

Doctoral Research Summer Conference 2006 Institute of Education

Abstracts

Mathematics, Science and Technology Supervisor: Dr Don Peterson

Why/how can technology contribute to teacher stress?

Mohammed Al-Fudail

This study addresses the problem of stress caused to school teachers whilst using ICT in the classroom. The method we used was a triangulation of three datasets obtained from: direct observation and video-logging of the teachers; also their Galvanic Skin Response (GSR) recordings taken whilst teaching. After each observation, teachers were interviewed while the video logs were played back to them. They were also asked to relate their comments to their GSR data on the computer. In addition to these three methods we used the questionnaire. The data was taken from nine teachers in primary and secondary schools in London. In total, approximately 32 hours of teaching activities (15 classes) were observed. Also we received data from 136 teachers who responded to the questionnaire. The study found that technology might add complexity in classrooms and shows association between teacher's level of stress and some types of complexity in technology-rich classroom.

Culture, Language and Communication Supervisor: Dr David Block

What's so different about foreign language anxiety in Saudi Arabia?

Taghreed Al-Saraj

This paper seeks to extend the study of foreign language anxiety from North America, where a good amount of research has been done, to Saudi Arabia, where none has been done. An online questionnaire was sent to a group of female students in English medium colleges in Saudi Arabia in order to elicit what they perceived to be the causes of anxiety in their English classes. My intention was to compare what these informants cited as causes with what researchers in North America have found when consulting students of foreign languages. This comparison showed hardly any similarities between the two. The differences in findings are attributed to the diversity in cultures and mentality between North Americans and Saudi Arabians, with particular as regards to competitiveness.

Early Childhood and Primary Education Supervisor: Dr Maria Da Costa

As part of the School of Early Childhood and Primary Education symposium: Young children learning: contrasting cultures and school settings

The development of the pre-school curriculum in a developing country (Botswana)

Juliet Ambrose

Integrated Early Childhood Development (IECD) has been identified as a priority in Botswana and the Government recognises the need to develop effective and comprehensive policy on Integrated IECD with a view to linking it to the formal education system. Early Childhood Development and Education is considered an essential component in the inclusion of all children in education.

This paper draws from fieldwork data gathered to construct an Integrated Early Childhood Development (IECD) Curriculum in Botswana. Ethnographic methods were used to observe pre-school settings, including a representative cohort of urban and rural in all provinces and from the private, voluntary and public sector of pre-schools. Taking into consideration the great diversity, in terms of race, gender, disability, social status, HIV/AIDS status, religion and language in Botswana, the Botswana child, is constructed and represented in discourses, practice and pre-school environments as a '*whitened child*'.

Early Childhood and Primary Education
Supervisor: Dr Maria Da Costa

As part of the School of Early Childhood and Primary Education symposium: Young children learning: contrasting cultures and school settings.

The single child and the collective perspective of childhood: implications for early years practice in China

Lu Bai

This paper critically engages with a 'new type' of Chinese childhood emerging from globalization and the country's economic transformation. Young children, born under one child policy, occupy a privileged place in the family. However, contradictions appear in the upbringing, mainly guided by traditional Confucian values, of a 'genius type child' placing high expectations on young children's academic performance and achievement. Tensions and debates are examined against the changing social, economical and political context of childhood in China.

The research method is qualitative in nature. The exploration of values and cultural constructions are studied through an ethnographic type approach through in-site observations and in-depth interviews with 9 pre-school participants. The data examination is made through analysis of the discourse of participants. A clear pattern of a new theoretical framework is emerging, which can explain the ambiguous place of children in current policy and practice for early childhood education in China.

Lifelong Education and International Development
Supervisor: Dr Moses Oketch

NGOs' intervention in vocational education for vulnerable young people in Cambodia

I-Hsuan Cheng

The doctoral research aims to develop an effective strategy of NGOs' intervention in vocational education in the Cambodian urban context. In face of the economic, educational and socio-cultural vulnerability of the youth, the managerial and pedagogic constituents of effectiveness at the NGO organizational level and its educational project level are explored by means of a qualitative, multiple-case study. Eleven NGOs located in 4 cities are selected, where direct observation, participant observation, semi-structural interview (in total 109 interviewees of NGO service providers and beneficiaries) and documentary collection are applied.

Following the adoption of specific qualitative analytic techniques (namely, pattern matching and dynamic concept analysis), a preliminary finding helps support what constitutes the effectiveness in the predicted models (done by UNESCO 1999 and ILO 1996). The finding further signals the importance of internal consistency among the constituents, and their relationships to service beneficiaries' learning outcomes.

**Mathematics, Science and Technology
Supervisor: Dr Martin Oliver*****Culture and explosion: the semiotic gap?*****Wilma Clark**

This study explores the development of a semiotic theory of culture by Yuri Lotman and focuses, in particular, on the concepts of: semiosphere, culture and explosion.

The study seeks to answer two questions:

1. What is cultural semiotics?
2. What does cultural semiotics add to the general discipline of semiotics?

Lotman's theories are then considered in terms of the potential of cultural semiotics to contribute to a better understanding of the meaning potentials of new technologies in the production, articulation and distribution of digital texts.

The study concludes that Lotman's theoretical framework can make a valuable contribution to the general discipline of semiotics and provides a viable approach for the analysis of digital texts.

**Culture, Language and Communication
Supervisor: Dr David Buckingham****Do good things come in small packages? Tweens and the mobile in America****Carol Cooper**

The explosive growth of cellular telephony among youth is a global phenomenon that can be viewed as both dominating and driving the market. To what extent is this group redefining the meaning of entertainment and/or visual pleasure?

To what extent can current mass communication theory provide a useful framework for investigating and understanding the appeal of the smallest screen as a multimedia conduit to our children and youth?

The research will have an empirical element, in the form of interviews and questionnaires from individuals within a sample group of 11-14 year olds. A representative subset will be asked to maintain communication diaries. The method for distribution and collection will be facilitated either by liaising with the local school district or with a local private school or with the various secular and religious youth organizations from the community.

