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Institute of Education

Abstracts

Azlina Ahmad Kamal
London Centre for Leadership in Learning

Stuck in the Middle: A Case Study of Constructing and Mediating Middle Leadership in English Language Education in Malaysia

This paper presentation aims to provide greater insights on how (middle) leadership is constructed and negotiated within a centralised and hierarchical system such as the Malaysian English language education context. My central research focus is on gaining a detailed picture of the thoughts, ideas and understandings of Heads of English language department with regard to their leadership roles and identities and how these interrelate to the wider discourse of English language education in Malaysia. I will highlight how these middle leaders are uneasily positioned within complex and often conflicting discourses involving leadership as well as the historical and policy context of English language in Malaysia. I then argue that these discourses not only fail to adequately grasp the complexities of the work involved but can also create problematic constructions of middle leadership which can lead to a normalised and disciplined subject position.

Huda Alkubaisi
London Centre for Leadership in Learning

Resource Management in High Schools in Qatar's Educational Reform Initiative

Evaluating the allocation and use of financial resources is an essential part of effective school management. Insufficient level of funding or miss management may hamper the development and the quality of education in the country. Therefore, it is important to identify the expenditure required for services and to incorporate them in resource allocation. In a developing country like Qatar, education is the key to the nation's economic and social progress. With this priority in mind, the leaders of Qatar contracted with an international research institute to investigate the issue. The RAND corporation, the research entity that was appointed by the political leaders of Qatar to research the school system, found that the country's education system was rigid, outdated, resistant to reform, and incapable of production high-quality outcomes for Qatari students in terms of academic achievements, college attendance, and success in the labour market. As a result, the Emir of Qatar announced an extensive educational reform based on the establishment of new government –funded schools that are not operated by the Ministry of Education but by other parties over a multi-year period, and implementation of standardized national student test aligned with internationally benchmarked curriculum standards to measure students learning and school performance. In 2002, Qatar initiated several reforms for its K-12 schools. Among these were the conversion of some existing Ministry of Education schools to "Independent schools" that operate directly under a supervisory organization, the Supreme Education Council (SEC). These schools were formed under the four key principles of autonomy, accountability, variety and choice in education. The education reform seeks to create a modern, world class public school system in the State of Qatar. This variety of schools thus represented a variety of financial management systems. The central aim of this research is to investigate how different high schools in Qatar manage their finances and to evaluate the effectiveness of different management systems in terms of positive educational outcomes related to financial management.

Nader Alyani
Lifelong and Comparative Education

Learning to innovate in, and via, workplace 'skill webs': brokerage and pragmatic learning in the 'small world' of creative firms' projects

Innovation is a core activity in economic development and growth, and skills form a critical backbone for sustainable innovation (OECD 2011). The aim of this presentation is twofold: firstly, to briefly introduce an emerging movement towards a 'learning economy' in the Gulf economies and within that, the importance of 'skill webs' as a mechanism, further facilitating up-skilling and lifelong learning. Secondly, to outline the potential policy directions, specifically reforming and broadening TVET to PVWL policies, and implications required to enhance such a movement, while remaining cognisant of the granularity of the challenges and employment-seeking demographics ahead, for the different Gulf states. As an interdisciplinary study, mobilising strands from workplace learning, economics, area studies and policy studies, both 'analysis and interpretation' are highlighted. Conceptually, I shed light upon an emergent type of distributed learning, entitled as iterative 'DEAL' model (Design, Execute, Adjust and Learn), by enabling knowledge brokerage, via 'bridging, bonding and linking' in emerging local and global practices, leading to innovation facilitated by 'skill webs', often within a 'small world' network pattern. Drawing on longitudinal analysis of projects [2004-2010], and utilising 'project-enhanced learning episodes' as unit of analysis, I conclude by reflecting on inquiry-based nature of distributed learning and skills in practice.

Jake Anders
Quantitative Social Science

What is link between household income and going to university?

Given the high returns to holding a degree, it is important to understand the relationship between household income and university entry in terms of the likely consequences for social mobility. This paper provides new evidence using the Longitudinal Study of Young People in England. I provide estimates of the income gradients in university participation overall and at a group of high status institutions. I also investigate the extent to which these gaps may be driven by discrimination against students from lower income backgrounds by universities, by considering income gradients in applications. I find substantial differences in university entry overall and at Russell Group institutions between students from high and low income families. However, I show that most of this difference is driven by application decisions, particularly once I control for 'ability' at age 11. This suggests that universities do not discriminate against students from poorer backgrounds. Instead those students are less likely to apply. These findings suggest that policies aimed at reducing the university participation gap at the point of entry are likely to face small rewards. More likely to be successful are policies aimed at closing the substantial applications gap, particularly by ensuring that students from poorer backgrounds have the necessary qualifications to apply.

Ghada Angawi
Lifelong and Comparative Education

Effective Leadership of HE: 9 Behavioural Roles in Times of Transformation

Many HE Institutions are currently transforming their processes and programmes in response to global and local demands. Leaders in higher education play a significant role in managing such external and internal pressures of change. HE leadership is considered to be under-researched, in comparison with the extensive amount of studies on leadership in general.

This study focuses on leaders' behavioural roles in the context of strategic decision-making, using the neo-charismatic theory as a framework. The theory encompasses several leadership behavioural roles for transforming institutions in three consecutive stages: (1) The search for opportunity, (2) formulating a shared vision, and (3) devising the means to achieving the vision. A qualitative two case study approach is used which involves three leaders of HEIs in the United Kingdom and three types of strategic decisions, (1) location and reorganisation; (2) input in the form of buildings and funds; and (3) boundaries. Two main methods are used in this research: document analysis and semi-structured interviews. Data analysis revealed a set of recurring behaviours and this was compared across two cases. The findings of the study suggest that the neo-charismatic model is a highly relevant construct for effective leadership in HE. Moreover, it emphasises an ethical dimension that influenced how leaders took decisions and reacted to the context. Three effective behavioural roles identified. Finally, leaders were able to influence the context when behaving in a neo-charismatic way.

Anna Ashworth
Psychology and Human Development

Sleep and cognition in children with Down syndrome and Williams syndrome

It is now well established that sleep problems can have a detrimental effect on behaviour, health and psychological and social functioning. Tired children perform less well at school, are more hyperactive and have poorer attention and memory than well rested children. Sleep is also an active state whereby new memories are reinforced and consolidated. This phenomenon is known as 'sleep-dependent learning'. Sleep problems are common in children with developmental disorders, yet relatively little research investigates the specific problems and the impact that they have on the child's development. This project characterises sleep problems in children with Down syndrome (DS) and Williams syndrome (WS) using objective measures of actigraphy and pulse oximetry along with parent report. The impact of sleep on attention, memory and learning are examined using a range of established and novel tasks. Preliminary results for 88 children (22 DS, 22 WS, 44 TD) indicate group differences for objectively measured sleep parameters. Children with DS suffer greater sleep disruption related to breathing difficulties, and long sleep latencies were evident in the WS group. Results also show poorer performance for both disorder groups on attention and short term memory tasks, with particularly poor attention in the DS group. All groups show evidence of sleep-dependent learning on both a declarative and a procedural task, most noticeably the control group. It is expected that task performance will correlate positively with sleep quality, and that some of the learning difficulties experienced by children with developmental disorders could be exacerbated by their sleep problems.

Janet Broad
Lifelong and Comparative Education

What drives Continued Professional Development in Further Education? An Actor-Network Theory approach

This paper, drawing on empirical research that took place in the academic year 2010 to 2011, presents two interrelated areas of teachers' Continued Professional Development (CPD) in Further Education. The first is the identification of the reasons why teachers engage with CPD activities, the second the types of activities that teachers find to be the most beneficial. It is set against the backdrop of legislation that requires teachers in the sector to engage with CPD for the purposes of developing of subject expertise and teaching skills. The findings draw on responses to 47 questionnaires and six interviews. These were analysed in

two stages using a grounded approach in order to learn from the respondents without imposing a priori distinctions or theoretical frameworks upon them. I found that the reasons why teachers engage with CPD were far more complex than that suggested by the legislation, and that the range of activities undertaken was very broad and varied. Much of this activity, especially where it was seen to be of benefit, was also carried out in collaboration with others, both within and beyond the employing organisation. To understand this complexity, and to examine the networks that teachers engage with for CPD, Actor-Network Theory (ANT) was used as both a conceptual and analytical framework. Three concepts from within ANT of transformation, symmetry and immutable objects were used. An ANT approach requires an analysis of each 'actor' within a network and this was particularly useful for identifying the component parts that make up a teacher/CPD network. It enabled the complex patterns and interrelations between the reasons for CPD, and the beneficial CPD activities, to be explored. This in turn enabled the drivers, or in ANT terminology, mediators for CPD to be identified. Three key drivers for CPD were identified which are: a) to develop and enhance subject specialist knowledge and skills; b) to improve teaching skills and; c) to meet students' needs. It is when CPD is linked to these three drivers that it becomes meaningful for teachers. Due to the transformative nature of these mediators, they will act on individual teachers in different ways, dependent on both context and subject specialism. These three identified mediators therefore shape individual trajectories and network patterns for teachers as they attempt to engage with meaningful CPD activities. This then goes some way in explaining the complexity of teachers' CPD in the sector.

