Abstracts of the UCL Institute of Education Doctoral Summer Conference June 2015

Dina Abdelazeem (UCL)

Decentralisation of Education in Egypt and Response to the International Agenda on Education

Globalization and initiatives as the Education for All and Millennium Development Goals have expanded the education policymaking arena. However little research has been conducted on the interaction between the international agendas on education and national strategies in the Middle East. One of the main policies that dominated this international agenda and has been promoted by international organizations for decades is decentralization with the justifications attached to it changing along the years. Taking a historical perspective starting with the 1970s, this research investigates why and how decentralization became central to education reform discourse in Egypt despite the mixed outcome so far? The research traces the development and shifts in thinking and conceptualization of education and education decentralization at both the national and international level and the relationship between them. In doing so questions as how the international agenda on education was interpreted at the national level and the mediating factors will be addressed. Taking a global governance perspective, the research also examines the influence and interactions of different actors at multiple levels using network ethnography. This will hopefully contribute to our understanding of the influence of globalization and transnational actors on national education policies and the barriers to locally led development.

Laela Adamson (Humanities and Social Sciences)

Language and Schooling: An Ethnographic Perspective on the Student Experience of the Multilingual Environment in Two Tanzanian Secondary Schools

This project set out to explore the ways in which students negotiate the challenges of the language environment in two secondary schools in Central Tanzania, one urban and one rural. This presentation falls two-thirds of the way through a planned total of 6 months of fieldwork. As such, and because the research has taken an ethnographic approach, the focus is still being refined and my thoughts on the data are a tentative work-in-progress. What has become increasingly clear, though, is that the challenges that students experience when learning through a language with which they are not all familiar, are more complex and varied than I had anticipated. Moreover, student responses to these challenges are varied and intimately tied to issues of personal development. In February 2015 the Tanzanian President launched a new education policy that reignited a debate about Language of Instruction that had been previously been fierce, but had reached an impasse. In this context, it seems particularly pressing to seek to better understand the impact of such policies on the student experience of schooling.

Kusha Anand (Humanities and Social Sciences)

History Education in India and Pakistan: a comparative analysis

Education is a major source of identity formation and political direction in nation states. Nation states formulate educational policies and devise curricular content in line with the ideological and political direction that policy makers' want states to take. India and Pakistan are no exception in this regard. These historically hostile neighbours have been using national curricula to shape the mind-set of their new generations with regard to each other. There seems to be efforts to undermine the common historical connections between the people on both sides of the border and the two cultures and their histories are presented as often hostile to each other. The textbooks contain content that promotes religious prejudice and can hamper the way students develop the capacity for rational thinking. This paper examines how India and Pakistan present narratives to depict the Other and Self. Content analysis was done of the revised curriculum and textbooks issued by the Punjab Textbook Board in Pakistan and the National Council of Education and Research Training in India. Results show that bias in depiction of the Other, are more pronounced in Pakistani textbooks than in Indian textbooks. Both Indian and Pakistani textbooks lack in providing information about the Other.

Elena Andreou (Childhood, Families and Health)

The relationship between studio-based instrumental teaching and home-based private practice

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 case study approach is exploring the practice relationship between studio-based instrumental teaching and home-based private practice by taking into account how the level of student 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 results that were discovered from 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.

Naomi Arram (Psychology and Human Development)

Do we have an "inner GPS?": Exploring what happens when we search for information in a text we've already read.

The purpose of this study is to explore what people do when they search for information in a text they've already read. We perform this activity regularly in many contexts, yet it has not been adequately explored in academic research. A study was set up to explore what processes take place during the search for information. Ten efficient adult readers were given a long text. A few days after reading, they were given comprehension questions. While they were answering, they were engaged in a Think Aloud protocol, explaining how they were conducting their search. Thematic Analysis was then used to evaluate their answers and explore themes that would reveal effective search strategies. Although the study is still being conducted, preliminary findings and analysis have begun to reveal some interesting insights. There are indications that efficient readers employ search and memory strategies - both conscious and unconscious - to locate information in texts. The hope is that by exploring how effective readers successfully employ search strategies, we may be able to formulate practicable strategies for both weak readers and educators to utilize.

Marina Avelar Maia (Humanities and Social Sciences)

The shift from government to governance: Brazilian education and the corporate philanthropies

Since the end of the 20th century, after the Keynesian Welfare State Crisis, public management has been changing from a bureaucratic government towards a complex network governance. It means the role of the state has been changing from main provider of social services to a mediator of a network made of bureaucracies, markets and third sector. Education is amongst the dispersed social services, partially transferred to the third sector and increasingly populated by businesses and corporate philanthropies. This paper aims to explore the corporate philanthropy work in Brazilian education. Firstly, it discusses the concepts of government, done through hierarchical bureaucracies, and governance, accomplished through diverse and flexible networks. Secondly, it analyses the Brazilian change towards governance, with special attention to the 1995 State Reform Project. It might be considered the most decisive mark for the Brazilian public management shift, which adopted three different privatising strategies, including "publicisation" (the transfer of social services to non-state providers). Finally, it will briefly examine some preliminary data about the corporate philanthropy in Brazil, making use of social network analysis. The construction of social network diagrams, based on online collected data, enables a visualisation of the complex and blurred relations between public and private.

Janine Berger Mason (Online MRes)

Globosapiens: Raising awareness of global issues in Ecuadorian University-level learners of English as a foreign language by integrating tasks for maximum affective impact

Globosapiens is a coinage describing someone who can see in human culture both the beauty that must be preserved and the ugliness that must be changed. This paper is based on the premise that, since English is a global language, English as a foreign language courses are an excellent venue for raising this awareness in learners. The challenge is to design units of study that both fulfil curricular requirements and have an affective impact on the learners. This is an action research project which was developed in the following stages: a literature review of learner motivation in EFL and general teaching philosophies and methodologies; my adaptation of these methods to suit both the global themes as well as local Ecuadorian cultural and educational needs; my "post-mortem" examination of my lesson plans and of my observations of student reactions during the lessons; a series of modifications of my method based on flaws I observed; my documented evidence of the different iterations of the project; and finally my conclusion defining the final version of my method and a recommendation that further study be done to determine how other teachers may implement this method in their classrooms.

Anita Berlin (London Centre for Leadership in Learning)

Exploring public engagement policy in UK medical education

I will present my EdD thesis-in-progress - exploring how academic leaders in three UK medical schools frame and enact public engagement. I use the idea of public engagement as a "boundary object" which links otherwise separate groups /organisations. I am interested in how participants may have acted as boundary agents with reference to the regulatory standards for public engagement in the General Medical Council document Tomorrow's Doctors 2009. I have analysed 10 one hour interviews using frame analysis (Goffman 1974) - a method to explore how people (and organisations) define and construct situations and activities - particularly those of a controversial nature. Initial results reveal the participants apply multiple, overlapping and often contradictory frames to public engagement. The dynamics of power and negotiation across the lay-medical school boundary are the source of tension. On the one hand PE is framed as transformative and democratising - emphasising agency, on the other the GMC standards, while welcome, are framed as prescriptive, demanding compliance. Two current conundrums to discuss: What to do with data in two long transcripts from interviews with GMC officers? How to incorporate findings on "blurring boundaries" - agency, identity and multiple subject positions?

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 students and staff 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 component of educational experience. Although internationalisation has become firmly rooted within the higher education context, its various elements, 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.

