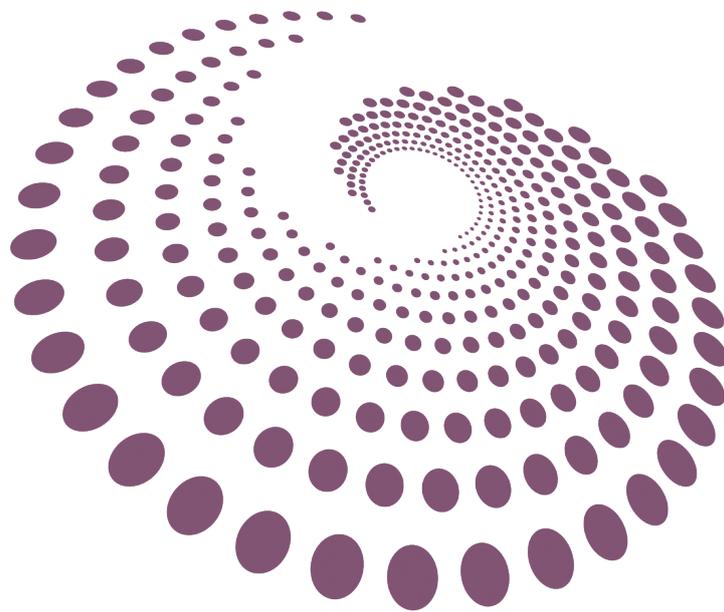


**Annual Interdisciplinary
Postgraduate Student
Conference
2014**



***"Crossing
Boundaries"***

Saturday 10th May 2014
Westwood Teaching Building

Welcome to the first annual interdisciplinary postgraduate student conference in education. We are excited to be welcoming presentations and attendees from our colleagues within the centre for education studies and from several university departments including WBS, CAL, Economics, Engineering, Italian, Medical School, Philosophy and Sociology amongst others.

Drawn together by an interest in education in its broadest sense, we are thrilled to be celebrating the wealth of postgraduate research across Warwick. The abstracts we received covered a fascinating range of projects, and we have tried to put together a programme which will allow you to pursue your current areas of interest, and even develop new ones!

As interdisciplinary and collaboration become increasingly more prevalent in academia, we as developing researchers we must navigate these terms and discover how they can have meaning and practical application for us – we hope this day is a fruitful and enjoyable step on this navigation.

Your Conference Committee,

Jennifer Kitchen, Henry Koge, Asima Iqbal, Carli Rowell, Ana Salvi, Naima Qureshi.

This conference is supported at the Centre for Education Studies by Michael Hammond, Maria Kaparou and Rachel King.

The programme

The programme is organised around four very loose themes: language; community; criticality and creativity; criticality and spirituality. We advise you to move around between themes - this is easy as the presentation rooms are close to one another and the papers finish at the same time.

	Foyer/ WT0.01	Lecture Hall (WLT)	WT0.02 Strand 1: Language	WT0.05 Strand 2: Spirituality, and criticality	WT0.03 Strand 3: Teaching Communities	WT1.04 Strand 4: Criticality and creativity
9.30 – 10.00	Coffee					
10:00 – 10:10		Welcome				
10:15 – 10:45		Interdisciplin- arity and education				
10:45 – 11:15 session 1			Bushra Khurram “Reading Strategies of a Good University” Chair: Asima Iqbal	Angela Quartermaine “Pupils' perceptions of terrorism: impact on UK counter- terrorism policy” Chair: Patrick Hampshire	Stephanie Lunn “What Mrs King has taught us about Interdisciplinary case based learning” Chair: Carli Rowell	Donna Greene “Education in Austere Times: The Case Study of the Barbados Teaching Service 1970-1990” Chair: Kyoung- Mi Kim
11:15 – 11.30	Coffee					
11:30 – 12:00 session 2			Gioia Panzarella “Teaching Italian as a Second Language to Teenagers through CLIL” Chair: Phillip Gaydon	Gemma Penny “Assessing peer and parental influence on religious attitudes of young people” Chair: Angela Quartermaine	Bader Alotaibi “Three zones and the take up of ICT” Chair: Saherabanu Chen	Phillip Gaydon “The 'Childlike' Learner” Chair: Jennifer Kitchen
12:00 – 12:30 session 3			Herlin Putri “Using Process Drama to Teach English as a Foreign Language” Chair: Ana Salvi	David Walker “The inclusivity of rural Anglicanism” Chair: Angela Quartermaine	Henry Koge “Teacher's Job Satisfaction and Work Motivation” Chair: Anne Moseley	Michelle Evans “Translating academic writing and disciplinary discourses in Vietnamese” Chair: Asima Iqbal

