Abstracts of the UCL Institute of Education Doctoral Summer Conference June 2016

Felipe Acuna (Education, Practice and Society)

Possibilities to imagine a New School. A qualitative immersion into Chilean teachers' subjectivity

If power relation acts upon our actions, on existing or on possible ones, they act upon our capacity to imagine our relations in alternatives ways (Foucault, 1982). From here, we can understand the discourse of the centrality of teachers (Larsen, 2010) in the global educational reform agenda as a 'migratory technology' (Ong, 2007) that act upon teachers' possible actions in different contexts. An 'art of government' (Ferguson, 2011) that uses teachers' subjectivity as a site from where schools can be continuously shaped and re-shaped (Ball, 2015). If this has some sense, the theoretical, methodological and political problem is how we can deploy alternative possible actions of 'being teacher' which open up our imaginaries of 'being school'. This problem suppose that we can find spaces where alternative possible actions of teachers are deployed. However, an important criticism of teachers regarding their current work conditions is the lack of time that an oversubscribed school produces; so, it seems difficult in today's schools to find these spaces. For this reason, the unsettling educational scenario of Chile appears an interesting one to explore this problem. In the heat of more than 10 years of demonstrations around educational problems, maybe some spaces have been open.

Jane Ahn (Psychology and Human Development)

Physical activity and mental health in children: findings from the Millennium Cohort Study

The positive effect of physical activity (PA) on mental health in adults is well-established, but less is known about this relationship in children. The aim is to explore the association between objectively-measured PA and mental health in UK Millennium Cohort Study children. Accelerometer data were collected at age 7. Mental health was measured using the four subscales (peer, emotional, conduct, hyperactivity) of the Strengths and Difficulties Questionnaire (SDQ). Associations between daily minutes at different intensities (sedentary, light, moderate, vigorous) and SDQ (range 0-10) at age 11 were estimated (N = 6,153). Any increased PA, and decreased sedentary time, was associated with fewer peer problems in boys; relationships were similar for emotional problems. For girls, only light PA decreased peer problems and no associations were observed for emotional problems. Improved conduct and hyperactivity were associated with more sedentary time in active boys. Any increased PA was generally associated with higher conduct and hyperactivity problems in boys and hyperactivity in girls. Both active and inactive girls had improved hyperactivity with increased sedentary time. PA and sedentary behaviour affect particular aspects of mental health functioning differently in children depending on gender and, for sedentary time, whether the child met MVPA guidelines.

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

Participation in Higher Maths optional course at secondary level in rural Bangladesh: looking at the gender aspects

In a recent review of literature, Cathy Smith (2015) noted that all the papers she reviewed show a concern for social, economic and institutional injustices that result from women's unequal participation in advanced mathematics. Many papers also argue that their nation's economic advantage relies on increasing the proportion of the population with mathematical skills. From this perspective, girls and boys who study and do not study higher level mathematics courses both can be potential sources of information to identify what influential factors may have effect on their differential choices. Student background factors of gender, ethnicity and socioeconomic status interact with these and are also significant in affecting participation (Boaler, Altendorff, & Kent, 2011; Strand, 2011; Tripney et al., 2010 in Smith, 2015). Research also shows the importance of having someone, whether a teacher or family member, who offered personal encouragement to choose a STEM subject (TISME, 2013 in Smith, 2015). This paper reports the findings from a pilot study conducted across three rural secondary schools in Bangladesh to identify possible influences on children's participation in Higher Maths optional course in light of gender. Survey of attitude towards mathematics using Fennema-Sherman Mathematics Attitude Scales and qualitative interviews were used to collect data.

Cabir Altintas (Curriculum, Pedagogy and Assessment)

Worldviews and Identity Discernment of Turkish Youth: An investigation of Imam-Hatip High Schools' senior students' meaning-making of the world in the 21st century

The religious and cultural landscape in Turkey has been dramatically affected by modernization and secularization in the last 20 years. It is visible from the diverse forms of dress and the languages spoken on the street, secular Muslim subjectivities and modernist pious Muslim young people have shown around the cities. Alongside this increasing religious and cultural diversity is a growth in 'secularism', which creates challenges for social cohesion, policy and education in Turkey today. These new challenges force Turkish young people to find their place in a complex world and to seek satisfying ways of gaining a sense of meaning and belonging. Many young people search for individual meaning in dealing with the uncertainties of the world; they are relatively open to the spiritual dimension; questioning and exploring faith from a range of religious traditions and spiritual practices according to their own eclectic tastes and needs. In this respect, youth's worldview become significant to understand their world and how they are making sense of the new world in the postmodern era. Thus, 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 shapes their overall attitudes and identities in their life-world.

Kusha Anand (Education, Practice and Society)

Teachers' attitudes towards the other country and Indo-Pakistani relations in India and Pakistan: A comparative study

Teachers are considered central agents of socialisation, transmission, and construction of personal and social identities. Attitudes, knowledge and teaching practice are closely connected. This paper explores teachers' attitudes in India and Pakistan towards the other country (India/Pakistan) and Indo-Pakistani relations and what factors play a role in determining their views. The narrative approach was used to examine the impact of different types of narratives on teachers' attitudes towards the other country and Indo-Pakistani relations. Teachers' attitudes were categorised into secular, radical and mixed or blended attitudes (both secular and radical). Indian teachers showed the less radical attitude towards Pakistan and Indo-Pakistani relations than teachers in Pakistan. Indeed, a narrative of collective suffering elicited a slight attitude shift from secular to the radical attitude among teachers in India and Pakistan. The results imply that a narrative of collective suffering (or blame the other) develops the radical attitude. Examining and comparing Indian and Pakistani teachers' attitudes regarding Indo-Pakistani relations has potential to suggest how these narrative understandings shape the attitudes of students in India and Pakistan.

Elena Andreou (Culture, Communication and Media)

The relationship between studio-based piano 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 is a case study exploring the practice relationship between studio-based instrumental teaching and home-based private practice, by taking into account how the level of expertise might influence this relationship. The focus of interest is particularly in piano lessons within a one-to-one instrumental learning context, with the main study participants (n = 6) being at three different levels of expertise based on the ABRSM examinations. This presentation will focus on a selection of the 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.

Marina Avelar (Education, Practice and Society)

Social Network Analysis: Finding the relations between policy actors

Social Network Analysis (SNA) has been developed as an approach to the study of social relations, where the relations between actors are the actual data. Despite the dominance of quantitative methods, data generates graphs and statistical analysis, qualitative approaches have also flourished, with ethnographic methods that generate descriptive, narrative and discursive data about social relations. To understand how new philanthropy institutions and individuals influence primary education policy in Brazil, my research draws upon a recent move where education researchers are using SNA to study the work of business and new philanthropy in education policy and reform. Aided by qualitative SNA, one is able not only to identify key actors around policy, but also make use of critical policy analysis to expose power relations operating behind and within education policy.

Iman Azzi (Curriculum, Pedagogy and Assessment)

Education for International Mindedness: A review of literature

This paper reviews existing literature on education for international mindedness. The term international mindedness features prominently within literature published by, and on, the International Baccalaureate Organisation (IBO), a major force in transnational education programmes. While, the IBO has consciously avoided defining its understanding of international mindedness, it has been increasingly interested in clarifying the term over the last five years and this would have implications beyond its international programmes. The IBO is not the only organisation to promote international mindedness although it champions the term in its literature and the majority of research at international schools is conducted at schools using IB programmes. While acknowledging that its definition and understanding remain contested, I focus less on what international mindedness is and more on how it has been researched and in what contexts. I will also touch on related concepts. This paper proposes that future research on international mindedness could benefit from greater geographic, participant, and methodological diversity, in hopes of producing a more contextualized and deeper understanding of how this term is being taught and learned in classrooms around the world.

Annette Bamberger (Education, Practice and Society)

Integrating Reflexivity into Qualitative Data Analysis: The Case of French Jewish Undergraduate Students at a Private University in Israel

Successfully, and I would maintain meaningfully, integrating reflexivity into the data analysis stage of research, is a challenge, potentially even more so for 'inside' researchers. The study at hand which investigates the motivations and decision-making processes of French Jewish students to pursue undergraduate degrees at IDC Herzliya, a private university in Israel, makes me an insider on many levels (institution, religion, language, etc.).This presentation will put forth excerpts from recent data collection, including interviews and memos and initial coding strategies in an attempt to explore 'doing' reflexive data analysis.

