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K.M. Nabiul Alam (Curriculum, Pedagogy and Assessment)

Bangladeshi rural secondary madrasa (Islamic schools) children's participation in 'Higher Maths' optional course: a close look through gender lens

Students' choices to pursue advanced mathematics courses or mathematics related careers are affected by many factors. Previous studies established positive correlation between attitudes and pursuit of mathematics although the inequalities in mathematics are reinforced by students' socioeconomic status, race and gender. TIMSS results show that the magnitude and direction of gender differences in mathematics achievement vary across countries (Mullis et al., 2008) and the differences are found small in countries with a tradition of supporting mathematics learning for females (Hanna, 2003). TIMSS 2007 results expose gender differences in mathematics performance favouring girls in many Islamic countries (Thomson et al., 2008) although they have not yet achieved gender equality (UNESCO, 2012). Present study is looking at the gender differences in 'Higher Maths' optional course taking and the underlying factors at Bangladeshi rural secondary madrasas. The choice to focus on madrasa students is influenced by 'Education Watch' finding- the gender gap with a bias against girls persisted in all types of schools in Bangladesh but the worst gap was observed in rural madrasas (Nath, 2008). Theoretical framework for the study is based on Fennema-Sherman Mathematics Attitudes Scales (Fennema & Sherman, 1976) to collect and analyse quantitative and qualitative both types of data.

Amaal Almigal (Learning and Leadership)

An examination of the effectiveness of iPad-based augmentative and alternative intervention on acquisition, generalization and maintenance of requesting information skills of children with autism

Technology has been argued to offer distinct advantages and benefits for teaching children with autism spectrum disorder (ASD) to communicate. One aspect of this technology is augmentative and alternative communication (AAC) systems such as picture exchange or speech generation devices. Whilst there has been significant progress in teaching these children to request their wants and needs with AAC, there remains a need for developing technologies that can really make a difference in teaching them to ask questions. There is some evidence iPad-based AAC, is effective for communication. However, there is very little evidence about the effectiveness of this type of AAC in teaching children to ask questions. Thus, in order to examine the effectiveness of iPad-based AAC in teaching children with ASD to ask questions, I will test whether iPad leads to more learning than a traditional approach picture and text cards does. Two groups of children who use AAC will be taught to ask 'What is it?' questions. With the first group, low-tech AAC picture and text cards will be used, while an iPad-based AAC application called Proloqui2Go will be used with the second group. Interviews with teachers and parents will be conducted before and after experiment. The children's perspectives will also be considered.

Mustafa Cabir Altintas (Curriculum, Pedagogy and Assessment)

Worldviews and identity discernment of Turkish youths: an investigation of Imam-Hatip High School's senior student's meaning-making about progress of world in 21st century

The study will argue that while exploring the worldview of a particular group of Turkish youth, the religious dimension of their lived-out reality must be given serious consideration, for it is a religiously-based value system (Islam) that still shape their overall attitudes and identities in life. Islam provides many of Turkish young people with a broad value system that guide their lives. The study will investigate the nature and general characteristics of the workings-out of this Islamic guidance in the lives of a selected group of Imam Hatip High School pupils by exploring their worldview and personal ways of interpreting and making sense of Islam. Nevertheless, this study will attempt to explore how Turkish young people; Imam Hatip High School's students; negotiate and experience upon changes in their lives between Western culture and Islamic culture. It will present young people's world view and their life courses with a special focus on their attitudes to religion and social changes in the context of Western secular and Muslim collective identity.

Maleeha Ashraf (Social Science)

Exploring the needs of mentoring relationship between young academics and senior Faculty members in Higher Education at Higher Education Commission (HEC)

The need for mentoring relationship between new faculty members and senior faculty members is discussed. After identifying the benefits of mentoring relationship for mentor and protégé, the study is focused on examining the needs of mentoring relationship for young academics in the context of Pakistan Higher Education Commission (HEC). This study will provide academic officials with the basis to understand the importance of mentoring from the perspective of their employees and devise ways to address these needs. The participants of this study will be UK/USA sponsored PhD, working at senior posts in HEC Pakistan since 2002 till to date. In addressing the concerns of mentoring needs, a grounded theory approach shall be used in the theoretical development of the participant perspectives concerning their mentoring needs and ways these might be addressed. This study will employ mixed research methods as it will enable researcher to investigate the personal stories and meanings from individual's perspective (in-depth interviews) and, will enable to generalize (survey) from a small population size to large population size.

Rasha Bawazir (Learning and Leadership)

Using social stories with creative arts for children on the autistic spectrum: professional perspectives

There are some studies that examine professionals' perspectives on using social stories for children with autism (e.g. Ventimiglia, 2007; Reynhout & Carter, 2009; Dev, 2014). However, the theory and use of social stories in conjunction with creative arts is an emergent area of knowledge. This led to current study: the idea of exploring professional perspectives on using social stories with creative arts for children on the autistic spectrum. It also seeks to investigate professionals' reflections and ideas about the practical use and effects of social stories with creative arts for autistic children. A mixed method sequential explanatory design will be used. The study design will consist of two phases; the first phase will be quantitative. The goal of this phase will be to reach a larger sample to explore professionals' perspectives by using online questionnaire. The subsequent phase will be qualitative. It will include the use of a multiple case study approach to gain a more in-depth insight into participant perspectives and experiences. Different methods will be used such as focus group and individual interviews, solicited diaries as well as diary-based individual interviews.

