Title of Paper
A comparative study of students’ entry motivation at universities in England, Germany and Portugal

Theme
Education Studies: Contemporary Debates

Biography:
Dr Brendan Bartram is Senior Lecturer in Education Studies at the University of Wolverhampton. His research and publications cover a wide range of issues reflecting the eclectic nature of Education Studies. These include comparative issues in modern foreign language learning in Europe, aspects of staff and student mobility in Higher Education, and the role of emotions in staff-student interactions.

Abstract:
This paper outlines the rationale, aims and methodological approach adopted in a comparative research study currently being undertaken by the author. Despite a large number of studies focusing on the changing nature and landscape of higher education (HE), research scrutinising students’ reasons for entering HE still remains a relatively under-explored area (Round, 2005:9; Kennett, Reed and Lam, 2011:65). This study aims thus to investigate this issue and has a particular interest in exploring the perceived impact of the current economic climate on students’ expressed reasons for study. The following 3 research questions underpin the enquiry:

1. How can university students’ motivation in the 3 countries be described?
2. What motivational patterns, if any, are evident within and across the 3 national settings?
3. To what extent and in what ways does student entry motivation appear to be influenced by current economic discourses?

Examining student views in three contrasting socio-economic settings will hopefully shed some light on how current discourses of austerity penetrate student understandings, expectations and aspirations in Europe, and an attempt will be made to identify and account for similarities and differences. The transnational focus therefore seeks to provide a lens on how these influences and discourses may be culturally mediated and inflected. The paper offers an overview of key themes and issues identified in existing literature, followed by a description of the project’s design. It is hoped that a presentation and analysis of initial survey findings will be possible by the time of the conference.
Title of Paper

Restorative Practice: Resolving conflict, Supporting well-being, Delivering positive behaviour.
What’s the catch?

Theme

The paper will consider the benefits of a Restorative Practice approach in primary school and reflect on any possible limitations.

Biography:

A Senior Lecturer in Primary Education Studies within the School of Social Justice and Inclusion at University of Wales Trinity Saint David. Previously a deputy and headteacher at a large primary school, with responsibility for rolling out Restorative Practice to pupils, staff, parents, the governing body and wider community. A trained Restorative Practice Conference Facilitator and Safeguarding Auditor with a particular interest in researching the links between conflict resolution and well-being in primary school communities.

Abstract:

The paper aims to demonstrate the positive impact that can be achieved by training primary pupils, school staff and parents in Restorative Practice as a means to resolve conflict and support well-being in the classroom and wider school community. Limitations of the approach will also be considered. Through analysis of case studies in identified areas of disadvantage in both Wales and Ireland, where Restorative Practice training was delivered to whole school communities, evidence will be demonstrated of the promotion of improved pupil/staff relationships and well-being within primary schools. Despite the training offered to parents of pupils and multi-agency workers, the increased use of a restorative approach outside the schools will be shown as negligible. The paper will consider the validity of a restorative ethos that is a proven effective tool for promoting positive behaviour management and pupil well-being but does not appear to easily extend outside the classroom.
Mr Tom Feldges – University of Hull
Sonia Pieczenko – University Centre Grimsby

Title of Paper:
Learning about 'Life' or valuing 'Life'

Theme:
Professionalism and Training in Education Studies

Biography:
Tom Feldges has previously taught research and psychology modules on various care-related HE courses. He is currently writing his PhD thesis at the University of Hull, while he lectures to philosophy undergraduates. His thesis investigates the possibility to inform scientific-cognitive research of consciousness with phenomenological methods within a system-theoretical framework. (T.K.Feldges@2005.hull.ac.uk)

Sonia Pieczenko is teaching Social Policy and Mental Health related issues on various care-related HE courses and to future nurses at the University Centre Grimsby. She has recently obtained an MA in Philosophy and Mental Health and is currently developing a new HE course regarding the care for older adults with an emphasis on dementia care. (pieczenkos@grimsby.ac.uk)

Abstract:
This paper focuses on the education of future care-professionals. The current ‘standard-approach’ to teaching-practice entails that educational success is assessed following the paradigm of methodological behaviourism (Bernstein’s visual pedagogy). Our aim was to explore as to whether this approach, with its content-orientated learning-assessments, may be prone to neglect and thus not sufficiently develop the students’ moral development in terms of care-related values. We presented a sample (n=75) of Higher Education-students on various care-related degree-programmes with a questionnaire, containing a collection of scenarios posing moral dilemmas as developed by L. Kohlberg. We did not engage in a rating of the participants’ stages of moral development as proposed by Kohlberg. Our aim was to qualitatively and quantitatively explore the dimensions of a) authority and obedience b) the value of trust c) and the value of life as they emerged within the answers provided. Our research indicates the prevalence of an insufficient value-development for a disturbingly high number of future care-professionals across our sample. We argue that these effects are, at least partially, owed to the current style of content-orientated teaching and assessment while leaving the development and assessment of values out of focus. In this respect our argument challenges the current ‘standard-approach’. With our argument we try to advocate a teaching-practice that facilitates the secure development of care-related values even if these are difficult or impossible to assess in real-time and against pre-set performance-indicators as for example learning-outcomes.
Dr Zeta Brown – University of Wolverhampton  
Mark Wilson - University of East London  

Title of Paper:  
Debating the use of in-class debates in Education Studies: A comparative investigation into the use of debates as a teaching strategy in Higher Education.  

Theme:  
Student Perspectives on Education Studies  

Biography:  
Zeta Brown is a lecturer in Childhood, Family and Community Studies at the University of Wolverhampton. Her role at the university includes leading the Childhood, Youth and Families research cluster.  

Mark Wilson is a Lecturer in Education and Childhood Studies at the University of East London. He is a member of the Higher Education Research Group.  

Abstract:  
This paper investigates student’s perspectives on the use of debates as an in-class teaching strategy in Higher Education. In limited research carried out in this area debates are considered to compliment other teaching strategies and provide variety in teaching to keep students actively engaged in the content (Oros, 2007). Moreover, debates are seen to provide students with increased active involvement in their learning to “...learn more effectively by actively analysing, discussing, and applying content in meaningful ways rather than by passively absorbing information” (Bonwell and Eison, 1991, in, Kennedy, 2007, p.183). Debates, according to Walker and Warhurst (2000) enable lecturers to stand back from delivering taught content and provide students with the space to educate one another. In doing so the literature tells us that the use of debates provides students with a mastery of content and the development of skills such as critical thinking (Brown, 2014; Zare and Othman, 2013).  

However, the structures of these debates are diverse and as such have been carried out in a variety of ways in research. This paper considers differing debate structures that were planned at levels four, five and six to represent the student’s level of study. In this research students at the University of Wolverhampton and University of East London carried out comparable debates in terms of structure and provided their comments in questionnaires. The findings will focus on matters including student’s perspectives on the use of debates as a teaching strategy and their perspective on the advantages and disadvantages of the debates structure at each level of study.
Title of Paper: Meritocracy and Social Mobility through Education: An Obtainable Aspiration or Political Myth

Theme: Education Studies: Contemporary Debates

Biography: I have a broad interest in education, learning and teaching with particular focus on how this impacts upon social exclusion, poverty, vulnerable and excluded groups. This includes exploring the role of media in stereotyping individuals and groups and how this reproduces structural disadvantage and stigma. Within this landscape it is essential to identify the structures and barriers which impact upon the lives’ of individuals who are at risk of exclusion within society (O’Reilly, 2012).

Abstract: In the Report ‘Bridging the Social Divide’ there is a clear focus on increasing social mobility through education (SMCP, 2015). Current UK policy contests that social mobility is the reward for those able to engage with meritocracy through intellectual ability and high levels of motivation and they are then considered as deserving of success. This paper contests that within the UK meritocracy is socially constructed and thus weighted through the acquisition of what Bourdieu calls cultural capital in favour of the wealthy elite rather than based purely upon equal access to educational (Cosin, 1997: 122).

. . . by the age of 16, children from the most disadvantaged families who were high-achieving at 11 are typically out performed by pupils from the best-off families who were average achievers at age 11 (Gov.UK, 2014).

UK policy is set within a structural-functionalist perspective where meritocracy is legitimised and given an illusion of agency when in reality cultural capital ensures that upward social mobility is an unobtainable myth (Durkheim cited in Dillon 2010; Udagawa, 2013). Within this context social mobility could be considered obsolete, as to function it necessitates the persistence of inequality and the preservation of the ‘status quo’. This illusion of meritocracy encourages the poor to aspire to upward mobility through ‘hard work and education’ whilst ensuring the status quo. The aim of this paper is to consider the implication of this illusion of agency through education for learners and society at large.
Title of Paper:
Developing supportive online environments: Exploring the experiences of non-traditional students enrolled in higher education

Theme:
Innovations in Education Studies

Biography:
Jo Axe is an associate professor and the director of the School of Education and Technology at Royal Roads University in Victoria, British Columbia, Canada. Since 2000, she has taught face-to-face, online, and blended courses at both the undergraduate and graduate level. Her research interests include learning community development, student engagement and support in the online environment, post-secondary education for indigenous students, and online training and support for foster parents. Jo has been highly involved in the Royal Roads community, participating in more than 30 committees, work groups and task forces, and is very active in the local community.

Abstract:
As a result of the growth in online learning (Canadian Virtual University, 2012; Kanuka, 2008; White, Warren, Faughnan, & Manton, 2010), non-traditional students are able to engage in post-secondary studies in greater numbers. With this development comes the need to strengthen existing support structures in online environments to enable individuals to reach their goals. Building on an online undergraduate orientation initially offered to in 2006, a revised module called The Link was placed at the start of the Master of Arts in Learning and Technology program at a university in Western Canada. Through a variety of activities embedded in the non-credit module, graduate students were encouraged to take part in program-, school-, and university-level orientation, as well as to share their experiences and gain an understanding of how their diverse contexts could strengthen the cohort. Using a mixed-methods approach, which included Likert scale and open-ended questions, the perceptions of The Link participants were explored in this small-scale case study. Preliminary findings point to the benefits found by students of taking part in activities that gave them the ability to connect and communicate prior to the beginning of the program. However, it was clear that there was a need to have a flexible approach to synchronous technology-enabled sessions, as well as ensure activities were practical in nature, and introduce students to studying in online teams. The feedback provided by participants will allow us to further enhance the module, thereby allowing students from diverse backgrounds to benefit from a supportive educational experience.
Ms Verity Aiken - Nottingham Trent University

**Title of Paper:**
The risky terrain of student writing

**Theme:**
Education Studies: Contemporary Debates

**Biography:**
Verity Aiken is a Senior Lecturer within the School of Education at Nottingham Trent University. Verity’s interest in student writing stems from her earlier work as a Learning Support Officer at Keele University. Using insights developed at the level of practice, Verity started a Professional Doctorate in Education at Keele University in 2011. Her research interests include the explorations of the sociological framework of Risk to help make sense of how students experience and view today’s higher education system. Verity has a background in Sociology, holds a PGCE in Further, Adult and Higher Education, and is a Fellow of the Higher Education Academy.

**Abstract:**
Getting to grips with academic writing is inherently labyrinthine for anyone. But what does this feel like for students in today’s high cost high stakes Higher Education system? Increasingly, research suggests that students are all the time more becoming consumers of Higher Education and that by extension, their approaches to study being progressively framed by utilitarian tendencies (Molesworth, Nixon and Scullion 2009). This paper explores undergraduate student views and experiences of academic writing by using the concept of Risk and offers an alternative viewpoint to ‘student as consumer’ thinking. In doing so, the risk framework examines how students perceive and manage risks associated with their own writing in a way that is more reminiscent of other forms of endeavour, such as work, relationships and politics. Drawing on an ongoing series of individual semi-structured interviews, the paper suggests that whilst student motivations within HE can be framed as consumer-based, with student writing resembling ‘checkpoints’ to confirm (or otherwise) that they are ‘on track’, there also exists a hidden dynamic in the way students practice, perceive and experience their own writing that is rather different from consumer or utilitarian-based orientations. This paper will explore how students express an appreciation of the value of creativity, ownership and risk-taking in writing, but concurrently, how this is viewed as a luxury and therefore a risk that is not necessarily afforded to all. The implications of these findings are indicative of the way in which students are not passively developing consumerist behaviours in relation to student writing – but are consciously aware of the precarious nature of HE study that is ultimately connected to an uncertain future.
Title of Paper:

Behavioural Problems in Preschool children from Teachers’ perspectives in Saudi Arabia.

