

## **Abstracts of the UCL Institute of Education Doctoral Summer Conference June 2018**

**Jumana Al-waeli** (Curriculum, Pedagogy and Assessment)

### **Strategies of Acculturation and their relation to learning: the case of Syrian refugee students in the UK**

In their attempts to acculturate to a different culture, Syrian refugee students in the UK demonstrate different strategies of acculturation –assimilation, separation, integration and marginalisation– with respect to two major issues: cultural maintenance and contact and participation. My research is an attempt to investigate whether these strategies have any significant influence on the students' different learning patterns and outcomes. By employing life histories, the research aims to cast light on those students' experiences and choices of acculturation strategies, and how they perceive their learning within the context of acculturation and adaptation.

**Shalini Bhorkar** (Education, Practice and Society)

### **Educational Quality and Equity: Dynamics of Shadow Education in Maharashtra, India**

In India, the rampant proliferation of private supplementary tutoring, also known as shadow education, has made it a natural part of the social fabric as well as the educational process of students' lives. The stratifying effects of private tutoring, a largely unregulated, market-controlled sector, are of particular significance to this country, where the society is highly divided based on socio-economic status, region, religion, language, caste and gender. The new division of "tutoring goers" and "tutoring non-goers" is likely to add a whole new dimension of complexities to the existing disparities. This research aims to study the implications of widespread private supplementary tutoring for mainstream education in Maharashtra, a state with high tutoring participation rates. Exploring relationships between the schooling and tutoring aspects of students' educational paths can help understand ways in which private tutoring is likely to exacerbate existing inequalities and educational quality issues. A stronger conceptualisation of the complex interplay and resulting dynamics between mainstream and shadow education is likely to assist educational planners in framing regulatory policies in limiting the repercussions of private tutoring on social justice, not just in Maharashtra but also in other places with similar tutoring patterns.

**Lais Borges** (Culture, Communication and Media)

**Beyond the Critical Period Hypothesis: examining the affective and cognitive dimensions of phonological performance in a second language**

Second language (L2) accented speech has a direct impact on communication. Yet, little research has looked into what factors, besides first exposure to a L2, may determine pronunciation ability. Adopting a mixed methods approach, this study helps address this gap by investigating the effects of learners' affective and cognitive traits on pronunciation. The participants are 206 Brazilian learners of English, aged 14-19, from private language courses. Participants' global speech performance is elicited by a combination of extemporaneous and read speech. A questionnaire is used to obtain information on their motivation to improve their pronunciation skills, attitudes towards L2 pronunciation acquisition and instruction, positive and negative emotions experienced in the L2 classroom, and dispositional personality traits. Cognitive and demographic factors will be included (age, gender, AO, amount of L2 use in class, phonological short-term memory, musical training, LOR, phonetic coding ability, exposure to L2 in class, and outside class). Six respondents will also be invited to participate in an interview, from among learners with the highest and lowest pronunciation scores. The results will provide new insights about the roles of affective and cognitive factors in L2 speech performance, and will assist language professionals in identifying ways to develop pronunciation achievement.

**Kim Bownas** (Culture, Communication and Media)

**Writing competently, writing critically: the transition from GCSE "pupil" to A Level "student".**

In this exploratory case study, three sixth-form students in their first year of A Levels describe their experiences of writing for assessment. The transition from a teacher-directed "pupil" identity at GCSE to a more autonomous "student" identity in Years 12 and 13 is frequently described as a jump, implying a sudden, quick movement. However, the participants, chosen opportunistically rather than representatively, described a slower and more hesitant progress, in which the increasingly complex and substantial content of their subjects was negotiated in parallel with developing an appropriate academic voice in their essays. At the same time as they were working to write competently, with a focus on "getting the marks" and "following the structure", the students were faced with demands to write critically, evaluating and justifying their opinions, which in some cases they were yet to fully develop. Underpinned by the concepts of literacy practices as socially, historically and culturally embedded, this research examines the participants' own descriptions and reflections, through semi-structured interviews, as well as discussions of the writing produced, self-selected by the students. Its conclusions have further implications for the ways in which writing for assessment is taught at A Level and in earlier years.

**Graham Calvert** (Curriculum, Pedagogy and Assessment)

**Becoming a Depressed Teacher from a Foucauldian Perspective: The dispositif of depression and the narrative construction of a disordered self**

The teacher who suddenly starts crying, uncontrollably every morning when they get into their car to drive to work has a problem that they need to find an answer to. The explanation on offer is that they are suffering from the disorder known as depression. An alternative, Foucauldian, perspective is to question the existence of depression, as an autonomous object, seeing it as a product of diagnostic practices, being part of a wider dispositif of mental illness. Using seven narratives from teachers with depression it is possible to demonstrate the operation of a clinical dispositif, exploring the diagnostic use of signs and symptoms in the medical model of mental illness and their utility in constructing the disordered self. These stories show how the symptoms participants describe are turned into signs of depression, and what the consequences are for them of that diagnosis. This analysis leads to the conclusion that the signs, symptoms and diagnostic practices associated with depression are not, necessarily, as objective and clearly defined as they might appear to be. In this conflicted space there is a tension between alternative 'truths' concerning the existence, causes and consequences of depression, and the stories depressed teachers might tell of themselves.

**Michelle WT Cheng** (The University of Hong Kong)

**Developing Student Generic Competencies through Residential Experiences in Higher Education**

University residence halls is generally perceived as a place for affordable accommodation only. Literature findings, however, suggested that residential experience can be educational. With better understanding and purposeful design, residential experiences have the potential to facilitate students' holistic development. To capture the educational moments took place in university residential community, this study adopted mixed research methodologies such as photovoice, questionnaires, individual interviews and group discussions. Although university have various out-of-class activities available to students, living in residence halls can challenge and educate students to connect with their living realities. These educational moments may help to shape and develop student generic competencies. In this study, Hong Kong undergraduate students are purposely selected from different residential halls where diverse educational moments take place. Drawing on Biggs's presage-process-product (3P) model, this research aims to discover the types of generic competencies that can be developed, and how can these generic competencies developed via undergraduates' first-year residential experience.