Alison Brady (Education, Practice and Society)

The regime of self-evaluation in education: self-conception for teachers and schools

Self-evaluation in inspection policy has become a global phenomenon. The idea behind it is that it increases levels of teacher and school autonomy, wherein which both have increased ownership over their work, coupled with greater accountability said to provide high quality education and greater competitive advantage amongst knowledge-based economies. In both England and Ireland, self-evaluation is meant to complement external inspections. The aim of my research is to show that self-evaluation, whilst having the potential to become a worthwhile endeavour, does not live up to its name. Firstly, I would like to show how this policy of self-evaluation was established as a reaction to, yet is somewhat a continuance of, external inspections within the different contexts mentioned above. In both countries, self-evaluation criteria are not internally generated but externally imposed. I would also like to discuss the extent to which visions of 'good' or 'bad' education developed by inspecting bodies influence the way in which teachers and schools assess themselves. In light of the work by Charles Taylor, I shall try to show that what is now current is not only detrimental to the self-perception of teachers, but is inadequate to what any coherent notion of the 'self' might be.

Safa Bukhatir (Learning and Leadership)

Learning from experiences and investing in opportunities: developing Principals of the United Arab Emirates (UAE) Kindergartens as creators and managers of professional cultures

The UAE government strategy 2021 considers education a key factor in the country's development and prosperity. Since 2005, a comprehensive reform plan has been put in place, with the partnership of international education consultants and agencies. Many studies show that the level of professional competence and professional cultures in the UAE kindergartens – the context at hand, at both leadership and teaching levels, are lacking and this can impact negatively effective pedagogy in the early years. The purpose of this study (thesis) is to examine how kindergarten principals employ the lessons learned from their past experiences along with the opportunities available to them in their current statutes to create and manage fruitful professional cultures in early years settings. Narrative inquiry is employed for this purpose both as a method and methodology. A purposeful sample of 8 principals from all 7 emirates will be selected. Primarily, Face-to-face in-depth interviews will be employed to collect the data. A three-dimensional space approach of narrative inquiry suggested by Clandinin & Connelly (2000) will be used to analyse the data.

Alejandra Canales (Culture, Communication and Media)

Exploring the pedagogical use of digital technology by primary student teachers in the South of Chile

This presentation will provide an overview of the thesis that will explore the pedagogical use of digital technology by primary student teachers in their teaching practice course at schools in Southern Chile. The aim is to examine the student teachers' experiences in the educational use of technology to contribute to the preparation of new teachers in this area. The questions to be addressed through this study are "how student teachers in southern Chile conceptualise and use digital technology in their teaching practices?"; "what issues do they face using technologies in these contexts, and what implications do these issues have for teacher training?" A qualitative case study research was chosen to gather profound contextual information about teaching practices and the application of technology. The data will be collected observing supervision meetings and teaching practices, as well as through semi-structured interviews. The use of video and audio recordings will be central to capturing in detail these experiences. The sample will consist of six students in their last year of a teacher-training programme. The results will offer valuable insights that will help us to rethink the pedagogical use of digital technologies in teacher education.

Clare Chalaye (Education, Practice and Society)

What constitutes a good quality of life for children and young people with profound and multiple learning difficulties?

People with profound and multiple learning difficulties (PMLD) require significant support to carry out daily activities, including mobility, personal care and communication. They may also have life limiting conditions. As a teacher of youngsters with PMLD, when attending an ex-pupil's funeral, the focus of her eulogy was on her life experiences, love of animals and the warmth that people showed her, which her mother attributed to her 'enchanting personality and sunny disposition'. These things were what her mother believed made for a good quality of life (GQoL) for her daughter. Looking more widely however, what constitutes a GQoL for these youngsters, both objectively and subjectively? My research aim is to explore just this, also investigating the place and importance of human dignity, respect, care, being valued, and of positive affect. Interpretative phenomenological analysis will be used as a research tool, with semi-structured interviews to gain contextual understanding from practitioners and parents. A methodology to elicit the views of the children themselves will be sought. A multi-disciplinary approach will be used, drawing on research and inquiry from the fields of philosophy, pedagogy and psychology. Pilot work will be discussed as will the implications of findings for informing practice, provision and policy.

Yu-fang Chang (Education, Practice and Society)

How homework is conceptualised and operated in England and Taiwan

Over the years, Chinese ethnic groups have continuously outperformed their foreign peers in international achievement tests regardless of their socio-economic status (DfE, 2012; House of Commons, 2014). There are many variables and contributing factors to student achievement, this study aims to explore a debateable variable – homework, in England and Taiwan. Unfortunately, the lack of research in comparing homework practice between countries and cultures has resulted in much of the data that is available for international comparison deriving from PISA and TIMMS (Horsley and Walker, 2013). However, as Hallam (2006) pointed out, homework can only be fully understood by taking account of the cultural and historical framework within which it is undertaken. Therefore I believe that the claims about the influences of homework based on international assessments are problematic because homework is socially constructed and takes a different form and serves different purposes in both societies, these studies fail to understand homework at its local context. The purpose of this study is to explore and better understand how homework is conceptualised and operates in England and Taiwan.

Ai-Lian Chee (Education, Practice and Society)

Character Education in Singapore: Bridging economic discontinuities, maintaining political continuities

There has been a resurgence of interest in Character Education (CE) in many societies worldwide (e.g. in America in the 1980s and in Britain at the turn of the new millennium) for a variety of reasons. These initiatives have ranged from 'Social and Emotional Learning' to 'Positive Youth Development'. A new Character and Citizenship Education syllabus was introduced in Singapore in 2014 as one of the means to develop a more 'student-centric values-driven education and a more holistic education'. This study analyses CE's genesis, its nature and its potential to develop pupils' character (so that they will act in ways seen to be moral/virtuous and become useful citizens) within Singapore's socio-political climate as a contemporary developmental state. By analysing the policy intent of CE and its enactments by curriculum developers and in two case study schools, this study examines the degree of alignment between policy intent and policy enactments. Additionally, the study will examine how CE is enacted in mainstream and gifted classrooms. This will allow an analysis of the extent to which CE is differentiated to meet diverse pupil profiles, backgrounds and experiences.

Lauren Clark (Curriculum, Pedagogy and Assessment)

How can critical pedagogues lecturing in UK universities use critical pedagogy to challenge the marketization of higher education?

