartya Sen since the 1980s and significantly developed by Martha Nussbaum (1988) and an increasing number of scholars. Participation in this research is also defined as a kind of collective freedom and in understanding better collective freedoms this study addresses some theoretical and empirical definitions on social movements mostly those meanings proposed by new social movements.

Considering the above mentioned, this research has defined its overall research aims as the following:

- Contributing a better understanding of how the learning process of participation is taking place as a collective freedom defined and embedded in a collective action.
- To develop a broad theoretical framework within which capabilities as collective freedoms could be analysed and described as collective actions.

Hariadi Ismail
Indonesian University of Education

The Leadership Role as an Educator in the Process of Aviation Technology Mastery at Indonesian Aerospace Limited

Prof. Dr.-Ing. B.J. Habibie is a living model in performing the leadership role as a designer, steward, and teacher in Indonesian aircraft industry. He designed a progressive manufacturing plan as a strategic learning model and executed it consistently. Starting its operation with producing aircraft under licensed programmes, the Indonesian aerospace corporation reached its peak in aviation technology mastery in 1995 when it was successful to materialise the N-250 programme, an indigenous aircraft. Since its establishment in 1976, the company has delivered more than 400 aircraft to domestic and international markets. It has also delivered aircraft parts and components for CASA, Fokker, British Aerospace, Airbus, and Boeing, and provided aircraft maintenance, repairs, and overhaul for various types of aircraft. This paper presents the leadership role as an educator shown by Prof. Dr.-Ing. B.J. Habibie in the process of aviation technology mastery at Indonesian Aerospace, Limited. As a state-owned strategic enterprise with global markets, the company needs leaders as educators to develop quality human resources and professionalism in the efforts to generate products that can reap the benefits for the prosperity of the people. The challenges become a basis for my doctoral research with the topic: "Leader as Educator: Pedagogical Strategies to Bring about Changes in Indonesian State-Owned Strategic Enterprises".

Catherine Jere
Education and International Development

Improving Educational Access for Vulnerable Children in Malawi: The Potential of Open, Distance and Flexible Learning (ODFL)

Against the context of HIV and AIDS, an inefficient education system and underlying poverty, many children in Malawi have reduced and sporadic access to schooling and are at risk of permanent dropout. Evidence suggests that a disproportionate number of these are orphans and others affected by HIV and AIDS. Currently, little is being done in schools to acknowledge and support these vulnerable pupils. If EFA goals are to be realised, there is a real and pressing need for conventional schooling to become more open, flexible and inclusive and find new ways to reach out to the educationally marginalised.

This paper explores the potential of open, distance and flexible learning (ODFL) to improve the educational access and retention of vulnerable pupils in high HIV prevalence areas of rural Malawi. As part of a three-year collaborative research project (the SOFIE project), this paper presents findings from empirical research that used a mixed-methods approach to, firstly, explore school and household-level factors influencing the schooling of children affected by HIV and AIDS and, secondly, develop, trial and evaluate a school-based intervention incorporating ODFL strategies. Focusing on the preliminary findings from the evaluation, this paper asks to what extent – and by what means – did the implemented educational model address barriers to learning, promote retention and support greater inclusiveness in schools.

Dermot Kelly
Learning, Culture and Communication

Exploring the Relations Between the Management Academy and Management Practice

My research focuses on critically analysing relations between the management academy (ie university business schools) and management practice. I recruit Dowling's (1998) notions of recontextualisation and discursive saturation in analysing empirical data derived from interviews with management practitioners. A practice exhibiting high discursive saturation (DS+) is, at the level of discourse, highly complex and manifests comparatively complete articulation. Furthermore, a (DS+) practice entails a high degree of organisation such that more or less formal definitions of discursive objects (signs) are always realised within discourse. Practices exhibiting low discursive saturation (DS-) are characterised by implicit regulating principles such that specialisation occurs at the level of the non-discursive, in contrast to the highly specialised discourse exhibited by a (DS+) practice. Preliminary analysis of interview data suggests the discourse of management practice exhibits a low degree of discursive saturation (DS-). Discursive objects are not completely articulated; the practice is not subordinated to grammar of the academy's recontextualising esoteric domain; and utterances are highly particularised and context-dependent.

Hadi Khoshneviss
Lifelong and Comparative Education

State Ideology and Market Demands: The Dilemma Ahead of Universities in Iran

Iran's system of higher education, which dates back to 1,700 years ago, stands at a critical moment in its long history. The state, while on the one hand is expecting higher education institutions to contribute to the country's shift from an oil-based economy towards a knowledge-based economy, at the same time is instructing them to be 'Islamised'. The prevalent perception of 'Islamised' universities among politicians in Iran, which is based on one of the very early slogans of the Revolution in 1979, is about operating independent of the East or West. This situation seems to pose an impasse in the move towards knowledge-economy which calls for competition on a global scale. This study, thus, by analysing the policy papers and interviewing some academicians and business owners, attempts to see whether these conflicting messages are impeding universities from being preoccupied with their primary task of knowledge creation or not. If yes, how universities are negotiating these barriers. This research while briefly going through the history of education in Iran will focus on post-Revolution Iran and mainly the last decade.

