

## Doctoral School Summer Conference June 2011 Institute of Education

### Abstracts

Taghreed Alsaraj

*Learning, Curriculum and Communication*

#### Foreign Language Anxiety

To better understand why some language learners have more difficulty acquiring a target language, there has been a relatively recent increase in research into potential relationships between foreign language acquisition and affective variables (see Gardner, 1997). The present research utilises a case study design, drawing on multiple sources of information regarding the experiences of female college students in a private college's English as a Foreign Language (EFL) programme in Saudi Arabia. A combination of factors – the importance of learning English, the changes in the educational system, and the conservative culture – create a unique and intriguing environment for researching anxiety related to studying EFL. To gain insight into the learner's perspective of how foreign language anxiety (FLA) operates and to create a model of EFL learning that is consistent with the students' experiences, questionnaires, individual and group interviews, field notes, and informal classroom observations were used.

The results of ten case studies, five from level 1 (novel EFL learners) and five from level 3 (more experienced EFL learners), are examined and compared. Finally, the implications along with suggested recommendations for EFL teachers and policy makers in Saudi Arabia, are discussed.

### Reference

Gardner, R. C. (1997) Individual differences and second language learning, in G. R. Tucker and D. Corson (eds) *Encyclopedia of Language and Education*, Volume 4: Second Language Education. The Netherlands: Kluwer Academic Publishers.

Ghada Angawi  
*International and Lifelong Education*

#### Is There a Charismatic Leader around Here?

This paper examines the neo-charismatic leadership model (NCM) which focuses on leaders' behaviours and roles during strategic transformation in higher education colleges and universities. This is important considering the rising global competition in the field and the need for effective leadership. The NCM is developed by Conger and Kanungo (1998) and uses a stage model to describe a leader's behaviour in each stage. The research uses a qualitative case study approach involving three leaders using semi-structured interviews and document analysis as data collection methods. It is expected to find a direct relation between NCM and the successful implementation of strategic decisions in higher education.

**Sadia Ashraf**  
**Arts and Humanities**

### **Family Capabilities and Children's Schooling in Pakistan**

I present the idea of family capabilities in this paper. This concept is not quite developed yet. I propose that in its optimum functional capacity, family as a group compensates for its individual members' lack of capabilities by cultivating and generating collective capabilities which enhance the freedoms of individual family members, and expand the freedoms of the family as a collectivity, making the achievement of valued individual and family functionings more feasible. I find this concept specifically significant in the context of parents' capabilities regarding children's education. I place the concept of family capabilities between individual and collective capabilities, recognising that the development of individual family members' capabilities is a family objective which is attainable only through the generation of family capabilities. Without undermining the presence of negative group influences within the family and existence of unfavourable social structures and norms in the larger society, I argue that the family space provides opportunity to form collective perceptions of good and to pursue the collectively perceived good in the form of specific goals like children's education. I propose significant family capabilities in the context of children's schooling in Pakistan in the last part of this paper.

**John Baker**  
***Educational Foundations and Policy Studies***

### **Spiritual Education in the Special School Setting for Pupils with Learning Difficulties and Disabilities**

This paper, which draws on my EdD, is on the statutory requirement to promote pupils' spiritual development under the Education Reform Act 1988 and the issues surrounding its meaning and provision in the special school setting for pupils with learning difficulties and disabilities (LDD).

The research design and methodology is a case study comprising 12 head teachers of special schools for pupils with LDD in one local authority in England, working within a qualitative research paradigm, using semi-structured interviews as the research instrument.

Notwithstanding the limitations of case study research, values (religious and secular), relationships, and pupils' feelings and emotions are the three main attributes of spiritual education identified in terms of its meaning. Assemblies, religious education and personal, social and health education are aspects of the schools' curricular provision most frequently mentioned by the head teachers. The strategies which head teachers use to meet pupils' special educational needs include 'modelling' the school's values, particularly through close human relationships.

Spiritual education is perceived by some of the head teachers in terms of the promotion of pupils' happiness or well-being, and including, perhaps, their inner well-being (although this can only be surmised), through the nurturing of their emotions or spirit.

**Sally Cathcart**  
***Continuing and Professional Education***

### **Instrumental Teachers: Developing an Understanding of their Role, Importance and Relevance in UK Music Education**

This paper will examine and explore the role, importance and relevance of the instrumental teacher, specifically those working in private teaching studios, in the UK today. It will be argued that instrumental teachers have a profound influence on why students choose to pursue their music studies. The approach and attitude of the private music teacher therefore will be shown to be both deep and significant for the musical health of the UK. Yet, in many respects, instrumental teaching is a relatively unexplored area of research, especially the private world of the piano teacher. Gathering more knowledge and understanding about this area is particularly important as access to the profession is currently open to anyone and consequently wide variability of both playing and teaching ability can be found. Using data gathered from the 598 respondents to the 2010 Piano Survey, current teaching approaches will be examined and their relevance in helping to shape musicians for the 21st century will be questioned.

**Carol Cooper**  
***London Knowledge Lab***

### **Cultural Representation: American Cell Phone Industry Trends and Marketing Rhetoric in Relation to Teens**

This presentation is based on current PhD research about teens and cell phones. It will specifically discuss research findings of a qualitative study from a local middle school and local university, both in Huntsville, Texas.

The presentation will discuss the concept of representation within the Circuit of Culture by focusing on the marketing of cell phones to American teens. Within the Circuit of Culture, representation is defined as "the practice of constructing meaning through the use of signs and language" (du Gay *et al*, 1997, p 24).

The presentation will be organised as follows:

1. It will briefly introduce the relationship between representation and culture.
2. It will define the teen market demographic and the general market background.
3. It will position the teen cell phone market within the overall cell phone market.
4. It will discuss the representation of the cell phone in the encoding of visual elements in two magazine advertisements that are directed towards teens.
5. It will analyse some of the discourse from one of the research fieldwork activities where teens were asked to design the content for a fictional TV commercial for the cell phone.
6. It will situate representation within the Circuit of Culture.

**Valerie Coultas**  
***Learning, Curriculum and Communication***

### **Classroom Talk: Listening to Teachers' Voices**

This study uses autobiography and life narrative approaches to produce a number of case studies that focus on teachers' dilemmas with classroom talk. Each teacher is being asked to video and identify a critical moment for talk in a particular lesson and evaluate that moment collaboratively. The key question that is asked in how do English teachers describe the potential and dilemmas of classroom talk? The subjects of the study are primary and secondary school teachers and teacher educators.

