

Abstracts of the Institute of Education Poster Conference March 2014

Marcos Vinicius Araujo (Lifelong and Comparative Education)

Self-regulatory practice behaviours and flow dispositions in highly skilled musicians

The aim of the present study was to explore self-regulatory practice behaviours and flow in highly skilled musicians. A sample of 217 musicians (male = 51.2%, female = 46.1%) of different nationalities answered a questionnaire about self-regulated practice behaviours and flow state. Their ages ranged from 18 to 74 ($m=34.07$, $SD=11.89$), and their experience as performers from 3 to 57 years ($m=20.08$), most of them with more than 10 years of experience (82.8%). Preliminary results showed that the skilled musicians were highly self-regulating, but also that there were significant differences according to gender and musical instruments. Most flow characteristics were experienced in practice, two being significantly less reported (i.e. action-awareness merging and total control). While flow dispositions statistically varied according to age groups, no significant differences were found in dispositions to flow according to gender, musical instrument, and practice routines. Self-regulated behaviours, 'metacognitive awareness' and 'goal efficacy' were moderately correlated with flow dimensions, suggesting that these may contribute to the flow experienced in practice. Frequency of 'goal setting' and some goal properties were negatively correlated with the 'action-awareness merging' dimension of flow. No positive associations were found between the "action-awareness merging" dimension and any of the self-regulated behaviours.

Jaime Balladares (Psychology and Human Development)

Comparison of reading predictors in young Chilean children from low, mid and high socioeconomic status

Chile is one of the most unequal countries in terms of academic achievement, with individuals from low socioeconomic status (SES) backgrounds underperforming compared to individuals from high SES backgrounds. Reading is one of the most affected areas, and is the focus of this study. Reading is a complex skill, and language and cognitive abilities in the preschool years predict how well children learn to read at school. We hypothesise that SES differences might start in the preschool years, meaning that low SES children already start school at a disadvantage. At this stage we asked, are there SES differences in the predictors of reading skills (i.e. language and cognitive skills) prior to learning to read? For this purpose, a set of language and cognitive tasks were administered to 133 Chilean children aged 5 years old from different SES groups. Results show that those tasks that involve vocabulary are affected by SES, whereas those tasks that involve the cognitive processes underlying vocabulary acquisition are not. Differences in vocabulary could be related to the quality/quantity of vocabulary input that children from different SES groups receive, but it appears that the mechanisms through which children learn new words are not affected by SES.

Domini Bingham (Lifelong and Comparative Education)

Sustaining extended working lives – perceptions and understandings of professional development for older workers in higher education workplace in England

Extended working lives will affect us all. The lifting of the default retirement age, rising life expectancy and increasing numbers of older workers, throw the spotlight on extended working lives; the place of older workers; their engagement and professional learning needs. This thesis explores understandings of older workers in professional roles in a higher education institution, their perspectives of professional development and learning, together with those of management. An interpretative, qualitative, case study methodology, using a multi-strategy approach of survey and semi-structured interviews with staff and management, seeks to probe what is happening in a little-understood situation in a university environment. This critical study builds on a conceptual framework seeing older workers as agentic, able to contribute as well as to receive, and recognises older workers look to develop lifelong skills taking them beyond the workplace. The main contribution of the thesis is in generating new perspectives on what older professional staff and management understand about learning and professional development of older workers; the implications and what it is to be engaged in learning in higher education as an older worker. It will uncover new insights into vocabulary, practices and approaches for professional development and recommend strategic responses.

Yun Yee Cheong (Curriculum, Pedagogy and Assessment)

Assessing Reading at the Secondary Level: A Critical Review of the Singapore-Cambridge GCE O-Level Chinese Language Examination (GCE 1162)

This study sets out to describe and evaluate how the Singapore—Cambridge GCE O-Level Chinese Language Examination (GCE 1162) assesses second language (CL2) reading ability. It intends to provide a coherent account of the theoretical construct on which reading examinations should be based and of the rigorous procedures that need to be followed to provide evidence concerning the various components of a test's validity. Weir's (2005) socio-cognitive validity framework will be employed to establish the overall validity of the Examination. The framework consists of six component parts: Test-taker Characteristics; Cognitive Validity; Context Validity; Scoring Validity; Consequential Validity and Criterion-related Validity. Reading, the construct of interest in this research, is viewed as not just as the underlying latent trait of reading ability but as the result of the constructed triangle of trait, context and score. Research findings are expected to: 1. Enhance language testing practitioners' understanding of the current theoretical basis upon which GCE 1162 assesses reading proficiency. 2. Inform current and future CL2 reading assessment projects. 3. Provide recommendations for improving the format and operations of GCE1162. 4. Communicate the strengths and limitations of GCE 1162 to the public. 5. Exert positive washback effects on CL2 curriculum and pedagogy.