Denise Buchanan (Culture, Communication and Media)

First do no harm: ethical and methodological dilemmas when interviewing vulnerable participants

The premise 'first do no harm' is one that all researchers must consider when conducting research, which is particularly pertinent when the participants are classed as 'vulnerable'. Whilst interviewing adults who have mental health difficulties concerning their recent experiences of education, a number of ethical and methodological issues arose. How best should I have dealt with participants who became upset during the interview? Was I, as a researcher causing harm as they chose to continue being interviewed and not withdraw? Some have argued that it can be cathartic for a participant to cry during an interview but can that apply to vulnerable participants? Or does it break the ethical code of ensuring that as a researcher I should 'desist from actions that may cause emotional harm' (BERA (2011)? Also, by seeking to reassure them when upset, was I becoming too involved emotionally and assuming inappropriately the role of a therapist? Oakley (2000) argued it was 'morally indefensible' not to give back to the participant in some way: was this what I was doing or was I accentuating their vulnerability or distress by expressing empathy? The aim of this presentation will be to unpack some of these dilemmas, using emerging data.

Jeremy Burke (Culture, Communication and Media)

First do no harm: ethical and methodological dilemmas when interviewing vulnerable participants

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Paul Meng Huat Chua (London Centre for Leadership in Learning)

Principals' Sense-Making of a Series of Multiple and Overlapping Educational Policies on Teaching and Learning in Singapore from 2004 to 2011

This presentation, which represents the foundational part of the author's thesis research work, aims to provide an exploration and critical analysis of the literature on sense-making as well as on the methodologies used to examine the sense-making process. Following a quick background overview of the educational policy landscape related to teaching and learning in Singapore from 2004 to 2011, a critical analysis of the theoretical notion of sense-making as argued in the management literature will be presented, while concomitantly arguing on the appropriateness of the deployment of sense-making as the theory underpinning and pervading throughout this research. The literature on sense-making in the educational literature will be explored next. In a funnelling manner, the literature on individual sense-making of educational policies and programmes by principals will be eventually be systematically analysed in-depth and in the process, three "underdeveloped" (Krumm & Holmstrom, 2011, p. 294) aspects of the international and local research on individual sense-making by principals of educational policies emerged, which could become the knowledge gaps of this thesis. The other major part of the presentation relates to the exploration and subsequent critical justification of the research methodology to be adopted in this research i.e. a multiple-case study approach.

Siew Ling Chua (Culture, Communication and Media)

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

The Singapore Teachers' Academy for the aRts (STAR) has developed a professional development (PD) curriculum "Teaching Living Legends" as part of efforts to develop music teachers' efficacy and confidence to teach different music traditions in their General Music classrooms. Supported with customised resources, the curriculum has been implemented through a milestone programme for General Music teachers at both primary and secondary levels. The programme intends to contribute to the larger goal of strengthening the professional identity in music teachers in Singapore. As a case study for the development of teacher efficacy and confidence, audio recordings of various meetings and interviews with members on the development processes of the PD curriculum and resources have been analysed. This presentation discusses the PD considerations and the dilemmas in negotiating the perspectives of music education and ethnomusicology, as well as translating pedagogical approaches for professional development with adult learning considerations. It illustrates the complexities of teaching living music traditions in multi-ethnic Singapore which is laced with complex decisions about musical practices, pedagogical approaches and perspective building with regard to music and identity. Finally, the study suggests areas that might be useful to take into account for professional development processes that could grow teachers' professional identity.

Lauren Clark (Curriculum, Pedagogy and Assessment)

How do professors in an education department of a university understand critical pedagogy and use it to challenge the marketization of higher education?

In the neoliberal era, it seems that many are subjected to the global market system, framing many aspects of our lives. Critical pedagogy involves applying critical theory to education in a way that enables educators to help students become aware of how the systems and institutions that exist within society promote inequality and how they can use awareness of these inadequacies to make positive change. This research aims to describe critical pedagogic practice within Bachelor's degree programmes at an education-centered university and seeks to identify pockets of resistance to marketization of the sector. I plan to use observation and interviews in an effort to identify the interplay between critical ideologies of lecturers, their practice, and its effect on students. I will also discuss how I plan to use critical theory as a theoretical framework to guide analysis.

Aly Colman (Culture, Communication and Media)

Educational leadership and the school inspection regime: an examination of impact in a coastal area of deprivation. (The interpretation of dreams: improvement, illusion and inequality)

Recent changes to the school inspection regime in England and Wales demand that all schools are 'good' or better. Schools deemed to be below this standard receive intense scrutiny from the school inspection regime before a subsequent short notice monitoring inspection. While all schools are potentially under threat from a short notice inspection determining that schools are at all times prepared for an inspection visit, schools already identified as below the 'good' standard may respond by enacting policy in different ways than for those schools less tightly bound to the inspection regime. This study aims to examine the effect of intense scrutiny from the school inspection regime on educational leadership and policy enactment and the impact of this in relation to inequality. A coastal area of deprivation provides the setting for a detailed case study of educational leadership in two state schools - one secondary school which will provide the main focus, and a primary school - both with recent or on-going experience of intense scrutiny from the school inspection regime. Interviews and observations will be undertaken to understand the decision-making that informs educational leadership and policy enactment.

Rose Cook (Quantitative Social Science)

Same qualification, different skills?

In 2011, the Organisation for Economic Co-operation and Development assessed adults in 24 countries on the literacy and numeracy skills considered crucial for participating in today's 'knowledge society'. It seems clear that adults with higher educational qualifications show more proficiency in these skills. This could be interpreted as showing that qualifications are a good index of literacy and numeracy skills for most adults, hence their benefit in the labour market. To fully evaluate this, however, it is necessary to look at skills variability within educational groups, a subject rarely addressed. Concentrating on data from England, I will how literacy and numeracy skills can vary within education levels - demonstrating the prevalence of highly skilled, low-educated and low skilled, highly educated individuals. I will show how characteristics such as age, gender and parental education relate to this variation within groups. I use these findings to evaluate competing theories on the meaning of educational qualifications - specifically, human capital versus 'social conflict' theories. The findings promote a broader discussion on what the outcomes of education should be, and what should be rewarded in the labour market.

Mark Cronin (Culture, Communication and Media)

Uneducated musicians? Professionals in the popular music world with no formal training

Many professional musicians in Ireland did not take up music at school and subsequently have not taken part in any formal music courses. Many of these professionals are popular musicians who either teach or work in the entertainment industry. Little or no research exists which focuses fully on the sub-group of professional musicians who have no experience of formal music education. This paper presents some findings from a qualitative study which explores the learning experiences, attitudes, and values of professional popular musicians who have taken entirely informal routes. The work is set within the Irish county of Cork. Data were collected through a survey and in-depth interviews. The paper aims to address four main questions. The first two are applications of two questions investigated by Green (2002), but in a different context and with a different sub-set of musicians. They are: How do these musicians go about acquiring skills and knowledge? What attitudes and values do they attach to musicianship? The third and fourth questions, which are specific to this research, are: Why did these musicians not sit the state music examination? To what extent is there a link between informal learning and a sense of musical identity for them?

