DPR Conference 2003 - Abstracts

1.	Abouchaar	Alberto	**Policy discourse and deconstructive reading: The discourse of teacher education at the Universidad Nacional de Colombia.** This paper presents MY reading of the discourse of teacher education produced by the Universidad Nacional de Colombia, one of the biggest government-sponsored university in the country. It examines the way in which premises and assumptions are constructed in argumentation and the way systems of beliefs are mobilised to give credibility to these documents. The paper will be guided by the following questions: What is the discourse of teacher education as expressed in policy documents and other documents produced by National University? What are its main premises and assumptions? What does it include / exclude in the construction of these premises? How has the role of the schoolteacher in these documents been constructed? It is finally suggested that the discourse of teacher education produced by the Universidad plays a political role: to regulate teacher education through the application of a disciplinary-based approach to teaching and learning.
2.	Agray	Nancy	**Discourse, Power And Resistance: Some Epistemological Obstacles In Curricular Innovation** This paper analyses a process of curricular innovation with language curriculum managers. Using the concept of epistemological obstacles it analyses the discourse of the participants in an action research process about a proposal for a curricular innovation. This analysis points to evidence of obstacles and their consequence: the resistance to innovation and change. Furthermore, it describes the strategy used to try to overcome these obstacles: negotiation. The data analysed were collected during the development of the action research process called: "Curricular innovation proposal for learning and teaching of foreign languages: Curricular management. Stage Four". The objective of this project was to establish the viability and adequateness of the curricular proposal for the Languages Department at Pontificia Universidad Javeriana of Bogotá, Colombia. The theoretical framework of the proposal is the emancipatory approach to curriculum development. The main contribution of this paper is to explore the use of Bachelard's concept in a different field (curriculum development) to the one of the basic sciences (mathematics, physics, and chemistry), where it has been commonly used.

3.	Ainley Brunskell-Evans	Patrick Heather	**New Directions in "Post-Compulsory" Education: questions of knowledge and control** Current educational theory and research takes place in the context of a highly charged 'debate' within contemporary philosophy and social science. The particular question of characterising present UK government policies for expanding and redefining further and higher education continuing from age 14+ is deeply imbricated within this debate. This is because contemporary *Learning Policy* (Ainley 1999) and also *Knowledge Policy* (Bergendal 1984) bears upon what is to count as what Michael Apple has called *Official Knowledge*. It also relates to questions of the control of education and training by students, teachers, managers, employers and/or the local, (sub-)regional and national state (also in the UK context by the national regions of Scotland and Wales). At the international state level of the European Union and the World Trade Organisation, this includes potential control via the global market for educational services that will be greatly augmented by the impending General Agreement on Trade in Services. This paper presents contrasting descriptions of the current state of 'post-compulsory' education as well as of its causes and likely consequences from a 'modern' and a 'postmodern' perspective. The discussion that will hopefully emerge affords participants an opportunity to decide whether these rival explanations are complementary or whether one of them affords a fuller and more adequate account of new directions in post-14 education that indicates whether and in what ways the new moves are to be welcomed, complied with, accommodated to, or how far they may be resisted by students and teachers at all levels of learning.

| 4. | Armstrong | Ann | **Dis Course is about WE: A struggle for ownership and identity through teacher professional development in the Caribbean**

This paper will look at the University of Sheffield's School of Education experiences of collaboration in Trinidad and St. Lucia and identify the issues and lessons to be learned from both countries. In the Caribbean, in particular, the relationship had developed as a result of an on-going consultative-collaborative approach to teacher education which was "…firmly rooted in the on-going discourse between teachers and their organisations and the University" (Armstrong & Namsoo, 2000: 209). On the one hand, the collaboration could be perceived as extending access to the University for other countries but on the other hand, it could be perceived within the context of an economic rationalist agenda where the University seeks to promote access for economic and prestigious gain within a global market place. I will also look at the views expressed by key Caribbean stakeholders and their experience of the collaboration. It will be argued that the main impetus for the development of the University of Sheffield's distance education programmes came from teachers in the Caribbean working collectively through non-governmental and governmental organisations to address the shortage of trained teachers. The training opportunities which were provided were based on the teachers' struggle for social justice and their firm commitment to a collaborative relationship which supported their empowerment (Namsoo & Armstrong, 1999). |
| 5. | Armstrong | Derrick | **Unheard Voices: Stories of Resistance and the Struggle for Education**

The history of special education is for the most part a hidden history. Rarely are the voices of those who were schooled in this system heard. Yet throughout the twentieth century a significant number of children were identified as having learning difficulties and placed in segregated special schools. The 1944 Education Act introduced compulsory secondary education for all children with the exception (until 1970) of children with severe learning difficulties. The 1981 Education Act saw a development of this 'inclusive' philosophy with the abolition of categories of special educational need and an assessment policy based explicitly upon the idea of a continuum of educational need. There are important continuities between special educational policy in this period as well as some significant divergences, yet little is known about the experiences and perspectives of those who were 'included' within the special education sector as a result of these policy shifts. This paper draws on research with former pupils of special schools to argue that these 'insider' perspectives' are of central importance for an understanding of special education policy during this period. |

6.	Atkinson	Elizabeth	**Sexualities and Resistance: Queer(y)ing identity and discourse in education.** Where do you start when you start with silence? In spite of the growing literature in queer theory; in spite of the long history of gender studies as a subject in its own right; and in spite of the increasing recognition of heteronormative forces in educational contexts by a small but significant body of educational researchers, there is a deafening silence on sexualities in Education. This paper suggests that the sort of sexual anonymity demanded of teachers and researchers within all phases of education is representative of a wider silencing, or neutralising, of identity for those involved in the teaching profession. While colleagues in Sociology, Cultural Studies and Psychology continue a long tradition of both teaching and researching sexuality, those of us who are 'inside' Education, and particularly those involved in working with teachers and children, find that attempts to address these issues within our own field are met with anxious questions, raised eyebrows or rib-nudging jokes, along with an assumption that research and teaching in this area can only be a sort of personal flag-waving that has little to do with serious academic study. This paper aims to offer a recognition of sexuality as a form of resistance to these assumptions, and as a way of developing a significant but under-recognised dimension of what bell hooks describes as 'education as the practice of freedom'.
7.	Avis	James	**Re-thinking Trust in a Performative Culture: the Case of Post Compulsory Education.** This paper examines the way in which the notion of trust is being reformulated within teacher professionalism in England. It does this by setting the discussion within the economic context in which education is placed and examines the competitiveness settlement and its construction of a high skills economy marked by high trust relations. It is argued that this model of the English economy does not sit well with existing relations. The paper then draws upon material from the Learning and Skills Council which sets the framework within which post-compulsory education and training is placed. It relates this discussion to the recent history of managerialism as well as performance management exploring the implications for trust relations. The paper then examines the nature of teacher professionalism and argues that current interventions work within a truncated model of trust which is contrasted with a dialogic understanding of professionalism.

8.	Bleakley	Alan	**Doctors as Connoisseurs of Informational Images: aesthetic and ethical self-forming through medical education** In Foucault's analysis of power, points of conflict can be read as productive (of both resistance and identity) rather than oppressive. Medical education is undergoing a discursive shift that illustrates this phenomenon. The conservative monological model that Foucault himself described nearly half a century ago as the dominant discourse of the 'medical gaze' – a gaze of surveillance and governmentality – is slowly being eroded by a dialogical and collaborative integrated healthcare discourse. One exciting dimension to this emergent discourse is a review of medical practice as 'artistry', reflected through dialogue between medicine and the arts. For many doctors, clinical *judgement* is their primary practice concern, and this operates in sensory domains, where largely visual and tactile signs and symptoms are both differentiated and synthesised. This implies an educational agenda focused upon learning sensitivity and sensibility. Given that such clinical judgements also have an intrinsic ethical dimension (patients present with illness and suffering), medical education for clinical judgement in sensory domains can be thought of as a process of aesthetic and ethical self-forming. The practice identity that is formed is centred on clinical artistry, but using non-art, or informational, images. The transition from novice to expert status in such arenas can be described as gaining connoisseurship of informational images (signs and symptoms on the body, or mediated through clinical imaging). This view serves to resist the school of medical education that would describe such clinical artistry purely in instrumental and reductive terms, as the training of competencies. This paper, drawing on the framework described above, will describe the fruits of an ongoing collaboration between three medical consultants (a radiologist, a dermatologist and a pathologist) who work largely in visual domains, and three visual artists who work with contemporary formats such as video and mixed-media, site-specific installation.

| 9. | Bond | Richard | **Combating cultural imperialism in Canada: A new role for Adult Educators?**

 Designing and implementing a B.Ed. degree/certificate program in Aboriginal and non-Aboriginal Adult Education using Adult Education constructs blended with Aboriginal traditional approaches. In the Aboriginal context this has a major liberating (i.e. post-colonial)component as the program is designed by Aboriginal people for Aboriginal people and is taught by them. In the non-Aboriginal context the> program facilitates better understanding between Eurocentric and Aboriginal groups. This is a Canadian program and is unique in the Americas and has major political implications on the individual and national levels. We understand the New Zealanders alone have something like the Aboriginal program. |