**Educational Foundations and Policy Studies
Supervisor: Professor Gary McCulloch****18th Century notions of learning, knowledge and communicative competence****Steven Cowan**

Learning to read and write and manipulate number in simple ways became the cornerstones of learning within the emerging schooling systems that grew from the beginning of the nineteenth century. As a result these things actually became identified with 'education' per se.

Yet how was it that in a predominantly unschooled society throughout the eighteenth century, the range of learning, knowledge and skills expanded in ways unknown since the times of the Roman Empire?

I will ask how people learned and in what contexts, in the age before the emergence of mass schooling? One thing for sure is they were not stupid or ignorant. To what extent were traditional Oral and Aural means of communication both necessary and effective? Did schooling practices actually set about to suppress or redirect traditional Oracy practices, and if so, for what reason?

The talk will be illustrated by a range of eighteenth century artefacts which are relevant to educational historians of the period. The exploration of such historical contexts helps us to reflect upon important contemporary educational concerns as 'new literacies' emerge to challenge the 'literate' practices which lay at the heart of the nineteenth century schooling project.

Mathematics, Science and Technology
Supervisor: Professor Ashley Kent

Curricular changes and teacher training: the pedagogy of geography teaching in Portuguese schools

Maria Helena Esteves

The main objectives are to research curriculum changes in geography and how geography teachers have adapted to them. Thus, several research questions will be addressed by this research:

How has Geography pedagogy changed in the last 25 years? What kind of training have Geography teachers been involved in? How have teachers adapted to recent curriculum changes?

The Design of the study can be described as an empirical research using a mixture of qualitative and quantitative approaches.

As to the data collection there are to be three main types:

- A survey will be applied intending to gather general information regarding geography teachers' concerns about curriculum changes.
- The case study method will be used involving different teachers (position in career): novice teachers, experienced teachers, teachers in mid career.
- A pilot curriculum will be developed and evaluated.

Educational Foundations and Educational Policy

Supervisors: Dr Deborah Youdell and Professor Stephen Ball

State centralising technologies within a decentralised educational system

Alejandra Falabella

State devolution within the educational system is a predominant tendency nowadays, forming part of a neoliberal scenario. The State uses these policies for legitimising itself and for managing conflicts. However, there are fundamental conflicts among the State and these policies. State decentralisation is supposed to imply power distribution challenging the State's centralised control. My interest in the presentation is to explore theoretically these conflicts and the way the State attempts to solve them. I suggest that there are new ways of governance and technologies of power as the State maintains its control within a fragmented and decentralised schema.

**Early Childhood and Primary Education
Supervisor: Dr Liz Brooker****Letters to my supervisor: thinking through writing
*Michael Fennell***

This paper, in the form of a letter, is a reflection on the dilemma of how best to write analysis as a letter while matching it with the academic standards of a PhD.

In a recent exchange of e-mail correspondence, Dr Liz Brooker, my supervisor wrote: "I think Michael's initiative (the 3rd in the series) would interest people because the letter demonstrates a reflective dialogue which ought to be part of the analysis and writing up process: in other words, they are Michael talking to himself as much as to anyone else; thinking through writing rather than thinking aloud."

This paper demonstrates both my thinking through writing and the integrality of 'Letters to Liz' within my thesis.

**Educational Foundations and Policy Studies
Supervisors: Anne Gold and Dr Marianne Coleman****Working across languages: trustworthiness comparing school leaders' stories of change
*Unni Hagen***

Communicating across languages represents conceptually and emotionally demanding construction sites of knowledge for everyone involved. Knowledge of local languages is an important research tool, often portrayed as a minimum requirement for comparativists. Although sound, such a requirement raises issues about participation, location and voice, affecting the trustworthiness of the knowledge claims circulating internationally within any research field.

Drawing on my own experience from doing qualitative research interviews with school heads in Norwegian bokmål (my first native language), English (my first foreign language) and Russian (with an interpreter); comparing their stories of change within the context of school-based management being introduced in the 1990s, I argue that working across languages provides opportunities for questioning the taken-for-granted and for addressing researcher bias. Acknowledging the limits posed by inadequate language skills, this paper provides examples and discusses how various language boundaries can be negotiated and used to safeguard the trustworthiness of knowledge emerging from comparative school leadership studies.

**Culture, Language and Communication
Supervisors: Dr Will Gibson, Paul Dowling****Interactivity of distance learners using print media in Papua New Guinea
*Samuel Haihuie***

Objective: This study will enquire into distance learners and the pedagogical underpinnings in a particular learning context.

Design: It will be an ethnographic case study approach. The researcher will be a participant observer registered in a distance learning course unit to identify with other distance learners in the study. The duration of the research will be over a 15 week semester period.

Method: The participants will be selected using the stratified random sampling technique. Data collection will be by observation, interview, journal, and discussion using email.

Results: Data will be analysed and interpreted by means of coding and recoding on a theoretical framework yet to be firmly established. Either of the qualitative data analysis software, Atlas.ti or NVivo will be used.

Results: The research will aim to establish any relationship and evidence of noticeable pedagogic practices of distance education among this group of distance learners.

**Psychology and Human Development &
Mathematics, Science and Technology
Supervisors: Dr Maria Kambouri and Dr Niall Winters**

Appropriating gaming technology
Christothea Herodotou

A model concerning the processes and factors leading to the appropriation of digital games is proposed. The model emerges from the identification of particular gaps in the gaming literature. In brief, those gaps relate to the appropriation phases of playing digital games, collaboration and game design as issues affecting engagement in games and the relationship between personal preferences and appropriation. Research questions attempt to define the appropriation phases and their characteristics and examine the interrelationships between engagement and appropriation. Moreover, we investigate how elements in the design of a game affect players' engagement and progress through the different appropriation phases.

**Mathematics, Science and Technology
Supervisor: Dr Martin Oliver**

Freirian concepts as a tool for E-learning staff development
Abdullahi Hussein

E-learning has been considered as a great opportunity for higher education both in developed and developing countries. As result, considerable effort and resources are invested worldwide in promoting and integrating E-learning in higher education. However, very little attention is being given to preparing academics for E-learning usage. Decision makers at university levels are very keen to introducing the latest facilities but offer very little or no training at all to the academics who are meant to them. Worse of all, the very little e-learning training that are being offered to the academics have a "dehumanising" nature, failing to respect the identity and integrity of teachers.

