

DPR Conference 2004 - Abstracts

| Surname | First Name | Abstract |
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| 1. Abdullah | Firdaus | <p>The development of <i>HEdPERF</i>: A new measuring instrument of service quality for higher education sector</p> <p>Service quality has attracted considerable attention within tertiary education sector, but despite this, little work has been concentrated on identifying its determinants from the standpoint of students being the primary customers. Thus, it would seem rational to develop a new measurement tool that incorporates not only the academic components, but also aspects of the total service environment as experienced by students. Likewise, there are many areas of disagreement in the debate over how to measure service quality, and recent research has raised many questions over the principles on which the existing instruments are founded. This paper focuses heavily on three most renowned service quality measurement tools namely <i>SERVQUAL</i>, <i>SERVPERF</i> and <i>EP</i> in the quest for developing and validating a unique measurement instrument for higher education sector. Although these generic instruments have been tested with some degree of success in wide-ranging service industries, but their replication in higher education sector is still hazy.</p> <p>Hence, this paper describes the methodological development of <i>HEdPERF</i>, a new service quality measuring scale that captures the authentic determinants of service quality within higher education sector. The proposed 41-item instrument has been empirically tested for unidimensionality, reliability and validity using both exploratory and confirmatory factor analysis. A factorial analysis suggests that service quality has six dimensions: non-academic aspects, academic aspects, reputation, access, programme issues and understanding. Subsequent regression analysis revealed that access is the most important dimension, and it is associated with such aspects as approachability, ease of contact, availability and convenience. In conclusion, tertiary institutions should assess all the six dimensions of service quality to ascertain the level of services provided, and determine which dimensions need improvement. Knowing the strengths and weaknesses of these dimensions and their relative influence may result in better allocation of resources, thus an improved design of their service delivery system.</p> |

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| 2. Antoniou | Maria | <p>Queer students in HE: improving services and support</p> <p>This is a workshop / informal discussion session looking at some of the factors influencing the experiences of queer (lesbian, gay, bisexual and / or trans) students in HE and examining measures we can take – or that we are already taking – in our day-to-day practice to ensure these experiences are largely positive.</p> <p>Discussion will particularly focus upon learning and teaching contexts, but we will also look at other areas of student life including information and support services for students, library resources, LGBT societies and student activism, and local student and queer scenes. We will also explore how queer students fit into current debates around social equity issues, including Widening Participation, in UK HE.</p> <p>This session emerges from research I'm currently undertaking into the experiences of queer students at two universities in the UK. The aim of the research is to raise awareness of the experiences of queer students within these institutions and to work towards strategies for improving services and support for queer students in all areas of university life. I will briefly outline the main elements of my research in this workshop, but will not present findings in detail.</p> <p>This workshop is open to participants of all sexualities and genders.</p> |
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| <p>3. Avis Bathmaker</p> | <p>James Ann-Marie</p> | <p style="text-align: center;">Critical Pedagogy, performativity and a politics of hope: trainee FE lecturer practice</p> <p>The paper examines trainee lecturers' perceptions of teaching and learning in the sector, drawing upon a small-scale study of trainees on a full-time FE teacher training programme at an English new university. The paper explores how current changes may be affecting the development of lecturers' professional practice. It seeks to examine the relationship between critical pedagogy, performativity and a politics of hope. It concludes by arguing that it is not enough to hold to an ethic of care or even a concern to engage students, and that there is a wider politics inscribed within pedagogic practice: a politics of hope that is characterised by an aspiration towards critical and democratic practice.</p> |
| <p>4. Bateman 5. Rhodes</p> | <p>John Christopher</p> | <p>'Mind the gap': school-based research models, the 'knowledge base' and collaboration with HEIs in the search for resolution of the theory-practice divide</p> <p>This paper seeks to further explore and articulate the gap between theoretical perspective and practice in school-based teacher research. Such exploration is important given the associated implications for knowledge generation and knowledge transfer both between professionals and within the classroom. A renewed emphasis on school-based research has emerged through centrally organised interventions such as BPRS and through accusations of irrelevance to practitioners of much academic research. Alongside these developments there is a concern that research may have become overly preoccupied with short-term outcomes and therefore neglect theoretical debate, which in turn can undermine the development of practices within the wider school community. A case-study school will be used to examine the parameters surrounding the generation of the 'knowledge-base', as well as the potential benefits of a partnership between school-based researchers and an HEI. It is argued that unless the researchers are open to a dialogue with academics or other critical friends over their knowledge base that this will constrain their professional development. As a result the extent of their contribution to the transfer of knowledge in different school contexts will be limited, no matter how innovative their everyday classroom activity, especially if their 'tacit knowledge' remains hidden. To tackle this problem the location of the theory-practice interface is seen as an essential component of professional development and knowledge transfer within different school contexts. Furthermore the coupling of school innovations with generative theories deriving from notions of social capital is seen as a catalyst in further developing the mechanisms for trust relations in broader networks.</p> |

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| 6. Bleakley | Alan | <p>Better Dead Than Red? What Soviet psychology taught us about learning that saved our skins - a case study of multiprofessional teamwork in operating theatres.</p> <p>When Yrjo Engestrom claimed, in 1987, that cultural-historical activity theory provides the only authentic account of learning that transcends the given context (transformational learning) this seemed over-stated. In retrospect, however, Engestrom's claim seems valid. Activity theory, derived from Vygotsky and later Soviet psychology, is the only model of learning that accounts for active knowledge generation rather than passive knowledge reception. Activity theory has a powerful ally in ecological theories of dynamicist cognitive psychology. I have brought these global theories to bear on a local issue through an empirical study of work-based learning in multi-professional operating theatre teams. This paper will introduce a critical-aesthetic view of practice under pressure, where cracks and disturbances in a system such as a team constituted by activity offer opportunities for expansive learning (transcending the given context).</p> <p>The aesthetic dimension to collaborative learning has been driven underground by the dominant discourse of instrumental practice and then operates as an unconscious, surplus, or tacit dimension to the explicit, surface system. The aesthetic dimension then operates through acts of resistance to habitual practice. New identities are formed through aesthetic and ethical self-forming and systems reform themselves according to dynamic properties of emergence and affordance. Leading edge learning theory employs a set of metaphors to account for the transformation of activity through cumulative resistance and small but permanent revolutions, such as: rhizomatic structures, plateaus, platforms, attractors and transients. The capabilities needed to work reflexively within such activity systems are knotworking and translation, including crossings of patrolled borders.</p> |
