**University of Lincoln**

# Student Conference
# School of Education
# Summer Study School 2015
# Lincoln, UK

**9:30 Welcome**

**11:30 - 12:30 Break/Lunch**

**14:00-14:30 Break**

**16:00 Reflections on the research, writing and viva process with Janet Walker, Christine Warr, Keith Munday and Inma Martinez.**

**19:00 Dinner at Wagamama restaurant, Brayford Pool**

# Lost in Translation: FE Teacher Professionalism

**Theresa Marriott**

Historically, discourse on professionalism is well documented and serves to act as a benchmark in defining professions as a whole through acceptance/rejection of professionalism constructs (Robson, 2011: Gray, 2009: Gleeson and Knights, 2006: Galloway et al., 1994: Freidson, 1994: Hoyle, 1982, 1975, 1974: Millerson, 1964: Havighurst and Neugarten, 1962). Contemporary notions of professionalism in teaching have developed from these traditional indicators of a professional, but there is a well documented 'gap', alongside confusion, when the definitions of professionalism in teachers in further education (FE) are discussed (Shah, 2013; McCormack, 2012; Stern, 2012; Plowright, and Barr, 2012; Green, 2011; Hargreaves, 2010; Swann et al., 2010; UCU, 2007: Johnson and Hallgarten, 2002).

This 'grey area' is an issue because it is recognised that teachers in FE draw professional constructs from sectors which are already 'well defined': the compulsory sector and higher education, yet operate in a highly diverse environment which does not 'sit' comfortably within the two (Rogers et al., 2014: The Policy Consortium, 2014: DBIS, 2012: Norton, 2012: Bathmaker and Avis, 2005: Bailey, 2000: Coxon et al., 1986: Hoyle, 1975). This organic nature of professionalism in FE supports further research to investigate what the definition of a teaching professional looks and feels like from varied perspectives; is there a definitive image of an FE teacher and what impact does this have on the profession and those that work within it?

Initial findings in literature identified that there is no definitive term for a teacher professional and this appears to be a catalyst for other 'troubles' in teacher professionalism, particularly the morale and self worth of FE teachers (Hargreaves et al., 2007). Pilot research indicates that when participants gave open answers, FE teachers are linked with care and nurture, giving rise to further investigation during interviews and focus groups on if FE teaching is a profession or vocation. The image gained from the pilot illustrates that for an FE teacher professionalism is complex and consists of many traits, skills, qualities and characteristics which are interlinked and tend to be inseparable. Another factor arising is that status is important; this correlates with literature. Teachers in all sectors indicate that status is important for a variety of reasons and this impacts on the way they feel about themselves and self-worth/value.

**Keywords**: Further education, professionalism, vocation, status, teachers

# Peer Assisted Learning in Medical Education:  training the Peer Tutors

**Bryan Wilson**

Peer assisted learning (PAL) is one type of supplemental instruction, where junior students are provided with additional learning opportunities (often revision sessions), facilitated or tutored by their more senior colleagues – with benefits for both tutor and tutee.

This presentation will examine the training provided for undergraduate peer tutors at one UK Medical School, the evolution and development of the schemes and their subsequent application into real world, practical tutoring.

 My research explores the interaction between peer tutors and tutees and the educational exchange which takes place, and how this learning opportunity differs from that between staff tutors and students.

There is wide variation in the education literature, reporting the training provision for peer tutors participating in a PAL scheme. There is also little consensus as to what training is required, and at what level, and the evidence base to support any training schemes is lacking.

Consideration will be given to student needs and desires (both tutors and tutees), institutional requirements (to meet quality control and financial constraint issues) and the necessity to meet external statutory regulatory body expectations (General Medical Council).

Discussion of the current tutor training provision and how this is practically managed will form the basis for the final part of the presentation. Arguments for a 'hands – off' minimalist approach will be balanced with a need to provide adequate support and guidance for peer tutors, in order to ensure an effective and valuable learning experience.

Intensive tutor training could potentially introduce the danger of producing a 'mini-me' tutor - this would possibly influence the phenomena which my research is exploring.

# Confucianism in the classroom: On the use of IT&L with EFL undergraduates in China

**Zhenhong Zhao**

This article presents an action research study with Interactive Teaching and Learning (IT&L) in a Confucianist-based higher education system in China. The approach of this study towards IT&L was to qualitatively interview undergraduates, together with two colleagues, one policy maker and one classroom management officer at North China University of Science and Technology (NCST) in China over a ten-week term period. Data was collected using the interviews with open-ended questions and observations of a targeted group of undergraduate students studying English as a Foreign Language (EFL) course, asking their attitudes and opinions towards IT&L. The findings of this study show that students are positive about IT&L, while university staffs show negative attitudes towards IT&L. The findings also show that classroom environment design plays a key role in influencing the engagement of students' activities in class.

