

## **Doctoral School Poster Conference 2013 Abstracts**

**Laela Adamson** (Humanities and Social Sciences)

### **Literacy, language and learning in Tanzanian secondary schools: A participatory exploration of meanings, values and uses**

In the context of international discussions about the quality of education, I am designing a qualitative exploration, in participation with students, which answers the question: how are issues of literacy and language helping or hindering student learning? This study posits that questions of literacy are more complicated than something that someone either has, or does not have. It will draw on the work of other scholars, and the data collected, to build a broader conception of literacy that more usefully reflects the role that literacy in multiple languages plays in young people's lives and learning experiences. This study talks to global concerns about educational quality, but focuses in on schooling and learning in Tanzania. It chooses to examine the experiences of secondary level students as it recognises the fact that the expansion of primary education in developing countries in the past decade has begun to place significant pressure on secondary schooling, which will increasingly come under the spotlight. There is also a gap in the literature about literacy at this level and this study will begin to examine the meanings and uses of literacy and language within the upper levels of schooling and how this relates to learning.

**Lyubka AleksievaB** (Doctoral School)

### **Mathematical Learning and Teaching through Multimedia for 8-9-year-old Students in Bulgaria**

In line with the National Strategy and Action Plan for Introducing ICT in Bulgarian Schools, teaching through multimedia has become a common practice. However, recent studies indicate misuse of educational multimedia by primary teachers. As a response to these issues, an educational model which includes a series of training mathematics multimedia (TMM) on "Tabular multiplication and division" was designed and created. The research aims to determine the effect of TMM integration on acquisition of mathematical concepts and interdependences, logical thinking, mathematical modelling and solving problems of 8-9-year-old students, as well as their active participation in lessons. Pilot testing was conducted in the academic year 2011/2012, when a pre-test assessing the level of general mathematical knowledge was carried out with 54 students. The experimental work was conducted with a group of 27 students, while the other 27 served as a control group. Regular observations on both groups showed that implementing TMM in classes increases student participation. The results of the post-test which consisted of eight tasks for mathematical knowledge and skills on tabular multiplication and division revealed an improvement in three of the eight correspondingly predefined criteria, namely: solving complex word problems, mathematical modelling and logical thinking skills. The full-scale experiment is planned for the 2012/2013 academic year.

**Fabian Barrera** (Quantitative Social Science)

**Focus of teacher professional development and student achievement at 8th grade in mathematics: A cross-national analysis of TIMSS 2011**

Teacher Professional Development (TPD) has become a necessary strategy in order to improve the quality of education. Over the years, policy making has been globally concerned about the degree of effectiveness of these experiences on teacher practices and student achievement. In this regard, educational research has refined its analysis by acknowledging TPD as a complex intervention. To be effective, TPD has to take into account the features of its learning activities, the processes of teacher and student learning, and the contextual conditions that influence this relation. Research has shown that one feature of TPD learning activities (focus on content, instead of generic behaviours for teaching) is more likely to affect student achievement. However, this interaction is sensitive to contextual variables at the national, organisational and individual level. Therefore, in order to know why TPD outcomes vary, more evidence is needed to test the effectiveness of the focus on content across multiple contexts. This paper develops the design of a cross-national analysis of quantitative data aimed to estimate the effect of this critical feature and contextual variables of TPD across the 59 educational systems involved in the "Trends in International Mathematics and Science Study (TIMSS)" 2011. Following a multilevel model for cross-sectional data, a secondary analysis of data is intended to explore the interaction between the focus of TPD, contextual conditions and student achievement at 8th grade in mathematics.

**Marilyn Birks** (Psychology and Human Development)

**Teaching as a Performing Art: To what extent are 'inspirational' teaching delivery techniques drawn from the skills of actor performers?**

The techniques used by 'inspirational' educational presenters are arguably drawn from the skill set evidenced by effective performers with a background in drama or performing arts. The preliminary research examines the way actor performance techniques provide a pedagogy that both engages and encourages learning to take place as evidenced through two specific indices: how participant student attention is gained and how learners subsequently sustain engagement with the learning process. It examines the claims made that these techniques are 'motivational' and 'inspiring'. The data for this study was captured through a mixed methods approach using situated observation, videoing of session delivery, presenter, school teacher and student questionnaires and student group interviews. These initial studies involved two presenters working with two collections of school students drawn from three secondary schools. Examination of observational data raises questions about the various components and mix of the presenters' delivery strategies and their impact on school students. Equally the responses by teachers to exposure to the engagement strategies evidenced by the presenters but not used by the teachers observing the presentation are explored.

