DPR Conference 2005 – Abstracts

Presenter: Patrick Ainley
Title: 'For Free Universities'
Institution: University of Greenwich
Type of presentation: Single author paper

Abstract: This paper anticipates the likely effects upon further and higher education and the relations between them of the rise in fees in both sectors. It is set in the context of contemporary historical changes and draws upon systems theories of learning to distinguish new divisions of knowledge and labour in the labour market and in the wider society. It outlines elements of a new research program to monitor the effects of the predicted changes for the student experience of further and higher education and argues for a pedagogic alternative to them. The alternative proposed in the Tomlinson Report on 14-19 qualifications and its extension to HE is also briefly examined. Instead of this partial curricular reform, free public universities and colleges – free in all senses of the word – are advocated as the best means of maintaining the best traditions of further and higher learning. Within them, education departments are seen as central to learning about learning.

Presenter: Pam Alldred
Title: Excluded from, or resisting education? Conceptualising the positions working class young people occupy in educational research
Institution: Department of Education & Community Studies, University of Greenwich
Type of presentation: Single author paper

Abstract: Resistance to the hegemonic, morally unassailable discourse of education is fragile and tentative and can entail real, material disadvantage for those positioned or taking up positions on its margins. My current concern is with the risk that research on education, such as my own, inadvertently reinforces the centrality of the discourse/discipline it intends to question/displace. The material through which I will trace this argument is drawn from a study that aimed to identify differences between the local value systems of marginalised young people and the values presumed and asserted in New Labour education rhetoric. Did my interviews with teenage mothers elicit accounts in which they brought themselves within the reach of educational intentions and goals despite my attempt to allow them distance from it? Were the displays of macho heterosexual posturing from the working class boys in the Non school attenders' programme a result of their perceived identification of me (and our research) with the dominant values of education? Was their investment in the status granted by their peers as a result of the sexualised banter a form of resistance to their liminal status within education? Should they be understood as 'excluded from' or resisting of education?

Presenter: Elizabeth Atkinson
Title: Rewarding empathy: students writing children's voices
Institution: University of Sunderland
Type of presentation: Single author paper

Abstract: This workshop will explore the ways in which students in a final year module on equality and diversity in an Early Childhood Studies degree use imagined case studies of their own creation to explore the impact of inequalities based on 'race', class, gender, sexual orientation or disability on the life of a four-year-old child. The students are required to write an assignment in which they present and then analyse the child's experiences, using imagined events, thoughts and conversations. Particularly effective responses have voiced the child's own thoughts, then used the analysis to read between the lines of the child's narrative. The workshop will explore some examples of these responses, with a view to gaining an insight into how rewarding empathy in degree-level work can support the development of critical analytical thinking, and can enable students to make crucial links between abstract theoretical constructs of inequality and the realities both of children's everyday lives and of their own lived experience. In addition, the workshop will explore how rewarding the *experience* of empathy can be as a means of discovering moth educational and wider settings.

Presenter: Michael Bassett
Title: Sonic Art/Musical Practice
Institution: Dartington College of Arts
Type of presentation: Words and Music

Abstract: Michael Bassett is an American sound-artist. While an MPhil/PhD candidate at Dartington College of Arts, Michael continues to work as a sound artist and independent studio and live musician. His research focuses on overlapping issues between vernacular and electroacoustic music theory and practice. Michael works as a part-time lecturer at Dartington College of Arts and with The Drake Music Project and Soundworks in Plymouth. His website is www.michaelbassett.org
http://www.spnm.org.uk/shortlist/bassett03.htm

Michael will present elements of his sonic art/musical practice accompanied by brief discussions of how he believes it is possible to view them as resistance-oriented or culturally subversive elements.

The presentation will include examples of fixed media electroacoustic sound works (largely based on sound materials drawn from recordings of the human voice and spoken word), along with live song performance utilizing electric and acoustic guitars, voice, effects processing and real-time looping and sampling.

Presenter: Ann-Marie Bathmaker and James Avis
Title: Deeply frustrating? Highly sustaining?
Institution: University of Sheffield and University of Huddersfield
Type of presentation: Joint author paper

Abstract: For some years we have been exploring the formation of professional identity amongst lecturers in the further education (FE) sector in England, gathering data in particular from trainee lecturers and new entrants to FE teaching. Our discussions, not to say arguments, about our data, have circled around our visions, politics, hopes and ideals, and how these might be shared and realized in the practices of teaching and learning in FE.

This paper explores what has sustained our working together:

- the ideas, theories and visions that underly our work

- our differences and disagreements

- our debates about the data we have gathered.

We consider whether moments of deep frustration – with each other, with our data, with further education – might also be seen as highly sustaining, and a basis for our continued interest and work in this field.

Presenter: W. Richard Bond Ph.D.
Title: Personal Construct Theory and Critical Thinking: Helping people to think for themselves
Institution: Brock University, St. Catharines, Ontario L2S 3A1, Canada.
Type of presentation: Single author paper

Abstract: For the past several years there has been discussion on the teaching of critical thinking skills, a means whereby individuals may attain liberation from life views imposed upon them by a range of significant others and significant political and social systems. Although such fostered life views may be congruent with the free choice of individuals, it would be ideal that the decision to integrate them into personal spheres of thought and action should rest with the individual. That said, what is almost always missing from literature on the process of acquiring critical thinking skills is emphasis on accompanying anxieties and obstacles. This may be particularly problematic when experienced by adults whose personalities are already shaped by their life experiences (and perhaps some aspects of genetic predisposition). This paper examines the process of such acquisition by adults and explores the tasks necessary to provide the underpinnings for success by educators in transmitting critical thinking skills. The paper argues that educators can be instruments by which individuals may exercise informed evaluation of the status quo of social and political constructs and that any subsequent rejection is self-generated and legitimate protest.

Presenter: Alan Bleakley , Rainer Broemer, Robert Marshall
Title: 'Have a nice day!' – potential abuses of the moral invitation in medical humanities education
Institution: Peninsula Medical School,Universities of Exeter & Plymouth RoyalCornwall Hospital, Truro
Type of presentation: Joint author paper

Sustaining resistance means maintaining a high level of critical awareness in arenas that can become habitual. While the medical humanities in medical education is a relatively new field it has already developed a set of orthodoxies, some of which are challenged in this paper.

The Peninsula Medical School welcomed its first intake of students in 2002. As a new UK medical school, many opportunities have arisen for curriculum innovation. Amongst these was the introduction of the medical humanities as core (compulsory) study. Peninsula is the only medical school in the UK to have introduced the medical humanities in this way, where other schools offer the medical humanities as limited options. Further, Peninsula has a unique view of the medical humanities. Conventionally, the introduction of the medical humanities into the curriculum is through injection of discrete discipline-based packages such as history of medicine, philosophy or literature, to revive the ailing body of the medical student who is suffering from an overdose of science within a technical-rational curriculum. The justification of such a compensatory move is to educate for empathy. We resist this approach and place emphasis upon the aesthetic, imaginative and ethical aspects of applied science studies, believing that applied science can be taught and learned in more imaginative ways.

In designing our integrated core curriculum and introducing the medical humanities as a permeating element, we reviewed what we meant by 'curriculum' and how the medical humanities are conventionally viewed. First, we framed the overall curriculum as an aesthetic text where emphasis is placed upon how a curriculum forms an identity as well as how content may be structured. Second, we reviewed the conventional invitation and promise offered by the medical humanities to engage with the aesthetic and moral aspects of medical practice. This invitation is similar to 'Have a nice day!' As the wording suggests, this is not necessarily an invitation but a moral imperative, an order. A further example is the imperative to 'Enjoy!' Such imperatives translate first into surveillance and control and then into measurement as performance indicators.

What do we mean by 'humane' and how should the 'humane' aspect of a medical students' practice be assessed? In this talk, we will suggest that the medical humanities can act as a surface palliative to deflect attention away from deeper structural issues within healthcare. Can students studying Chekhov compensate for lack of resources within the NHS? Terms such as 'humane,' 'humanism' and 'humanitarian' are confused and applied uncritically, failing to recognise that where 'humane' means for the benefit of

another, 'humanitarian' refers to the progress of the human race and then supports the arrogance of medicine in its desire to conquer disease based in part upon unethical animal experimentation. If 'humane' is to be civil and courteous how will study of arts and humanities help, where contemporary arts explicitly (and properly) set out to upset bourgeois courtesy and question the limits of taste? We question the assumption that we have an agreed meaning and goal for the medical humanities and that this goal includes compensation for a science education. We suggest that science may be taught unimaginatively and that little thinking has gone in to how we might map out process learning outcomes for the intuitive or symbolic domain. We draw on Polanyi's notion of 'indwelling' to bring together empathy and intuition in learning an aesthetic medicine.

Presenter: Robin Bundy
Title: BEYOND THE CURRICULUM – finding ways of working creatively and dynamically within the curricula that impact on ITE
Institution: Author
Type of presentation: Paper

Abstract: This paper will discuss the potential impact that working within a range of curricular parameters can have on student teachers' learning, both in HE and school settings. It will compare the potential for achieving effective teacher education within nationally imposed ITE curricula in England and Scotland where it appears that the curriculum allows for entrants to the profession to demonstrate a good range of graduate understanding and skills with which to interrogate and sharpen their own professional practice. Finally it examines a range of attempts to work beyond the ITE curriculum in England.

Presenter: Peter Bunyard
Title: The Amazon Basin and Climate Change
Institution: FLS
Type of presentation: Single author paper

Abstract: The paper draws generally on extensive experience of the Amazon Basin, and in particular on fieldwork carried out between January and February 2005. Issues that will be raised include:

the significance of the Amazon Basin for climate change

the risks we face if we adopt a policy of 'business as usual'

the implications for the Amazon Basin of developments such as new deals for the export of soya to China, with the consequent destruction of rainforest

the impact of coca plantations

the impact of the bush trade (e.g., the killing of monkeys in Peru)

initiatives for sustainability currently being undertaken in the Amazon Basin, especially in   Colombia, including the development of forest products offering sustainable alternatives to the spread of coca plantations and further forest destruction.

These issues will be considered in the context of the debate about sustainable development, relating closely to the concerns to be addressed by Satish Kumar and Vandana Shiva.

Presenter: John Burnett
Title: Talking about spirituality in the context of post-secularist thinking
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This paper explores the experience of talking about personal spirituality within the academe. Since 9/11, educators have had to give serious consideration to questions of education spirituality. The paradigm of seemingly neutral secular humanism, determining the prevailing academic climate since the 1960s, is itself shifting as post-modern analysis concludes that secularism itself is an ideology. Against this backdrop, the teacher or lecturer is challenged to address questions of personal spirituality. Fear of being viewed as indoctrinated or even indoctrinator inhibits dialogue. The emergence of a 'post-secularist' thinking raises the possibility of serious and respectful debate between a range of interpretations which go beyond mere personal belief.

Presenter: Joyce E Canaan
Title: Teaching critical hope to widening participation students and maintaining our own: a view from sociology
Institution: University of Central England
Type of presentation: Single author paper

Abstract: This paper starts with the recognition that teaching critical hope to students, and sustaining our own, is imperative in the present climate where HE, like other levels of education, is being increasingly marketised and commodified and critical/analytical skills are de-emphasised (Ainley 2003, 2004, Shumar 1997). It uses as data the reflexive diary I kept during 2002-2003 and 2003-2004 whilst teaching social theory to widening participation students. The focus is on teaching social theory because this is a module that students perceive as most difficult. My diary suggests that when such teaching is linked to the world, many students find it compelling and are willing to invest more fully in learning (Canaan 2002a,b; Canaan nd, Rosie et al 2001). Such a linkage of theory to the world is especially important for encouraging widening participation students to engage in learning as these

students often find HE teaching and learning alienating (Leathwood and O'Connell 2003, MacDonald and Stratta 2001). Teaching such students requires pedagogic strategies that recognise these students' distinct social positions and forms of literacy relative to so-called traditional students (Ibid, Haggis 2001, Street 2003). Such strategies can be developed using insights from critical and feminist pedagogies (Darder et al 2003; Freire 1996, 2002; Griffiths 1999; St Pierre and Pillow 2000). These literatures emphasise that teaching does not entail neutrally passing on lecturers' wisdom but is a political process that requires: a dialogic educational process and an appreciation of lecturers and students multiple, contested forms of literacy and of constraints and possibilities that current education policy places on lecturers and students. Furthermore, critical pedagogy argues that teaching should enable critical hope so that students can develop critical/analytical skills to question, and work to improve, the world.