The narrative case studies of the teachers suggest that their own experiences of learning informs their attitudes in the classroom, but that rehearsal and practice and particularly feeling confident and relaxed are vital features for promoting 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. Pupil expectations of the conventional mode of learning also conditions teachers' success with talk.

**Ayshea Craig**  
***Geography, Enterprise, Mathematics and Science***

### **Social Network Analysis as a Tool for Exploring the Structure of Academic Research Communities**

In social network analysis individuals are represented as nodes or points in a network and two nodes are connected if the individuals share some specified relationship. The structure of networks can be visualised, and a range of mathematical tools exist to examine both the overall structure and the positioning of individuals within this structure. I use this approach to examine the networks formed by research collaborations between academics publishing in the mathematics education literature, focusing on the UK. Network analytic concepts such as centrality, bridges and brokers, and 'small-world' structure are used to explore structurally similar positions within the networks. Individual attributes such as gender or country can be included in the networks allowing questions to be asked about whether there are different distributions of positions for different groups.

I will introduce social network analysis and some basic analytic techniques using illustrations from my PhD study and raise a number of points for discussion: the problem of defining boundaries, issues of interpretation, and the potential of the techniques for moving between different levels of analysis.

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

### **Designing Learning Activities in Hybrid Spaces**

My thesis explores the opportunities and challenges inherent in designing learning activities in hybrid spaces (eg, mixed physical and digital spaces). I will examine what is meant (and what is significant) about hybrid spaces before discussing a number of the frameworks that

can be used to develop effective learning activities within them. This will then be related to the broader context of learner interactions, collaboration and non collaboration in these spaces. Lastly, the findings from a recent pilot study will be set out and analysed in more depth.

**M. Concepcion Diez-Pastor**  
*Online MRes*

### **Architectural Space and its Influence in Teaching**

Conditions imposed by space on education are agreed to be numberless. Researchers, including architects have explored its effects from a range of perspectives – setting, arrangement, decoration etc. However, a combined perspective – education and architecture – is still lacking, and the terms involved are yet to be defined: space, place etc. It seems that for many educators 'good architecture' is but an aspiration. This research aims to explore the influence of architecture as a whole on education. The users' perspective 'from inside' will be now adopted. Teachers' accounts of their daily development and use of spaces will be studied under an architectural eye. Recommendations for a better interaction and cooperation between architecture and education, a clear definition of architecture's actual role, and teachers' needs and daily development will derive from this research. A qualitative approach, based on unstructured and semi-structured interviews supported by other methods like historic and document design, photographs and drawings, aims to explore how to best apply recent architectural findings and advancements for the highest education standards available.

**Peter Dolnik**  
*Arts and Humanities*

### **Learning Democracy and Participation in Student Radio**

This article aims to explore student radios, which offer the inclusive environment for informal learning and the special space for citizenship education. Radios are participatory, community focused, the aim is to explore how production here generates informal learning. I consider student radios as an instrument for democracy and informal learning, because democracy is closely linked with education and media.

The paper builds on empirical data from three student community radios - Slovakia, Czech Republic and Great Britain gathered by participant observations, informal and semi-structured interviews. The data presents the philosophy of radios and describes learning processes here, which results in learning for democracy (organisational structure, sense of belonging, internal communication and media literacy).

Keywords: Student radios, citizenship education through media production, participation, democracy, informal learning.

**Niall Douglas**  
**Online MRes**

### **Combining Reliability and Validity in Assessment: Can Auditing Create the Golden Goose in Assessment Quality?**

Is assessment fair? Is assessment accurate? Is assessment “fit for purpose” for the contemporary needs of both society and academia, and if not can it be improved? These questions have never been so pressing, given how student learning is so strongly informed by the design of assessment, and that there is often a perceived trade-off between better assessment quality and its cost by those who manage educational institutions. This presentation discusses some of the issues facing contemporary academic assessment, particularly in the light of the ease of copying information which information technology enables. It asks if we are missing a tremendous opportunity, made possible by the emergence of the internet cloud, to improve learning by keeping an auditable trail of the learner’s activities which is kept from early age, through formal education and into the workplace and beyond. The value of such a trail is such that it raises considerable ethical issues, and the presentation will also touch upon what could be done to minimise the potential of abusing such intrusive personal information.

**Carla Finesilver**  
**Geography, Enterprise, Mathematics and Science**

### **Pulling out the Layers: Non-Routine Counting Strategies and Recognition of Multiplicative Structure by Students with Difficulties in Mathematics**

This paper explores students' varied responses to a set of simple enumeration tasks involving three-dimensional arrays constructed from multilink cubes. The thirteen participants were all in KS3 or KS4 mainstream education, but had been identified by their mathematics teachers as the lowest-attaining in their respective year groups, and as displaying significant difficulties with mathematics. The majority of participants were initially unable to enumerate the constituent cubes of a presented cuboid, but with the aid of a sequence of minimal teacher prompts, developed some successful strategies. A framework is proposed for categorising enumeration strategies used for multiplicative structures of greater than two dimensions, and for the analysis of individuals' progression from unitary counting towards multiplication. Particular consideration is given to the emergence of structure in counting, and its implications regarding the development of students' mental representations of multiplication.

**Konstantina Georgali**  
**Psychology and Human Development**

### **Greek Children with Specific Language Impairment (SLI) and their Inclusion into Mainstream School: The Teachers' Perspectives**

Language is the primary source of communication and is central to the development of social, educational and cognitive abilities. Although talking comes naturally to most children, some may experience profound difficulties. Specific Language Impairment (SLI) is diagnosed when a child's language development is delayed for no obvious reason. Language impairments represent one of the most common and most problematic areas in Special

Education. Children with SLI are frequently placed in mainstream classrooms with varying degrees of support. However, on the assumption that the successful implementation of every inclusive policy is largely dependent on educators being positive about it, class teachers' views about SLI children's problems and educational needs are crucial. Yet, research both internationally and in Greece has been particularly limited in this domain.

The present study aims to investigate the challenges faced by Greek teachers in terms of their own knowledge gaps on language impairments, the additional difficulties experienced by children with SLI in mainstream classrooms and the barriers to meeting those children's needs. A pilot study with interviews of Greek in-service primary school teachers has been designed and is currently being conducted.