Theme:

Researching Education Studies: Critical Issues

Biography:

I am a lecturer in the Early Childhood department in Princess Nora’s University in Riyadh, the capital city of Saudi Arabia. This university is considered to be one of the biggest women’s universities in the world. Also, I am a PhD student in my third year at Canterbury Christchurch University carrying out an investigation into behavioural problems in early childhood education in Saudi Arabia.

This study is really important to me because it has not been done before in a Saudi Arabian context. Also, this research should enable a furthering of the understanding of children’s behaviour and support relationships between parents and teachers in terms of the child’s development

Abstract:

Background

A real code of practice or policy on behaviour problems (BP) is not available yet in Saudi. This may be due to confusion and a lack of clear understanding about BP in preschool children (PC) in this country. This study is based on Western literature to obtain a definition of BP that is consistent with Saudi culture. Theoretically, Vygosky’s (1978, 1986) socio-cultural theory is the basis of this research. It suggests that behaviour and family life are social constructions. Thus, behaviour is constructed through culture and should be viewed in the child’s social and cultural environment.

The aims of the research

This study aims to investigate early childhood teachers’ perceptions of what they perceive as behavioural problems.

Methodology

Mixed methods are used in this study. This includes employ post positivist and interpretative paradigms. Ethical approval has been obtained from the Ethics Committee at the university. An interviews with teachers has been conducted.

Results

Although the research is in progress, the results of the focus group confirm that there is no policy or code of practice for teachers to follow to deal with BP. Moreover, there is miscommunication between parents and teachers and a lack of clear understanding of the meaning of BP.

Conclusions

There is a real need to develop a code of practice to deal with BP, and this should be based on a definition of BP that is suitable for a Saudi context.
Title of Paper
A Peirce-Vygotskian approach to the modality of second language education

Theme:
Innovations in Education Studies

Biography:
James Ma is a linguist. He received his PhD from the University of Bristol and undertook subsequent postdoctoral training at the University of Oxford. Prior to this, he studied for an MA at the University of Nottingham. Over the past few years, his scholarship has centred on semiotic philosophy and its relevance for education. His research interests are in cultural-historical activity theory (CHAT), post-structuralism, semiotics, critical discourse analysis (CDA), and a priori methodology. He is a member of the International Society for Cultural and Activity Research (ISCAR), a member of the British Educational Research Association (BERA), and a fellow of Higher Education Academy (HEA).

Abstract:
Over the past two decades, research within applied linguistics has brought to prominence the role of social mediation in learners’ internalisation of cognitive strategies relating to communicative activities, thus developing the implications of sociocultural theory for second language acquisition (e.g., Lantolf, 2000; Lantolf & Poehner, 2011; Lantolf & Thorne, 2006; Swain, 2000). However, given the ever-changing landscape of human interactions, a more nuanced understanding of multimodal communication and representation is arguably called for. Approaches to second language acquisition would thus need to move beyond the role of linguistic semiosis, as language is increasingly in its most productive sense, embracing an entire range of semiotic resources. Whilst scholarship has begun to dovetail the notion of multimodality with language and education, there would be a need to further theorise how the reality status is perceived through various modes of meaning and how the acts of meaning take place within an individual and between individuals.

Forging ahead with “semiotic philosophy as educational foundation” (Stables & Semetsky, 2014), this presentation explores new vistas for second language education. For example, a new dimension for research may be initiated, focusing on the relational function of modality in terms of “inramodality” (modes of meaning within an individual) and “intermodality” (modes of meaning between individuals). Given a second-language speaker’s act of meaning being induced by either the target-language, the first-language or the interplay of the two languages, he/she can experience a dialectics of thesis and antithesis cognitively and emotionally. This is a little-explored area within second language education. Informed by the co-articulation of Peirce and Vygotsky (Ma, 2014), the presentation offers a detailed account of the Peirce-Vygotsky confluence for research into the modality of second language education, albeit a nascent step towards bringing such confluence into fruition.
Title of Paper:  
The Factors that Influence Student Teachers' Efficacy.

Theme:  
Student Perspectives on Education Studies

Biography:  
Sarah Powell is a Senior Lecturer in the Institute of Education. She has taught in the Primary Education sector and has a wealth of teaching experience. Sarah engages the students in a range of forums that encourage collaborative learning providing opportunities for reflective practice.

Abstract:  
The research comes at an opportune time when significant restructuring of Initial Teacher Education (ITE) in England is occurring and when processes for the accreditation of teachers are being questioned. The Primary Post Graduate Certificate in Education (PGCE) course in this study is unique, in that it does not conform to the usual traditional pattern of Teacher Education. The trainees after starting the Course in February 2015 will graduate in December and will be in a unique position to start employment January 2016.

This paper examines how a group of student teachers who had started their training perceive a range of common factors that highlight the influences on their self and professional efficacies.

A card sort approach was used to clarify and categorise commonly held viewpoints and further information obtained through questionnaires and semi-structured interviews.

The findings outlined the subjective factors that were influential elements contributing towards students’ self and professional efficacies. Learning environments of different origins were considered as having an influence on the students’ perceptions associated with experiential learning on their journey to gain Qualified Teacher Status (QTS).

Student teachers experience a multifaceted range of beliefs as they shape their educational practice. In this process of interaction, their teaching efficacies are not static but are continually evolving. While these influences interplay constantly in each students’ lives, they are selective in their own perceptions and worldview.
**Title of Paper:**
An Integration of Collaborative Learning and Haptic Senses: A Cross-cultural Approach in Architectural Education

**Theme:**
Education Studies: Cross-cultural and Collaborative Learning

**Biography:**
Dr. Koompong Noobanjong is an associate professor of architecture at King Mongkut's Institute of Technology, Ladkrabang, (KMITL) Thailand. After receiving his Ph.D. in Design and Planning (Architectural History, Theory, and Criticism) from the University of Colorado, U.S.A., he has published several scholarly works, including books and book chapters on the politics of representation in architecture and urban space, as well as research articles in academic journals and international conference proceedings on critical studies of the built environment and architectural education. In addition, Dr. Noobanjong is a licensed architect with extensive experience in professional practice both in Thailand and abroad.

Dr. Mäkelä has taught at the University of Colorado Denver since 1989. He has a Diploma of Building Technology from the British Columbia Institute of Technology, and B.Arch. from the University of Oregon. He also studied at the Architectural Association in London and then Princeton University where he received his M.A. and Ph.D. in Architectural History, Theory, and Criticism. His research interests include aesthetic theory and the modern movement, the privileged space of cultural institutions, vernacular traditions, and global urbanism. Dr. Mäkelä has lectured and published on these topics extensively. He served as Chairman of the Department of Architecture 2009-2013.

**Abstract:**
Contemporary architectural discourse exhibits that current scholarly foci have shifted to the influences of our bodily experiences and haptic senses in understanding the built environment. In January 2015, the pedagogical practicality of the said theoretical premise was explored, when a group of faculty members and students from King Mongkut’s Institute of Technology, Ladkrabang, and University of Colorado, Denver, organized workshops and field trips to investigate artistic and architectural heritages in central and northern Thailand.

Informed by Kagan’s methodological approach in collaborative learning, the entire program was devised to foster cross-cultural learning among the participants. Operating in small teams, the participants conducted joint inquiries on many topics--ranging from architectural symbolism and iconography to materiality and building typologies--utilizing several techniques, media, and methods of representations.

A public exhibition of these project-based learning assignments essentially revealed that the partakers relied on their corporeal experiences and sensibilities to construct the perceptions of the places in which they had visited. Not only did the aforementioned finding provide a ground for this research to: (1) illustrate the significance of the haptic way of learning; but also (2) demonstrate the value of collaborative approach in architectural education, especially in a cross-cultural setting; and (3) further examine a number of crucial questions. For instance, how could studying the arts and architecture of other cultures advance an appreciation of the built environment as a constituent element in the shaping of cultural identity and vice versa? How could it help a person to reflect upon his/her own identity?
Title of Paper:
How do students' beliefs about education studies affect their performance and study choices

Theme:
Researching Education Studies: Critical Issues

Biography:
Cathal O'Siochru is a senior lecturer in the Psychology of Education and Education Studies at Liverpool Hope University. He has a background in Psychology, Research Methods, Education and IT. His general research area is educational psychology and he specializes in looking at those factors which can influence the studies of first year university students. Other research interests include ICT in Higher Education, Pedagogical Action Research, Assessment feedback and Character in Education.

Abstract:
Education Studies can be taught using a disciplinary approach (combining Philosophy, Psychology, History, Sociology). Within such a formulation students are challenged to balance and synthesize their understanding of these disciplines in their classes and assessments. In some course structures students are even required to choose one of the four disciplines they wish to study in more detail. Research argues that a number of personal factors influence academic performance and choices, not least the students’ epistemological beliefs; namely their beliefs about how knowledge works and where it can be found (Cano, 2005; Hofer, 2000; Schommer, 1993).

In O'Siochru (2015) I found that the level of match between a student's personal epistemological beliefs and the epistemological beliefs presented in their classes / assignments predicted their academic performance such that a closer match was a reliable predictor of higher performance. However, this study focused only on those courses in which there was a single discipline for the students to master.

In this presentation I will explore my initial findings from a new study which examined how the combination of disciplines within an Education Studies course might affect this relationship between student beliefs and performance. I aim to establish if students have distinct epistemological beliefs for each discipline. I also seek to explore the relationship between the students’ epistemological match in each discipline and their academic performance. One question I hope to answer is whether their beliefs in each discipline are equally important in relation to their academic performance. Long term, I want to know if these disciplinary epistemological beliefs will influence their study choices over the course of their degree.
Title of Paper:
Informal Learning within the Context of a Public House

Theme:
Education Studies: Contemporary Debates

Biography:
A current student on the Education Studies degree programme at the University of Worcester, I started my studies at the University of Roehampton. Having not taken a traditional passageway to higher education, I was informally led into a pathway of study while spending a year working in the Staff and Lecturers Club at the University of Canterbury in Christchurch, New Zealand. Prior to this, post 16 education did not engage me. Spending time in a university environment of lecturers and social interaction, I was persuaded to pursue a degree. Through my studies I have taken a keen interest in educational philosophy, policies and sociological perspectives on education.

Abstract:

i) Learning can be considered to take place in environments other than formally constructed settings such as schools, colleges & universities, home-schooling, tutoring and other organised or regulated scenarios. Further to this, strategies that incorporate learning also consider environments such as museums and libraries. The purpose of this paper is to gain an understanding as to whether a public house can provide an environment which can promote informal learning, with regard to lifelong learning, in adults.

ii) An analysis of literature based on social learning theory, the transfer of knowledge and research on widening participation, provides insight into how entering into the social sphere of a public house can promote ideas of informal learning. Literature on the potential of using the PH in this manner such as particular, ‘Informal Learning and Widening Participation’ (Cullen et al, 2000), restricts the discussion to pub quizzes. This study will use a case study approach to observe the social interactions taking place within a public house. Positive and negative aspects of how informal learning can take place within a public house will be synthesised with current knowledge on informal learning, social learning theory, and initiatives allowing widening participation and lifelong learning to take place.

iii) As this study is an assessment item for a current module, the results and conclusions are yet to be ascertained. Completion is due in early May with the intention to present considered a part of the assessment.
Title of Paper:
‘Open all hours’: researching access, play and adventure in school grounds (a collaboration between Play Wales, Cardiff Metropolitan University and local schools).