Presenter: Jenni Carr
Title: "What makes you carry on? It's just the stories. It's the learners actually. That's what makes you care" - Using Foucauldian genealogical analysis to explore sustained resistance.
Institution: Faculty of Education & Language Studies, Open University
Type of presentation: Single author paper

Abstract: Since 1992 'Adult Learners' Week' (ALW) has provided an opportunity for practitioners involved in adult learning to engage in a nationwide initiative designed to widen participation in, and to promote the wider benefits of, adult learning. In the same month that ALW was launched the Higher and Further Education Bill (1992) attained Royal Assent, completing its contested progress through the parliamentary legislative process only after the government of the day implemented a 'guillotine motion' to forestall further debate.

The consultation paper which preceded the 1992 Act , 'Education and Training in the 21st Century' (DFES,1991), presented proposals that had wide-ranging implications for the delivery of adult learning, and yet the two volumes of the consultation paper only contained six paragraphs relating specifically to what was referred to as 'education for adults'. One of the most contested proposals contained in these six paragraphs was the distinction made between learning that would 'help them (adults) improve their qualifications, update their skills and seek advancement in their current or future career' and 'courses for the leisure interests of adults' (p.8).

Taking these developments in policy as a starting point, this paper will explore how practitioners have engaged with and made use of, resisted or subverted various policy initiatives, many of which have sought to develop a framework for adult learning that is 'geared to the interests of groups remote from the learners themselves'. Using data from the National Institute for Adult Continuing Education (NIACE) ALW archives and data collected as a participant observer involved with the initiative, this paper will argue that an

approach to research based on Foucauldian genealogical analysis is useful both in terms of analysing the process by which resistance is sustained and in producing stories of creativity and resistance that can, in themselves, be sustaining.

Presenter: Yihsuan Chen
Title: Unheard Voices: Communication Behaviours of Female Middle School Principals
Institution: Texas A&M University. USA
Type of presentation: Single author paper

Abstract: Although a great deal of communication research has addressed the issue of communication behaviours, surprisingly little has focused on gender and communication outside of laboratory settings in Taiwan. Research on communication has generally been descriptive, primarily identifying correlations among large numbers of variables rather than explaining relevant dynamics and it has been predominantly done from an androcentric bias or from a male perspective. Feminist researchers are personally committed to the way we do research and the way we look at the context. It generates its problematic from the perspective of women's experience, making women and the problems the core of research. Feminist research looks at the relationship between organisational structures and gender enactments, uncovering the ways that organisational ideologies, such as hierarchy and bureaucracy oppress women and other minorities in organisations. Based on the feminist perspective on organisational communication research, the objectives of this study were 1) to increase awareness of the characteristics and attributes of female principals' communication behaviours, and 2) to describe female principals' communication behaviours under specific contexts. Thus, this research focuses on communication behaviours of female principals; understanding problems and challenges as well as how they construct communicative behaviours in specific contexts.

Presenter: Dr Tat Heung Choi
Title: From resistance to creativity: Remaking narratives and negotiating meaning
Institution: Hong Kong Baptist University
Type of presentation: Single author paper

Abstract: Against the current debates about entry to elite universities in the UK, this paper is concerned to explore the perceived bias in the social composition of Cambridge University, by a sample of first-year undergraduates (2000-1) and admissions tutors from four colleges. Despite the claim that the element of social elitism is declining, the data show that those Cambridge students from independent and grammar schools had better-educated parents than those from comprehensives and sixth-form and further education colleges. The students from sixth-form and further

education colleges were less likely than their state-educated peers to acknowledge the importance of family background for their success in gaining admission to Cambridge, as they had the least favourable backgrounds. These students also recorded the least support from their teachers, whether plans for higher education or topics studied in class. There were indications of differentiated orientations, aspirations and self-perceptions of disposition and competence (in terms of motivation, confidence, social talents and academic performance) within the Cambridge sample. The classification and stratification of students by type of school is potentially a means whereby consciousness, dispositions and desire are specialised and distributed. It may be argued that British education is situationally unique, but not completely different from other national educational realities. If this is the case, the study may contribute to the broader field of the sociology of education.

Presenter: Dr Tat Heung Choi
Title: From resistance to creativity: Remaking narratives and negotiating meaning
Institution: Hong Kong Baptist University
Type of presentation: Single author paper

Abstract: Language is a multiplicity of meaning-making systems, which are connected with social, cultural and psychological networks. Taking this social view of language on board, this paper is concerned to explore how the reading of conventional texts triggered attempts among teenage girls to reconstruct their identities, through the act of remaking narratives. The remade texts are more than a partial reproduction from an assigned reading, but a useful reflection of the teenage girls' literacy and gender experience, as well as their generic and social knowledge. Turning from resistance to creativity, the teenage girls demonstrate their written competence to create alternative subject and reading positions, which are textually motivated by their sense of difference. The material realisation of the texts is also characterised by splits and instabilities, in the negotiation of a new boundary for femininity. This negotiation demonstrates how the teenage girls are on the move, facing and settling contradictory possibilities in acquiring literacy and social roles. Along these lines of observation, the synchronic view of language, characterised by regularity and internal consistency, needs to be challenged.

Presenter: Jim Clark and Helen Taylor
Title: Creativity in ITT "I couldn't be any other sort of teacher."
Institution: Northumbria University (School of Health, Community & Education Studies)
Type of presentation: Joint author paper

Abstract: Development of specific articulated standards for Newly Qualified teachers has had a substantial impact on programme design and delivery in ITT. Parallel to this has been the growing concern that the dominance of the literacy and numeracy strategies has created an imbalance in the curricular diet for children. At the same time the creativity agenda has been gathering momentum as a counter balance.

This paper explores and analyses the impact of exposing undergraduate trainee teachers, in a focussed way, to ideas and experiences relating to creativity, thinking and learning. We wanted to find out whether this exposure has had any fundamental impact upon their development of a professional identity as early years teachers. Through the research we were trying to illuminate the way that these students were using the ideas and thinking to develop their practice in classrooms with their learners. Eliciting of the students' perspectives was key.

The research is a pilot study with an initial analysis of the responses from the first cohort of students to be exposed to these ideas. The approach taken to gathering the data has been through questionnaires to the whole cohort with follow up interviews of 10 students from each year of the programme.

The paper explores our tentative findings from our initial analysis. The key theme emerging from the data appears to centre around the students' use of ideas relating to creativity, thinking and learning to develop and reflect upon practice, their own and others'.

Presenter: Dr Mike Cole
Title: Globalisation, Postmodernism and Marxism in the era of new global empires: has education a role?
Institution: School of Education, University of Brighton
Type of presentation: Single author paper

Abstract: This paper will situate the origins of socialism and postmodernism within the context of the ongoing debate about globalisation and the future. It will address issues such as what is globalisation's ideological role in contemporary capitalist societies and can it be a force for good? The paper will also look at transmodernism and its role in aiding our understanding of 'new' imperialism. It will conclude with a discussion of whether globalisation is the only viable alternative in the future of the planet? It will advocate Marxism as the only choice for a sustainable future, and will assess the role of education   in   all   this.

Presenter: Kim Diment
Title: 'My Second Family': process, product and paradox in entry-level drama'
Institution: University of West of England
Type of presentation: Single author paper

Abstract: The paper derives from the TLC project and looks at the experiences of entry-level drama students at a further education college who have learning difficulties and/or disabilities. One of the aims of the project was to draw out student articulation of teaching and learning across a number of different courses in four different colleges in England. In Entry Level Drama at one college, the researchers encountered difficulties in enabling students to talk freely about these experiences through conventional interview methods. By using drama itself, rather than language in the form of questionnaires and semi-structured interviews, we were able to allow the students to express themselves and embody their teaching and learning experiences, using Forum Theatre techniques, derived from Augusto Boal. Turning away from language and using the body offers a creative and potentially powerful way of enabling such students to re-present and own their place in their college and their society.

In this learning site the sense of the students bonding as a family is very powerful: tutor as parental figure, sibling rivalries and quarrels, which have to be negotiated. Conflict in the family is something drama can help resolve. Students gain a sense of security in this drama 'family'; but there is the risk of developing a dependency culture, thus raising the further question of progression: how do students leave this 'family'?

These issues will be amongst those raised more fully in this discussion, which will conclude that drama and students with learning difficulties and/or disabilities need not be marginalised from other educational provision; and that drama can be embedded widely in the learning careers of students, enabling them to negotiate their own cultural resistances.

Presenter: Yota Dimitriadi
Title: Dyslexia and identity: Resistance from within
Institution: Institute of Education, University of Reading
Type of presentation: Single author paper

Abstract: Identification and assessment of dyslexia has been greeted with mixed feelings throughout the years. Since the day of the first official report in 1896 political reasons along with a shift of emphasis between an educational and a medical approach towards the syndrome have contributed to debates about the nature and exemplification of this disability. However, for a lot of the individuals identification signifies the beginning of identity formation: a process of self-definition exemplified not only in the use of language but also in their approaches towards social constructions and attitudes.

This paper will explore the accounts of six young people with dyslexia around their own sense of identity as disabled people. It will focus on how the labelling as 'dyslexic' has contributed to their own constructions of the self and their rejection of a 'disability identity'. Choices, attitudes and experiences at school and at home indicate that for these individuals self-identity is not really based on a dichotomy between normality and disability: most of these

participants consider their differences as a variation of the norm rather than disability.

The political implications of these testimonies in terms of the larger disability movement and studies will be discussed briefly.

Presenter: Kathryn Ecclestone
Title: Personalised learning: lowering educational horizons or meeting learners' real needs?
Institution: University of Exeter
Type of presentation: Single author paper

Abstract: Personalised learning is now an official New Labour mantra as part of its 'big election idea' of personalised public services. From early years education and schools, to its prominence in the Tomlinson proposals for 14-19 education, ideas about personalised learning have strong professional support. In particular, these ideas resonate with beliefs that people have individual learning styles, multiple intelligences and a need to be recognised positively by institutions and State agencies. Personalisation extends ideas about 'customer-led' or 'individualised' services by incorporating people's expressed emotional needs and preferences into educational experiences as a way of making education more authentically human and thereby more motivating. In this respect, personalised learning is the latest government attempt to bond with a public that it regards as disaffected from State agencies.

The paper questions what this means for the DPR conference goal of 'recovering and maintaining learning that matters and that meets learners' real needs'. It builds on earlier critiques of the rise of therapeutic education to explore images of 'learners' needs' that are being offered to students and teachers through initiatives for personalised learning. It evaluates the implications of these images for educational goals and aspirations and asks what type of resistance and critique can challenge the low horizons and emphasis on the 'vulnerable self' that personalised learning offers.

Presenter: Sue Exley
Title: The Patchwork Project
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: In the interest of practicing what I have been preaching for the last few years, I have attempted to offer the opportunity through the practices in the Faculty of Education, PCET, at the University of Plymouth, for an 'other' experience. Whether it is 'extra-curricular' is obviously debateable, but a combination of factors, including no formal link to the programme, no assessment to pass or fail, not compulsion to participate at all, would all

hopefully support the essential idea of freedom of opportunity, based on individual choice, allowing creativity and innovation. The hope is to provide a starting point for each person to be able to create part (or parts) of a whole that would help to express and contribute to the discussion and debate on our professional and personal identities as an issue arising from being part of the world of Education and/or the Arts. It is pilot study in that what
is equally important to those taking part is what can be gleaned as being of interest, of use, or as being fun to do - all of which would be worth capturing and maintaining as part of any programme of study for teacher education.

The results will be offered for discussion as a talk and workshop. As an educator/artist/practitioner how would you begin to construct a visual representation of what is significant to you about our "personal/professional" selves?

