

## **Abstracts of the UCL Institute of Education Poster Conference March 2015**

**Amin Alzahrani** (London Centre for Leadership and Learning)

### **The effectiveness of the e-Noor system for educational supervision in Saudi Arabia: Perspectives of Supervisors**

This study sought out mainly to identify the degree the effectiveness of the e-Noor program in achieving the tasks of the educational supervisor in Saudi Arabia from their point of view. The study used the descriptive method because it is suitable to its aim. It is interested in describing the phenomenon concerning its reality, providing an explanation and analysis of the data. To know the main factors that affect electronic supervision, the researcher did his best to gather the large amount of information and terms to fulfil the questionnaire. The results shows that the majority of educational supervisors suggested that the e-Noor System support and confirm the availability of human resources in the schools. In other hand, results confirm that there is no agreement among the educational supervisors that the e-Noor Program, helps in knowing the special cases, following up leading experiments in schools and to circulate it, exchanging experiences and information between teachers and between supervisors, communication between the supervisor and teacher, facilitate meetings and work workshops with teachers to discuss all things support in developing level of educational operation, caring and Knowing cases in schools, study the previous educational reports and analyses them. Knowing the instructions and literal signs related to relation to educational and learning work, help supervisor to provide teachers with publications and educational materials, planning and carry out training program. The next research aim is an experimental attempt to improve e-System to facilitate distance supervision tasks effectively.

**K.M. Nabiul Alam** (Curriculum, Pedagogy & Assessment)

### **Gender differences in mathematics in rural secondary schools of Bangladesh**

The stereotypical belief about mathematics as a male domain has been reported in many literatures as one of the main factors of girls' underachievement in mathematics and underrepresentation in math-related careers. In previous researches gender differences in mathematics are found in participation, achievement, classroom interactions, understanding of the subject, career choice and many other areas. In Bangladesh, about 53% of secondary school children are girls (BANBEIS, 2012). Bangladesh is a country of 68,000 villages and those rural girls are deprived by parents' low socio-economic status, low ambition of life, early marriage tradition, and comparatively lower education facilities than the urban children. Thornton et al. (2005) reported that Bangla is the most popular and Mathematics and English are the most problematic subjects to the Bangladeshi rural secondary school girls focusing on girls' difficulty in understanding of mathematics, personality of the teacher or their dislike of the subject to the fact that they performed badly in the mathematics exams. My research would be a qualitative piece of research with some quantitative data (i.e. enrolment) to be collected from about 75 boys and 75 girls of 14 rural secondary schools of two rural districts in Bangladesh by using purposive sampling process. Lesson observation, FGD, performance test, case study interview and career choice survey would be the qualitative data collection techniques to identify the differences in mathematics learning between boys and girls in rural Bangladesh.

**Elena Andreou** (Culture, Communication and Media)

**The relationship between studio-based instrumental teaching and home-based private practice: case studies of young piano students**

Case study evidence is reported that explores the relationship between 1:1 studio-based piano teaching and home-based private practice, taking into account how the level of expertise might influence this relationship. The child participants (n=6) exhibit three different levels of expertise, based on their level of study for ABRSM examinations (i.e., Grade 1, Grade 5 and Grade 8). Data collection methods include videotaped observations of the lessons, videotaped practice sessions carried by the children in their home and interviews with the children and their teachers. Data analyses focus on the detail of the practice sessions and how these might change over time, referenced against the nature of the guided piano practice during the lessons and, more specifically, the teachers' instructions for future practice sessions at home between lessons. In addition, a micro analysis is carried out on the usage of practice strategies used both in the lessons and in the individual practice sessions.