Theme:
Innovations in Education Studies

Biography:
I am a senior lecturer in Early Childhood Studies. I was recently awarded Student Led Teaching Fellowship for Most Inspiring Teaching (2013) by ECS students. I was also awarded the Vice Chancellor’s Staff Award for Excellence (2011) for my Forest School and outdoor learning community and student engagement work through the development of the Outdoor Learning Centre. I initiate and co-ordinate related projects within our campus woodlands in partnership with local primary schools and other external partners. I joined the university as a Lecturer in 2008, and previously worked in a diverse range of roles and settings in education and business. As an early career researcher I have participated in capacity-building research and enterprise projects, strategic insight partnerships funded by WERN, ESRC and HEFCW which have informed wider teaching, learning, innovation and awareness of knowledge transfer benefits in theory, practice and policy.

Abstract:
This paper explored the perceived benefits and challenges for all stakeholders in the piloting of an innovative ‘toolkit’ aimed at increasing the use of school grounds outside school hours for adventurous community play. Wales has taken a leading role in developing play policy and this research builds upon this tradition, providing insight into ways of supporting and developing community play opportunities for children. Across Wales, Play Sufficiency Assessments suggest that school grounds are substantially under-utilised (WG, 2014). The paper considers critical issues which include: practical realities of widening the use of school grounds beyond usual hours; perceptions of risk and adventure; children’s right to play; community participation and impact; and practical realities of the intervention.

This action research project was undertaken in collaboration with Play Wales and local schools. It adopted a critical realist epistemological stance within which children were positioned as active partners and powerful actors within their local communities. The ‘toolkit’ was piloted in three schools from mixed socio-economic backgrounds and qualitative data was gained through semi-structured interviews, focus group activities and secondary data generated through implementation of the ‘toolkit’ (e.g. play audits). Education Studies and Early Childhood Studies students received training and took part in the implementation of the intervention.

Evidence suggests that school grounds across Wales are substantially under-utilised, demonstrating the potential value for school play spaces to become absorbed into wider community life.
Title of Paper:
‘Wild Time’: discovery and adventure tales from free-play episodes with a reception class working in an ancient woodland site.

Theme:
Innovations in Education Studies

Biography:
I am a senior lecturer in Early Childhood Studies. I was recently awarded Student Led Teaching Fellowship for Most Inspiring Teaching (2013) by ECS students. I was also awarded the Vice Chancellor’s Staff Award for Excellence (2011) for my Forest School and outdoor learning community and student engagement work through the development of an Outdoor Learning Centre. I initiate and co-ordinate related projects within our campus woodlands in partnership with local primary schools and other external partners. I joined the university as a Lecturer in 2008, and previously worked in a diverse range of roles and settings in education and business. As an early career researcher I have participated in capacity-building research and enterprise projects, strategic insight partnerships funded by WERN, ESRC and HEFCW which have informed wider teaching, learning, innovation and awareness of knowledge transfer benefits in theory, practice and policy.

Abstract:
This paper presents the initial findings of an exploratory piece of research into four and five years old childrens’ play and exploration experiences within a Woodland environment as part of the Discovery research project. This project runs on university campus grounds with weekly visits from a local school reception class. The children undertake activities influenced by Forest School philosophies and other outdoor play and learning approaches. The work is situated in a context where outdoor learning is a contested issue in U.S. schools where engagement with outdoor learning is curtailed or limited expressly to avoid risk (Fuer, Floden, Chudowsky & Ahn, 2013) whereas in Wales, outdoor learning is promoted as a key focus within the Foundation Phase curriculum (WAG, 2008) but recognised as a pedagogical feature which needs wider-ranging development and observation (WISERD, 2014).

The multi-disciplinary research team used innovative and experimental technologies (including individual video cameras and GPS tracking) to capture the childrens’ journeys, experiences, interactions, movements, choices and development in their ‘wild time’ (free-play episodes as part of the morning sessions). A grounded approach was adopted in the planning and analysis in first phase of the project and this paper will report on the emerging findings from the initial audio and video qualitative data generated by video camera glasses, Go-pro videos, GPS trackers and researchers’ narrative observations and field notes.

Emerging findings will focus on both the research methods and data collected. Implications for practice and policy for outdoor play and learning will be explored.
Title of Paper:
Education Studies a research ‘journey’ from North Carolina to Cardiff: learning outdoors with teachers and practitioners in rain, snow and sun through conversations, observations and reflections.

Theme:
Innovations in Education Studies

Biography:
I am a senior lecturer in Early Childhood Studies. I was recently awarded Student Led Teaching Fellowship for Most Inspiring Teaching (2013) by ECS students. I was also awarded the Vice Chancellor’s Staff Award for Excellence (2011) for my Forest School and outdoor learning community and student engagement work through the development of an Outdoor Learning Centre. I initiate and co-ordinate related projects within our campus woodlands in partnership with local primary schools and other external partners. I joined the university as a Lecturer in 2008, and previously worked in a diverse range of roles and settings in education and business. As an early career researcher I have participated in capacity-building research and enterprise projects, strategic insight partnerships funded by WERN, ESRC and HEFCW which have informed wider teaching, learning, innovation and awareness of knowledge transfer benefits in theory, practice and policy.

Abstract:
This paper reports on emerging findings from a collaborative research ‘journey’ by two researchers in USA and Wales working as ‘email-pals’ to examine teachers’ and practitioners’ experiences in the facilitation of learning and development in the outdoors.

The work is situated in a context where a strong emphasis is being placed on outdoor learning in USA and Wales. The research explores the current issues, constraints and practitioners’ attitudes and engagement in outdoor learning to enhance knowledge, skills and understandings which positively promote outdoor learning (Bobilya, Ake, Mitchell, 2011; Cook, Velmans, Haughton, 2012; D’Amato & Krasny, 2011; Louv, 2005; Zint, Covitt, & Dowd, 2011).

Outdoor educators in the USA were interviewed and observed in a range of settings from forests to beaches where learners had space and freedom to explore ideas in challenging, muddy, cold, unpredictable environments as well as in the sunshine. In Wales similar interviews and observations were undertaken in a range of settings.

The research explored teachers’ and practitioners’ motivations, insights, educational backgrounds and values as they provided opportunities for children to work, play and learn outdoors. Themes which emerged related to empowering learners to take risks, act independently, problem solve spontaneously and explore new places and materials creatively. In addition, methodological tensions emerged between observation, facilitation and interference.
Mr Ashley Kirwan – Liverpool Hope University

Title of Paper:
Education as a tool for ethnic minority community cohesion: An exploration into Liverpool's Somali community and the use of multicultural education in a secondary school to promote integration.

Theme:
Multicultural Education Research

Biography:
I am final year undergraduate student, studying for a BA (Hons) in Education Studies and Geography, before proceeding to a Primary Teacher Training PGCE next year. I have been involved in the creation of the 'Transformations' undergraduate journal and hope the research I have conducted can have an impact for local policy makers in what is becoming an increasingly pertinent issue in our society. I have a particularly keen interest in working with deprived communities, which sparked initial interest in my project, which I aim to submit for my dissertation this year.

Abstract:
This study examines the nature of contemporary multicultural education in a secondary school and questions whether it may become a tool for gearing both teachers and pupils towards the creation of initiatives to assist the integration of the heavily deprived Somalian community in Liverpool. The research itself contains a multitude of transferable findings, which may be applicable in future ethnic minority or multicultural teaching studies. By triangulating data collected from both interviews with teachers and members of the Somalian community alongside a series of focus groups with pupils from one secondary school in Liverpool, a thematic analysis was conducted. This led to the identification of various perceptions of the issues facing Somalian children in the British education system, the utility of multicultural education and importantly fills a significant dearth in knowledge regarding the links between multicultural education and the opportunities for it to become a catalyst for change in the fortunes of deprived ethnic minority communities. Isolation, lack of cultural understanding, lack of support, racism and language barriers were issues previously identified and affirmed in this study. However, 'divide within the Somali community' and 'disinterest in learning about local ethnic communities' emerged as two themes upon which it is necessary, combined with the former, unresolved issues, for both future researchers and educational policy makers to uptake interest in, if community cohesion is to occur.
Title of Paper: The nature of teachers’ work in a primary Academy school: an ethnographic case study

Theme: Education Studies: Contemporary Debates

Biography: I am a second year PhD candidate studying at Liverpool John Moores University. Before embarking on my PhD research, I completed an MSc in Educational Research at the University of Manchester in 2012, and a BA (Hons) Education Studies and English at Liverpool John Moores University in 2011. When completing my undergraduate and postgraduate studies, I conducted small scale studies that enabled me to develop my research skills. In my previous research, I investigated the motivations of Polish students for undertaking courses at Higher Education Institutions in England. I also researched Polish parents’ views on their children’s educational experiences in primary and secondary schools in England.

Abstract: This paper presents the preliminary findings of an ongoing PhD study on teachers working in a primary Academy school in England. The research is undertaken with the motivation to illuminate, describe and make sense of the changing nature of teachers’ work and the live experience of the working environment of a primary Academy. Through my research, I aim to describe the culture of a primary Academy school and the realities of teachers’ work. The rationale for this study lies in the growing number of primary schools that have acquired an Academy status as a result of the Coalition Government’s educational reforms. In 2010, the Coalition Government for the first time invited primary schools to become Academies. This allows state-funded schools to govern themselves independently of local authority control.

This research adopted an ethnographic case study approach using participant observations, photographs, documentary analysis and ethnographic interviews as the methods of data generation. The fieldwork started in September 2014 and it is planned to continue until July 2015. Since September, I have spent four days a week in the school working alongside the research participants who are primary teachers working at Sunnyside Primary Academy (pseudonym) located in the North West of England. Some of the results to date indicate that the teachers’ work is constrained by policies both at school and national level. A few changes that occurred in the school include the change in the management structure and the pay of the staff.
Title of Paper:
Education Organisations and Learning in a Digital Age

Theme:
Symposium

Biography:
Dr. Trevor Male is now a Research Associate at UCL Institute of Education, supervising doctoral students (PhD) and masters students on the MA & MBA programmes in Educational Leadership. He has worked extensively in the field of education for over 40 years, including full-time employment as Senior Lecturer in Education at the University of Hull (2002-14), Principal Lecturer at University of Lincoln (1998-2002) and Senior Lecturer at Brunel University (1993-1998). In previous careers he has been an officer in the Education Department of London Borough of Harrow (1986-1993) and a qualified schoolteacher (1973-86).

Sulaiman Alshathri is currently a full-time PhD student at UCL Institute of Education. He is a lecturer in Educational Leadership at the Imam Bin Mohammed (Islamic) University in Riyadh, Saudi Arabia and a consultant with the National Centre of E-learning and Distance Learning at Riyadh. He graduated from the University of Hull with a MEd in Leadership & Learning in 2013 and is now starting the second year of his doctoral programme at the London Centre for Leadership in Learning at UCL.

Amin Alzahrani is currently a full-time PhD student at UCL Institute of Education. He is a supervisor within the Saudi Arabian education system with responsibility for promoting eSupervision. He graduated from the University of Hull with a MEd in eLearning in 2013 and is now starting the second year of his doctoral programme at the London Centre for Leadership in Learning at UCL. He has recently won several awards for poster presentations of his work on Distance Supervision.

