UNIVERSITY OF CAMBRIDGE

Kaleidoscope: 3rd Postgraduate Symposium in Education

Presentation abstracts

Open University

Learners' awareness and understanding of integration
Shafia Abdul-Rahman

By contrast to what is commonly conceived as research process of probing the behaviour of others, what is reported in this paper is a form of research which engages learners in an activity that not only reveals dimensions and depth of learners' awareness but also acts to promote and enrich their appreciation of mathematical topics. Activities that reveal something about learners as they become aware of dimensions and aspects of a mathematical topic can inform both teachers and researchers about how learners' understanding is usually structured. In this paper, I consider probes that reveal learners' awareness of the mathematical topic of integration. Twenty pairs of students studying engineering, mathematics and education have been invited to construct relevant mathematical objects meeting specified constraints, following Watson and Mason (2005). This is just one component of the development and exploitation of a rich framework for what it means to understand and appreciate a mathematical topic. Having learners construct mathematical objects can serve both to reveal learners' awareness and to assist them in gaining deeper understanding of the concept.

University of Leicester

Language through literature: a case study of ESL teachers in a matriculation centre in Malaysia
Wan Kamariah Baba

This paper attempts to explore teachers' attitudes towards the integration of language and literature in ESL classrooms. It has been argued that the study of language and literature together can be mutually complementary and beneficial. This area is well-researched on, however more studies need to be done in order to address the prevailing attitudes between language and literature teachers. "Literature teachers have seen little need for research on the teaching of literature, while language teachers have researched language teaching but hardly considered literature in language teaching perspective" (Hall, 2005:4) As such, there is a paucity of empirical research on the integration of language and literature in ESL classrooms, particularly with lower proficiency language learners (Hanauer, 2001). Thus, this paper aims to investigate ESL teachers' attitudes toward the use of literature in their language classroom, at a Matriculation Center in Malaysia. The study involved conducting non-participant classroom observations, and interviewing 3 teachers who were teaching the English language proficiency course at the Center. They were observed in their Reading class when they were using the literature–based materials; developed by the researcher. These teachers were interviewed twice, before and after the study in order to identify their attitudes and perceptions towards the integration of language and literature in ESL classrooms.

Cambridge University

Accessing and activating social capital resources in Buffalo's public high schools
Brian Barrett

This paper summarises and presents conclusions from a dissertation submitted in April 2006. The thesis first examines the distribution of social capital both across and within a representative sample of six public high schools in Buffalo, New York, an industrial city that has suffered massive urban decline and is characterised by high rates of social dislocation. It

then explores the processes by which students in two of these schools access and activate social capital resources, with emphasis on the context-dependent nature of social capital.

Though discriminant and multiple regression analyses indicate social capital's positive influence on academic achievement, individual levels of social capital are shown to be mediated most prominently by socio-economic status and, the higher a student's household income, the higher their social capital 'score' tends to be.

While quantitative analysis suggests that access to social capital is constrained for some actors (based especially on socio-economic status) as a result of structural forces, it does not conclude that they are controlled by them. Many disadvantaged students in Buffalo very clearly make use of social capital resources as they achieve 'against the odds'. Qualitative techniques explore the processes behind Buffalo students' access to, and activation of, social capital resources.

A case study of two academically successful schools (one enrolling primarily middle-class students and one predominantly disadvantaged students) points to the role of context in mediating these processes. At the 'middle-class' school, students' most valuable education-related social capital resources often prove to be their parents. Alternatively, for students at the 'disadvantaged' school, these resources are largely based in the school and surrounding community. The study highlights the teacher-student and student-student connections fostered by the establishment of a community of caring and high expectations, small school size, and the unique stakeholder interest students take in each school.

Cambridge University

The sociology of medical education: the struggle for capital at two British medical schools
Caragh Brosnan

Most sociological studies of medical education focus on medical students' experiences; few examine medical schools themselves. The interrelationship between students' experiences and the institutions in which they learn remains unexplored. Drawing on the theoretical framework of Pierre Bourdieu, this is addressed through a study of two medical schools, which investigated how each school, its faculty members, and students constructed legitimate medical knowledge. It is based on extensive qualitative research, including 6 months of participant observation at the schools, interviews with 37 students and 15 faculty members and analysis of institutional documents. It shows how, at an institutional level, one school promoted 'science' as the legitimate basis of medical education, whilst the other emphasised 'patient-centred practice', though teaching at both schools ultimately privileged biomedical science. Students' choice of medical school, their resultant experiences, attitudes and practices, were fundamentally shaped by their school's construction of legitimate knowledge. Following Bourdieu, it is argued that medical schools' competing claims over knowledge are attempts to gain symbolic capital in the field of medical education. The habitus of faculty members and students are shaped by and reproduce the field position of their particular school. Future studies must take into account the relationship between medical students' experiences and their school's position in the field.