**Denise Balmer** (Curriculum Pedagogy and Assessment)

**Can Earth Science help non-science primary teachers enrich their science teaching?**

Innovative ways of encouraging young people to continue studying science is the focus of this research project. World economies are demanding increasing numbers of people skilled in science, technology, engineering and mathematics and a scientifically literate population. Britain loses many potential workers who drop science at secondary school level. I propose that Earth Science could help non-science primary teachers enrich their science teaching, stimulating pupils to continue with science because of better primary experiences. Research shows many primary teachers lack self-efficacy in science teaching due to daunting curricula, as they have little science education. I am investigating how earth science workshops for trainee teachers improves teaching confidence in science, and investigating primary science leaders' beliefs about science teaching. By training three teachers to deliver specific earth science materials to their classes, the project aims to improve teachers' science knowledge and understanding and pupils' inquiry skills. Pilot results are exciting and more lessons are planned. When primary teachers / trainees are taught interesting earth science topics they become enthused and more confident in their teaching. Earth science accesses the World Around Us idea advocated by the new science National Curriculum, and can be taught using everyday examples and low cost resources.

**David Barton** (Culture, Communication and Media)

**The autonomy of private instrumental teachers: its effect on valid knowledge construction, curriculum design, and quality of teaching and learning**

Many people in the UK, of all ages, receive tuition on a musical instrument through a private teacher. That is a teacher primarily defined as working autonomously, normally from a home-based studio. Although previous research has examined the nature of one-to-one instrumental teaching, little exists which explores, in particular, the autonomous nature of the profession. At a basic level, if no one tells a teacher what to teach, how does the teacher decide what to include and exclude from their lessons? Through a grounded theory, qualitative approach to methodology, the research will explore issues related to validity of knowledge, and curriculum design and construction. An initial series of interviews has highlighted a range of issues relating, in particular, to control, choice and cultural practice. Thus far, the research has suggested that the traditional 'conservatoire' model of 'master-apprentice' is very much in evidence in the private teaching context.

**Zaneta Bertot** (Lifelong and Comparative Education)

**Internationalisation of the curriculum: Students' perspectives**

In today's increasingly global marketplace, many higher education institutions position themselves internationally and attract staff and students from abroad. Assuming that cultural diversity will continue to increase within the university environment, the alignment of curriculum with the diverse student body will be an important and integral part of the educational experience. Although internationalisation has become firmly rooted within the higher education context, its various components, including internationalisation of curricula, remain complex and vague. Despite its significance, it is not yet clear what internationalisation of the curriculum means and how it is best implemented. While there is general agreement that incorporating global perspectives in the curriculum development is fundamental, there is disagreement as to how that could be conducted and what concrete steps universities should take to internationalise their curricula. In this study I examine students' viewpoints and the ways they experience internationalisation of the curriculum to highlight both challenges and opportunities of bridging the gap between theory and practice. The key findings reveal the current piecemeal approach to the curriculum internationalisation and the importance of extracurricular activities in developing intercultural competencies. They draw attention to the need for a more systematic and strategic institutional approach to internationalisation.

**Kate Cowan** (Culture, Communication and Media)

**Multimodal Transcription of Video: Visualising Child-Initiated Play in the Early Years**

Video offers particular insights into the complexity of young children's play, creating a rich and fine-grained audiovisual record that permits later analysis of the simultaneous and sequential nature of communication in multiple modes. Yet transcription of video presents methodological challenges in terms of what and how to transcribe, entailing a number of choices about the selection and representation of modes beyond the verbal. Multimodality begins from the position that communication is constituted in a variety of forms, such as image, gaze, gesture and body posture, as well as speech and writing. Using video recordings from an English Nursery school classroom, this research considers how multimodal transcription might be used as an analytic device for closely and systematically attending to the multiple modes children draw upon in their play, in an educational environment where language is traditionally given particular emphasis and importance. As well as developing and advancing multimodal methods of working with video data, it is suggested that multimodal transcription might generate particular insights into how children negotiate play frames in means beyond language, with potential implications not only for researchers of young children, but also Early Years practitioners observing, interpreting and making assessments of children's play.

**Tony Dimmer** (London Centre for Leadership and Learning)

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

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 the initial audit carried out in November 2013 with one in January 2015 and includes the results of interviews from July 2014.