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Jeremy Burke
Culture, Communication and Media

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The Perfect Teacher: principled practice tricks of the trade

In 2010 Michael Gove announced "Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman." In many ways teaching might be considered a "craft", but whether learning is best achieved by observation is more questionable. An analysis, based on Dowling's (1998, 2009) concept of discursive saturation, looks at the degree to which three constituent practices of school teaching are made available through pedagogic action. A question is raised about the need "to shift trainee teachers out of college and into the classroom".

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Eilidh Cage
Psychology and Human Development

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The influence of motivation on social reputation management in autism

Autism is a neurodevelopmental condition, characterised by often striking social difficulties. Recently, diminished social motivation, rather than limitations in "theory of mind", has been proposed as the developmental catalyst to these social problems. The current study investigated the degree to which motivation impacts upon reputation management during a donation task. Nineteen typical adults and sixteen cognitively able autistic adults donated to charity and to a person both when alone and when observed by another participant (confederate). Critically, half of the participants were told the observer was simply another participant ("no motivation condition"), while the other half saw the observer's name onscreen, and were led to believe that the observer would later be able to donate money to them ("motivation condition"). Contrary to previous work, both groups showed a significant observer effect – typical and autistic adults donated more when they were being observed. Yet while typical adults in the motivation condition donated significantly more to the person, autistic individuals did not. These findings suggest that, while autistic adults are sensitive to

the observer effect, motivation did not modulate their concern for reputation. Lifelong diminished social motivation may result in a lesser degree of reputation management.

Tammy Campbell
Quantitative Social Science

In-school ability grouping, teacher perceptions of pupil ability and attainment, and the month of birth effect

At age seven, in the Millennium Cohort Study (MCS) sample, pupils in the same school year cohort, but born later in the year, tend more often to be found in lower in-school ability groups. Pupils born earlier in the year tend more often to be found in higher groups. There is also a month of birth gradation in teacher perceptions of pupil ability and attainment across all subject domains - with relatively older pupils more often judged above average. This analysis examines whether in-school ability grouping may contribute via teacher perceptions to heavily-evidenced variation by month of birth in pupil academic attainment. Using linear and logistic regressions, and controlling for a variety of pupil, family, school, and teacher characteristics, analysis explores whether there is a greater summer-autumn divide in teachers perceptions of ability and attainment when pupils attend schools which ability group (stream / set / in-class group), compared to pupils attending schools not grouping in each way. Little association is found between teacher perceptions and employment of streaming or literacy / numeracy setting. As association is found between in-class ability grouping and teacher perceptions. Teachers of pupils in schools which in-class group are more likely to judge autumn-born pupils as above average, widening the month of birth divide. Support is lent to the theory that in-class ability-grouping may contribute to month of birth variation in attainment.

Francesca Carpos
Culture, Communication and Media

The London Orchestra as a Prestige Economy

Musicians in London orchestras compete for opportunities in an environment of complex social interactions. Having made observations during my own orchestral experiences, I intend to sketch out the background to orchestral life, indicating tensions for individual musicians working in orchestras, and to derive a framework by induction, in order to understand what is valued in orchestral life, and to consider how the orchestral community may be better understood. A central feature of this study is consideration of the possible contribution of the concept of the 'Prestige Economy' as a framework for illuminating aspects of the working lives of orchestral players and their interrelations. Ways of understanding the nature of an individual's interaction with others in an organizational setting will then be explored; in particular, the economy of prestige concerning the beliefs, values and ways of working that characterise and express the things that a particular group of people prize highly. The model of a prestige economy may allow insight into the vulnerabilities and tensions of orchestral life, and this framework may offer a helpful focus to explore the ways that musicians constantly negotiate their roles and positions in their orchestral community. My work is situated within the field of sociology of music, and I hope to draw out the implications from a theoretical framework of the "Prestige Economy" (Bascom and Herskovits, 1948, English, 2005, Blackmore and Kandiko, 2011), by making use of the framework, in order to describe the orchestral social world. The research question will focus on: What actions, achievements or circumstances are perceived to carry prestige for a London orchestral musician, and how do these perceptions affect attitudes to their working life? The research method will be qualitative, and the study will focus on a professional

London orchestra, which will be explored as a Case Study.

Hung-Chang Chen
London Centre for Leadership in Learning

Research matters? The headteacher preparation policy and practice in Taiwan after the decentralisation movement

This paper presentation is interested in discussing the headteacher preparation policy in Taiwan and the relationship between policy and research. The aim of this research is to explore why the policy stagnates and why the research does not inform or shape the policy. With the political reform of decentralisation movement in the 1990s, the legal responsibility of headship/head teacher preparation has been transferred from central provincial government to local authorities (counties/cities). As a result, the headship preparation research became a hot issue in the academia. There were plenty of research and conferences which cogently provided impressive body of practical recommendations for effective school leadership developments for governments. While, the problem is that the policy and practice changed little. This is to say, research seems not to inform the policy and practice during the past 15 years. To date no research on the relationship between the policy and research of headship preparation appears to have been done in Taiwan. This research is an attempt to fill that gap in the field of policy and leadership. The study will employ mixed-method design combining qualitative and quantitative methods to answer the research question as followed: (1) why the policy of school headship preparation stagnates and; (2) how the stagnated policy influences the practice in local governments and finally, (3) how research can inform policy-making and practice.

Stephen Colwell
Culture, Communication and Media

Student collaboration in drama script development: the anatomy of media practice recontextualised as pedagogic activity.

The presentation looks at Pedagogized Media Practice through a case study of part of a unit in a media production course. The study aims to produce an anatomic description of student groups using professional media practice models in the process of developing and writing drama script. The presentation will refer to a small aspect of the study as an illustration of the research project. The study looks at definitions of explicit and tacitly principled competences, where they occur in the pedagogic space and the principles of their evaluation. Media practice when recontextualised as pedagogy concerns the construction of activity where explicit and tacitly principled competences required for making media texts are integrated by the student through participation in the activity. This constitutes an Esoteric Domain and its recontextualisation in a Public Domain or pedagogic setting. The study makes a distinction between expression and content within the Public Domain which brings focus to the site of learning, the Activity. This shows the potential of the constructive language of Social Activity Method to describe the organisation of the Public Domain and the facilitation of analysis. In addition the presentation will introduce some preliminary findings which problematised institutional and student evaluation of explicitly and tacitly principled competences and their integration. It suggests that principles of recontextualisation may not be appropriately applied and that the Public Domain constitutes a site of evaluation that cannot be transmitted to students because it relates, at least in part, to a 'game' in which they cannot participate. This is apparent both the authority position of a practitioner – tutor and institution and in the language of evaluation. It points to the existence of a parallel Esoteric Domain which is both embodied and institutionally authoritarian that potentially disrupts the Esoteric Domain of

recontextualised practice and the Public Domain. However, it also illustrates the potential of SAM to describe and define teaching and learning in cultural practices.

Damien Darcy
Curriculum, Pedagogy and Assessment

Supporting Collaboration - What happens when they don't work together

In spite of our best efforts, learners will not always work successfully as a team. When learning in mixed physical / virtual worlds, the challenges to such collaboration become even greater. Based on my PhD work, this presentation explores: What techniques can you use to best support collaboration? How effective are these? What should you do if they do not work as planned? Although the emphasis of the presentation is on virtual worlds and hybrid learning spaces, its lessons aim to be applicable to all learning environments.