Durham University
Foreign language learning experience as a process to develop intercultural citizenship – an action research in Taiwanese secondary school intensive English programmes
Irene Wen-ling Chen

The pressure for opening up to meet the challenge of internationalisation and globalisation is the undertone of every political, economical, and educational statement of the day. The economical situation of Taiwan has thus developed an increasing emphasis on competition and choice and it is only too natural that the new bilingual program adopts a 'hidden agenda' of marketisation. However, as the mission statement of the new education policy proposes to nurture future world citizens, and as the foreign (English) language policy thus formulated claims to provide global dimension to the education, the curriculum, pedagogy and expected outcome of the bilingual programs need to be re-examined in light of the global citizenship education.

The primary aim of the proposed study is to examine the social forces behind the objectives, scope, content, sequence and implementation of teaching English as established by education policy in Taiwan, taking the Intensive English Program (IEP) in junior high school in particular as the object of discussion and to reflect on the purpose of learning foreign languages as a tool for social reproduction. In presenting its conservative and progressive interpretation, this paper will argue further the significance and urgency of developing intercultural competence in Taiwan students' language learning experience. The research will then establish evidence through pedagogy of process drama which put learners in situational contexts of encountering "the others" to looks at how language learning experience becomes part of a process of cumulative development through which the learners achieve motivational, volitional and social preparedness and capacity to use the competence in many ways. In order to demonstrate this effect of intercultural competence in language learning experiences, a discussion and analysis of the impact of educational drama activities on the advanced language learners will be presented, through which the differences in cultural and social awareness, language attitudes and identities before and after the interventional program will be studied. In such instance, the practice of process drama will be adopted as an opportunity for learners to develop intercultural consciousness, which will enable learners to go beyond boundaries and limitation of language classroom experience.

Durham University
Ethnographic interviewers who conduct non-native language interviews and native language interviews in one research project
Shu Hsin Chen

Ethnographers, also international research students, who use two or more languages in their interviews or fieldwork, may be seen to be at advantage for various reasons (Delamont, 2002; Robinson-Pant, 2005; Spradley, 1979; Winchatz, 2006). The advantage of being a non-native speaker in an ethnographic interview may become more explicit when a bilingual interviewer conducts and analyses native language interviews and non-native language interviews in one research project. In the analysis of her interview transcripts collected from Taiwanese teachers and western teachers for her PhD research project on intercultural team teaching, the author finds herself using certain communication strategies that allow the westerners to define a concept in English (their L1; her L2). But she did not do so when she interviewed the Taiwanese teachers in Mandarin (part of her L1), probably because the concept was already familiar to both Mandarin speakers, which leads her to assume that there is an agreed meaning. Analysing the situation based on extracts from interview transcripts, this paper argues that the fact that the interviewer is in a weaker position as an L2 speaker is actually making it easier to do a good ethnographic interview because the interviewer is obliged to let the interviewees define their concepts.

Cambridge University

Exploring the students' writing strategy use: data collection considerations

Shih-Chieh Chien

This presentation aims to examine issues concerning the data collection by using the concurrent think-aloud protocols and retrospective semi-structured interviews to explore the students' writing strategy use. The think aloud or concurrent verbal protocol methodology developed from cognitive psychology is used to try to capture as full a description of people's strategy use in working memory in the writing process in nature as possible (e.g., Emig, 1971; Ericsson and Simon, 1980, 1984, 1993; Flower and Hayes, 1981; Hayes, 1996). The interview on the other hand seeks to obtain students' perceptions about their strategy use during the writing. Methods to improve the validity and reliability of data collection will be raised and discussed. Based upon the findings in my PhD piloted study, some issues may also be considered. Due to the nature of different data collection methodologies, predominantly from cognitive and social-cultural perspectives, and their different philosophical assumptions between positivist and interpretive research approaches, they may lead to different results although both methods seek to explore the writing strategy use. The results showed they were likely to be complementary and less likely to make the triangulation.

University of Turin, Italy

Insider researcher: methodological starting points about an ethnographic experience in progress

Cecilia Costa

The purpose of this paper is to share with other researchers some of the main methodological issues arising from the ethnographic study I'm seeking for.