Freire (1970) developed a number of critical concepts that are useful for staff developers in analysing such settings, such as the idea of 'banking' approaches to education, the internalisation of oppression and the potential of problem-posing dialogues as a critical, humanising response to such situations.

These concepts have been applied to empirical data collected in an African context. In this talk, the primarily findings from these study will be presented and shared with the participants.

**Mathematics, Science and Technology
Supervisor: Dr Don Peterson****Visualising navigation in hypermedia UI design - based on the strategy of CM+SS+KOD
Chyi-Wen Hwang**

This thesis addresses the problem of “cognition overload”, which is encountered when using e-learning resources such as web sites. Based on these ideas, the researcher’s question is: Why does this happen and how can a good design help? And argue that the important reason for the user feeling disorientation and cognitive overload was:

1. Too much disorganised information in the WWW.
2. Inappropriate User Interface (UI) design.

On this basis, the researcher propose the visualising navigation strategy of “Concept map & Semantic structure” with the adaptive KOD (Knowledge on demand) service, to combat the short-term-memory with cognitive overload and inappropriate UI design problem, then report on an empirical study to investigating the utility and usability of this design strategy.

In conclusion, based on the diverseness of the user's cognition and usage habit, to propose the UI classification idea, and formulate some of the hypermedia design principles for the further UI strategy & e-learning resources.

**Culture, Language and Communication
Supervisor: Dr David Block****Identity and schooling
Anna Jones**

Through analysis of data collected in a London comprehensive school, this paper examines how discourses recognised as high status by the school’s institutional culture and more broadly, by hegemonic culture, have limited value in the context of student culture. Specifically, it seeks to explore why certain students appear to reject more high status, pro-school identities in favour of identities that are commonly deemed less desirable or advantageous. The analysis is informed by a Foucauldian understanding of discourse but also draws on Bourdieu’s notion of habitus and cultural capital as well as the work of scholars from sociolinguistics, applied linguistics and sociology of education.

**Bedford Group for Lifecourse and Statistical Studies
Supervisor: Professor Shirley Dex****Employment over motherhood by ethnic origin
Donna Joseph**

Quantitative studies of UK female employment, in the main, have focussed on White women due to the absence of large scale data on minority ethnic women. Earlier studies of ethnic minorities in the UK have pointed out how different they are from each other, and that aggregation across diverse groups does not help us to understand them better. Using the new Millennium Cohort Study (MCS) data, it has been possible to conduct quantitative analyses of the employment behaviour after childbirth of separate groups of minority ethnic mothers and compare these to White mothers’ employment experiences. The ethnic groups examined include African, Caribbean Bangladeshi Indian and Pakistani mothers. Event history analysis is used to analyse the speeds of return to employment after childbirth. The covariates which facilitate or hinder returns to employment are examined. Mothers’ employment behaviour after childbirth was found to vary by mothers’ ethnic origin, life stage and highest qualification among other factors.

Culture, Language and Communication
Supervisor: Dr Paul Dowling**The production of discourse within the management academy and its relation to the field of management practice*****Dermot Kelly***

On the discursive level the argumentation within the management academy has of late centred on the ontological status of management research. A topic at the core of the discourse is the perceived lack of 'relevance' to practitioners of much of the management research appearing in top-rated academic journals. It has been suggested widely that the yawning gap between management research and its user base (i.e. the practitioner) is levered by the apparent tension between academic rigour and relevance to practice. In constructing general theory the academic researcher's primary interest is rigour. Relevance is conceived as the framing of both research questions and results to fit within the practising manager's world. The research approach aims to locate the positions adopted by the social actors within this discursive field of practice and thus analyse the types of 'games' encountered.

Educational Foundations and Educational Policy
Supervisor: Professor Gary McCulloch**Catholic education and social provision in nineteenth-century Brighton. Part 1: 1798–1829**
Sandy Kennedy

The 1829 Act of Emancipation was designed to return to English Catholics the full rights of citizenship which had been denied them for over two hundred years. In practice Protestant mistrust and Establishment fears of a revival of popery were unchanged. Yet in Regency Brighton the Catholic community, although small, seemed to have enjoyed an unprecedented degree of tolerance and acceptance. This presentation attempts to provide an explanation for this by focussing on the changing demography of the town as it developed from an impoverished fishing village into a fashionable seaside resort, supporting a strong military garrison but remaining a safe haven for foreign nationals. It shows how national and international influences moulded a pleasure-loving and pragmatic society, initially able to resist political infighting and religious bigotry.

Early Childhood and Primary Education
Supervisor: Dr Liz Brooker and Dr Jeni Riley**As part of the School of Early Childhood and Primary Education symposium: Young children learning: contrasting cultures and school settings*****Pauline Macaulay***

Wasimul – what's in a name?

The study explores how Bangladeshi children aged 5-10 years living in north London understand their own learning and the multiple meanings they make of their learning experiences as they move, both concurrently and over time, between the three learning environments of home, school and community classes. The study uses a sociocultural perspective and ethnographic methods to collect data including by participant observation, structured tasks and interviews with both children and adults. The study explores what counts as learning, and the sense children make of these experiences and the different pedagogical approaches used. These three related learning settings each provide a window to the wider sociohistorical context with literacy learning activities being one of the main vehicles for understanding models of learning. Such learning events are explored for their

meaning using three successive levels of analysis. An example of this use of learning events is used to illustrate the study approach.

Arts and Humanities

Supervisor: Professor Lucy Green

Experiment in academic freedom: utilising transformative learning techniques to create the conversation model of education at the IoE

Arthur Male

The experiment in academic freedom utilizes transformative learning techniques (TLT) to create what I call the conversation model of education through everyday knowledge creating experiences. When I introduced TLT at IOE to my supervisors and in courses, seminars, meetings and conferences, I became aware that staff and student colleagues were marginalized in the IOE learning environment. Since the traditional hierarchic model of education places all the participants in a respondent relationship to authority, this led me to my hypothesis: If I engage colleagues in collaborative conversations, I will discover commonalities in our knowledge creating experiences. And generated three research questions: how are TLT utilized by colleagues: personally, in their own learning; publicly, in knowledge communities; and professionally, making an original contribution to knowledge? In my analysis, I distinguish three educational paradigms: academism, activism and individuals' unique learning paradigms. I explicate research participants' informative, formative and transformative exchanges involving academic freedom. Lastly, I provide evidence of colleagues' interrogation of the conversation and hierarchic models of education.