**Thomas Georgas** (London Centre for Leadership and Learning)

**Managing educational change in Greece, in a time of social and economic crisis**

Since the late 1980s, Greek governments have sought to address performativity in state education. Still, where such reforms had been introduced they were met with consistent resistance from teachers. In 2013 the government considered the economic crisis as an opportunity to pursue educational changes on school evaluation and teacher assessment in a perspective of the overall restructuring of state education. Teachers' resistance was weak and school evaluation was implemented in 2014. This study focuses on secondary teachers' attitudes towards the reform and examines how these were reshaped by the crisis. 106 teachers participated in the survey, and another 20 teachers, headteachers and senior education executives were interviewed. The study suggests that compliance was achieved for the crisis has altered teachers' priorities, rendering them susceptible to policies they traditionally opposed. It also identified a widely held implicit disapproval under teachers' superficial consent. Despite the fact that teachers appeared to acknowledge the necessity of an evaluation scheme, the major impediment to the endorsement of the policy has been their mistrust of the state. The reform was perceived as reproducing corruption and injustice, rather than a mechanism of meritocracy. The study suggests that unless trust of the state is established, any evaluation reform will be trapped in a cycle of self-fulfilling prophecy, failing to achieve its potential.

**Zayba Ghazali** (Psychology and Human Development)

**How do general cognitive abilities influence the development of scientific concepts in children?**

This study aims to explore children's conceptual development in science. There is a distinct lack of any literature on the processes behind conceptual development, which has often shown children's learning to be piecemeal and unlikely to progress in such a straight-forward fashion, contrary to earlier theorising (e.g. Piaget, 1972). Other work also highlights the fact that general cognitive abilities can be highly influential in learning about numeracy and literacy concepts (Gathercole et al., 2004) however, little is known about the same effects on science learning. A total of 141 children were recruited for this study which consisted of three cohorts of children: 4-5 years, 6-7 years, and 9-10 years, thus covering the whole primary school age range. All children were investigated on their knowledge of four areas of biology currently included in the National Curriculum. A novel method was developed to assess science knowledge and administered alongside measures of general cognitive abilities, numeracy, and language. Longitudinal findings suggest scientific knowledge takes a piecemeal route of progression that has little association with the development of general cognitive abilities, but is reliant on the earlier understanding of related scientific phenomena, particularly biodiversity. This implies curricular design may be enhanced to aid effective learning among children.

**Steve Hannon (Lifelong and Comparative Education)**

**What is further education tutoring? An exploratory study of level three tutoring across three English general further education colleges**

General Further Education (GFE), i.e. providers of academic and multilevel vocational programmes, is a substantial part of the United Kingdom's Further Education (FE) sector. Most, if not all, GFE 16-18 students in England are assigned a Tutor, a position distinct from that of a Teacher and they are timetabled for a weekly Group Tutorial over the academic year. However, the purpose of the FE Tutor and Tutorial appears unclear. This exploratory study asks 'What is FE tutoring?' It outlines and examines the evolution of FE as an institution and a history of FE pastoral care through matrices analysis. It develops a conceptual framework of tutoring, drawing upon key texts on tutoring in secondary school, FE and Higher Education. It investigates how tutoring is understood and practised in three GFE colleges via interviews and focus groups with FE professionals and surveying Level Three tutees. It identifies unsettled tutoring processes in these sites, with conflicting yet uncertain conceptualisations of what FE tutoring is. It recommends that the FE sector acknowledges tutoring as an educational specialism and that the Personal Tutor model, providing academic as well as pastoral support, is recognised as such a specialisation to attain parity of esteem with Teachers.