Marios Kostas
Educational Foundations and Policy Studies

Gendered and Sexual Subjectivity in the Curriculum and Classrooms of Greek Primary Schooling

This study explores the construction of gender identities and the ways in which primary school students in Greece make sense of their own gender. The analysis will also be focusing on the role that the educational system plays in the reproduction and perpetuation of traditional gender roles through its practices. My focus on school practices is centred around literature textbooks and classroom interactions. The following research questions guided the research: How are male and female characters portrayed in the school textbooks? To what extent is gender portrayal in the literature school books stereotyped?

What are teachers' beliefs on gender roles? Are they stereotyped? What do teachers do in order to eradicate the impact of a stereotyped text on children's perceptions? How do students (boys and girls) relate to and understand the texts. The research will be conducted in Athens, the capital city of Greece.

The data collection methods will be qualitative involving class observation, interviews with primary school students and teachers. The data analysis methods were also qualitative, including discourse analysis and qualitative content analysis.

John Kusznirczuk
Geography, Enterprise, Mathematics and Science

Finding Meaning in Maths Classroom Interaction

Although my research is at a relatively early stage, I have some prototypes of one of the products that I expect my research to yield and I would like to get conference participants' feedback on them. The product that I refer to is the presentation (by a novel descriptive

means) of reduced records of actual Key Stage 3 maths classroom interaction. Its purpose is to help maths educators 'open up the discourse' on maths classroom discourse.

These records' reductions are based on analyses of discursive interaction at the levels of discourse semantics and institutional organisation. They are temporally faithful descriptions of surface features of the interaction that takes place in whole periods of KS3 maths. They are an attempt to characterise the quality of the emergent discursive space that obtains between the participants in a given maths period.

I rest the value of my approach to my data on the proposition that if we are to begin to understand how learning happens in the maths classroom then we must begin to understand what it is to be in the maths classroom. This posture privileges method over theory and, reversing the usual expectation that social order should explain social interaction, takes it that order is realised by individuals and their interactions. I therefore offer my reduced records as suspended cultural artefacts, bounded and particular instances of what it is to be in a Key Stage 3 maths classroom, and I invite audioners of these records to transform 'artefact' into 'text' through their reading of its meaning.

Jen-Ying Li
Educational Foundations and Policy Studies

Taiwan Youth School Experience: Social and Class Gender

The aim of this study is to investigate the experiences of junior high school level students in Taiwan: what are their perceptions of school experiences, and more specifically, what extent gender and social class are associated with different habitus and cultural capital, which in turn influence pupils' school experience. Moreover, in the context of my study, my main interest of school experience is in relationships both among peers and between students and teachers, and in students' sense of belonging and engagement within the school.

The main study was conducted in the southern industrial city of Kaohsiung in Taiwan. There were 651 pupils who are grade 8 students of both male and female gender participating in this study. In addition, a self-completion questionnaire with closed-questions was used; however, it also included two open-ended items to allow respondents the option of discussing their views more freely.

At the current stage, collected data was analysed with descriptive statistics and correlation analysis. The result indicates that there is no significant correlation between gender and students' school experience. Conversely, the relationship between social class and students' school experience is revealed as a positive correlation. Further statistical analyses are in process.

Liu Lisha
Lifelong and Comparative Education

British and Chinese Taught Master's Students' Curricular Engagement in the UK: A Preliminary School

There has been rapid growth in the number of taught master's students in the UK over the past several years. At the same time, various debates on the issues of student curricular engagement have proven significant in academia. In my view, taught master's students' curricular engagement should be an experiential and enquiring process including intellectual strategies, practical techniques, as well as emotional applications. This paper reports a preliminary study that aims to explore and conceptualise this process. Twelve British and Chinese students were involved in this study and a mixed-method analysis was employed to capture their perceptions in order to answer the target research questions on this timely topic. The results suggest that the curricular engagement in students' perceptions is basically in accordance with the established conceptual framework. There is also some evidence that British and Chinese students have certain distinctions in their three types of enquiries into their master's curricula. Due to the small sample size, the findings might not be generalisable. However, in fact, this study has achieved its objective showing the suitability of the research instrumentation for my further academic work.