**Abdullah Ciftci** (Culture, Communication and Media)

### **The role of ICT in primary classrooms for education of pupils with and without behavioural problems**

Digital technologies are integral element of daily life and education that the life of many people is now regulated by digital devices. ICT became an intrinsic part of schools that pupils' attainment is highly related to the effective use of ICT and mastery in 'self-regulation of learning' which means the regulation of the use of ICT. According to some radical supporter of ICT, it is expected to mobilise multiple activities, give access to everyone, make everything flexible and connect people to 'the world without borders'; the internet. However, in practice for pupils from different socioeconomic groups and with SEND having access to the internet solved hardly any problems. ICT is being used to personalise the education by giving the learners autonomy and ownership of the process and it is accepted that with the availability of the multimedia and interactivity, the curriculum is more accessible, and the learning is more engaging. ICT is being appropriated by practitioners in accordance of what opportunities for practices can be created by technological devices. For example, Interactive Whiteboard affords speed, provisionality, interactivity, range, capacity and automaticity. Participant teachers of the study use videos and websites such as TWINKL, TES and BBC for visualisation and graphical representation. Teachers believe that ICT is engaging for students and create interactive practices, but it depends on the effective planning of the teaching activities to reduce of task-behaviours.

**Charlotte Clark** (Culture, Communication and Media)

### **Dyslexia and student identity in higher education**

UK universities position dyslexia as a medical condition, where an underlying neurological defect presents as a learning difficulty requiring remediation. Following legal guidelines, universities categorise dyslexia as a disability: individuals must receive a confirmed diagnosis in order to access accommodations or learning support. My research aims to probe two areas of dyslexia at university: (i) the lived experience of students with dyslexia and their reactions to identifying dyslexia and accessing support; (ii) the impact of dyslexia and its classification as a disability on the self-concept and identity of students with dyslexia. I generated data through qualitative verbal interviews and email dialogue with UK students with dyslexia and learning support tutors. These discussions provided rich insights into the impact of attaching labels with negative associations, the stigma of social misconception and prejudice, and the decisions students make about where and when to disclose or hide their dyslexia identity. In order to contribute to dyslexia research, I aim to apply a critical lens to the findings, borrowing from disability research to explore where societal distortions limit individuals' freedoms and choices. I seek to shed light on approaches that can promote and celebrate a diverse student body in higher education.

**Mike Collins** (Learning and Leadership)

### **Responding to complexity: Exploring the role of Executive Leaders in English School**

This presentation describes an exploratory study into how executive leadership is being exercised in English Schools, the preliminary findings and some questions raised by the study. Individual leaders taking responsibility for more than one school is still a relatively a new phenomenon in England, having emerged only in the last decade or so. There is still little research into how these roles are carried out and this study took the stance that they represent a significant professional challenge to leaders undertaking them. Complexity was taken as an underpinning principle to set a framework for analysis and interpretation. A case study approach was adopted, comparing how executive leadership was exercised in two similar sized multi academy trusts. An approach was taken concentrating on the interactions through which leadership emerges. Personal networks of leaders in the trusts were mapped and data gathered from focused interviews and documents. Analysis combined Social Network Analysis of the personal networks and qualitative analysis to identify leadership practices and gain insights into how they were enacted. There were some distinctive characteristics to the way executive leadership was enacted in terms of the practices taking place, the way they were distributed and leaders' responses.

**Carolyn Collins** (Culture, Communication and Media)

### **Composing Music in English Secondary Schools: narratives on the nature, personal value and influence of composition as a musical activity**

This study intends to explore the nature, value and influence of composition as an activity within the English secondary music curriculum. The study will focus on individuals who completed GCSE music at Key Stage 4, followed by AS or A level music at Key Stage 5, followed by at least one module where music composition was required during their undergraduate music studies. This study intends to add to the body of knowledge by studying those who composed over an extended period of time and in a time period of schooling where very little of the existing research has been set (Key Stages 4 and 5). In doing so, this study may provide a sense of longevity to the body of research on composition within music education that currently does not exist, and explore themes not yet addressed in the literature regarding composition at Key Stages 4 and 5 in England.

**Aly Colman** (Learning and Leadership)

### **School leadership and the school inspection regime: an examination of policy enactment in a coastal area of deprivation**

This study examines the influence of intense scrutiny from the school inspection regime on school leadership and policy enactment. A coastal area of deprivation provides the setting for a detailed case study of school leadership in a state secondary school and a state primary school - both with recent or ongoing experience of intense scrutiny from the school inspection regime. Both Foucault and Benjamin inform the discussions that demonstrate how the school inspection regime forces a privileging of a hyper enactment of policy that reduces the capacity of school leaders in the primary school to address the significant social context of the school. In this respect, the automaton replaces autonomy. By contrast, there are examples of acts of resistance undertaken by school leaders in the secondary school – leaders who are willing to place the social context of the school first. A contribution to the panoptic/post-panoptic debate is offered.

**Veronica Cucuiat** (Culture, Communication and Media)

**An in-depth representation of feedback strategies in practical learning using physical computing kit**

Education is increasingly moving away from static, instructionist, transmission-based teaching and learning methodologies in the direction of active, exploratory, growth-based tools and practices. Exploratory learning environments intuitively allow for such learning to take place. However, there is very little consensus over what a well-designed exploratory learning activity is and what are the practical implications of applying it in the classroom. To advance our understanding of exploratory learning, it is important to study its origins and root any future analysis in the ideas which led to its conception. To that end, four key affordances unique to exploratory learning environments are identified from literature: responsive, open-ended, social and supportive. The main question which this study intends to address is 'What does it mean for students to operate effectively as exploratory learners in the context of practical activities using physical computing kits?' What would it mean for a student to maximise the affordabilities - the responsiveness, the open-endedness, the social and supportive aspects of exploratory learning environments to, as a result, maximise their learnings? Importantly, rather than analysing what is an effective learner as an output, the focus of this study is what is an effective learner as a process.