**Eilidh Cage** (Psychology and Human Development)

**Reputation management: Evidence for ability but reduced propensity in autism**

It has been suggested that adults with autism do not manage their reputation, purportedly due to problems in theory of mind. The current study aimed to test for alternative explanations for this apparent lack of reputation management. Twenty typical and 19 autistic adults donated to charity and to a person, when alone and when observed. Additionally, for half of the participants, the observer was the recipient of their donations, and participants were told that this observer would subsequently be donating to them (motivation condition). This manipulation was designed to encourage an expectation of a reciprocal strategy in the participant, which may motivate them to change their behaviour to receive more donations. The remaining participants were told the person watching was observing the procedure (no motivation condition). Results replicated Izuma et al.'s (2011) finding that autistic adults did not donate more to charity when observed. Yet, in the motivation condition, both typical and autistic adults donated significantly more to the observer when watched, although this was significantly attenuated in autistic individuals. Questionnaire data indicated that autistic participants had knowledge of the norm of reciprocation, but may have low expectations of reciprocation from others. These results indicate that autistic individuals may have the ability to think about reputation, but a reduced propensity to manage it.

**Tammy Campbell** (Quantitative Social Science)

**Stereotyped at seven: What drives attainment gaps during primary school?**

Previous research has indicated that teacher stereotyping of pupils may play a part in maintaining and / or creating variation in educational attainment. Analysis here investigates this hypothesis using national data on 5000+ seven-year-old pupils from the Millennium Cohort Study (MCS). During MCS interviews, each child took tests measuring their reading skills and their maths skills. Each pupil's teacher was, independently of this, asked for their judgement of the child's reading and maths 'ability and attainment' (respectively). Teacher judgements of pupils' reading ability are compared for children who score at the same level on the reading test, but who differ according to: ethnicity, gender, language(s) spoken, special educational needs (SEN) status, or family income. Equivalent comparisons are made using maths scores and teacher judgements. Black African, Black Caribbean, Bangladeshi, and Pakistani pupils are under-assessed at reading compared to their White peers. Lower-income pupils, pupils speaking languages in addition to English, pupils with SEN, and boys are also under-assessed at reading compared to peers attaining the same score on the reading test. Black African and Black Caribbean pupils, lower-income and SEN pupils, and girls are under-assessed at maths by their teacher, compared to counterparts performing equivalently on the maths test. Most findings for both reading and maths hold even once the sample is limited to more diverse areas with higher numbers of minority ethnic pupils and more low-income families. Biases according to all other characteristics largely remain once income is taken into account. Given these findings, it is recommended that renewed and increased credibility and importance be given to the growing body of evidence that biased judgements may be shaping pupil trajectories and affecting attainment.

**Maria Chalari** (Humanities and Social Sciences)

**The age of austerity and rising xenophobia in Greece: How do teachers experience and understand the current situation? A case study of a primary school in Athens**

Even the most superficial examination of Modern Greek society reveals that, within the context of socioeconomic crisis, there is a change in views with regard to belonging and identities. Greek national identity is increasingly growing more racist and xenophobic, a fact that reflects the deep identity crisis that has come to underlie Greek society lately. The severe complexity of the above issues obviates the need for new forms of identity that are more applicable to this era. In my Institution Focused Study I focus on the education sector because it is one of the most sensitive and politically charged areas of public policy considering its potential to promote an understanding of identity and diversity, and to enhance or mitigate tensions of citizenship. Specifically, using the method of semi-structured interviews, I explore teacher's perceptions towards discrimination, racism and immigration. Teachers' voices are crucial as they offer an important range of insights into teachers' role in the reform processes needed in the Greek education system.

**Panayiota Christodoulidou** (Humanities and Social Sciences)

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

At public mainstream schools of Cyprus, children 'with mild learning difficulties' are withdrawn from certain classes in the mainstream school to get (extra) support at the resource rooms. Although there is evidence suggesting that students' 'difficulties' can be supported in the classroom without students being stigmatized. The main aim of the study is to examine how willing the teachers and students are in order to promote inclusive learning in the mainstream classroom and what (inclusive) practices teachers and students like to be applied in the classroom. Since this kind of support was the result of the government and policy-makers decision, the challenge of this study is for the voices of teachers and students to be heard. Mainly qualitative tools will be used (interviews and observations). The contribution of the research is to consider the current educational practices in relation to inclusion and how this input can be further developed. In this poster the methodology choices and challenges of the study are presented.

**Gilvano Dalagna** (Culture, Communication and Media)

**Mental representation of musical performance: Evidences for a theoretical model**

In performance contexts, mental representation has been recognized as a powerful and important mediator between practice and the quality of performance outcomes; thus, it has been understood as a kind of anticipatory plan to the performance itself. This pre-planning has been identified as having great importance for the quality of the performance in areas such as sports psychology, behaviour studies and cognitive psychology. Studies suggest that the degree of refinement of this representation is likely to determine the level of performance quality. However, in the field of music performance, the concept of mental representation is contested and its development from practice to performance is poorly understood. Nevertheless, pedagogically, previous studies have indicated that instrumental learning could be orientated so as to assist the student in establishing and reviewing their mental representation as part of performance planning. Accordingly, a theoretical model is hypothesized that has been designed to represent the phenomenology of this mental representation. Founded on previously established concepts, this model also aims to fill a gap between music theory and performance practices in terms of mental imagery. This model includes musicians' self-perceptions on the meaning of mental representation and its application to internal conceptualizations of the performance itself.

