SESSION 1  09.00 - 10.30HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold D7  INCLUSIVE EDUCATION SESSION

0038: MANAGING SPECIAL EDUCATIONAL NEEDS (SEN) IN THE MAINSTREAM SCHOOL. THE ROLE OF THE SEN TEAM.  Gibson S* Plymouth University, Plymouth, United Kingdom

0140: THERAPEUTIC INDIVIDUAL COUNSELLING WITHIN SECONDARY SCHOOLS IN ENGLAND AND WALES  Jenkins P*, Polat F  University of Manchester, Manchester, United Kingdom

0636: CONTRASTING STRUCTURES OF GUIDANCE/PASTORAL CARE IN TEN SCOTTISH SECONDARY SCHOOLS  Holm L P* University of Aberdeen, Aberdeen, United Kingdom

Room: Renold E5  COMPARATIVE & INTERNATIONAL EDUCATION SESSION

0330: TRANSLATION, ADAPTIVE TRANSFER OR THE POOLING OF IDEAS? WHAT CONTEXTUAL PROFILING TELLS US ABOUT SYNERGY IN A UK – SOUTH AFRICA EDUCATIONAL COLLABORATION  Shallcross T*, Loubser C, O’Donoghue R  Manchester Metropolitan University, Crewe, United Kingdom

0399: HIGH SCHOOL GRADUATION IN THE UNITED STATES: THE CHANGING LANDSCAPE OF STATE POLICIES UNDER NO CHILD LEFT BEHIND  Rustique-Forrester E* Stanford University, Stanford, United States

Room: Renold D6  NEW TECHNOLOGIES IN EDUCATION SESSION

0116: COMMUNITIES OF PRACTICE: CAN THEY BE VIRTUAL?  Moule P* University of the West of England, Bristol, United Kingdom

0145: USING WEBCT FOR LEARNING WITH AN INTERCULTURAL GROUP OF POSTGRADUATE STUDENTS  1) Shipova O*, 2) Ralph S, 3) Manchester H  1) The University of Manchester, Manchester, United Kingdom, 2) The University of Manchester, Manchester, United Kingdom, 3) The University of Manchester, Manchester, United Kingdom

0531: AN ‘ADDICTIVE’ PROPERTY OF THE DISCUSSION FORUM OF A VLE AS PERCEIVED BY STUDENTS UNDERTAKING A WEB-BASED COURSE.  Peachey P* University of Glamorgan, Pontypridd, United Kingdom

0612: ASSESSING THE QUALITY OF ASYNCHRONOUS ON-LINE INTERACTION: A REVIEW OF THE LITERATURE  Hammond M*, Santos I  University of Warwick, Coventry, United Kingdom

Room: Renold D1  EARLY CHILDHOOD EDUCATION SESSION

0206: THE EARLY YEARS ENRICHED CURRICULUM EVALUATION PROJECT  1) Walsh GMDL*, 2) Sproule L, 3) Trew K, 4) Rafferty H, 5) MacGuinness C, 6) Sheehy N  1) Stranmillis University College, Belfast, United Kingdom, 2) Queens University Belfast, Belfast, United Kingdom, 3) Queens University Belfast, Belfast, United Kingdom, 4) Queens University Belfast, Belfast, United Kingdom, 5) Queens University Belfast, Belfast, United Kingdom, 6) Queens University Belfast, Belfast, United Kingdom

0234: PRE-SCHOOL AND FAMILY FACTORS AFFECTING COGNITIVE ATTAINMENT IN YEAR TWO OF PRIMARY SCHOOL  Quinn L*, Hanna K, Melhusih E  Stranmillis University Collegee, Belfast, United Kingdom

0270: SELF-ESTEEM AND COGNITIVE ABILITY OF YOUNG CHILDREN IN N. IRELAND  Hutchinson B*, Quinn L  Stranmillis University College, Belfast, United Kingdom

0302: SOME ISSUES IN PROVIDING QUALITY EARLY CHILDHOOD EDUCATION IN MALAYSIA  Borhan L*, Bong R, Abu S, Osman Z  University of Malaya, Kuala Lumpur, Malaysia
SESSION 1  09.00 - 10.30HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold D2  LEADING & MANAGING SCHOOLS & COLLEGES SESSION

0247: COLLABORATIVE LEARNING GROUPS - A REVIEW OF THE CHALLENGES AND OUTCOMES IN FOR BEDFORDSHIRE SCHOOLS  Richardson K G* De Montfort University, Bedford, United Kingdom

0260: SUPPORTING “RESISTANT” TEACHERS THROUGH MANDATED SCHOOL REFORM  James-Wilson S V* Warner Graduate School of Education, Rochester, New York, United States

0317: UNDERSTANDING FIELD EXPERIENCE FOR PRE-SERVICE TEACHERS IN HONG KONG: THE NEED FOR A SCHOOL PERSPECTIVE  Choi T H*, Yeung S W, Lai K H, Poon M Hong Kong Baptist University, Hong Kong

0505: PROFESSIONAL DEVELOPMENT AND THE NEWLY QUALIFIED TEACHER  Dymoke S*, Harrison J K University of Leicester, Leicester, United Kingdom

Room: Renold D5  PRIMARY SCHOOL EDUCATION SESSION


0349: FAMILY VALUES IN PRIMARY SCHOOLS  Passy R A* University of Plymouth, Plymouth, United Kingdom

0513: THE IMPACT OF DRUGS EDUCATION IN PRIMARY SCHOOL (KEY STAGE 2)  Bigger S F* University College Worcester, Worcester, United Kingdom

0605: CHILDREN TALKING TO CHILDREN: TEACHERS MOVING TOWARDS DISCUSSION IN THE PRIMARY MATHEMATICS CLASSROOM  Kassem D* Liverpool: John Moores University, Liverpool, United Kingdom

Room: Renold C9  MIXED SYMPOSIUM

0593: LIFE IN THE KEY STAGE 3 CLASSROOM: EXPLORING THE IMPLICATIONS OF THE NEW REFORMS

Convenor: Galton M, University of Cambridge

1) University of Cambridge, Cambridge, United Kingdom, 2) University of Leicester, Leicester, United Kingdom

Discussant: MacBeath J, University of Cambridge

0593/1: LIFE IN THE KEY STAGE 3 CLASSROOM: EXPLORING THE IMPLICATIONS OF THE NEW REFORMS  Galton M* University of Cambridge, Cambridge, United Kingdom

0593/2: INSIDE THE KS3 CLASSROOM  Hargreaves L*, Galton M University of Cambridge, Cambridge, United Kingdom

0593/3: HOW KS3 PUPILS APPEAR TO LEARN BEST AND HOW THEY SAY THEY PREFER TO LEARN  Page C*, Steward S University of Cambridge, Cambridge, United Kingdom

0593/4: PUPIL ATTITUDES AT KS3  Pell A*, 1) Steward S 1) University of Cambridge, Cambridge, United Kingdom, 2) University of Leicester, Leicester, United Kingdom

0593/5: “IT’S ‘COOL’ NOT TO BE TOO SMART” – ANTI-SCHOOL SUB-CULTURE  Steward S*, Page C University of Cambridge, Cambridge, United Kingdom
0142: NEW LABOUR’S EDUCATION POLICY AND SOCIAL JUSTICE (1)

Convenor: Thrupp M, Institute of Education, University of London

Presenters: 1) Coldron J, 2) Ball SJ, 3) Vincent C, 4) Hursh D, 4) Hall C, 4) Thompson P

1) Sheffield Hallam University, Sheffield, United Kingdom, 2) Institute of Education, University of London, London, United Kingdom, 3) University of Rochester, New York, United States, 4) University of Nottingham, Nottingham, United Kingdom

0142/2: FOR THE BENEFIT OF ALL CHILDREN? A REVIEW OF NEW LABOUR’S POLICIES ON SCHOOL ADMISSIONS  Coldron J* Sheffield Hallam University, Sheffield, United Kingdom


0142/4: THE DISCOURSES AND PRACTICES THAT ENABLE NEO-LIBERAL EDUCATION POLICIES AND REDUCE SOCIAL JUSTICE: A COMPARISON BETWEEN ENGLAND, WALES AND THE UNITED STATES  Hursh D* University of Rochester, New York, United States

0142/5: CREATIVITY, IDENTITY AND INCLUSION: A PRIMARY SCHOOL ARTS PROGRAMME AS JUST PRACTICE  University of Nottingham  Hall C*, Thompson P University of Nottingham, Nottingham, United Kingdom

PART 2 – SESSION 2 (Room C16)

0146: NEW LABOUR’S EDUCATION POLICY AND SOCIAL JUSTICE (2)

Convenor: Thrupp M, Institute of Education, University of London


1) Institute of Education, University of London, London, United Kingdom, 2) De Montfort University, Leicester, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom, 4) University of Strathclyde, Strathclyde, United Kingdom, 5) University of Northampton, Northampton, United Kingdom


0146/3: TRAINS, LIGHTS AND ENDS OF TUNNELS: DOES THE SEARCH FOR THE ‘JUST’ LEAD TO FREEDOM OR THE FRONT OF THE LOCOMOTIVE?  Davies R* De Montfort University, Leicester, United Kingdom

0146/4: CONCEPTUALISING SOCIAL JUSTICE IN RELATION TO DISABLED STUDENTS IN HIGHER EDUCATION IN ENGLAND AND SCOTLAND  Riddell S*, Tinklin T, Wilson A 3) University of Edinburgh, Edinburgh, United Kingdom, 4) University of Strathclyde, Strathclyde, United Kingdom

0146/5: CRITICAL TEACHER EDUCATION, CRITICAL PEDAGOGY AND EQUALITY: NEW LABOUR AND TEACHER EDUCATION  Hill D* University of Northampton, Northampton, United Kingdom
SESSION 1
09.00 - 10.30HRS
THURSDAY, 16 SEPTEMBER 2004

Room: Renold E1  MIXED SYMPOSIUM

0033: BUILDING RESEARCH CAPACITY AND ENSURING IMPACT ACROSS THE ITT SECTOR

Room: Renold E2  LITERACY & LANGUAGE SESSION

0448: TALKING ABOUT GRAMMAR: CASE-STUDIES OF TEACHER TRAINEE REFLECTIONS AND EXPLANATIONS THROUGH STRUCTURED-RECALL INTERVIEWS  Cajkler W*, Hislam J  University of Leicester, Leicester, United Kingdom

0451: THE UNDERSTANDING AND USE OF SPEECH MARKS BY CHILDREN AGED 7-11  Hall N*  Manchester Metropolitan University, Manchester, United Kingdom

0500: DOES THE TEACHING OF GRAMMAR IMPROVE THE QUALITY AND ACCURACY OF WRITING? A REPORT FROM THE EPPI ENGLISH TEACHING REVIEW GROUP.  Beverton S L*, 2) Low G, 2) Torgeson C  1) University of Durham, Durham, United Kingdom, 2) University of York, York, United Kingdom

Room: Renold C2  MIXED SYMPOSIUM

0503: NEW RESEARCH ON LEARNING IN THE OUTDOOR CLASSROOM

Convenor: O'Donnell L, National Foundation for Educational Research

Presenters: 1) Morris M, 1) O'Donnell L, 2) Dillon J, 3) Scott W, 3) Reid A  1) National Foundation for Educational Research, Slough, United Kingdom, 2) King's College London, London, United Kingdom, 3) University of Bath, Bath, United Kingdom

Discussant: Stuart Nundy, Hampshire County Council

0503/2: OUTDOOR LEARNING CASE-STUDY RESEARCH  1) Morris M, 1) O'Donnell L*, 2) Dillon J, 3) Scott W, 3) Reid A  1) National Foundation for Educational Research, Slough, United Kingdom, 2) King's College London, London, United Kingdom, 3) University of Bath, Bath, United Kingdom

0503/3: OUTDOOR LEARNING ACTION RESEARCH  1) Morris M, 1) O'Donnell L, 2) Dillon J*, 3) Scott W, 3) Reid A  1) National Foundation for Educational Research, Slough, United Kingdom, 2) King's College London, London, United Kingdom, 3) University of Bath, Bath, United Kingdom

0503/4: OUTDOOR LEARNING STAKEHOLDER CONSULTATION  1) Morris M, 1) O'Donnell L, 2) Dillon J, 3) Scott W, 3) Reid A*  1) National Foundation for Educational Research, Slough, United Kingdom, 2) King's College London, London, United Kingdom, 3) University of Bath, Bath, United Kingdom

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM

0663/1: CREATIVITY IN EDUCATION  Craft A*, Burnard P, Grainger T  The Open University, Milton Keynes, United Kingdom
SESSION 1 09.00 - 10.30HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold E7 RESEARCH METHODOLOGY SYMPOSIUM

0204: BOURDIEU AND EDUCATIONAL RESEARCH

Convenor: Grenfell M, James D, Reay D, Sotuampton University, University of West of England, London Metropolitan University

Presenters: 1) Grenfell M J, 2) James D, 3) Reay D, 4) Dillabough J-A
1) University of Southampton, Southampton, United Kingdom, 2) University of West of England, Bristol, United Kingdom, 3) London Metropolitan University, London, United Kingdom, 4) University of British Columbia, Vancouver, Canada

0204/1: BOURDIEU AND EDUCATIONAL RESEARCH 1) Grenfell M J*, 2) James D, 3) Reay D 1) University of Southampton, Southampton, United Kingdom, 2) University of West of England, Bristol, United Kingdom, 3) London Metropolitan University, London, United Kingdom

0204/2: CHANGE IN THE FIELD - CHANGING THE FIELD 1) Grenfell M J*, 2) James D 1) University of Southampton, Southampton, United Kingdom, 2) University of West of England, Bristol, United Kingdom

0204/3: BALANCING UTILITY WITH FASHION: HOW USEFUL IS BOURDIEU'S CONCEPT OF HABITUS FOR EDUCATIONAL RESEARCH? Reay D* London Metropolitan University, London, United Kingdom