Presenter: Paul Feldman and Corinna Lotz
Title: The Struggle for Power
Institution: Authors
Type of presentation: Paper

Abstract: The state remains the lynchpin of the social system of capitalism, holding it all together. It provides the essential ideological, political, social, legal, educational and military frameworks without which society in general and capitalism in particular cannot function. Therefore, the state – who controls it, the way it is organised and in whose interests – is our main political focus. As the present state is capitalist in its nature and functions, it follows that it cannot serve a society with entirely different foundations or be used to create such a society. Without new forms of state power, it is inconceivable that we could reorganise the economy along collective, self-management lines, put an end to war and act on the ecological crisis. Without a comprehensive regime change we cannot breathe new life into democratic achievements and make the right to vote mean something again. For this to happen, the domination of capital that is expressed through the corporations and the state powers which act for them must be ended. Human beings, under the present system have taken things as far as they can, so progress now depends on a transfer of power from minority ownership to mass democratic ownership. The challenge is to take power from the minority. That means taking control and then *remaking* the state while encouraging and supporting the democratising of ownership and control of workplaces. One without the other will not succeed.

Presenter: Noshin Flynn and Kim Slack
Title: Exploring lifelong learning in practice: onwards and sidewards?
Institution: Institute for Access Studies, Staffordshire University
Type of presentation: Joint author paper

Abstract: The notion of change is implicit within much of the government discourse around widening participation and lifelong learning. Inherent within this is the notion that engagement in learning is good for everyone. Increasingly working class families within communities with low participation rates are encouraged to change their attitudes towards education, adapt to become learners and acquire the 'right' skills to succeed. The emphasis is therefore on progression, moving on to something different and is frequently employment related. Alongside this is the assumption that 'becoming a learner' and 'appropriate progression' means being involved in formal accredited learning. However evidence suggests that learners favour more horizontal progression, which fulfils their own needs which may not be directly employment related. Furthermore, the focus on employment related learning leads to a similar emphasis on economic outcomes rather than other broader positive benefits and social outcomes. This paper will draw on data from a series of case studies which have examined the role of learning brokers in building bridges between potential learners and learning opportunities to discuss the extent to which this discourse around lifelong learning has structured practice.

Presenter: Joan Forbes
Title: Discourse, power: tools for resistance
Institution: University of Aberdeen
Type of presentation: Single author paper

Abstract: Taking a reflexive stance, this paper provides some chronological signposts of a doctoral research journey and explores some of the effects of that work in the shifts that took place in the researcher's thinking. It signals some of the researcher's changing views about knowledge and explores the question of 'fitting' methodological approaches for a developing critical and questioning approach to research. The paper opens with an examination of the views of the relationship between language and reality offered by philosophy and the social sciences. Taking a discourse orientation, the paper analyses how approaches to language, subjectivity and institutional discourse practices that are derived from a poststructuralist perspective provide a conceptual and theoretical toolkit with which to re-think those views. The paper goes on to suggest that such a counter-hegemonic conceptual and theoretical toolkit functions to promote and sustain continuous critique and contestation of what counts as truth and might productively be utilised to sustain resistance.

Presenter: Dilly Fung
Title: Telling tales: a narrative exploration of the experience, and changing concepts, of 'traditional' and 'non-traditional' students in their first year of Higher Education.
Institution: University of Plymouth
Type of presentation: Single author paper

Abstract: What happens when students are asked to talk and write about their learning experiences in their own words? What's on the *students'* minds, when we're able to put their agenda before that of the lecturer, the manager, or even that of the researcher? What *is* learning for them, in this era of Widening Participation, and how do the ways in which they represent their own lifeworld change during that challenging first year of acculturation into Higher Education? This paper uses sequences of stories by a number of first-year students and, drawing on hermeneutic theories and the idea of 'education as relation' (ed. Bingham, C and Sidorkin, A, 2004), challenges the models of 'student experience' and 'concepts of learning' that are currently dominant in the literature that is informing Higher Education policy. The paper will combine presentation (PowerPoint) with a group discussion of extracts of students' transcribed narratives and personal writing – a discussion in which conference participants' own responses to the narratives will be warmly welcomed.

Bingham, C and Sidorkin, A (eds.) (2004) *No education without relation* New York; Peter Lang Publishing, Inc.

Presenter: Ken Gale
Title: Thinking Differently About the Effects of Policy upon Teacher Educators in the University
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This paper is inspired by and constructed around a number of fundamental questions that are asked by the author, both of himself and of practitioner colleagues in the field of teacher education within the higher education sector in the United Kingdom. Questions such as: 'What is my role as a teacher?', 'In what ways are the subjectivities of teacher constructed?', 'How might these subjectivities shift in the light of recent policy changes?' frequently appear in the narratives of teacher educators within the sector. Their voices speak of attempting to preserve autonomous teaching and research practices within the context of a continually rising tide of government policy initiatives and implementations.

Positioning his practice style within the context of ethical and aesthetic sensitivities, the author uses this practice and that of his colleagues as sites of inquiry, both in terms of the effects of these policies upon practice and of these subsequent changing practices upon constructions of self and practice style. In attempting to map these changes the author has employed the figures of the fold, the nomad, the rhizome and haecceity from the work of Deleuze and Guattari as resistances to the traditional and established models of influence that often unproblematically describe structure or culture as acting upon individual agency. In such models agency is often constructed around notions of acquiescence, compliance and relative passivity. By using writing and speaking as methods of inquiry the author attempts to incorporate these figures within a post foundational research practice. This is carried out to

encourage, first of all, a reflexive engagement with the representations of self and practice style that these policy influences seem to be designed to promote and, secondly, to further represent models of practice that incorporate strategies of risk taking, disidentification and critical inquiry amongst teacher educators and those with whom they work.

Presenter: Ken Gale & Ken Martin
Title: Investigating Triadic Assessment in terms of its influence upon Professional Identity, Practice Style and Learning
Institution: Faculty of Education, University of Plymouth
Type of presentation: Joint author paper

Abstract: The paper is designed to explain the second phase of the research currently being carried out into triadic (self, peer and tutor) assessment on the BA (Hons) Education and Training programme within the Faculty of Education at the University of Plymouth. Further it is intended that the paper will address and critically engage with some of the issues that were raised by the first stage of the research and published in a paper entitled 'Triadic Assessment' by Gale K, Martin K, McQueen G in *Assessment and Evaluation in Higher Education, vol. 27, No. 6, 2002*.

In the first paper we concluded that: 'Evidence from the research suggests that notions of self and peer assessment are contested and negotiated within contexts of situated and active discursive construction.' (2002: page ref). So it is clear that many of the fundamental questions about triadic assessment, raised in the first phase of the research still remain. From a purely pedagogical point of view we can still ask, does it work? What are the effects upon the professional identities of the learners and tutors who participate in this form of assessment? How might what Foucault refers to as 'power/knowledge' relations be affected by engaging in triadic assessment?

The research is designed to take up where we left off in the previous phase. In carrying this out we feel that it will be expedient to move from the questionnaire and structured interview approach employed in the first phase of the research to a more auto-ethnographic style using narrative accounts and positioned tellings on the part of the students and the tutors involved.

Presenter: Mike Hammond
Title: Success For All - mechanisms for meeting needs and improving choice: a critical analysis from a 'Black Country' perspective.
Institution: Dudley College
Type of presentation: Single author paper

Abstract: This paper seeks to analyse the Government's flagship programme 'Success for All' in relation to theme one of the four themes that the policies are supposed to cover. Theme one relates to meeting needs and improving

choice, and looks at the developing concepts of Strategic Area Reviews, Provider Missions, Centres of Vocational Excellence and three year Rolling Capital Programmes. In this paper, the author defines the issues, and relates them to issues within the 'Black Country' sub region of the West Midlands. In relation to the 'Black Country' the author argues that the ideas in 'Success for All' are a clear aberration, a trick with smoke and mirrors, and not working. This paper concludes that Government policies are confused, ill thought through, bureaucratic and unworkable.

Presenter: Dennis Hayes
Title: All alone with my memories? A perambulation through the forgotten history of education
Institiution: Canterbury Christ Church (London) history of education
Type of presentation: Single author paper

Eric Hobsbawn famously said that a key feature of contemporary consciousness was that historical memory had died and that people now lived in a permanent present. Today's students and lecturers also inhabit this ahistorical world ,and often express a philistine indifference to hearing or teaching material that challenges people's personal and local experience.

The aim of this talk is to combat the comforting contentment provided by this contemporary philistinism by revisiting a challenging selection of items from the forgotten history of education.

Presenter: Wayne Hill
Title: Academic Politics: a Primer for Resistance
Institution: Author
Type of presentation: Single author paper

Abstract: In a fortnight's pique a young academic wrote a satire that showed in detail why it's nearly impossible to get things done in a complex institution. His slender volume (published anonymously in 1908) remains influential, its author compared in profundity to Machiavelli. Senior figures in the UK establishment still learn their political trade from this 'clear-eyed analysis of political organisation and the use of power' (Johnson). Steeped in irony, set in an educational institution, this political tutorial lays bare the 'other side,' what today's activists are up against. Its applications to discourse, power and resistance in education are immediate.

'There is only one argument for doing something; the rest are arguments for doing nothing.' All of those are addressed to 'the political motive'. What is it? What are the methods of obstruction? What is the principle of the wedge? of unripe time? Why do otherwise sensitive, intelligent people firmly believe that 'nothing should ever be done for the first time'?

This session examines *Microcosmographia Academica,* which analyses how powerful people manage to stand in the way and how the rising generation wants only to get them out of the way. The anonymous author (who turned out to be Francis Cornford) explains how to attain power and turn into a disagreeable person. The reverse of this satire is an astute guide to getting right things done in political situations.

Presenter: Eileen Honan
Title: Teachers as bricoleurs resisting mandated curriculum
Institution: Faculty of Education, Deakin University, Australia
Type of presentation: Single author paper

Abstract: This paper describes a discursive analysis of teachers' talk around the teaching of literacy in Australian schools. In three different research projects (Honan, 2003, 2004), I have worked with teachers to examine their literacy teaching practices using the 'four resources' framework developed by Peter Freebody and Allan Luke (2003).

 One recurring and common aspect of the conversations during these projects is teachers talking about the discourses established through policy documents and school directives that locate them as passive users of policy. An analysis of their talk during these discussions reveals sustained and innovative patterns of resistance to being positioned as technical bureaucrats who mindlessly follow mandated curriculum directions for the teaching of English literacy.

 Rather, teachers position themselves as *bricoleurs*, who carefully and thoughtfully make a series of professional judgements about **what** and **how** to teach. A *bricoleur* draws on a variety of resources to create a meaningful assemblage of practices. Understanding teachers as *bricoleurs* informs my position that teachers do not simply 'resist' new policy directions because of some fear of change. The construction of a bricolage is much more than simply resisting mandated policies. As Ball says, "the crude and over-used term 'resistance' is a poor substitute here, which allows for both rampant over-claims and dismissive under-claims to be made about the way policy problems are solved in context" (1994, p. 20).

Presenter: Navies Hosseinpour and Mohammad Hassan Tahririan
Title: The Role of Linguistic Strategies in the Construction of Ideas in English and Persian Newspaper Headlines
Institution: Isfahan Education Organization, University of Isfahan
Type of presentation: Joint author paper

Abstract: The important role and potential power of the press is an undeniable fact in every society. Through the language used in newspapers, people access information about various events. However in reporting and

presenting the information, different newspapers may have different linguistic choices which lead to diverse versions and views of the same event in each of them. This can be clearly observed in newspaper headlines, since they are the best opportunity of a newspaper to impress its individuality, regarding the fact that much press news is drawn from same news agencies and consequently shared with other competitors.

Several contrastive studies of discourse have raised the question of whether similar features can be found in the press of varying cultures and languages. Considering the absence of such an analysis related to English and Persian, a descriptive study was carried out to investigate a sample of six issues of four English newspapers published in the United States of America and four Persian ones in the Islamic Republic of Iran, i.e. 48 issues, focusing on the application of seven linguistic strategies (apposition, depersonalization, modality, nominalization, passivization, personalization and personification) in their headlines. Adopting CDA to advance this study, attempt was made to demonstrate how detailed structures of language silently and continuously shape the ideas presented in English and Persian newspaper headlines and to what extent the two languages are compatible in this regard.

It was concluded that the two languages applied all the aforementioned strategies; however, based on their underlying ideologies they applied the same strategies in different ways. In other words, the language of the headlines, specifically as regards its linguistic strategies was highly affected by macrostructures or socio-cultural and political context in each of the two languages.

