Kaleidoscope 2014: Opening up the Ivory Tower
Graduate Student Educational Research Conference
Donald McIntyre Building
Faculty of Education
University of Cambridge
184 Hills Road
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http://is.gd/KC2014

Thursday 29th May

8:30-9:30am
Registration (foyer) and coffee/tea (GS4)

9:30-10:00am
Conference Opening featuring 'What does the Fox say?' meets philosophy perspectives, by Frances Turnbull.
David Pomeroy and Frances Turnbull, University of Cambridge
Abstract: Using film and live guitar performance, the author considers the potential of philosophy perspectives to overwhelm, confuse and confound otherwise reasonably intelligent people, using a parody of the popular Fox Song.

10:00-11:00am
Keynote address: From educational policy and practice to educational research – and back again?
Professor David Bridges
Director of Research (Kazakhstan and Mongolia)
University of Cambridge Faculty of Education
This presentation begins by acknowledging the mutual frustration between the communities of educational research and the communities of educational policy and practice at the lack of connectivity between the two, tries to understand why this might be and considers what we might do about it.
It discusses briefly the relationships between research, policy and practice and distinguishes between research that engages directly with practitioners (e.g. through classroom action research) and research that is mediated to practitioners via higher level policies.
It asks whether it makes a difference whence we derive the problems we investigate in educational research and whether we conceive of educational theory as (i) applied social science or (ii) a body of thought developed out of the professional practice of educators. Where do we get our problems from?
It examines the nature, the epistemology, of 'policy' and the kind of considerations that might quite reasonably enter into policy decisions – and the gap between these (legitimate?) considerations and what is typically contributed by researchers.
It notes, in particular, the normative or ideological components of policy and the implications for research of observing the centrality of such considerations.
It observes the importance of audience to the representation and interpretation of research and hence the rhetorical requirements upon the researcher if their work is to be heard and understood.

Finally it looks at some of the mechanisms by which research might move from the academy into policy and (directly or via policy) into practice communities and what happens when it moves through these paths.

11:00-11:30
Coffee/tea break and posters

11.30-1:00pm: Student parallel session 1

GS3
Therapeutic subjectivities in the British Education System
Clare Rawdin, Unversity of Birmingham
Key words: Emotional well-being; Social & Emotional Learning; therapeutic education; subjectivity

Abstract: Drawing on the work of Foucault, the planned thesis will explore the ways in which subjectivities of learner and teacher are constructed within the psychological and pedagogic discourses that underscore 'therapeutic education'. In numerous countries, including the UK, America, Sweden and Finland, a range of initiatives are now routinely implemented in classrooms at all levels of the education system in response to growing concerns about the emotional well-being and mental health of children and young people. One particularly dominant therapeutic approach is 'Social and Emotional Learning' or SEL which emphasises the teaching of socio-emotional skills. However, research into the effectiveness of such initiatives has largely focused on quantitative measures of impact on learners and, in the UK at least, has tended to reveal inconclusive findings. In this thesis, I will explore qualitatively the ways in which SEL and similar therapeutic initiatives are involved in the construction of both student and teacher (or professional) identities. My research design will incorporate a comparative case study with in-depth observations, interviews with teachers and focus groups with learners conducted at two schools: one infant and nursery and one secondary school. Documentary analysis will be performed on materials and policies relevant to SEL provision in the UK to assess the ways in which documents are involved in the construction of therapeutic subjectivities. In advancing a Foucauldian argument that posits emotional well-being initiatives as a subtle form of disciplinary power, this thesis will contribute to the critique of therapeutic education.

Facilitating the Appreciation of Leadership: An Experiment Using Sequences from Vinterberg's film 'The Hunt' (40 minutes)
Don Antunes, University of Cambridge
Key words: leadership appreciation, psychonalysis, facilitation, cinema

Abstract: The last few decades have witnessed a large growth in the amount of academic studies, popular books, public talks, conferences and teaching programmes on leadership. In line with market demands, various pedagogies to teach leadership continue to be developed, including art-based methods and psychoanalysis.
The project takes an innovative psychoanalytic perspective from a neo-Lacanian orientation and proposes the use of commercial films as educational tools to expand facilitation practices in leadership appreciation. More precisely, it is an intent to design, implement and reflect upon an innovative facilitation programme for groups of participants with the pedagogical aim of improving their appreciation of leadership, and as a consequence, becoming better able to situate themselves as subjects able to display leadership capabilities in their interactions in the world.

It builds on original but underexplored propositions about the relevance of leadership appreciation (March, 2003, 2004, 2005, 2006). I decouple leadership appreciation in two varieties. One is as passive appreciation, as when someone accords leadership recognition and distinction to activities and events performed by someone else. The other is as active leadership practice, that is, as the acts of someone who, by embodying it, engages himself or herself in whatever leadership functions, tasks, challenges and opportunities are presented in a given, specific situation. Moreover, as I shall show, the appreciation of leadership implies ethical and aesthetical dimensions.

For this conference, I propose to facilitate a group conversation on leadership appreciation interspersed with a few slides and the screening of sequences from 'The Hunt' (Thomas Vinterberg, Denmark, 2012). Such experimental session using psychoanalytically induced conversations will not aim to impart the 'right interpretation', but instead to focus on letting the subjects give voice to their own personalized involvement or indifference with the potential leadership appreciation effects provided by the slides, film sequences and conversation.

1S7
The Bologna Process as a Policy Transfer Issue in Ukraine
Iryna Kushnir, University of Edinburgh
Key words: Bologna Process, policy transfer, Ukraine

Abstract: The Bologna Process (BP) – a European policy initiative to harmonize higher education structures and make higher education degrees compatible – is presented in literature from two main perspectives: governance and implementation implications. The BP transfer process is discussed in literature as a side issue of governance, and thus, is underelaborated. Moreover, the BP transfer process as a combination of actors, objects, timing, reasons, directions and ways of transfer seems not to have been analysed. This research aims to address this gap by focusing on the debates about the BP transfer in the Ukrainian context. Ukrainian context presents an interesting site for research because of its ambiguous geopolitical location aspiring both to the European Union and Russia. Moreover, the research interest in the Ukrainian context is linked to author's experience of its undergraduate education in the aftermath of the BP introduction which suggests that the reform is a multi-faceted phenomenon.

The interpretivist research paradigm shapes theoretical and methodological approaches in this work. The theoretical framework is positioned as a heuristic way to explore the suitability of an eclectic combination of a number of theories to the analysis of the components of the BP transfer stated above. These theories include the linear and network approaches, referentiality and world system theories, neo-institutialist and postcolonial theories. Research data has been collected through searching for official BP documents and the BP implementation reports, as well as interviews with national policymakers, participants of international organisations related to higher education reforms in Ukraine, and faculty members and staff members at two higher education institutions in Ukraine. This data has been thematically coded and is in the process of being analysed.

This study seeks to make a contribution by presenting a detailed scholarly analysis of the major recent higher education reform debates in Ukraine and by illuminating issues of education policy transfer in developing post-Soviet countries like Ukraine.

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Learning space and student learning in higher education

Ji Yu, University of Cambridge
Key words: learning space, student learning, higher education

Abstract: My research project focuses on learning space and student learning in higher education. The study of learning space in higher education has not historically attracted a great deal of attention from researchers, but this situation is changing as notable studies of the connections between learning and space considerations have emerged globally recently. Among these discussions, rigorous and multi-layered models and knowledge of the role of learning space in supporting student learning in higher education is relatively lacking. My study aims to take a step forward into this.

The study will adopt a mixed methods approach, on the basis of the epistemic belief that 'learning space' itself is a mixed notion with two levels of meaning - physical and psychological level. On the one hand, it is a real, concrete physical existence with its structure and scale is absolute and measurable. On the other hand, each student may have different attitudes and views of the same space. Therefore, the study will use both quantitative and qualitative methods (the instrument of Inventory of Learning Styles, Vermunt, 1996; and semi-structured narrative interviews) to search both stable, statistical results from a positivist perspective and more dynamic, narrative results from an interpretive viewpoint.

The data will be collected in two learning spaces that are designed for the same discipline/department in China to minimise the impact of cultural and disciplinary factors - one is an experimental learning space driven by a particular pedagogy, the other is a traditional learning space. By conducting the same diagnostic instrument and methods for student learning, the results will be compared and contrasted to obtain an insight into how different learning spaces could impact on student learning, and discuss what kind of learning space is more likely to foster 'high quality learning' in higher education.

The Influence of Perceived Self-Competence upon Students' Engagement with Learning: A Self-Determination Theory perspective

Roger Wood, University of Birmingham
Key words: Teaching shortages of teachers of the African Diaspora, Lessons for international policy makers on diverse teaching populations, Cross-national comparison of teacher/student matching

Abstract: Some research has shown that diverse groups of students are often best served by teachers who match their ethnic and racial group (Atkins, D.N., Fertig, & Watkins, 2013; Milner, H.R. & Howard, T.C. 2013; Mirza & Meetoo, 2012). While this has been demonstrated in the literature, the context and implementation of these practices have been deeply problematic. As schools across the globe continue to become more ethnically and racially diverse (Banks, 2008; Castles, 2009; Cooper & Alvarado, 2006) it is important for a teaching body to reflect the racial makeup of the changing demographics of students (Cooper & Alvarado, 2006; Ingersoll & May, 2011; Ryan, Pollock & Antonelli, 2009). In areas where

those of European descent are the majority population and Black students are in the minority, those of European descent are the majority of those who are teaching students of the African Diaspora. Therefore, teachers that are teaching these students often do not have the cultural background and sensitivities to fully understand and best teach these students (Alexander, D.R., 2009; Dee 2005; Martino & Rezai-Rashti, 2010; Mirza & Meetoo, 2012). The purpose of this presentation is to compare and contrast the issues of diverse teacher shortages in three countries with particular emphasis on Black teachers. These include, the United Kingdom, the United States and Canada. I will meet these aims in several ways. First, he shall explore the empirical and theoretical research of these issues. Second, I will present the lived experiences of teachers of the African Diaspora and the challenges they face. Finally I will present the value of a cross-national comparison of this issue and provide implications for future research in this area from an international context.

2S4

Investigating Sino-British Transnational Partnership Development through the Practices of Faculty
Claudia Bordogna, University of Huddersfield
Key words: Transnational education, Faculty, Partnerships
Abstract: This paper focuses on the development of transnational partnerships from the perspective of academics tasked with operationalising these alliances. As neo-liberal policies stimulate global competition, commodification and markertisation of higher education, educational institutions across the globe seek to strengthen their position by establishing various types of transnational alliances. Currently, transnational research communities predominately focus on educational quality and pedagogical challenges brought about by international alliances (Smith 2010, Leask 2008). Yet, a much under-researched area is how faculty at the micro-level of practice transform and progress transnational partnerships. This lacuna provides a platform in which to launch an empirical study investigating operational practices in the development of transnational partnership relations. What practices do faculty engage in and how do they feel these assist in the development of their partnership? Do faculty feel their activities provide them with opportunities to collectively learn and ultimately transform their working practices to further develop their transnational relationship?
Embedded within a critical realist paradigm, representing a stratified and transformational ontology, appreciative of both the objective and subjective dimensions of reality (Bhasker 1986), a multiple case study design comprising of four Sino-British transnational partnerships provides the contexts in which to analyse the operational practices of faculty. Each case represents a unique partnership, creating analytical benefits therefore reducing research vulnerability often associated with single case study design (Yin 2003). Drawing upon data taken from interviews conducted in the UK and China, data is explored using three theoretical levels of analysis, third generation cultural, historical activity theory (CHAT) (Engeström 2001), social action theory (Weber, 1991)and social penetration theory (Altman & Taylor 1973). The research presented aims to positively contribute to understanding how activities undertaken by faculty members at the operational stage of a transnational partnership affects the development of social and partnership capital (Eddy 2010).

Getting the message across: how practitioners and academics can learn from each other
Charlotte Vidal-Hall, Institute of Education
Key words: design research, pedagogy, teacher agency
Abstract: A good academic writing style and publication in peer-reviewed journals are seen as measures of success in academia. The apparent hegemony of the academic writing style

and the requirement to publish in peer-reviewed journals can, however unwittingly, exclude the very communities educational research is intended to benefit; practitioners and their students. The desire to recognise teacher agency in the research process and to conduct relevant research with rather than on practitioners has implications for the choice of methodology. Drawing on my experience as a journalist and early years teacher this presentation will explore an alternative way to disseminate research. It will take the form of a children's picturebook to share a research project that meets the challenge of being meaningful and relevant to teachers while at the same time contributing to an academic field. This presentation explores how an educational design research approach is being used to develop usable and theoretically informed classroom interventions. Design research is an emerging methodology that allows teachers to be actively engaged in research developed with them to address real problems through naturalistic, classroom-based interventions. The proposed research investigates how technology in the early years can be used more effectively in reading pedagogy by building on home practices of digital text use. It is hoped that collaborating with practitioners will make it possible to develop and test practical ways to do this and lead to developing theory generalisable to other settings. The view that design research can make a contribution to the field of reading pedagogy and teacher development inspired the design for this study. It also makes a methodological contribution to design research through its combination with a socio-cultural framework that recognises the importance of relevant and meaningful contexts for learning.

Resist collectively or fighting for individual interests? Mainland Chinese students' identities and practices in a Hong Kong university

Cora Lingling Xu, University of Cambridge
Key words: collective resistance, Bourdieu, identities, migrant students
Abstract: This paper draws on case studies of 31 mainland Chinese students who cross the border to pursue undergraduate studies in a Hong Kong university. Analysis in this paper is primarily drawn from two rounds of individual interviews, selected focus groups as well as written work of the student participants. This paper attempts to understand the complexities of identities in relation to Bourdieu's concepts of field, habitus and capital. Congruent with Reay et al's (2009) notion that a constant fashioning and refashioning of the self is necessary in response to a conflicting new environment, data in this study reveal identity constructions that take forms of fighting for individual interests under the disguise of collective resistance; the confrontational nature of the micro-level interactions implicate on a more macro understanding of the intensifying HK-mainland China relations. This paper hence argues for a nuanced interpretation of identity constructions in migrant students' socialisation processes within such sibling educational contexts.

2S5

Political Children's Literature: What can Egyptian government sponsored children's literature say about political ideologies?