Alison Brady (Education, Practice and Society)

Self-Conception in Teacher Self-Evaluation in relation to Albert Camus' 'The Myth of Sisyphus': A Working Paper

In 'The Myth of Sisyphus and Other Essays', Albert Camus writes about a failed attempt to 'seize the self'. Socrates' 'Know Thyself' has become a kind of empty promise, premised on the notion of the self as something which exists as a kind of solid, immovable core at the very centre of our being. Yet, as Camus rightly discusses, the more one tries to concretise the self in this way, the more it manages to escape. Indeed, the self can be seen as 'water slipping through [one's] fingers'. In relation to this, the aim of this paper is to explore how, primarily through the policy of self-evaluation but also through other inspection mechanisms for teachers, an idea of the self as something which is measurable and enumerable is promoted. This is done through the use of reductive criteria, tabulated as a kind of 'checklist' of sorts, wherein which the self becomes misrepresented as something which is fixed. Not only does this have implications for the very practice of teaching, it is also indicative of a wider issue relating to the pervasive ideology of verificationism that seems to have rooted itself deeply within the field of educational policy.

Graham Calvert (Curriculum, Pedagogy and Assessment)

An exploration of three narratives of teacher depression using the Foucauldian toolbox

The BBC reported in 2015 that 48% of teachers had been to their GP at least once in the previous 12 months as a result of work related physical or mental health problems. Psychological research has attempted to isolate the causes of this problem frequently citing factors such as poor school ethos, pupil misbehaviour, time pressures and poor working environments. Given the persistence of this problem I would suggest that the discourse of teaching practice that has taken root is that teaching is going to be stressful, and that it is the teachers' responsibility to learn how to meet this challenge. I would further suggest that there are hidden problems with this model that can be exposed by using concepts from the Foucauldian toolbox such as inversion, the modalities of truth, the subject and power/knowledge and applying them to stories of teacher depression. Through this preliminary presentation of the application of these tools to narratives of teacher depression it is hoped that the limits of current think can be highlighted, alternative ways of looking at the problem can be revealed and an appreciation of the value of Foucault's sceptical attitude for researchers can be gained.

Luis Carabantes (Culture, Communication and Media)

Second Language Teacher Education and Materials Development: How do preservice teachers learn to design materials?

The importance given to learning English as an international language worldwide has caused countries like Chile to invest many resources in improving the quality of English teaching. One example is the development and free distribution of materials such as textbooks to all students in public schools across the country. Recent educational policy in Chile has recommended a series of attributes in teacher training such as being able to design and adapt their own language teaching materials in order to satisfy contextual needs (MINEDUC, 2013). While this is supported by research acknowledging the importance of materials in English teacher education due to their frequent use in classrooms (McGrath, 2013; Garton and Graves, 2014), few teacher training programmes have paid heed to this by articulating materials-related modules within their curricula (Tomlinson, 2013). Thus, I intend to illustrate the problem of materials development in English teacher education by exploring how preservice teachers learn to design language teaching materials and what role that activity plays in their learning to teach English. I propose implementing a collective case study using multiple qualitative research methods, and an offshoot of sociocultural theory, namely Activity Theory, as a conceptual framework to answer in depth the problematic presented above.

Lucia Casal de la Fuente (Culture, Communication and Media)

Best teaching practices in singing: the process of gathering data

Different investigations concerning music teachers' training around the world conclude they are not well trained to properly use their voices and lead singing lessons. However, in real practice, they have to do it. In harmony with the importance to collect the best educational practices, claimed by institutions as OSCE or UNESCO, our goals are to identify, analyse, represent, document and make visible the work of teachers considered, under expert judgement, "example" of good teaching practices in singing with children. Our 2 case studies are Argentina and UK because they both have National Singing Programmes. To do that we are observing classes (making videos, audios, photos… through participant observation) and interviewing these teachers. Once gathered the crosscutting characteristics of their professional work, we aim to design a decalogue on good practices about this topic, so that any teacher could use it as a reference in her/his daily tasks, being specialist in music/singing or a generalist. We hope this decalogue, in the future, could be as well the pillar to develop a more complete training programme in this lacking field, applicable in any part of the world.

Paul Meng Huat Chua (Learning and Leadership)

Principals' Sense-Making of Overlapping Educational Policies on Teaching and Learning in a Centralized Context: A Discussion of the Idea of a 'Partial' Form of Sense-Making Using Findings from the Pilot Study

The theory of sense-making has been utilized to investigate varied educational problems in decentralized contexts such as in the Anglo-American countries. In this multi-case study research, the theory of sense-making has been deployed to investigate a problem of interpreting and implementing two recent overlapping educational policies on teaching and learning by principals situated in Singapore's centralized context. Under such a contextual condition, schools have less freedom to decide on how to shape teaching and learning and they have a greater need to make sense of and align to centrally defined policies. For this presentation, however, the findings from the pilot study will be presented. From the pilot, a "partial" form of sense-making was found to be used by the principal to interpret and implement the educational policies under examination. The main thrust of the presentation will be to develop this idea of a "partial" sense-making, compare and contrast with the original notion of sense-making and conclude with an exploration of the possible theoretical contributions this research attempts to make. The theoretical framework used in this research will also be argued albeit briefly in the beginning of the presentation.

Aly Colman (Learning and Leadership)

The interpretation of dreams: school improvement, illusion and inequality

The school inspection regime in England and Wales has recently increased its 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 a short notice inspection, the perceived autonomy afforded to schools that are judged by the inspection regime to be good or better is in contrast to those who are deemed 'failing' schools and are disciplined through tighter accountability to the inspection regime. This impacts on the ways education policy is enacted by school leaders. This 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 detailed case study of school leadership in a state primary and state secondary 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. I take a critical, post-structural perspective to the research in relation to neoliberal governance, power and discourse. The research is at a preliminary stage. Data will be analysed and findings will form a thesis.

Rose Cook (Social Science)

Gender gaps and social inequalities in numeracy skills in England

Numeracy skills are beneficial in diverse domains including earnings, health, financial literacy and civic participation. Yet research frequently shows that, in spite of superior performance in education, females have worse numeracy skills than males. We also know that there are vast social inequalities in numeracy skills, particularly in the UK. Up to now, these two research agendas have rarely come together. In this presentation I will show findings from quantitative research which investigates how social and gender inequalities interact in relation to numeracy skills in early adulthood. I use data on 18-30 year olds in England and Northern Ireland from the OECD survey of adult skills (PIAAC). Using regression modelling, I demonstrate that while gender gaps exist in all socio-economic groups, the overall average gap is largely driven by the high performance of males with university educated parents. This has two implications. First, females are particularly vulnerable to low numeracy in the presence of social and educational advantages. Second, social inequality in numeracy skills is greater between males than between females.

Bruno de Paula (Culture, Communication and Media)

Between Representation and Identities: Diversity and Self-Expression in Game-Making

Game-making activities have a relative tradition in school settings; however, they are often related to coding and computing skills. In this project, rather than emphasizing these aspects, I am interested in cultural aspects related to media consumption and media production. I will rely on media education tradition, leading students to engage with media in both critical and hands-on perspectives, in order to empower them both to read critically and to successfully produce media texts. My aim is to investigate the influence of previous (media) experiences and cultural and social backgrounds in the games produced by young students (aged 12-15), and what identities are performed in this game-making space. I will carry out a qualitative research, building up a case study in an after-school club in a secondary inner London school, focusing on game-making. It is my intention to work alongside a heterogeneous group, diverse in gender, ethnicity, languages spoken and class. Aside from observations, interviews with students will be carried out before, during and after the game-making sessions and games produced by the participants will be analysed through Multimodal methods.

Andrea Detmer (Education, Practice and Society)

Skills for innovation in Higher Education

As innovation becomes a more prominent element in governmental, private and third sector agendas for social progress and economic development, the training in skills that stimulate innovative behaviours becomes vital. Within Higher Education (HE), programmes aimed at developing students' skills for innovation are rapidly expanding. Universities, public policy-makers and other stakeholders face several challenges regarding the governance and implementation of the educational initiatives. The OECD (2011) states this challenge clearly: "It is difficult to make explicit links between specific skills and innovation. The broad definitions of skills and innovation, the difficulty of measuring human capital and innovation outputs and outcomes, and the relative scarcity of innovation-specific empirical studies all serve to limit the identification of such relationships and thus the precision of policy messages". This research aims to further contribute to public policy-making and institutional practices through developing a multi-disciplinary theoretical exploration of the concepts of innovation and skills, and an empirical analysis to identify the core relational skills conducive to innovative behaviours of students in a HE institution in Chile.

