

Abstracts of the UCL Institute of Education Doctoral Summer Conference June 2017

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

Higher mathematics course taking, teaching of the subject and private tuition opportunity in the context of Bangladeshi rural secondary madrasas: where is the conflict?

A recent field study for my PhD research project reveals that a negligible number of children at rural secondary madrasas in Bangladesh choose to study an optional course in higher mathematics compared to other subjects such as agricultural education, ICT, career education, and biology. Participation of girls is even lower than boys. With the aim of identifying the key problems of their low participation in higher mathematics courses, six focus group discussions with boys and girls were conducted across three rural madrasas. This paper reports the findings of the discussions, highlighting the fact that the shortage of good quality maths teachers, teachers' low level of professional commitment to maths teaching and an existing private tuition culture are the main reasons for children not to study an optional course in higher mathematics.

Hanaa Almoaibed (Education, Practice and Society)

Influence of family, habitus on youth career decisions in Saudi Arabia

My presentation will highlight the social structure of 'the family' and how the meanings attached to 'family' are heavily influential in shaping young people's dispositions, and how in turn this influences their career decision-making behaviour and choice.

Saba Alqasabi (Learning and Leadership)

Factors that influence the implementation of an inclusive approach to the employment transition process in preparing students with Multiple Learning Difficulties to move into employment in England

The process of transitioning to employment is essential for students with Multiple Learning Difficulties (MLD), by providing them with suitable training and activities that can lead to achieving their future employment. However, the literature indicates potential gaps in effective inclusive practice in relation to this process. Therefore, the purpose of this study is to investigate this process to understand the gaps related to it, and to find out about inclusive practices that may improve this process. In this study, I have used case studies to illustrate a broad range of transition processes to employment in practice. I will use a multiple-case design in seven schools, in which each school is the subject of an individual case study, and several schools are included in the study as a whole. I will interview 2-3 students with MLD in each school, and one of their family members and 2-3 school professionals (transition team members) in each school. I will also look at students' documents related to the transition process. A cross-case analysis will be conducted in this study, where each individual case study is considered as a distinct study to compare the variations in practice around the six schools' transition processes.

Diego Angeles (Education, Practice and Society)

Educational aspirations and first-generation students in Mexico

Educational aspirations have become one of the recurrent variables in analysis of educational attainment in developed countries. However, there is little information about the aspirations of first-generation students from developing contexts. This presentation explores some of the present debates on the study of educational aspirations which inform my research on the first-generation students' aspirations in Mexico.

Marinete Araujo da Silva Fobister (Education, Practice and Society)

The educational and inclusive perspective of Vattimo's 'Weak Thought'

Vattimo's 'Weak Thought' advocates for a reconstruction of the old categories by reinterpreting them in a way which is inclusive of the voice of the marginalized. 'Weak' for him implies, in considering the multiple, a polyphony in which multiple voices occupy the space that in modernity was occupied by unilinear history or 'mono' history that considered only the European view. In that sense, it has an educational and inclusive claim. Bringing together different perspectives into focus creates possibilities of new interpretations which are inclusive of multiple voices.

Christine Assad Abdelmotagalli (Curriculum, Pedagogy and Assessment)

Exploring perceptions of community participation held by different partners in the Egyptian Community Schools Partnership Programme (1992-2016)

This research aims to critically analyse the various perceptions of 'community participation' in the Egyptian Community Schools, as held by the various partners (UNICEF, Ministry of Education and the community) and how these views might have impacted the schools and how they might have contributed to the sustainability of the model (exploratory and analytical nature of this study). This study also aims to historically examine and describe the evolution of the partnership between UNICEF, the Ministry of Education and local communities over the project lifetime (1992-2016). The findings of my research are intended to inform the gap in literature related to assessing experiences of collaboration between funding agencies, government agencies, NGOs and communities and to specifically shed some light on an experiment of community participation in education, since research is insufficient in this area. My geographical focus on Egypt also addresses the gap in research about Community Based Education in the Middle East. And contextualizing Community Schools in the global Community Based Education framework will allow for comparisons between the experiment in Egypt and other countries. This case study might inform development policy makers interested in these areas.

Denise Balmer (Curriculum, Pedagogy and Assessment)

The potential of Earth Science for the development of primary school science

After a lifetime career in earth science – meteorology, teaching and promoting STEM in schools and to trainee teachers – I understand the predicaments facing primary school teachers when trying to teach science. I am therefore interested in ways of improving primary science. My research focus is 'the potential of earth science for the development of primary school science'. I am interested in existing education research that looks at reasons why teachers lack confidence in primary science teaching. I am using two instruments, one by Tsai (2002), the other by Bulunuz and Jarrett (2010), as well as devising my own investigations. My research methods are both qualitative and quantitative. I have delivered earth science workshops to trainee teachers for eight years and I am analysing evaluation forms from workshops using thematic analysis. I have access to evaluation forms completed by primary children to whom I delivered rock and soil workshops, which will be analysed thematically. I have been teaching the teachers of one year group in my local primary school how to teach soil; I have observed intervention lessons on soil and interviewed small groups of participating children. I have used questionnaires with primary science leaders, asking about their beliefs as to the best ways of teaching and learning science, and with trainee primary teachers, asking them about their memories of science in primary school.

Annette Bamberger (Education, Practice and Society)

Academic degree recognition in a global era: The case of the doctorate of education (EdD) in Israel

The current discussion around recognition of the doctorate of education (EdD) typically focuses on a particular national context, usually in relation to the PhD. However, relatively few (if any) studies examine recognition of the EdD degree in countries that do not offer the qualification. As doctoral provision advances and international cohorts and online delivery grow, it is valuable to understand the policies of recognition that will impact the importation of these degrees into countries that do not currently offer them and in which awareness of the degrees may be low and policy and legislation may impede their recognition. This study explores the dynamic arena of EdD recognition in Israel, a country which does not offer the EdD and which has a particularly rigid recognition system, likely as a result of a 1990s experiment with the deregulation of the higher education arena. EdD recognition is shaped by the Ministry of Education regulations of 2005 and the Council for Higher Education Law of 1958. My investigations indicate three spheres of recognition for the degree: the public, private, and university academic spheres. This article outlines these spheres and explores the implications of such a system.

Annie Brookman-Byrne (Department of Psychological Sciences, Birkbeck)

Inhibitory control, visuospatial working memory, and classroom attention in adolescent physics and maths reasoning

According to traditional views of learning in science and maths, old theories are replaced or reorganised when new evidence is presented. However, recent behavioural and neuroimaging research suggests that old theories remain even when new ones are learnt. Inhibitory control, the ability to suppress an automatic response, is thought to enable the suppression of incorrect theories or misleading perceptual cues to enable effective reasoning to take place. Two studies investigated the association between inhibitory control and learning new counterintuitive physics (Study 1, N=48) and maths (Study 2, N=32) concepts in adolescence (12-14 years). Although inhibitory control was not specifically related to performance on taught counterintuitive concepts, it was associated with more general physics and maths performance. In addition, visuospatial working memory, the ability to hold things in mind and manipulate them, and classroom attention during lessons, both played a role in learning new concepts. Overall the results show that better inhibitory control is associated with better physics and maths performance. They also highlight the importance of working memory and attention in the classroom when learning new concepts. Educational implications of these findings will be discussed, with a focus on how teachers might capitalise on findings in this area of research.

Denise Buchanan (Curriculum, Pedagogy and Assessment)

“Becoming a patient I thought I was nobody... but when I go to college, I don’t feel like that”; the transformative potential of learning for adults with mental health problems

In the UK in any one year, it is estimated that 1 in 4 people will experience mental health problems, yet there is little educational research on this group of students. Consequently, a qualitative narrative study involving 15 adults with mental health problems was carried out in order to discover how these students reflected on their current experiences of classroom learning in a Further Education college. Specifically, they were asked how they had benefited from this experience beyond gaining qualifications and whether it had been transformative for them in any way (Mezirow, 1978, 1991). Although for some students there were certain negative aspects of being in college, overall they reported a myriad of benefits such as feeling more productive and relishing in the challenge of learning. Many felt that it helped them to stay well mentally as it gave them hope for the future; this led to a change in their identities as well as changes in their thinking, for some in a transformative way. Additionally, multiple social benefits were reported. The aim of this presentation will be to unpack how and why these students perceived their learning to yield such benefits and the implications for educational practice.