Keywords: Language development, language impairment, SLI, inclusion, teachers' views.

**Zarin Gul**  
***Educational Foundations and Policy Studies***

### **Re-framing of Donna Haraway's Theorisation of Cyborg in the Third World Context**

This paper is based on research in progress which aims at re-framing the theory of a cyborg in the third world context. This research would critically examine the implications of the relationship of New media education and women in higher education in Pakistan. New media technology is a recent phenomenon in a developing country like Pakistan. The realisation of the relationship between gender and technology becomes crucial particularly when new media education is offered at single-sex university. The single-sex universities were established essentially with the aim for the development of Pakistan through women's education, though they lack a focus on women's cause in particular. Hence reframing of Donna Haraway's cyborg theory becomes pertinent in this research's context because it was essentially developed for a feminist cause.

Through intervention a curriculum would be re-designed for an already established new media course taught at a single-sex university in Pakistan, to establish a significant relationship between gender and new media technology based on the theory of a cyborg. For data collection an ethnographic research will be conducted in a 3D animation course offered at Fatima Jinnah Women University in Pakistan. The qualitative data, comprises of the discussions recorded in audio-visual format and the 3D project, will be analysed through multimodal text analysis.

This research becomes significant because cyborg theory was not based on empirical research therefore this empirical research would be the first ever attempt in order to explore the implications of this theory in-depth particularly in the context of the third world.

Keywords: Cyborg, feminism, South Asia, New media, ICTs.

**Michael Hallissy**  
**London Knowledge Lab**

### **Improving Professional Practice in Synchronous Online Tutorials**

This presentation will present my EdD thesis proposal which focuses on improving tutor professional practice within online synchronous tutorials. There is currently a lack of research around the use of such tools in online teaching and learning. This presentation will provide a background to the study and will present an overview of the literature in this area along with my research question and proposed research design.

**Sally Hancock**  
**Continuing and Professional Education**

### **For What and for Whom? Understanding the UK Knowledge Economy and its Implications for Policy, Universities, and Young Scientists**

Creating a Higher Education system to serve the economy has been an explicit policy aim of successive UK governments since the 1980s. Under the New Labour administration (1997-2010) focus on the economic returns of academia intensified considerably; an agenda neatly captured in the buzzword 'knowledge economy'. This paper discusses the theoretical origins of the knowledge economy, and differentiates its understanding and usage in the UK political context. It explores how, in the political realm, the 'knowledge' of the knowledge economy centres primarily upon Science, Technology, Engineering and Mathematics (STEM). This was evident in the 2006 Leitch Review and there are no signs of departure on such thinking from the current Coalition government (BIS, 2010). The subsequent empirical concern of this paper is to ask: what is the impact of knowledge economy policies upon those identified as future 'high-value' knowledge workers: STEM PhDs? How does the world of policy relate to their thoughts on research and aspirations? A discussion of literature drawing from policy, economics, historical studies of the university, and the sociology of scientific knowledge – together with data from STEM PhDs at the research-intensive Imperial College London - will highlight areas of congruence and disconnect between the views of young scientists and those in the Corridors of Power.

**Michael Harpham**  
**Educational Foundations and Policy Studies**

### **Effective Leadership CPD in the Transition from Middle to Senior Leadership in an Inner London Secondary School**

There has only been a small amount of writing and an even smaller amount of research into senior leadership development in secondary education in the UK.

The purpose of the research is to add to what we currently know about effective senior leadership training and to focus on the transition between middle and senior leadership in my school and evaluate how effective that training has been. The purpose of the presentation will be to present my current thoughts and findings so far.

The research is being carried out through semi-structured interviews and a questionnaire, with sections outlining the theoretical and methodological perspectives; the concepts and

research in theory and in practice with a final report, synthesising concept, theory, research and practice of effective leadership development.

There are a number of hypotheses to be tested:

- That leadership training rarely occurs in the transition from middle leader to senior leader;
- Should leadership training occur at that transition, it would have a significant impact on school improvement;
- That leadership training for teams is as important as it is for individuals.

In conclusion: There needs to be far more effective leadership training and development in schools to continue to raise school improvement.

**Elizabeth Jones**  
***Educational Foundations and Policy Studies***

**Careful Whisper-Exploring New Directions in Theory and Practice for the Development of Student Voice in a Pupil Referral Unit**

This research explores the development of student voice in a Pupil Referral Unit in such a way that excluded students become more articulate, confident and able to negotiate effectively with authority.

Previous research within the organisation indicates that the most effective way to achieve this is via the curriculum. Consequently the research will identify the key elements of a curriculum that can develop the skills of self-empowerment and self-advocacy and give excluded students an effective voice within the organisation and the wider community.

The study is a piece of critical inquiry, and the methodology is Action Research, involving consultation with staff and students and documentary analysis.

Three strands of theoretical analysis will be used. Models and theories of emancipatory education based on social justice and empowerment linked with a critical pedagogy. Theories that place students in the wider social and political context which provide an insight into the excluded student and the discourses of difference that emerge including 'urban' youth and their relationship with authority. Work on Student Voice and how this can inform an emerging model of student voice which offers an insight into how excluded young people can establish their voice and challenge negative discourses of exclusion.

**Iain Jones**  
***Educational Foundations and Policy Studies***

**The Construction of Professional Identities and Practices in Relation to Discourses of Widening Participation within Higher Education**

In this presentation on professional identities and practices, I will build on the argument that the lived experiences of learners are more complex than their re-presentation in policy texts on widening participation and the 'student lifecycle'. I argue that these texts and the dominant discourses of widening participation define, frame and, in some cases, restrict the roles of professionals working with learners in higher education. I ask:

- (i) How is the 'professional' understood and conceptualised?
- (i) How are notions of the 'professional' framed in the literature on professional identities and practices in higher education?, and
- (ii) How can that literature be applied to an analysis and evaluation of three discourses of widening participation conceptualised as 'academic', 'utilitarian' and 'transformative'? My theoretically informed account of widening participation, and critical incidents, are used to understand and conceptualise professional identities and practices. I argue that identities and practices are defined, framed and restricted by dominant 'academic' and 'utilitarian' discourses of widening participation but that a 'transformative' discourse provides conditions for an extended conception of professional identities and practices.