Sushmita Das (Quantitative Social Science)

Do Child-Friendly Practices affect Learning? Evidence from Rural India

This research examines the effects of “child-friendly” practices on learning in rural India. Child-friendly practices are pedagogical practices intended to improve education outcomes by increasing children’s inclusion in their learning environment. These practices are widely promoted by international development organizations and policymakers in developing countries such as India. No formal evaluation of their impact on education outcomes has yet been carried out. My research offers the first quantitative evidence of their impact, using data on 12,576 primary school pupils in rural India. Six practices are analysed, each representing different aspects of child-friendliness. Data on the incidence of these practices is drawn from high-quality classroom observations. Estimates of their impact on reading and maths test-scores are generated using a school fixed effects value-added model. Findings: Child-friendly practices have largely insignificant effects on test-scores. Even in circumstances where the practices show some effects, they do not always have the positive impact which would be expected based on their popularity in policy discourse. No evidence emerges that the practices differentially affect test-scores of high and low ability pupil groups. These findings highlight the substantial flaws in the content and usage of the evidence base which underlies important elements of Indian education policy.

Tony Dimmer (London Centre for Leadership in Learning)

A Case Study of School to School Collaboration as a Means to Self-Improvement

The main research question is: To what extent does the formation of an umbrella trust support school to school collaboration and improvement during the first year of its existence? This poster presents an outline of a longitudinal research case study which is tracking the development of an “umbrella trust” of five schools as they start to develop a self-improving system of collaboration during the first year of its existence. It will explore the process by considering the views of teachers about levels of Joint Professional Development, Social Capital, Collective Moral Purpose, Evaluation and Challenge and Alliance Architecture. These are key elements identified by David Hargreaves (Hargreaves 2012) as the essentials of a self-improving school system. Together they are the building blocks of his concept of “collaborative capital”. The case study takes the form of an initial survey of teaching staff in all five schools followed by sample interviews with leaders and teachers to amplify the findings from the survey. The impact on school improvement will be gauged by comparing an initial audit carried out in November 2013 with one in January 2015.

Thomas Georgas (London Centre for Leadership in Learning)

Managing change in a time of social and economic crisis

When the global financial crisis impinged on Greece in 2009, the country's education system confronted its greatest challenge ever. Short and long term economic pressures on the one hand and an ineffective, out-dated education system on the other emphasised the need for change. Over the past years, Greek governments have sought to address a number of issues through reforms. Still, where reforms have been introduced they have been met with consistent resistance from the school workforce and often failed to make a real impact. However, the current fiscal crisis is seen by the government as an opportunity to pursue educational changes in a perspective of the overall restructuring of Greek Education, driven by intergovernmental organisations such as the OECD. Whether and how the crisis and the counter-intuitive conditions of collective despair that it has produced, serve as catalysts for change is what the proposed study wishes to investigate. Its focus is on school leaders and teachers' attitudes towards change in pedagogy at the school level and how these have been re-shaped by the crisis. 'How and in what ways does the social and economic crisis affect the ways in which schools approach change?' is the main research question.

Son Gyoh (Curriculum, Pedagogy and Assessment)

Exploring the knowledge dimensions of INGO campaigning on global poverty and inequality: A network society perspective to public engagement

International NGO activities in developing countries place them as important actors in producing knowledge on global poverty they use in promoting awareness and action on global poverty. However, studies on public attitudes and understanding of global poverty suggest falling levels of public concern. My thesis is an investigation into the way NGOs identify, frame and communicate the knowledge they use to promote action on global poverty in an era of 'online' campaigning. I examine the knowledge processes in two categories of NGOs engaged in campaigning on global poverty. Although the two categories differ in structure and resource base, I focus on processes and practices in how campaign knowledge is produced and communicated to campaign audiences. I adopted Manuel Castells' concepts of informationalism and communication power and draw on Gibbons et al mode2 knowledge production as a framework for analysing how NGOs can mediate 'campaigners' in constructing their knowledge on global poverty. I found that with the humanitarian INGOs, knowledge was framed and communicated through a top down approach in contrast with youth led campaign organisations that adopt a democratic approach to identifying campaign knowledge. My presentation focuses on the conceptual and methodological elements of the study and highlights of findings.

Fifi Faulina Haji Zailani (Psychology and Human Development)

Learning to read and spell in Malay: A study of typically developing Bruneian learners

The present study aims to investigate the concurrent predictors of the reading and spelling skills in Malay-speaking children in Brunei. Malay is an orthographically transparent language with consistent relations between letters and sounds, unlike English. Fifty-three Year 1 children were assessed in phonological processing, letter knowledge, word recognition and spelling. Reading fluency was also measured. Previous research has shown that letter knowledge and phonological awareness are important predictors of children's reading and spelling development. Research has also indicated that rapid naming has a role in children's reading, but less in spelling. Regression analyses were conducted, entering phonological awareness, rapid naming and letter knowledge as the predictor variables. Results revealed that only phonological awareness was a significant predictor of the word reading ($\beta = 0.72$, $p < .001$), nonword reading ($\beta = 0.75$, $p < .001$) and spelling ($\beta = 0.43$, $p < .05$). Phonological awareness was also a significant predictor of word reading fluency ($\beta = 0.68$, $p < .001$) and nonword reading fluency ($\beta = 0.69$, $p < .001$). The findings are almost consistent with previous studies although rapid naming did not show statistically contribution to the variability of both reading and spelling.