**Sandra El Gemayel** (Learning and Leadership)

**The impact of armed conflict and displacement on the play and childhood of young Iraqi and Syrian child refugees in Lebanon**

Armed conflict and displacement have immeasurable effects on children and their families. They constrain children's opportunities to play, to learn through play, and for their unique potential to flourish. Nonetheless, there is a lack of in-depth research conducted into the impact of war, violence and displacement on young refugee children's experience of childhood in Lebanon and on the consequences for their play. This study, which adopts Froebelian principles, seeks to gain unique insights into young refugee children's play, to theorise how the concept of 'childhood' is currently being constructed in Lebanon, and to identify possible ways to improve refugee children's play opportunities in Lebanon. Data collection follows an ethnographic approach using 'A Day in the Life' methodology with four case study refugee children and their families, focussing on 4-8 year-old children's play and childhood experiences, including participatory methods with the children as active researchers of their own lives. The case studies are supplemented by questionnaire data from Iraqi, Syrian and Lebanese adults (n=100), and semi-structured interviews with professionals and service providers working with refugee families in Lebanon. Four dominant themes emerge from the findings: Liminality and the refugee experience; conflict, displacement and the family; play themes, behaviours and opportunities; schooling/education.

**Eric Moor** (Psychology and Human Development)

**Exploring the contribution of PSHE to the sex education and sexual awareness of secondary students with autism and intellectual disability: The perspective of the school staff**

For many students, Sex Education is vital as they go through puberty. For those within the autistic spectrum and intellectual disability, this can be a challenging period in their life. This thesis adds to the evidence base describing how staff best support these students using PSHE education that has a curriculum that meets the sexual needs of students. The data is gleaned from qualitative interviews with 12 members of staff within the learning environment. The research question applied include the following; What are the sexual behaviour within the learning environment? ; How do staff evaluate the sexual awareness of their students? ; In what ways does PSHE education curriculum contributes to the improvement of understanding of expected and unexpected sexual behaviour within the school? The interviews were recorded and transcribed for analysis. Findings reveal that PSHE education curriculum creates an awareness on sex and relationship education, sexual awareness and well-being for these students with autism and intellectual disability. However, more still needs to be desired as there is need to partner with professionals such as sexual health educators, GPs and parents so as to provide a more comprehensive program within the curriculum that meet the individual needs of the students.

**Gafu Gulzhanat** (Curriculum, Pedagogy and Assessment)

**The effects of the introduction of an elite globalised university on regional state universities in Kazakhstan**

In 2010, the government of Kazakhstan established a new university within the national higher education (HE) system. This university is intended to become a world-class, elite, globalised research university, and it has been provided with substantial political, legal and financial support. This initiative is aimed at enhancing the overall operation of the HE system by advancing research capacity for innovative development of the country as well as bringing the national HE system up to international level. In this presentation I will discuss the introduction of this university into Kazakhstan's HE system, its effects on internationalisation and research policies and practices in three regional universities in the country and the response of these regional universities to this new university. I will present the preliminary findings of my research designed as a case study with in-depth interviews and documentary analysis. Several theoretical tools and lenses, such as differentiation/stratification, a glonacal/glocal approach and the relationship between elite and mass systems, will be explored to interpret the phenomenon in the context of Kazakhstan. Finally, I will discuss mechanisms necessary for inter-university collaboration and the state's role in this in the HE system in Kazakhstan.

**Sergio Galdames** (Learning and Leadership)

### **Should I stay or should I go? Boomers, Xers, and Millennials headteachers leaving and remaining intentions in Chile**

Considering the relevance of headteachers for school improvement and student learning, internationally a great deal of attention has been given to attract, select and retain school leaders. Previous studies have identified that age plays a critical role in understanding what attract and retain school leaders in their post (Edge, 2016). These studies have focused on the difference between boomers (53 – 70 y/o) and Xers (40 – 52 y/o) and have been conducted in European and North-American context. Less is now about the next generation of leaders ‘the Millennials’ (20 - 39 y/o) and how school leaders build their career in the Latin-American context. This paper seeks to fill this gap addressing this topic in the Chilean context, analysing and comparing the discourse about retention of three cohorts of school leaders: Boomers, Xers and Millennials. Using a qualitative approach, a multigenerational sample of public school headteachers was interviewed (n = 28) about their intentions to stay or leave their current school. The findings indicate a great level of convergence within each generation and important differences across each cohort. The study concludes that indeed age plays a critical role in the career of headteachers in Chile. Implications for practice and research are discussed.

**Stephanie Gibb** (Psychology and Human Development)

### **Children’s Social and Moral Understanding of Intergroup Processes within the Context of Competition**

British classrooms have made a move towards more collaborative rather than competitive learning environments (Strang 2015). However, children are still frequently met with competitive contexts at school during peer to peer interactions, extra-curricular activities and academic competitions. Further, children experience competition, either in an inter-individual (i.e. competitions between individual actors or players; Insko, Wildschut, Cohen, & Chester, 2013) or intergroup (i.e. competition between groups, Cikara, Botvinick & Fiske, 2011) context. These contexts are frequent and yield importance for children in terms of developing peer relationships, social identities and belonging, as well as in the enhancement of self-esteem. To explore the role of competition in childhood this study made use of semi-structured interviews demonstrating children’s (aged 5-11 years old, N=28) lived experience of competition. Findings demonstrated that older children show increased understanding of intergroup competitive contexts, comparatively with their younger counter parts. Gender differences were found in relation to children’s experience of competitiveness (i.e. girls: nervousness, boys: excitement). Results were discussed with reference to the current developmental intergroup literature, as well as implications for the role that competition plays for children, depending on age and gender.



**Dianne Gomery** (Learning and Leadership)

### **University Technical Colleges: Challenges for Leaders' Professionalism in Lived Markets**

This study troubles the complexities of competition and competitive practices as perceived by University Technical College (UTC) leaders, and the challenges this presents. It builds on Jabbar's (2015) conceptual framework of school competition to generate new knowledge and add to the quasi-market and leadership debates. The foci of enquiry is leaders' perceptions of competition, the mediating factors they believe contribute to competition and competitive practices, the range of strategies leaders developed in response to those perceptions, and examines the resulting outcomes. Currently 48 UTCs operate in England sponsored by one or more universities and employers who input into the UTC's strategic direction, devise projects and provide student work experience opportunities to develop students transferable skills such as learner autonomy (Ravitz, 2008), and high level competencies (Warmington and Leadbetter, 2010). Despite growth in UTC numbers relatively little is known about how this provision interacts with its "lived market" (Taylor, 2001). Findings suggest leaders' perceptions of, and responses to, competition and competitive practices are broadly relative to the range and types of relationships developed in the lived market. A pervasive theme emerging from the data is that there are significant challenges for leaders' professionalism when operating in a demand-led quasi-market.