The fieldwork, which I am carrying out during my PhD in Anthropology of Education, aims to study a youth club, characterized by a strong multiculturalism. Since I started the ethnography of this youth centre as an "insider", one of the main steps of this research has been my own transformation from an "insider" to an "insider researcher".

Through the ethnographic experience, I faced not only the difficult definition of this concept, but also the consequences of being an "insider researcher".

The effort to analyze dimension and boundaries of this condition has meant answering questions such as: How far and in which way is possible to be an "insider"?

The hypothesis I want to propose is to use extremely carefully the concept of "insider researcher", both underlining its potentialities and considering its faults.

In fact, from the critical elements, (e.g. ethical problems), have arisen the most fruitful perspective to reflect on the role of the "insider researchers", who are studying educational contexts.

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Trinity College, Dublin

Towards a Creative Model of Authentic Language Assessment
Louise Heeran Flynn

A variety of language tests have emerged throughout the twentieth century and early tests in the 1960s were influenced by a structuralist viewpoint of language. Tests from this period tended to decontextualise the knowledge to be assessed and tested aspects of the knowledge in isolation (Mesthrie et al, 2000:4). Subsequent models such as the popular multiple choice format proposed a skills and components model of language proficiency, distinguishing skills (listening, speaking, reading, writing) from components of knowledge (grammar, vocabulary, phonology/graphology), but they did not indicate how skills and knowledge were related (Bachman, 1990:82; McNamara, 2000:13). Later 'integrative' or 'pragmatic' tests were developed which integrated knowledge of relevant systematic features of language (pronunciation, grammar, vocabulary) within an understanding of context (McNamara, 2000:14), and focused on how knowledge of the linguistic system is used to achieve communication.

Drawing on Bachman's (1990) '*Fundamental Considerations in Language Testing'*, outlining his concept of Communicative Language Ability (CLA), which encompasses the issue of pragmatic competence, this presentation will report on the design and implementation of an innovative and creative communicative language ability assessment instrument. The drama based data collection tool has been designed specifically as part of a two year research project in an inner city designated disadvantaged primary school in Dublin, Ireland. The project aims to assess the efficacy of using a creative arts approach, with particular emphasis on drama and theatre in education, in extending and developing second class boys' restricted and elaborated linguistic codes.

Cambridge University

The PICNIC developing 7&8 year olds as researchers
Ros Frost

Why did I plan 'the picnic'? As a primary teacher and headteacher I consulted pupils frequently yet was frustrated that pupils appeared to have little real power to change anything. This prompted me to research further. **Where did I go?** Using my recent professional experience to plot a general direction through literature on 'pupil voice' I came to rest on the area of 'students as researchers' as a way of equipping and empowering young people to engage with their experiences. However there appeared to be little published about younger primary-aged researchers. I began wondering if this experience was possible and desirable for them? What strategies would they need to support them? What challenges would they and I encounter? **How did I prepare?** Conscious that a weakness in some modes of pupil participation is their reliance on confident, articulate, literate pupils I chose to work with a mixed-ability class of thirty Year 3 children over six afternoons. A second element of the project was to collect data from consenting pupils about this experience. **What did I take?** I prepared sessions on developing research questions, data collection methods, ethical issues, analysis and reporting findings. **What did we learn?** Drawing on themes from my lesson evaluations and the pupils' own perceptions I have begun to gain an insight into the younger researcher's experience. This in turn has challenged my thinking about the nature of research. **Was it 'a picnic'?** The only way to find out is to come along!

University of Bath

Educational decentralization and Turkey's accession to the EU
Fatma Gumus

This study aims to establish the major themes in the implementation of a decentralized system in education in Turkey, as a candidate country to achieve necessary reforms in the accession processes of the EU. It traces links between the role of the nation state and democracy by taking account the influences of the political history of the nation state on the formation of educational systems. It asks, as changing politics of the new era has different implications in state educational systems, whether the recognition of cultural diversity may lead the state to adopt educational systems allowing different ethnic groups to exercise their autonomy in a local context by devolving responsibilities from central authorities to the local levels. It tries to draw a conclusion about the nature and extent of the de-centralisation policies now being considered in Turkey by taking into account the political possibilities and the limits of implementing it. A central question is: are the purposes of educational decentralisation to do with democratising its educational intuitions, or whether such efforts are to achieve economic-liberalisation.