Jay Derrick
Lifelong and Comparative Education

'Practitioner learning', not 'professional learning': towards a non-technocratic model of development for teachers

This paper argues that the concept of 'practitioner learning' is of more utility to practitioners, whatever their domain of practice, than 'professional learning'. It points out that debates about practitioner learning for teachers have tended to overlook research on workplace learning in general, of which it is an example. It critiques 'technocratic' and positivist approaches to teacher learning taken by policy in recent years, and points to work from other fields of enquiry, also critical of positivist epistemology, that it suggests will be useful in supporting teachers and other practitioners trying to enrich and enhance their learning through practice.

Sarah Dove
Humanities and Social Sciences

Patients, Service Users or Pupils? Exploring young people's experiences of returning to school after admission to psychiatric in-patient services.

This presentation explores issues which relate to pupils' reintegration to school from adolescent psychiatric in-patient and day-patient services. In this presentation I analyse theoretical perspectives on mental health specifically: discourse, stigma and labelling, language, meaning and power, space and the mental health unit, and reintegration to school.

Ann Doyle
Lifelong and Comparative Education

Social Equality in Education: A comparative historical analysis of French and English Education.

This 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 i.e. Republicanism

in France and Liberalism in England. The method of enquiry undertaken 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
Culture, Communication and Media

The Olympics as a discourse of Global Entertainment: how the IOC recontextualises sport to make it join the forces of mediatised global capitalism.

I look at the official discourse of the international governing body of fencing as it has moved to accommodate pressure placed upon it by the International Olympic Committee to make the sport more accessible to television by fundamentally changing its rules. I look at the strategic action constituting these texts and the modes in which they recontextualise the sport itself. I have found the language of social activity method particularly productive for escaping the delimitations of self-evidence that the official discourse (re)produces, and for coming to terms with the more general tendency (in education and elsewhere) for globalising discourses to annihilate local practices.

Julian Dziubinski
Lifelong and Comparative Education

To what extent do student perceptions in school sixth form and FE college affect their achievement at A level?

A levels were introduced sixty years ago and they are still regarded as a Gold Standard by universities and employers today. Notwithstanding frequent changes to other areas of the British post-compulsory education system, A levels have been seen to provide a consistent timeline (and a relatively stable indicator) of achievement in 16-18 education. Although students choose to pursue A levels either in their school sixth form or at their local FE college, there appear to be relatively few research studies that compare student achievement at either. This study will seek to explore A level students' perceptions of their learning environment - in a school sixth form and in an FE college - and investigate how these affect motivation, attitudes, efforts and ultimately their A level results. It is a longitudinal study that will include references to student ability, diligence and relationships with others, including other students and subject tutors.

Jinrong Fang
Lifelong and Comparative Education

The Application of e-Assessment in UK Universities

Currently the significant increase in tuition fees leads to higher expectation for UK Higher Education (HE). Literature suggests that assessment has framed students' learning in UK universities. This study aims to explore the application of e-formative assessment in the blended learning environment in UK universities. The results showed that in one teaching focused university most respondents did not have online collaborative work experience. That is the majority of the respondents were not required to work with their peers online for formative purposes; more than half of the respondents have never used e-portfolio in their study; and the result also indicated that the respondents have received three types of feedback that are paper-based feedback, electronic feedback and face-to-face feedback.

Among all the respondents, 66.1% respondents considered face-to-face feedback as the most helpful feedback in their learning experience. Only 26% respondents thought e-feedback could help them significantly. The result also suggests that most respondents are willing to have more e-assessment in the future study. Therefore, the application of e-assessment needs further development to meet students' high expectation for experiencing the assessment supported with technology.

Thomas Georgas
London Centre for Leadership in Learning

Student voice as a transformative pathway for teaching and learning. An action research project in a state secondary school in Greece

This is an action research study that takes places in the context of a Greek secondary school. Its defining function is to root the teaching process in the learning needs of students and make a difference to students' opportunities to realise their full potential. A wide range of stakeholders-including school workforce, parents and students- actively contribute to it. Initially, by conducting student interviews, the strengths and weaknesses of teaching practice are captured. Teachers are provided with evidence of what they do well and areas for development. Objectives for improving teaching and learning are then set by the teachers. Strategies are developed either for small changes that could deliver a significant impact or for bigger challenges that should be dealt with. After a period of new practice introduced, another circle of students' consultation and feedback follows. Albeit at a relatively early stage of research, a substantial amount of data will be presented in the conference.

David Godfrey
London Centre for Leadership in Learning

Investigating research engaged schools –findings from a survey on the development of a research-rich school culture at eight English Secondary Schools.

'Research engaged schools' have a research rich pedagogy, a research orientation, they promote research communities and put research at the heart of their policy and practice (Handscomb and MacBeath, 2003). However, the exact ways in which individual schools understand and interpret this in practice is still relatively unexplored territory. In the first phase of this comparative case study research using mixed methods, eight secondary schools in England were approached to take part in a survey of their teaching staff. Five of the surveyed schools were among the first one hundred newly designated 'National Teaching Schools'(NCSL, 2011). With this number set to increase to five hundred over the next four years, and with these schools' remit to promote practitioner research, there is particular significance for the ways that researchers and school practitioners work together. The survey to ascertain each school's current level of research-engagement was developed by the researcher, based on previous instruments (e.g. NFER, 2010). The aim was to build on previous work focused on understanding stages in the development of a research culture (Ebbutt, 2002) based on the application of criteria established by a number of authors over the last 10 years on the specific concept of a 'Research Engaged School'(e.g. Handscomb and MacBeath, 2003; Sanders et al., 2006; Sharp, 2009; Sharp et al., 2005; Sharp et al., 2006a; Sharp et al., 2006b; Wilkins, 2011). Findings point to a four stage development process and significant patterns of difference in the practice of research engagement in the eight surveyed schools.

Alvaro González
Curriculum, Pedagogy and Assessment

Understanding the influence of the Educational Technical Assistance on the improvement of municipal schools in Chile: Methodological possibilities

Chile's current school improvement policy follows a pattern closely related to neoliberal policies in education: the use of pressure and support to drive improvement in a decentralised system. Concretely, through the 'Preferential School Subsidy' Act (SEP), the Chilean State allocates extra financial resources to state-municipal and private-subsidised schools catering for disadvantaged children, in exchange for meeting specific performance targets (pressure); at the same time, the State officially introduces the role of Educational Technical Assistance (ATE) to assist schools during the design, implementation and evaluation of a school improvement plan (support). In the context of SEP, therefore, ATE plays a key role in assisting schools at the local level, to build internal capacity for improvement and meet their performance targets. In this paper, I want to discuss my research proposal and methodological approach to understand the influence of ATE in the process of improvement of municipal schools, in the context of standards-based and accountability-driven education policy. First, I will present a brief background of the Chilean school system in order to provide a rationale for introducing ATE as a strategy of external support for school improvement. Second, I will critically discuss this strategy from the education policy and school effectiveness and improvement literature. Finally, building on the topics previously addressed, I aim to outline a possible methodological framework to research the influence of ATE on Chilean municipal schools' improvement.

Paul Gormley
Culture, Communication and Media

Towards the Development of Contextualised Digital Literacy Predictor Instruments: An Irish Higher Education Pilot Study

This Research Report details the development, application and evaluation of a non-experimental fixed design (quantitative) approach to address the research question 'are students' self-perceived levels of digital literacies reliable predictors of academic performance?' The rationale underlying the importance of this investigation stems from digital literacy research findings highlight that learner ICT skills often do not transfer easily to academic situations and that tutor guidance remains a critical determinant of the technology-based learning practices adopted by learners. The research population sample comprised 28 adult online learners who are educators or trainers enrolled on a blended learning module titled 'Education and Training Technologies ETT', which is part of a NUI Galway Masters in Lifelong Learning programme and facilitated through Blackboard. To measures students' perceptions of their digital literacies, I employed a self-administered online Blackboard student questionnaire that was presented to the students twice: (1) as a pre-module survey; and (3) as a post-module survey. The survey contained 55 quantitative Likert-scale statement items – plus 2 demographic questions - which the students rated to determine their own perceived Digital Literacy levels. To measure students' academic performance, students undertook a context-specific authentic Project Assignment which was submitted during the last week of the module. I employed quantitative data analysis to identify pre and post student digital literacy differences, and benchmarked to students' pre-course survey levels against their academic achievement (assignment score) to investigate correlations to address the research question.

