

Doctoral School Poster Conference 2013 Abstracts

Fabian Barrera (Quantitative Social Science)

Teacher professional development and student achievement in mathematics: a cross-national analysis of TIMSS 2011

Over the years, policy making has been globally concerned about the degree of effectiveness of Teacher Professional Development (TPD) on teacher practices and student achievement. Educational research has contributed by identifying core features of these activities that are relevant to generate positive impacts. According to empirical evidence, one feature of TPD learning activities (focus on content knowledge, instead of generic behaviours for teaching) is likely to be particularly important for student achievement. However, this interaction may be sensitive to contextual conditions, therefore larger scale and comparative designs are needed to estimate this association across multiple contexts. This study explores the specific contribution of TPD focused on mathematics content knowledge on student achievement. Through a secondary analysis of cross-national data produced in the context of the recent "Trends in International Mathematics and Science Study (TIMSS)" 2011, this link is examined with focus on US data. Following an Ordinary Least Squares strategy, the analysis explores contrasts with Japan, Finland and England, while student and teacher characteristics are used as control variables. Findings indicate that TPD focused on mathematics content is rather innocuous to student achievement in the US and that in countries such as England and Japan, the association can be even negative, though with small effect sizes.

Denise Buchanan (Curriculum, Pedagogy and Assessment)

Barriers to learning for students with mental health difficulties

Despite the Mental Health Foundation (2012) stating that each year one in four people in the United Kingdom will have some kind of mental health difficulty, students from this group are underrepresented in Further Education colleges. In light of this, the purpose of this exploratory research was to investigate barriers to classroom learning that existed among adult students who had severe and enduring mental health difficulties. With the aim of foregrounding the learners' voices, five such students from a cookery course were studied using a case study approach. The results revealed that there were many fears in relation to: failure; not being able to cope with 'pressure'; making mistakes; being laughed at; relapse, as well as how the teacher would treat them. However, the results also revealed that where the barriers could be overcome, their learning had a significant impact not just on their cookery skills, but on their lives as a whole. This research is now informing a larger scale study exploring in greater detail the ways in which education can benefit students with mental health difficulties, with particular reference to their general well-being as well as employment potential.

Jeremy Burke (Culture, Communication and Media)

Pedagogic Strategy: contrasting the expressive and descriptive domains of Dowling's Domains of Action

Dowling's (1998, 2009) *Domains of Action* provide an analysis for pedagogic texts in terms of the semiotic elements, expression and content, and the degree to which these are institutionalised in the practice being pedagogised. This opens up potentially interesting views on pedagogic strategies and the extent to which these make available the otherwise

esoteric practice being presented. The use of expressive and descriptive domains are used here in an analysis of Mathematics and Spanish textbooks.

Joanne Camp (Psychology and Human Development)

Experimental and real-world problem solving in Williams Syndrome, Down Syndrome and typical development

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Problem-solving occurs very frequently in everyday life, whether we are making a cup of tea, searching for a job or catching a bus. It has been investigated experimentally but rarely studied in a real-world context. It calls upon a combination of different skills for success, including executive functions (EF). Williams syndrome (WS) and Down syndrome (DS) are neurodevelopmental disorders with impairments in EF but very different cognitive profiles. Results of two studies are reported: i) an experimental investigation of problem-solving abilities in WS and DS and typical development (TD), and ii) a questionnaire study asking parents to assess their child's everyday problem-solving abilities. Experimental problem-solving using the Tower of London (TOL) task revealed equivalent scores across WS and DS groups and a TD subgroup matched on non-verbal ability. However, detailed analysis of problem-solving behaviours during the task and responses to parental questionnaires revealed different patterns of performance across groups. Results are discussed in relation to the need to consider the real-life context of problem-solving behaviours, and the importance of cross-syndrome comparisons.

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 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.' 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 also 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 children, 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.

Johann Chacko (Department of Politics, SOAS)

Redefining Pakistan: The Nation in the Discourse of Pakistani Deobandi Political Groups, 1969-2009

Olivier Roy (2004) and Nikki Keddie (1998) have defined modern religio-political movements as either territorialised (i.e. nationally oriented) or de-territorialised in nature. Roy argues that the entire Deobandi movement in Pakistan falls in the latter category, acting and speaking as 'neofundamentalists' since General Zia ul-Haq's 1977 coup. My hypothesis is that the discourse of Deobandi political groups in the 1977-2008 period shows much a far more complex and fluid pattern of fragmentation and hedging between these two poles. I will test this hypothesis by examining the discourse of the three largest existing Deobandi political parties and the three largest Deobandi militant groups in Pakistan. These sources are subjected to multi-level study, first through frame analysis to recover changing patterns in discourse, followed by process tracing to test my proposed causal mechanisms. Analysis should show that patterns of difference and change in discourse are driven by three variables; the given group's level of commitment to electoral politics, its alliances, and the state's own periodic shifts in its discourse of the nation. Data will come from archival work, materials collection and interviews with senior leaders and mid level party workers in the field.

Hilary Chadwick (Lifelong and Comparative Education)

Not another skills policy! Oh why can't we be more like the Germans...?

Why does England seem to have such difficulty in developing coherent and durable policies on skills and apprenticeships, and in persuading employers to support and deliver them? My paper will draw on concepts from political science to explore some critical differences between Britain and other European states, tracing their historical roots to show how the state has been seen by business in the liberal market traditions of Britain as being an agent of market preservation, while elsewhere in the coordinated market economies of Europe it is seen as protecting rich networks of business coordination. Following Wood (in Hall and Soskice 2001) I will show why successful policy incentives need to be compatible with the political economy, suggesting that in Britain they should be based on competition, and in other European states on supply-side coordination. Taking the government's newest policy for engaging employers in skills, launched in 2011, as a case study, I will use discourse analysis to describe how the policy has been espoused and enacted. I will discuss early findings from interviews with participants and stakeholders to identify how it is being experienced (Evans 2003) and where policy fractures (Davies and Hughes 2009) may be emerging.

Vasiliki Charisi (Culture, Communication and Media)

Children's music making in digital environments: verbal and non-verbal interactions and ways they mediate children's musical behaviour

The aim of this ongoing research is to investigate children's thinking processes in the context of collaborative music making activities supported by digital tools. Previous research has shown that children's music making is social in nature and that digital technology may influence their engagement with music making. What is not adequately investigated, though, is the development of young children's (5-6 years old) musical behaviour within this context. The focus of this paper is to investigate young children's verbal and non-verbal interactions that may mediate their musical behaviours. Data collection methods include videotaped and journaled observations of 16 children who worked in pairs for 6 sessions and they interacted with two different musical software packages. Data analyses include children's dialogues as well as their non-verbal behaviour. Analysis of children's musical behaviour has been based

on the established Sounds of Intent developmental framework. The combination of different forms of data has been one of the analytical challenges of this research. Initial findings reveal a strong role of children's non-verbal interactions on the development of their musical behaviour.