Open University

Teaching and learning mathematics with software: a cross disciplinary perspective
Anesa Hosein

Mathematical software such as spreadsheets and computer algebra systems (CAS) are employed during teaching in various disciplines. From an exploratory online survey of 311 lecturers teaching the mathematical topic of linear programming (LP), software seemed more likely to be employed in the "hard-applied" (e.g. engineering) or "soft-applied" (e.g. business) disciplines than in the "hard-pure" (e.g. mathematics) disciplines. Also, the type of software employed may vary between disciplines, for example, the "soft-applied" and "hard-applied" disciplines favoured spreadsheets whilst the "hard-pure" preferred CAS software.

Further, the survey also found that the hard disciplines such as mathematics and engineering were more likely to teach mathematically-intensive LP sub-topics than the soft-applied disciplines. The findings also seem to suggest that the applied disciplines (e.g. engineering and business) were more likely to concentrate on the application of LP than on the theoretical aspects.

Following this study, the research wanted to look at disciplines and software usage from a more general perspective. As such, an online survey is currently investigating any differences in students' approaches to studying and their mathematics computing attitudes for various mathematical software and disciplines. Additional qualitative research will seek to determine why there are differences or similarities in using various software in the disciplines, by employing LP as the example.

King's College, London

Could computer-aided assessment be an appropriate way of assessing national curriculum mathematics?
Sarah Hughes

In 2004 QCA announced that by 2009 National Curriculum Tests would be available on-screen and more recently QCA predicted that technology will transform models of assessment and reporting.

Research literature suggests that the use of technology could change the strategies and mathematics that pupils use to tackle questions. The project aims to answers these research questions:

1. What are pupils doing when they tackle mathematics questions on screen?
2. How is their behaviour influenced by (a) mathematics in the test, (b) technology used by pupils during the test and (c) language of the test?
3. How are these three elements related?

Computer-aided mathematics questions, which could be suitable for National Curriculum testing, have been developed and trialled. The project uses mixed methods to address the research questions. Five data types have been collected (performance data, pupil responses, observations during the testing sessions, interviews with pupils and questionnaires) a selection of which will be reported on in this paper. Preliminary analyses show that:

1. Pupils were more likely to use a trial and improvement approach and the visual feedback provided by the computer, than engage with the underlying mathematics of a question;
2. Pupils were reluctant to use paper to make jottings or work out answers; and
3. Pupils reported that the test was easy, yet their performance was not good.

Findings to date, and their implications for National Curriculum testing, will be presented and discussed.

Cambridge University

Primary school teachers and sex education in Kenya
Susan Wanjiru Kiragu

This is an exploratory study that addresses sexuality education in a poor rural primary school in Nakuru, Kenya. It was conducted in and used some Participatory Action Research methods. Discussion was held with 18 teachers on the challenges that they faced in teaching sexuality education. A question and answer exercise was carried out among 38 pupils aged 10-14 years old. They anonymously wrote personal questions mainly on matters of sexuality. These were questions that they would not ask adults for fear or shame.

The questions asked indicate that the Kenyan youth still has little knowledge on issues such as monthly period, conception and contraception. Moreover, the questions implied that the knowledge is distorted and has a great deal of myths. There also seem to be some gender differences in the concerns expressed; pregnancy, body image and sexual violence are a greater concern for girls. Teachers emerge as embarrassed and in a dilemma about whether or not to provide sexuality education.

There is definitely a big gap; whilst pupils need sexuality education, the teachers are not providing it. The insights from this study suggest the importance of grounding sexuality education on a proper understanding of the concerns of the young people. It is only when both the teachers' and pupils 'worlds' are understood; can an effective sexuality education programme be implemented. The participatory methods piloted in this study emerged as appropriate for this purpose.

Cambridge University

Developing online questionnaires for mathematicians
Zsolt Lavicza

In my talk, I will discuss the development of an on-line questionnaire that I am developing for my dissertation research. By employing this questionnaire, I aim to gauge university mathematicians' use of Computer Algebra Systems (CAS) in undergraduate mathematics

courses as well as their thinking about the advantages and disadvantages of CAS use in university-level teaching. The development of the questionnaire is based on an interview study with mathematicians that I conducted in the past year. Thus, I integrate issues emerged from this earlier study and include concerns described in the mathematics education literature. Adding to the complexity of the questionnaire design, I am examining mathematicians in three countries, Hungary, United Kingdom, and United States, which requires me to consider aspects of international comparative research. In my presentation, I will report on the difficulties that I encountered during the design of this questionnaire and highlight issues to which researchers must pay attention when deciding on using on-line questionnaires among their research methods.