Zarin Gul
Humanities and Social Sciences

The role of an interdependence of young women's identities and technology at HE in constraining or enabling the capabilities in young women's lives in Pakistan.

This paper is based on a research in progress which aims to investigate the interdependence of women's identities and technology in Pakistan. Influx of a new media technology is a recent phenomenon in a developing country like Pakistan. Keeping in view the persistent gender gap in every aspect of a patriarchal Pakistani society the existing research take on gender and technology perspective to explore women's access and use of technology in Pakistan. This research either focus on socio- cultural constraints that hinder women's access to ICT's or new media technology or the potential of new technology to liberate women in a patriarchal society of Pakistan. But this research lack in an in-depth account of women's daily negotiations with technology in terms of how women's identities and technology are mutually shaped by each other, and furthermore how this mutual shaping of women's identities and technology opens up or constrain capabilities in women's lives in Pakistan? As a research methodology narrative case study research approach will be used in this research. 5-6 young women graduates, who attended new media technology course at HE, will be asked to reflect on their daily negotiations with new media technology, for instance, mobile technology, internet, etc. The participants will write and develop their personal narratives over eight months, including my own personal narrative. For developing these narrative case studies Focus Group discussions and individual interviews will be conducted with the participants. Poststructuralist discourse analysis will be used for data analysis.

Son Gyoh
Curriculum, Pedagogy and Assessment

International Non Governmental Organisations (INGO) knowledge processes: transmutation of 'development knowledge' to knowledge for development education

This paper emerges from the analysis of a pilot study undertaken on how INGOs generate knowledge for development education and Global citizenship. The pilot study was carried out specifically to find out what role INGO websites played in the knowledge generation process and how the knowledge issues was identified and who was involved in narrating the development and poverty story. One of the key issues that emerged from the pilot study was that INGOs do not use their websites as a platform for public interaction. INGO websites are designed and used mainly for fund raising and communicating their work to funders and the public. The pilot study provide a basis for examining how INGOs construct the knowledge used for campaign and public engagement programs. Here the study will move beyond the current limitations of the term development education to knowledge on development and global poverty. It emphasises the epistemological implications this reconceptualisation of knowledge on development has for notions social change.

Michael Harpham
London Centre for Leadership in Learning

Developing an Effective Secondary School Senior Leadership Induction Programme

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 my research is to add to what we currently know about effective senior leadership training. The

focus of the research will be to create and test a training programme for senior leaders new to post in three schools 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 the development and application of a senior leadership induction programme with data being produced through evaluation and questionnaire. It will include sections outlining the theoretical and methodological perspectives; the concepts and research in theory as well as in practice with a final report, synthesising concept, theory, research and practice of what constitutes effective senior leadership development.

There are two hypotheses to be tested: That effective senior leadership training is different from effective middle leadership training; Should effective leadership training occur at the beginning of a senior leader's career, it would have a positive impact on the quality of their leadership and therefore of school improvement. In conclusion, there needs to be more effective senior leadership training and development in schools at the start of a leader's career to further raise school improvement.

Jo-Yun Huang
Curriculum, Pedagogy and Assessment

A study of secondary school students' conception of historical causation in Taiwan

The main focus of this research is to explore Taiwanese secondary school students' understandings of the nature of history, with a concentration on their ideas of historical causal explanation. This decision was made after reflection on my previous teaching experience in Taiwan and understanding of students' existing preconceptions in some sense determining what they will learn and how they will accomplish that learning. Thus, there is no doubt that such initial ideas should therefore be drawn upon all the time by their teachers and improved through the course of learning. This presentation will briefly outline some features of a small group of Taiwanese secondary school students' ideas about cause and effect in history, which are inferred from the data collected from the first phase of the project. It was undertaken by two methods: questionnaire and interview. The first feature of students' ideas of historical causation is about the types of factors which the participants tended to assign as causes contributing to the secure establishment of the Tungning Kingdom. Secondly, their strategies for making a causal explanation and the logic of historical causation lying behind their performances will be investigated.

Heidi Jacobsen
Culture, Communication and Media

Wikis, writing and feedback: an interrogation of Social Action

This paper introduces an exploration of writing and feedback as social action within a Wiki environment. It seeks to query descriptions of writing-as-product and writing-as-process within the literature; additionally, it interrogates the positioning of readers, writers and text. The study will draw on participants at the end of the first year of secondary education in an Inner London school in the UK who will write their own short novel or short story within a Wiki environment. They will also provide feedback to other participants on plans, work-in-progress and completed work. A sample of these students will be interviewed mid-way through this process and when they complete their writing. This exploration emerges from Dowling's Social Activity Method (2009) and the initial focus will be on the questions which arise from 'Discursive Saturation' within Dowling's language of description.

Laura Johnson
Lifelong and Comparative Education

Dimensions of global citizenship education: Analysing Model United Nations simulations in London secondary schools

"...they start to imagine themselves as adults who can and will influence their communities or the global community..." (Teacher, London)

The promotion of 'Global Citizenship' has emerged as a common feature of school curricular reform around the world, reflecting a shift away from wholly nation-based conceptions of citizenship. Global Citizenship Education (GCE) is therefore a broadening field, manifested in many contexts. Striving to understand and deconstruct the different perspectives within this field is crucial, in order to demystify the confusion and ambiguities surrounding the term. In this presentation an analytical framework is outlined which distinguishes various dimensions of global citizenship education, focusing particularly on the ideological viewpoints from which the different forms of this concept arise. The presentation focuses on the perceptions of students, teachers and organisers of Model United Nations (UN) programmes for secondary school students in London, England. Model UN programmes involve simulations of discussions within the United Nations, in which participants are given the role of representing a particular nation state, in formal debates and informal discussions on a particular topic. Drawing on the aforementioned analytical framework, the presentation examines perceived manifestations of the social dimension of global citizenship within the Model UN programme under study, using interview data and observations. In particular, aspects of social confidence and relationship-building are explored: what do participants and organisers report gaining from the programme, and what are the implications for future global education programmes?

Liubov Jung-Ivannikova
Culture, Communication and Media

Intercultural Communication in a VLE: experiences and challenges

The purpose of this research is to study students' communication in a multicultural virtual learning environment (VLE). E-learning experience plays an important role in the context of global education and represents the global nature of today's society. Learner-centred constructivist foundations of VLE entrust online educators with responsibilities to facilitate and foster students' cognitive presence and interaction. In return, students are expected to fulfil the various requirements of the VLE, including computer and language proficiency, adherence to schedules and deadlines, self-discipline and collaboration. Therefore, students' participation behaviour, involvement in a discussion board, and overall engagement have been substantial discussion topics (e.g. Taylor, 2002; Davis & Graff, 2005; Palmer et al., 2008). Research suggests a range of tactics and strategies for educators focused on how to foster social interaction in order to construct knowledge, and on how to overcome non-participation and non-engagement (e.g. Palloff & Pratt, 2005; Dunn et al., 2011). However, social interaction in a VLE evolves around the possibilities and limitations of synchronous and asynchronous computer-mediated communication (CMC), and, therefore, relies on the participants' ability to communicate clearly and to be culturally responsive. While a growing body of research has focused on features of online communication and its influence on e-learning, experiences and perceptions of intercultural communication from the student perspective are underrepresented. Using in-depth interviews and discourse analysis of textual datasets this (case) study will investigate how a group of students experience intercultural communication, what kind of communication challenges are they facing in a VLE

and how they deal with them, and how students' online communication experience relate to their overall participation and engagement in a VLE.

Dermot Kelly
Culture, Communication and Media

Researching relations between the management academy and the field of management practice

As an element in the Social Activity Method (SAM) symposium, my paper focuses on the application of Dowling's (2009) sociology to researching relations between the management academy and the field of management practice. A series of one-to-one interviews has been conducted with management practitioners; in analysing discourse on the nature of management knowledge, I recruit Dowling's (2009) notion of discursive saturation and some derivative SAM relational spaces.