**Grace Kimble**  
**Geography, Enterprise, Mathematics and Science**

### **International Year of Biodiversity: Lessons for Learning**

Biodiversity means the variety within and between species and habitats in the ecosystems of the world. This session presents a survey of 40 organisations that offered education sessions for the International Year of Biodiversity (IYB, 2010).

The definition of biodiversity is a source of debate; should learners focus on taxonomic skills, naming and understanding species, or should they consider ethics of natural resource use?

Over the past 20 years, biodiversity education has become a strategic priority for governments; the Earth Summit in Rio (1992) catalysed action in many countries. In 2010 natural environment sector organisations such as parks, zoos and natural history collections offered activities for schools to support the IYB theme. What lessons can be learnt from these sessions?

Preliminary results demonstrate that although there were many traditional formats such as talks and lectures, new activities were more likely to take the format of resource packs, drama, stories and teacher CPD.

In formal science teaching, pedagogies that encourage the exploration of values, such as drama, are becoming more widely used. Is this also the case with biodiversity teaching outside the classroom? The use of narrative and roles in primary biodiversity teaching will be the focus for future study.

**Dr Fiona Kisby Littleton**  
**Online MRes**

### **How do Teenage Girls Attending English Schools Make Sense of Concepts Concerning Fertility and the Reproductive Lifespan?**

A project on how teenage girls make sense of issues concerning fertility and the reproductive lifespan is proposed. It arises from a clear lacuna in research on this group's understanding of these issues. It also relates to a subsequent concern that, in an age of increasing rates of delayed childbearing and age-related infertility, and a misleading hidden curriculum on reproductive possibilities, sex education in English schools - currently obsessed with teenage

pregnancy - is unbalanced and inadequately prepares girls for adult autonomy as some curriculum materials now require. A feminist project to facilitate social change, it will use qualitative interviews to gather data, and 'categorisation' and 'condensation' of meaning tools to analyse evidence. Findings will reveal the nature of girls' (mis)understandings of these topics. They will be used to inform curriculum developers, resource producers, examiners, subject associations, the medical community and educational policy makers of the changes or reinforcements required in their professional domains in order to better prepare young women (and their future partners) for the challenges of family planning in adulthood.

**Marketa Klusackova**  
**Erasmus**

### **Theme of Grandparenting in Relation to the Extended Family as Presented in Foreign Scientific Articles**

The presentation outlines the first research phase of a dissertation project whose theme is the inter-generational learning focused on grandparents or how to better the intergenerational learning between grandparents and grandchildren through the activity of game. The presentation deals with the analysis of foreign scientific articles that the author gained during her six-months' stay abroad at the Institute of Education (University of London). This presentation aims to delineate how elaborate is the subject of grandparenting in relation to the concept of extended family abroad as opposed to the Czech Republic, where the same subject doesn't receive enough attention. The talk provides an overview of professional journals in which selected articles were published and then it presents a quantitative analysis of those articles.

**Anjali Kothari**  
***Educational Foundations and Policy Studies***

### **Narratives of Resistance: Gender and Family in a Globalising India**

This paper examines the impact of globalisation on the aspirations of young, middle class women employed at a Mumbai call centre. Over the last decade, offshore outsourcing of customer care services to call centres in India has offered women opportunities to find employment in this industry and they have been encouraged to make use of such opportunities. However, call centres have also been linked to sexual promiscuity leading to pressure on female employees to maintain their 'Indian-ness' in a rapidly changing society. My participants' narratives show that being well educated with relatively high earnings is not enough to ensure their status in society. Their jobs place them at the heart of the global-local nexus in a setting where contemporary middle class women are idealised as those who belong to a global workforce but are also 'pure' Indian women who are in touch with their traditions. I examine how they negotiate these tradition-modernity dichotomies and the strategies they employ to activate and retain their status as respectable members of the Indian middle class.

**Gordon Lee**  
***International and Lifelong Education***

### **Changing Academic Identities in a Canadian Dual Sector University**

This presentation reports on research findings from my IFS on changing academic identities in one dual sector university in British Columbia Canada. Here, faculty members are experiencing organisational change as the institution evolves from community college to dual sector university.

In the past, many of these academics chose to work at a community college, while more recently, others came to pursue their academic careers at a university. Do the former see themselves as community college instructors and the latter as university professors? Are others constructing dual sector identities?

The presentation provides a close look at changing academic identities at a dual sector university whose mandate includes widening participation. Are identities complex and individual? Are there a relatively small number of distinct academic identities at the institution? How are these academics constructing their identities reflexively (Giddens, 1991) within this evolving academic community that in turn shapes their individual identities (Henkel, 2000)?

Given my current position as Vice President Finance and Administration, this is 'insider research' which raises methodological and ethical issues that I shall address in my presentation.

**Ke Lin**  
***Arts and Humanities***

### **Young People's Cyber Civic Participation in China**

My research is about Chinese young people's cyber civic participation (CCP). I am interested in to what extent the Internet stimulates Chinese young people's civic participation. In this article and presentation, I will report my pilot study on a small sample of Chinese young people and describe their current CCP as an "informal participation", which implies they hold enthusiasm and expectation for CCP but lack of courage and capacity. The main reason of this phenomenon appears to be that a young person tends to play roles of a consumer, a player and a communicator in the cyberspace rather than act as a citizen, which is not a born role but needs to be cultivated and trained. Therefore, I will argue that it is necessary for websites, universities and Chinese society to help young people learning to be active citizens 'via', 'for' and 'beyond' the Internet, which means: firstly, encouraging young people using online resources to practice their civic participation; second, guiding them to help make the cyberspace more rational, democratic and harmonious; and third, teaching them relevant knowledge, skills and values of civic participation and democracy and preparing them as active citizens online as well as offline.

**Ren-Jie Lin**  
***Educational Foundations and Policy Studies***

**Transnational Knowledge Dissemination and Transfer: The Development of British Foundations of Educational Disciplines in Post-War Taiwan**

The purpose of this research is mainly to discuss the dissemination and transfer of British foundations of educational disciplines in post-war Taiwan after 1949. Actually, the development of educational studies in Taiwan has indeed been influenced very deeply by Western educational academia for a long time. The research is followed by the awareness that educational researchers began to trace back and reflect this history since the 1990s while many educationists borrow a lot of Western educational foundational theories and experiences to analyse Taiwan educational issues and conduct their researches.