Ngoc Bui (Curriculum, Pedagogy and Assessment)

A critical examination on the implementation of the English curriculum at tertiary level in Vietnam and the UK

This multiple case study explores the implementation of tertiary English curricula within Vietnamese and UK contexts in order to examine a possible discrepancy between policymakers' intentions and teachers' implementation and how the Communicative Language Teaching (CLT) curriculum is being implemented in different contexts. Using mixed methods, I interview policymakers and administrators to determine their intentions, perceptions and their roles in the implementation process. I also conduct surveys and interviews to discover teachers' and students' perceptions of the CLT curriculum and the factors affecting their implementation activities. By observing teachers' classrooms and through follow-up interviews, I examine how the language policies are being implemented in classrooms and explore factors that may have facilitated or hindered teachers' implementation efforts. This project therefore has the capability to inform stakeholders and identify further changes and measures to solve potential problems. The CLT curriculum is a challenge to Asian teachers who are familiar with teacher-centred classes and this, therefore, inspires me to conduct this research to see how native and non-native English teachers implement the CLT curriculum and deal with the problems. The expected outcomes may lead to intercultural language teaching guidelines to support EFL teachers with curriculum design and planning and how to implement it in different contexts.

Maria Bussey (Education, Practice and Society)

The Feedback FREN

Workplace-based assessment (WBA) is the cornerstone of assessment in surgical training in the UK. WBA offers feedback through which trainees learn, but many are failing to receive adequate feedback from trainers who are only superficially engaging with WBA. This exploratory, small-scale study focused on raising the quality of feedback by encouraging better communication between trainees and trainers. The study followed a qualitative paradigm which considered learning to be a collaborative, constructionist process. A six-stage action research cycle was employed to identify problems and propose practical solutions using a small group of trainee-trainer pairs and comprising interviews, a workshop and a workplace trial. Three themes emerged from interviews suggesting the need for a practical technique that could provide surgeons with cues to maximise the educational potential of WBA. Using the themes and building on existing theory, a new tool – the Feedback FREN – was developed with the aim of enriching verbal feedback. Findings from a trial showed that the FREN may have helped some trainee-trainer pairs to conduct a more balanced and tailored dialogue with self-regulation in the learner, a means of addressing the learner's specific concerns and improvement on practice.

Emma Campbell (Psychology and Human Development)

Mathematical abilities in children with cerebral palsy: associations with visuospatial cognition

Compared to typically developing (TD) peers, difficulties in mathematics are more likely in children with cerebral palsy (CP). Diminished locomotor experiences may mean that those with CP do not develop proficient spatial skills. Given the well-established link between visuospatial and mathematical abilities, a deficit in spatial ability may be a limiting factor for mathematical development. This study compared mathematical (Wide Range Achievement Test- Fourth Edition) and visuospatial ability (Test of Visual Perceptual Skills [TVPS-R], Corsi Span, mental rotation) of 32 children with CP, to 32 TD children matched on chronological age. British Picture Vocabulary Scale and the British Ability Scales III Matrices subtest measured verbal and non-verbal abilities respectively. Despite comparable mental age, the mathematical ability of the CP group was significantly poorer than the TD groups, also in Corsi Span, Mental Rotation and the TVPS-R scores. Controlling for age and IQ, correlational analyses demonstrated an association between mathematical and visuospatial ability in the CP group, but not the TD group. The CP groups' TVPS-R subtest scores associated with mathematical ability, but only the visual discrimination task did in the TD group. These findings suggest that impaired mathematical ability in children with CP may be related to a visuospatial processing deficit.

Alejandra Canales-Tapia (Culture, Communication and Media)

The pedagogical use of digital technology by primary student teachers in Chile: two case studies

This research project will share two case studies related to the use of digital technology by primary school student teachers in their last teaching practice course in Southern Chile. The presentation will focus on three analytic areas. First, an examination of student teachers' experiences, particularly concerning how they approached lesson planning and integrated digital technology. Second, it will look at the ways that they implemented learning activities with the use of technology in a primary classroom. Finally, it will present some of the rationalisations that student teachers developed related to their own performance using technology with children. Based on those rationales, the presentation will map some of the links that student teachers produce between the following elements that comprise the teaching/learning process: subject/content and learning objectives; the role of the teacher and the student; prior knowledge of the student; the sociocultural context; and learning evaluation. The data that informs this presentation came from the interviews with student teachers that were analysed using NVivo software under a thematic analysis lens.

Xuemeng Cao (Centre for Education Studies, University of Warwick)

Enhancing the employability of Chinese international students: a case of Chinese postgraduates in social science

The employability of university graduates has been a topic heatedly discussed in educational and economic domains over the past decades. It is also attracting increasing interest among researchers who specialize in the education-to-work transition of new graduates. However, existing literature on employability has a strong national focus, but few studies concentrate on the increasingly international dimensions of Higher Education and graduate employability. China is the country exporting the largest number of overseas students, with most of them regarding international experience as a significant stepping stone towards the success of a future career. However, insufficient research exists on the specific understanding of Chinese students on the relationship between their overseas learning experience and their employability enhancement. The research that this presentation is based on takes Chinese international students (who completed their undergraduate studies in China) studying social science taught Master's programmes in the UK as the sample, to explore how they manage their employability during overseas living and learning. This presentation aims to share the process of how I am designing the research based on the literature review. I will show the research gaps that I have identified, and how these have influenced my research questions and methodology.

Xiaorong Chen (Social Science)

Exploring teaching decisions and influencing factors in a university in Singapore

Teachers' teaching decisions have an impact on students' learning (Entwistle, 1998, Crawford, 2007, Hofer, 2000; Stodolsky & Glaessner, 1991; Bereiter, 2002). 'Teaching Decisions' is a term used to encapsulate all of the different curricular and pedagogical actions, strategies, techniques that are used by a teacher in the practice of their role. It is therefore important to understand how and why teachers 'teach' the way that they do. The context of this study is a new university in Singapore. Using qualitative semi-structured interviews to explore a group of selected teachers, the author intends to find the factors influencing the teachers' teaching decisions and the mechanisms of the factors in teaching decision making with these research questions: How do teachers make teaching decisions? What are the factors influencing teaching decisions? Thematic Analysis (Braun and Clarke, 2012) will be used to identify important and meaningful themes from the data. The 6 steps of Thematic Analysis (Braun and Clarke, 2012) will be adapted. However, to and fro movements will be expected as the understanding of the themes evolves, which will deem necessary to reorganize some themes and codes. Member checking will be used to ensure the credibility of the findings.

Chou Ching En (Culture, Communication and Media)

Individualized EdTech

What and how to apply various technology into today's classroom to support teaching and learning represents a major issue in today's learning. From remote learning, an interactive whiteboard to intelligence tutoring systems, the software and hardware have a great impact on how teachers teach and how students learn. However, issues also arise with the embracing of such educational technology (EdTech) in today's schooling. For example, teachers have to come up with a new lesson plan to suit EdTech and it will take time for teachers to efficiently utilise it. In addition, from the perspective of students, though these EdTech such as e-learning enable students to gain more control over their learning, the effectiveness of using them will ultimately depend on their motivation. Based on the above, a good EdTech should be designed in a personalised way. In this way, teachers could manipulate these kinds of EdTech with minimal adaptation penalty, and students could have more individualised support from EdTech and subsequently foster their interest towards learning. From this point of view, this presentation will first illustrate some successful cases of various personalised EdTech. Secondly, a brief discussion of my own doctoral research proposal will be included, which will focus on personalised metacognitive support tool for both students and teachers.

Paul Chua (Learning and Leadership)

Sense-making of two overlapping educational policies on teaching and learning by three principals in a centralised context: presentation and discussion of findings from the main phase of a multi-case study

The theory of sense-making has been utilized to investigate educational problems in decentralized contexts. In this multi-case research, sense-making has been utilised to investigate how three principals in Singapore's centralised context interpret and implement two recent overlapping educational policies. While there are differences across the within-case analyses in how the principals implement the policies, the striking finding, albeit not surprising, is the clear similarities in how the principals interpret and re-interpret the two policies. It is almost as though there is an invisible moulding of principals in Singapore towards the 'sameness' of preparing the students for the future. Even the differences found in implementation, when analysed at a different level, share the commonality of variations stemming from the same mould of preparing students for the future, albeit adapted to the contexts of the respective schools. The presentation will summarise and discuss the main findings in relation to the coercive, normative and mimetic mechanisms of Neo-Institutional Theory, as well as the ruler-subject cultural value of the Five Cardinal Relations of Confucius. The presentation will conclude by discussing the study's contribution to the literature of principals as gatekeepers of education policies, of how they create fidelity between policy directions and policy implementation.

