

Abstracts of the Institute of Education Summer Conference June 2014

Mohammad Abdrabboh (Early Years and Primary Education)

The design and implementation of a train the trainer programme: a case study from the mining sector in Saudi Arabia

As part of its transformation program, Gulf Mining contracted with an international consulting firm to conduct a set of specialized training courses to key technical experts in various functions across the company. The company designed a train the trainer programme (TTTP) to provide selected technical experts with requisite facilitation skills in order for them to serve as internal technical trainers. On the successful completion of the technical programme, provided by the external provider, and the TTTP, certified trainers will be responsible for cascading these technical courses to employees in their respective functions. However, this effort was faced with two major challenges: first, technical experts are not interested in assuming additional roles as trainers; and second, technical experts are the product of traditional autocratic educational systems which makes it difficult for them to be effective adult trainers. The study will therefore explore change in the attitudes and beliefs of these newly certified trainers towards learning and how such shifts in attitude may impact the way they organise learning. The study will also attempt to identify barriers facing SMEs learning how to facilitate and the organisational factors which affect the success and long term sustainability of the of the TTTP.

Elena Andreou (Childhood, Families and Health)

The relationship between studio-based instrumental teaching and home-based private practice: the use of pilot study video analysis to design the main study

Previous research into instrumental learning has focused on individual practice, and how the level of expertise influences the quality and the quantity of the instrumental practice. However, there is not sufficient information on how individual practice sessions can be related to formal lessons. Consequently, this is a case study exploring the practice relationship between studio-based instrumental teaching and home-based private practice, by taking into account how the level of expertise might influence this relationship. The focus of interest is particularly in piano lessons within a one-to-one instrumental learning context, with the main study participants (n=6) being at three different levels of expertise based on the ABRSM examinations. This presentation will focus on a selection of the analyses that were undertaken for the pilot study of two piano students, being at two different Grade levels. In addition, it will show how the outcomes from the pilot study have led to the design of the main study. Data collection methods include videotaped observations of the lessons, videotaped practice sessions carried by the students in their home and interviews with the students and the teachers. Data analyses include practice strategies used both in the lessons and in the individual practice sessions.

Jing Bai (Lifelong and Comparative Education)

Democratization in China during the reform era: Theoretical framework for the research and discussion

Since China determined reforms to achieve 'the four modernization' as the national goal from 1978, its economic development has made great achievements, but the political system still remains a one - party dictatorship. This phenomenon has raised a question about whether democracy has developed following its economic growth over the past 30 years, and which direction will China develop towards? Scholars have summarized some theories of social developments which relate to democratization from economic and cultural perspectives across the world. Among these, economic perspectives include mode of production theory, modernization theory and Asian model theory. These scholars share a common view that economic development can positively influence developments of democracy, but directions or styles or stages of development of democracy may be different. Cultural perspectives consist of civilization theory, world culture theory and Asian value theory. These scholars address on cultural factors on convergence or divergence outcomes of developments of democracy. Whatever economic levels or culture affects developments of democracy; democratization will be reflected in education system, curriculum and citizenship education textbooks in different periods of the reform in China. My research findings show a combination of these theories, I would like to discuss in this presentation.

Vyara Bogateva (Doctoral School)

Educational Model for Promoting Communicative Skills of 5 -7 years-old Children in the Family

The model 'Family World' is an educational tool for 5-7 years old children and is also a methodological guide for teachers and parents. Educational content is intended to be implemented in pedagogical interaction in public kindergartens in Bulgaria. The purpose of the model is the development of communication competence of children from pre-school age and their parents in the family. The model was developed after a study of the educational content of the program for pre-school education system in Bulgaria. It is based on enrichment and structuring existing topics, relating to family educational areas for children in this age. It is designed after conducting and analyzing the results of a questionnaire to parents and teachers and after expert assessment by researchers and directors of kindergartens. Educational opportunities and parameters of the model will help to build a family culture and optimization of communication 'parents-children'. The 'Family World' is divided into thematic blocks, each of which aims to develop a family culture and encourage communication between children and their parents in the context of equivalence, partnership, mutual responsibility and mutual respect.

This abstract is made with the financial support of the European Social Fund, project № BG051PO001-3.3.06/0026. Vyara Bogateva has the sole responsibility for the content of the abstract and it cannot be considered as an official statement of the European Union or of Sofia University "St. Kliment Ohridski", Faculty of Education.

Denise Buchanan (Culture, Communication and Media)

Taking a critical realist approach when looking at education and mental health

Although there is an increasing number of people in Britain (1 in 4) being diagnosed as having mental health difficulties, surveys have found that only one in five of specialist mental health service users are either in paid work or full time education. Given the evidence that unemployment is detrimental to health it is suggested that in the absence of suitable employment, education can provide tangible benefits in terms of promoting good mental health. However work in this area is limited despite education having been shown to be beneficial for good mental health. This research will specifically investigate the perceptions and experiences for people with mental health difficulties, of engaging with adult education as well as which pedagogical strategies work best in this context. In an attempt to avoid 'flat actualism' a critical realist approach will be taken as it may help to uncover the underlying generating mechanisms which have caused the effects observed and experienced by these students. Also, that the study will be made at seven different levels giving a macro to micro picture, in order to incorporate the individual, group, institutional and societal levels.

Graeme Calvert (Curriculum, Pedagogy and Assessment)

Struggling at the coalface: Some preliminary findings from an analysis of personal narratives of teacher depression

Teaching is a profession that seems to have a high incidence of depression resulting absenteeism, high staff turnover and occasional suicide. The drive behind much research on depression is on how to prevent or manage it. The focus is on 'quantifiable' causes and treatments, losing insight into what it means to be depressed. A way of supplementing this perspective is to look at the narratives depressed teachers use to account for their experience. It is into this we can insert the work of Foucault as a tool to explore how human beings are turned into depressed subjects through inquiry, division and self-reflection. Using examples from the narratives gathered so far this paper will illustrate the application of the narrative approach to understanding teacher depression. This will permit an elaboration of the research and the difficulties encountered so far. It will conclude with a preliminary interpretation of these stories from a Foucauldian point of view, demonstrating the value that such a perspective can have in a research context.

Michael Carklin (Culture, Communication and Media)

Piloting 'Image Theatre' as a Research Method to Gauge the Views of Academic Staff in a Creative Industries Faculty

This paper reports on my IFS through which I sought to develop critical insight into the thoughts and perceptions of staff within the Creative Industries Faculty of the university that I work in as a lecturer and manager. I was seeking to capture some of the range, diversity and complexity of staff views about the creative and cultural industries within higher education. As part of the process, I utilised 'image theatre', an interactive drama-based workshop process through which participants, in groups, create still images using their bodies which are then open to interpretation and discussion by other participants. This paper reports on both the piloting of the research method itself, as well as on some of the findings that emerged. It also highlights some of the issues faced in carrying out 'insider research' of this kind.

Hilary Chadwick (Lifelong and Comparative Education)

'Employer ownership' as skills policy: what could possibly go wrong?

England has difficulty in developing coherent and durable policies on skills and apprenticeships, and in persuading employers to support and deliver them. We look to Germany but if, as the Varieties of Capitalism literature argues, a successful policy must be tailored to its own political economy, the German apprenticeship model is not available without the coordinated institutional culture which makes it stick. If England's liberal market economy is driven by self-interest and laissez-faire competition, the 2011 flagship skills pilot policy Employer Ownership of Skills, based on a 'challenge fund' and designed to 'put employers in the driving seat' was surely doomed to succeed. My presentation will draw on the policy literature (Hill and Hupe 2012) to frame my analysis of this policy, which I am using as a case study. My texts include published policy documents, administrative paperwork and transcripts of interviews with policy owners and stakeholders and participants, and will show how the policy has been espoused, enacted and experienced. Building on this analysis and on my own professional experience in this field, I will outline some early findings on what lessons - about policy making and implementation, and about the government's relationship with employers – are being learned.