Emmanouela Chatzispiridou (Psychology and Human Development)

The relationship between the development of attention and foundation literacy skills

There is a growing interest in the role of attention skills as indicators of school readiness, with limited evidence from studies examining the longitudinal relationship between children's attention as predictors of their literacy and numeracy outcomes. Data will be reported from the first phase of a longitudinal study investigating the development of attention and early reading skills for a sample of 83 children aged 4-5 years old. The sample completed a set of tasks measuring visual and auditory attention (selective attention, sustained attention and attentional control) and measures of early reading-related cognitive-linguistic skills (letter-sound knowledge, early word reading, phoneme awareness, vocabulary and RAN). The results of the first phase of this research will be presented.

Hung-Chang Chen (London Centre for Leadership in Learning)

Developing or Disciplining the Headteacher? Headteachers' Administrative Placement in Local Authorities of Education

The aim of this paper is to illustrate how local authorities train their school headteachers through the headteacher's administrative placement in the Taiwanese context and address the issue of how such training might be appropriated. Borrowed from western countries, the concept of practical internship or placement has been recontextualised into a new emerging element, namely headteachers' Administrative Placement (AP) in administrative departments, to meet localised Taiwanese conditions in leadership development. Headteachers' internship and placement which help with professional socialisation of headship is usually placed into the field of school in many countries (Bush, 2009; Crow, 2006), rather than in the site of administrative authorities, such as local educational departments in Taiwan. Hence, this paper seeks to inquire analytically and critically into the hidden dimensions of the nature of this localised AP. It explores how the discourses of administrative placement are shaped, how the practices of AP are operated and it also examines the ways in which headteachers experience administrative placement in their local settings. The in-depth, qualitative study focused on a cross-section of five local authorities and collected data through semi-structured interviews with headteachers and education officials in local education departments. Foucault's notions of disciplinary power (Foucault, 1979; Niesche, 2010) and governmentality are used to theorise the normalising processes through the mechanisms of examination and surveillance in the headteachers' AP.

Alessia Cinotti (Humanities and Social Sciences)

Fathers with disabled children

I am carrying out a research upon fathers with disabled children. My studies are taking place within the Doctoral School at the Department of Education, University of Bologna. My research aims to investigate one of the least studied areas in the field of Disability Studies, the social and interfamilial relationships between fathers and their sons and daughters. Although mothers have been the most important focus of attention for theories of attachment (Klein, 1930, Bowlby, 1969, Winnicott, 1973) numerous studies show that children often establish relationships with others that can be equally significant. In academic discourses, the figure of the father is accorded less importance. This research is based on an

exploratory study that aims to examine the experiences of fatherhood of a child with disabilities. My research question will centre upon men's responses to becoming a father of a child with disabilities, exploring the impact upon their sense of masculinity and other aspects of their self-identities which are derived from their social inter-relationships. I will explore the impacts, needs, desires and expectations that are generated by coming to terms with being the father of a child with disabilities. The research will use semi-structured interviews (first phase) with fathers of disabled children. My hope is then to conduct focus group discussions (second phase) in the area of Bologna. Following this, my aim is to return to a sub-cohort for follow-up interviews.

Gilvano Dalagna (Culture, Communication and Media)

Mental representation of music performance: strategies to build the artistic desired outcome

In music performance, the artistic desired outcome is commonly understood as a mental representation of the ideal performance, which musicians develop based in their musical intentions. Such mental representations affect the quality of the performance and assist instrumental learning. Despite its importance, the development from practice to performance is still poorly understood by both musicians and researchers. This study aimed at pinpointing the strategies that performers use to develop a mental representation. Data analysed were field notes taken from public master classes observed with elite performers as teachers (n=13) and higher education students (n=40) around the UK. The strategies were identified based on the instructions given by the elite performers when the student did not have a clear idea of an approach to musical aspects reflected in the music. Four different groups of strategies emerged from the data analysed: experimenting, exploring, comparing and combining. The results suggest that there are specific strategies that may assist higher education students and instrumental teachers to explore self-perceptions in performance practices.

Damien Darcy (Culture, Communication and Media)

The Methodological Challenges of Research in Hybrid Learning Environments

Examining learner action and speech in mixed physical / digital learning environments presents several methodological challenges for the doctoral researcher. These are most evident at the data analysis stage. This presentation introduces a modified version of Angelillo, Rogoff and Chavajay's (2007) analytical framework, and examines its implementation in the specific context of a hybrid learning environment. The extent to which this framework allows one to address a number of analytical challenges will then be discussed in more general terms.

Tony Dimmer (London Centre for Leadership in Learning)

Year 2 - The End of the Beginning or Learning to be Ready?

This Institutional Focused Study presents an analysis of data collected as part of a longitudinal research project which tracked two cohorts of pupils as they completed their final term in Year 2 at Key Stage 1 and began their first term of Year 3 in Key Stage 2. It explores the process by considering the views of pupils and teachers before and after the transition and looks at the implications for progress in learning and attainment by analysing data from both teacher assessments and a normative test conducted before and after the move between key stages. Transition within a primary school for pupils aged 4-11 and transfer from an infant to a junior school are compared in order that lessons can be learned to support practice in a local authority where both forms of organisation exist side by side. The

findings suggest that pupils attending primary school benefit from a clearer understanding of what they will meet at Key Stage 2 and that the impact of the change on their learning is more positive than when separate schools are involved. The study finds that where Year 2 is seen as a year of transition in preparation for Key Stage 2, it has a beneficial impact on pupils' confidence and continuity in their learning. The loss of learning associated with the long summer break and relaxation of the formal curriculum after Key Stage 1 assessments, appears to have a more serious impact in mathematics than reading, when pupils move from infant to junior school, while expected progress is sustained in the primary school. The involvement of experienced senior teachers who have knowledge of both key stages also appears to enhance the experience of transition for pupils and can help overcome differences in philosophy between teachers.

Dean D'Souza (Centre for Brain & Cognitive Development, Birkbeck)

Are early cognitive and neurophysiological markers of ASD syndrome-specific? A cross-syndrome comparison with Down syndrome, Fragile X syndrome, and Williams syndrome

ASD is a neurodevelopmental disorder characterised by impairment of social interaction and communication. It is not diagnosed until age two or three. As a consequence, little is known about the early development of autism. The British Autism Study of Infant Siblings (BASIS) has begun to bridge this gap by studying younger siblings of children already diagnosed with ASD (*Sibs*), 20% of whom will go on to an autism diagnosis. Their goal is to identify early markers of autism. However, before a measure can be said to be an early marker of ASD, it is crucial to determine whether it is syndrome-specific. To determine whether BASIS measures yield syndrome-specific or syndrome-general findings, other genetic syndromes (42 infants/toddlers with Down syndrome (DS), 12 with fragile X syndrome (FXS), and 34 with Williams syndrome (WS)) were tested on the same battery of tasks. I will present preliminary event-related potentials and eye tracking data from two of these tasks – one on speech/pitch perception, one on visual attention. The data will be compared with data from 44 *Sibs* and 25 controls.