**Sayaka Hashimoto (Lifelong and Comparative Education)**

**The relationship between national, prefectoral, and local policies and practices with respect to education for immigrant children in Japan**

This dissertation will investigate the relationship between central government policy, and prefectoral and local policy and practice, with respect to immigrant children in Japan after 1990. In a globalised era, Japan is one of the countries which struggle with political issues relating to children from immigrant groups. Globalisation has resulted in dynamic demographical movement across national borders, and produced greater cultural diversity. Such diversity has often brought about conflict between the original residents and new comers, e.g. immigrants. With regard to conflict within the field of education, studies have reported unequal learning opportunities for immigrant children. An outcome is that education reforms with the view to catering for greater diversity have been the focus of debate. To protect children's right to equal education opportunity, implementation of educational systems catering for immigrant children is essential. Japan has also experienced the increasing levels of cultural diversity, and it has accelerated with the revised immigration Act in 1990. The educational policy and practice have mainly developed mainly at prefectoral and local levels, and it has been contributed to national level. The key factor between national, prefectoral and local policies and practices regarding immigrant children in Japan will be the focus of this dissertation.

**Kate Hughes** (Department of Psychological Sciences, Birkbeck)

**Studying risk and protective factors that might link Down syndrome in children aged 4 to 16 years to subsequent Alzheimer's disease.**

Down Syndrome (DS) is caused by the presence of an extra chromosome 21, where the amyloid precursor protein gene lies. This gene produces amyloid protein, the main component of  $\beta$ -amyloid plaques that, with tau tangles, make up the pathological brain characteristics of Alzheimer's disease (AD). 100% of people with DS develop this brain pathology but, although there is higher rate of AD than the typical population, (around 50% age 50 display symptoms); it never reaches full penetrance. This study investigates the presence of individual differences that alter the likelihood of individuals with DS developing AD. The genetics of DS ensure the changes leading to potential AD are present from conception;  $\beta$ -amyloid deposition is observed in children with DS from aged 8. Seventy children between 4 and 16 years were recruited, with and without DS. These individuals were assessed for genetic, neural, cognitive, behavioural, and environmental factors, in order to create rich individual profiles. Analysis then looks for genetic links to altered behaviour/ phenotype/neural pathways. I present the preliminary results of our analysis of the first year of research, where we expect interesting relationships between changes in behaviour/memory over time, correlated to parental scores in education and sleep measurements.

**Daniel Mercieca** (Early Years and Primary Education)

**Children's Views of Psychotherapy Interventions in Residential Out of Home Care in Malta**

This research seeks to elicit, represent and understand children's perspectives of their engagement in psychotherapy interventions in residential out of home care in Malta. Children's perspectives will be researched through a flexible, multiple methods approach (Darbyshire, Macdougall & Schiller, 2010). Children will be able to choose whether to answer to direct questions in semi-structured interviews and / or engage in a number of age-appropriate play based methods (Mudaly & Goddard, 2006; Jager, 2010; Davies, Wright, Drake, & Bunting, 2009). This research also aims at representing children's feedback about the methods used to engage them in this enquiry. In this project children's voices are thought of as situated within child-adult relations and contexts. Thus the perspectives of therapists, parents and adult carers will be elicited through semi-structured interviews and participant observation of a multidisciplinary therapeutic team yet not of actual therapy sessions. By endorsing a practitioner researcher ethos (Shaw & Lunt, 2012), this research attempts to look at how an understanding of children's perspectives can contribute to service development in the multidisciplinary team where the researcher works as a drama therapist in a residential care organisation.

**Vanessa Moulton** (Psychology and Human Development)

### **Family and child determinants of young children's aspirations**

Using data from the Millennium Cohort Study and employing structural equation modelling we investigated the family and child determinants of 7-year-old children's aspirations. The aim was two-fold, to investigate the determinants of general types of younger children's aspirations based on the realism of the aspiration and the vocational maturity (N = 12,275), and the pathways to children's aspirations measured by occupational status, masculinity/femininity and intrinsic/extrinsic motivation (N = 11,656). Boys were more likely than girls to have rare occupational, fantasy and uncertain aspirations than non-rare occupational aspirations. Fantasy aspirations were associated with more parental involvement, and children with difficult temperaments and a dislike of school. Although children with uncertain and descriptive aspirations also disliked school compared to children with aspirations for non-rare occupations, uncertain aspirations were related to higher cognitive ability and descriptive aspirations to lower cognitive ability. Rare occupational aspirations were directly associated with higher family socio-economic status (SES). In the three-way classification model, compared to girls, boys had lower occupational, more extrinsic and masculine aspirations. Having low family SES was directly related to lower occupational aspirations. While liking school was associated with higher occupational and intrinsic aspirations via more parental involvement and higher cognitive ability.