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| 7. Boag-Munroe | Gill | <p><u>To what extent are teachers using the same language as Government to talk about schooling and mentoring?</u></p> <p>There have been many changes in the framing of the activities of schooling and mentoring in recent years. Government policy has been to command and control the knowledge, skills and competences that pupils and student teachers must acquire. The documents produced by government which set out the requirements to be met are framed in language which appears remote from that of the teachers who are to implement them. Given that language shapes ways of thinking, and therefore acting, it might be assumed that Government aims to control teachers by shaping their thinking and acting. This paper is drawn from a wider study into how teachers who are mentors in Initial Teacher Training (ITT) work simultaneously in the two activities. Using Critical Discourse Analysis methods within a broader heuristic of Activity Theory, I aim to offer some insight into how far teachers are using the same language as Government in their work in schooling and mentoring, and how that shapes their thinking about the two activities.</p> |
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| 8. Borkow | Haggai | <p>A New Type of School – Our School</p> <p>‘Our School’ is a school where Israelis, Palestinians, Jordanians and Egyptians study together (www.nirschool.org). This is a new type of school, a school “of the people and for the people” that facilitates the ‘creation’ of vastly empowered humans who will then create vastly better societies.</p> <p>This school – Our School – is to achieve these goals by adopting a new set of values (such as solidarity and courage), adhering to unique pedagogic assumptions (such as the importance of associative thinking and daily ‘non-academic’ skills), implementing heterarchies, emphasizing a multi-layered integration into the physical, communal and human worlds, and by introducing the revolutionary concept of cyclical learning.</p> <p>The presentation will cover the following facets of Our School:</p> <ul style="list-style-type: none"> Underlying Values Underlying Assumptions Expected Results Structure & Function Rationale Finances Criteria for Success Suggestions for Empirical Studies |
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| 9. Borkow | Haggai | <p>This paper introduces</p> <p>The NIR School of the Heart</p> <p>“In perfect heart and with a willing mind”</p> <p>The NIR School of the Heart is a comprehensive experiential program designed to enrich the academic, cultural, social and personal development of promising young students throughout the Middle East.</p> <p>The NIR School is affiliated with the Harvard and Massachusetts Institute of Technology (MIT) Biomedical Engineering Centre.</p> <p>Aim</p> <p>Offering a top-quality interactive educational environment in the field of cardiology provided by world class experts.</p> <p>Engaging curious minds from different societies in a multi-cultural educational environment, thus encouraging the students to communicate and share their knowledge with one another, and eventually, with their communities at home. Initiating friendships that will play a constructive role in deepening cross-border social and professional relationships both today and in the future.</p> <p><i>The Program</i></p> <p>The NIR School is a two-year academic and social program for talented 15-17 year old Jordanians, Israelis, Palestinians, Moroccans and Egyptians. The students are chosen according to - academic credentials, readiness to help others, and personality traits such as leadership potential. The program is managed and guided by experienced Jordanian, Palestinian and Israeli educators. The study gatherings take place at various locations in the region and are conducted in English.</p> <p>It is hoped that the School will become one of the greatest contributions to science, excellence, tolerance and co-operation in the region.</p> |
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| 10. Brine | Jacky | <p>Higher Education and European harmonization – the Bologna factor</p> <p>This is an exploratory paper, intended to raise questions for discussion. It focuses on the European Bologna Declaration and the construction of a European Higher Education Area (EHEA).</p> <p>I will approach the EHEA from my understanding of education as part of the construction of the European Union and will consider its relationship to other major contemporary EU policies: the European Research Area (ERA), the 6th Framework Programme and the European Employment Strategy (EES) with its core concerns of the knowledge society/economy and lifelong (and lifewide) learning. The enlargement of the EU from fifteen to twenty-five Member States frames these policies.</p> <p>Higher education is to be given a ‘European’ identity, an identity that, within the global ‘market place’ of education, implies a degree of cohesiveness, convergence or harmonization of policy across the 40 state signatories. The paper will question membership of this construct of extra-EU ‘Europe’ and will attempt to identify the major, and the minor, actors in this; those who are readily identifiable, and those who might be found in the wings, directing or otherwise influencing the process. Other questions to be considered within the discussion include: who might benefit (or lose) from the EHEA? How might European higher education differ after the event? What of those who chose not to be included, or indeed are excluded, from this? How might this new European regulatory framework impact on academic work and on student choice?</p> |
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| 11. Carr 12. Curry 13. Magyar | Jennifer Mary Jane Anna | <p>Learning "not to waffle!": making academic conventions transparent in order to facilitate student participation</p> <p>Writing is central to assessment in higher education, in what Candlin and Hyland call ‘the ineluctable integration of writing with the display of disciplinary knowledge’ (1999). While disciplinary content is generally explicit in teaching materials, the ‘peculiar ways of knowing, selecting, evaluating, reporting, concluding and arguing that define the discourse of the community’ (Bartholomae 1986:4) and the extent to which students need to draw on these for assessment, are often left implicit. This vagueness compounds the difficulties of those students who bring with them negative experiences of academic learning or who have not been taught the traditional conventions of academic writing. More attention needs to be given to the explicit teaching of what has been called ‘academic literacy’ (Lea and Street, 1998; Lillis 2001) as the population of students in higher education becomes increasingly diverse.</p> <p>This paper will explore some of the ‘cognitive skills’ that writers of distance learning courses at the Open University have set as goals for students to display in their academic writing. Drawing on research conducted of two disciplinary based access courses at the Open University it will discuss changes made to the teaching materials of an early years teaching assistant programme as a result of a collaboration between the researchers and the course writers. Finally, we will suggest ways in which raising awareness among lecturers and course designers about the reading and writing practices that are implicated in teaching materials might benefit students in terms of increasing their fruitful participation in university courses.</p> <p>Bartholomae, D. (1986). Inventing the university. <i>Journal of Basic Writing</i>, 5, 4-23</p> <p>Candlin, C and Hyland, K (1999) Introduction: Integrating approaches to the study of writing. Candlin, C and Hyland, K (Eds) <i>Writing : Texts, Processes and Practices</i>; London: Longman.</p> <p>Lea and Street (1999) Writing as academic literacies: understanding textual practices in higher education. Candlin, C and Hyland, K (Eds) <i>Writing : Texts, Processes and Practices</i>; London: Longman.</p> <p>Lillis, T ((2002) An ‘academic literacies’ approach to student writing: Drawing on Bakhtin to move from <i>critique</i> to <i>design</i>. <i>CLAC Occasional papers in communication</i>; No 73, September.</p> |