The current marketization of UK higher education comes not only as the continued marketization of our consumer culture (Molesworth et al, 2009), but also as a result of a change in the way society perceives the role of the university and knowledge production, resulting in changing the roles of academics within the university, promoting the student as consumer, and a focus on the economic value of education. Critical pedagogy involves applying critical theory to education in a way that enables educators to encourage students to 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 the practice of critical pedagogues within the university, and seeks to explore how critical pedagogy could be used to resist the marketization of higher education. I plan to use observation and interviews in a case study approach 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 data collection and analysis.

Aly Colman (Learning and Leadership)

School leadership and the school inspection regime: an examination of impact in a coastal area of deprivation

The school inspection regime in England and Wales has increased focus on all state schools becoming 'good' or better. Schools deemed by Ofsted to be performing below this standard receive intense scrutiny from the school inspection regime before a subsequent short notice monitoring inspection. Although all schools may receive short notice inspections, the perceived autonomy afforded to schools that are judged by the inspection regime to be good or better contrasts to those deemed 'failing' and are disciplined through tighter accountability to the inspection regime. This impacts on the ways education policy is enacted by school leaders. The proposed study aims to examine the effect of intense scrutiny from the school inspection regime on school leadership and policy enactment and the impact of this on inequality. A coastal area of deprivation provides the setting for a case study of school leadership in a state secondary and state 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 decision-making informing school leadership, policy enactment and approaches to school improvement. This research will use a post-structural perspective in relation to neoliberal governance, power and discourse.

James Cook (Social Science)

Developing medical student learning from witnessing bad role models: an action research study

It is hypothesised that medical students who critically reflect on witnessing bad role models learn from their experiences. This action research study examined how small groups of students reflect on: their experience of bad role models; the learning opportunities they provide and; their own involvement in the group. These groups were, not only a source of data, but opportunities for the participants to learn. Accordingly, analyses of the content of the discussion, and the group processes, were undertaken to explore what was said and how learning happened within the group. New perspectives gained through analysis and reflection informed the planning of the subsequent group's session. Learning was developed through repetition of this cycle. The analysis generated six themes around the topic of bad role models that had significance for the students: Transparency, Reflectivity, Power structure, Morality, Connectivity and Service quality. Analysis suggested participant learning that addressed four of these themes. A novel idea to use small groups to generate student feedback emerged from one group's discussion. The two remaining themes might be addressed if the medical school were to react quickly and positively to this feedback. These six themes might provide a basis for further studies in this area.

Hannah Cowan (London School of Hygiene and Tropical Medicine)

Rethinking the debate on the privatisation of the English National Health Service (NHS)

The English Department of Health has recently introduced The Health and Social Care Act (2012) to expand the scope of market principles in the NHS. Policy makers argue that introducing market incentives will motivate staff to improve their services by appealing to their self-interest. Department of Health, 2010; Le Grand, 2009). Critics argue that profit is a corrupting force which could replace the altruistic motivation of state-managed healthcare workers (Pollock, 2004; Leys & Player, 2011). This study will attempt to step outside of these ideological debates, revealing how claims about human nature or 'authentic' psychological motives fail to account for the intricacies and contradictions of the enactment of values (Blackman, 2008). Moreover the association of certain values with a dichotomisation of public and private overlooks the intimate relationship between the private sector and the capitalist economic state in which it is situated (Callon, 1998; Latour, 1993; Strathern, 1996). Rather, a dismantling of the tired dichotomy of rational self-interest and altruism is required to enable us to observe the enactment of values and the multiplicities of intent across this public-private boundary. Let us look not at what values are, but how they done (Mol & Law, 2004).

Jay Derrick (Education, Practice and Society)

How do high-performing knowledge-intensive organisations use informal modes of learning and team-working to support innovation?

My thesis research is a qualitative study investigating the relationship between innovation and informal learning at and through work, in the practices and procedures of two successful and innovative organisations operating in different knowledge domains, as revealed through the work of project teams in each organisation. The study is investigating how practitioners in each team create and/or take advantage of opportunities for learning as they arise through the course of their work, and how their team leaders and managers support them; how learning and innovation are interrelated; how each organisation's cultural norms, procedures and expected behaviours support or inhibit learning and innovation (whether this is deliberate or not). I plan to use the following conceptual frameworks in analysing my data: Jensen et al's distinction between 'STI' and 'DUI' knowledge (2007), Felstead et al's 'Working as Learning' framework (2009), Engestrom's work on multi-disciplinary and cross-boundary team-working (2008), and Fuller and Unwin's 'Expansive-Restrictive' Continuum for measuring the extent to which a workplace supports or inhibits learning (2006). As a teacher educator, I want to use the study's findings to help develop recommendations for improved conceptual, policy and implementation frameworks for the professional learning of teachers.

Tony Dimmer (Learning and Leadership)

It's a Matter of Trust: a case study of collaboration within a newly formed group of Primary Academies

This longitudinal case study tracked the development of an "academy trust" of five schools as they start to develop a self-improving system of collaboration during the first eighteen months of existence. The study 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". It also takes account of the interactions between heads and deputies, senior and middle leaders in creating a culture of collaboration and the extent to which communities of practice begin to grow. The case study takes the form of a 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 and 2015. The findings show considerable developments in terms of social capital and capacity building in laying the foundations for joint practice development but it ends with a question about whether this can be sustained to bring about significant school improvement.