Dina Elabd, University of Cambridge
Key words: children's literature, Egypt, government sponsored, political ideologies
Abstract: The title of this year's Kaleidoscope Conference, Opening up the Ivory Tower, is precisely the goal of my research. My study looks at Egyptian government sponsored children's literature and it's progression over time in relation to the political ideologies it portrays. By analyzing this, there can be an increase of awareness and appraisal on the content of government sponsored literature and it's eventual effect on children and the state. One main piece of literature will be selected for each presidential era, ranging through Gamal Abdel Nasser(1956-1970), Anwar El Sadat(1970-1981), Hosni Mubarak(1981-2011), and

Mohamed Morsi(2012-2013). This will be selected from the government Arabic curriculum, book fair handouts, and other subsidized books. Through textual analysis, different ideologies will be revealed in the texts and compared over this span of a half century.

History Textbooks and the Development of Historical Conceptions and Peaceful Values among Students
Verena Meister, Södertörns högskola
Key words: Historical Learning, Identity Construction, Peaceful Values
Abstract: This paper presents my ongoing PhD research project which is a comparative analysis of history textbooks that are currently used in Sweden, Poland and Germany for teaching history to upper secondary students and of history-oriented narratives of students in these three countries. The concept of positive peace is of special interest to me during the analysis. It refers not only to the mere absence of violence but to situations which are characterized by social institutions supporting equitable distribution of public resources and genuinely peaceful resolutions of conflicts and by individuals who promote and are guided by peaceful values. When analyzing both the textbooks and the students' narratives I adopt a problem-driven approach and refer to the theoretical framework of Political Discourse Theory, more specifically to the logics approach within PDT. In particular I am interested in the way fantasmatic logics are at work regarding peace and conflict in the data that I am working with. The history textbook as a medium of communication represents a certain consensus regarding a variety of historical topics and values in a society and has thus a "seismographic" quality. The encounter between students and the history textbook offered to them is part of the dynamic system of the historical culture that exists in a society. The textbook gains its relevance and importance in the encounter with the students. I am interested in getting to know how the students experience the presentation of peaceful values in their textbooks and whether they can identify with this value-system. While presenting this paper I will focus on preliminary results from the analysis of a Polish history textbook and results from group-discussions which were conducted at three upper secondary schools in Poland.

2S7

Teachers' perspectives of their own Feedback Practices that are provided to the students on their written Work
Veronica Yanez-Monje, King's College London
Key words: Formative assessment-feedback-perspectives
Abstract: It is now widely accepted that formative assessment improves students' achievement; however, there is also evidence that teachers encounter a range of issues when they try to implement formative practice inside the classroom (Black & Wiliam, 1998, 2003, 2006, 2009, 2012). This study aims to investigate teachers' interpretations of feedback in terms of theory and practice and explores how this might be informed by their conceptions of learning and their experience of professional learning.
This paper draws on a study involving three Year 5 and one Year 4 teachers from three different primary schools in London. The main sources of data comprise of classroom observation and teachers' interviews. The lessons observed were centered on documenting events in which feedback occurs in an ordinary classroom setting, looking across a range of subjects. A semi-structured interview format was used to explore the teachers' interpretation and intentions in the feedback process. Follow up interviews with the teachers were carried out in order to ask them to comment on specific instances informed by the lessons observed. The first round of interviews has been completed. In this paper I mainly focus on data from this stage of the research.

It reports on participant teachers' views on feedback with particular reference to pupil written assignments. Emergent findings illustrate diverse perspectives that arise when teachers describe the complexities involved with specific strategies related to sharing success criteria and marking using written comments. This paper examines what kind of teacher knowledge is involved, as reflected in the teachers' written comments; and, how their feedback practice relates to their conceptualizations of formative assessment. The implications of this work is intended to help teachers and schools, and those involved in supporting professional learning, in reflecting on classroom assessment practices and specifically strengthening the role of feedback in learning.

All around the world same song: The global dilemma of the shortages of Black teachers
Christopher Cormier, University of Illinois at Urbana-Champaign
Key words: Teaching shortages of teachers of the African Diaspora, Lessons for international policy makers on diverse teaching populations, Cross-national comparison of teacher/student matching

Abstract: Some research has shown that diverse groups of students are often best served by teachers who match their ethnic and racial group (Atkins, D.N., Fertig, & Watkins, 2013; Milner, H.R. & Howard, T.C. 2013; Mirza & Meetoo, 2012). While this has been demonstrated in the literature, the context and implementation of these practices have been deeply problematic. As schools across the globe continue to become more ethnically and racially diverse (Banks, 2008; Castles, 2009; Cooper & Alvarado, 2006) it is important for a teaching body to reflect the racial makeup of the changing demographics of students (Cooper & Alvarado, 2006; Ingersoll & May, 2011; Ryan, Pollock & Antonelli, 2009). In areas where those of European descent are the majority population and Black students are in the minority, those of European descent are the majority of those who are teaching students of the African Diaspora. Therefore, teachers that are teaching these students often do not have the cultural background and sensitivities to fully understand and best teach these students (Alexander, D.R., 2009; Dee 2005; Martino & Rezai-Rashti, 2010; Mirza & Meetoo, 2012). The purpose of this presentation is to compare and contrast the issues of diverse teacher shortages in three countries with particular emphasis on Black teachers. These include, the United Kingdom, the United States and Canada. I will meet these aims in several ways. First, he shall explore the empirical and theoretical research of these issues. Second, I will present the lived experiences of teachers of the African Diaspora and the challenges they face. Finally I will present the value of a cross-national comparison of this issue and provide implications for future research in this area from an international context.

2S8
Indonesian Language Policy Reversal: Impacts on Teachers' Motivation to Develop Professionally
Siti Fitriyah, University of Manchester
Key words: policy reversal, teachers' motivation

Abstract: Content and Language Integrated Learning (CLIL) has been a global phenomenon. After gaining its popularity in Europe, the CLIL trend has spread up to many different countries including Indonesia. In 2003, Indonesian government initiated the establishment of International Standard Schools (ISS), a new stream of public schools in which some core subjects were to be taught through a foreign language, predominantly English. However, in January 2013, the provision was cancelled after the Constitutional Court approved public appeal to undertake a judicial review on the law governing ISS, and then ruled the law unconstitutional. Therefore, despite the major funding and effort expended during the few year life-span of the ISS/CLIL innovation, public schools were no longer permitted to use

English except in the English classes and had to revert to the use of Bahasa Indonesia as the language of instruction. This sudden and unexpected ending had led to different consequences including to the CLIL teachers who had relentlessly struggle to improve their English such as by attending numerous courses and trainings. After those long days of hard-work, suddenly, they could no longer use English in their classes. This talk will report on some of the findings from the preliminary stage of my narrative inquiry, especially about what the teachers said how the sudden reversal affected their motivation to continue their professional development. I applied Categorical Content Perspective (Lieblich et al.:1998) to analyse the data. I will further outline the ideas on how to disseminate the findings to educational policy makers and teacher trainers so that they can put these into consideration for their future practices and to encourage the ideas of synchronising educational policy making and pre-service and in-service teachers' education.

TESOL Courses – Is Teacher Learning Really Taking Place?

Danielle Freitas, University of Toronto
Key words: SLTE, TESOL/CELTA, teacher learning, struggles

Abstract: "TESOL courses are responsible for qualifying a vast number of English language teachers every year. However, despite the considerable impact TESOL courses exert on ELT profession globally, research on such programs is scarce (Ferguson & Donno, 2003). This paucity of research is even more surprising as these courses have the potential to help develop a systematic research agenda to investigate teacher learning in second language teacher education (Borg, 2006). Therefore, more research investigating teacher learning in such context is not only desirable but also needed.

Although a growing new body of research interested in "the complexities of who teachers are, what they know and believe, how they learn to teach, and how they carry out their work" (Johnson, 2006) has emerged as a major focus in the field, TESOL courses are still designed to instruct a "standard" type of teacher trainee. Teacher trainees who do not fit this "standard" description face several challenges to adapt to this type of instruction and succeed in the course.

This research study investigates the learning process of one teacher trainee, Becky, who faced a myriad of problems to adapt to the instructional standards of an intensive TESOL course in Southern Ontario, Canada. Using a qualitative holistic single-case study, this study explores how Becky had to neglect her prior learning and teaching knowledge, skills, beliefs and experiences in order to "learn" certain ideas and behaviours taught in the course. An integrated conceptual framework, formed by a sociocultural perspective of teacher learning, a holistic view of curriculum, and transformative pedagogy, was employed as a lens through which Becky's struggles in the course was more thoroughly understood. Findings included struggles between her prior learning and teaching knowledge, skills, beliefs and experiences and the TESOL instruction and practicum.

1:00-2:00pm
Buffet lunch and posters. Food will be available in GS4.

2:00-3:15pm: Parallel Invited Sessions

<u>GS5</u>
Play and modern childhood
Dr. Cathy Burke & Dr David Whitebread
Abstract: Cathy Burke is an historian currently engaged with cultural and material histories of educational contexts and of childhood in the 19th, 20th and 21st centuries. David Whitebread is a developmental cognitive psychologist and early years specialist. In this panel session, they will focus on how play impacts the experience of childhood and learning. The panel will discuss how play has evolved over the years, and how this has shaped our understanding of what 'childhood' means. We will then explore why play is important in children's lives and the effect it has on development and learning. A significant part of the session is dedicated to responding to questions from the audience.

<u>1S3</u>
Social Responsibility of University Research in Education Studies in the Context of the Urgent Challenges of the Twenty-First Century
Prof. Colin Brock, University of Durham
Abstract: Universities, at least in the UK, have three explicit responsibilities: to teach; to research; and to serve their local area or region. Sadly, most do little, if anything, towards the third responsibility. This presentation will seek to connect research in educational studies, including schooling, with that third responsibility of universities. It will do so with respect to teaching, curricula, and the organisation and administration of education in the context of the challenges facing human and environmental survival and well-being in the twenty-first century as identified by such writers as James Martin (The Meaning of the 21st Century: a vital blueprint for ensuring our future, 2006) and Stephen Emmott (10 Billion, 2013).

3:15-3:45pm
Tea/coffee break and posters

3.45-5.15pm: Student parallel session 2

<u>GS3</u>
Simply different? How we describe educational inequality and why it matters
David Pomeroy, University of Cambridge
Key words: Inequality, achievement gap, discourses, post-structuralism
Abstract: Educational inequality or the existence of 'achievement gaps' is incredibly complex, and yet in many political, public, and academic circles it is described in ways that oversimplify its nature and its causes. Describing a 'gap' presupposes a process of classifying humans into discrete groups, between which such a gap can exist. In the United Kingdom, the categories used are often 'deprived' and 'non-deprived', which in practice often means employing a binary socio-economic classification based on eligibility for free school meals. In New Zealand, most official descriptions of educational inequality use four ethnic categories: 'Asian', 'Maori', 'New Zealand European', and 'Pacific'. Both of these systems of classification present the categories as if they were well-defined and mutually exclusive (which they are not), and as if inequality had only a single dimension (which is does not). I will argue that in many cases, simplistic descriptions of educational inequality lead to simplistic policies for addressing educational inequality.
I will begin this interactive session by introducing participants to dominant representations of educational inequality in the United Kingdom and New Zealand. Participants will then work

in small groups to discuss alternative ways in which these and other 'achievement gaps' could be described, and what might happen if these alternative descriptions were widely deployed. The discussion will draw on data gathered during my doctoral fieldwork with New Zealand students aged 13-14, as well as policy documents and popular media from the United Kingdom and New Zealand. My hope is that the discussion will bring together participants from a range of educational and cultural backgrounds and that ideas generated will help inform the theories underlying my in-progress doctorate.

"Who am I?": Identity Issues in the educational progression of Greek Roma females
Panagiota Gkofa, King's College London
Key words: Roma females, educational success

Abstract: "In Greek society, the Roma are frequently discriminated against. While Roma children are found among the lowest academic achievers in many European countries, there are some cases of Greek Roma who achieved educational success against the odds. In this paper, I explore the complexity of identity issues for some Roma females in Greece who have followed successful educational pathways. This complexity lies in the persistent stereotyped assumptions about Roma females that influence outcomes. This paper aims at exploring the ways in which identity is experienced by some Greek Roma females who have progressed to Higher Education. Concepts related to social justice and narrative identity construction theoretically frame this research attempt. 'Romness', 'Greekness' and the relationship between these two identities in relation to my participants' gender are used in my participants' attempt to identify themselves. This paper draws on qualitative data generated through in-depth narrative interviews conducted with 5 Greek Roma females who have accessed Higher Education.
This paper's initial findings are as follows: first, some educationally successful Roma females present the Greek world and the Rom world as two different worlds where they live. However, in most cases, 'Romness' and 'Greekness' are seen as intertwined aspects of the self. Second, my participants raise the difficulties they confront in their educational pathways because of being females in the Rom community. Furthermore, discourses on ethnicity, socio-economic background and age inform these identities. Looking at those Roma females who succeeded in education against the odds -despite the double exclusion some of them have experienced- seems a useful starting point to, first, understand 'educational success' achieved by the Roma females in Greece and, second, inform policies to realise social justice for the Roma in practice and enhance educational success for this group."

From the Margins To The Centre: The Educational Experiences of Gypsy/Traveller Girls in Scotland
Geetha Marcus, University of Edinburgh
Key words: Education, Gypsy/Travellers, Intersectionality, policy

Abstract: The ESRC and the Scottish Government have jointly provided funding for this doctoral research project that broadly aims to enhance an understanding of the experiences of Scottish Gypsy/Travellers. Research by Wilkin et al (2009) indicates that Gypsy/Traveller children are the lowest achieving minority group in the U.K. The perception that Gypsy/Traveller children are underachieving academically is a major concern (Cemlyn et al, 2009). The project will map and provide comprehensive analysis of the existing evidence in Scotland as a baseline for future development of policy and provision. It will also examine the factors that increase achievement and inclusion or alternatively lead to underachievement and marginalisation. My exploratory case study will 're-present' (Spivak, 1988) the personal stories and explanations of a sample group of girls from Gypsy/Traveller communities about their experiences in school. As a former Headteacher, I have a particular interest in analysing

how the education system in Scotland provides for its marginalised minorities, as the voices of Gypsy/Traveller girls are largely missing from scholarly literature and policy documents. My study is principled on the dialogic participation of both researcher and researched (Freire, 1972). The data from in-depth interviews analysed using Charmaz's (2006) grounded theory, together with the reflective voice of the researcher and the critical analysis of institutional evidence, combines several analytical approaches. I am in the second year of my doctoral studies and in the process of collecting and analysing fieldwork data. In this paper, I will discuss the difficulties of trying to access and research this 'hidden population' who may be deemed 'vulnerable' because of their minority status. The 'uncertainty, risk and moral complexity' (Backs, 2007: 97) surrounding the ethics of such research is another challenge.