	Foyer/ WT0.01	Lecture Hall (WLT)	WT0.02 Strand 1: Language	WT0.05 Strand 2: Spirituality, and criticality	WT0.03 Strand 3: Teaching Communities	WT1.04 Strand 4: Criticality and creativity
12:30 – 1:30	Lunch					
1:30 – 2:00 session 4			Lan-Ting Huang “Oops! There is an error! What should teachers do?” Chair: Erkan Kulekci		Graeme Sutherland “Watching me, watching you?” Chair: Carli Rowell	Reva Yunus “How gendered meanings of citizenship are negotiated through texts and practices in Indian classrooms” Chair: Jennifer Kitchen
2:00 – 2:30 session 5			Shaidatul Adi Kasuma “The use of Facebook for English language interaction” Chair: Phillip Gaydon	Phra Nicholas Thanissaro “Correlates of Self- Esteem amongst Buddhist teenagers in Britain” Chair: Patrick Hampshire	Hafiz Md Hanif “Participation Within Open Online Community” Chair: Henry Koge	
2.30- 2.45	Coffee					
245 – 3:15 session 6			Esther Jawing “Exploring academic reading in a second language” Chair: Ana Salvi	David Knight “What Constitutes a Good Death?” Chair: Maria Kaparou	Anne Moseley “Dialogue around sacred texts and faith stories” Chair: Henry Koge	Jennifer Kitchen “A tale of two education conferences” Chair: Patrick Hampshire
3:15 – 3:45 session 7				Patrick Hampshire “Accounting for teacher agency” Chair: Maria Kaparou	Mohammad Wasseem Sandouk “The application of quality models in higher education” Chair: Henry Koge	Maria Belova “Video Games as an Additional Tool in Language Teaching” Chair: Jennifer Kitchen
3:50 – 4:20		Revisiting interdisciplinarity				

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Language Theme

Reading Strategies of a Proficient University Level ESL Reader

Bushra Ahmed-Khurram

Over the last few decades, a number of studies that look at the reading strategies of a good L2 reader have been published. This body of empirical research has contributed a good deal to our knowledge of reading strategies that a good L2 reader uses. However, the literature indicates that there is a need to explore the reading strategies of those L2 readers who are not taught reading strategies in any second/foreign language they study or even in their mother tongue. This paper reports on the findings of one such study.

The study reported here was conducted on a proficient university level reader with English as a second language. The data for the study was collected by means of think aloud protocol and interview. Findings of the study shows that a good university level L2 Pakistani reader uses a number of strategies to read a text, which can be classified into (1) local strategies and (2) global strategies. The findings also show that these strategies are quite similar to the reading strategies that other studies reported even though the research participant in this study was never taught the reading strategies at school or college. It was also learnt that reading a wide array of books can help learners develop good reading strategies and that the support and encouragement of parents and teachers can help a reader develop good reading skills. The findings of this paper have implications for language teachers and teacher educators working in a similar context.

Teaching Italian as a Second Language to Teenagers through CLIL. A case study.

Gioia Panzarella

In this paper I will present a case study of teaching Italian as a second language in a lower-secondary school in Palermo (Italy) based on CLIL (Content and Language Integrated Learning). I will describe the decisions made in setting up and conducting a short course for a small group of teenage newcomers to Italy, who were also beginners in Italian. The lessons were planned not only to provide students with some first, basic competences in Italian, but also to help them adjust to their new school, teachers and classmates.

I will explore the reasons why a CLIL approach contributed to my aim. First, the idea of planning Maths lessons to teach Italian proved to be an effective solution to motivate the students, considering that some exercises can be cognitively demanding, but at the same time not too difficult from a lexical and linguistic point of view. Second, a basic subject-specific vocabulary was addressed, so that the students could start to follow their Maths teacher's lessons. Third, the course covered not only content and language outcomes, but also learning skills useful to develop independent learning strategies, in order to enrich these students' learning experience.

I will conclude my presentation offering some possible development of this research and the implications that CLIL can have on my PhD research.

Using Process Drama to Teach English as a Foreign Language: An Indonesian Perspective

Herlin Putri Indah Destari

Numerous studies have revealed that Process Drama can support language learning by providing affective aspects which encourage student motivation, confidence, and spontaneity to talk. Other earlier studies have also emphasized the importance of teachers' knowledge of both drama and language pedagogies to ensure positive outcomes are achieved. These findings have intrigued me to reflect on the possible implementation of this pedagogy in English as Foreign Language (EFL) classrooms in my country, Indonesia. In this paper, I draw upon some existing literature focusing on the benefits of Process Drama in language learning and my own experience of joining some workshops conducted in *Drama and Literacy* course last term. First, it provides an overview of EFL teaching in Indonesia; its brief history in relation to the National Curriculum as well as the challenges. Next, it discusses drama pedagogy as a growing field of interest in the current EFL teaching methods and some attempts at integrating the two fields. It further analyses the discrepancy between the theoretical underpinnings of the pedagogy and the actual practices. This paper aims to locate drama pedagogy within EFL teaching in Indonesia. It also considers what might help the implementation of this pedagogy in the complex Indonesian EFL classrooms.