Thomas Evans (Culture, Communication and Media)

An Ethnographic Study of a Muslim School

Berglund has described the Muslim school as an institution in which children are educated about Islam and into it just as the Christian school "enshrines belief" amongst its pupils. Lawson makes a subtle distinction between the Muslim and the Islamic school: the former an educational establishment frequented by Muslims, the latter a school with an explicit and overt religious ethos, atmosphere and approach. It may be, however, that in practice many Islamic schools are essentially Muslim schools - an authentically Islamic educational establishment being an impossible ideal. Such circumstances are exacerbated further by the adoption, adaptation and implementation of mainstream curriculums and working cultures alongside accountability to Ofsted. For the past year, I have conducted an ethnographic study amongst a superdiverse British Muslim community in the South London borough of 'Queensbridge.' I have used Critical Realism as a philosophical framework to identify the causal mechanisms for events at the actual level documented in the empirical "subjectivities" of participants. In my paper, I summarise the experiences, ideologies and opinions of 20 teaching staff (10 male, 10 female) working in an independent Muslim school, 'Zaytuna Primary' and its umbrella organisation, 'Queensbridge Islamic Centre.'

Derya Evran (Social Science)

Assessing Measurement Invariance of PISA 2012: Mathematical Literacy, Problem Solving, and Attitudes towards Mathematics

This study aims to investigate the measurement invariance in one of the predominant large-scale assessments, PISA, for the mathematics domain. PISA have been used to compare how well children in different countries are performing in major domains of school-specific curriculum. The results from the comparisons, have been used by policy makers, and educational ministries of different countries in order to make claims about the achievement of the children. Therefore, PISA and all other large-scale studies face the fundamental problem of ensuring comparability across diverse educational systems, and cultures. I investigated the measurement invariance across selected seven countries, of cognitive skills of mathematical literacy, problem solving, and attitude towards mathematics from the PISA 2012. Using multiple group confirmatory factor analysis, both the categorical and the polytomous items are compared across countries. The results are based on the chi-square test (χ^2), goodness of fit indices; Comparative Fit index (CFI), and Tucker-Lewis index (TLI), and root mean squared error of approximation (RMSEA), for the measurement models for each country.

Haira Gandolfi (Curriculum, Pedagogy and Assessment)

History, Philosophy and Nature of Science: science lessons in multicultural contexts in UK

Within this project I aim to reflect on the contributions of History and of Philosophy of Science (HPS) to science learning and on their role in teaching about the Nature of Science (NOS) in multicultural schools. I will draw on theoretical perspectives from Cultural Studies of Science and HPS to explore how the integration between these fields can foster the development of different activities to be applied in multicultural schools in order to teach about science (NOS) and its historical intercultural roots. This research is being developed initially through an exploratory phase, where science lessons in London multicultural secondary schools (students aged 12-16) are being investigated in relation to their contexts and intercultural practices. In the following stage, a case study will be held to examine the implementation of HPS activities (with the help of science teachers) in order to understand if and how HPS can foster science lessons committed to the teaching of NOS from an intercultural perspective of science. These HPS activities will illustrate to students how science and the scientific knowledge that they are currently learning in modern schools are historically grounded on the work, exchange and contributions of a diverse number of cultures around the world.

Maria Georgiou (Curriculum, Pedagogy and Assessment)

Grounded Theory: What do the data tell you?

Perhaps more than any other data analysis method, Grounded Theory (GT) can lead to confusion. The term grounded "theory" suggests, on the one hand, the existence of theory and, on the other, its absence; it is therefore slippery and indicates ambiguity. Nevertheless, it is this ambiguity that constitutes GT's greatest strength. More explicitly, in opposition to gathering data based on a given theory, GT involves forming a theory based on the gathered data. Hence, in GT data is analysed in a systematic way, rather than in relation to a pre-existing theory. Drawing on my own research, which explores the ideas of Greek Cypriot high school students about history, I will illustrate how, systematic coding and identification of themes, as well as the use of openness and reflexivity provided within the GT framework, enabled me to reveal nuances, make hypotheses, navigate forwards and backwards in data and identify new categories of meaning.

Brychan Gilbert (Learning and Leadership)

Trust, Dialogue and Commitment: a Case Study of Two International Schools

Research suggests that the development of strong trust based relationships affects teacher commitment and engagement and supports the establishment of productive relationships in schools. The faculty employed in international schools tend to be diverse and highly mobile so presenting ongoing challenges for trust development. This study is a longitudinal and comparative case-study of one International IB School and one International faith-based school in China. This selective sample is based on the proposition that shared values and vision would likely engender stronger affiliation to the organization. The aim is to explore the links between trust, communication and faculty engagement and commitment to their roles. This is being done through a focus on critical incidents and their impact on trust formation. Data was gathered by observing faculty meetings, interviewing managers and through focus group interviews with teachers in the first, second or three and more years into their contracts. As anticipated, initial findings reinforce the significance of informal communication in the trust development process. However, a sense of mission played a more nuanced role in trust development along with mentoring and accountability. The study aims to contribute to an enhanced understanding of relationship forming in organizations characterized by diversity and change.

Xaviera Gonzalez-Wegener (Education, Practice and Society)

Challenges for Developing Inclusive Schooling in Chile: The Inclusion Law

Chile has evolved positively in terms of integrating disabled children in mainstream schools, but now is stuck and has reached a tipping point for achieving inclusion for all learners. The present paper used Education Policy Analysis framework published by UNESCO to determine that the difficulties for developing inclusion in Chile can be observed in the failure of the current policies, such as the subsidy system for diagnosing and treating special educational needs in mainstream schools. Also, the Inclusion law that was recently launched in Chile, does not target the challenges for inclusion previously identified by researchers and academics. The implications of inadequate policies are today registered by the working conditions of the scarce support staff and teachers who work in schools in Chile, as new initiatives completely ignore the current deficiencies of the system in its provision of resources and regulation of inclusive practices. The mismatch between the new regulation and the existing deficits could put more pressure on teachers to cater for more children with special educational needs without the appropriate resources.

Vinnette Hall (Education, Practice and Society)

A comparative analysis of the factors that contribute to disengagement from the labour market for men of Afro-Caribbean descent and origin aged 16-24, in the London boroughs of Southwark and Lewisham (England) and the parishes of Kingston and St. Andrew (Jamaica), highlighting shared cultural crossovers

A comparative analysis of the factors that contribute to disengagement from the labour market for men of Afro-Caribbean descent and origin aged 16-24, in the London boroughs of Southwark and Lewisham (England) and the parishes of Kingston and St. Andrew (Jamaica), highlighting shared cultural crossovers. The study aims to focus on the factors that contribute to disengagement from the labour market, of Afro Caribbean men in the inner cities of London and Kingston, which has culminated in the concept of the 'marginalised male'. The Census of 2011 showed evidence that young black men aged 16-24, are at risk of being disadvantaged in the labour market. Noguera (2008) states that there is nothing new about the problems black males in Britain and the Anglophone Caribbean face, nor is there evidence that their situation is improving. Kroeger (2013) asserts that black men often lack support systems and early opportunities to prepare themselves properly for the job market. Although the case countries differ - the obvious factor being macroeconomics - young Afro-Caribbean men in these two countries share similar struggles. The methodology used will be that of multiple case studies, qualitative data collection will include triangulation of data from documents, focus groups and individual interviews.

Sayaka Hashimoto (Education, Practice and Society)

Local government involvement in migrant education in post-World War Two in Japan

This research investigates local government involvement in migrant education in post-World War Two Japan. As with many other developed Western countries, Japan has recently experienced increasing levels of ethnic diversity including children having migrant background. Of interest is that in comparison with such Western countries Japan has not introduced adequate policies at central level for those children integrate into the education system. Rather, this is being done at local level, and the policies are frequently adopted by the central government, despite Japan's policymaking traditionally takes place centrally. This distinctive bottom up pattern of policy development behaves differently from that in many Western societies, have largely gone unnoticed by both Japanese and Western scholars. In this research, I examine policymaking at two levels – local and central – and identify the conditions under which local policies are initiated and adopted by the central government. Through the examination, Japan can be seen as an example of where policymaking traditionally takes place centrally, but has bottom-up approach under certain conditions. In this, this research examines such conditions, and the relevance of the bottom-up approach in other centralised states to analyse whether Japan is unique or whether there are reasons to think it can happen elsewhere.