Emily Midouhas
Centre for Longitudinal Studies

Cognitive Ability of Children in Rural Compared with Urban Areas in England

This presentation will describe some preliminary findings of research that examines the relationships between children's history of residence in rural or urban areas in England and their cognitive ability during primary school. A limited amount of research conducted in various countries has suggested that children's cognitive ability may vary depending on whether they live in rural or urban areas (Bornstein, Giusti, Leach and Venuti, 2005; McCulloch, 2006; Zhang, 2006; Defra, 2009). However, this research has not examined rigorously the contribution of these areas to explaining variations in young children's outcomes, while controlling for other area, school, family and child covariates. This research addresses this gap through two research strands. The first strand examines the effects of rural and urban residence history for non-movers and their cognitive ability during primary school, and explores mediators and moderators of these effects by contextual and compositional area factors, and school factors. The second strand compares these effects for children in England who remained in their rural or urban areas during early life and those who moved between rural and urban areas. Existing longitudinal data from the Millennium Cohort Study were linked with area-level census and school census data for OLS regression modelling. This research is interdisciplinary but takes a strong psychological approach.

Valentina Migliarini
Educational Foundations and Policy Studies

The Education of Refugee Children: A Study on Human Rights Enactment and Educational Policy Discourses in Italy and the UK

Amidst increasing tensions between the international human rights systems and national sovereignty, the paper explores the extent to which national governments are prepared to enact refugee children's access right to primary education, as established by the 1951 Convention Relating to the Status of Refugees and the 1989 Convention on the Rights of the Child. The paper suggests that while human rights documents require state parties to make primary education accessible to all, national governments have varying, explicit reservations of these norms. The paper will argue that a gap exists between promise and performance in the enactment of the right to education. An example of this gap can be found in national governments' consideration of refugee children's education as exclusively humanitarian laws, adopted only in emergency situations. This hypothesis has been substantiated through a qualitative exploratory study, undertaken in two broad stages.

The first stage consisted of documentary analysis of formal access to primary education within international human rights documents, British and Italian education policies from the mid-1980s. In the second stage semi-structured interviews were carried out with international and national policy-makers and representatives of British and Italian refugee councils. The interviews were intended to provide insight into and details of educational policy-making processes both at the international and national levels, not otherwise available in documentary forms and thus not in the public domain. Although the paper focuses only on one aspect of the right to education (ie formal access), it represents the theoretical basis for future investigations on the correlation between formal and substantive access to education.

Ratna L. Nugoro
Indonesian University of Education

Entrepreneurship in Indonesian Higher Education: Preliminary Research on How to Develop a Business Incubator at a Higher Education Institution

Higher education in Indonesia has started to elaborate the rapid transition that has led to concerns as to whether or not the skills and knowledge of the increased supply of graduates are being fully utilised in employment. There appears to be a gap between graduates' theoretical knowledge and "work-readiness" qualifications.

This preliminary research expands on previous study undertaken by the author, a discussion paper presented at The Third Triennial Conference of The International Association for the Advancement of Curriculum Studies (IAACS) 2009, Cape Town, South Africa. In the previous paper, the author describes the benefit of project-based assignment to her students. The findings indicate that the majority of the students feel encouraged to start their own businesses.

The present work is a continued action research effort to support the claims relating to the creativity and innovation as a foundation of Entrepreneurship. The purpose of this paper is aimed to examine whether business incubator is part of the enterprise landscape to foster entrepreneurship and innovation at HEI. In particular, it seeks to examine a recent phenomenon that business incubators formally designed within HEIs in Indonesia stimulate

the growth and development of new and early stage ventures by providing its tenants with various types of facility-related services to help reduce the costs faced by start-up ventures. This paper is also aimed to illustrate the power of a business incubator that can serve as a model for other HEIs, for which the HEI may contribute significantly to reduce educated unemployment in Indonesia.

Zeynep Okur
Thomas Coram Research Unit

Implementation and Impacts of the Little Hearts Befriending Project on Institutionalised Children

This research aims to investigate the implementation and impacts of the Little Hearts Befriending project on institutionalised children's socio-emotional and language development, behavioural problems and attachment related disturbances. The Little Hearts Project entails weekly visits paid by volunteer university students to children, who reside in an orphanage in Istanbul, Turkey. The study holds a longitudinal matched-comparative design, where befriended children were assessed prior to and following the project. Age and gender matched non-befriended institutionalised children and children living with their birth parents were also assessed at the equivalent time points using the same instruments.

David Parry
Continuing and Professional Education

How Can Student Achievement Be Improved in an Already High-Achieving Sixth Form?

The thesis originally tried to answer the question 'Do ALIS (A Level Information System) target grades increase the motivation of sixth form students?'. It is a case study at my school, which is a high achieving institution with 66.3 % of grades at A level being As or Bs. The study focuses on one cohort of students (180) from the end of their time in Year 11, through to their departure. Their questionnaires revealed that ALIS target grades had a minimal impact on their motivation, as indeed had their target grades from the Year Eleven Information System (YELLIS) when they were at KS4. At this stage, I decided to re-define the thesis and ask the question: 'How do you raise achievement in an already high achieving sixth form?