Presenter: Julie Hughes
Title: Possibilities for patchwork eportfolios. Critical dialogues and reflexivity as strategic acts of interruption
Institution: University of Wolverhampton
Type of presentation: Single author paper

Abstract: Expanding student numbers, improved access by learners from non-traditional backgrounds and consumer-centric expectations of a high-quality learning experience have combined to change symbolically and literally the HE landscape and contest existing relationships between institutions and their student body. This paper will consider the University of Wolverhampton's response to the e-agenda and more specifically the use of eportfolio as patchwork writing *process* (Winter 2003) in the education of new teachers for the post-compulsory sector within the 'hermeneutical backdrop' (Brown & Jones 2001) and framework of transitions and story telling.

As a stratified social space Higher Education's linguistic 'habitus' (Bourdieu 1991) or 'everyday use' of literacy valorises and legitimates essayist literacy and its monologic addressivity (Lillis 2001).This paper is concerned to narrate the emergent communities' dialogic and multilogic practices in ways that illustrate their gaps and openings as exciting contestations to rigidly defined,

isolated and anxious academic literacy practices and communities. The eportfolio's emphasis upon dialogue and reflexive patchwork writing offers the opportunity to explore the e-portfolio as a social practice and situated literacy (Street 1995) as the patchwork eportfolio offers unlimited peer and tutor 'talkback' (Lillis 2001) spaces as opposed to institutional summative feedback 'spaces for telling.'

Presenter: Cheryl Hunt
Title: Reviving the Conspiracy engaging with spirituality as a form of resistance
Institution: School of Education and Lifelong Learning, University of Exeter
Type of presentation: single author paper

Abstract: Spirituality is a highly contested concept but can be regarded as a form of meaning-making in which the individual is understood as part of a larger whole.

This paper suggests that we are poised between two worldviews: one characterised by materialist, reductionist beliefs in a 'clockwork universe'; the other by understandings of holism/'deep ecology' and the symbolism of *Gaia*, the ancient Earth goddess. Increasing popular interest in spirituality may be one indication of the Gaian worldview gaining strength. However, this is being held in check by what could be the last gasp of the clockwork universe as those who adhere to, and benefit from, its imagery and values seek to re-assert its old certainties (*e.g.* the desperate pursuit of measurement and regulation epitomises what William Thompson [1987] calls 'an intensification of a phenomenon that does not lead to its continuation but to its vanishing').

The paper argues that, in these circumstances, there is a need not simply to resist the (re)imposition of the restrictive values of the clockwork universe but to become attuned to the principles of *Gaia*. Putting these into practice will require acceptance of 'ways of knowing' (Heron, 1996) that extend beyond the dominance of what is cognitive, text-bounded and measurable. Critique has challenged some of the oppressive practices built into the clockwork universe. To continue to resist them we may need to revive and understand the notion of conspiracy in its literal sense of 'breathing together': an essentially spiritual image which Marilyn Ferguson (1980) places at the heart of social transformation.

Presenter: Ian Iles
Title: Nil Carborundum: cantankerous bloody-mindedness as sustaining educational value
Institution: Author
Type of presentation: Paper

Abstract: Throughout my life, whatever the role or employer, I have been faced with Foucault's idea of the truth of power versus the power of truth. In the face of school teachers and employers I have persistently stood up for what I believe, spoken truth to power and suffered the consequences. In the face of school detentions (threatened and imposed), and in work, delayed promotion and threats to my continued employment, I have continued to resist falling into line with "the way it's done around here". Even where there are no threats, I am aware that my actions may well affect my career chances, yet I speak up and speak out. Why do I do it? I have come to the conclusion that I am a cantankerous, bloody-minded individual, and always have been. "That's not fair" and "that's not right" have punctuated my conversations for years, even since childhood. I have a set of professional and personal values that I espouse and attempt to live in my practice, and as I attempt to answer Jack Whitehead's (1989) fundamental question, "How do I live my values in my practice?", one part of the answer is to say, "through bloody-minded determination".

In this (hopefully) interactive session I wish to explore some of the ways in which qualities of cantankerousness and bloody-mindedness can sustain professional educators in resisting pressures to conform, and to live more fully their educational values.

Presenter: Jane Jackson
Title: The Fourness of Four: Resisting the use of Mathematical Symbolism as a Means of Representing Teaching Practice in Post Compulsory Education and Training
Institution: School of Education & Training, Cornwall College
Type of presentation: Single author paper

Abstract: When prescribing actions for post compulsory teachers the government, through their agents Ofsted, sponsor a discourse of excellence constructed with numeric values that subordinates practitioners. Rather than promoting continued professional development, current descriptors (HMI 464 2002) for classroom best practice in Post Compulsory Education and Training (PCET) silence teachers and create a culture of self-categorisation around mathematical symbolism, a system that fails to recognise the multifaceted nature of classroom based practice.

Reflecting on a speech episode between PCET practitioners the paper questions whether the hegemonic forces of numerical branding, ambiguous performance descriptors, and a formulaic production of required artefacts are useful mechanisms for generating a model of best practice. In accepting blueprints that are designed to represent ideal lecturer's' behaviour in classrooms, practitioners engage in a role that, as Atkinson (2003 in Satterthwaite, Atkinson and Gale p.9) warns, positions them as 'agents of their own silence'.

In this paper I offer some resistance to the value of 'four' as a means of

constructing practitioner identities and representing 'satisfactory' classroom performance. In challenging the use of a lone mathematical symbol as a means of embodying meanings, texts and subtexts for PCET practitioners, their professional identities and practice styles, I offer evidence that mathematical symbols are subverting our ontology of best practice and propose that practitioners should resist the power of the fourness of four.

Presenter: Jenny Tennant Jackson
Title: Alice in the Looking Glass: Sustaining Resistance in the Discursive Field of Art
Institution: School of Contemporary Art, Leeds Metropolitan University
Type of presentation: Single author paper

Abstract: The macro-sphere of power/knowledge, as in the academic practice of art history, thrives on resistance. Whether those strategies of resistance turn their backs on the apparatus of discourse move away into of either sidelining practices or of forcing entry against the rules, the status quo strengthens its legitimating power through the marginalisation of otherness. No wonder resistance is draining; it takes energy to sustain. But resistance can also work differently.

Alice resists. Looking into the surface of discourse, she confronts the contradictory evidences that change left into right, front into back. Holding a mirror up to the structure of canonical knowledge, the seemingly solid glass melts and allows her through, into a position to see what is always present and always hidden from view. This is the other side of power/knowledge - what Foucault called the art of the self. Alice journeys into the spaces, watches how the players play, tells the truth about it ... and wakes up.

Presenter: Jill Jameson
Title: Age Shall Not Wither Their Worth: The Ragged-Trousered Philanthropy of Older Part-time Teachers in the LSC Sector

Institution: School of Education & Training, University of Greenwich
Type of presentation: Single author paper

Abstract: The Learning and Skills (LSC) sector is the largest UK education sector, employing large numbers of part-time (PT) staff in post-16 institutions. Current ambitions to improve learning and teaching in the sector are intrinsically linked to the work of PT staff. However, little attention has yet been paid to the ways in which PT staff are recruited, deployed, developed and supported. In particular, modest attention has been given to the important role of older PT teachers. This paper highlights results from a 2003-04

research project funded by the London and South East Learning and Skills Research Network (LSE LSRN). The research examined the role of PT staff in a number of LSE institutions, identifying and exploring policy and practice in the deployment and development of PT staff. Differentiated models of good practice for employing part-timers were recommended to improve the quality of learning and teaching for learners. Using data collected from 710 questionnaire responses, profiles provided by project team members and interviews with questionnaire respondents, the paper highlights older age as a factor in PT teacher employment. One of the research findings was that the sector could be described as *'raggedy'*. There is in some cases a notable lack of resources to support PT staff. They are sometimes insufficiently trained, equipped and developed. Teachers in older age groups are sometimes not valued for the wealth of experience they bring to their classrooms. And yet, a strong finding emerged, also, of a deeply *philanthropic* motivation in older part-timers' work: such staff often carry out significantly more responsibilities and activities than they are recognised and paid for. Large numbers of PT staff have remained in the LSC sector for many years, working to an advanced age, actively demonstrating creative resistance to any notions that age should ever wither their contributions. The overwhelming commitment of such older PT staff to students is worthy of both praise and appreciation. However, to ensure such good will is neither exploited nor relied on in ways detrimental to quality learning outcomes, it is necessary to ensure appropriate models of good practice in supporting older workers are followed in the deployment and development of part-timers. This paper concludes, therefore, by proposing a model of good practice for the deployment, development, support and professional accreditation of older age PT staff in the LSC sector, providing recommendations for the introduction of this model into LSC-funded institutions.

Presenter: Peter John
Title: Tradition and resistance: challenging some dominant discourses in educational thinking
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: During periods of accelerated change comparisons with the past are almost inevitable. Too often, however, particular professional legacies and traditions of teaching are either conveniently forgotten or presented as barriers to change. Furthermore, a continuing disengagement from these traditions might also result in an incomplete vision of the future. This paper will argue that in order to understand and resist some of the dominant discourses of current educational policy we need to locate our thinking within the variety of historical traditions that still inform our practice. Drawing on the history of informal education epitomised by the self-improvement and the auto-didact tradition combined with examples of change gleaned from the formal sector, this paper will challenge the over determinism inherent in much of today's educational thinking. It will also attempt to characterise teaching as a rich, diverse and radical activity rooted in a reforming tradition that can connect both past and present to a more responsive future.

Presenter: Fumiyo Kagawa
Title: Emergency Education
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Education in emergency situations, i.e. emergency education, came to the fore in the 1990s. Defining this new field is not free from contestation. This presentation will discuss the trajectory and characteristics of the field and issues arising, focusing on different international discourses as well as contents of teaching and learning, and pedagogy. A key issue addressed is the underpinning concept of development in discussions of emergency education. The presentation will be critical of the narrow focus on economic development in the field. It will suggest that emergency education needs to address comprehensive development towards quality of life for all. It will also suggest that wider participation is the key to sustainable emergency education initiatives.

Presenter: Dr Narcie Kelly, Dr Rob Lawy and Dr Gert Biesta
Title: Young People Learning Democracy: A UK perspective
Institution: University of Exeter
Type of presentation: Joint author paper

Abstract: The aim of this paper is to report on some of our interim findings from a study, conducted over the past eighteen months (September 2003 to March 2005), in England. We have sought to deepen understanding of the ways young people (13-21) learn democracy and develop democratic skills and dispositions through participation in different formal and informal contexts and communities. Moreover, our aim has been to shed light upon the processes of learning democracy and upon the associated transformation of young people's democratic understanding and practices.

The focus of the interviews with the young people has been on their unfolding lives, and upon the opportunities afforded by different contexts and communities that they are part of. Interviews have been conducted with young people from differing settings, such as school or college, work or training, or interests and clubs. To date most participants have been interviewed twice, using semi-structured interview techniques.

Initial findings suggest that there are several differing features of young people's experiences that seem to affect their general interest in social and political life. Further, that there seems to be a difference between those young people who have a more social/environmental orientation and interest, and those whose interests are more political: the former group seem to indicate more personal/practical involvement, with greater sense of empathy, than those of the latter group.

Presenter: Peter Kelly
Title: Exploring Teachers' Professional Learning
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: In socio-cultural views of learning, becoming expert involves moving from peripheral to full participation in the norms, discourses and activities of particular practice communities. Thus conceptualised, teacher learning involves accepting increased responsibility and accountability in the work of schools. Further, as the workings of schools change, so does the nature of teacher expertise.

Professional practice in England is currently dominated by content loaded curricula, pedagogies emphasising test preparation, performance management and school self-evaluation based on student test outcomes, and Ofsted inspection. Expertise (as exemplified by the Advanced Skills Teacher) involves full participation in these practices and discourses. In becoming expert, so professionals' identities are aligned with such practices and discourses.

These processes provide significant obstacles to all promoting reflexive or critically reflective professional practice. The current paper explores the tensions and consequences of such processes for individuals' experiences of Postgraduate Professional Development (PPD). 20 teachers engaged in MA study were interviewed to explore the impact of PPD on their professional practice. Findings indicate the nature and extent to which schools can afford or constrain critically reflective professional practice.