Psychology and Human Development

Supervisor: Dr Olga Miller

Print or Braille - have we made the right choice?

Gerry Martis

An investigation into the factors that influence the decision to provide education through Braille or print or a dual approach (print and Braille).

Methodology: This pilot study uses an ethnographic case-study approach with a purposive sample of five pupils with severe visual impairment (VI) for whom the choice of educational medium is not clear-cut.

Semi-structured interviews with key personnel (the pupil, parents, medical and specialist VI educational professionals) provide a wealth of information and comment. The analysis uses a thematic review of the interviews for common strands and individual differences. This study attempts to add depth to previous work by including the voice of the pupil.

Key findings:

- Parents wish to be involved in the decision-making process
- Professionals feel insecure when making this rare decision
- Older pupils do not want to change medium but value computer technology

Psychology and Human Development
Supervisor: Dr KV Petrides**Trait Emotional Intelligence Questionnaire – Child Form (TEIQue-CF): an investigation of the scale’s psychometric properties*****Stella Mavroveli***

Objectives: This paper presents the results of the first two studies exploring the psychometric properties of the TEIQue-CF.

Design: Study 1 gender differences in trait EI and relationships with verbal intelligence and academic achievement. Study 2 explores the role of trait EI on problematic behaviour at school, and the construct’s relationships with positive and negative behavioural indices.

Methods: In Study 1, participants were 139 pupils (69 girls; mean age = 11.23 years, SD = 0.42; one school), whereas in Study 2 participants were 188 boys (mean age = 10.18 years, SD = 1.31; 18 schools). Data were collected via questionnaires. Additional data were collected from the school archives.

Results: Trait EI scores were generally uncorrelated with verbal intelligence and academic achievement. Children who exhibited problematic behaviour at school had significantly lower trait EI scores compared to their well-adjusted peers (control group).

Conclusions: Preliminary findings suggest that trait EI can be reliably and validly measured in children using the TEIQue-CF.

Culture, Language and Communication
Supervisor: Dr Paul Dowling**Not playing the game: establishing, maintaining and destabilising authority in computer gaming*****Colin McCarty***

Objectives: The primary focus of this research is the use of computer/video games in the school curriculum. I am seeking to scrutinise the way game players treat video/computer games in an informal environment and how that would impact their use in a formal curricular setting.

Design: This study is focusing on a group of students in an independent school in North London. Observations and interviews have been collected over the last 9 months.

Methods: A group of 13-14 year old students have been observed playing a multiplayer computer game, in an after school club setting. Interviews with participants and other students from the school have been conducted.

Results: Data will be introduced that focuses on the establishment and maintenance authority in this group of game players. One student was able to determine the rules that the group would follow when playing. He was then able to maintain this dominant position by modifying the criteria for success.

Supervisor: Professor Peter Earley

Overseas-trained teachers in England: victims and vanguards of change

Paul Miller

The brain drain debate has dominated academic and policy discussions over the last decade. This article focuses on the contributions overseas-trained teachers make to enriching, sustaining and advancing education in England. By looking at what caused the need for overseas trained teachers in the first place, it will be possible to show how England's market for teachers was during the late 1990s and early 2000s. The author will also show that teaching in some territories was placed at risk, and that overseas-trained teachers who make up a significant proportion of teachers in England have brought with them such skills, experiences, and competences that has been of significant benefit whilst filling a gap. A possible conclusion is that overseas-trained teachers are more important to England's education than is believed and reported, and without whom teaching in England would be at risk. The methods employed in this qualitative research are: Depth Interviewing, Life Histories and Focus Groups. A summary of the **Phase 1** evidence will be presented.

Educational Foundations and Policy Studies

Supervisor: Dr Penny Jane Burke

Methodological design for a genealogy of quality in a Mexican higher education institution

Carlos Eduardo Montano Durán

This presentation is intended to discuss a methodological design after finding an opportunity for critical thinking in the quality discourses for higher education (HE). The posed research questions in this study rely upon Foucault's concept of disciplinary power and its relation to quality efforts inside HE Institutions, to describe the power relations within, and to find the mechanisms, dimensions and effects of these relations on the members of a specific community. This approach is genealogical in its nature, by trying to bring to sight and scrutiny the hidden power relations in quality assurance programmes.

The elements conceptual framework formulate altogether with research questions a tree of elements to be observed and analysed through the research process. Allowing several voices to speak, the study presents the possible qualitative methods of data collection and the interpretation of data is conceived as a continuous and creative inquiry process to develop theory.

Culture, Language and Communication

Supervisor: Dr Catherine Walter

Language (un) awareness in subject teachers

Brenda Murray

Developing students' language skills is no longer the exclusive domain of EFL teachers but also the domain of subject teachers. This study investigates the nature of Language Awareness (LA) of subject teachers and the role of language in a mixed language classroom. Interpretative in design, the study analyses subject teachers' reports on their own investigations of language issues. Teachers' 'talk' during group meetings, supported by 1-1 semi structured interviews, is examined. The study reveals a number of tensions involving perceptions of teachers' professional role, a failure to distinguish between linguistic and other learning skills, explanations in terms of poor intellectual performance and negative perceptions of second language students. Definitions of LA typically involve knowledge of a language and knowledge about language, but fail to take account of the importance of the learner as a tool for raising teachers' language awareness.

**Mathematics, Science and Technology
Supervisor: Dr Michael Reiss****The factors affecting the choice of science subjects among girls at secondary level in Mauritius: a study from a gender perspective*****Jayantee Naugah***

This project attempts to identify the factors which affect the choice of science subjects among the girls at the end of the third year of secondary education which is the level up to which science is a compulsory subject. The issue of gender is a matter of concern as fewer girls enrol for science subjects beyond the compulsory level. The methodology involves a qualitative research strategy with some quantitative elements using a case study design in four purposely selected schools in Mauritius, two of which are mixed and two are single-sex girls' schools. Data are gathered through observation of lessons, interviews of teachers, head teachers and pupils and questionnaires administered to all the parents of the pupils in the classes observed in the four schools. A pilot study was undertaken prior to the main study and based on the results, modifications were made to the main study.