Rosanne Daniels (Lifelong and Comparative Education)

Home educating children with autism

This presentation focuses on the advantages and disadvantages of home education from the perspective of eight families who have a young child with an autism spectrum disorder (ASD). This qualitative study draws upon the findings from parental questionnaires, semi-structured interviews with 15 parents and eight children, and four non-participant observations in the family home. The fieldwork for this two-phase research design took place during 2013-2015. It reports on the perceived advantages and disadvantages from the families perspective regarding home education by discussing such themes as personalisation, flexibility and boundaries. It draws upon theories of child-centred education and Vygotsky's zone of proximal development (ZPD). It argues that, although families shared many advantages of home education, there were also sources of tension, such as mothers receiving little respite from the role of home educator.

Maria Antonieta de Mucha de Villa (Culture, Communication and Media)

New Directions in Social Activity Method

For the 2015 Summer Doctoral Conference I will be participating in the symposium 'New Directions in Social Activity Method' organised by Russell Dudley-Smith. Thus my presentation will be part of the discussions that will take place during this event. The symposium will provide important means for exchange information between the ways in which Social Activity Method has impacted my research and that of the others researchers involved in the event. The focus of my research is mathematics education in rural areas in México.

Bernadette Denston (Online MRes)

Critical Thinking in the Japanese Classroom: A Literature Review

In the run up to the Tokyo 2020 Olympics, Japan has begun to accelerate its implementation of sweeping educational reform. The Japanese Education Reform Plan is a series of frameworks based on commonly accepted international educational values, beliefs, trends and views. Critical Thinking (CT) is globally acknowledged to be one of the key skills necessary for preparing students to enter the international workforce. Despite widespread recognition of its importance, there is still a noticeable lack of accessible research related to CT in the field of Japanese English language education. There is agreement that developing student's CT ability involves the consideration of cognitive skills and dispositions. Dispositions, defined as attitudes or habits of mind, are culturally influenced. Teachers of English in Japan are encouraged to provide explicit instruction when developing student's CT skills through a variety of learning methods and approaches. In assessing CT, teachers should base tasks around what are considered to be 'real-world' problem contexts that give students the opportunity to make their thinking visible. This paper aims to examine the definition of CT in a Japanese context and in doing so, explore the concepts of critical thinking disposition, instruction and assessment in the classroom.

Catherine Dilnot (Quantitative Social Science)

How does the choice of 'facilitating', 'useful' and 'less effective preparation' A-level subjects vary with students' socio-economic status in English state schools?

The reasons why students from lower socio-economic groups are under-represented at high status universities are not yet entirely understood, but evidence suggests that part of the gap may be a consequence of differential choice of A-levels by social background. I develop a taxonomy of all 97 A-levels certified for English students according to their published effectiveness for high status university entry, and use it to analyse the A-level subject choices of three A-level cohorts, using National Pupil Database data. I find that large differentials in subject choice exist. Much of this differential is accounted for by selection into schools and colleges and by prior attainment, although a small but significant relationship of subject choice with social background remains.

Tony Dimmer (London Centre for Leadership in Learning)

Developing School to School Collaboration: 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 is a longitudinal 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 full year of its existence. It explores 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 carried out in January and June 2014. A follow up survey took place in January 2015 with interviews held in June 2015. The impact on school improvement will be gauged by comparing an initial audit carried out in November 2013 with one in January 2015.

Russell Dudley-Smith (Culture, Communication and Media)

Temporalisation Strategies in the (de)stabilisation of Elite School Identities

I develop the sociological approach inaugurated by Dowling in Sociology as Method (2009), social activity method, to produce a theoretical framework that may help describe ways in which model identities are purified in elite (and other) school settings. The hypothesis is that at times the transmitted model identities will be out of synch with the conditions of possibility of their reception - destabilisation. Here I will look at some ways in which time (in both its embodied and objectified forms) acts in such purification. The framework is dissimilar to, but in dialogue with, the emphasis on temporalisation in both Bourdieu (Logic of Practice) and Deleuze and Guattari (Thousand Plateaus). It is argued that elite schools saturate their practices with temporalisation strategies in ways that may be only weakly deployed elsewhere.

Daniela Figueroa Moya (London Centre For Leadership In Learning)

'Leading Professional Learning Communities in Chile: The importance of meanings' Mapping the literature

Thinking that proposed policies or programmes are implemented as simple recipes in schools is, at least, naive. Those proposals are always interpreted in a complex cycle that involves reconceptualization, interpretation, translation, and finally transformation of the proposed policy by the local actors who actually put policies into practice (Ball, 2012). Considering that in the Chilean context there is recognition of the importance of collaboration among teachers, and that in recent years some initiatives for developing PLCs have emerged, it is interesting to explore how those programmes have been developed in practice. In this sense, it is crucial to understand, on the one hand, how teachers have understood the proposed policies, have made sense of them for their own contexts, and have created their own ways of being a PLC; and on the other hand, how headteachers have responded to the development of such programmes from their key role in articulating all the elements that converge in the school as a place for all its members –different meanings, ideas, perceptions and possibilities. As I am in an early stage of my research, this presentation will focus on the exploration of the literature that I have made so far before upgrading.

Johanna Fitzgerald (Psychology and Human Development)

Special Educational Needs Coordinators in Post- primary Schools in Ireland: An Exploration of the Role

The educational landscape for students with special educational needs has witnessed significant shift in Ireland since the early 1990's (Griffin and Shevlin, 2011). Changes in policy and legislation have resulted in both an increase in the number of students with special educational needs and a more diverse range of students in inclusive school settings (O'Gorman and Drudy, 2011). This has impacted on the organisation and delivery of special education in schools and the role of the special educational needs coordinator (SENCO). Internationally, it has been acknowledged that this role is complex and challenging (Cole, 2005; Norwich, 2010). Furthermore, the role is not formalised in Ireland and therefore varying levels of practice exist in relation to how the role is conceptualised and enacted.

This paper offers a brief overview of the literature and describes the methodology employed to explore factors influencing the execution of the SENCO role in the Munster region of Ireland. The methodology utilised an exploratory survey approach. While this study was conducted within a quantitative framework it will form part of an overall sequential mixed methods approach in later stages of doctoral research.

Lisa Fridkin (Psychology and Human Development)

Manipulating Motivation to Read: the Impact of Choice on Reading Performance

Situational interest is an acknowledged motivational variable recognised for its unique ability to elicit an automatic and affective response. Prior research has shown that it may impact academic performance and reading motivation in older children. However, there is scant evidence determining its effectiveness with young children. Research examining the triggers of situational interest are inconclusive. In this study, the relationship between choice and the behaviour of young children when reading a text was investigated to further understanding of reading motivation as mediated by situational interest. The impact of choice was measured by reading comprehension performance. One hundred and ten Year 4 pupils took part in a repeated-measures design study. Participants read an allocated story and a story selected from a perceived choice. Participants answered comprehension questions and completed a questionnaire measuring enjoyment of each story. As predicted, both comprehension and enjoyment scores were significantly higher for the perceived choice story. Although there was no significant difference by gender, examination of qualitative data highlighted some differences in motivation to read and the impact of perceived choice. These findings build on previous research that reading motivation, promoted by situational interest, may impact reading comprehension and that choice is a powerful intrinsic motivator.