Maha Khochen
Psychology and Human Development

The inclusion of disabled learners in secondary mainstream education in Lebanon

The progression towards inclusive education in the Middle East generally and in Lebanon in particular, is still at its early stages of development. Nevertheless, the ongoing initiatives of concerned parties towards implementing inclusion in education have the potential to draw attention to the value of practising inclusion, establish inclusive schools and extend provisions. This has been demonstrated in the range of inclusive initiatives that started to be implemented in Lebanon during the last thirty years. This presentation will give an insight into inclusive practices mainly the inclusion of those with disabilities in mainstream education in Lebanon. By focusing on the inclusion of learners with visual impairment (that is those who are blind and partially sighted), it will discuss how inclusion is regarded in the Lebanese educational system, tap into the previous studies that explored disability related issues and show the gap in the literature that exists. It will pose a number of questions related to the current practices towards inclusion in secondary mainstream schools in Lebanon and the factors that contribute to better inclusive educational practices in the Lebanese educational system. Furthermore, the study will investigate whether the experience of non-sighted learners in mainstream education reflect inclusive concept and practices.

Grace Kimble
Curriculum, Pedagogy and Assessment

Researching children's responses to nature: developing use of video methods for data collection

This session presents progression in use of video as part of researching children's responses to informal learning workshops about nature. The rationale will be explained for refining methods of using video in three sets of data collection. Initially, video clips plus microphone recordings were used as a means to gather information about how learning takes place. Subsequently pupil held video cameras were trialled, and finally headset video cameras are proposed as the best solution for understanding pupil perspectives in informal workshop scenarios.

Marketa Klusackova
Department of Educational Sciences, Masaryk University, Brno, Czech Republic

Children's Perception of Leisure Time Spent with Their Grandparents – Initial Preliminary Results

The presentation outlines the first part of the second research phase of a dissertation project whose theme is the intergenerational learning focused on grandparents or how to better the intergenerational learning between grandparents and grandchildren in leisure time. This papers deal not only with the summary of the first research phase which brought information on how elaborate is the subject of grandparenting, in relation to the concept of an extended family abroad, as opposed to Czech Republic where the same subject doesn't receive enough attention, but also with a draft of initial outcomes of the first interviews which were focused on children aged from 7 until 12 years. These interviews are headed to describe how grandchildren perceive their leisure time with grandparents. The report aims to briefly summarize the main points of quantitative analysis from the previous research step and to delineate the next steps which are focused on interviews with grandchildren and grandparents, and moreover preliminary findings of one of them. The presentation provides an overview of the first stages of the dissertation project and suggests potential ways where to direct the research.

Margaret Leahy
Psychology and Human Development

Technology-Mediated Literacy Practices in a Disadvantaged Primary School in Ireland

This research study examines literacy practices in the context of the technology-mediated literacy projects in a primary school in a socially disadvantaged community in Dublin, Ireland. The Diageo Liberties Learning Initiative (DLLI) has been in operation in one of the most socio economically deprived areas of Dublin City, Ireland since 2002. One of its primary objectives is to improve literacy levels among students through using digital media (Digital Hub Agency Act, Section 8, 2003). To this end, it has implemented a range of technology-mediated literacy projects into the primary schools in its catchment area. This research study examines the nature of the emergent literacy practices in these projects. It also establishes the extent to which these literacy practices resonate both with the students' out-of-school literacies and existing school literacy curricula.

Jen-Ying Li
Quantitative Social Science

Better School Experiences for All

Education research has been dominated by questions regarding educational attainment for a long time. Moreover, issues regarding inequality in educational attainment, including gender, ethnic and social class inequalities, dominate the field of sociological research. Of these, social class inequalities have traditionally been given most emphasis. With regard to social class inequality, one universal conclusion can be drawn: the higher family social status, the better academic attainment. This is also true in Taiwan, as is the case elsewhere. However, a question from this fact: does social status influence other educational outcomes in addition to academic attainment? With respect to this question, I argue that beside educational attainment, students' school experiences can be considered as an important educational outcome; furthermore, it may be influenced by social status and gender. The aim of this research is to investigate the experiences of junior high school level students in Taiwan: what

are their perceptions of school experiences? The focus of previous Taiwanese research was limited to students' educational attainment. However, this research seeks to broaden the scope by investigating issues of educational attainment, students' participation in educational activities, peer relationships and teacher-student relationships, which are referred to as school experience. That is to say, the intention is to investigate Taiwanese year 8 students' school experiences, with a special focus on the extent to which school experiences vary in terms of family socio-economic status, and gender. After the process of data analysis, many meaningful findings are examined. Family socio-economic status did not make direct impact on students' relationship with peers and teachers; and gender difference made no difference on all measured aspects as well. These are surprising research findings. Armed with such information, it will be possible examine the phenomenon of youth development and secondary education in Taiwan.

Jiayin Li
Culture, Communication and Media

Parents and the generation of social capital in Chinese complementary schools

This paper describes an ongoing study of a Chinese complementary school (CCS) in Berlin. In the paper, I will briefly summarize what I am researching then I will present some short extracts of data with some initial thoughts about an analysis. Following the notion of social capital, in this paper I put forward the argument that CCS is a setting in which social capital is actively generated through parental participations. This study reveals that parents actively engage with their children's CCS and generating social capital in the school setting. As first generation migrants usually have limited social spaces in host countries, the resources rising from the networks at CCS settings are significant for parents. The main research strategy is that observing the parental interactions at the school settings provides insights into how parents exchange their local knowledge, support each other and gain a sense of belonging. In-depth interviews focussing on the migration experiences of first generation parents reveal a variety of experiences and illustrate the significance of social capital generated at CCS settings for the participants' lives. Regarding the group interaction data, I identify the typical and dominant issues that are emerging from the interactions in the data. The typical and dominant issues consist of topics rising from the interactions and striking issues emerging from the group conversations. To be more specific, I do a systematic review on the significant topics of the interactions. Secondly, seeing these topics in a socially constructed way, I reveal that the social relationship of my participants within the context of that school enables particular topics to be talked about at a particular time. I also apply this process to the striking and dominant issues that rising from the group conversations.

Ren-Jie Lin
Humanities and Social Sciences

Transnational knowledge dissemination and recontextualisation: The development of British foundations of educational disciplines in Taiwan from 1968

My research mainly examines how British foundations of educational disciplines were disseminated and recontextualised into Taiwan from 1968 by Taiwanese educationalists studying in the UK. The definition of educational disciplines is referenced to R. S. Peters' argument, and modified as the three terrains of philosophy of education, history of education and sociology of education. Ching-Jiang Lin is the Taiwanese pioneer to study in the UK after the Second World War, and acquired his PhD in University of Liverpool. When he came back Taiwan, he began to introduce British sociology of education systematically in Taiwanese higher education and recontextualise British theories of sociology of education into Taiwan

educational research and practices. In philosophy of education, Jiaw Ouyang is the first Taiwanese to introduce philosophy of education in Taiwan after he finished his study in IOE in 1969. In history of education, Kuang-Hsiung Huang became the forerunner, and he stayed in IOE from 1974 to 1976. During this learning period, the educational studies in Taiwan indeed acquired many implications, while Taiwanese educational researchers also reflected the questions raising from the process of recontextualisation of British foundations of educational disciplines into Taiwan educational context.

Sarah Lloyd-Winder
Culture, Communication and Media

Defining of terms or year one and this is where the story really starts

As a doctoral student my heart sinks each time I am asked to describe my area of research as it is the area, or subject, that needs defining. I am looking at Digital Fiction or Transliteracy or Interactive narration or any of the other defining terms. Like the early researchers in computer games, I feel that I need to create a definition of the study area before I start.

Reda Mahajar
Online MRes

Everything You Always Wanted to Know About Orientalism But Were Afraid to Ask Hitchcock

The paper addresses the masterpiece of Edward Said Orientalism. The central thesis of the paper is on Said's critique of the Western representation of the Orient. Orientalism as a way of thinking and its relationship with Western imperialism are presented. Also, the paper aims to exemplify the relevance of Said's argument on inequality in two other contexts namely that of white\black and in the representation of women by men. The paper concludes with a critical review of Said's work. Although Orientalism has had profound influence on a wide variety of disciplines such as social research, anthropology and history and politics, it remains of the one least understood books and this paper is an attempt for a better understanding of this enormously significant work

Peng-Jan Mai
Curriculum, Pedagogy and Assessment

English Learning Strategies and Motivation: A Study into University Students in Taiwan

English is one of the major academic subjects in the educational system in Taiwan. It is also a high-stakes subject as it is tested in the senior high school entrance examination (taken by junior high school graduates, usually aged 15) and college entrance examination (taken by senior high school graduates, usually aged 18). Therefore, English teaching in secondary education is usually test-oriented and most students are motivated to learn English because they want be successful in the entrance exams. On the other hand, English education at tertiary level is usually less test-oriented, since there are no further entrance examinations which may drive both teaching and learning into drive a certain direction; therefore, without the powerful examination, I hypothesise a shift in how students go about learning English and their motivation for learning English. This study aims to investigate university students' patterns of English learning strategies and how students' learning strategies may be affected by their English learning motivation. The data will be collected by questionnaires and

interviews. First, a questionnaire on English learning strategies and motivation will be given to non-English major undergraduates in one university in Taiwan. Then follow-up interviews with a section of the participants will be conducted. It is hoped that, as a result of this study, university students' English learning strategies and motivation can be more clearly understood and universities and teachers could use this information to improve the curriculum and teaching.