Luciana Hamond (Culture, Communication and Media)

Technology-mediated feedback in advanced level piano learning of an étude by Chopin: an exploratory pilot study

There is evidence that the application of modern technology can be beneficial in advanced level instrumental and vocal learning. However, what is not yet clear is how technology can be used in an advanced level piano lesson. Consequently, an exploratory pilot study was undertaken in the UK in order to investigate more systematically the pedagogical use of technology in a piano studio. The participants were a piano student, a piano teacher, and a researcher (the author). Technology-mediated feedback was used to foster the improvement of the Étude Révolutionnaire by Chopin in one single piano lesson. Data collection involved the video recorded observation of the piano lessons, followed by audio recorded interviews with teacher and student separately. The technology involved in the lesson was a digital piano, connected to a laptop computer with software (Cockos' Reaper) using a MIDI interface. Real-time and post-hoc feedback regarding particular aspects of the performance, such as articulation, dynamics, timing, and pedalling was provided to the participants using an additional computer screen. Data analysis involved the use of the software for qualitative data analysis NVivo10 for observed data and self-report data. The observed data was analysed and compared to the interview data and to the researcher's perception.

Michael Harpham (London Centre for Leadership in Learning)

Moving into Senior Leadership: Towards an Effective Development Programme

There is a small amount of writing and an even smaller amount of research, nationally and internationally, into senior leader development in secondary schools. The aim of the research was to identify the professional needs of new-to-post secondary school senior leaders, to formulate an effective development plan for meeting those needs and to identify how such a plan could be effectively delivered. The study involved designing, testing and evaluating a development programme in three secondary schools in England. The study was carried out over two terms between September 2012 and April 2013, through the development and application of a needs-driven senior leader programme. Data was collected pre, mid and post-test through participant self-report, evaluation and questionnaire as well as perceptions of participant development and changes observed by other significant professionals. The key finding of this mixed methodological research was that effective senior leader development is a personalised, tailored, multi-experiential development programme delivered over time. The traditional method of didactic generalised development has its place. However, as this research shows, for development to be more effective there needs to be greater development of self-awareness, providing needs-driven development experiences and sustained engagement.

Rafael Hernandez (Humanities and Social Sciences)

Peer-group mentoring and mathematics: exploring the experiences of mentors and mentees through a psychosocial framework

This Institution-Focused Study (IFS) report seeks to explore how affects and emotions have an impact on processes of educational achievement in a group of mentors and mentees. My main objective is to investigate how the interrelation of individuals within groups influences academic attainment in mathematics from a psychosocial perspective. This research also endeavours to make a contribution to the existing educational literature by surveying the interplay of research participants with regards to their emotions and how emotions impact on mentors' and mentees' ability to engage from an academic stance. My key questions for the IFS are: what are the underlying psychosocial processes and dynamics at work in the Peer Mentoring Scheme (PMS)? And how does the peer aspect influence the experience of tutoring and impact upon academic attainment in mathematics? The psychosocial approach undertaken in this study delves into the "emotional" and the "affective turn" to explore mentors and mentees. I look at "affect" as the agency factor on emotions that enables individuals to produce thoughts and at the same time is able to shape individuals' attitudes and behaviour towards an object or a reality.

Val Hobbs (Psychology and Human Development)

What do practitioners believe are the crucial elements, conditions, factors and considerations that contribute to and maximise the learning experience for pupils with PMLD

The School for Profound Education, where I work, has written and published its own developmental curriculum designed specifically to meet the learning needs of pupils with Profound and Multiple Learning Difficulties (PMLD). This is also true of a number of other schools around the country. The research study aimed to determine what practitioners perceived were the important elements, conditions, factors and considerations when seeking to maximise the learning experience for this population of young people. The study involved sending questionnaires to all schools in England where pupils with PMLD attended to identify the range of curriculum documentation and resources they used, and subsequently undertaking field trips to twelve selected schools and undertaking in depth, face to face interviews with the staff teams. The interviews were transcribed, coded and emergent themes were identified through a cyclical, iterative process. Emerging themes - The need for individualised learning programmes, linked to life goals and agreed by parents and practitioners; The crucial importance of trans-disciplinary working and team work; Commonality of Curriculum content that is relevant for this pupil group; Supportive Management and School ethos and Multi sensory approaches to learning.

Carolyn Hunt (Psychology and Human Development)

Great Expectations? A Straussian Grounded Theory Study of Potential Sources for the Variation in Disabled Post-Graduate Students' Expectations for Disability Support

This paper reports on an initial, short, pilot study employing grounded theory to look at the expectations of a group of prospective, disabled, post-graduate students. Student satisfaction is an important measure for universities and it is argued that universities have responded to government legislation and guidelines to produce improved service performance but student complaints are still rising, with disability complaints disproportionately high. This research proposes that the gap between student expectation and university performance is a good explanation for this phenomenon and the study has identified four domains to the knowledge required by disabled students to manage their expectations and empower them to determine their support needs. Ongoing research is currently being carried out to establish more detail on the students' expectations; how these expectations have been acquired; and the possible effects these may have on their initial satisfaction levels.