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| 14. Clegg | Sue | <p>Critique and practice</p> <p>This paper will interrogate the relationship between critical theoretical work on higher education and the development of policy and practice in higher education. In particular it will take up the themes of evidence-based practice and the idea of Institutional Research which are prevalent in thinking about higher educational research. The rhetoric of both these models risks producing knowledge for domestication rather than critique (Land, 2001). However, the relationship between critical work and practice is by no means straight forward. The importance of Schön's (1983) problematic of developing an epistemology of practice still confronts us in theorising the relationship between research and practice. There is no simple relationship between abstract theoretical and empirical work and the practical wisdom of professional practice. Moreover, in my own case I am working at one remove in an academic development unit, so my relationship to pedagogic practice is primarily through dialogue with staff and in the formulation of policy. Collaborative research with colleagues creates the conditions for this dialogue around the purposes of research and its translation into practice contexts. However, even under these conditions there are issues of different 'voice', both between researchers, practitioners and policy makers, but also in the sorts of speech and writing that emerge from projects. The critical voice appears the most abstract and removed from practice; closer to practice the degree of control over the conditions of practice tend to restrict the possibilities for radical change. While small changes take place on the ground critical rhetoric fails to connect, and dialogues in spaces like this Conference remain at a distance from the messy and increasingly more difficult realities of mass higher education. At the conference FAAB will reassert (as they did at BERA 2003) the political purpose of critique in a joyous, funny, collective dramatisation of the conditions of work in higher education, reminding us that change is a collective political project not just the work of theory. This paper will attempt to reconsider the relationship between critique and practice in the light of that experience.</p> |
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| 15. Cole | Mike | <p>‘Rule Britannia and God Save the Queen’: a Marxist analysis of the teaching of imperialism, actual and potential, in the British school curriculum</p> <p>In this paper I begin by making reference to a football match between England and Nigeria in Osaka. I then make brief comments on Nigeria and British imperialism. Next I consider the history of the teaching of imperialism in British schools, up to its apparent demise around the 1980s. Henry Giroux has argued, that, unlike the heady self-congratulations of previous imperial education, where learning about Empire was part of the school curriculum, global dominance today is marked by having no need to know about anyone else. Indeed, it is important for global capital, in order to pursue its new imperial interests, that the populace remains in ignorance of its designs. I conclude by examining the case for the renewal of the teaching of British imperialism in British schools. At the Prince of Wales summer school for English and history specialists in July 2003, calls were made from the prince himself, along with Professor Niall Ferguson, who presented a TV programme on the British Empire watched by more than 2 million people in Britain, and Scott Harrison, history Advisory to Ofsted (the official schools’ watchdog in Britain) for the history of Britain’s imperial past to be reinstated at the core of the secondary school curriculum. In this paper, it is argued that Marxists should endorse these calls, in the pursuit of an education which examines imperialisms, past and present, and which puts economic, social and political analysis of everyday life, at the centre of the curriculum.</p> |
| 16. Danvers | John (1) | <p>‘To Ramble & Ruminat e’: Beliefs & Issues in Art & Design Pedagogy</p> <p>1. Presentation of a paper, with powerpoint & poster (20 minutes + discussion time)</p> <p>This paper raises pedagogical issues and questions arising from a small-scale learning and teaching project centred on the learning experiences of BA Fine Art students. Student narratives, written as part of the project, highlight the importance of the following relationships: the close alignment between learning and the construction of identity; the complementary dynamics of learning and ‘unlearning’; the ways in which the fields of institutional learning and everyday life are intertwined; and the tensions between transmission and transformation in any educational process. The paper also emphasises the importance of dialogue, intuition, indeterminacy and empowerment in teaching and learning, and suggests we should consider learning and self-construction as an ‘open work’. Although the project focused on Fine Art student experiences the issues raised are topical and relevant across the whole of HE. The paper is accompanied by a visual projection of images and fragments of text, and a large poster that distils some of the themes into a pictorial text.</p> |

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| | | <p>2. Digital projection with live spoken narrative & accompanying artefacts, texts, drawings and photographic fragments - for display in glass cabinet or similar. (Duration of the projection/spoken narrative, approximately 20-30 minutes + discussion time - this could be performed a number of times if required.)</p> |
| 17. Danvers | John (2) | <p>Provisional Title: Epitaph for Victor: Questions of Identity</p> <p>This mixed-media work in progress is a contribution to the ‘art strand’ of the conference. The presentation consists of a digital projection of interwoven and multi-layered narratives - including sound, photographic images, drawings, visual texts -and a spoken commentary that is both poetic and analytical. The work is an enactment of various ideas about identity, authorship, the unfolding of consciousness, and art as a way of picturing mind. Through the activities of imaging, writing, reading and interpreting Victor Hugo becomes a site of poetic reclamation and imaginative reverie. Episodes from my brief life as Victor Hugo (!) are juxtaposed with fragments from Hugo’s poems (in translation) and an exploration of selfhood, otherness and ‘emptiness’. How we sometimes encounter the unexpected presence of familiarity turned inside out - the sudden elusive signature of strangeness.</p> <p>The presentation/performance is accompanied by a small display of artefacts, texts, drawings and photographic fragments that act as a kind of archive of identity and a passing epitaph for Victor.</p> <p>NB. As it is a work <i>in progress</i> it is likely to change in ways I can’t predict!</p> |
| 18. Ecclestone | Kathryn | <p>Knowing me, knowing you: new forms of legitimization in post-16 education</p> <p>There is growing interest in emotional intelligence and the affective dimensions of teaching and learning in post-16 education, both as part of good pedagogy and as a curriculum focus in their own right. Interest in emotional well-being reflects broader cultural preoccupation with people’s vulnerability and emotional fragility in the USA and UK but also in other areas such as aid interventions in non-Western cultures. One effect is that growing numbers of professionals in various areas of public policy now bring a therapeutic ethos to their roles and activities. Many educators, for example, see state-funded education as crucial for enabling people to recognise and deal with feelings and emotions.</p> <p>In response to these trends, the paper starts from the position that preoccupation with emotional well-being is an issue of world-wide significance because it changes how we view ourselves and each other, and our ability to deal with global, local and personal problems. The paper argues that expectations of emotional literacy and emotional intelligence within the interactions between teachers and adult students encourage expectations of emotional openness between professionals and their clients to erode the public sphere.</p> <p>The paper questions whether such expectations are progressive, and argues,</p> |