Shiao Ying Sharon Chu (Culture, Communication and Media)

Demystification of Classical Chinese Poems through 'Argument' and a Study of their English Translations

This research looks at poetry translation from the perspective of 'argument' and 'argumentation', notions rarely discussed in the context of translation. Through drawing examples from the English translations of classical Chinese poems (mainly from the Tang period [618-907] hailed the Golden Age of Chinese poetry) and interviews with literary translation scholars, the researcher attempts to find out the relevance of poetic argument/argumentation to translation practices. The research will demonstrate how classical Chinese poetry 'argues' by stretching the definition of 'argument' in the context of poetry, and propose the possible components of poetic 'argumentation', i.e. the means to achieve a poetic argument. The research results should hopefully reveal (1) how classical Chinese poems can be perceived as sharing a commonality as the 'argument'; (2) the justification and difficulties of doing so, and (3) in what way consideration of poetic argument might have an impact on poetry translation approaches and the quality of poetry translation. The results should also shed light on how 'untranslatability', long regarded by some to be a key feature of poetry, may appear less important when poetry can be considered more easily accessible if treated as an argument in the process of translation.

Stephen Colwell (Culture, Communication and Media)

Scriptwriting as Pedagogy: the recontextualisation of a media production practice for vocational education in H.E.

In this paper I outline the development of my theoretical and analytical approach to teaching and learning media practices in Higher Education. The presentation focuses on a case study that looked at a scriptwriting unit on a media production course in a specialist Higher Education Institution. Research was informed by a theoretical perspective which sees moves between sociologically distinct contexts in curriculum design and pedagogic strategies as the principal feature of the pedagogy. In analysis I deployed schema derived from Social Activity Method (SAM) that enable description of what happens when one socially located practice regards another. The schema illustrates where and how the lecturer deploys and students' access explicit and tacit principles and rules of scriptwriting. Student learning pathways, sites of individual integration of practice principles and the 'rules of the game' are also evident. Analysis highlights the relationship between principles of evaluation/assessment criteria to pedagogy. This raises a point for discussion regarding the potential for disjunction between transmission and evaluation in this setting. The concern is that if principles of recontextualisation are not sufficiently recognised and applied students risk being apprenticed into a false practice.

Eugene Dapper (London Centre for Leadership in Learning)

Global City Leaders: The role of an educational vision in a leader's armoury

Demographic shifts in the workplace are influencing the leadership landscape, not only in terms of who occupies those leadership positions but also the skills required of our leaders. This research examines how young leaders, under the age of 40, construct and communicate an educational vision. The role of an educational vision is a central component to a leader's armoury of leadership skills, however with ever increasing accountability systems placed on leaders this research aims to understand the significance that is being placed on this leadership skill. This research, as a part of an ERSC project on Global City Leaders, examines the experiences of head teachers under the age of 40 in London, New York and Toronto across primary, secondary and special schools in each jurisdiction and how each leaders educational vision has been shaped by their personal experiences, their training and the context of the school they are in.

Damien Darcy (Culture, Communication and Media)

Supporting learner collaboration in hybrid spaces - What works?

Encouraging learners to work together is rarely easy, particularly in complex physical – digital environments such as hybrid spaces. Whilst the use of explicit collaboration scripts by the learners would appear to be a straight forward approach, this is not always the case. This presentation examines why scripts may not work so well in practice, and proposes an alternative, more implicit, approach where the support for learner collaboration resides in the design of the activity and in the encouragement of specific interactions that can serve to stimulate collaboration. The presentation is based on two years of empirical work with a range of high school and university learners.

Romina De Angelis (Curriculum, Pedagogy and Assessment)

Social, transformative and sustainable learning: a children's community in Arunachal Pradesh, India

In the last fifty years, international planning fostered environmentally sustainable practices through Education for Sustainable Development (ESD) initiatives. The UN Decade of Education for Sustainable Development ends this year. Yet current research highlights the need to promote holistic, dialogical and transformative approaches to ESD, through: (i) exploring contributions of locally developed sustainable learning models; (ii) linking local and international contexts. The purpose of this study is to explore innovative perspectives from the Global South and address gaps in the literature through the case-study of social, transformative and sustainable learning in Jhamtse Gatsal Children's Community (JGCC), located in a remote area in Arunachal Pradesh, India. Direct experience within the community draws the research focus on how Eastern and Western approaches to sustainable education are integrated, by combining indigenous knowledge, Buddhist training (based on the values of love, compassion and kindheartedness), Montessori and experiential learning. The methodological approach is qualitative in nature and based on a range of ethnographic methods and policy document analysis. The use of triangulation techniques will substantiate the contextualization of the study into the broader international policy framework, to highlight links between the lessons learnt from this case-study and their relevance for ESD initiatives in India and abroad.

Kisley Di Giuseppe (Early Years and Primary Education)

Improving Teachers Reflective Practices through Coaching during Professional Development Training in Inclusive Education and Autism

I believe that the concept of Best Practice cannot be taken for granted, but should be contextually appropriate. In my studies I investigate the potential limitations of traditional approaches to teacher development and autism, while exploring how one teacher experiences coaching as an alternative training model in autism. The present study will be considered as a pilot study for my final PhD. As a result, I aim to create conditions where the participant would become a reflective practitioner, through the development of a model of teacher support comprised of two phases. A combination of verbal-based training and performance-based (coaching model). Here, I will function as a model for the teacher during classroom activities, while enhancing her expertise through a process of experiential learning and individualised support. This will be supported by the implementation of a Reflective Model (RM), which examines on the practice of reflection of the participants. The aspiration is that the participants would develop her own capacity for reflection in action. Using coaching for teacher development might have potential implications for future investigation into professionals' collaboration in autism. In particular, the sensitivity of the approach to local contextual frameworks makes it potentially effective in working in different cultural settings.

Russell Dudley-Smith (Culture, Communication and Media)

Pedagogic Strategies in A-Level Economics Textbooks

How have economics textbooks at A-level changed over time? How do textbooks published at the same time construct different categories of reader? I will report on some results discovered through a Social Activity Method interrogation of the pedagogic strategies at work in the books using a recent development of the Domains of Action Schema (Dowling, 2013). This technology allows a very fine-grained description of the strategies composing such books and a productive way to code large quantities of text. The results point to criteria for both the production and selection of textbooks - with implications beyond the field of economics teaching. In particular, they suggest that the move to "relevance" in Curriculum 2000 may have produced textbooks whose pedagogic action is disrupted in a number of ways.

Julian Piotr Dziubinski (Lifelong and Comparative Education)

The Relevance of Initial Teacher Training (ITT) course content to classroom practice: Further Education (FE) teachers' and curriculum managers' views

In an age of constant reforms to teacher training programmes, one of the challenges is the relevance that individual FE teachers and curriculum managers attach to ITT course content: the FE sector constitutes such a vastly diverse workforce, that FE teachers seldom agree to being adequately served by the content of one generic ITT course –a lesson from which we should learn. In addition, it is becoming increasingly difficult for organisations to identify appropriate training routes for their staff, which has led to an argument for bespoke ITT courses. The aim of this research project (which transcends education policy, curriculum development and teacher education) is to therefore gain an insight into what a diverse group of specialist FE teachers and curriculum managers think about their ITT course in relation to their classroom practice: what they find useful and what they would like to see more of/ less of in future ITT courses. The epistemological and methodological framework adopts an interpretivist and qualitative analysis of both focus group interview transcripts and questionnaire responses. This data-driven research study may serve to extend or refine an existing hypothesis, as well as influence and possibly shape future ITT provision.