Russell Dudley-Smith (Culture, Communication and Media)

Three Types of Ambiguity in Pedagogic Action: a gold coin, a leaking bathtub, and the myth of 'the economy'

It is argued that pedagogic action is necessary to take the person subject(ed) to it from their everyday understanding to one more specialised. In A-level Economics teaching a sociological interrogation suggests that it is possible to identify interpellative, tropic and referential strategies that seek to accomplish this (if the teacher knows what they are doing). To have the pupil stand as one with the teacher in their esoteric regard, this ambivalence must be sutured: but often, it isn't - so many pupils (their examination papers suggest) never 'get there'.

Julian P. Dziubinski (Curriculum, Pedagogy and Assessment)

"The Learner View": why should we listen?

As we move further towards Vygotsky's social constructivism - from the Age of the Individual to the Era of Community – we are having to strike a balance between individuality in education and social connectedness: relationships, participation, reciprocity, membership, and collaboration being vital ingredients in the theory of human development. The idea of learners, especially in the UK, being encouraged to evaluate their teaching and learning opens to scrutiny the practices of teachers and teaching institutions. The implication is that

students are in the best position to judge the quality of their educational provision, even at the very beginning of their learning journey. They thus have a licence to challenge practices designed to enhance their learning, practices that may not meet with their expectations or support. My empirical research project, essentially from the learner viewpoint, was to hear students talk about their experiences of learning at college. Focus group interviews revealed that students were highly supportive of their experiences of learning although they identified opportunities for improvement in both personal and college practices that they believed would lead to higher achievement.

Graham Easton (Childhood, Families and Health)

How lecturers use narratives to teach medical students: a qualitative study

The focus of this research is how teachers use narratives in medical undergraduate lectures. I hope to develop and test a 'theory' that helps to explain how stories might be used to facilitate learning. My main theoretical perspectives are narrative learning theory (Hopkins, 1994), and Communities of Practice (Wenger 1998). The aims of my study are to: identify and categorise the types of narrative that medical teachers use in lectures: a typology; identify important contextual features of story-telling in teaching which may influence the efficacy of teaching; and to identify the different types of learning, or part of the learning process, that may be facilitated by using narratives. I have adopted a flexible design, with a narrative approach to data collection and analysis. I have used unstructured narrative observations of teaching sessions with field notes and transcripts of audio recordings as well as 1-1 interviews with the lecturers and focus group interviews with students from the lectures I have observed, to explore their perspectives on the use of narrative/stories within the lectures and how it might influence learning.

James Eastwood (Department of Politics, SOAS)

The ethics of Israeli militarism: a study of ethical pedagogy in the Israel Defence Forces

This paper will demonstrate the role that ethics plays in the functioning of Israeli militarism through a study of pedagogical techniques used in the Israel Defence Forces (IDF). Understanding military ethics requires more than a superficial analysis of doctrines designed to comply with the laws of war. It demands close attention to the ways in which individual subjects are made and remade in ethical practice. Incorporating and critiquing insights from Foucault's ethical theory, it is possible to see how education in the IDF helps to engender a certain form of ethical subjectivity that is readily militarised. Relevant practices include ascetic practices of mental preparation, group and individual practices of self-examination, and the use of soldiers' testimony as a mode of truth-telling. The paper will be based on interviews and participant observation conducted during several months of fieldwork in Israel, as well as on discourse analysis. Evidence will be drawn from the work of Israeli military ethicists, educational practitioners working in the IDF, and informal education at pre-military academies. Contrary to the assumption that ethics always restrain the freedom of action of militaries, the Israeli experience shows that ethics can in fact become an enabling factor in the conduct of war.

Clarissa Foletto (Lifelong and Comparative Education)

Instructions in one-to-one instrumental context: Identifying Retrieval cues

In the earlier stages of instrumental learning, one of the biggest challenges to teaching is to approach complex contents, which normally involves a rather technical vocabulary with effective and clear communication. In the lessons a possible way to optimise such

communication, and consequently to enhance the student's memorisation and engagement, is to explore specific cues (retrieval cues). In cognitive psychology, retrieval cues (RCs) are recognised as stimuli that assist recovery information in long-term memory. In an educational context, this stimulus has been investigated as a teaching and learning tool to promote meaningful learning. However, the use of this teaching tool in instrumental context still needs further investigation. This empirical pilot study aimed to identify the use of RCs by the teachers, within one-to-one instrumental context. The data analysed comprised twelve video-recorded one-to-one violin lessons, with two different teachers and their violin students (two of each teacher). A set of RCs was identified from the instructions given by the teacher. Moreover, RCs were used with the function of advise, diagnose and emphasise specific content during the lesson. The results illustrated that RCs can be explored as a teaching tool in order to contribute to the instrumental teaching and learning experience.

Thomas Georgas (London Centre for Leadership in Learning)

A case study of change management within Greek secondary schools. The role of the external consultant

This is a case study that investigates the role of the external consultant in bringing about change in teaching and learning. The educational setting is the Greek secondary education system both public and private. The study draws on a project which has been running in four secondary schools. The project is based on student voice practices aiming to improve teaching and learning. Following the progress of the student voice project, the study attempts to understand and offer explanations concerning the way the external consultant operates as a change agent, their interaction with the headteacher of each institution and the extent of their involvement in the process. 'What is the role of the external consultant in bringing about change in Greek schools?' is the principal question this research study endeavours to answer. Models of change found in the literature support the current study which draws on the qualitative research tradition to collect evidence in the field. Thus, semi-structured interviews with the four headteachers were conducted. Additionally, the researcher's diary is used as a source of data, conveying an autoethnographic character in the methodology applied. The analysis of the data is being conducted holistically through the constant comparative method. Change in practice is what really matters and this study aims to suggest new applications of existing models of change towards this direction.

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 minority children. Using Pierre Bourdieu'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.

Lyn Grove (Lifelong and Comparative Education)

The effect of funding selectivity on academic autonomy

The funding of university research in the UK has become increasingly concentrated into the hands of an elite few individuals/institutions, with an ever widening gap between the 'haves' and the 'have nots'. It is an issue that divides opinion – from those who argue that such concentration is necessary, on efficiency grounds, when resources are limited, to those who see it as a bias towards size of institution rather than excellence. But what is the effect of this selectivity at the level of the individual academic? Caught between institutional pressures to bring in external research funds on the one hand, and the increasingly specific constraints and priorities of the funders on the other, how do academics maintain autonomy over their personal research agenda and their ability to carry out curiosity driven research? Based on interviews with a number of academics across a range of disciplines and institutions, this talk will discuss the key factors which seem to be at play, and consider these in relation to Bourdieu's concepts of academic habitus, capital and field, and Mertonian ideas on the role of esteem and prestige in science.