**Annabel Mullen** (Quantitative Social Science)

### **'Foreground' via 'background'? Socialisation Interaction Theory - Furthering the desistance trajectories debate**

Desistance to crime, the idea that people cease committing crime, is not well understood. Current debates address critical conceptual components, temporal and methodological considerations. Desistance is increasingly discussed as a process, comprising emergence, development and cessation rather than a specific event. Focus is often divisive either on structure, biopsychosocial factors, versus agency in criminal action. Both are concerned with understanding and predicting criminality, the former describes "longitudinal socialization processes" leading to criminal disposition whilst the latter is more concerned with action around the criminal event. The interaction between the two approaches is increasingly of interest. In this paper a dual approach is taken, designed at pinpointing the current debate whilst detecting different conceptualisations based on data from the British Cohort study 1970 (BCS70). This paper identifies patterns of criminal behaviour and key determinants of the different trajectories, based on early psychosocial adjustment (family socialisation) and later legal attitudes (legal socialisation), measured at 5, 10 and 16. For 4,725 cohort members, complete self-reported (at 16, 30 and 34) criminal justice convictions, divide into four categories: none (n. 3,660), desistance (n. 354), later onset (278) and persistence (n. 433). Elucidation provides more understanding of socialisations influence on criminal behaviour.

**Paraskevi Mylona** (Curriculum Pedagogy and Assessment)

**How do we make sense of the experience of learning? Understanding and researching meta-learning**

People's fundamental need to understand themselves in relation to the World has been a strong, sustaining motivator for the development of theory on how people learn. Understanding and constructing learning is not, however, the exclusive privilege of educational theorists. The construct of meta-learning suggests through both theory and research that individuals are capable of using their previous experiences of learning in order to plan for and direct their future learning. Making sense of one's own learning is in itself a function aimed at a) constructing a reality and positioning one's self in it, and b) understanding how to access that reality by using a variety of strategies. Theory on the process of meta-learning proposes that learners' experience of learning is shaped through a process of them negotiating and orchestrating their interpretations of cognitive, affective, motivational and social context elements and events in which their learning happens. Such an understanding of learners' construction of their reality poses certain methodological dilemmas to the researcher trying to locate meta-learning in context. This poster is a threefold presentation of how meta-learning is theoretically defined, how it is experienced by learners, and, lastly, how and when it becomes visible to learners and researchers.

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

**Ready or not: Exploring how women in Norway negotiate the path towards professorship**

It is a paradox that although Norway is far ahead of most other countries on other gender equity measures, it lags behind most other European countries when it comes to gender balance at the professor level. Little qualitative work has been done to understand how women see themselves as academics and how professorship fits into this picture. By exploring how senior women in a Norwegian research institute (Peace Research Institute Oslo – PRIO) work towards "objective readiness" (having a sufficient number of publications) and see their own "subjective readiness" (the motivation and confidence to apply for promotion), this project seeks to understand more fully the complex path towards professorship, how identity and environmental expectation are negotiated along the way, and to what extent gender shapes this journey. I use a critical ethnographic approach that combines semi-structured interviews and participant observation. To get at an understanding of how identity and environment are negotiated on an everyday basis, I draw from Academic Literacies theory to examine concrete publication practices.

**Susi Poli (Lifelong and Comparative Education)**

**Understanding gender inequality in Higher Education management – What women leading universities have to say (and to share with other women)**

The study aims to shed light on women's under-representation at the most senior roles in the management of Higher Education institutions; this through the experiences of fifteen women who have become leaders and who currently hold one of these senior roles in a university in Europe. My purpose is the understanding of the variables behind this under-representation; further aim is to see what lesson may be learnt and possibly shared with other women in order to succeed in a senior role. This is a cross-national study carried out in three European countries that links gender inequality in the management of HE institutions with a three-lens conceptual framework: this framework sheds light on the role of society (including children, partners and family arrangements), on HE institutions and, lastly, looks at how women and men interact within given systems and structures. The fieldwork has been conducted through semi-structured interviews in the three countries and I have just completed the phase of data collection. Therefore, reflections for this conference will be focused either on the methodology of the study or on the data collection.