Dagny Margrete Fosen (Early Years and Primary Education)

Teacher-student relationships: Conversations with six second language teachers in Norway

Research evidence on the importance of good teacher-student relationships for students' learning achievement is strong, but what a teacher can do to promote positive relations with students is less well documented. A good relationship with the teacher is a protective factor for students at risk of school failure such as students with behavioural problems, learning disabilities, and students from low socio-economic or minority backgrounds. This presentation draws on qualitative data from conversations with six second language teachers about the strategies they use to build good relationships with students. These teachers were recruited from a larger sample of teachers participating in a survey administered to current and former students of the Norwegian as a Second Language course at the University of Bergen, Norway. The key strategy for building good teacher-student relationships was first and foremost to get to know the students in terms of both academic performance and personal interests. The study findings indicated that the teachers predominantly described a good teacher-student relationship as a relationship in which the student makes contact with the teacher. An ethics of care theorist would argue that the responsibility of making contact lies with the teacher in order to ensure relational equity in the classroom.

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 out-dated education system on the other emphasised the need for 'modernisation'. Over the past years, Greek governments have sought to address performativity through reforms. Still, where such reforms have been introduced they have been met with consistent resistance from the school workforce and often failed to make a real impact. Driven by intergovernmental organisations such as the OECD, the current crisis is seen by the government as an opportunity to pursue educational changes in a perspective of the overall restructuring of Greek Education. 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 study investigates. Its focus is on school workforce's attitudes towards change and how these have been re-shaped by the crisis. A version of our ongoing work will be presented.

Ana Groudeva (Lifelong and Comparative Education)

Defining the key competencies of professionals in non-formal education, formed in the course of their training

This article is part of a PhD study which aims to explore the potential of social computer simulations as a complementary environment for the formation of the professional competences of specialists in non-formal education (NFE) in the course of their training. The article examines the development of NFE as a phenomenon that complements the formal education and appears as its competitor in the process of supporting the development of the 21st century learner. An attempt, based on various sources such as the "Lifelong Learning" programme, program regulations, the curriculum of the BA "Non-formal Education" at Sofia University, etc., is made to identify and systematize the key competencies that professionals in NFE need to achieve in the dynamically changing sector of education. The analysis of the key competencies serves as a basis for developing a questionnaire which could be used as an instrument for the exploration of the views of educators and students in the BA "Non-formal education" as well as of specialists in the field of NFE. The main focus of the questionnaire is to identify the key competencies, to reveal the difficulties in their formation in the traditional learning environments and to detect the opportunities that social simulations have.

This abstract is made with the financial support of the European Social Fund, project № BG051PO001-3.3.06/0026. Ana Groudeva has the sole responsibility for the content of the abstract and it cannot be considered as an official statement of the European Union or of Sofia University "St. Kliment Ohridski", Faculty of Education.

Zarin Gul (Humanities and Social Sciences)

An influence of studying technology courses on young women's capabilities in HE in Pakistan

Influx of a new media technology is a recent phenomenon in a developing country like Pakistan. Keeping in view of a persistent gender gap in education sector, the educational policies in Pakistan take Women in development (WID) approach to increase women's access to technology courses for women's development in Pakistan. However, the new technologies are often viewed as a source of female empowerment; very little research has examined how and why women choose to study different types of technology courses in higher education (HE), or the outcomes of their choices. The purpose of this study is to understand how studying a technology course in HE influences young women's capabilities in Pakistan. This research will draw on two bodies of literature: The Social Shaping of Technology and the Capability Approach. This research will be a cohort study of young women studying two contrasting computer technology courses in HE. Narrative interviews will be conducted with 36 young women to gather their accounts on what range of resources young women bring to the technology courses, and whether and how their lives are affected by pursuing technology courses in HE in terms of their future capabilities. Narrative analysis will be employed for data analysis.

Son Gyoh (Curriculum, Pedagogy and Assessment)

Exploring the knowledge dimensions of Nongovernmental organisation (NGO) campaigning on global poverty: implications for public engagement

While humanitarian NGOs that engage in development advocacy have been criticised for their representation of global poverty on narratives of charity aid, not much research attention has been accorded to how knowledge on campaign issues are produced and communicated to campaigners. This study investigates the way UK NGOs identify, frame and communicate the knowledge they use for campaigning aimed at public engagement with global poverty. This presentation constitute an element of the findings in my recently completed doctoral study that examined how knowledge used for campaigning is produced within organisations and the interpretations of the concept of 'knowledge' in NGO campaigning that aims at public understanding on global poverty. The study analysed NGO representations as part of the knowledge process that shape public perceptions and response to global poverty. It applied Manuel Castells' concept of the Network Society which proposes a diffused era of knowledge production and adopted the organisational knowledge approach, where "knowledge" is understood as interpreted and actionable information derived from experience and factual events. I used the multiple case study research approach to examine the knowledge processes in two categories of UK NGOs that engage in campaigning on global poverty.

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 aimed to investigate concurrent and longitudinal predictors of reading and spelling skill in Malay-speaking children in Brunei. Malay is an orthographically transparent language with consistent relations between letters and sounds, unlike English. Fifty children were assessed in Year 1 and later in Year 2 for their phonological processing skills, letter knowledge, word recognition, spelling and fluency skills. Spelling for Year 2 is yet to be conducted. Studies have shown that letter knowledge and phonological awareness are important predictors of early reading and spelling development whilst rapid naming predicts reading, but less on spelling. Regression analyses revealed that at Year 1 only phonemic awareness significantly predicted children's accuracy and fluency in word and nonword reading, and spelling. For Year 2, phonemic awareness significantly predicted accuracy and fluency in word and nonword reading whilst rapid naming only predicted fluency skills. Phonemic awareness and rapid naming were longitudinal predictors of accuracy in word reading and fluency in word and nonword reading. Phonemic awareness predicted nonword reading accuracy. The findings are consistent with previous studies which confirm the important roles of phonemic awareness and rapid naming in both early reading and spelling acquisition in a consistent writing system such as Malay.

Ye (Cathy) Han (English Language Education, The University of Hong Kong)

Investigating learner engagement with teacher written corrective feedback in Chinese tertiary-level EFL classrooms

Based on Ellis's (2010) componential framework of corrective feedback (CF), learner engagement is central to CF mechanism. While previous research on written corrective feedback (WCF) investigated learner perceptions and learner revisions, few studies have studied learner engagement with WCF holistically and contextually. Against this backdrop, the current study aims to explore L2 learners' cognitive, behavioural, and affective engagement with teacher WCF in a tertiary-level English-as-a-foreign-language (EFL) classroom in mainland China. It also aims to explore factors accounting for patterns of learner engagement that arise from sociocultural contexts. The study took a qualitative, naturalistic multiple-case study approach, involving four non-English major students and one native-speaking teacher. Data was collected from multiple sources over five weeks, including learners' written texts, teacher WCF, observational notes and audio recordings, retrospective verbal reports, and semi-structured interviews. The overall patterns of four participants' engagement show that, despite learners' moderately effective revision operations, their cognitive engagement with WCF is often inadequate. On the other hand, great differences are also observed across participants regarding the depth and the patterns of learner engagement with WCF. These differences are closely related to beliefs and goals of individual learners, as well as the interactional context in which WCF is provided.