Dima Khazem (Curriculum, Pedagogy and Assessment)

Health Impacts of Climate Change in Egypt: A Curriculum for Human Flourishing

Climate change has serious impacts on people's health and wellbeing and is the biggest global health threat of the 21st century (Costello et al, 2009). This study examines these impacts in Egypt, and assesses in what ways the Egyptian school curriculum informs pupils about the effects of climate change on health and helps them to develop adaptation and mitigation skills. A documentary analysis of the Egyptian school curriculum is employed using critical realist concepts of "absence" (Bhaskar, 1993) and "the four-planar social being" (Bhaskar, 2010). This analysis will include a scope and sequence scrutiny for every stage and subject. A double-tiered survey of school pupils in six schools in Cairo, Alexandria and the Delta region is employed to explore pupils' understanding of climate change and its health effects. Questionnaires are used to survey 600 pupils and interviews with vignettes with 36 pupils. Both the curriculum analysis and pupils' survey will be used to argue for a curriculum aiming at human flourishing (Reiss and White, 2013). The study suggests a framework for curriculum development for climate change education in Egyptian schools with implications for research, policy and practitioners.

Besa Luzha (Culture, Communication and Media)

Music education in post-war Kosovo: Generalist and specialist teachers' identities, beliefs and practices

This study explores Kosovan teachers' identities, beliefs, self-reported practices and perceived needs, concerning the interface of music, society and education; at a time when the newly independent country is emerging from war and establishing an education system, of which music forms an important part. The discussion takes a social constructivist viewpoint, whereby music learning and teaching are understood in relation to the historical, political and cultural contexts of the society in which they occur. The focus of the investigation is on the current practical and theoretical situation faced by music education in Kosovo. This is approached through the voices of music teachers, all of whom belong to the Albanian-majority ethnic group in Kosovo (92%), which was subject to political oppression and acculturation under the former Serb regime until the Kosovan war ended in 1999. Using an 'explanatory mixed methods design' (Creswell, 2003, p. 15) a questionnaire survey was conducted with 204 teachers falling into two main, very different, groups – generalists and specialists – across all regions of Kosovo. The survey was followed up with semi-structured interviews of 16 individuals, selected as representative of each of the two main groups.

Catherine Manning (Psychology and Human Development)

What limits global motion processing in development? An equivalent noise approach

The development of motion processing is a critical part of visual development, allowing children to interact with moving objects and navigate within a dynamic environment. However, global motion processing, which requires pooling motion information across space, develops late, reaching adult-like levels only by mid-to-late childhood. The reasons underlying this protracted development are not yet fully understood. In this study, we sought to determine whether the development of motion coherence sensitivity is limited by internal noise (i.e., imprecision in estimating the local directions of individual elements) and/or global pooling across local estimates. To this end, we presented equivalent noise direction discrimination tasks and motion coherence tasks at both slow (1.5 deg/sec) and fast (6 deg/sec) speeds to children aged 5, 7, 9 and 11 years, and adults. We show that, as children get older, their levels of internal noise reduce, and they are able to average across more local motion estimates. Regression analysis indicated, however, that age-related improvements in coherent motion perception are driven solely by improvements in averaging and not by reductions in internal noise. Our results suggest that the development of coherent motion sensitivity is primarily limited by developmental changes within brain regions involved in integrating local motion signals.

Ronald Mazorodze (Curriculum, Pedagogy and Assessment)

The impact on students' problem-solving of the explicit teaching of problem-solving strategies in post-16 physics. The case of a GCE A-Level physics course in an inner London Academy. A critical Realist Approach!

This action research study explores the impact of the explicit teaching of problem-solving strategies on quality of problem-solving, attainment and self-efficacy in post-16 physics. The focus group consisted of 10 AS physics students, the only course cohort in an inner London academy. The study was an action research project which involved embedding activities aimed at the triggering of generative mechanisms that enable competent problem-solving through the explicit teaching of problem-solving strategies within the school curriculum. Data were collected using standardised written tests including external assessments, questionnaires and confidence rating scales for individual problems to gauge self-efficacy. Video recordings of problem-solving sessions were used to measure the extent of strategy use and quality of problem solving through concurrent verbal protocols. While there was a noted improvement in attainment and quality of problem solving, self-efficacy did not show any notable trend; it depended on the subject material and level of complexity of each task. However, the study showed that embedding confidence rating scales, to gauge task specific self-efficacy, as part of the problem-solving strategy helped students with initial planning and raising overall attainment for given timed tasks. In addition, students showed a shift in their own problem-solving patterns.

Joyce Mbepera (London Centre for Leadership in Learning)

An exploration of Factors Influencing Under-representation of Females in Leadership Positions in Community Secondary Schools in rural Tanzania

Despite gender composition in the world being almost equal (Central Intelligence Agency (CIA, 2010)) females are under-represented in leadership posts worldwide (Grant Thornton IBR, 2013). Tanzania is among the countries where females are under-represented in leadership. This study is based on an exploration of factors that influence under-representation of females in community secondary school leadership. The study employed mixed method approach mainly qualitative through conducting 20 interviews with heads of schools, Regional Educational Officer and District Educational Officer. In addition, 20 focus group discussions with teachers and 7 groups with parents, questionnaires with 156 teachers and 35 members of school boards were conducted. The study revealed personal, societal and organizational factors contributing to female under-representation in school leadership. Some of the factors included female teachers rejecting the post due to witchcraft and poor work environment, female teachers being satisfied with diploma level and their husbands' prosperity, hence less interested in leadership and career development. Other factors revealed include lack of transparency in appointment process and gender insensitive policy. The study suggests that the appointment of heads of schools should be open and transparent to allow interested people to apply and compete for the post.