**Nozomi Sakata (Humanities and Social Sciences)**

**Previous studies on learner-centred pedagogy in developing countries: Indicative associations between research design and findings**

The presentation aims at analysing relationships between research design and findings on learner-centred pedagogy (LCP) in developing countries. Recent educational policies in low-income countries have largely adopted LCP, or teaching approach prioritising learners' active participation; yet, a number of researchers have questioned the effectiveness of this pedagogy. In an attempt to assess how and how much successful LCP implementation has been detected in low-income countries, 64 empirical studies on peer-reviewed journals published between 1993 and 2014 were investigated. Results of chi-square analyses showed significant associations between research design and findings of these studies. Specifically, action research, use of quantitative methods, and investigation of students rather than teachers all were more likely to obtain successful LCP implementation than non-action research, qualitative research, and research on teachers and/or student teachers respectively. Also noteworthy is that considerably fewer studies were conducted in the form of action research, employed quantitative methods, or focused on students. It is therefore recommended that future studies use such research design in order to increase the database of empirical evidence in regards to LCP implementation in developing countries.

**Gideon Sappor (Psychology and Human Development)**

**The Influence of Culture on the Organisation and Development of Self-Regulated Learning Skills**

Self-regulated learning (SRL) skills have attracted a lot of research interest lately because they have been identified as arguably the most important determinants of academic performance and achievement. Learners with good SRL skills perform better because they have a better awareness of the effective strategies needed for a task and when to apply and adapt them - above all, they learn more effectively. Furthermore, they are intrinsically motivated so they set higher goals, put in more effort and show greater perseverance at learning tasks. It is of crucial significance to understand how these all important skills are developed and why some children develop such skills better than others. It has been observed that some cultural groups consistently exhibit higher achievement than others and variation in SRL skills by culture has also been observed. This research is therefore aimed at examining whether cultural differences impact on the organisation of SRL skills in a consistent and predictable fashion. A better understanding of the processes pertaining to this construct could provide some insight about how to promote SRL skills development in all children.

**Meera Sarin (Curriculum Pedagogy and Assessment)**

**Teacher Discrimination in India: An Ethnographic Study of Classroom Culture and Practices**

The poster presents methodological aspects of research for the Ed.D. Thesis. The context is the implementation of the Right of Children to Free and Compulsory Education Act (RTE) and education objectives in the state sector in India. RTE came into force in April 2010 and establishes the right of every child aged six to fourteen years to free and compulsory education in a neighbourhood school until completion of elementary education. The Study focuses on the problem area of teachers discriminating against lower caste children on the basis of caste. The assertion that such discrimination seriously negatively impacts the implementation of RTE and education objectives is the starting point. The first objective is to gain understandings of teachers' perspectives on current 'teacher sensitisation' programmes, which aim at increasing cultural sensitivity. The second is to investigate the role that culture plays in the teacher discrimination process. Field research will be conducted this summer at a state secondary school in New Delhi. Research methods consist of documentary analysis; flexible, semi-structured interviews with the Principal and teachers; and classroom observations. The research aims to contribute to the post-RTE literature on teacher discrimination in India and, in particular, to Ethnographic work in this field.