Michael Hallissy (Culture, Communication and Media)

Sometimes it is good to talk - towards a signature pedagogy for synchronous online tutorials

Currently there is great excitement in higher education institutions around the potential use of Synchronous Computer Mediated Conferencing (SCMC) technologies to facilitate critical discussion online. Since the Open University (OU) developed the first online course in 1988 (Mason, 2001), institutions have provided their 'live' contact with students through onsite tutorials and summer schools. Now SCMC technologies appear to provide a technological solution to this long-running challenge. However, it appears that the adoption of such tools does not necessarily equate to tutors and students engaging in live critical discussions, as evidenced by this recent case-study within the Masters of Arts in Teaching and Learning (MATL) programme in Hibernia College. The study found that tutors predominantly engaged in teacher-directed tutoring and that there was a lack of ground-rules around the types of interaction that were expected. Critical discussion is identified as a key form of interaction at graduate level and this study proposes adopting Brookfield and Preskill's nine dispositions as the signature pedagogy for future MATL tutorials. It also outlines a process whereby tutors can engage in critical reflection around their practice with a view to enhancing student participation online. Thus the study is suggesting that, Hibernia College, by adopting critical discussion as a signature pedagogy, it can assist tutors in building their own professional practice knowledge and in turn enhance student learning. By providing tutors with a series of tools to capture and codify their knowledge they can share this with colleagues and the profession with a view to improving professional practice in online tutorials.

Luciana Hamond (Culture, Communication and Media)

Using technology with a Master's level piano student: a pilot case study

Background: The use of technology appears to be beneficial in most of the research studies reported in the advanced instrumental and vocal learning literature. The use of video recording, and MIDI graph representations, for example in a piano roll form, appeared to contribute to a better understanding of a student's performance, and to develop their autonomy and responsibility for learning. Content: A pilot case study of one Master's level piano student and the researcher was undertaken. The pianist student was asked: (1) to perform a memorised piece, and (2) to sight-read an unknown piece. The method required a digital piano, and a PC screen connected to a laptop computer using a MIDI interface. The

performances were recorded and played back to the participants. The technology was mediated by the researcher, and provided post-hoc feedback regarding particular aspects of the performances. The data collection involved video observation of the session, followed by an interview. NVivo10 software was used for the data analyses. Research question: Can the use of technology enhance feedback, and make a Master's level pianist more aware of their performance in order to improve it? Aims: The principal aim of this pilot study was to explore with the pianist student the possible use of technology to enhance feedback and to improve learning and performance quality.

Amanda Jane Hind (Culture, Communication and Media)

“No-one asked her opinion so she didn’t give it”: The key experiences of two children with Asperger Syndrome making the transition from primary to secondary school

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 was to explore the experiences that students with ASCs have when making the transition from primary to secondary school. This research used 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 presentation will examine how each student’s transition was approached, discuss examples of effective practice, and explain aspects which need further improvement for students with ASC. The presentation will further focus on a central theme from the findings: the importance of student voice in ensuring as smooth a transition as possible.

Pam Holland (Early Years and Primary Education)

Access to headship for Black, Asian and minoritised ethnic women

This qualitative study sought to find out, from the women concerned, the supports and constraints to BAME women’s career progression and access to headship. Twenty-five BAME women school leaders were interviewed. The most striking findings are that: disproportional numbers of BAME women school leaders were working in schools which face significant challenges or which when they took the post were identified by Ofsted as requiring improvement; evidence of ‘whiteness’ and dysconscious racism combined with sexist attitudes are still barriers to BAME women being appointed to headship; being ‘headhunted’ is a new trap for BAME women; Academies seem to be having a significant negative impact on career opportunities for BAME women; single teachers made a long lasting impact; their own children brought great incentive to career ambitions. The study also identified the need for equalities issues to be covered and monitored more effectively in all school leader development programmes; more accurate systematic monitoring of the national teacher workforce; Governments to ensure implementation of equalities legislation and academic work on school leadership to include more systematic consideration of equalities issues.

Jo-Yun Huang (Curriculum, Pedagogy and Assessment)

Making sense of historical causation: students' ideas about why things happen and the teacher's attempt to make sense of those ideas

As E.H. Carr famously claimed, 'the study of history is a study of causes'. Yet the process of explanation – or, more rigorously, the process of developing a causal argument – is a challenge for many students. This study of students' difficulties is based in an unusual context – an exploratory series of history lessons with 14-year old students in Taiwan, in which they were being introduced for the first time to an approach to history education that treats historical causation as a process of argument about the nature of the relationship between events in the past rather than a series of fixed claims to be learned. Drawing on the work that the students' produced, videos of the lessons and regular feedback from questionnaires and interviews, this presentation focuses specifically on the difficulties that they encountered and the ways in which both they and the teacher (as an action researcher) responded to the problems that they perceived. While the study highlights interesting comparisons between learning in different contexts, it also raises important questions about how a teacher acting as a researcher interprets students' ideas: how they negotiate the tension between evaluating students' expressions in relation to their predefined objectives, seeking to understand how they have arisen and what they actually mean to the student.

Bushra Inayat (Lifelong and Comparative Education)

Influence of Organizational and Familial Factors on Women's Career Advancement to Senior Management Position 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-methods 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. Early findings indicate that women's career progression is influenced by individual, organizational and societal factors, 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'

Geeks, Boffins, Swots and Nerds: A Social Constructionist Analysis of 'Gifted and Talented' Identities in Post-16 Education' details my research across three schools exploring the active nature of 'G&T' identities: the identification / labelling process; 'G&T' identity constructions; and some of the consequences of being 'G&T'. The research included: 16 semi-structured interviews with post-16 'G&T' students; 16 e-mailed questionnaires with their parents and 3 with their school GATCOs. Follow-up informal couple interviews were used to delve deeper with parents and students present. The findings reveal the lack of consistency in 'G&T' identification in post-16 education across schools; the active nature of 'G&T' identity

constructions, their variation and a continuum of types of 'G&T' peer sub-cultural coping strategies.

Heidi Jacobsen (Culture, Communication and Media)

Writing, reading and commenting in a digital environment

This paper reports on initial results of a study with twelve-year-old secondary English students in an Inner London comprehensive. It explores the construction of authors and audiences in a digital environment – WikiSpaces – as part of secondary English. It includes an exploration of feedback or 'comments' as social and cultural action.

Iain Jones (Lifelong and Comparative Education)

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

The presentation reflects on both the design and outcomes of my Institution Focused Study (IFS), 2012-13. A critical ethnography analysed specific practices and experiences within a higher education institution in England. The study had two aims. The first was to ask how discourses of 'the student experience' were conceptualised. The second aim of the IFS was to ask whether, and if so where, there were spaces for an alternative and extended notion of students' experiences by understanding the diversity of those experiences and then of authentic engagement with them. The study used three methods: documentary analysis of policy texts; participation observation of practices and critical events; and five focus groups with students and a further focus group with lecturers who teach and work with the students. Three themes were identified: the intensity and affective dimensions of learning; spaces for learning and relationships and multiple identities within and outside the institution. Three issues that emerged from the research were questions of 'authenticity', the potential and limitations of the ethnography in answering my research questions, my place within the research and questions of impact and intervention.

Dermot Kelly (Culture, Communication and Media)

Exploring Relations between the Management Academy and the Management Field of Practice

My research focuses on critically analysing relations between the management academy (i.e. university business schools) and management practice. My paper focuses on the application of Dowling's (2009) social activity method in 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; towards analysis of management practitioners' utterances on the nature of management knowledge, I recruit Dowling's (2009) notion of discursive saturation and some derivative SAM relational spaces.