**Eleni Dimitrellou** (Psychology and Human Development)

**Comparing the 'sense of school belonging' of BESD, MLD and typically developing pupils in mainstream secondary schools in England**

According to the DfE statistics 2011, 22.1% of pupils with Behaviour, Emotional and Social Difficulty (BESD) at School Action Plus or with statements receive one or more fixed-term exclusions from English educational settings and an additional 23.1% of the pupils with BESD are likely to be persistent absentees from school. These represent the highest percentages among all SEN categories resulting in BESD pupils to be the least probable to be educated in a mainstream setting. The current proposed correlational study aims to investigate the sense of school belonging of pupils with BESD in their early adolescence (12-14 years of age). Additionally, it will explore how interpersonal relationships with their peers and significant adults (teacher, teaching assistants) within the mainstream school settings, influence BESD, MLD and typical developing pupils' sense of school belonging. Data will be collected via a mixed methods approach, involving questionnaires and semi-structured interviews. Identifying the aspects of social relationships that describe the sense of school belonging of pupils with BESD, educational practitioners will be able to suggest more effective practices of promoting inclusion within the secondary mainstream settings; proven to benefit not only the BESD pupils, but also the school community and society.

**Irina Dimitrova** (Doctoral School)

### **Scripted Role-playing for Enhancing Business-English Communicative Skills**

The research aims to formulate and test a scripted role-play Business-English teaching model transferrable to English for Specific Purposes. The research question is the effect on communicative competences of formal-informal context alternation within a Business-English teaching session. Each role-play session is methodologically structured around a script where the same participants take part in formal and informal situations and study the script with the possibility to change it later. Grammar is linked thematically and briefly explained. The empirical process comprises two three-session modules – one single-context module and one with context alternation both videoed and observed. Each module is preceded by a pre-test and a questionnaire, and followed by a post-test and a questionnaire. The questionnaires establish the learners' individual perception of their General and Business-English language habitual use, confidence and attitude to role-play. The tests focus on their language competence. The results will be discussed in the light of a model of communicative competence in learning Business English.

**Clarissa Foletto** (Lifelong and Comparative Education)

### **“Look your bow; Captain hook; like a slide”: A pilot study about the use of retrieval cues in one-to-one violin lessons**

Retrieval cues are stimuli that assist retrieval information in long-term memory. In cognitive psychology, this phenomenon has been investigated as a means to help memory optimization. However, according the literature review, the conscious usage of retrieval cues and its impact in instrumental lessons are not so clear. Therefore, the present study proposes to verify and identify the use of retrieval cues in one-to-one violin lessons. This empirical pilot study consisted of the observation of twelve one-to-one violin lessons at a Music Conservatoire in Portugal. The participants (n= 6; females) were two teachers (aged 28 and 32) and four violin students (aged between 11 and 13). A set of retrieval cues was identified, using qualitative analysis of the twelve videotaped lessons. Results show a constant repetition of the information by the teacher. In addition, retrieval cues were not consciously used, not structured and in many cases, verbal and non verbal cues were employed simultaneously in explanations about violin technique. This study illustrated the importance and the necessity, to organize a consistent way to use retrieval cues consciously as a teaching tool.



**Tuba Gokpinar** (Curriculum, Pedagogy and Assessment)

**The significance of outside school factors in science education: The role of families on the attitudes that Turkish children in London have to science**

Recent research suggests that many students find little interest in studying science, and they often express a 'not for me' attitude towards science careers. Noticing the importance of outside school factors, especially those related to family, cultural contexts, and parental involvement on students' attitudes towards science and their career aspirations, my research examines the role of outside school factors in the context of Turkish immigrant children. Using Pierre Boudieu's Cultural capital theorisation and Amartya Sen's Capability Approach, I first develop a theoretical framework to understand how family attitudes and cultural contexts may influence students' attainment and aspirations in science. Then, I design a mixed-methods approach to explore and identify the significance of various parental and family-related factors to collect data from Turkish minority students in London. My goal with this work is to contribute to the science education literature by studying the role of outside school factors in Turkish minority students' attainment and aspirations in science.

**Julian Grenier** (Early Years and Primary Education)

**"Helping me to notice more things in children's actions": Early years practitioners talk about children's learning**

This research considers how nine early years practitioners, working with two-year olds in three contrasting settings, talked about the children during fortnightly discussion groups over a four-month period. The participants were trained to use the Target Child Observation (TCO) tool and brought their observations to the discussion groups. The key aim of the research was to explore whether there was any development in the ways that participants talked about the children. This is qualitative research. Participants discussed their TCOs in the discussion groups, which were audio recorded. The transcriptions were coded and analysed, drawing on constructivist grounded theory. As the project proceeded, the participants noticed more about the children they worked with. They put more emphasis on the children's interaction with each other, and with adults. This small-scale study suggests that early years practitioners can fruitfully take a more active role than is usually described in order to develop their understanding of the children and the ways that they learn.