Abstract:
All education organisations in the 21st Century have the opportunity, particularly through digital computer technologies, to enhance or change the nature of learning. Such technologies can enable new approaches as to how learning is delivered and assessed (Technology Enhanced Learning), the nature and extent of learning provision (eLearning) and how to support learning in other educational settings (eSupervision). The papers presented in this symposium will examine the broad picture and potential impact of digital technologies globally (Male) with examples of research projects in action from Saudi Arabia on Blended Learning (Alshathri) and Distance Supervision (Alzahrani).
Title of Paper: The Professional, Policy, Politics and ‘Successful Futures’

Theme: Policy and Education Studies

Biography:
Membership-British Education Studies Association (BESA) – National Executive Member (Chair 2012-13), Fellow of College of Teachers (FCollT), Vice-Chair of Governors Cilffriw Primary School, Neath.
Current Role-Programme Director: Education Studies and Psychology.
Senior Lecturer on 6 Modules in Townhill and TSD (Module Leader on 5 of them).
Timetable / CELCAT School Coordinator, Faculty Rep on University Committee for Marketing, Module Leader Education Policy modules.
Before University Teaching-Primary School Teacher (NPT), Primary SENco (NPT), Deputy Headteacher (RCT), Acting Headteacher (RCT), Manager of Community Education Projects (NPT).

Abstract:
The Professional, Policy, Politics and ‘Successful Futures’ Andy Reynolds: University of Wales Trinity Saint David
Abstract: The Professional, Policy, Politics and ‘Successful Futures’

The aims
• To introduce the key education policy initiatives in Wales such as the Donaldson Review of 2015
• To reflect upon the challenge of this and the other recent policy initiatives to the educational professional in Wales

Summary
Over the 1999-2015 period, Wales has used devolved powers in education. This paper will contain a detailed review of recent education developments in education policy and practice in Wales and the political context will also be discussed. Key initiatives including the WA ‘Qualified for Life’ strategy (2014), the Donaldson Curriculum Review: Successful Futures’, the Foundation Phase (3-7), the Enterprise Troopers programme, the new Workforce Council, Qualifications Wales reforms, the Welsh Bac, the new Teacher Training Centres and the ‘New Deal’ for the educational professional. There will a brief analysis of the power of politics within the country and a discussion regarding the possible continued effect of political influence in education policy in the short, medium and long term. The paper will then finally reflect upon these very recent strategic developments and the possible future challenges to the key stakeholders, including the teaching profession.

Conclusion: To generate discussion regarding the use and efficacy of recent Welsh education policy.
Title of Paper: Authentic Student Partnership: Space for Diversity and Inclusion

Theme: Student Perspectives on Education Studies

Biography:
Richard is currently working as a Lecturer in Education Studies at Newman University, Birmingham UK. Prior to this, he co-founded and worked as IT Director for ECeurope.com and has also gained experience within the field of educational technology.

Nasrat is completing her undergraduate study at Newman University and is actively involved in the student / staff research partnership with the Education Studies subject area. Nasrat is also the chair of governors for a primary school located in central Birmingham.

Abstract:
Linking with the themes of diversity and student perspectives, this conference paper provides insights into an on-going Students’ as Partners (SAP) project within Education Studies at Newman University. From the inception of the project in 2013-14 and responding to the question “Where do ideas come from?” - three undergraduates have taken the lead on research work aimed at supporting inclusive learning within Education Studies. This student-generated work is having significant impact on programme delivery and has raised a number of dilemmas that will be opened up for discussion.

Starting with an opening contextualisation of student engagement within the curriculum at Newman University, this paper will then present the initial design, outcomes and recommendations of the SAP project. Key recommendations include: diversifying the curriculum beyond Eurocentric perspectives; expanding the use of literature from ethnic minorities and a greater focus on the role of identity within the first year of the programme. Whilst the original project sat outside of the curriculum its recommendations relate directly to it, allowing for a consideration of tensions around performativity and authenticity (MacKenzie et al, 2007) within Higher Education.

Our engagement with student partnership is significant, as it cannot be separated from local and national ideological discourse (Ball, 2013). This highlights questions surrounding 'British Values' within the curriculum, and the differences between ‘re-inscribing hegemonic power relations’ (Taylor & Robinson, 2009) and authentic critical student dialogue (Freire, 1985). Finally, what spaces Higher Education may have to make interventions that value diversity and promote inclusivity are considered.
Title of Paper:
Do Screencasts Really Work? A Study of Their Effect in the Teaching of Quantitative Methods

Theme:
Education Studies: Contemporary Debates

Biography:
Jayne is a Principal Lecturer and Rob a Senior Lecturer in Sheffield Business School.

Abstract:
This paper, presented in practice based format, drills down to a core 2015 Conference theme. It reports a case study evaluating the benefits of screencasting over the learning experience provided by tutor interaction and intervention alone. The recent generation of business tutors have been encouraged to 'innovate' and pursue e-learning methodologies almost without question. The paper's investigators raise perceptual awareness by rethinking their practice and this conventional wisdom in the light of the experimental results.

'Screencasts', in this case, were video clips demonstrating Microsoft Excel's functionality, coding and application recorded by a tutor, and made available as learning material either at the introduction of the particular topic, its consolidation or for later reference.

The experiment was conducted on student learning on a Level 4 (first year undergraduate) 'Business Analysis' module across Business programmes in 2014-15 at Sheffield Business School. The case study comparative was with the previous cohort 2013-14. The module introduces quantitative methods and Microsoft Excel modelling of business' hard-systems problems (after Checkland, 1981). Screencasts of Excel's functionality, techniques and its application to the context of a developed case study were prepared. The 2014-15 cohort were granted access to this material whereas previous deliveries had no such resource. The sample was around 1200 students across the two cohorts. The consequences of access to the screencasts was measured in relation to the student's final module grade and statistical significance is reported.

It is hypothesised that the benefits of screencasts in this context are students' deeper understanding of quantitative analytical methods and their application, and an amplified confidence in their ability to articulate the taught content:
Title of Paper:
Expanding horizons or ruining Disney? An investigation of students’ experience of threshold concepts in Childhood Studies.

Theme:
Student Perspectives on Education Studies

Biography:
Tansy is a final year undergraduate student on the BA Childhood Studies course at Bangor University. Her dissertation looks at the impact of over-protective parenting. She has recently started working as a research intern in the School of Education, where she is working with Dr Young and Dr Smith on a pedagogical research project with students on the Childhood Studies course. This paper presents the initial stages and findings of that study.

Abstract:
Meyer and Land (2003) identified ‘threshold concepts’ as being points in subjects which open the door to students’ understanding. A pilot study conducted last year indicated that Childhood Studies students were required to engage with a number of such concepts during their studies and that these altered their way of thinking about children and their experiences. However, this study also suggested some of these ideas represented ‘troublesome knowledge’ (Perkins, cited in Meyer and Land 2003 p.7) for students (e.g. gender as a social construct). These topics were considered emotionally taxing to engage with either because of the content or because the ideas did not fit students’ previously held beliefs about childhood. At these times, students reported being less willing to accept or engage with these ideas. The pilot study was limited in that it only consulted year 3 students. In order to help students of Childhood Studies navigate these topics, the present study engages with all three years of the BA Childhood Studies course. Focus groups have been used to explore students’ views of the topics being examined along with a roadmap drawing task. From this, the key threshold concepts for each year group are identified along with how troublesome these ideas are felt to be. The results are discussed in terms of how to develop the Childhood Studies course to best support students through this journey. In particular, consideration is given to helping students engage with troublesome topics in order to increase critical discussion in their work.
Dr Nia Young – Bangor University
Dr Anne-Marie Smith – Bangor University

Title of Paper:
The Dragon in the Room: Pedagogical reflections on teaching and learning in a bilingual environment.

Theme:
Education Studies: Contemporary Debates

Biography:
Nia is a lecturer in Childhood Studies and Astudiaethau Plentyndod at Bangor University. Her PhD investigated the relationship between bilingual literacy and self-esteem in children in schools in Wales. Her research interests include bilingualism, gender, pedagogy in HE and self-esteem with a specific focus on the experiences of children and young people. Anne-Marie teaches Childhood Studies and Research Methods in the School of Education at Bangor University. Her research interests include cross-cultural concepts of childhood; pedagogy and practice within Childhood Studies; reflective writing and autoethnographic inquiry. She recently published a retrospective reflection of fieldwork in Qualitative Inquiry (2014, 20:5), and has an ongoing interest in students’ experiences of research and fieldwork

Abstract:
In universities in Wales, some undergraduate courses are offered in two languages: English and Welsh. The recently established ‘Coleg Cenedlaethol Cymraeg’ seeks to promote and increase Welsh language provision in HE. This reflective paper explores the experiences of students and lecturers in a setting which enables total engagement through Welsh or English. Often, the option to use Welsh is limited to assignment writing but some courses are offered entirely through the Welsh language. While this offers many benefits to first-language Welsh speakers who are better able to demonstrate their knowledge and understanding in Welsh, it also creates two distinct groups of students. This study compares two such groups, both studying identical degree courses delivered for the most part by the same staff. However, the Welsh-medium group is much smaller (n = 15) than the English-medium group (n = 59). Questionnaires were given to students of both language groups concerning the potential for drawing these two groups together and the responses give an interesting insight into students’ views of their studies according to their chosen language. This is considered alongside reflections from two lecturers teaching the same module (one teaching in Welsh and the other in English) on their experiences with these two groups. The results are used to consider issues of best practice when providing the same content to two groups that differ in size, ethnic/regional diversity and language use. Recommendations are made for pedagogy and policy to allow all students access to the full range of university experience while maintaining first-language use.
Title of Paper:
“We trust you, don’t you trust us?”: Reflections on ethics and positionality in fieldwork in India.

Theme:
Researching Education Studies: Critical Issues

Biography:
Charu Dada is currently pursuing her Education Doctorate (EdD) in the School of Education at Bangor University. Her research interests is citizenship education in India, her MA dissertation explored young people’s perspective on citizenship, identity and Language in Northern India; for her doctoral thesis she has continued her research on citizenship education by exploring the educator’s attitude and approach towards the present civics education curriculum in secondary schools in India. She recently finished her fieldwork in India and is in the process of writing up her thesis. Anne-Marie teaches Childhood Studies and Research Methods in the School of Education at Bangor University. Her research interests include cross-cultural concepts of childhood; pedagogy and practice within Childhood Studies; reflective writing and autoethnographic inquiry. She recently published a retrospective reflection of fieldwork in Qualitative Inquiry (2014, 20:5), and has an ongoing interest in students’ experiences of research and fieldwork.

Abstract:
This paper seeks to contribute to the debates (Coffey 1999; Gupta 2002; Henry 2003; Smith 2014) about the complexities of fieldwork and the need to adopt multiple identities in particular social and cultural contexts. The paper is a reflective account of the student’s fieldwork conducted in the Ludhiana district of Punjab State in India, as part of her Education Doctorate (EdD) thesis. In particular it explores the tensions between the requirements of a UK university Ethics Committee and their applicability to the socio-cultural context of India where the mandatory (UK) process of acquiring written consent may not only be viewed as unnecessary paperwork but also a rebuttal of a local culture where verbal consent is considered ‘binding’. We explore the dilemmas faced by an international research student in striking a balance between complying with her University’s ethical guidelines and navigating complex socio-cultural dynamics in the field. An engagement with notions of positionality and reflexivity are necessary in order to critically reflect on how the student gained access to field sites, relying on her family name or personal contacts to negotiate agreement with gatekeepers. The account demonstrates the student’s negotiations with multiple identities at the same time dealing with the conflicting perception of ‘insider and outsider’ from her own community. The paper aims to share with other academics the implications of cross cultural research and highlight the way in which UK university guidelines may need to be developed to more adequately engage with the broader ethical issues raised in international research.
Title of Paper:
Primary School Teachers’ Perceptions of Risk: Emerging findings from a study of theoretical conceptualisations of risk and their impact upon Pedagogical Practice

Theme:
Researching Education Studies: Critical Issues

Biography:
Sarah qualified as a nursery nurse in 2009 and has worked as part of a multidisciplinary team in early years’ settings for several years supporting children and their families.