The findings of this study are based on a single course and participation responses. The data collection method used in this study was restricted to interviews and observations. Future research could explore different institutions, and use pre/post studies of a group pf courses. Future research could be undertaken over a longer period of time to allow for all higher education institutions within China to partake. This study found that the student participants' interviews towards IT&L can be accurately used to explore the correlation of curriculum reform in different institutions using pre/post studies of a group of courses in the higher educational institutions in China (Ijeh, Brown, & Haleeb, 2015).

**Keywords**: IT&L; EFL; Attitudes; Confucianism

# Exploring creativity: Influencing the practices of Higher Education in developing graduate employability skills

**James Wadsworth**

Creativity has been a widely studied concept following the seminal paper of Guilford (1950). Whilst there is general consensus that creativity is a positive virtue for the individual, wider society and industry, the associated literature fails to provide a consistent definition that transcends all domains.

Employability skills development in HE is a relatively new notion, gaining prominence following government policy (DfES, 2003; BIS, 2009), and increasing scrutiny of institutional approaches (QAA) and graduate performance in employability (DLHE) has followed. The Institute of Directors (2007) illustrated that employers regard creativity as an important graduate quality, yet the understanding amongst employers and within the associated literature of what creativity is in this context shows little consensus.

This presentation will explore the current literature surrounding creativity in the HE context and highlight the paucity of research related to creativity as an employability skill. Given the importance of creativity to industry, wider society, the individual and the role HE has to play in its development, a framework will be proposed that will investigate creativity from a student, lecturer and employer viewpoint. This will attempt to gauge the perceptions of creativity and subsequently align HE practices to the needs of industry; potentially resulting in increased graduate employability and greater contribution to the knowledge economy of the 21st century.

**Keywords**: Higher Education, creativity, graduate attributes, employability

**Keynote: Dr. Tom Woodin**

## Researching co-operative education - past and present

The growth of co-operative schools represents a significant change in the current educational landscape. In the face of the rapid creation of new school structures, co-operative models have been developed for trusts and academies and there are now over 800 such schools. These are based upon co-operative values and principles as well as the key stakeholder groups of staff, pupils, parents, community and alumni. This presentation will report on research into the role that such values play in schools, particularly in relation to democracy, leadership and learning. It will also consider the value of historical perspectives on this apparently very new development.

# At the heart of the matter: teacher agency and the legitimisation of their practice

**Kathleen Taylor**

In this talk I reflect on my reasons for pursuing a study focussed on teacher agency. Firstly, I am interested in teachers, specifically primary school teachers starting out myself as a primary teacher, and for the last 20 years of my career being involved in Initial Teacher Education. Throughout this time I have felt humbled by the generous way in which primary teachers accommodate new initiatives of which there have been many and ask, like other researchers, why teacher voice in this sector is weak (Alexander 2010). Secondly, the increasing changes that have occurred concerning such major aspects of schooling, for example, curriculum, testing, inspection, accountability and academisation since the 1989 National Curriculum have focused on the outcomes of the learners relying on what can be measured, and the complementing status of the school in League Tables, with little attention being given to the teacher and teacher agency. Research shows that teacher agency is under-theorised where agency and change are seen as 'synonymous and positive' and I question this assumption (Priestley, Edwards and Miller; Priestley, Biesta and Robinson 2012). My third reason is my interest in what I believe lies at the heart of the matter and that is primary school teachers' values and beliefs, their philosophy of education and how this effects their practice in relation to the classroom, the school and the education system.

**The main questions:** The first asks how primary teachers legitimise their practice, and the second is designed to reveal how legitimacy is achieved by asking to what extent are primary school teachers' philosophies of education congruent, or not, to school ethos and national educational agendas. The third question is linked to the first two but emphasises the social justice aspect of this research by asking if the struggle for legitimacy reproduces or resists hegemony and do primary school teachers develop non-hegemonic pedagogies?

**The study provides** an opportunity for the participant teachers to talk about what motivates them and what hopes and ambitions they have for their pupils and for themselves. Tensions, barriers and constraints as well as possibilities and enablements are examined to provide a holistic picture of how teachers find fulfilment, credibility, autonomy and empowerment in their teaching.

Whilst the study will produce insights into teacher agency a prime aim is to provide an alternative foundation for the way teaching is viewed and appraised by basing such appraisal on the interests and purposes of the teachers themselves.