**Luciana Hamond** (Culture, Communication and Media)

**Enhancing advanced piano learning using technology-based feedback: An experimental pilot case study**

There is evidence that the application of technology can be beneficial in instrumental and vocal learning in Higher Education. There have been several studies reporting on the relationship evidenced between recordings of piano performances and visual representation of them in order to examine details of expert piano behaviour. For example, a piano roll form of visualization for piano performances appears to have advantages for analysing world concert pianists' performances. An experimental pilot case study of one HE level piano student was undertaken. The participant was asked to use and subsequently comment on the additional visual feedback provided in real-time whilst playing two piano excerpts. The method required a digital piano, connected to a laptop computer using a MIDI interface. Real-time feedback regarding particular aspects of the performance was provided to the participant using an additional computer screen. The experiment also used video and audio recorded for data collection. NVivo 10 was used for data analyses. The research question was "Can additional technology enhance feedback in HE level piano playing? If so, how?" The intention is to investigate whether or not additional technology can provide meaningful information for a Higher Education level piano student.

**Matthew Head** (Lifelong and Comparative Education)

**Engaging employers in the strategic design of the 14-19 phase**

'Young people should be able to undertake courses which provide them with the skills they need to progress into employment. Involvement from local employers is vital to ensure qualifications are relevant..... Government should not be unduly prescriptive about the ways employers input into qualifications' (DfE. (2011) '*Wolf Review of Vocational Education Government Response*', p. 2) This study will comprise of a case study on a particular locality to answer a central research question: How can employers be engaged in the strategic planning of 14-19 education and training in a locality in order to improve the proportion of young people that make effective transitions through the 14-19 phase and into further learning and the world of work? The study will consider the perceptions of employers of what constitutes strategic employer engagement, the barriers and how it might be improved. The case study will consist of a number of interviews with employers and other education stakeholders within the case study locality. The sample of employers will include those engaging and those not currently engaging with the education sector. These interviews will accompany reviews of documentation, archive material, and previous work in the area and participant observation in employer engagement meetings and events. The purpose of the study is to inform future local and national policy makers about the effectiveness of models of strategic employer engagement present within the case study locality.



**Amanda Hind** (Culture, Communication and Media)

**“No-one asked her opinion so she didn’t give it”: The significant experiences of two children with Asperger Syndrome making the transition from KS2 to KS3**

Although there is a wide body of research on the transition between primary and secondary school, only a small proportion has investigated this experience for students with SEN or disabilities. Even less research has focused on transition for children with Autistic Spectrum Conditions (ASCs). The principal aim of the research is to explore the experiences that students with Autistic Spectrum Conditions (ASCs) have when making the transition from primary to secondary school; with the additional aims of identifying ways of making the process easier, and to identify examples of good practice for dissemination to relevant audiences in order to drive improvements forward. This study uses case studies of two 11-year-old children, one boy and one girl, over 6 months, as they moved from primary to secondary school in different Local Authorities in London. Both have a diagnosis of Asperger Syndrome, which falls within the autism spectrum. Semi-structured interviews were held with each child towards the end of primary school and twice in their first term at secondary school. Further interviews were also held with their parents and teachers from each school. The data were analysed using thematic analysis. This poster will focus on a central theme emerging from the findings: the importance of student voice in enabling a successful transition for both the families and the schools involved.

**Bushra Inayat** (Lifelong and Comparative Education)

**Influence of Organizational and Family Factors on Women’s Career Advancement to Senior Management Positions in the Universities of Pakistan**

This research is based on an exploratory study that aimed to examine the nature and extent of familial and organizational factors that influenced women’s career advancement to senior management positions in public sector universities in Pakistan. Despite the efforts made by the Government of Pakistan towards the political, economic, and social development of women, the current status of women in senior management positions presents a depressing picture. The study employed a mixed-method approach to investigate these factors by conducting semi-structured interviews with a sample of 46 junior and senior women employed in university management, a focus group discussion, and a quantitative survey of a sample of eight public sector universities situated in four cities of Pakistan. The study also involved an analysis of public policies pertaining to the political, economic, and social empowerment of women and the equality of opportunity in education and employment in Pakistan (MOWD, 2011). Early findings indicate that women’s career progression to senior management positions is influenced by organizational, societal, and individual factors. These three broad perceptions directed the current research. All of which need to be taken into account as they simultaneously interact with each other (Rowley & Yukongdi 2009:2).

**Denise Jackson** (Humanities and Social Sciences)

**Geeks, Boffins, Swots and Nerds: A Social Constructionist Analysis of 'Gifted and Talented' Identities in Post-16 Education**