10.	Brown	Tony	**Psychic disturbance and teacher training**
			Early informal discussions with approximately ten trainee teachers training for primary education in a single institution in the SW of England led to the hypothesis that the development of a *teacher-self* during training has a psychic dimension which needs to be acknowledged if trainees' responses to training are to be further understood. A more systematic qualitative study was conducted through a sequence of semi-structured interviews spanning three years with primary and secondary trainees, both during and beyond their formal training period. The *teacher-self* was found to be open to influence from cognitive, affective and psychic factors. The study focused on inter-psychic and intra-psychic influences. It explored aspects of the dynamics between the emerging *teacher-self* and the *historical-self* and the origins of some of the forces. Analysis of the data suggests that *power* relations within various parts of the training process can lead to intrapsychic disturbance. Experiences during training can lead to *resistance* (in the general, rather than the psychodynamic sense) to aspects of the training process. Resistance is not always clearly directed at training *per se*. It can be directed inwards as well as outwards: onto pupils, mentors, tutors, peers and family. Disturbance may be associated with intrapsychic defences emerging during the development of the *teacher-self*, especially in circumstances where core experiences that have shaped the *historical-self* are evoked either closely or loosely in relation to training. Training experiences can be intra-psychically interpreted as threatening the self during the potentially vulnerable period of transition. *Psychic disturbance* can threaten the transitional self as it attempts to incorporate aspects of the teacher-self. The effects of psychic disturbance include increased resilience, a sense of achievement and personal growth, psychic development, the end of adolescence. These effects can be accompanied by feelings of excitement, elation, loss, anxiety and fear. For many, the experience of training appears mainly or wholly positive. For others, disturbance may be relatively long-lasting and unproductive. For some, psychic disturbance may be a factor the decisions to cease training or leave teaching.

11.	Burke Hermerschmidt	Penny Jane Monika	**Student Writing: Constraints and Possibilities in Languages of Research and Inquiry**
			This paper is grounded in the work we do as practitioners and our theoretical approach to writing as a social practice. It problematises the academic conventions, discourses and practices that are constructed in Western universities as universal and superior. The paper explores possibilities, constraints and concerns in relation to the work that we do with our students in academic writing workshops. Students need to make their own choices on how they want to write and think about the implications of the choices they make. This involves considering issues of knowledge production and representation, power and their multiple positionings as students, writers and contributors to an academic field. In the workshops students explore the knowledges and the expertise they bring to their fields and, subsequently, into their writing. We challenge simplistic assumptions that connect academic writing to technical 'skills' rather than complex processes that are tied to meaning making and knowledge production. We want to open up dialogic spaces to articulate our concerns about methodologies and pedagogies in academic writing and the possibilities that have emerged from our practices, discussions and the process of writing this paper. There are several available spaces to do this. Some are currently available to us: our collaborative writing and the discussions that come out of it but also the designing and teaching of our writing workshops. The paper is a product of this work and we hope it will generate debates that open up spaces to allow students to problematise and challenge privileged discourses and knowledges. We want to contribute to the creation of new possibilities for student writers.

12.	Burn	Elizabeth	**THE OTHER MEN: non-traditional students training to become state primary school teachers.**
			In this paper I explore the experiences of male student teachers studying for a BEd teaching degree in an inner-city English university that recruits non-traditional students. I examine how these 'Other' men set out to manage the potential threat to their masculinities when entering into low status, female dominated work (Skelton 2001). Powerful gender discourses continue to circulate within this occupational culture and they work to present teaching young children as an extension of mothering (Wadsworth 2002). In England male primary teachers face a far higher risk of non-completion during their initial training compared to female student teachers (Thornton 1999). The paper draws on data collected by researcher participation in a voluntary male support group composed of male students representing a range of ethnicities, sexualities and class backgrounds, in order to consider how these men are attempting to "do" state primary teaching. In my analysis I gratefully utilize Hughes' (2002) insightful work on the maintenance of class and gender identities, whilst supporting St Pierre's (2001) recognition of the value of feminist "engagement with male theorists." I conclude by arguing that non-traditional men wishing to become primary teachers not only have to protect and re-negotiate their gender identities but also their Other identities within the academy if they are to meet the Standards set.

| 13. | Burns Sinfield | Tom Sandra | **Outsiders/Insiders?**

New students and degree programmes present old and new universities with opportunities and challenges. The old universities appear to have responded to the challenge by creaming off the motivated 'non-traditional' student who was the mainstay of the new university. The new universities have responded by the mechanics of marketisation, expansion and merger.

It has never been more necessary for the student to develop effective strategies to negotiate the hostile and evolving environment that is academia. And it is the new, new students who have the hardest task: undertaking modularized degrees in the brave new subjects (leisure and tourism etc.) at universities of low status, which the gatekeepers to high status employment spurn.

As everywhere, institutional trust is breaking down; manifesting itself in debates on the value of a particular university or degree… or of a particular student.

The most important trust relationship – that between tutor and student – has never been more under threat. Institutional responses tend to regulate ever more tightly the (transgressive) student – compulsory attendance at lectures and tutorials; compulsory core modules in this or that academic literacy based topic – are all proposed in a bid to improve retention (and funding).

Where is the respect of the lecturer for the student and the choices that they have made? And how can we help students succeed? The issue still is – who are our students? What are THEIR needs?

Our response has been ***Essential study skills …*** that attempts to make transparent the forms and processes of higher education. |

| 14. | Bussell | Anne | ***So you think you've got problems*: League tables, performance and continuing education in the NHS.**

This paper explores some of the tensions experienced by the author in her role as Deputy Head of Performance and Clinical Information in a large NHS Hospital. The role entails a balance between the expectations of performance management and the support of Clinical Audit, which was initially intended to be a continuing educational activity in the NHS.

The introduction of comparative clinical performance tables in the form of clinical indicators has focused more public scrutiny on hospitals. Whereas managers have, in the main, embraced the concept as a lever for change over the years, clinicians have been more sceptical and have resisted the necessity to alter their practice in the light of what is seen as managerially and politically imposed performance monitoring.

Moving through the historical context of performance management in the NHS to present day, "Star Ratings" and Consultant Appraisal, the impact of performance measures on continuing educational activities and the professional development process is explored, using Clinical Audit as a model.

The paper will also touch upon some of the relationship issues that are brought into play when attempting to define and monitor success criteria in a large multiprofessional organisation. |

15.	Canaan	Joyce	**A Funny Thing Happened on the Way to the (European Social) Forum** This paper examines two incidents told to me by another lecturer as I was on my way to the European Social Forum in Florence in November 2002, whose motto was, 'Another Europe is possible'. These incidents that this lecturer experienced--of being questioned as part of their university's new return-to-work interview policy following several sick days, and of a dean questioning the line manager's authority when the latter allowed this lecturer to hire a visiting lecturer--both speak to the growing auditing of Higher Education. The paper juxtaposes these two incidents with observations that I made this semester about auditing pressures I am experiencing (as part of a reflexive teaching diary I kept). The paper locates these incidents/reflections in the context of Foucauldian technologies of the self and of Butler's theory of performativity to consider how university lecturers are being re-formed discursively as part of this growing audit culture. It suggests, using insights from papers given at education sessions at the European Social Forum and elsewhere, how this growing audit culture can be understood and questioned, so that another university education system might be possible to imagine (and create . . .).
16.	Carr	Jenni	**Social Inclusion and the role of PCET** One of the first initiatives launched by the New Labour government in 1997 was the formation of the Social Exclusion Unit (SEU). The remit of this Unit was to help improve government action to reduce social exclusion by producing 'joined up solutions to joined up problems'. One of the key elements in most of these solutions has been widening participation in post-compulsory education and training (PCET). I have researched how the process of policy consultation carried out by the SEU and the production of policy texts by the SEU have constructed the notion of social inclusion and ascribed a role to PCET as a lever for inclusion. This paper will explore how the Foucauldian notion of genealogical analytics can be used to examine not only the discourses that become dominant, but also to unearth alternative discourses that have been suppressed along the way. The use of the term 'suppressed' is particularly appropriate as it highlights that alternative discourses not only exist, but also that they cannot be ignored by more dominant discourses. The notion of suppression denotes an active engagement between the two. This paper will examine how this process of engagement could produce spaces for challenge which might provide practitioners with opportunities for resistance and subversion.