Catrina Kirkland (Curriculum, Pedagogy and Assessment)

Where do I sit? Making the transition from teacher to researcher

My PhD research examines the question "How do Year Nine students make sense of the Holocaust?" through an ethnographic study of students in a secondary school. To develop the skills I envisaged needing as an ethnographer, I undertook two weeks of trial fieldwork in a secondary school. As a former secondary history teacher, this fieldwork saw me return to the classroom in a new role – that of researcher. This presentation will focus on the challenges associated with transitioning from teacher to ethnographer, and how I aim to

overcome these. I will address my own expectations of ethnography, how these were formed by “classic” ethnographic studies including Hargreaves (1967), and Willis (1977) and those collated by Walford (2008), how these studies informed the choices I made during the trial research, and how, ultimately, my experience as a teacher informed and hindered my work as an ethnographer.

Eleni Kokkoli (Curriculum, Pedagogy and Assessment)

Secondary Mathematics Teachers during Educational Change: Cypriot Educational Context

This study aims at focusing on the secondary mathematics teachers’ response to Educational Change through Curriculum Reform in the Cypriot Educational Context. Research indicates that teachers react in several ways when a new curriculum is introduced and they are called to implement it in practice. The innovations introduced in a reformed curriculum require specific support for the teachers to comprehend, learn and thus successfully implement it in class. This process can create obstacles or opportunities for the teachers and will alter their practice accordingly. Therefore, this study proposes the investigation of this theme in the Cypriot educational context, which is currently undergoing an Educational Change through Curriculum reform. This presentation will introduce the background to the study and present the initial research questions, which resulted from a primary review of the relevant literature, together with the proposed research design.

Emiliano Lule (Psychology and Human Development)

Looking at learning differences in the Albanian education policies: an opportunity to develop inclusion

This research paper reviews several explanations as to why children with learning differences face educational difficulties and the scientific evidence regarding the harmful factors derived from exclusive education systems. This paper has concentrated on the understanding of whether educational policies in Albania support all specific needs, especially special accommodation needs. Though it might be hypothesized that the psychological effects derive from lack of accessibility, and high level of dependence, the low achievements and other types of difficulties at school, are confirmed by educators and policy-makers. There are important qualifications despite these general findings. Firstly, there are different types of special needs, therefore these research objectives investigate those target groups having similar special methods of learning, as Blind or visually impaired persons, quadriplegic and dyslexic individuals. Secondly, but not finally, the psychological factors as low self esteem, considerable social isolation, poor academic or personal growth, is experienced by this community, only because of the lack of accessibility. As mainly a qualitative analyses design, this research paper aims to find the links between e-learning and psychological factors on learning outcomes. The conclusions, which are always a surprise for the qualitative researcher, will form the basis of proposing a new policy within the individualized educational program, by now only a concept in Albania.

Reda Mahajar (Online MRes)

Mission Impossible: It is agency/social structure that determines when is a nation

Much ink has been spilled in the defining debate of when is a nation among sociologists, historians and political scientists. The dividing line in the nationalism studies has been between modernists, on the one hand, who argue that nationalism is the invention of modernity par excellence. On the other hand, we have ethno-symbolists and primordialists who despite their theoretical differences, concur that nationalism has pre-modern cultural

roots. This paper will reconstruct this central nationalism debate in terms of agency versus social structure. It will show how modernists take a profoundly agency oriented approach to the way that nationalist intellectuals and the state apparatus are able to creatively invent the nationalist project. While primordialists are far more social structuralists in their argument that the nation is a permanent social feature of the society throughout history. The paper will navigate a third way in this debate through the structuration theory of Anthony Giddens and Roy Bhaskar's critical realism exemplified in the ethno-symbolist approach to nationalism.

Rosa Maria Mendizabal-Espinosa (Childhood, Families and Health)

Can parents be more than 'visitors' in Mexican neonatal intensive care units?

This paper presents initial findings from my literature review around collaborative ways of caring for babies in intensive care units and shows the methodological approach that I will pursue. Different studies have looked at how parents and staff can support each other when caring for fragile babies in intensive care. Others have also shown the benefits for parents and babies when implementing this type of collaborative care. However, this has not been studied in Mexican hospitals. This research will follow a multiple case study design and a mixed-method data collection approach and will draw on the work of other researchers and the views of hospital directors, staff, parents and other relevant participants from two Mexican hospitals, in order to explore their experiences and perceptions about collaborative work. Initial results from the literature review suggest that contact with parents might be perceived as a risk factor in the unit in terms of infection control and due to the concern that they might lack understanding of their baby's clinical condition. Therefore, the focus of this research will be on the potential benefits but also on the perceived problems and fears of bringing parents closer to their babies when in intensive care.

Roni Mermelshtine (School of Psychological Sciences, Birkbeck)

Child, Family and Contextual Factors Predicting Cognitive Functioning and Academic Achievement

Multiple environmental factors are said to predict educational outcomes, including neighbourhood deprivation, experiences of services such as child care, family demographics and parenting practices. In applying Bronfenbrenner's (1979) ecological framework, this study will explore the interactions and influences of multiple settings on children's developmental trajectories in the Family Children Child Care (FCCC) longitudinal study of 1201 children, with a special emphasis on the relevance of mother-infant interactions in the first year. Phase one of the study consists of the development of an observation scheme in which instruction behaviours, or scaffolding, are coded during 10 minutes play interactions between mothers and their 10-months-old infants. The observation coding scheme is currently being piloted and validated with two groups known to have contrasting cognitive abilities outcomes at age school entry age. It will subsequently be used to predict both later maternal parenting and children's intellectual functioning. The hypotheses being tested are that maternal scaffolding will be predicted by socioeconomic and health factors, and will be predictive of subsequent parenting behaviours and children's cognitive ability. In the second phase, multilevel modelling will be applied to establish how early parenting behaviour, and other caregiver behaviour in childcare and academic settings predicts academic attainment. The hypothesis to be tested is that experiencing better quality input across settings will all be predictive of outcomes over and above socioeconomic factors. It is further hypothesised that high quality interactions will provide more benefit for 'lower-income' children. Implications and future applications will be discussed.

Annamaria Minafra (Lifelong and Comparative Education)

The Phenomenological Method applied to Beginner Violin-group Players

This paper reports a study exploring the application of phenomenological method with young beginner violin-group players in four Italian state primary schools. The theoretical framework is based on the links between two main neurophenomenological principles: the first considers that individuals' knowledge cannot be separated from perception and action and the second, that people continuously interact with, or enact with their environment. Musical instrumental learning involves body and mind while also performing actions and interacting with the surrounding environment. Mixed-methods were adopted including observation and an experimental method, where the experimental group were taught using a phenomenological approach. The study involved 90 children, who were 9/10 years old. The phenomenological teaching method was adopted within an experimental design, where the experimental group verbalised their feelings and impressions after engaging with musical activities through movement and kinaesthesia. The results showed that most of the children from the experimental group became more aware about holding and using the bow, the quality of sound, sureness in positioning their left fingers, and group cooperation than those in the control group. This study suggests that, through the phenomenological approach, the children intersubjectively discovered how to reflect on their body in action while performing musical activities and achieving quick musical results.