Giannis Stefanos Efthymiou (Curriculum, Pedagogy and Assessment)

Global learning in Greek primary schools: impacts and implications on students' learning

The study emerged from the researcher's willingness to promote change in Greece's educational system and propose a pedagogy that prepares students for the future global society. The importance of including a global dimension in formal education has been highlighted by many international agencies such as UNESCO and the European Commission, and most recently OECD through their announcement that the next PISA report in 2018 will aim to include data on students' global competencies. Although learning about global issues has received prominent attention by policy makers and external agencies in many countries since the last decade, a gap has been identified on how this dimension can be implemented within formal education and what are the consequent impacts on students' learning. Greece has been directly affected by globalisation through the financial crisis and this has posed challenges for the duration system in terms of how and in what ways, children are encouraged to promote a global outlook. This study aims to fill this gap, and plans to design and implement a global learning programme in Greek primary schools, and record its impact on students' academic achievement and social development. It will aim through a participatory action approach address models of teaching and learning that demonstrate the relevance and importance of global learning to a Greek child's education.

Derya Evran (Social Science)

Assessing measurement invariance of and PISA 2012: students' cognitive abilities and attitudes in Mathematics and Problem Solving

International assessments are often developed in one country and applied in other countries. Assessing the measurement invariance across countries is an important step in determining if valid conclusions can be drawn in these other countries and if valid comparisons can be made across countries under these circumstances. This study aims to investigate measurement invariance, across seven selected countries, of mathematical literacy, attitudes towards mathematics, and problem solving skills from the Programme for International Student Assessment of 2012 items. Multiple group confirmatory factor analysis is used to compare selected countries for both in categorical items in literacy and problem solving skills and for the polytomous items in the attitude questionnaire. Specifically, the mathematical literacy questions concerned change and relationships, space and shape, quantity, and uncertainty and data. The problem solving questions concerned perseverance, openness and applied techniques in three problems. The attitude questions concerned interest and motivation, subjective norms, math self-efficacy, perceived control, attribution to failure, math work ethic, experiences with applied math tasks, and problems with algebraic word, procedural task, pure math reasoning, and applied math reasoning in math tasks and lessons. The results are based on the chi-square goodness of fit test ($\chi2$) and root mean squared error of approximation (RMSE), for the models proposed in OECD (2014). Also the comparative fit index (CTI) and the Tucker-Lewis index (TLI), is used to discuss the fit of the models to compare measurement invariance across countries.

Maddy Gupta-Wright (London School of Hygiene and Tropical Medicine)

Eliminating Trachoma in Malawi: a biosocial perspective

Trachoma, a chronic eye condition caused by recurrent bacterial infection with Chlamydia trachomatis, remains the commonest infectious cause of global blindness, and an important public health concern. While biomedical descriptions of trachoma reflect assumptions of universal pathology and fixed biologies, the biosocial experience is strewn with peculiarities, uncertainties and complexities. A separation of biology and culture, and the factorial model of disease ignores biosocial interaction, capable of conceptualising human suffering more holistically. Within anthropology, sub-specialisation reinforces the boundaries of biological and socio-cultural through ideological and epistemological differences. The global problem of trachoma exemplifies a need to look beyond these dichotomies. This research aims to develop a biosocial understanding of trachoma, Makanjira, a region of suspected inequality, in Malawi. Building on my training in medicine, public health and medical anthropology, I seek to challenge the dominant biomedical paradigm within which trachoma is problematised and addressed. Critical engagement with biosocial literature, and analysis of data from 12 months of ethnographic fieldwork and clinical diagnostic research, will document local perceptions and experiences of trachoma and how these relate to wider understandings of suffering and misfortune. It will also study how elimination policy shapes local practice, and will investigate trachoma clustering and transmission through in-depth matched case studies.

Joanne Harris (Curriculum, Pedagogy and Assessment)

What guides the decision making of clinicians assessing medical students for professionalism on clinical placements?

"Professionalism of medical students is an important topic since doctors subject to malpractice cases are three times as likely to have displayed unprofessional behaviour at medical school. However assessors of professionalism are often uncertain what they are testing. This study aimed to explore what the assessors understand by professionalism, discussing their own professional values and how they make decisions regarding the professional behaviour of medical students. A qualitative pilot study was performed using semi-structured interviews. A Physician, Surgeon and General Practitioner were questioned about their own professional values and their assessment of medical students. The interviews were transcribed and analysed using Grounded Theory. This study showed three themes affecting their decision making: 1) Drawing on their own experience as students 2) Influence of role models, 3) Clinician's role as assessor vs. teacher. They felt the assessment of professionalism was easier the longer one knew the student and was often a "gut feeling". The clinicians saw themselves as role models guiding students during the attachment.   They were vocal about poor professionalism in other specialities also expressing stereotypical views about student future career choice. These findings suggest assessment of medical professionalism is highly subjective and dependent on assessor speciality.

Hjh Zuriyatini Hj Mohd Zainal (Learning and Leadership)

Parent-child reading interaction in relation to pre-school parents' reading perspectives and home reading practice in Brunei

Across cultures, parents are the first and the most important teachers in their children's lives. Research has shown that parent-child reading interactions in the preschool period can enhance children's language and literacy skills especially in early reading. It also acknowledged that the way parents read with their children is particularly important. It is unclear how and what actually happens during parent-child reading interaction in the Brunei household, especially during shared book reading. There isn't any concrete evidence of how these book-reading interactions are happening; and/or whether there are constraints and values embedded in these parents' reading views and home reading practices. It is the need to answer these questions that motivates this research, in the hope of ultimately improving reading practice in Brunei homes. Furthermore, the present study is based on Vygotsky's sociocultural theory in order to investigate the views of the Malay-speaking preschool parents on language and literacy skills especially in early reading among preschool children in Brunei in relation to their parent-child reading interaction.