17.	Clarke	Julia	**The word is not all there is: doing research with pictures**
			The use of drawing and photography in two very different research projects will be presented and discussed in relation to the conference theme of New Directions, New Moves. First, I will show how drawings were elicited from managers, students, lecturers and support staff in the course of research on discourses of flexibility in two English further education colleges. This presentation will both address problems of method and introduce ideas about spatiality, networks and rhizomatic thinking that challenge a linear notion of **new directions** in educational research. In the second example, I will show how the use of photography for the local evaluation of a *Sure Start* programme in East Anglia can be conceptualised as an example of **new moves** for participatory research through non-literate forms of expression and representation. Again, I shall show how practical questions of method and representation cannot be separated from theories of knowledge and truth.
			My interest in visual methodologies for educational research is not founded on any particular expertise in drawing or photography, but arises from a desire to explore ways of working around literacy. Having pursued a critical stance towards narrow conceptions of literacy as Basic Skills in policies that associate a Basic Skills deficit with crime, poverty and economic disaster, I have concluded that the problem lies with literacy itself. I shall conclude with questions for discussion about the oppressive, obstructive and silencing attributes of the written word, while inviting participants to imagine how things could be different.

| 18. | Clegg
Ashworth | Sue
Peter | **Contested practices: Learning outcomes and disciplinary understandings**

The language of learning outcomes is used to frame institutional review and has been incorporated into the ways academics write and document curricula. This have been championed by some staff developers as a way of achieving constructive alignment, and as a way of encouraging academics to consider the totality of the student experience. However, critics have pointed to the top down way this change has been driven, and expressed concerns that the language of learning outcomes is part of the culture of audit and managerialism. There is no reason to presume that a 'lighter touch' in external audit will reduce the internalisation of those practices. However, as the emerging literature on managerialism demonstrates, these newer higher education discourses are contested, based on ideas of collegiality, discipline and the practical wisdom embedded in the day to day exercise of professional judgement in the classroom.

The paper will offer a deconstructive reading of policy in relation to learning outcomes informed by alternative discursive formulations of academic practice. In particular the paper will present findings from a number of in depth interviews with staff about their own ways of approaching the design and assessment of modules. The easy and uneasy co-existence of different discursive practices suggests that academics enact multiple practices and that both post-modern pessimists and reforming evangelists may underestimate the extent to which dislocation is a normal phenomenon in complex organisations. Contestation, rather than being dysfunctional, is the usual way in which new moves emerge. |
| 19. | Cole | Mike | This paper looks at attempts in Britain and the United States to argue the case, within educational theory, that postmodernism and post-structuralism can be forces for social change and social justice. Concentrating on the work of Elizabeth Atkinson, but also looking at some of the work of Patti Lather and Judith Baxter, I argue that such claims are illusory. Notwithstanding some tensions within Marxism with respect to its relationship with social justice, I make the case that Marxism remains the most viable option in the pursuit of social change and social justice. |

20.	Cousin	Sue	**'Success for All' – consensus and conflict in the making of a strategy** This paper will summarise an analysis of the language and discourse structures used in the consultation and policy development stages of the 'Success for All' strategy launched by the Secretary of State for Education and Skills in November 2002. The research includes an investigation of what constitutes 'best practice' in policy making and implementation and looks at how far the policy and processes underpinning the 'Success for All' strategy conform to a model of best practice. Analyses will include the consultation document launched in July 2002, the responses received during the consultation period of July – September 2002, other consultation events during this period, the strategy published in November 2002 and ministers' speeches during the second half of 2002. The research question focuses on areas of consensus and conflict and the extent to which these are resolved or remain during the policy-making process.
21.	D'Agostino Martin	Leo Matthew	**Having a 'Field Day': Educational Discourse in a Fifth Province of Ireland** The idea of 'crisis' is a historically familiar one in education and literary studies. From the perspective of lecturers in English and the Humanities we will seek to define some aspects of what we consider to be the current crisis in higher education. We will ground our definitions in the particular situations of smaller institutions in Northern Ireland. We will examine the extent to which the language of auditing and bureaucracy and accountability has achieved hegemony within institutions and within the academic community, and we will examine the salvageability of the humanities-based tradition of challenge and opposition to the present educational orthodoxy in the British Isles. We argue for the absolute necessity of reconfiguring and widening an intellectual community from within and outside academic institutions. In seeking models of resistance, or of ways to 'claim space', we begin with the Northern Irish cultural movement known as Field Day and ask whether we should be calling for its educational equivalent. In Field Day's notion of a 'fifth province' we find a particularly useful model for developing our case that the space we seek is most likely extra-mural with respect to our institutions, but somehow critical and engaged with those institutions at the same time. We also ask what intellectual and educational role the activity of such a 'Field Day' should play with respect to public discourse, with particular reference to the recent debate surrounding the role of the public intellectual.

22.	Danvers	John	**Stuttering at the Owl: Poetic Displacements & Emancipatory Learning** The radical "displacements & inventions" of certain kinds of poetic discourses and art practices, can, and do, act as a counter-language to the dominant techno-rationalist discourses of many of our contemporary social & cultural institutions. In this paper examples of non-linear writing, picturing and object-making will be presented as strategies of cultural resistance - an opening-up of alternatives to the hegemony of Western technocratic operations & utterances. Various radical modern & postmodern poetries and artefacts will be discussed alongside the polymorphous products of tribal & palaeolithic peoples. Rothenberg's ethnopoetics and other strategies of cultural reclamation & reformulation will be used to suggest the importance of indeterminate structures & processes in transformative learning. Making reference to Barthes' "writerly text" and Eco's idea of the "open work" the paper will explore the implications of these practices & modes of being/knowing for the development of a more ludic pedagogy in which participation, improvisation and indeterminacy are affirmed. NB. According to the Cree owls can cause stuttering and an incapacity to speak. Yet if they hear stuttering they are fascinated by it. If you go into the woods and stutter, an owl is likely to turn up. At which point you can interrogate it, argue with it, and maybe liberate it from its own mental and behavioural habits.

| 23. | David Alldred Smith | Miriam Pam Pat | **Teachers' Views of Teaching Sex Education: How can we raise its status when, at the end of the day, it's not assessed'?** This paper is about teachers' views of teaching sex education in the context of considerable public attention to young people's 'premature sexuality'. Our main focus is on the views of those primarily responsible for co-ordinating personal, social and/or health education, where sex education is usually placed. They also provided us with accounts of the views of other teachers about teaching sex and relationship education. We draw on an LEA-wide study to identify the factors that help or hinder raising the status of sex and relationship education (SRE), where we took a multiple perspectives approach. We explore the range of factors, such as status, limited resources and professional or other pressures on schools and teachers especially, that inhibit their ability to implement SRE effectively. In particular, teachers report considerable anxieties about the subject and its place in the school curriculum, committed though many of them are to teaching it; and their views link with an overarching culture of anxiety about sex in contemporary society. Yet we argue that SRE, set in the broader context of personal, social and/or health education, need not be seen as in competition with the achievement agenda that currently dominates schools' policies and practices. Rather, it might contribute to it. Instead of fuelling the anxiety around young people's personal and social development, and sexual identities and practices in particular, attending to them, and SRE's potential to improve self-esteem and communication skills are more likely to help young people's educational careers and academic achievement. |

| 24. | Dewan | Indra | **An investigation into concepts of personhood and equality in post compulsory education, with specific reference to the case of mixed-race women: some findings**

At DPR1, I presented a paper which gave an account of the research process involved in collecting data for my PhD thesis, and which focused particularly on gaining access to and interviewing a sample of 40 mixed race women who were attending FE colleges in Inner London. This follow-up paper discusses some of the findings from these interviews. It draws particularly on the narratives and discourses articulated by the respondents in their constructions of self, and on their opinions about and experiences of education, and uses these as a means of investigating the normative theories and conceptual issues underlying constructions of personhood and equality in a selection of post compulsory education policy texts and in theories of self.

Although the findings are at an early stage of analysis, they already raise important questions around the much vaunted conceptualisations of personhood and equality which are identifiable in policy and theory. The paper seeks to contribute to ongoing debates on identity generally, and to explore how mixed race people specifically contextualise the relationship between identity and education. It aims to provide some insights which may be helpful in moving us beyond the universalist/relativist impasse towards an alternative model of personhood in which identities may simultaneously be recognised as 'fixed' and as 'fluid'. Further exploration in this field may provide a useful way forward for policy makers who are working towards greater equity in education. |
| 25. | Fisher | Roy | This presentation is of a draft paper (that is part of a wider study of representations of education in popular culture). It will feature the playing of extracts from various genres of popular music. There will be an opportunity to discuss the meanings and implications of the ways in which popular music represents and commodifies sexual relations in educational contexts. How this might relate to both tabloid moral panics about predatory teachers as well as societal concerns regarding the sexual abuse of children and young people within the context of educational institutions and power relations will also be explored. |

26.	Gale	Ken	**'You can be in my dream if I can be in yours': the use of 'transgressive data' in the construction of a creative research practice**
			The paper is an attempt to theorise research currently being carried out into the experiences, perceptions and practices of a group of researchers in teacher education within the post compulsory sector. The paper will be constructed around Nietzsche's twin concepts of 'descent' and 'emergence' and through the employment of Foucault's use of genealogy as a methodological approach. The paper will explore the view that values, attitudes and emotions, as powerful signifiers of identity and role, can exercise a crucial influence upon the motivation, effectiveness and ability of the new education researcher. Close critical attention will therefore be paid to the influence of feelings of apprehension upon the role of the researcher within the sector.
			St Pierre's notion of 'transgressive data' will be employed to identify 'out of category' material that can often be ignored and not accounted for when carrying out educational research. The paper will describe a 'descent' into the 'zones of messy indeterminacy' where the discursive configuration of 'transgressive data' can be uncovered and its construction as a cultural product reflexively examined.
			The concept of 'emergence' will then be used to address 'transgressive data', not as a finalised product, marginalised from orthodox education research practice, but rather as part of a process of re-conceptualisation in which further critical evaluation of the discursive construction of research practices in post compulsory education can take place.

| 27. | Green
Andrew
Pheiffer
Holley | Miriam
David
Gary
Debbie | **Is the theory we teach any better than a suspect second-hand car? The case of a contingency theory used in organisation and management studies.**

This paper is about the representation of a theory in organisation and management texts from the 1970s onward - Burns and Stalker's contingency theory.   It is argued that the representation of the content of this theory has analogies to a second-hand car that belies appearances.