**Mathematics, Science and Technology
Supervisor: Dr Jan Derry****Mass collaboration with ICE CReaM: reconsidering roles of educators in eLearning*****Tim Neumann***

Objectives: This project examines webinars (real-time web seminars) for distance education. Instead of delivering audiovisual presentations, the key concept is to stimulate meaningful exchange between high numbers of participants. The research project attempts to develop a role framework based on the metaphor of a media production to facilitate the use of this medium for educators.

Design: Based on action research, four cases are examined in detail, and the framework is redeveloped in iterative cycles. This presentation reports on the first pilot.

Methods: The researcher as a moderator and observer collects data from session recordings, interviews, and surveys. A multimodal analysis of session recordings examines the audio stream and visual interactions, interleaved with text chat protocols based on a thread theory framework.

Results: The analysis is currently ongoing. Initial results show that a media production metaphor supports administrative planning and provides a new perspective on educational delivery.

**Lifelong Education and International Development
Supervisor: Dr Moses Oketch****The impact of free primary education policy in Sierra Leone: issues of partnership and ownership in the development of education*****Mikako Nishimuko***

Sierra Leone implemented FPE policy in 1998. This is in line with the emphasis placed on education by the Millennium Development Goals. The task is daunting given that net primary enrolment is 41% with female attendance at 39%. Given the political and economic situation following the civil war, the government capacity to provide education is doubtful. Therefore, a significant role is played by foreign partners, notably her former colonial master, Britain. This

poses issues of partnership and ownership in the development of education. This paper discusses these issues based on field research conducted between the months of April and July 2005. Preliminary findings from the fieldwork indicate that in spite of a policy of FPE, a majority of parents face financial difficulties associated with schooling for their children, and that since some forms of donor conditionality towards recipients still exists, the view that financial dependence affects recipients' establishing ownership remains.

Educational Foundations and Policy Studies

Supervisors: Dr Graham Haydon, Dr Judith Suissa

Does an education for a liberal democratic society need to explicitly value adult family roles?
Terry O'Dea

This paper explores some of the issues behind the plural liberal democratic ideal of education for autonomy. Autonomous citizenry seems to have been at the centre of many writings, not without some good reason. However, I argue that whilst competence for participative citizenship is a necessary goal it is in reality a secondary good compared with an education that would prepare individuals firstly to be effective within present/future responsible adult family relationship roles. The paper pursues this further and stakes the case that it is through active, principle-led, responsible and caring participation in family-life that the majority of people across most cultures, creed and races find the best opportunity to develop mature, autonomous capacities and experience of fulfilment that is almost universally acknowledged. The forms of schooling provision that might value and actively support education for family roles are explored.

Culture, Language and Communication

Supervisor: Professor Ken Hyland

An enquiry into identity through academic writing development: a case of a Japanese postgraduate student in the UK
Maki Ojima

Objectives: This paper reports a preliminary result of research into a Japanese postgraduate student, Mari's (pseudonym) writing development and identity construction through her experience of studying an MA programme in the UK. The study enquires as to how second language writers' conflicted identities reflect on their actual writing performance.

Design: The study adopts an ethnographic approach under the premise that language learning involves cultural learning through discursive interactions with other members in the community.

Methods & Analysis: A mixed method of analysis was employed to measure Mari's progress as she had acquired English writing skills through the EAP (English for Academic Purposes) courses and MA programme. Along with the macro- and micro-levels of text analysis, Mari's underlying thoughts of her choices in writing were investigated through interviews and learner logs. The preliminary analysis suggests multiple factors that could contribute to the student's rhetorical and linguistic choices in writing.

Curriculum, Pedagogy and Assessment

Supervisors: Hafdis Ingvarsdóttir, Tamara Bibby

Meeting diversity with variety: employing constructivist thinking in a system of schooling
Jakobína Ólafsdóttir

The Educational Authorities in Reykjavik have put forward a policy for implementing personalised education in primary and lower-secondary schools.

The aim is to gain an insight into participants' understandings of processes, that are set in motion when presenting the policy and its content, using interpretative approach and data collected through interviews with politicians, officials, head-teachers and teachers.

The research questions are:

- What is the ideology and vision underlying the creation of the policy put forward by the municipal authorities in Reykjavik regarding personalised education?
- How do head-teachers and teachers, interpret this policy with regard to their organizational context? How do head-teacher and teachers make sense of this policy?

Interviews will be as many as required for saturation of data on phenomena that will gain importance and relevance during the research. Data is analysed from the position of phenomenology, social construction and personal construct theory.

Educational Foundations and Policy Studies
Supervisor: Anne Gold**Students' perceptions of quality teaching in higher education in the UK: the MA in Education case**
Paulo Charles Pimentel Bótas

My paper explores how MA students of Education perceive the quality of their teachers' teaching in higher education from a sociological perspective. I examine power relations in the teaching and learning process in the classroom in higher education and the criteria students use to qualify their perception of teaching.

This paper originated from a qualitative research design in which the objective was to describe, understand and explain students' perceptions of teaching in higher education. The empirical data was gathered from in-depth, semi-structured interviews with 43 post-graduate (MA) students of Education in higher education in the UK. The qualitative data analysis is based on pedagogical and sociological theories.

The paper concludes that quality teaching in higher education mean different things to individual students: what quality teaching is for some, it is not for others.

Culture, Language and Communication
Supervisor: Dr Norbert Pachler**The potential of weblogs to make a difference to reading literacy practices**
Doroteia Pita

Objectives: This is an ongoing study that addresses the potential of weblogs to make a difference to the reading literacy practices of young people in Madeira Island (Portugal). It examines the scenarios of active and passive weblog practices and their impact on the lives and reading literacy practices of participants.

Design: An exploratory case study, comprising both quantitative and qualitative approaches.

Methods: (1) one brief questionnaire to a sample of 125 participants; (2) four semi-structured interviews; (3) direct observation of context under study.