University of London

Experiment in academic freedom: utilizing transformative learning techniques to create the conversation model of education at the IOE
Arthur Male

The experiment in academic freedom, referred to in my title, utilises transformative learning techniques (TLT) to create what I call the conversation model of education at the Institute of Education (IOE) 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 marginalised 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 which is: If I engage colleagues in collaborative conversations, I will discover commonalities in our knowledge creating experiences. And generated three research questions: how are TLT utilised by colleagues: personally, in their own learning; publicly, as members of 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 verbal, textual and material evidence of colleagues' interrogation of the conversation and hierarchic models of education.

Open University

Design for Design: Designing Shared Virtual Environment for Computer-supported Collaborative Learning in Design
Phebe Mann

In order to understand the "bigger picture" of online conceptual collaborative design processes, and to build a framework for modelling work to inform interactive system design, the following research questions are raised:

"How do student designers make use of Lyceum, a shared virtual environment, (shared whiteboard and audio conferencing facilities) in online conceptual collaborative design?"
"What design recommendations can be made for tools to support the above activity through the study of how student designers make use of such environment for conceptual collaborative design activities?"

The main contribution of this research addresses the research questions. Findings such as novel emerging "themes" on issues concerning "near-synchrony" had not been discovered from other research. Other findings on the themes of "grounding – mutual understanding" and "support creativity" complement findings from other research. A secondary contribution is that it describes a novel methodology for observing and analysing conceptual collaborative design by adapting the concepts of grounded theory. The methodology is valuable in

developing process and context descriptions and explaining patterns and phenomena. The novelty is that the emerging "themes" provide a broader picture of conceptual collaborative design process and context descriptions, rather than concentrating on narrow aspects of the final artefacts. A series of design recommendations were made for the development of tools to support online CSCW in design using a shared virtual environment (shared white board and audio conferencing facilities) through the study of how student designers make use of such environment for collaborative conceptual design activities.

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University of Leicester

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Looking through the lens: 'A-level' drama and theatre studies in Leicester and Leicestershire and the changing phases of post-16 education
Kate McCauley

This paper will outline my current qualitative case study research which takes an in depth look into how the two year Drama and Theatre Studies A Level is being delivered by teachers in schools and colleges in Leicester and Leicestershire. The subject specifications from three awarding bodies will be analysed in relation to how they are currently being communicated in the classrooms. This paper will then examine proposed governmental alterations to the existing A Level system. In January 2003, the government's *Opportunities and Excellence* document proposed changes to the curriculum for 14 to 16 year olds in search for an increased breadth of study and more flexibility to allow schools and colleges to tailor programmes to individual student needs. In February 2005, Education Secretary, Ruth Kelly, produced the *Education and Skills White Paper* outlining the government's plans for 14- 19 Education. I will offer a summary of the key features of this White Paper and identify how the Qualifications and Curriculum Authority (QCA) interpreted these proposals when drafting their AS/ A Level subject criteria for Drama and Theatre Studies in March of 2006.

This research addresses how A Level Drama and Theatre Studies could possibly be affected by the proposed governmental change. It is particularly relevant because it concerns the on-going practise of A Level delivery at a pertinent time of educational transition. It also vocalises the thoughts, feelings and concerns of the Drama and Theatre Studies teacher and learner, two groups whose voices are seldom represented in post-16 educational research.

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Massey University, NZ

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Talking in class: new entrant teachers' beliefs about oral language
Shona McDonald

While oral or spoken language is a primary medium for teaching and classroom communication, there is an absence of literature that relates specifically to the beliefs teachers have about oral language. This study documented and discussed seven teachers' beliefs about oral language. It involved the recording and transcription of the teachers' beliefs about the development of children's oral language, including the strategies and programmes used to assess and promote it in new entrant classrooms. There was an agreed period of reflection during which each teacher was asked to review their interview transcripts and outline any changes or affirmations to their earlier beliefs, assessments, programmes or teaching strategies that they had subsequently considered or implemented in their classroom. While the study documented the teachers' beliefs and the changes to teaching practice that occurred following the reflective phase, it also discussed possible implications for teaching and learning. In particular, the findings suggested the emergence of a literacy paradigm that includes reading, written and oral language and within which the teachers viewed oral language primarily as a conduit to the promotion of reading. Although the teachers discussed how the engagement of learners with and through reading is actively promoted in their classrooms, in contrast, oral language and its potential to engage five-year-

olds in classroom communications, meaning making and learning was not actively promoted. The teachers highlighted a privileging of reading and writing. As they perceived 'Literacy' rather than 'English' as a curriculum area they highlighted the paradigm shift that also appears to have narrowed rather than broadened the meaning making, learning and communication potential of five-year-old learners.