Flavia Narita (Culture, Communication and Media)

Informal Music Pedagogy and the Distance Education of Teachers in Brazil

Unequal access to Higher Education has led the Brazilian government to implement some educational policies. Amongst these, in 2005, the Open University of Brazil was created as a Distance Education programme aiming to broaden access to free Higher Education and to offer, as a priority, initial teacher education courses. The Universidade de Brasília is one of the Brazilian universities that has adopted the Open University system and has been offering a Music Teacher Education course since 2007. Within this context, I present my role as a music teacher educator who designed and implemented an e-learning distance education course based on Green's (2008) informal music pedagogy. Green's model has been chosen due to its potential to give voice to students' choices, allowing them to be active agents of their own learning process. This finds resonance with the Freirean dialogical and egalitarian pedagogy (Freire, 1974; 2000/1970), which invites us to 'problematise' a situation and develop 'conscientisation' (critical consciousness). Taking the form of an action research project, the module was implemented three times. During this process, I realised that only through my own 'conscientisation' as a Subject Teacher/Supervisor of the module, I could manage to implement and relate Green's model to Freire's liberating pedagogy.

Mamiko Noda (Culture, Communication and Media)

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

Since 1989 the Japanese Ministry of Education (MEXT) has consistently tried to make an 'improvement' in English language teaching in the school system, so that the teaching approach shifts from the traditional method using Japanese translation (yakudoku) to communicative language teaching (CLT). Despite these governmental efforts, the situation has remained largely unchanged for over twenty years, with yakudoku still being widely used in English language teaching, especially in senior high schools. This paper asks why MEXT has been unsuccessful in changing teachers' practice during such a long period of time and examines whether the proposed reforms really are appropriate for Japanese senior high

schools. Previous research has tended to take the stance of MEXT for granted and criticised the 'out-of-date' practices of Japanese English language teachers. This paper questions the validity of these claims as they are manifested in the MEXT policy towards language teaching from a critical perspective.

Lyn 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. The puzzle we face is that, throughout the world, a small number of researchers are responsible for the bulk of the publications, while a large group publish very little or not at all. Drawing from existing research on productivity and a theoretical framework based on social cognitive theory and Academic Literacies, I look at (1) how researchers view writing as a situated practice, (2) how they approach their own writing process, and (3) how these attitudes and behaviours might relate to productivity. I also look at how gender, age, discipline, language, and education might shape these relationships. The research is exploratory and designed to generate rather than test specific hypotheses. Emerging themes include authorial voice and ownership of the text, permeability of the office, and genre-related constraints. Discipline seems to matter more than gender, age or language with respect to attitudes towards writing. Productivity seems to be related to how consciously a researcher has developed a writing strategy, rather than the particular strategy itself.

Will Parry (Quantitative Social Science)

Investigating experiences of sport and exercise in the British Cohort Study 1970

Interest in school sport and physical education has increased dramatically in the UK since the build-up to the London Olympics of 2012. Politicians are keen to promote competitive sport in schools, with the intention of making children more active and building a legacy of lifelong participation in sport. Academic researchers have voiced concern that these attempts may be misguided and could even be counter-productive (e.g. see Penney and Evans, 1997; Green 2004). Perhaps surprisingly, there is little empirical evidence for the longitudinal relationship between childhood experiences of sport and exercise and adult exercise behaviour. The current research examines data from the British Cohort Study 1970 when the cohort members are aged 10, 16, 29 and 34. It uses path analytic, structural equation and latent variable methods to determine how participation, perceived ability, intrinsic motivation and physical self-perceptions in childhood are related to exercise behaviour in adulthood. Based on the evidence presented (with some important caveats) and a critique of the historical policy landscape, some suggestions are made as to how UK policy could be improved.

Georgia Pavlopoulou (Psychology and Human Development)

Living with autism. Exploring the experiences of the siblings

As the prevalence of autism increases, so does the need to evaluate the effects of ASD on family members who live with a child with ASD. Research and anecdotal evidence supports the view that ASD may have an impact on all family members. However, only very limited research has focused on how siblings experience their relationship. In addition, little research has examined family factors apart from ASD characteristics that may contribute to the sibling interaction and experience overall. This is a threefold study and will involve typically developing siblings of children with autism and their mothers. The first part of the study will focus on siblings' experiences in depth, the second will focus on perceptions of sibling quality

and the third on maternal depression symptomatology. Finally, the implications of the study findings for the development of organizational policy, practice and research will be discussed. The current research study was chosen based upon the researcher's previous clinical experience and interest. The researcher underscores the beliefs that a family's needs are best met through services that are: individually tailored, family-centered, community-based, interagency supported, culturally competent, and least restrictive/least intrusive for children with ASD and their families.

Susi Poli (Lifelong and Comparative Education)

Investigating The Added Value of Professional Networks in International Higher Education

The core of my Institution Focused Study (IFS) lies in the investigation of benefits and implications that, internationally, arise for HE professional staff from participation in professional networks and associations. To carry out my study I have chosen several themes for reflection to challenge ten members of a European professional network of senior HE managers; a set of focused interviews has been conducted through conversations on Skype. The set of themes have prompted reflection of members' experiences in the integration of different sets of knowledge (e.g. Mode 2), in interacting as communities of practice and in handling cultural capability, which mainly calls for an understanding of how interconnected and multicultural today's HE environment is within these networks. Among the results: safer spaces within the sector for HE managers, as places to pursue innovation, creativity and inspiration. Coupled with reflection on own place within the university and the sector, so mainly about recognition and legitimacy. Among the main conclusions: networks as spaces to carry out reflection on reflection-in-action (to share own experience and good practices), to strengthen cooperation and so widen opportunities for international cooperation and to invest in cultural capability, seen as one of the skills on demand in the early future in HE.

Kathy Robinson (Culture, Communication and Media)

Social emotions in learning contexts; a line of evidence phenomenological, expressive, and neural

Learning by collaboration is an esteemed form of social learning and the development of communication technologies has meant that it can be offered at distance. However, negative comments from learners who take part in group work are not uncommon, suggesting that the social emotions that arise during group work can be challenging. When group work takes place in online text based forums there are additional factors that may impact on socio-emotional experience; students and their tutors are not co present in place or time and all interpersonal communication is in a written format. However, in online contexts the tutor has a unique advantage: access to the entire conversation of the group and time to reflect about intervention. Resources have been developed for the professional development of online tutors that are authentic accounts of the interpersonal interactions of a relational nature. In order evaluate these resources three sources of evidence have been collected: subjective, behavioural, and neural, when participants take on the role of an online tutor. Preliminary findings suggest that the socio-emotional climate of a group is parsed neurally. These findings endorse the view that neural data, collected while the student engages with learning could make a useful contribution to the success of AIED.