Yu Hui (Education, Practice and Society)

The discursive formation of 'education as social welfare': A Foucauldian policy analysis of Chinese internal migrant children's state school enrolment criteria

Integrating the Foucauldian theoretical resources of 'discourse' (Foucault, 2002), 'policy as discourse' (Ball, 1990, 1994), 'policy cycle' (Bowe, Ball and Gold, 1992) and 'policy archaeology' (Scheurich, 1994), this paper puts forward an updated version of 'policy cycle' framework to analyze the discursive formation of educational policy. Applying this conceptual framework into the Chinese context, with the fieldwork data collected through face-to-face and telephone interviews with 96 interviewees from Beijing and Shanghai, I have explored how an 'education as social welfare' discourse has formed throughout the three contexts of the policy determining school enrolment criteria for migrants since 2012. This discourse redefines 'accessing compulsory education in one's residential place' as a social benefit rather than a basic right. I analyse the processes by which the government has monopolized the power of defining, it defines: who are 'contributors to the city'; who deserves educational welfare; whose voices are to be heard and whose are not. Eventually, education, as a certain type of social welfare and benefit, has become the government's policy tool to dissuade migrants from staying in urban centres, and thereby limit the migrant population size. This situation brings further hardships to the migrant group.

Sara Joiko (Education, Practice and Society)

'The first thing we do is find a school': Narratives of immigrant families and school choice in Chile

During the last 25 years there has been an increase in the numbers of people migrating to Chile. This movement has not only involved adults, but also children and adolescents of school age. Moreover between 2005 and 2015 the number of immigrant students in the school system increased almost three-fold. Hence, in a context characterized by a strong quasi-market model in which school choice play a major role in defining the school experience for students and their families, the study explores how choosing a school can act as a form of 'integration' into the national education system and the wider society, based on the idea that schools can be potentially sites of both social exclusion and inclusion. The study will use, as an analytical framework, Bourdieu's notions of habitus, field, and capital as well as an intersectional approach to social class, ethnicity, gender and nationality. Both analytical frameworks can illuminate the experience of parents' educational strategies in the form of school choice, as this is a complex, dynamic, heterogeneous, relational process. The focus of this presentation is to discuss how and why using narrative research is appropriate for the aim of the study, and what possible limitations we may encounter.

Nelly Joye (Psychology and Human Development)

Initial results from a systematic review of spelling performance in children with a language impairment across European languages: mapping of the field

Children with a language impairment present with difficulties that impact on the production of written text, particularly spelling. However, it has previously been argued that the literature to-date has mainly focused on English, a language considered to be an "outlier" for spelling difficulty. The present systematic review was conducted with the aim to determine if children with a language impairment learning to spell also experience difficulties in European languages other than English. Search terms were identified and a Boolean search completed using 12 European psychology databases. 1188 references were identified. Papers were screened, and 52 articles were retained for analysis. The studies were coded for age, language and spelling task. This initial mapping confirms the dominance of studies conducted in English. Furthermore, the majority of studies were conducted with primary school students. The effect of language impairment on spelling performance was reported across several languages.

Helen MacIntyre (Psychology and Human Development)

Understanding school eating times as contexts for children's peer relationships and adjustment to school

Evidence suggests that school eating times may be powerful social learning contexts. However there has been little examination of the importance of this distinctively informal conversational time for children's peer relationships. A substantial body of research demonstrates associations between these peer relationships and varied aspects of children's adjustment to school but pays little attention to how children's daily interactions may contribute to these relationships and even less to how specific everyday contexts support or constrain this relationship 'work'. This study will build on school playground studies in addressing these gaps. A combination of quantitative systematic observation of Year 5 children's interactions and qualitative analysis of audio/video recordings of their eating time conversations will be used to describe who children interact with and how they interact within the eating time 'microsystem' (Bronfenbrenner & Morris, 1998). Associations between these interactions and measures of peer relations (friendship, peer liking, eating time social network) will be examined/explored. The study is relevant to wider debates about adult structuring of children's social lives and in particular to concerns about the erosion in recent years of opportunities for UK children to interact informally with one another.

Carla Maenza (Social Science)

Why we need to focus on gender-sensitive education

Equality in education has been all about access: "getting girls into schools", "how to make girls like science", "girls are taking over". Hence, the rate of "success" of equality measures has been focusing on quantitative methods and indicators. In this context, educational policies are designed to increase ratio or performances and gender equality is simplified as a numerical equality, gender constructed as a one-dimensional term. Nonetheless, this overreliance on statistics fails to address the role of education in the perpetuation of stereotypical gender roles. The idea of gender as performative brings new light to the relevance of gender sensitive education. The construction of gender identity as performed through a set of stylized acts both exposes the operations of hegemonic power relations that maintain the binaries through repetition and presents the possibility of change through agency. The possibility of introducing a performative perspective in the configuration of curricula, educational policies, pedagogy would challenge statistics-driven approaches to education and could be used as a tool to challenge rigidified definitions of gender and equality

Mohd Syafiq Aiman Mat Noor (Curriculum, Pedagogy and Assessment)

Towards a pedagogical framework for teaching inquiry in primary school

The current primary science curriculum in Malaysia emphasises that teachers need to teach skills of inquiry before starting to teach subject content. I argue that the teaching of inquiry should stand by itself, must be delivered through substantive subject content, and should not be taught separately. Inquiry is a teaching approach to teach the content, ideas and understanding needed, and to make the independence and involvement of students in learning a priority. Thus, this paper develops a pedagogical basis for a model of the teaching of inquiry in primary school science. Drawing on the emergence of Dewey's inquiry-based pedagogy, which is modelled on the scientific method, this pedagogical framework then leads to the inquiry level that illustrates how inquiry-based activities can range from being highly teacher-directed to being highly student-directed. The presentation of an instructional model that underpins inquiry-based instruction will provide a clear framework of how scientific inquiry aspects can be integrated into the teaching of science. Examples are given to illustrate how the framework can be used by teachers in which inquiry can be integrated into the science classroom. This framework will hopefully encourage primary school teachers to improve their pedagogical practices of teaching inquiry effectively.