Catherine Manning
Psychology and Human Development

A world moving too fast for children with autism?

Despite an interest in visual motion processing in individuals with autism, little research has focused on the processing of speed. Autobiographical reports suggest that the world is 'moving too fast' for at least some individuals with autism, and it has been shown that slowing down video presentations can aid recognition of facial expressions in individuals with autism. The current study therefore investigates whether children with autism process speed atypically, and examines the relationship between speed discrimination abilities and motion coherence – another aspect of motion processing believed to involve similar neural substrates. We are administering both speed discrimination tasks and motion coherence tasks at two speed conditions (1.5 deg/sec and 6 deg/sec) to a group of children with autism aged between 7 and 13 years, and an age- and non-verbal ability-matched typically developing comparison group. Preliminary results suggest that children with autism are more sensitive to speed differences than typically-developing children, but less sensitive to motion coherency. Heightened sensitivity to speed information may overload children with autism, making them feel that the world 'moves too fast'.

Toby Marshall
Culture, Communication and Media

Powerful Educational Knowledge and its Dual Status within the UK Coalition's Education Policy

This paper will offer a commentary on the UK Coalition's English education policy in order to open up a wider exploration of the relationship between education, powerful disciplinary knowledge and politics. It will begin with a discussion of the idea that education has become politicised and that this should be understood as a negative and corrupted state. It doing so, it will engage with the ideas of those who have argued that education should be viewed as essentially a-political, in the sense of it being either above, prior to, or independent of politics. In particular the educational ideas of Paul Hirst and Hannah Arendt will be examined. The politicisation thesis will then be applied to the UK Coalition's education policy, especially those aspects of it that relate to the curriculum and social mobility. This will show that whilst the UK Coalition's English education policy does indeed evidence the problems of politicisation - and perhaps more crucially under-theorisation – the idea that this could be resolved through a process of de-politicisation is itself problematic. For this reason this paper will seek to go beyond the politicisation/de-politicisation thesis, using the ideas of the social realist Michael Young as a bridge. In particular, it will argue that whilst education must inevitably be conceived as political, this need not result in the negative consequences associated with politicisation, providing a vital distinction is drawn between educational politics, which recognises both the distinctiveness of, and the connection between, education and politics, and the politicisation of education, which reductively assumes that the former is the direct and unmediated servant of the latter. In making this distinction, this paper will challenge aspects of the politicisation thesis by stating clearly that education is both social

and political. At the same time, it will acknowledge that the relationship between education and politics requires a delicate, informed, and deliberate calibration, if the pitfalls of politicisation are to be avoided. Schools, it will be argued, rely on politics to give education its general direction and legitimacy. Yet at the same time the content of the curriculum involves, as Paul Hirst has argued, an induction into the disciplines, which operate according to their own internal logic. So there is, this paper will conclude, a complex, but potentially fruitful relationship to be established between education and politics, which requires that educationalists and politicians acknowledge both the specificities of, and linkages between, each field. Sadly, the UK Coalition's leadership of English education policy to date evidences none of the required subtlety.

Anna Mazenod
Lifelong and Comparative Education

The apprenticeship pathway as initial vocational education in England, Finland and France: Exploration of differing meanings through a comparative review of research

Presentation of findings from EdD thesis research comparing and contrasting apprenticeship education for 16-18 year olds as an element of the vocational education and training system in England, Finland and France. This qualitative study drew on published academic research identified through systematic reviews of literature in English, Finnish and French, and interviews with expert researchers on the subject in each of the countries. Interrogation of relevant academic literature only published in Finnish or French enabled the researcher to synthesise and analyse research findings from the three different research communities. The study found that the role and meaning of apprenticeship education as a form of initial vocational education was significantly different in the three countries although there was some evidence of convergence of policy rhetoric of apprenticeship.

Jawiria Naseem
Childhood, Families and Health

(Mis)Representations and the labour market: the professional experiences of graduate Pakistani and Moroccan women in France and Britain.

This paper examines the labour market experiences of Pakistani and Moroccan graduate women in France and Britain. Considering the escalating concerns over Islam (Rattansi, 2011), it investigates the ways in which these women, both visible and invisible as Muslims, locate themselves and are located within republican France and multicultural Britain. Previous research indicates that second generations, children of immigrants, face inequalities in the labour market, in comparison with similarly qualified white natives, especially during their school to work transition (OECD, 2010). Racial discrimination has been established as one key factor explaining differences in labour market positioning between young people from minority ethnic backgrounds and comparable young people from majority ethnic groups (OECD, 2010). Drawing on Floya Anthias' concept of translocation positionality (2008), I examine how the identification process among Muslim Pakistani and Moroccan women influences their interactions with and perceptions within the social world, affecting their position in the marketplace. These issues will be explored in a qualitative, small-scale and short-term longitudinal study in order to illuminate the intersections of gender, ethnicity, class, religion and nation for twelve Muslim Pakistani and Moroccan women. The cross-country analysis will provide insights into the specificity of each country's political context in relation to the women's positioning, living in Oxford and London in the UK and Paris and its 'banlieues' in France. The paper examines how well-educated Pakistani

and Moroccan women constantly negotiate and re-negotiate their multiple identities as they attempt to achieve stable professional positions.

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Mike Ratcliffe
Lifelong and Comparative Education

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Why do English universities have such similar curricula and curriculum structures, when they could be their most distinguishing features?

English universities enjoy a high level of autonomy over their curriculum offerings, so why are these often so similar? The 20th century saw huge changes in the number, scale and mission of universities. At various times public opinion and policy favoured changes to curriculum and curriculum structures, but few attempts at distinctive university-wide curricula were attempted, and the bulk of these were discontinued. There are now signs of new attempts to address this, but will they suffer the same fate?

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Gary Riley-Jones
Culture, Communication and Media

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An Embodied Criticality: The Lived Experiences of International Art Students

The presentation will present the findings of a small-scale narrative inquiry into the experiences of criticality of two international Fine Art students. The model of criticality presented is based on Barnett's (2000: 154) argument that criticality should 'create epistemological and ontological disturbance in the minds and in the being of students' which Barnett argues is a prerequisite to critical being or, in Rogoff (2006) terms, 'critical embodiment'. Such a conception necessarily involves a reformation of the student's sense of identity and despite the 'messy' data provided by these unstructured narrative interviews, there is evidence for Barnett's and Rogoff's positions. It was also apparent that this reformulation was central to the practice of both participants who expressed their experience of othering in Foucauldian terms which raises the question of whether one has to acquire the academic discourse of the western 'experts' in order to be recognised as an 'artist'.

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Trish Rooney
Lifelong and Comparative Education

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Embracing the music of our time: an exploration of the benefits of teaching popular music in small groups

This piece of research aims to study whether and how the kind of learning that takes place in groups, focusing on popular music, might enhance students' enjoyment of music lessons. It is located in The College of Popular Music in Ireland (which is in its first year) that is inspired by the philosophy underpinning the Berklee College of Music, Boston. Berklee was founded on two revolutionary ideas: that musicianship could be taught through the music of the time; and that our students need practical, professional skills for successful, sustainable music careers. While our bedrock philosophy has not changed, the music around us has and requires that we evolve with it (Berklee College of Music, Mission & Philosophy). As popular music education and group teaching in Ireland is a new phenomenon and individual classical lessons continue to be the dominant form of tuition, it would be useful for the institution to understand the advantages and possible disadvantages of teaching and learning popular music in groups of five. The students' interests are first and foremost for the College,

therefore, it is important for us to know if the students are enjoying the lessons and why, and if there are elements to our teaching that can be improved upon.