**Constanza González Parrao** (Social Science)

### **SYMPOSIUM: School composition in Chile: discussing attitudes, peer effects and admissions**

School lotteries and equal opportunities: Evaluating the impact of randomised admissions

A major component of segregation in education would be associated with the schools' admission policies. This is especially relevant in the context of Chile, with a school system highly segregated at both the academic and socioeconomic levels, and until recently, with schools responsible of their own admission processes. A new system is one of the core reforms of the School Inclusion Act (2015), centralising the admission process from all state-funded schools and allocating places with a random component. However, this reform is being phased in and will take some years to be implemented and evaluated nationally. Based on a unique dataset of a recently opened voucher school, this study aims to explore the impact of using lotteries to assign school places under an experimental approach. Descriptive analyses suggest that the lottery process did not yield randomly equivalent groups. Moreover, preliminary results are mixed regarding academic and socioeconomic outcomes, such as test scores, attendance, probability of passing, and school socioeconomic and climate indicators. Questions about what is a "fair" and "effective" school admission are discussed, as well as the policy implications in light of the new admission system in place in Chile.

**Aysa Gur Geden** (Culture, Communication and Media)

### **Internationalization of Higher Education in Turkey and Discursive Construction of Identities: An Ethnographic Study on Sub-Saharan African Students**

The objective of this research project is to understand (labelled as a social group in particular ways in the wider society and in institutions) the discursive practices through which higher education institutions position themselves and Sub-Saharan African (SSA) students vis-a-vis the wider processes of neoliberalization of higher education and increasing internationalization of higher education in Turkey. Thus, the research focuses on: 1. The discursive mechanisms behind construction, legitimation and naturalization of certain forms of knowledge (i.e. meaning of international institution, diversity, international student) under political, historical and economic conditions in my context; 2. The ideological and implementational spaces created out of and in spite of these mechanisms, the degree to which these mechanisms shape or constrain individual action and expression, grant authority and legitimacy to certain groups by creating hierarchical roles and stance-taking/stance-attributing entailments; 3. The identity trajectories or trajectories of identification of so-called "SSA students" as they experience various positioning and categorizations and develop affective responses and coping strategies in order to deal with them.

**Gabriel Gutiérrez** (Education, Practice and Society)

### **SYMPOSIUM: School composition in Chile: discussing attitudes, peer effects and admissions**

Peer effects in the Long-run: Are the educational paths of the students affected by the academic ability of the primary school classmates?

Although essential efforts have been made to unveil the impact of the peers' academic characteristics on educational outcomes, the long-term effects of the early classmates remain unknown. Drawing on rich datasets from Chile ( $n=218,211$ ), this work assesses to what extent the average academic ability and the academic heterogeneity of the primary school classmates affect the later educational paths of the students (in the post-secondary level). Not only data features allow reliable identification of the peer group during primary school (fourth grade), but also to solve issues derivate from the non-random allocation of the students across schools (in a context were early practices of student selection are allowed). Results suggest that greater peers' academic heterogeneity increases the chances of graduating on time from secondary school but reduces the probability of attending university and has a negative effect on the higher education entrance exam scores. The impact of the average ability of the classmates is less clear. Moreover, the peers' socioeconomic status has a much stronger influence on later outcomes compared to the academic attributes. Implications for the equity and the efficiency of the Chilean school system are discussed.

**Vinette Hall** (Education, Practice and Society)

**A comparative analysis of the factors that contribute to disengagement from the labour market for men aged 17-24, in the rural parish of Eastern St. Thomas, and the inner city parish of Western Kingston**

The study aims to focus on the factors that contribute to disengagement from the labour market for young men aged 17-24, in the rural parish of Eastern St. Thomas and the inner city parish of Western Kingston, which has culminated in the concept of the 'marginalised male'. The Statistical Institute of Jamaica (2018) reported the national unemployment rate at 9.6% per cent, of which the unemployment figure for youth 14-24, stood at 23.8 per cent in January 2018. When further analysed it was observed that 41.8 per cent of youth aged 14-24 unemployed are male. The Social Development Commission (2013) identified Eastern St. Thomas and Western Kingston as being characterised by high levels of youth unemployment, and low skill levels. Kroeger (2013) asserts that black men often lack support systems and early opportunities to prepare themselves for the job market. Miller (1986) argues that Afro Caribbean men are failing to live up to the patriarchal expectations of manhood, failing to adopt the roles of authority figures, providers, parents and protectors in society. The methodology used will be that of multiple case studies, qualitative data collection will include triangulation of data from documents, focus groups and individual interviews.

**Jonathan James** (Education, Practice and Society)

**Fundamental French values? : Exploring the impact of Islamist terrorism on education policy and practice in England and France**

This paper presents the background and some initial findings from my PhD project, which investigates how anti-radicalisation policies are being implemented in English and French schools. The two countries' approaches to the integration of immigrants and their children have typically been seen as divergent. There are nevertheless striking similarities in recent attempts to use education as an instrument in the fight against terrorism. In both cases, such policies require schools to actively promote a set of core national values as a means of preventing extremism. They also place expectations on educators to directly challenge ideas that contradict these values; to identify students 'at risk' of radicalisation; and to refer concerns to other state agencies. The presentation will share findings from a case study at a school in London and from interviews with teachers at a school in Paris. The focus will be on how national models of immigrant integration, and a more recent trend towards civic integration, feed into schools' enactment of the policies in question, and into educators' responses to the context of terrorism. The presentation also sheds light on the ways in which the common challenge of domestic terrorism may change the way these actors think and act.

**Alison Joyner** (Education, Practice and Society)

**Do our feelings matter?**

A case study of a primary school in Kwale county, Kenya, this IFS research examines teachers' perceptions and practice of social and emotional learning (SEL) and skills. The context includes a competency-based curriculum currently being introduced by the Kenyan government. Conducted in affiliation with the Aga Khan Foundation, the research explores the relationship between the notion of 'pluralism' – embracing and celebrating difference, as promoted by AKF globally – and social and emotional skills. The findings from interviews, focus groups and classroom observations will help inform a Values Based Education project in support of the new curriculum, being implemented jointly by AKF and the government. The study posits that the five competencies of SEL – self-awareness, self-management, social awareness, relationship building and responsible decision-making – underpin the competencies and values that Kenya's new curriculum seeks to nurture, as well as 'pluralistic' attitudes. Helping teachers understand explicitly the five SEL competencies – both in their own lives, and their critical importance for children's all-round learning – may be a useful way for them to 'unpack' and implement the new curriculum. Trying out appropriate strategies to support SEL and its assessment, through participatory action research with the same teachers, will follow for the thesis.