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| | | <p>instead, that they both reflect and encourage new forms of governance and legitimation in public policy, based on notions of the ‘diminished self’. Such trends not only erode mutual respect and professional expertise: they also diminish expectations that we can solve problems at global or local level.</p> |
| 19. Ellsmore | Sue | <p>TEACHERS BEHAVING BADLY: EMPOWERING THE PROFESSION?</p> <p>The paper uses the analysis of texts to identify a real/reel overlap between the experiences of teachers and their screen counterparts, focussing on Channel 4’s “Teachers”, the first series of which was broadcast just before New Labour’s second election success in 2001. The popularity of this drama (three series broadcast to date, a fourth promised later this year, and a BAFTA nomination in 2003) makes it an important contribution to representations of the teaching profession. With its ‘negative’ portrayals of teachers, it breaks with the screen culture discourse of the altruistic, idealistic, charismatic teacher, and has been accused of bringing the profession into disrepute. The sex-obsessed, pub-crawling teachers at Summerdown School break all the rules, where teaching is something to be squeezed in between getting laid and getting drunk. In August 2003, the Teacher Training Agency launched a series of adverts which was accused of promoting teaching as a career for the self-interested rather than the self-sacrificing (Thornton and Pyke, Times Educational Supplement, 22/08/03). If this is so, then “Teachers” could be seen to be supporting that message. However, “Teachers” could alternatively be read as a discourse of resistance, what Oliver James (Bunting, TES Jobs, 31/05/02) has called “samizdat literature”, where teachers need to adopt the approach of their screen culture counterparts in order to survive the current educational climate. Extracts from episodes from each series will explore the contribution of “Teachers” as one of empowerment.</p> |
| 20. Ferreira | Giselle | <p>Identity in Question: a personal reflection on issues for adult educators in music.</p> <p>This paper presents an educator’s reflection on their experience of teaching a course in musical research methods, which corresponds to the foundation module of a distance-learning MA Programme that offers online tutorial support. Various issues emerged in the author’s experience as a tutor supporting a group of about 20 students in 2003. Two areas, nevertheless, have come across quite clearly in students’ comments throughout the course. On the one hand, the majority of the students, a number of them very experienced professionals, were being confronted, largely for the first time, with academic discourses and, especially, current debates in music. On the other hand, the lack of face-to-face contact was frequently described as inappropriate for the subject area. Irrespective of expressions of satisfaction – or not – with the tutorial support</p> |

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| | | <p>received, the issue of challenges to beliefs and perspectives emerged strongly, often indirectly. Assuming that views of music are strongly intertwined with views of self and others, the fact that the exchanges between tutor and students in this course are largely documented provides a valuable opportunity for an ethical and sensitive examination of thorny issues. This paper, therefore, presents a personal reflection on a process that implicates questions of legitimacy, validation and authority, probing into the broader significance of this particular educational experience for both teacher and student.</p> |
| 21. Forbes | Joan | <p>‘Productive’ work? Power relations at work in teacher/therapist collaborations</p> <p>Since the publication of HMI Report (1996), Scottish government policy documentation has recommended ‘productive’ (HMI, 1996, 33) interprofessional collaboration between teachers and speech and language therapists working in schools. (SOEID, 1998). The notion of ‘productive’ work is tied to powerful work values that draw on globalized discourses of ‘economic productivity’ (see, for example, Hursh, 2003) which seek to increase education’s efficiency and minimise its costs. Introducing the new norm of collaboration tied to new versions of professionalism, policy documentation discourses have sought to re-make what teachers and therapists do and to govern how they do it.</p> <p>Research has highlighted the differences between the aspirations in policy statements and teachers’ and therapists’ self-identifications in-practice that have produced difficulties and barriers in their interprofessional, interagency collaboration practice (Reid et al, 1996, McCartney, 1999).</p> <p>The focus of this presentation is research that examined specific, local teacher/therapist collaboration relationships as power relations. It explored empirical material gathered from teacher and therapists working in three school sites and identified participants’ deployments of metaphors. The metaphors were analysed to uncover the functioning of the dimensions of power (Bishop and Glynn, 1999) in participants’ discourses and to disclose individuals’ self-positionings in these collaboration relations.</p> <p>The analysis of the functioning of the dimensions of collaboration power relations in these specific contexts enabled some suggestions to be made about teacher/therapist collaboration practice.</p> <p>References:</p> <p>Bishop, R. and Glynn, T. (1999) <i>Culture Counts: Changing Power Relations in Education</i>. Palmerston North, New Zealand, Dunmore Press.</p> <p>Her Majesty’s Inspectorate of Schools (1996) <i>The Education of Pupils with Language and Communication Disorders</i>. Edinburgh, HMSO.</p> <p>Hursh, D. (2003) Discourse, power and resistance in New York: the rise of testing and accountability and the decline of teacher professionalism and local control. In J. Satterthwaite, E. Atkinson and K. Gale (eds) <i>Discourse, power,</i></p> |

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| | | <p><i>resistance: challenging the rhetoric of contemporary education</i>. Stoke on Trent, Trentham.</p> <p>McCartney, E. (1999) Barriers to collaboration: an analysis of systemic barriers to collaboration between teachers and speech and language therapists. In the <i>International Journal of Language and Communication Disorders</i>. 34.4, 431-40.</p> <p>Reid, J., Millar, S., Tait, L., Donaldson, M.L., Dean, E.D., Thomson, G.O.B., & Grieve, R. (1996) <i>The Role of Speech and Language Therapists in the Education of Pupils with Special Educational Needs</i>. Edinburgh, The Department of Psychology, The University of Edinburgh.</p> <p>SOEID (1998) <i>A Manual of Good Practice in Special Educational Needs</i>. Edinburgh, SOEID.</p> |
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| 22. Gale 23. Kelly 24. Wheeler | Ken Peter Steve | <p>‘Mapping the Learner in Cyberspace: An Examination of Changes in Professional Identity and Practice Style in an Online Problem Based Learning Environment’</p> <p>The paper describes research currently being carried out into the changing professional identities and practice styles of a group of students during their participation in an online teaching and learning programme. The programme involves the students in a range of distributed problem based learning (PBL) activities. The research is structured around a longitudinal mapping exercise across a variety of professional contexts in which changes in professional identity and practice style will be recorded and critically examined.</p> <p>The research will involve, in the first place, an investigation into the way in which online cultures can play a part in the discursive regulation of professional identities and practice styles. Secondly, the research will examine the way in which individual responses and practices can be seen to resist processes of normalization and habituation that might be seen to occur within an online cultural milieu. The research will be grounded in spatio-temporal contexts, mapping possible changes across a variety of practice situations and through a given period of time: this will allow for cross cultural and historical perspectives to be taken within the process of the research.</p> <p>The on going research practice will involve the collection and analysis of data drawn from individual and group reflective practices, professional biography and self-assessment, transcripts from online participative activity and peer assessments and through the use of practice journals and interviews.</p> |