Lyotard (1984) argued that in higher education there is currently a move from ideals of truth to those of 'performativity'.   While the latter have always been the ideals of the second-hand car market, one would contest the move to accept such criteria in management research.

As cars can have more than their acknowledged "only one owner", so theories may be taught as if they were a genuine representation of the original.   Yet it is often the case that a theory 'mutates' from text to text, its message eventually stabilising in a particular form and then continuing to be transmitted unaltered.   It is intended to examine the moment at which the message stabilises in terms of *Dawkins'* (1989) idea of the 'meme' - a cultural self-reproducing unit analogous to the gene, well-adapted in evolutionary terms to being transmitted from host to host.

The question is then raised as to whether these issues are peculiar to the interpretation of Burns and Stalker's theory, to other organisation and management theories, or whether they might be more generally applicable.   In all these cases they raise epistemological and pedagogic issues about what we teach and the foundations of our research. |

28.	Haggis	Tamsin	**Constructions of learning in higher education: epistemology, metaphor, and complexity**
			It might be expected that the current situation of challenges and change in higher education would be stimulating an atmosphere of analysis and debate in relation to ways in which teaching and learning processes tend to be conceptualised and investigated within this context. With one or two exceptions (see Malcolm & Zukas, 2001; Webb, 1996), however, the pedagogical literatures of HE do not generally examine the ways in which epistemological assumptions determine both the particularity of these discourses and the models of learning which they create.
			The paper will examine two different types of discourse about learning. The first is the 'official discourse' (Lillis, 2001) of mainstream higher education learning theory. The second emerges from an analysis of the talk of a group of mature students who are about to embark upon a university access course. The analysis will focus on definitions, images, and metaphors of learning in these two different discourses.
			The examination of image and metaphor will, in the first case, attempt to articulate some of the characteristics and assumptions of the epistemological framing which underpins many current discussions about student learning in HE. In the second case, the analysis will be done from two different epistemological positions. Participant talk will first be analysed using the linear, category- and theme-creating processes of conventional educational research. The same data will then be analysed from the perspective of an interpretation of one aspect of complexity theory (see Cilliers, 1998). The purpose of using these different approaches is not to set them up in opposition to each other, but to create new spaces within which current models and framings can be debated, and from which new ways of seeing might emerge.

| 29. | Hanley | Una | **Teachers' Choices**

What kinds of teacher knowledge do teachers seek when the choice lies with them?

The MA in Teaching at MMU is attended by students who are representative of practitioners from all phases and sectors. While many may begin their first year with an issue which has a curriculum focus, typically students abandon these issues when they realise they themselves have the freedom to choose an area which may not be directly pedagogical. By far the majority choose to consider the area of relationships with peers, managers and pupils/students. In the first instance, these tend to register as affective concerns, as individuals struggle to make sense of problematic professional relationships. However, students soon begin to see themselves as implicated in these difficulties. Central to this lies an interest in the ways in which notions of power shift between all participants, challenging the omnipresence of a 'top down' model.

This paper illustrates some of the moments when students begin to see possibilities among the difficulties and move away from a reactive position towards others that offer possibilities. |
| 30. | Hannan | Andrew | **Teaching and Learning in UK Higher Education since the late 1990s: the experience of 'innovators'**

This paper presents findings from a survey conducted in 2002 that investigated the recent experiences of staff first interviewed in 1997-98 as part of a project concerned with innovations in teaching and learning in higher education. The respondents were all people who were identified as 'innovators' in the late 1990s, ie they had been involved in introducing methods of teaching and learning new to their own situations. The results of the follow-up survey indicate that respondents were evenly divided on the issue of whether or not innovating was easier in 1997-98 than it is now, but that a majority felt that teaching and learning now had a higher priority in their institutions. The paper also identifies the developments at both national and institutional levels that were seen as having a negative or positive impact on teaching and learning in higher education. The presentation will mainly consist of the discussion of a number of quotations from follow-up interviews. |

| 31. | Harrison | Roger | **Discursive constructions of the learner in the Learning and Skills sector**

This paper sets out to examine some of the discursive strategies through which learner identities are currently being constructed within the Learning and Skills sector in the UK. It starts from the twin assumptions that
representations of the learner are never neutral; rather they are the means by which educational practices and relations of power are naturalized and sustained, and
'…the real political task in a society such as ours is to criticise the working of institutions which appear to be both neutral and independent' (Foucault in Rabinow1984, p6).

The focus of the analysis is the 2002 conference of the Learning and Skills Development Agency in the UK. This took as its theme 'Learners' Journeys', suggesting both the metaphor of learning as a journey, and learners as travellers. The paper will examine the discursive strategies being deployed in the literature associated with this conference; at those practices of teaching and learning which are legitimated and those which are silenced. |
| 32. | Hayes | Dennis | **The Rise of Therapeutic Education - Workshop**

A therapeutic ethos has come to dominate society and is transforming our conception of the self. In this new social construction of selfhood we perceive ourselves, and others, as passive victims of low self-esteem. This new psychological orientation leaves the way open for experts to intrude into our lives to seek ways of improving our self-esteem. The government is not shy of intruding. The framework of their educational initiatives is constructed out of therapeutic concepts such as 'inclusion', 'diversity', 'empowerment', 'enabling', and 'entitlement', hat focus on building self –esteem. Teachers are not immune to general social trends and in responding to these initiatives, they have transformed themselves into therapists. From the primary classroom to the university tutorial the focus is on building self-esteem. The liberating project of education has been abandoned in favour of helping people to live with their flawed selves.

 Kant said that examples were the 'go-cart' of the human understanding. This talk will show, through examples, how education has become therapy. In particular it will examine how further education has not abandoned its unique economistic project of providing the technically skilled workforce for Britain's manufacturing and service industries. The next generation of further education students is being well prepared for work in therapeutic companies. |

33.	Hayes	Dennis	**The Politics of Truth – 'transcendental' arguments for truth and reason reconsidered.** From Socrates to Siegel, philosophers have defended objectivity, truth and reason. Several of these defences will be re-presented in this workshop. The claim will be made that they completely undermine the fashionable and intellectually sloppy forms of relativism that are rife in educational thought. The discussion will be directed towards a defence of epistemological foundationalism. Finally, the contemporary concern with epistemology in education will be explored as an expression of political rather than a philosophical doubt and uncertainty.
34.	Hey	Valerie	**Re-compositions and 'decompositions' of class: What does a (working) class 'history' do to feminist academics?** In the current of numerous theoretical moves to assert that 'class is dead', how do we read new 'post-welfare' accounts of girls and education in the light of the historically specific experiences of working class girls who 'made it' educationally in the 'welfare state'? Given the emergence of a 'working class' female diaspora in academia (Mahony & Zmroczek, 1997) what are the characteristic features of living a shift from a working class feminine subject position to one that could be said to characterise a bourgeois femininity? Furthermore, what does this work offer to our understandings about the obligation to construct educational 'success' narratives? This paper considers these interrelated questions in the context of recent productive moves to extend our ability to appreciate the complexities of class (Walkerdine, Lucey & Melody, 2001; Reay, 1998; Skeggs, 1997), It does so by reflecting on what 'growing up' working class continues to 'do' to the consciousness, practices and commitments of some feminist academics.

35.	Hilsdon Franklin	John Penny	**Destructuring Reflection: Questioning the use of models for reflective writing with students of nursing**
			The uncritical promotion and use of models for 'reflection', and for writing 'reflective' accounts in nursing, can result in a restrictive interpretation of what it means to reflect - and what reflection might imply for professional practice. This symposium will propose a re-examination of the term 'reflection' and examine ways to move beyond narrow or prescriptive approaches. We critique some aspects of the current use of models of reflection with students of nursing. Some of these (even whilst purporting to encourage questioning and creative thinking) may actually stifle or proscribe certain kinds of response to experience in professional contexts. We ask what a critical / holistic approach to reflection might look like, how it might differ from existing models, and what implications it might have for training and practice.
36.	Hughes	Shirley	**Prison Education as therapy?**
			We are a recently formed 'community of researchers' working in prison(er) education at a category C training prison in the South West. We are drawn together by our desire to develop research that comes from those directly involved in teaching within prison, including inmates. Most of us do not have a research background and have limited time to give to it. Consequently I realised there was a need for support, encouragement; to overcome barriers I suggested we work together to develop research. (Those involved include an inmate studying towards his MA, recently qualified teachers as well as experienced prison educators.)
			We will present work in progress in the form of an interactive workshop, including the words of inmates involved in education. We will outline and discuss a variety of courses, including one where prison officers and inmates study together. The special circumstances of prisoner education and ideas about the purpose of education will also be considered: What is it that a prisoner expects from education?
			The differences between courses where the curriculum is imposed and those where students have more choice will be highlighted. We have a particular interest in the relationships between prison, education and its effects; the impact of the prison environment on the teacher, the learners and their relationships with the teachers.
			Researching what we do as teachers within prison education - the effect we have and the effect on us - can only lead to a greater understanding of ourselves, as well as giving insights into how we can develop as practitioners and extend the work we do.