Data from subsequent interviews led to a negotiated target grades model being piloted with the cohort in November 2009. This was followed by a questionnaire for all the students involved, as well as focus group discussions. In addition, ten members of staff were interviewed about what they felt about the negotiated target grades model as a motivator and means of boosting achievement. Emerging from the data is the notion of a closer relationship with the expectations of the world of university as a means of motivating students, thereby improving achievement in the sixth form.

Veronica Poku
Educational Foundations and Policy Studies

The Experiences of African-Caribbean Students on an ITE Course at a London University

This research investigates the experiences of African-Caribbean (AC) students on an ITE course at a London university. Data has been gathered from a focus group meeting and in-depth individual interviews. Questions asked related to why the students chose to come to a predominately 'white' university? Were the equal opportunity policies well-implemented? How does the university support AC students? What did they think of the hidden/explicit curricula they were expected to promote? The notions of equality and equity have also been explored in relation to the question of whether the students should be experiencing equality of opportunity or equity of opportunity.

Ravi Rampersad
Educational Foundations and Policy Studies

'Racialised Facilitative Capital' and the Paving of Differential Paths to Achievement of Afro-Trinidadian Boys

Bourdieu describes capital as the political building blocks of social order, which give meaning to social accumulation and consumption. As part of an overall study of the achievement of Afro-Trinidadian boys that combines the sociology of Bourdieu and Critical Race Theory (CRT), this paper seeks to elucidate an approach to understanding capital as inherently raced. This is premised on an interrogation of Trinidadian society as pigmentocratically structured; that is, a societal stratification based on skin colour that rewards lighter skin with a myriad of social advantages, and denigrates darkness as illegitimate and 'other'. Arguably, the premium placed on lighter skin is manifested interdependently in the forms of social, economic and cultural capital. As such, the operation of capital as political, not only reflects societal structures of power and domination, but importantly also contributes to the maintenance of said structures. This thereby presents capital as both a facilitator of social status and as a racialised process.

It is important to stress that skin colour is not argued to have a direct impact on the education of Afro-Trinidadian boys, but rather that it has a cumulative capital effect on access to quality education; typified in attending prestige schools as opposed to stereotyped government schools. Data collected at two Trinidadian primary schools reveal that attendance at prestige schools is connected to a social class matrix of employment, residential patterns and education of parents; patterns which reflect the advantages afforded to lighter skinned middle and upper class families.

Shenila Rawal
Education and International Education

Akin to My Teacher – Does Caste, Religious or Gender Distance Between Student and Teacher Matter?

This paper uses a unique data set from 5028 primary school children in rural India to examine whether the demographic interactions between students and teachers influence

student outcomes and whether social distance between student and teacher exacerbates gender, caste and religious gaps in children's achievement. One would expect this to be the case if discrimination and/or role model effects persist in the classroom. School and individual fixed effects methodology are used.

In the pupil fixed effects model, across subject variation is used to test whether having a teacher whose gender, caste and religion are the same as that of the student improves student test scores. We find statistically significant positive effects of matching student and teacher characteristics. We find that children who share the same gender as their teacher perform 0.0361 SD better than those taught by a teacher of a different gender. Students with teachers of the same religion perform 0.168 SD better and those taught by teachers of the same caste perform 0.0389 SD better.

Matthew Robinson
London Centre for Leadership in Learning

What is the Role of Workplace Discourse in the Creation and Maintenance of School Culture?

This paper argues that the culture of a school can be understood through analysis of the discourses that occur there.

The narrow focus and dependence upon the testimony of participants inherent in research methods like surveys and case studies limits them as diagnostic tools: the discourses that occur in a school provide a truer and more rounded insight into how culture is created, construed, and enacted by its members.

The discourses that relate to and take place in schools can be fitted into four distinct categories because the discourses pertaining to each area are sufficiently different from one another for it to be claimed that each is characteristic of the area in which it occurs:

- the language and enactment of continuing professional development (including the role that it has in the socialisation of teachers into the culture of the school),
- the public image the school seeks to promote of itself to parents, the local community, and prospective employees,
- the bounded but overlapping sub-cultures of subjects and faculties,
- teachers' perceptions of their own personal and professional identities as revealed through their informal communication and behaviour.

Exploration of these four elements of organisational culture provides the researcher with a description of how the school responds to change: how the school is disposed towards change, plans for it, disseminates it, talks about it, and enacts it through the discourses that take place in and about work. Understanding the school's attitude to change, in short, permits insight into its culture.

Francesca Salvi
Thomas Coram Research Unit

In-School Pregnancy in Mozambique

According to a number of researchers many sub-Saharan African countries present high rates of pregnancy-related school dropouts. This is a source of concern because education is an important aspect of human development. Yet, this alone should not lead us to consider early parenting as inevitably a social problem, especially when such pregnancies are part of specific economic and kinship arrangements (Furstenberg, 1998, p 246).