**Felicity Sedgewick (Psychology and Human Development)**

**"Some people are lonely and need friends": Comparing the social motivation and friendship experiences of adolescent boys and girls with and without autism**

Autism research has traditionally focussed on the social experiences of boys, as they constitute the majority of diagnosed individuals. Comparatively little is known therefore about the friendships of autistic girls, or potential gender differences in this area. This study examined the social motivation and friendship experiences of adolescent boys and girls, with and without autism, educated in specialist provision. Forty-six participants (13 autistic girls, 13 girls without autism, 10 autistic boys and 10 boys without autism) aged between 12 and 16 years, and of similar intellectual ability, took part. Participants completed the Social Responsiveness Scale (SRS), the Friendship Qualities Scale (FQS) and a semi-structured interview. Girls with and without autism had similar social motivation scores (measured by the SRS) and friendship quality (measured by the FQS), although autistic girls reported significantly less conflict in their best-friendships. Autistic boys were less socially motivated and had qualitatively different friendships (less secure, helpful and close) to boys without autism. Interview data corroborated this pattern of findings with one exception: autistic girls reported low levels of conflict in the FQS but described many such instances in interview. These results suggest that autistic girls may be equally likely to experience conflict as non-autistic girls, but potentially conceptualise it in differently ways.

**Jo Sell (Curriculum, Pedagogy & Assessment)**

**Is there a place for 'Faith-sensitive Relationship and Sex Education' in schools: If so, how should it be delivered and would it benefit all students?**

Most people agree that good quality sex and relationship education (SRE) is important for the well-being of children and young people, but in areas of high religious observance, schools are often worried about the reaction of their community if they provide such SRE. This study aims to see if there is a place for 'faith-sensitive' SRE and, if so, what that might look like and how it might be taught. Rooted in grounded theory and student voice, the research is being undertaken in three inner-city schools in an area with high religious observance. Using a mixed methods approach I am hoping to see if a faith-sensitive approach to SRE can help those pupils who feel the personal tension between their home and 'demonstrated' school or society values. I am also interested to see whether such teaching can enrich the experience of SRE for all students. Formative focus groups have helped shape content, direction and methodology, as well as demonstrating young people's expressed desire to discuss relationships and sex in the light of their own and other people's religion or belief system. It is expected that this study will help inform the delivery of SRE in schools.

**Shone Surendran** (Culture, Communication and Media)

**Primary Classroom Discourse and Students' Construction of Scientific Explanation**

This research project seeks to undertake an investigation of the meaning students' construct of scientific explanation in primary school classrooms. The study focuses on upper key stage 2 science and investigates student-teacher interactions in classroom discourse. Adopting a case study strategy this study investigates one Year 5 class in a London-based school. The case study will include student (9-10 year-olds) and teacher participants from across the Year 5 cohort. Classroom observations will serve as the primary method of data collection, with a specific view to exploring the classroom discourse in science. The secondary method will employ interviews with both students and teachers, through a combination of semi-structured and focus group methods. Analysing the student-teacher dialogue in classroom science discourse, using a meaning-making framework, this study explores possible gaps between the meaning the teacher intends to communicate and the meaning students construct in science lessons. Furthermore, this study, located within a school that adopts an education for sustainable development curriculum, seeks to examine how science learning embedded in wider socio-scientific issues, may influence students' construction of meaning of scientific explanation.

**Jane Towers-Clark** (Curriculum, Pedagogy and Assessment)

**Are undergraduate accounting students developing generic skills that meet stakeholder needs?**

The rationale for my thesis is to evaluate and respond to the criticism levied by the Browne Report in 2010 (Browne, 2010) that graduates are lacking generic skills required for employment. The Browne Report considered how the English higher education system might secure a sustainable future and reported that some graduates lack communication, entrepreneurial and networking skills, as well as an understanding of how businesses operate' (page18, Browne, 2010) Further to Browne's report, the CBI Education and Skills Survey (CBI, 2012) report looked at how UK employers view the education system and referred to the need to produce graduates that not only have intellectual skills but also employability skills that are effective in the workplace. My research is set within the discipline of accounting education in the context of a global accounting education framework and will take a stakeholder approach as to whether skills developed in undergraduate accounting students meet stakeholder needs, going beyond the student voice and taking into consideration the employer, learning provider, regulatory bodies, professional bodies and academic institutions perspectives. It will triangulate survey data obtained from my Institute Focussed Study with data obtained from my thesis semi-structured stakeholder interviews.