Jessica Hayton (Psychology and Human Development)

Get Your Coat: Examining the Development of Independent Dressing Skills in Young Children with Visual Impairment and Down syndrome

The ability to independently dress is a fundamental skill for children. Vision is an integrative sense. Sight affords the opportunity for individuals to learn independence skills via observation. Visual impairment (VI) restricts access to this form of learning (Lewis & Iselin, 2002). Children with VI and conditions where VI is a component (e.g. Down syndrome (DS)) subsequently require systematic support to facilitate the development of independent dressing skills (IDS). There has been little research to date relating to strategies for successful dressing, or their effectiveness in children (as most research was based around the rehabilitation of adults). This study reports an observationally based pre-test, intervention, post-test design regarding the effectiveness of novel intervention materials to support IDS in young children. The sample consisted of three groups: VI, DS and typically developing (N=27; age range: 4-11 years). The effectiveness of the intervention was examined over 10 weeks. The potential longer-term impact was assessed 1 and 3 months post-intervention. The study reported that VI, DS and TD children benefited from the structured intervention to support IDS. The findings may inform future research regarding the development of independence skills in other areas (e.g. personal care) in relation to other clinical groups e.g. William's syndrome.

Jessica Heal (Manchester Institute of Education)

Peer Popularity and Social Control in a Digital Age

Being in the know and known to be in the know carries social weight: Peer popularity centres around an information currency, those with the most social power positioned at the eye of the storm and fed stories about others for those who would like to attain higher social status. Their focus is on being known and staying in the know, aims which are not particularly compatible with a studious student persona. Holding knowledge over someone, be that an embarrassing photo, a screen-shot of a conversation or evidence of liking a person's status they shouldn't, are sources of social power to be wielded against another. Situating this in the digital age, where the internet serves to reinforce pre-existing power structure, has created new ways in which those most popular socially surveille and influence their peers. This ongoing research uses Foucauldian literature to describe and place these methods on a broader power/resistance; marrying feminist and Foucauldian perspectives to explore how female peer hierarchies and social control are navigated between online and offline planes of interaction within a school serving a socio-economically deprived community.

Jade Henry (Culture, Communication and Media)

Design and participation as sociomaterial practice: matters of care in educational technology for Kenyan community health workers

Participation is often featured in the design of information and communication technology for development (ICTD). Yet, it is an under-theorised construct, derived from distinct disciplines with political commitments ranging from empowerment and workplace democracy to enlightened management and increased sales (Dearden & Rizvi, 2008). In the context of ICTD, these different traditions of participation and design do not adequately problematise the power structures and networks of working relations which dictate "what counts as knowledge" and "who is acknowledged as knowing" (Puri et al., 2009). To address these shortcomings, my research provides a sociomaterial account of how participation is constituted during the design of an ICTD. Adopting approaches from actor-network theory, this praxiology describes the ways in which both humans and materials participate in designing a mobile learning technology for community health workers in Kenya. It then analyses the politics of such participation, drawing from scholarship in feminist technoscience and the philosophy of science. I conclude that designing educational technology for socio-economic development is a "matter of care" (Puig de la Bellacasa, 2011) and offer a speculative proposition of how professional designers might attend to the complexities and the materialities of enacting social justice via collective participation in design work.

Maria Ugonna Igbo (Learning and Leadership)

Theoretical and conceptual framework for researching Catholic schools and the interests of the poor in Nigeria

My presentation will focus on the possible theoretical and conceptual framework for research on Catholic schools and the interests of the poor in Nigeria. The methodology is a comparative case-study and data have been generated by studying various documents of the schools and interviews. My theoretical framework is Catholic social teaching as developed after the Second Vatican Council, which is called the 'Official teaching of the Church' and more radical and controversial arguments elaborated in the writings of liberation theologians such as Gutierrez, Leonardo Boff, John Sobrino and others.

Alexa Joyce (Culture, Communication and Media)

Information and communications technologies for education for sustainable development

'Education for sustainable development is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth's natural resources' (Wals & Kieft, 2010). It has been a feature of the international education policy landscape since the UN Decade for Sustainable Development from 2005-2014 (UNESCO, 2015), and UNESCO aims for 'every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future' (UNESCO, 2015). A number of specific case studies exist of ICT applied to one or more sub-topics of education for sustainable development (ESD) such as climate change (Makrakis, Larios, & Kaliantzi, 2012) or to a methodological area of ICT application (e.g. curriculum development for ESD - Tella & Adu, 2009). These highlight the value of ICT in specific scenarios, but few existing papers review the whole field of ICT in the context of ESD. This presentation summarises the results so far of a literature review of ICT applied to ESD.

Dima Khazem (Curriculum, Pedagogy and Assessment)

Health Impacts of Climate Change in Egypt: Curriculum absences and pupils' knowledge gaps

Climate change has serious impacts on people's health and wellbeing and may be the biggest global health threat of the 21st century (Costello et al, 2009). This study focuses on the health impacts of climate change in Egypt, and assesses in what ways the Egyptian school curriculum informs pupils about the effects of climate change on health. Critical realist concepts of "absence" and "the four-planar social being" are employed in research design and data analysis (Bhaskar, 1993).

Catrina Kirkland (Curriculum, Pedagogy and Assessment)

How do Key Stage Three students understand the Holocaust before they learn about it in their history lessons? Where do such understandings come from? And what are their implications as the students try to develop more historical understanding of the events?

Foster et al.'s 2015 study of 'What do students know and understand about the Holocaust?' drew on the contributions of "more than 9500 students across all years of secondary school in England" and is "the world's largest ever study of its kind". The report indicated that the majority of students had some familiarity with the term 'the Holocaust' and associated it with "the persecution and mass-murder of Jews". It suggested, too, that over 85% of students had studied the events in school. Yet according to its authors the report also revealed some 'troubling evidence'. In particular, the report highlighted the students' lack of understanding of the term 'anti-Semitism' and the implications of this lack of understanding when the students considered why the Holocaust took place. Participants in this symposium will present their own views on the findings of the report. Which of the findings of the report were the most 'troubling' and why? What are their implications for teaching and learning about the Holocaust? Which findings were the most interesting, surprising or encouraging? What further questions does the research raise? And, given the findings of this national research, what should be the priorities for future research in Holocaust education?

Michael Klingenberg (Education, Practice and Society)

Making a difference in selection to nursing

Background: There is a dearth in empirical studies that attempted to understand practices rather than outcomes (reliability, validity, predictive ability) of selection into nursing. Most research is concerned with the possibility to extent the outcome of a reductionist approach (practice reduced to a numerical value). It is therefore of interest to elicit what happens during selection events into nursing: what is it that people do?
Methodology: An ethnographic approach was taken. Selection events at three UK Universities were observed and theory –informed, semi-structured interviews with selectors and administrators were conducted. Extensive fieldnotes were taken and analysed using an initial grounded theory approach, later complemented by Actor Network Theory. Findings: Actors constructed samenesses and differences between professional and personal ideals. Applicants performed a number of different and same-making strategies which in turn were modified by selectors. In order to be able to be selected and select, actors performed substantial work which was then "deleted" from the final decision. Conclusions: Selection cannot be understood as a pure matching exercise of pre-existing ideals with "out-there" contributions by applicants. Selection is a multitude of practices which produce both facts about actors as actors (subjectivities) themselves.

André Koffeman (Culture, Communication and Media)

A Context Model for teachers' professional learning

Schools and society place high demands on teachers. Initial teacher education can prepare teachers for these challenges only in a limited way. Therefore teacher learning and teacher development cannot end with initial teacher education. Workplace learning can be characterized as a process where work activities and professional development are more or less integrated. When informal, non-formal and formal learning experiences are brought together, these learning activities can be separated in three main contexts for learning: (1) learning activities where learning is prompted by practical experiences and individual reflections on these experiences; (2) learning activities where learning is prompted by interaction and dialogue with colleagues and peers and their practices; and (3) learning activities where learning is prompted by theories, concepts and experts. In all three activities daily working activities and experiences are confronted with internal or external points of reference. In this paper a model is presented that can help better understand the nature of these three contexts.