Mozambique has one of the highest rates of pregnancy related school dropouts in sub-Saharan Africa. Pregnancy accounts for 39.1% of the total dropouts in secondary schools and 9.0% at the primary level (Eloundou-Enyegue, Stycos and Jah, 2004). Such high percentages have encouraged the country's Ministry of Education to develop the Ministerial Decree 39/GM/2003 to discourage in-school pregnancies and, ultimately, to enhance individual wellbeing and national development. This policy indicates that pregnant girls should be transferred from day to night courses.

Detailed studies of the implementation of such policies and, in particular, young people's perceptions of them are limited. Instead, researchers to date have tended to focus on the factors contributing to school dropouts, paying particular attention to the socio-cultural factors affecting girls.

The present study aims to fill this gap in the literature by exploring the implementation of such policies at local level, examining the experiences of young women and young men, and gauging their perceptions of state policies. Its aim is ultimately to explore the extent to which state policies are effectively gender-sensitive in their approach to education.

Djadja Sardjana
Indonesian University of Education

M-Learning Readiness in Higher Education: The Case of the Informatics Department at Widyatama University Management Strategy

In the global era, willingly or unwillingly, educations have to do with technology, especially information technology. Speed accompanied by demands could potentially contribute to the education and training sector. Positive potential that technology has not only increased efficiency and effectiveness and flexibility of the learning process, but also resulted in the development of materials, shifting the role of teachers/trainers and the development of learner autonomy. Mobile Learning, or M-learning as it is often called, is a relatively new tool in the pedagogical arsenal to assist students and teachers as they navigate the options available in the expanding distance learning world. This paper focuses on preliminary research of M-learning Readiness in Higher Education and assesses some of the possible methods, challenges and future potential of using this approach as part of the Informatics Department-Widyatama University Management Strategy.

Marina Schwimmer
Educational Foundations and Policy Studies

Translating Theory into Practice: Exploring a Dialogical Approach

Movements of teacher professionalisation have been growing in many Western countries. Interestingly, the way they actualise bear some differences regarding local contexts. In Quebec, professionalisation was very influenced by the alarm sounded by the report 'A Nation at Risk' (1983) and responses given by the Holmes Group.

In this presentation, I expose the development in 2 phases of this movement in Quebec's context. This serves as a background to interrogate the problem of the articulation between theory and practice in teaching. After describing how the movement of professionalisation has oriented a certain way of looking at how theory should inform practice, in line with traditional 'knowledge transfer' conceptions, I suggest a new way to reflect on the long-lasting problem of the theory/practice divide.

The 'knowledge transfer' approach only considers the communicative function of language. However, it often relies on a rather narrow way of understanding language as a direct 'vehicle' of thought. But language is much more than a mere vehicle, it is the cultural, social and symbolic mediation between us and the world and therefore, it also has what we shall call, a 'dialogical' function (Bakhtin, 1986). My presentation explores the nature and meaning of these two ways of conceiving language and their implications for the theory/practice of articulation in teaching.

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Birendra Singh
Geography, Enterprise, Mathematics and Science

How Might the Duality of 'Agency and Structure' Help Explain the Lack of Formative Assessment in KS3 Science?

This paper discusses the interplay between 'agency and structure' to explore possible reasons why Assessment for Learning (AfL) has proved difficult to develop in KS3 science in England.

The tradition of summative assessment, that is, of end of course tests and examinations, has been dominant in English classrooms for more than a century. Efforts to shift the emphasis towards formative assessment and assessment for learning in the UK began in the late 1980s inspired by the writings of authors such as Harry Black, Desmond Nuttall, Patricia Broadfoot and others. These authors were themselves influenced by the pioneering work of Bloom and his colleagues (1971 and 1976).

Researchers and authors (for example, Lambert and Lines, 2000; Black *et al*, 2003; Gardner, 2006; James, 2006; Stobart, 2008) have highlighted the need for teachers to engage in professional learning in order to develop AfL.

Efforts to provide CPD aimed at developing AfL and engage teachers in professional learning have had little or no impact (Ofsted, 2008).

So, how should teachers be encouraged to engage in professional learning to develop effective AfL strategies? What role should they play as individuals or collectives? Are there structures in place to facilitate the engagement of teachers in pursuing professional learning?

This paper draws on three case studies to explore the role of teachers as potential agents of change vis-a-vis the facilitating or inhibiting role of the school structure, to explore reasons why attempts to develop AfL have failed thus far.

Mayumi Terano
Lifelong and Comparative Education

Civic Engagement of International Postgraduate Students: UK versus USA – Theoretical, Conceptual and Methodological Implications from a Scoping Study

This talk presents some of the findings from a scoping study for a research project, whose intentions are, through a systematic comparison of two case studies in the UK and USA, to investigate the contribution of international postgraduate students to the society in which they study, how institutions (like the Institute of Education) can influence this phenomenon, and what are the environmental factors that affect it, focusing particularly on the topic of civic engagement.