Currently, Sarah works as an Associate Tutor for Early Childhood Studies, while pursuing doctoral research at Cardiff Metropolitan University. Sarah’s research interests include children’s risk-taking, outdoor learning, special needs and inclusive education.

Sarah is an active member of the Academic Associate Committee and recently became a member of the Research Degree Committee and Ethics Committee at Cardiff Metropolitan University.

Abstract:
Understanding teachers’ views of risk is important and necessary as their opinions have been associated with the declining freedom children are experiencing in primary school (Bundy et al., 2009). Despite risk being a prevailing topic amongst researchers it has yet to be clearly understood (Cooper and Faseruk, 2011). Early childhood researchers have suggested that it is beneficial for teachers to share their perceptions of risk (Howard, 2011) and to make sense of their beliefs so that they can share a common goal of providing children with the best opportunities to play and learn (Trotman et al., 2012).

The paper will examine how risk is perceived in existing literature. This will then be used to contextualise the emerging findings from the pilot phase of a larger PhD study of teachers’ perceptions of risk in their day-to-day practice and the key factors that influence their perceptions. In this initial phase, semi-structured interviews were conducted with year one teachers from primary schools in South Wales. Emerging themes include teachers’ fears of litigation from parents and the role of social media.
Title of Paper:  
Conceptualising Research in Education Studies Programmes

Theme:  
Researching Education Studies: Critical Issues

Biography:  
Dr. David Menendez Alvarez-Hevia is a senior lecturer in Education Studies and Programme leader for the MA & BA (Hon) in Education Studies at Manchester Metropolitan University. David’s background is in Primary Education, Psychology of Education and Pedagogy and his research interests are: qualitative research methods with a special curiosity for poststructural theory, emotional aspects of teaching, alternative education and identity issues.

Abstract:  
Research is a constitutive element of Higher Education and a very important component of Education Studies programmes. These programmes comprise specific units or modules dedicated to introduce theoretical and practical issues about educational research. This paper discusses the experience of an Education Studies lecturer reflecting on his teaching practices and interactions with undergraduate and postgraduate students on the subject of research. This study takes an action research approach influenced by the “discipline of noticing” (Mason, 2002) and aims to provide arguments to understand how research is conceptualised within the current political, organizational and institutional changes that are taking place in a post-92 Higher Education Institutions in which this study is contextualised. The barriers constraining the transformation of teaching practices associated to research units and the emergency of different discourses about university, student identity and perception of change, are identified as key elements used to articulate different forms of conceptualising research. Finally, this paper also provides an example of direct implications for the design and implementation of research units, further research in the area and the understanding of Education Studies as a distinctive subject in its own right.
Mr Ibrahim Alhouti – UCL Institute of Education

Title of Paper:
Developing the Leadership Capability of School Principals at Public Intermediate Schools in Kuwait

Theme:
Research Proposal

Biography:
Ibrahim Alhouti, From Kuwait. I am a master student in Leadership in UCL Institute of Education, being supervised by Dr. Trevor Male in my masters’ dissertation that I am working on now, and hope to go on to register as a PhD student next year. I was a teacher in Intermediate School in Kuwait for 4 years. I am a member in (BELMAS) “British Educational Leadership Management and Administration Society”, and in (LCLL) London Centre for Leadership in Learning. Co-founding and working in different non-profit Educational centres in Kuwait.

Abstract:
Kuwait is facing a set of challenges in its education system. Some of these challenges are related to the quality of education and some are related to school administration, especially in training programmes and leadership skills. To avoid these challenges, the Kuwait Ministry of Education has established a long-term strategy to reform the education system, and the Ministry gives the schools the main value in this strategy. These challenges increase the pressure on school leaders. Consequently, the quality of school principals is significant in these reforms; they should have the capability to lead the schools during the reform process. Educational leadership is given wide attention across the world because of its position in schools and thus in our lives. Therefore, schools need to be guided by leaders of a high quality, which prepared well to give them the capability to be effective leaders. This is a research project aims to help with the development of the leadership capability of principals in intermediate schools in Kuwait by looking closely at their skills and the preparation and development programmes that are available to them. Ten intermediate school principals will be interviewed in order to understand directly from them the qualities that they consider school principals need to lead public schools in Kuwait and whether or not their preparation was good. It also aims to explore different leader preparation programmes that are now available in other countries and to look at which ones may be suitable for the Kuwaiti context.
Dr Suanne Gibson – Plymouth University

Title of Paper:
Exploring and engaging with the failings of ‘Inclusion in Higher Education’. Is a post-rights inclusive future possible?

Theme:
Education Studies: Contemporary Debates

Biography:
Dr Suanne Gibson is based at Plymouth University where she leads the university’s BA Education Studies degree and works with Masters and PhD students. Her specialist areas of teaching and research are ‘diversity’, disability’, ‘special educational needs’ (SEN), and ‘inclusion’. Dr Gibson has been awarded four teaching fellowships, in 2011 named ‘Outstanding Personal Tutor’ by UPSU, in 2012 her work was recognized at a national level when she received her National Teaching Fellowship and in May 2013 was awarded an International Scholarship with the HEA to carry out a project addressing ‘diversity and access for undergrad students’ in the U.S.A, Europe, Australia and New Zealand. She publishes regularly and speaks at national and international conferences.

Abstract:
There is confusion surrounding ‘Inclusion’. The aims and drivers of inclusive education (IE) as experienced in the 1990s to early 2000s, in the UK and globally, emerged from a ‘successful’ disability rights movement with its depiction of the medical model as pejorative and promotion of the social model. In education, what we currently experience are messy attempts at IE alongside growing collective anxiety and confusion, as some governments take reactionary policy steps. This paper engages with the ubiquitous and complex question of ‘IE’ in the UK with specific reference to the intersectionality of ‘disability’ and its location within the University. It will problematise the UK rights agenda of the 1980s–1990s, locate and reflect on the complexities and conflicts of Inclusion and consider the need for new pedagogic developments. Such developments, it will be argued, emerge when one applies a critical eye to the impact of hegemony and ‘silence’ on the experiences of those with ‘disability’. This approach has been developed in other areas of social justice and diversity, that is, class, gender and ‘race’, and it is argued that such an approach is needed with regard to ‘disability’. It is proposed that post-rights pedagogic developments linked to this may provide a sturdier basis from which UK inclusionists, in particular university educators, can locate their future work.
Title of Paper: Enterprise Education: Analysing Critical Learning and Attainment from Enterprise Education Placements

Theme: Education Studies: Contemporary Debates

Biography: Joe Gazdula is a Senior Lecturer and Partnership Manager at the University of Bolton. Prior to this he was Head of Inclusive Education and Enterprise Education Fellow at Liverpool Hope University and contributed to the first formative British Education Studies Colloquium held at Liverpool Hope in 2003. Joe received his PhD in Enterprise Education at Liverpool University in 2013 developing his research interests by exploring how students learn from placements and proposing an alternative curriculum to maximise academic attainment. He has a strong background in researching student learning and travels throughout the world applying his research. He has recently undertaken consultancies on MOOCs and presented at the Anthony Burgess Foundation on the Future of Higher Education.

Abstract: This paper reports the findings of a PhD study on the nature of student learning on two undergraduate Education Studies programmes featuring enterprise placements as a key part of the modular programme. It considers the effect of the enterprise placement experience on student learning, self esteem, organisation, motivation, and attainment.

Its objective is to begin the discussion of a student led curriculum using the enterprise placement as a learning opportunity through structured self-assessment and an open reflective cycle encompassing Rae’s ideas of opportunity learning (2007), and Sharner’s (2009) model of learning from the future.

The study was a longitudinal mixed method investigation of two separate groups of 85 Education Studies on second and third year modules.

The study identified the key features of enterprise learning were focussed on the enterprise placement creates a distinct pressure to learn through problem solving in real world situations. This allowed the students the space to find personal meaning in their experiences, increasing their personal organisational skills, motivation, and self-esteem. In turn this resulted in improved academic attainment among the student cohort which continued beyond their enterprise education programme. It suggests the reasons for this are centred on the way students use the placement to explore personal learning, adopt professional traits seen in there placement setting, facilitates their personal organisation, and subsequently become motivated to achieve across a range of academic topics.
Title of Paper:
Whose ethics is it anyway?

Theme:
Alternative Voices in Education Studies

Biography:
Chris Grant is a Senior Lecturer in Business at the University of Bolton Off Campus Division where she teaches Research Methods, Dissertations, Corporate Social Responsibility, and Finance and other business modules at partners in Africa, and South and South East Asia. As lead for Off Campus Partner Set Up and Development she is responsible for developing, co-ordinating and delivering training to 40 partners in nearly 20 countries. Her doctoral research (D Ed) interest arose out of supervision of Master’s Students in Africa and the challenges arising from imposing a Eurocentric research ethics process on a postcolonial culture.

Abstract:
The aim of this research is to address the challenges that arise when students in African partners of a British University try to align the ethical approaches inherent in their culture with the ethical processes explicit in British degrees and research. Using a post-colonial lens and adopting an Action Research approach the study aims to reconcile these differences and offer an alternative method, more nuanced approach to demonstrating compliance with University Ethics codes.

Research Ethics is an important element of any education programme and the understanding of both principles and policies plays a key role particularly within student research projects (dissertations, consultancy reports etc). For students of British universities operating in Sub-Saharan Africa there is a dichotomy between the requirements of the University (based on ethical rationalism (Tikly and Bond, 2013)), and the Post-Colonial cultural context in which they operate. The research draws on the work of Hofstede (1980), Husted et al (1996) and Gbadamosi (2004) to recognise the impact culture has on ethical beliefs and behaviours.

Adopting an Interpretive Action Research approach the study aims through interview, focus groups and archival analysis of Research Codes of conduct to develop an alternative approach to demonstrating ethical compliance that meets the regulations of a UK University while recognising alternative ethical standpoints.

Initial investigations show that African students have a different understanding of academic ethics and this study explores the difference in interpretation of ethics including: the role of culture in developing ethical understanding, evaluation of the extent to which consequentialism (the “ends justifying the means” (Bentham, 1789)) is applicable to Sub-Saharan business students or that Sen’s (1979) theory that rules are not absolute when violation leads to more undesirable consequences is the prominent philosophy.
Title of Paper:
Has the marketisation of education in England created a behemoth that is wreaking havoc on society?

Theme:
Education Studies: Contemporary Debates

Biography:
Shaun Taylor is a mature student in his third year of a BA Education Studies at Bath Spa University. At the end of his first year at Bath Spa University, Shaun presented at the Education Conference held at the University. Interests include the politics and policies surrounding education and his third year dissertation was ‘Has the marketisation of education in England created a behemoth that is wreaking havoc on society?’

To consolidate and expand his interests, from September 2015, Shaun will be attending the Institute of Education to continue his studies by taking the MA Social Justice and Education.

Abstract:
Ever since Callaghan’s 1976 Ruskin speech, the tides of change have swept over education under the guise of neoliberalism, diversity and choice. The current Coalition government has continued to expand on the neoliberal education policies introduced by both Margaret Thatcher’s Conservative and Tony Blair’s New Labour governments, by increasing the roles of Academies and allowing the creation of free schools. Whilst the general election in the United Kingdom in May 2015 may result in some changes to the current system, it is unlikely to result in any major changes.

The sheer randomness of a free-market should not be seen as long term planning for obtaining first class schools and teachers in England. As long as it continues to create a clear hierarchy of local schools (Benn, 2006), and therefore society, the policy of diversity and choice, however it is regulated, is not the answer to social inequalities (Gewirtz et al., 1995).