Niousha Roshani
Childhood, Families and Health

Beyond Child Soldiering: Understanding Children and Violence in Colombia through Creative Research Methods

In situations of armed conflict or violence, a significant number of young people below the age of eighteen join armed groups on their own decision, challenging conventional ideas of children as vulnerable and passive victims and presenting evidence that they are also creative resilient actors aiming to improve their lives. To date, relatively little research has sought to explore the lives of children, especially those in situations of extreme violence from their own perspective, and the majority of research on children and war has focused on trauma and pathology leaving out the greater societal dimensions of violence. This research focuses on the mobile trajectories of children's lives under conditions of political violence and economic uncertainty in Colombia and examines how children maintain everyday life in zones of violent conflict, and how customariness to daily aggression hides the structural violence of poverty, social exclusion, and domestic abuse. By focusing on children navigating the everyday, shouldering care-giving responsibilities, and devising strategies of survival, this project acknowledges research methodologies to mirror children as active makers of their worlds through arts-based methods. Employing film and photography workshops, this paper examines the dynamics of the use of children in the armed conflict in Colombia, demonstrating the relationship between child soldiering, child displacement and child trafficking and understanding the definition of childhood in various environmental and societal conditions of children.

Carla Saragoni
Psychology and Human Development

Assessment for Learning as a tool for enhancing teaching and learning processes and outcomes in Mathematics on Primary School in Chile

In the last decade, Chilean Primary teachers have shown that their results are still far from national and international goals. National and international tests have shown content gaps in teacher's preparation, as well as student's lack of knowledge. In the United Kingdom, Assessment for Learning has been a powerful tool for improving teachers' performance within their practice, as well as its effect on improving student learning. The proposed research seeks to develop an experimental study which involves training a group of 30 Primary School teachers from Chile in the use of Assessment for Learning strategies. A before and after design will be used to measure the impact of the experimental training program on learning outcomes such as student's attainment in Mathematics, enhanced student's motivation, self-regulated learning and self-efficacy as well as student's cognitive development and student's responsibility for academic failure and success. For analysing process-product relationships, measures of teacher's behaviour and pedagogical content knowledge would be correlated with student outcome variables.

Rebecca Schendel
Humanities and Social Sciences

Adapting Performance-Task Assessment for Developing World Contexts: Reflections on the Pilot Process

My doctoral study attempts to link ongoing debates about the assessment of academic quality at Western universities to revitalization efforts at Rwanda's public universities. Taking critical thinking as its central indicator, the study proposes a mixed-methods approach, incorporating both a quantitative assessment of Rwandan students' ability to demonstrate critical thinking skills and an analysis of institutional and individual factors that may impact the demonstration of such skills (as suggested by recent work by Arum and Roksa, 2011, and Sobocan et al, 2009). Results are intended to supplement existing revitalization efforts by providing much-needed data on the potential gaps in student learning outcomes at Rwandan universities. This presentation will focus on the process of adapting and validating an appropriate assessment for use in the first stage of the study. Rather than simply using the performance-task component of a pre-existing assessment of critical thinking ability, the study used a new version of an existing instrument, adapted for use in the Rwandan context. This session will outline the field-testing and validation components of the study pilot, while also highlighting some of the challenges involved in using assessments in cross-cultural contexts.

Nichola Shackleton
Quantitative Social Science

Changing trends in childhood obesity: data from three British birth cohorts

Using the International Obesity Task Force recommended criteria for measuring childhood obesity, secondary analysis of three British birth cohorts was undertaken to determine to what extent is there is evidence for a) an increase in childhood obesity trends and b) social patterning of childhood obesity and to what extent these trends changed over time? Three key variables were analysed over time sex, social class and region. Females were consistently more likely than males to be classified as overweight/obese in all three birth cohorts at all ages. The greatest increases in overweight/obesity prevalence over time were found in lower social class groups and there is evidence for a stronger social gradient in females than males, suggesting an interaction between social class and gender. Regional variations in overweight could not be attributed to social class concentrations within region and appeared to vary with age as well as time. Having established evidence for the increasing obesity trend, intend to identify the antecedents to childhood obesity in each birth cohort and determine whether these have changed over time also.

Christopher Sirrs
The Centre for History in Public Health, London School of Hygiene and Tropical Medicine

Risky Business: The HSC, HSE and the Regulation of Occupational Health and Safety in Late Twentieth-Century Britain

Over the last forty years, occupational health and safety has undergone a remarkable transformation in Britain (and other industrialised countries). Once the preserve of the factory, mine or construction yard, health and safety rules now encompass virtually every area of our work and public lives, and from offices to oil rigs, hospitals to hotels, all workplaces and almost all workers now fall under their remit. The content of regulations has

also changed. From preventing acute injuries and diseases, regulations now aim to cover a range of chronic conditions and everything from the control of hazardous substances to how to lift a box. Above all, there is now the ubiquitous requirement for employers to conduct risk assessments, perhaps the single greatest symbol of bureaucratic intervention in work activity today. But despite a number of valuable contributions to the historiography of occupational health in recent years, the history of this transformation remains understudied in the history of medicine and public health, and in particular the origins and work of the institutions responsible for drafting and enforcing health and safety regulations in Britain, the Health and Safety Commission and Executive (HSC/E). In this paper, I describe the aims of my research in this area as well as some of the broad historical conditions that contributed to the establishment of the HSC/E in 1974.

Diana Sousa
Lifelong and Comparative Education

From the development of democracy to the democratization of Early Childhood Education (ECE) – Portugal post 1974

The 1974 'Red Carnation' revolution in Portugal resulted in the end of fascist rule, the introduction of a Democratic political system and marked a historic turning point. Profound economic and social changes occurred throughout all sectors and 'transformed' the foundations of the education system. This paper examines the struggles and development of the Portuguese revolution and analyses specifically how the reform affected the current ECE system. The specific research questions addressed are: What are the antecedents of the emergence of Portuguese Democracy and how did this influence the development of education policies? How is democracy enacted and interpreted in the ECE sector? Drawing on path dependency theory, this research involves two levels of analysis which address each of the two research questions. The first draws on previous literature and uses an historical approach to explore the making of Portuguese democracy. Taking into account that democratic policies in education were introduced in Portugal after half a century of dictatorship, their current manifestations are investigated through the analysis of distinctive movements that affected policy in education. These movements are: "Participatory Euphoria", "Direct Democracy" and "Citizenship in Action". The analysis suggests that democracy have emerged as a broad symbolic term which represented a new ideology as opposed to the one it replaced. This ideology was set in different institutions in order to incorporate the symbolic values of democracy. The analysis of the second question, suggests that 'democratic education' approach was understood and enacted in markedly varied ways across the different levels of education. In the specific case of ECE, this study suggests that different conceptions of democracy have emerged within the sector and these have shifted over time.

Mark Taylor
Psychology and Human Development

Developmental associations between traits of autism and attention-deficit/hyperactivity disorder (ADHD): A longitudinal twin study

Individuals with autism appear to be at an elevated risk of developing attention-deficit/hyperactivity disorder (ADHD), with recent behavioural genetic research suggesting that this may arise from shared aetiological influences. This study aimed to explore the developmental association between traits of autism and ADHD using a genetically-informative design. Parents of ~5,000 pairs of twins participating in the Twins Early Development Study (TEDS) completed questionnaires regarding their children's traits of

autism and ADHD when twins were aged 8- and 12-years. Measures included subscales assessing specific symptom categories. Cross-lagged twin model fitting, a genetically-informative method of structural equation modelling, explored the associations between these traits across development. While earlier traits of autism were significantly associated with later traits of ADHD, the reverse association, whereby traits of ADHD at age 8 influenced traits of autism at age 12, was considerably stronger. Exploration of these longitudinal associations by measure subscales suggested that traits of ADHD at age 8 were particularly associated with later communication subscale scores. These findings demonstrate the dynamic nature of co-occurring traits across development, suggesting that they are not static phenomena. These findings further suggest that additional understanding of comorbidity in autism may be gleaned from using longitudinal methods as well as cross-sectional behavioural genetic models.