<u>GS5</u>
Examining second language writers' self-efficacy beliefs in peer feedback practice
Man Kit Lee, University of Cambridge
Key words: Second language writing; Peer feedback; Self-efficacy; Motivation

Abstract: "In second language (L2) writing, peer feedback has earned a noteworthy place since the paradigm shift from a product-based instructional model to a process-oriented approach. A pressing concern in peer feedback research is that the psychological factor of motivation has not been systematically portrayed, largely due to impressionistic interpretations of motivation. The present inquiry, as one component of a larger study, centers on Self-Efficacy Theory, a social cognitive theory in motivational psychology that is linked with peer influence. This presentation reports the quantitative findings of a quasi-experiment pertaining to firstly, the impact of peer feedback practice on L2 writing self-efficacy beliefs and the associated attribute of L2 writing apprehension, and secondly, how various hypothesized motivational antecedents underlay L2 writers' self-efficacy beliefs in a collaborative context.
This study involved a peer feedback treatment group and a comparison (no peer feedback) group comprising Chinese undergraduate learners of English (N=110); all the participants engaged in four writing cycles throughout a semester. A motivation questionnaire, the Writing Motivation Inventory (WMI), was developed for the study and was validated via measurement and structural modelling in a pilot. A mixed factorial ANOVA of the pre-post WMI data, controlling for general L2 proficiency, revealed that the treatment group exhibited higher L2 writing self-efficacy and lower L2 writing apprehension than the comparison group after the interventions. Regression analyses showed that in the treatment group, writing apprehension negatively predicted self-efficacy for writing skills and self-efficacy for self-regulation, and that perceptions toward different stages of peer feedback played rather contrasting roles in shaping self-efficacy beliefs; a path model further revealed that self-regulatory efficacy mediated the influence of mastery writing experiences from peer feedback on self-efficacy for writing skills. Implications for L2 writing instruction are discussed."

The Use of Skype as a Synchronous Communication tool between Foreign Language College Students and Native Speakers: A Case Study
Mario Guerrero, University of Leicester
Key words: Education, Synchronous Communication, Foreign Language Education, Intercultural Communication

Abstract: The rapid growth and interest of college students in Computer Mediated Communication and social media has impacted the second language learning and teaching process. This study is a reflection of a pedagogical experience that attempts to analyze the use of Skype as a Synchronous Communication tool in regards to the attitudes of students in learning a foreign language when interacting with native speakers and engage in

conversation. The participants are Spanish foreign language students at Fordham University in New York City and English foreign language speakers at a Jesuit University in Bogota, Colombia. Students were paired up and were required to set up online conversation meetings. The results of this pilot project suggest that students felt more interested to engage in conversation with native speakers and exchange personal and academic information as well as other aspects of their culture using the target language rather than completing language laboratory activities or writing compositions.

How to grow a school with research and community support: A case study of the Steiner Academy Leeds Free School project
Franzi Florack, University of Bradford
Key words: Free Schools, alternative education
Abstract: This presentation will discuss the case study of the Steiner Academy Leeds, a Free School application four years in the making. It will consider how academic research has contributed to the application and impacted on the lives of the applicants themselves. Specifically, it will focus on the changing requirements of Free School bids over the years, comparing previous applications from Leeds and other Steiner Academies to those of the application rounds in 2014. The presentation will also draw on personal interviews with former application teams, highlighting differences in approach to research and government guidelines.
The introduction of Free Schools is one of the most widely discussed government led education initiatives to date. Although the opening of Free Schools has caused a lot of debate, little academic qualitative and quantitative data has emerged which investigates the foundation process and experience of these state funded but privately governed institutions. In comparison, the national media evaluates their impact and progress almost daily and amongst Free School applicants it is widely believed that this often negative exposure is the reason for an ever-more rigorous application process.
As an academic researcher involved in a Free School bid, I have found the preparation of the bid to be a fascinating if also often frustrating process. Although a thorough understanding of the proposed school's education philosophy, student intake and catchment area is of primary concern for a successful application, few application teams had ever been involved in research before taking on the responsibility for their bids. Little guidance is available to help them and government organisations like the New Schools Network have seemed fairly inconsistent with their requirements. This presentation will outline possible reasons for this problematic relationship and argue that in the end, rigorous research only plays a small role when it comes to the government's choice of successful Free School applications.

Practical Criticism in English Literature Studies and the Transition to University: Developing Crafty or Creative Readers?
Scott Annett, University of Cambridge
Key words: Practical Criticism Creative Readers
Abstract: My research question is whether giving high school students (age 12-18) the liberty to choose what they want to learn and how they want to organise their time leads to higher autonomous motivation that persists after graduation. It will include survey questions to compare current motivation level amongst TAEP graduates and graduates of the same age range from traditional Taiwanese high schools (control group). In order to assess the level of autonomous motivation, I will use the Global Motivation Scale which allows calculation of the Relative Autonomy Index. Confounding variables such as social economic status, years spent abroad and high school experiences will also be assessed to ensure that the samples

between the two groups match as highly as possible. Independent t-test and linear regression will be performed to analyse the data.

Autonomous learning and motivation: the experience of students graduated from Taipei Autonomous Experimental Project

Soraya I-Ting Liu, University of Oxford
Key words: motivation, democratic schools, Taiwan
Abstract: Taipei Autonomous Experimental Project (TAEP), a public-funded democratic high school from 1998 to 2006 in Taiwan, was constructed following the structure of Summerhill School. Both schools offer students the freedom to choose their classes, to organise their time and to construct the rules of the school in a democratic way. According to Self-Determination Theory, autonomous motivation (as opposed to controlled motivation) is related to more positive emotions, greater enjoyment in work, and higher satisfaction in school. My research question is whether giving high school students (age 12-18) the liberty to choose what they want to learn and how they want to organise their time leads to higher autonomous motivation that persists after graduation. It will include survey questions to compare current motivation level amongst TAEP graduates and graduates of the same age range from traditional Taiwanese high schools (control group). In order to assess the level of autonomous motivation, I will use the Global Motivation Scale which allows calculation of the Relative Autonomy Index. Confounding variables such as social economic status, years spent abroad and high school experiences will also be assessed to ensure that the samples between the two groups match as highly as possible. Independent t-test and linear regression will be performed to analyse the data. It is expected that students who have enrolled in TAEP will have higher autonomous motivation than the control group, and that its level will correlate with the number of years spent in TAEP. Currently the data collection is close to the end, and in the presentation I will focus on the final results of the statistical analysis. If the results are significant, this would be one of the few studies that suggest the impact of democratic schools in Taiwan on the individual's level of motivation.

1S7
Analyzing Theoretical Foundations of Change Interventions in the Turkish Education System

Gökhan Kılıçoğlu, Derya Yılmaz, Eskisehir Osmangazi University
Key words: Turkish education system, change interventions, organisational theories
Abstract: Change movements in the Turkish education system have been ongoing since the first years of the republic. These interventions began in the 1930s in history of the republic shaped in accordance with development plans, national education councils and international organisations within the adaptation process to European Union. Therefore, restructuring the Ministry of National Education through enacted regulations has moved the current state of the Turkish education system to a different position. In this study, change interventions in the Turkish education system are aimed to examine and the theoretical foundations of these movements are intended to reveal regarding the organisational theories. By means of examining the carried out changes, this study is thought to present a holistic perspective about the future of the Turkish education system and the tenor in the change initiatives. This study is designed as a qualitative study in which document analysis is utilized. Government policy documents like laws, legislations, regulations, notices, and decrees enacted between the years 2009 and 2014 in Turkey are used as data source. The findings of the study revealed that professionalism endeavour in teaching profession are implemented regarding the development of human resources and efficiency in educational organisations in terms of Taylorist perspective. Even though flat organisational structure is adopted when Weberian

perspective is considered, there is a discrepancy between central and local educational agencies due to not being able to carry out the change initiatives in local arena. While transforming from vertical structure to flat structure, decrease in number of educational agencies and dismiss of the staff in these agencies have been devasted the organisational memory. In the light of these findings, why success in change implementations has not reached and efficiency has not attained in the Turkish education system will be interpreted.

Decentralizing education: the policy-making process of the Swedish case
Marina Avelar, State University of Campinas – UNICAMP
Key words: Education change, decentralization, policy-making

Abstract: Sweden is a country famous for its Welfare State and egalitarian education. However, it is said to have gone through a "radical reform", provoking one to wonder how and why Sweden adopted neoliberal policies. This ongoing research aims to understand the policy-making process that Sweden went through while decentralising its education, which was the first adopted policy of the reform, between the 1970s and the 1990s. So it seeks to answer the questions: which rationales were there for the decentralisation of Sweden's education? How do different authors explain the Swedish decentralisation? This research, which is a public policy analysis study, focuses on the formulation phase, striving to identify the main political arenas, stakeholders and their interests and actions. The used method was the bibliographic research, meaning that the gathered information was found in published materials, including books, articles and Swedish and international reports, written both during the reform and afterwords. After analysis of the social and political context of the 1970 and 1980 decades, and the policies the Social Democrats implemented in this period, one might argue that the education reform was actually gradually discussed and implemented by this party as since the 1970s Sweden implemented a rolling reform based on decentralising trends, with deregulation and curriculum guided by goals and not rules; culminating on marked-led policies during the 1990s, such as voucher-like funding system and competition principles. This interpretation fundamentally contradicts the frequently advocated narrative that the Conservative-led coalition government, that came to power in 1991, is to be blamed for introducing radical market-led policies into the education (Richardson 1999; Lundahl 2002; 2005; Bunar 2008; 2010). Therefore, the use of the Power Resource Theory might shed light in the subject by arguing that in fact were the Social Democrats who carried out most of the public sector reform in Sweden, with the public school system as the most central reform object, aiming to protect the Universal Welfare State's legitimacy (Klitgaard, 2007).

2S4

The Influence of Entrepreneurship Education on Master Students' Entrepreneurial Intentions - An Empirical Study of Universities in Beijing
Mengge Sun, Peking University
Key words: Entrepreneurship Education, Higher Education, Master Students

Abstract: With the expansion of entrepreneurship over the last two decades around the world, there comes a similar increase in the field of entrepreneurship education. Since 1990, the growth and development in the curricula and programs devoted to entrepreneurship and new-venture creation have been remarkable in Chinese Universities. By using the quantitative data collected from a primary survey- "The Development of Higher Institution's Students in the Capital(2012)", which covered more than 44 colleges and universities and more than 6,900 students in Beijing, this research explores the influence of entrepreneurship education on master students' entrepreneurial intentions. There are two inquiries that motivated this study-descriptive and explanatory. First, in the descriptive part, the study examines the popularity of the entrepreneurship education in regard of different institutions and majors; it also

describes the different participation rate and the entrepreneurship intentions among various students groups. Then, in the explanatory part, the research uses a binary logistic regression model to analysis factors that affecting entrepreneurial intentions. After controlling the individual personality, the inherent social capitals, the acquired social capitals, the opportunity cost and other factors, it analysis the main effects of different forms of entrepreneurship education on the short-term/long-term entrepreneurial intentions. Based on the conclusions, this research addresses several existing problems with the current entrepreneurship education in China and offers suggestions accordingly.

Exploring expansive forms of learning within volunteer training in three health and social charities in England
Sarah Darley-Nolan, University of Manchester
Key words: Education, voluntary sector, activity theory

Abstract: The voluntary sector is a key part of the delivery of health and social care services in the UK and volunteers often perform complex roles supporting vulnerable groups of people. Training has long been recognised as an important part of the volunteer process, however few studies have examined the learning experienced by volunteers within training. This study will draw upon sociocultural theories of learning and particularly the concept of expansive learning from activity theory to fill the current gap in research on learning within this context. The concept of expansive learning as developed by Engeström (1987) is described as being particularly relevant for studying more non-traditional modes of learning as it focuses less on vertical learning where learners gain competence through established practices and measures and more on horizontal learning where new practices are collaboratively negotiated and created (Engeström, 2001). Using an embedded multiple case study involving three charities based in North West England, this research intends to explore volunteer training as more than the transmission of fixed knowledge and skills and aims to reconceptualise it as learning through participation and negotiation in practices that enables individual and collective transformation. The embedded case studies and use of narrative analysis aims to contribute to the understanding of dialogue, multiple perspectives and networks of interacting activity systems that Engeström claimed were needed to develop the third generation of activity theory. The concept of expansive learning will enable training to be examined from the perspective of volunteers within the organisational context, and gaining an insight into how expansive learning might take place within this context also hopes to be of practical use to health and social charities in future development of learning and training programmes.

2S5
Pre-service language teacher experiences of the practicum
Melike Bulut, *University of Leeds*
Key words: pre-service language teacher education, teacher learning, practicum

Abstract: The paper focuses on the initial findings of an ongoing PhD research study which aims at investigating pre-service language teacher learning during the practicum in a Bachelor's degree pre-service English language teacher education programme at a state university in Turkey. Grounded in a sociocultural view of teacher learning, the qualitative case study explores the design of the practicum and the interactions between six student teachers, their supervisors and cooperating teachers during the fourteen-week practicum. Initial findings indicate tensions between goals and practices during the practicum. While the central guidelines reflect constructivist theories of learning, the practice seems to be fossilized in applied science model of teacher education. The study will contribute to the

discussion of the gap between the educational research discourse on teacher education and teacher education practices.

Teacher Educators' Induction into Higher Education: "Strive" or "Thrive"
Naima Qureshi, University of Warwick
Key words: Teacher Education, Induction, Informal Learning
Abstract: This abstract presents the findings of exploratory research about the induction of teacher educators at one of the public sector universities in Pakistan. The research aimed at investigating how teacher educators are inducted and supported during their transition into the post. The study used a mixed-method design and data was gathered through questionnaires and semi-structured interviews with 38 teacher educators about their reflections on their induction experiences, challenges and ways of learning within their institution. The questions under investigation were: What were their experiences of induction programmes in the university? How did they familiarise themselves with the systems and practicalities of higher education setting if induction programmes were not provided? What challenges did they face as a result?

Although the results indicate some evidence of positive induction experience, they also show that initial years of working for beginner teacher educators can be very challenging and stressful as a result of lack of support. For this group, it appears as if they rely on trial and error learning, have little clarification about the professional roles and the nature of induction programmes. The experienced teacher educators also faced issues regarding expectations of their professional roles as well as orientation towards the transition between institutions. The findings indicate that induction provisions occur mostly within the teacher education department and are often delivered informally by the head of department. The study argues that more systematic induction programmes and formal support need to be considered for all teacher educators in higher education settings taking account of the internal dynamics of the institution as well as professional experiences of both novice and experienced teacher educators.