Ronald Mazorodze (Curriculum, Pedagogy and Assessment)

Raising attainment in GCE A Level Physics problem solving – a critical realist grounded action research

This study explored the impact of the explicit teaching of problem-solving strategies, cognitive and metacognitive, on attainment and self-efficacy in post-16 physics for 4 GCE A level students. The study, grounded in a critical realist framework - built from three perspectives; socio-cultural, social cognitive and cognitive information processing theory highlighted the primacy of agency and sought to trigger those generative mechanisms in successful physics problem-solving. The intervention involved embedding activities aimed at the explicit teaching of physics problem-solving strategies within the school curriculum. Data was collected from external examination scripts and individual and collaborative group problem solving videos. Video recordings of problem-solving sessions were used to measure the extent of cognitive-metacognitive strategy use, attainment and collaboration. A qualitative content analysis (QCA) approach was used to analyse these data. The data analysis revealed a general positive shift in the students' problem-solving patterns, both at group and individual level. All four students demonstrated a deliberate, well-planned deployment of the taught strategies. The marked positive shifts in collaborative competences, cognitive competences, metacognitive processing and increased self-efficacy are positively correlated with attainment in problem solving in physics. However, this shift proved to be due to different mechanisms triggered in the different students.

Manuela Mendoza (Education, Practice and Society)

Potentialities for mixing in socially diverse schools in Chile

The importance that families give to peer group when choosing school has been documented by several studies that, in general, argue that parents tend to choose schools where their populations have similar socioeconomic and ethnic background than theirs. Notwithstanding, a series of publications reveals that for certain families value school mix as a way to immerse their children in the experience of difference and promote their ability to engage with different people. However, some studies have shown that in spite of being in a mixed school, mixing and friendship amongst parents and amongst students from different backgrounds are unusual, which obstructs the emergence of social benefits relating to mix (e.g. development of democratic values). My study seeks to understand the schools' and families' narratives that are constraining – or fostering – interactions between families of different social classes and ethnic groups. An ethnographic case study will be carried out in Chile, in that it is a key country to observe not only an exceptionally segregated education system but also current reforms attempting to promote inclusion of school populations. Qualitative methods (e.g. Interviews and observation) will be conducted with students, parents and teachers.

Debra Murphy (Education, Practice and Society)

Students navigating the UCAS process: higher education in a shifting knowledge landscape

The data that I present here comes from interviews conducted with 19 students in three different 6th form centres. Two Interviews were conducted with each student at two different points of the UCAS process. This data comes from the first set of interviews when students were considering their university options in Y12 and thinking about whether to apply, where to apply to and what to apply for. Following Bernstein's research methodology of developing a language of description (2000) I paid close attention to the language that students used to discuss their thoughts about higher education. Students repeatedly referred to notions of worth, waste, value and risk when discussing their decisions. Consequently risk and value became useful exploratory principles and part of my own evolving analytic vocabulary. I concluded that by weighing up risks, students were considering a number of probable outcomes and attaching value to them. I am currently exploring how my respondents are handling these various risk/value tensions, what they mean to them in terms of their individual motivations, their familial narrative and the resources that they mobilise as part of this process.

Emma Newall (Curriculum, Pedagogy and Assessment)

Why is evolution difficult to learn? The role of affect

Evolution is accepted by scientists as the foundation of biological science. However, experience in the classroom, my own and that documented in the research literature, reveals a subject that is perceived by teacher and students as difficult and controversial. Research in education on this subject has primarily looked at either the role of religious beliefs or cognitive barriers to understanding and accepting evolutionary principles. My own experience as a science educator has resulted in an interest in people's emotional responses to ideas associated with evolutionary concepts such as extinction, change, purpose and humans as animals. Using a theoretical framework based on psychoanalytical principles I have developed a form of Free Association Narrative Interviewing (FANI) to probe the responses of novice educators in science and other disciplines to a number of visual stimuli chosen to present these ideas for discussion. My initial findings indicate that some of the ideas presented do generate an affective response which may possibly be grouped into two categories: external – associated with identity and internal - existential responses. I am continuing to explore the responses of the interviewees using a framework based on the psychoanalytical theory of object relations.

Muireann O'Keeffe (Culture, Communication and Media)

Twitter: an ego-boosting echo chamber or a learning tool?

Twitter, an online social networking service, has been commonly encouraged as a learning tool for professionals. However to date little evidence exists on how professionals use Twitter for learning purposes. This case study explored the use of Twitter for learning with a group of higher education professionals. Participants consisted of lecturers, learning technologists and academic developers, all interested in learning and developing their teaching practices. Twitter data of participants was analysed and subsequent interviews investigated how Twitter influenced learning and impacted on professional practice. While all participants advocated Twitter as a tool for learning and revealed that they integrated new knowledge and practices into professional activities, it was discovered that not all participants used Twitter to network socially and learn with others. Barriers to engaging socially on Twitter were identified and described by participants. The findings of this study show the complexity of professional learning in online public spaces such as Twitter. While participants were technically competent in using Twitter, participants' sense of belonging and identity in the digital space needed further development. This study calls for more emphasis on the development and support of digital identity if social networks such as Twitter are to be advocated for learning.

Nicola Papworth (Curriculum, Pedagogy and Assessment)

How do students in Guernsey choose their path for Sixth Form Study?

The objectives of this research were to explore the experiences of Guernsey students making the decision between the International Baccalaureate Diploma Programme (IB DP) and A Levels for Sixth Form study, and to discover the influential factors and persons. The IB DP was a new addition to Guernsey's Sixth Form Centre in 2012, so this research also explored how the students rationalised academic risks. This qualitative explorative work involved eight students from the first two cohorts who made this choice participating in a conversational interview, stimulated by a series of vignettes. Data analysis was completed using content analysis, and the resulting data was treated in a variety of ways so the students' experiences were fully understood. Significant differences between students who chose different routes emerged from the data, with the IB DP students demonstrating a greater level of research into the options, self-reflection and self-awareness that their A Level peers. The choice process for all was an individual process, with different factors being shown to be most important to each.