37.	Humes	Walter	**Challenging Narrative Privilege**

Challenging Narrative Privilege

This paper seeks to contribute to the debate about the changing character of universities as they try to adjust to the combined pressures of rapid expansion, economic stringency and a political agenda based on an ideology of performativity and entrepreneurship (Protherough & Pick, 2002). It will be argued that, while there are many perceptive analyses of what is happening (Maskell & Robinson, 2001; Delanty, 2001; Evans, 2002; Barnett, 2003), they have so far failed to stimulate the vast majority of academics into effective forms of action. The extent of the academic community's complicity in its own containment will be analysed, with particular reference to two areas of activity – teacher education and research in the social sciences. In teacher education, it will be suggested that there is a need to jettison the notion of the 'reflective professional' in favour of an 'activist' reconceptualisation of the teacher's role (Bottery & Wright, 2000; Sachs, 2003). Similarly in research, the new orthodoxy – 'evidence informed policy and practice' – represents a form of intellectual control that enables politicians and bureaucrats to maintain narrative privilege in defining the function of universities (Humes & Bryce, 2001; 2003). The relative merits of alternative strategies of resistance will be considered.

---

38. Hursh David

Aligning The Pre K- 16 Knowledge Supply Chain: Corporate And Governmental Intrusion Into Higher Education

In the US, higher education is facing increased intrusion from corporations and government. For example, The National Alliance of Business has led the corporate community in developing educational policies that hold educators accountable to the "high standards required by a global, knowledge-based economy." At the same time, the federal government has enacted the *No Child Left Behind Act*, which, through a regime of standards, testing and accountability, severely restricts educators' professional decision making.

In this paper I will describe how corporate and governmental leaders are using the discourses of fairness and objectivity and an implicit neo-liberal economic rationale to convince the public of the need for testing and accountability systems. I will specifically describe and critique the *No Child Left Behind Act* and the policies of The National Alliance of Business and their allies such as The Education Trust. In particular, I will show how above discourses undermine resistance to policies that, in the end, reduce schooling to a process of developing the skills needed by business and deprofessionalize educators.

39.	Jones	Liz	**Derrida goes to nursery school: deconstructing young children's nursery stories.** In many ways an engagement between Derrida and the teacher researcher seems an unlikely affair. However, this paper attempts to illustrate some of the benefits of a liaison between the two. Using data generated from practice in a nursery classroom, this paper details some of the advantages when practices of deconstruction are incorporated into practitioner research. The paper exemplifies how deconstructive thinking can be put to work in confronting young boys' dependency on 'super-hero' play. Additionally, the paper demonstrates how deconstructive thinking seeks to dismantle habitual ways of thinking in order to create a space for thinking differently.
40.	Jones Thomas Jary	Robert Liz David	**Evolution, Revolution or No Solution? A Critical Discourse Assessment of the Development of the Access and Widening Participation Agenda within the Government White Paper.** This paper explores the on-going development of the access and widening participation agenda, with particular reference to the recent government White Paper. We briefly assess both the coherency and rhetorical force of the idea of widening participation in higher education by examining the ways in which the term has been used since the mid-late '90s. The central aim of the paper is to examine how the discourse of access and widening participation is emerging within the contemporary HE context, e.g. examining the contradiction in the White Paper between providing additional support for elite institutions, whilst also attempting to fund widening participation. We identify three forms of response to the current access agenda: the positive, the ambivalent and the negative. The first constitutes an endorsement of the goal of widening participation, whilst the second is a more circumspect and pragmatic response, e.g. conditional on adequate funding. The third, negative reaction is best viewed as an elite reaction to the issue of access, and is highly suspicious of attempts to reform the sector in the ways advocated by the idea of widening participation. The intention is to specify the diverse (and perhaps contradictory) elements within the access discourse, as they emerge in government policy and the wider 'public' sphere, and to indicate possible institutional responses.

41.	Kårhus	Svein	**National Curriculum Discourse - Local District Power.** **A discursive analysis of a post-16, 3-year course of Sport Studies in Norway** In the post-war years the Norwegian school system, administered via a national curriculum, was seen as playing an important role in the country's social democratic project of equality. This paper will illustrate that comprehensive education for everyone is in fact no longer the dominant discourse in education. Rather, the Norwegian school system is a product of competing political discourses about issues such as centralisation-decentralisation (in particular the struggle to keep rural communities alive), and visions about more flexible and market-oriented schools. In particular, the paper will draw upon a study of 'Sports Studies' (akin to 'A' level Physical Education) in order to illustrate how in fact sports politics, combined with schools' need to compete for pupil recruitment, have been far more influential in shaping curriculum content and organisation than educational policy from a 'disinterested' Education Department (but nevertheless with special interest groups). Paradoxically, Sports Studies has become a symbol for an emerging educational policy which promotes cultural and social privilege, even though its introduction signified more than many other courses a desire to provide education for all, irrespective of social background.

| 42. | Kemp | Mercedes | **ISLAND OF DREAMS – A drama-based community research project in Malta**

In January 2001 the Maltese Ministry of Culture and the British Council invited Kneehigh Theatre Company of Cornwall to produce a piece of site specific, community based theatre in the city of Birgu, an ancient small city that had become marginalised and run down in the aftermath of WW2. The choice of a Cornish company was not arbitrary: Cornwall has experienced massive changes in recent years; Birgu's predicament has strong resonances for us. The traditional Cornish industries and lifestyles seem to have reached and end, so that now the county relies on tourism for survival, placing the local population in a position between fear and desire: fear that their sense of who they are might be diluted, that their customs and traditions might be dissipated; desire for a better standard of living and greater opportunities for their children.

Kneehigh's team members spent 5 weeks in the autumn of 2001working in Birgu, together with local people and other Maltese musicians and actors, to produce a piece of site-specific theatre that aimed strongly towards cultural affirmation.

As a researcher, I theorised this project according to Patti Lather's 'Demands of Postmodern Research' (See Lather, P. 1991 *Feminist Research in Education* Deekin University Press).

This session will provide an account of the Malta project and a theorisation of the research methodology that underpinned it. |

| 43. | Land | Ray | **Threshold Concepts and Troublesome Knowledge: an alternative thinking about teaching and learning in higher education?**

For some time there has been dissatisfaction within the higher education teaching community with representations of curricula based on notions of linearity or circularity. The prevailing discourse of 'outcomes', 'alignment' and 'achievement' has, from critical perspectives, been deemed to serve managerialist imperatives without necessarily engaging discipline-based academics in significant reconceptualisation or review of their practice (Newton, 2000). Academics' own definitions of quality would seem to remain predominantly discipline-centred (Henkel, 2000:106). This conceptual paper, as a tentative means of opening up a different representation of learning that might engage discipline-based academics, explores the notion that within specific disciplines there exist key 'threshold concepts' (Meyer and Land, 2003). Such concepts, it is argued, lead to new and previously inaccessible ways of thinking about something. They lead to an experience similar to that characterized by James Joyce as 'epiphany' — the 'revelation of the whatness of a thing'. From a learning perspective, threshold concepts serve as transformative conceptual gateways. They are integrative, irreversible, bounded and frequently troublesome. With such transformed understanding new cognitive and often affective terrain is brought into view. Threshold concepts in this sense are to be seen as essentially enabling, although the possible corresponding effects on learner identity can prove unsettling and disruptive. Yet without such a transformative effect upon understanding the learner cannot satisfactorily progress, remaining restricted to a limited application of the concept in question and destined to remain in a suspended state of 'liminality'. This can lead to a form of mimicry in their subsequent use of the concept.

The paper will invite colleagues to consider specific examples of both threshold concepts and troublesome knowledge in particular disciplinary contexts, and to consider the potential implications and utility of these notions in relation to teaching and learning in their own disciplines. |

| 44. | Lawy
Biesta | Rob
Gert | **Learning to be a Democratic Citizen: the educational implications for young people**

Over the last few years there has been a renewed interest in questions of citizenship, citizenship education, and more generally in democracy and democratic participation. The educational questions about what young people need to be taught to become 'good' and 'contributing' citizens have been addressed in a variety of educational reports. The discourse, particularly as it relates to educational questions, has been dislocated from its wider socio-democratic, political and economic context and has been directed towards questions concerned with 'outcome' rather than with 'process', with the curriculum and with methods of teaching rather than with questions of understanding and learning.
Citizenship is not an achievement or aspirational goal. It is a relational concept that is inclusive, participative and socially located, rather than passive and prescriptive. Its concern is with the transformation, through critical enquiry and judgement, of the ways in which individual young people relate to, understand and express their place and role in society. What is needed is an attitude to democratic learning that is rooted in everyday life, inside and outside of school and college. The educational imperative is to encourage young people to use their critical capabilities to interrogate issues of common interest and concern that nurture the formation and transformation of democratic attitudes and dispositions. This is what makes a democratic citizen. |

45.	Lovell	Rhonda	**Sex and politics in the curriculum: challenging and changing the canon.**
			Progressive professors working to transform the curriculum so that it does not reflect biases or reinforce systems of domination are most often the individuals willing to take the risks that engaged pedagogy requires and to make their teaching practices a site of resistance (hooks 1994:21)
			In this paper I discus the results of a small survey undertaken with a group of third year undergraduates who were on a year long module on Gender & Politics in an old, well established(traditional) British University. This paper reflects the attempt I have made to document both the pedagogical practices that I bring into the classroom and their effects through the curriculum, on students of political science. My focus is on whether the twin aspects of pedagogy and curriculum have had any effect on their perception of what politics is, through engagement with feminist and gender politics, and more broadly on whether this disrupts the discipline through student challenges to other areas of politics. Political science stands out as an academic fortress, keeping out the politics of difference , under-recruiting women lecturers, and maintaining an almost surreal conception of politics as men's business. It seems crucial to be in the business of challenging these inherently patriarchal forces within this discipline, and motivating students to make demands on their universities to modernise. In this sense, using the findings from this research suggests that it is possible to disrupt dominant discourses about who 'can' do politics, what democracy means, and just as significantly, the possibility for dynamic and emancipatory relationships between students and teachers.