Cambridge University

Intercultural education in Latin America: why does it matter?
Luz Maria Moreno Medrano

This paper has the purpose of presenting some of the biggest challenges in the provision of quality education for indigenous children in Latin America. The living conditions of indigenous children not only depend on the provision of quality education but also in the transformation of economic, social, political and cultural structures within the countries, especially those concerned with the eradication of racism and discrimination. The main argument of this document supports that Intercultural Bilingual Education (EIB) can be an alternative to provide quality education as well as it can promote changes in the relationships between indigenous and non-indigenous groups. However, Intercultural Bilingual Education has the challenge to overcome racist and discriminatory attitudes against indigenous students within schools and in the society as a whole.

Institute of Education, University of London

Mass collaboration with ICE CREAM: reconsidering roles of educators in E-learning
Tim Neumann

Audiographic web conferencing technology has come of age and it is now possible to create effective real-time e-learning. This technology shows a high potential for education: Comparably low in costs, it has applications in a wide range of settings. However, educators may have to adjust to capture the potential of the multimodal medium, to address the needs and characteristics of learners from the Net Generation, and hence to produce ICE CREAM: Interactive Collaborative E-Learning using Creative Real-time Media.

This presentation briefly reports on the concept of large multinational live webinars, exemplified by a Multiple Venue Production (MVP) produced by the University of Adelaide and the London Knowledge Lab, in which Professor Diana Laurillard (London Knowledge Lab) interacted online with 450 learners at 41 universities in the Asian-Pacific area. Instead of merely delivering audiovisual presentations, the key concept is to stimulate rich and meaningful exchange between participants, resulting effectively in mass collaboration.

The pedagogic aspects and the actual implementation of MVPs are significant challenges. This research project attempts to develop a new framework for educators, identifying new roles for them, based on the metaphor of a media production. The dominant question at the current stage is how to assess the usefulness of this metaphor, therefore the presentation will conclude with an outline of a multimodal analysis strategy, including data not usually considered in an educational context and presenting initial results from the first pilot.

University of Leicester

What Lays Behind the Participants' Minds of My Research Tools?
Singhanat Kenny Nomnian

The aim of my presentation is to reflect the use of my research tools, namely, English speaking logs, semi-structured interviews, and classroom observation, in the light of my research participants' perceptions of my research project investigating the roles Thai

students' identity and agency play in classroom engagement at a taught postgraduate programme in a British university. Rationales for undertaking those tools according to my project's theoretical frameworks will be discussed. The objective of using English speaking logs and classroom observation was to set up the interview schedule, which could allow me to explore my participants' insights of classroom engagement and life experiences in the UK. The classroom observation and the interviews were effective because I could gain better understanding of their behaviours in classrooms from what they had reflected in the interview about their learning experiences. The English speaking log, however, seemed ineffective since the participants found it difficult to keep up recording their day-to-day social encounters due to the demanding nature of recording and their busy studying schedule. Nevertheless, I overcame the problem by having a regular informal conversation with them through face-to-face and instant messaging interactions. By allowing the research participants to reflect on the research tools could potentially enable educational researchers not only to evaluate the advantages and disadvantages of the tools they have employed, but also to develop their research skills in order to become better educational researchers.

Cambridge University

An action research approach to investigating metacognition in Key Stage 2
Amanda O'Shea

This paper describes the methodological approach of a project to investigate self-assessment strategies with Key Stage 2 pupils as an intervention to develop independent learning and metacognition. For this study, metacognition was linked to self-efficacy in terms of the pupils' developing confidence in completing self-assessment tasks such as setting appropriate personal learning targets and ways of achieving them independently. The research was conducted as an Action Research project to develop pupils' higher-order intrapersonal thinking in the classroom. The intervention itself was developed in collaboration with the pupils and the results fed back into the reflective cycle of further improvements and research.

The pragmatist paradigm considers the research question to be of greater importance than the method or the worldview that underlies it. The pragmatist paradigm fitted the mixed methods design which aimed to measure developing confidence in assessment tasks. However, this is not without its criticisms and the research methods must be rigorous and open to scrutiny. Semi-structured interviews, sentence completion questionnaires, learning dairies and research journals contributed to the richness of the pupils' experiences of developing self-reflection. A questionnaire was also used to assess pupils' developing confidence along a scale and this was analysed quantitatively to confirm their increasing confidence.