Siew Ling Chua (Culture, Communication and Media)

Transformative learning experiences of music teachers in Singapore

How do music teachers in different roles experience development in their professional teaching career? How are areas of development transformative in the professional identity and agency of such music teachers? This is a study designed to understand how different areas of development in music teachers' professional lives have impacted on the growth of their professional identity and agency. The study is being conducted in Singapore and focusing on in-service music teachers in mainstream schools. The presentation will first outline my literature study on facets of music teachers' professional identity in three broad areas: personal self, teacher identity and musical identity. It will then present the research methodology which uses a two-phase, exploratory, mixed method design. Finally, it discusses the findings from Phase 1 of the study which has generated themes that are prevalent in what 12 participants considered to be critical turning points to their professional identities. The findings suggest that transformative learning experiences of music teachers are likely to be created by interactions between their personal identity, their activist professional identity, the transformative power of music, the transformative power of teaching, their relationships and emotions, the impact of students, and the ecological nature of the social world.

Veronica Cucuiat (Culture, Communication and Media)

Using multi-modal learning analytics to expose and better support the project based teaching and learning process

At the core of project-based learning sits the idea that concrete practice of learning content brings along a much deeper understanding of the concepts being used, and allows learners to understand those concepts in contextualised and meaningful ways. However, the hands-on, discovery-led and student-centred nature of project-based learning creates challenges for tracking the learning process and for both formative assessment and the provision of appropriate support. This presentation focuses on existing research into multi-modal data collection and analysis of patterns of interactions and their relationship to the project-based teaching and learning process. In addition, efforts to advance our understanding of what makes a well-designed project-based learning activity and identify the parameters which maximise its benefits are presented. These efforts comprise of correlating various data streams of video, audio, student self-assessment as well as teacher assessment in a bid to analyse, interpret and offer valuable visualisations to better support project-based learning environments.

Bruno de Paula (Culture, Communication and Media)

Researching identity through digital game-making: designing and working with non-neutral tools

Digital artefacts are never neutral tools, since they all, in some sense, embody their creators' values (e.g. personal, political, social, and ethical). Acknowledging the non-neutrality of these artefacts is an important step when working with them to promote creative production, especially when they are employed as a means to investigate participants' values and identities. In this scenario, the implicit values carried by these tools can influence, constrain, and end up shaping the creative process in specific ways and, to some extent, can even mislead researchers' findings in extreme cases. Based on relevant literature on values and (non-) neutrality in game design and development, and on my own practice while developing the game authoring software MissionMaker, in this presentation I intend to reflect upon how this non-neutrality of digital tools can impact the process of qualitative research. Furthermore, I will also explore how the acknowledgement of this specific feature of digital artefacts can lead to more refined design and development processes for digital authoring tools and, in terms of users' production analysis, to a better understanding of their values and self-expressed identity.

Jay Derrick (Education, Practice and Society)

What features of the cultural and social context of workplaces are likely to support practitioners and teams to learn and innovate?

In contexts of rapid change, organisations need to create cultural and social, as well as material environments that support practitioners and teams in developing behaviours associated with learning and innovativeness, as a key element of their strategic planning. This hypothesis is examined in a qualitative study of the cultures and practices of two successful organisations operating in challenging business environments in different fields, as revealed through the work of project teams in each organisation. The study investigates how practitioners in each team create and/or take advantage of opportunities for learning and/or innovation which arise through their work; how team leaders and managers support them; how learning and innovation are interrelated; how cultural norms, procedures and expected behaviours support or inhibit practitioners in learning and innovation (whether this is deliberate or not). Located within the 'emerging' paradigm of theories of learning (Beckett and Hager 2002) and the 'new wave' of workplace learning research (Engestrom 2008), the study is practice-focussed and uses practitioners as research participants through qualitative interviews about their experience of work. The study's findings will be used to inform recommendations for improved conceptual and policy frameworks for the professional learning of teachers.

Tony Dimmer (Learning and Leadership)

It's a matter of trust: a case study of collaboration within a newly formed academy group of primary schools

This thesis aimed to find out the extent to which the formation of an academy trust supported school-to-school collaboration and improvement during the first year of its existence. The thesis reports on a longitudinal case study which tracked the development of an 'academy trust' of five schools as they started to develop a self-improving system of collaboration during the first two years of its existence. The study explores the process by considering the views of teachers about levels of Joint Practice Development, Social Capital, Collective Moral Purpose, Evaluation and Challenge and Alliance Architecture. These are key elements identified by David Hargreaves (2012) as the essentials of a self-improving school system. Together they are the building blocks of his concept of 'collaborative capital'. It also takes account of the interactions between headteachers and deputy headteachers, senior and middle leaders in creating a culture of collaboration and the extent to which communities of practice begin to grow. The findings show considerable developments in terms of Social Capital and Capacity Building in laying the foundations for Joint Practice Development but it ends with a question about whether this can be sustained to bring about significant school improvement.

Roisin Ellison (Centre for Education Studies, University of Warwick)

Teaching fundamental British values: a Foucauldian perspective

This presentation is part of an ESRC-funded doctoral project on how the introduction of fundamental British values (FBVs) and its link to the Prevent Duty has led to a fundamental change in the power relations between the state and the teacher. Since the revised Teachers Standards in 2012, with the expectation for teachers not to undermine FBVs, there have been serious concerns about its impact on teacher professionalism. FBVs are central to the government's counter-terrorism agenda, exemplified by its link to the Prevent Duty, a statutory duty for schools to prevent extremism. This change to the Teachers Standards, along with its link to the Prevent Duty, brings into focus a sizeable shift in the professional identity of a teacher. As a statutory duty, it is a "politicisation of the profession" (Elton-Chalcraft et al., 2017), providing teachers with little choice but to comply. My presentation shows how the adoption of Foucault's panopticon provides a useful lens for conceptualising this change. Contextualised within the current literature, it demonstrates that, though teachers appear 'complicit docile bodies', there is evidence of resistance. I conclude by reflecting on how the 'subjugated knowledges' of teachers can be exposed, revealing this fundamental change in power relations.

Rob Faure Walker (Culture, Communication and Media)

Using critical realism to avoid the reproduction of repression in research

My research interests were born out of my concern for the repression that students experienced when the Prevent counter-terrorism strategy was imposed on our school. I adopted critical realism to avoid the reproduction of the repressive practices that I was critiquing. I will demonstrate how a critical realist perspective enables the researcher to focus on the real mechanisms that they are critiquing and avoid the reflexive reproduction of repressed subjects. My research will also be used to show how Prevent is the product of signature errors of the Western philosophical tradition and serves as a case study for the application of Bhaskar's most recent and final schema, Meldarz.

Alexandra Georgiou (Culture, Communication and Media)

An ethnographic case study of the linguistic practices of children with refugee trajectories in a Cypriot primary school

The purpose of this study is to investigate the linguistic practices of Children with Refugee Trajectories (CRT) in a primary school in Cyprus so as to become learners of the Greek language. The following questions will be addressed through the talk: What are the linguistic repertoires of CRT? What are the linguistic/communicative practices of CRT as language learners in the school/classroom domain? How are these communicative resources used by children and their teachers to facilitate CRT's learning of Greek? The study will focus on the arrival of new migrants and on the ways the educational sector in Cyprus tries to grapple with the challenges posed by waves of migration into Western Europe provoked by ongoing war in the Middle East. The talk will present the main concepts of the sociocultural theory (Vygotsky, 1978) of mind (mediation, scaffolding and communities of practice) so as to frame the study's approach and to uncover how children's practices are mediated and used as tools for language learning. The talk will present the ethnographic approach for classroom research (Allwright, and Bailey, 1991). Finally, some of the good practices that have been identified during the fieldwork that foster children's Greek language learning will be analysed.

Dipanwita Ghosh (Culture, Communication and Media)

Language identities and the role of English in the lives of migrant Bangladeshi women (Sylheti) living in London

Despite the Bangladeshi Community, which lives mostly in the Tower Hamlets region of East London, (81,000 according to the 2011 Census) making up a sizeable portion of the population of London, I have come across very little in the prevalent literature in the field of Applied Linguistics that relates to the stories sharing experiences of migrant women from Sylhet who now live and work in London. There exists a sense of invisibility surrounding the women in terms of the linguistic repertoires (the languages and dialects they speak), linguistic practices (the ways in which they use their linguistic repertoires) and their 'inhabited' and 'ascribed' identities (understood as a sense of identity created by a person or group of people delineating the way they view themselves 'inhabited within oneself' as opposed to the way others view them 'ascribed by others') (Bloemmart, 2006) and the languages they inherit, affiliate with and the ones they are experts in (Leung, Harris and Rampton, 1997). Thus, I am keen to do a study to explore, observe and analyse the way in which Sylheti, Bengali and English languages play out in their daily lives and how their linguistic repertoires shape their sense of identity within British society.