Novice Teachers' Attitudes Towards Democratic Education
C.J. Rauch, *University of Cambridge*
Key words: teacher education, democratic education, PGCE, Teach First
Abstract: This comparative case study examines trainee teachers' opinions about democratic citizenship education. Specifically, the study seeks to determine the extent to which participants from two different routes of teacher education have attitudes and philosophies of education in which democratic citizenship education is a key component. Furthermore, it attempts to locate the possible causes of any differences in attitudes between the two groups. The two routes of teacher education studied are the University of Cambridge Postgraduate Certificate of Education (PGCE) and Teach First. Drawing on definitions, indicators, and methodologies of democratic education proposed by Gutmann (1987), Crick (1998; 1999), and Ritchie (2012), the study employs multiple methods. Six trainee teachers from each route will be interviewed about their attitudes toward democratic citizenship education and their philosophies of education. Due to research limitations and participant availability, the participants must largely be selected by convenience sampling. A key component of the interviews involves participants identifying (through the use of card prompts) what they feel to be essential roles of education. The interviews then focus on aspects of the trainees' backgrounds (including their teacher training course, prior education, and upbringing) and how these influenced the trainees to hold this philosophy. Their responses are analysed in conjunction with participants' lesson plans demonstrating aspects of democratic citizenship education and explanations of those plans; this aims to determine how the concept is present

in their teaching. In addition, the curricula and course materials for the PGCE and Teach First will be analysed to identify further influences on the participants' philosophies. Findings from the study can inform policy and practice outside academia. Policy makers, teacher educators, practitioners, and community members can all employ the findings—not simply to modify teacher education programs, but also to shape citizens' attitudes and engagement towards democracy as a whole.

2S8
Critically framing the El Sistema movement: practitioners' views on social justice and the transmission of culture.

Stephen Fairbanks, University of Cambridge
Key words: music education, social justice

Abstract: Hailed as both an antidote to the ills of poverty and an avenue for social mobility, programmes modelled after El Sistema are proliferating throughout the United Kingdom, the United States, and throughout the world. This 'El Sistema movement', which is largely comprised of an intensive orchestra-based curriculum, represents a confluence of culture and cultural values for the purpose of social justice. Drawing upon Bourdieu's theories of cultural capital and Freire's contributions through critical pedagogy, this study explores the extent to which imposing culture upon a disadvantaged population can be liberating and/or perpetuating oppression. In drawing upon literature, theory, and life experiences, the author argues that adopting a more complex model for understanding the role of cultural transmission adds greater sensitivity and ultimately greater potential for the El Sistema movement's aims of delivering social justice through music. In this session, he will present how a research framework built on dialectical inquiry, a theoretical framework built on critical theory, and an analytical framework built upon Bourdieu's writings on cultural capital provide the necessary tools to explore the complex relationship between social justice and cultural transmission. At present the author has designed an ethnographically-informed case study into an El Sistema inspired programme in England. At the time of the conference, he will be able to present preliminary findings from his empirical research, indicating to what extent practitioners view themselves as perpetuators of oppression or agents of liberation.

Constructing self-identity through Photo-elicitation

Haleema Sadia, University of Manchester
Key words: identity, visual methods, students

Abstract: The study was aimed at construction of self-identity by photo-elicitation for two Pakistani students in transition to University of Manchester. Photo elicitation is used to explore changes in self-identity through photographs selected by participants as prompts to help narration (Hill 2013; Lombard 2012). Research questions were: What transitional experiences contribute to construction of self-identity? How can Photo-elicitation help in construction of self-identity? Student's changing identity was explored through positioning theory of Holland et al. (1998). Shereen & Laila from Pakistan were included in the case study. Shereen was recipient of University scholarship having prior experience of living in hostels in Pakistan & abroad while Laila was on self -support and had no prior experience of independent living in home country and abroad.

Photographs, initially selected as prompts, played an intriguing role in the study by acting as artefacts, mediating thoughts and resolving conflicts by evoking participant's position in the figured worlds (Holland et al. 1998; 61, 63). Narrative analysis of the data revealed fewer conflicts for Shereen as compared to Laila. Shereen experienced smooth transition from Pakistan to UK without any significant cultural shock. She rationalized conflicts and made appropriate settlements for adjustment in the system. Laila suffered from cultural shock and

took more time and efforts to adjust to the system. Initially she cursed the system but ultimately concluded that, "it's not me versus the system but me versus me". She then made necessary adjustment to fit into the system. The study is a humble contribution to the literature on construction of self-identity.

5:15-6:30pm
Drinks and nibbles in GS4

6:30-7:30pm
Dinner in Homerton College (optional, please bring cash)
Dinner will be at your own cost, and you will be required to pay in cash. Dinner cost can be anywhere from around £3 for a salad to around £7-10 for a main course and dessert. There will be vegetarian, lactose-free, and gluten-free options available. Fun fact: Homerton College is the home of one of the most popular halls in Cambridge - the Harry Potter Hall, which includes real owls! It is right next door to the conference venue.

8:30-9:30pm
Cambridge ghost tour, city centre (optional, please bring £2 cash)
This will be a great way to see the many beautiful colleges in the Cambridge city centre and hear interesting stories about the town's history. The cost of the tour is £2, payable by cash on the night. You don't have to attend dinner to participate. Sceptics welcome!

Friday 30th May

9:00-9:30am
Tea/coffee, and Registration for new participants

9:30am-10:45am: Plenary panel session

<u>GS5</u>
Making Educational Research Matter: voices from outside the Ivory Tower
Noémie Neighbour, Head of French, Wisbech Grammar School & Carole Willis, Chief Executive, National Foundation for Educational Research

Abstract: As educational research students, our essays and theses often have in their conclusions 'Implications for policy' or 'Implications for teachers', yet as we write these implications we know how unlikely it is that any teachers or policy makers will ever read what we have worked so hard to produce. Depending on our backgrounds, it is likely that many of us have major misconceptions about how policy makers and teachers actually use educational research. This panel brings together two individuals with a large influence in the education sector but outside of traditional academia. The panellists will discuss the realities of their work, and outline the types of research, and the ways of communicating about research, that are well positioned to influence educational policy and practice. This panel session aims to confront head-on the troubling idea that our research will ultimately sit on a shelf gathering dust, and to explore more hopeful alternatives.

10:45-11:05am
Tea/coffee and posters

11.05am-12.35pm: Student parallel session 3

<u>GS5</u>
Fostering children's self-regulation through music: Tackling the challenges of moving from research findings to research-informed practice
Anotonia Zachariou, University of Cambridge
Keywords: self-regulation, music

Abstract: This paper presents a study which, after its completion, has the ultimate goal of informing practice. The present paper aspires to discuss potential ways in which this could be done, but mainly aims to pose questions as to how this can be done in the most meaningful and effective way. This paper is based on a project looking at children's self-regulation during musical play, through a mixed-methods study, strongly based on observational methods. Musical play is an initial manifestation of musicality, which is significantly related to important aspects of human development (development of thinking, social, emotional skills). It is striking that this area is under-researched and under-utilised in the school curriculum. Additionally, self-regulation's importance in learning is well-documented in the literature. Research underscores the feasibility of supporting children's self-regulation, consequently promoting children's development as learners. Thus, the most important reason for this study focusing on self-regulation in the educational context is that this research could actively inform practice. The data evidence from this study is compelling that musical play is a context which fosters children's self-regulation. This could inform the current practice

through serving as a vital basis for designing intervention efforts to enhance children's self-regulation. Nonetheless, a series of issues have been and will be tackled in this process: How does one effectively share their results with the rest of the world? How do you convince the stakeholders that these results are worth being taken into consideration? How do you manage to influence the people working with children? How do you enable your results to have an effect on children's everyday life? This paper presents some ideas about how these challenges could be handled, but its main aim is to open the floor for discussion as to the most effective ways to tackle these issues in practice.

Comparison of primary students' epistemologies, learning orientations and conceptions about intelligence across different cultures and social class.

Pablo Torres, University of Cambridge
Keywords: cultures, students' beliefs, motivation
Abstract: In recent decades there has been significant study of students' beliefs which support or undermine learning. These studies have focused on how these beliefs influence students' motivation for learning, with only very few studies focusing on how broader social contexts may influence learning beliefs themselves. My study addresses the lack of the latter. I explore whether students from different cultures and social classes hold different learning beliefs as early as at eight and nine years old. The study includes a small sample of 24 Chilean and 24 English students from eight different classrooms of different socio-economic situations, and applies semi-structured interviews. I asked children questions to explore their epistemological beliefs, through questions such as: what is knowledge; what does it mean to know something; and where does knowledge come from. I also explored their goal orientations by asking them how much they like or do not like to show their abilities to others, as well as how much they like to challenge themselves. Finally, I explored students' beliefs regarding intelligence. I asked them what they thought intelligence was and what it is to be intelligent. Data analysis is currently taking place. The conference presentation will focus on the process of data analysis, specifically the process undertaken to build a coding framework that is grounded in the data as well as informed by theoretical categories.

An investigation of the relationship between thinking style and participation in classroom dialogue

Yu Song, University of Cambridge
Keywords: thinking style, participation, classroom dialogue
Abstract: My study aims to investigate the relationship between thinking style and participation in classroom dialogue. One key term of relevance for my study is 'thinking style', which refers to "individuals' preferred ways of processing information" (Zhang, Sternberg, & Fan, 2013, p. 225). Different people have their own thinking styles and accordingly the suitable learning methods will be varied (Sternberg, 1997). Another key term in my study is 'participation', which occurs in the context of classroom dialogue. Classroom dialogue refers to verbal communication in classroom settings where "one individual addresses another individual or individuals and at least one addressed individual replies" (Howe & Abedin, 2013, p. 326). Participation in classroom dialogue therefore is defined as students' verbal contribution to classroom discourse concerning topics initiated by teachers. In the field of classroom dialogue, a currently dominant perspective is based on Vygotsky's (1978) sociocultural theory, which proposes that classroom dialogue offers a platform for interaction, by means of which students construct knowledge and improve thinking (Mercer, 2010). Due to the potential benefits, students are encouraged to participate actively in classroom dialogue. Despite its popularity, it seems overlook students own preference in

thinking and learning. Thus my study attempts to present a new way of perceiving classroom dialogue and participation. In my opinion, thinking style may affect students in choosing whether or not to join verbally in classroom dialogue. It assumes that students have their own preferred ways of learning in accordance with their thinking styles. Some prefer verbal interaction in dialogue, and active participation contributes to their learning, while others tend to be silent and listen carefully, which permits reflective thinking. It seems inappropriate to encourage all students to make active verbal contributions to classroom dialogue. I intend to use a questionnaire Thinking Style Inventory-Revised II (TSI-RII, Sternberg, Wagner, & Zhang, 2007), to measure thinking styles. The questionnaire has been tested in a variety of social contexts, and achieved good validity and reliability. With reference to the measurement of participation in classroom dialogue, I plan to adopt systematic observation. A critical procedure is to "construct a set of categories into which all relevant talk can be classified" (Mercer, 2010, p. 3). I plan to distinguish participation into frequency and quality categories, and then the quality will be classified into sub-categories: incorrect, partial correct, correct, information statement and reasoning. It is expected that after correlation analysis, thinking styles would be found to be significantly related participation in classroom dialogue.

1S7
Principals of Academy 'Chain' Schools in England: autonomous leaders or Sponsor Conduits?
Mark T Gibson, University of Birmingham
Keywords: leadership, academy schools, academy chains
Abstract: Sponsored Academy schools are independent state-funded schools that are unique in England's state school system in that they have an external sponsor. This paper involves ten case studies of academies that to some extent are in 'chains' of schools. Chains of Schools in the State sector are a relatively new phenomenon. Each chain runs several academies. It is part of a larger study which is a qualitative nested case study of ten academies which aims to investigate the motivations of sponsors, the leadership roles of the Sponsor and Academy Principal and how the ethos and vision of academies have been realised. This paper discusses the findings in relation to the Academy Principal and Sponsor roles in newly formed academies. Nineteen semi-structured interviews were held with key actors including Academy Principals and Sponsor Representatives. Analysis indicates a range of roles between the Principals and Sponsors. The leadership of academy chains is non-homogenous. There is a degree of 'chainness' within the chains whereby the relationship between the Academy and the Sponsor varies from autocratic to a laissez-faire approach. Areas of a collegial relationship and those of conflict are highlighted. The paper concludes that there is a paradox that whilst Academies were created to give greater freedom to schools from Local Authorities, the autonomy of an individual Principal in certain chains is reduced compared to that of their maintained school counterparts; the Sponsor-Principal relationship is fundamentally that of an employer-employee. The problems for the sector are at different scales, who is controlling the education of children in such schools? Where does full accountability lie and on a micro scale will there be issues surrounding recruitment to principal posts?

No Lone Rangers: A qualitative exploration of pedagogical technologists' ego networks in schools
David Woo, University of Hong Kong
Keywords: educational technology, networks analysis
Abstract: This study explored how pedagogical technologists (PTs), as coordinators of pedagogy and technology, contribute to changes in teaching and learning practices through

schools' social networks. How PTs support technology integration is not understood well because the establishment of the PT as a staff position is recent in schools. Literature on PTs is scarce. The PT role may reflect changes to how schools provide support to technological pedagogical change. As technologies continue to change schools, more schools may consider supporting technology integration through PT staff positions. This study frames schools as complex adaptive systems. It adopts ecological and networks perspectives to understand innovation. To better understand changes to teaching and learning practices in schools, and the PT's contribution to these changes, this study specifically explores PTs' ego networks in schools. In other words, this study examines to whom the PT is directly connected in the school, and by what events, whether formal or informal. Two PT ego networks in two schools were constructed from unstructured and semi-structured interviews with PTs and other school stakeholders, participant observation at events, and document analysis. One school is an international school in Hong Kong. The other is an international school in Singapore. Data were collected over two years. Data were coded according to individual people, their official school roles, events, and the foci of these events. The study identified relationships between each PT and other people and foci at several points in time. It traces the path of innovations through a PT's network of people and events in a school. The study proposes several degrees and types of PT centrality in school networks based on the path of innovation through a PT ego network. It also recommends specific interaction events and relationships to strengthen PT ego networks and school social networks for technological pedagogical change.