0204/4: CLASS, CULTURE AND THE 'PREDICAMENTS OF MASCULINE DOMINATION: ENCOUNTERING PIERRE BOURDIEU Dillabough J-A* University of British Columbia, Vancouver, Canada

Room: Renold F1 MIXED SESSION

0214: ANALYSING ‘EMBEDDED VALUES’ IN HISTORY AND MATHEMATICS CLASSROOMS Bills E*, Husbands C University of East Anglia, Norwich, United Kingdom

0318: A PHILOSOPHICAL BASIS FOR MULTI-FAITH EDUCATION Pring R A* University of Oxford, Oxford, United Kingdom

0350: SPIRITUAL DEVELOPMENT: A CRUSADE FOR HEARTS AND MINDS IN THE DARK DAYS OF NATIONAL CURRICULUM SCHOOLING Watson J E* University of East Anglia, Norwich, United Kingdom

0569: GO TELL IT ON THE MOUNTAIN: THE VALUE OF RE BEYOND SCHOOL Sharp J*, Watts M F Norwich, United Kingdom, United Kingdom

Room: Renold F2 RESEARCH METHODOLOGY SESSION

0071: PROBLEMS WITH THE CALCULATION AND PUBLICATION OF VALUE-ADDED MEASURES IN ENGLISH PRIMARY SCHOOL PERFORMANCE TABLES Dean C C*, Tymms P B CEM Centre, University of Durham, Durham, United Kingdom

0157: JUDGEMENT-BASED STATISTICAL ANALYSIS Gorard S A C* University of York, York, United Kingdom

0353: EXPLORATORY QUANTITATIVE AND CONFIRMATORY QUALITATIVE RESEARCH: ETHNICITY IN THE PUPIL LEVEL ANNUAL SCHOOL CENSUS. Godfrey R* Christ Church University College, Canterbury, United Kingdom

0632: SIMULATING TEST SCORE DISTRIBUTIONS USING IRT METHODS 1) Hutchison D*, 2) Higgs S, 1) Yeshanew T 1) NFER, Slough, United Kingdom, 2) ONS, London, United Kingdom
SESSION 1 09.00 - 10.30 HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold F14 MIXED SYMPOSIUM

0346: DEVELOPMENTS IN INITIAL TEACHER EDUCATION IN SCOTLAND AND ENGLAND

Convenor: Menter I, University of Paisley

1) University of Nottingham, Nottingham, United Kingdom, 2) University of Leeds, Leeds, United Kingdom, 3) University of Paisley, Ayr, United Kingdom, 4) Liverpool Hope University College, Liverpool, United Kingdom, 5) Oxford University, Oxford, United Kingdom, 6) Manchester University, Manchester, United Kingdom, 7) Education Data Services, Oxford, United Kingdom, 8) Universities’ Council for the Education of Teachers, London, United Kingdom

Discussant: Whitehead J UCET

0346/1: DEVELOPMENTS IN INITIAL TEACHER EDUCATION IN SCOTLAND AND ENGLAND 1) Hobson A J, 3) Smith I 1) University of Nottingham, Nottingham, United Kingdom, 3) University of Paisley, Ayr, United Kingdom

0346/2: BECOMING A TEACHER: COMPARING THE EXPECTATIONS AND EARLY EXPERIENCES OF TRAINEES FOLLOWING DIFFERENT ROUTES INTO TEACHING 1) Hobson A J*, 2) Malderez A, 1) Tracey L, 1) Kerr K, 2) Pell G 1) University of Nottingham, Nottingham, United Kingdom, 2) University of Leeds, Leeds, United Kingdom

0346/3: THE NATIONAL PARTNERSHIP PROJECT FOR INITIAL TEACHER EDUCATION IN ENGLAND: AN EVALUATION STRATEGY 4) Campbell A*, 5) Furlong J, 6) McNamara O, 7) Howson J 4) Liverpool Hope University College, Liverpool, United Kingdom, 5) Oxford University, Oxford, United Kingdom, 6) Manchester University, Manchester, United Kingdom, 7) Education Data Services, Oxford, United Kingdom

0346/4: SCHOOL-UNIVERSITY PARTNERSHIPS IN INITIAL TEACHER EDUCATION IN SCOTLAND: CONCEPTIONS, EXPECTATIONS AND ASPIRATIONS OF PRACTITIONERS AND POLICY-MAKERS 1) Brisard E*, Menter I, Smith I 1) University of Paisley, Ayr, United Kingdom

Room: Renold F5 POST COMPULSORY EDUCATION & TRAINING SESSION

0177: “I DIDN’T HAVE A VOICE UNTIL I JOINED THIS GROUP.” THE USE OF DIALOGUE JOURNALS IN THE EDUCATION OF NEW POST-COMPULSORY EDUCATION TEACHERS Hughes J* University of Wolverhampton, Wolverhampton, United Kingdom

0277: ACADEMIC SPECIALISTS OR PATHWAYS PROVIDERS: THE CHANGING ROLES OF SECONDARY SCHOOL TEACHERS IN REGIONAL QUEENSLAND, AUSTRALIA 1) Danaher P A*, 1) Harrevel R E, 2) Kenny M D, 1) Harrevel S 1) Central Queensland University, Rockhampton, Australia, 2) Independent Scholar, Dublin, Ireland

0292: USING RESEARCH TO ENHANCE PROFESSIONALISM IN FURTHER EDUCATION (FE) Goodrham M J* Calderdale College, Halifax, United Kingdom

0469: COPING AND CARING: THE DEVELOPMENT OF PROFESSIONAL IDENTITY AMONGST FE TRAINEE LECTURERS Bathmaker A M*, Avis R J University of Sheffield, Sheffield, United Kingdom
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**PRACTITIONER RESEARCH SESSION**

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<td>0388:</td>
<td>TEACHER RESEARCH - EXAMINING UNDERLYING ASSUMPTIONS AND CONDITIONS</td>
<td>Peters J H*</td>
<td>University of South Australia, Adelaide, Australia</td>
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<td>0396:</td>
<td>MAKING SENSE OF LEARNING: AN EXPLORATION BY TEACHERS WITH STUDENTS</td>
<td>Kane R G*, Maw N</td>
<td>Massey University, Palmerston North, New Zealand</td>
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<td>0572:</td>
<td>ACTION RESEARCH MENTORING FOR SUPPORTING PROFESSIONAL DEVELOPMENT OF TEACHERS AS LEARNERS: A GROWTH OF UNDERSTANDING IN ENGLISH AND CROATIAN EDUCATIONAL CONTEXTS</td>
<td>Fletcher S*, Bosnan B</td>
<td>University of Bath, Bath, United Kingdom</td>
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**SCHOOL IMPROVEMENT SESSION**

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<th>Chapman C*, Allen T, Harris A</th>
<th>Institute of Education, University of Warwick, Coventry, United Kingdom</th>
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<td>0403:</td>
<td>SUCCEEDING TOGETHER: ALIGNING A LOCAL AUTHORITY EDUCATION DEPARTMENT WITH AN ORGANISATIONAL LEARNING STRATEGY FOR SCHOOL IMPROVEMENT</td>
<td>Reeves C J*, Boreham N C</td>
<td>University of Stirling, Stirling, United Kingdom</td>
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<td>0408:</td>
<td>STRATEGIES FOR SCHOOL IMPROVEMENT: TRANSFERRING THE CONCEPT OF ORGANISATIONAL LEARNING FROM AN OIL REFINERY TO A LOCAL AUTHORITY EDUCATION DEPARTMENT</td>
<td>Reeves C J*, Boreham N C</td>
<td>University of Stirling, Stirling, United Kingdom</td>
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<td>0634:</td>
<td>COLLABORATIVE LEARNING: STUDIES IN DEVELOPING LEADERSHIP PRACTICE TO IMPROVE BEHAVIOUR AND LEARNING WITHIN SCHOOLS</td>
<td>Fox S J*</td>
<td>University of Manchester, Manchester, United Kingdom</td>
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**LEARNING IN THE PROFESSIONS SESSION**

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<th>Smith K*, McIay M</th>
<th>Manchester Metropolitan University, Crewe, United Kingdom</th>
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<td>0143:</td>
<td>TEACHERS’ VIDEO-STIMULATED REFLECTIONS ON ACTIVE LEARNING</td>
<td>Powell E P*</td>
<td>Anglia Polytechnic University, Chelmsford, United Kingdom</td>
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<td>0217:</td>
<td>THE STANDARD FOR FULL REGISTRATION - EVALUATION OF CURRENT PRACTICE IN THE TEACHER INDUCTION SCHEME IN SCOTLAND</td>
<td>Robson D*, Pearson M</td>
<td>The General Teaching Council For Scotland, Edinburgh, United Kingdom</td>
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SESSION 1 09.00 - 10.30HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold G2  CREATIVITY IN EDUCATION SYMPOSIUM

Convenor: Davies D J, Bath Spa University College, Bath, United Kingdom


0017/1: SYMPOSIUM: CREATIVE TEACHERS – CREATIVE LEARNERS  1) Davies D J*, 2) Bentley S, 3) Jarvis J 1) Bath Spa University College, Bath, United Kingdom, 2) Bishop Grosseteste College, Lincoln, United Kingdom, 3) University of Hertfordshire, 4) Goldsmiths University of London, London, United Kingdom, 5) Manchester Metropolitan University, Manchester, United Kingdom

0017/2: CREATIVE TEACHERS FOR CREATIVE LEARNERS  1) Davies D J*, 4) Rogers M, 5) Fasciato M, 2) Laurie J, 4) Potter J, 4) Burgess-Macey C, 4) Griffiths J 1) Bath Spa University College, Bath, United Kingdom, 2) Bishop Grosseteste College, Lincoln, United Kingdom, 4) Goldsmiths University of London, London, United Kingdom, 5) Manchester Metropolitan University, Manchester, United Kingdom

0017/3: DISCUSSION SKILLS  Bentley S*, Laurie J, Bacon E, Nahmad-Williams L, Fielding H  Bishop Grosseteste College, Lincoln, United Kingdom

0017/4: STORIES AND PICTURES: CREATIVE APPROACHES TO SUPPORTING STUDENT TEACHERS’ UNDERSTANDING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS  Jarvis J*, Graham S, Iantaffi A, Burchell H, Dyson J  University of Hertfordshire, St Albans, United Kingdom

0017/5: THE IMPORTANCE OF THE RESEARCH DESCRIBED IN THE SYMPOSIUM: CREATIVE TEACHERS – CREATIVE LEARNERS  1) Davies D J*, 2) Bentley S, 3) Jarvis J 1) Bath Spa University College, Bath, United Kingdom, 2) Bishop Grosseteste College, Lincoln, United Kingdom, 3) University of Hertfordshire, St Albans, United Kingdom

Discussant: Bentley S

Room: Renold G6  LEARNING IN THE PROFESSIONS WORKSHOP


Room: Renold H11  HIGHER EDUCATION SESSION

0053: A SYSTEMATIC APPROACH TO THE DEVELOPMENT OF A LEARNING COMMUNITY FOR CLINICAL EDUCATORS  McAllister M*, Moyle W  Griffith University, Brisbane, Australia

0069: THE SOTHO INDIGENOUS KNOWLEDGE (IK): DO WE UNDERSTAND IT WELL ENOUGH TO EMPLOY IT AS A TOOL IN HIGHER EDUCATION TEACHING?  Mapesela M L*, Maharasoa M M A  University of the Free State, Bloemfontein, South Africa

0307: BUILDING AND SUSTAINING LEARNING COMMUNITIES  Devlin L*  Wolverhampton University, Walsall, United Kingdom

Room: Renold H2  MIXED SESSION

0173: 'WILD' GIRLS? AN EXPLORATION OF ‘LADETTE’ CULTURES IN SECONDARY SCHOOLS  Jackson C*  Lancaster University, Lancaster, United Kingdom

0313: ‘WE ALL TALK DIFFERENTLY’: GIRLS’ AND BOYS’ PARTICIPATION IN WHOLE CLASS DISCUSSIONS  Black L*  Lancaster University, Lancaster, United Kingdom

0430: PARENTS’ OPINION ABOUT THE HOMEWORK GIVEN TO THEIR CHILDREN AT PRIMARY SCHOOL  Papasolomontos C*  Cyprus Pedagogical Institute, Nicosia, Cyprus
SESSION 1  09.00 - 10.30HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0219: INCLUSIVE PHYSICAL EDUCATION: AN IRISH PERSPECTIVE  Meegan S*  University of Limerick, Limerick, Ireland

0229: IT MIGHT BE FASHIONABLE BUT DOES IT ‘WORK’?: PHYSICAL ACTIVITY, BEHAVIOUR MANAGEMENT AND IMPACT  Sandford R A*, Armour K M, Bowyer S  Loughborough University, Loughborough, United Kingdom

0545: DRAMATISING PE: USING FORUM THEATRE IN PE RESEARCH  Fitzgerald H F*  Loughborough University, Leicestershire, United Kingdom

Room: Renold H6  ASSESSMENT SESSION

0386: THE CENTRALITY OF TEACHER-LEARNER DIALOGUE IN FORMATIVE INTERACTIONS: A SOCIO-CULTURAL ANALYSIS  Cowie B*, Jones A, Moreland J  Waikato University, Hamilton, New Zealand

0488: A NEW ASSESSMENT PARADIGM? CONCEPTUAL CONSIDERATIONS IN THE ASSESSMENT OF PERFORMANCE  Morgan D L*, Robbins J H  University of Exeter, Exeter, United Kingdom


0666: ARE YOUR BOTTLES HITTING THEIR TARGET AS INTENDED? CONDITIONS FOR SUCCESSFUL TEACHER PROVISION AND STUDENT UPTAKE OF CLASSROOM ASSESSMENT FEEDBACK  Tangie K*  University of Cambridge, Cambridge, United Kingdom