Some Taiwan educationalists have discussed the influence of German pedagogy and USA educational theories in educational research and practice of post-war Taiwan, while the impact of British foundations of educational disciplines in post-war Taiwan is seldom discussed systematically. Therefore, my research would like to examine the history of the dissemination and transformation of British foundations of educational disciplines in post-war Taiwan, and to analyse the attitudes of Taiwan educationalists to transfer British foundations of educational disciplines into Taiwan educational research and practice.

**Lisha Liu**  
***International and Lifelong Education***

**Enquiring into the 'Middle Bit': A Pattern of Taught Master's Students' Curricular Engagement**

Students in taught Master's programmes have become the largest group of the UK postgraduate cohort, but academic discussion about their engagement with the 'middle bit' curriculum seems to be comparatively overlooked. This paper describes a study which seeks to explore this topic. It conceptualises students' curricular engagement as a pattern structured by three forms of inquiry which might also be influenced by external factors from the taught Master's programme learning context. Fifty-three students from three English universities were involved and a mixed-method research design was employed mainly to capture their perceptions in order to answer the research questions. The results suggest that the three forms of inquiry in the curricular engagement pattern have different degrees of importance but a relatively equal positive interplay. The formation of the Master's learner identity might be the common factor that promotes this interplay. There is also some evidence that taught Master's curriculum features, students' prior learning experiences and postgraduate pedagogical support could have impact on this enquiry-based pattern. Finally, this study identifies the areas where efforts could be made to improve taught master's students' curricular engagement and the future curriculum design.

**Peeter Mehisto**  
***Learning, Curriculum and Communication***

### **Bilingual Education: Forces, Mechanisms, Counterweights**

This presentation on pedagogy and management in bilingual education is informed by the development of Estonia's language immersion programme in a context where a need for increased social cohesion underpinned programming, political will was mobilised and leadership was distributed among stakeholders. Genesee (2003: 17) considers the Estonian early immersion programme as one of the most carefully planned of its kind.

Government decision-makers were interviewed. Immersion programme planning and reporting documents were analysed. Students, parents, deputy head teachers and head teachers at four schools offering late immersion were surveyed. Fifty-one lessons were observed.

Planning mechanisms such as results-based management frameworks were crucial in programme development. However, these mechanisms were in and of themselves inert, being powered by forces such as stakeholder inclusion, a belief in immersion, and stakeholder learning. Whilst an Immersion Centre that led and co-ordinated programming was one central component in programme development, this mechanism was fuelled by the moral authority of its staff, their sense of mission, and dialogue for partnership. Maintaining balance through counterweights such as 'accountability for process' with 'accountability for results' also contributed to programme success.

A Reciprocal Co-evolutionary Paradigm for the Development of Bilingual Education is presented.

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

### **Children's Peer Relations and School Adjustment: A Complex Association**

The importance of peer relations and its effect on children's well-being has been documented in previous research. The present study focuses on its association with school adjustment after transition to a new school that can be argued is a critical stage for adjustment. Studies on peer relationships consider three major aspects for that; friendship, socio-metric status and relationships in cliques. However, such aspects have seldom been studied simultaneously.

This study draws upon 412 participants from the first year of a junior high school in Iran. The data was collected at the beginning and again at the conclusion of a school year. The longitudinal design of the study facilitated the comparison between the two time frames and the opportunity to measure the effects of the three relationship types on different aspects of school adjustment.

Results depict meaningful associations between the two domains of this study (ie, peer relations and school adjustment) and emphasise the role that children's peer relations can have on their adaption. It also shows that this association is complicated and sometimes bidirectional. The study also reveals the vital importance of including different types of peer relations collectively in the research. Additionally, there were significant findings for each

relationship type. For example, it was found that the benefits of friendship are not the same for all children and depends on their social status.

**Arundhati Mukherjee**  
*London Knowledge Lab*

### **A Critical Analysis to Explore the Extent to which Cases of Asynchronous Online Discussions Support Collaborative Learning**

In terms of the recent focus of Computer-Supported Collaborative Learning (CSCL) (Stahl, 2006), in effective collaborative knowledge building, the group must engage in thinking together about a problem or task and produce a knowledge artefact such as a verbal problem clarification, or a more developed theoretical inscription that integrates their different perspectives on the topic and represents a shared group result that they have negotiated. Effectively, collaborative learning should combine 'constructionism' with 'social learning' (Laurillard, 2009).

Therefore, it is relatively easy to level any asynchronous discussion based learning environment as a 'collaborative' one, but incorporating all these theoretical parameters into practice is an enormous challenge for the tutors.

Conceptualising collaboration on a continuum of six consecutive processes, the model originally illustrated by Murphy (2004), would be used in this research for the identification and measurement of collaboration in different asynchronous discussions where critical emphasis would also be given to analyse the process of group meaning making from the qualitative point of view. Consequently, Murphy's categories would be used to make an explicit distinction between the socio-cultural learning and collaborative learning, and between effective and ineffective collaborative situations.

**Flavia Narita**  
*Arts and Humanities*

### **Informal Music Pedagogy in a Brazilian Distance Learning Course**

The attempt to better cater for the demands of our undergraduate students in our initial music teacher education course offered within the distance learning programme of the Open University of Brazil and the Universidade de Brasília (UAB / UnB) has compelled me to understand the practices and the views of two new actors in this learning setting: the Associate Teachers and the Local Tutors. Although they are not part of the university staff, they are the ones who interact directly with the undergraduates. The former interacts online and the latter on weekly face-to-face encounters.

At a time of the implementation of the Law 11.769 / 2008, which made Music a mandatory curricular content, Brazilian education is facing an increasing demand for music teachers. Discussions about who are going to teach music, what and how music is going to be taught are a current issue. Distance learning may help cover the demand for music teachers and informal learning practices are investigated as a means to promote 'real' musical practices.

The study proposes the offer of a module within UAB / UnB based on Green's (2008) informal music pedagogy to investigate the types of musical, teaching and social interaction practices valued by the undergraduates and their teachers/tutors.

Tim Neumann  
**London Knowledge Lab**

### All the World's a Stage...and One Online Tutor Plays Many Parts

Shakespeare had a point when he likened life to a stage production. I am taking up his 400-year-old idea to describe tutor activities with film, stage and multimedia production terminology in the context of live online conferences. The aim of this study is to work towards a tangible ontology of tutor action and performance when teaching with real-time learning technologies.