**The study is a multiple case study** set in three primary schools, a Church school, a Local Authority school and an Academy. The schools have been chosen as representative of the current primary school landscape and not for comparative purposes. Four teachers from each school make up each case study. Having identified that the current study is informed by a critical realist ontology a case study methodology is particularly applicable because the intensive in-depth nature of case study is perceived by some researchers to enhance the sensitivity of the researcher to factors that may lie behind what is being observed (Bryman, 2012:74). Revealing hidden factors such as the inter-relationship and inter-play between causal powers of structures and causal powers of agents is relevant to this study which takes a critical realist view that both contribute to social outcomes (Archer, 2003). Furthermore a multiple case study can offer opportunities for the researcher to examine the operation of generative causal mechanisms in the different school settings (Bryman, 2012).

**Keywords**: Legitimacy, hegemony, critical realism

# Academic writing: Primary PGCE students in transition

**Jane Sharp**

This presentation considers initial findings and implications arising from an investigation of the transition experienced by graduates as academic writers as they move from the subject discipline of their first degree into education and teaching as a profession.  Whilst there is an established literature centred on so-called 'vertical transitions', such as entering higher education and moving from graduate or master's to doctoral writing, there is little evident on the 'horizontal transitions' between subject disciplines themselves.  In order to explore this gap in our knowledge of 'horizontal transitions' further, an informed grounded theory case study with a view to establishing an in-depth understanding of the experiences of a cohort of full-time, PGCE primary students as they become academic writers in education is proposed.  This presentation will report on findings from the pilot phase which suggest that students perceive distinct disciplinary characteristics in academic writing and can reflect on the similarities and differences between disciplines.  Further, students perceive differences in academic writing requirements within disciplines, such as the writing of essays versus empirical research. The subsequent refinement of the research questions and methodology will also be discussed.

# Theorising power in student voice work through Jurgan Habermas' theory of knowing

**Dan Bishop**

The aim of this presentation is to provide a brief overview of the author's research study and explore the proposed theoretical framework in order to invite and seek feedback on its use.

The research is focused on the social contexts within why and how student voice is used within an institution and how this affects the practices and procedures. The researcher wishes to work with participants to construct the discursive reality of how the historical, political, economic and institutional influences have affected the way that students, staff and senior management are involved within the student-university relationship and how this proliferates through to working with students and empowering them to have a positive influence on their educational experience.

To conceptualise the student-university relationship requires both the study of the objects and subjects to be able to construct meaning about how the structures and practices operate. Discourse analysis therefore enables an effective examination of what Foucault terms 'regimes of truth' (Vaughan, 2004) and seeks to identify legitimate or authorised aspects of the relationship and the tensions/barriers to an effective student –university relationship.

The researcher would like to explore how plugging into (Jackson and Mazzei, 2013) Habermas' theory of knowing will help determine how students are incorporated within the student-university relationship, in this case specifically power relations. Through Habermas' theory of knowing what new combinations, questions and relations of power can be conceived, what is noticed and felt or what does this theory exclude that other theories may open.

**Keywords:** Habermas, Power relations, Student Voice.

# Numeracy Across the Curriculum

**Pat Coffey**

In 2011 Ireland's Government published the National Strategy for Literacy and Numeracy. This policy document states that all subject teachers at post-primary level have a role in consolidating and developing students' numeracy skills. Disadvantaged schools or Delivering Equality of Opportunity in Schools (DEIS) have being implementing the approach of the National Strategy for many years. However, a recent Inspectorate report published in 2015, coupled with lower than average performances in mathematics attainment in the Programme of International Student Assessment (PISA) cycles in DEIS schools in comparison to non-DEIS schools, have raised questions about the teaching and learning of numeracy across the curriculum in disadvantaged schools. This paper investigates how a conceptual framework devised by Guskey (2002) can be used examine how non-mathematics teachers are implementing the teaching and learning of numeracy across the curriculum in a DEIS post-primary school.

**Keywords**: Case Study Research; Numeracy; Mathematics Education; Pedagogy; Continuing Professional Development; Educational Leadership; Educational Disadvantage; Post-primary Education.

# Meet, Mingle and Transform? In Search of an Interdisciplinary Space for University Science Journalism Education

**Gary Stevens**

Scientists, scientific organisations and government committees have identified a lack of responsible science journalism in many parts of the mass media (Corbyn 2010, Goldacre 2008, House of Lords 2000). They point, in particular, to problems of accuracy, distorted facts and misrepresentation. Allan (2002) describes tensions between scientists and journalists, and suggests they arise, in part, because 'most types of science fail the test of newsworthiness'.