Oops! There is an error! What should teachers do when learners make errors in an EFL lesson?

Lan-Ting Huang

When a learner makes an error in an EFL lesson, what should the class teacher do? Should he or she ignore the error, correct it explicitly, or provide a hint for this learner? There has been debate about whether teachers should correct learner errors in an English lesson and the approaches teachers should use to correct these errors. However, not many studies have investigated teachers' corrective feedback (CF) and its related issues, including learner uptake and teachers' and learners' understanding of CF and learner uptake in English lessons of Taiwanese elementary school, where English is taught as a foreign language. Consequently, in this small-scale multiple case study, the researcher observed 30 English lessons, interviewed 6 teachers, and interviewed 45 learners over a period of four months in late 2013. The researcher is currently transcribing the data, and this study intends to (1) investigate whether CF was used by these teachers in class, and if so, its effect on their learners' linguistic performance in response to the CF, (2) investigate what understanding of CF these teachers had, and (3) explore whether, and if so, how their understanding of CF influenced the use of it in class. The results of this study will help build on the existing literature and also help explore the similarities and differences between the findings of this study and those of the existing studies. Finally, in this presentation, the research context and some literature review will be introduced first. Secondly, the research design, together with some initial findings, will be presented and discussed.

Malaysian undergraduate students' perceptions, attitudes, and experiences in using Facebook for English language interaction

Shaidatul Akma Adi Kasuma

This study examines Malaysian undergraduate students' perceptions, attitudes, and experiences in using Facebook for English language interaction. The participants are in their first and second years and they come from various course disciplines, ranging from Sciences to Arts. There are three stages of data collection; *questionnaire*, *content analysis of Facebook interaction*, and *semi-structured interview*.

The findings are presented as descriptive case study, as it seeks to explain *the way a group of university students use a closed Facebook group as English interaction platform*. Preliminary findings from the questionnaire suggested that participants have positive attitudes and are very eager to use Facebook as an English learning platform. However, when provided with a closed Facebook group, participants did not show high positive interest in the use of the platform for English language interaction. They attributed this to a number of reasons including; lack of time to participate, busy with assignments and university-related events, do not have a lot of friends on the group, and feeling afraid that other members would judge them based on their writings. As such, there is a mismatch between students' perceptions and their effort to practice English language.

It is agreed by many researchers that Facebook and other social networking sites promise positive impacts in students' learning. In terms of English language learning, however, this study found that participating Malaysian undergraduate students were not readily eager to participate in knowledge construction on Facebook platform. They need guidance and content structure from authorities to encourage their participation and boost their self-confidence to practice English language interaction.

Exploring academic reading in a second language: A multiple case study of Malaysian students' perceptions and experiences of reading in the United Kingdom

Esther Jawing

Academic reading in a second language (L2) is possibly one of the most crucial factors affecting academic success in higher education. Reading course material is usually highly perplexing for undergraduates who come to study in the L2. Yet, from the literature, L2 academic reading appears to be a somewhat neglected issue (Birch, 2002; Grabe & Stoller, 2002; Bernhardt, 2003; Hedgcock & Ferris, 2009; Grabe, 2009). Most often, educators have assumed that their students already know "how to read", that is, they can read effectively in their first language. It may be that the process of L2 reading is still not fully understood. This case study examines a group of Malaysian students' perceptions and experiences of academic reading in an English university context. The study employs individual interviews and reading diaries as its primary data collection methods.

The participants consist of 10 undergraduates from various fields of studies. Arguments are drawn largely based on Cummin's (2008) Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) distinction and Bernhardt's (2010) compensatory model of L2 reading. Initial finding suggests that the major challenge to academic reading is the participants are less able to convert their word-reading skills into comprehension when confronted with academic texts.

Spirituality and Criticality Theme

"Pupils' perceptions of terrorism: impact on UK counter-terrorism policy"

Angela Quartermaine

My investigation of pupils' perceptions of "terrorism" explored how young people (aged 13-15) defined the phenomena of terrorism, what they considered to be the main motivations and activities of terrorists, as well as the links made between "terrorism" and "religion", which then lead into discussions on stereotypes, prejudices and racism. This paper will use my qualitative findings from case studies conducted in six Warwickshire schools to provide insights into how the UK Government's Counter-Terrorism strategy, the Prevent Agenda, can be better applied to the issues raised by pupils.