Pui Lee (Education, Practice and Society)

Continuity and Change in Transition From School English Teaching to Teaching In University Language Centres

In Hong Kong, transitions from school teaching to teaching in universities (non-research posts, particularly in language centres) are increasingly common. Universities do not require these teachers to go through any preservice training. They seem to assume that their prior teaching experience would have adequately equipped them for teaching English (ESL/EAP/ESP) courses. This study is conducted to verify this assumption by attempting to find out i) What do these teachers bring with them to a subsequent career as English Language instructors in universities, and ii) How do i) influence their professional lives in universities. Korthagen's (2004) "Onion model", which delineates the changes and continuities at different "layers" (environment, behaviour, competence and belief) during career changes, is adopted as the theoretical framework. Data is collected through interviews with three teachers. The interview transcripts are then thematically analysed. The results agree with the Onion model that there tend to be continuity in teachers' beliefs, and some competencies can be "carried forward" to a new teaching context. For changes, their transitions seem to be consisting of cycles of self-evaluations, adjustments, student responses, in which self-efficacy and job satisfaction are eventually developed. The findings' implications to universities' professional development policies are also discussed.

Siew Fung Lee (Learning and Leadership)

Double binds all over the place': from free nursery places for two year-olds to governmentality

In 2013 the government announced a commitment to provide free nursery places for 20% of the most disadvantaged two-year-olds in England, extending to 40% in 2014. This policy intends to promote learning and development through 'high quality' settings, narrow the attainment gap and encourage maternal employment. The research uses ethnographic case study approach to provide a grounded account of the contextual complexities in implementing this policy. I draw on 'technologies of government' which focuses on policy mechanisms that shape, normalize and instrumentalize the conduct and decisions of practitioners, and which also help to understand practitioners' forms of resistance. A genealogical approach traces early years policy (1997-2015). A selection of policies maps how the field of early years is continually being redefined by new domains of knowledge and the particular role that such knowledges play in establishing new ways of governance. Drawing on Foucault's 'governmentality', the analysis explains how governance (power) in this sense requires a political knowledge of individuals and a technical knowledge of their abilities, preferences and capacities. This research is timely in view of the increasing number of two-year-olds taking up formal provision through free nursery places and the need to foreground contexts in localised policy responses.

Leying Li (Culture, Communication and Media)

A Narrative Inquiry into the Professional Identity Formation of Chinese as a Foreign Language Teachers as they Prepare for and Enter a UK Secondary School Context

Identity is considered as a contemporary buzzword. In teacher education, learning to teach has been framed in terms of teachers' identity development, through which teachers' knowledge and naming of themselves are made sense of. This study proposes to explore the professional identity formation of six Chinese as a Foreign Language (CFL) teachers who have enrolled on a nine-month programme leading to a Postgraduate Certificate in Education (PGCE) from a UK university. It aims to explore the lived experiences of these teachers as they move through the PGCE programme as pre-service teachers and into professional secondary school contexts as newly qualified teachers (NQTs). More specifically, this study will emphasize description of the complex process of their identity formation throughout their learning and teaching journey – those processes involved as they struggle with the personal, institutional and macro-social construction of professional identity. Research instruments to be employed in this study will include narrative-based interviews, an analysis of the internal school documents (including the placement mentor reports, institute tutor reports and their observation records), a study of participants' reflective reports, observation and fieldwork notes. The presentation will discuss the methodological dilemmas and challenges of this study and present some of the initial findings from the recent fieldwork.

Hua Loon Ling (University of Hong Kong)

Financial socialisation of ethnic minority upper primary school students in Hong Kong

Financial socialisation of children has been well discussed in extant literature, including the influence of parents, teachers, peers, the media and advertisements. The impact of these factors is especially crucial in the primary school years, when beliefs and habits are being formed. Cultural factors also play a role in determining an individual's beliefs about money. This presentation reports findings from a qualitative study with 26 ethnic minority upper primary school students at a local Hong Kong primary school. The students were individually interviewed and thematic analysis was applied to the transcripts to examine their conceptions of different financial socialisation factors, and how these might affect their decisions to save, spend or share money. While literature had generally identified parents as the most important socialisation factor for children, findings from this study suggest that parents might not necessarily have the most important active influence for these children, although parents remain as the most important to follow for the final decision-making. A great importance is placed by the students upon relationships and trust to moderate the effects of the financial socialisation factors. Possible implications for effective financial socialisation are discussed, including support for a values-based approach to financial education.

Xu Liu (Education, Practice and Society)

Institutional governance in the development of the private universities in China

According to the 2015 report of the Chinese Ministry of Education, 5.75 million students were in private universities, which accounts for 30 percent of the HE sector. The growth of private universities, as an important component of the expansion of the higher education, is one of the major strategies for economic development in China. Appropriate university governance is essential for these universities to achieve their mission, serve their different stakeholders and communities, and meet the expectations of the government. Chinese government legislation and guidance on university governance is minimal. In order to describe and understand university governance in this generation of new private universities, and assess how governance supports the achievement of the university mission, this study looks at how the governance systems have developed in three private universities in one province. Interviews were conducted with 33 senior managers and is based on three detailed case studies. Funded by the Chinese National Social Science Fund (CIA140189), this research investigates the key factors shape the governance structure and assesses how governance can best fit the purpose of the university.

Luis Lopez-Agudo (Education, Practice and Society)

On the measurement of teachers' performance

The training of effective teachers has been one of the main aims of educational systems. The present study intends to identify these teachers by their ability to engage students in lessons, which may reflect the capacity of their teaching practices and efficient use of available resources to increase students' learning. We focus on fourth grade reading and mathematics teachers in Spain –using TIMSS and PIRLS 2011 data– and we propose a two-step procedure: the first step obtains teachers' efficiency scores, which are later employed in a second step –together with teachers' practices– to explain students' engagement in lessons. The relevance of identifying effective teacher practices is that, to the extent they are able to improve student engagement, regardless of students' socio-economic background, they should be used by Spanish teachers to foster social mobility and improve the educational system.

Jennifer MacDonald (Culture, Communication and Media)

Diverse Approaches to Academic Writing at a Canadian University: A Workshop

At some Canadian universities, multilingual undergraduates who speak English as a second/additional language get caught in a patchwork of course requirements with regards to their academic writing development. Writing courses with an approach rooted in English native-speaker (L1) norms, such as composition or writing across the curriculum, have long been required as part of degree programs in Canada. Courses aimed at English language learners (L2) built around ESL (English as second/additional language) or EAP (English for Academic Purposes) models have only more recently become prevalent as international enrolment numbers have grown. Degree requirements, however, have been slower to change, and multilingual students could be required to take one, or both types of writing courses. Students report feeling caught in the crossfire of differing epistemologies, pedagogies, and language norms and values. This research project is an ethnographic exploration of L1 and L2 approaches to academic writing instruction through accounts from students and writing instructors at a Canadian university. Research is on-going, and as such this session will include reports of preliminary findings but is also a workshop. Attendees will be invited into this work-in-progress to explore themes and challenges emerging from the data collected thus far.

Carla Maenza (Education, Practice and Society)

Gender-sensitive Education as a tool for gender equality

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.

Heather Mann (University of Oxford)

Lessons of the Holocaust' to 'Lessons from the Holocaust': has the history been removed from Holocaust education?

The UCL IOE Centre for Holocaust Education's research on 'What do students know and understand about the Holocaust?' presents some interesting data on the misconceptions of pupil's understanding of the Holocaust. It is suggestive of a narrative overly shaped by cultural media and film. Whilst more than 85 per cent of the students surveyed for this study recognised the term 'the Holocaust', and a further 9 per cent indicated that they were familiar with the history to which the term refers, the research also identified a number of misconceptions amongst pupils confident in the accuracy of their answers.. The entanglement of cinematic stories, commemoration, and education, has created classroom lessons in which the history has been replaced by lessons in civics or morality, which whilst important, risk compromising any real understanding of suffering under the Third Reich.

Joanne McHale (Social Science)

Men in the Early Years in Ireland

Men are under-represented in the Early Childhood workforce globally, (Cameron et al, 1999; Brown, 2004; Peeters, 2007; Brownhill, 2010; Besnard and Dirren, 2010; Brody, 2014). In Ireland, it is estimated that men make up less than 2% of the early childhood workforce (CSO, 2011). This research is a pilot study of men's participation in the early childhood workforce in Ireland. The study considers literature on gender in early childhood internationally and the Irish context. The current study explored the experiences of two male students in early childhood in order to inform the design for a wider study. The findings will be outlined and discussed in the context of the implications for the wider research.