Focusing on the academic context, Becher and Trowler (2001) have shown how it is possible to consider scientists and journalists as members of different 'academic tribes' with different and conflicting theories of knowledge and knowing. This results in clear distinctions, for example, in the objects of enquiry; enquiry procedures; the extent of truth claims and the results of research.

Such distinctions in academic culture and professional practice, it is argued, contribute to tensions between scientists and journalists, and may promote a perception that graduates of standard journalism courses are ill-equipped and inadequately prepared to report on science, because they lack knowledge and awareness of the processes and outputs of scientific enquiry.

This study focuses on ways in which science journalism education in a university might be enhanced. It draws on critical pedagogy and on literature relating to borders and borderlands (McArthur 2010, Giroux 1992) which suggests that learning in universities should aim to 'escape disciplines and build instead interdisciplinary or transdisciplinary spaces' where 'disciplines meet, mingle and transform'.

The research seeks to identify and explore spaces where science and journalism can meet; and to consider how and whether opportunities for student scientists and journalists to collaborate on educational projects might result in novel understandings and working relationships and, crucially, in more effective ways to engage audiences in the important scientific questions of our time.

**Keywords**: science, journalism, academic discipline, critical pedagogy, borders

# Makaton: Providing a "helping hand" in learning to speak

**Karen Donnelly**

The focus of this presentation is first language (L1) acquisition amongst neuro-typical children who are experiencing a language delay (LD) not related to an identified special educational need.  My research investigates how the acquisition process may be enhanced by employing Makaton Signing (Walker& Armfield, 1981) as a pedagogical tool.

Language acquisition is a fertile field of research that seeks to enhance our understanding of the cognitive processes involved in developing an effective communication system. Initially, I shall review key theoretical perspectives such as social interactionist theory, nativism and emergentist theories of language acquisition that underpin such research. Social interactionists view language acquisition as an external to internal process that originates in social exchange (Bruner, 1975). Nativist theories of language acquisition see language as an internal tool for thinking that is later externalised into speech (Chomsky, 2007). Emergentist theory focuses upon the many 'mechanisms' involved in language development that exist within the child and in the environment (Plunkett and Marchman, 1993).

It is from this psycholinguistic perspective that I shall identify the key fields of further research, which focus around the themes of typical L1 acquisition, the importance of age of acquisition (AoA), typical second language (L2) acquisition with particular emphasis on sign language and its impact on spoken language and finally, research into communication aids such as Makaton and their impact on language acquisition.  I shall discuss what L1 and L2 theories of language acquisition tell us about optimal learning environments and whether they may be replicated or enhanced by Makaton. (Gee, 1995; Hohle, 2009; Morgenstern et al., 2013)

Finally, I shall consider the locus of my research: the proposal that if sign language has a similar architecture to speech based communication on both a functional and neural level, will the use of signing improve the acquisition of spoken language? (Peperkamp and Mehler, 1999; Skotara et al., 2012)

**Keywords**: speech, Makaton, sign language, language delay, psycholinguistics, language acquisition

# Values, Management and Markets: An investigation of how marketisation within government funded private and state market institutions has impacted on the provision of hairdressing training in England.

**Claire Indans**

This paper investigates how marketisation within post-sixteen vocational Further Educational (FE) institutions within private and state market environments has impacted on the provision of hairdressing training in England. The hairdressing and beauty sector is worth £6.2 Billion to the UK economy; it is described as being 'labour-intensive' (Tsai *et al* 2012:2) and highly skilled, 'involving tangible actions' (Garzaniti *et al* 2011:669) and task interaction. This empirical, multiple case study enquiry was located within two privately owned, but government funded institutions, and one state owned government funded institution. The research explored how the provision of hairdressing training was influenced by marketisation, public choice theory and producer capture when values, funding, and income generation were significant factors.

Producer capture is described as professionals with vested interests dominating 'at the expense of consumers, students, parents and business', (Ironside and Seifert 1995:362) when selecting higher value over lower value students to in order to take 'market advantage' (Ball 2008:118). Epistemologically, individual experiences and perceptions were attained through semi structured interviews and through the completion of a questionnaire. Ontologically, a phenomenological position was adopted to investigate participant views to ascertain reality as a social construction where an interpretive narrative was placed on events to discover subjective meanings. Marketisation, political influence, managerialism and inter-institutional competing are discussed along with abstracted theorised data analysis using the strategy of theoretical propositioning.

The paper concludes by recommending a proposal for 'bespoke' hairdressing training based on a semi-marketised model of provision. The proposed model, based on sports coaching models from multiple sport disciplines is drawn predominantly from practical and theoretical concepts used within ice sports coaching.

**Keywords**: Marketisation, Producer Capture, Public Choice Theory, Quasi Markets, Hairdressing, Political Influence