According to the Prevent Agenda, education has an important role to play in counter-terrorism strategies, but should be viewed in the same vein as PHSE/Citizenship anti-drugs programmes – namely as a safe-guarding strategy rather than a problem that needs resolving (HM Government 2011:65-71). However, the guidelines are for "interventions" and do not take into account wider social issues or concerns that young people have about the topic. Therefore, I intend to use my findings to provide policy makers and educationalists with a better understanding of pupils' perceptions of terrorism, which in turn could be used to formulate clearer approaches to the educational elements of the Prevent Agenda.

Assessing peer and parental influence on the religious attitudes and attendance of young churchgoers: Exploring the Australian National Church Life Survey

Gemma Penny

Drawing on data from the 2011 Australian National Church Life Survey this study was designed to assess peer and parental influence on frequency of church attendance, attitude toward church and attitude toward Christianity among a sample of 6,256 young churchgoers between the ages of 8 and 14 years, attending a range of denominations, including Catholic, Anglican Uniting, Pentecostal and other Protestant Churches. The data indicate the power of parental example on frequency of church attendance. Frequent attendance among young churchgoers occurs when *both* parents attend as well. Parental influence works differently on shaping attitude toward church. The most positive attitude is found among young churchgoers who have the opportunity to talk about God with their parents and who do not feel that their parents make them go to church. Young churchgoers respond to parental encouragement better than to parental pressure. Although peers influence within the church does not make much contribution to frequency of attendance, it does to shaping positive attitude toward church.

The Inclusivity of Rural Anglicanism: Theoretical and empirical considerations.

David Walker

The enduring phenomenon of occasional churchgoing in the Church of England makes a plausible case that for many individuals a sense of religious belonging and a level of religious formation persists, notwithstanding only limited levels of religious practice. This paper presents an overview of a systematic research programme into this topic, currently being submitted for the degree of PhD by published works. A fourfold model of belonging through activities, events, people and places is proposed. Two large data samples are then studied using a variety of theoretical constructs from the wider academic field. These include: implicit religion; ordinary theology; psychological type; religious orientation; missiology; and social capital theory.

The progressive nature of the research and demonstrates how the component parts come together to form a cumulative and coherent case. The missional implications for a church that has adopted a model led by a dominant “activity” theme are considered.

The power of a cumulative study using a range of empirical tools is shown. It is concluded that, within an Anglican view of inclusivity, the rural Church of England embraces a diverse range of people who express their Anglican identity and their sense of belonging to the Church in ways that can now be better understood.

Correlates of Self-Esteem amongst Buddhist teenagers in Britain

Phra Nicholas Thanissaro

The importance of self-esteem in educational achievement is contested, but remains a significant touchstone of pluralist religious education. Buddhist schoolchildren form a small but significant minority in the UK education system, but factors surrounding their self-esteem have never before been specifically studied. This paper sets out to establish differences in demographics and attitudes between high self-esteem and low self-esteem Buddhist teenagers growing up in Britain. A Buddhism-adapted version of the ‘Young People’s Values Survey’ which included the short-form Coopersmith Self-esteem Inventory was fielded in a sample of 174 self-identifying Buddhists aged between 13 and 20 years at Buddhist temples and events. Low self-esteem teens were found to express significantly less sense of well-being, were more worried in relationships, had less positive engagement with their family, were worried and under-motivated in school, were less eclectic and felt pressurized in friendships, held more supernatural beliefs, felt Buddhism irrelevant and used the internet more. By contrast, high self-esteem teens were found to express significantly more sense of well-being, had more positive engagement with their family and friends, were happier and more purposeful at school and felt more genuinely Buddhist. Degree of participation in Buddhist practice, surprisingly, was found to have no significant link with self-esteem. The paper concludes with discussion of the desirability of self-esteem and the degree to which the construct may be tied up with individualistic assumptions.

What Constitutes a Good Death? A Clergy Perspective

David A. Knight

This qualitative study is concerned with the views of clergy about the constituent elements of a 'good death'. The method employed to explore the question was a set of cards called the 'Conversations Game'. These cards, developed from research in the USA in 1999, contain a list of identified ingredients of a 'good death'. Within this study, the cards were further ordered to conceptualise the field under four headings, covering the four elements of palliative care: physical care, emotional (or psychological) care, social care, and spiritual care. Choices made from the cards formed the content of structured interviews conducted in November and December 2011 with a randomly selected group of Church of England clergy from the Diocese of Worcester. The study indicated that the clergy interviewed differed in their chosen components of a good death from the professional consensus in healthcare in some respects. Chief among these was a high priority given to spiritual care concerns.

Accounting for teacher agency

Patrick Hampshire

It is commonly thought that teachers teach what is required of them either by their state or by their school, in the case of independent schools which determine their own curriculum. Experience of observing teachers, though, would challenge this assumption. Drawing on the socio-morphogenetic approach of Archer (1979, 2013) and activity theory of Engeström (1999), as adapted by Afdal (2010), I will seek to develop an explanatory framework for the agentic behaviour of teachers. The explanatory framework will be based on researching religious education teachers in one unitary authority in the South West of England in denominational and non-denominational schools.