Presenter: Alex Kendall & Cathie Lacey
Title: 'Subject' literacy: resistance as necessary 'educational' response
Institution: University of Wolverhampton
Type of presentation: Joint author paper

Abstract: In this paper we explore the possibility that 'subject' literacy, after Peim's (1993) notion of the school(ed) subject, as represented in the Level 4 subject specifications, has come to 'stand in for' the total that it is desirable to know within the field of literacy teacher education at undergraduate level. We further contend that 'specification' and the regulation of input, by FENTO, and output, by Ofsted, has effected an elaborated code (Bernstein 2002) that functions as a hegemonising impulse to situate (allow) teachers to be concerned with 'framing' (control) but not 'classificatory' (power) relations. We further contend that this has the effect (and intention?) of de-limiting the possibility of a dynamic, critically reflective or reflexive curriculum and de-politicises learning, teaching and notions of professional identity.

In conclusion we argue that the choice to resist such conservative impulses is in fact no choice at all, rather it is our belief that to acquiesce in versions of our subject that deny individual freedoms (of learners) and disrupt social justice work (of teachers) is fundamentally anti-educational. It seems to us that in such a context our professional responsibility as teacher educators situates as always already in resistance.

Presenter: Graham Kershaw
Title: Belief, disbelief, hope and image: fear
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Taking a personal path this paper considers the questions of belief, disbelief, hope and image, critically questioning the fear they engender from the point of view of Jiddu Krishnamurti. The argument used draws on Foucault, Claxton, Skinner, Rogers and others; attempting to tease out their agreements and their disagreements with Krishnamurti. The critique both supports and challenges Krishnamurti's unique perspective on these questions, and any teaching that it supports. Later it draws in some of his contemporaries to expand this criticism.

The paper offers a new slant on what Krishnamurti has suggested: teaching from uncertainty, where uncertainty is seen as confusion and indecisiveness to the student or participant. Paradoxically a sense of certainty pervades this uncertainty in that the participants know that their facilitator is reliable, supportive and constant. It will be seen then that even an approach from the basis of indecision can be delivered with confidence, and can be used to inspire such confidence.

The paper ends with a new project for creative thinking: a project that includes ideas from Krishnamurti and of other theorists.

Presenter: Rebekka Kill
Title: Imperialist Legacy or Academic Strategy? Resistance to writing in undergraduate Art Education
Institution: Leeds Metropolitan University
Type of presentation: Single author paper

Abstract: When I did my Fine Art degree, ten years ago, I didn't do much writing. The writing that I did had little relevance, usefulness or connection to my practice. My writing was miles away from the studio, both physically and culturally.

This paper will examine the tensions, both historical and contemporary, between academic practices (such as the academic essay, the dissertation) and studio practices. This translative gap both produces and perpetuates a

set of binaries: visual/textual, art/literature, words/images, Studio/Art History, making/writing. The net result of which is a resistance to writing from many Art students.

Why do we have this compulsion to conceive of the relation between words and images in political terms, as a struggle for territory, a contest of rival ideologies…? (Mitchell, 1986)

In this paper I will investigate the nature of this resistance to writing. Furthermore, I will outline subject specific strategies used to harness, and develop, this resistance as both transformational and inventive. Finally, I will address the subsequent counter resistances and institutional opposition.

Presenter: Satish Kumar, Ken Martin
Title: Sustainability and Teacher Education
Institution: – Schumacher College, Faculty of Education, University of Plymouth
Type of Presentation: Joint author paper

Agenda 21 (1992) recognised education as a key tool for sustainable development:

> Education is critical for achieving environmental and ethical awareness, those values and attitudes and behaviour consistent with sustainable development and for effective public participation in decision-making.

The chapter on education and training called for special attention to be paid to the training of teachers and the notion of citizenship. It wants teaching, learning and assessment processes that emphasise values, ethical motivation and the ability to work with others to build a sustainable future. However, Agenda 21 has been read by many in a very reformist way that seeks to balance economic growth with considerations of social welfare and environmental protection. Huckle (2003), in his briefing paper for the TTA, called for a more radical approach that seeks to reshape the economy and society in ways that respect ecological limits and global justice. This approach implies a radical democratisation of current social relations. It seeks ecological, economic, social, cultural and personal sustainability. It emphasises sufficiency, not efficiency, eco-centric as well as egocentric values. It stresses the role of community, active citizenship and direct democracy. This multidimensional nature of sustainable development means that its scope or content is no longer confined to what are generally perceived as environmental issues. However, there is much to be debated because, clearly, concepts such as democracy, citizenship, interdependence, quality of life, and sustainability, take on different meanings within different discourses.

The UN is preparing to launch the Decade of Education for Sustainable Development and teacher educators need to get involved in this debate. We

need to resist the limited and limiting view of policy makers and the quangos that surround teacher education at the moment. As Stephen Sterling has recently said (Feb 2005), the key shift required is from a limited emphasis on 'education for jobs' towards the broader goal of building an ecologically sustainable economy and society.

This session will discuss the role of teacher educators in building a sustainable future and sustaining resistance

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Presenter: Wendy Lambert-Heggs
Title: Student/trainee teacher professional identity: self-image, self-esteem
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This working paper offers through students' voices a theoretical exploration of student/ trainee teachers' identity. Issues such as the effects of anxiety on emotion, cognition and student perceptions contribute to conflicts surrounding their professional identity, self and self-image. The paper identifies the tensions surrounding the key role played by the 'expert other' described as the mentor/subject specialist.

The students taking part in this research project were drawing upon their experiences whilst in their teaching placement at the Plymouth College of Further Education. A total cohort of thirteen students took part. The students' narrations fell mainly into five areas: Institutions, Professional identity/role conflict, Mentoring, Practice style /teaching and finally the Students they teach.

The work seemed to represent an honest account of the issues they had encountered in the formation of their identities as teachers during the early stages of the programme. This identity formation was problematic, and several trainees struggled to find and sustain any consistent identity. Those that survived the initiation mirrored some of the processes of 'transformation' described by Goffman (1968), particularly "a defaulting not from prescribed activity, but from prescribed being". This resistance of the novitiate professional identity in the process of their emerging status can be found not in the solid institutions of the world, but rather resistance "that resides in the cracks", for "whenever worlds are laid on, underlives develop" (Goffman 1968).

Presenter: Laetus Lategan
Title: Research and development reform in South Africa: a regional case study on how these changes are addressed
Institution: Central University of Technology, South Africa
Type of presentation: Single author paper

Abstract: Research and Development in South Africa is informed and directed by two major policy developments:

The National Research Development Strategy (NRDS) has three major pillars:

· Innovation

· Science, engineering and technology

· An effective science and technology system

The National Plan on Higher Education (NPHE) (2001) has 16 outcomes dealing with a number of issues (ranging from equity to private higher education practices). Two of these outcomes are dealing with research and development in particular. Outcome 13 calls for increased research publications and Outcome 14 with increased student enrolment on the post-graduate level.

The NRDS and the NPHE have various commonalities. Some of these commonalities are:

Increasing the scholarly activities of South African researchers.

Develop research into a third stream of income.

Share expensive equipment on a regional basis (no longer an exclusive institutional focus).

Develop a knowledge economy.

Increase participation in Science, Engineering and Technology (SET).

Stimulate innovation and entrepreneurship.

To meet these demands, a number of challenges have to be addressed. These challenges are:

Regional co-operative projects supersede institutional priorities.

Still too little enrolment and participation in the SET programme. This results in an uneven spread between "hard" and "soft" sciences. The latter is generally still dominating the research environment.

An aging workforce and not enough succession planning. In addition not enough evidence exists that a new generation of researchers are developed.

Many research projects do not lead to publications and patents. Publications are very often limited to national publications and not international journals.

Presenter: Hazel Lawson, Maureen Parker, Pat Sikes
Title: Meanings of Inclusion
Institution: Faculty of Education, University of Plymouth & University of Sheffield
Type of presentation: Joint author paper

Abstract: According to some authors (Thomas and Loxley, 2001), 'inclusion' has become something of a cliché, even being 'evacuated of meaning' (Benjamin 2002). Teachers and teaching assistants are required to implement inclusion but, in the absence of any universal definition of what the term means, the way in which they enact it varies depending on their understanding of this concept. In this performance presentation we will be re-presenting data collected in the course of narrative and autobiographical investigation of mainstream teachers' and teaching assistants' experiences and understandings of inclusion. Through these re-presentations our aim is to illustrate the range of perceptions and conceptualisations portrayed. These demonstrate the tensions and resistances between systemic and personal elements in their understanding of inclusion.

 Benjamin, S (2002) The Micropolitics of Inclusive Education Buckingham, Open University Press

Thomas, G and Loxley, A (2001) Deconstructing Special Education and Constructing Education Buckingham Open University Press

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Presenter: Mark Lewandowski
Title: What has my President done now? An American teacher's journey to sanity!
Institution: Mars Area School District   Pennsylvania USA
Type of presentation: Single author paper

Abstract: The No Child Left Behind (NCLB) Act signed by President Bush in 2002 has mandated sweeping changes in the American education system. The act is designed to close the achievement gap in students and hold schools more accountable with stronger test results. Testing has become the norm as each state devises their plans to make sure each student makes adequate yearly progress in math and reading. A test for science is being mandated for 2007-8. NCLB has mandated a **100%** passing rate for **all** students by 2014.   Each state has designed a method to deal with failing students and developed a hierarchy of punishment for schools who do not meet their performance goal. The impact on learning disabled children has been significant as schools move to a more inclusive environment in the classroom. This presentation will deal with a teacher's journey to meet the needs of secondary students (ages 14-18) in the total inclusion setting while paying close attention to his President's message of "leaving no child behind". Topics covered will be Accountability For You and Me, Big Brother Is Watching, and How Many Points is This Worth

Presenter: Jeff Lewis
Title: Sustaining the ability to resist: strengthening the spirit, nurturing the soul
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: In the current climate, the overwhelming hegemony of the technicist project makes principled resistance seem at best 'disloyal', at worst 'crazy' (cf David Bell's recently reported diatribe against 'soft centred' teaching approaches.) A raft of initiatives including appraisal, quality assurance, national benchmarks etc. seem aimed at producing compliance to a deadening uniformity. The would-be resister may well feel that any principled resistance will be seen as evidence of being 'off message', of compromising the corporative endeavour, of being a loose canon or a congenital malcontent. How much easier it might be to keep one's head down, read radical tracts privately and not include any dissident output in one's RAE submission.

The Quakers, who have a long and noble history in resisting hegemony, ask, in their 'Advices and Queries': "When pressure is put on you to lower your standards of integrity, are you able to resist?" Apart from professional solidarity and academic freedom, the sources of resistance will also be found in spiritual fortitude. This paper examines the ways in which inner work may strengthen the outer work, making the personal political.

Presenter: Tzu-Bin Lin
Title: Minority Discourses as a means of resistance – a proposal for Taiwan's Indigenous People
Institute: School of Culture, Language and Communication, Institute of Education, University of London
Type of Presentation: single author paper

Abstract: The paper will explore how indigenous people in Taiwan can possibly create "minority discourses" and use them as a mean of resisting mainstream discourses. For decades, discourses about indigenous people are created and manipulated by mainstream media and the government. The images of indigenous people are distorted, misrepresented and even demonized. In the paper, I will start from analyzing two mainstream discourses selected from mass media and vice-president's speech after a natural disaster this July. The analysis aims at providing a picture about how indigenous people are represented in these discourses. Moreover, the responses of indigenous people toward these two discourses will also be discussed. Then, the idea of using digital technology to create and distribute minority discourses as a mean of resistance is proposed. Because of the popularity of digital media in Taiwan, it is a possible way, both within and outside school, to make indigenous people's own perspectives known via distributing their own media discourses produced by using digital media.

Presenter: Rod Mackenzie
Title: Go with the Good: Teacher Activism and Ethics
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Against the background of prolonged and forceful state intervention in education the nature and extent of teacher professionalism has come increasingly into question. In Britain close on three decades of growing political control has brought urgency to the debate about the state of teacher professionalism. In sociology, analysis of the deep effects of performativity on teachers indicates that what may now be at risk is no less than the ethical self and identity or 'soul' of the teacher. Performativity attempts reduction of teaching to technology. Against this, activist teacher professionalism and identity is needed. Further, this political resistance will require ethical depth and philosophical underpinning. However, I argue that such development is not well achieved by an ideology of 'old' and 'new' professionalism. Instead, some ontological and philosophical sense of the quest for the good life needs cultivation. I argue that activism should centre on disciplines of care, enquiry and ultimate concern in developing professional wisdom. The radical implications for teacher education in providing resources for such journeys of hope are considered briefly to conclude.