School Value-Added and Accountability: A level playing field?
Thomas Perry, University of Birmingham
Keywords: value-added, accountability, measurement, school effectiveness

Abstract: The VA methodology was developed over a number of decades by school effectiveness researchers who sought to estimate school performance in the context of schools with markedly differing intake characteristics. This approach was incorporated into national accountability systems for all secondary schools in 2004, a year which saw the first publication in the English school performance tables of value-added (VA) scores spanning both key stages of the compulsory secondary age range (11-16). As the measure was designed to judge performance relative to pupil prior attainment (and other background variables), all secondary schools, no matter how challenging their circumstances, were ostensibly given a 'level playing field' against which their performance could be judged. Unfortunately, despite a plausible methodology and rapidly improving data quality, the equitability of the value-added scores was quickly called into question with the finding that the 2004 VA scores were no more independent of intake than the raw examination scores they set out to replace. Since then, there have been several distinct statistical models used to calculate expected performance with changes being brought about by the varying sophistication of the underlying statistical modeling as well as changes in educational policy directly intervening to dictate which comparisons are and aren't deemed politically acceptable. The proposed paper presents original analysis of National Pupil Database data from 2004-2012 outlining the changes in the VA statistical model over the period and the implications of these changes for the VA measure. In particular, I evaluate whether the VA measure fulfills its promise of being an equitable measure for schools in all contexts. I close the paper by considering the development of accountability measures since the VA measure's inception and whether alternative modeling approaches or improvements in best practice for the use of data are possible.

2S4

Can school centred communities of practice facilitate the unification of a STEM curriculum?

Darren Forbes, Hope University Liverpool

Abstract: The goal of the Science Technology Engineering and Mathematics (STEM) curriculum is to help produce outstanding engineers and scientists. However, school and departmental structures can lead to disjointed curriculum design reducing the effectiveness of STEM education within English schools. Liverpool Hope University aims to develop effective cross curricular communities of practice within schools and structures for sharing best practice in integrated, constructively aligned, curriculum design and the development of transferable learning objects. By training and supporting these 'STEM cells' it is hoped to grow a highly collaborative body of STEM teachers throughout the North West of England. A pre-post case study will be used to evaluate the impact of the curriculum development project. Through a quantitative survey of the level of integration and visibility of STEM subjects prior to and after the project, the research will identify any measurable improvement within participating schools. In addition, pathways to further improve the training will be found through qualitative interviews with participants. Although only at an early stage it is anticipated that results from this research will help determine whether the application of educational research by serving teachers can directly improve practice in schools and if participating in educational research can help fulfil professional development needs.

Experiences of Mathematics

Eleni Charalampous, University of Cambridge

Abstract: Do students who finish school really do not know what mathematics is? Mathematics educators would most probably answer positively. The traditional methods of teaching, which are the norm, have been associated with false beliefs about mathematics. However, the picture is not that simple. Beliefs about mathematics are rarely made explicit in class. Students are left to guess the 'correct' answer by participating in their classroom's mathematical practice. This practice is unavoidably value laden, but each student is bound to interpret it differently and connect to mathematics differently on the basis of this interpretation. There are many studies who try to explore students' beliefs employing questionnaires. However, this method cannot capture the rational of the student. In my research I have used semi-structured interviews to unravel what Greek students in their final year of secondary education have come to think about mathematics as a discipline. This method allowed me to bring to surface not only beliefs about mathematics, but also how they connect with one another and with other beliefs about different disciplines or life in general. In turn this allowed me to obtain an idea about how mathematics fitted in my participants' lives. The picture that arises is more interesting and less straightforward than most research assumes. Many times traditional and more progressive ideas about mathematics blend within the same student to produce a produce a fragmented and yet coherent picture of mathematics.

Student Teachers' Voices: A Historical Exploration of Teacher Education in Shanghai, China (1949-1995)

Hong Jiang, University of Cambridge

Abstract: In 2007, the Chinese Central Government launched a government-funded initial teacher education programme in the hope of cultivating adequate high-quality teachers and raising the social status of the teaching profession. This return of government-funded teacher education and a sequence of problems having emerged amongst student teachers during the

implementation of this policy called for a new research agenda to illuminate the history of teacher education in China. Driven by a desire to reconsider how teacher education should be positioned in relation to the state, the teaching profession, higher education and teachers through a past-present reflection, my PhD project seeks to construct an attentive and historically focused account of teacher education in Shanghai, China (1949-1995), paying particular attention to the previously unconsidered voices and meanings of teachers themselves. Taking East China Normal University as its starting point for further exploration, the pilot study assembled three types of qualitative sources, namely documentary, oral and visual data collected by archival and online searches, and through the conducting of a series of oral history interviews. Focusing on the predominant roles the government and higher education played in the historical development of teacher education, this paper captures some key features of the formal pattern of teacher education in China and the impact of teacher education reforms upon teachers and the teaching profession at the levels of both individual and collective identity. Preliminary findings suggested that despite a wide range of structural and theoretical changes taking place in teacher education since 1949, the existence of powerful continuities over time are essential for understanding contemporary policy-making and patterns of training. Central to these continuities are a pragmatic perception of teacher education alongside a long-lasting, seemly irreconcilable tension between the mastery of professional expertise and the acquirement of advanced disciplinary knowledge in specific subjects.

2S5
Self-repair in different ESL (English as a Second Language) classrooms: a comparative case study
Simin Zeng, University of Cambridge
Keywords: self-repair, language teaching, classroom

Abstract: The goal of this study is to explore and determine whether and how ESL learners' self-repair behaviour varies in different classroom settings, managed by different teachers whose pedagogical approaches vary. The participants were two groups of adult ESL learners of upper-intermediate level proficiency, and their teachers, at two language schools based in Cambridge, UK. At each school, three 90-minute lessons were observed and recorded. The recordings were later transcribed to identify the students' productions of self-repair. The students each participated in a retrospective stimulated-recall interview in which they were invited to reflect on their self-repair behaviour, underlying thinking processes and other relevant factors. Teachers were also interviewed to provide thoughts on how they structured their lessons, how they provided optimal support for their students' second language speech development, how they viewed students' self-repair behaviour and its relevance to second language learning. In data analysis, the content focus of students' self-repairs, the contextual environment where their self-repairs occurred, and the motivating factors for their uses of self-repair were noted, classified and quantified. Possible correlations were sought between the differences between self-repair behaviour of students from the two schools and their teachers' teaching practices. The results reveal three teacher-decided factors that can affect students' self-repair behaviour in the classroom: topic maintenance, task relevance and teacher's scaffolding before and/or during student(s)' speech production. This understanding of how teaching interacts with students' self-repair behaviour holds pedagogical implications for ESL classroom teaching by pinpointing the three areas that a teacher can work on to assist students in achieving maximal self-regulation.

Teasing Apart Linguistic and Cognitive Influences on Children's Understanding of Metaphors

Annina Hessel, University of Oxford

Keywords: metaphor comprehension, child development, English as an additional language

Abstract: Metaphors are highly pervasive in everyday language, and structure the understanding of abstract concepts (Lakoff & Johnson, 2003). The centrality of metaphors in language and cognition makes understanding them a central developmental step. Metaphor understanding evolves at 5 -6 years based on children's linguistic and cognitive development. Assessing bilingual metaphor comprehension can help gauging the respective contribution of language and cognition. Eighteen percent of all UK primary school children are bilingual in learning English as an additional language (EAL) to their home language. EAL learners show problems with conventional figurative language, but make creative use of novel metaphors. The present study compares monolingual and EAL children in their metaphor comprehension in relation to cognitive and linguistic skills, and conventionality of metaphors. The following questions are explored:

1) Are there differences in the metaphor understanding of monolinguals and EAL learners?

2) Do EAL learners have more problems understanding conventional metaphors than non-conventional metaphors?

3) How far are metaphor understanding and group differences influenced by cognitive and linguistic abilities?

Approximately 80 monolingual and EAL primary school children (5-6 years) will be tested on their nonverbal IQ, working memory, and English language proficiency. To assess metaphor understanding, the children will hear a story containing metaphors, recall the story, and answer multiple-choice and open-ended questions. The data will allow investigating the children's metaphoric skills in relation to cognitive and linguistic abilities, both through qualitative and statistical analysis. The results explore relations between linguistic and cognitive abilities and the understanding of different metaphor types. This can help understanding the source of difficulties, and inform the development of school material and curricula, especially for EAL learners. On the day of the presentation, first experiences and results will be ready for discussion. The presentation begins with an interactive element to make the role of metaphors in cognition tangible.

Entering Secondary Education in England as a Non-native Speaker: A Case Study of Transitional Experiences and Initial Support

Magda Werno, Cambridge Assessment & Anglia Ruskin University

Keywords: English as an additional language, EAL support, non-native speaker, secondary education

Abstract: It is estimated that 18.1% of pupils in primary schools and 13.6% in secondary schools do not speak English as their first language (Department for Education, 2013). It has been demonstrated that a limited ability to communicate in English along with other transitional challenges, such as socio-cultural or affective difficulties, can place an individual in a position of particular disadvantage (e.g., McEachron & Bhatti, 2005; Safford & Costley, 2008). The purpose of this study was to explore the experiences associated with starting education in England as a non-native speaker, as well as participants' perceptions of the ways in which the support needs of individuals with English as an additional language (EAL) were being addressed. The project involved conducting a case study in one secondary school in England where the percentage of non-native speakers was considerably higher than the national average. In order to explore the perceptions of both students and teachers, the data collection methods included semi-structured paired interviews with eight EAL students, a semi-structured interview with a member of staff responsible for EAL support provision, and

a qualitative questionnaire for teaching staff. The analysis, carried out using a systematic data-driven approach, identified four key themes: communication and language issues; academic-related motivation; aspects of English education which differed from students' previous educational experiences; and different sources and types of the initial support for EAL learners. The results of this study highlighted the importance of providing additional support to EAL learners to address the linguistic, socio-cultural, and affective aspects of their transitional experiences. Based on the findings of this research, it is recommended that future support programmes should focus on multiple areas including English language development, bilingual and subject-specific support, as well as the wider social context.

2S7
Home is where the heart is: asylum-seeker and refugee students' conceptualizations of ideal learning experiences
Tatiana Rostovtseva, University of Cambridge
Keywords: multicultural education, ideal classrooms, student perceptions

Abstract: The aim of my research is to explore asylum seeker and refugee students' perceptions of the provision of education in the United States. I will present an exploratory case study designed to evaluate how asylum seeker and refugee students define their 'ideal' classrooms. Asylum seeker and refugee students attending a school with the stated mission to cater to recent immigrants, asylees, and refugees have drawn compositions of their 'ideal' classrooms and have labeled the three most important factors of a 'perfect' class. During in-depth interviews, students have discussed the experiences from which they derive the 'ideal' classroom, and how close or distant their current schooling experience is to their 'ideal.' Complementary school data has also been collected, in the forms of classroom observations, document analysis, and interviews with adults, to better embed asylum seeker and refugee students' conceptualizations in the context of their school. I will explore the themes found in students' conceptualizations of their ideals, as well as of the realities encountered by students daily. The research seeks to place asylum seeker and refugee student accounts at the forefront, in order to eschew assimilationist ideologies and to highlight the diversity of experiences and interpretations within asylum seeker and refugee students' learning journeys.

Without a Label, No Funding
Anna Marie Salisbury, Liverpool Hope University
Keywords: labelling, special educational needs

Abstract: One aspect overlooked of educational research, could be that of 'Labelling Theory,' which plays a vital part in Special Educational Needs (SEN). In examining this theme, research will be carried out to observe a complete picture of the journey that the child has completed from the beginning of being labelled and given a statement, to the peak of their learning. In order to explore this subject, the research will compare similar mainstream sixth-form settings using mixed method research, in a case study approach. The SEN system does not take into account the individuality of the child or how a child's self-esteem is being altered. Moreover, to show the actual outcome of this perspective, research questions will analyse the relationship between learning and a young person's perceptions of labelling. The relationship between these factors will be evaluated, to examine whether there is correlation between actual learning and the young person's perceptions of achievement. Previously, some children have been rushed through these systems, in order, to be given funding, depending on the needs on the statement. Although, sometimes this process can be long and drawn out. However, this funding is vital for children to receive appropriate resources to support their learning. Each Local Authority has an allocated amount to spend on SEN. For SEN children without a label, schools have to fund the first £6,000 through their own

budgets. Is the funding for SEN really supporting the most vulnerable children, to reach their full potential? Currently, new changes are being made to the SEN Code of Practice produced in 2001. The new 'SEN Code of Practice: 0-25 years' will come into effect in September, 2014. Thirteen years after the last Code of Practice: Is the system changing quickly enough to keep up with the changes to education?

Tanzanian Teacher's Constructions and Perceptions of 'Inclusive Education' for Girls and Girls with Disabilities
Alexandra Sewell, University of Birmingham
Keywords: inclusion, gender, Tanzania, action research
Abstract: The benefits of the inclusion of girls and girls with disability in mainstream education in Tanzania have been well documented, yet it is this demographic which remain the most at risk of exclusion (Lewin and Little, 2011). Quantitative research has demonstrated some success for the government's target of all children to be enrolled in primary education, regardless of gender or disability. However, qualitative research "is recommended to complement, confirm and contradict statistics" (Okkolin, Lehtomäki, Bhalalusea, 2010) in order to divulge and analyse contributory factors to inequalities in the education of girls and girls with disabilities. The research aims to expand the current state of knowledge by employing Discourse Analysis as a qualitative methodology, interviewing a sample of Tanzanian teachers to seek their constructions and perceptions of 'inclusion', 'girls' and 'girls with disability'. The analysis of teacher's constructions will contribute to a socio-cultural understanding of disability, inclusion and gender. It will raise contributory factors to inequalities and promote informed inclusive action in the contexts in which it is conducted. It will also contribute to the wider analysis of the success of inclusive education for girls and girls with disabilities, in Tanzania schools. The presentation will pay particular attention to the Discourse Analysis Philosophy and methodology and the gender activism basis for the research."

1.35-2:05pm

GS5
Writing Collaboratively – a virtual interview
Prof. Pat Thomson, University of Nottingham & Prof. Barbara Kamler, Deakin University
Abstract: Barbara Kamler and Pat Thomson have had a long and successful academic collaboration, producing widely read books such as *Helping doctoral students write: pedagogies for supervision* (Kamler & Thomson, 2006). We are fortunate this week to be able to Skype them near the end of a week of intensive collaborative writing on their next book. In this short interview Selena Yuan (University of Cambridge) will ask Professors Kamler and Thomson to discuss their experiences of working together, and to provide insights into how postgraduate research could be less of a solo journey.