Katie Gilligan (Psychology and Human Development)

The role of spatial thinking as a predictor of mathematics performance in primary school students

Reported associations between spatial skills and mathematics are typically based on pre-school and adult populations, with relatively few studies exploring these associations in primary school children. This study presents both longitudinal and cross-sectional evidence that spatial skills are significant predictors of mathematics performance in children aged 5-11 years. Firstly, using data from the Millennium Cohort Study (N = 12,099), spatial skills have been identified as significant longitudinal and concurrent predictors of mathematics in children aged 5 and 7 years. In addition, cross-sectional findings have demonstrated differing roles for different spatial skills in explaining mathematics performance through development from 6-11 years (N = 156). Spatial scaling was identified as the strongest predictor of mathematics outcomes for all age groups. Additionally, a significant role for mental rotation was found for younger children (aged 6-7 years) while a significant role for mental folding was found for older children (aged 9-10 years). These findings have implications for the design of mathematics interventions and spatially oriented learning tools, customised for children at specific developmental stages.

Rae Hancock (Curriculum, Pedagogy and Assessment)

Comics in the classroom: the image/text medium as catalyst for religious meaning-making

The composition and construction of the image/text medium demands participation, immersion and engagement from the reader. This, coupled with often-innovative subject matter has led to comics and graphic novels being embraced as materials for a wide variety of classroom subjects. My ongoing research project evaluates comic books of a religious character as possible catalysts for meaning-making in the secondary Religious Education classroom. This paper will examine an ethnographic encounter between Year 7 Religious Education students and the Buddhist/Catholic Christian comic book *The Monkey King* (taken from Gene Luen Yang's *American Born Chinese*). Through engagement with the three main characters and influenced by Yang's narrative choices students use their own religious knowledge to speak of varied meaningful interpretations. Each bring different degrees of religious knowledge and intertextuality, at times privileging image over text or vice versa to present multiple possible meanings of a single narrative. They flexibly make links between the image/text and each other's responses producing a social, group reading of the comic that interrogates it to some depth and is distinct from each individual reading.

Brenda Hayanga (Social Science)

Are mainstream interventions that target social isolation and loneliness effective for older Black and Minority Ethnic individuals?

This study aims to investigate whether interventions that target social isolation and loneliness are effective for community-dwelling black and minority ethnic (BME) individuals aged 65+ living in the UK. The life-course trajectories of these individuals mean that many may suffer from multiple forms of disadvantage, which may possibly increase their risk of experiencing social isolation and loneliness. Yet, there is a dearth of literature in this area. Given that the numbers of BME elders are projected to increase in the coming decades, more research is required. The study will be conducted in three iterative phases. First, qualitative interviews will be conducted to explore the feelings of social isolation and loneliness in this population. Second, the findings from these interviews will shape the research questions of the systematic review of interventions that target this problem. Finally, the results of the systematic review will form the basis of the biographical narrative interviews to be held with BME elders. The use of these diverse methodologies will make a methodological contribution, fill in the knowledge gap in this area and provide a richer understanding of whether, and if so, what, why and how interventions work to alleviate social isolation and loneliness in BME elders.

Jade Henry (Culture, Communication and Media)

Theorising the design-reality gap: matters of care in educational technology for Kenyan community health workers

This two-year ethnographic study of design practice advances a theory of why an educational technology intervention for Kenyan community health workers (CHWs) failed to achieve sustainability and scalability. To generate this theory, my thesis draws from the methods of material-semiotics within the tradition of Science and Technology Studies (STS). I describe how an array of human and non-human actors participated in design work during a participatory mobile learning intervention, thereby enacting the messy laboratory life of a transnational, interdisciplinary research project. In deconstructing such 'messiness', my aim is not to evaluate whether prescribed methods and materials of technology design were implemented effectively. Rather, I analyse the methods and materials themselves, and thereby demonstrate that designing educational technology to train CHWs was a matter of care – an affective and morally-charged sociomaterial practice with an ethico-political commitment to the marginalised. Accordingly, this thesis argues that a theoretical model to explain the outcomes of participatory e-learning projects for poverty alleviation must explicitly incorporate the affective and material dimensions of care, and conceptualise social justice not only in terms of universal claims or global standards, but as an embodied sociomaterial enactment.

Mark Herrett (Education, Practice and Society)

Knowledge and knowers: the case of PCET teacher educators in the academy

The doctoral research is an exploration of university-based teacher educator knowledge in the context of initial teacher education (ITE) for the post-compulsory education and training (PCET) sector in England. There is no agreed codified knowledge base for teaching and the academic preparation of teacher educators for ITE work is not formalized in any professional qualification. It is possible, therefore, that there may be differences among teacher educators as to what counts as appropriate or relevant teacher knowledge, or what particular knowledges should be privileged, thus potentially conveying mixed messages as to what counts as the basis for success and achievement in teaching. This may have implications for cumulative knowledge development in the field of ITE PCET in the academy. Adopting a social realist approach, the research is intended to make visible teacher educator knowledge as an object. It aims to uncover and explore the structuring of this knowledge by surfacing the competing claims to legitimacy as inherited in its organizing principles. Maton's Legitimation Code Theory will provide the conceptual architecture for this purpose, taking into account how knowers are framed and positioned within knowledge practices and discourses. Implications for teacher educator scholarship and cumulative knowledge-building will be explored.

Katy Highet (Culture, Communication and Media)

Experiencing English: A qualitative study of perceptions of English amongst students from differing socio-economic backgrounds in an English-medium school in India

The field of World Englishes has sought to establish the concept of the existence of diverse, socio-culturally valid varieties of English in the world, such as Indian English. In the case of India, this has been largely based on studies of socio-economic groups with the most access to English. While the diversity of Englishes in the world is to be celebrated, categorising varieties by nation essentialises the experience of a vast range of people, and overlooks other intersecting factors that influence perceptions of English. This research moves the centre of enquiry by attempting to shed light on how English is experienced and perceived not only by English speakers from socio-economically privileged backgrounds, but importantly also from socio-economically less privileged backgrounds. It does this by exploring the perceptions of (Indian) English(es) held by pupils within an educational institution in Gujarat, with an emphasis on the experiences of students officially classed as being from Economically Weaker Sections and Below Poverty Line quarters of society. Drawing on previous research carried out in the same research site, in this paper I demonstrate the need to look at more local experiences when exploring conceptions of English, in order to include the views of marginalised groups.

Alex Hodgkiss (Psychology and Human Development)

Spatial cognition and science: the role of intrinsic and extrinsic spatial skills from seven to eleven years

This study investigated the relationship between spatial ability and scientific knowledge, skills and understanding: a link established with adults and adolescents but not thus far addressed with children. Children aged 7-11 years completed a battery of five spatial tasks, based on a model of spatial ability in which skills fall along two dimensions: intrinsic-extrinsic; static-dynamic. Participants also answered science questions adapted from standardised assessments, grouped into scientific discipline: biology, chemistry and physics. Spatial scaling (extrinsic-static spatial ability) and mental folding (intrinsic-dynamic spatial ability) each emerged as unique predictors of total science scores, with mental folding accounting for more variance overall than spatial scaling. Spatial ability was also analysed in relation to conceptual/factual performance within each discipline. Mental folding predicted both physics and biology scores, whereas spatial scaling accounted for additional variance only in biology scores. The embedded figures task (intrinsic-static spatial ability) also accounted for additional variance in chemistry scores. Mental rotation reaction time (intrinsic-dynamic spatial ability) accounted for additional variance, only for physics scores. The patterns of association were consistent across the age range. These findings provide novel evidence for the differential role of spatial skills in relation to children's scientific reasoning.

Seray Ibrahim (Culture, Communication and Media)

Rethinking technology design for and with children who have severe physical disabilities

Communication in its broadest sense enables people and things to 'connect'. Speech generating devices provide one perspective for supporting communication, predominantly focusing on language that is represented orthographically or symbolically. Unfortunately, these technologies are largely under-utilised by children as demonstrated by their ongoing abandonment. This prompts reflection on a number of questions including: (i) what does communication ('connection') look like when it involves children with severe physical disabilities, (ii) what systems of resources come into play in communication involving these children, and (iii) are our assumptions that communication assistive technologies should focus on connection through the modes of words and speech accurate? The goal of this work is to rethink technology design for advancing communication that is socially situated and embodied. This work takes an inductive design-oriented research approach for investigating peer interaction, guided by a social model of disability for thinking about technology and design processes. This presentation offers theoretical insights following a review of the literature and early fieldwork involving five children who have severe physical disabilities with the broader aim of fostering a critical dialogue about the design of communication technologies.