**Monica Kraska** (Curriculum, Pedagogy and Assessment)

**Internationalising for global citizenship? – exploring the relationship between internationalisation and global citizenship in Higher Education**

Internationalisation and global citizenship are two phenomena that are widely discussed in current debates on higher education, where global citizenship is frequently mentioned as the underlying rationale for internationalisation. Gacel-Avila (2005) calls for the internationalisation of HE as a new paradigm for global citizenry; Yemini (2015) argues that internationalisation must instil in learners a sense of global citizenship. This presentation will briefly explore the theoretical underpinnings of these two phenomena and how they relate to each other through three conceptual lenses: neoliberal, liberal and critical. It will then present these relationships at four cases studies from Brazil, Poland, UK and USA and analyse contextual particularities that influence various approaches.

**Sophia Lam** (Culture, Communication and Media)

### **Sustaining the motivation of GCSE students in learning Mandarin**

It is noteworthy that Mandarin GCSE entries have raised 70% from 2008, with about 3,500 entries in 2016. Yet, the teaching of Mandarin on an increasingly large scale is a relatively new phenomenon in England and thus not well researched. Considerable research has been conducted in motivational strategies of teachers in teaching English as a lingua franca, little attention has been made in learning other languages. Also, scant research was conducted to explore the linkage teachers' practices and students' behaviours. Thus, this study adopted Dörnyei's (2007) motivational strategies model which provides practical teaching strategies for language learning. The research questions of the study are: 1) How the practices of teachers sustain the motivation of students' learning Mandarin at GCSE level? Four schools in England including seven Mandarin teachers and 156 students participated in the research. Data collected includes interviews, lesson observations and questionnaires. This presentation focuses on the findings from the teachers' interviews and classroom observations. It is found that Mandarin teachers develop teaching strategies according to the distinctive features of Mandarin as a non-alphabet language for the learners. It is hoped that the research can inform Mandarin teaching by the classroom-based evidence.

**Adam Lang** (Curriculum, Pedagogy and Assessment)

### **'See it, Say it, Sorted'. The Prevent duty and its impact on English secondary schools: A view from School and College Leadership**

In July 2015, a legal duty came into force requiring that 'specified authorities' in England, which included schools as well as colleges, show 'due regard to the need to prevent people from being drawn into terrorism'. This is popularly referred to as the Prevent duty. As yet no systematic study on the way the Prevent duty is viewed and has impacted on school leadership in English secondary schools has been published. Riley {2017} identified that the duty created new challenges and demands for school leaders. Nearly three years on from its creation my research questions ask How has the duty been interpreted by school leaders and to what extent, if any, has the duty 'securitised' education and impacted on free speech. I draw on the work of Foucault and Stephen J. Ball - policies work and operate on schools and leadership in very different and complex ways. The duty operates in a complex and fast changing period when liberalism and 'neoliberalism' are being challenged. My key words include Prevent duty, school leadership, extremism, policy enactment, securitisation, populism.

**Nadav Lavi** (Education, Practice and Society)

### **Teachers' autonomy in a Multi-Academy Trust in London and its influence on pedagogy**

Academies' dissemination and particularly the evolution of Multi-Academy Trusts (MAT) are an example of the shift in educational policy in England from government to governance, which means that policy is a product of a joint effort by the public, private and voluntary sectors and no longer solely dictated by the government. One of the aims of the academies programme is expanding schools' and specifically teachers' autonomy, as current policy and previous research states that teachers' autonomy is a means of improving educational outcomes. However, current policy declares that autonomy will be expanded whilst increasing accountability. Previous research demonstrated that accountability seems to be fundamental in shaping teachers' practice at the expense of their autonomy. This research aims to improve the understanding of what promotes and restricts teachers' autonomy in academies and what influence autonomy has on their pedagogy. In-depth Interviews with teachers and middle and senior leadership will be conducted and documentary data will be collected from three schools in a MAT in London to understand teachers' and school leaders' perceptions and narratives of their autonomy and their teaching practices. Data analysis will draw on Foucault's notions of power/knowledge governmentality and subjectivity.

**Pui Lee** (Education, Practice and Society)

### **Initial findings of a longitudinal study of an Inter-Varsity community of Practice for English Teachers**

Near the end of the previous century, how organisations can harness and manage the skills and knowledge of their staff has drawn significant research interest. Among the emerging theoretical frameworks, Wenger's (1998) notion of "Community of Practice"(CoP) appears to have become the word of time, being widely adopted by many professions as the guiding model for professional development. This research aims at evaluating a publicly-funded CoP initiative established for English Language teachers of universities in Hong Kong, with a view to facilitate sharing of good practices and resources, and opening up opportunities for inter- varsity collaboration. This presentation is about the initial stage of this research --- interviewing individual participants for understanding of their prior experiences in professional development as a teacher, and their expectation towards the initiative right before it was launched. Initial findings indicate that participants tend to join the initiative with specific research or professional interest, and possess a belief in professional development through collaboration itself; on the other hand, possible factors hindering broader and further involvement include lack of flexibility in work schedule and recognition by the appraisal system.

**Wilton Lodge** (Curriculum, Pedagogy and Assessment)

**'What's in a name? The power of the English language in secondary school science education'**

In recent times, the global dominance of English has led to intense debates. Such debates are particularly salient in the context of Jamaica, where the language of instructions at all levels of schooling is Jamaican Standard English (JSE) but many of the people are first language speakers of Jamaican Creole (JC). Despite its increase value, JC has not substantially challenged the prestige position of JSE in the Jamaican classroom. Such perspectives have been used to situate and position the English language as a hegemonic force that serves to reinforce inequalities in the teaching and learning of science. Against a background of the Creole-speaking environment in Jamaica, this paper investigates the dominance of English language in secondary school science. Participants were selected from five school types in Jamaica: junior high, private, technical, traditional and upgraded secondary. Data concerning students' and teachers' attitudes and opinions were collected using semi-structured interviews. The results suggest that despite evidence that attitudes towards JC are changing, it was clear from the student and teacher interviews that JSE continued to dominate scientific discourse in Jamaican classrooms. Evidence of JSE as a hegemonic language was pervasively present throughout the discussions with the participants.