During the scoping study (2009-2010), I observed the relevant literature on civic engagement in higher education institutions, and international student experiences and services in the USA and UK, as well as the results of a case study I conducted at the University of Pittsburgh (2007). I also held informal interviews with students, staff, and researchers at institutions at local, national and international levels to explore wider policy implication of this topic.

The scoping study uncovered that, while institutions share some common challenges in gaining the involvement of postgraduate students, the geographical setting and the nature of the institution influence the forms and perceptions of civic engagement of international students as well as institutional priorities. The views of the Institutional Management of Higher Education Programme, OECD, and the experience of two member institutions in Japan revealed some challenges in encouraging student civic engagement in different institutional settings. Based on these outcomes, the presentation explores the theoretical, conceptual, and methodological implications for the future comparative study.

Valentina Theodosiou
London Centre for Leadership in Learning

Professional Development of Head Teachers: The Case of Cyprus

My study primarily aims to present the situation in Cyprus regarding leadership professional development and to explore newly appointed primary head teachers' views regarding their preparation for headship. It aims not only to investigate the framework of head teachers' career paths in order to discover how these heads have been prepared for headship but to identify and describe their perceptions regarding the knowledge and skills they consider necessary for success in early headship and to report their views on ways to modify existing training.

The research questions which will constitute the core of my study are the following:

1. What do we know about the first two years of primary headship?
2. What knowledge and skills newly appointed primary head teachers in Cyprus regard important for success in early headship?
3. What insights does the research provide to inform professional development in Cyprus.

The questionnaire will be posted to schools where the 90 novice head teachers with one or two years in post serve during 2009-2010 to survey their views regarding their preparation for headship, the challenges they face and their readiness and confidence to move on. Then, semi-structured interviews will follow to illuminate their views on training and the challenges they have faced during their service.

Currently, I am in the data collection phase of my study and some preliminary findings will be presented based on the participants' responses to the open-ended questions which were included in the questionnaire.

Bianca Thoilliez
Educational Foundations and Policy Studies

American Pragmatism: A Sketch of its Origins and Educational Proposals

Traditionally, the aims and most convenient means for education have been subjects of discussion. Along with this, educational aims and means have found their origin in specific philosophical proposals. The educational proposal of American pragmatism meets both trends. Although this paper is not intended to address the full range of old and new pragmatist movements, it is undeniable that this contribution is in the current ascendancy of interest in philosophical pragmatism. In 1993 Richard J. Bernstein delivered a conference in Madrid in which he reviewed the latest philosophical production in his country. The conclusion was ahead in the title of his lecture: "The Resurgence of Pragmatism".

This work, that is included in the broader topic of my PhD project, focuses on a specific period in the history of American philosophy in which it came to maturity. A period that assists in the emergence of pragmatism in the middle of a major implosion of philosophical discussion in the country, so much so, is known as the "Golden Age" of American philosophy. This period took place between two great points in American history – the Civil War and World War I – and is known as the "Gilded Age". I've analysed some intellectual

and scientific assumptions which lead to the emergence of American pragmatism, in order to examine some of the educational outputs that, as a consequence of the new philosophical assumptions, are suggested in the writings of the trio of classical pragmatists: Charles S. Peirce, William James, and John Dewey.

Richard Thompson
Education and International Development

'In the Absence of the State' – A Study of Private and Government Schools in the Kathmandu Valley, Nepal

This study, close to completion, examines government and private schools in the urban area of Nepal's capital as a case study of public/private intersection. It uses a mixed-method approach.

There is great diversity in both sectors with some schools only classifiable as public/private hybrids. Findings show that more than 145,000 primary pupils are paying fees in private schools. Limited government funding means fee-charging continues in all government schools while the expected community cost-sharing is problematic, leading to further inequality. EFA is unattainable.

Quantitative study of attainment levels using international norms shows private schools outperforming government schools at Class 5 and also, from secondary data, in Class 10. Government schools outperform national norms while private schools reach international standards. There is disagreement about the attitudes and values which are being promoted in private and government schools, allied to difficult issues about language choice.

The weakness of the state is apparent in the ineffective regime of regulation and inspection, exacerbated by pervasive party political involvement. Private school principals hold great management authority while government school head teachers have a traditional bureaucratic role.

The study also analyses donor involvement and the impact of international policy discourse where both sides play by the Paris Declaration rules. Only the World Bank has been out of line. No one mentions Public Private Partnerships.

These findings have implications for discussion of the private provision of social goods and the increasing concern about weak states.

Chisa Togo
Education and International Development

Influences of Education on Women's Identities in Pre- and Post-Revolution Iran

This presentation will focus on how modernisation through education influences women's identities and how education could play a significant role in women's identity formation, by analysing Iranian women's case in pre- and post-revolution.