This conceptual study will suggest that, whilst it could be argued that since the increase in school choice, pupils’ achievements have improved (Machin & Silva, 2013), these improvements have come at a cost to society as a whole, with social mobility actually declining (Bates et al., 2011). Reay (2012: 588) suggests that a ‘just educational system’ in a neoliberal system is a contradiction of terms.

The neoliberal reforms of the education system seem to have created a society that is more acceptable of its inequity, rather than one that is more equal (Whitty, 1998).
Title of Paper:
Plymouth University Student Symposium: the diversity of our Education Studies research projects

Theme:
Researching Education Studies: Critical Issues

Biography:
John Walker, Jenna Witcombe and Charlotte Wallwork are all third year Education Studies at Plymouth University and about to conclude their studies there. They are joined by the Programme Leader, Suanne Gibson and two other members of staff in the Education Studies team, Melanie Parker and Ciaran O'Sullivan. The Education Studies programme at Plymouth University is concerned with education across the whole life course and in a wide variety of formal and informal contexts. The programme is underpinned by values of social justice, equality, inclusion and sustainability.

Abstract:
In this symposium three undergraduate students talk about the origins of their third year research enquiries, the theories that have shaped them and the findings of their data collection and analysis. The three studies presented here express the range and scope of the Education Studies programme at Plymouth University and demonstrate the freedom students have in terms of their choices of research enquiry.

During his second year John Walker became particularly interested in and undertook work experience in a small alternative school. The topic of his ethnographic research, investigating food pedagogies, was inspired by reading a paper that interrogates the way food knowledge has been medicalised in schools and popular culture. His research investigates understandings and attitudes related to child obesity. He discusses the potential for the emergence of a counter culture that encompasses a holistic approach to food (Welch et al, 2012). In his research setting students are directly involved in the growing of food and in the daily preparation of meals eaten together. His data consists of observations and semi-structured interviews with year 11 students at the school. He examines the influences that affect understandings of food and attitudes towards it, and the extent to which these are influenced by the school’s or society’s values.

Strongly inspired by the work of Freire, Charlotte Wallwork’s study of young people’s responses to learning through critical dialogue is based on her deep interests in critical pedagogies and her commitment to dialogical approaches as liberatory. Her data collection was based in a secondary school in the south west and analyses discussions in focus groups meetings of Year 7 and Year 10 students over a four week period. Charlotte aimed to shed some light on how critical dialogue can be conceptualised and applied in a real-life setting, whilst highlighting potential limitations and tensions and benefiting her work as an education practitioner. Charlotte makes it clear that when advocating critical dialogue she supports it as conceptualized by Freire in terms of engaging in dialogue to expose and address inequalities in the system.

Drawing on Bourdieu’s social theory, particularly the idea of cultural capital, Jenna Witcombe investigated the transitions students experience when making the move between studying in a partner FE/HE college and studying in university. Jenna is interested in conceptualisations of the non-traditional student (NTS). Her research builds on other empirical studies of the experiences and trajectories of NTS in higher education and sets out to examine and critique some of the assumptions made. Research participants were recruited at the university from those who had transferred from partner colleges and data consists of student writing, interviews and autobiographical material. She focuses on the various factors that shape their learning experiences, the barriers faced, and the keys to success that need to be recognised at institutional level.
Title of Paper:
What is the potential impact of an extended induction initiative at Bath Spa University on undergraduate students starting their first year?

Theme:
Higher Education and the Student Experience

Biography:
I am currently in my third and final year at Bath Spa University studying Education with Media Communications. Going to university has been life changing for me and am therefore hoping to stay in the higher education sector when I graduate as I am passionate about the student experience at universities. I am a Marketing and Widening Participation student ambassador as well as a Peer Mentor for Student Support and the School of Education Student Representative where I raise the student voice and support the students in their courses.

Abstract:
What is the potential impact of an extended induction initiative at Bath Spa University on undergraduate students starting their first year?

In order for undergraduate students to have a successful transition into university, there is a need to understand the process which students experience. The aim of my research is to investigate the new four week extended induction initiative at Bath Spa University which was implemented in September 2014 and the impact the initiative has had on undergraduate first year student experiences.

The literature review will focus on the transition to university and the number of issues students may struggle with whilst looking at key readings such as Briggs, Clark & Hall, (2012), Diggins, Risquez, & Murphy, (2013) and Nel, Troskie-de Bruin & Bitzer, (2009). Research took place at Bath Spa University using Survey Monkey; a web-based survey and received 158 responses when the survey closed. The majority of students believed having a four week extended induction gave them more time to settle and to assimilate information as 95 students out of 158 indicated ‘yes’. Considering that this was the first time that the extended induction period had been trialled; evidence suggests that it had a positive impact on first year students at the university. However, there could be a number of improvements made to enhance this initiative to the benefit of the students’ to improve their transition.

There is a growing need for the extended induction initiative and that it would appear to be in everyone’s best interest to continue the extended induction initiative at Bath Spa University using these recommendations and improvements to continue to develop, research the potential impact and to draw comparisons for future inductions.
Title of Paper:
Utilising drama in education to empower student voice, and in so doing, improve student learning within education.

Theme:
Innovations in Education Studies

Biography:
I was born in Frome, on 24th December 1992. I have been in education all my life and I am in the process of completing my third year of Education Studies at Bath Spa University. The reason I chose Education Studies was because originally I saw it as a necessary path to becoming a qualified teacher, however as the course progressed I realized there are many more occupations available. Besides my degree, I am an active member of the nature group Moativation, resident script writer for the Saltford Pantomime Club and I run the apprenticeship program at Longwell Green McDonalds part-time.

Abstract:
The aim of this paper is to consider the effectiveness of drama in primary education to empower student voice. A study was conducted in a primary school to evaluate this and explore the potential benefits to the learning of the participants involved. Eighteen year 6 students with ranging experiences in drama participated in the research. Guardian consent was obtained for ethical purposes. Drama sessions were conducted weekly for eight weeks by the researcher acting as participant observer. Students were given autonomy to decide the subject matter explored during sessions, and encouraged to take more control as the study progressed. The participants originally chose topics like food chains and eventually chose to explore status and power through Oliver Twist. Data was collected from: self-written evaluations from each of the participants; session based observations including reflective accounts from the researcher; transcribed interviews and discussions. This data was then interpreted by the researcher, drama in education models and theories from Farmer (2011) and Baldwin (2008) were employed in the analysis of data. Final conclusions suggest that the utilisation of drama has great potential to empower student voice. Students wanted to take more control over the session as the weeks progressed in the final week’s sessions was chosen, planned and run by the participants. Further conclusions demonstrated that participants left the process with improved skills to approach their education: higher levels of confidence; evaluation; team work skills. Further research questions are raised concerning skill development through drama and the underlying values of primary education.
Mr Rob Watson – Bath Spa University

Title of Paper:
Learning Theory: A Philosophical Critique

Theme:
Developments of Learning theory

Biography:
I am a third year undergraduate student at Bath Spa University studying International Education. This interest was sparked by the lack of social and emotional support in schools, and the lack of freedom teachers had to deviate from the curriculum. While studying at Bath Spa, I also took a liking to the philosophy of education, primarily the philosophy of language and its applications to learning. This provided the direction for my dissertation, and the subject for further study; the development of a learning theory that encapsulates both the components and the whole of teaching and learning.

Abstract:
When it comes to drawing up the latest policies and teaching methods to implement in schools, learning theory often plays a part, explicitly or implicitly. However, it is arguable that there have been no major developments in learning theory since the work of Jean Piaget, each each theory in itself remains seemingly deficient in some way. This contribution seeks to critique these theories to highlight the implications of these theories and how they affect teaching practice. Here the theory will be evaluated on their underlying philosophical assumptions of epistemology, ontology, and ethics, as well as their coherence as a theory in themselves. In addition I draw on Bhaskar’s critical realism within epistemology; adopting both holistic and reductionist notions of selfhood, and use the contrast of consequentialist and deontological ethics to cast rationalisation of virtue ethics. In doing so I confirm the incompleteness of the theories, whilst bringing forth paradigms for five aspects of learning theory: knowledge, associations, the environment, the learner, and the teacher. These resulting components then provide a framework on which to build a revised account of learning theory, one oriented around pragmatism and semiotics, and more immediately presents an ideal around which to build education, challenging the current practices of schools and teachers alike. The ground has only been tilled however, and there is a great unknown beneath it to be challenged, which would be unearthed through the development of a new theory, and the continued refinement of its ideas.
Title of Paper:
The process of emotion coaching from one parent’s perspective: Uncovering the impact of parental behaviour and emotions on the effectiveness of emotion coaching

Theme:
Education Studies: Contemporary Debates

Biography:
I am a prospective teacher. I am passionate about education. In particular I am passionate about supporting children's behaviour in a way that builds their self-esteem, confidence and emotional regulation skills.

Abstract:
This study evaluated the effect of my emotions and behaviours on my ability to emotion coach my children, and respond to them with empathy. The research took place over the course of four weeks. I was the main participant and, as receivers of the emotion coaching, my three children were the remaining participants. Methods: The data was collected in the form of a reflective diary, which recounted interactions and conflicts between myself and my children, with particular reference to my emotions and thoughts and the effect that these had on the situation. A supporting set of data was collected from two of the other participants. They shared their perspectives in the form of writing and drawings, following the Mosaic Approach to data collection with children. Data Analysis: The research diary was analysed two ways, both inductive – to explore how my emotions affected my skills of emotion coaching – and deductive – to identify whether my attempts to emotion coach were successful. The data from the mosaic approach was analysed via inductive thematic analysis and used to support my findings from the diary. Findings: Maternal negative emotions, maternal dismissing emotions, and external pressures all had a negative impact on my ability to empathise, and emotion coach my children. Staying calm, positive emotions and time to think enabled me to emotion coach more successfully, and thus had positive outcomes. Conclusion: Parental emotional regulation effects the ability to respond with empathy to children, and thus to emotion coach. This research has positive implications for myself – for my parenting and for my future as a teacher - for my children, and can aid other parents and teachers in their own emotion-coaching journeys.
Title of Paper:
Assessed asynchronous discussion with an education studies programme: Student perspectives on their value and validity.

Theme:
Student Perspectives on Education Studies

Biography:
Alan Howe: Head of Department of Education Studies at Bath Spa University. I have been teaching Education Studies for 15 years, before that I was a PGCE primary tutor, before that a primary school teacher. Mostly my current research interests are around assessment.


Abstract:
Researchers have found evidence that student participation in asynchronous online learning can lead to higher order learning (Garrison and Garrison 2003), increased critical thinking (Szabo and Schwartz 2011) and enable a multidimensional process of assessment (Vonderwell et al. 2001). This paper explores the uses and potential benefits of assessed asynchronous discussion fora within an education studies programme. An analysis of final year student contributions (n=20) to an asynchronous discussion about the validity of asynchronous discussions for assessment identifies evidence of students’ cognition and metacognitive understanding of recurring themes of social and cognitive presence in online fora. In particular, the way in which asynchronous discussion can allow students time to refine, revise and reflect on their own understanding at their own pace so supporting learners who lack confidence in their spoken English is highlighted by the students.

Other emerging themes which impacted on student learning included learner identity, the importance of assignment structure and the clarity of appropriate criteria. The paper concludes with reflections on the untapped potential of asynchronous discussions within education studies programmes and explores ways in which some of that potential can be better utilised.
Title of Paper: How Fantastic is Literacy?