Constanza Gonzalez (Quantitative Social Science)

Do selective admission policies affect academic and socioeconomic outcomes? Evidence from schools in Chile

Chile is currently under a transition process regarding its education policy. The School Inclusion Act, recently enacted under extensive debate, seeks to correct certain basic principles of the voucher system. One of them relates to student selection practices, since, instead of families choosing schools, today schools seem to be selecting their students. Arbitrary selection practices could eventually mask the school's educational value, and lead to higher levels of segregation in the education system. Despite being an important part of the current policy debate, little has been studied about the effects of student selection on schools, at least through empirical investigation. The present research attempts to fill in this gap, firstly, by characterising the schools that use selection practices in their admission processes and identifying the main mechanisms applied. Then, using school-level fixed effects, the research aims to analyse the effect of introducing selective admission mechanisms –such as entry tests or interviews– on schools' academic and socioeconomic outcomes. Results suggest that while selective admissions increase the school's test scores, this also affects their socioeconomic makeup as they become significantly more homogeneous. The implications of these findings relate to educational inequality and school segregation in the Chilean school system.

Katherina Grant (Humanities and Social Sciences)

Pupil Experiences of Progressive Education at King Alfred School 1930 to 1960

The research explores the perspectives of pupils from a North West London progressive school. A school founded to provide an educational experience that would '…give practical expression to the best themes of education extant'. Through the use of oral histories, archival documentary evidence and visual images, it is my intention to examine to what extent the pupil experience of what was essentially an experiment, and one that was not guaranteed to succeed matched the experience the school hoped the pupils would have. The experiences will be examined through their recounts of feelings and routines, the people and particular events or practices such as the Dalton Plan. It is not my intention to try and argue for or against the progressive viewpoint, but simply to explore the experiences of the pupils who have attended this particular progressive school. I will attempt to do this by putting their words to paper to provide an insight into their school experience, in a way that does them justice, whilst placing that experience and the school into a much wider educational and social context.

Christen Gray (Department of Medical Statistics, LSHTM)

Measurement error correction: role in social sciences and available methods

Many important exposures in health can only be measured with some amount of error due to the use of imperfect instruments. Survey tools are frequently approximations due to limits of recall (nutrition), episodic exposures (alcohol), or even intentional under or over-estimating (weight, income). When measurement error is present in an exposure-outcome relationship, it reduces the power of a study and masks both the shape and magnitude of the true underlying association. To date, the most prevalent and simple method for measurement error correction is regression calibration. This method is reliable and effective when the underlying relationship is linear, the measurement error is in no way related to the outcome (non-differential), and the odds ratio is not very high. An alternative method is multiple imputation for measurement error correction (MIME). This has the advantage of being able to accommodate measurement error which is related to the outcome (differential). The increasingly common use of multiple imputation for missing data also means that the method may be more readily adopted by researchers. Through the use of simulated data, we compare regression calibration and MIME using validation studies or repeated measures including differential measurement error and common non-linear relationships.

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) is a substantial part of the UK'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 timetabled for weekly Tutorials over the academic year. However, the role and purpose of the FE Tutor and Tutorial appears unclear. This exploratory study investigates how tutoring is understood and practised in three GFE colleges via interviews and focus groups with tutoring professionals and surveying Level Three tutees. It examines the evolution of the FE sector and a history of FE pastoral care through matrices analysis. It develops a conceptual framework of tutoring by drawing upon key texts on school, FE and university tutoring. Its findings reveal potential problems in two main tutoring approaches: the Personal Tutor and Teacher-Tutor paradigms. It identifies unsettled tutoring processes in the colleges with conflicting yet uncertain conceptualisations of what FE tutoring is among Tutors and tutees. It recommends that FE sees tutoring as an educational specialism in itself and that the Personal Tutor, providing both academic as well as pastoral support, is recognised as such a specialisation to attain parity of esteem with the role of Teacher.

Jessica Hayton (Psychology and Human Development)

Developing novel intervention resources to aid the development of dressing skills in young children with visual impairment

Independent living skills such as dressing are fundamental in everyday life. Compared to sighted peers, children with visual impairment (VI) are often delayed in developing independence skills, arguably due to the inability to observe others. The present study investigated whether an interactive suite of intervention materials would aid the development of dressing skills in children with VI. The aim of the current study was to develop intervention materials to aid dressing skills. The materials included: an interactive story, an interactive puzzle game (IPG), a commercially available soft toy and a standardised outdoor coat. 9 children with VI and 4 typically developing children (aged between 4 and 11 years) took part in the study. A pre-test, intervention, post-test design was used to assess the impact of the intervention materials over a 10 week period. The current results indicate that the suite of intervention materials could support the development of dressing skills in both sighted children and young children with visual impairment.

Maria Ugonna Igbo (Humanities and Social Sciences)

Catholic Schools and the interests of the poor in Nigeria

This research investigates the extent to which the preferential option for the poor is implemented in the Nigerian Catholic schools today, using a sample of three Catholic schools. The central questions include: 1) How does this sample of Catholic schools in Nigeria deal with the principle of 'preferential option for the poor'? 2) What roles do the Bishops and major Superiors as proprietors of Catholic schools play in this regard? 3) What roles do the school Principals and teachers play in relation to the option for the poor? 4) In situations where there is no funding from either the government or the Church, how do the schools cope with the intake of their students? 5) What changes in policy and practice are needed for the future? The methodology is a comparative case-study and data are generated by studying various documents of the schools, from vision and mission statements, to different policies documents, admissions and expulsions etc. There are face-to-face interviews with participants like bishop, major superiors, school principals, teachers, parents, students, and some representatives of the public opinion. There is also an informal observation of students in and around the school. The data are analysed using NVivo and triangulation.

Heidi Jacobsen (Culture, Communication and Media)

Attributing authority – the strategies of novice writers

This paper considers strategies used by novice authors to attribute authority to the texts they write in secondary English. The research context is a study of 12-year-old students from an Inner London comprehensive school writing and reading in an online environment – WikiSpaces. The data considered is a collection of transcribed interviews in which students discuss the writing of their own texts and their commentary on other students' texts. This is viewed through the lens of Social Activity Method and raises questions regarding productive action in research.

Yuanqun Jiang (Culture, Communication and Media)

Lost in Translation: An Inquiry into the Pedagogy and Identity of Native and Non-native English Speaking TESOL Practitioners

In the field of TESOL (Teaching English to Speakers of Other Languages) profession, there is a naturalized discourse linked to the linguistic identity of classroom practitioners. This proposed research tries to deconstruct this discourse from the nature of English teaching, instead of the existing approach centering on varieties of English around the world, i.e., world Englishes or the phenomenon of "ELF"(English as Lingua Franca). Through the lens of translation in philosophy, it takes English teaching as translation with an emphasis on interpretation and meaning making in terms of the ways that translation reveals something about the nature of meaning and thought, about judgement, and hence about human experience and the world. The focus of this research rests on the pedagogic practices of both native and non-native English speaking teachers in the process of translation from a comparative approach, following which, we will further examine the ways how these practices find representation and at the same time, (re)construct their identity, revealing the challenges and triumphs, loss and gain lived by both of the groups.

Sara Joiko (Humanities and Social Sciences)

Two mothers, two schools: An exploratory thematic analysis of choosing schools in Chile

The Chilean education system is characterised by a quasi-market model enabling parents to choose the school for their children from a vast diversity of institutions. The model expects that parents will choose the best academic-performing school available to them, forcing schools to compete with each other to capture families and therefore improve the education quality of the system. However evidence has shown that for some parents this form of choice rationale is not always the case and school choice goes beyond academic performance criteria, as there are other dimensions more valued by them. The presentation will discuss how using a thematic analysis could help to explore the rationality of the testimony of two mothers that had chosen and stayed in two schools classified as low performing. Therefore the aim is to reflect about the use of this qualitative analysis process, highlighting what kind of information can be obtain and what elements of the testimony are left outside when using thematic analysis to answer the main question.