This study analyses 'Gifted and Talented' (G&T) identities in post-16 education. It explores post-16 'G&T' identification processes, how students 'manage' 'G&T' identities and some consequences i.e. social-constructions of post-16 'G&T' identities. The thesis theoretical framework is social-constructionism. It looks at how 'G&T' labelling processes arising from governmental policies, family, peer and school-institutional-cultures, impact on post-16 students and the responses they make, within these contexts to identification. Constructionist-realist epistemology is used, with research activities of semi-structured interviews conducted with 16 post-16 students, 16 e-mailed questionnaires with their parents and 3 e-mailed questionnaires with teacher GATCOs, from 3 schools in Eastern England. 8 follow up, informal couple interviews are used with 'G&T' students/parents. Data analysis shows 'G&T' identification has repercussions effecting self-esteem, confidence levels, aspirations and achievement outcomes. The discovery of varied ways 'G&T' post-16 students actively construct 'G&T' identities in school-cultural contexts, using peer-subcultures to manage 'G&T' roles, shows how school-institutions differ in type of link they provide between 'G&T' identities and school-culture. It suggests government 'G&T' policies and school procedures favour middle class students' and parents' aspirations for differentiated education. The findings suggest: 'non-G&T' students are as affected as 'G&T' students by the 'segregationism' of 'G&T' policies; middle classes benefit most from 'cultural-capital' gained from 'G&T' status and 'G&T' cultural-capital'. Hence 'G&T' policies perpetuate social inequalities. A typology developed showing 'G&T' student identities: 'Geek-and-Proud-Conformists'; 'Sporty-Jocks'; 'Musical-Rock-Stars'; 'Hegemonically-Feminine/Masculine, Doing-Girl/Doing-Boy'; 'Chameleon-Runners'; 'Closet-Secret-G&Ts'; 'Anti-hegemonic-Resisters'. Conclusions are: 'G&T' policies function as educational differentiators. Recommendations include inclusive, personalised provision for 'G&T' post-16 students in differentiated classrooms.

**Iain Jones** (Lifelong and Comparative Education)

**Discourses of 'the student experience' and the possibilities of engagement within a higher education institution: A critical ethnography**

The poster summarises the rationale, design and emerging findings from an Institution Focused Study. The study has two aims: The first asks how discourses of 'the student experience', and restricted forms of it, are conceptualised in higher education. It argues that processes of managing 'the student experience' and a restricted notion of that experience, frames students as consumers. Having analysed specific practices and experiences within a higher education institution in England, the second aim of the study is to explore whether, and if so where, there are spaces for engaging with an alternative and extended notion of students' experiences. This is not predicated on managing, but understanding, the diversity of experiences within an institution and how to engage with those experiences. The study uses three methods of data collection: a documentary analysis of policy texts; participation observation of practices and critical events; and two sets of focus groups with students and a further focus group with lecturers who teach and work with students. The poster will summarise the rationale and design for the study and present emerging themes from the analysis of participant observations and the first focus groups with undergraduate students at the institution being studied.

**Howon Kang** (Culture, Communication and Media)

**A study on the instructional design for online academic English writing for high school students in Korea**

English learning has already been moving into the new epoch, the digital era, which enables its learners and teachers to use multimodal and multimedia resources. English writing related to argumentation has often been studied, but its studies in the environment of e-learning have not been well researched, especially about what to and how to develop digitalized learning materials for English writing. In case of Korea, as more and more English tests are becoming internet-based, every writing process of those exams from writing to submission is being managed and operated online. This trend has caused growing needs to improve writing proficiency for argumentation, which is assessed in those English tests, and, therefore, to develop effective learning materials for English composition in the e-learning environment. This study aims to develop and suggest an instructional design for English academic writing based on the writing process approach in a Korean e-learning environment. The main research question and provisional title for this study is 'What are the design principles of digital materials development for instruction in English argumentational writing for high school students in Korea? Towards a model for an e-textbook.'

**Grace Kimble** (Childhood, Families and Health)

**Pupil perspectives on Biodiversity: What do children learn about natural science in informal settings?**

This doctoral research examined the impact for London primary pupils of three different formats of informal learning: animal shows, specimen handling (Royal Veterinary College) and environmental exploration at Camley Street Natural Park. These settings are comparable because teachers book sessions to extend children's understanding of biodiversity. My personal experience led to the perception that learning varies in each setting, despite apparently covering identical curriculum objectives. However data collection was needed to gather evidence about how the context affects learning. Class pre/post visit surveys 'Zooseum' were presented as activities rather than 'tests'. New in this approach is asking children 'what would you explain to others?' Uniquely, this research involved video recording from innovative headset cameras. Following a pilot at the Natural History Museum, a framework based on 'Earthsmarts' (Nichols 2012) including the domain 'connection to place' was found to be more suitable for analysis than a Museums, Libraries and Archives' framework.

**Catrina Kirkland** (Curriculum, Pedagogy and Assessment)

**Encounters with the Holocaust: How do Year 9 students "make sense" of history?**

My PhD focuses on how Year 9 students "make sense" of the Holocaust. By the time they study the Holocaust through their history curriculum, students are likely to have encountered the events in other subject areas, most notably in Religious Education, English, Citizenship, and Personal, Social and Health Education (Pettigrew et. al, 2009), through popular culture, film and literature or through discussions with family. I will research how the knowledge and understandings resulting from these encounters influence what students go on to learn when they study the Holocaust in history. This poster will discuss how such encounters can be explored, and how an ethnographic approach, drawing on participant observation and student and teacher interviews can be used to shed light on how students refer to, reinforce, challenge or adapt their prior knowledge and understandings when learning about the Holocaust as part of their History curriculum. It will outline my research design and how this was informed by both an examination of the work of other ethnographers, most notably, Becker, et al. (1961), Hargreaves (1967), Willis (1977) and those in Walford (2008) and my own experience practising ethnographic research methods in a 2 week "trial" study.