Heidi Jacobsen (Culture, Communication and Media)

Writing and feedback in an online environment

This paper questions how Year 8 students (12-years-old) constitute writing and feedback in an online environment in an inner London secondary school within the context of the English curriculum. The context was a digital space in which pupils wrote for each other and read from the variety of work posted. Their feedback to each other included comments about the work read and further posted texts. Interviews were conducted with a sample of pupils involved in this project. The analysis and organisation of this data is informed by Social Activity Method. This paper also interrogates the ways in which pedagogic strategies are established, maintained and destabilised in this context.

Lianjiang (George) Jiang (Faculty of Education, The University of Hong Kong)

Multimodal composing and learner investment: Chinese College English teachers' perceptions

This paper explores EFL teachers' perceptions of the affordances and challenges of using multimodal composing for learner investment in language learning within a structured but digitalized language instruction context. Five EFL teachers were invited to participate in a year-long collaborative action research implementing multimodal projects which invited students to produce digital videos through multimodal composing with different modes and digital tools. Data were collected through interviews, teacher interactions during regular meetings, classroom observations and written reflections. Data analysis shows that multimodal composing is perceived to afford opportunities for learners to develop and present the best image of a competent self to authentic audience, develop a sense of agency in self expression, a sense of relatedness to others and learner life worlds, and build an affinity space in language classrooms. Nevertheless, teachers also reported challenges in relation to institutional constraints, lack of pedagogic confidence and the perceived problems with students' multimodal composing. An examination of classroom practice also reveals teachers' varied supportive and ambivalent attitudes towards the curricular change, which could be traced to their different dispositions towards language teacher's disciplinary identities. A pedagogic need for teacher investment and the related implications are also discussed.

Magdelene Karyda (Quantitative Social Science)

The effect of Crime in the Community on young people becoming Not in Education, Employment or Training (NEET) at 18-19.

The increasing number of young people who are inactive and not engaged in education, employment or training (NEETs) in the UK over the last years bears severe implications both for individual young people and for the society. The current research explores the processes underlying the effects of neighbourhood context on young people who experience NEET status. It relies on quantitative data from a nationally representative study, the Longitudinal Study of Young People in England (LSYPE), linked with the seven decomposed English Indices of Deprivation. Drawing on previous sociological theories, this study puts forward the Compositional Model of Neighbourhood Effects that proposes four pathways that mediate the direct effect of neighbourhoods on young people: a) individual characteristics and attitudes; b) parental characteristics and relationships; c) school experiences and attitudes to schooling, and; d) social epidemics. Potential causal pathways between neighbourhood context and individual outcomes are explored employing counterfactual models and propensity score matching. The findings suggest that when two groups of children with identical observed characteristics at the age 13/14 experience different neighbourhood contexts, those who grow up in high Crime Score areas are more likely to become NEETs in comparison to those who grow up in low Crime Score areas.

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 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.

Ke Lin (Curriculum, Pedagogy and Assessment)

Learning through Participation: Educational implications of Chinese University Students' Cyber Civic Participation

This virtual ethnographic study explores Chinese university students' use of Web 2.0 applications for civic participation. Their practices of civic engagement in the internet age are different from those which their parents and teachers have approached. To further explore students' potential of positively influencing their community and society, I take education into account and argue that cyber civic participation possesses an educational significance, helping students learn citizenship from online participation and interaction which I define as cyber civic learning. In this presentation, I firstly share a set of general principles for cyber civic learning. Then I develop three potential paradigms of cyber civic learning in Chinese context, which includes informal, formal and active cyber civic learning. Through analysing the potentials and problems of each paradigm, I provide recommendations for reforming citizenship education at university level. Unlike traditionally instruction-and- classroom based learning, the new paradigms of citizenship education emphasise learning from online practice and lived experience, namely learning from online discussing and doing. Since this is still a preconceived and developing education mode for many universities, it is necessary for students and educators to articulate both theoretical reflections and practical guidelines in the new civic arena.

Reda Mahajar (Doctoral School)

Nationalism, ethno-symbolism and the question of theory

Anthony D. Smith is universally regarded as a founding name in the field of nationalism studies. His ethno-symbolist approach to the study of nationalism which analyses the formations of nations and nationalism over the *longue durée* has earned him wide praise from his admirers and strong criticism from his detractors. Among “what is to date probably the most sustained theoretical critique of ethno-symbolist approaches” according to Smith is the critique of Siniša Malešević. This paper reviews Malešević’s critique, particularly his thesis that Smith’s approach is a neo-Durkheimian theory in disguise and that it takes up a holistic approach to the study of nationalism. This paper also examines the way that that Smith responds to Malešević’s. This debate between these two scholars of nationalism, this paper argues, shows the need for researchers in this field to further engage in exploring the theoretical assumptions which underpin their research. For the author of this paper, such an intellectual endeavour will be certainly fruitful in deepening our understanding of the key approaches in the field of nationalism studies.

Arthur Male (Culture, Communication and Media)

Knowledge creating conversations: Endlessly unfolding inquiries of discovery and invention

Linking conversations, supervisory relationships, courses and conferences; community participation, empirical data collection and self-evident proofs, staff and student colleague’s work together to craft feedback and associations into quests for originality. Fusing action research, design science, ethnography and grounded theory, knowledge creating conversation (KCC) narratives investigate global learning environments from January 2000 to the present. The research project outcome is The Arts–Science–Education–In–Performance (ASEIP) Model of Global Learning. ASEIP is a methodology for formulating experiments in knowledge creation. Activating the mostly untried, and untested, all round genius-self, actioning literacies (AL) templates emerge when colleagues share ownership of research activities. In Conversation Studies (CS), authoritative pedagogies accommodate learner autonomy; and reductionist reasoning adopts expanding awareness. This leads to the focusing hypothesis: in CS, individuals triangulate ASEIP global learning experiences to investigate KCC narratives and AL templates. And inspires the question: why does learner authority open conversations conceptualising educational entanglements? All participants in mainstream education are respondents to authority. Connecting learners of all abilities, ages, backgrounds and conditions, ASEIP grounds and foregrounds knowledge creating experiences, not in order to make colleagues agree but to enable immaculate exchanges. KCC and AL break new ground, counteract constraints and successively approximate new understandings transitioning to the next stage of human development.

Toby Marshall (Curriculum, Pedagogy and Assessment)

'Pob' v 'Blob': Who is winning the hearts and minds of England's teachers?

The discussion over the new National Curriculum for England (2013) presents an interesting contemporary example of the battle for educational authority. Within the debate radically divergent curriculum futures have been articulated, focusing alternatively on the needs to the economy, the importance of knowledge, and the centrality of values. Yet in spite of the energy that has been devoted to this discussion, no one position has emerged triumphant. Explaining the crisis of curriculum authority can help us to understand a great deal about contemporary English society.