Nasy Inthisone Pfanner (Curriculum, Pedagogy and Assessment)

Investigating Secondary School ESL pupils' perceived writing ability: an exploratory study

According to International House London, a language school, there are more than a billion people learning English worldwide, and the number is expected to double in approximately five years. The challenge is how to best learn and teach it. In the course of my work as an English teacher, I have become increasingly aware of other teachers' - as well as my own - lack of understanding of pupils' struggle with writing English as a Second Language (ESL) text. My literature research shows that little has been investigated concerning the issue of secondary school pupils' perception of ESL writing. The present study's aim is to find out ESL secondary pupils' perception of writing. I plan to apply the constructivist and metacognitive approaches which focus on learner's experience as well as social constructivist and social cultural approaches. I have chosen to adopt an interpretivist ontology and subjectivist epistemology to investigate pupils' perceptions regarding ESL writing. This study uses individual interview with open-ended questions with my own pupils. I believe this will be the first study regarding ESL pupils' perception of writing in a secondary Austrian state school. The findings could be useful for both pupils and teachers in learning and teaching ESL writing.

Sara Joiko (Education, Practice and Society)

“Estoy aprendiendo yo con los niños, otra vez cómo es el Sistema”: the school experience for migrant families in Chile

During the last 25 years there has been an increase in the numbers of people migrating to Chile especially from neighbouring countries of Latin America. This movement has not only involved adults in search of better opportunities but also children and adolescents of school age. Hence, in a context characterised by a quasi-market education model in which school access and choice plays a major role in defining the school experience of students and their families, the aim of this study is to explore how this process can act as a form of (ex)inclusion into the education system and the wider society for migrant families in Chile. In this study, Bourdieu's theory is used as an analytical framework to understand this school experience, thus, the responses of parents (practices) towards the education of their children (field) will depend on their dispositions (habitus) and their resources (capital). This presentation will focus on what does it mean for a reflexive sociology and the role of the researcher in the possibilities and limitations they encounter along the research process based on a Bourdieusian approach.

Alexa Joyce (Culture, Communication and Media)

Education for sustainable development and ICT: a case study pilot

Information and communications technology (ICT) can be an effective tool for the teaching and learning of sustainable development, which can support schools and governments in reaching the objectives of the UN goals for education for sustainable development (ESD). This presentation will describe the results of a pilot to establish a case study methodology for examining the impacts of ICT in achieving ESD teaching and learning objectives.

Monika Kraska (Curriculum, Pedagogy and Assessment)

Does internationalisation of Higher Education result in fostering global citizenship – an analysis of the relationship between both phenomena in three case studies

Internationalisation and global citizenship are two phenomena currently widely discussed in Higher Education. They are inter-related and conceptually overlap in the need to adopt international, intercultural (multicultural, multilingual) and global perspectives in one's understanding of the world, which can lead to a change in one's attitudes (purpose, functions) and behaviours (delivery). However, the explicit relationship between the two is not straightforward. The literature review reveals conceptual connections and disconnections, which have practical consequences to Higher Education Institutions (HEIs). In my research, I investigated what they are by looking at presentations of and perceptions on these two phenomena in official university publications and in opinions of staff involved in institutional internationalisation at three universities in Brazil, Poland and the USA. The key findings reveal that internationalisation and fostering global citizenship at HEIs share common rationales and are rationales for each other; they are both ongoing processes of development and improvement in HE; and fostering global citizenship at HEIs is not always linked to and a direct consequence of internationalisation.

Hasmik Kyureghyan (Culture, Communication and Media)

The evaluation of the teacher professional development and certification programme implemented at an experimental school in Armenia: teachers' perceptions of their professional development and changes in practice

This study aims to evaluate the teacher professional development and certification programme that was implemented in an experimental school in Armenia. It is a one-year developmental programme that is designed for the in-service teachers as a continuous professional development opportunity that aims to enhance a teacher's pedagogic knowledge and skills. The main focus of the programme is to develop teachers as researchers who shift their focus from what they teach to what and how students learn, to change the mindset of teachers into becoming reflective and reflexive practitioners, and to learn from constructive feedback both when giving it to their colleagues and getting it from them. The evaluation will be based on qualitative data that will be collected from teacher trainees, their students and school management. The data will reflect personal understanding and reflection of the involved stakeholders which will be compared to the goals of the programme. The results of the study will identify avenues for improvement and further research.

Simon Larter-Evans (Education, Practice and Society)

What is the experience of young people living and studying in a specialist residential music school with regard to their perceived autonomy and capacity for decision making?

Early findings will be presented from a research questionnaire that was completed by young people studying in a residential, vocational music school, whose specific aim is training towards a career as a professional musician. The focus of the study is around ideas of autonomy, broadly defined as regulation by the self, the ability to think and act on one's own volition rather than by an external force and the capacity for independent decision making. Autonomy is linked to psychological well-being, and this study aims to investigate how young musicians perceive their own opportunities to be autonomous while at the school. While there is plentiful research around teaching the craft of playing a musical instrument to a high level, there has not been any substantive work that investigates the impact of living in a specialist music school on a young musician's psychological and social development. The study is framed around Self Determination Theory, and the study instrument used is a 70+ item questionnaire developed and adapted from Deci & Ryan's Learning Climate Questionnaire and Locke and Latham's Goal Setting measure.

Lauren Pisani (Education, Practice and Society)

Delivering early childhood education through village health workers in Bhutan

My presentation will focus on baseline data collected from an impact evaluation of children's learning and development as well as typical home learning environments for children living in rural Bhutan. My dissertation research will employ a theory-based impact evaluation framework to expand upon a randomized control trial (RCT) of a parenting program for children aged 3-6 living in remote communities in Bhutan delivered by village health workers (VHW). The primary outcomes of the RCT will measure impact of the program on changes in caregiving behaviours and child development outcomes. To complement the RCT results and speak to impact heterogeneity, I will also analyse comprehensive information about family characteristics and implementation fidelity, as well as information from qualitative interviews with VHWs and parents. My research will build upon previous studies of VHW effectiveness and successful parenting programs for pre-primary aged children. The results will speak to the strengths and weaknesses of this approach in Bhutan as well as inform efforts to reach similar populations in other low and middle-income countries.

Gordon Lee (Education, Practice and Society)

Widening access and enhancing progression: dual sector universities in British Columbia

In this presentation, I report on my thesis research that studies the impact of policies developed and implemented by the Government of British Columbia Canada to widen access and participation in post-secondary education by creating dual sector (Garrod and Macfarlane, 2009) university colleges that in addition to offering a full range of community college level courses provided four-year undergraduate degree courses and then re-designating these institutions as teaching universities. Although some research on these dual sector institutions and their role in widening access and participation has been undertaken (Fleming and Lee, 2009; Fleming, 2010; Friesen, 2009; Levin, Aliyeva and Walker, 2016; Metcalfe, 2009), a comprehensive study of system-impacts has never been attempted. This research is similar in some ways to a UK study led by Anna Vignoles (Chowdry et al, 2013; Vignoles and Crawford, 2010; Vignoles et al, 2008). My thesis assesses whether or not, over an 11-year period, these dual sector post-secondary institutions widened post-secondary participation, and more specifically whether they increased participation as well as degree completion of non-traditional students, and assesses whether the results achieved are explained by theoretical perspectives such as maximally maintained inequality (Raftery and Hout, 1993), and isomorphism/academic drift (Morphew and Huisman, 2002).

Pui Lee (Education, Practice and Society)

Factors influencing university English Language teachers' reflective practices within a predesigned curriculum

This is qualitative insider research which examines the factors that shape English language teachers' reflective practices in the context of university language centres in Hong Kong. One lesson of each of the six participants is observed during the initial stage of the research. It is observed that the participants, regardless of their different prior experiences, deploy similar pedagogies, most notably dynamic assessment, to facilitate student-centred learning. Post-observation interviews reveal that the participants are not consciously following any pedagogical paradigm. They seem to have, separately, come to a similar conclusion of 'what works' through doing, observing student responses, and reflection-in-action. This process of development of good practices, labelled 'métier artistry', tends not to be formally articulated and recorded. It is so spontaneous that the teachers themselves are often unaware of it, and therefore they do not seem to see the need and potential in having a community of practice in which their good practices can be shared and collaboration possibilities can arise from that. They prefer spending a significant portion of their professional lives isolated to tackle what they perceive as immediate instructional tasks.