2.05-3.35p.m: Student parallel session 4

Pro-Environmental Behaviour and Education: Perceptions of University Students
Sandra Ajaps, University of Cambridge
Keywords: environmental risk, sustainable behaviour, environmental education, mixed methods

Abstract: People's attitudes towards the environment reveal a paradox. Surveys indicate that people generally believe the earth's environment is being threatened by human actions, yet, the requisite behaviour to mitigate the risks are unsatisfactory. Thus, it is necessary to address the basic issues such as understanding people's present perception of global warming and related environmental risks in order to develop strategies that will ensure people are adequately educated and motivated to behave sustainably. Education has been shown to be a long-lasting and low-cost tool for behaviour change; thus, this study will employ a mixed-methods design to examine the relationship between students' perceptions of environmental risks (especially global warming) and their environmental behaviour, with a focus on the role of education. University students from different countries, with emphasis on Nigeria, will be surveyed to analyse how effective education has been in the battle against global warming. 5 students with high pro-environmental attitudes and knowledge will be randomly selected and interviewed to gain more insight into the nature of their knowledge and the role of their secondary education. The survey consists of the New Ecological Paradigm and the Environmental Motives Scale, which are popular for their efficacy in the discipline of environmental psychology. New items to measure environmental knowledge were added and will serve as the basis for selection of participants to be interviewed. The survey will be distributed to as many university students as possible via online mailing lists in Cambridge and in two selected universities in Nigeria. Relevant literatures have been reviewed and the study is now at the data collection stage. Findings will offer important insights for policy makers, climate scientists and educators especially, related to the use of education to develop positive environmental knowledge, attitudes and behaviour aimed at the preservation of planet earth for future generations.

Making-sense of 'making-sense' in physics education: a microgenetic collective case study
Richard Brock, University of Cambridge
Keywords: Physics education, case study, making-sense, microgenetic

Abstract: The term 'making-sense' is frequently used to refer to student learning in science, yet it is poorly defined. Here, 'making-sense' is defined as the modification or formation of a conceptual structure in which concepts are related in a coherent system. Research has focused on cataloguing alternative conceptions; however, if the development of a highly interconnected conceptual structure is the goal of education, research should also focus on how students develop these structures. A constructivist framework asserts that 'making-sense' of the world is an ongoing and personal process. An appropriate method that can capture the changing and idiosyncratic nature of 'making-sense' is a microgenetic-like approach, defined as using a high density of observations relative to the rate of change of the phenomenon. Unlike typical microgenetic studies, a range of stimuli were used. 16-17 year-old physics students, of varying ability, forming a collective case, were interviewed individually, once a week for twenty weeks. In each session the students were presented with a novel stimulus, in a version of the interviews-about-instances approach, and asked to 'make-sense' of the situation. Ten stimuli based on dynamics, and ten based on electricity

were used to gain insight into two different conceptual areas. Early analysis shows: a) students struggle to develop coherent ontologies for abstract terms; b) students display sudden moments of coherence; c) temporary coherences can develop and collapse on very short time-scales. The short time-scale of coherences raises questions about the nature of concept change and has implications for the assessment of learning.

1S7

Emotional leadership in higher education: a cross-cultural study of heads of departments in Georgia and England

Natia Sopromadze, University of Warwick

Keywords: emotional leadership, higher education, cross-cultural research

Abstract: The paper aims to examine cross-cultural differences and similarities in emotional leadership practices of heads of departments (HoDs) in Georgia and England. Emotional leadership is an emerging construct which draws on the theories of emotional intelligence. It involves basic emotional competences that enable leaders to manage their emotional states and their interactions with others. Despite increasing interest in the emotional skills of educational leaders, only limited prior research has explored the role of emotions in departmental leadership. The existing literature on the topic has mostly focused what emotionally intelligent leaders should do, but there is scarcity of empirical studies on how emotional leadership is actually practiced in different academic cultures. There is a need to learn how real HoDs perceive the emotional dynamics of their leadership and how they handle everyday challenges when dealing with their staff. In order to understand the interplay between emotion, leadership and culture, a multiple case study approach will be adopted. The research will involve HoDs and departmental staff from eight departments (4 Georgian/4 English) in two universities per country (2 Georgian/2 English). Data will be collected and triangulated through online questionnaires and semi-structured interviews answering the following questions: a) How is emotional leadership perceived and practiced in the Georgian and English academic cultures? b) How do cultural values affect the perceptions of emotional leadership and shape leadership practice? The findings will carry important implications for the advancement of both theory and practice. Cross-case analysis will lead to a better understanding of the cultural dimension of emotion within higher education leadership. Finally, it will offer practical recommendations for the selection and training of HoDs that could contribute to academic leadership success in culturally diverse communities.

The Role of Heads of Department in Achieving Quality: A case study of a high-ranking university in the Kingdom of Saudi Arabia

Hissah Altuwayjiri, University of Warwick

Keywords: heads of departments, quality achievement, higher education, Saudi Arabia

Abstract: The Higher Education (HE) sector in the Kingdom of Saudi Arabia (KSA) is expanding rapidly. At the same time, there are concerns about 'quality' with respect to teaching, research and community engagement (Onsman, 2011). The literature suggests that educational leadership plays an important role in achieving quality (Knight & Trowler, 2001). However, there is only a limited amount of empirical research investigating the relationship between academic quality and HE leadership, especially at the middle level (i.e. Heads of Departments). Within the KSA, there is virtually none. The proposed research is a step towards filling this gap. Adopting a case study approach, the study aims to understand the role of HoDs in achieving quality in a high-ranking university. In the first phase, an on-line questionnaire will be sent to HoDs within their role set. Data obtained from the questionnaire will be helpful for selecting an appropriate sample for follow-up interviews and for focusing

the interview schedule. In the second phase, using purposive sampling, I will conduct semi-structured interviews with 18-22 HoDs from various faculties. In addition, relevant policy and procedural documents will be analysed thematically. In the conference, I will share ethics concerns of my study and how I plan to access the participants. I will also share my experiences of undertaking the pilot interviews and its main findings. I will also share findings from the online questionnaire, which is currently underway. Based on the pilot data, it can be concluded that the HoD's role is seen as crucial in achieving quality. However, currently HoDs are experiencing a variety of challenges in performing their role, such as lack of financial and administrative autonomy. The study has the potential to contribute to both theory and practice of leadership and quality achievement in HE. Theoretically, it will enhance the understanding of the concept of quality, and issues related to its achievements, specifically related to the Saudi HE context. In practice, the study findings might be helpful in developing relevant standards, guidelines and training material to achieve desired goals in quality.

The Complexities of Servant Leadership in Higher Education (A case study on academic leadership in a faith-based university in Indonesia)
Ricky, University of Birmingham
Keywords: servant leadership, higher education, academic leadership
Abstract: Servant leadership as a way of living is the foundation for effective leadership in various sectors including education. Empirically, the value-laden leadership approach improves the well-being of the followers which in turn improves the organisation's performance. Although research on servant leadership has been conducted across cultures, the study is still so few in Indonesia, let alone in the nation's Higher Education (HE) sector. From the few studies on servant leadership in Indonesia, a research has shown that servant leadership exists and its practice is being moderated by culture. In Indonesia, believe in God is one of the nation's share values which also acts as the foundation for the establishment and management of HE institutions. The context of faith-based campus is unique since HE leaders have to face the reality of world class Universities that are gradually leaving their faith-based identity. This research is exploring on how formal academic leaders in a faith based University in Indonesia conduct their academic leadership (leadership in higher education that deals with teaching, research and community service) base on servant leadership principles. The research which aims to evaluate the case campus's leadership and to enrich servant leadership framework uses case study methodology employing mix method of interview and survey. The interview involves academic leaders in three different levels (Rector, Deans and Head of Academic Programs). The qualitative data are going to be analysed using three concurrent activities namely data condensation, data display and data verification. The qualitative analysis is going to be triangulated with the quantitative data gathered from the followers through the Servant Leadership Behaviour Scale questionnaire. The interpretation on the convergence/divergence on the results of the mix method is expected to provide insights for leadership scholars on the hint of complementary leadership approach to servant leadership, guided academic freedom and strategic opportunism in order to achieve effective academic leadership in higher education. These insights are intended to inspire higher education leaders to prioritise their lecturers' needs in order to enable them to flourish both individually and institutionally.

Creativity in Education: all that glitters is not gold
Bart Vranckx, KU Leuven
Keywords: creativity, entrepreneurship, governmentality

Abstract: Very few English words have gotten such a positive press as creativity. Most people, and even most researchers, treat creativity as a given, never questioning it. Its importance is seen as self-evident. Philosophers have been quick to point out that creativity is a honorific concept, meaning that saying that something is creative is more or less the same as saying that it is good. Upon reading the announcement for this very conference, it does not seem like a stretch to say that the use of creativity falls squarely into this category, as the idea of giving a "creative" presentation is obviously seen as good. Thinking creatively is also associated with thinking critically. In my own research, I look at creativity in Belgian primary education from the perspective of a history of the present. Seen from that angle, creativity appears as a social construction, that undergoes the influence of the discourse in which it functions. In recent decades, creativity – just like education and society in general - has undergone the influence of neoliberalism. It has become a key characteristic for the entrepreneurial self (Rose), and it is increasingly associated with entrepreneurship, as one can observe in notions like creative industries and the creative economy. In my presentation, I will explain this reconfiguration of creativity under the influence of a neoliberal governmental regime, and give concrete examples from the Belgian context, especially from experiential education. This will be done by a thorough analysis of a broad spectrum of educational journals, in combination with government sources. I will also try to refer back to the conference theme, as being creative is not necessarily the same as thinking critically. Creativity functions within a certain discourse, and subscribing to this discourse in order to "open up the ivory tower" could have unexpected consequences, however admirable the initial goal.

A case study on the design and development of the Professional Accountant Examination in Hong Kong after 1997
Josephine Shu Ying Yau, University of Hong Kong
Keywords: professional accountant examination, professionalism, accreditation

Abstract: If a Hong Kong student wanted to be an accountant in Hong Kong, the student needed to take a UK-based examination offered by Association of Chartered Certified Accountants (ACCA). Hong Kong Institute of Certified Public Accountants (HKICPA) recognized ACCA graduates as Hong Kong accountants. Since the change of sovereignty of Hong Kong back to People's Republic of China in 1997, HKICPA terminated the recognition scheme with ACCA and adopted a new examination scheme developed by HKICPA. The new scheme was Qualification Programme (QP). In my research, I would explore the reasons why HKICPA has to develop QP. ACCA was a highly regarded accountant qualification internationally. HKICPA terminated the recognition of ACCA might bring some adverse effects to Hong Kong accountants. Hong Kong was an international financial center and lots of international investors relied on the work done by accountants in Hong Kong to safeguard their investments. The international recognition of QP became the most important factor for it to be succeeded. I would explore the key factors considered by HKICPA in order to make QP graduates well recognized in Hong Kong and internationally. My research would be a case study to study QP and investigated how QP came about. Data would be collected on the changes of the economic environment of Hong Kong in the past few decades, consultation papers and key meeting decisions released by HKICPA and in depth interviews with task force members in the design and development of QP. As Hong Kong was a colony of the UK, I would also explore whether other pre-UK colonies had similar experiences. A qualitative

analysis would be done on the data collected. Comparing with a number of pre-UK colonies, I aimed to summarize factors and come up with a model for the change.

Pax Academica
Kevin Kester, University of Cambridge
Keywords: peace studies, Bourdieu
Abstract: The United Nations (UN) has been operating graduate training programs for peace practitioners for over 30 years through institutes in Tokyo, Japan, and San Jose, Costa Rica, with the institutes organizing their programs in part according to the classification and framing of peace studies by the UN. Some of the faculty taking part in the training programs have gone on to teach within the UN itself or to establish similar centers in their home countries (e.g. Somaliland); yet the role of the educator as an agent in framing and altering peace discourse has rarely been examined. The purpose of this study, therefore, is to investigate the agency of peace educators working within the UN as actors in the process of objectifying the practice of peace and conflict studies, their motivation for entering into the field, and the capital among these actors that contributes to the spread of peace knowledge - either as continuity or disruption of UN norms. My research methodology is informed by Pierre Bourdieu's notions of field theory, symbolic violence and cultural capital; and the methods involved will include semi-structured interviews, informal conversations and observations with peace educators in the UN system. This presentation will focus on the theoretical potential of employing Bourdieu's concepts to explore educators' perceptions, capital and practices in tertiary peace studies.

2S5

From Motivational Theory to Classroom Practice: exploring practitioner engagement with music in the primary school
Bethan Garrett, Lancaster University
Keywords: music education, motivation, teachers
Abstract: Motivational theories have formed a major part of psychological, sociological and educational research, with recent work highlighting the importance of focusing on both the cognitive and social factors which contribute to engagement. This comprises a substantial body of work, whose primary aim is to enhance pupils' learning experiences; however, the motivation of teachers themselves is also important to scrutinise, especially within the primary school environment. The motivation of teachers is particularly crucial to explore in those areas of the curriculum which find themselves on the periphery of the crowded timetable, such as music and the arts. This paper draws upon my PhD research, in which extensive narrative interviews with primary school teachers led to the proposal of an eight-point model of teacher motivation for music. This spans both the construction of personally-held theories and understandings, in addition to the socially-situated contextual factors of the institution. I will briefly present this model, before reflecting upon how this theoretical development may have the potential to impact upon classroom practice, considering in particular its relationship to the practices observed in three of the case study institutions. In order to assess the relationship between theory and practice, I explore the possibility of disseminating these findings to schools and encouraging teachers to reflect upon the often socially-constructed nature of their understandings and beliefs. Through this, there may be an opportunity to challenge some of the barriers to teacher engagement in performance-based subjects such as music. I contend that through close communication and interaction between researchers and current practitioners, it may be possible to bridge the schism that has existed between theoretical research and classroom practices; however, such endeavours can be fraught with challenges and I briefly reflect on some of those I have myself experienced.