Ronald Mazorodze (Curriculum, Pedagogy and Assessment)

The impact on students' quality of problem-solving, attainment and self-efficacy of the explicit teaching of cognitive and metacognitive problem-solving strategies in post -16 physics. The case of a GCE A-Level physics course in an inner London Academy

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, later dropping to 4, in an inner London academy. The study involved the explicit teaching of problem-solving strategies within the school curriculum with the objective of triggering the generative mechanisms that enable competent physics problem-solving. These mechanisms within the within the sociocultural, sociocognitive and information processing theories are involved in the construction, storage and transfer of knowledge and skills required for effective problem-solving. Data were collected using; routine problems, external exams and video recordings of group and individual problem-solving sessions. Results after the third cycle showed an 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 students adopted the embedding of confidence rating scales, to gauge task specific self-efficacy, as part of the initial planning in problem-solving strategy helped students. There is a notable logical progression during problem solving, with an increase in the frequency of metacognitive episodes, demonstrating shift problem-solving patterns.

Joyce Mbepera (London Centre for Leadership in Learning)

An exploration of influences of Female Under-representation in Senior Leadership Positions in Community Secondary Schools in Rural Tanzania

This study explores the influences of female under-representation in senior leadership positions in community secondary schools in rural Tanzania. Key issues include: factors for female under-representation in leadership, perceptions of teachers and parents towards female leaders, and challenges facing current female leaders that deter female teachers to take leadership posts. The empirical study included interviews, focus group discussions and questionnaires involving a total of 259 participants. Overall the study involved 20 schools including 20 heads of schools, teachers, parents and a District Education Officer. The empirical study found that at individual level, familial responsibilities and poor social services in rural areas deterred women from headship roles. At organisational level, lack of transparent procedures for recommending and appointing heads contributed to poorer access for females. At societal level, negative perceptions to female leaders, conservative expectations of women in the private domain rather than in professional and public roles, as well as deep-seated beliefs in some rural areas pertaining to issues such as witchcraft, resulted in at times, physical risk to female leaders. Overall, the study concludes that female under-representation in school leadership in rural Tanzania is influenced by a number of interrelated factors at individual, societal and organizational levels (Fagenson, 1990).

Joanne Metivier (Culture, Communication and Media)

Exploring strategies for establishing a creative writing practice in contrasting pedagogic sites

In this paper, I discuss the development of an analytic approach in the study of creative writing pedagogy and some techniques involved in the analysis of my data. The research is based on observation of two creative writing sites with distinctive pedagogies ("workshopping" and online fan fiction). It looks at how individuals are positioned/position themselves as writers and authors on these sites. I present some data from my research setting and introduce two original schemas: creative writing as modding and ethics of creative writing authorship. The schemas visualise legitimate strategies for establishing a creative writing practice and identity. These strategies operate at different levels of analysis: the individual, the institution (site) and the virtual creative writer/reader community. Discussion points: In this approach (Social Activity Method or SAM), discursive and pedagogic strategies are represented as modes in a schema organised on the basis of discrete binary-scaled variables. This raises particular issues, including questions of interpretation/researcher subjectivity and the argument that this kind of scheme reduces complexity and oversimplifies concepts. In the paper, I attempt to address these questions and demonstrate the productivity of this "schematic" approach for representing qualitative data and moving between different levels of analysis.

Simon Miles (Curriculum, Pedagogy and Assessment)

“This is a museum not a play park”: An interpretative study of how families resolve tensions during a visit to a traditional museum and to a Science Centre

Museums and Interactive Science Centres use emotive language to promote the idea that they are attractive and worthy places to visit. In other words they make ‘emotional promises’ to the visiting public. Although these ‘emotional promises’ occasionally complement the values of visiting families, family members also experience negative emotions that are not complimentary to their agenda and thus create tensions within the family and between the family and the venue. The question explored in this research is how do family members work together to resolve these tensions? This paper presents a summary of the results from a grounded theory study that aims to theorize how family members work together to resolve tensions that arise during a visit. I argue that negative emotions are evoked in relation to tensions that, if left unresolved, create diverging agendas. The expression of negative emotions indicates to family members that in order to maintain unity within the family agenda there is a need to accommodate individuals’ diverging agendas. The process of ‘agenda accommodation’ occurs when families use ‘capitalising strategies’ (role changing, managing engagement with exhibits and managing transitions between exhibits) in order to successfully engage with exhibits and fulfil the emotion promises of the venue.

Vanessa Moulton (Psychology and Human Development)

Influence of multigenerational and intergenerational social class on children’s class aspirations

Until recently grandparent-grandchild social class mobility has largely been ignored. Grandparents are often healthier, more active and have longer relationships with their grandchildren than in previous generations. Some may be involved in childrearing, informal childcare, act as confidants and benefactors, and bring together family traits and practices. Involvement and closeness of grandparents tends to decrease as the grandchild ages. We use data from the UK’s Millennium Cohort Study (MCS; N = 8,842), to investigate the influence of maternal and paternal grandparents’ social class on the aspirations of children, at age 7. Using structural equation modelling (SEM) we examined both the direct pathways from grandparents to grandchild and indirect pathways via parents, while controlling for household income, the mother and partners education, lone parent families, the child’s ethnicity and gender. Further, multi-group analysis was conducted to test gender and ethnic differences. No direct effects from the grandparent’s social class to the grandchild’s class aspirations were identified. However, there were intergenerational social class effects for both the mother and partner. Differences by ethnicity and gender were found; the aspirations of girls from non-white backgrounds were inversely related to (higher than) their mother’s social class, compared to white girls and white boys.

Paraskevi Mylona (Curriculum, Pedagogy and Assessment)

Researching Metalearning in Primary school: designing a socioconstructivist case study

Research on metalearning is evolving from a focus on individuals' thoughts and actions to frame and include studies on how awareness of learning strategies and contextual demands are implicated in successful direction of the self during learning. Metalearning is a construct evolved from metacognition (Flavell, 1979) and self-regulation (Bandura, 1968), with emphasis added on the personal experience of learning rather than general principles on how thought and cognition are formed and managed. Metalearning adds to previous theorisations of metaprocesses by placing value on the internal voice that directs self-development, and on volitional rationales that learners activate and build into their process of understanding learning. Metalearning is an umbrella term that includes three main subprocesses: Learning how to Learn, Learning to Learn, and Learning about Learning. These processes presuppose and include metacognition, but have transcended it by mostly focusing on the socially mediated processes of teaching and learning metacognitive strategies in specific social and physical environments. My presentation will be focused on methodology and will be expanding on qualitative research designs which are epistemologically and methodologically congruent with researching metalearning in a Primary classroom. Particular focus will be placed on the design of case studies.

Flavia Narita (Culture, Communication and Media)

Informal music learning practices and the domains of music teaching

This presentation will focus on some of the findings drawn from a self-study-action-research-curriculum-development project carried out at the Open University of Brazil/Universidade de Brasília. A module based on Green's (2008) informal music learning model was designed and implemented three times, involving 20 Tutors and 73 Student Teachers, across a period of two years. It combined elements of face-to-face and distance learning and teaching, using the internet and other educational technology, and culminated in Student Teachers' practice in school classrooms. From the analysis of their lessons, I developed a theoretical model that involved interpreting their teaching as the mobilization of three domains: their practical musicianship, their use of authority, and their relationship with learners' musical worlds. As I unfolded those domains, I revisited Freire's concepts of 'naïve transitivity', 'banking' and 'liberating education', and conceptualized other teaching approaches as 'laissez-faire', 'non-musical dialogue', 'illusory freedom' and 'alienated musicianship'. Although these theoretical categories emerged from practices based on informal learning in music, they may also be found in other teaching practices in music, and, therefore, applied in other music teaching contexts.