Susan McGrath (Lifelong and Comparative Education)

Making UCAS choices: how do students select, from thousands of options, just five courses for their UCAS application?

The gradual massification of higher education since the 1960s and the WP agenda of the New Labour era have increased HE participation rates, but state sector students remain under-represented amongst applicants to the most prestigious universities. Existing research into inequities in patterns of progression does not address in any detail the process by which applicants research and select the five courses allowed on the UCAS application form, and my research aims to fill this gap in the literature. A multi-method approach to interviewing involving card-sorts, vignettes, rating scales and prompt questions generated both qualitative and quantitative data from six cohorts of UCAS applicants, representing the range of 16-19 education provision in England. The data describe a complex decision making process, and significant differences between cohorts in the strategies employed suggest three contextual themes are important in establishing the parameters within which UCAS decisions are made: government policy for HE-IAG; the role of mediators at school and in the home; the characteristics of applicants themselves. Drawing on Bronfenbrenner's Ecological Systems Theory and Simon's concept of Bounded Rationality, I aim to build a theoretical model that shows how the different ecologies experienced by each cohort can lead to markedly different progression outcomes.

Yuta Mogi (Culture, Communication and Media)

Ideologies in *Hoshuko* (Japanese Saturday School)

This proposed study will critically examine language and culture ideologies represented in *hoshuko* (Japanese Saturday School). *Hoshuko* was established as an educational institution for children of Japanese expatriate (ages 5-18). In order for these students to have a smooth transition to educational and social system in Japan, the government of Japan supports these schools by providing financial aids and teachers from Japan. However, the key issue facing *hoshuko* is that the student demographic is diversifying, and some students enrol to *hoshuko* to learn Japanese as an additional or heritage language, and do not plan to return to Japan. As the situation in *hoshuko* is changing, I am interested in how *hoshuko* represents ideologies of Japanese language and culture, and how *hoshuko* and its teachers envision future trajectories for their students. Although research on *hoshuko* is prevalent (Kanno, 2003), research on language and culture ideologies represented in *hoshuko* has been generally overlooked. The primary methods of this study will be textual analysis of public images of *hoshuko*, and semi-structured in-depth interviews to teachers of *hoshuko*. Building upon the theoretical frame of 'imagined communities' (Anderson, 2006) this qualitative research will serve as a guideline for current and future *hoshuko* teachers and policymakers.

Emma Newall (Curriculum, Pedagogy and Assessment)

The Charles Darwin Trust – A case study of a small education charity: experience and inspiration

The Charles Darwin Trust is an education charity that has developed a pedagogy of inquiry for science education based on Darwin's ways of working. The Trust is a small organisation, but its impact on the students and teachers who have worked with it is, I would argue, significant. I wanted to examine why this might be the case and how the members of the Trust perceive their relationship to the organisation and to Darwin himself. What are their motivations and influences? What impact has their life history had on what they do? My research questions were: What are the routes to Charles Darwin? Why do the individuals have a deep interest in Darwin and choose to: invest in him, and inspire an interest in him in others, and children in particular? I employed narrative analysis to investigate the life histories of key members of the Trust, using semi-structured interviews to collect biographical data. In addition I attempted to use aspects of eidetic analysis, taken from phenomenological ideas to explore the essence of a Trust member. What I revealed was a group of people with a deep connection with nature and a refusal to be constrained by disciplinary boundaries.

Muireann O'Keeffe (Lifelong and Comparative Education)

Exploring the 'Mind-set of Digital Scholarship' with higher education professionals

A group of higher education (HE) professionals, lecturers and academic support staff, developed ePortfolios as part of a Master's programme (MSc in Applied eLearning). The aim of the ePortfolios was to support reflection on learning and to demonstrate transformation in professional practices. After graduation some of these professionals continued to maintain their ePortfolios, in certain cases the ePortfolios have evolved into online digital profiles where the HE professionals share and disseminate their practices. However other graduates of this programme have not maintained similar online presence. Recently there has been a shift towards digital scholarship (Weller 2011, Costa 2014) where academics present their practices and digitally disseminate knowledge openly on the web. I want to investigate if the online profiles of HE professionals are influenced by this shift towards digital scholarship. In phase 1 of the research I will explore the motivations of graduates for maintaining or not maintaining an online digital presence after leaving the programme. In the second phase of research I will use Weller's (2011) characteristics of the Digital Scholar (Digital, Open, Networked) as a framework to investigate if the graduates show characteristics of the digital scholar within their online profiles.

Rab Paterson (Culture, Communication and Media)

EMP: Educational Multimedia Projects

As technology advances, education has to keep pace to stay relevant and really motivate digital natives. This presentation outlines the theory behind, process of, and results from a course that used Educational Multimedia Projects for high level English language returnee students at ICU in Japan. This session will show why using educational technology tools and techniques is important by looking at three of the four 'bridging activities' (Thorne & Reinhardt, 2008), namely instant messaging / chat, blogs / wikis, and remixing / mash-ups and how students reacted to these in their collaborative projects via their course work of papers, presentations, video making, and website building. Next the presentation will explain the pedagogical theories underpinning the course's design, TPACK, SAMR, Flipped Learning, Just in Time Teaching, Expanded Classroom, and Project Based Learning, and show why they are important for 21st century learning and learners. After this examples of the students' papers at various stages, presentation slideshows, videos, and the finished actual project websites will be shown. To conclude I will discuss the students' survey and interview results in detail afterwards and look at lessons learned from the course.