Musical Progression Skills Guide for Under Sevens
Frances Turnbull, University of Cambridge
Abstract: Increasing interest internationally in children's music (Barrett, 2006; Tafuri & Welch, 2008; Young, 2003) focuses on child-centred approaches, similar to Orff, Kodaly and Dalcroze's approaches last century. Research resists promoting music for extraneous benefits, yet appears to overlook last century's approaches, risking ignoring potentially useful music-teaching concepts. Combining these approaches, I submit a table of progressive, self-correcting, measurable skills based on natural movement. Participant ages ranged from birth to 7 years old, with normative physical and cognitive development. This table presumed regular (weekly) musical intervention, either at nursery or carer-child music sessions. The aim of the project was to devise a table of on-going musical progression for children with normative physical and cognitive ability. The framework was intended to be straightforward enough to use with minimal training by early years practitioners with potentially limited confidence and musical experience. A constructivist pedagogical approach was used through consulting and merging literature on the above-mentioned approaches to music education. The sequence of musical concepts was trialled by developing a rolling series of topic-specific sessions for 0-7 year olds over 2-years. This multiple-approach method intended to avoid Grand Narratives whilst remaining practical and accessible. Session outcomes showed that most children were involved and absorbed, and were very well received by parents. In addition, many of these children began instrumental lessons, and led in school performances, student groups and academics. Delivery outcomes revealed that a subcontracted teacher developed confidence musically, while an instrumental teacher used the table for primary-aged students. The reception of this table suggests that the arranged sequence appeals to both teachers and students. This implies that it allows for teacher intervention when necessary, student exploration to maintain interest, and thus musical development, along with additional benefits. These premature findings suggest that there may be some merit in testing this table further afield.

Creative learning in secondary schools: how music can support difficult topics
Sarah Carney, University of Huddersfield
Abstract: Through experience as both a student and a member of staff at a high school, I have met with significant prejudice as many see music as a 'non-academic' subject. Pupils enter lessons demanding to know if the teacher has something fun planned, and a carefully planned and executed cross-curricular course would fulfill this demand. This paper aims to examine how music can help to contextualise often-difficult topics across the curriculum. The paper will take a qualitative approach to the subject area and will identify the problem with music in secondary schools, propose a theory, which could provide a reasonable solution to the problem and then test its feasibility through interviews with teachers. Within the theory of how a creative learning environment can contextualise a topic a case study of how a unit of study from the GCSE history will be examined and it will be demonstrated how music can be used to provide pupils with information the social context of an era. Many of the GCSE history syllabuses cover Race Relations in America 1955-68, within this topic pupils study the American Civil Rights Movement. If time could be allocated to a 'key note' style lesson pupils would be given information, which could help to consolidate learning in the future. Often the music of an era reflects the socio-political environment and record labels such as Motown demonstrated this and gave African American artists a place in society through a careful grooming process, which enabled artists to appeal to the larger white-middle class

audience. The study and theory into music in a creative learning environment will demonstrate how if more resources and time were available in schools for cross-curricular activities and for departments to work more closely whole school learning could be greatly improved.

2S7

ASEAN and Thai Policy Documents Analysis: Implications for TESOL Practitioners in Intercultural Age.
Sutraphorn Tantiniranat, The University of Manchester
Keywords: Intercultural (communicative) competence, Thai TESOL, ASEAN Economic Community, policy documents

Abstract: In 2015, the member states of the Association of South East Asian Nations (ASEAN) - including my home context of Thailand - will establish the ASEAN Economic Community (AEC) thereby enabling the free flow of professionals, goods, services and investment throughout 'the single ASEAN' market. There will also be increased intercultural interactions between people within the same region but from differing cultural and linguistic backgrounds. Since 2008, English has been ASEAN's official working language (ASEAN Charter: Article 34), a lingua franca role within the region which is set to become even more marked after the establishment of the AEC. In this paper, I present my documentary analysis of selected ASEAN and Thailand education policies (written in both English and Thai) in particular focusing on the policies written by the Thailand Commission on Higher Education which consider the possible impact of the AEC establishment on the Thai Higher Education. From this analysis, I draw conclusions regarding: the extent to which the concerns for intercultural communication within the ASEAN region are discussed; the ways the notion of Intercultural (Communicative) Competence (by which I mean abilities to communicate effectively with people from different linguistic and cultural backgrounds) is described; and the possible implications for the role of Thai TESOL (Teaching English to Speakers of Other Languages) practitioners like myself.

Navigating Assessment for Learning: Seeking a meaningful engagement
Roszalina Binte Rawi, University of Cambridge
Keywords: assessment for learning, classroom practice, language, Bourdieu, Vygotsky

Abstract: Assessment for Learning (AfL) has prevailed as a buzzword in the education field since its introduction over a decade ago. In Singapore, AfL was introduced into the Malay Language (ML) (Secondary) syllabus in 2011. Three years on, this research aims to analyze to what extent does the ML teaching community practice AfL in their classrooms? How do ML teachers mediate their understandings of AfL within the field of ML assessment in Singapore? Would their habitus regarding meaningful assessment practices shape their current assessment practice? To meaningfully engage with this community of educators, the researcher takes a reflexive stance and seeks to navigate understandings of AfL from the academic canvass into normal ML classrooms. This presentation will focus on discussing an original theoretical framework that delves into and synthesizes Vygotskian and Bourdieusian perspectives, to unearth a deeper awareness of ML teachers' AfL practices. Adaptations made to research instruments based on initial findings from a pilot study will also be shared. Significantly, to date, no research has been done in the ML education field, in Singapore or Malaysia, which critically examines teachers' AfL practices from such a perspective. This research paves the way forward.

Differential Effects of Subtitles (First Language, Second Language, and Bilingual) on Second Language Vocabulary Acquisition
Mingyue Li, University of Edinburgh
Keywords: bilingual subtitles, second language vocabulary acquisition, subtitles

Abstract: There are different kinds of subtitles: first language (L1) subtitles, second language (L2) subtitles, and first language plus second language (bilingual or L1+L2) subtitles. This study investigates the differential effects of bilingual and monolingual subtitles on students' receptive vocabulary acquisition. The first two types of subtitles are widely discussed in previous research with regard to different language learning aspects. However, the effects of bilingual subtitles have not been widely studied. With the common use of bilingual subtitles in videos in language classroom in China, this study aims at examining the pedagogical effects of bilingual subtitles on vocabulary acquisition in the L2 classroom. A seven-week Quasi-experimental study was conducted among four English-major classes in year-3 in a Chinese university: three experimental groups and one control group. The participants were Mandarin speakers and their written Chinese language was simplified. Students in the three experimental classes were exposed to three different documentary films with the three different types of subtitles in turn. They then took a vocabulary test relating to the lexical items encountered in the films. The results demonstrated a significant advantage of bilingual subtitling in videos for students' receptive vocabulary knowledge and recall at post-test and this advantage maintained at delayed post-test. Specifically, students performed better with bilingual subtitles in L1 translation and L2 contextualization, than with monolingual subtitles and no subtitles.

2S8

Voices of the Gifted Minority Ethnic Student: The psychosocial experiences of Australian Aboriginal and other Black and Minority Ethnic (BME) young people involved in gifted education programmes
Emma Carter, University of Cambridge & Dr Simon Davey, ESIP
Keywords: gifted education, educational disadvantage, inclusiveness

Abstract: My research explores the experiences of six gifted adolescents, three from each of two programmes: (i) a London-based scheme for BME students and (ii), a scheme for Aboriginal students from rural Queensland, Australia. It considers challenges in education through investigating the degree of understanding of cultural variations in the 'giftedness' concept and the extent of adequate provision for BME and Aboriginal students involved in gifted programmes. It further examines the different effects of programmes on students' identity as well as their positive and negative experiences. I acknowledge the contestability of the concept of 'giftedness', and its diverse cultural interpretations, but recognise its wide usage within the UK and other international contexts. I have conducted ethnographic case studies of both programmes using semi-structured interviews, focus groups, observations and documentary analysis. In this paper, following contextual information, I shall concentrate on the stories from one student from each setting. Implications for research include the need for increased awareness amongst teachers of cultural factors influencing achievement and adjustment of gifted BME and Aboriginal students and the impact that new educational environments may have on their sense of identity.

What does Geographical Knowledge Consist of from Ethnic Minority Perspectives? Exploring the stories that relate to perception and link with option choices

Rebecca Kitchen, University of Cambridge

Abstract: The percentage of ethnic minority students at my school has risen dramatically in the last three years. Whilst 25% of students are now non-white British, ethnic minority students are conspicuous by their absence in both GCSE and A level Geography classes. This mirrors a national trend where most ethnic minorities are under-represented at GCSE and A level. This research is an exploratory piece which seeks to investigate students' perceptions regarding geographical knowledge and to consider how these link to GCSE and A level option choices. Hopwood (2011) has identified that students have different senses of geography despite being taught by the same teacher and in the same classes. I am interested to explore whether the students' culture and ethnicity is important in their understanding of geographical knowledge; in my Masters research I researched six students' perceptions of geographical knowledge, the 5 students who were White British had a sense of geography which was very different to that of their Indian friend. Initially, I will send a questionnaire to the 400 Year 12 and 13 students at my school to gauge their perceptions of geographical knowledge and also to recruit up to ten students who are willing to be part of my main phase of research. These ten students will be selected to have differing experiences of geography and different ethnicities and during the main phase of research they will create a collage showing their perception of geographical knowledge and engage in critical incident charting to explore their stories which have shaped these perceptions. They will also be interviewed to explore these themes in more depth. I have also trained a group of Year 9 students who will investigate my central issue as Students as Researchers in research which will run in parallel to my strand.

Accounting for success- accounting for failure': biographical narratives of white working class male undergraduates

Mary-Claire Travers, Kings College London

Abstract: White working class males in England have consistently been the lowest academic achievers at the age of 16 of any social group in the UK. In consequence, much research has focussed on the reasons for this failure (Willis, 1977; Reay, 2006; Ingram, 2009). This paper explores the academic histories of 15 academically successful white working class males. It aims to provide a critical consideration of some of the factors that they believe, have contributed to their academic success as well as exploring why they think that many young males with similar backgrounds do not succeed in academic terms. For the purpose of this research, access to higher education is being taken as a proxy for academic success. Research Methods: The paper draws on qualitative data obtained through conducting three in depth semi-structured interviews with 15 young men from working class backgrounds during the course of their undergraduate studies. Seven of these young men attend elite universities and eight are at modern (post-92) universities. The paper explores the following questions from the perspectives of these young males; what do they understand by 'success' and what factors are involved (familial, interpersonal support and mentoring as well as luck). The paper also considers their views as to what steps could be taken to make more of a difference to other males from similar backgrounds; notably issues of in-school experiences (streaming. labelling and lack of encouragement) as well as the impact of mainstream cultures of contemporary masculinity that they believe impede the academic progress of young working class males. Research Findings: The paper describes the key factors that the young men highlighted as powerful levers in their academic success. While some of these factors may

seem to be relatively predictable; support at home, the role of significant others etc. other aspects such as happenstance and luck were factors that these young men highlighted. From what they said, it seems that some individual factors such as resilience, determination and grit enabled some individuals to navigate through the complexity of education provision. However, many of the young males detailed the ways in which in-school factors led to what one of the men called the 'neglect' of the working class male in school. This paper foregrounds the narratives of these young men who suggest more progressive ways in which schools could make more of a difference.

4.00 – 5.00pm: Workshops

GS3
Taming Literature in the Digital Age – a piece of cake!
Angela Cutts, Emma-Jane Batchelor, Louisa Smith, Hazel Dean, Amy Theobald & Lauren Kendrick, Faculty of Education Library
Abstract: Come along and find out why some online resources are like pre-packed cake mixes, but others are more like following a recipe tailored to your own tastes! We will even provide you with some home baked cake to help the session along…
This workshop will explore ways in which you can search for, organise and keep up to date with the literature for your research. The session will briefly cover the importance of developing a systematic strategy for your literature searches but will focus more on ways in which you can keep up-to-date with newly published material through a selection of tools. We will also look at options for managing your references. The session will include an interactive discussion with the Education Faculty Library Team and is an opportunity to ask your friendly librarians any questions you may have about organising and managing your research literature.

1S7
Creativities and Arts-Based Research Methods and Methodologies: activating new possibilities for moving beyond the hegemonic relationships of research and researchers
Dr Pamela Burnard, University of Cambridge
Abstract: Researchers are expected to develop innovative research practices and in doing so have the potential to contribute ground-breaking tools and construction of new forms of knowledge. Arts-based methodologies and methods are increasingly being recognized as new fields of research. In this interactive participatory session, you will be challenged to think about broadening their conception of what constitutes educational research and to consider arts-based methodologies and arts-based innovative research methods and tools. Drawing on your own research, Pam will open up some new ways of communicating your research and your research journeys.

2S5
An Interactive Experimental Writing Workshop: Using Spontaneous Writing to Create and Transform Data
Selena (Yanyue) Yuan, University of Cambridge
Keywords: Spontaneous writing material, objects, research data
Abstract: My doctoral study explores visitor experience in anthropological museums, and in particular, the capacity of objects to stimulate imaginative thinking. Informed by a museum educational perspective that takes 're-contextualisation' as the starting point for approaching museum collections, my research aims to flag up the imaginative dimension in visitors'

engagement with museum objects. I integrate self-narrative and arts-based approaches to reflect and represent my own experiences with regards to four anthropological museums, and I apply poetic languages to create responses towards the mask collections. This workshop is centred around one methodological feature of my study: the application of literary devices in creating and transforming research data. The choice arises from the challenge of capturing and making sense of the tacit and intangible realm of human thinking. Informed by stream-of-consciousness writing in literature, I have recently been experimenting on spontaneous writing to respond to the messy, fragmented and irrational thinking processes when it comes to meaning-making of material objects and interpretation of data in the form of reflective narrative and free style poetry. During the workshop, I will invite participants to choose an object and to practise spontaneous writing. The purpose is two-fold: I want to encourage discussions of this strategy from different perspectives; and I intend to take advantage of the interactive activities to highlight the potential of spontaneous writing in shaping and changing the way we perceive and engage with material objects. On a broader level, I attempt to challenge the academic tradition that imposes an analytical perspective established on the creed of "tidying up the data". This workshop is designed to create a space for all participants to play with the idea of "messing up the data" and to think about its potentials, challenges and possible consequences, especially when it comes to non-traditional forms of data.

2S7
Reflected, Refracted, Re-Voiced: the Ivory Tower reconstructed
Dr Janice Jones, University of Southern Queensland
Abstract: Janice Jones' presentation will take shape in the moment as participants create a critical and 'Just in Time' bricolage of troubling issues, images, and debates captured during their experience of the two-day conference. Reversing the Kaleidoscope, Janice will engage participants in re-presenting, troubling, and testing their emerging concepts of the 'Ivory Tower' in a communal re-construction and celebration of our many ways of seeing and knowing.