In Iran, people experienced both immoderate modernisation/westernisation during the Pahlavi's dynasty and radical ideological change after the Islamic revolution in 1979. This

extreme ideological transition has brought not only confusion to Iranian society, but also psychological paradox for people, especially for women in building up their identities. They were expected to be modern women who have equal rights to men in public society in the pre-revolutionary period. On the other hand, the new regime required women to be wives/mothers in traditional family structure and pious Muslim women who embody the achievement of the Islamic revolution.

However, as the female schooling rate has increased, Iranian women have gradually adapted both modern and traditional values by reinterpreting their social roles and reshaping their identities. Nowadays, educated women seek more opportunities for education and jobs in overseas and globalisation promotes this tendency. The government of Iran needs to figure out how to offer adequate opportunities for those women and how to retain them for further development of the country.

Having said this, this presentation tries to approach some questions: how Iranian women could build up their identities by blending traditional values and modern values and how education can contribute in this process. Additionally this paper tries to explain what could be seen as next challenges for women in coming further globalised society.

Elham Torabian
Education and International Development

A Critical Comparative Analysis of Higher Education Discourse on 'Quality': Cases of England and Iran

The emergence of globalisation has meant a diversity of tasks and missions for higher education institutions as they strive to promote competitive knowledge-based economies. Yet the extent to which HEIs have, in policy and practice, adapted global initiatives remains highly context-specific and thus challenging for the researchers and practitioners. The local states' ideologies, political interests, as well as the cultural, socio-political, and economical capacities of each context play a crucial role in mediating the global discourse at the local level policies. The aim of this research is to critically analyse sample texts in the policy discourses, media, and local authority's interviews/comments in two cases of a neo-liberal and a fundamentalist state in England and Iran in order to reflect on the degree to which the global quality initiatives have been adapted at local level. The study will reflect on socio-political and cultural aspects of each context.

Yueh-Lin Tu
Learning, Culture and Communication

Learn to Dress: An Exploratory Study of the Constitution of Identity and Informal Pedagogy in the Context of Dress and Fashion Among Young Taiwanese Adults

A qualitative empirical research was carried out in Taiwan to illustrate what kind of referents student recruit to their fashion practice and how their strategies changes in establishing clothing identities.

Michael Tzanakis
Centre for Longitudinal Studies

Young People's Educational Expectations and those of their Parents: Some Evidence from the LSYPE Waves 1-4

Previous research on young people's educational aspirations and expectations across ethnic minority groups has mainly been based on cross-sectional, small-scale, local surveys. The Longitudinal Study of Young People in England (LSYPE) offers longitudinal data of a representative sample of young people in ethnic minority groups in England who are followed from age 13-14 to age 17-18. The presentation will contrast and discuss evidence on the educational expectations of young people and their parents from past research and recent analysis of the LSYPE data. While the analysis of LSYPE data largely confirms conclusions of past research, there are important differences to be noted. Further, the analysis revealed important differences between the expectations of young persons and those of their parents and the change of those expectations between young people aged 13-14 to 17-18.

Chia-Ling Wang
Educational Foundations and Policy Studies

Mapping or Tracing? Rethinking Curriculum Mapping

Curriculum mapping has been emphasised in recent movements of curriculum innovations in higher education. Many universities endeavour to map their curriculum through web-based technology or curriculum mapping software. Curriculum mapping is a technique which makes curriculum more transparent. It aims to ensure that students have achieved each university's graduate attributes and employability skills. Nevertheless, as a curriculum mapping drafter, I question whether this consideration is the only perspective we can take on curriculum mapping. Namely, is curriculum mapping in higher education merely paving the way towards a promising vocational career? In this paper, first, I will explain what curriculum mapping is. I will show several aspects of this idea. Second, I will expound the ideas of mapping and tracing in Deleuze and Guattari's discussion, which will be used to examine current practices of curriculum mapping. My argument is that rather than the tracing, of mainstream thinking in curriculum mapping it is better to see it as mapping in the Deleuze-Guattarian account. As a representation, curriculum mapping traces a presupposed linear structure and objective model of a curriculum. It also traces the requirement of human resources for economic development following globalisation. This however creates a limited boundary in a map. I will then attempt to conceive of a way of seeing curriculum mapping as the rhizome, in Deleuze and Guattari's term.