Georgia Pavlopoulou (Psychology and Human Development)

Atypical relationships among typically developing children and their siblings with Autism Spectrum Disorders

This qualitative pilot study used participant driven photo elicitation in order to capture important experiences in the lives of 6 siblings living with a low functioning brother or sister with Autism Spectrum Disorder (ASD). Siblings were involved in collecting data by themselves, determining the content of the data, and analysing and interpreting the data. Modified mentalizing techniques during semi-structured interviews, a novel strategy to assist children to extend the story of the places, people and events of the photos, were also used. Interpretative Phenomenological Analysis (IPA) revealed several categories that confirm previous research results such as differential parental treatment and feelings of love but also introduced new concepts such as negative involvement of fathers, sleep deprivation, hard times during celebrations such as birthday parties and school assemblies, holiday trips, cousins as sources of emotional support, mixed feelings about sensory stimming of ASD siblings and physical aggression during conflicts. Results validate the importance of gathering data from siblings using novel and multiple qualitative methodology. Limitations of current study and future research plans to extend our understanding on the experiences of sibling relationship through mixed methods and video analysis are also presented.

Alan Potter (Lifelong and Comparative Education)

What does ‘quality’ learning, in later life, look like? An exploration into how later life learners understand learning and how their beliefs reflect current research

The ageing of the world’s population is well documented, demonstrating a compelling need for compassionate and cost-effective strategies that sustain well-being throughout the latter stages of life. Learning in later life is advocated as just such a strategy, offering a means of supporting independence, developing skills, and enhancing cognitive well-being. Recent research has challenged conventional notions that brain capacity decreases with age and suggests brains can continue to ‘grow’ (neurogenesis). The problem is that not enough is known about how best to support effective learning in later life or how to maximise the potential for engagement. Furthermore, the question of how older people learn best within informal and semi-formal contexts, as compared with more formal settings, remains under-researched. Through a multi-strategy approach, I am seeking to identify the ‘quality’ approaches to learning that underpin deep engagement and contribute to wellbeing amongst older people. My flexible methodology involves collaboration with older people themselves to hear their voice and then explore their beliefs about the wider benefits of learning. I aim to better understand which pedagogical approaches embody the most effective teaching and learning for older people and to identify the pedagogical practices to support greater numbers of older people into learning.

Julia Rodriguez (Culture, Communication and Media)

Postgraduate Students' Perceptions of English (L2) Implicit and Explicit Vocabulary Learning Using 'Tell Me More Campus' Language Software

More and more universities all over the world are incorporating online language software for the teaching and learning of foreign languages as a way to cope with students' mobility and globalization of institutions. These resources offer students the possibility to work in an independent and "à la carte" way. However, we know little about the students' perceptions of the real impact of it in their learning, and specifically in their vocabulary learning. This study looks into students' perceptions of the implicit and explicit vocabulary-learning outcome of a 30 hour-long course using the language software "Tell Me More Campus". Through an online questionnaire, semi-structured interviews and a think-aloud protocol, implicit and explicit ways of vocabulary acquisition will be analysed throughout the students' eyes. This is a year-long study with post graduate students in a French university.

Geraldine Rowe (Psychology and Human Development)

What would secondary schools look like if students shared responsibility with their teachers for building successful learning community in the classroom?

This research brings together two major topics: democracy in schools and the psychology of behaviour and motivation. As an Educational Psychologist with a background in Occupational Psychology, I have an interest in the organisational culture of schools, and in particular the extent to which democratic values are in evidence in the schools where I work. Although student participation is now a widely-accepted concept in our schools, the active role that students play in shaping school culture and promoting a sense of discipline remains an area for exploration. This study employs an Appreciative Inquiry (AI) action research methodology with a group of Year 9 student researchers, aged 13-14 years, in a mainstream secondary Academy in north-west London. I plan to investigate the ways in which students are already involved, and could be even more actively involved, in shaping the culture of community in their own classrooms. I will also explore how effective and feasible it is to use an Appreciative Inquiry approach in a secondary school setting, including the effect that AI has on the student researchers themselves. This is an Institution-Focused Study (IFS) undertaken as the second year requirement of the EdD programme.

Adolf 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. However, the term 'competence' has wide and varied contextual meanings interpreted from a myriad of perspectives; hence diverse implementation practices are evident. This study reviews the evolution of CBET and understandings of competence globally, and examines and critiques its efficacy in addressing skill-formation challenges 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 global competence approaches and CBET trajectories. Introduction of CBET in Tanzania marked a paradigm shift from traditional knowledge-based education and training. To explore the relationship between external and internal factors in shaping this change, eight interviews were initially conducted to national policy makers, including Tanzanian CBET 'pioneers'. The complex dynamic of shaping factors was explored more thoroughly through extra sixteen interviews with CBET implementers on the ground to understand how wider influences are interpreted. Additionally, a survey of 28 teachers and documentation were undertaken. Findings suggest a social-technical model of CBET emerging in Tanzania. The study considers conditions for its successful implementation.