Iain Jones (Lifelong and Comparative Education)

Piecing together a bricolage: Re-constructing narratives of widening participation in higher education

This presentation reports on the findings of a study of competing discourses and narratives of widening participation in higher education. Three dimensions are analysed: policies and their contexts within a political era; policy actors and power and 'voice' and policy making. My interpretation of each dimension is derived from an analysis of a policy network and institution. The presentation reflects on the methodological and theoretical contributions of the research to understanding these dimensions of widening participation and why they may matter. Firstly, as researcher and bricoleur, I re-constructed narratives by 'piecing together' themes from 15 semi-structured interviews. They were conducted with national and institutional policy actors between March 2014 and January 2015 and the concepts of methodological, interpretive and institutional bricolage used to interpret the findings. Secondly, policy actors as bricoleurs 'pieced together' experiences, and re-presented policy episodes and critical events, to produce different meanings and ways of knowing widening participation within each interview. Examples of these multiple meanings, what shaped them and the policies and practices framed by them are then reviewed. I conclude by summarising the implications of these findings for further research on widening participation within a specific context, time and place.

Dermot Kelly (Culture, Communication and Media)

Modes of engagement in management academic research

In broad terms, my research is focused on exploring the relations between the management academy (i.e. university business schools) and the field of management practice. I present analysis of some data generated from interviews with a sample of management academics. Particular focus is given to the modes engaged by the management academics in researching the field of management practice. Influenced by Dowling's (2009) social activity method I present a schema that aims to discern strategic action in relation to interviewees' utterances on the production of management academic research.

Catrina Kirkland (Curriculum, Pedagogy and Assessment)

How do year 9 students make sense of The Holocaust when they learn about it in their history lessons?

By the time Year 9 students learn about The Holocaust in their history lessons, they are likely to have encountered depictions of it in books, in films, and in other subject areas. Based on a year-long study in three history classes, this presentation examines the understandings students take from such encounters, and how they refer to them when learning about the events of The Holocaust in their history lessons.

Radoslaw Kowalski (UCL: Political Science)

Artificial intelligence in data mining

The proposed study is to explore how artificial intelligence solutions can be applied in text analytics to help researchers. Current big data analyses requires scientists to develop extensive programming skills before starting their research. Moreover, the most time consuming analytical activities are very repetitive. Simple pre-processing of data for analysis may form a major part the whole research process. Artificial intelligence may be able to solve some of the repetitive tasks in data analysis problems. Programs that self-learn about how to tap into any provided dataset and optimise the results of analysis could speed up research process and increase the quality of research outcomes. The proposed study comprises of a literature review to produce an outline of tools required to build self-learning analytical algorithms. Furthermore, the study aims at identifying limitations and challenges to how to apply artificial intelligence in big data analytics. It is to verify whether smarter computer programs for data analysis are within reach, and thus whether and how should the necessary code be implemented to make a difference. The review is carried out given an example of a data set that contains customer reviews which need to be analysed with topic modelling, a data analysis technique.

Antoinette Kwegan (Humanities and Social Sciences)

The role of third sector organisations in supporting the cultural identity of Black British young people in order to raise educational attainment

This paper will focus on highlighting the links between educational attainment, cultural identity, racial socialisation and community involvement in education, in the form of extra-curricular activities. UK examination results show that fewer young people from, Black Caribbean and Black African backgrounds, achieve a level of education that allows a fair chance at entering the world of work or continuing their education. In the UK there is a dearth of research that attempts to isolate the impact of cultural identity on the attainment of Black British students. Developing a positive a cultural identity leads to positive educational outcomes. Studies have found that African American adolescents, who had parents that actively instilled racial pride and knowledge, referred to as 'racial socialization', were able to overcome both teacher and peer discrimination and achieved higher grade point averages. Questions: 1. What is the relationship between cultural identity, learning and educational attainment? 2. How can third sector organisations (voluntary groups, charities and social enterprises) offering young people extra-curricular activities become involved in cultivating racial socialisation amongst Black British children/young people and raising their levels of attainment?

Emilie Lawrence (Humanities and Social Sciences)

Hashtag Feminism; How are Feminists Engaging with, and Challenging, Online Misogyny

Social media sites are often positioned as sites of hostility and risk for women online citing the existence of 'e-bile' and women being disproportionately targeted by trolls. My research aims to explore three ways (humour, solidarity and online to offline action) in which feminists utilise Twitter and Tumblr to engage with postfeminist, neoliberal sensibilities and male entitlement and misogyny. Here I want to look at humour or funnyism?! How do we study humour as affect in digital context? What do humorous feminist memes do? How do people experience (embodied etc.) these humorous feminist memes? How do they connect users? How? Do they change something? How?

Alixandra Marschani (Early Years and Primary Education)

Double Stimulation as a strategy for formative intervention in a reception class

I consider the possible design methodology involved in developing practice-based change through a formative intervention in a reception class. Using a recent development in CHAT (Cultural-Historical Activity Theory) methodology, the Change Laboratory, I will discuss the Vygotskyian principle of 'double stimulation' alongside Ilyenkov's principle of 'ascending from the abstract to the concrete'. This will be to discern whether these principles can contribute towards developing the third space of expansive change, which theoretically should support practitioners' approaches to develop practice through their interpretations of young children's initiated learning episodes.

Toby Marshall (Curriculum, Pedagogy and Assessment)

Decoding Michael Gove's Open Source Curriculum

It is commonly believed that the new National Curriculum for England is best understood as an act of cultural restorationism. However, an application of the conceptual framework left to us by Basil Bernstein reveals that this is a misconception. It shows us that the new curriculum is founded on the principle of innovation, not conservation.

Susan McGrath (Lifelong and Comparative Education)

Making UCAS Choices: how do applicants research and select just five courses from thousands of options at over 100 UK universities

The UCAS applications system offers potential undergraduate students the choice of up to five courses from a potentially bewildering array of thousands of options at more than one hundred UK universities. This research uses card-sorting as a technique for uncovering how UCAS applicants in six schools and colleges researched their options, generated a long-list, reduced this to a short-list and finally chose their firm and insurance universities. Significant differences were found between applicant cohorts in different types of school or college, particularly in relation to their knowledge of the hierarchical structure of UK education and their interest in the prestigious Russell Group universities. The number and type of sources of information, advice and guidance used to research and inform the applications process varied both within and between cohorts, but university websites, prospectuses and UCAS Course Search were particularly well-used, and social media was very rarely used. A theoretical model that draws upon Simon's Bounded Rationality and Bronfenbrenner's Ecological Systems Theory is proposed to explain how the home and school environment, the influence of mediators and the national policy environment can all interact with the characteristics of the applicants themselves to influence UCAS decision making.

Danielle Marie Melgoza (Culture, Communication and Media)

How is Critical Thought of Media-Portrayed Body Images Fostered through Short Film Making and Role Play by Young Children in Mexico?