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| 25. Green | Miriam | <p>The representation of theory: death of the author and other epistemological issues.</p> <p>The representation of theory has been regarded as problematic at least from early on in the twentieth century by social anthropologists and their critics (Kuhn 1970). In the field of organisation and management studies there have been more recent criticisms of what has been interpreted as misrepresentation or partial representation of theory in academic papers, textbooks and in the application of theory to organisational research (Cooke 1999, Green 2003).</p> <p>It has been argued that some of these misrepresentations stem from a managerialist perspective which results in writing ‘the left’ out of organisation and management theory (Cooke 1999). Linked to this idea is the suggestion of paradigmatic closure - that writers will keep within their own (in this case the dominant) paradigm in organisation studies, for reasons possibly of intellectual closure, political preference or pragmatism in terms of publication in mainstream journals and other types of recognition. Broader and less personalised are critical theorists’/postmodernists’ views that knowledge, far from being neutral or determined by agency, is linked to dominant interests in society and will therefore be so constituted and legitimated as to support these (Flyvbjerg 1993).</p> <p>From a postmodernist perspective, the danger of following the above argument is the assumption behind it that there is a true or accurate representation of theory that can be judged in terms of its original presentation. This contradicts critical theorists’ problematisations of dominant discourses constituting knowledge, also taken up in power/knowledge relationships by ‘postmodern’ writers such as Foucault (1972). Perhaps a more encompassing explanation of the different representations of theory is to consider further problems of ‘univocal’ or ‘single-voiced’ truth (Derrida) and to explore his problematisation of authorial sovereignty through his concepts of ‘supplementarity’, ‘death of the author’ and ‘différance’ (Derrida 1974,1978).</p> <p>The next step suggested is that of empirical research, interviewing scholars who have written about contingency theory and who have applied it in their research into management systems. It is intended in this paper to explore a framework within which to conduct such research.</p> <p>References</p> <p>Cooke B (1999) 'Writing the Left out of Management Theory: The Historiography of the Management of Change' <i>Organization</i> 6 (1) pp 81-106</p> <p>Derrida, J. (1967/1974) <i>Of Grammatology</i>, Translated by Gayatri Chakravorty Spivak, Baltimore: The John Hopkins University Press</p> |
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| | | <p>Derrida, J. (1978) <i>Writing and Difference</i>, Translated by Alan Bass, London: Routledge & Kegan Paul</p> <p>Flyvbjerg B (1993) <i>Power has a Rationality that Rationality does not Know</i> Aalborg Dept of Development and Planning Aalborg University</p> <p>Foucault, M. (1972) <i>The Archaeology of Knowledge</i>, London: Tavistock</p> <p>Green, M. (2003) The representation of a contingency theory in organisation and management studies: a suitable case for resistance? Conference paper, Discourse, Power and Resistance: New Directions, New Moves, University of Plymouth, 6th -8th April</p> <p>Kuhn, T. (1970) <i>The Structure of Scientific Revolutions</i>, 2nd edition, Chicago, The University of Chicago Press</p> |
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| 26. Griffiths | Morwenna | <p>Whose education?</p> <p>Whose education is it? Is it owned by the government which pays for much of it? Or by the students (or their parents) who pay individually? This is a philosophical question. It is also one that is usefully answered using a method I call ‘practical philosophy’ in which philosophy is illuminated by conversations with a range of people. Some of the people I have had conversations with say they were robbed or cheated of an education, and that sounds as if their education was taken away from them. For many of them, this is about more than being cheated of formal equality of access – though for some even this minimal equality was lacking. A key issue raised by groups marked by their political and social positions (for example, of gender, race, social class, disability and sexuality) is the way a system of education can be used to make to benefit only a few. Exclusive or competitive systems of education can be damaging to whole sectors of society, or to large numbers of individuals within it.</p> <p>Education costs a lot, but nevertheless it cannot be rightfully bought or owned. Like health, family life, wisdom and other goods it ‘belongs’ to individuals – but also collectively to all of us. Neither government nor collections of privileged individuals have the right to impose damaging competitive systems. Or so I would argue. Education is an intrinsic personal benefit to all the many diverse individuals who are engaged in teaching and learning; but also it is essential to society as a whole, economically and politically. Therefore it belongs both to individuals and also to the community. A just society has to resolve the possible tension between benefits for individuals and their society to the satisfaction of both. In this paper, I begin to explore this tension and its possible resolution, by putting forward a view of individuals and their relationship to the society they inhabit. I use arguments by political philosophers, and also include stories by teachers and learners who have struggled to get an education of their own, and to help others do the same.</p> |
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| 27. Griffiths Windle | Morwenna Joseph | <p>Academic and support staff: Images of two working lives in teacher education</p> <p>The two authors have collaborated in carrying out a self-study of their two complementary roles within the research unit of a university Faculty of Education. For both of them the job combines the relatively humdrum but essential tasks of administration and budget balancing with a human, principled, personal, engagement with individual researchers and their projects. The study is one rather than two self-studies because the authors are mindful that for each of them their roles are defined with and against the other's. The study confronts the often hidden power-relations which underpin everyday relations and practices within teacher education. The hope is that we will contribute to a better appreciation and understanding of such practices.</p> <p>The self-study uses visual methods (Perselli, 2003; Walker, 1999; Mitchell and Weber, 1999; Prosser, 1998) in three iterative phases. In phase 1, each of the authors took digital photographs of their working lives over a period of a month. These photographs were analyzed and arranged to create a visual representation of their working lives. This process was repeated, in collaboration with colleagues in phases 2 and 3. Analysis makes use of 'the philosophical imaginary' (Le Doeuff 1989) and of Merleau-Ponty's phenomenological analysis of the body (1945).</p> <p>At the presentation there will be no formal spoken introduction and explanation. Discussion will be provoked by the way the visual material is presented.</p> |