The paper will explore a number of suitable methods for researching teacher activity focussing on a *product*, in this instance curriculum planning for Year 8 classes as presented as inward facing and outward facing documents (those intended for teachers and those intended for parents). Reflecting on a pilot study, undertaken in the summer term of 2013, I will explore the strengths and weaknesses of an approach that attempts to account for teachers' curriculum decisions which reflect the context in which teachers find themselves as agents in their own right. This will include an evaluation of different data collection methods and the challenges of analysing a range of methods to be able to present a coherent account of teacher agency.

Teaching Communities Theme

What Mrs King has taught us about Interdisciplinary case based learning

Stef Lunn

This presentation will share our experience of collaborative partnership between Warwick Medical School, the Centre for Lifelong Learning at Warwick and the Faculty of Health and Life Sciences at Coventry University. This partnership across disciplines and institutions came together to pilot an evaluated, specialist, case based, blended learning activity. This inter-professional learning developed students' knowledge and skills in the provision of high quality palliative care for people at the end of their lives.

Throughout development and delivery, we retained our focus on the development of an authentic learning activity that would have relevance for students from all of the disciplines involved (Bluteau and Jackson, 2009).

I will chart the development of the project from planning through delivery to evaluation, identifying those hurdles we anticipated and cleared with ease, and those which surprised or challenged us.

The case based, applied method preferred by students (Srinivasan, 2007) was well facilitated by the blended method. The use of a virtual case, supported supplementary paper information and facilitated group discussion gave students the sense that this activity, although contrived for the classroom, was more authentic than other case based learning opportunities.

We have collected evaluative evidence at a reasonable sample size (n155) from students across the participating institutions. Through analysis of participant feedback, alongside the team's reflections on the process, we have knowledge to share about the creation of similar inter-professional learning activities.

Three Zones and the Take up of ICT

Bader Alotaibi

This paper has sought to examine how and why mathematics lecturers in Saudi Arabian universities use software for teaching. It is a large-scale, mixed methods study within a post-positivist tradition, utilising data collected from interviews and a questionnaire. Eighteen lecturers from two mathematics departments at two major universities in the Kingdom of Saudi Arabia (KSA) were interviewed individually in their offices. Further, 151 lecturers responded to the questionnaire distributed to lecturers of Mathematics and Statistics at eight long-established state universities in KSA. This study explains why lecturers of mathematics at universities use or do not use ICT for teaching and, in so doing, contributes to an under-researched area of study. It raises questions as to how users and non-users of software regard the nature of teaching and learning of mathematics at universities and the contribution of ICT in university-level mathematics.

Previous research on the use of software by mathematics teachers has identified a range of factors affecting take-up and use of ICT, including access to ICT resources, knowledge of how to integrate technology into mathematics teaching (e.g. ‘instrumental genesis’), and beliefs about the role of technology in learning and teaching and assessing mathematics (e.g. an overreliance on technology, use of technology as a black box, use of calculators in examinations). However, there remains ongoing debate about the balance of internal and external factors in the take-up of ICT and whether factors related to easy access to software are more (or less) influential than teachers’ beliefs. This paper has a special interest in Valsiner’s (1997) three zones theory as an explanatory framework to study the interactions between lecturers, students, technology and the surrounding teaching-learning environment. This research puts emphasis on agency-structure dualism, focusing on the actions carried out by individual lecturers as ‘agents’ in the context of constraining and enabling ‘structures’ when making a decision on whether software should be used in teaching.

The findings of this research revealed that identification with the branch of mathematics was a key factor in determining the lecturers who are likely to be users of software in teaching. In particular, it was found that statisticians and computational mathematicians were more likely to be users of software because they were teaching courses which require the use of software. The findings suggested that despite all of the encouraging (external) conditions, additional internal (cognitive and emotional) barriers, such as lecturers’ beliefs about mathematics at universities and how it is learnt, and about the role of technology, were at work here. This paper has reaffirmed the call for more theoretical and empirical research on the issue of the integration of mathematical software in the teaching and learning of mathematics in higher education.

Job Satisfaction and Work Motivation of Secondary Teachers in Cameroon: A Case Study of the Southwest region

Henry Koge

Job satisfaction and work motivation are important variables with significant influence on teachers’ performance, psychological health, individual well-being and retention, as well as school outcomes (Begley & Czajka, 1993; Fox, Dwyer, & Ganster, 1993; Diaz-Serrano and Cabra-Vierra, 2005; Gazioghu and Tansel, 2002). To the organisation, the more employees are satisfied, the more they are likely to profit the organisation, as low turnover and higher productivity are ensured, or at least assumed.