Luis Lopez-Agudo (Social Science)

To teach or not to teach? The role of teachers in Sub-Saharan countries

Providing all students with a proper education is one of the main objectives in all societies and, in this sense, recent literature has stated that teachers play a relevant role in the formation of students. However, in spite of the importance of this aim, the casuistic of each country and its grade of development determines which policies are more adequate for it. In this research, we intend to obtain the potential causal effect of sixth grade teachers' knowledge in reading and mathematics on their students' academic achievement in these subjects for three Sub-Saharan African countries. To accomplish this objective, we have employed the heterogeneity of teachers' subject knowledge and students' correspondent academic achievement within-student between-subjects by the use of student fixed effects. We have determined that teachers' subject knowledge does not have a significant influence on students' academic achievement. This result may be indicating that teachers in these countries do not possess enough knowledge and skills to teach students, so the main policy interventions should be aimed at improving this situation.

Manuela Mendoza (Education, Practice and Society)

Inclusive dispositions in socially diverse schools?

The paper reflects on the ways social diversity in a school may shape particular subjective dispositions to otherness on students and parents, discussing literature around school mix (the school's social diversity) and school mixing (the interactions between students/parents from different backgrounds), and their possible relationship with the development of inclusive attitudes. Studies addressing the possible effects of school mix on democratic learning argue that both inclusive and exclusionary dispositions may emerge depending on the form heterogeneity takes, particularly depending on whether there is school mixing or not. Based on Pierre Bourdieu's concept of habitus or dispositions and Wendy Bottero's interpretation of it, the paper outlines an analytical framework to conceptualise the possibilities for subjectivity to change and, eventually, for inclusive dispositions to emerge through the experience of social difference. This discussion will be illustrated by the case of the Chilean educational system, which I am researching in order to answer the following research questions: How are the family dispositions towards school mix and school mixing in a socially diverse school in Chile? And, what are the school and family processes shaping families' dispositions towards school mix and school mixing?

Jocelyn Morales Verdejo (Education, Practice and Society)

Resilience as a factor that can contribute to develop quality learning in vulnerable contexts. Pilot study

In Chile, there are 3,000 vulnerable schools with equal to or greater than 80% of school vulnerability index (MINEDUC, 2016). According to Roman (2003) in these schools some teachers think that they cannot achieve more due to their adverse context. The main objective is to inquire the kind of social representations of teachers about their students that can contribute or hinder resilience learning of vulnerable students of Chilean society. The research is designed from the socio-cultural theoretical approach and the symbolic interactionism methodological approach. This paper will show the main findings of the pilot done in order to test the instruments, to explore what type of interaction could be my focus on the main research, to inquire limitations and difficulties that could have the main research and knowing the setting of my research. The pilot considers to use three type of method of data collection: interviews with teachers, focus group with students and observation class. The participants are teachers and students of the first year of secondary that attendance at vulnerable school in Chile. The sample is one subsidised school and one public school in Santiago of Chile. The findings show that there is some difference between kinds of school.

Su Morris (Psychology and Human Development)

Local and global processing in maths and science achievement at primary school

I will talk about the role of perceptual processing in 5- to 10-year-olds' maths and science performance (N=135). A preference for focusing on details may be conceptualised as a local processing style, or as the ability to separate a target from its context, known as Field Independence (FI). The individual associations between: autistic traits and STEM; and between autistic traits and a local / FI processing preference, hint at a compelling link between a local processing style and success in science and maths. We demonstrate that there is a significant, positive correlation between FI and both science and maths, which remains after controlling for age. After accounting for variance associated with IQ, working memory (WM), and age, FI uniquely predicts a small but significant amount of the numerical operations and science scores. After controlling for age, there is no association between global/local processing and maths and science. Therefore, this study replicates and extends previously-found associations between FI and academic achievement. We demonstrate that these associations are largely due to the domain-general factors inherent in FI such as IQ and WM, rather than the domain-specific perceptual processes of FI such as global/local processing.

Angela Novoa (Culture, Communication and Media)

ICT in teaching: a mixed-method approach to explore the uses of digital technologies in secondary education

In a digitally mediated world the use of information and communication technologies (ICT) is increasingly cited as a significant component of education both in educational policies and in research literature (Crook, 2012; Nokelainen, 2014; Pachler, 2014, Seipold, 2012). For example, the Chilean school curriculum requires students to demonstrate deep learning, and to develop and exchange information through the use of a wide range of digital learning resources (Mineduc, 2013). Considering this context, an examination of the ways in which ICT are being used in the classroom is crucial (Crook, Harrison, Farrington-Flint, Tomas and Underwood, 2010). In the Institution Focused Study (IFS) I explore the uses of ICT by secondary teachers in a Chilean private school as informed by their digital literacies and the pedagogical domain specificities of their subject areas. Considering the IFS as a work in progress, which comprises the conduction of a mixed-method approach (Grbich, 2013), I will focus on the quantitative phase of the study. Thereby, internal consistency, construct validity and a subsequent quantitative analysis of a survey allowed to develop specific criteria for the design of the observational protocol.

Dorothy Ferary Panjaitan (Education, Practice and Society)

Non-economic benefits of higher education for Indonesian women: a capability approach

Enrolment for Higher Education (HE) across the world has shown significant progress and women's participation in HE has outpaced their male counterparts. In Indonesia, 53% of HE students are female. This, however, does not translate into gender inequality having been eliminated. Although Indonesia has made significant progress in closing the gender gap, gender-based income disparities in Indonesia are still high, as is the gap in employment between men and women with higher education. Since there is such gap, this research aims to explore why is it still important for women to continue obtaining higher education qualifications? As previous studies strongly emphasise on the economic benefit of education, this research aims to fill the gap in the literature by highlighting the non-economic benefits of HE. This research will draw data from 300 students from five universities in East Java province. Capability Approach (CA) will be employed in this research because it is seen to better address the issues in a more holistic view as compared to the Human Capital Theory, which is very much emphasised on the economic benefits. CA looks into both economics and non-economics of HE while at the same time putting emphasise on students' freedom (capability) to choose their own life that they value to be (functionings). CA is also better able to recognise the issues of discrimination.

Francesca Peruzzo (Education, Practice and Society)

Challenging post-truths: the Foucauldian dispositif as an analytical method

In this world of fleeting post-truths, it has become increasingly difficult not to be sceptical towards any theoretical account. The objectivity of scientific truths has been heavily challenged, its epistemological stances highly debated, as well as its methods of investigation. Some attempts to supply new methodological tools to enquiry into the multiplicative nature of truth have been discussed, seeking to explore the social world by researching into the details of everyday struggles, into the issues arising from our daily experience of going about what affects us on a routine basis. The postmodern movement, cutting across a variety of disciplines, had firstly codified this malaise towards established and pre-wrapped-up packages of epistemological stances on the social world, by supplying a number of analytical tools that challenge not only our viewpoints, but also our ontological being in the world. My presentation starts at this point, discussing the Foucauldian dispositif (1980) as one of these analytical tools, diving into its multi-disciplinary and cross-disciplinary nature and questioning the working of power relations over and through the bodies of disabled students at university. The purpose is to fuel discussion around the importance of what counts as true and valid not only when engaging with disability in higher education, but also when reflecting on our own selves and scientific stances.

Anielka Pieniazek (Curriculum, Pedagogy and Assessment)

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

Historically, global education is embedded within the development discourse and activities of international and inter-governmental organisations. These bodies have addressed issues with global implications by creating education programmes and developing global development policies for nation states to implement. Global education as a field has been committed to raising awareness about global challenges, and the interdependencies and inequalities between countries in the global North and global South. The conceptual work around this area has mostly been delivered by Northern researchers, whereas the perspectives from the South have often been underrepresented, mediated by NGOs, or absent in international debates. In order to bridge the gap in the research, this qualitative project's aim is to map the landscape of distinctive pedagogical approaches from Kenya and South Africa. I would like to present the concept of Ubuntu, an African epistemology from Sub-Saharan Africa that can be translated as 'humble togetherness'. Debates on Ubuntu are located within the human rights framework, and the values it seeks to promote, on a global scale, are implicit within the ideas of global citizenship.