Room: Renold J17  HIGHER EDUCATION SYMPOSIUM

THE DEVELOPMENT OF CRITICALITY AMONG UNDERGRADUATES: THE ROLE OF WORK PLACEMENTS AND RESIDENCE ABROAD

Convenor: Johnston B H, University of Southampton. Southampton, United Kingdom

Presenters: Johnston B H M*, Mitchell R F, Ford P K, Myles F J, Brumfit C J  University of Southampton, Southampton, United Kingdom

0010/1: THE DEVELOPMENT OF CRITICALITY AMONG UNDERGRADUATES: THE ROLE OF WORK PLACEMENTS AND RESIDENCE ABROAD

0010/3: THE CONTRIBUTION OF SOCIAL WORK PLACEMENTS TO STUDENT CRITICAL DEVELOPMENT  Johnston B H M*, Mitchell R F, Ford P K, Myles F J, Brumfit C J  University of Southampton, Southampton, United Kingdom

0010/4: THE CONTRIBUTION OF RESIDENCE ABROAD TO STUDENT CRITICAL DEVELOPMENT  Johnston B H M*, Mitchell R F, Ford P K, Myles F J, Brumfit C J  University of Southampton, Southampton, United Kingdom


Evidence-Based Education Policies: Promises and Pitfalls

Slavin R, Co-Director Center for Research on the Education of Students Placed at Risk, John Hopkins University

In North America as well as the U.K., there are increasing calls for education policymakers to heed the findings of rigorous research, particularly randomized experiments. This movement is particularly advanced in the U.S., where the U.S. Department of Education is virtually requiring most research grants to use randomized designs, and where the No Child Left Behind reform act strongly emphasizes use of reading, mathematics, and other programs based on scientifically based research. The What Works Clearinghouse in the U.S. and EPIE in the U.K. are commissioning reviews of research intended to be influential in education practice. Early implementation of these policies has already shown both great potential and great peril. This presentation will discuss the promise and pitfalls of evidence-based policies, and will discuss implications both for research in education and for education reform.
Room: Renold C16  NEW TECHNOLOGIES IN EDUCATION SYMPOSIUM

0011: CONCEPTUALISING TECHNOLOGY-INTEGRATED SUBJECT TEACHING

Convenor: Ruthven K, University of Cambridge Faculty of Education

1) Graduate School of Education, University of Bristol, Bristol, United Kingdom, 2) University of Cambridge Faculty of Education, Cambridge, United Kingdom, 3) Faculty of Education, University of Plymouth, Plymouth, United Kingdom

Discussant: Somekh B, Institute of Education, Manchester Metropolitan University

1) Graduate School of Education, University of Bristol, Bristol, United Kingdom, 2) University of Cambridge Faculty of Education, Cambridge, United Kingdom, 3) Faculty of Education, University of Plymouth, Plymouth, United Kingdom

1) Graduate School of Education, University of Bristol, Bristol, United Kingdom, 3) Faculty of Education, University of Plymouth, Plymouth, United Kingdom

0011/3: INCORPORATING INTERNET RESOURCES INTO CLASSROOM PRACTICE: PEDAGOGICAL PERSPECTIVES AND STRATEGIES OF SECONDARY-SCHOOL SUBJECT TEACHERS  Ruthven K, Hennessy S, Deaney R
University of Cambridge Faculty of Education, Cambridge, United Kingdom

1) Graduate School of Education, University of Bristol, Bristol, United Kingdom, 2) University of Cambridge Faculty of Education, Cambridge, United Kingdom, 3) Faculty of Education, University of Plymouth, Plymouth, United Kingdom
Room: Renold C2  

COMPARATIVE AND INTERNATIONAL SYMPOSIUM

0014: DEVOLUTION AND EDUCATION POLICY IN THE UNITED KINGDOM

Convenor: Egan D, University of Wales Institute Cardiff

1) University of Wales Institute, Cardiff, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Strathclyde, Glasgow, United Kingdom, 4) Queen's University, Belfast, United Kingdom, 5) University of Surrey, Roehampton, United Kingdom, 6) University of Paisley, Paisley, United Kingdom

Discussant: Menter I, University of Paisley

0014/1: DEVOLUTION AND EDUCATION POLICY IN THE UNITED KINGDOM  1) Egan D*, 2) Deem R, 5) Brehony K, 6) Menter I, 3) Finlay I, 4) McKeown P  1) University of Wales Institute, Cardiff, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Strathclyde, Glasgow, United Kingdom, 4) Queen's University, Belfast, United Kingdom, 5) University of Surrey, Roehampton, United Kingdom, 6) University of Paisley, Paisley, United Kingdom

0014/2: EVOLUTION OR DEVOLUTION? DISTINCTIVE EDUCATION POLICIES IN SCOTLAND  Finlay I* University of Strathclyde, Glasgow, United Kingdom

0014/3: POLICY DEVELOPMENT IN NORTHERN IRELAND  McKeown P* Queen’s University, Belfast, United Kingdom

0014/4: EVOLUTION OR REVOLUTION! DEVOLVED EDUCATION POLICY IN WALES  Egan D* University of Wales Institute, Cardiff, United Kingdom

0014/5: EDUCATION POLICY IN ENGLAND AFTER DEVOLUTION  Brehony K* University of Surrey, Roehampton, United Kingdom
SESSION 2  14.30 - 16.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold F2  INCLUSIVE EDUCATION SESSION

0122: THE REASON FOR JAPANESE HIGH SCHOOL STUDENTS’ HAVING NO HEART FOR STUDY  
Hida D*  University of the Sacred Heart, Tokyo, Japan

0238: MODERATE LEARNING DIFFICULTIES AND INCLUSION: THE END OF A CATEGORY?  
Norwich  B*  School of Education and Lifelong Learning University of Exeter, Exeter, United Kingdom

0426: THE MORAL DIMENSION OF PERSONAL AND SOCIAL EDUCATION  
Wylie K*  Stranmillis University College, Belfast, United Kingdom

0528: A COMPARATIVE ETHNOGRAPHIC STUDY OF PRIMARY SCHOOLS IN KAWASAKI, JAPAN  
AND MANCHESTER, ENGLAND; EDUCATION FOR CHILDREN WHO EXPERIENCE SEVERE LEARNING DIFFICULTIES  
Isobe Y I*  University of Manchester, Manchester, United Kingdom

Room: Renold D2  COMPARATIVE & INTERNATIONAL EDUCATION SESSION

0034: LEARNING TO TEACH CHILDREN AT RISK IN A GLOBAL CONTEXT  
Caul L  McWilliams S  Stranmillis University College, Belfast, United Kingdom

0370: A COMPARATIVE ANALYSIS OF GENDER DIFFERENCES IN CHOICE OF TEACHING IN  
NORTHERN IRELAND AND THE REPUBLIC OF IRELAND  
Drudy S, Johnston J, Martin M  University College Dublin, Dublin, Ireland

Room: Renold C9  NEW TECHNOLOGIES IN EDUCATION SESSION

0169: ENABLING LEARNER ‘PROGRESSION’ IN A COMMUNITY SETTING WITH ELEARNING  
1) Cook J*, 2) Smith M 1) Learning Technology Research Institute, London Metropolitan University, London, United Kingdom, 2) Institute of Technology Blanchardstown, Dublin, Ireland

0439: DEVELOPING A SOCIOCULTURAL FRAMEWORK FOR UNDERSTANDING ASYNCHRONOUS  
TEACHING AND LEARNING DIALOGUES.  
Cooper T, Le Voi M, Littleton K, Miell D*, Vass E, Wegerif R  Open University, Milton Keynes, United Kingdom

0475: INNOED: PRACTICAL USE OF ODL AND IT IN INNOVATION EDUCATION  
Gunnarsdottir R*  University of Leeds, Leeds, United Kingdom

0564: COMBINING INTERPRETIVE FRAMEWORKS IN EDUCATIONAL RESEARCH: A TIGHTROPE WALK  
Ross A R*  University of Oxford, Oxford, United Kingdom

Room: Renold D1  EARLY CHILDHOOD EDUCATION SESSION

0433: EDUCARE AND EARLY YEARS: WHO WILL TAKE THE ETHICAL HIGH GROUND?  
Whitmarsh J M D*  University of Wolverhampton, Wolverhampton, United Kingdom

0518: LISTENING TO CHILDREN IN PLAYGROUPS  
Walsh G, Mitchell D, Dunn J*, McAllister M  Stranmillis University College, Belfast, United Kingdom,

0544: LISTENING TO YOUNG CHILDREN’S VOICES: AN ETHNOGRAPHIC STUDY ON NURSERY PLAY  
Stamatoglou M*  School of Education, University of Wolverhampton, Walsall, United Kingdom

0656: THEIR NEEDS OR MINE? - GAINING INFORMED CONSENT FROM THREE AND FOUR YEAR OLDS  
Armistead J L*  Northumbria University, Newcastle, United Kingdom
SESSION 2  14.30 - 16.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold C2  RESEARCH METHODOLOGY SYMPOSIUM

IMPROVING THE QUALITY OF RESEARCH, ETHICS OF ESTABLISHING CONSENT AND QUALITY OF REPORTING: WHAT HAVE WE LEARNED FROM SYSTEMATIC REVIEWING?

Convenor: 1) Sebba J, 2) Gough D A 1) University of Sussex, Brighton, United Kingdom, 2) SSRU / EPPI-Centre, Institute of Education, London, United Kingdom


0620/3: WHAT IS REVIEWING REVEALING ABOUT THE QUALITY OF RESEARCH REPORTING AND ABSTRACTS?  Sebba J* University of Sussex, Brighton, United Kingdom


0620/5: DEVELOPING A CUMULATIVE EVIDENCE BASE FOR TEACHER EDUCATION AND THE TEACHING PROFESSION  Leask M* Teacher Training Agency, London, United Kingdom

Room: Renold D5  PRIMARY SCHOOL EDUCATION SESSION

0207: STRATEGIES FOR MONITORING AND EVALUATING PHYSICAL EDUCATION IN THE PRIMARY SCHOOL  Tones S* University College Chester, Chester, United Kingdom


0529: EXAMINING THE TENSIONS AND CONTRADICTIONS WITHIN EDUCATIONAL REFORM: A CASE OF RECENT NATIONAL CURRICULUM REFORM IN TAIWAN  Hu W* Institute of Education, University of London, London, United Kingdom

Room: Renold D6  LANGUAGE & LITERACY SYMPOSIUM

0117: POETRY AS SOUND ACROSS KS2 AND KS3: INVESTIGATING INNOVATIVE ENGLISH PEDAGOGY WITH ICT  Gordon J M*, Smith M J University of East Anglia, Norwich, United Kingdom
SESSION 2  14.30 - 16.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold C16  SOCIAL JUSTICE SYMPOSIUM PART 2

(0142 PART 1 TAKES PLACE IN SESSION 1 IN ROOM C16)

0146: NEW LABOUR’S EDUCATION POLICY AND SOCIAL JUSTICE (2)
Convenor: Thrupp M, Institute of Education, University of London

1) Institute of Education, University of London, London, United Kingdom, 2) De Montfort University, Leicester, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom, 4) University of Strathclyde, Strathclyde, United Kingdom, 5) University of Northampton, Northampton, United Kingdom

0146/1: NEW LABOUR’S EDUCATION POLICY AND SOCIAL JUSTICE (2)  1) Thrupp M*, 2) Davies R, 3) Riddell S, 3) Tinklin T, 4) Wilson A, 5) Hill D  1) Institute of Education, University of London, London, United Kingdom, 2) De Montfort University, Leicester, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom, 4) University of Strathclyde, Strathclyde, United Kingdom, 5) University of Northampton, Northampton, United Kingdom


0146/3: TRAINS, LIGHTS AND ENDS OF TUNNELS: DOES THE SEARCH FOR THE ‘JUST’ LEAD TO FREEDOM OR THE FRONT OF THE LOCOMOTIVE?  Davies R*  De Montfort University, Leicester, United Kingdom

0146/4: CONCEPTUALISING SOCIAL JUSTICE IN RELATION TO DISABLED STUDENTS IN HIGHER EDUCATION IN ENGLAND AND SCOTLAND  3) Riddell S*, 3) Tinklin T, 4) Wilson A  3) University of Edinburgh, Edinburgh, United Kingdom, 4) University of Strathclyde, Strathclyde, United Kingdom

0146/5: CRITICAL TEACHER EDUCATION, CRITICAL PEDAGOGY AND EQUALITY: NEW LABOUR AND TEACHER EDUCATION  Hill D*  University of Northampton, Northampton, United Kingdom

Room: Renold E1  MIXED SYMPOSIUM

0194: EXPLORING EDUCATIONAL RELATIONSHIPS SYMPOSIUM
Convenor: Wikeley F J, University of Bath

Presenters: Wikeley F J., Muschamp Y, Bullock K, Jones R J University of Bath, Bath, United Kingdom

Discussant: Edwards A, University of Birmingham

0194/1: EXPLORING EDUCATIONAL RELATIONSHIPS SYMPOSIUM ABSTRACT  Wikeley F J*, Muschamp Y, Bullock K, Jones R J University of Bath, Bath, United Kingdom

0194/2: EDUCATIONAL RELATIONSHIPS AT HOME ABSTRACT  Wikeley F J* University of Bath, Bath, United Kingdom

0194/3: EDUCATIONAL RELATIONSHIPS AT TRANSITION BETWEEN PRIMARY AND SECONDARY SCHOOL ABSTRACT  Muschamp Y* University of Bath, Bath, United Kingdom

0194/4: EDUCATIONAL RELATIONSHIPS AND DIALOGUES BETWEEN TUTORS AND STUDENTS ABSTRACT  Bullock K* University of Bath, Bath, United Kingdom

0194/5: SPORTS COACHING AS AN EDUCATIONAL RELATIONSHIP ABSTRACT  Jones R J* University of Bath, Bath, United Kingdom
SESSION 2 14.30 - 16.00HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold E2  LANGUAGE & LITERACY SESSION