This pilot aimed to look at how critical thinking about perception of body image ideals could be fostered in Mexican children aged 10-14 through their own video production about mediated body images and cultural stereotypes aimed at their age group. Of particular interest was understanding how role-playing and video production as an educative tool fosters critical thought, and, how the kids' collaboration in the design of their short could enable critical thinking. Two private schools in Mexico City participated sampling 16 child participants. Teachers participated in semi-structured interviews and parents filled out a questionnaire. Focus group sessions with the children consisted of analysing current media images, watching children's videos about critical thinking (www.criticalthinking.org), and using the Critical Thinking Pyramid per Bloom's Revised Taxonomy (Anderson & Krathwohl, 2002). They discussed body image ideals and the media's influence on body perception, beauty, and social class. They were asked to role-play, record, and interview others about these topics asking critical questions - all this footage made into 5-6 minute shorts edited on tablets and iMovie. The data collected depict that critical thinking of targeted topics can in fact be fostered through visual analysation, documentary filmmaking, role-playing, and using of critical questions through interviews.

Yuta Mogi (Culture, Communication and Media)

Language Ideologies of Former Teachers of Kikokushijo (Japanese Returnees)

This pilot study will examine language ideologies of former teachers who have taught at schools for kikokushijo (Japanese returnees). Kikokushijo are children of Japanese expatriate (ages 5-18), and are educated in schools such as hoshuko and nihonjingakko. Hoshuko and nihonjingakko were established as an educational institution for children of Japanese expatriate. In most cases, hoshuko are operated only on Saturdays, since students attend local schools on the weekdays. Nihonjingakko are full time school which offers the education of same standard as those provided in schools in Japan. In order for these students to have a smooth transition to educational and social system in Japan, the government of Japan supports these schools by providing financial aids and teachers from Japan. Research on shifting identities and social perception of kikokushijo is prevalent in the field of applied linguistics. However, these previous research (e.g., Kanno, 2003; Pang, 2009; Sueda, 2014) have put focus on kikokushijo, while teachers of kikokushijo education have been generally overlooked. Building upon the theoretical frame of imagined communities (Anderson, 1991), I hope this qualitative research of an understudied area of inquiry will help develop understanding on language ideologies informing the concept and status of teachers of hoshuko and nihonjingakko.

Gemma O'Herlihy (Lifelong and Comparative Education)

Balance of Musical Creativity and Literacy Skills

Appropriate pedagogies combining an early aural focus within the existing structure of the group piano ensemble environment have not been adequately addressed. What would musical and self-efficacy outcomes be if beginner pianists were taught aural creativity as well as literacy skills for a more relevant 21st century piano-teaching-and-learning model? From September 2014 a nine-month piano group course sought to balance creativity and literacy proficiencies. Special attention was given toward an aural classification system so that teaching and learning would be musically meaningful and not hampered by decoding notation. Gordon's system was utilized because of its comprehensive 'Teacher's Guide' book (Grunow et al, 1999) and its inclusiveness of a range of genres that appeal to children. This system was adapted to accommodate music institutes' parameters within the graded examination curriculum used by the piano teaching model in Irish conservatoires. Nineteen Grade 1 students including 14 girls and 5 boys aged 9-10 years of age, participated in weekly half-hour ensemble piano classes. Conclusions that can be drawn include: annual examination results in sight-reading indicate that having an aural-based course does not impede sight-reading; end-of-year evaluations indicate that half of students have either aural or reading dominant-learning-styles; students enjoy group work.

Ruriko Otomo (Hong Kong University)

Language policy in an elderly care home in Japan: from the perspective of ethnography of language policy

The import of migrant healthcare workers has been a common feature of many developed countries. Since 2008, Japan has recruited migrant healthcare workers from the Philippines, Indonesia and Vietnam under the Economic Partnership Agreement (EPA). The EPA has been much researched in the areas of healthcare, policy studies and Japanese language education. Among these different disciplinary studies, language has been identified as one of the major and crucial issues embedded in the EPA. For one reason, migrant healthcare workers are expected to pass the national nursing/care-giving examinations in the Japanese language within three to four years in order to work in Japan on a long-term basis. Approaching the EPA from the perspective of language policy and planning, my research project hopes to gain deeper understanding of the problems with the EPA that have been identified in the literature. By conducting an ethnographic fieldwork in one elderly care home in northern Japan, I aim to trace the processes of how the EPA is interpreted and implemented from the policy text to the individuals' everyday lives and to identify the key factors that impact such processes.

Susi Poli (Lifelong and Comparative Education)

Understanding gender inequality in Higher Education management: comparative case-studies in Europe - What women leading universities want 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 women who currently hold one of these roles in a university in Europe. My purpose is the understanding of barriers and enablers, but also of strategies that these successful women have adopted in their career; the main aim is to see what lesson may be learnt and possibly shared with other women in order to make others succeed in a senior role. Through fifteen case-studies of successful women leading universities in three European countries (England, Italy and Sweden), I have looked at gender inequality in the management of HE institutions through Giddens' structuration theory: so I have focused on the interconnections of structure and practice, specifically either on social structures - the form of welfare and HE sector in each country – or on women's agency. Reflections for this conference will see this study under a feminist lens and then explore the link between research questions, theoretical perspective, methodology, and research methods.

Saba Riaz (London Centre for Leadership in Learning)

Pedagogical Practices in Business Schools: conceptualisations, interpretations and practices

Business education has a strong impact on economy and society (Zahid et al, 2013). Organizations expect business graduates to be equipped with good work ethics, decision making, management and leadership skills as well as critical thinking and analytical abilities (Tay, 2001). It is considered necessary for business schools to use up-dated curricula and internationally competitive teaching practices. Quality of teaching in higher education sector in Pakistan is very low as measured by teacher qualifications, lack of teacher training programs and use of traditional teaching and learning methods (Sedgwick, 2005). The higher education sector has given more importance to content i.e. 'what to teach' than the teaching approaches i.e. 'how to teach'. The aim of this study is to understand teachers' pedagogical conceptions, assumptions about teaching and learning of business students, impact of leadership on teachers teaching practices and learning experiences of business school students on pedagogical practices. The study adopted a qualitative interpretative design, employing a multiple case study approach. Data will be collected through in depth interviews of deans and faculty members, focus group discussion with students and document analysis in two public and two private sector business schools in the province of Punjab in Pakistan.

Sinead Rocha (Birkbeck, Department of Psychology)

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

This symposium draws together a diverse range of doctoral research into how we learn, across typical and atypical human development. Our talks will highlight the role of different sources of information and different processes that act upon this information, in a range of formal and informal learning environments. Sinead Rocha's talk will elucidate the role of a novel experience, bipedal locomotion, on infant's ability to produce and modulate rhythmic movement to music. Anna Peng will then discuss how young children deal with switching between multisensory sources of information, discussing the possible impact of these dynamic switches on childhood education. Kate Hughes will discuss differences in learning between typically-developing children and children with Downs' Syndrome, before Annie Brookman finishes the session illuminating the role of inhibitory control in teenagers' science and maths reasoning.

Julia Rodriguez (Culture, Communication and Media)

Postgraduate Research Students' Perceptions of English (L2) Implicit and Explicit Vocabulary Learning with CALL

Universities around world have been incorporating to their syllabuses online language software for the teaching and learning of foreign languages as a way to cope with students' mobility, internationalisation of institutions and budgetary shortcuts. However, we know little about the students' perceptions of the real impact on their language learning, particularly on vocabulary learning, or the way they experience these resources for self-study. This study looks into students' perceptions of implicit and explicit vocabulary learning outcomes of a 30 hour-long on line course using the language software "Tell Me More Campus". Quantitative analysis of questionnaires was conducted using descriptive graphs, and qualitative analysis of interviews and think–aloud observations were accomplished to explore the perceptions of vocabulary learning in English as L2 through the students' eyes. Findings suggested that students' perceptions are influenced, on the one hand, by the nature of CALL learning, and on the other by their understanding of vocabulary learning in itself and its role in productive and receptive language skills. This study aimed to contribute to the field of CALL vocabulary language learning and to provide background information for curriculum designers and facilitators of distance learning classes.