2S8
Going Public: engaging 'normal people' with your research
Malavika Anderson, University of Cambridge Public Engagement Office, Jacqui Howard, Schools Liaison Coordinator, Faculty of Education, Andy Holding, University of Cambridge
Abstract: This fascinating workshop brings together Malavika Anderson, coordinator of the highly successful Cambridge Festival of Ideas, Jacqui Howard, who runs outreach activities in schools for the Faculty of Education, and Dr Andrew Holding, a cancer researcher who has worked extensively to engage the public with science. This workshop will introduce delegates to key principles of communicating about academic research in the public sphere, and will end with a short, interactive session on comedy and research.

5:00-5:20pm
GS5
Closing and farewell, featuring '**Conference Coda: Disrupting and extending practices and assumptions about what constitutes research and knowledge'**, a performative 'last word' from Pamela Burnard and her workshop participants. This is the formal end of the conference.

5:20-6:00pm
Scenic walk (1.7 miles)
A pleasant walk from the Faculty of Education to the Silver St Bridge (the staring point for punting, in the historic city centre), through a series of green spaces. Free, optional social event, no sign-up required.

6:00-7:00pm
Punting on the River Cam (optional, please bring £3 cash)
Punting is a fantastic Oxbridge tradition, which includes taking a boat on the river to explore the beautiful "backs" of riverside colleges. Punting will start around 6pm, after the conference closing. The cost is £3 per person, which is heavily discounted from the regular tourist price. If you would prefer not to walk (see 'scenic walk' above) catch the 'Uni 4' bus on the same side of the road as the conference, and get out on Silver Street. The cash fare is £2.50. Alternatively, catch a Taxi to Scudmores Punting by the Mill Pond.

Posters

An investigation into Sino- British 'joint programme' partnership development: the contribution of faculty in the generation of valuable and sustainable partnerships.
Claudia Bordogna, University of Huddersfield
Keywords: Transnationa education, Faculty, Partnerships
Abstract: see oral presentation abstract on p. 5.

Understanding misbehaviour: the views of teachers in mainstream schools and alternative provision
Laura Oxley, University of York
Keywords: Behaviour, alternative provision, teachers, case study
Abstract: Pupil misbehaviour is often identified as one of the biggest stress factors facing teachers in the UK. My research will investigate what teachers consider to be the reasons behind this misbehaviour. I will explore whether there are any differences in the views of teachers working in mainstream schools compared to the views of teachers working in alternative provision catering specifically to pupils with challenging behaviour.
By conducting multiple parallel case studies in mainstream secondary schools and alternative provision settings, I aim to answer the following research questions:
- What do teachers consider to be the reasons behind pupil misbehaviour?
- What are the differences in these views, if any, between teachers working in mainstream schools and teachers working in alternative provision?
- What impact does training about the psychological underpinnings of behaviour have on the way teachers understand and respond to pupil misbehaviour?
My data collection methods will include a quantitative survey of teachers' views on pupil misbehaviour, followed by qualitative semi-structured interviews with a nested sample of teachers drawn from the case study schools to examine their views in depth. Thematic discourse analysis will be used to analyse the data and identify the recurring themes.
These themes will then be used to inform the development of teacher training sessions on the psychological theories of behaviour, which will be offered to the case study schools. This will create the basis for an investigation into the potential of this training to have an impact on teachers' views about misbehaviour, leading to greater understanding and ultimately a reduction in teacher stress levels. I will conduct follow up surveys after the training has taken place to explore whether there is any long term change of attitude in teachers' views about the reasons underlying pupil misbehaviour, and subsequently any sustainable change in teaching practice.

Formative Assessment in English Languages Courses: Challenges and Opportunities
Samar Almoossa, King's College London
Keywords: Formative methods, Peer- and self-assessment, Teacher-assessment, English for the specific purpose
Abstract: Involvement of learners in the assessment procedure of their learning has received wide attention in the literature over the last two decades. Formative methods of assessment such as Peer- and self-assessments are considered as a learning tool that helps students to become autonomous while they are involved in the process of assessing others and being assessed. Peer- and self-assessment arguably contribute to the ongoing improvement of students' performances in the classroom. To date, little attention has been given to the research and practice of formative assessment in English language courses in Saudi Arabian education generally and particularly in the context of higher education. This study examined the potential of introducing fresh students to different formative assessment types, as well as

their challenges and limitations. Data were collected using students' logs entries, a presentation assessment questionnaire, observation and group discussion. Participants were 20 Saudi premedical undergraduate students ranging in age from 17 to 19 years of age. They were enrolled in a preparatory year programme. The results revealed that the participants commented positively on the usefulness of self-assessment as part of their ongoing learning. Nevertheless, while participants indicated they learned from peer assessment, they resisted using this method. The participants expressed various reasons for refusing to judge one another. Some indicated that the teacher knows best. Others cited fairness concerns or indicated that their peers should not have the right to judge their performance. Still others indicated that they all needed good marks and consequently felt pressure to give their peers the highest marks possible. This preliminary result suggests the need for further longitudinal study to address formative assessment implication and challenges in General English and English for Specific Purpose courses in higher education within Saudi Arabia context.

Lexical access in child and adult L2 learners: are there any differences?
Ting Zhao, University of Oxford & Shuo Wang, School of Humanities and Social Sciences, North China Electric Power University

Abstract: This research set out to examine how L2 (second language) words were accessed in children and adults learning English as an L2, and to identify whether or not there existed any qualitative differences between these two populations. To date much research has been done on adult learners; by contrast, relatively little is known about how child learners access L2 words in performing productive tasks. To this end, the present study adopted a counterbalanced experimental design, in which 96 adult L2 learners and 39 child L2 learners did picture naming and L1 (first language)-to-L2 translation. The fluency and accuracy with which they produced individual lexical items were recorded and then compared across tasks. The participants also received a set of language proficiency assessments and completed language background questionnaires. Statistical tests were conducted to examine whether or not there were any significant differences between picture naming and L1-to-L2 translation in terms of response latencies and accuracies within each population. The result suggested that child and adult L2 learners processed L2 words in different ways, and the L1 was more likely to influence adult L2 learners' lexical access. Based on this finding, educators are advised to realize the processing differences that exist between child and adult learners, and to acknowledge the transfer effects from the L1 on L2 learners' productive performance.

Auditory-Visual Synaesthesia and Children's Processes of Constructing Understanding
Marisa Cheng, Cambridge University
Keywords: Music, Synaesthesia, Invented Notations

Abstract: Synaesthesia is a phenomenon in which stimulation in one sensory modality simultaneously produces sensations in a different modality. This paper will focus on auditory-visual synaesthesia, in which sounds elicit visual responses, and children's processes of constructing their understandings of music. Indeed, it is challenging for teachers to help children understand music without fully understanding their thoughts that are contained inside their mind; thus, to make things tangible, drawing can be a tool to facilitate communication to reach musical understanding. The review of the literature is divided into three parts, and will encompass the concept of auditory-visual synaesthesia, including an introduction to pseudo-synaesthesia and mental imagery; drawing as an aid to communicate children's thinking processes, including children's invented notations and theories of analysing children's drawings; and the definition of constructing musical understanding. After listening to a short folk song, children will transfer their auditory perceptions onto paper and will use drawings to help verbalise their thought processes. Research questions

include: a) What are the qualitative changes in the ways that learners draw and talk about music over time? b) What do they understand after drawing and talking about music over time? c) To what extent can they apply this "understanding" following the process of drawing and talking about music over time? c) How does auditory-visual synaesthesia mediate children's processes of constructing understanding? This study will follow the epistemological perspective of social constructionism, the theoretical perspective of symbolic interactionism, and the methodology of ethnography that is approached through multiple case studies. Ultimately, the results of this project will provide an understanding of how auditory-visual synaesthesia mediates children's processes of constructing understanding in order to inform processes of teaching and learning in relation to musical understanding.

"Are we there yet?": A study of the Oxford University Press Pathways to school improvement
Susila Davis, University of Oxford
Keywords: School improvement; design-based research; school effectiveness
Abstract: This study aims to explore the workings of and practitioner engagement with a selection of resources provided by the Oxford University Press (OUP) in the area of school improvement. In 2013, the OUP launched 'Pathways', an online platform made up of a 'four-step system' to school improvement comprising these phases: 'audit', 'strategic planning', 'take action' and 'evaluate impact'. Pathways resources such as audit tools and guidance documentation aim to support schools through specific tasks, for example, the implementation of the new primary National Curriculum (NC) in England. The intentions of the research are to study individual school improvement practice via a series of multi-method case studies using interviews, participant observation and documentary analysis and; to study the evolution of the Pathways themselves (using a "design-based research" or DBR framework). The study aims to apply elements of ethnographic enquiry in schools as practitioners engage with and inform the various iterations of Pathways and its design. DBR focuses on bridging the realms of academia and external, more practical contexts. Characteristics of 'good DBR' include the development of real-world learning environments linked with theory (in this case, the links between practitioner use of Pathways, OUP's cycles of redesign and the school improvement research evidence base); research that leads to sharable theories which communicate implications to practitioners and the documentation and monitoring of how designs function in authentic settings. Development and research phases generally take place through continuous cycles of design, enactment, analysis and redesign. The poster will focus on the research design, methodology and some initial impressions of how the DBR framework has contributed to the study to date. There will also be a focus on some of the research challenges around reflexivity and the different but overlapping roles played by the researcher in various contexts (academic, school and OUP).

An investigation of developing teachers' understanding of using dialogic approach in Saudi primary mathematics classrooms
Mansour Alanazi, University of Manchester
Keywords: Mathematics Education, Classroom talk, Dialogic teaching, Professional development
Classroom talk and dialogue has become fundamental to students' learning mathematics and much research has been focused on the ways teachers interact with their students and the quality of dialogue between them. Drawing on recent developments in dialogic approaches to learning and teaching of mathematics, this study investigates how Saudi mathematics teachers develop their understanding of classroom dialogue through a professional development process in mathematics teaching. The study involves multiple case studies

collecting qualitative data on i) teachers' espoused beliefs about their teaching practice and dialogic teaching and ii) teachers' enacted practices using dialogic teaching principles. The large case study for this research is the professional development programme and the sub-cases focus on the development of three teachers within this programme. The participants were three male primary mathematics teachers in third, fifth and six-grade classrooms. Classroom observations and video recordings used to collect data about the teachers, focusing especially on the communicative strategies they use in the classroom and quality of discussions which take place. Moreover, interviews conducted with the case teachers to collect data about their beliefs. The research results show significant development and improvement in case teachers' perception of classroom discourse (dialogic teaching) and the impact on classroom practice. Moreover, the results of case teachers' first and final lessons show significant development and improvement in their classroom practice based on the developed understanding of dialogic teaching.

Evaluating the changes in pupil behaviour: implications for an intervention program designed to enhance social and emotional competence

Raiha Aftab, University of Manchester

Abstract: The current research aims to assess the impact of a mindful-based intervention program on the social and emotional competence of primary school children. The aims of the current research are to (a) identify the behaviours that represent social and emotional competence in children and identify a system of observing behaviours that represent social and emotional competence in children, (b) evaluate the impact of a Mindful-based prevention program on the social and emotional competence of primary school children; this would include mapping and assessing the way the intended program affects the identified behaviours in course of intervention implementation, and (c) obtain a post-hoc understanding of practices and context that support or impede the effectiveness of the applied intervention in the context; this would allow researchers to evaluate theoretical underpinnings that guide mindful-based intervention program for primary school children.
The research is designed for state-run Primary schools in Pakistan. The interventions will be whole class and evaluation would be targeted. Researchers will train teachers in implementing a mindfulness-based intervention that proposes to improve focus and concentration in the classroom; reduce stress and anxiety, and help in understanding and managing emotions. The research will be interested in evaluating how such programs affect individual children during the implementation of the program, reflect upon experiences of the teachers and students and report context-specific mediators. Data will also be collected from parents regarding the changes they observed in the behaviours of their children.

Citizenship and Nationhood: Two Divergent Voices in Educational Policy Development in Hong Kong

Leung Ho-yin Alvin, University of Cambridge

In 2012, the Hong Kong government proposed a new compulsory subject of Moral and National Education for all primary and secondary students in Hong Kong; the plan, being condemned as indoctrinating, was subsequently scrapped owing to the opposition of the civil society. Against this background, this study seeks to identify the nature and extent of the national education and citizenship education in post-handover Hong Kong through a critical analysis of policy documents and government officials' speech; coupled with a critical examination of the available secondary literature and theoretical frameworks offered by scholars like Benedict Anderson, Morris Janowitz and Baogang He, the study explores the

development of citizenship education in Hong Kong, which is largely in line with that of the western world due partly to the historic colonial rule. Moreover, the nature and development of education for nationhood, alongside those of citizenship education, are explored with reference to the Hongkongers' complicated 'national' identity. The investigation reveals the growing conflict between national education, adopting ethno-cultural nationalism, and citizenship education, as a consequence of decolonisation and globalisation, challenging common belief that education for nationhood and that for citizenship are complementary.

Mental representations in harmonic-based musical improvisations
Frances Shih, University of Cambridge
Keywords: Music Education, Improvisation, Mental Representation
Abstract: Research from the fields of musicology, phenomenology, and music psychology have strongly suggested the evidence of improvisers using mental representations during the performance of harmonic-based musical improvisations, which includes the genres of jazz, popular, and western art music. In this context, mental representation refers to the imagination of objects, events, and settings that did not necessarily happen or exist, and which may not be perceived by the senses. However, more specific knowledge is unavailable, with much of the research relying on historical and contemporary accounts, which remain vague without a reference to a musical example to show how they are constructed and employed. For instance, research on improvising techniques and strategies has not been studied in connection with the way improvisers experience improvisation; in other words, how improvisers' experiences influence what strategies and techniques are being adopted during improvisation. In this study, I investigated the nature, formation, and the roles mental representations may play from the beginning when improvisers first learn a tune, to the end of the improvisation process. The first phase of my study empirically investigated the formation of mental representation and its role in guiding the harmonic-based musical improvisation of professional pianists. I will present the preliminary findings and results of my analysis. The analysis is based on a semiotic theory-inspired analytical framework, which is underpinned by theories and studies that have examined the phenomena and uses of mental representations, such as auditory, kinesthetic, visual, and emotional representations. The data consists of original musical sources in the form of audio recordings and transcriptions, semi-structured interviews, and graphic elicitation in the form of participants' drawings. These data sets could potentially provide an invaluable reference point and common ground for locating, illustrating, and describing the different phenomena taking place during improvisation – mental representations being just one of them.