Richard Paterson (Learning and Leadership)

Lecturer and student perceptions of employability skills at a transnational university

This is an EdD Institution Focused Study which investigates, in a localised context, lecturers' and students' understanding of the concepts and language underpinning Higher Education strategies of developing employability skills. The context is Westminster International University, Tashkent (WIUT), a transnational university in Uzbekistan. In the 21st century it has become widely recognised that employability skills are a valuable asset that graduates must acquire to secure graduate level employment. The embedding of employability skills into course and curriculum design is aimed at reducing the perceived shortfall in the ability of graduates to perform tasks needed in the workplace. While a solid grounding in discipline-specific knowledge and skills is what most graduate degrees aim at providing, the UK Commission for Employment and Skills (UKCES) Employer Skills Survey 2011 ranked employability skills as the most important factor when evaluating job applicants. The forces of internationalisation and globalisation mean that employers the world over are looking for graduates with additional skills in areas such as social intelligence, cross-cultural competency and transdisciplinarity. Using an interpretive and constructivist system of qualitative data analysis, this study will generate new perspectives on the concept of employability skills, with implications for practitioners in transnational educational institutions.

Anna Peng (Birkbeck College)

Task-switching in preschool children

The abilities to switch attention underlie cognitive flexibility. The experiment explored the developmental changes in attentional control using task-switching paradigm. Four-year-olds, six-year-olds and adults performed simple visual detection tasks on target animal categories (i.e. dog or car). The experiment was divided into two main blocks: pure blocks involving a single target category, and mix blocks involving frequent switches between two different target categories. Mixing-cost, switch-cost, and response-repetition (RR) effect were measured. Global mixing-cost denotes the RT cost on the task-repeat trials in the mix blocks, compared to the pure blocks. Local switch-cost denotes the RT cost in the mix blocks when the task switches. RR facilitation denotes the shorter RT when a response is preceded by another response. Mixing-cost was similar in all ages, which might be attributed to weaker category-response association in the mix blocks. In keeping with the developmental changes in attentional control, switch-cost was modulated by age. The RR effect in the mixed block was also modulated by age, suggesting a better self-monitoring in the form of RT-accuracy trade-off among older participants. The study yielded results that differentiated different types of processing cost related to levels of processing: task-related associative strength, attentional control and meta-cognition.

Malgorzata Anielka Pieniazek (Curriculum, Pedagogy and Assessment)

Global education and the global South. The recognition and contribution of discourses and educational practices from Kenya and South Africa to the international debates

Academic interest around global themes has been present in the social theory since 1970s. However up to date research focused mainly on evidence and ideas emanating from the global North. With global education's goals to increase the understanding of the interdependencies and inequalities embedded in political, social and economic relations between North and South, there is a need to challenge this asymmetrical approach to research. The proposed qualitative based study has two goals: firstly, to investigate and conceptualize global themes in the context of two global South countries: Kenya and South Africa. Secondly, to provide comprehensive understanding of web-based educational practices (on YouTube, Facebook, Twitter, blogs) which engage with global issues in the global South. Within the South African setting the work of Professor Catherine Odora Hoppers bares great significance. She contributes to the discussions on democratization of knowledge and acknowledgement of indigenous knowledge systems. In the context of online practices it is worth to mention a "Africa is a country", a Facebook page/ blog developed into online commentaries, writing pieces, media criticism and photography that challenge the portrayal of the African continent and its people in media. It is developed by 'a collective of scholars, writers, artists, filmmakers, bloggers, and curators'.

Saba Riaz (Learning and Leadership)

Impact of leadership on teaching and learning practices – insights from Pakistani business schools

Leadership plays a key role in motivating teachers towards individual and shared learning (Leithwood & Jantzi, 2000). Dinham (2005) acknowledged that good universities are found where there are good leaders. The ability of a leader to work in collaboration with others in the organization and gain their cooperation towards organization's goals and objectives is the key to being an effective leader (Bijandi et al., 2011).The leadership of HEI affects both the teacher's teaching and the student's learning directly or indirectly. To understand the role of leadership on the pedagogical practices used in business education better, a qualitative interpretative design, employing a multiple case study approach is adopted. The study analyses the business school teachers' perceptions, beliefs and approaches to teaching, their experiences of and expectations from leadership. Moreover, the study examines critical reflection by business school leaders (deans/heads) as they discuss and examine their perceptions and practices about academic leadership. This research will add to emerging educational leadership studies that call for site leaders to connect emotionally with teachers to help develop their own capacities, as pedagogic leaders, in the advancement of student learning.

Piers Saunders (Culture, Communication and Media)

Learning to scratch: the evolution of teachers' mathematical knowledge

This study aims to trace the evolution of teachers' mathematical reasoning as they learn to program using Scratch (a programming language) to express the core mathematical ideas of place value, position, proportion and variable. Situated within the EEF funded national Scratchmaths project, the research will consist of a 16 month case study of year 6 teachers learning within two continuing professional development (CPD) sessions, prior to then teaching programming and mathematics in a classroom setting. An overarching aim is to identify the key ingredients of effective CPD when introducing technology. In order to explore this aim, sources of data will include teachers' responses to CPD materials designed to support them with the development of mathematical subject knowledge and also materials to support the development of mathematical reasoning skills, as afforded by the Scratch environment. A pre and post CPD survey will be conducted as well as semi-structured task based interviews across the teaching year.

Hideyo Sugao (Curriculum, Pedagogy and Assessment)

Teaching History as a Discipline in England: exploratory case studies of disciplinary teaching and learning at Key Stage 3

The cabinet decision in Japan showed a new educational strategy in 2013. One of key policies of this was fostering pupils' 'social competencies for survivals' in the 21st century (MEXT, 2013). As a result, Japanese history education is trying to shift the focus of teaching from a body of knowledge to a form of knowledge through enquiry. This study focuses on practical English history education from the perspective of 'disciplinary history' which has developed over 40 years from the 1970s. This is because Japanese educational reform referred to the English National Curriculum and there have been no research results involving case studies of what happens in English history classrooms in Japan. The aim of the study is to critically examine how the English National Curriculum and English teachers think about developing pupils' historical thinking and helping their conceptual understanding of history as a discipline at Key Stage 3. Therefore, a theoretical framework of the study will be constructed through understanding 'disciplinary history'. The research is structured into key questions regarding to what extent English history teachers adopt a disciplinary approach when planning, teaching and assessing. Multiple and intrinsic case studies are chosen as the research strategy.