Lucinda Rose (Psychology and Human Development)

Explaining a uniquely enabling quality of motivation in children with autism

While it is well documented that social reward processing can be atypical in individuals with Autism Spectrum Disorder (ASD), current findings about other reward types remain inconclusive. Many educational and behavioural interventions for children with ASDs are based on intrinsic or extrinsic motivation, despite poor understanding about motivation and reward processing in this population. Most research studies examine motivation in adults and children with ASD within the typical IQ range. Anecdotal evidence, and twenty years of professional experience, suggests that extreme motivation has a uniquely enabling property in children with autism. A pilot study was conducted to investigate this phenomena, and to test interview questions for reliability and face validity. Interviews were conducted with parents of children and adolescents with ASD (N=5) and age matched typically developing (TD) controls (N=4). Parents reported that their children with ASD overcame difficulties with social understanding, communication, flexibility and anxiety. Parents in the TD group report motivation as enabling their children to overcome anxiety. In this small sample, motivation enabled participants to partially overcome some of the core difficulties associated with autism.

Geraldine Rowe (Psychology and Human Development)

Student Voice and Responsibility: a concept in need of a refuel

There are too many students whose creative systems are finding ways to get through the school day that do not include focusing on academic achievement. The sometimes misguided ways by which these individuals end up meeting their needs, particularly the need for power (Glasser, 1988) can take an unwelcome form. 'Student Voice' (SV) is the term given to a range of practices aimed at bringing school students into a fuller partnership with their teachers. As an Educational Psychologist at the Thesis Proposal stage of my EdD, I want to research: the current state and impact of SV and responsibility in a group of schools; design an experiment(s) to measure the impact on individual students when their opportunities for voice and responsibility are broadened. I hope that my research will give school leaders evidence of the benefits and costs to (investment needed by) individuals and the school when SV and responsibility are embraced in a whole school system. This will be an interactive session and I look forward to hearing your experiences and ideas for this piece of research.

Nozomi Sakata (Humanities and Social Sciences)

Learner-centred pedagogy (LCP) in Tanzanian primary schools: A multilevel policy implementation analysis to investigate LCP's effectiveness on pupil learning gains

The paper presents an on-going doctoral research, exploring how Tanzanian primary schools understand and implement international and national policies of learner-centred pedagogy (LCP), and what contributions LCP might introduce to improve student learning. The existing literature on LCP has shown its implementation to be problematic and inconsistent in developing countries, including Tanzania. However, Tanzania's indigenous education, the Ujamaa philosophy, and the Swahili national language appear to have cultivated a compatible base for LCP. Comparatively little research has investigated effects of a historical/ideological context unique to Tanzania on its current efforts for pedagogical change. Moreover, student perceptions of LCP as well as its effects on their academic performance have been under-researched. Given these knowledge gaps, the present study intends to scrutinise the level of LCP implementation in Tanzanian public and private schools in both urban and rural regions. It also seeks for associations of the level of LCP implementation with pupil perception of their learning experience and with pupil academic performance. Ultimately, this research aims to make a conceptual contribution regarding how ideological and social factors influence policy implementation, as well as offering practical insights on how LCP might affect pupil learning in a given social context.

David Sands (London Centre for Leadership in Learning)

Assessing school leadership potential in England and Hong Kong: an investigation into the assessment systems of two school leadership development programmes. Preliminary findings from the Hong Kong fieldwork

This research will explore the assessment models of two exemplary principal preparation and development programmes in the light of (a) those leadership practices which are highly predictive of gains in student achievement (Leithwood et al., 2004, Robinson et al., 2009, Day et al., 2011.) and (b) those design features derived from the general tenets of adult learning programmes that most effectively promote shifts in learning and attitude, adapted to the purposes of assessment (Orr, 2003, 2009). Through the development and operationalisation of a comparative framework, an analysis of the two programmes, focusing on their assessment systems, will be conducted. This study intends to contribute to our understanding of how best to develop and assess senior school leaders who aspire to the role of principal. A documentary analysis, using tools derived from the comparative framework, will form the initial research activity. Following this, the perspectives of programme developers, assessors, graduates and participants from the two jurisdictions will be sought. The methodology employed in this research is located within the interpretivist paradigm and is grounded in social constructionism. The presentation will discuss the initial findings from the Hong Kong fieldwork, conducted recently through the UCL doctoral student exchange programme.

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 study investigated the cognitive and motivational elements of SRL by comparing children from a Chinese cultural background with White British children (collective culture versus individualistic), in the context of maths problem solving. Emerging results suggest culture may have an influence in how children develop the key components of SRL and how the variables interact with each other, particularly the motivation component.

Meera Sarin (Curriculum, Pedagogy and Assessment)

Teacher Discrimination in India: A Qualitative Study of Classroom Culture and Practice

The presentation is about aspects of research being conducted 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 has a serious negative impact on the implementation of RTE and education objectives is the starting point. The research has two main objectives: firstly to increase understandings of the role 'culture' plays in the discrimination process and secondly, to obtain teachers' perspectives on the problem of caste discrimination and on the 'teacher sensitisation' training they have received. Field research will be conducted this summer in New Delhi and in Punjab. Research methods consist of documentary analysis; flexible, semi-structured interviews with teachers; and classroom observations. The research aims to contribute to the post-RTE literature and to knowledge about discrimination by teachers in particular.

Ekta Singla (Humanities and Social Sciences)

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

Many of us at the Institute come from different countries, social and cultural spaces. Our own identities formed in interaction with these spaces and its people have a profound effect on the way we come to perceive these people and spaces of our habitation and they in turn us. However, in the process of research, which is reflective in nature, how do our identities and those of others change? How do our perceptions of the spaces and people that we grew up with and shaped us change? What implications does this have on our research of these spaces/people? How do we become insiders-outsiders? What are the advantages and disadvantages of these fluid positions? The symposium will examine these questions and consider possible strategies adopted by the presenters through narratives, interview excerpts and stories. The five presenters' work spans across Italy, China, Egypt and India on topics ranging from inclusive education, working class people, the health impacts of climate change, cultural knowledge, sustainable development and teacher authority.

Zachery Spire (Lifelong and Comparative Education)

Exploring the influence of university residential accommodation on students' personal development planning

University residential accommodation has been a component of many universities in the UK across space and time. The Quality Assurance Agency (QAA) has charged universities with accounting for how institutions add value to students' personal development plan in formal academic and informal learning outcomes. This project seeks to expand on prior research into university residential accommodation by exploring the relationship between university residential accommodation and students' personal development planning.

Shone Surendran (Culture, Communication and Media)

Understanding 'Meaning Making': Empirical and Theoretical Considerations

'Meaning making' is widely used across several disciplines. However, there is a great deal of variation in the way this term is understood and used. This presentation discusses a pilot observation study of classroom interactions in primary science lessons employing the 'meaning making framework' (MMF) (Mortimer and Scott, 2003). The pilot study serves to illustrate how empirical research has led to an in-depth exploration of the term 'meaning making' and a consideration of the theoretical issues embedded within this term. The possible implications of this exploration for both the current research study and meaning making framework will be discussed.