**Xuanyi Ma** (Culture, Communication and Media)

**Does the cultural meaning of Erhu really have an influence in the communication of basic emotions in musical performance?**

Music, described as a "language of emotions" (Cooke, 1959), is always used by musicians to communicate emotions. In an experiment, participants were asked to listen to 72 short melodies played by a traditional Chinese musical instrument – the Erhu and then, judge and rate five basic emotions (Happiness, sadness, tenderness, anger and fear) that were communicated in these melodies with a self-assessment Visual Analog Scales (VAS) sheet. Results showed that Chinese participants accurately detected the intentions of Erhu performers to communicate happiness, sadness, and tenderness through the melodies, while non-Chinese participants accurately detected the intention of the Erhu performer to communicate happiness and sadness through the melodies. Chinese participants confused "tenderness" with "no expression", while non-Chinese participants confused "tenderness" and "anger" with "no expression". Although they all accurately detected the expressed sadness, Chinese participants perceived sadder sadness than the non-Chinese participants.

**Helen MacIntyre** (Psychology and Human Development)

**The importance of 'open', informal school contexts for children's social experience, their peer relationships and well-being: the example of school mealtimes**

My research focuses on primary school mealtime as an example of an informal, 'open' setting which may be important for children's peer relationships and so for their well-being. It addresses a lack of research of such settings and also a concern that they are under threat. I present findings from a study that preceded my doctoral work where we used a questionnaire and 'mapping' interviews to examine Year 5 (9-10 year old) children's school mealtime social experiences and the value placed upon them. I also present some early evidence from my observational PhD study of these mealtimes. Findings support the proposition that these conversational times provide a rich context for the development of children's peer relationships with implications for adult organisation of children's social lives.

**Joanne McHale** (Social Science)

**“Armed with Naivety”: Gendered experiences of Irish Early Childhood Workers**

The rate of male early childhood workers in Ireland remains low at 2% (Pobal, 2017). This figure broadly reflects figures internationally (Brody, 2014; Rohrmann, 2014; Peeters et al, 2015). This research focuses on the early childhood career trajectories of male and female workers in Ireland, exploring their routes into the field, experiences, and aspirations in the context of changing social structures and economic climate (Connelly, 2011). Qualitative, semi structured interviews were conducted with sixteen early childhood workers and analysed using a biographical narrative approach. The influence of circumstance, supports, experiences and societal gender expectations on workers’ trajectories are considered through the narratives presented.

**Manuela Mendoza** (Education, Practice and Society)

**SYMPOSIUM: School composition in Chile: discussing attitudes, peer effects and admissions**

**Attitudes towards socioeconomic diversity in a Chilean school**

The presentation focuses on the preliminary findings of a research on school mix (the school’s social diversity) and school mixing (the interactions between students/parents from different backgrounds) in a Chilean school where I conducted an ethnographically oriented case study. Based on Bourdieu’s concept of habitus or dispositions and further interpretations of it, the analysis attempts to conceptualise the possibilities for inclusive dispositions (e.g. empathy) to emerge through experiencing social difference. Preliminary findings suggest that what is valued institutionally is the promotion of equity by allowing the access of disadvantaged students (through scholarships), rather than the recognition and appreciation of what these students bring to the school once they access to it. In fact, the staff generally advocated for the importance of guaranteeing a basis of similarity among students (e.g. school uniform), although this was not socioeconomically neutral but middle-classed (e.g. middle-class ways of speaking were promoted). This opens questions that will be discussed: Is it important to recognize social differences when they are based on socioeconomic inequality? Is it inherently bad to be poor? Can working-class students/families be understood beyond a framework of deficit? Do working-class families possess any valuable capitals, particularly cultural capitals, despite their lack of economic capital?



**Xin Miao** (Curriculum, Pedagogy and Assessment)

### **Why some knowledge shall not fade in teacher training? The case of geography**

Teacher training understandably focuses on practical skills of 'how-to-teach'. While aiming for technical excellence such training may, arguably, result in an absence of questions concerning 'what-to-teach' and 'why-teach-it' (in this case, geography). Such training suggests geographical knowledge as 'given', impeding new teachers in becoming subject specialists concerned with the epistemic quality of what they teach. This research adopts a didactic transposition model to show the complicated relationship the discipline of geography in universities and the subject in the school context (and teachers' understanding of geography). How teachers deal with geographical knowledge is understood as recontextualization. Teachers' role in knitting their geographical knowledge into the enacted curriculum can be identified as curriculum making, or possibly subject didactics. To understand the nature of teaching, this study examines both preservice and in-service teacher education to show the current status of geographical knowledge, subject didactics and general teaching skills. This study explored a possible teacher training gap in connecting disciplinary and subject geographical knowledge, and what kind of danger this could bring to high-quality geography education in the future. In conclusion, the literature review points to why upper secondary school teachers need a continual link to geography discipline.

**Victoria Mohammed** (Curriculum, Pedagogy and Assessment)

### **Students' and Teachers' Perspectives on the useful ways to learn science and the value of learning science: a Vygotskian analysis**

How is science presented to students within developing countries, in large science classrooms with a student population of over one hundred to one teacher? Are students allowed to make sense of the scientific concepts presented to them, or are they expected to absorb what is presented, whether or not it makes sense to them? How does science presented to students equip them for their social well-being and for the world of industry? This study explores the teaching and learning of science in a secondary school in Lagos state, Nigeria. The study employs qualitative data collection and analysis within a case study research design with participants that include two science teachers and twenty-nine students at the school. Lessons were observed, with the researcher assisting teachers to set up innovative practice. Data was analysed inductively and the emerging themes were interpreted and explained from the theoretical perspectives of Vygotsky and Bernstein. Findings from the study reveal that students chose to study science because of its academic and economic status and utility values. Students struggle to comprehend science due to teaching strategy, and their teachers' use of scientific terms and language. The study draws conclusions and suggests teaching strategies to aid students' learning of science within a context of large class size.