Presenter: Mhairi Mackie
Title: Developing and maintaining a consciousness of gender in architectural education
Institute: University of Plymouth (School of Architecture)
Type of Presentation: Single author paper

Abstract: As Peggy Macintosh identified in 1984, it is particularly disillusioning for white female academics to find, when they recognise gender as an important component of the critique in their discipline, that not only the curriculum which they are teaching, but also the educational and professional systems within which they work, and therefore their own experience, is partial. This paper will discuss the development of gender awareness in the staff and students of the School of Architecture in the University of Plymouth over a twenty year period. It will particularly focus on the points at which change in approach became possible, focussing on the role of these occasions as a means to sustaining the search for a more balanced curriculum. The role of students, male and female colleagues (within and beyond the boundaries of the institution) and opportunities for redefinition of roles and objectives will be discussed in relation to this incomplete project.

Presenter: Emma Macleod-Johnstone, Ken Martin, Jerome Satterthwaite
Title: Peer and Self Assessment
Institution: Faculty of Education, University of Plymouth
Type of presentation: Joint author paper

Abstract: Assessment is often considered to be a burden on all those involved in the learning process. It thrusts learners and their assessors into the patriarchal power relations of traditional education: learners as on trial, teachers as judges. All of this gets in the way of learning, and is sharply at odds with feminist, postmodern and other approaches to learning and teaching. Assessment and learning should be integrated in a seamless web; but the inherent hierarchical positioning enforced through tutor assessed assignments is contradictory to this. At the same time, module, course and university regulations, reinforced by regulative bodies such as OFSTED, require evidence of educational attainment at a level appropriate to the award towards which students are working.

In an attempt to deal with this dilemma, the assessment of three modules in the Cert. Ed and PGCE courses was devised to allow those taking part in the modules - learners and teachers alike - the maximum flexibility consistent with the maintenance of standards. The three modules involved were 'Postmodernism and Education', 'Feminism in Education', and 'Personal Tutoring, Mentoring and Guidance'. In two modules there was a process of self and peer assessment that involved summative self certification. In the 'Personal Tutoring, Mentoring and Guidance' module, dyadic relationships became the true vehicle for learning and summative peer and self assessment. The effect of these new approaches to assessment has been, for all concerned, a powerful sense of release.

Presenter: Rory MacPhee
Title: Building a Celtic Long-ship in two days: the role of a non-judgemental mentor who is neither teacher nor parent.
Institution: Falmouth Marine School Cornwall College
Type of presentation: Single author paper

Abstract: I want to reach down into the creative soul of my learners. They do not know it, but they can design and they can make. I give them the confidence, the tools and the vocabulary. By introducing them to their intuitive design capabilities, I help them develop their own creative solutions to problems.

I ask them if they want to build a Celtic Long-ship. They say yes. Using natural materials in the main we work out the design parameters, and then build and launch a 5 metre boat within two days.

The process has been rationalised into a small self-published booklet, telling a story using words and cartoons, and developing a methodology for building a boat in two days.

Using PowerPoint and 3-d displays, I can show the process and develop the theme of intuitive design. An integral part of the proposition is the role of a non-judgemental mentor who is neither teacher nor parent.

Presenter: Anna Magyar and Jenni Carr
Title: Academic Literacy at the Open University: resistance sustained?
Institution: Centre for Outcomes Based Education, Open University
Type of presentation: Joint author paper

Abstract: In 1969 The Open University pioneered an educational model which sought to address the limitations conventional institutions of higher education placed upon student participation. It did this chiefly by virtue of it being a distance learning institution but also through its open access policy. Between 1971-2003, 281,956 students have graduated, most of them mature students, and over one third having entry qualifications lower than those normally demanded by other UK universities.

The OU seems less radical now. Mature students are not unusual in universities, the changed status of polytechnics and increase in disciplinary diversity has contributed to widening participation. While the OU, like other higher education institutions, is preoccupied with student recruitment and retention, and concerned about under represented groups in higher education, it is also a typical institution in its apparent resistance to change, and to sustaining projects that would make a difference to students' experience. At the same time, in the various faculties and regions, interventions and small scale projects are continually being instigated which contribute to critiquing 'the powerful discourses working to coerce us into dull conformity'. These projects certainly inspire those who participate in them, but they also make ripples in a seemingly still pond.

We will present some examples of this work. Informed by an academic literacy approach to academic writing and reading, the projects we will discuss have involved tutors, course writers and students. We will explore how, through this participation, the questioning, challenging and critiquing of academic practices might be sustained. We will discuss some of the creative thinking and creative solutions that have arisen from this work.

Presenter: Maboreng Maharasoa
Title: The paradox of egalitarianism and elitisim: emerging trends in South African Higher Education
Institution: Central University of Technology,South Africa
Type of presentation: Single author paper

Abstract: The discourse of access to education has been a key phenomenon of the transformation agenda in South Africa. The state has as a result assumed the steering role in determining the size and shape of higher education in the country. This paper provides an overview of access policy developments in South Africa with a view to interrogate the effect of macro policies in transforming the system from an exclusionary to an accommodative education epoch. The major observation is that despite the

notable milestones in changing the system, an array of policy directives has culminated into an unanticipated conflict between the egalitarian value of equitable opportunities for all and the very elitist grounding that the democratic government sought to uproot at the micro level. Central to the content of the paper is the argument that the successful realisation of a truly evolved education system is threatened by the recent capping of student numbers by the state and the financial aid policy that is beginning to prove inadequate. Another proposition, which the paper purports to make, is that the state should continuously check there is very close interaction between higher education policies and the social transformation as well as economic policies of the country.

Presenter: Wendy Martin
Title: Literacy and Numeracy Provision on a PGCE (PCET) Programme: report on a pilot study (work in progress)
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This session will discuss a pilot project to address FENTO's latest requirements for Literacy and Numeracy provision in teacher education for the post compulsory sector. The session will open with a *brief* review of the history of Literacy and Numeracy provision in teacher education and training, leading up to the latest FENTO directive. A short report will be offered on the nature of the pilot provision. Data collected to date from staff and course participants will be presented. It is then hoped that the session will develop into a discussion of the role of HEIs in supporting the Literacy and Numeracy needs of pre-qualification teachers, and the challenges of covering the FENTO proposals within established curricula for teacher education and training."

Presenter: Margaret McLay
Title: Save Our School: the case study of a small school faced with closure
Institution: Manchester Metropolitan University
Type of presentation: Single author paper

Abstract: Local education authorities in England are required by the Department for Education and Skills to examine the number of surplus places in schools and to make proposals for removing these. Although the DfES offers a number of alternatives, closing a school down is often seen by the local authority as the only option. The falling birth-rate in England has greatly increased the number of primary schools (age 5-11 years) under threat of closure in the next few years.

This case study is the 'upbeat' to a much larger study which will look at the impact of school closures on local communities, particularly in areas of urban deprivation. The study will be examining the hypothesis that school closures

now have a greater impact than in previous years, because schools are now charged by the Government with taking a greater role in community regeneration, particularly in areas of socio-economic deprivation, whilst the green paper *Every child matters* (DfES, 2003) requires local education authorities to take the lead in providing children's services across the various service areas: education, social services, health and safety.

This paper discusses the case of one such primary school, Daisy Hill (not its real name), and the process of examining primary school reorganisation in one local education authority (referred to simply as 'the LEA').

The closure of Daisy Hill may well be keenly felt in a community much of which has higher than average levels of socio-economic deprivation and low levels of adult literacy and few other amenities. The school was the main provider of adult education classes and other community facilities.

Presenter: Wendy Miller
Title: The co-operative enterprise: education for sustainable development
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Higher education institutions (HEIs) today are often largely geared towards doing well in the Research Assessment Exercise (RAE) to protect their future funding, as well as producing employable graduates. In the process, they are working increasingly in a culture of competition – internally between courses, and externally with other HEIs to attract students and to gain advantage in the RAE. At the same time, HEIs are being encouraged to embed sustainable development (SD) and education for sustainable development (ESD) - within their campus and curricula and in links with those in their locality.

The need to 'explore the whole elephant' is a key feature of sustainable development - but is in contrast to the increasingly specialist disciplines and functions within universities, each with their own language and acronyms. In order for HEIs to incorporate SD and ESD, a major challenge will be learning to act co-operatively as well as in competition, and to communicate and work with wider groups from other 'tribes'. Useful guidelines for achieving the transition to sustainability literacy, which involves communicating across these divides, can be found in Wenger's concepts of communities of practice, as well as in future scenarios methodologies. By building a community of practice of all those interested in a particular issue, barriers to embedding SD and ESD can be overcome. This involves alignment of values and goals, employing imagination to define the past and possible futures, and engaging through developing active relationships in a mutual joint enterprise. The Subject Centre Network of the Higher Education Academy provides one example of how this is being achieved – through encouraging greater cooperation, active communication, and working towards shared goals.

Presenter: Debbie Morgan and Glynis Pratchett
Title: 'Pond Life' that 'Know their Place': understanding and describing 'good' practice for teaching assistants
Institution: University of Exeter
Type of presentation: Joint author paper

Abstract: The role of teaching assistants is poorly articulated, they are under regulated and the majority do not participate in formal qualifications and suffer from short-term contracts and lack of coherent career structure. One study has shown that, whilst 40% aspire to teaching qualifications, only 12% ever apply for teacher training (DfES, 2001). Yet, in inclusion terms, they are a hugely important resource in our schools in working with young people with special needs and as part of the government's commitment to reducing class sizes. Formalising career pathways for teaching assistants is now a Government policy priority. This raises contentious issues within the teaching workforce and among the unions concerned (Curtis, 2003).

This paper reports interview and Delphi (De Meyrick, 2003) workshop data from work with a mixed group of teachers, teaching assistants and senior staff in 6 different schools in Devon (primary, secondary and special). The workshop used a variety of Delphi techniques to elicit the group's professional understandings of what was expected of teaching assistants and what indicated a 'good' teaching assistant. Whilst the group focused on the essential role of teaching assistants as the 'glue' in any classroom environment, they also described their disenfranchised, powerless status and of the need to develop and recognise their professionalism in appropriate, non-competence based ways. Integral to this has been the refinement and development of a comprehensive account of teaching assistants' practice and a shared language of performance that enables both teaching assistants and those mentoring and assessing them to communicate expectations and give feedback more clearly.

Presenter: Mike Murphy
Title: Transgressing, travelling and tinkering: taking heavenly notions of discourse, power and resistance into the 'real' world
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Most primary and secondary school teachers are working within a central policy climate of organisational performativity, competition and commodity. Within such school cultures there is at least a surface rejection of 'vacuous' theory. Therefore it may be argued that expecting overworked teachers to have the capacity to engage in an exploration of ideas, (discourse, power and resistance) within school cultures, which are essentially anti-intellectual, is naïve and perhaps akin to waiting for Foucault to turn out for bus stop patrol (a task carried out by many school teachers, especially in

urban centres) at the end of each school day. And so what, even if Foucault did arrive, what would he have to offer the world of business suits, power, push and shove? Is it not more probable that Foucault, along with all the other 'knights of multiplicity' (Derrida *et al*), would be regarded as irrelevant and unable to offer much to the modern teaching professional, who works, after all, in the 'real' world?

This paper will discuss and explore some of the problems and the possibilities of translating notions of discourse, power and resistance to school contexts. It will be shown that, despite barriers, there is the potential to challenge and detoxify the build up of certainty and technical rationalism, which exists in many school cultures.

The university tutor's role is also imagined as a 'Tinker' (an Irish traveller – perhaps a Celtic development on the flâneur), who, more often than not, is invited into schools to 'fix' and 'cement' TTA 'school improvement' certainties, but in the process may introduce alternative stories, difference, and possibly dissonance.