| 28. Haggis | Tamsin | <p>Linking the global and the local: some insights from dynamic systems theory?</p> <p>This paper will examine the problematic nature of the link between the 'two worlds' with which educational research attempts to engage (Hammersley, 2002). It will be suggested that difficulties with linking theory and practice may be connected to assumptions about the ways in which small scale qualitative research tends to be seen in relation to larger scale, quantitative studies. Although usually conceived of as different, these approaches to research are arguably underpinned by similar epistemological assumptions. One of these is the idea that research can only proceed on the basis of a particular type of abstraction. This assumes the need for the creation of <i>distance</i> from phenomena, accompanied by assumptions about the desirability of facilitating comparison across as wide a range of different contexts as possible. Such distancing, however, is arguably logically inconsistent with contemporary theoretical perspectives which point to the importance of the 'locatedness' of phenomena, and the need to try to understand the ways in which such phenomena are embedded in contexts of specificity and particularity.</p> |

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| | | <p>Dynamic systems theories suggest the possibility of a different set of epistemological assumptions. These theories take as their starting point the idea that multiple, different elements in a local situation are crucially interconnected, primarily in terms of their interactions. In distancing, abstracting approaches, it is precisely the severing of such local links and connections which makes it possible for patterns to be detected across different open systems (ie. across a variety of different contexts). Theories of dynamic systems and emergence, however, could be seen as suggesting that it might also be fruitful to study the nature of patterns of interaction within, rather than across, such systems. The paper will explore how these ideas might be used to explore the possibility of an epistemology which could be more congruent with the contemporary focus on context and specificity, whilst at the same time still being able to create generalisations, though perhaps of a different kind.</p> |
| 29. Hammond | Michael | <p>Title: From Bambi to Stalin: The Politics of Control and Power Within the Further Education Sector under ‘New’ Labour</p> <p>This paper critically analyses the power shifts that have taken place under the ‘New’ Labour Government within the Further Education (FE) sector. It identifies the shift from the neo-liberal market forces and new managerial model of the Conservative Governments of Margaret Thatcher and John Major, encapsulated by the Further Education Funding Council (FEFC) and the planning and control model of FE created by the Government of Tony Blair, and encapsulated in the Learning and Skills Council (LSC). The paper analyses the potential reasons for the change from the FEFC to the LSC. The paper concludes by analysing possible issues that have arisen out of the LSC planning and control model, and the developing importance of Regional Development Agencies in the planning of regional education and training, which lead in conclusion to a consideration of the question, what’s next for FE?</p> |

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| <p>30. Hatley-Broad 31. McNichol</p> | <p>Barbara John</p> | <p>Mentors: The hidden power in PCET?</p> <p>Within the past decades the acceptance of mentoring within teacher education has become something of a commonplace. The quality of the mentoring experience, however, remains variable for mentors and trainees alike. This workshop focuses on the role of host organisation mentors of students undertaking PGCE/Cert. Ed in Post-compulsory Education and Training and their influence on the students' experience and perceptions of teaching in this sector.</p> <p>The importance of the mentoring role leads to a necessity to encourage staff initially to become mentors followed by appropriate support to enable them to develop their skills and knowledge to undertake this demanding yet satisfying role. Many mentors have empathic personal skills they can transfer to the task of mentoring but need the knowledge of curriculum and procedures that focused and well structured training can bring.</p> <p>The workshop is informed by the findings of a mentor training programme undertaken by the University of Huddersfield in connection with a project particularly related to the training of tutors in the field of Adult Basic Education which is now providing the basis for a widening programme of mentor training within the PCET Department.</p> <p>Discussion will focus on ways of ensuring mentor knowledge of and involvement in the programme supported by a theoretical perspective and by practical activities.</p> |
| <p>32. Hill</p> | <p>Dave</p> | <p>Education for Egalitarian Transformation: a four-year Marxist undergraduate programme for trainee teachers: intentions, constraints, effects on teacher ideology and praxis, and implications for the development of radical egalitarian teacher education for economic and social justice.</p> <p>In this paper, I describe, evaluate, draw implications and consider policy proposals from a four year full-time programme for student teachers that I developed and led for five years 1990-1995 for mature (i.e. over 21 years old) students in urban, multi-ethnic, working class Crawley, West Sussex, UK.</p> <p>This Bachelor of Education Course attempted to develop 'critical reflection' in teachers based on Marxist class analysis, a metanarrative of economic and social justice, a critical analytical evaluation of their own practice and of the school-sites where they were based, and a commitment to developing teachers as critical public transformative intellectuals. This was in contrast to the increasingly (and now, overwhelmingly) technicist, site-based, and de-theorised teacher education/preparation programmes in England and Wales.</p> <p>As Course Leader and Developer, I attempted to:</p> |

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| | | <ul style="list-style-type: none"> *select Marxist/ Radical Left/ transformative staff * select radicalised students for entry to the programme * select schools with a radical/ socialist/ anti- racist, anti- sexist ethos and staff * develop what I hoped would be a critical transformative, theorised and effective curriculum content <p>In this paper I attempt to:</p> <ul style="list-style-type: none"> * situate the programme within its ideological and policy contexts * begin to engage in a `ten years on' evaluation of the ideological effectiveness of the program based on interviews with the ex-students (now teachers) who qualified in 1994/5/6 * evaluate both the effectiveness of the Course (in terms of ideology and praxis) * ascertain and question the likely effects of Radical Left/ Marxist programmes in current capitalist polities, <ul style="list-style-type: none"> • set out a teacher education programme for economic and social justice relating these to the contemporary context of developments in ‘critical’ and ‘critical revolutionary’(teacher) education. |
| 33. Lawy | Rob | <p>Knowledge, identity and learning in work and non-work contexts -- two reflexive accounts</p> <p>In this paper I locate the discussion of learning in schools and further education colleges in the UK within a discourse that has been cast within a particular policy and curriculum framework. Making the case for a connective and reflexive approach, I describe the relation between the learning and the identity of 2 young people in formal and informal contexts as they moved beyond school and into their post-16 careers. The cases illustrate the impact of contingency (the ordering of experience), of serendipity (chance), and the practical capabilities and agency of the young people as they brought their previous experiences to bear on the present. They illuminate the changing and continuous dimensions of the young people's experiences as a set of meanings within the different strands of their learning lives. Pedagogic practice, with its overt emphasis upon technical-rational solutions, has paid little regard to the relational and contextual factors that ultimately give meaning to practice. An approach which recognises the importance of these interrelations and which celebrates critical engagement, understanding, could be used to support young people's claims for effective social, political and economic membership.</p> |