Susi Poli (Education, Practice and Society)

Where are the men? Investigating women in higher education management, their career strategies and approaches to leadership

This study aims to investigate the problem of the under-representation of women as leaders in the Higher Education (HE) sector in a sample of European countries.

Specifically, women in this study are those who started off in an administrative or management role, but they could also be academic leaders since career paths are more likely to intersect in today's HE. The decision to choose women as leaders comes from my experience as a woman and senior manager who has experienced several roles and functions in her career. Based on that experience, I have chosen to undertake a professional doctorate and to give an insight into women's careers in the sector. Conceptually and methodologically, the study uses Giddens' interrelated concepts of structure and agency to look at fifteen case-studies of women who have now become leaders in HE. In conclusion, the research reports their career strategies and approaches to leadership showing how women purposely decide to assert themselves as leaders with, and with no, comparison with men in the sector.

Tamara Rozas (Curriculum, Pedagogy and Assessment)

The relation between educational assessment and social justice: the answer from different approaches to social justice

In Chile, the System of School Quality Measurement (SIMCE) is a compulsory national standardised high-stake assessment that is being currently questioned. Teachers, students, academics and parents have warned of the negative consequences of SIMCE, while a new social movement called 'Alto al SIMCE' (Stop SIMCE) emerged in 2013. Some of the criticisms of the test involve social justice claims. It is argued that SIMCE is promoting discrimination and exclusionary practices towards students contributing to educational system segregation. In fact, national research presents conclusions about discriminatory practices in schools associated with SIMCE. Similarly, international literature provides evidence about the negative effect of high stake assessment related to social justice. Based on the literature review, I analyse the relation between assessment and social justice from different approaches to social justice: distributive justice (Rawls); social justice as recognition (Fraser); and participatory and democratic (Young, Howe). The main conclusion is that different approaches to social justice suggest different roles for educational assessment in society.

Zachery Spire (Education, Practice and Society)

Student residential accommodation and student engagement: a study of two English universities

This presentation will explore a piece of proposed research integrating study of student residential accommodation (SRA) and student engagement (SE) in England. Integrating study of SRA and SE addressed a set of gaps in the higher education (HE) literature. The gaps included a need for further qualitative study into SRA and SE, a lack of study on postgraduate and international students, and, a need for evidence-based research through which to inform current government and institutional policy and practice. To address these gaps two literature reviews, one on the history of SRA in England and a second on HEI provided SRA and SE were completed. Additionally, this study deployed a qualitative research design, generating data and findings through observations, interviews and electronic questionnaires of student, staff and administrators residing and working in a set of higher education institution (HEI) provided SRA. This study aims to contribute to existing research, and, theoretical and operational understanding of SRA in England.

Xiaodan Sun (Curriculum, Pedagogy and Assessment)

Global citizenship education in UNESCO's post-2015 agenda: the development and application of a competency framework to assess learners' competencies (knowledge, skills, values and attitudes) required for global citizens for the 21st century?

UNESCO's Education 2030 Agenda called on a number of countries to integrate global citizenship education into their national curriculum and deliver it in the classroom. This study aims to develop a proposed competency framework and potential indicators to identify learners' knowledge, skills, values and attitudes towards global citizenship education. The competency framework is based on Dalin and Rust's (1996) four basic elements of future curriculum: 'nature', 'society', 'myself' and 'others' as well as the four dimensions of learning: 'learning to know', 'learning to do', 'learning to be' and 'learning to live together'. Based on this competency framework, potential indicators are developed to evaluate learners' competencies (knowledge, skills, values and attitudes) required for global citizens for the 21st century. The competency framework will be tested and applied by UNESCO ASPnet secondary schools in two countries: the UK and China. The qualitative approach can be applied to understanding the context and processes of implementing GCE into UNESCO ASPnet schools' curricula. A case study method is applied to present a broader context in which each institution integrates the GCE into their curriculum.

Shone Surendran (Curriculum, Pedagogy and Assessment)

Teaching for conceptual understanding in primary science: an inferentialist perspective

Teaching primary science involves engaging children in talking and making sense of the world around them. In this presentation, I begin with the significant insights gained by Mortimer and Scott's (2003) meaning making framework in science education. Mortimer and Scott, following a social constructivist perspective, investigate the role and influence of language in classroom learning. The framework they offer provides an analysis of classroom talk that informs teaching practices aimed at developing children's understanding of scientific concepts. Their investigation leads to proposing dialogic approaches to science teaching. In contrast, I turn to consider my investigation of meaning making in primary science classrooms that draws on inferentialism. Introducing inferentialism as an epistemological perspective that has recently emerged in education research literature, I seek to demonstrate, not only that it serves to critique Mortimer and Scott's conception of 'meaning making', but also illuminates certain pedagogic issues that continue to challenge teaching for conceptual understanding in science classrooms. In exploring such an inferentialist approach to meaning making, I indicate some possibilities for how this approach may inform primary teachers in developing pupils' conceptual understanding in the science classroom.

Angeliki-Zinovia Symeonidi (Culture, Communication and Media)

The game-making process as a different mode of co-curation: examining museum visitors' agency and social participation

Museums since their formation have substantially changed. Historically, their multiple transformations were infused with financial, sociological and political determinants, and directly connected with the way they were scrutinised and critiqued as exclusionary authorities of knowledge. However, during the past few decades, contemporary museums have brought into focus how to evaluate their social role and redefine their relationship with their visitors by introducing more inclusive and radical approaches. This presentation will, firstly, discuss the most recent museum practices in the UK which have involved diverse groups in participatory projects related to game-making and storytelling. Most importantly, it will explore what the participatory game-making process brings to the conversation about the relevance of museums, their relationship with their visitors and the treatment and representation of the past. Finally, based on data collected during an exploratory study which was implemented at the UCL Grant Museum of Zoology with families, this presentation will examine the game-making process as a different mode of co-curation and how the role of 'maker' enables regular museum visitors to develop and perform a different role and agency while moving between museum's 'front and behind the scenes'.

Calvin Ka Wan Tse (Curriculum, Pedagogy and Assessment)

Time to talk: students' mathematical thinking when solving IB DP Chemical kinetics problems

This study explores students' mathematical thinking when solving International Baccalaureate (IB) Diploma Program (DP) Chemical kinetics problems. It attempts to answer the research question, "How do students use mathematical concepts when solving IB DP Chemical kinetics problems?" Data was first collected through a researcher-designed, paper-and-pencil test in which five first-year IB DP Chemistry HL students were asked to solve six problems. This was followed by a semi-structured interview in which each student was asked to justify the interpretation of his/her written responses. The findings clearly indicate that these five students have difficulties in handling mathematical concepts that are relevant to Chemical kinetics. The assumption that prior mathematics learning facilitates transfer does not seem to hold. Mathematics has its discipline rules and chemistry has its discipline rules and certain conventions are used only in chemistry because to use the mathematical conventions would actually not display the chemistry meaning properly. Some possible implications for teaching practice and areas for future research are proposed.

Francesca Vaghi (Social Science)

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

Children's nutrition in the United Kingdom is a contested topic on both the policy and family levels. Policy and health care interventions have focused predominantly on primary school aged children, although increasing attention is being devoted to the early years setting, with policy makers, health care specialists, non-governmental groups and charities constructing current discourses about healthy food practices. Nonetheless, despite the attention this issue receives, and efforts to improve children's diets, problematic trends persist. By approaching this broad context from an anthropological standpoint, this project frames the discourse about children's nutrition as an issue of power, starting by questioning how authority is established in this discourse, what interventions have been deemed effective, and why. Using an ethnographic case-study of a nursery in an inner London Borough, an analysis of how this discourse is felt, mediated and contested by institutions, families, and the children themselves will follow.

David Vauclair (Education, Practice and Society)

The ambiguous understandings of laïcité in a French International Relations Institute (ILERI)

French secularism (laïcité) has been at the heart of the French Republic since the 1905 law on the separation of Church and State. This law precludes any government organization (including public schools) from promoting religious dogma of any kind. As part of the French Constitution, this principle is considered central to French humanistic values. But the media in the Anglophone world and part of the left in France now often see secularist values in a negative light. This study sets out to examine perceptions of those values in a private French institute of higher education (ILERI); how different understandings of laïcité are used ambiguously, albeit quite positively by the institute's administration, teaching staff and students alike, and how – though criticized – laïcité tends to be adopted by all as a fundamental value of a harmonious common life, and as an episteme (Foucault) of the French Republic.