0045: TEACHING SCHOOL CHILDREN TO THINK CRITICALLY IN LANGUAGE ARTS: HOW AND WHY? 1) Fung I Y Y*, 2) Townsend M A R, 3) Parr J M  1) The RCITL, School of Education, University of Auckland, Auckland, New Zealand, 2) School of Education, University of Auckland, Auckland, New Zealand, 3) School of Education, University of Auckland, Auckland, New Zealand

0088: THE ROLE OF BASIC SKILLS IN THE EXTENDED TRANSITIONS OF YOUNG ADULTS Cieslik M*, Simpson D University of Teesside, Middlesbrough, United Kingdom

0154: EVOLUTION OF LANGUAGE AND TECHNICITY: A QUESTION FOR EDUCATIONAL PHILOSOPHY Doyle M P* University of Leeds, Leeds, United Kingdom

0355: TEXTS IN CONTEXT: USING HISTORICAL FACSIMILE TEXTS TO ENHANCE THE STUDY OF ENGLISH LANGUAGE IN SCHOOLS Triggs P A* University of Bristol, Bristol, United Kingdom

Room: Renold E7  RESEARCH METHODOLOGY SYMPOSIUM PART 1
(PART 2 – SESSION 3, ROOM E7)

NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES

Convenor: Somekh B, Manchester Metropolitan University, Manchester, United Kingdom

Presenters: 1) Somekh B, 2) Thorpe R 3) Gillen J, 4) Sumara D*, 4) Davis B, 4) Filax G, 4) Shogun D 5) Holly M-L*, 6) Altrichter H 1) Jones L, 1) Manchester Metropolitan University, Manchester, United Kingdom
2) University of Leeds, Leeds, United Kingdom, 3) The Open University, Milton Keynes, United Kingdom, 4) University of Alberta, Edmonton, Canada 5) Ohio State University, Kent, United States, 6) University of Linz, Linz, Austria

Discussant: Pollard A, University of Cambridge, Cambridge, United Kingdom

0022/1: NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES Somekh B* Manchester Metropolitan University, Manchester, United Kingdom

0022/2: NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY 1) Somekh B*, 2) Thorpe R 1) Manchester Metropolitan University, Manchester, United Kingdom, 2) University of Leeds, Leeds, United Kingdom

0022/3: DISCOURSE ANALYSIS Gillen J* The Open University, Milton Keynes, United Kingdom

0022/4: QUEER THEORY Sumara D*, Davis B, Filax G, Shogun D University of Alberta, Edmonton, Canada

0022/5: RESEARCH DIARIES 1) Holly M-L*, 2) Altrichter H 1) Ohio State University, Kent, United States, 2) University of Linz, Linz, Austria

0022/6: OBSERVATIONS FROM THE FIELD Jones L* Manchester Metropolitan University, Manchester, United Kingdom
NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES

Convenor: Somekh B, Manchester Metropolitan University, Manchester, United Kingdom


1) Manchester Metropolitan University, Manchester, United Kingdom 2) University of Western Sydney, Sydney, Australia, 3) Brock University, Brock, Canada, 4) University of Southampton, Southampton, United Kingdom, 5) University of Copenhagen, Copenhagen, Denmark, 6) Berlin Free University, Berlin, Germany, 7) London Institute of Education, London, United Kingdom

Discussant: Pollard A, University of Cambridge, Cambridge, United Kingdom

0023/1: NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES Somekh B* Manchester Metropolitan University, Manchester, United Kingdom

0023/2: FEMINISM / POSTSTRUCTURALISM Gannon S* University of Western Sydney, Sydney, Australia

0023/3: DECONSTRUCTION Maclure M*, Burnman E Manchester Metropolitan University, Manchester, United Kingdom

0023/4: NEW CONSTRUCTIONS OF QUANTITATIVE METHODS IN THE SOCIAL SCIENCES Lewin C* Manchester Metropolitan University, Manchester, United Kingdom

0023/5: INTERVIEWING - CREATING THE SPACE FOR VIEWS Schostak J* Manchester Metropolitan University, Manchester, United Kingdom

0023/6: GROUNDED THEORY - THINKING THEORETICALLY FROM THE START Holt N* Brock University, Brock, Canada

0024/2: ETHICAL ISSUES IN GENERATING PUBLIC KNOWLEDGE Simons H* University of Southampton, Southampton, United Kingdom

0024/3: CULTURAL-HISTORICAL ACTIVITY THEORY 3) Nissen M, 4) Langemeyer I* 3) University of Copenhagen, Copenhagen, Denmark, 4) Berlin Free University, Berlin, Germany

0024/4: SEMIOTIC ENGAGEMENTS: REPRESENTATION THEORY AND VISUAL SOCIOLOGY Pearson M* Manchester Metropolitan University, Manchester, United Kingdom

0024/5: SOCIAL SEMIOTICS AND MULTI-MODAL TEXTS 1) Mavers D*, 5) Kress G 1) Manchester Metropolitan University, Manchester, United Kingdom, 5) London Institute of Education, London, United Kingdom

0024/6: IMPORTANCE OF THE RESEARCH Somekh B* Manchester Metropolitan University, Manchester, United Kingdom
0048: ASSOCIATIONS BETWEEN CLASSROOM ENVIRONMENT AND ACADEMIC EFFICACY IN BRITISH SECONDARY SCHOOLS  Dorman J P* Anglia Polytechnic University, Chelmsford, United Kingdom

0130: WHAT TEACHERS KNOW  Luntley M*, Ainley J University of Warwick, Coventry, United Kingdom

0199: GROUPING OF PUPILS WITHIN SECONDARY SCHOOL CLASSROOMS; POSSIBLE LINKS BETWEEN PREFERENCE, PEDAGOGY AND LEARNING  Kutnick P J*, Blatchford P University of Brighton, Brighton, United Kingdom

0342: TO BE OR NOT TO BE: CAN CMC ENHANCE SECOND LANGUAGE LEARNING IN THE VIRTUAL ENVIRONMENT? A CHINESE CASE STUDY  Ye D* University Of Southampton, Southampton, United Kingdom

0271: ISSUES IN TEACHER SUPPLY  Convenor: Gorard S, University of York

Presenters: 1) Gorard S, 2) See B H, 3) Smith E, 4) White P
1) University of York, York, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom, 3) University of Leicester, Leicester, United Kingdom

Discussant: Furlong J, University of Oxford

0271/1: ISSUES IN TEACHER SUPPLY  1) Gorard S*, 2) See B H, 3) Smith E, 4) White P
1) University of York, York, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom, 3) University of Leicester, Leicester, United Kingdom

0271/2: TEACHER SHORTAGES, TURNOVER AND MORALE: AN INTERNATIONAL ANALYSIS OF THEIR PERCEIVED IMPACT ON STUDENT LEARNING  3) White P*, 2) Smith E 2) Cardiff University, Cardiff, United Kingdom, 3) University of Leicester, Leicester, United Kingdom

0271/3: WHEN DO STUDENTS DECIDE TO BECOME A TEACHER? 2) See B H*, 1) Gorard S 1) University of York, York, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom

0271/4: PATTERNS OF TEACHER SUPPLY AND RETENTION  1) Gorard S*, 2) See B H, 3) White P 1) University of York, York, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom, 3) University of Leicester, Leicester, United Kingdom

0271/5: FACTORS SUPPORTING HIGH QUALITY IN INITIAL TEACHER TRAINING 2) Smith E*, 1) Gorard S 1) University of York, York, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom

0058: ‘SYSTEMATIC AND SUSTAINED ENQUIRY MADE PUBLIC’? THE DISCIPLINES AND DISCIPLINE OF EDUCATIONAL RESEARCH  Bridges D* Von Hugel Institute, St Edmund's College, Cambridge, United Kingdom

0197: PICKING THE STRAWBERRIES OUT OF THE JAM: THINKING CRITICALLY ABOUT SYSTEMATIC REVIEWS, NARRATIVE REVIEWS AND META-ANALYSIS  Higgins S*, Hall E School of Education, Communication and Language Sciences, University of Newcastle upon Tyne, Newcastle upon Tyne, United Kingdom

(Cont’d)
SESSION 2  14.30 - 16.00HRS    THURSDAY, 16 SEPTEMBER 2004

Room: Renold F14   RESEARCH METHODOLOGY SESSION (Cont’)

0405: HYPERMEDIA ETHNOGRAPHY IN EDUCATIONAL SETTINGS: POSSIBILITIES AND CHALLENGES  Coffey A J*, Renold E, Soyinka B, Mason B, Dicks B, Williams M  Cardiff University, Cardiff, United Kingdom

0642: WHAT CAN THE LITERATURE ON COMMUNITIES OF PRACTICE TELL US ABOUT EDUCATIONAL RESEARCH?  Hammersley M*  The Open University, Milton Keynes, United Kingdom

Room: Renold F5   POST COMPULSORY EDUCATION & TRAINING SESSION

0151: LEARNING SUPPORT WORKERS IN FURTHER EDUCATION COLLEGES IN ENGLAND: REPORT OF A PRELIMINARY STUDY  1) Bailey B, 2) Robson J*  1) University Of Greenwich, London, United Kingdom, 2) University Of Surrey, Guildford, United Kingdom

0166: DO SCHOOLS MAKE A DIFFERENCE? INSTITUTIONAL ORIENTATION AND THE INFLUENCE ON POST 16 PARTICIPATION.  Foskett N*, Dyke M, Maringe F  University of Southampton, Southampton, United Kingdom

0215: MIDDLE MANAGERS IN ENGLISH FURTHER EDUCATION COLLEGES: UNDERSTANDING AND MODELLING THE ROLE  Briggs A R J*  University of Leicester, Leicester, United Kingdom

0540: THE RAGGED-TROUSERED PHILANTHROPY OF LSC PART-TIME STAFF  Jameson J*, Hillier Y, Betts D  The University of Greenwich, London, United Kingdom

Room: Renold F6   PRACTITIONER RESEARCH SESSION

0084: A STUDY OF JAPANESE TEACHER’S PRACTICAL KNOWLEDGE BY MEANS OF AN ON-GOING COGNITION METHOD  Takahashi T*  Niigata University, Niigata, Japan

0428: CRITICAL FRIENDSHIP: STIMULATING ENQUIRY & REFLECTION  Martin M*  Institute of Technical Education, Singapore, Singapore

0585: TEACHER RESEARCH AND THE NEW PROFESSIONALISM  Hulme M L*  Wolverhampton University, Wolverhampton, United Kingdom

0684: METHODOLOGICAL CHOICES THAT INFLUENCED THE SHAPE AND QUALITY OF MY ACTION RESEARCH ON THE INTEGRATION OF GENERAL SKILLS IN AN UNDERGRADUATE MEDICAL CURRICULUM  Beylefeld A A*  University of the Free State, Bloemfontein, South Africa

Room: Renold H11   SCHOOL IMPROVEMENT SYMPOSIUM

NETWORKED LEARNING COMMUNITIES

Convenor: McGregor J, National College for School Leadership, Cranfield, United Kingdom


Discussant: Cordingley P, CUREE

0016/1: NETWORKED LEARNING COMMUNITIES  McGregor J*  National College for School Leadership, Cranfield, United Kingdom

0016/2: WHAT DO NETWORKED LEARNING COMMUNITIES (NLCS) LOOK LIKE IN PRACTICE?  Kubiak C, Case S*  National College for School Leadership, Cranfield, United Kingdom

(Cont’d)
SCHOOL IMPROVEMENT SYMPOSIUM (Cont’d)

NETWORKED LEARNING COMMUNITIES

0016/3: FACILITATION FOR NETWORKED LEARNING Anderson M*, Thomas N, Lucas B National College for School Leadership, Cranfield, United Kingdom

0016/4: THE GROWTH AND STRUCTURE OF NETWORK LEARNING COMMUNITIES Kubiak C*, Bertram J National College for School Leadership, Cranfield, United Kingdom

0016/5: NETWORKED LEARNING THROUGH COLLABORATIVE ENQUIRY McGregor J*, MacDonald G National College for School Leadership, Cranfield, United Kingdom

0016/6: IMPORTANCE OF THE RESEARCH ADDRESSED BY THE SYMPOSIUM McGregor J* National College for School Leadership, Cranfield, United Kingdom

LEARNING IN THE PROFESSIONS SESSION

0183: ENHANCING THE QUALITY OF STUDENT-TEACHERS’ REFLECTION Turner-Bisset R A*, Burchell H, Warren V, Revitt S University of Hertfordshire, Hatfield, United Kingdom

0243: DIALOGUES IN PROFESSIONAL LEARNING Prestage S A*, Perks P A, Rahman R University of Birmingham, Birmingham, United Kingdom

0444: PROFESSIONAL LEARNING IN THE EDUCATION RESEARCH COMMUNITY – THE EXPERIENCES OF THE TLRP RESEARCH CAPACITY BUILDING NETWORK Taylor C*, Boyask R, Rees G Cardiff School of Social Sciences, Cardiff University, Cardiff, United Kingdom

CREATIVITY IN EDUCATION SYMPOSIUM

0032: USING ‘E-PORTFOLIOS’ TO CHALLENGE CURRENT ORTHODOXIES IN THE PRESENTATION OF ITT DESIGN AND TECHNOLOGY ACTIVITY 1) Spendlove D*, 2) Hopper M 1) University of Manchester, Manchester, United Kingdom, 2) Liverpool John Moores University, Liverpool, United Kingdom

ESRC SYMPOSIUM

0713: DEVELOPING QUALITY CRITERIA FOR APPLIED AND PRACTICE BASED RESEARCH AN OPPORTUNITY FOR BERA MEMBERS TO CONTRIBUTE TO THIS IMPORTANT DEBATE Furlong J*, Oancea A Oxford University Department of Educational Studies