**Marika Tsolakis** (Humanities and Social Sciences)

**Street Parliaments and Tea Clubs: Meanings and Modes of Dialogue in Street Discussion Spaces in Post-Conflict Abidjan**

This research investigates the motivations for participation, the processes of dialogue, and outcomes of involvement in street discussion spaces in the post-conflict era in Abidjan, Côte d'Ivoire. Since the early 1990s, Ivorian street discussion spaces, described as 'free public universities' (Etou, 2013), provided youth a public forum for deliberation on social and political issues, yet their eventual involvement in virulent politics and conflict has cast an uncertain shadow over their value and place in reconciliation processes. My findings revealed enduring social and political divisions between 'parliaments' and 'tea clubs', the two main types of discussion spaces. In particular, the aims and outcomes of participation revealed different experiences of justice and freedom of expression between these highly partisan groups. However, both parliaments and tea clubs showed a preference for intergenerational knowledge exchange and the importance of community for vulnerable youth. This research bridges theories and concepts of dialogue and deliberation with their enacted forms, contributing to knowledge of informal and non-formal education and the role of dialogue for marginalised youth in post-conflict contexts.

**Tetsuko Watanabe** (Culture, Communication and Media)

**The enactment of the curriculum of English lessons in a British international primary school in Japan**

*The Lionel British School* is the only school that follows England's National Curriculum from the Nursery (age 3-4) to sixth form (age 17-18) in Japan, and to date has not been researched. The aim of this study is to explore the application of England's National Curriculum in literacy lessons in the British international school at primary level. Case study methodology was used, and triangulation of data from documents, interviews and observations were generated over the course of one year. The emerging findings revealed that the National Curriculum was used only as a basis; the teachers selected the elements from the National Curriculum and adapted them to their environments at their discretion according to: a) the nature of the school being in Asian and Japanese contexts, b) demographic and linguistic background of the children, and c) teacher's own ideas. In the poster, I will explain my research in progress with the aid of visual materials. And, this study concludes with some suggestions for further research in British international schools.

**Sally Wilkinson** (London Centre for Leadership and Learning)

**The Qualities and Practices of Effective System Leaders: Primary Headteachers**

The role of the primary school headteacher has evolved and current changes to the leadership landscape are influential in shaping this further. The expectations of what it means to be an effective headteacher now include being a system leader. The study is carried out in seven large rural local authorities in England. It is a qualitative research study based on in-depth semi-structured interviews with 12 headteachers who are currently effective system leaders in the primary phase. The data from the interviews is submitted to thematic analysis which leads to the development of two conceptual frameworks. One represents the connections between five leadership qualities following theme mapping and the other provides a framework for 12 leadership practices derived from network analysis. The findings reveal implications for headteachers prior to undertaking a system leader role. Once they are engaged in improving outcomes for pupils in other schools, the findings show how effective system leaders take responsibility for developing the people and the organisation in their schools. Conclusions relate to government policy on aspects of system leadership. Recommendations for the professional development of headteachers as system leaders in the primary phase are offered that will enable them to develop practically, intellectually and personally.

**Carolyn Wilson** (Psychology and Human Development)

**Great Expectations? Disabled Post-Graduate Students' Expectations for Disability Support**

Student satisfaction is an important measure for universities and it can be argued that universities have responded to government legislation and guidelines to produce improved service performance. However, student complaints are still rising, with disability complaints disproportionately high. It is proposed that a possible gap between student expectation and university performance can be used as an explanation for this phenomenon. The study reported here was carried out in 2014 as phase two of a three part study on disabled students' lived experiences of disability support and their expectations of support in post graduate education. It uses a phenomenographic approach (Marton, 2006) to illustrate a range of disabled students' experiences; it suggests how expectations may have been acquired; and relates these to initial satisfaction levels. The report concludes that university policy and practice needs to take account of the impact that past support experiences appears to have on students' abilities to assimilate the new information that university staff provide. It is planned that phase three of the study will investigate disabled students experiences of support in post-graduate study and provide proposals for appropriate strategies university staff can use to assist students to assimilate course and support information more effectively.