Matthew Robinson (London Centre for Leadership in Learning)

Whose Reality is it, Anyway? An ethnography of the creation, maintenance and transformation of staff culture in a school in crisis, as enacted through workplace discourse

This paper argues that the culture of a school can be understood through analysis of the discourses that occur there. The narrow focus and dependence upon the testimony of participants inherent in research methods like surveys and case studies limits them as diagnostic tools: the discourses that occur in a school provide a more rounded insight into how culture is created, construed, and enacted by its members. The discourses that relate to and take place in schools can be fitted into four categories because the discourses pertaining to each are sufficiently different from one another for it to be claimed that each is characteristic of the area in which it occurs: the language and enactment of continuing professional development (including the role that has in the socialisation of teachers into the culture of the school); the public image the school seeks to promote of itself to parents, the local community, and prospective employees, the bounded but overlapping sub-cultures of subjects and faculties; teachers' perceptions of their own personal and professional identities as revealed through their informal communication and behaviour. Exploration of these four elements of organisational culture provides the researcher with a description of how the school responds to change: how the school is disposed towards change, plans for it, disseminates it, talks about it, and enacts it through the discourses that take place in and about work. Understanding the school's attitude to change, in short, permits insight into its culture.

Hermione Ruck Keen (Culture, Communication and Media)

The Amateur-Professional Divide in Western Art Music: A Choral Case Study

Amateur and professional musicians are often considered to function in separate spheres which even when they overlap are separated by an established hierarchy related to a perceived difference in 'talent'. My research explores music-making contexts which juxtapose amateur and professional musicians, including rehearsal, performance and teaching situations. I am interested particularly in contexts that are atypical because they challenge conventional differences in status governing these two groups. This paper presents the findings of a pilot study of a chamber choir comprising amateur and professional singers, which I co-founded with the intention of providing a forum for collaborative music-making between amateurs and professionals. Positioning myself as an insider researcher, I conducted an interview-based qualitative study supported by an online questionnaire. While some of the findings support existing research into amateur music-making and professional musicians' working lives, there were significant areas which contradict my perception of the choir's function. The mixed responses of the participants regarding the 'other' group, their self-esteem and musical identity, and their concept of musical 'talent' deviated significantly from my expectations. These findings have implications both for the choir, and for the second phase of my research - a case study of a music summer school in which I also hold insider status.

A.B. Rutayuga (Lifelong and Comparative Education)

What is the emerging Tanzanian concept of work-based competence and what are the conditions for its successful implementation in national and global contexts?

Competence-based education and training (CBET) has received much interest in many nations due to its perceived potential in producing competent graduates required by the labour market. It is currently a common feature of most vocational and technical education

and training reforms around the world. However, the term 'competence' has wide and varied contextual meanings interpreted from a myriad of perspectives; hence diverse implementation practices are evident. In this study I review the evolution of CBET and understandings of competence globally, and examine and critique its efficacy in addressing the challenges of skill formation in Tanzania. Initially, through review of literatures, I distinguish four competence approaches – behaviourist, generic, integrated (cognitive), and social-constructive, from which I develop a theoretical framework to map the global competence approaches and CBET trajectories. Due to a combination of global and national influences, the introduction of CBET in Tanzania in early 2000 marked a paradigm shift from the traditional knowledge-based education and training (KBET) system. In order to explore the relationship between the external and internal factors in shaping this change, eight interviews were initially conducted to national policy makers, including the 'pioneers' of Tanzanian CBET. The complex dynamic of shaping factors was explored more thoroughly through a further sixteen interviews with 4 CBET pioneers, 2 policy makers, 1 employers association, 2 professional associations and 7 employers of CBET graduates to understand how wider influences are interpreted by those 'on the ground'. In addition, a survey of 28 teachers and document analysis was undertaken. This research approach at global, national and local levels suggests that a particular model of CBET is emerging in Tanzania. The paper also considers the conditions for its successful implementation.

Nadya Shaznay Sen (Psychology and Human Development)

Orchestration of Talk for Meaning-making in Reading Comprehension: A Study of Singapore English Secondary Classrooms

This sociolinguistic research focuses on orchestration of talk in reading instruction, which involves teachers' shaping of modes, speech, gestures and resources, used to support meaning-making. It draws on a secondary data source: a large-scale research project involving Singapore English secondary classrooms. Research emphasizes careful 'orchestration' of talk and tasks through meaning-making (Durkin, 1993). This refers in part to the capacity or 'behavioural smoothness' of teaching with varied modes (Kounin, 1970). This study starts from a distinct learning environment, reading comprehension instruction, which exhibited classroom talk emphasizing speakers' 'strategic, problem-solving processes' as they engaged with texts (Michaels, O'Connor & Resnick, 2008). Instructional features that may facilitate/impede orchestration of talk for meaning-making are identified. An adapted 'sociocultural discourse analysis' conceptual framework is designed to analyse a purposive thematic sampling of discourse extracts. This study discusses distinct linguistic and multi-modal features, supporting rich interaction that encourages deeper understanding in reading.

Nichola Shackleton (Quantitative Social Science)

Does Low Income really contribute to child obesity?

Evidence suggests there are socio-economic inequalities in childhood obesity. However the measurement of socio-economic status presents problems in understanding these inequalities. Composite or latent measures of Socio-economic status seem to have created an expectation that children in low income households are at an increased risk of obesity. Yet the evidence for a relationship between household income and child obesity is weak. To understand more fully what is driving social inequalities in child obesity, this paper considers the independent effect of income, adjusting for demographic characteristics of the children, parental education and indicators of social class. Data from the fourth sweep of the Millennium Cohort Study, when children were approximately age 7 were analysed using logistic regression. The results suggest a very small effect of income, which seems to be driven by those with high incomes rather than those with low incomes. Gender differences were also found in the relationship between income and child overweight.

Silvina Cimolai (Culture, Communication and Media)

The production of academic knowledge in the intersections of psychology and education in Argentina

This research is focused on the knowledge production practices in the intersections of Psychology and Education in Argentina. It aims to describe the types of knowledge that are being produced and to analyse the ways in which psychologists working on educational issues conceive research practices and construct their role as researchers. Research projects carried out during 2000-2010 at the Psychology Departments of all the Argentinean National Universities have been collected, as well as research reports (when available) or publications related to each research. Additionally, 21 researchers directing projects in the intersections of psychology and education in the selected faculties have been interviewed. The research informing this study primarily comes from the sociology of scientific knowledge approaches and from higher education studies about the academic profession. This presentation will first provide a characterization of the particularities of the Argentinean context, regarding to research practices in general and to the specific place of Psychology in the country, not only as a profession, but also as a general culture that permeates everyday life. It will then present a selection of the analyses being undertaken, including aspects of the research projects collected and of the interviews carried out until now.