SOCIAL JUSTICE SESSION

0167: ‘KEEP THEM IN BIRMINGHAM’: ELEVEN YEARS ON. BLACK AND MINORITY ETHNIC UNDERGRADUATES’ EXPERIENCES, AND THEIR ATTITUDES TOWARDS TEACHING AS A CAREER. Givens N P*, Bennett S L University of Exeter, Exeter, United Kingdom

0259: “SPEAKING FOR PARENTS”: RE-THINKING ADVOCACY FOR FAMILIES IN INNER-CITY SCHOOLS James-Wilson S V* Warner Graduate School of Education-University of Rochester, Rochester, New York, United States

0598: HOW DO WE DEVELOP AN EPISTEMOLOGY OF DIFFERENCE FOR A GOOD SOCIAL ORDER? 1) McNiff J*, 2) Whitehead J 1) University of Limerick, 2) Limerick, Ireland, University of Bath, Bath, United Kingdom
SESSION 2  14.30 - 16.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold G1  HIGHER EDUCATION SESSION

0261: THE CHANGING FACE OF TEACHER EDUCATION IN SOUTH AFRICA  Dreyer J M*, Loubser C P
University of South Africa, Pretoria, South Africa

0421: ACHIEVING THE VALUE-ADDED OF HIGHER EDUCATION FOR WIDENING PARTICIPATION
Girot E A*, Miers M, Coles J, Wilkinson G  University of the West of England, Bristol, United Kingdom

0482: THE NATURE AND THE REPRODUCTION OF INEQUALITIES: ACCESS TO CAMBRIDGE UNIVERSITY
Choi T H*  Hong Kong Baptist University, Hong Kong SAR, China

0486: REGIONALISM IN HIGHER EDUCATION IN ENGLAND: THE POLITICS OF COLLABORATION AND COMPETITION
Elliott G*  Newman College of Higher Education, Birmingham, United Kingdom

Room: Renold H2  MIXED SESSION

0202: DID THEY JUMP OR WERE THEY PUSHED? REASONS WHY TRAINEES WITHDRAW FROM TEACHER TRAINING COURSES  1) Basit T N*, 2) Roberts L, 3) McNamara O, 4) Carrington B, 5) Maguire M, 6) Woodrow D  1) University of Leicester, Leicester, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom, 3) University of Manchester, Manchester, United Kingdom, 4) University of Newcastle, Newcastle, United Kingdom, 5) King's College London, London, United Kingdom, 6) Manchester Metropolitan University, Manchester, United Kingdom

0432: SHAPING? ENFORCING? SUBVERTING? THE POSITIONING OF HEIS IN THE DIALOGUE BETWEEN TEACHER MENTORS AND GOVERNMENT  Boag-Munroe G*  Centre for Socio-Cultural Activity Theory, School of Education, University of Birmingham, Birmingham, United Kingdom

0641: INFORMAL LEARNING IN EARLY TEACHER DEVELOPMENT  McNally J G*, Boreham N C  Institute of Education, Stirling, United Kingdom

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0147: EMERGING MODELS OF PROFESSIONALISM: THE CHANGING EXPECTATIONS OF PHYSICAL EDUCATION TEACHERS IN SCHOOL AND COMMUNITY SETTINGS  Thorburn M*  University of Edinburgh, Edinburgh, United Kingdom

0273: PRIMARY SCHOOL TEACHERS AND THE NATIONAL PE-CPD PROGRAMME FOR ENGLAND  Armour K M*, Duncombe R, Fraser S E  Loughborough University, Loughborough, United Kingdom

0387: HEALTH TEACHERS’ WORK AND PRODUCTIVE PEDAGOGIES  Beckett L*  University of Technology, Sydney, Sydney, Australia

0669: PROFESSIONAL DEVELOPMENT AND ROLE DEFINITION: THE RELATIONSHIP BETWEEN THE DEVELOPMENT ACTIVITIES UNDERTAKEN BY NEWLY QUALIFIED TEACHERS OF PHYSICAL EDUCATION AND THEIR SUBSEQUENT PRACTICE  Keay J*  University of Surry Roehampton, London, United Kingdom
ASESSMENT SESSION

0156: POSITIVE PRIMARY, NEGATIVE SECONDARY – ATTITUDES TO TARGET SETTING IN SCHOOLS  Hammersley-Fletcher L J*, Mangan J  Staffordshire University, Stoke-on-Trent, United Kingdom

0385: THE EFFICACY OF USING A FEEDBACK TYPOLOGY TO ANALYSE TEACHERS’ FEEDBACK PRACTICES.  Dixon H R*  Auckland College of Education, Auckland, New Zealand

0459: THE STUDY OF COMPUTER-BASED ASSESSMENT IN MATHEMATICS IN THE PRIMARY CLASSROOM  McAlister M*  Stranmillis University College, Belfast, United Kingdom

0539: THE RELIABILITY AND VALIDITY OF AN ON-LINE INSTRUMENT FOR SELF-ASSESSMENT OF ATTITUDES TOWARDS SCHOOL AND SCHOOL-RELATED ASPECTS OF SELF-CONCEPT  Moseley D V*  Newcastle University, Newcastle upon Tyne, United Kingdom

LEA RESEARCH SESSION

0029: PUPIL MOBILITY AND EDUCATIONAL ACHIEVEMENT IN LAMBETH SCHOOLS: AN EMPIRICAL ANALYSIS OF NATIONAL TEST AND EXAMINATION DATA  Demie F*, Strand S  Lambeth Education, London, United Kingdom

0616: PUPIL PERFORMANCE DATA - THE ROLE OF THE LEA  Elliot K*  Research and Evaluation Unit, Wandsworth LEA (seconded from Institute of Education, University of London, London, United Kingdom

0668: BUILDING FOR THE FUTURE: A STUDY OF SMALL SCHOOLS  1) Blandford S, 2) Craig I*  1) Canterbury Christ Church University College, Canterbury, United Kingdom, 2) Kent County Council, Kent, United Kingdom
SESSION 3  16.30 - 18.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold G6  INCLUSIVE EDUCATION SESSION

0067: THE FORMATION AND MANIFESTATION OF STUDENT RESISTANCE  Russell L C*  Aston University, Birmingham, United Kingdom


Room: Renold D5  COMPARATIVE & INTERNATIONAL EDUCATION SESSION

0080: NEGOTIATING MEANING IN INTERNATIONAL STUDIES OF MATHEMATICS TEACHING  1) Andrews P R*, 2) Sayers J M  1) University of Cambridge, Cambridge, United Kingdom, 2) University College Northampton, Northampton, United Kingdom

0230: SIXTH-FORMERS READING 'THE TROUBLES': A CROSS-COMMUNITY INVESTIGATION  Hanratty B, Taggart D, St Marys University College, Belfast, United Kingdom

0252: TRACING THE INDIAN HERITAGE: ADOLESCENCE AND ITS IMPLICATIONS IN RABINDRANATH TAGORE’S WORKS  Latif A*  Georgian Court University, Lakewood, New Jersey, United States

0478: TEACHING FOREIGN CULTURE ELEMENTS IN MAINSTREAM SECONDARY SCHOOLS IN ENGLAND  Cretan M C*  Canterbury Christ Church University College, Canterbury, United Kingdom

Room: Renold C9  NEW TECHNOLOGIES IN EDUCATION SESSION

0310: EVALUATING THE EFFECTIVENESS OF INTEGRATED LEARNING SYSTEMS IN MATHEMATICS  Gkolia C*, Jervis A  University of Manchester, Manchester, United Kingdom

0354: MATCHING TECHNOLOGY AND PEDAGOGY IN TEACHING MATHEMATICS: UNDERSTANDING FRACTIONS USING A ‘VIRTUAL MANIPULATIVE’ FRACTION WALL  Glover D, Miller D J*, Averis D A  Keele University, Keele, United Kingdom

0560: ALLEVIATING MATHS-ANXIETY: THE USE OF MIPPAD WITH PRE-SERVICE TEACHERS  Uusimaki L, Kidman G*  Queensland University of Technology, Brisbane, Australia

0565: DEVELOPING SELF-CONFIDENCE IN MATHEMATICS SUBJECT KNOWLEDGE AS TRAINEES AND QUALIFIED TEACHERS  Burgess H*, Shelton Mayes A  The Open University, Milton Keynes, United Kingdom

Room: Renold D1  EARLY CHILDHOOD EDUCATION SESSION

0061: DANIEL’S STORY: EXPLORING YEAR SIX LEARNING  Stivaros H*, Tobbell J, Hardman M  Leeds Metropolitan University, Leeds, United Kingdom

0081: EARLY CHILDHOOD EDUCATION: A SOCIAL-HISTORICAL ANALYSIS  Nutbrown C*  University of Sheffield, Sheffield, United Kingdom

0418: VISIONS FOR CREATIVE EARLY YEARS PRACTICE: CULTURAL BOUNDARIES, CULTURAL CONNECTIONS  Bryan H*, Goouch K  Canterbury Christ Church University College, Canterbury, United Kingdom

0671: MATHEMATICS, PLAY AND FANTASIES OF EFFECTIVE PRACTICE  Hanley U*, Jones L  Manchester Metropolitan University, Manchester, United Kingdom
SESSION 3 16.30 - 18.00HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold D6  LEADING & MANAGING SCHOOLS & COLLEGES SESSION

0007: THE ROLE OF LEADERSHIP IN PRODUCING OUTSTANDING EDUCATION OUTCOMES IN JUNIOR SECONDARY EDUCATION  Dinham S* University of New England, Armidale, Australia

0039: LEADERSHIP AND EFFECTIVENESS IN SCOTTISH PRIMARY SCHOOLS  Mthenjwa V* University of Paisley, Paisley, United Kingdom

0303: IMPLEMENTING REFORMS TO ‘MODERNISE’ EDUCATION AND OTHER PUBLIC SERVICES  Fertig M*, Wallace M  University of Bath, Bath, United Kingdom

0415: MANAGING SUBSTANCE ABUSE CASES IN SCHOOLS: THE MALTESE EXPERIENCE  Pace E* Education Division, Floriana, Malta

Room: Renold C2  PRIMARY SCHOOL EDUCATION SYMPOSIUM

0295: RE-CONCEPTUALISING REFLECTIVE TEACHING FOR THE 21ST CENTURY

Convenor: Simco N, St Martin’s College

1) St Martin’s College, Cumbria, United Kingdom, 2) Open University, Milton Keynes, United Kingdom, 3) University of Cambridge, Cambridge, United Kingdom, 4) University of Cambridge, Cambridge, United Kingdom, 5) University of Cambridge, Cambridge, United Kingdom, 6) Lancaster University, Lancaster, United Kingdom, 7) University of Cambridge, Cambridge, United Kingdom, 8) University of Cambridge, Cambridge, United Kingdom

0295/1: RE-CONCEPTUALISING REFLECTIVE TEACHING FOR THE 21ST CENTURY  Simco N* St Martin’s College, Cumbria, United Kingdom

0295/2: TEACHING ASSISTANTS AND REFLECTIVE PRACTICE  Collins J*, Simco N  St Martin’s College, Cumbria, United Kingdom

0295/3: TEACHING THROUGH THE LOOKING GLASS: THE IMPORTANCE OF SELF REFLECTION IN RE-CONCEPTUALISING REFLECTIVE PRACTICE  Warin J*, Maddock M, Hargreaves L  St Martin’s College, Cumbria, United Kingdom

0295/4: REFLECTION AND LEADERSHIP: PERSPECTIVES OF FAST TRACK TEACHER TRAINEES  Swaffield S*, Warwick P  St Martin’s College, Cumbria, United Kingdom

0295/5: REFLECTIVE TEACHING, CLASSROOM ENQUIRY AND PROFESSIONALISM  Pollard A* St Martin’s College, Cumbria, United Kingdom
SESSION 3 16.30 - 18.00HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM

0646/1: CREATIVITY IN EDUCATION SYMPOSIUM 3

Convenors: 1) Craft A, 2) Burnard P, 3) Grainger T, 1) The Open University, London, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) Christchurch University College Canterbury, United Kingdom

Presenters: 1) Craft A, 2) Doyle M, 3) Dillon P 1) The Open University, London, United Kingdom, 2) United Kingdom, 3) University of Exeter, Exeter, United Kingdom

Discussant: Craft A, The Open University, London, United Kingdom

646/1 UNVEILING OUR THEORETICAL PERSPECTIVES ON CREATIVITY IN EDUCATION  Craft A  The Open University, London, United Kingdom

0646/2: BIG AND LITTLE C CREATIVITY: EVOLUTIONARY PERSPECTIVES  Doyle M  United Kingdom

0646/3: TRANSDISCIPLINARY CREATIVITY: CONTEXTS, ANALOGUES AND BLENDS  Dillon P  University Of Exeter, Exeter, United Kingdom

Room: Renold C16  SOCIAL JUSTICE SYMPOSIUM

0523: THE CHANGING REGULATION OF URBAN EDUCATION

Convenor: Thrupp M, Institute of Education, University of London

Presenters: 1) Ball S J, 1) Vincent C, 1) Thrupp M, 2) Neath S, 3) Maroy C 1) Institute of Education, University of London, London, United Kingdom, 2) King’s College London, London, United Kingdom, 3) Université Catholique de Louvain, Louvain, Belgium


0523/2: CAUGHT IN THE MIDDLE AND BYPASSED ALTOGETHER: INTERMEDIATE REGULATION IN WYEHAM  Thrupp M  Institute of Education, University of London, London, United Kingdom

0523/3: AUTONOMY, DIVERSITY AND PERFORMANCE: SECONDARY SCHOOLS RESPONSES TO REGULATION  Vincent C* Institute of Education, University of London, London, United Kingdom

0523/4: TEACHER SUPPLY AND WORKING CONDITIONS AT MERCHANTS’ SCHOOL: A CASE STUDY IN THE PRACTICES OF INTERNAL REGULATION.  Neath S  King’s College London, London, United Kingdom