Initially, a questionnaire tested the common knowledge of film and stage production roles and their perceived occurrence in an educational setting to assess whether Shakespeare's idea can be transferred to a contemporary learning technology context. Encouraging results led to the second, current phase, which will explore the transferability of film, stage and multimedia production activities to the online teaching context.

The exploration is based on an activity theory approach. More specifically, Engeström's (1987) Activity System model is used to compare typical media production activities, derived from a desk-based study of professional resources, with observed tutor activities in online conferences. This comparison should lead to deep insights into the action and performance of tutors, based on functional descriptions of what they actually do.

### Reference

Engeström, Y. (1987) *Learning by Expanding: An Activity-Theoretical Approach to Developmental Research*. Helsinki: Orienta-Konsultit.

Georgia Niolaki  
**Psychology and Human Development**

### Transfer Effects in Spelling from Transparent Greek to Opaque

The study investigated single word spelling performance (in English) of 46 Greek-English biliterate students. The participants were tested at Time 1, when their ages ranged from 87 to 126 months and at Time 2, one year later. At Time 1 they were divided into two groups on the basis of their reading and spelling proficiency in Greek. The prediction was that children with higher proficiency in Greek would demonstrate more reliance on sublexical strategies for spelling in English. Alternatively, those with low levels of proficiency in Greek might show more reliance on lexical strategies for spelling in English. At both times of assessment, pupils with stronger Greek reading and spelling ability made more phonologically appropriate errors and their spelling in English was predicted by phonological ability. Pupils with weaker Greek reading and spelling made more non-phonologically appropriate errors and their spelling in English was predicted by performance in visual memory. Results were contrasted with those of two monolingual groups (English and Greek). Monolingual English children's spelling performance was predicted by visual memory, whilst monolingual Greek children's spelling

was predicted by phonological ability. The results are interpreted to suggest that in biliterates literacy processes are transferred from one language to the other.

Val Patterson

*Learning, Curriculum and Communication*

### **What do Parents of Children who Attend Supplementary Schools Consider to be Effective Engagement with their Children's Mainstream School?**

From September 2009 mainstream schools have been judged by Ofsted on the effectiveness of their engagement with parents. This case study explores what parents of children and young people at supplementary schools consider to be effective engagement.

The findings are based on interviews, peer interviews and focus groups with parents from Morocco, Eritrea, Somalia, Sudan and Turkey. The research uses Wenger's theory of reification to show how black and minority ethnic parents can find the English education system inaccessible.

The findings show that the majority of contact with parents is on the school's terms. This then creates a formality, which stops parents from engaging in collaborative discussion and leaves them feeling frustrated and powerless.

Supplementary school parents consider effective engagement as:

- clear channels of communication
- clear, honest and precise information about the progress of their children
- support with strategies to help them support their children in the home
- the opportunity for extended informal dialogue
- involvement in important decisions

The study concludes it is in the mainstream school's interest to be more proactive and to recognise parents as real partners in their children's education and harness parents' absolute interest in getting the best for their children.

Isabelle Perez-Gore  
*International and Lifelong Education*

### **An Enquiry into Non-Traditional Indian Students' Issues in UK and US Institutions and their Coping Mechanisms**

I wish to share part of my thesis project, the first of four phases of a longitudinal study. This study encompasses two key areas of current research in Higher Education (HE) namely Internationalisation and Widening participation. At the micro level, this is an enquiry about a very specific audience: non-traditional Indian students who have won a year's Ford scholarship to study at Master's level in the field of development. The purpose is to explore these students' experience of knowledge construction and knowledge gained at UK universities by discussing these students' issues and coping mechanisms. The longitudinal design including focus group interviews, questionnaires and in-depth interviews over one academic year will provide a bottom-up perspective of their journey and reveal their perceptions of the degree of inclusiveness experienced in their institution. This study hopes

to scrutinise students' issues and their source, as well as what coping mechanisms they adopt and which are effective. Over that year, I hope to identify to what extent these students feel they are given a fair opportunity and effective support. This hopes to understand better from students' voices the width or narrowness of these institutions' systems.

Darren Purdie  
*International and Lifelong Education*

### **The Good, the Bad and the Uninformed: How the Term “Good Teaching” is Interpreted in the FE Sector**

The combined influences of the Common Inspection Framework and the Professional Overarching Standards dictates that satisfactory teaching is not good enough, but no common, descriptive exposition exists as to the nature of what actual "good" teaching looks like. This investigation into how FE teachers interpret the term, and how they use this interpretation to improve (or not) their own practice, led to the identification of three teacher-types: good teachers, bad teachers, and uninformed teachers.

Exploring within a case study (drawing on 127 presently employed teachers) the nature of "good teaching" as a concept, this paper seeks to determine a model that serves to define this holiest of educational grails, and make it relevant to the identified teacher types in the 21st century context.

Sally Quilligan  
*Learning, Curriculum and Communication*

### **Learning Clinical Communication on the Ward Round: An Ethnographic Case Study of Fourth Year Student-Doctors' Experiences**

**Methodology:** This study draws upon the principles of linguistic ethnography and socio-cultural theories of learning to examine student-doctors' experiences of learning clinical communication on the ward round. Participants were observed and audio recorded on ward rounds (n=20), and interviews were conducted with fourth year student-doctors (n=9) and clinicians (n=4).

**Findings:** Clinicians often overlooked opportunities for learning because patient management took precedence. As a consequence students questioned the educational value of ward rounds and some did not attend. Students rarely actively participated in the ward round; only one student presented a patient and none were observed interacting directly with a patient. Clinicians taught primarily by role modelling and very rarely overtly discussed clinical communication. Although every bedside episode offered learning opportunities student-doctors did not always realise that they could learn aspects of clinical communication from these experiences, mainly recognising learning that was formal and structured.

**Conclusion:** This case study found that institutional pressures negatively impact on student-doctors learning experience on ward rounds and that patient management is prioritised over their learning. Nevertheless, when learning is understood as non-intentional and implicit the ward round remains a rich site for learning clinical communication.