**Michael Klingenberg** (Childhood, Families and Health)

**Patient centredness as discursive practice in one UK medical school: An analysis of the concept using Foucauldian archaeology and genealogy**

Patient centredness has become a fore grounded discourse in medical education over the past 15 years. It has been discussed from an ontologically over-determined position in the literature. This literature is largely concerned with establishing proxy measures of patient centredness and whether the concept is implemented. The literature understands and portrays patient centredness as positive and desirable. The area which considers patient centredness from an epistemologically over determined perspective appears to be under researched. This research is mainly concerned with what a concept does and is critical about patient centredness. Following Foucauldian archaeology and genealogy, in my research I understand patient centredness as discursive practice which produces objects, delimits concepts and creates subject positions as well as making necessary strategies with which to negotiate different possible discursive formations. Looking at texts ranging from policy and curriculum documents to four focus groups, I am trying to explore how patient centredness is constructed across texts and across periods and the effect on medical education, students and patients of such construction is in terms of politics and ethics.

**Veronika Kozareva** (Doctoral School)

### **Assessing and Building Social Responsibility in 5-7-Year-Old Pre-schoolers**

As an EU member-state, Bulgaria is addressing the priorities for promoting equity and active citizenship by implementing models of pre-school education aimed at acquiring key European competences. Within this context, this research presents a model for boosting children's social responsibility in Bulgarian pre-school children. The experiment will be performed in 20 Bulgarian pre-school institutions with 400 5-7 year old pre-schoolers (200 experimental and 200 control group). Before and after the intervention, children's social responsibility awareness will be measured according to a framework of relevant criteria and indicators, developed in line with the Adlerian theory of social interest and the tenets of positive psychology's prosocialness. Social responsibility awareness is interpreted as a system of capabilities for personal autonomy, empathy and self-regulation and attitudes for confidence, tolerance and respect to national and cultural values. It will be assessed by a set of diagnostic games and projective techniques by pre and post-testing. The experimental intervention comprises 24 lessons including a series of educational activities that will be taught for six months within the pre-school curriculum. The results from the experiment will facilitate the development of a system of competences and attitudes.

**Sarah Lloyd-Winder** (Childhood, Families and Health)

### **The developing of a part written, part practical, research project and the particular difficulties that this presents to the researcher**

The aim of my research, as set in my initial research question was to explore, through research and creating practical examples, the terms Digital Fiction, Digital Narratives, New Media Art, Hypertext and Trans-literacy and enable these terms to be set within a fine art based platform. The first stage has been to define my area of study and set this within a pathway of research and current literature. I am now facing the next stage of my research where I will be creating Digital Fiction. For me this is where greater challenges will begin. To be both creative, in a new format, and also be able to record and analyse the process of this creativity, I have decided to use Narrative research methods to record the process of creativity and review but will this be enough? With this presentation I hope to address this challenge and seek creative solutions.

**Catherine Manning** (Psychology and Human Development)

### **Processing slow and fast motion in individuals with autism**

Difficulties processing dynamic information have previously been reported in individuals with autism spectrum conditions, although no research has systematically compared motion processing abilities for slow and fast speeds. Here we measured speed discrimination thresholds and motion coherence thresholds in slow (1.5 deg/sec) and fast (6 deg/sec) speed conditions in children with an autism spectrum condition aged 7 to 14 years and age and ability-matched typically developing children. Children with autism were as sensitive as typically developing children to differences in speed at both slow and fast reference speeds. Elevated motion coherence thresholds were however, found in children with autism, but only in the slow stimulus speed condition. Rather than children with autism having pervasive difficulties in motion processing, these results suggest that they have a selective difficulty in extracting coherent motion information specifically at slow speeds. Potential explanations for these findings will be discussed, along with implications for refining theoretical models of altered perception in autism.

**Marie McNally** (Lifelong and Comparative Education)

### **Instrumental Music Teachers and the role of identity**

Instrumental Music teachers have a crucial role to play in the development of the musicians of the future. They pass on a skill and passion for their instrument – a skill which they themselves have learned through years of practice and performance. Yet there is sadly a perception that to be an instrumental teacher is somehow to be a ‘failed musician’. My research studies the perception of identity; do teachers view themselves as musicians, teachers or both? I am looking at the motivating factors that drive them and how these affect identity and job satisfaction. I have issued 200 questionnaires to instrumental music teachers in various teaching environments. I will be looking at whether those teachers are performers, and what the balance of performing and teaching means to them. Following the collection of data from questionnaires I will be conducting interviews to clarify and add depth to my findings. My research question will centre on how identity affects the motivation of instrumental teachers, looking at the positive and negative effects. I will then look further into what measures could be taken to redress the negative perceptions and to put instrumental teaching into a positive and successful light.



**Nick Melliss** (Childhood, Families and Health)

**How are student and tutor identities constructed and expressed in a university seminar and a university tutorial?**

My research looks at the way people express their identities through the talk that occurs in a university seminar and a university tutorial. I use Bernstein's concept of strong and weak classification and framing to look at the way students and tutors construct their different identities and how those identities relate to how the subject matter of the seminar and tutorial is presented. The construction of my identity engages both myself and the people around me; it is a process that is both personal and social. Identity seems to emerge from the engagement between my own self and the selves of the people around me. I use classification and framing, because they contain the individual utterance, the spoken word or phrase, and the wider context in which the utterance is made. The framework always carries a sense of the within, what is inside the person, and the without, the wider arena in which the self operates, which makes it useful for describing different identities, particularly in an educational context such as a university. Classification and framing are used as mapping devices in the construction of student and tutor identities.