Theme: Education Studies: Contemporary Debates

Biography: Dylan Adams is the leader of the Literacy pathway on the Education Studies' course at Cardiff Metropolitan University. He worked as a full-time primary school teacher for twelve years before obtaining his Masters degree with distinction from Cardiff Met. His research interests include literacy, outdoor learning, music education, creativity and storytelling. Dylan is a professional storyteller and was the resident storyteller at Cardiff Castle for 7 years. He has also worked for the BBC presenting radio programmes for children and was the author for the stories in the CBEEBIES programme 'Telly Tales'.

Abstract:
This paper explores different definitions of literacy and why it arguably demands discrete attention on an Education Studies' course. It examines contemporary theories and focuses on a scene from the film 'The Fantastic Mr Fox' to highlight the possible plurality, and potential power of literacy.

Literacy is not an end in itself. It is a fundamental human right (Bataille, 1976). It is seen as inherently good and virtuous (Cook-Gumperz, 2006). Despite this, there is no universal agreement on the definition of literacy (Wyse, Jones, Bradford & Wolpert, 2013). Graff (2013, p.4) states that: “Literacy is a historical variable and is historically variable.” Literacy in the twenty-first century has become a byword for standards (Lankshear, 1993). Yet there appears to be a dichotomy between what is known as 'functional literacy' and 'critical literacy' (Freire, 1996). This paper sets out to explore different views of literacy and what place literacy has in Education Studies. It concludes that literacy is at the epicentre of the debate about what education is and ought to be about. Literacy therefore demands special attention in Education Studies and avoids the safety of neutrality.
Mr Alex Kosogorin - Nottingham Trent University

Title of Paper:
Global learning in Primary Education: moving beyond charity

Theme:
Alternative Voices in Education Studies

Biography:
Alex Kosogorin is a Senior Lecturer within the School of Education at Nottingham Trent University. Alex’s interest in social justice issues within education began with a responsibility post in Equal Opportunities at Ambleside Infant and Nursery School in Nottingham. This interest continued through volunteering with VSO as an Education Advisor in Vietnam for 2 ½ years and by managing a small charity that focused on mainstreaming global education in Nottingham for 11 years. His first degree was a MEng in Civil Engineering at the University of Nottingham, followed by a PGCE Primary at Loughborough University and an MA in Education and Social Justice at the Institute of Education, University College London.

Abstract:
In an increasingly globalised and interconnected world all citizens should have an awareness and understanding of global issues, poverty and inequalities. This paper considers small scale research carried out in three primary schools in Nottingham that investigated Key Stage 2 children’s understanding of and responses to poverty and global inequalities.

The methodology used was participatory action research (PAR) with the teachers having a critical facilitatory role working with children as co-researchers. The research methods were designed to engage the children respectfully and consisted of teacher-child interaction through dialogue within existing classroom practices. Tisdall et al state that ‘researchers should recognize children’s agency, their citizenship as human beings now and not just in the future, and involve children as (the central) research participants’ (2009: 2).

The paper concludes that young children between the ages of 7 and 11 are:
1. interested in and intellectually able to begin to understand the complexities of poverty and global inequalities
2. able to consider a range of individual and collective responses to these inequalities that go beyond notions of a simplistic charitable relationship in order to explore ways in which they can be part of a move towards a more just and sustainable world.
Title of Paper: A Comparative Study of Teaching & Learning Styles in the UK and South East Asia

Theme: Education Studies: Contemporary Debates

Biography: David Ratcliffe is a Senior Lecturer in Marketing at the University of Bolton and a Link Tutor for undergraduate programmes in Business at Vietnam and Singapore. David commenced teaching in Bolton Business School in 1993 and was part of a team that created distance learning materials in order to develop collaborative partnerships overseas. David has delivered workshops abroad in a variety of undergraduate and postgraduate programmes on almost 400 occasions and was awarded a Higher Honorary Doctorate in November 2014. His research interest now is related to Confucian Heritage Culture and South East Asian students.

Abstract: This study is a working paper assessing student reactions to different teaching and learning approaches in Vietnam and the UK. The aim is to advise of the best methodology of dealing with teaching UK subjects in Vietnamese classrooms.

The paper evaluates existing literature related to teaching and learning styles in the UK and in South East Asia as a comparative transnational study as defined by Thomas (1998) cited in Watson (2012). It considers approaches in two educational organizations to determine successful classroom approaches.

The format is a literature review supported by personal observations of teaching and learning styles in the UK and South East Asia as a prelude to an in depth investigation into two specific organisations approaches to teaching the same subject.

The key findings at the current stage of investigation include; how the cultural underpinnings of Confucianism in Vietnam affect the active learning approaches of western teaching styles in Vietnamese classrooms. Vietnamese students find the didactic approach used in many South East Asian countries causes initial confusion due to their unfamiliarity with western learning styles. Teachers then find they adapt to deal with the students rather than focusing on student facilitation and learning. This will lead to an exploration of how to assist the understanding of contemporary western classroom teaching and learning techniques for Vietnamese students.
Title of Paper:
‘It Takes a Politicised Educator to Free Education from Capitalism’

Theme:
Education Studies: Contemporary Debates

Biography:
Dr Melanie Parker is a lecturer in Education Studies at the University of Plymouth. Melanie’s interests are in social and educational inclusion; utopias; and critical pedagogy and recently published Philosophy and Education: An introduction to key questions and themes (2015) with Joanna Haynes and Ken Gale. Dr Ciaran O’Sullivan - currently teaching on BA (Hons) Education Studies and on MSc Learning for Sustainability, with nearly 20 years teaching experience in FE and HE. Just completed a doctorate focused on identifying appropriate institutional cultures to promote sustainability in secondary schools. Published one book chapter.

Abstract:
Giroux (2011) urgently reminds us that we need to rescue education from becoming reduced to an intellectual victim of capitalism, and this paper asserts that it takes a politicised educator to free education from capitalism. This in turn will also ensure that the discipline of education studies remains critical, dialectical and a force for social and educational change.

To advance this journey of social and educational change we advocate underpinning our practice with two approaches. Firstly, a return (Derrida, 1994) to the thinking of Karl Marx, whose work shows us that knowledge, society and an education system formulated from capitalism represents “the ruling ideas, (which) are nothing more than the ideal expression of...the dominant material relationships grasped as ideas” (Marx & Engels, 1845:192), “ideas” that have become situated and normalised in education today. The pedagogic legacy from Marx is best reflected in the critical pedagogy of Paulo Freire, which rejects ungrounded banking approaches to education in favour of dialogic and dialectical methods. Secondly, through an engagement with sustainability education, colleagues and students are encouraged to become forces for environmental and social change. The authors contend that from these two approaches authentic transformative learning and education can occur.

This paper will discuss how these two approaches underpin the practice of the authors and the work they undertake with students on the Education Studies Programme at the University of Plymouth. It will also explore what it means to be a critical educator in the current educational climate.
Title of Paper:
Two fingers to the administrivialisation of higher education: A radical approach to radical education.

Theme:
Innovations in Education Studies

Biography:
Scott, Sophie and Gareth are senior lecturers, actively involved in an expanding education studies programme at the University of Worcester.
Scott has a background in primary and SEN education. In recent years he has developed the field of transpersonal education, analysing how transpersonal psychology may be aligned to education.
Sophie has worked in education in a number of settings, ranging from work with adolescent ex-offenders and teenage parents to education management and the development and evaluation of educational courses. Her research interests surround matters of sexual health, sexual behaviour and contemporary issue in education.
Gareth is the course leader for the Education Studies degree. He disliked his schools so much that he swore never to become a teacher. Much of life is a compromise however and so he eventually found himself qualified to teach at post 16 drawn by a fascination in the way that people engage with learning and the gamut of things that often exclude them from doing so.

Abstract:
No module outline, no learning outcomes, no set assessment, and no teaching schedule. Conversely the module was founded on the precepts of anarchism: liberty, equality and solidarity (Mueller, 2012). Such an approach echoed the perspective discussed by Shantz (2012), that learning should help people to free themselves and in turn the world in which they operate, through challenging the standard programme delivery within the higher education context.
This paper will provide an overview of the way the module was structured, the learning activities inherent through the module, the types of negotiated assessment students negotiated, the empowerment of the student voice, the potential dilemmas for lecturers and students, and the feedback from students.
Through a concurrent nested, mixed-methodological approach (Cresswell and Plano-Clark, 2007), quantitative feedback indicated 100% satisfaction (n=24) with all areas, specifically student engagement through the relevance of the module which challenged thinking and stimulated learning. Qualitative thematic analysis highlighted a range of responses, specifically: the autonomy and flexibility of the module, and the chance to develop a personally meaningful assignment. However such an approach demonstrated limitations, specifically the polarised perspective between utilising more theory or more discussion, also that too much autonomy can be constraining.
From the findings, such a module has the potential to be extended further as it enables students to appreciate the nature and purpose of education while challenging the processes inherent within higher education.
Title of Paper: Leading and implementing change in Childhood Education: the case study of the EYFS 2012 framework principles implementation and student increase at Brilliance International School in Phnom Penh, Cambodia

Theme: Innovations in Education Studies

Biography: My name is Leonardo Silveira; I am a MA Leadership student at UCL IoE in London. I have been to over 20 countries either speaking or as a delegate to youth leadership events, over 6 years of volunteering with youth leadership development, graduate in Journalism with diploma in Philosophy, originally Brazilian, current researcher at QS Intelligence Unit and with extensive research studies in Education, having facilitated to over 10,000 people general sessions for inspiring young people.

Abstract: This study aims to present an analysis of a leadership movement in Childhood Education initiated in the first 6 months of the year 2014 implementing the Early Years Foundation Stage (EYFS) framework 2012 principles in a foreign country (in this case, Cambodia) and the significant student increase (over 25% new subscriptions in a four months period) that happened at Brilliance International School, a for profit organisation located in Phnom Penh, Cambodia.

Brilliance International School is a private owned school located in Phnom Penh, Cambodia, created in the year 2013. Its target audience are children from 3 months to 6 years old, with an initial group of less than 30 students. The change was initiated in January 2014 and the implementation process will be analysed until the middle of May during the same year.

The study discusses firstly explains the principles of the EYFS framework 2012 principles. It consists of a series of standards for Early Childhood Care and Education providers explained in the first part, followed by theories about change management and leadership that are later compared with the case study of the leadership in case. The case study was based on the perspective of the headteacher.

The key findings relate to the fact that general change models, especially the ones related to the management of for profit organisations, tend to over-complexify the management of small schools, even with similarities present. Other key findings include the observance of cultural aspects whilst implementing a pre-set framework from one country to another.
Title of Paper:
VAD: Vocabulary Acquisition via Drama, a new teaching tool!

Theme:
Innovations in Education Studies

Biography:
Konstantina Kalogirou is PhD candidate at Aristotle University of Thessaloniki and is currently working as Research Scholar at Cardiff Metropolitan University. She holds MA in Applied Drama: Theatre in Educational, Community & Social Contexts from Goldsmiths College, University of London and BA in English Language and Literature from Aristotle University of Thessaloniki. She has been working as an English teacher since 2009 both in Greece and UK thus, she has developed a rich multi-ethnic and multicultural teaching background. Her research focuses on language learning with emphasis on vocabulary acquisition via drama and on designing innovative supplement teaching tools for language teachers. Currently she has been fully funded by Hellenic State Scholarships Foundation in order to design, develop and run a project under the aegis of Cardiff Metropolitan University regarding the application of Vocabulary Acquisition via Drama (VAD), a new methodology based on Communicative Language Teaching, Process Drama and Task Based Language Teaching principles, in Welsh and Greek as second languages.