Results: Questionnaire and observation data will be presented and discussed, with particular focus on the trend “I hate school, I love computers”.

Conclusions: Although not complete, the study confirms tendencies pointed in the literature. One specific result, an overwhelming preference for photoblogs, has led to some adjustments to the research, which will be presented and justified.

Culture, Language and Communication

Supervisors: Professor Gunther Kress, Dr Carey Jewitt

A World Ecitizens' perspective: a socio-cultural approach to learning in e-communities
Christina Preston

The first objective of the design of this reflexive auto-ethnography study is to analyse the personal experience and learning that led to the establishment of the international MirandaNet Fellowship in 1992. The second objective is to investigate the pedagogical models developed by the 500 current members which have contributed to my iterative professional development and leadership capacity. The nature of the subjective and objective data sources prompted an experiment in ‘complete-member researcher’ methodology. Grounded theory is used to identify the themes in the published and unpublished data. The emergent results present pedagogical models developed by the membership of researchers, educators, digital product designers and policy makers who are committed to using digital technologies in transforming pedagogy. The MirandaNet communal learning progress is traced through staged e-community examples from virtual communities, e-communities of professional practice and braided learning e-communities towards e-communities of influence which include World Ecitizens.

www.mirandanet.ac.uk

Educational Foundations and Policy Studies

Supervisor: Anne Gold

Professional development in higher education: three international links schemes and their role in capacity building of women and women's universities in Pakistan

Maryam Rab

In this paper I have investigated the success of Higher Education Links Scheme, in the context of the New Women University (NWU). The aim of these links is to establish joint programmes between Pakistani Universities and Western Universities for professional development of its faculty, staff and institution. My main interest is to ascertain the effects of the scheme on women professionals in higher education in general and my institution in particular.

As a woman conducting research in a women's university, I had an opportunity to appreciate the issue from a *feminist perspective*, by ‘listening’ to ‘recording’ and ‘understanding’ the narration and the interpretation given by the interviewees, who were all women (Maynard, 1995). I wanted to know individual experiences/opinions so I used semi structured interviews, which suited my objective as I could have ‘predetermined questions’, but the order could be modified based upon my perception of what seems most appropriate (Robson, 2003).

Arts and Humanities

Supervisor: Professor Graham Welch

Potential use of singing in the treatment of children's speech and voice disorders: psychological perspective

Tiija Rinta

The aim of the study was to investigate whether singing has a positive effect on children's overall vocal functioning. The hypothesis was that one's speaking and singing behaviours are connected and, thus, it is possible to affect positive change in one through the other. A sample of 25 children was used as participants for the study. Half of the children had undergone extensive formal singing training and the other half had not undergone any formal singing training. Voice recordings were conducted with all the participants. Both speaking and singing tasks were included in the experiments. The data was analysed perceptually and acoustically by providing each child with scores for both behaviours on all the different tasks. The scores were analysed statistically. The main findings were that singing affects positive development in both speaking and singing behaviours, as well as enhances the quality of one's voice. Therefore, singing could be a beneficial addition to speech and voice therapy settings with children.

Mathematics, Science and Technology**Supervisors: Dr Paulette McManus, Professor Ashley Kent****An analytic study of the elusive concept of *Place* - applications in place-based education****Emma Robinson**

Objective: To explore the concept *place* and contribute a practical model. It is hypothesised that the intangible characteristics of *places* are central to the recognition of a *sense of place*.

Design: This is based on the notion that *places* are palimpsests, where vestiges of earlier uses remain written on the face of the landscape and in the printed literature.

Methods: A conceptual framework is explored through analysis of place-based literature in English – for which the idea of the experiential perspectives of people *dwelling* in the world is applied as the organising principle.

Drawing on this framework an analytic model is developed to explore the characteristics which give *places* their identity, distinctiveness and authenticity. Characteristics recorded are supported by analysis of the literature and observations in the field.

Results: A model is contributed. Support is given for the hypothesis put forward.

Conclusions: The model shows promise and potential applications are identified.

Educational Foundations and Policy Studies**Supervisor: Professor David Gillborn****Legitimate players? An ethnographic study of academically successful Black pupils in a London secondary school****Nicola A Rollock**

The low educational attainment of Black pupils has seldom been absent from the achievement debates of the last forty years. Yet, despite consensus amongst academics and policy makers that Black pupils do not attain equally in relation to the national average there has been, to date, no single coherent governmental policy, which has successfully closed the gap in achievement. Black pupils have become associated with a language of failure and disadvantage. Research that examines the opposite side of the equation – Black pupils and academic success – is rare. This research adopts an ethnographic approach to explore how staff and pupils at an inner London secondary school conceptualise academic success and seeks to understand the processes that might lead to the increased academic achievement

of Black pupils. Findings indicate that while pupils perceive academic success to be within the grasp of all, staff regard it as intertwined with particular forms of cultural and embodied capital including ability, social class, appearance and family background. Black pupils, and Black male pupils in particular, are seen to lack legitimacy in these areas so that becoming academically successful remains a challenge even for those originally defined as achieving.

Early Childhood and Primary Education

Supervisors: Professor Iram Siraj-Blatchford, Professor Pamela M Sammons

As part of the School of Early Childhood and Primary Education symposium: Young children learning: contrasting cultures and school settings

School, classroom and pupil-level influences on mathematical progress: initial evidence from Maltese primary schools

Lara Said

Effectiveness research confirms that schools and teachers contribute towards pupil progress. Mathematics in Primary Schools (MIPS) tracks the progress of 1,786 Maltese pupils, in 89 classrooms, in 37 schools, from the end of Year 1 till the end of Year 2. MIPS has a multi-stage stratified sample and is mixed in methodology. This presentation addresses two of the research questions: (1) are Maltese schools equally effective for pupils' mathematical progress? And (2) are Maltese classrooms equally effective for pupils' mathematical progress? Initial findings show that variations in pupil progress exist across schools and classrooms (-2 s.d to +2 s.d). The results also indicate the influence of school factors to be greater than classroom factors. Reasons for this latter finding are offered. The session concludes by suggesting a way forward for the study.