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 2 groups of 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. Preliminary analyses from the first phase that was developed in 7 municipal schools, reveal that the teaching strategies taught to both groups of teachers were considered useful and valuable for their practice. In addition, students from both groups have been positively engaged with the strategies.

Katya Saville (London Centre for Leadership in Learning)

Bilingual free schools: a leap of faith?

Following the 2010 White paper on education, five bilingual free primary schools have been approved in England. State funded and established by parent-promoter groups, applications are run separately from the council for their first year. Research in England shows middle-class families are more likely to travel when choosing primary schools; respond quicker to new choices (Gorard, 1999); and balance informal information alongside better access to official sources (Ball & Vincent, 1998). Differences by linguistic and ethnic background have not been investigated in England, but evidence of families investing in bilingual education to secure linguistic capital exists in international literature. This case study reports on the decision-making of two parents considering enrolment in a French-English school and how recruitment practices of the school both facilitate and problematize this. Through a thematic analysis of interviews, documents and field notes, findings highlight mixed feelings towards choice and the resulting tensions. They also suggest that the 'leap of faith' described by one participant may be easier for those with greater access to existing linguistic resources. Finally, the study considers how far the present recruitment practices and neoliberal policy vehicle allow the school to meet its vision of "bilingual education for everyone".

Anna Daniela Savino (Humanities and Social Sciences)

The theory of method in the philosophy of Augustine of Hippo versus Content and Language integrated Learning method

The object of this research is an attempt to identify a "theory of method" in the philosophy of Augustine of Hippo that could justify changes in teaching methods nowadays. Augustine is the philosopher of the *interiority as awareness of the self* and I would show how a deep reading of his *De Magistro*, could lead to a new perspective on the very concept of "method" as it could be applied in teaching. I would compare Augustine's theory with the latest methodology in "CLIL" (Content and Language Integrated Learning) currently adopted in Europe. Underlining its philosophical matrix as Utilitarianism, CLIL represents an example of method intended as procedure whilst Augustine offers an example of the origin of the word as μετά τὸν ὄδον. Steps: Exploration of "CLIL methodology" with its theoretical background and aims; The philosophical matrix of English method in teaching: how the Utilitarianism has affected teaching methods; Considerations about Augustinian Philosophy and theory of method in *Confessiones* and *De Magistro*; Exam of the *status quaestionis* related to the theory of knowledge in Augustine related to his "theory of Method"; Contrasting the CLIL approach with Augustine's method; A specific curriculum proposal following Augustinian method.

Dominika Sieradzka (Department of Psychological Sciences, Birkbeck)

Are genes previously associated with schizophrenia also predictive of adolescent dimension-specific psychotic experiences?

It is hypothesised that psychosis is a continuously distributed quantitative phenotype and that common genetic variants play a role in its aetiology. Here we tested whether polygenic risk scores (PRS) from schizophrenia genome-wide association studies (GWAS) and specific single nucleotide polymorphisms (SNPs) previously identified as risk variants for schizophrenia are also associated with adolescent dimension-specific psychotic experiences. Psychotic experiences (self-reported: paranoia, hallucinations, cognitive disorganisation, grandiosity, anhedonia, and parent-rated negative symptoms), as measured by the Specific Psychotic Experiences Questionnaire (SPEQ), were assessed in a community sample of 2,130 16-year-olds. First, PRS were calculated using results from the Psychiatric Genomics Consortium GWAS of schizophrenia. The analyses yielded no significant associations between schizophrenia PRS and the SPEQ measures. Second, individual SNP analyses were performed to test for associations between dimension-specific psychotic experiences and 28 SNPs. Significant associations between the SPEQ paranoia dimension and two SNPs in the TCF4 gene, rs17512836 (p-value=2.57x10-4) and rs9960767 (p-value=6.23x10-4), were found. Replication of these findings in an independent sample of 16-year-olds (N=3,427) assessed using the Psychotic-Like Symptoms Questionnaire failed to yield significant results. Due to the limited power for identifying very small genetic effects, further research in larger samples is required.

Zachery Spire (Lifelong and Comparative Education)

Students' perception of the residence model on their personal development

Student accommodations design in England plays a critical role in shaping living-learning experiences and interpersonal relationships. How the student(s) experience a student accommodation may be shaped by the physicality of the environment and how meaning is made from space and place. These processes are occurring within diverse student accommodation typologies which reflect shifts across time from a more containment model of housing (e.g. early Oxford) to the present where models are often presented as amenity rich social centres for living-learning (e.g. University of Brighton). The physical form of the student accommodation is augmented by the socio-psycho culture that is imbedded in the structure itself. Students' perception of 'grey space' is an emergent phenomenon. Public (Dark) space and Private (White) space have grown in contrast. A deep desire for a strongly defined public/shared space and a strongly supported private space. These mixed type housing models hold potential for further future investigation into student learning and student development outcomes. The primary focus of this new research is into the relationship of the student to the public, private space and how the structure supports or not a clear definition of these two spaces.