Alshathri Sulaiman (Learning and Leadership)

Instructors' and students' perceptions of blended live transmission of instructor input and face-to-face teaching in Saudi Electronic University (SEU)

With an increased allocation of funds from the Ministry of education in Saudi Arabia to develop the education system and meet the increase in the numbers of applicants to higher education. Saudi Electronic University (SEU) intends to launch its interactive learning where live transmission of instructors input and face-to-face teaching will be enhanced to promote learning outcomes and increase access to higher education. However, a review of the literature indicated that research on how universities are going to introduce different modes of learning in the quest to enhance efficiency and inclusivity in Saudi Arabia is still limited. (Alebaikan, 2010; Almalki 2011) There is a need for research and empirical evidence to guide and accompany the new development programs and offer examples of how various teaching with different form of teaching can contribute to the development and facilitate effective learning and teaching approaches in the Saudi context. This study seeks to explore how SEU is going to introduce different modes of teaching in the quest to enhance efficiency and inclusivity in Saudi. The study aims also to explore students' and instructors' perceptions of the usefulness and challenges of this approach. Three research methods will be used, (Survey and following by focus group with students) and (semi-structured interviews with instructors).

Francesca Vaghi (Social Science)

The food practices of young children in childcare and at home: a cross-context approach in a multi-ethnic London region

Children's nutrition in the United Kingdom is a contested topic on both the policy and family levels. Policy and health care interventions have focused predominantly on primary school aged children, although increasing attention is being devoted to the early years setting, with policy makers, health care specialists, non-governmental groups and charities constructing current discourses about healthy food practices. Nonetheless, despite the attention this issue receives, and efforts to improve children's diets, problematic trends persist. By approaching this broad context from an anthropological standpoint, this project frames the discourse about children's nutrition as an issue of power, starting by questioning how authority is established in this discourse, what interventions have been deemed effective, and why. Using two ethnographic case-studies of nurseries/childcare centres in a London borough, an analysis of how this discourse is felt, mediated and contested by institutions, families, and the children themselves will follow. It is hoped that the results will inform local and national policies with a focus that goes beyond what is proposed in clinical studies literature, behavioural sciences and public health reports.

Fiona Victory (Education, Practice and Society)

Why use qualitative comparative analysis (QCA) to compare factors which may influence the adoption of medium of instruction policies within state school systems?

The aim of this research project is to investigate the macro-causal factors associated with the adoption of new medium of instruction policies within the compulsory phase of the state school systems of about twenty countries which have gained independence since the end of the Second World War. Twenty countries is an unusually large number of countries for a qualitative comparative study and data will be analysed using Ragin's qualitative comparative analysis (QCA), which provides a transparent and replicable method for the comparison of large quantities of qualitative data. QCA uses truth tables and Boolean logic to produce a non-generalizable solution which applies to all of the cases within the sample being analysed. QCA has been chose over statistical regression analysis as the method of analysis for this project because its holistic, case-centred analytical approach is felt to be better suited to exploring complex interaction effects between causal variables and revealing multiple causal pathways within data taken from a population as small and diverse as the countries of the world.

Bridie Woods (Education, Practice and Society)

Understanding the interruption process through the lens of complexity theory: a case study

This is the final stage of my EdD, a doctorate that is essentially linked to my professional practice as a Student Welfare Advisor. My research focus is student interruptions where students, due to unexpected personal crises, need to take some time out of a study programme. The uncertain and unpredictable aspects of an interruption can present challenges for both staff and students. Complexity theory is concerned with the uncertain, non-linear and dynamic traits of human systems and 'the fabric of events, actions, interactions, retroactions, determinations, and chance that constitute our phenomenal world.' (Morin, 2008). Accordingly, I aim to explore the interruption process through the lens of complexity theory and investigate how students and staff experience and manage these unpredictable aspects of a student experience. My investigation will be contained within the boundaries of a nested case study wherein individual students from undergraduate, postgraduate, teacher training and research programmes, and academic and administrative staff, will be interviewed. A number of focus groups will also be held with administrative staff. I would like to see if any patterns of relations and interactions emerging from the study may suggest a potential for improving the interruption process for both staff and students.

Derek Zheng (Psychology and Human Development)

Sleep problems and associated factors in Singaporean adolescents with intellectual and developmental disabilities

Adolescents with Intellectual and Developmental Disabilities (IDD) are known to experience higher levels of sleep problems than typically developing peers. Following a review of the literature, a conceptual framework of sleep problems and correlates in IDD youth was crafted and investigated in this study. The design of this study is cross-sectional and uses five questionnaires, adopting a convenience sampling with 92 adolescents diagnosed with IDD and their respective form teachers from a special education school in Singapore. Results from this study found that 42.4% of students experience varying degrees of sleep problems. 3 variables were shown to display a statistically significant and positive correlations with sleep problems: Number of bedtime electronic devices ($r=.210$, $p<0.05$) with a large effect size of 1.19, Duration of bedtime electronic devices ($r=.397$, $p<0.01$) with a medium effect size of 0.46 and Academic stress ($r=.455$, $p<0.01$) with a large effect size of 1.14. A linear multiple regression showed that Challenging behaviours, Life satisfaction, Number of bedtime electronic devices, Duration of bedtime electronic devices, Academic stress, gender and socio-economic status accounted for 29.1% (adjusted R^2) of the variance in sleep problems, with a large effect size of .536.