46.	Martin	Ken	**A comparison of TAFE in Australia and FE in the UK in terms of 'new managerialism', human capital theory and social capital theory** The concept of human capital has been under pressure in recent years for its narrow focus on developing individual skills and economic progress to the detriment of other important human characteristics and societal needs. Some writers have developed a tighter and more refined definition of human capital whereas others have explored the concept of social capital to address some of the formers' limitations. This paper explores the debate through the context of recent organisational and management developments in post compulsory education and training in both Australia and the UK. Senior managers in both countries have been interviewed in order to explore the attitudes towards the more corporate, business-oriented and 'new managerialism' focus in both TAFE in Australia and FE in the south-west of England. In the UK, the early talk of New Labour was of partnerships and collaboration as much as markets and competition. In Australia, the return of Labour governments at State level and concerns about multiculturalism have also stimulated discussions about social cohesion as much as economic progress. The author explores some of this 'third way' approach and the role of social capital in recent policy discourses.
47.	McNiff (1)	Jean	**The agonistic base of a new scholarship of teaching in higher education** This paper focuses on the agonistic, contradictory nature of professional education and what might be the form of its nurturing. I argue that the premises by which the practices of professional education are animated influence the nature and development of social formations. These ideas are particularly important for developing a view of peace education that takes agonistics as a first principle.
48.	McNiff (2) Heimann	Jean Revital	**The tragedy of peace education** This paper develops the idea, already explored in previous writing (see www.jeanmcniff.com/papers for Israel), that dominant forms of peace education often encourage practices that are anything but peaceful. Peace education, in our view, needs to be premised on the agonistic, contradictory nature of human living, if it is to live up to its espoused values of promoting the kind of social justice that serves all participants who are trying to break out of self-perpetuating violent practices.

| 49. | Mendick | Heather | **Rule followers, examination passers, problem solvers and mathematicians: doing identities in mathematics classrooms.**

In this paper I argue that looking at the meanings that mathematics classroom practices have for learners and the subject positions that these make available for young people's 'identity work' are central to understanding who succeeds, who fails, who enjoys and who detests mathematics, and so who decides to continue studying it. I explore this using two case studies of the, often overlooked, motivational strategies used in two post-16 mathematics classrooms in an academically oriented college in London. One of these groups is aiming for a single qualification in mathematics and the other is aiming for two qualifications in mathematics and further mathematics. I argue that in the first group the classroom practices are dominated by procedural work and competition and that the examination acts as a disciplinary technology analogous to Foucault's panopticon. As a result it is difficult for students to come to think of themselves as mathematicians and so unlikely that they will study the subject further. In contrast to this, although in the double mathematics group repetitive rehearsal of techniques and stress on the examination are also central to classroom practices, the meanings given to these are different. Here success within examinations is discursively constructed as distinct from being a problem solver and having 'mathematical ability'. Throughout the paper I am concerned to explore the implications of my analysis for understanding the gendering of mathematics. |

50.	Mulligan	Tony	**The problematic of tutor intervention in student writing - towards the adoption of a 'negotiated' approach**
			This paper is a provisional attempt by the writer to explore the problematic of tutor intervention in student writing. It takes as its context the work undertaken by MA in Teaching students at MMU and their attempts to construct persuasive and legitimising personal narratives that are designed to have an impact on a significant aspect of education, both within their own classrooms and beyond. In the process, it could be argued, the idea of resistance to dominant discourses about teaching and being a teacher becomes an in-built feature. It was prompted by the strong reaction to data concerning his own practice from members of his action learning set on a Doctorate of Education programme currently being undertaken by the author at the Institute of Education at the Manchester Metropolitan University. They questioned the style of written interventions he adopts in students' texts, used by him as a 'taken-for-granted' aspect of his practice. The paper poses the question: if the tutor, to borrow a Lacanian phrase, is the 'one who is supposed to know', how should he exercise his rights as a tutor, in enabling students to construct their personal narratives? The writer argues for the adoption of a 'negotiated' approach and an 'experimental' attitude that requires from the student and the tutor a recognition of 'the necessity of reading and analysing constantly not only our whole conceptual machinery but also its interestedness.' He wonders about his own practice in attempting to create a dialogic context and about a kind of pedagogy that enables students to submit their own thought as action to critique and the form of that critique as a way of extending it.

51.	Newby	Mike	**Power, Resistance and Compliance: Teacher Education in the Universities**
			Paragraph 3.25 of the Government's *White Paper* says: 'It is of vital importance that all universities, including leading research universities, continue to regard training for the public services – particularly the training of teachers and health professionals – as a core part of their mission.'
			It was not always so. In 1992, the then-Secretary of State, Kenneth Clarke, in his North of England speech, called for the siting of teacher training to be moved substantially from the HE campus to the school classroom, with teachers in school 'in the lead' in preparing new teachers for the profession.
			His speech marked a prominent moment in the recent history of university-based teacher education and training. Yet, eleven years later, the policy environment seems to have changed – radically. What happened?
			This paper will examine some of the reasons for this part of our recent history from the point of view of someone who, for a while, worked at the national level to try to persuade policy makers in and close to government that, in the matter of how best to educate and train new teachers and support the development of those already in the profession, HE was part of the solution and not the problem.

52.	Panjwani	Farid	**Religious Education in Pakistan: Salvation or subjugation?** Religious education is compulsory in Pakistan until the undergraduate level. The long exposure to formal RE is one of the reasons for it being among the most powerful influences shaping the understanding of Islam in the young people of Pakistan. This prominence of RE is the result both of the historical juxtaposition of religion and politics in Pakistan as well as the contested discourse on Islam among various stakeholders. There is a strong religious lobby with its agenda of teaching a conservative religious education. The State usually finds itself on the side of the religious lobby, partly because of the its own need to forge a common identity in the nation and partly due to the informal power of the religious scholars – the *Ulema*. Finally, a weak liberal voice finds itself at odds with the interpretations of Islam and its history in the education system. The force of their resistance has historically varied according to larger geo-political factors prevailing in the country. Based on a field study and a content analysis exercise, my paper will deal with questions such as the relative power of various stakeholders in shaping the curriculum of Islamic Studies, the current discourse on Islam in the education system, and the sites of contests and resistance. These questions will be situated in the historical trajectory of politics in Pakistan and of South Asia in general. Finally, the paper will analyse the possible influence of the current discourse on Islam on the future of Pakistani society.

| 53. | Perselli | Victoria | **A Personal Preview or Portraying my life in pictures: What might the Performance Modality have to say to/in Higher Education? Some methodological implications for our practices as educators, teachers and scholars. Performance as Interpretation and Representation**

Researchers in education have in recent times become increasingly interested in diverse interpretive media and forms of representation in research, for example through the uses of narrative fiction, autobiography, film, video, photography and dance. This is congruent with postmodern conceptualisations of culture and of arts media in particular as means towards hearing and seeing multiple voices and perspectives on a given phenomenon, or simply towards understanding in new ways the multidimensional nature of human interactions and experiences, of which education forms a significant part.
My performance presentation, entitled 'A Personal Preview', aims to explore what this Politics of possibility looks like in terms of images and concrete instances in my practice as a teacher and educator in Special Educational Needs (SEN) in mainstream education. The performance draws on notions of *melancholic imagination* (Kristeva, 1989) and the concept of the *feminine imaginary* (Gazetas, 2000) as inspirational grounding for bringing arts media to the site of higher education. |

| 54. | Pickard | Andy | **A Predisposition towards Resistance? An examination of an epistemology of teaching**

The paper begins empirically with a brief review of the 80+ research dissertations produced by teachers on the Masters in Teaching at MMU course over a ten year period. This data I will argue demonstrates teachers' preoccupation with the construction of a dichotomy between their ideal selves (child centred, learning focused, curriculum enrichers, collegiate managers) and a dominant political discourse (excessively accountable, curriculum restricting, managerially uncaring, child marginalising).