Yve Posner (Lifelong and Comparative Education)

An exploration of how secondary mathematics and science trainees on the Graduate Teacher Programme develop their Subject Knowledge for Teaching

This presentation arises from an exploration of how GTP provision developed subject knowledge for teaching (SKfT) and how far it had overcome the shortcomings identified particularly by Ofsted. An intermethod qualitative mixed methods approach was used working with three providers: two HEI led and one school-led and focused on secondary mathematics and science. Data was collected via: semi-structured interviews with trainees, mentors, managers and tutors; document analysis and observation (e.g. mentor training). The analysis of final assessment reports provided the evidence for improved attainment. Theories of informal work-based learning and professional identity were relevant in understanding how SKfT was developed (e.g. Eraut 2004; Lave and Wenger 1991; Wenger 2010). The research provided a valuable insight into how SKfT was developed on employment-based ITT programmes. The main findings showed that the GTP provided effective ITT in mathematics and science but much of this was unseen and took place through informal learning. Also significant was that being supernumerary rather than employed in a vacancy did not guarantee good training and that whilst the majority of training occurred in school central training provision was crucial both in terms of content and in providing a neutral space for peer support and discussion.

Sean Richards (Lifelong and Comparative Education)

Therapeutic Education Or Legitimate Student Support? An examination of Discourses and Practices to support learning in Further Education Colleges in London

Introduction and Aims of Research: This work investigates Furedi (2003) and Ecclestone and Hayes (2009) claims regarding the 'therapeutic turn' in further education and assesses the implications for teacher practice. This research aims to investigate how far FE teachers use therapeutic and/or supportive techniques to maintain an inclusive approach in their practice and to support learners to achieve their intended learning outcomes.

Research Methods: Empirical work was conducted at three further education institutions across Greater London using semi-structured interviews with teachers and college managers. Six groups of level two students completed questionnaires and participated in focus groups to gain their understandings and experiences of learning, welfare and pastoral support. The research follows an ethnographic, exploratory and interpretive approach using qualitative approaches and mixed methods (Hammersley 2003; Cohen et al 2008). **Research Questions:** 1. Which and to what extent are 'therapeutic and supportive approaches' evident in the teaching practices of qualified teachers? Where and how were these learnt? 2. How and in what ways do college managers provide teaching staff with development opportunities for incorporating, applying and evaluating student support in the classroom? 3. What can be learnt about teachers' interventions from analysing learners' evaluations of support received at College?

Uwe Richter (Culture, Communication and Media)

Going the distance – what students say about effective learning in an online work-based Postgraduate Certificate in Learning and Teaching in Higher Education (LTHE)

This presentation explores the learner experience on a distance learning PGCert LTHE in the academic year 2012/13. The research for my Institution-Focused Study looked into the significance of the social aspect of online learning, online and work-based learning community and learning activity design. The modules were designed with the intention of building virtual learning communities informed by Salmon's 5 stage model and her e-tivity design (Salmon, 2011), community of practice (Wenger, 1998) and Laurillard's Conversational Framework (Laurillard, 2012). The research intended on identifying what engages distant learners effectively and took a mixed methodology approach which included online surveys, a focus group and interviews. The findings challenge some of the models that informed the design and delivery of the PGCert and stimulate a discussion on what constitutes effective learning in a work-based distance learning course. Key questions: 1. Where does the learning happen? 2. How can we engage online work-based learners? References: Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, NY: Routledge. Salmon, G. (2011). *E-Moderating: The Key to Online Teaching and Learning*. 3rd edition. London: Routledge Falmer. Wenger, E. (1998). *Communities of Practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

Olivia 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

In February 2011, the head-teacher of the school in which I was studying organisational culture was forced to go on paid leave. She had been pursuing a disciplinary case against the head of mathematics, and a pupil protest had closed the school for two days. Meanwhile, the National Union of Teachers was threatening its second day of strike action at the school: changes to teachers' working conditions were, they alleged, having a detrimental effect on the education of pupils. The school's longest-serving deputy became acting head-teacher, and the senior leadership team found themselves attempting to run a school and restore staff morale in the wake of the departing head's domineering and head-strong tenure. I was in the wrong place at the right time, and a researcher with a rare opportunity. Accordingly, my paper is an ethnographic study of a school in crisis, and my primary source of data is workplace discourse. I have chosen methodologies of discourse analysis because, I believe, it is through institutional language that participants attempt to recruit others to their version of reality, and, subsequently, how school culture is established, maintained and transformed.

Julia Rodriguez (Culture, Communication and Media)

Teachers' Attitudes to Using New Technologies for English L2 Teaching in a French University

In recent years, language teaching has been challenged by the use of new technologies in the classroom. On the one hand, by the possibility of access to a large range of resources and Internet-based tools and; on the other, by requiring the mastery of these new technologies applied to language teaching by both students and teachers. This means new ways of understanding everyday practice, the role of students and teachers, but also providing teachers with the necessary training to foster positive attitudes to incorporating new technologies into everyday practice. This study explored some of the factors that affected attitudes in a group of English language teachers at the university of Cergy Pontoise, France, and their use or not of Language Learning Technology (LLT) in their teaching. It also investigated whether and to what extent possibilities, facilities and training provided to teachers contributed to the acknowledgement and use of these resources.

Geraldine Rowe (Psychology and Human Development)

Students are doing it for themselves

Classroom discipline can be seen either as something that the teacher does to students, or something that they do for themselves. This Institution Focused Study takes the form of an Appreciative Inquiry carried out with 20 Year 9 boys in a North London Comprehensive using interviews and observations. Will they discover that fellow students are helping each other to learn and enjoy school and will the experience of being a researcher change their perception of classroom climate and their inclination to support fellow students?

Hermione Ruck-Keen (Culture, Communication and Media)

Audience-performer relationships at Dartington International Summer School

Western Classical music has become characterised by hierarchical relationships, between performer and audience, amateur and professional. Music-making opportunities and roles are clearly delineated according to context and perceived musical status or 'talent' of the participants. These distinctions can contribute to the elitism often ascribed to classical music, which may contribute to falling audience numbers and inequality of access to learning. This paper presents some findings from a qualitative case study of a summer school combining amateur and professional musicians. It represents an atypical situation in which musical learning and performance are open to participants of varied experience, age and aspiration. Those attending may fulfil many different roles; performer, audience member, student, tutor. The residential aspect provides opportunities to socialise together and form ongoing relationships similar to those described by Pitts (2005) in her work on amateur musical participation. Situated within a symbolic interactionist framework and using data from field notes, observations, interviews, and participant diaries, the paper addresses the following questions: How are these socio-musical relationships different to other contexts? Do they challenge or reinforce existing hierarchies? Is this type of relationship beneficial for audience development? Can any elements of this unique situation be translated into a wider context?

A.B. Rutayuga (Lifelong and Comparative Education)

What is the possible 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, 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 16 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 that a social-technical model of CBET could emerge in Tanzania. The study considers conditions for its successful implementation.

Mandeep Sagoo (Childhood, Families and Health)

The relationship between medical students' performance and format of the questions in a practical anatomy assessment

The Objective Structural Practical Examination (OSPE) is a timed practical exam of anatomy which assesses theoretical, functional and clinical knowledge of anatomy. The aim of this study is to investigate how the design (construct and resources) of an assessment question affects students' performance on the question. In the study MBBS 2nd year students' performance is investigated on OSPE questions with various constructs and resources. The construct refers to the questions constructed with and without clinical case scenarios, and the resources refer to the nature of the resources (cadaveric resources or medical images) utilised in the assessment. In the study, the performance of 150 students in 44 summative exam questions (22 stations) on reproductive anatomy was analysed. The study followed the quasi-experimental approach. The exam scores were correlated with students' views ($n = 85$) collected on the close-ended paper-based questionnaire. The results suggest that in the cadaver and images categories, students performed better on questions with cadaveric resources than images with effect size (d) of 0.7 (95% confidence). There is no difference in students' performance on the no-scenario and scenario categories ($d = 0.1$). Furthermore, in the questionnaire study, the consented students performed better on the cadaver questions than the images questions.