**Rebecca Schendel**  
*International and Lifelong Education*

### **A Critical Missing Element? Critical Thinking at Rwandan Universities and Implications for the National Development Strategy**

The government of Rwanda's national development strategy relies heavily on the strengthening of human capacity through higher education. However, despite fifteen years of emphasis on the development of the tertiary education sector, the work force in Rwanda remains ill prepared to take on the challenges outlined in the government's plan. Skilled technical posts continue to be filled by expatriates and Rwandans trained outside the country. The government's goal of removing the necessity of foreign technical assistance continues to elude both the public and private sectors of the Rwandan economy.

To date, the only studies examining the quality of higher education in Rwanda have focused on quality in economic terms. In this study, I propose to fill this gap in the literature by analysing the ability of Rwandan university students to demonstrate critical thinking and problem solving skills. Articulated as a baseline study, this project takes a mixed methods approach, including both a quantitative assessment of demonstrated critical thinking skills, based on a performance-task assessment format first used in the Collegiate Learning Assessment in the United States, and a qualitative examination of some possible reasons why Rwandan university students may (or may not) be able to demonstrate proficiency in critical thinking.

**Jawairiah Shah**  
*Continuing and Professional Education*

### **Level 2 Provision in Further Education: An Exploration of Experience, Quality and Relevance**

The study explores level 2 provisions in the British FE system and attempts to elicit experiences of learners that have connections with level 2 within an FE setting. The study deploys a mixed methods approach, including contemporary qualitative methods such as cyber and visual ethnography. The research is currently in its third year, and is presently focused on a specific FE setting in the South East.

**Birendra Singh**  
*Geography, Enterprise, Mathematics and Science*

### **How does Foucault's Notion of Dominant Discourse Mediate the Functioning of Agency-Structure Dynamic?**

This paper considers the interplay of dominant discourses with the functioning of agency-structure dynamic in a secondary school, in the context of implementing assessment for learning in the science department.

The paper highlights aspects of two theoretical lenses which could be used to analyse data obtained from a case study of assessment practices in a secondary school science department. The study is located within the naturalist qualitative paradigm and data has been collected over a period of more than three years through interviews, lesson observations and

scrutiny of documents. One of the findings indicates that the agency-structure dynamic is heavily tilted towards the structure with the agency of the teacher either inactive or passive. The question arises as to how the dominant discourses prevailing in the school impact upon the agency of teachers in influencing pedagogical change.

**Yoko Tanabe**  
***International and Lifelong Education***

### **The Right to Education and UNDRIP: The Case of Japan**

After 25 years of debate and negotiation, the United Nations Declaration on the Rights of Indigenous People (UNDRIP) was finally adopted by the General Assembly on 13 September 2007. The Declaration set out a comprehensive and normative international framework on the individual and collective rights of indigenous people, including their rights to education, culture, identity, health, employment and language. Given the ratification of the UNDRIP, the government of Japan officially recognised the Ainu as indigenous to Japan in June 2008. However, due to colonisation and assimilation policy since the late 19th century, nearly all of the Ainu ancestral territories, distinctive culture, and ethnic identity had been lost. Hence, the paper analyses how the Japanese government's new policy for the indigenous Ainu people adheres to the standards in the UNDRIP. Since the UNDRIP has no binding force, the paper stands on the premise that its success hinges on the political will and actions of individual states. Reviewing the report submitted by the Advisory Panel of Eminent Persons on Policies for the Ainu People in July 2009, as well as comparing a worldview of different stakeholders through qualitative research, the study clarifies major challenges for implementing the UNDRIP on the ground.

**Michael Tzanakis**  
***Centre for Longitudinal Studies***

### **Parental Financial Commitment to, Involvement in and Engagement with Young People's Education: Some Quantitative Evidence from the Longitudinal Study of Young People in England**

Following ecological systems theory, home-based proximal processes and associated risk levels are expected to play a critical role in influencing particular outcomes associated with young people's academic achievement and educational expectations. This study examined how parental financial commitment to, involvement in and engagement with young people's education influenced young people's educational expectations longitudinally, from age 14 to age 16. A structural equation (SEM) Markov-chain model with latent variables (LVMC) was estimated on longitudinal data from the Longitudinal Study of Young People in England. The results indicated that parental financial commitment to young people's education as well as parental involvement in and engagement with young people's education had significant longitudinal influences on young people's reported likelihoods to remain in FTE at age 16 but that this effect varied significantly with time. Quality of home-based proximal processes and family-based risk levels influenced young people's educational expectations in complex ways.

Michael Vogel  
*Continuing and Professional Education*

### **Teaching in Higher Education as a Private Affair: A Critical Discourse Analysis**

Teaching in higher education often takes place behind closed doors, not only literally, but also in the sense that there is little dialogue among academic teachers about what happens pedagogically in their lecture theatres, classrooms and labs. Teaching seems to be treated and shielded like a private affair. In my paper I explore the possible causes of this problematic phenomenon at a German university of applied sciences. Fairclough's framework of critical discourse analysis, applied to data gathered through in-depth interviews, informal conversations and unstructured observation, points to two main causes: the perceived working conditions and professional identity. Both seem to be shaped and sustained discursively, and appear essential for the institution's social order. Overcoming the privatisation of teaching therefore implies changing the social order. I provide suggestions how this could be achieved.

Chun-Ying Wang  
*Learning, Curriculum and Communication*

### **Conceptual Metaphors in the use of Prepositions in English and Mandarin: A Comparative Study**

This research proposal includes some key ideas foundational to my PhD study. In order to enhance students' learning of English and Mandarin prepositions, the purpose of this study is to investigate the conceptual differences in the use of prepositions in English and Mandarin from a conceptual metaphor (Lakoff and Johnson, 1980) perspective. A contrastive research will be conducted firstly. The data will be collected from general literatures (Lakoff and Johnson, 1980; Lindstromberg, 1998; Kovecses, 2002; Pullum and Huddleston, 2002; Geeraerts, 2006) and some previous studies (Tang, 1981; Chang, 1988; Chen, 1990; Liu, 2002; Cheng, 2006). In addition, two tasks will be conducted among teachers and students. Both Mandarin and English students are requested to join a picture description task to assess their usages of prepositions. Task two requests teachers to share their views about students' learning difficulties in prepositions. Students' opinions and teachers' viewpoints will be compared to investigate if any disagreement exists. Furthermore, some key theories, eg, behaviourism, the cognitive approach, cognitive grammars, conceptual metaphor, and prepositions, are reviewed as the research framework in this study.