Culture, Language and Communication

Supervisor: Professor Jagdish Gundara

Assessing intercultural competency in Britain: rationale, dilemmas, benchmarks

Joan Samuel

British teachers need to be interculturally competent to address globalisation effectively, and this should be promoted through national curriculum assessments. Art and design education is used here as an example. Positioned in social constructivism, intercultural competency is variously described in contrasting text-based, historiographic narratives: framed by (realist) traditionalist, reforming, and (non-realist) postcolonial/post-structuralist theories, though the non-innocence of all cultural narratives is recognised. These are corroborated by 'ethnographic' enquiries into art practice. In conclusion, interstitial dilemmas are identified and benchmarks for assessment are proposed.

Bedford Group for Lifecourse and Statistical Studies

Supervisor: Dr Anna Vignoles, Professor Ros Levacic

Social returns to education in the Republic of Mauritius

Chintamane Sanmukhiya

This is the first attempt to estimate social returns to education (wage gains arising from investment in education) in the context of the Republic of Mauritius. This study uses a sample of the Population Census 2000 data, a census which was conducted by the Central Statistics Office.

The conventional Mincerian approach is used to estimate social returns for the Republic of Mauritius, using the Ordinary Least Squares technique. Findings are similar to what have been reported in the literature. First there is evidence of diminishing marginal returns to education. Second, social returns to qualifications differ for men and women, for public and

private sector, for those who reside in urban and rural areas. Third, only highest qualifications are considered and tertiary education yields the highest social return relative to no qualifications at all or with at most primary schooling. Vocational qualification is ranked second. Implications of these results will be discussed.

Educational Foundations and Policy Studies
Supervisor: Professor Patricia White

Tolerance, respect and recognition: some tensions
Mitja Sardoc

This presentation provides a theoretical examination of tolerance, mutual respect and recognition and their implications for a liberal-egalitarian account of civic education. The presentation consists of four parts. In part I, I present the main philosophical issues related to tolerance and examine the main arguments for its defense within the liberal tradition. I proceed in part II with the examination of two contemporary objections to liberal tolerance, i.e. the asymmetry objection and the reverse spillover objection and with the examination of the notions of mutual respect and recognition. In part III, I examine the tensions between tolerance, mutual respect and recognition in terms of their status, scope and justification. In part IV, I advance the account of tolerance as impartiality which should offer equal concern and respect to citizens with diverse conceptions of the good to be equally entitled to play a role in determining how one's society evolves.

London Centre for Leadership in Education
Supervisor: Professor Peter Earley

From the learning organisation to the learning community?
Hideki Shimamune

Objectives

- To argue the possibility of the learning community as a trigger to create a new school management system.

Design and Methods

- A careful analysis of the concept of the learning community and its similar concept; the learning organisation through literature review.
- The two concepts in eight studies are examined based on 14 criteria and positioned between the two continuums, the metaphor of the organisation and that of the community.

Results

- The concept of the learning community is used in different ways.
- The 'community' in the learning community should be interpreted as a metaphor of the community because recently schools have too many elements of the metaphor of the organisation.

Conclusions

- The learning community may become a trigger to construct a unique theory of school management system instead of the present theory which is mainly borrowed from the private sector.

Lifelong Education and International Development
Supervisors: Dr Kelly Coate

An evaluation of transformative learning that has taken place following an international exchange between Canadian and European second year undergraduate students

Carolyn Silberfeld

In September 2004, 54 second year undergraduate students took part in a student exchange between three HE Institutions in Canada and three in Europe for direct credit transfer because all the students were undertaking modules which explored issues in child development; field work in an early years setting; plus a new module written for the exchange entitled 'Children, Culture and Globalisation.

During the semester, the Canadian students based at the English university kept a reflective journal of their experiences in their placement. In addition, there were mid-evaluation and end of evaluation questionnaires which complemented the reflective journals.

Four months following the exchange, 16 of the students (8 English students who went to Canada and 8 students who came to the UK) were interviewed to explore the extent of the transformative learning that may have taken place since the return to their home countries. The research design is a case study and the data will be analysed using a phenomenographic approach.

**Culture, Language and Communication
Supervisor: Professor Ingrid Lunt****The influence of joint training on the professional identity, skills and working practices of graduates****Dave Sims**

Objective: This study explores the influence of joint training in learning disability nursing and social work on jointly qualified practitioners. It explores questions about the professional identity of graduates and the value of this inter-professional mode of training.

Design: A flexible case-study design is used involving multiple methods of data collection, and an interpretative methodology.

Methods: Data is collected through a survey administered through the universities in question to their ex-graduates. Semi-structured interviews are carried out with 25 graduates working in nursing or social work with people with learning disabilities.

Results: Preliminary results suggest that graduates have a holistic, inter-professional orientation towards practice involving breadth of knowledge and skills but face the dilemma of having to choose between two professions.

Conclusions: No jobs exist in which graduates can integrate both disciplines into their practice, but there appears to be an inevitable influence of the secondary discipline on graduates' practice.

**Mathematics, Science and Technology
Supervisor: Professor Michael Barnett****Is assessment for learning compatible with national tests?****Birendra Singh**

This paper reports on my MPhil/PhD study which explores the practice of formative assessment in the first three years of secondary school science. Teachers are expected to prepare pupils for national tests and also to carry out day-to-day formative assessment. My main research question is 'How do teachers reconcile these seemingly conflicting demands?'. I am carrying out ethnographic studies in two science departments in order to find answers to this question. The methods include discussions with teachers, analysis of policy documents, classroom observations and analysis of written feedback to pupils. Data collection and analysis is based on Geertz's notion of 'thick description' and this paper reports my initial findings based on analysis of written feedback and some classroom observations. The conclusions so far indicate that despite years of debate and investment in promoting formative assessment, teachers continue to focus on test preparation at the expense of formative assessment.

Culture, Language and Communication
Supervisor: Dr Shirley Lawes

The conceptualisation of reflective practice for EFL teachers in the Japanese environment

Atsuko Suzuki

Objectives: The objective of the paper is to find out how reflective practice can effectively be incorporated into teacher development programmes for in-service EFL teachers in Japan. The main research question is: what would be the conceptualisation of reflective practice as a developmental tool for teacher development in the Japanese environment?