Rosa Mendizabal-Espinosa (Social Science)

Painful Absences in Neonatal Care in Mexico

Despite evidence that even very premature babies feel pain (Anand and Hickey 1987), pain treatment is still unsatisfactory in neonatal care (Cruz, Fernandes, and Oliveira 2015). Employing Critical Realist concepts of the transitive and intransitive, epistemic fallacy and holy trinity, this paper considers 'silences' and 'absences' which might affect how babies' painful experiences are perceived and treated in neonatal care.

Manuela Mendoza (Education, Practice and Society)

Potentialities for Mixing in Socially Diverse Schools in Chile

I will develop a discussion around the possibilities for friendship in socially diverse schools. These schools have a potential key role in promoting individual and social benefits due to the interchanging life experiences (Dewey, 1916). Publications reveal that some families value school mix as a way to immerse their children in the experience of difference and stimulate their ability to engage with different people (Reay et al., 2011); however, actual school mixing amongst parents and amongst students from different backgrounds are unusual (e.g. Vincent et al., 2015). In fact, despite being in a mixed school, they tend to produce homogenous associations and to avoid those who are considered to be too different (e.g. Hollingworth & Mansaray, 2012). This lack of interactions and friendship between people with different capitals and cultural dispositions (Bourdieu, 1990) may obstruct the emergence of social benefits such as the development of democratic values (e.g. Duru Bellat & Van Zanten, 2002). The presentation aims to highlight the importance of studying the micro processes shaping those homogeneous associations, that is to say, the concrete institutional and family practices and narratives fostering/constraining social mixing between families (students and their parents) of different social classes and ethnic groups.

Sahabuddin Molla (Curriculum, Pedagogy and Assessment)

Curriculum policy in developing countries and the teachers' dilemma in teaching science primary level 5 towards the implementation of a reformed curriculum: perspectives Bangladesh

Sustainable policy development for primary science education in the developing countries is a major challenge. Due to the lack of proper understanding of the geo-political, cultural and social needs, curriculum policy for the primary science education appear to be failing to provide the expected outcome of a reformed curriculum or to be implemented in the developing countries, Bangladesh in particular. This study aims to investigate the fallacies of policy making for the primary science education for class 5 in Bangladesh and its impact on teachers and the students, and also to investigate how all these together hampering the implementation of a reformed curriculum in Bangladesh. As a form of a case study research, this study is going to interview 30 primary science teachers, who teach class five students in Bangladesh, followed by classroom observation. Also to serve the purpose of this study, researcher will carry out thorough-examination of the current and old science curriculum for class five alongside looking into and analysing the teacher-training curriculum for primary science education for the same level. Researcher believes that the findings of this study will help the policy makers better addressing the issues, which are hampering the implementation of a reformed primary science curriculum.

Emma Newall (Curriculum, Pedagogy and Assessment)

Understanding the role of affect in teaching and learning about evolution in science: problems of interpretation and analysis

Evolution is a foundational topic in biological science. However, experience in the classroom, my own and that documented in the research literature, reveals a subject that is perceived by teachers and students as difficult and controversial. A number of studies have examined religious faith as a barrier to accepting evolution and in addition, research has revealed the conceptual challenges evolution poses for learners. However my personal experience as a science educator has resulted in an interest in people's emotional responses to ideas associated with evolutionary concepts, including those with and without a faith. Those ideas such as change, extinction, purpose and humans as animals. Using a theoretical framework based on psychoanalytical principles I have attempted to develop 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. This seminar will introduce the theoretical framework and the rationale behind my research. I will discuss my initial findings, looking critically at my method of analysis and think about the implications of this research for teaching evolution in the classroom.

Juan Oyarzun (Education, Practice and Society)

Resistance from the south: the case of rural students in Chile

From a post-structural approach, Neoliberalism is analysed as a discourse, a hegemonic set of rationalities, ideas and practices which foster market logics towards all the fields and aspects of society and individual subjectivities. Foucault defines possibilities of subjective 'resistance', as an awareness of the discursive powers and practices which govern society and shape subjectivities. My research addresses a reflection about alternative ways of deconstructing and understanding resistance from the perspectives of secondary students in rural zones in Chile, a resistance that more than generating alternative paths of personal awareness and lifestyles, it rejects the precariousness and the invisibility in which they have lived and constructed their biographies. This issue is studied through life stories collected by in-depth interviews and further narrative analysis. The preliminary results conclude that the resistance concept can be problematized opening it scope to peripheral experiences, resistance which not always create new ways of living, but as it escapes from the marginalizing consequences of neoliberalism, being paradoxically absorbed by its same dynamic and promise of success.

Mohamad Muhidin Patahol Wasli (Curriculum, Pedagogy and Assessment)

Absences in Media Consumption: Islamic reality TV in Malaysia

Media consumption shapes viewers morality and judgments contesting relationship between cultural preferences and moral condemnation (Scarborough & Mc Coy, 2014). The emergence of good versus bad consumption of reality television are issues to be explored. This paper considers under labouring Critical Realism as a tool to predict viewers' judgmental rationality towards Islamic reality television in Malaysia.

Sol Perez Martinez (Bartlett School of Architecture)

Civic Rooms: Encouraging active citizenship and critical awareness by learning about the built environment

In 2013 the British government through the Ministry of Culture asked Sir Terry Farrell to "undertake a national review of architecture and the built environment". As a result of a consultation process the 'Farrell Review' was published a year later giving to 'Education' the first chapter. The document states that it is necessary to include Built Environment Education "as early as possible in schools if we are to get across how critical the role of the built environment is to our health and wellbeing". One of the strategies proposed in it was the creation of an 'urban room' in every British town and city, where people can engage with their surroundings and inspect the past, present and future of the place where they live. The idea of an 'urban room' is not new and was first promoted as 'Urban Studies Centres' at the beginning of 1970 by the education unit of the Town and Country Planning Association - directed by Colin Ward and Anthony Fyson. In this presentation I will explain how these spaces were designed to increase awareness of the local built environment and encourage active citizenship in the community, referring to teacher training, pedagogical activities and publications.

Francesca Peruzzo (Education, Practice and Society)

Genealogy and ethnography: problematising disability in academia

The promotion of equality in educational opportunities in higher education has become one of the ultimate goals for any university to be competitive on the international rankings. On this wave of promotion of diversity and fairness in academia, my research investigates the construction and governments of disability in an increasingly inclusive Italian university. Framed within studies of governmentality (Dean, 2010; Burchell et. al, 1991), my project advances an analytical perspective on public policy and standardised criteria and classificatory systems, as technologies of power constructing the subjects they grid.
Researching educational inequalities and micro-politics of exclusion, I draw upon Foucauldian tools to make sense of all those academic mundane practices that are organised around something we govern and classify as disability. Ethnographic methods provide me a 'context-bound critical perspective' (Tamboukou, 2003). Genealogical and ethnographic tools jointly enable me to research in detail power enacted through the bodies of disabled students. My research can contribute to disrupt a taken for granted reality, in order to 'criticise the working of institutions' - such as universities - 'which appear to be both neutral and independent' (Foucault, 1974:171). By making contradictory discourses visible and questioning mundane practices concerning disability, I create a space to rethink both policies and practices in order to support disabled students in educational access and attainment.

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 post-2015 international debates

Through the advancements of information and technology, globalisation has impacted societies, cultures and economies. The effect of this has led to calls within the education sector for new approaches to teaching and learning that address challenges and opportunities posed by globalization; this has seen the emergence of the Global Education field. At its heart is raising awareness about the interdependencies and inequalities embedded in political, social and economic relations between the countries in the global North and global South. Global Education seeks to instil in the new generation of learners engagement with the world issues allowing them to develop new competencies and make informed choices for more peaceful, tolerant and inclusive societies. This qualitative research project is inspired by my experiences as project manager and trainer in international educational projects that focused on exploring interconnections between local lives and the wider world. Through carrying out the proposed research I hope to investigate and conceptualize global themes in Kenya and South Africa. I will review examples of academic theory, pedagogical approaches (use of oral traditions) and contemporary trends in learning (indigenous knowledge). Generated findings will provide basis for drawing comparisons to the mainstream debates on global education and policy in Europe.

Ximena Poblete (Learning and Leadership)

Situational Analysis: A Postmodern turn in Grounded Theory

Situational Analysis is a method based on Grounded Theory (Charmaz, 2002), which grounds theory into the data, and seeks to move away from its positivist roots to include a postmodern epistemology. This method works by constructing different types maps to show different levels of human and nonhuman elements, the positions and relations among them. As my research looks at the construction of professional identities in early years educators from a postmodern theoretical perspective, Situational Analysis has been instrumental in creating a layout for the discourses underlying professional identities, including the power relations, between actors and also the researcher.