Cambridge University

Justification of drama in the curriculum and teachers' perspectives of drama
McConnie E. Providence

The history of drama education is identifiable by four separate waves of drama educators: The 1st wave (late 1900s Harriet Finlay-Johnson 1871-1956) and (Henry CaldWell Cook 1886-1937) -The 2nd Wave (mid 1900s Peter Slade -Brian Way- Dorothy Heathcote-) 3rd Wave (Gavin Bolton-David Horn Brook) the 4th Wave The critical and transformative theory period (John Carrol Michael Fleming Anton Franks and Ken Jones). This Period is also identified by multiple approaches to class room drama and was influenced by the progressive movement in education. The philosophy of John Dewey was also incorporated into early class room drama. At present, the issue of drama not being a core subject on the British English Curriculum, nor as a foundation subject is still a matter for debate.

Drama's role at present is to support the teaching of English. Drama educators, practitioners and several prominent writers have all banded together and voiced their support for drama to become a core subject or foundation on the National curriculum. At present nothing has been resolved and there is no sight of an end or solution to this issue in the near future.

University of Leicester

The Use of Quasi-experimental Design in Examining the Effectiveness of School-based Intervention Program

Fatma Al Saadi

This paper seeks to articulate the research design that will be used to examine the effectiveness of an intervention program on grade ten Omani pupils' cultural tolerance. Researchers such as Gersten et al. (2000) indicate that the experimental design is the most influential method available for assessing intervention effectiveness. According to Feuer et al. (2002) experimental design is "still the single best methodological route to ferreting out systematic relation between actions and outcomes" (p.8). In educational studies, there are often practical and ethical barriers in assigning subjects randomly to treatments, especially in school-based research, where classes are formed at the start of the year. These circumstances exclude true-experimental designs, while allowing the quasi-experiment as an option (Grimshaw et al., 2000). Quasi experimental design "is an experimental design that does not meet the requirements necessary for controlling the influence of extraneous variables" (Christensen, 1997 p.349). The non-equivalent control group design involving an experimental group and a control group both of which are given a pre-test and post-test will be utilized in the study. It should be emphasized that the existence of control group in this design is essential for reducing the potential threats to internal validity. However, the internal validity may be still affected by factors such as interaction between selection, maturation, and history. Some suggestions to deal with these threats will be discussed in this paper.

Cambridge University

Poverty, policy and the past: using history and teachers to determine education's future

Deborah A. Sabric

In the post-war era, both the United Kingdom and the United States focused on two distinct, yet interconnected, domestic policies:
1. the amelioration of poverty through the welfare state and education and
2. the reform of education to guarantee equality of opportunity among the population

Education was perceived as providing the necessary skills for children from lower socio-economic backgrounds to become socially mobile. However, education also routinely failed to provide those skills for children within poor communities therefore lowering their chances of escaping poverty. Coincidentally, as education was faulted for failing to meet its egalitarian goals, the poverty rates remained stagnant in both nations.

The difficulty with education policy is the determination of success criteria. Policy-makers frequently lauded both poverty and education policies as successful efforts but teachers and other educationists often differed in their assessment of success particularly as policies related to their school community. This disconnect between policy-makers and educationists creates tensions especially as it relates to the creation of new policy. Thus, this discussion centres on two industrial communities, their struggle with poverty and education achievement, teachers' perceptions of poverty and education reform and what we can learn for future policy endeavours.

Cambridge University

Professional perspectives and the development of citizenship education in four case study schools in England
Tom Shirley

The PhD research project I am planning is focused upon the shaping and ongoing development of citizenship education in four case study secondary schools in England. The research is concerned with exploring citizenship education in terms of both hidden and overt curricula. Therefore, a range of activities, courses, and formal citizenship education programmes within each selected school will be of interest, as will relevant aspects of the whole-school ethos. More specifically, the research aims to investigate and explicate the understandings and rationales more or less explicitly drawn upon by teachers and school managers, in the ongoing development of citizenship education within each institution.

Methodologically, the research draws upon a framework developed by Esland (1971), through which professional 'pedagogic', 'subject' and 'career' perspectives are analytically distinguished. However, in seeking to draw links between social actors' perspectives and both institutional and wider societal contexts, the research is more broadly underpinned by Giddens' (1984) structuration theory, which is seen to develop social phenomenological insights in some important ways.