Presenter: Kimberley Osivwemu
Title: Young, Black, British – resistance to resistance?
Institution: Manchester Metropolitan University
Type of presentation: Single author paper

Abstract: This paper argues for the view and voice of young black men to be presented through research. It is presented by a black, female youth and community worker who has worked with black and minority ethnic people in England, since 1985, took two years to concentrate on delivering training of Connexions in the North-West of England and is currently commencing Doctoral studies at Manchester Metropolitan University. Black in the context of Britishness is open to debate (Alibhai- Brown 2000 p.49); the meaning of British is currently under scrutiny. In presenting policy changes to the 14 – 19 agenda as top down, training-led development it is argued that Personal Advisers have the opportunity to inform discourse on the resistance to the physical presence of young black males. In considering decisions made within that age bracket and how they are informed the paper considers if in our continued move towards conservatism, we accept and intend to continue to accept greater Black British presence in jails than in universities.

Presenter: Jayne Osgood, Research Fellow
Title: 'Passive Resistance' to policy reform in the early years: understanding gendered constructions of professional identity
Institution: London Metropolitan University
Type of presentation: Single author paper

Abstract: In this paper I seek to understand the complex interaction between notions of 'professionalism' and gendered identity constructions against the backdrop of increased state regulation and demands for performativity in the early years. I seek to explore the ways in which 'teacher professionalism' is constructed by government and how this transcends into a 'discourse of derision' (Ball 1990) which then becomes a subtle, yet powerful means of controlling this occupational group. I explore the 'passive resistance' which I argue is characteristic of this group of educational practitioners (Osgood, 2004) and conclude by presenting an alternative feminist conceptual framework (for assessing the gendered nature of identity formation, and as an opportunity to consider the role agency can play when seeking to resist/ re-negotiate the rapid and powerful policy reform agenda in the early years.

Presenter: Jayne Osgood, Research Fellow
Title: Gendered identities and work placement: why don't boys care?
Institution: London Metropolitan University
Type of presentation: Single author paper

Abstract: Students' post-compulsory pathways and occupational aspirations in the UK have been shown to differ considerably according to gender, social class and ethnicity. School-based work experience provides many students with their first significant encounters with the world of work, and is positioned as providing diverse experiences in this regard. Yet gender-stereotypical patterns manifesting in students' occupational aspirations have been found to be replicated in student take up of work experience placements. This paper draws on a study of gender issues in work experience placement in England commissioned by the Equal Opportunities Commission to show how work experience exacerbates, rather than challenges,students' gender stereotypical trajectories. Early years education and childcare has been shown to be a particularly gendered and classed area of work, and is one that is currently experiencing staffing shortages (Osgood, 2005). Hence I focus on the area of childcare as a case, analysing students' talk about their childcare placements and about childcare as a gendered area of work. In this way I reveal the discursive practices by which students construct occupations as gendered, providing explanation for the perpetuation of gender stereotypical patterns in students' uptake of work experience placements and occupational aspirations.

Presenter: Victoria Perselli
Title: From helpful questions to constructive answers: interrogating the interview process for applicants to initial teacher education
Institution: Kingston University
Type of presentation: Single author paper

Abstract: Within my institution we have formed an Equity and Diversity Working Group, with a mandate to audit current provision in Continuing and Initial Teacher Education, to see how best this measures up to local and

national calls for widening participation and diversity of student and staff populations, and how, therefore, to improve our own practices in these areas.

One obvious trend when comparing ourselves with other disciplines within the university is that there is less socio-economic and ethnic diversity in Education than many other Faculties, and far fewer men than women enrolled on ITE courses. This tendency is historically and generally true across Higher Education institutions in the UK and has become, eventually, a concern of Government, with Education Faculties striving to increase minority ethnic recruitment and achieve gender equity, expressed as percentage targets. Without speculating just now on the motivations behind national policy and how this functions in relation to other contrary or confusing policy developments - but nevertheless mindful that these are part of the bigger picture of the challenge of widening participation - this research project aims to investigate one aspect of practice: the applicant interview and its potential as a site for enhanced recruitment and retention of students in ITE.

In this presentation I will introduce the topic and demonstrate a set of questions which we - an academic and an administrator- have devised in order to initiate the process. I will then invite critical discussion on the project itself and other relevant issues on the theme of equity and diversity in higher education.

Presenter: John Preston
Title: 'It was expensive which fortunately put a lot of people off': Adult education and class strategies
Institution: University of East London
Type of presentation: Single author paper

Abstract: This paper considers how adult education is used in the making and re-making of class distinctions using the notion of class strategies. It reverses the concern with 'voice' in adult education - often meaning the 'voices' of those groups believed to be marginalised through adult education (minority ethnic students, working class students and increasingly obscure niches of learners identified through widening participation initiatives). In this paper, the concern is with the voices of those whose actions and participation dominate contemporary adult education - middle and (in a remove from much of the earlier work on education and class strategies) ruling class as well as working class learners. I examine how using adult education as a positional good is employed across social classes.

 However, the paper also shows the difficulties of using class strategies to understand the actions of the 'ruling class' and why a Marxist approach to understanding their strategies is necessary.

In conclusion, I argue that the re-structuring of adult education through new funding regimes, privatisation / fragmentation and 'stealth' policies enable

positional class strategies to operate more ferociously and are fundamentally changing what remains of adult and community education.

Presenter: Jocey Quinn
Title: *"It's at the bottom of my heart"*: creating knowledge as the first line of resistance
Institution: School of Education and Lifelong Learning, University of Exeter
Type of presentation: Single author paper

Abstract: Recent research I have conducted with academics highlighted how they simultaneously inhabit multiple conflicting landscapes: landscapes often experienced as battlegrounds. However, it also emphasised that their research, perceived as creating knowledge, is a labour of love, experienced and described in terms of strong feelings and attachments. This emotional engagement is repeatedly held up as the reason that keeps academics in their jobs and enables them to resist (as far as possible) the encroachments of management, institutions and policy makers.

In this paper I would like to look more closely at this process of love and resistance and also make links with earlier work about universities and pleasure. I have previously argued that universities increasingly sell themselves to students as 'pleasure domes' in order to mask a culture of compliance, but that students may actively seek more creative forms of pleasure in learning. Similarly, academics are sold a culture of ruthless competition, but their real fulfilment lies in creativity and collaboration.

In this paper I want to acknowledge the material limits of a love of knowledge in the face of ruthless political and institutional imperatives. However, I primarily want to explore just what we do hold at the bottom of our heart as academics and researchers. I want to know how this enables us to resist and even to triumph.

Presenter: Christina Schwabenland
Title: Stories, Mythmaking and the Consolation of Success
Institution: London Metropolitan University
Type of presentation: Single author paper

Abstract: The power of stories and storytelling to create meaning, manage anxiety and provide consolation in the face of despair is explored in this paper which draws on research into the creating and managing of voluntary organisations in the UK and India. Voluntary organisations are often founded as an act of resistance against inequality or injustice. The power to come together and define their own needs has been described by Janeway (1980) as one of the 'powers of the weak'. It is through storytelling that people can become more aware of their own situation and create alternative possibilities, alternative stories for themselves. Ricoeur (1992) describes myth as 'the

bearer of possible worlds.' Many voluntary organisations, especially in India, deliberately use storytelling and image making as an essential part of the process of 'conscientisation' and have been heavily influenced by Freirean ideas of education for liberation. Storytelling becomes one way in which people can articulate and define their own needs and perspectives and mobilise and sustain support to each other. Storytelling plays an important role in sustaining a sense of purpose and in defining success within the organisation.

Most of my research has been into organisations which regard their purpose as being educative but within the context of the community. I have recently moved into teaching in higher education and am actively exploring ways of building on my knowledge of participative methodologies as a means of exploring and decentring taken-for-granted power relationships and helping students to develop both a greater appreciation of their own knowledge and experience.

Presenter: David Selby
Title: The Firm and Shaky Ground of Education for Sustainable Development
Institution: Centre for Sustainable Futures. University of Plymouth
Type of presentation: Single author paper

Abstract: This paper will first explore why Sustainable Development, and its educational manifestation, Education for Sustainable Development, have come to enjoy such exponential adherence in the last twenty-five years. Why are so many of the world's political leaders and also powerful influences in the world of education, from both the North and South of the planet, lending their weight and influence to the idea?

Why is the well-worn definition of sustainable development offered by the World Commission on Environment and Development in 1987 – 'development that meets the needs of the present without compromising the ability of future generations to meet their needs' – being uncritically embraced in policy statement after policy statement, strategy document after strategy document, within the world of education? The paper will go on to critique Education for Sustainable Development and its sister 'educations', Education for Sustainability and Education for Sustainable Futures, questioning both assumptions behind their advocacy and key aspects of what is being advocated. Congruent with the primarily deep ecological perspective of the presenter, the whole will be set within a narrative of folk in a deep forest clearing.

Presenter: Wesley Shumar
Title: Resisting Commodification through Civic Engagement: Service Learning and Sociology

Institution: Drexel University
Type of presentation: Single author paper

Abstract: Several commentators have talked about the way that the consumer culture is at odds with the values of a liberal education and how that consumer society may be undermining education as well as civic participation in a modern democracy (Barber, 1992, 1995, 1998; Milner, 2004 Putnam, 2000; Shumar, 1997). Further, the culture of consumption distracts from some of the most pressing current social and environmental problems (Sklair, 2004; Appadurai, 1996; Jameson, 1997) This paper looks at the service learning major in sociology that we have developed at Drexel University and how that major provides a critique of the consumer culture that helps students resist the dominant forms of power and ideological control in their personal lives and in their professional lives. The programme begins by introducing students to service learning and civic engagement through a unique course for majors called "Participatory Sociological Theory". In this course, students work in local social service organizations while reading about the "Decline of Social Capital in America" and "The Call of Service" (Putnam, 2000; Coles, 1993). The sociology major then moves to developing specialised courses in Participatory Action Research, where students work with local social service agencies planning and carrying out research that the agencies need to meet their community needs. Through the service learning and action research work students raise their own consciousness as they think about the ways media and the culture of consumption distract people from important issues. Further they engage with local community activists and community members as they attempt to creatively leverage resources and support to help community development.

Presenter: Pat Sikes
Title: Making the Strange Familiar *OR* Travel Broadens the Mind: The Story of A Visiting Academic
Institution: School of Education, University of Sheffield
Type of presentation: Single author paper

Abstract: 'Tourism is a place for critiquing daily life' (Neumann, 1992, p. 177)

Lives cannot, and should not, be compartmentalised. Recognising and articulating connections between identities and the various and diverse things which happen to us as social beings out in the world can provoke challenging and creative critique. This is because the juxtaposition of apparently different experiences and perceptions can spark new insights that can also help in the quest to sustain resistance.

In this paper I tell a story of the ways in which a specific tourist experience led me to reflect afresh on themes, issues and concerns which have always been central to my work as a researcher and academic. Namely:

- Storying lives

- Auto/biography
- Identities and careers
- Giving voice
- Othering
- Re-presentation
- Social justice
- Making the familiar strange

But, most of all, the experience strengthened my commitment to the need to recognise the way in which the strange is familiar and to 'acknowledge how much 'out there' is like, 'in here'' (Neumann, 1996, p. 182).

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Presenter: Sandra Sinfield, Tom Burns, Mark Wallace, Debbie Holley, Caroline Dobson, Debbie Albon
Title: Friend or foe? The role of an online tutorial in an institution experiencing rapid change
Institution: London Metropolitan University
Type of presentation: Joint author paper

Abstract: As education undergoes a process of permanent revolution, impelled by government intervention and aggressive market forces, collegiality has for us generated an increased sense of purpose and a positive way of harnessing new technologies whilst sustaining 'resistance'.

Increasingly hostile academic institutional environments have negative impacts on the university experience of both staff and students. Academic enterprise and cooperation are threatened by the marketing of education as global commodity, audit culture, new managerialism and concomitant pedagogical interventions, including the push for e-learning.

The Widening Participation student in particular tends to experience HE as a series of struggles propelled by discourses of derision, over-assessment, increasing participation in paid employment and, perhaps, those e-learning initiatives designed to liberate resources rather than support staff or empower students.

In our recently merged and extremely large institution (34,000 students), it has been the locating of, and cooperating with, friends and allies, including the Teaching and Learning Technology Centre - that keeps us connected with our students and their experiences; rather than the senior management agenda of 'what gets measured gets done'.