**Mamiko Noda** (Culture, Communication and Media)

**Making sense of English language teaching policy for Japanese senior high schools from a critical perspective**

The aim of on-going research by the author is to give a more informed perspective of English language teaching in Japanese senior high schools from the "inside", identifying the reasons why English language teaching has remained "traditional", and uninfluenced by the requirement of a shift to more "communicative" language teaching by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The research will critically examine the discourses of both Japanese teachers of English at senior high schools and the MEXT. This poster presentation is intended to focus, in particular, on the results of investigating the discourse of the MEXT. As a method of data collection, strategies of a discourse-oriented ethnography for studying organisations are employed. The data collected from the government are: policy documents, documents on the MEXT website, semi-structured interviews for three MEXT officials, three local government officials. For the analysis, the content analysis and Critical Discourse Analysis are combined. The research outcome shows MEXT's rationales for the change, requirements for teachers, and how the alleged changes in the classroom can be achieved. Furthermore, its discursive strategies used in promoting "communicative" way of teaching English are critically analysed.

**Lynn Nygaard** (Culture, Communication and Media)

**Publishing and perishing? How researchers approach academic writing**

As universities and research institutes depend more and more on quantifiable criteria for measuring success, academics and researchers are facing even greater pressure to publish. "Publish or perish" thus not only affects an individual academic's prospects for promotion, but increasingly also institutional financing and reputation. The puzzle we face is that, throughout the world, a small number of researchers are responsible for the bulk of the publications, while most publish very little or not at all. Is it a question of fixing the writer or fixing the institution? Or both? Drawing from both New Literacy Studies and social cognitive theory, the project uses a mixed methods approach to explore how researchers negotiate between the expectations of their environments and their own preferences, goals, and areas of expertise to develop writing strategies and concrete writing practices. It aims to develop hypotheses about how these attitudes, behaviours and strategies relate to productivity, and how background variables (such as age, gender, language and discipline) might play a role.

**Muireann O'Keeffe** (Lifelong and Comparative Education)

**How can I foster a culture of creativity in an adult learning environment?**

The primary aim of this study is to investigate if changes implemented to pedagogical strategies in a professional development programme have fostered a culture of creativity in the learning environment. Secondly I want to explore if this proposed culture of creativity had an impact on student learning outcomes specifically demonstrated through student ePortfolios. The MSc in Applied eLearning is a professional development program for teaching academics wishing to enhance teaching practices using technology. Within the scope of the programme students must demonstrate evidence of learning in an ePortfolio. EPortfolios lend themselves to enhanced creative practices by enabling representation of learning through multimedia; participation with peers; experimentation with innovative technologies; and reflection on learning. Previous research findings indicated the necessity of nurturing creative practices more holistically throughout the programme. As a result the teaching strategies within a particular module of the programme were modified in order to nurture a culture of creativity among students. It is hoped that these changes would enable an environment conducive to enhanced creative practices that in turn would be evident in the ePortfolio. In this poster I explore the qualities essential to nurturing culturally creative environments and discuss initial findings of this action research.

**Hoi Yat Pun** (Culture, Communication and Media)

**Linguistic capital and neoliberalism as ideological factors affecting the motivation of adult L2 learners of English in Hong Kong**

Despite many in Hong Kong having supported the market fundamentalism which typifies the city's economic model, neoliberal policy is starting to emerge. Meanwhile, although the value of English for employability and accruing symbolic capital has been questioned, English courses for adult learners remain popular in Hong Kong. This proposed case study aims to investigate how neoliberalism as an ideology may influence individual learners. Adult learners of English in Hong Kong will be interviewed to see: What motivates them to pay to learn English; How they see themselves as both student and customer; How they see the "promises" that English might bring and if and how their expectations and motivations change over time. The research is in its early stages and seeks to explore possible macro influences on L2 motivation, thereby contributing to the fields of English language teaching and the sociology of education.

**Trish Rooney** (Humanities and Social Sciences)

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

This research is a study of whether and how the kind of learning that takes place in groups, focusing on popular music, might enhance students' enjoyment of music lessons. It was located in The College of Popular Music in Ireland. 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 this author intended to use the research to look at the students' experiences at the college. The research aimed to potentially diversify music teaching repertoire, practices and methods. The data showed that popular music had cultural relevance for the students and this improved their motivation. Additionally, the students enjoyed participating in bands which encouraged practice. Students reported many advantages associated with group work, including learning how to play together; having the ability to help each other out and learn from each other; getting the experience of playing in a band; improving timing, ensemble skills and aural awareness, and making friends. Areas in need of improvement included streaming and more band work. Overall, the study has been hugely successful in supporting the development of the college.