Birendra Singh (Humanities and Social Sciences)

Barriers to formative assessment in secondary school science: A critical realist analysis

This paper presents a five part discussion on barriers to formative assessment (FA) in secondary school science. The Transformational Model of Social Activity (TMSA), a critical realist concept, is used to address the structure-agency dualism and to provide a fuller analysis of why barriers to FA remain strong, in spite of widespread agreement that formative assessment aids and enhances learning. Using a synchronic analysis of the pre-existing structures the paper narrates the deep seated structural and ideological barriers to FA. Then, using a diachronic analysis of the events since 1978, (the date of Callaghan's Ruskin College speech) and with the help of empirical data, the paper describes how the government's 'standards agenda' has augmented and intensified the historical barriers to FA. Finally, the paper considers how the agency of teachers can play a transformative role in bringing about a change from the deeply embedded summative assessment (SA) to FA, a much more learning-orientated assessment approach. The empirical data has been drawn from a three-site case study of classroom practice in science. The conclusions make uneasy reading of the state of science education in state comprehensive schools.

Mariam Sood (School of Psychological Sciences, Birkbeck)

Neural Basis of Language Comprehension

What does language comprehension mean at a neural level? What are the brain regions playing a functional role in language comprehension? My PhD research aims to seek answers to the above questions. Recent literature on semantics generally offers two approaches. One theory emphasizes that comprehension occurs at specialized areas and is independent of sensory and motor processes. The second theory suggests that sensory-motor regions play a central role in the organization of conceptual information. However the evidence provided by either of these theories is far from conclusive. We need more accurate measurements to come to reasonable conclusions. In our first study, we investigate the extent of overlap between language network and visual processing areas in the brain. High-resolution lower level fMRI mapping (retinotopic mapping) techniques are combined with higher-level cognitive experiments (language comprehension tasks) in individual subjects to

obtain a better localization of brain regions involved in comprehension.

Simone Stephney-White (Curriculum, Pedagogy and Assessment)

Contemporary Teacher Narratives: A narrative inquiry into the personal and professional lives of English teachers in a secondary school in an inner London borough

This qualitative study is a narrative inquiry into the accounts of secondary school English teachers about their professional practice and personal lives in the particular setting of their school in an inner London borough. I analyse the data-rich context of an inner London school as a continuum, where the teachers involved in the narrative process are in the midst of living their stories against a backdrop of a social context that is diverse. In their discussion of this genre of research, Connelly and Clandinin (1990) explain the 'immersive' and 'cyclical' process of interpreting teachers' stories about their practice and describe the teachers as 'participants' in a study, whose lives 'do not begin the day we arrive nor end as we leave'. Through narrative inquiry and thematic analysis, I focus on teachers' narratives to offer interpretations of their construction and the main themes that characterise them.

Joseph Tawiah (Culture, Communication and Media)

Social order in multicultural classroom learning in Southeast London Schools: A knowledge perspective

Introduction: The interactive moral and social order within multicultural classroom settings has become a "ba" of knowledge creation and transfer where we could take serious interests in "learning lessons" for concrete observation. Aims/Objectives: To find out which social order and learning in multicultural classroom context impact on knowledge spillage in Southeast London Schools. Methods: This initiative will use ethnographic techniques in qualitative methodologies derived from anthropology, which represents the most distinctive methodological approach in the study of knowledge transfer. Episodic interviews and non-participant observation techniques will be used to study the moral and social order of multicultural classroom learning and its knowledge creation and transfer in Southeast London Schools. Findings: The value of undertaking study in social order in multicultural classroom learning will be explored in detail taking into consideration discourses, tacit and explicit knowledge, interactions and informal learning. In addition, learning process and knowledge transfer exchange in multicultural classroom learning will also be examined. Conclusions: This study will have potential to manage the creation of tacit and explicit knowledge in multicultural classroom learning in Southeast London Schools. It can also be used as a vehicle to inform and share good practice in multicultural classroom learning where teachers, pupils and educational policy decision-makers will benefit.

Fei-Yun Tsui (Quantitative Social Science)

The lost generation: Factors influencing young people's career development in Taiwan: Some preliminary findings

This study explores factors related to career development among young people in Taiwan. Career development is a dynamic process, through which individuals build their careers, moving through different life stages. This study focuses on the transition from school to work among young people in Taiwan, using evidence from the Taiwan Youth Project. In order to understand individuals' career development situations at different important stages, educational attainment and employment situations between the ages of 16 and 19 are taken as career outcomes. The central aim of this study is to investigate the factors and experiences that potentially influence young people's higher education attainment and

occupational status, particularly the links between socio-demographic background, parental support for education, teenagers' school experiences, work orientation, psychological adjustment, and career outcomes at age 19. In the first place, the relationships between social-demographic backgrounds, parental support for education, personal education expectation, and higher education attainment are investigated. The results show that young people's personal education expectation, parental education expectation, and parental education support are significant indicators that can be used to predict young people's higher education participation at age 19. The influences of family socio-demographic background are fully mediated by these indicators. More variables will be tested in the following stages of this study. It is hoped that the findings of the study will not only map the pathways linking early experiences to school-to-work transition, but also encourage concern about young people's career development process, which may have implications for areas such as career education, occupational guidance, psychological well-being and higher education in Taiwan.

Chun-Ying Wang (Culture, Communication and Media)

English Prepositions Teaching in Taiwan: in, on, and at

This research aims to investigate how Taiwanese English teachers teach the concepts of English prepositions in, on, and at to their students after the conceptual meanings of in, on, and at were found in Wang and Chen's (2012a, 2012b) studies by employing the theory of conceptual metaphor (Lakoff & Johnson, 1980) and cognitive grammar (Langacker, 2008). I invited fifteen experienced English teachers, eight from universities and seven from senior high schools in Taiwan, to share their teaching methods in a semi-structured interview. English teachers from high schools and universities frequently employ (1) formulas, (2) visual stimulus, (3) idioms and chunks, (4) audio stimulus, (5) association and homonym, (6) context creation, and (7) examples to teach English prepositions. Nevertheless, although teachers teach students via similar methods, a stimulus-response relation, i.e. behaviorism, is found in senior high schools. Students are required to reproduce the correct form of different prepositional phrases and phrasal verbs when receiving a specific stimulus. By contrast, the teaching in universities focuses on students' understanding and English fluency, which is though more cognitive.

Stephen Willoughby (Childhood, Families and Health)

Leadership within the context of school equality policy

I conceptualise leadership as the interaction of school leaders and followers within a specific situation. Specialists support teaching staff within the situation of equality policy. Specific policy is required by the 2010 Equality Act. My aims are to pursue new knowledge and understanding of leadership within the context of a specific school policy and to clarify, illustrate and evaluate the distinction between leadership and management within primary schools. The research questions are: What leadership characteristics come out of making school policy? Where do power and control lie within primary schools? I use a qualitative case study design involving three primary schools within a single inner city authority. Data collection methods include documentation and semi-structured interviews. Documentation consists of OFSTED Reports, policies, plans and any other papers given by schools. Interviewees comprised of members from senior leadership teams, class teachers and teaching assistants. I use a 'Critical Discourse Analysis' (CDA) model to analyse collected data. This model brings together critical theory and detailed analysis of language/discourse. At present I am analysing relevant OFSTED documentation and initial interviewee answers. I argue that the CDA model allows an in depth criticality on the themes of school leadership and management within equality policy.