0523/5: ‘LOGIQUES D’ACTION’ IN SCHOOLS IN EUROPE: A TRANSVERSAL ANALYSIS  1) Ball S J*, 3) Maroy C 1) Institute of Education, University of London, London, United Kingdom, 3) Université Catholique de Louvain, Louvain, Belgium
0144: LEADERSHIP ORGANISATIONAL CULTURE AND THE POLICY CONTEXTS OF EDUCATION

Convenors: Busher H C, University of Leicester

1) University of Leicester, Leicester, United Kingdom; 2) Manchester Metropolitan University, Manchester, United Kingdom; 3) University of Warwick, Coventry, United Kingdom; 4) Staffordshire University, Stafford, United Kingdom; 5) Warwick University, Coventry, United Kingdom; 6) Warwick University, Coventry, United Kingdom; 7) Nottingham University, Nottingham, United Kingdom; 8) Swansea University, Swansea, United Kingdom

0144/1: LEADERSHIP ORGANISATIONAL CULTURE AND THE POLICY CONTEXTS OF EDUCATION
Busher H C* University of Leicester, Leicester, United Kingdom

0144/2: FROM MY SCHOOL TO OUR SCHOOL: CHANGING PATTERNS OF LEADERSHIP AND MANAGEMENT IN UK INDEPENDENT SECONDARY SCHOOLS
McLay M* University of Leicester, Leicester, United Kingdom

0144/3: LEADING LEARNING: AN EXPLORATION OF LEADERSHIP DEVELOPMENT AND PRACTICE IN THE FE SECTOR
Harris A* University of Leicester, Leicester, United Kingdom

0144/4: THE EMOTIONALLY LITERATE PRIMARY SCHOOL
Hammersley Fletcher L* University of Leicester, Leicester, United Kingdom

0144/5: LEADING AND FOLLOWING WITH EMOTION?
Crawford M* University of Leicester, Leicester, United Kingdom

0144/6: A THIRD DIMENSION OF SCHOOL CULTURE
Smith E* University of Leicester, Leicester, United Kingdom

0144/7: MANAGING THE KEY STAGE 3 STRATEGY: POLICY INTO PRACTICE
Turner C* University of Leicester, Leicester, United Kingdom

0144/8: MANAGERILALISM OR WELFARE IN THE NEW REFORM CULTURE: IT'S NOT THAT SIMPLE FOR SUCCESSFUL HEADTEACHERS IN DISADVANTAGED COMMUNITIES
Day C* University of Leicester, Leicester, United Kingdom

0144/9: MANAGING EXCLUSIONS IN SCHOOLS: DEVELOPING SOCIAL JUSTICE OR CONFORMITY?
Busher H C* University of Leicester, Leicester, United Kingdom

0047: MEASURING GAINS IN FOREIGN LANGUAGE COMPETENCE AS A RESULT OF PARTICIPATION IN A SCHOOL EXCHANGE VISIT: THE CASE OF Y9 PUPILS AT THREE COMPREHENSIVE SCHOOLS IN THE CAMBRIDGESHIRE
Evans M J* University of Cambridge, Cambridge, United Kingdom

0232: LANGUAGES IN AN ENGLISH DIPLOMA - INNOVATIVE CURRICULUM MODELS DEVELOPED BY THE BLACK COUNTRY PATHFINDER 14-19 NETWORKS FOR EXCELLENCE
Harnisch H* University of Wolverhampton, Wolverhampton, United Kingdom

0474: RESEARCHING FOREIGN LANGUAGE PROVISION WITHIN THE CONTEXT OF THE MULTILINGUAL SCHOOL AND COMMUNITY
Payne M* Faculty of Education, Cambridge University, Cambridge, United Kingdom
SESSION 3  16.30 - 18.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold E2  LANGUAGE & LITERACY SESSION

0514: MOTIVATION AND THE ADULT IRISH LANGUAGE LEARNER  1) Wright M M*, 2) McGrory O  1) Queen’s University Belfast, Belfast, United Kingdom, 2) Queen’s University Belfast, Belfast, United Kingdom

Room: Renold D7  MIXED SYMPOSIUM

HOW ARE WE CONTRIBUTING TO A NEW SCHOLARSHIP OF EDUCATIONAL ENQUIRY THROUGH OUR PEDAGOGISATION OF POSTCOLONIAL LIVING EDUCATIONAL THEORIES IN THE ACADEMY?

Convenor: Murray P.

Presenters: 1) Murray P, 2) Farren M, 3) Collins A, 4) Whitehead J, 4) Fletcher S J  1) Royal Agricultural College, Cirencester, United Kingdom, 2) Dublin City University, Dublin, Ireland, 3) Fukuoka University, Fukuoka, Japan, 4) University of Bath, Bath, United Kingdom

Discussant: Whitehead J, University of Bath, Bath, United Kingdom

0590/1: HOW ARE WE CONTRIBUTING TO A NEW SCHOLARSHIP OF EDUCATIONAL ENQUIRY THROUGH OUR PEDAGOGISATION OF POSTCOLONIAL LIVING EDUCATIONAL THEORIES IN THE ACADEMY?  4) Whitehead J*, 1) Murray P, 3) Collins A, 2) Farren M, 4) Fletcher S J  1) Royal Agricultural College, Cirencester, United Kingdom, 2) Dublin City University, Dublin, Ireland, 3) Fukuoka University, Fukuoka, Japan, 4) University of Bath, Bath, United Kingdom

0590/2: HOW IS MY INCLUSIVE, POSTCOLONIAL LIVING EDUCATIONAL THEORY AND SPIRIT IN UBUNTU INFLUENCING MY OWN EDUCATION, THE EDUCATION OF THOSE I TEACH AND THE SOCIAL FORMATION IN WHICH I WORK?  Murray P*  Royal Agricultural College, Cirencester, United Kingdom

0590/3: WHAT AM I LEARNING AS I RESEARCH MY LIFE IN HIGHER EDUCATION AS A HEALING NURSE, RESEARCHER AND SHINGON BUDDHIST PRIEST AND AS I PEDAGOGISE A CURRICULUM FOR HEALING NURSES?  Collins A*  Fukuoka University, Fukuoka, Japan

0590/4: HOW IS MY PEDAGOGY OF THE UNIQUE INFLUENCING MY OWN LEARNING AND THE LEARNING OF MY STUDENTS?  Farren M*  Dublin City University, Dublin, Ireland

0590/5: DO THE VALUES AND LIVING LOGICS I EXPRESS IN MY EDUCATIONAL RELATIONSHIPS CARRY THE HOPE OF UBUNTU FOR THE FUTURE OF HUMANITY?  Whitehead J*  University of Bath, Bath, United Kingdom

0590/6: HOW ARE MY EMBODIED VALUES WITHIN MY EDUCATIONAL MULTIPLICITY AS A PROFESSIONAL EDUCATOR INFLUENCING AND INFLUENCED BY MY PRACTICE?  Fletcher S J*  University of Bath, Bath, United Kingdom

Room: Renold E6  POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM

0134: ‘SHROUDED IN THE MISTS OF SOMEONE ELSE’S VISION’ .. TEACHERS USING LEARNING TECHNOLOGY IN POST COMPULSORY EDUCATION  Crawley J A*  Bath Spa University College, Bath, United Kingdom
NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES

Convenor: Somekh B, Manchester Metropolitan University, Manchester, United Kingdom

1) Manchester Metropolitan University, Manchester, United Kingdom
2) University of Western Sydney, Sydney, Australia
3) Brock University, Brock, Canada
4) University of Southampton, Southampton, United Kingdom
5) University of Copenhagen, Copenhagen, Denmark
6) Berlin Free University, Berlin, Germany
7) London Institute of Education, London, United Kingdom

Discussant: Pollard A, University of Cambridge, Cambridge, United Kingdom

0023/1: NEW CONSTRUCTIONS OF RESEARCH METHODOLOGY IN THE SOCIAL SCIENCES
Somekh B* Manchester Metropolitan University, Manchester, United Kingdom

0023/2: FEMINISM / POSTSTRUCTURALISM
Gannon S* University of Western Sydney, Sydney, Australia

0023/3: DECONSTRUCTION
Maclure M*, Burnman E Manchester Metropolitan University, Manchester, United Kingdom

0023/4: NEW CONSTRUCTIONS OF QUANTITATIVE METHODS IN THE SOCIAL SCIENCES
Lewin C* Manchester Metropolitan University, Manchester, United Kingdom

0023/5: INTERVIEWING - CREATING THE SPACE FOR VIEWS
Schostak J* Manchester Metropolitan University, Manchester, United Kingdom

0023/6: GROUNDED THEORY - THINKING THEORETICALLY FROM THE START
Holt N* Brock University, Brock, Canada

0024/2: ETHICAL ISSUES IN GENERATING PUBLIC KNOWLEDGE
Simons H* University of Southampton, Southampton, United Kingdom

0024/3: CULTURAL-HISTORICAL ACTIVITY THEORY
3) Nissen M, 4) Langemeyer I* 3) University of Copenhagen, Copenhagen, Denmark
4) Berlin Free University, Berlin, Germany

0024/4: SEMIOTIC ENGAGEMENTS: REPRESENTATION THEORY AND VISUAL SOCIOLOGY
Pearson M* Manchester Metropolitan University, Manchester, United Kingdom

0024/5: SOCIAL SEMIOTICS AND MULTI-MODAL TEXTS
1) Mavers D*, 5) Kress G 1) Manchester Metropolitan University, Manchester, United Kingdom
5) London Institute of Education, London, United Kingdom

0024/6: IMPORTANCE OF THE RESEARCH
Somekh B* Manchester Metropolitan University, Manchester, United Kingdom
SESSION 3  16.30 - 18.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold F1  MIXED SESSION

0041: PUPILS’ CONCEPTIONS OF GEOGRAPHY: A PRELIMINARY ANALYSIS  Hopwood N*  Oxford University Department of Educational Studies, Oxford, United Kingdom

0293: ADULT MOTIVATIONS BEHIND RETURNING TO LEARNING NUMERACY IN FORMAL SETTINGS  Swain J*, Baker E, Holder D, Newmarch B  King’s College, London, United Kingdom

0345: DO UNTO OTHERS AS WE ARE DONE BY? LECTURERS USE EXPERT FEEDBACK ON RESEARCH ARTICLES, WHY NOT LIKewise UNDERGRADUATES ON ASSESSED WORK?  Taras M*  University of Sunderland, Sunderland, United Kingdom

0446: CONSULTING PUPILS: AN INVESTIGATION INTO THE PROCESS AND IMPACT ON CLASSROOM TEACHING AND LEARNING  Morgan B*  Faculty of Education, Cambridge University, Cambridge, United Kingdom

Room: Renold F2  RESEARCH METHODOLOGY SESSION

0085: COMPLEXITY AND EDUCATIONAL RESEARCH  Radford M A*  Canterbury Christ Church Univ College, Canterbury, United Kingdom

0304: FOLLOWING THE LEADER: ETHNOGRAPHY, ETHNOMETHODOLOGY AND EDUCATIONAL RESEARCH  1) Iszatt White M, 1) Kelly S, 2) Randall D, 1) Rouncefield M*, 1) University of Lancaster, Lancaster, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom

0600: 'LEARNING NETWORKS': ALTERNATIVE ENTANGLEMENTS FOR LEARNING IN GROUPS  Frankham J M*  University of Manchester, Manchester, United Kingdom

0368: THE USE OF ROLE-PLAY IN EDUCATIONAL RESEARCH  Kakos M K*  University of York, York, United Kingdom

Room: Renold F14  MIXED SYMPOSIUM

0289: BSRLM SYMPOSIUM: ISSUES IN PRIMARY MATHEMATICS TEACHING DEVELOPMENT  Convenor: Rowland T, University of Cambridge

Presenters: 1) Huntley R, 2) Rowland T, 3) Cotton T
1) Anglia Polytechnic University, Chelmsford, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) Nottingham Trent University, Nottingham, United Kingdom

0289/1: BSRLM SYMPOSIUM: ISSUES IN PRIMARY MATHEMATICS TEACHING DEVELOPMENT  2) Rowland T*, 3) Cotton T, 1) Huntley R  1) Anglia Polytechnic University, Chelmsford, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) Nottingham Trent University, Nottingham, United Kingdom

0289/2: MATHEMATICAL BELIEFS OF TRAINEE TEACHERS DURING THE FIRST YEAR OF HIGHER EDUCATION  Huntley R*  Anglia Polytechnic University, Chelmsford, United Kingdom

0289/3: DEVELOPING ELEMENTARY MATHEMATICS TEACHING THROUGH A FOCUS ON TEACHER KNOWLEDGE  Rowland T*  University of Cambridge, Cambridge, United Kingdom

0289/4: THE INTENSIFYING SUPPORT PILOT AND NUMERACY: IMPLICATIONS FROM AN EXTERNAL EVALUATION  Cotton T*  Nottingham Trent University, Nottingham, United Kingdom

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SESSION 3  
16.30 - 18.00HRS  
THURSDAY, 16 SEPTEMBER 2004

Room: Renold F5  
POST COMPULSORY EDUCATION & TRAINING SESSION

0056: COLLABORATIVE APPROACHES TO BROADENING PROVISION OF 14-19 EDUCATION AND TRAINING  
1) Higham J J S*, 2) Yeomans D J  
1) University of Leeds, Leeds, United Kingdom, 2) University of Leeds, Leeds, United Kingdom

0104: TEMPORAL VARIATIONS IN AFFECTIVE EXPERIENCE AMONGST ADULT FE STUDENTS.  
Russell M*  
Swindon College, Swindon, United Kingdom

0532: YOUNG PEOPLE ‘LEARNING DEMOCRACY’ – A PILOT STUDY  
Kelly N*, Lawy R, Biesta G  
University of Exeter, Exeter, United Kingdom

0628: CURRICULUM CHOICE AT A-LEVEL: WHY IS BUSINESS STUDIES MORE POPULAR THAN ECONOMICS?  
Bachan R*  
University of Brighton, Brighton, United Kingdom