Abstract:
VAD (Vocabulary Acquisition via Drama) is a new designed teaching tool that focuses both on oral and written vocabulary acquisition of a second language. VAD has a twofold scope. First, to assist teachers to motivate, captivate and engage their learners; second to provide learners with an effortless and enjoyable acquisition of vocabulary that they will be able to associate it explicitly and implicitly with other concepts and ideas so as to become confident users. VAD has been designed so as to enhance vocabulary development through the use of drama and tasks/team-projects. In particular, its principles derive from Process Drama (PD) and Communicative Language Teaching (CLT). Current researches support that PD cultivates the desire to communicate in the target language, boosts fluency, engagement and active participation, challenges the brain and strengthens the memory. VAD is a learner-centred method which has a solid structure and at the same time it can be flexible and adaptable. So far VAD has been implemented as a teaching medium for Welsh and Greek as second languages with great success. Taking into account the preliminary results, the second post evaluation that has been implemented in both languages’ learners proved that that the participants who had been taught via VAD presented better scores regarding the acquisition and the retention of the target vocabulary compared to the participants from the respective control groups.
Dr Gill Jones – Cardiff Metropolitan University

Title of Paper: Being Enterprising in an Educational Context

Theme: Enterprise in Education

Biography:
Dr Gill Jones Deputy Dean: Learning and Teaching of the Cardiff School of Education, Cardiff Metropolitan University. Between 2009 and 2013, I was Director of Enterprise and had responsibility for the strategic and operational management of academic engagement with enterprise. My research is based upon my professional practice at this time. As an academic, I taught on the Masters in Education and the Post-graduate Certificate in Education (Post-compulsory Education and Training). I previously worked at Coleg Gwent as a Curriculum Development Officer, accrediting the provision for community education. Prior to working in academia, I worked as a community education tutor.

Abstract: Being Enterprising in an Educational Context

The role of academic staff in Higher Education is complex and ever changing. The notion of the ‘entrepreneurial university’, a move towards diversifying a university’s funding base, has been instrumental in the transformation of this role. Role expectations are often confused by the interchangeable use of the terms ‘enterprise’, ‘third mission’ and ‘innovation and engagement’. This can be compounded by a limited understanding of social enterprise and resistance to commercialising knowledge.

AIM: my research is concerned with a critical exploration of engagement with enterprise in the Cardiff School of Education and was undertaken between 2009-2013 at Cardiff Metropolitan University.

METHODOLOGY: a case study approach was adopted. All sixty-three academic staff were invited to complete an on-line questionnaire (provided in English and Welsh) and forty-five responses were collated. Twenty-four staff were interviewed gathering viewpoints of academic staff, support staff, managers and senior managers.

RESULTS: these showed that the longer academic staff were employed at the university, the more likely they were to engage with enterprise. Staff had a narrow understanding of enterprise, primarily focussing on income generation. Project managers, whilst supported in their role, often lacked an awareness of appropriate skills. Effective engagement required a marrying of projects to expertise and incentivisation.

CONCLUSIONS: themes that emerged from the data analysis led to the creation of an original model for enterprise, S4E. This has been based on four essential components which are: Strategic significance for Enterprise, Support for Enterprise, Synergy for Enterprise and Success for Enterprise.
Title of Paper:
Incentives and barriers to participation in education for males identified as NEET aged eighteen and over.

Theme:
Alternative Voices in Education Studies

Biography:
Dr. Sarah Lloyd Jones is the Director of the People and Work Unit.
Calvin Lees is a Project Officer at NIACE Cymru.
Tim Palazon is a Senior Lecturer at Cardiff Metropolitan University.

Abstract:
The paper reports upon the initial stages of a joint enquiry that will focus upon barriers, incentives and allied strategies to re-engage males over the age of eighteen in education in order to promote social inclusion and employability. The study is a joint venture between three organisations, The People and Work Unit, NiACE Dysgu Cymru and the Cardiff School of Education at Cardiff Metropolitan University. The rationale for a collaborative approach rests on the premise that it draws upon combined expertise of a Higher Education institution, adult education and community experiential learning practitioners. It allows a greater capacity in order to conduct research within constraints imposed by other organisational workloads, thus creating space to put theory into practice. Again, collaboration enables community based practitioners who are trusted within the community that forms the research setting to act as ‘boundary spanners’ between respondents and University staff. It is envisaged that an objective of the project will be to facilitate pathways into learning for respondents, thus bringing ‘university’ to people who otherwise would not have any contact.

The main research project will draw upon an interpretative methodological standpoint. It is envisaged that semi structured, face to face interviews and focus groups for community based practitioners and residents of the study locality will form the main data collection strategies. Non probability sampling strategies will be employed. Outline enquiry areas of enquiry include motivators and de-motivators for learning; preferred methods of learning; gender, cultural, age and status and local labour market conditions.

Initial findings indicate that key issues for males with limited positive educational outcomes to date include a sense of self worth and a sense of self as a community member with a role and responsibility within and to that community. Again, initial findings indicate that that a strong incentive for participation is a visible route into the labour market.
Mr Nathatai Chansen - King Mongkut’s Institute Technology Ladkrabang

Title of Paper:
Learning and Sharing of Architectural Documentation: A Fieldwork Participation in Thai Architectural Education.

Theme:
Professionalism and Training in Education Studies

Biography:
Nathathai Chansen is an alumnus of KMITL where he earned M.S. in Architectural Education (Second class honors) and M.Arch in Interior Environment Research, 2011. He is currently second M.A. in Vernacular Architecture at Silpakorn University. He works both as a licensed architect and as a senior instructor. He is well known by his students for employing ethnographic methods such as organizing study trips and workshops to investigate selected topics on vernacular architecture, historic preservations and cultural identity in built forms. Aside from publishing his scholarly works in conference proceedings, he joined the international workshop at Finland (2011), UAE (2012), Portugal (2013), Romania (2014) and Italy (2015) and also held many workshops and exhibitions of documentation on vernacular architecture (VERNADOC) in Thailand.

Abstract:
Chiang Khan is an old commercial district of Loei Province, Thailand. It is known as a place of historic and cultural significance for reasons including old temples, vernacular houses and the rural lifestyle of the local people. What can we learn from vernacular architecture? How can sharing of architectural documentation help in the presentation of heritage values?

The student trip consisted of a fieldwork program in Chiang Khan district, where they learnt of local heritage values through surveys and interviews with community leaders, traders and homeowners. Architectural students documented by means of photography, sketching and “vernadoc” (drawing). During fieldwork, the students gained knowledge of vernacular architecture through direct interaction with the local people. Subsequently, the locals were presented with drawings of their own houses made by the students as a result of their studies. This process heightens understanding and appreciation of vernacular architecture for both the students and the local people.

This paper has drawn several conclusions following participation in Chiang Khan district. Firstly, the students now possess greater skill in architectural documentation processes (photography, sketching, drawing) and have gained valuable experience and improved understanding through their fieldwork studies of vernacular architecture. Secondly, the local people have gained increased awareness of their own heritage as well as insight into the purpose of, and methods for, conserving it in their community. Finally, the architectural documentations could interpreted in heritage values for tourist they can understanding how to make a balance when traveling in historic place.
Mr Ben Ewart-Dean – Cardiff Metropolitan University

Title of Paper:
How film-making can improve the social communication skills of children on the autism spectrum.

Theme:
Innovations in Education Studies

Biography:
Ben Ewart-Dean trained as a photographer and film-maker at Napier University, Edinburgh, before working in schools in Glasgow for five years with children with autism and other communication and learning difficulties. After studying for a postgraduate diploma in psychology at London Metropolitan University, he moved to South Wales, where he now works as film-maker and film education provider, running film-making activities for a range of groups, primarily children with communication difficulties. He is conducting a part-time PhD at Cardiff School of Art & Design, Cardiff Metropolitan University.

Abstract:
Research into how children with autism use screen-based technology is primarily concerned with how it can be used to transmit information, for instance how behaviour presented onscreen to children can be used to teach them practical and social skills. Whilst this method is very useful from an educational perspective, it does not offer the child with autism the opportunity to contribute to the content that they are watching. Teaching the film production process to children and young people on the autism spectrum could provide them with a means of communication that is not reliant on language.

This is practice-led research, involving the researcher investigating his own work delivering film-making activities to children with autism in South Wales. With these activities, he works with small groups of children with autism to help them to make animated and live-action films. The aim of the research is to explore the effect that creative film-making can have on the social communication of children and young people on the autism spectrum. It will achieve this by using SCERTS, a goal-based educational intervention that aims to improve the social communication and emotional regulation of children on the autism spectrum, as well as identifying suitable transactional supports that can help to do this. The research will apply the SCERTS model to the film-making process, to investigate the way that the different parts of the process can benefit children with autism.
Title of Paper:
Searching for the Academies Standards Effect: The Bigfoot Phenomenon

Abstract:
The recent Queen’s speech heralded the newly elected Conservative administration’s willingness to now enforce academisation upon what essentially remains of the national non-academised state-funded school estate. The renewed vigour with which the English academies programme (EAP) is being prosecuted is justified to the public on multiple grounds, at the foreground of which is the manufacture thorough ubiquitous political rhetoric of a philosophy of crisis thinking vis-à-vis education (Francis, 2014; Gunter and McGinty, 2014) and that the academies policy is evidence based (Gorard, 2005,2014; Beckett, 2007). In simple-speak, we the public, are lead to believe that the English school system is in a state of peril and dereliction and that the only remedy is for schools to academise and the sooner the better. Many critics however assert that the policy is ideologically based (Yandell, 2009; Wrigley and Kalambouka, 2013) and there is a substantial body of literature devoted to contesting the underpinning and unstated policy motivations and rationale.

Since the introduction of EAP by New Labour, any improvements causally brought about in academy school standards by academisation seem to have been particularly resistant to unqualified discovery. 15 years on and 4675 academies later (DfE, 2015), if “working” is taken to mean a (significant) improvement in standards as measured by Key Stage 4 results, the answer to the obvious question, “Does academisation work for secondary schools?” may lead us to consider whether we are in fact Bigfoot territory. Sightings and contemporary stories of the existence of Bigfoot over many decades have spawned multiple unscientific and much fewer scientific quests to fully and finally establish the existence of such a creature. As yet, whilst the cultural and sociological phenomenon of certainly Bigfoot persists the actual existence of the creature itself remains undetermined beyond all reasonable doubt (Glickman, 1998). In this sense, the Bigfoot phenomenon appears rather analogous with the academisation standards effect for two reasons: firstly, we don’t know whether the effect exists but hasn’t been found yet, mainly because there are faults with the methods that have been mobilised to locate it or secondly and alternatively, that the locating methods are fit for purpose but that rather there is no effect to reveal.

This paper seeks to achieve through a systematic review of the empirical literature whether the academy standards effect can be reliably determined to exist, and if so in what guise and gait and with what caveats. It also seeks to document the considerable problematic contextual, philosophical and methodological features that have been encountered during the review of what has been found to be an unexpectedly complex and confounded evidential landscape. These considerations may ultimately facilitate the conclusion that indeed, as with Bigfoot, as at the time of writing, an improvement in school standards remains in the mind of wishful thinkers and believers.
Title:
Education studies students’ recollection of childhood play and their impact on learning.

Abstract:
Often in play theory, textbooks and even research, play is defined from the perspectives of adults, and often those with specific interests in development and learning theories. Current policies have incorporated play into teaching practice. However, speculation as to the definitions of play have cause variances in the implementation of these policies. The aim of this research is to analyse play and its meaning from recollections of childhood play experiences.

The study utilized both quantitative and qualitative methods to collect rich detailed accounts of university students’ recollections of play. In total, 30 participants responded to an online questionnaire, and nine students attended semi-structured interviews. Recordings were transcribed and coded thematically. Results concurred with previous literature in most cases. Findings showed that play was defined as ‘fun’ and ‘enjoyable’ activities. Play was often associated with social and physical requirements. Common play types included outdoor, imaginary and risky play. Despite research suggesting changes in society and culture are influencing play experiences, this was not indicated in the findings. Additionally, results showed a possible correlation between experiences of play as a child and how play is conducted as adults.