This paper presents the conceptual, methodological framework and findings of my PhD study that investigated teachers’ job satisfaction and work motivation in 20 secondary schools in the southwest region of Cameroon. The paper will provide an overview of the methodological design and the empirical findings from the quantitative and qualitative phases of the study. It also outlines the various extrinsic and intrinsic factors of teachers’ job satisfaction and work motivation that were identified in the study.

“Watching me, watching you?” Personal experience & Participant Observation within a study of the Observation of Teaching & Learning cycle

Graeme Sutherland

In this paper, I will give details of one aspect of my research methodology into the Observation of Teaching and Learning process by reflecting on my own experiences of observation, both as a lecturer being annually observed and as a manager carrying out observations, and by analysing the ways this has influenced the data collection processes.

In preparing my research, two questions emerged: how do you explore what teachers *really* feel and do when they are being observed in the classroom? What does an observer *really* think about or focus on during an observation? Of course, you can ask the participants; however, as valuable as many studies are which rely on interviews and surveys, these lack the subjective immediacy of personal experience, which may provide important insight into the distance between what participants say and what they actually do.

As a researcher, I believed that it would be wasteful and potentially impossible to ignore my own extensive experience as a practitioner in the design and conduct of my research, rather that this experience should be used as a resource. I therefore decided to data based on a period of Participant Observation (PO), entailing close analysis of previous experience through a process of *retroduction* - reassessing perceptions and patterns in order to discover what produced them (Harré, 1961; Bhaskar, 1979).

However, it is understood that such a decision is not without its potential dangers and drawbacks. This paper will focus on questions of methodology that have arisen; for example

Can (or should) an observer, observe him/herself?

Where does personal experience end and PO begin?

What makes PO different from anecdote?

Can data derived from such a source be considered reliable?

What structure can be imposed in order to render data collected more “objective”?

This paper will conclude that PO based on personal professional experience is a valid and powerful method; one which will serve as an effective exploratory technique in the planning stages of my research, and facilitate triangulation with other methods.

Participation Within Open Online Community: The Case of PhotoPeople

Mohd Hafiz Md Hanif

This paper describes a study that attempts to illustrate participants' social and experiential learning while being a member of an open online community of photographers. The nature of unstructured interactions in this community, its openness in respect to membership, and the fact that the online community is unique in successfully sustaining its online and offline presence when others failed, are some of the indicators that sets this case apart from other studies of open online communities. In addition, my longstanding involvement as a member in the community prior to the study facilitates my access to people and resources, potentially resulting in a more interesting perspective on what we already know about open online community.

The literature on online community has been overly romanticised, with an obvious reliance on textual artefacts to explain people's behaviour. There is a need to explore users as people – to see the connection between online and offline life activity and to go beyond typologies of barriers and catalysts to participation.

This study follows a mixed method approach. It has three phases of data collection procedures: exploratory observation, online survey, and individual interviews. An innovative interview strategy to be used in the individual interviews is the talk aloud procedure while the respondents logging into the online community, and explain their responses/reaction while participating in it.

An investigation into the potential use of dialogue around sacred texts and faith stories, to help children to develop civic minded attitudes in primary school.

Anne Moseley

Many people consider religion to be one of the biggest sources of division and conflict in the world, and yet the ideology behind most world faiths is to learn how to live well at peace with each other and with God. What do different faiths have to say about “Living Well Together with Difference” is at the heart of my work.

My research brings together three existing bodies of knowledge. It considers the way the bible and sacred texts have been used in the delivery of quality religious education through a range of pedagogic styles in the past. Secondly it explores how Scriptural Reasoning principles, developed by the David Ford (2006) and the Cambridge Interfaith Project could be applied to primary school pupils through discussions around faith stories. The third area will look at the developing work on intercultural skills and draw particularly from the Council of Europe research.

I am going to be using a mixed method approach, which sits most comfortably within a postpositive paradigm. It will consist of two parts. The first part will consider the way faith stories and sacred texts are currently being used in schools and will draw on survey methods, questionnaires, interviews and document analysis. From this I will be using grounded methods to draw out a theory and develop an intervention to use in schools which I will then be applying an action research methodology. At this stage of my research there appears from the questionnaire

results, that there is a genuine interest in developing the use of sacred texts and faith stories amongst the teachers, particularly those from different faith traditions.

The Application Of Quality Models In Higher Education Institutions

Mohammad Sandouk

The paper I am presenting is a literature survey of the application of quality models in higher education, as part of my research on the topic of sustaining an already stated EFQM excellence model in a university. My paper should be classified under “Theoretical stances in the field”

The paper looks at quality models (such as The Deming Prize, The Malcolm Baldrige National Quality Award and The European Foundation for Quality Management) and examines their applicability and validity for higher education institutions.