Room: Renold G2  
PRACTITIONER RESEARCH SESSION

0218: EXPERIENCES OF THE GTCS TEACHER RESEARCHER PROGRAMME  
Robson D*, Borthwick G  
The General Teaching Council For Scotland, Edinburgh, United Kingdom

0436: SUPPLEMENTING LANGUAGE: MAKING THE CASE FOR CREATIVE NARRATIVE IN STORIES OF TEACHERS’ IDENTITIES  
Leitch R*  
Queen's University Belfast, Belfast, United Kingdom

0521: THE GROWTH OF EVIDENCE INFORMED PRACTICE: THE PRACTITIONERS’ PERSPECTIVE  
2) Buckland J*, 1) Wilson J, 3) Cordingley P  
1) National Teacher Research Panel, National, United Kingdom, 2) DfES, National, United Kingdom, 3) CUREE, Coventry, United Kingdom

0652: IDENTIFYING INNOVATIVE DEVELOPMENTS WHICH ADDRESS THE CHALLENGES OF PROVIDING EFFECTIVE FEEDBACK AND SUPPORT FOR, AND ASSESSMENT OF, STUDENTS WHO ARE DEVELOPING THEIR TEACHING CAPABILITY ON SCHOOL PLACEMENT.  
Kynch C E C*  
St Martin's College, Lancaster, United Kingdom

Room: Renold G1  
SCHOOL IMPROVEMENT SYMPOSIUM

0360: RAISING BOYS’ ACHIEVEMENT

Convenor: McLellan R, Faculty of Education, University of Cambridge

Presenters: McLellan R, Younger M, Bearne E, Kershner R  
Faculty of Education, Cambridge University, Cambridge, United Kingdom

0360/1: RAISING BOYS’ ACHIEVEMENT  
Younger M*, McLellan R  
Faculty of Education, Cambridge University, Cambridge, United Kingdom

0360/2: RAISING BOYS’ ACHIEVEMENT WITHIN AN INCLUSIVE CONTEXT  
Younger M*  
Faculty of Education, Cambridge University, Cambridge, United Kingdom

0360/3: RAISING BOYS’ ACHIEVEMENTS IN LITERACY  
Bearne E*  
Faculty of Education, Cambridge University, Cambridge, United Kingdom

0360/4: SOCIO-CULTURAL APPROACHES TO RAISING BOYS’ ACHIEVEMENT AT SECONDARY SCHOOL  
McLellan R*  
Faculty of Education, Cambridge University, Cambridge, United Kingdom

0360/5: GENDER AND ACHIEVEMENT IN SPECIAL SCHOOLS  
Kershner R*  
Faculty of Education, Cambridge University, Cambridge, United Kingdom
SESSION 3 16.30 - 18.00HRS  THURSDAY, 16 SEPTEMBER 2004

Room: Renold F6  LEARNING IN THE PROFESSIONS SESSION

0417: AN EVALUATION OF A PAIRED PRIMARY PLACEMENT PROJECT.  Murphy C M*, Gompertz B  University Of Exeter, Exeter, United Kingdom

0455: EARLY CAREER EXPERIENCES OF TEACHERS TRAINED ON A PRIMARY GRADUATE TEACHER PROGRAMME  Griffiths V*  University of Sussex, Brighton, United Kingdom

0468: PRIMARY MENTORS’ PERCEPTIONS OF PROGRESSION IN STUDENT TEACHERS’ PROFESSIONAL LEARNING  Wilson V R*  Canterbury Christ Church University College, Canterbury, United Kingdom

Room: Renold G5  CREATIVITY IN EDUCATION SYMPOSIUM

0356/1: CARNIVAL AS A METAPHOR FOR CREATIVE TEACHING IN INITIAL TEACHER EDUCATION  Burgess-Macey C*  Goldsmiths, London, United Kingdom

Room: Renold D2  SOCIAL JUSTICE SESSION

0031: AIMING HIGH, AIMING HIGHER?: WHAT THE LITERATURE SAYS  Parker-Jenkins M*, Hewitt D, Brownhill S, Sanders T  University of Derby, Derby, United Kingdom

0046: IF YOU DON’T BUY A TICKET, YOU CAN’T WIN THE RAFFLE: EXPLORING DIFFERENCES IN RATES OF ENTRY FOR PUBLIC EXAMINATIONS IN ENGLISH SECONDARY SCHOOLS  Lupton R*  CASE, London School of Economics, London, United Kingdom

0118: ETHICAL ISSUES: RESEARCHING PROFESSIONAL EDUCATION IN HEALTH  Moule P*, Hayes J, Bheenuck S  University of the West of England, Bristol, United Kingdom

0489: SOCIAL JUSTICE AND THE EDUCATIVE DIVIDE  O'Keefe J*, Walker-Gleaves C  University of Sunderland, Sunderland, United Kingdom

Room: Renold H11  HIGHER EDUCATION SESSION

0278: GOING THE DISTANCE: STUDENTS’ EXPERIENCES OF INDUCTION TO DISTANCE LEARNING IN HIGHER EDUCATION  Forrester G*, Motteram G, Parkinson G, Slaouti D  University of Manchester, Manchester, United Kingdom

0535: UNAVOIDABLE COLLISIONS OR INTER-PROFESSIONAL COLLABORATION: THE DEVELOPMENT AND DELIVERY OF E-LEARNING ONLINE MATERIALS  Jones C*, Jones N, Connolly M  University of Glamorgan, Pontypridd, United Kingdom

0664: DEVELOPING THE ROLE AND EFFECTIVENESS OF TEACHER SUPPORT STAFF THROUGH AN INNOVATIVE ONLINE GRADUATE PROGRAMME.  Terrell I*, Revill G  Ultralab, APU, Chelmsford, United Kingdom

Room: Renold E5  CREATIVITY IN EDUCATION WORKSHOP

0546: SIGNAL SCHOOLS INTERGENERATIONAL NURTURING AND LEARNING PROJECT  Patterson J*  John Patterson, Liverpool, United Kingdom
SESSION 3 16.30 - 18.00HRS THURSDAY, 16 SEPTEMBER 2004

Room: Renold H2  MIXED SESSION

0018: DESIGNATED DFES TRAINING SCHOOLS AND PROFESSIONAL DEVELOPMENT SCHOOLS IN THE USA: A COMPARISON  Merrill S*, Huddleston C, Reece H  Edge Hill College of Higher Education, Ormskirk, United Kingdom

0091: RESEARCHING THE EFFECTS OF MENTORING IN INITIAL TEACHER EDUCATION THROUGH A SYSTEMATIC LITERATURE REVIEW: A COLLABORATIVE RESEARCH CAPACITY BUILDING PROJECT  Robinson J F*, Dadds M, Eady S, Robinson I  Manchester Metropolitan University, Crewe, United Kingdom

0208: TRAINING CONFIDENT PRIMARY MFL TEACHERS  Woodgate-Jones A C*  University of Southampton, Southampton, United Kingdom

0236: AN EVALUATION OF AN ACCREDITED PROGRAMME TO ENHANCE THE EARLY PROFESSIONAL DEVELOPMENT OF NEWLY QUALIFIED TEACHERS  Rhodes C P*, Bleach K, Jones A  University of Wolverhampton, Wolverhampton, United Kingdom

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0137: THE EFFECTS OF AN INTEGRATED CURRICULUM MODEL ON STUDENTS LEARNING AND ATTAINMENT  Thorburn M*  University of Edinburgh, Edinburgh, United Kingdom

0226: IMPLEMENTING PHYSICAL EDUCATION CURRICULUM DEVELOPMENTS IN IRISH POST-PRIMARY SCHOOLS  MacPhail A*, Halbert J  University of Limerick, Limerick, Ireland

0272: SPORT EDUCATION AND ITS PERCEIVED IMPACT UPON PRACTICE: THE CASE OF ONE HEAD OF DEPARTMENT IN AND OUT OF THE GYM!  Kinchin G D*  University of Southampton, Southampton, United Kingdom

Room: Renold J17  HIGHER EDUCATION SYMPOSIUM

0286: POST-GRADUATE EDUCATION OR EMPLOYMENT? GRADUATES’ EXPERIENCES AND PERCEPTIONS OF THE LABOUR MARKET

Convenor: Moreau M P, London Metropolitan University

1) London Metropolitan University, London, United Kingdom, 2) Cardiff University, Cardiff, United Kingdom, 3) University of Waikato, Hamilton, New Zealand

Discussant: Carole Leathwood, London Metropolitan University


0286/2: GRADUATES’ EMPLOYMENT AND THE POLICY DISCOURSE ON EMPLOYABILITY: A CRITICAL APPROACH  Moreau M P, Leathwood C  London Metropolitan University, London, United Kingdom

0286/3: FIRST CLASS INEQUALITIES  Smetherham C  Cardiff University, Cardiff, United Kingdom

0286/4: THE IMPACT OF STUDENTS’ PERCEPTIONS OF THE LABOUR MARKET ON ENROLLING IN POSTGRADUATE STUDY  Tomlinson M  Cardiff University, Cardiff, United Kingdom
SESSION 4 09.00 - 10.30HRS FRIDAY, 17 SEPTEMBER 2004

Room: Renold C16 INCLUSIVE EDUCATION SESSION

0077: IMPACT OF INCLUSION ON PUPIL ACHIEVEMENT  Dyson A*, Farrell P, Polat F, Hutcheson G, Gallannaugh F  University of Manchester, Manchester, United Kingdom


0382: SYDNEY OR THE BUSH? IMAGES OF SPACE AND PLACE FROM CONTEMPORARY AUSTRALIAN SCHOOLCHILDREN  Gill J*, Howard S  University of South Australia, Adelaide, Australia

0589: PUPIL ACHIEVEMENT IN INCLUSIVE SCHOOLS: WHAT CAN NATIONAL DATA SETS TELL US?  1) Florian L*, 2) Rouse M  1) Faculty of Education University of Cambridge, Cambridge, United Kingdom, 2) Faculty of Education University of Cambridge, Cambridge, United Kingdom

Room: Renold C2 COMPARATIVE & INTERNATIONAL EDUCATION SESSION

0008: INTERNATIONAL PATTERNS OF TEACHER SATISFACTION AND MOTIVATION IN AUSTRALIA, ENGLAND, NEW ZEALAND, UNITED STATES OF AMERICA AND CANADA: THE ROLE OF CONTEXT AND THE ’THIRD DOMAIN’  Dinham S*, Scott C  University of New England, Armidale, Australia

0376: TENUOUS BONDS  1) Bascia N, 2) Pollock K*  1) OISE/University of Toronto, Toronto, Canada, 2) OISE/University of Toronto, Toronto, Canada

Room: Renold G1 NEW TECHNOLOGIES IN EDUCATION SESSION

0049: ON-LINE ASSESSMENT: THE IMPACT OF MODE ON STUDENT PERFORMANCE  Johnson M*, Green S  University of Cambridge Local Examinations Syndicate, Cambridge, United Kingdom

0050: ON-LINE ASSESSMENT: THE IMPACT OF MODE ON STUDENTS’ STRATEGIES, PERCEPTIONS AND BEHAVIOURS  Johnson M*, Green S  University of Cambridge Local Examinations Syndicate, Cambridge, United Kingdom

0635: COMPUTER MARKING OF KEY STAGE 2 ESSAYS  Hutchison D*  NFER, Slough, United Kingdom

Room: Renold D1 EARLY CHILDHOOD EDUCATION SESSION

0005: A FRAMEWORK FOR INITIAL TEACHER EDUCATION TO ADDRESS DIVERSITY NEEDS IN THE EARLY YEARS CLASSROOM.  McConnell B*, Quinn L, McLaughlin H  Stranmillis University College, Belfast, United Kingdom

0487: LANGUAGE DEVELOPMENT IN THE EARLY YEARS  Wright P*, Mc Laughlin H  Stranmillis University College, Belfast, United Kingdom

Room: Renold D2 LEADING & MANAGING SCHOOLS & COLLEGES SESSION

0203: EFFECTIVE LEADERSHIP: A PERSONAL PROFESSIONAL DEVELOPMENT PLANNING APPROACH  Johnston J Q*  Graduate School of Education, Queen’s University Belfast, Belfast, United Kingdom

0280: SUCCESSION PLANNING AND CAREER ASPIRATIONS OF APPLICANTS FOR LEADERSHIP POSITIONS IN AUSTRALIAN CATHOLIC SCHOOLS  D’Arbon J A*, Dorman J P  Australian Catholic University, Sydney, Australia

(Cont’d)
SESSION 4 09.00 - 10.30HRS FRIDAY, 17 SEPTEMBER 2004

Room: Renold D2 LEADING & MANAGING SCHOOLS & COLLEGES SESSION (Cont’d)

0325: EDUCATIONAL ‘LEADERSHIP’: ‘WAR STORIES’ AND ‘TEACHABLE MOMENTS’  Kelly S* Lancaster University, Lancaster, United Kingdom

0651: IDENTIFYING THE AGENTS AND BENEFICIARIES OF COLLABORATION BETWEEN SCHOOLS Howes A* University of Manchester, Manchester, United Kingdom

Room: Renold H11 PRIMARY SCHOOL EDUCATION SYMPOSIUM

0504: SUPPORTING GROUP WORK IN SCOTTISH PRIMARY SCHOOLS: THE INFLUENCE OF RURAL/URBAN LOCATION AND MIXED-AGE CLASSES

Convenor: Christie D, University of Strathclyde

1) University of Strathclyde, Glasgow, United Kingdom, 2) University of Dundee, Dundee, United Kingdom

0504/1: SUPPORTING GROUP WORK IN SCOTTISH PRIMARY SCHOOLS: THE INFLUENCE OF RURAL/URBAN LOCATION AND MIXED-AGE CLASSES
1) University of Strathclyde, Glasgow, United Kingdom, 2) University of Dundee, Dundee, United Kingdom