Mei-Hui Wang
Psychology and Human Development

Disruptive Behaviour Among Taiwanese Adolescents in Maths and Chinese Classrooms: The Role of the Perceived Learning Environment, Classroom Goal Structures, Personal Goal Orientations and Liking for School

Disruptive classroom behaviour among adolescents in secondary high school is not a localised phenomenon but has become a worldwide pedagogical problem. This research builds on prior studies based on achievement goal theory and concerns the relationships

among students' perceptions of classroom goal structures, personal achievement goals and disruptive classroom behaviour. It also extends the associations among students' perceptions of teacher support, peer support, perceptions of teaching and liking for school to investigate this problem using self-determination goal theory. Furthermore, this study fills the knowledge gap in systematic research of differences in students' disruptive classroom behaviour across subjects. The participants were 592 students in mathematics and 600 students in Chinese from one comprehensive high school in central Taiwan; the sample is balanced for gender. On the basis of a within-subject design with mean differences, students are found to be more disruptive in Chinese than mathematics. Results from hierarchical regressions reveal pupils' liking for school as the strongest predictor of students' disruptive classroom behaviour in mathematics, whereas in Chinese the strongest predictor was students' perceptions of teaching. Findings with respect to the effects of the contextual and psychological nature of students' disruptive behaviour and implications for teachers are also discussed.

Zilin Wang
Education and International Development

Self-Globalisation – A New Concept in the Push-and-Pull Theory: A Study on Chinese Self-Funded Master's Students

The current study employs the push-and-pull theory to study the motivation of overseas students, extending the concept of globalisation to an individual level. Through cost-benefits analysis on UK Master degrees, the research discovered that the awareness of self-globalisation is a new source of "pull" factors and influences students in their decision making process related to overseas studies.

Given the increasing number of graduates choosing to work in their host countries after graduation, the concern of "brain drain" in their home countries and the crash to the host country's demotic labour market have been the challenges the mobile knowledge economy must face.

The dissertation's empirical elements are in the form of historical data of Chinese overseas students' distribution over the past two decades, as well as quantitative data analysis collected from Chinese self-funded UK Master's graduates.

This on-going study selectively reviews the literature of the migrant population and its implication on social and economic life, in both macroscopic and microscopic scale, and from both the host country and the home country. The term "brain flow" is used to reflect the advantageous nature of the bi-directional flow of human capital to and from a country when dealing with the topic of talent mobility. During this flow process, the awareness of globalisation is an increasing decisive factor.

Sean Whittle
Educational Foundations and Policy Studies

What are Faith Schools Really For?

Much controversy surrounds the aims and purposes of faith schools within the UK education system. This paper explores these issues with particular attention to Catholic schools. It

takes a challenging stance by arguing that despite first impressions faith schools, particularly Catholic ones, are ambiguous about what their aims and purposes are. It will be maintained that this is because faith schools do not have a clear enough theory of education. The challenge facing Catholic faith schools is a deeply philosophical one about how to go about developing a robust and cogent theory of education. This paper presents proposals about how to begin working towards a theory of Catholic education. If these proposals are successful this is an approach that other faith schools could emulate.

Stephen Willoughby
Educational Foundations and Policy Studies

Distributed Leadership within Assessment for Learning

I define 'Distributed Leadership' as a form of organisational leadership with multiple sources of guidance and direction made coherent through a common culture (similar but not identical to Harris (2005)). Distributed Leadership is my lens whereas the context is assessment for learning (Assessment Reform Group, 2002). This context seeks and interprets evidence for use by learners and teachers.

My aim is to undertake detailed examination of distributed leadership characteristics within assessment for learning within three London schools.

Rationale

I'm a researcher and professional insider.

- Completion of this insider research will enhance quality of professional support.
- 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.
- Supporting evidence includes observations and documentation.

Analysis

I analyse pilot interview data using qualitative methods. Transcription is almost completed.

Themes include 'Coherent Common Culture' and 'Sharing Leadership'.

Next steps are:

- Complete analysis of pilot.
- Organise main data collection and analyse.

Shuang Zeng
London Knowledge Lab

What is 'Web 2.0' and Why is it Important?

The concept of web 2.0 was officially proposed in 2004 in a business conference hosted by O'Reilly and MediaLive International. Web 2.0 was applied here as a convenient reference to a wide range of emerging internet services at the time – technologies and practices exemplified by blogs, social networking websites, 'mash-ups' and so on. Yet soon after, researchers and practitioners pointed out that the term 'web 2.0' was not coined to identify solely the essence of groups of technologies but to also signify something far more amorphous; it conveys a sense of technical and social freedom. Thus aside from being a technical description, web 2.0 is highly ideological in its meaning. As such, web 2.0 is a slippery term to define as it implies that there is no definite boundary to technologies or services gathering under the web 2.0 umbrella.

However, many of these web tools and applications have indeed enacted in some form or other since the 1980s. As such it is argued by commentators that these web 2.0 applications are not 'new' per se – rather they represent the mass use of some previously niche web activities. This presentation thus aims to provide a discussion on the nature of web 2.0 through reviewing the novelties behind this 2.0 label, namely user generation, harness the power of the crowd, data on an epic scale, participation, network effects and openness. That is also how web 2.0 is understood to be qualitatively different from web 1.0.