Design: The study adopts a longitudinal collective case study. The case study approach is used since the study seeks to find how reflective practice may change the participant teachers' ways of thinking and their discussion about teaching. The change will be observed through non-numerical data.

Methods: The study is triangulated through the documents of current teacher development programs, observations of classroom teaching of participant teachers, interviews, and teaching log entries. The participants will be six in-service high school English teachers. Each case follows a teacher from September to March extending over two terms.

Lifelong Education and International Development
Supervisor: Professor Sue Hallam

Experiential learning and the construction of adult musical identity

Angela Taylor

Despite current cut-backs in provision for adult education, many adults take up or return to instrumental and vocal tuition every year. Yet we know very little about how they experience it, what motivates them to continue with it and the impact it has on their lives. As part of ongoing case study research, eight adults aged 60 plus, at the early stages of instrumental tuition, constructed repertory grids to show how they use their musical skills to make their instrumental music learning meaningful and worthwhile to them. The data were analysed using Interpretive Phenomenological Analysis (IPA). Findings suggest that lifelong musical experience, expectations and understanding profoundly affect adult motivation for learning a musical instrument. By choosing what to learn and how to do it, thereby satisfying their need for achievement, enjoyment and self confidence, adults can express, construct and validate a dynamic musical identity as part of their self fulfilment.

Culture, Language and Communication
Supervisor: Dr David Block**Back on the chain, gang! Teacher explanations examined from a cultural-historical theoretical perspective*****Bob Tsukada Bright***

The importance of teacher explanations and their relation to the wider contexts in which they are situated is, arguably, deserving of a greater degree of investigation than has hitherto been the case. Much of the literature has tended to examine explicit instruction in the second language classroom from an SLA perspective - with the result that the inherent complexity of the classroom has been somewhat pushed into the background. Cultural-Historical Theory as developed within a lineage beginning with the Soviet psychologist L.S. Vygotsky and continuing through Leont'ev, Luria and Engeström, represents a theoretical framework by which our understanding of the nexus of complex contextual features, such as language, identity and goals, which constitute the background for teacher explanations, and of teacher-student discourse itself, may be deepened.

Culture, Language and Communication
Supervisor: Dr Paul Dowling**Learning to dress: an exploratory study of the constitution of identity and informal pedagogy in the context of dress and fashion among young Taiwanese adults*****Yueh-Lin Tu***

This research is to explore how young Taiwanese adults determine their performance in dressing – how they know what to wear and how to wear it in what settings.

Semi-structured interviews were carried out in Taiwan between September and December 2005. A snowball sampling was adopted to make my participant more at ease.

Drawing on Dowling's social activity theory and the social foundation of the self emphasised in symbolic interaction theory, an analytical mode is formulated to interpret the strategies of individual in establishing identity.

The presentation of my work at this conference will focus on the constitutions of affirmations in establishing the private/public identity, and the interactions/(re)negotiation between the private identity and public identity.

Mathematics, Science and Technology
Supervisor: Dr Martin Oliver, Dr Niall Winters**The impact of integrating portable technologies on higher education institutes*****Esra Ahmed Wali***

The paper presents the findings of two studies that investigated students' utilisation of portable technologies in higher education. We focus on formal and informal learning activities, the benefits and limitations of portables, student collaboration, and the impact of instructors' utilisation of technology on students' use. These issues were investigated by analysing empirical data using Sharples et al.'s mobile learning properties, the conversational framework and activity theory. The results showed that both new and paper-based technologies are important for students engaged in mobile learning. Moreover, portables enable students to do things and create contexts that students using conventional devices could not do or create. Finally, the research led to clarification of Sharples et al.'s mobile learning properties.

Lifelong Education and International Development
Supervisor: Anita Pincas

The development of language acquisition in a mature learner
Rosemary Westwell

This study seeks to provide a rich description of the advancement of a mature learner's understanding and knowledge of the process of her acquisition of Spanish as she learns the language as a beginner. Entries in the learner's diary provide the data for the analysis. The entries are first summarised into four charts. Then the charts and the whole diary are analysed in four different stages, looking at the entries under diary prompt headings, the content of these entries in terms of specific aspects of the phenomena observed, the meanings intended in the diary entries analysed individually and the developmental trends indicated by the whole diary in terms of current learning theory.

Numerous phenomena interact with the individual characteristics and needs of the learner as the learner gradually advances in her knowledge and understanding of the process of acquiring Spanish. The conclusions provide insight into this complex process.

Mathematics, Science and Technology
Supervisor: Dr Candia Morgan

Teachers and reformed mathematics curriculum: investigating teachers' understanding and practice in teaching the new mathematics curriculum in the context of Chinese education reform
Guo Rong Xu

The research takes place in the context of current Chinese education reform. The aim of it is to understand how mathematics teachers perceive, understand and interpret the new elements in the reformed mathematics curriculum, how they actually incorporate their understanding into their teaching and how they explain and justify their practices.

Since the study concentrates on understanding and describing teachers' re-contextualising processes rather than evaluating the outcomes of implementation, a case study is adopted. Eleven teachers from two Chinese secondary schools and an educator from the local education college take part in the study. Data gathering involves pre- and post- observation interviews with teachers and an interview with the educator, lesson observations, collecting supplementary learning and teacher training materials, as well as official documentation.

The study is still in process. The points mentioned above and the problems encountered in transcribing the interviews are to be discussed in the presentation.

Mathematics, Science and Technology
Supervisor: Dr Harvey Mellar

Exploring knowledge creation assets in the virtual environment
Janette Young

Objectives: The paper asserts that you can identify and map the types of knowledge creation assets, as part of the learning process within a higher education organisation

Design: The study takes an interpretist philosophy and is based on a case-study strategy within postgraduate higher education.

Methods: The research is based on the systematic collection and analysis of data, and the strategy is based on a single case study

Results: The findings to date identify the students' perception of the type of knowledge assets within the learning environment. Ultimately this helps understanding of the knowledge creation and learning processes when using ICT's.

Conclusions: The application of theory to the data, makes an effective contribution to understanding knowledge creation theory, and in particular shows the synergy and overlap between knowledge creation assets and learning within the context of a higher educational organisation.