**Carla Saragoni** (Psychology and Human Development)

**Mathematical explanations: A comparison between the explanations elaborated by students working alone and students working collaboratively in small groups**

In Chile, primary teachers of Mathematics have revealed gaps in teachers' content knowledge and teaching preparation. The analysis of classroom discourse suggests that teachers' speech is focused on memory processes and mechanical testing. The aim of the proposed research is to compare the quality of mathematical explanations elaborated by students working collaboratively in small groups and students working individually. The elaboration of explanations will be prompted by teachers' questioning techniques that consider the theoretical frameworks of formative assessment and collaborative learning. The research project comprises two annual phases that involve training municipal teachers in completely novel teaching strategies in Chile which are the use of Assessment for Learning and Collaborative Learning. A pre test-intervention-post test design will be used to measure the impact of the intervention on students' learning outcomes and classroom discourse in Mathematics. Particularly, mathematical test attainment and the quality of students' mathematical explanations will be analyzed.

**Charlotte Thorley** (Curriculum, Pedagogy and Assessment)

**Taking action to support public engagement: A reflexive, pragmatic approach to developing an Academic Centre**

This poster presents one approach I am taking to the formative evaluation of the development of the new Centre for Public Engagement (CPE) at Queen Mary, University of London. Using a series of interviews with staff from across the hierarchy of positions within QM, combined with the complementary evidence available to me in meetings, papers and public engagement activities, I will look at the ways in which staff engage with the CPE as a concept and as a resource. This project is both reflexive and pragmatic. The aims are to: identify areas in which more, or better access to, support is needed by the staff; look at how these needs are currently addressed; and propose the actions required to ensure that where possible the needs are met. The results will contribute to my professional development as I develop the Centre and the services it offers, and also to institution-wide thinking on the mechanisms needed to support public engagement activities holistically and sustainably.

**Seilin Uhm** (Childhood, Families and Health)

**Identifying research questions on preterm birth with service users and clinicians – a Priority Setting Partnership**

Preterm infants have immature internal organs and often need help with breathing, feeding, and other life support. Those who survive may suffer ill health/disability in childhood, which could potentially continue to adulthood. Clinical research may not fully address the uncertainties in treatment and care that are of greatest importance to service users and clinicians. This research adapted a mixed-method approach developed by the James Lind Alliance to establish Priority Setting Partnerships. We recruited 44 clinical and service users' organisations across UK and Ireland in 2011. An online survey was conducted from March 2012 to January 2013. A total number of 1,066 participants visited the survey, while 334 of them (service users: 57%, clinicians: 30% and both 13%) suggested 654 research questions. We received feedback from clinicians of various specialities (neonatologist: 28%, nurse: 25%, obstetrician: 18%, midwife: 12% and others 9%). Service users asked about aetiologies, interventions and outcomes for preterm birth revealing interests in a broad range of issues. However, most service user respondents were white British and middle class. If research agendas are to serve the interests of service users at higher risk of preterm birth, there is a need to improve ways of engaging service users from wider backgrounds.

**Sally Wilkinson** (Childhood, Families and Health)

**An investigation into the professional development of teachers in small rural primary schools**

This investigation focuses on professional development (PD) in small schools in a large rural authority; what forms teachers engage with and find effective. The sample of schools selected for the research had a 'satisfactory' judgement from Ofsted and a record of low attendance on courses offered by the local authority (LA). Adopting a social constructivist perspective, quantitative and qualitative data were gathered from 35 teachers through questionnaires and eight teachers were interviewed along with two headteachers. The forms of PD with which these teachers engaged with were many and varied. The research data provide insights into the forms of PD that these teachers preferred, which were directly linked to their situation in small schools. The teaching of mixed age classes and the multiple roles teachers fulfilled over and above their class responsibilities were key factors that influenced their engagement with PD. The research also provides greater understanding as to why four specific forms of PD were considered by teachers to be more effective. This information leads to recommendations both for the LA and school partnerships on the most effective ways to provide professional learning opportunities for teachers in small schools.

**Stephen Willoughby** (Childhood, Families and Health)

**Researching Leadership within the Context of School Diversities and Equalities Policy and Practice**

My focus is on leadership in schools. I conceptualise leadership as the interaction of school leaders and followers within a specific situation (Spillane 2006). The situation chosen is the development of diversities and equalities policy, from the 2010 Equality Act. My questions are 'What leadership characteristics come out of making school policy; where does power and control lay within this situation?' Research challenges include the conceptualisation of leadership; its relationship with a specific school policy and production of a clear qualitative design. The inclusion of Teaching Assistants (TAs) perspectives on leadership is an innovation. I use a qualitative case study design involving three primary schools within a single inner city authority. Data collection includes school documentation and semi-structured interviews. Documentation consisted of OFSTED Reports, plans and any other papers given by schools. Interviewees comprised of members from senior leadership teams, class teachers and TA's. Analysis involves reduction, display and conclusion-drawing processes (Miles and Huberman 1994). My reduction process has begun with the preparation of some general topic or 'bucket codes' (Bazeley 2007 p67) in which I aim to place chunks of documentary or interviewee answers. I am looking for patterns of leadership within specific policy work.