Rachel Walker (Lifelong and Comparative Education)

Understanding, developing and evaluating home-school relationships for pupils with autism spectrum disorder (ASD) through home-school reading

This study aims to understand, develop and then evaluate the impact of home-school relationships in the context of a reading (or pre-reading) programme for children with autism spectrum disorder (ASD). The setting for the study is a nursery and primary special school in North London which has 92 pupils, all with ASD, aged from 3 – 11 years. The fieldwork began in September 2013, with a parent questionnaire sent to all families at the school. It asked about current home-school reading practices and parents' attitudes towards home-school learning and reading with their children. This was followed by staff training sessions and parent workshops focussing on ways to develop reading skills in young children with ASD. During this spring term (2014), 15 parents and their children's class teachers have agreed to take part in a 'Home School Reading Programme' for 12 weeks. Throughout this time, school reading activities, resources and ideas are being sent home on a weekly basis. Diaries and videos are being used to record and share experiences in both settings. The fieldwork will end with semi-structured, evaluative interviews for all parents and teachers participating in the home-school programme.

Adam Walton (Humanities and Social Sciences)

Uneven growth: a gendered analysis of post-secondary education in Afghanistan

This poster presents an analysis from a gender perspective of post-secondary education in Afghanistan. It draws on current government data, a compiled historical statistical database and recent household survey data. It highlights huge regional disparities in education provision, and gender ratios, disparities which are being exacerbated by very significant growth in private educational provision. While in the most conservative areas private institutions prove more equitable, overall the proportion of female students and staff is significantly less than in government institutions. While at lower levels of education the gender ratios are far better than in earlier decades, at the post-secondary level they currently only match historic trends. Higher education appears to lead to a greater rhetorical embrace of principles of (gender) equality, generally, politically and with regards to education. There is also evidence, however, that historic trends of higher education having a polarising effect are being reproduced, with some students developing increasingly conservative attitudes. There is a significant under-supply in post-secondary educational provision, and wealth seems to aid entry. Nevertheless, the hopes attached to such education are not matched by very low levels of graduate employment. As in other contexts these disparities are likely to have a destabilising effect.

Louise Wetheridge (Humanities and Social Sciences)

Old before their time: Child brides in Northern Nigeria

Nigeria's Child Rights Act (2003) prohibits marriage and betrothal under the age of 18 in alignment with the UN Convention on the Rights of the Child (1989). Yet only 24 of Nigeria's 36 states have passed the Act and 2008 Demographic and Health Survey (DHS) data show that for rural women age 20-49 the median age at first marriage is 17.2 years. While this national figure highlights a gap between government rhetoric and girls' realities, for girls in the North East and North West regions this is stark: on average, 45% marry at age 14 or younger. Socio-economic, ethno-religious and locational factors underpin variances in the prevalence of early marriage. Education, poverty, residence and religion are among the most significant factors affecting high prevalence rates, while school drop-out, maternal morbidity and mortality, and infant mortality are among the most noted outcomes. This research study investigates the associations between early marriage, schooling and health attitudes and behaviours in Northern Nigeria. Which girls experience early marriage, under what conditions and with what consequences?

Michael Williams (Culture, Communication and Media)

One in prayer, but not in care? An auto-ethnographic case study: authority and the culture of care in a Swiss traditionalist Catholic boys' boarding school

Fielding (2007; see also Ball, 2007) argues that by pursuing 'performativity'-driven education policies today's schools have forgotten that they are 'designed specifically for human engagement' (Gristy, 2012, p. 237). This is pertinent to Catholic boarding education since Catholicism puts 'strong emphasis on the 'communal' nature of human existence: we find our identity and true selves in relationship with other' (Groome, 1996, p. 114). In my Institution-Focused Study (IFS) I investigated how the culture of care is expressed in a Catholic boarding milieu by observing and interviewing the residential actors (boarders and carers) as well as examining related documents. I also reflected upon my understanding of this culture through my own biography as an educator, a former boarder, a parent of boarders (past and present) and a Catholic. Giddens's structuration theory (1984) helped inform my analysis of the relational aspects within this culture, where authority appeared as a unifying element in prayer, yet emerged as an area of tension when it came to care. My research results aim to facilitate a more informed discussion about the present and future care of adolescent boarders and about everyone's role in it with the school's policy makers (the rector, residential director and assistant director).

Bridie Woods (Lifelong and Comparative Education)

When the Going Gets Tough: A small exploratory study of the interruption process for students

In higher education research on student retention and completion rates the main focus is students who, for a range of reasons, do not complete a study programme. There is very little research on students who have to interrupt their studies due to personal crises. This small qualitative research project looked at how an interruption of study may be experienced by students and how it may be conceptualised as a process. Semi structured interviews were held with two postgraduate students using grounded theory to analyse the data. Three main phases of an interruption process emerged from the data, comprising before, during and after an interruption period, and all three phases were seen to present challenges for the students in the study. A network of processes also emerged to suggest that a student's experience of an interruption may be affected not only by the personal reasons for the interruption but also by the levels of pastoral and academic support available to them. Whilst acknowledging its limitations, the study has generated further research in this area and a discourse analysis of the guidance on interruptions will be conducted for an Institution-Focused Study (IFS).