Anna Savino (Humanities and Social Sciences)

The Augustinian approach to the theory of teaching methods

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.

As it is well known, Augustine is the philosopher of the *interiority* as the *awareness of the self* and in this study I would show how a deep reading of his *Confessiones* and *Dialogi*, especially the *De Magistro*, could lead to a new perspective on the very concept of “method” and its general theory which could be applied in teaching. I would also state a comparison between Augustine’s theory of method and the latest methodology presented with “CLIL” (Content and Language integrated learning) currently adopted in Europe in Secondary Education. Underlining its philosophical matrix as Utilitarianism, CLIL represents an example of the conception of method intended as procedure whilst Augustine offers an example of the very origin of the word as μετὰ τὸν ὁδόν. I would follow these steps: Exploration of “CLIL methodology” with its theoretical background as Utilitarianism and its aims; Considerations about Augustinian Philosophy in his *Confessiones* and *De Magistro*; Contrasting the CLIL approach with Augustine’s method; A specific curriculum proposal following Augustinian method.

Abdulkerim Sen (Curriculum, Pedagogy and Assessment)

The Dynamics and Parameters of Transition in Citizenship Education Policies in Turkey

Citizenship education is defined as an area to teach about democratic values, diversity and human rights whereas the history of subject stands in contrast with its current status. Citizenship education classically became a political instrument to homogenize a predominantly diverse population into a homogenous national citizenry. Therefore, a transitological approach, which is used in political sciences to investigate the process of transition from authoritarian to democratic regimes, can be adopted to examine the process of transition in citizenship education policies (CEPs). Approaching to CEPs from this perspective, the present paper aims to explore the extent to which classic civics education is transitioned towards education for democratic citizenship in Turkey. I investigate the dynamics and parameters that operate in the transition of CEPs in Turkey in the period from 1995 when human rights themes were incorporated into the existing civics courses. I also intend to explore the stages in which citizenship education policy texts are produced in this period. Using an exploratory case study design as a methodological framework, this research project will draw on the data to be obtained from interviews with stakeholders in CEPs from three different sectors with a consideration of network theory.

Dominika Sieradzka (Department of Psychology, Birkbeck)

Heritability of dimension-specific psychotic experiences captured by common genetic variants in a community sample of adolescents

Psychotic experiences and schizophrenia are hypothesised to form part of the 'psychosis continuum'. Twin studies have shown that both are heritable but while evidence suggests that single nucleotide polymorphisms (SNPs) are involved in the aetiology of adult schizophrenia, little is known about the causes of psychotic experiences in adolescence. Here, the extent to which SNPs influence specific psychotic experiences in adolescence was tested. Paranoia, Hallucinations, Cognitive Disorganisation, Grandiosity, Anhedonia, and Negative Symptoms were assessed in a community sample of 2,152 16-year-olds, using the Specific Psychotic Experiences Questionnaire (SPEQ). Estimates of SNP heritability captured by ~1.7 million SNPs were derived for each of the measures using genome-wide complex trait analysis (GCTA). GCTA analyses revealed that 20% ($p=0.046$) of variation in Anhedonia was captured by SNPs, which was just under half the twin heritability estimate of 47%. For Cognitive Disorganization, the SNP heritability was approaching significance (19%; $p=0.059$). Other SPEQ subscales showed no significant SNP heritabilities. Results of the current study suggest that common genetic variants play a role in the aetiology of at least some psychotic experiences in adolescence and account for just under half of the twin-based heritability estimates. Explanation for the remaining missing heritability is desirable.

Zachery Spire (Lifelong and Comparative Education)

Students' experience & the built environment: transforming university housing accommodations into student homes

Student experience in English university housing accommodations continues to be an area open for further empirical study. Themes of space and time, the reproduction of home, and living-learning have interspersed throughout previous inquiry into university student housing accommodation (See Berglund, 2009; Brothers & Hatch, 1971; Morgan & McDowell, 1979; Richter & Walker, 2008). While past research has highlighted the place of university housing accommodations in relation to the teaching, learning, and research activities of many English universities, little qualitative work has been done on students' perspective of their lived experience in university housing accommodations. This proposal focuses on students' application of life design practices to their time in university student housing accommodations. Theories of social learning (Bandura, 1977), habitus (Bourdieu, 1967), environmental psychology (Gifford, 2007), and critical realism (Bhasker, 1997) are used as a backdrop to explore students' socio-environmental experience within university student housing accommodations. While the topic remains highly contested, this study hopes to offer additional information and insight into students' experience and contribute to the development of future university student housing accommodation models.

Sandro Spiteri (London Centre for Leadership in Learning)

Networks and Vectors of Communication and Power within State Colleges in the First Three Years of Malta's 2006 School Networking Reform

My presentation is based on the results of my IFS report submitted in February 2014. This report investigated the mandated networking of primary and secondary state schools in Malta into ten Colleges that became national policy in 2006. This reform was rhetorically situated within the experience of school networking in England, but in fact sprang from a very different context. This study mapped the networks of communication and power from a Weberian perspective between eight ex-Heads in this study and their line managers, the College Principals. The evidence indicated that the space available to the Heads for back-channel agency and informal autonomy in the pre-College scenario was much greater than previously supposed. The official pro-College rhetoric took as given the constructed narrative of post-colonial formal centralised bureaucracy and school powerlessness, which did not ring true to the Heads themselves. However proximity of the College Principal increased the scope of involvement of the Heads in curriculum-related decisions, as well as the legitimacy of the Principal. This increased the possibility for collaboration and enhanced Heads' role as educational leaders, at the expense of a measure of their former autonomy due to the need to consult and negotiate.

Maria Stefanides-Savva (Curriculum, Pedagogy and Assessment)

Internationalizing the Anglophone Educator: Exploring the Implications of Teaching Abroad Experiences

Research funded through the European Council of International Schools examines how educators are transformed both personally and professionally as a result of their teaching experiences abroad. How do changes in geography and culture affect the world views and perspectives of international educators? How do these perspectives translate into schools or classrooms? This session explores answers to these questions through findings from thirty Anglophone educators interviewed across three schools based in China and the Netherlands.

Noman Sultan (Lifelong and Comparative Education)

Craftsmanship precision: Encourage content-to-context focused governance practices

This post-doctorate research addresses the Information Technology community and its relationship to the change of focus from a governance attitude, of content (certified), to one of context (value shared). The main problems that IT practitioners face are those of transparency and in which way to contextualise governance practices as well as simplifying the current environmental systems/processes. This research acknowledges that knowledge/ideas are actually 'lived' rather than being abstract; addressing social values, judgments and co-defining everyday governance practices of work-based learning academics and IT COP. It is my contention that in applying the new emergent community's responsive collaborative methodology, research participants can develop contexts within which academic and IT practitioner communities can define, in their own mechanisms, the terms of engaging, relating, interacting in the co-producing of new knowledge or practice. Being motivated as a researcher-practitioner to 'converse with IoE academics as expert participants', to spend time sharing and generating knowledge about adult learning, their explanations and ideas, is more likely to happen in a collaborative responsive inquiry, than as individual learning. The outcome of this research is to analyse alternative proposals that emerge and generate feedback from participants and to compare this feedback with a biographical inquiry mode.