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| 34. Marshall | Harriet | <p>Conceptualising the Field of Global Education in England (<i>Poster</i>)</p> <p>Accompanying contemporary debate about the meaning of citizenship education and the impact of globalization upon education there has been renewed interest in global education in schools. This poster provides an overview of one way of mapping and conceptualising the 'field' of global education. Inspired by the work of Basil Bernstein, I illustrate the conceptual tools chosen to analyse global education at the macro level, and offer some insights about how these tools and themes have influenced my research at the pedagogic level. Although this poster will focus upon researching and analysing the power relations and discursive framings within an educational field at the macro level, the research project of which this is a part ultimately aims to answer questions about whether global education represents a significant shift in curriculum structure and pedagogy.</p> <p>As a social movement, global education is a heterogeneous and complicated, but highly relevant, field of study. Using the framework explored in this poster, this research has drawn upon the perspectives of global educators across the country. It will thus be of interest to anyone researching issues such as the role of NGOs working in the education sector, global citizenship education, the impact of globalization upon education curricula and/or curricula boundaries in schools.</p> |
| 35. May | Helen | <p>The Language of Participation: Differentials of meaning and power</p> <p>There is a growing trend towards encouraging pupils to participate in the education process and consequently the term 'participation' is in widespread use. In addition, several other related terms are being used to convey the concept. Notably these terms appear to be used interchangeably, without clarification of meaning, yet they are semantically and hence pragmatically different. This paper aims to bring these differences to light. It proposes that differences between terms used to convey pupil participation can be usefully represented on a continuum. The continuum helps distinguish different levels of participation, both in terms of how professionals encourage pupil participation and also the levels at which pupils' themselves participate and involve others. The continuum also helps demonstrate the power imbalance underpinning particular approaches to participation. The arguments used in the paper will be backed by doctoral research findings, considering how children engaged in curricular tasks in the mainstream primary school.</p> |
| 36. Ollin | Ros | <p>Professionals, Poachers or Street level Bureaucrats: government policy,</p> |

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| | | <p>teaching identities and constructive subversions</p> <p>The relationship between centralised control and individual agency has been the subject of considerable academic and political debate. Within the field of teacher education, government policy initiatives during the last three decades have represented a trend towards increased centralised control of the professional development of staff. The recent White Paper ‘The Future of Higher Education’ (2003) suggests a continuation of this trend with the proposed introduction of new teaching standards for the HE sector. This paper provides an overview of current government policy in the professional development of teachers in the HE sector and suggests a mismatch between the concept of standards and the actual practice of teachers. The means by which individuals create their own spaces when faced with bureaucratic control are discussed in the light of Lipsky’s work on street-level bureaucracy and by De Certeau’s concept of ‘poaching’. The paper suggests that there are examples of positive resistances where teachers create space in which their own professional values can operate.</p> |
| 37. Perselli | Victoria | <p>The silkscreen vickies: identity, idols and images (in the age of the rae)</p> <p>In this poster presentation my intention is to make a very partial, tangential and specific observation on the development of female sexual assertiveness in popular culture.</p> <p>Using as an original visual stimulus the potent images of famous women in the work of Andy Warhol in the sixties, I intend the collage to work through what I feel has been a (very recent) move away from apparent feminine passivity towards greater self-assertion and self-definition in postmodernity, as expressed in the work of highly successful present-day singer-songwriter-video artists. By drawing connections between the 'grandes dames' of the commercial art world and emerging female icons of the (equally competitive) music business today, I hope to illustrate what I perceive to be both ironic and self-parodying interpretations of 'sexual liberation' and how this works out in practice - at least for some women, some of the time.</p> <p>Taking my cue directly from the Call for Papers: global/local...informal atmosphere... academic conventions set aside... helping us understand... issues that confront us all... art work... space and time...I anticipate that this presentation will combine both light-hearted discussion around notions of female sexuality in relation to, for example, globalisation, marketisation, bureaucratisation, inclusion, liberation (for whom exactly? where? when? how?) and a serious intent towards coming to understand this important and sometimes silent area in the highly commercialised world of academe.</p> |

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| 38. Salt | Ben | <p>International Study Circles</p> <p>International Study Circles (ISCs) are IT-facilitated forums for workers' education that focus on the impact of neo-liberal globalisation. Originated in 1997 by the International Federation of Workers' Education Associations (IFWEA) this presentation concerns the ISCs that have run from March 1997 to February 2003.</p> <p>Based on the cornerstone adult education concepts of experience and praxis, ISCs offer solace to those who are concluding that the reality of technology rarely matches the rhetoric. Given the enormous linguistic, political and economic differences among the participating affiliates the generally favourable reactions to the ISCs is reason to believe that technology can indeed provide a tremendous boost to international workers' education. Although these ISCs have emphasized that technology devoid of human contact can only result in the most superficial and short-termed connections, computers provide workers' organizations with the best chance yet of implementing an internationally coordinated, broad-based educational response to the might of the TNC-led global economy. As the participants reported, "We learned to appreciate how technology could be used for the benefit of the working class".</p> <p>There is plentiful evidence to conclude that ISCs are a genuine and successful initiative in democracy, empowerment and praxis.</p> |
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| 39. Sánchez | William | <p>World Conference on Higher Education: towards a critical discourse analysis</p> <p>In this work, from Critical Discourse Analysis (CDA), the higher education reform that World Conference on Higher Education promotes is analysed as a way of contribution to the understanding of practices of governance nowadays. It is based on a version of CDA that relates language and social structure with social events and texts through social practices and orders of discourse. It is a contribution to debate, as a matter of the public sphere, the implications for higher education of the project of commodification of this sector worldwide. It is pointed out that in this conjuncture, the actual practices of governing education around the world constitute a source of risk for the construction of an emancipatory educational project. The linguistics resources used to represent higher education as the new leading cure-all social sector are described.</p> |