Mei-Hui Wang  
*Psychology and Human Development*

### **Disruptive Behaviour Among Taiwanese Adolescents in Maths and Chinese Classrooms: Does a Combination of Achievement Goal Theory and Self-Determination Theory Account for Greater Variance than either Theory Alone?**

Disruptive classroom behaviour among adolescents in high school is not a localised phenomenon but has become a pedagogical problem worldwide. This cross-sectional research uses achievement goal theory and the notion of relatedness nested within self-determination theory (SDT) variables to examine their relationships with disruptive behaviour among Taiwanese students in maths and Chinese classrooms' contexts. Moreover, it

combines two theoretical frameworks in a comprehensive model in order to account for students' disruptive behaviour, comparing models based on achievement goal theory and SDT. The participants were 592 students in maths and 600 students in Chinese from one comprehensive high school in central Taiwan; the sample is balanced for gender.

In two separate hierarchical regression equations (based on achievement goal theory and self-determination theory), five variables in maths (classroom mastery of goal structure, mastery of personal goal, teacher academic support, students' perceptions of teaching, and their liking for school) and four in Chinese (the same variables as those in maths except teacher academic support) significantly predicted students' disruptive classroom behaviour.

In the final regression models including all significant predictors (five in maths and four in Chinese) of students' disruptive classroom behaviour from models of achievement goal theory and SDT, students' mastery of personal goals and pupils' liking for school in maths and students' perceptions of teaching, students' mastery of personal goals and pupils' liking for school in Chinese remained significant.

In addition, this dual-theory model accounted for greater variance of students' disruptive classroom behaviour than the degree of variance explained by all variables based on either theory alone in both subjects. Pupils' liking for school was revealed as the strongest predictor of students' disruptive classroom behaviour in maths, whereas in Chinese the strongest predictor was students' perceptions of teaching.

Min-Hsuan Wang  
*Early Childhood and Primary Education*

### **The Association between Young Children's Attention to TV and Interaction with Parents in Taiwan**

Young children acquire knowledge through interaction with the surrounding environment. TV and other media have become an increasingly important support of learning. Programmes designed for young children usually suggest that parents co-view with children but very little research has been done on how precisely programmes are being used and how youngsters respond to them?

This study aims to explore how parental co-viewing style is associated with young children's attention as measured by both percentage of viewing time and children's responsiveness to media content. In addition, the study will also investigate Taiwanese young children's media use because there has been little related research in Taiwan?

The study will be conducted with children aged two to six and their parents and comprises two phases: 1) an online survey of children's media use; and 2) an observation exploring the interactions between children and parents while television co-viewing? The pilot study of phase 1 found that Taiwanese children tend to watch TV at a very young age, watch whilst having meals, and watch passively: 56% of children under two watch TV every day; 43% of children have their meals with TV on all or most of the time; and children prefer television to DVDs.

**Sean Whittle**

***Educational Foundations and Policy Studies***

### **Indoctrination, RE and Catholic Schools**

One of the anomalous characteristics of Religious Education (RE) in the UK is the dichotomy of approaches to the subject amongst faith schools and other types of schools. Faith schools - which constitute a significant, and expanding, part of schooling provision in the UK - have continued to stick with an essentially confessional account of Religious Education. To critics of faith schools it is this commitment to blurring the boundaries between RE and catechesis that raises the spectre of indoctrination and concerns that these schools are not able to promote and foster autonomy. This difference of approach has also led to gulf between RE practitioners who work in faith schools and those that do not. One way out this contemporary state for RE would be to explore how it might be possible for faith schools to remain true to their aims whilst also not being committed to delivering confessional approaches to RE. This paper will outline how this intriguing proposal could come about. It will focus on Catholic faith schools, and argue that using key insight from leading theologians (particularly Karl Rahner) it is possible to distil a theory of Catholic education that would depend on RE not be confessional. In this theory of education the 'Catholicity' would could as an aspect of all the other subjects on the curriculum. The role of RE would be to critically engage pupils with issues and questions that come up through the curriculum as whole. RE would be about challenging the pupils to engage with what Rahner described as the ultimate or absolute mystery of human existence, and in this way begin to make their 'fundamental option' in life. The subject would shift away from attempting to hand on central aspects of Catholic faith. If this proposal worked it would remove one of the major criticisms of faith schools and allow all RE practitioners a new basis on which to share a common approach.

**Mary Woolley**

***Arts and Humanities***

### **"I've never got bored of it. There's still something I want to impart." Changes in History Teaching 1985-2011**

This research explores the changing experience of history teaching from the perspective of the history teacher. It will use interviews with 20 experienced teachers from the south-east of England to explore the nature of change over this period and perceived agents of change. This paper sets out the literature in this area and defines a purpose for the research. It will also explore methodological intentions. While the policy documents of different versions of the History National Curriculum have been well researched, there is little evidence-based research on the experience of history teaching in the classroom. This research focuses in particular on change and perceptions of change. The intended methodology is qualitative, borrowing from oral history and life history. One purpose of the research is to explore agents that teachers perceive to have driven change over the last twenty-five years. To what extent do changes in practice mirror changes in the formal curriculum? What, therefore, is the nature of the relationship between policy and practice in history teaching? (Bowe, Ball and Gold, 1992). What other agencies play a role in creating change in the history classroom?

### **Reference**

Bowe, R., Ball, S. J. and Gold, A. (1992) *Reforming Education and Changing Schools*. London: Routledge.

Bo-Chih Yang  
*Learning, Curriculum and Communication*

### **Supporting the Professional Learning of Student Teachers: The Teaching Practice Period in Taiwan**

This study explores the learning experience of twenty primary student teachers on teaching practice in Taiwan and is explored using in three approaches: sociological approach, reflective approach and developmental approach. It is designed as a case study as it is done in a certain context, in a certain period of time and restricted to the learning experience of teaching practice of twenty student teachers. The interview, critical incident skills and reflective journal are applied in the field work, providing a thick description of the learning experience of student teachers in teaching practice period in Taiwan.

The findings are demonstrated in two case studies and overall review of learning experience of the whole twenty student teachers. Two case studies are employed to identify the process of socialisation and reflective practice of student teachers. The overall review is used to unveil the professional development and the factors which improve and hamper the learning of student teachers.

Analysing from the findings, I conclude that the setting of teaching practice period in Taiwan can change the teaching beliefs of student teachers. However, not all student teachers benefit from the setting because their personal dispositions or interaction between mentors hinder their learning.