Pedro Teixeira (Curriculum, Pedagogy and Assessment)

A search space model for the teaching of evolution

In this talk, I focus on the findings of my doctoral research in two schools in the state of Rio de Janeiro (Brazil) with large numbers of Pentecostal students. Brazilian Pentecostalism has rapidly grown over the last three decades and resists teaching of evolution. Initial data analysis through classroom observation and interviews shows that when teachers discuss evolution, they are dismissive of or fearful about their pupils' religious views or introduce their own religious views. We propose a search space model through which teachers and students can find common grounds to establish a dialogue in order to promote the understanding of evolution. This search space aims to support students understanding and help teachers to empathize with their students' backgrounds.

Rodrigo Torres (Quantitative Social Science)

Do disadvantaged students attend schools with less effective teaching? The relationship between teacher quality and school socioeconomic status. Evidence from Chile

Teacher quality is usually signalled to be the most relevant school-level factor impacting students learning. Hence, differences in teacher effects across schools might be relevant explaining the socioeconomic gap in students' achievement on standardized tests. By using a value-added model for a cohort of 10th graders in Chilean schools, in this work we assess how important teacher effects are in the Chilean context; and examine the socioeconomic gap in teacher quality across schools, as well as its importance explaining socioeconomic inequality in students' achievement after 2 years in both math and English. Our results indicate a teacher who is one standard deviation above an average teacher in terms of teacher effectiveness, accounts for 0.17 and 0.20 additional standard deviations in students' test scores in math and English respectively. On the other hand, differences in teacher effectiveness across schools during such period explain 8% of the socioeconomic gap in student achievement between higher and lower income schools in 10th grade. Finally, we conclude that the socioeconomic gap in teacher quality for high and low performing teachers is relatively similar in size to that for average teachers.

Jane Towers-Clark (Curriculum, Pedagogy and Assessment)

The development of graduate attributes in accounting undergraduate students to meet stakeholder needs in a globalised context

There have been a number of studies into development of lifelong learning skills within the framework of accounting education including those by De Lange (2006), Stoner (2008) and Awayiga (2010). In my thesis I take a stakeholder perspective in looking at current transferable skills of undergraduate accounting students and consider if stakeholder needs are being met and expectations of students in terms of future transferable skills. My study builds on the Institute Focussed Study that I undertook as part of my Doctorate in Education. My Institute Focussed Study looked at the current student perceptions, within an international student body of accounting student across the globe, of whether their studies had prepared them for the global workplace as accountants, considering the strengths and weakness of their transferable skills base. By looking at the broader stakeholder perspective I seek in my thesis to determine whether the personal transferable skills that students gain in their studies meet the needs of the different stakeholders.

Sally Wilkinson (London Centre for Leadership in 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.

Stephen Willoughby (Childhood, Families and Health)

Leadership within the context of School Equality Policy

My thesis examines leadership within the context of school diversity and equality policy. Aims were: to clarify, illustrate and evaluate the distinction between leadership and management as linked concepts, and their application in primary schools. Second I examined detailed views around leadership of equality practice from teaching assistants (TAs) and qualified teachers. There were three research questions. What leadership characteristics come out of a school diversities and equalities policy context? How and why are schools using leadership within the context of school diversities and equalities policy? Where does power and control lay within primary schools? I used a qualitative design involving documentary and semi-structured interview evidence. Data including school Ofsted reports and 18 interviewees' views. Six from each of my three case study schools in one LEA. The two tranches of data were carefully examined and analysed against the research questions. My conclusions were: that there were a number of major leadership characteristics found in both the interviews and external Ofsted reports, e.g. team/teamwork; interviewees gave detail on formal school leadership but far less around informal. Informal soon becomes formal. Research demonstrates that TA roles and their views are under-researched and require more in-depth study.

Yi Xiang (Culture, Communication and Media)

Hanban teachers' first years of professional identity construction in UK schools: Questions of the use of L1 and TL in Mandarin classrooms

Chinese national language assistants (Hanban teachers) are one significant type of support staff that can be deployed in the development of Mandarin teaching and learning in UK schools. As this group of teachers enter a new social-cultural context, their teaching experience have sometimes been reported as challenging (Cilt, 2007; Starr, 2009; Yang, 2010). This paper reports on the preliminary findings from a longitudinal study which analyses the teaching experience of seven Hanban teachers in the UK through the theoretical lens of professional identity construction, looking at the process of how their professional identities are shifted in a new educational context during their first years. This will specifically focus on how their beliefs and practices evolve, in terms of their use of L1 and TL in Mandarin classrooms. Prior to their arrival to the UK school landscape, they have constructed professional identities which are shaped by their previous teaching experience and the beliefs and pedagogies promoted by various training programmes. However, these professional identities are challenged by the current teaching practice in Mandarin classrooms, the academic and linguistic needs of students, and also influenced by personal identities. Thus, they are subject to a dynamic period of adaptation and change.

Hui Yu (Humanities and Social Sciences)

'Cross-field effects' and the Enactment of the School Enrolment Policy towards Internal Migrant Children in Chinese Metropolitan Cities

Based on interviews towards government officers, headteachers, teachers, parents and students from two major metropolitan cities in China (Beijing and Shanghai) conducted in 2014-15, this paper explores the enactment of the Chinese internal migrant children's school enrolment policy (in compulsory education stage). It finds that migrant children have undergone hardship in state school enrolment (including the 'government supported private school', whose teachers are widely considered as not as good as state school teachers) during 2012-15. This is mainly because of the increasingly rigorous state school enrolment criterion and the recent trend of local children's 'rushing back' to 'weak' state schools in these two cities. As a result, some migrant children have to go back to their parents' hometown to continue their study, or to stay and enrol in unregistered/illegal private schools. Adopting the theoretical framework 'cross-field effects' (Lingard, B. & Rawolle, S., 2004), this paper analyses how the cross-field effects from the population control policy, local children's school enrolment policy and local governments' worries about the 'policy depression effect' mutually shape the migrant children's school enrolment policy, leading to the increasingly rigorous state school enrolment criterion and causing the hardships towards migrant children's state school enrolment.

Jiming Zhou (Hong Kong University)

Assessing higher-level learning abilities at a Chinese university: Perceptions and practices of tutors and undergraduates

Higher education policy makers have advocated the role of assessment in developing student higher-level learning abilities in recent years. In China, this worldwide call is being positioned to enhance English language programs. Implementation of Western-derived formative assessment policies within the Chinese tertiary education context may demonstrate significant variations. This study examines perceptions and practices of tutors and undergraduates when assessment tasks evaluating higher-level learning abilities were implemented in the classrooms. One university in Shanghai was selected as the case. Interview and classroom observation data was collected over one academic year through six individual interviews with three tutors, nine focus group interviews with students, and two observation cycles (a total of 24 lessons). Data were analysed following an inductive coding procedure adapted from the qualitative analysis protocols established by Miles and Huberman (1994). Perceptions of tutors and undergraduates were understood through three major constructs: beliefs and values of assessment, competences valued and needed by them, and their expected change outcomes. Findings suggest the learning objectives valued by students are not fully congruent with those envisioned by the case teachers. The tutor-undergraduate perceptional mismatches over the valued learning objectives affected student engagement in some CBA tasks.