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| <p>40. Tedder 41. Davies</p> | <p>Michael Jennie</p> | <p>‘It depends on what you want out of life really’ - aspirations of young people taking vocational courses in a further education college</p> <p>This paper draws on data collected for the project Transforming Learning Cultures (TLC) in Further Education, which forms part of the Economic and Social Research Council’s Teaching and Learning Research Programme (TLRP). It focuses on the vocational aspirations of young people taking two Level 3 two-year vocational courses in the same English further education (FE) college – a BTEC National Diploma in Health Studies, and an Advanced Vocational Certificate in Education in Travel and Tourism. Policy makers tend to present vocational choice for young people as a straightforward and unproblematic task in which ‘effective advice and guidance’ are seen as useful tools in what is essentially a rational process. However, our work with the TLC project leads us to present a different view, of a complex inter-relationship between students’ shifting vocational aspirations and their experiences both within their courses and in the world outside. Interviews with a selection of young people on vocational courses in a FE college are enabling us to gain a greater understanding of how young people’s vocational aspirations are formed and transformed over time. The authors are interested in exploring the implications of this understanding for teachers in colleges and for managers and policy makers.</p> |
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| 42. Waller | Richard | <p>‘We’re not all the same you know!’: The categorisation of mature students in further and higher education</p> <p>Many studies of mature students within further and higher education portray them as a distinct social category with particular shared characteristics (eg. Woodley <i>et al</i> 1987; NIACE 1993). This representation can sub-divide along further lines of social division. For instance, attempts to determine ‘types’ of mature learners have identified class (Tett 2000), ethnicity (Gilchrist <i>et al</i> 2003), gender/parenthood (Edwards 1993) and age (Baxter and Hatt 1995) as being of key importance.</p> <p>Such discursive representations within the research literature can be reinforced by practices of both mature students and college/university staff alike. Avis (1997: 83-4), for instance cites how attributes of ‘maturity, motivation and commitment’ are central tenets of ‘the preferred and celebratory Access discourse’. Any difference(s) may be the cause for ‘celebration’ as for Avis, or for others, a deficit to be addressed. Wakeford (1994) for example writes of some mature students starting university and transforming their appearance through diet, hairstyle or clothing, to help them ‘fit in’, chameleon like, with younger peers.</p> <p>This paper examines the utility of attempts to categorise older learners by drawing upon data from a longitudinal study of students through Access and university courses. It demonstrates that mature students are a diverse and heterogeneous group, with the ‘reality’ being too complex, too individually situated, to be meaningfully presented otherwise.</p> |
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| 43. Woodrow | Derek | <p>Ethnomathematics – the epitome of imperialism and conflict</p> <p>Mathematics in schools has long been discriminatory and divisive (Woodrow 1996), engendering feelings of guilt and shame (Bibby, 2002) and has problems in representing any form of democratic education (Woodrow 1997). As a vehicle for imposing values and maintaining a mystique of elitist dominance it is unsurpassed, on an individual or national level. As with the proselytisation of the ‘new maths’ in the 1970s, when the developed countries exported their resource (altruistically - but not without profit) to the developing world and imposed an often apparently inappropriate mathematics curriculum, so now will this pattern be repeated with the ICT reforms and we will arrive at a global curriculum designed by (and thus maintaining) those already holding power and resource.</p> <p>The rise of ethnomathematics in the 1980 was a challenge to western hegemony and an assertion of individual contribution and value by developing nations. As it rose in prominence and was valued and nurtured by the international mathematics education community so the vultures of western dominance gathered. Firstly it was challenged from ‘outside’ of its province by being incorporated into western mathematics curricula - the ethnomathematics of New York. Then it was challenged from within by the perceived need for the developing world to ‘catch up’. Some see this as disempowering; others see it as empowering, but in either case the essential declaration of the origins of the ethnomathematics movement had been compromised by the strength of the cultural capital which those in power impose.</p> |
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| 44. Hey | Valerie | <p><u>Re-engineering Motherhood, Sure Start in the Community.</u></p> <p>Economic, social and cultural transformations have stoked high levels of anxiety in advanced capitalist societies as states and political elites seek to manage these changed circumstances and their consequences. One response has been a policy bonanza (policy hysteria: Stronach & Hustler, 1999).</p> <p>Sure Start features here as one of the most significant New Labour interventions designed to bring social regeneration for communities deemed disengaged from social, economic and cultural developments. The programme is aimed at pre-school children and their carers. It seeks amongst other things to build education capital in order to break the reproduction of social exclusion. This paper explores some of the opportunities and constraints generated in a local Sure Start programme by examining the positioning of 'parents' in local discourses and practices. By using a feminist perspective, questions of gender come into sharper more explicit focus than is implied/disguised in Sure Start's ideology.</p> |
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| 45. Moreau Leathwood | Marie- Pierre Carole | <p>Undergraduates and term-time work: filling the policy gap?</p> <p>Term-time working represents a relatively commonplace aspect of undergraduate experience in the UK, with 58% of students undertaking term-time work (Callender and Wilkinson 2003). Whilst this trend can be interpreted as a direct result of changes in higher education funding and labour market policy, it has caused relatively limited concern in HE policy circles. Consequently, there is a risk that higher education policy fails to address the needs of working students and that the responsibility for managing any conflict between paid work and study rests with the individual.</p> <p>Drawing on a longitudinal study conducted in a post-1992 university, this paper explores undergraduate students' accounts of combining work and study during term-time. A large proportion of these students may be described as 'non traditional' entrants to HE, with a number of them from working-class backgrounds. The paper begins with a critical discussion of higher education policy discourses related to student employment, and then explores the experiences of being a working student articulated by respondents in this study. Particular attention is paid to the strategies students use to negotiate the combination of work and study and to how these experiences reflect social class</p> |
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| 46. Alao | Abimbola | <p>A handful of drum; a slice of proverb and two teaspoons of stories</p> <p>The aim of this session is to give participants the opportunity to relax and also to do something different. Participants will be able to take part in a drumming session, popularly known as drum circle. Abi will then take participants on an enjoyable storytelling journey to see how the oral tradition is used in education and community building in Africa.</p> <p>Group members will play the djembe drum alongside other percussion instruments. The djembe has its origin in Africa, and it is performed in various celebrations, like wedding, harvest, naming ceremony, baptism and so on. Participants will be able to follow various rhythms as they emerge within the group, and as they progress from simple to complex. The experience could be likened to that of an orchestra working together to create a musical performance. It is important to note that in this session, there is no right or wrong way of drumming; it is all about having fun. And for those who say they have no rhythm, my advice is this; move your right hand to your chest and feel your heart beat. As long as you can feel your heart pounding against your chest, you have rhythm!</p> |
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