Our WebCT package (Write to Learn) was produced by collaboration between academic, learning development and learning technology staff:

- Ensuring, as much as possible that the workload of our students is not overburdened by yet another initiative. Our essay writing package *Write to learn* is designed to assist students with their writing within the context of their studies, and seeks to model to them that the assessment system does not have to be threatening and anxiety provoking.
- Engendering intrinsic motivation (and reducing plagiarism) by encouraging assessment tasks which resemble real world activities and involve active engagement by the student, and by providing a choice of tasks suited to the learner's own needs
- Allowing for learning at the learner's own pace, within a space and time of their own choosing
- Attempting to meet the needs of students rather than institutional bureaucracy.

Presenter: Chris Smith
Title: Environmental Images: Sustaining Resistance Through Art, Activism and Education (a photographer's story)
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: Talk about 'sustaining resistance' requires a definition of exactly what is being resisted. In my life I have been mostly resisting some of the causes and symptoms of the mass environmental destruction currently being wreaked by humanity. My effectiveness in this is debatable, but the story of my journey, as I tried different methods of resistance, is a story I think worth telling. From Art to Direct Action, Conservation, Ecological Restoration, and recently Education, I have searched for a personally sustainable method of resistance for many years.

I intend to show some pictures, tell my story and ask some questions about education and activism.

Presenter: Kim Smith & Margaret Mclay
Title: Curates' Eggs? Trainee Teacher and Tutor Perceptions of University- and Employment-based ITT Routes
Institution: Institute of Education, Manchester Metropolitan University
Type of presentation: Joint author paper

Abstract: The stimulus for this research arose from the difference in quality of experience reported by trainee teachers on a secondary education GTP programme. Perceptions were centred on the quality of school experience which ranged from valued support from professional and subject mentors to one where support was minimal or non-existent. This research is a pilot study in two parts. The first is a questionnaire sent to trainees on the university-based PGCE programme and on the employment –based GTP route, in order to compare the value which each group attached to the contributions of the university and the school. This was set within the context of trainees' prior experience which ranged from extensive teaching in other sectors to a limited amount of voluntary work. The aim is to formulate some criteria for value added by the different training routes. An open-ended questionnaire was distributed to a systematic sample, stratified by subject area, of 1 Year PGCE trainees based at MMU Cheshire, and all the GTP trainees receiving a standard input from MMU. The pilot study involved those trainees on both routes who commenced their ITT programmes in September 2003. The first indications emerging from the data are that all trainees value the school-based aspects of their training where it is well supported. However, some schools are unable to offer a sufficient level of training. This is more critical on the GTP route where such training is heavily based on school input. Trainees on both routes do not appear to be clear about the relationship between the university-based and school–based aspects of their training. The GTP group would appear to value the university sessions particularly as opportunities to network and exchange experience.

The second part of the pilot study comprised case studies of schools exhibiting good practice and unsatisfactory practice as identified by trainees and university tutors, in order to investigate criteria for best practice in employment-based routes. Clear patterns are emerging from the case studies about models of best practice on the GTP which will be disseminated to relevant partners on the programme.

Presenter: Elaine Swan and Kim McGuire
Title: Executive Coaching in Education: Spaces of Psychobabble or Spaces of Doubt?

Institution: CEL, Lancaster University Management School
Type of presentation: Joint author paper

Abstract: This paper examines whether the coaching of senior managers in Further Education can be seen as offering a space for resistance. Drawing upon in-depth qualitative data with senior managers in FE who are being coached, this paper focuses on whether the coaching can be seen to offer a time and place for 'proto-politics' or 'proto-ethics'. In particular, we examine the theme of coaching, in one of our respondent's words, as a 'space for doubt'.

Coaching, and other so called therapeutic practices have been critiqued heavily in academic and popular writing (Rose 1990; 1996; Cloud 1998; Nolan 1998). This literature is largely scathing about the widespread dissemination of therapeutic ways of thinking and practising. One critique levelled at therapeutic practices, such as coaching is that it is de-politicising, psychologising and therefore, individualises social problems and solutions. The argument is that coaching limits resistance because of its non-social understanding of social relations, power and action. Our research suggests that, whilst coaching may not be radical collective political space, it nevertheless offers, in our respondents' views, the opportunity to reflect on leadership, ethics, doubt, power and loneliness. This leads us to ask, can we see coaching as a site for proto-resistance? Has it become an important space in which senior leaders cope with the unrealistic pressure of professionalisation and managerialisation of education, cultures of performativity and fantasies about leaders? We do not see ourselves as apologists for coaching. We are not claiming that it's *the* space of political resistance. We do, however, want to understand the profound meanings that coachees in this research attach to their coaching experiences, and their claims that it provides a space of critical reflection.

Presenter: Pat Thomson; Christine Hall and Lisa Russell
Title: Resisting seductive discourses: how creativity, enjoyment and partnership can lead you on
Institution: University of Nottingham
Type of presentation: Joint author paper

Abstract: In recent educational policy documents British primary schools have been encouraged to focus on enjoyment, creativity and partnerships in the arts and literature. Whilst these discourses offer a welcome relief from the drudgery and sterility of tests and highly prescriptive curricula, we argue in this paper that in their current form they need to be resisted. We interrogate a series of recent policy texts using critical discourse analysis. We suggest that there are two immediate dangers inherent in this policy discourse. One is that we might be seduced into thinking that things are getting better and that we can ease off on sustained critique. A less likely but even more dangerous response would be to be seduced into seeing this as discursive permission to return to a mythical golden age of primary education and lose a commitment to the necessity for students to develop robust intellectual critical capabilities.

Presenter: Colin Trier
Title: An exploration of the institutional inertia to education for sustainable development within UK universities.
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Presenter: Viv Tucker
Title: Emerging Online Practices: An Aesthetic Approach to Teaching and Learning in Cyberspace.
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This paper outlines an innovative post-structural feminist approach which informs the conceptual development of an aesthetic presence within the context of a new theoretical model of online teaching and learning.

An Information and Communications Technologies for Teaching and Learning option module has been developed on the PGCE (post-16) programme for the University of Plymouth. This module is taught online and during the last two years, has been a site for researching an important and nascent theme, the conceptualization of an aesthetic approach within a new model of online learning and teaching which examines and resists the limitations of an instrumental approach and argues for a learning model in which contemporary post-structural theory radically informs emerging online practice.

Integral to this process is an awareness of the creation of an aesthetic presence within an online teaching and learning environment, situated in poetic space. This practice can offer an alternative approach to e-tutoring, which embraces notions of ethical self forming and multiplicity in the building of fluid, virtual learning communities. This model of practice reaffirms an aesthetic approach as a creative act of resistance to an instrumental approach to cyber-teaching and cyber-learning.

This on going research involves the collection and analysis of data generated by both cyber-teacher and cyber-learner. Data consists of online narratives, computing texts, generated in discussion forums, emails and questionnaires.

Presenter: Jonathan Tummons
Title: The Words We Use and The Words They Use: talking with non-traditional undergraduates
Institution: York College
Type of presentation: Single author paper

Abstract: The impact of accreditation on continuing education (CE) in higher education has led to a repositioning of the adult learner as "very part-time undergraduate". The impact of formal assessment, modularisation and the mainstreaming of the adult learners' experience requires the adult learner to talk the talk of the full-time undergraduate. Often, in practice, this requires the mediation of the adult education tutor, using a pedagogy of adult education that often fails to address the fundamental paradox that rests within the tutor-student exchange. Despite the vestigial remains of the liberal tradition and the rhetoric of widening participation, new literacy barriers have been created that serve to exclude, not empower, the part-time adult learner.

Drawing on an initial small-scale investigation of history students on an accredited evening course programme, this paper will set out a working conceptual framework for exploring the acquisition of academic literacies amongst CE students, which rests on social linguistics and literacies (Gee 1996, Barton and Hamilton 1998). This framework seeks to explore a range of literacy events encountered by the CE student. The paper will focus on encounters with the subject or genre and with the institution, and will explore both the words that are used and the spaces where they are met.

Presenter: Michael Watts
Title: What *Is* Wrong With Widening Participation In Higher Education
Institution: Von Hügel Institute, St Edmund's College, Cambridge
Type of presentation: Single author paper

Abstract: This paper argues that the current UK government's determination to widen participation in higher education is fundamentally unjust; and it offers a philosophical critique of utilitarian education policy as means of sustaining this argument. The intent to expand the number of students in higher education is driven by calls to make the benefits higher education is supposed to bring more widely available and to enhance the national economy. The fundamental injustice of current policy is located between the incongruence of these twin aims. Here, this is addressed through: recent research into the aspirations and achievements of young people in the East of England who had chosen not to enter higher education; and the capability approach of Amartya Sen. The research provides an empirical rejection of hegemonic links between higher aspirations and higher education; and the capability approach is used to demonstrate the benefits of using a freedom-based interpretation of well-being to research and analyse complex social issues and, in so doing, to resist hegemonic discourse.

Presenter: Jackie Young
Title: 'There are theories at the bottom of my jargon' – does the language of sustainable development limit our involvement in changing the world ?
Institution: Department of development, Plymouth City Council
Type of presentation: Single author paper

Abstract: The Government's commitment to 'sustainable communities' has added yet another description of 'sustainable development' to the already extensive list of attempted definitions. With over 300 already available to the average sustainability practitioner (like me), what chance do we have of explaining what it really means ?

Language, like statistics, can be used to hide a multitude of sins. Do we use long and complex sentences to hide the fact that we don't really understand the subject challenging us ? , Do we hide behind words as a way of

expressing our superior intellect (or lack of it) ?…or do we simply not care and want to leave saving the planet to someone else ?

This – sometimes light-hearted but timely – paper considers life at the sharp end of action on local and global sustainability. Be prepared to sort out your BANANAs from your NIMBYs and your Daily Sport from your Scientific American !

Presenter: Farhana Zaman
Title: Teaching about diversity in the far South West : a personal perspective
Institution: Faculty of Education, University of Plymouth
Type of presentation: Single author paper

Abstract: This paper reports on how notions of diversity have been salient in the development of personal and public needs agendas for a university in the Far South West. It will present some thoughts on how the microcosm of a university Equal Opportunities Group can and must impact on the macrocosm of the whole university and the multicultural world beyond academia.

This paper discusses how the presenter has been involved and has been instrumental in acting as scaffold for change by beginning to address issues of diversity in a rural setting generally with staff across the university and specifically with students following Initial Teacher Training courses at both undergraduate and postgraduate level at the Faculty of Education. It will outline how a personal perspective within an institution contextualized against a rural reality can be intertwined with the essentially public face that institution must present to the macrocosm.

Presenter: David Zyngier
Title: "Why aren't you listening?" "Stop shouting at me!" Listening to teachers - listening to students. Substantive conversations about resistance and engagement.
Institution: Monash University, Victoria
Type of presentation: Single author paper

Abstract: Student engagement has been identified as an important precursor to student learning (Newmann, 1996). Since Willis (1977) it seems generally accepted that school students today are more alienated, resistant and disengaged than ever before. Student engagement has become the "flavour of the month". Engagement, especially in the so-called problematic middle years is now at the centre of mainstream education discussion and debate. Critical pedagogy, however, suggests resistance is more than "being naughty." Resistance is not the antithesis of engagement but the contradictory act of resistance and accommodation is a self protective negative agency in response to unequal power relations (Shor, 1980). Educational sociologists, anthropologists and psychologists have theorized how and why schools

produce and reproduce unequal educational outcomes contributing to ongoing social inequality (Thomson, 2002). Each discourse produces its own distinct understanding of what really defines student engagement.

Haberman (1991) recognised the difficulty of introducing new forms of pedagogy for the children of poverty to counter the teaching he called the "pedagogy of poverty". Understanding that it is not enough for one or even more teachers to change what they do, a team of teachers supported by the school leadership team and university mentors, implemented *Key-Makers: Advancing Student Engagement through Changed Teaching Practice* to improve student outcomes for first year high school students.

Through the voices of teachers and students this paper seeks to answer three linked questions: whose conception of engagement is most worthwhile; what actually are the purposes of engagement and who benefits (and gets excluded) from these purposes and finally how might we conceive of student engagement in order to achieve the twin goals of social justice and academic achievement? (Butler-Kisber and Portelli, 2003).