I will then consider possible explanations as to why such writing figures so largely in this kind of discourse: tutor influence, the requirement to construct arguments out of polarisations, and/or a reflection of the contemporary experiences of teachers. However the substance
of the paper will argue that such writing reflects the process of teaching itself which involves a creative reconciliation of ideal self with compromising self, of practising in the here and now with outcomes located in the future, and dealing with particular contexts within discourses which are highly generalised and treated as context free.

This leads me on to claim that the above process constitutes an epistemology of teaching in that it is about knowing the knowingness of teaching and that this epistemology may have a resisting disposition. Furthermore that current preoccupations with ontological issues has vacated epistemological territory to those with a thoroughly reactionary construction of teaching. |

55.	Pinson	Halleli	**The New Citizenship Curriculum in Israel: Between Particularism and Universalism - Dilemmas of Policy Makers**
			In recent years citizenship education in Israel has been undergoing some major changes. Concerns regarding growing tension between different groups in Israeli society and regarding the democratic nature of the state of Israel have raised the need for creating a more inclusive citizenship education that would endorse democratic and pluralist ideas. The challenge of citizenship education in multicultural societies is a growing concern in educational research today. However, there is still a need for more research in this area. Israel provides an interesting case study for such an investigation. It is a deeply divided society in which tensions between particularistic and democratic values are very entrenched. Moreover, despite the fact that there are four separate educational sectors in Israel (which serve four different social groups), in recent years there has been an attempt to implement one unified citizenship curriculum in all state schools with the prospect of creating a more pluralist citizenship education. This paper explores some of the dilemmas surrounding the designing and implementation of the new citizenship curriculum in Israel as they are constructed by officials in the Ministry of Education. It draws upon empirical research in which thirteen in-depth interviews were conducted with officials in the Israeli Ministry of Education, who were involved in shaping and implementing the new curriculum. This paper focuses primarily on the ways in which these officials construct the notion of Israeli citizenship which underlies citizenship education; what discourses they employ; and how they negotiate the tensions between particularism and universalism which emerge from the definition of Israel as both democratic and Jewish.

56.	Powell	John	**Glimpsing teacher involvement in a social struggle using reflexivity as a model.**
			Students, who are also teachers, attend the Master in Teaching course on which I teach and during sessions are invited to share their practice narratives. The practice narratives are therefore constructed from the student's perceptions into what teaching means for them and are directly linked to their explorations of interesting features of practice arising from the narratives. This paper will explore a practical approach into developing insight into these narratives through a model of reflexivity that is procedural, mutually interactive, dynamic and concerned in uncovering issues. These issues include personal and social power, social location and identity, responsibility and personal ethics and politics and change. The discussion will consider how relationships may reveal areas in common concerned with reflexive positions that develop between teachers and children, parents, colleagues, managers and other professional practitioners.
			The paper therefore considers a reflexive model of analysis that is able to impact in practical ways on teaching practices and suggests that despite the emphasis on curriculum in relation to practice, teachers are caught up in a 'social struggle' Chouliraki L and Fairclough N (1999) in which their stories and those of their pupils are involved in moments of convergence and divergence. The narratives reveal the positions that teachers, pupils and significant others develop through a sense of discourse that whilst seemingly similar and unchanging is highly dynamic in practice narratives. The opportunity for students to glimpse their position within a narrative offers the chance for significant changes to be developed and areas that are personal challenges to be modified.

| 57. | Pye Neild | Jo Ben | **Power In Partnership : Transforming Regional Discourse**

Since 1999, the advent of new stakeholders nationally and regionally in post-16 learning has opened a wider debate: who owns the local learning and skills agenda?

The Regional Development Agencies (RDAs) have been charged by central government to develop partnership arrangements with other key regional bodies, such as the local Learning and Skills Councils, to deliver enhanced learning and skills strategies that more closely reflect the needs of communities. Such a strategy is embodied in the South West Framework for Regional Employment and Skills Action (FRESA), which sets out a partnership process for the South West region. The thrust of the FRESA is to ensure that learners' needs are met through a broad consortium of organisations working at regional and local level. The strategy depends on collaboration to develop joint approaches to research and learning that draw on employers' participation and are well tuned to the labour market in the South West. To be effective, such approaches must of necessity hear and articulate the voices of learners in the region.

Innovative partnerships are being built throughout the region to respond to the FRESA's ethos and transform the face of post-16 learning and learners. One Pathfinder Project is led by Exeter Community and Voluntary Services to tailor programmes to asylum seekers in Exeter and Plymouth. Local and community 'ownership' is key to this initiative, part of a national network of Pathfinders developing good practice in reaching those groups traditionally without a voice. |
| 58. | Quinn | Jocey | **Welcome to the Pleasure Dome: Taking pleasure in the university**

Universities have always traded in their capacity to produce certain types of pleasure amongst students. Increasingly, some institutions are using entertainment media to advertise themselves explicitly to 'pleasure seeking hedonists'. This paper considers this drive to market pleasure and compares it to how pleasure emerges in the learning accounts of students. Analysing a broad range of data from students in a number of institutions, it demonstrates that pleasure is a hugely motivating force, and indeed integral part, of the learning experience, but the diverse forms this pleasure takes can differ widely across gender, age and class. It argues that universities are not always alert to these differences, and, moreover, it shows how students can actively resist the forms of pleasure being marketed to them, in favour of creating their own 'pleasure domes'. |

59.	Rath	Jean	**Conformity in the feminist classroom: an examination of empowerment and imposition during initial rape crisis training.**
			This paper uses the stories of women recollecting initial rape crisis counsellor training to discuss the pedagogic challenges of the 'liberatory feminist classroom'.
			Rape crisis centres in the United Kingdom provide a variety of services for women and children who are survivors of sexual violence. This is achieved mainly through the use of unpaid volunteers with a small number of paid staff.
			The paper describes how women recollecting the experience of rape crisis counsellor training portray personal change. They accept that the training contributed to their becoming something other than before attendance, and emphasise the role it played in allowing them to act and think differently. They see this as a process of transition, moving from one life space to another, and reject it as involving any fundamental transformations. I explore how these positive tales of actively producing a transition may veil impositional aspects of rape crisis counsellor training. By means of a 'layered' presentation the paper illustrates how rape crisis pedagogy both privileges and simultaneously undermines the voices of its course participants. In particular that the discovery of unconscious knowledge, the integration of training induced revelations into a woman's life and the rejection of transformation in favour of transition all 'fit' snugly with the pedagogic subject of rape crisis initial counsellor training.

60.	Reardon	Valerie	**Constraining Bodies: Inspection as the New Hygiene** This paper will explore the notion that the culture of inspection that currently permeates further and higher education is a form of intellectual hygiene that has parallels with social constructions of the sanitised female body. Fear of the female body as a site of uncontrolled and polluting substances has been theorised by Elisabeth Bronfen, Judith Butler and Julia Kristeva among others. These writers have argued that in the cultural imagination there is a symbolic relationship between the female body and death that accounts for the increasing emphasis on feminine hygiene. Drawing on the work of these writers, this paper will argue that the proliferating systems of control to which educational practitioners are subjected have a similar basis in fear. The loss of mastery that is implicit in recognising the unknown, the unknowable and the indeterminant, can be understood as a form of death in that it destroys the illusion of unity on which the phallic subject depends. I will propose that it is this psychic fear that drives the contemporary bureaucratisation of education, which includes the concomitant requirement that teachers, like women, self-police their bodies and their practices.

61.	Reid	Hazel	**Changed roles and changing directions: initial findings from a study of the purpose of support and supervision for guidance practitioners moving into Connexions personal adviser work.**
			The development of the Connexions service in England has created new roles for career guidance practitioners. A key aim of the service is to give sustained support to young people whose particular circumstances risk their ability to make 'successful transitions' into education, training or work. This change has been directed from 'above', and top-down impositions on practice have led to confusion, creation, some resistance and much 'wait and see'! Whilst confusion remains about the various roles for career guidance practitioners, the boundaries for those working intensively with the 'difficult to help' are not clear. Many careers/personal advisers find themselves working in very difficult situations where the word 'challenging'' becomes a euphemism for disturbing and dangerous. The need for support and supervision as a context within which to manage these confusions, and ensure support and ethical practice, appears clear. However, an exploration of what support and supervision means for the personnel involved is needed to ensure the effectiveness of any models developed and recommended by the relevant government department.
			The paper and presentation will outline the issues and share some initial findings from a research study in progress. The research looks at the different discourses that are informing the development of support and supervision for careers/personal advisers.
62.	Rowland	Stephen	**Modernising the PhD or dumbing down postgraduate education**
			The PhD has changed. Traditionally, it was a programme of study whose outcome was a contribution to knowledge. For many, it therefore served as a preparation for an academic career. But reduced resources for public services generally, and higher education in particular, has created an increasing dependence of higher education upon the commercial sector. At the same time, students are discouraged from pursuing academic careers by poor pay and limited job opportunities. While we see more students than ever successfully complete doctorates, they increasingly go on to the market place outside higher education. In response, funding bodies are applying pressure on university PhD programmes to train postgraduate students in the skills they will require for wider employment. This process of modernisation threatens the intellectual basis of postgraduate study.

| 63. | Satterthwaite | Jerome | **Learning, Teaching and Assessment in *The Cloud of Unknowing* and in Astrophysics**

This paper transgresses the bounds of contemporary educational theory to ask what can be learned about the processes of learning, teaching and assessment from medieval mysticism and from present-day astrophysics. It looks at the argument of *The Cloud of Unknowing*, one of four classic texts of 14th Century English mysticism, that in order to encounter God, we need to forget everything we have ever known; and that this is achieved through a process of arduous and disciplined training. We are told that the consequence of this willed amnesia is not empty-headedness, but a mind flooded with a Godhead about which nothing can be known. Turning to astrophysics, the paper considers the process of coming to understand a black hole: a process of working through, step by step, an argument which begins with basic physics and mathematics and proceeds to the articulation of increasingly sophisticated physical theory, which is then deployed to explain, at the present-day limits of astrophysics, the dark behaviour of the material universe.