**Jocelyn Morales Verdejo** (Education, Practice and Society)

**Students and teachers' social representations of the student-teacher relationship in vulnerable high schools, Research Proposal**

The student-teacher relationship impacts on students cognitive, affective and behaviour outcomes. Indeed, a positive relationship is one of the most important factors in the educational and personal development of students in secondary schools. Conversely, research has shown that a poor student-teacher relationship contributes the disengagement of students. Even though traditional theoretical approaches have contributed to our understanding of the student-teacher relationship on several issues, there remain many aspects where research is scant. For instance, in some deprived schools in Chile, even though teachers are aware that positive relationships with their students might allow them to promote a more positive learning environment, they do not achieve this. For those teachers, the socioeconomic disadvantages are too adverse; therefore, their actions might have little impact. The student-teacher relationship may be mediated by factors such as values and beliefs that could inform teachers' attitudes towards how students' social and familiar background might impact on their learnings. Social representations theory might be an alternative approach to understand the student-teacher relationship. The aim of research is to explore the teachers and students' social representations of the student-teacher relationship in vulnerable schools in Chile. This paper presents the doctoral proposal from a theoretical and methodological approach.

**Laraib Niaz** (Curriculum, Pedagogy and Assessment)

**The involvement of Religion in Public School Textbooks in Pakistan**

Research on textbooks and schools in Pakistan has repeatedly revealed the excessive involvement of religion in education in the country. Although, Pakistan remains an ethnically and religiously diverse country, it has, over the years, witnessed massive processes of Islamisation to the extent that religion is now immersed in politics, the economy and education in the country. Public schools and madrassas in Pakistan have especially been associated with promoting a radical outlook of the religion. Recalling Clifford Geertz's (1973) interpretation of Islamisation as a process to make the religion more universal, one can recognise the critical role education plays in fostering the growth of the Islamic culture. A manifestation of this focus on Islam in all aspects of education can be seen in the way religion has been used to perpetuate the ideologies of successive governments in Pakistan. Using extensive literature review, this paper looks at research based on content analysis of Pakistani textbooks and reveals a number of underlying ways in which religion is narrated in textbooks to influence world views such as its effect on national identity, the religious and internal others and gender.

**Sheldon Phillips** (Learning and Leadership)

### **Primary Mathematics Talk: The art of engaging in mathematical discussions**

A core component of mathematical knowledge acquisition is linked to the use of mathematical talk and language (Goos et al, 2014). The purpose of this observational study is to describe the type of talk (Mercer, 2004) that children use to solve, reason and explain mathematical ideas whilst using manipulatives in mathematics. The setting is an inner city 2 form entry inner city primary school. This observational research study design involves students engaged in their normal classroom behaviour. Two types of qualitative data are collected for this study: video recording of the mathematics activity within the classroom and audio recordings of the follow up semi-structured stimulated-recall interviews with students. Disputational, cumulative and exploratory talk types are present to varying amounts when students used manipulatives. This study demonstrates that schools and teachers need to consistently create opportunities for students to demonstrate and explain their thinking and that scaffolding is required to ensure that mathematical reasoning occurs (Mason et al, 1982; Mason, 2000). It also highlights the need to ascertain which types of tasks develop disputational, cumulative and exploratory talk.

**Amneris Puscasu** (Social Science)

### **Intergenerational Narratives and Early Adolescents**

Identity formation has been found to be partly based on the reminiscences of others (stories of the past that we did not experience personally) rather than being entirely based on events we experience first-hand (Fivush, 2008). These second-hand experiences provide models for comprehension of our own experiences, and foster understanding of how our story fits into larger socio-historical frameworks (Fivush, et al., 2010; Bohanek et al., 2009; Turunen et al., 2015; Merrill et al., 2017). As every individual is linked to others through friends, family and intergenerational connections (Elder, 2001) an important part of the construction of our autobiographical narratives is the construction and reconstruction of the meaning of family stories "in the context of one's life" (Turunen et al., 2015:637). In this presentation of my doctoral research, I will explore the family narrative told by one participant, a first generation American, in the Pilot phase of the work. In this one example of an intergenerational family narrative offered in the form of a cartoon, and in which he recounted his maternal grandfather's story of social mobility in the Dominican Republic, I will analyse the meanings the student attaches to it in relation to his identity and his own life.

**Shone Surendran** (Curriculum, Pedagogy and Assessment)

**Reclaiming Vygotsky: Why philosophy matters in researching teacher-pupil talk in the primary science classroom**

Primary science involves teachers engaging children in talking, thinking and making sense of the world around them. This research study begins with an investigation of how teachers use talk in the classroom to support and develop children's understanding of scientific concepts. In this presentation, I draw on the contributions made to classroom talk research and science education by the widely adopted meaning making framework developed by Mortimer and Scott (2003). Following Wertsch's scholarship of Vygotsky and his post-Vygotskyian sociocultural theory, Mortimer and Scott provide a multi-levelled approach to analysing classroom talk. In contrast to post-Vygotskyian approaches to classroom talk research, my study appeals to the emerging research literature that acknowledges the neglected Hegelian influence in Vygotsky's work. Inspired by epistemological considerations of language, meaning and learning from a Hegelian perspective, I argue that significant theoretical insights follow for classroom talk research, whilst illuminating pedagogic challenges primary teachers face in teaching for conceptual understanding in science lessons.

**Charles Tee** (Education, Practice and Society)

**Students' perception and use of institution-provided social support: a case study of students at a private higher education provider in Singapore**

In Singapore, as elsewhere, overseas universities that do not have full offshore campus facilities offer degrees in partnership with private higher education providers. These strategic partnerships with overseas universities are becoming an increasingly common form of higher education provision in Singapore and offer an alternative pathway to students who do not qualify for entry into the local public universities. This case study investigates how students perceive and use institution-provided social support at a private higher education provider. The study includes a thorough review of the available literature on social support, institution support provisions, student outcomes, and beneficial relationships in institutional settings followed by quantitative factor analysis and discriminant analysis. The institution-provided forms of social support include resources, policies, programmes, practices and structures. These comprise the physical provisions - facilities for sports, recreation and leisure activities, and social clubs with permanent facilities for interaction, learning spaces, and the non-physical provisions that contribute to the emotional and psychological well-being of the student. The study involves 12,000 undergraduate students pursuing their degrees and 4,500 graduates who have completed their business degrees from two university partners.