Cambridge University

Who will I be? A study of Year 11 pupils' education and career possible selves
Jenny Symonds

Year 11 pupils are confronted with the amalgamated pressures of being examined for the general certificate in secondary education (GCSE) and having to navigate the complexities of post-16 career choice. Concern for the negative affects of these dual challenges calls for an investigation of how education and employment hopes and fears are configured in pupils' self-concepts. Informed by critical realism, a quantitative study investigated 200 Year 11 pupils' possible selves (conceptions of themselves in a future time), to examine the extent to which pupils focused on education or employment in comparison to their alternative hopes and fears. The survey uncovered that pupils were most focused on education and employment (67% and 33%). Pupils' hopes centred around achieving employment, whereas their fears tended to focus on educational failure. Interestingly, pupils of mid-achievement were the least focused on education or employment. The current presentation highlights the methodological challenges of measuring representational constructs such as possible selves.

Bremen University, Germany

The political economy of education provision in Latin America. Late development, democracy and some evidence from Colombia
Christian Völkel

By broadening electoral competition and empowering marginalised groups, an often made argument suggests, democracy has a positive impact on reducing poverty and inequality. Viewed against this background, the diverging trajectories of Latin America's political and social development are somewhat puzzling. While democracy has spread since the 1970s, poverty and inequality have soared over the same period. Access to public services, such as education and health, is highly unequal and the services provided to the poor are often of disputable quality. Hence the question emerges: under which conditions are democracies geared towards pro-poor responsiveness?

Starting from the assumption that (quasi-)public goods, such as education and health, are especially valued by poor people, this project seeks to tackle this question by bringing to the fore two propositions to explain why Latin American democracies face, albeit to varying degrees, continuing problems of providing public goods to those who most need them. I first argue that the region's path of late and dependent development has crucially shaped the demand curve for public goods. Second, I argue that differences in the political party system are crucial for understanding how incentives for political actors to supply public goods vary within a democratic setting. Blending political economy and institutionalism, the argument seeks to de-naturalise inequality by uncovering the political logic at the origin of unequal distribution of education.

Drawing on evidence from the Colombian education policy reforms in the 1990s, this paper also offers a first partial assessment of the explanatory power of the argument.

Poster Presentations

University of Cambridge
Patterns of Physics Problem Solving From the Perspective of Metacognition
Fatin Aliah Phang binti Abdullah

Metacognition is a fuzzy and loosely defined concept, yet one that has received a great deal of attention from psychologists and educationists over the pass 30 years. Metacognitive strategies or skills are believed to be related to problem solving in many subjects. However, there are only a few studies looking into the role of metacognitive skills in Physics problem solving particularly. The research discussed here is an attempt to investigate the patterns of Physics problem solving among 6 Key Stage (14-16 years old) students in Cambridge from the lens of metacognition. In order to match the students with the 'real' problem that is difficult for them but is solvable, 55 students from 2 schools were given a set of Physics Problems Test consists of 6 problems of Linear Motion and followed by 2 questions to measure the level of difficulty of each problem. Later, 6 students were selected to undergo another session of individual problem solving using thinking-aloud, followed by retrospective interviews. The thinking-aloud and interviews were being recorded, transcribed and coded using the Open Coding technique of Grounded Theory. Though this small-scale project has not reached the stage of theoretical saturation, the used of coding technique, constant comparison method and theoretical sampling gave a concrete foundation for theory and patterns generation.

Institute of Education, University of London
Educate~ The Journal of Doctoral Research in Education (ISSN: 1477-5557)
Tim Neumann

Educate~, published twice a year under the auspices of the Doctoral School at the Institute of Education, University of London, aims to provide:
- opportunities for the dissemination of the work of current doctoral students at any stage of their research, and recent doctoral graduates, on any aspects of education or related areas;
- opportunities for the dissemination of "work in progress" to the academic community;
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Submissions are invited from doctoral students and recent doctoral graduates. The main types of articles are:
- research notes (intended to alert the research community to research in progress);
- critical reviews of an area of literature;
- research papers.
Other forms of communication are welcome, such as personal narratives and both video and audio material can be included as part of a contribution.

Current doctoral students and recent doctoral graduates are also invited to contribute to the journal as reviewers, thus gaining further experience in the academic publishing process early in their research career. http://www.educatejournal.org

Keynote Address

University of Cambridge

The seeds of time: a temporal analysis of education as dialogue
Professor Neil Mercer

In this talk I will argue that the temporal dimension of the process of teaching and learning, at the level of classroom interaction, deserves more research attention. By 'temporal dimension' I mean how classroom education is pursued through time and how the passage of time is embodied in the talk and interactions of participants. I will illustrate my argument with data from my recent and current research in schools and discuss the educational significance of its analysis.