Shone Surendran (Culture, Communication and Media)

Transfer of Learning: A research construct in crisis or in need of reconstruction?

Transfer of learning has long been a contested issue. Research studies on transfer spans over a hundred years, while researchers however, still remain deeply divided on the matter. Recent developments in transfer studies have led to a resurgence of interest in this field. This presentation charts the evolution of the transfer research construct leading up to current cognitive research studies. The historical and developmental analysis seeks to highlight the critical conceptual and methodological issues involved in the transfer debate. However, a growing number of recent transfer studies have emerged that challenge the traditional concepts of transfer and their approach to transfer research. This has led to some researchers to rethink the concept of transfer and offer alternative interpretations of the 'transfer' research construct. This presentation aims to review several key alternative perspectives on 'transfer' with respect to their conceptual and methodological considerations. The presentation will conclude with the implications of these alternative transfer perspectives on the author's own research proposal for investigating 'transfer' of learning in the context of formal learning in primary school classrooms.

Joseph Tawiah (Culture, Communication and Media)

The sequential organisation of talk-in-interaction in primary classroom: a creative thinking perspective

Studies of classroom science discourse suggest that organising rich, productive talk is a challenge for teachers (Harris et al, 2012). Research has shown that teachers have difficulty posing questions through which they can gain access to students' mathematical thinking (Buschman, 2001; Sahin and Kulm, 2008 and Franke et al, 2009). Teachers' questions, whether it is initiated by the teacher or in response to pupils' questions have the potential to bring out and encourage creative thinking. In this study I aim to investigate how primary classroom talk-in-interaction can provide creative thinking opportunity through teacher questioning in a specific classroom activity. It is perceived that by exploring such matters as the sequential organisation of talk-in-interaction, Ethnomethodology (EM) and Conversation Analysis (CA) can be seen as methods for this study. The methodological challenges in primary classroom talk-in-interaction video-based activity will also be discussed.

Yvette Twumasi-Ankrah (Humanities and Social Sciences)

Education, Education, Education! Second Generation Ghanaians in the UK

My research explores how second-generation Ghanaians construct and maintain (if they do at all) their ethnic identity and the role of class in its construction. Using a transnational lens I want to see how theories about ethnic identity and class, as explored by scholars such as Gans and Waters, translate to the second-generation Ghanaian cohort raised in London. There are many aspects which the interviewees see as important to the creation of their sense of self but my focus will be the role of education and notions of class in shaping identity and feelings of belonging. A vast majority of the Ghanaian first generation migrated for education and were known as 'the students that stayed' (Daley 1996). The children of these migrants have been raised in the UK education system and their experiences have helped shape their identity. Other studies (Lee, 2004, Butterfield 2004) have shown how education has been linked to ethnic choice and highlight how cultural expectations of educational attainment impact on the second generation. My presentation will focus on the participants relationship to education, their beliefs relating to the role of education for themselves and others and the influence their parents and extended family have/had on their choices.

Daniela Vaseva (Doctoral School)

Serious Game Conceptual Framework for Developing Literary and Transferable Skills and Habitual Patterns

The Serious Games sector is expected to grow significantly in the next decade and it becomes a main focus in numerous research projects. In spite of the broad interest in the field, a limited number of studies investigate the behavioural and personality changes as a learning outcome of these games. The literature indicates that games can increase people's motivation and abilities and change their attitudes and behaviours. This paper describes a conceptual framework for a serious game based on famous Ancient Greek literary plots. The framework is a part of a dissertation research on the potential of serious games for developing literary and transferable skills and habitual patterns in middle school students. Specifically, this article focuses on the elements of serious games that will be used to enhance the learning experience and outcomes. The conceptual framework is based on the game design, learning and pedagogical theory. It includes a description of the instructional content, the intended learning outcomes and activities, the game genre and attributes. The purpose of the article is to give an insight of the potential of serious games based on literary plots for stimulating personal growth and development, and to discuss strategies for its realization.

This abstract is made with the financial support of the European Social Fund, project № BG051PO001-3.3.06/0026. Daniela Vaseva has the sole responsibility for the content of the abstract and it cannot be considered as an official statement of the European Union or of Sofia University "St. Kliment Ohridski", Faculty of Education.

Adam Walton (Humanities and Social Sciences)

Researching in/as risk?

This symposium aims to problematise the technical approach to risk exemplified by official procedures around risk and ethics, and to encourage reflexive engagement with the relevance of risk throughout the research process. We will present experiences from our respective positions at the pre- and post- fieldwork research stages. Our discussion will draw on Zwi et al.'s (2006) 'triangle of tensions', which captures the complexity of interactions between researchers, research participants and institutions, and recognises the impact of positionality in framing these interactions. The symposium will be structured in a participatory way to encourage dialogue between panellists and audience members, to elicit a diverse engagement with the notion of risk. Louise Wetheridge's research investigates the connections between girls' schooling, marriage and sexual & reproductive health in North-West Nigeria. Adam Walton hopes to explore possibilities for the education of men for gender justice in post-secondary education institutions on the Tajik-Afghan border. Laela Adamson is investigating how students negotiate the challenges of the language environment in two Tanzanian secondary schools. Mai Abu Moghli's research focuses on human rights education in Palestinian Authority schools in the Occupied West Bank / Palestine. Ivette Hernandez is exploring Education, capabilities and deliberative democracy in Chile: the Penguin Revolution.

Nissan Wilson (Curriculum, Pedagogy and Assessment)

Religious doctrines and liberal values: teachers' conceptions of religious nurture in the faith school

It is claimed that religious nurture in faith schools impinges upon the development of the child's rational autonomy (Snook, 1972; Hand, 2003). Attempts in existing literature to address this issue generally use liberal values as the arbiter and outline the conditions under which RE can satisfy those values. However, this does not adequately describe the views of teachers and stakeholders in faith schools. How do they understand their roles and justify their practices? What happens when religion is brought into conflict with society's public discourse? Is it possible for the 'liberal believer' to maintain a coherent conception of RE or will this conception be necessarily 'schizophrenic' and unstable? I will be looking at Rawls (2001) distinction between 'comprehensive doctrines' (religious, philosophical or moral) and the shared 'political conception' to frame two distinct viewpoints and examine whether they are in tension with each other. Looking specifically at Orthodox Jewish schools, I will consider whether any liberal philosophy can accommodate a conception of RE that is true to the spoken and unspoken aims of Orthodox Jewish education.

Takako Yoshida (Culture, Communication and Media)

Ambivalent Desires for the English language: personal narratives of learning and using English in Japan

Japanese people's desires and aspirations for learning English have been argued as relating to social mobility, leisure, romance, and belonging to an imaginary global community of English speakers. However, their desires for English do not necessarily lead to their engagement in learning the language. In this presentation, I will discuss the aims of my research, which are to inquire into what it means to engage with English for Japanese individuals who do not have strong affiliation with the language and to explore the conflicting, fragmented, and fluid nature of their relationships to English. The study takes the form of a narrative approach, by collecting life stories of individuals in Japan, both men and women, with regard to their experiences of learning and using English from adolescence to their present days. The study also aims to critically explore implications of the ways in which learners' desires for English can be incorporated into everyday pedagogical practices in classrooms.