**Amy Trakulchang** (Culture, Communication and Media)

**Exploring multimodal text-making practices of Thai adolescents aged between 16-18 years in social media platforms**

In today's contemporary world, a new, wider understanding of text has emerged. The meaning of text has expanded to include not only the mode of writing but also other modes such as still and moving images, colour, typography, hashtag, emoji, and layout. The social change and new technologies have given rise to the possibilities for an increase in the use of modes, and thus allowed young people to develop their repertoires of text making in digital environments. Using data drawn from observations of participants' text-making practices on Facebook, Instagram, and Twitter, I examine the modes participants draw on and the choices they make in re-presenting the world, in building relationships with the audience, and in bringing signs together to form multimodal texts. Drawn on social semiotic and sociolinguistic perspectives, the data exhibits a great complexity of the text types constructed by participants, from composing a tweet as a form of online advertising which involves modes such as writing, hashtag, colour, layout, and image to curating a Facebook post as a way of speaking through the voice of other and building a relationship with the audience through the use of writing, hashtag, and emoji.

**Yee Ni Tse** (Culture, Communication and Media)

**Graded music examinations in Hong Kong: Initial findings of instrumental teachers' perceptions**

Taking graded music examinations (e.g. ABRSM) is a common practice in instrumental learning in Hong Kong. These summative assessments appear to be highly valued amongst stakeholders and are perceived to be a necessary path in pupil's instrumental learning process (Tse, 2016). Within the overall competitive culture in Hong Kong education, parents and pupils strive to gain all edge that they can to extend the quality of the pupil's personal profile. Whilst these music assessments can bring various benefits such as certification of achievement and evidence of learning and progress, they can, at the same time, hinder pupil's musical learning when too much attention was put in the examination itself rather than the actual musical learning that is being formally assessed. Teachers, with their own beliefs concerning these graded examinations, are hypothesised to act as a mediating mechanism between the learning and the stakeholders. Teachers constantly shape—and are shaped by—the behaviours of stakeholders and the wider contextual environment, both consciously and unconsciously. One aspect of the current doctoral is to examine instrumental teachers' perceptions concerning graded instrumental music examinations and how they relate to the current Hong Kong education and the expectations of pupils and pupils' parents.

**Rachel Ka-Ying Tsui** (The University of Hong Kong)

**Are All Lexical Tones Perceived Equally by Native Infants? The Effect of Similarity in f0 Height and f0 Contour on Development of Native Lexical-tone Perception in Cantonese Infants**

Previous research has reported that infants' perception of certain phonetic contrasts improves with increasing language exposure. With its six lexical tones varying in terms of tone height and contour, Cantonese maintains great variations in acoustic distance between different tone contrasts. Thus, Cantonese provides a fascinating case to explore the interaction between acoustic salience and developmental trend in native lexical tone perception. With a visual habituation-dishabituation paradigm, two groups of native Cantonese-learning infants (40 aged 4-6 months and 40 8-10 months) were tested on their discrimination of two Cantonese lexical tone contrasts varying in degree of relative acoustic salience (i.e., similarity of f0 height and contour): (1) acoustically salient high rising-mid level (T25-T33) contrast, (2) acoustically less salient high rising-low rising (T25-T23) contrast. While Cantonese infants discriminated the T25-T33 contrast at both ages, neither age group showed evidence of discriminating the T25-T23 contrast. These results demonstrate that not all native lexical tones are equally well-perceived by infants. Particularly, acoustic salience moderates the developmental trajectory of native infants' speech perception, where some native lexical tone contrasts that are similar in terms of both f0 height and contour remain difficult for infants even in the second half of their first year of life.

**Fiona Victory** (Education, Practice and Society)

**Language, schools, and national identity: exploring medium of instruction policy change**

Why would a government change the medium of instruction policy (MOI) for its state school system? Is there any pattern or trend to be found in these changes? To answer these questions I am carrying out a desk-based research project: collating and comparing historical data on medium of instruction policy change from a purposeful sample of 42 countries – all of which gained independence after World War Two. In this project schools, and the languages used within them, are seen as their role as tools for state-building. The diachronic aspect of the study allows me to explore how new states have responded to the changing influences of the international language planning and policy environment – in particular, the promotion of the competing concepts of multiculturalism and globalisation. In this session I will share a preliminary analysis of a subset of my data – the seven Francophone countries from my sample. I will describe patterns of MOI policy change across these cases; discuss some of the restrictions imposed on my analysis by the data; and speculate as to the nature of the causal conditions which may be driving these MOI policy changes.

**Andi Wang** (Culture, Communication and Media)

### **An Investigation of the Effect of Dual Subtitles on Incidental Vocabulary Learning**

Previous studies have suggested the benefits of using subtitles while watching audiovisual material on incidental vocabulary learning, especially for foreign language acquisition. The present study mainly focuses on dual subtitles (subtitles in both first and second language), which is a widely applied subtitling type in China. This special subtitling type is believed the most beneficial on vocabulary learning since it provides both the spelling and the translation of the words. However, its effects have received very scarce attention. Chinese EFL learners will be the target participants in this study. The study will adopt a mixed methods approach. Experiments will be conducted to compare the incidental vocabulary gain using dual, L1, L2, and no subtitles, focusing on the form and meaning aspects. Eye-tracking method will be applied to record participants' eye movements during the watching processes to investigate their attention allocations among different input modes. Semi-structured interview will be used to further explore and explain the quantitative data. The effect of participants' vocabulary size will also be investigated as a potential variable to their incidental vocabulary gain.

**Bridie Woods** (Education, Practice and Society)

### **Negotiating Structures When Taking Time Out of a Study Programme**

This presentation relates the final thesis, so far, of my Ed D, a professional doctorate linked to my professional practice as a Student Welfare Adviser. The research focus is students who need to take time out of a study programme, known as an interruption of study, because of a personal crisis. This can be a challenging experience because students often need to navigate their way through a complex network of structures when arranging an interruption of study. I am using Margaret Archer's approach to structure and agency because it addresses the concerns of the students that I have supported through an interruption. Archer applies a critical realist lens to her theory, which maintains a stratified ontology, thus drawing a distinction between structures and agency. She also considers the role of the agents' reflexivity - their 'private mental domain' - and their personal concerns, when they interact with the structures they encounter through life's journey. I have conducted 16 interviews with 7 students, 4 academics and 5 administrators to investigate how students and staff navigate their ways through the structures that are related to the interruption process. The related experiences of four students who interrupted their study programmes are briefly represented.