Chun-Ying Tseng
Humanities and Social Sciences

Management Discourse and Teacher Professionalism: England since 1980

Deprofessionalisation and reprofessionalisation have long been subject to constant contestation in research literature. The dichotomy of re/deprofessionalism, I argue, portrays only part of the reality and partly misconstrues what is at issue. What has been changed in terms of professional lives and work of teachers is the pattern of control and the autonomy teachers possess. In particular the state has an inevitable role in intervening education provision and the professional lives and work of teachers since the second half of twentieth century in England. In order to have a more holistic understanding of the nature of contemporary professionalism, I further suggest that we take into account the broader social, historical and political contexts in which teacher professionalism has been developed and deployed from the 1980s. By tracing origins, construction and implementation of initial teacher education (ITE) policy since 1980s, I aim to explore how 'professional' teachers are historically constituted through policy discourse in England. By so doing, it is expected to achieve an understanding of how meaning is produced through the teacher/state power relations in terms of what it means to be a teacher. Based on discourse analysis of a selection of policy texts and interview data I argue that 'new' teachers are discursively and continuously constituted within discourses of `practicality', 'standards' and `management'. In this paper I focus specifically on management discourses in school. Essentially, 'new' teachers are produced within an interrelated network of systems of structural control and disciplinary techniques. By exercising structural control over curriculum, pay and conditions, together with an interdiscursive mechanism, the 'mediating state' (Johnson, 1972) is able to assert its authority directly in educational provision. Within this transformation, management opens up a new space in which the purpose of learning is redefined, and new sensibility of being a professional teacher is also produced. Moreover, the reform process through the implantation of the logic of the market and management practices has the effect of delimiting professional judgement, separating policy from execution, intensifying workload and de/reskilling teacher labour. Implicated in a dual process of de/reprofessionalism, these changes suggest that new sensibilities which make up a professional teacher are produced. In essence, 'new' teachers are in effect increasingly being transformed from 'professional' to proletarian workers who have 'regulated autonomy' (Dale, 1989) in relation to their pedagogical practices and whose conditions of work have been gradually changed. At the same time, what it means to be a 'professional' teacher has also been re-defined.

Adam Unwin
Curriculum, Pedagogy and Assessment

Communities of practice or practice communities: the role of online discussions for new teachers in the context of the Master of Teaching (MTeach)

This work concerns the professional development of teachers in their first year of teaching. It is interested in how the online discussions these teachers undertook as part of the MTeach contributed to this development process. The teachers worked in online tutor groups made up of teachers from different schools, phases (primary and secondary) and subjects. The data used was, their accounts of participating in the online discussions written towards the end of this first year of teaching and interviews with a selection of these teachers at a later stage in their career. An interpretive stance was taken and an analytical approach drawing on grounded theory. It appeared that the ODs were enabled and fostered by writing for an audience of peers, a sense of community, an underlying practitioner focus and a developing criticality. These new teachers developed a collegiality, reflexivity and an engagement with wider and longer term perspectives about their professional practice. The research establishes that the gains from the online discussions were the result of careful pedagogic design at many levels. By foregrounding the situated experiences and interests of the teachers allowed a 'way in' to starting to understand the complexities, dilemmas and strategies within their own and others professional practice.

Karina Valeeva
Lifelong and Comparative Education

Strategies of adaptation of Russian students at the university in the Czech Republic

This presentation is dedicated to strategies of adaptation of Russian students in the Czech Republic. The author shows aspects of migration of Russian students to the Czech Republic nowadays. It explains the main reasons for Russian students to choose the Czech Republic as a country for their higher education. The main idea of this investigation is strategies of adaptation of Russian students at the universities in the Czech Republic. The author of this presentation would like to present the first results of this investigation.

Mark Walsh
Lifelong and Comparative Education

Images of 'Science and Technology' in Japan's Junior High School English Textbooks: A Historical Overview

This thesis is concerned with representations of national identity found in the English language textbooks used in Japanese public junior high school schools between 1947 and 2006. I am especially interested in what these representations can reveal about the way in which Japan's place in the world has been conceptualised, and how this has evolved over time. In this context, an examination of the way in which the textbooks have approached the subjects of science and technology is particularly relevant. English has historically been seen as the interface through which scientific knowledge from abroad can be transmitted to Japan, while more recently English proficiency has been presented as a necessary prerequisite for Japanese expertise and influence to be projected into the wider world. Both 'English' and 'science and technology' have thus been closely associated with progress and modernity, and an analysis of the way in which English textbooks have treated scientific ideas and technological developments provides a fascinating insight into conceptions of Japan's self-image and its relationship with other nations. While there are several angles of approach to

this subject, this presentation is concerned mainly with representations of development, and in particular the way in which Japan's own rapid development during the period in question has been presented as a somewhat double-edged phenomenon.

Min-Hsuan Wang
Early Years and Primary Education

Parental scaffolding behaviours during co-viewing of television with their preschool children in Taiwan

Programmes designed for very young children usually encourage parents to co-view with them but little research has been done on exactly how these programmes are being used. This study aims to explore how parents support children's TV viewing during their co-viewing of programmes designed for young children. Thirteen 3- to 5-year-olds and their main caregivers participated in the study. Each dyad co-viewed one programme chosen by the child, one episode of Dora, the Explorer, and also the same three episodes of Charlie and Lola over four days. The co-viewings were videoed and an interview took place with the parent after the observation. Drawing from the collected data, preliminary main findings include: 1) Parental scaffolding styles during the co-viewing seem to be more related to family values than income level; 2) There are different patterns of parental scaffolding style, similar to those found in joint book-reading; 3) Some features of the co-viewing context seem to lead to more successful co-viewing than others. The findings will be linked with the literature of joint book-reading and children's understanding of televised content. The study will further evaluate different patterns of parental scaffolding, and the effective co-viewing context, the strategies used by parents, etc. The study aims to help parents to understand and appreciate the value of parent-child co-viewing of television in order to enhance the children's learning.

Stephen Willoughby
Childhood, Families and Health

Distributed Leadership within Assessment for Learning

My study focuses on the perception of Distributed Leadership within school communities. The research context is 'Assessment for Learning' which I describe similarly to the Assessment Reform Group (2002) 'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. However, I replaced the term 'process' with 'system', because my interest was to consider structure as well as process. My research aim was 'the examination of how Distributed Leadership discourses within schools are perceived and implemented within Assessment for Learning'. The research questions were: 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? I developed a flexible design (Robson 2002) using ethnographic observations and semi-structured interviews. My sample contained eight participants across three case study school within one inner city authority. The observations provided background on the individual schools. The use of semi-structured interviews was informed by my professional beliefs and experience. Analysis showed participants had understanding of Distributed Leadership within Assessment for Learning: major themes from participants were role, sharing and vision which link clearly with Distributed Leadership characteristics examined by authors (Leithwood 2009, Harris 2008). Lesser themes were practice, capacity and consistency. Analysis of 'How' and 'Why' questions lead me to four interpretations of Distributed Leadership: Delegated Formal

Distributed Leadership; Flatter Formal Distributed Leadership; Flatter Formal Distributed Leadership with an Informal Aspect; Cultural Distributed Leadership. My research study identified formal aspects of Distributed Leadership within the chosen context. However, the question of informal Distributed Leadership remains to be further explored.

Yun You
Lifelong and Comparative Education

Learning from East Asia? Policy borrowing in the field of teacher education and school autonomy in England

Policy borrowing has increasingly become the primary rationale for educational reforms in many countries. The reforms of teacher education (TE) and school autonomy (SA) which were proposed in the 2010 UK White Paper are the most recent example of this trend in England. However, the assertions about the features of TE and SA in EA, both in official documents and their key sources of evidence, have not been subjected to critical scrutiny. The overall question of this ongoing study is what are the key features of TE and SA identified as the basis for policy borrowing in reform initiatives in England, and are these in accordance with those key features in EA? At the present stage, initial comparison is based on the features identified from the literature (researcher's future study will examine them in detail by collecting direct evidence). Shanghai, Hong Kong, and Singapore are specifically chosen as cases. This study approaches the theoretical position from the perspective that policy borrowing is a form of symbolic policymaking rather than an evidence-based process. The central argument developed is that the key features of TE and SA in EA, identified and promoted by the UK government to initiate and substantiate domestic reform actions, are a mixture of partial selections and distortions of the reality in EA. It seems that English policymakers tend to use the 'imagination' of high-performing educational systems elsewhere to mobilize public's mood to legitimate educational reforms in their preferred direction.