Amneris Puscasu (Social Science)

The Relationship Between Personal/Intergenerational Narratives, Traumatic Familial Events and Academic Achievement of Adolescent Students

Leading psychologists Richard Coles (1967-1977, 1989) and Jerome Bruner (1990, 2002) have argued extensively that human beings are storytellers who create meaning through narratives. Nowadays, narratives are employed across many disciplines as powerful pedagogical and research tools. Narrative assignments play a central part in middle-school curricula, with research suggesting that "adolescents who report knowing more stories about their familial past, show [...] higher levels of identity achievement" (Fivush, Duke & Bohanek, 2010, p.45). Recent research has also shown that students' development of personal narratives positively affects academic learning, builds critical thinking skills, and fosters identity formation. Identity formation has been found to be partly based on the reminiscences of others, as well as being based on events experienced first-hand. These second-hand experiences provide a means by which we comprehend our own experiences, and foster understanding of how our story fits into larger socio-historical frameworks. My research evaluates the impact of traumatic personal/intergenerational narratives in early adolescent students' critical thinking skills and academic engagement, with a view to establishing whether narrative identity construction and educational achievement are interlinked.

Saba Riaz (Learning and Leadership)

Role of Leadership on Teaching and Learning practices in a business school environment – Cases from Pakistan

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 calls for site leaders to connect emotionally with teachers to help others develop their own capacities, as pedagogic leaders, in the advancement of student learning.

Leo Samolis (Education, Practice and Society)

How consistent are the teachers with applying the Behaviour Management Policy? A case study, exploring cross-curricular behaviour management in a secondary mixed comprehensive school

Literature has identified effective behaviour management strategies that teachers should use. However, evidence shows that teachers are highly selective with the application of behaviour management policies (BMP). Nevertheless, it is not clear why teachers are inconsistent in complying with BMP protocols. This case study is focused on identifying the key Policy points that are least favoured (e.g. checking students' planner and equipment are on the desk), and highlights some factors that prompt teachers to seek alternative strategies. A sample of teachers (opportunistic, n=12) were selected from four different departments in a North London Secondary School from a 'pool' of teachers (n=116). Content analysis of the school's BMP was undertaken to identify the mandated key points. Structured observation was used to determine the frequency of key point implementation within teachers' daily practice. Main findings indicate that none of the sample participants followed the entire compliment of key points, with two points ignored all together. This indicates the presence of inconsistent application of BMP. The study anticipates that a larger sample size and more varied methodology could validate existing evidence and provide crucial answers on the effectiveness of BMP informing practice.

Jo Sell (Curriculum, Pedagogy and Assessment)

Can we ignore faith when providing relationships and sex education in schools?

Understanding the complexities at the intersection of religion and sex, and their impact on young people, is a vital contribution to the debate about 'best' Relationship and Sex Education (RSE); it informs notions of inclusivity and comprehensive RSE. In some parts of the UK, religious affiliation is running at around 85% in families (ONS 2013); however faith is often ignored in RSE. Two stories form part of the motivation for this study: One student was ridiculed for his religious view on sex before marriage; another denied the education that she needed, following removal from RSE on religious grounds. This study uses a mixed methods approach, drawing on grounded theory and using student voices to investigate the place, if any, for 'faith sensitive' RSE in schools. Findings show that 90% of students want religions respected in RSE. 79% of participants recognised that religion gives them a code to live by, but 48% of students found it difficult to live by that code. 57% said they wanted to adhere to religious guidelines for sex and relationships. This paper provides significant insight into the everyday struggles faced by young people of faith and should be of interest to practitioners and policy makers alike.

Keisha Siriboe (University of Hong Kong)

A Narrative Inquiry of Parental Involvement within Early Childhood English Language Literacy Development in Hong Kong

This study considers the underlying factors that impact Hong Kong (HK) parent's engagement in early literacy development within the home environment using a narrative inquiry framework. HK is positioned as the research site for this study and it represents an intriguing context with the latest Progress in International Reading Literacy Survey (PIRLS) showing HK parents having the world's lowest rates for engaging in early literacy activities with their children. This paper reviews part of a pilot study considering stories of experiences among early childhood parents in HK. Participants in the pilot study engaged in an investigation of their identity formation considering who they were, and who they were becoming in their dual roles of parent/teacher in their child's early learning (ages 0-6 years old) of the English language. Specific attention was paid to English language literacy activities amongst parents and their children within the home environment. By inquiring into the narratives of parents, this study will build an understanding of how their stories of experience form their identities as parents/teachers within their home environment. It also considers how their narratives are further affected by the cultural context of early childhood education within HK's biliterate and trilingual education system.

Alexander Spiteri (Learning and Leadership)

From inspection of schools to quality assurance in schools? Quality assurance for school improvement in a post-colonial micro-state: Malta

School inspection has been a feature of Maltese state education for 172 years, soon after the start of British colonial rule in Malta in 1800. It was an integral part of the uncritical educational policy transfer that characterised educational development in Malta, and was suffused with the colonial rhetoric of panoptical central control and paternalistic oversight. School inspectors could be seen as successful products of the imperial effort to construct congenial colonial subjectivities that would 'interpret' the will of the Empire to its subjects. This concept of school inspection persisted even after Malta's independence in 1964, where the Empire was substituted but perpetuated through a process of coloniality by the centralised apparata of the new state. However by the 1990s this colonial/panoptical paradigm of school inspection was increasingly being challenged. The new discourse is strikingly different from the 'choice, transparency and accountability' discourse of the marketisation of education that transformed educational provision, inspection and quality assurance from the 1980s to today in England. It is proposed that this policy translation did not occur because of Malta's post-colonial micro-state reality.

Relve Spread (Education, Practice and Society)

Is profit in education moral?

I am researching the moral arguments concerning profit in the school sector. It is argued that the profit motive intensifies competition effects and leads to improvements. It is also argued, however, that pursuit of profit leads to reduction sin quality. A compromise on educational quality for profit is too high a cost to children's futures. Critics have implied that such pursuit of profit suggests a moral deficit; at its crudest, people are driven by greed. However, at the system level, the profit motive might benefit education in at least two ways: first, it would attract entrepreneurs into the sector, potentially bringing diversity in provision and new ideas. Second, it would bring capital. It is the potential profit reward that will attract investors, as it mitigates the risks faced when they commit their capital. Regardless, such arguments don't always persuade. The 'immoral' perception holds sway. Yet, the profit motive encourages a person to discover and provide something of value to others (which they are willing to purchase). This act is moral. In the schooling context, potentially high risks and delayed returns may also suggest that perceptions of 'immoral' motives may be too simple. My thesis philosophically considers this complex background to profit.

Gillian Stokes (Social Science)

Professionals' views of children's participation in medicines research and development: a UK-based qualitative study

Children are not being provided the same opportunities as adults to participate in medicines research and development (R&D). This is the first study to examine how professionals view children's participation in order to understand the factors at play delaying its uptake in medicines R&D. An innovative systematic analysis of political speeches was combined with a discourse analysis of key informant interviews to elicit the attitudes, ideas, and beliefs surrounding children's participation, and suggest barriers, facilitators and potential opportunities. Findings suggest that professionals mainly constructed children as passive actors who were rarely considered beyond the role of clinical trial participants, and participation as problematic and resource intensive. However, children's insight was regarded as valuable for generating new ideas, improving research design and understanding the medicine taking experience. I conclude that children's participation in the early stages of medicines R&D can only be successful if there are fundamental changes in the mind-set of translational researchers about children's ability to contribute to medicines research. This requires improved resources and education for translational researchers, and improved access for the people who develop medicines to be able to talk directly with sick children to understand their needs.

Hideyo Sugao (Curriculum, Pedagogy and Assessment)

Teaching history as a discipline in English classrooms: An exploratory study of a teacher's practice to develop Year 7 pupils' understanding of interpretations of the past

Japanese history education is moving towards a focus on 'enquiry' and requiring teachers to plan enquiry lessons. This reform has referred to the English National Curriculum. The Japanese literature on English history education has, however, not showed what history as a discipline in classrooms is. The aim of this study is to critically examine teachers planning and practice for the development of pupil's historical thinking and conceptual understanding of history as a discipline. This paper reports on an exploratory study of teaching interpretations in a Year 7 classroom and is aimed at understanding how the teacher adopted a disciplinary approach to develop pupils' historical thinking using a film about King John and creating dramas by pupils based on historical facts. The data sets analysed arose from one teacher and 23 11-12 year old pupils in one English secondary school. The paper also reports on an in-depth analysis of the teacher's support for pupils' understanding of interpretations of the past focused on the teacher's questioning techniques. Moreover the paper assesses the effectiveness of a range of teaching strategies deployed to scaffold pupils' enquiry (e.g. whole class discussion to make pupils' own judgement). Initial qualitative analyses of the outcomes will be presented.