Basia Vucic (Social Science)

Using critical realism to resurrect forgotten pedagogy and gain new insights into the implementation of child rights

It has often been argued that dialogue between children's rights and childhood studies has been strained. Despite the fields converging in more recent times, there continues to be tension created by differences in philosophical approach, theories and methodologies. Critical realism, offers a framework which may bridge the divide and increase understanding and implementation of child rights. As a meta-theory, it is sufficiently complex to provide the theoretical underpinnings, vocabulary and structure for my analysis of the writing and work of the Polish pedagogue, Janusz Korczak. Considered one of the founding fathers of the Convention on the Rights of the Child, he presents a unique historical figure, advocating rights 'from below' more than a century ago. Using critical realism puts the focus on what local conditions at the time favoured or hindered the development of his institutions and practices and may provide valuable insight into contemporary child rights implementation.

Tomas White (Culture, Communication and Media)

Knowledge, culture, and curriculum: from social constructivism to social realism in the teaching of modern foreign languages

At a time when the state of the nation's language learning is perceived as a major weakness in economic terms, and in the uncertainty of Britain's relationship to Europe following the Brexit referendum, there is a pressing need to reassess the purpose and role of Modern Foreign Languages (MFL) in the curriculum. The 2014 National Curriculum (NC) Programme of Study (PoS) for MFL represents a radical break from previous versions, particularly in the conceptualisation and role of 'culture'. I account for this break within the context of what has been called the 'knowledge turn' in curriculum theory. Using Bernstein's conceptual framework I describe the changes in the disciplinary structure of MFL in the last two NC versions and investigate the applicability of Young's concept of 'powerful knowledge' to MFL, focusing on the role of literary text in 'culture-pedagogy'. Following Beck, I argue that these changes imply significant challenges for teachers, particularly for those who are themselves products of teaching models that were underpinned by relativist notions of 'cultural awareness' and 'intercultural understanding'. I address these challenges through the analytical concept of the 'relation to knowledge' and Biesta's 'rediscovery of teaching' and begin to theorise a teaching model for 'culture' that is informed by social realism, with knowledge and social justice at its core.

Maria Patricia Williams (Education, Practice and Society)

Applied critical realism: using the work of Margaret Archer on religious experience in History of Education research

I will demonstrate how I am using the work of Margaret Archer in interpreting archival sources and articulating my findings on religious practice in my doctoral thesis. My research looks at the educational practice of the Italian Catholic educationalist Francesca Cabrini (1850-1917). She founded a religious institute in 1880 and with her sisters in religion went on to found 59 schools and orphanages for Italian migrants in the United States, Latin America and Europe. Her religious practice, centred on the love of Christ, went hand in hand with her progressive, child-centred, educational practice. Archer shows that practice is central to Critical Realism and her work questions the assumption 'that religious experience is radically incomprehensible to the unbelieving social theorist'. Her conceptual framework assists in providing a lens of faith to articulate my findings to a diverse 21st century audience.

Sarah Worton (Curriculum, Pedagogy and Assessment)

Playing the ITE game: competition or collaboration? A Bourdieusian analysis of the current policy context of ITE in England

Initial teacher education (ITE) in England is currently experiencing significant change as policy reforms have deregulated the sector through the diversification of training routes into the profession. Specifically, legislation has encouraged schools to take a leading role in ITE, rather than a university-led approach. The context for these changes are explored in relation to a neoliberal and neoconservative political agenda. Bourdieu's concepts of field, habitus and capital are used to provide a theoretical lens to explore and analyse the changes that the sector is undergoing. In an Invitation to Reflexive Sociology (Bourdieu and Wacquant, 1992) Bourdieu uses the analogy of a game with competing players to account for the dynamic power relations at work in any given field. This analogy can be applied to the field of ITE to illustrate the shifts in the position of schools and universities and their power relations. Suggesting that the rhetoric of collaboration between schools and universities, which is present in policy documents, is undermined by the competition which is implicit in the current policy reforms. A Bourdieusian lens has been used to frame a set of research questions and methodology in anticipation of fieldwork.

Qianli Wu (Social Science)

Can teacher support promote academic achievement among students who show behavioural problems?

The exploration of the reciprocal effects of teacher behaviour and student engagement has underpinned the research focus on teacher support in a matter of student attainment and wellbeing (Skinner & Belmont, 1993). Teacher support promotes school engagement and academic achievement and has shown to alleviate behavioural problems (BP) among students (Elledge, Elledge, Newgent, & Cavell, 2016). However, previous research has paid relative little attention to the role of teachers in supporting children from less privileged families who show BP and who are attending less privileged schools, especially given the fact that children with BP tend to cause more conflicts with teachers (De Laet et al., 2014). The current study aims to assess the relationships between family socio-economic disadvantage, behavioural problems and teacher support. In addition, it examines if teachers in less privileged schools respond differently to BP than those in better resourced schools; and if gender differences are apparent in terms of how children benefit from teacher support (Fagan & Lindsey, 2014). This study will draw on new data from the Longitudinal Study of Young People in England (LSYPE), including academic achievement at age 25 as the dependent variable, examining the long-term effects of BP and teacher support. Moreover, the study will use the longitudinal feature of LSYPE, to examine changes in teacher support in response to changes in BP between ages 13 to 17 years.

Ping Hei Steven Yeung (Culture, Communication and Media)

“If only my English was better”: the case of an outstanding trilingual university student in Hong Kong

This pilot study explores the linguistic practices and identities in the academic trajectory of Cynthia, a university student in Hong Kong. While English is believed to play a crucial role in academic studies and aspirations in this bilingual city, university students' linguistic repertoires and practices vary dramatically. As there is relatively little understanding of this dynamic sociolinguistic market, this study explores the case of Cynthia, who believed she was disadvantaged due to her English despite her trilingual ability and academic achievements. Adopting an ethnographically-oriented narrative approach, the researcher closely examined how Cynthia engaged in and made sense of critical events in relation to her linguistic practices in and outside of class for one academic term. The research explored how her linguistic practices shaped, or were shaped by, identities she performed across a wide range of academic-related and social events. Data was collected through weekly diary entries, in-depth interviews, recordings and observations, which were analysed with a focus on how temporality, sociality and place intersect with the participant's linguistic practices (Connelly & Clandinin, 2006). The story of Cynthia illuminates conflicts in and beyond her encounters, further research questions as well as methodological approaches to exploring language and identity.

Hui Yu (Education, Practice and Society)

Inheriting or re-structuring habitus/capital? Goes beyond the ‘rucksack approach’ in Bourdieusian studies of migration and education

This presentation uses the data from a study of Chinese internal migrant children’s schooling to critique a ‘rucksack approach’ (Erel, 2010) in the Bourdieusian studies of the social inclusion of migrant students. This ‘rucksack approach’ assumes that the migrants “bring a set of cultural resources from the country of origin to the country of migration that either fit or do not fit” (Erel, 2010: 642). It has the underlying assumption that the habitus of a social group does not change after migration and keeps unified within the group. Yet I challenge these assumptions by raising the following questions: first, do the habitus/capital of the migrants remain unchanged in the new field? Second, do migrant children inherit their parents’ habitus/capital without making differences? Drawing on empirical data from rural-to-urban migrants in China, I have identified the re-structuring of habitus and the accumulation of new forms of cultural capital within the urban field, which also produce generational differences between the parents and children. The migrant children, with the urbanized habitus and cultural capital, have enhanced social inclusion when compared to their parents.

Solomon Zewolde (Education, Practice and Society)

Combining Bourdieu and critical race theory to explore international students’ academic experience

My doctoral study aims to explore Black African International Students’ (BAIS) lived experiences of assessment and feedback. The literature shows the UK higher education landscape is raced, classed and gendered and underpinned by middle-class values and that there are ethnic differences in attainment that cannot be explained by differences in entry qualification and socio-economic status. These studies observed that what is taken as ‘standard’/‘normal’ academic culture is predominantly a white middle-class culture disguised as ‘neutral’ and ‘objective’ academic culture that is alienating to home students from minority ethnic backgrounds let alone to foreign students such as BAIS. Bourdieu argues that educational systems assume the possession of cultural capital and habitus of the dominant culture and the amount of cultural capital accrued from previous educational experience affects chances of educational success. However, this deficit-informed interpretation of cultural capital has been challenged since all students bring their own capital to the educational environment although it is differentially valued. Bourdieu’s framework would be insufficient to explore the link between undervaluing one’s cultural capital and one’s ‘race’/ethnicity. Critical race theory provides the framework to explore the social realities of racialized groups such as BAIS by allowing the investigation of the intersections of ‘race’ and racism.