This literature review will serve as a basis for my research into sustaining an already established quality model in a Higher Education Institution. The research subject is quality of higher education, and the research will focus on the management practices for sustaining an already established quality initiative in the form of a quality model implementation. The general aim of the research is to better understand how quality management initiatives (such as the EFQM) are sustained and kept alive. The research will produce an understanding of best practices and lessons learnt.

This research and the data it will offer will be aimed at understanding:

“Sustaining the integration of the EFQM model in higher education institutions. After it has been initialized, implemented and partially or completely integrated.”

Based on this research objective, the following five research questions were identified:

What is the definition of an integrated quality initial? What constitutes success in the initial implementation?

How does the stage of implementation of the quality initiative affect the management priorities and shape the challenges they face?

What are the tools, processes and tricks available for management to sustain their quality initiative?

What are the critical resources at this stage (the sustaining of the quality model)?

How to *best manage the available resources* (e.g. HRM, finances, information...etc.) to best support the quality model and ensure it continues to benefit the organisation/university?

Finally, the findings of the literature review will be presented in a coherent way, offering guidelines, best practices and ideally a model or a framework.

My research will be of value because most of the research that addresses the application of a quality model in universities focuses solely on the initial stage of deployment. There is evidence that all universities have applied some sort of quality initiative at one time or another, but have they succeeded in maintaining it or sustaining it long enough to reap its anticipated benefits.

Criticality and Creativity: Theme

Education in Austere Times: The Case Study of the Barbados Teaching Service 1970-1990

Donna Greene

While Hypolito warns us that 'education is an important field in the battle for hegemony' (Hypolito 2008: 151), Weiner and Compton remind us, that as teachers 'we have a potentially powerful weapon in our hands - our solidarity and organisation into powerful teachers' unions' (Weiner and Compton 2008: 6). Teachers are indeed in a battle, a battle for survival, survival to protect their jobs, to practice their art, the art of shaping young minds and inspiring countless generations. They are in a battle against neo-liberalism imposed on them through public policy which seeks to create greater 'accountability', more 'efficiency' and 'international competition'.

This paper tells the story of the lives of ordinary everyday people, who have done extraordinary things. Through empirical data gathered from the 1970s, 1980s and the 1990s, this paper examines the struggles of teachers in a small island developing state during austere times under the watchful eye of the International Monetary Fund and the World Bank officials. Through their teachers' unions, the Barbadian teaching service successfully challenged and resisted the imposition of neoliberal policies on the primary and secondary educational system in Barbados. This paper examines their struggles, their fights and their successes.

The 'Childlike' Learner

Philip Gaydon

British nineteenth-century children's literature displays a recurring concern with the awakening and development of knowledge and belief in both its child and adult audience. However, the period saw a dramatic shift in thought on how best to do this. Overtly didactic texts such as those by Sarah Trimmer and Maria Edgeworth, which simply used the fictional nature of their tales as sugar-coating for necessary lessons, were being replaced with stories which attempted to foster a deeper and lasting form of knowledge through more autonomous learning, such as those by George MacDonald, Juliana Ewing, and Lewis Carroll. These later texts moved the focus of education of the young and re-education of the old away from the question 'how do we best get them to learn the message?' to 'how do we best get them to remember and believe what they've learned?' An examination of the move to this question and how the texts attempt to answer it reveals a notion of what it is to be a 'childlike' learner, i.e. one full of wonder and epistemological humility, how and why this should be fostered, and helps us examine the educational role of children's literature in general.

This notion of the 'childlike learner' is not only important for the study of philosophy and literature, where I use it to defend the existence and usefulness of the category 'artistic knowledge' from being kept below 'scientific', 'religious', 'philosophical', and many other 'types' of knowledge, but is one which the current education system at large would do well to measure itself against. Indeed, it is a notion which I have used to shape my teaching right through from sessions in local primary schools to seminar tutoring in the university.

Translating academic writing and disciplinary discourses in Vietnamese Higher Education

Michelle Evans

The proposed research, outlined in this paper, aims to understand how Vietnamese graduate students engage with writing in English as a foreign language. The research can be located within second language (L2) writing fields, including linguistic, psychological and educational contributions.

‘Critical’ approaches have discussed the prevalence of a postcolonial and dominant ‘Global English’ that may be detrimental to indigenous languages and discourses. Within higher education, L2 writing researchers endeavour to understand the processes, perceptions and texts created by graduate students writing in English as a second or foreign language. Research findings have impacted directly on English language teaching (ELT) and have also enhanced our understanding of the socio – cultural dimensions and negotiations of identity that are embedded within language learning. The shifting nature of ‘World Englishes’ however, means there is still much uncertainty as to how English is being pragmatically shaped by non-native users of English, particularly in ‘expanding’ or ‘periphery’ countries like Vietnam, China and Egypt; where English has been deemed a foreign rather than a second language.