Lulu Sun (Education, Practice and Society)

International Academic Mobility and Chinese Higher Education Faculty-Case studies of four universities in China

With the prevalence of internationalisation in higher education, the theme on scholars' international mobility has been popular among researchers and practitioners. However, the current data on this field is rare and sketchy. In this case, this study aims not only to capture in-depth information on mobility, but also about the conditions, the mobilizing factors and barriers as well as about the impact of mobility and cooperation on the quality of mobility academics, higher education institutions and the society. A multi-case study of four different typed universities in mainland China will conduct. A mixed methods design will be used in each case, in which quantitative data and qualitative will be collected via web-based questionnaire and interview sequentially. The data collected from this study is hoped to give a much better information base than the current general base for national and international researcher in IAM and provide a helpful view for universities, policy practitioners and makers in related areas.

Jackie Teale (Royal Holloway)

Teaching at the Limits or the Limits of Teaching? Exploring the Implications of the UCL Centre for Holocaust Education's National Research into Students' Understanding of the Holocaust

In the most recent version of the National Curriculum (taught from September 2014), the Holocaust retained its position as a mandatory topic for study in history. In fact, it became the only mandatory topic. The prominence accorded to the Holocaust is testament to the development of "Holocaust consciousness" in Britain during the past few decades. It is one area where teachers have an abundance of guidance and support available to them. There is a vast – and growing – body of pedagogical literature on 'How to Teach the Holocaust', and a number of organisations that offer a variety of high quality professional development opportunities. However, the national research into students' understanding of the Holocaust, conducted by the Centre for Holocaust Education, revealed – perhaps rather worryingly – that students' overarching conception of the Holocaust remained largely constant, irrespective of whether or not they had encountered the topic in the classroom. What implications does this have for the means and efficacy with which we teach this topic? What other (mis)conceptions were uncovered? And how should teachers respond? I argue that not only does this research have implications for how we teach the Holocaust, but that it ought to have implications for teaching beyond this topic.

Charles Tee (Education, Practice and Society)

Now I am an equal among my peers': views of higher education students from a private educational institute in Singapore

In East Asia there has been a massification of higher education and the uptake has been huge in part because East Asians place a high degree of importance on education. Outside of the current 32% of high achieving students who qualify for the local universities, the government is currently trying to encourage lower achieving students to pursue vocational programmes in the polytechnics and the other technical institutes and de-emphasise the need for a degree. However, government measures do not quench the aspiration for a university degree, and those who do not qualify for public universities take the option of degrees provided in partnership with overseas universities by private education providers. This presentation aims to provide an insight into the views of such students pursuing such degrees at a private education provider with respect to attaining a university degree. It captures the reasons, motivations and drivers to attain a university degree, and identifies the students' key considerations. While most students pursue their degree for economic reasons, there were also strong non-economic reasons that involved status and social recognition. The presentation then reflects on the implications of the findings for government policy to limit the expansion of graduate numbers in Singapore.

Lina Tsaklagkanou (Education, Practice and Society)

Music Education as a vehicle for personal and social development: The Role of National Orchestra for All in supporting the personal and social development of its participants

The notion of music education as a vehicle for social change has been endorsed internationally. Orchestral music programmes around the world use the collective practice of music to serve the social development goals of the specific communities being served. This research is an 'instrumental' Case Study - a 'real-life' example of how an inclusive, non-competitive, orchestra-based music education programme might influence the social, emotional and cognitive wellbeing of young people. This takes place in the National Orchestra for All (NOFA); a programme that takes a well-established idea – a national youth orchestra – and reconceptualises it for young people who face barriers to musical progress and music-making. NOFA's vision is music without boundaries, in the form of a non-auditioned orchestra open to players aged 11-18. Ethnographic methods were used such as participant observation, which along with qualitative interviews will provide scope for the exploration of individual perspectives. A pilot study carried out during the past year has been analysed and evaluated. This study aims to contribute to a better understanding of the role of ensemble-based music education, as well as inform the development of effective pedagogy in music programmes that aim for a positive change in the personal and social development of young participants.

Fiona Victory (Education, Practice and Society)

A comparative analysis of the factors explaining variation in medium of instruction policy choice for state school systems

State school systems have often been recruited by language planners and policy makers as vehicles for language acquisition planning. Within the field of language planning and policy the understanding of the role and function of language within society has expanded over the past sixty years from viewing regulating language use in the public sector as a neutral tool for national social and economic development, to recognising the concepts of linguistic human rights and language choice as a personal political and social act. The aim of this research project is to use Ragin's technique of qualitative comparative analysis (QCA) to compare the macro-causal factors which are associated with the adoption of different medium of instruction (MOI) policy types within a sample of about twenty countries which have gained independence since the end to World War Two. Particular attention will be paid to the effect that time has on medium of instruction policy choice and evidence will be sought both for synchronous global trends and for trends associated with the "age" of a state or a particular stage in its development.

Tetsuko Watanabe (Learning and Leadership)

England's national curriculum in a Japanese context: A case study of a British international primary school in Tokyo

This presentation reports the application of England's national curriculum to literacy lessons in a British international primary school in Japan, focusing on the process of gaining access to the school. This British international school is the only school in Japan that follows England's national curriculum from the Nursery to sixth-form (ages between 3 and 18), and to date has not been the subject of research. My research is theorised in relation to curriculum theory: a) aims-based curricula, and b) knowledge-based curricula. The research design was case study methodology including triangulation of the data collection methods of classroom observation, interview, and document analysis. During the data collection, carried out over one year in 2014, fourteen literacy lessons in Year 5 and Year 6 were observed; the head teacher and six class teachers from Year 5 and Year 6 were interviewed; and related lesson plans were collected. The emerging findings particularly revealed the process of conveying new knowledge in the literacy lessons.

Nissan Wilson (Curriculum, Pedagogy and Assessment)

An analysis of teachers' conceptions of Orthodox Jewish education in relation to religious nurture in a liberal society

Although there are debates in theoretical literature about the morality of faith schools and religious nurture therein (see for example, Hand, M. (2003), 'A philosophical objection to faith schools'; Pring, R. (2005), 'Are faith schools justified?'), there is little or no empirical research looking at teachers' conceptions of these theoretical issues and the ensuing pedagogies. Theoretical literature could be more useful and have more traction if it were to theorise actual or putative practises. Focussing on secondary schools under the aegis of the Chief Rabbi (United Synagogue schools), my aim is to identify, by means of interview, teachers' conceptions of their role, their understanding of the goals of religious education, the pedagogies they employ to achieve these goals and how they negotiate any tensions between the religious values which guide their vocation and the liberal values of contemporary society. Having recently completed the first round of data collection and analysis using grounded theory methods, I will present my findings on teachers' conceptions of their role. I will also outline my plans for the next round of data collection and discuss my proposed methodology for applying a critical realist explanatory critique to the theorised data.

Solomon Zewolde (Education, Practice and Society)

A Narrative Inquiry into Sub-Saharan African International Students Experiences of Assessment and Feedback in UK Higher Education

This study aims to explore the lived experiences of assessment and feedback from the perspectives of black African international undergraduates through the stories they tell. The research takes a social constructionist stance that view experience as multiple and contested versions of reality (Schwandt, 1994) constructed by the student and his/her social settings. Experience is conceived as historically and culturally situated interpretation of one's actions and interactions constructed socially at a specific place, in a specific context under specific conditions. Despite choosing to look at the assessment and feedback experiences of students from a specific ethnicity, the study takes a non-essentialist view of the concepts of ethnicity and experience where both are seen as dynamic, variable, or even conflicting constructions contingent on the research participants' interactions with their institution in general and with people involved in their assessment and feedback in particular. The study will employ a narrative inquiry methodology with a view to deepen understanding of black African international students' experiences. It never claims to make any generalisation but could come up with 'narratives' that resonates with experiences of similar groups of students studying under similar circumstances in the context of UK higher education.