What can be learned about learning, teaching and assessment from the study of these two projects, the insights from which are both at odds with experience and counter-intuitive? The paper looks at the strategies through which the student in each case is brought to a successful learning outcome. We note that in both disciplines student-centred learning is ruled out; and that experiential learning is equally unhelpful, since nothing we can experience has more than the remotest bearing on these learning projects, except perhaps the experience of aporia. It turns out, however, that there is a surprising wealth of useful practical guidance and of educational theory to be gathered from these astounding learning projects. |

| 64. | Sikes
Clarke | Pat
Jon | **'Nobody told me there were schools like this': Issues of Power, Discourse and Resistance in Researching a School for Emotionally and Behaviourally Disturbed Children**

Within the British educational system there are a number of schools exclusively for students deemed to have 'emotional and behavioural disorders' (EBD) to a degree that cannot be accommodated within mainstream, neighbourhood establishments. The nature and the extent of the 'disorder' experienced and manifested by individual children varies and, in some cases, is accompanied and exacerbated, by physical and psychiatric problems, extreme poverty and abuse of every kind. This cycle of misfortune, impairment and disengagement often repeats itself in generations of those who attend EBD schools. Crime often escorts those caught up in the repetitive cycle of failure and children quickly find themselves to be victims as well as the aggressors they pretend to be through their clothes, music, behaviour and street talk.

Although each institution is, of course, unique, life in EBD schools – for students and staff – is very different from what goes on elsewhere. For the first-time visitor, the world they enter can be experienced as an assault on all senses and sensibilities, forcing questioning of many taken-for-granted assumptions around schools and schooling, and behaviour, relationships, discourse, language and the politics of power and resistance within educational settings.

This paper, which takes a narrative approach, is concerned with issues and questions around how to represent, ethically, the many realities of a specific EBD school at a particular time in its history. Jon Clarke, the school's vice principal and Pat Sikes, Jon's doctoral supervisor, tell the story. |

| 65. | Walrod Wheeler | Shirley Steve | **Integration of Technology and Distance Education in South Dakota Schools: Perceptions of Teachers**

Millions of dollars worth of technology, from computers to video conferencing technology, has been installed in schools across the large state of South Dakota. Money for wiring the schools and providing the hardware has been provided for the most part by the State. Participants will learn of the impact on teachers who are expected to integrate this new technology into the curriculum; the pressures they sense to take part in the training provided by State and district initiatives to implement Internet usage and distance education, and the resistance teachers proffer. Finally participants will discover how technology is changing how these teachers teach and their students learn. Teachers share their views on the future of technology use in education as funds for education become scarce and the numbers of students decrease. Some 30 K-12 schools were visited in this case study of this very rural and sparsely populated American state inundated with state-of-the art educational technology. While the emphasis of the research was on the use of the State's Digital Dakota Network conferencing system for distance education, teachers and administrators were queried on their integration of other educational technologies to assess their readiness and willingness to adopt this new technology into their curriculum. |

66.	Warmington	Paul	**The QCA ate my hamster! How the news media directed debate over qualifications, pass rates and post-16 education in 2002.**
			Summer 2002 saw media reporting on education in the UK assume unprecedented levels of sound and fury. Caught between celebration of "exam success" and anxieties over "falling standards", coverage in print and broadcast media agonised over the unstable value of qualifications and the shift to a mass, inclusive post-compulsory education system. Icon terms previously the property of professionals, such as "grade boundaries" and "awarding bodies", bled into the popular discourse, as newspapers and TV bulletins vied to give authoritative direction on the fate of "gold standard" education.
			Have we underestimated the importance of the popular media as a key interface between the education sector and the public? Have we retreated from public (as opposed to academic) debate?
			This paper presents data from an in-progress analysis of national and local print and broadcast media coverage of examination results in 2002. The initial objectives included mapping the key discursive features of media reporting, and analysis of the news templates and ideological agendas in which exam stories were embedded. However, given the unanticipated escalation of the media debate, the findings also raise questions about how the depiction of exam pass rates masked wider cultural anxieties about directions in qualification inflation, cultural capital and the gate-keeping of higher education opportunities.

67.	Webster Hampson	Simon Fritha	**Modernism Riles UK?** The way in which art history is constructed is significant to educators. This paper will begin by considering the concepts of historiography and historicism. A focus will then be placed on selected narratives constructed within the visual arts. Modernism's structuralist search for universals will be considered. On an institutional level, the paper will look at Alfred H. Barr's diagrammatical representation of 'the influences and sources of modernism' and consider the effect that this, and the work of other key players, had on the development of a Modernist aesthetic and frame of reference. The 'exclusions' from this hegemonic Modernist doctrine will be considered. The paper will then go on to consider Postmodernism's redefinition of cultural discourse through a range of conceptualisations, and look at some implications of this on an institutional level. Here, the re-hangs at MOMA, New York and at Tate, London will be considered. Have the opportunities offered by a postmodern perspective, towards the inclusion of those marginalised by Modernism, been lost? The paper will consider art as commodities, which are, it will be cited, inextricably linked to narratives that are constructed. This will be explored on an individual, institutional and cultural level, taking in 'blockbuster' exhibitions, the rise of Charles Saatchi, and the cultural imperialism of the Guggenheim foundation. Does this lead to a similarity in what is available to audiences on a global sale, a McDonaldization of culture? The paper will consider the above issues with respect to art education and the changing nature of the art curriculum.

68.	White	David	**Expert Knowledge, Personal Knowing: using a 'writing story' to understand resistance**
			In my research into the management of police training I was drawn into a critique of Home Office thinking; my position was that policy was contested by two incompatible views. Under the rubric of New Public Management, the Home Office pursues 'continuous improvement' through technologies like 'Best Value', competencies and quality assurance. Against this, I argued, training practitioners focus on the underlying values of community involvement, problem solving, diversity and human rights.
			In this paper I present a 'writing story' (Richardson 2000); the autobiographical account of my policy research, tracing my attempt to write it as a critique; my rejection of the dualism; and finally, my re-presentation of the story in a different way. Whilst my thinking was influenced by Stronach et al.'s methods, the writing story raised questions about how deconstruction can be translated into practical action by educational researchers.
			Through my writing I found that, whilst deconstruction supplied a method for *understanding* the dualism, it was through the writing story that I 'lived' my way out of it. The writing story re-involved my persona as the central influence in the construction of my practice; and it is a practice that rejected the dualism on moral and educational grounds.

69.	Woodward	Val	**Education for a healthy democracy. UK active citizenship initiatives: working towards conformity or unleashing latent energy and ability within civil society?**
			Format- workshop
			This year, following on from last year's session on deliberative politics, Val Woodward is offering a workshop reflecting the conference theme. This workshop will focus on positive education for a healthy democracy. Her continued work in community development teaching, theoretical analysis and practice provides the underlying ideas and approaches of this session. However, since last year Val has began a project for the UK Home Office looking at education for citizenship within the voluntary sector, continuing and expanding that already developed in schools. She will therefore be able to tap in to emerging philosophies, practices and dilemmas within this field. This project reflects the trends within recent UK and European Governments to encourage a more participatory democracy where active citizenship is fostered. Within this interactive and participative workshop, members will engage in a reflexive, educational process considering possible shortcomings and exciting possibilities in relation to discourse, power and resistance within, and contextualising, citizenship education. The workshop will refer to theoretical strands underpinning such developments, thereby allowing participants to consider how and whether, encouragement of, and education for, a strong civil society might improve democracy. This session should therefore be of interest to everyone exploring new directions and moves within education and life long learning, but specifically those wanting to think positively about education for and within political life.

70.	Wrigley	Terry	**Educational change: improvement or intensification?** Educational development has been circumscribed by the School Effectiveness and Improvement paradigms. In England especially, one (neo-liberal) version of 'Improvement' has become hegemonic, operating as a discursive practice across research, policy and practice. A refusal to discuss educational and social aims turns improvement into intensification, within a surveillance regime, and distracts from the qualitative change which is needed for critical and responsible citizenship in a troubled world. The paper develops a critique of Effectiveness as reductionist, and examines some major silences within the Improvement paradigm: • a substitution of 'capacity building' for a response to context and a discussion about direction • an assumption that curriculum is beyond change, the teacher's job merely to 'deliver' • increasing emphasis on transmission teaching. • a failure to challenge privatisation, segregation and injustice • limited / mechanistic responses to the growing attainment gap • damage to human development in the name of efficiency. Some positive examples will be introduced of more enlightened models of change, resistance to pressure and radical innovation in different contexts.