Given Vietnam’s unique historical and socio-cultural positioning, alongside its rapid economic emergence, the proposed research aims to explore whether and how an identified triad of L2 writing factors are related to each other and to the wider status of English language in Vietnamese Higher Education. Using a mixed method approach with case study student participants, the triad of factors to be explored will include a) the L2 writing processes of graduate students, b) student perceptions of English language writing and c) students’ creation of texts. The research will use an iterative combination of observations, semi - structured interviews and ‘think aloud’ techniques, to examine the interplay of these factors in relation to the particular Vietnamese social context.

Thinking Emancipation, “Rethinking Education”: Difference, Oppression and Resistance in Indian Classrooms

Reva Yunus

I wish to understand how particular subject positions are made available to learners within the Discourse of the classroom (texts, practices, social relations), and how they appropriate or re/negotiate these positions. I am also interested in unpacking the kind of emancipatory and/or marginalising work these positions do. The broader context for this work is provided by contemporary struggles over participation in, and meanings of education and democracy, particularly in the Indian context. I see classroom processes as processes of meaning making, where these meanings are simultaneously gendered, classed and casted* and work together in complex ways to produce multiple subjectivities in learners. I aim to locate this meaning making process within the immediate institutional context, local and national policy contexts, as well as wider social processes and structures in India.

While education was always a site of oppression, struggle and conflict, social, political and economic changes in recent decades have rendered educational reality in India deeply implicated in perpetuation of inequalities and injustices. Question of social justice and empowerment in and through education has become more urgent than ever before.

I draw upon feminist perspectives in theories of re/production (Arnot, Weiler), analyses of liberal democracy (Pateman, Mouffe, Saigol), educational studies in India (Velaskar, Manjrekar), and poststructuralist work in education (Francis and Skelton). Henry Giroux's work in *Critical Pedagogy*, and on cultural politics of difference also centrally guides my work.

Given my interest in unpacking issues of subjectivity, difference, oppression and resistance within the wider social-political context, I find it appropriate to combine classroom ethnography with Critical Discourse Analysis. Ethnographic work will be done over a period of 8-9 months in a state-government run vernacular medium school in Indore, a fast-developing city in one of the least developed states in India.

*the word comes from "caste".

DPR14 and ResearchED Birmingham: A tale of two education conferences

Jennifer Kitchen

In this paper I want to share my experience of attending two recent education conferences, consider their shared aims yet differing epistemological outlooks and suggest potential ways forward in uniting these two very different populations.

ResearchED Birmingham, April 2014, was a regional 'spin-off' of last year's inaugural *ResearchED: Working Out What Works*, the product of a group of teachers and researchers active on twitter, blogs and other social media, keen to engage with and carry out educational research.

As suggested by the title, they are operating very much in a normative, post-positivist paradigm. I was struck by the overall enthusiasm and dynamism of the conference's presenters and attendees, though frustrated by their apparent dismissal of small scale, qualitative or critical research as at best woolly or marginal, at worst damaging and dangerously progressive.

In utter contrast DPR, the acronym for *Discourse, Power, Resistance – Research and Practice: Change and Exchange* operated completely in this critical mode. There was a strong focus on deconstructing and critiquing the rise of Neo-liberalism within education research, policy and practice. Presenters and attendees were largely academic, though teaching practitioners were also present. I was heartened by the focus on critiquing and resisting the complex power structures with education, though frustrated by the often ponderous and obtuse tone of discussion.

Both these conferences were peopled by active researchers and current educational practitioners. Both had professed aims of disseminating educational research and practice which makes a difference to students. How can they be operating in such different, and such naturalised, epistemological worlds? What might help these two worlds become mutually aware of each other? These are the experiences I would like to share and the questions I would like to ask in this presentation.

Video Games as an Additional Tool in Language Teaching

Maria Belova

As a consequence of technological innovation, computers and digital material have largely replaced traditional hard copy written material as a primary instruction medium. This has required teachers to modify their approach to education. Playing video games is a common activity for many if not most teenagers. As a result, research in the overlapping areas of education and entertainment has been undertaken to analyse the potential beneficial effects of applying video games as an educational tool. The primary objective of the research is to design additional materials for L2 teaching. Apart from traditional worksheets for EFL lessons, the aim is to create in-classroom activities and off-classroom interactive online exercises to be done as homework. English is the language of choice in the international video game industry. This could facilitate their use for EFL teaching. To date, developers have struggled to combine the core elements of form and content to language learning video games. However, the market is full of fascinating commercial video games, rich in design and content. The concept of using video games with additional supplementary material to help teach EFL students is becoming more established for the simulation video games genre (i.e. *The Sims*), but literature is scarce on the benefits of the puzzle video game genre. This study aims to adapt the puzzle video game *Professor Layton and the Curious Village* for ESL classes by providing a framework for supplementary material. The proposed research is designed to contribute to the growing world of “edutainment”.