0504/2: SELF-REPORTED VERSUS OBSERVED GROUP WORK PRACTICE IN SCOTTISH PRIMARY SCHOOLS Christie D*, Livingston K, Jessiman E University of Strathclyde, Glasgow, United Kingdom

0504/3: BENEFITS OF COLLABORATIVE GROUP WORK IN PRIMARY CLASSROOMS IN TERMS OF CHILDREN’S PERSONAL AND SOCIAL DEVELOPMENT 2) Topping K*, 1) Howe C, 2) Donaldson C 1) University of Strathclyde, Glasgow, United Kingdom, 2) University of Dundee, Dundee, United Kingdom

0504/4: EFFECTS OF GROUP WORK TRAINING ON ATTAINMENT IN SPECIFIC AND GENERAL SCIENCE, MATHS AND ENGLISH 1) Howe C*, 2) Thurston A 1) University of Strathclyde, Glasgow, United Kingdom, 2) University of Dundee, Dundee, United Kingdom

Room: Renold D6 MIXED SYMPOSIUM PART 1
(PART 2 – SESSION 5, ROOM D6)

0575: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT

Convenor: Thomson P, The University of Nottingham

1) Networked Learning Communities, Cranfield, United Kingdom, 2) the University of Nottingham, Nottingham, United Kingdom, 3) Open University, Milton Keynes, United Kingdom, 4) University of Leeds, Leeds, United Kingdom, 5) the University of Nottingham, Nottingham, United Kingdom, 6) The University of Nottingham, Nottingham, United Kingdom, 7) the University of East Anglia, Norwich, United Kingdom

Discussant: Walker R, The University of East Anglia

0575/1: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT Hall C, Thomson P* Networked Learning Communities, Cranfield, United Kingdom

0575/2: STUDYING SPATIALITY McGregor J* Networked Learning Communities, Cranfield, United Kingdom

(Cont’d)
SESSION 4  09.00 - 10.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold D6  MIXED SYMPOSIUM PART 1
(PART 2 – SESSION 5, ROOM D6)

0575: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT  (Cont’d)

0575/3: RESEARCHING THE UNOBSERVABLE THROUGH THE MULTIPLE LENSES OF VIDEO DIARY
Noyes A*  Networked Learning Communities, Cranfield, United Kingdom

0575/4: VISUAL TECHNOLOGIES: PROBLEMS IN RESEARCHING SPATIALITY IN PICTURES  Clarke J*
Networked Learning Communities, Cranfield, United Kingdom

0575/5: PLAY IN FOCUS: CHILDREN’S PHOTOGRAPHIC SURVEY OF THEIR OWN SITES OF PLAY.
Burke C*  Networked Learning Communities, Cranfield, United Kingdom

0575/6: GLIMPSED THE AURAL AND KINAESTHETIC TOPOGRAPHIES OF SCHOOL: QUESTIONS THAT CALL ON CHILDREN’S IMAGINATION  Hall C*, Thomson P  Networked Learning Communities, Cranfield, United Kingdom

Room: Renold D7  SOCIAL JUSTICE SYMPOSIUM

0221: RE-POSITIONING HIGHER EDUCATION: TOWARDS EQUALITY AND SOCIAL JUSTICE?

Convenor: Leathwood C, London Metropolitan University

Presenters: 1) Leathwood C, 2) Hey V, 3) Deem R, 4) Morley L, 3) Tili A
1) London Metropolitan University, London, United Kingdom, 2) Brunel University, Uxbridge, United Kingdom, 3) University of Bristol, Bristol, United Kingdom, 4) London University Institute of Education, London, United Kingdom

Discussant: Mahony P, Roehampton University of Surrey

0221/1: RE-POSITIONING HIGHER EDUCATION: TOWARDS EQUALITY AND SOCIAL JUSTICE?  1)
Leathwood C*, 2) Hey V, 3) Deem R, 4) Morley L, 3) Tili A  1) London Metropolitan University, London, United Kingdom, 2) Brunel University, Uxbridge, United Kingdom, 3) University of Bristol, Bristol, United Kingdom, 4) London University Institute of Education, London, United Kingdom

0221/2: THE EQUITY IN EUROPEAN HIGHER EDUCATION DEBATE IN THE 21ST CENTURY: PRELIMINARY FINDINGS FORM AN INVESTIGATION OF STAFF EXPERIENCES OF CURRENT EQUALITY POLICIES IN UK HIGHER EDUCATION INSTITUTIONS  C  3) Deem R*, 3) Tili A, 4) Morley L
3) University of Bristol, Bristol, United Kingdom, 4) London University Institute of Education, London, United Kingdom

0221/3: GIRLS ARE US? ‘HORIZONTAL VIOLENCE’ AND ‘HORIZONTAL SOLIDARITIES’ AMONGST COMMUNITIES OF ACADEMIC WOMEN  Hey V*  Brunel University, Uxbridge, United Kingdom

0221/4: INSTITUTIONAL DIVERSITY IN HIGHER EDUCATION: DIFFERENTIATION, HIERARCHY AND SOCIAL JUSTICE  Leathwood C*  London Metropolitan University, London, United Kingdom
SESSION 4 09.00 - 10.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold E1  LEADING & MANAGING SCHOOLS & COLLEGES SYMPOSIUM PART 2

0144: LEADERSHIP ORGANISATIONAL CULTURE AND THE POLICY CONTEXTS OF EDUCATION

PART 1 (SESSION 3 – RENOLD E1)
PART 3 (SESSION 5 – RENOLD E1)

Convenor: Busher H C, University of Leicester


1) University of Leicester, Leicester, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom, 3) University of Warwick, Coventry, United Kingdom, 4) Staffordshire University, Stafford, United Kingdom, 5) Warwick University, Coventry, United Kingdom, 6) Warwick University, Coventry, United Kingdom, 7) Nottingham University, Nottingham, United Kingdom, 8) Swansea University, Swansea, United Kingdom

(LEADING & MANAGING SCHOOLS & COLLEGES SYMPOSIUM PART 2 - SESSION 4, ROOM E1)

0144/6: A THIRD DIMENSION OF SCHOOL CULTURE  Smith E* University of Leicester, Leicester, United Kingdom

0144/7: MANAGING THE KEY STAGE 3 STRATEGY: POLICY INTO PRACTICE  Turner C* University of Leicester, Leicester, United Kingdom

0144/8: MANAGERILAIM OR WELFARE IN THE NEW REFORM CULTURE: IT’S NOT THAT SIMPLE FOR SUCCESSFUL HEADTEACHERS IN DISADVANTAGED COMMUNITIES  Day C* University of Leicester, Leicester, United Kingdom

0144/9: MANAGING EXCLUSIONS IN SCHOOLS: DEVELOPING SOCIAL JUSTICE OR CONFORMITY?  Busher H C* University of Leicester, Leicester, United Kingdom

Room: Renold E2  LANGUAGE & LITERACY SESSION

0216: LITERACY WITH A CAPITAL ‘L’  Goodwyn A C*, Brookes W A, Irvine M J  University of Reading, Reading, United Kingdom

0254: HOW MUCH DIFFERENCE DOES AN ALTERNATIVE SCHOOL SETTING MAKE TO THE DELIVERY OF THE ENGLISH CURRICULUM?  Rathgen E H* University of Canterbury, Christchurch, New Zealand

0279: TXTING: THE END OF CIVILIZATION (AGAIN)  Carrington V* The University of Plymouth, Exmouth, United Kingdom

0608: LITERACY, THEORY AND EDUCATION POLICY DISCOURSES  Poulson L* University of Bath, Bath, United Kingdom
SESSION 4  09.00 - 10.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold F14    LEADING & MANAGING SCHOOLS & COLLEGES SYMPOSIUM

0419: SYMPOSIUM: TRANSFORMING THE SCHOOL WORKFORCE PATHFINDER EVALUATION PROJECT

Convenor: Gunter H M, University of Birmingham

University of Birmingham, Birmingham, United Kingdom

0419/1: SYMPOSIUM: TRANSFORMING THE SCHOOL WORKFORCE PATHFINDER EVALUATION PROJECT  Gunter H M*, Thomas H R University of Birmingham, Birmingham, United Kingdom

0419/2: MODERNISING THE ROLE OF SUPPORT STAFF IN PRIMARY SCHOOLS: FINDINGS FROM THE TRANSFORMING THE SCHOOL WORKFORCE PATHFINDER PROJECT  Butt G W*, Lance A
University of Birmingham, Birmingham, United Kingdom

0419/3: REMODELLING DISTRIBUTED LEADERSHIP AND THE EXPERIENCE OF CHANGE  Rayner S*, Gunter H M University of Birmingham, Birmingham, United Kingdom

0419/4: ICT AND TRANSFORMING THE SCHOOL WORKFORCE  Pilkington R M, Selwood I D*
University of Birmingham, Birmingham, United Kingdom

0419/5: TEACHER AND SCHOOL EFFECTS ON TEACHER WORKLOAD  Fielding A, Thomas H R*
University of Birmingham, Birmingham, United Kingdom

Room: Renold E7    HIGHER EDUCATION SYMPOSIUM

0424: RESEARCHING ACADEMIC LIVES AND IDENTITIES

Convenor: Murray J, Brunel University

1) University of Plymouth, Plymouth, United Kingdom, 2) Kings College, London, United Kingdom, 3) Brunel University, Twickenham, United Kingdom, 4) Brunel University, Twickenham, United Kingdom

0424/1: RESEARCHING ACADEMIC LIVES AND IDENTITIES  1) John P, 2) Maguire M, 3) Kim T, 3) Murray J* 1) University of Plymouth, Plymouth, United Kingdom, 2) Kings College, London, United Kingdom, 3) Brunel University, Twickenham, United Kingdom

0424/2: BEYOND 'SIMPLE WISDOMS' EXPLORING THE PROFESSIONAL KNOWLEDGE OF TEACHER EDUCATORS  John P* University of Plymouth, Plymouth, United Kingdom

0424/3: 'FADE TO GREY': OLDER WOMEN, EMBODIED CLAIMS AND ATTRIBUTIONS IN HE  Maguire M* Kings College, London, United Kingdom

0424/4: INTERNATIONAL ACADEMIC IDENTITY IN THE ENGLISH UNIVERSITY: A STUDY OF THE INTERCULTURAL REFLEXIVE IDENTITY FORMATION OF MOBILE ACADEMICS  Kim T* Brunel University, Twickenham, United Kingdom

0424/5: 'A DIFFERENT SORT OF ACADEMIC?' PERSPECTIVES ON LIFE IN THE ACADEMY FROM PROFESSIONAL EDUCATORS INVOLVED IN THE INITIAL EDUCATION OF TEACHERS, DOCTORS, SOCIAL WORKERS AND NURSES  Murray J* Brunel University, Twickenham, United Kingdom
SESSION 4 09.00 - 10.30HRS FRIDAY, 17 SEPTEMBER 2004

Room: Renold F1  MIXED SESSION

0337: E-LEARNING TO PROMOTE CULTURAL DIVERSITY  Smith E*, Jervis A  University of Manchester, Manchester, United Kingdom

0400: WHOLE INSTITUTION APPROACHES TO SYNERGISTIC LEARNING  Shallcross A G*, Robinson J F  Manchester Metropolitan University, Crewe, United Kingdom

0447: A NARRATIVE APPROACH: SEEKING UNDERSTANDINGs OF INCLUSION  Lawson H*, Parker M, Sikes P  University of Plymouth, Plymouth, United Kingdom

0494: TOWARDS RELATIONAL TEACHING AND LEARNING WITHIN ‘POSTMODERNITY’  1) Hansen U J*, 2) Curtis W J  1) Oxford University, Oxford, United Kingdom, 2) University of the West of England, Bristol, United Kingdom

Room: Renold E5  RESEARCH METHODOLOGY SESSION

0258: INVOLVING FAMILIES IN PRE-SERVICE EDUCATION THROUGH COMMUNITY-BASED ETHNOGRAPHY  James-Wilson S V*  Warner Graduate School of Education-University of Rochester, Rochester, New York, United States

0332: RESEARCHING CHILDREN AND FAMILIES IN THE HOME SETTING: ETHICAL DILEMMAS FROM THE FIELD  1) Yee W C*, 2) Andrews J C  1) University of Bristol, Bristol, United Kingdom, 2) University of Bristol, Bristol, United Kingdom

0624: RESEARCHING VIOLENCE IN SCHOOLS: SOME METHODOLOGICAL ISSUES  Cremin H J*  Oxford Brookes University, Oxford, United Kingdom

0665: METHODOLOGICAL APPROACHES TO THE TOPIC OF PUPIL PARTICIPATION  May H E*  University of Leeds, Leeds, United Kingdom

Room: Renold F2  MIXED SYMPOSIUM

0311: RESEARCHING CITIZENSHIP EDUCATION: NEW AGENDAS AND THEIR CHALLENGES

Convenor: Pinson H, University of Cambridge

Presenters: Arnot M M, Pinson H, Lee J, Bamfield L, Keating A  University of Cambridge, Cambridge, United Kingdom

Discussant: McLaughlin T, The Institute of Education, University of London

0311/1: RESEARCHING CITIZENSHIP EDUCATION: NEW AGENDAS AND THEIR CHALLENGES  Arnot M M*  University of Cambridge, Cambridge, United Kingdom

0311/2: THE SCHOOL AS A DELIBERATIVE DEMOCRATIC COMMUNITY  Bamfield L*  University of Cambridge, Cambridge, United Kingdom

0311/3: FROM ENGLISH CITIZENSHIP EDUCATION POLICY TO THE AUTHENTIC DEMOCRATIC SCHOOL COMMUNITY  Lee J*  University of Cambridge, Cambridge, United Kingdom

0311/4: RESEARCHING CITIZENSHIP EDUCATION IN EUROPE  Keating A*  University of Cambridge, Cambridge, United Kingdom

0311/5: TENSIONS AND CHALLENGES TO THE ROLE OF CITIZENSHIP EDUCATION IN A DEEPLY DIVIDED AND CONFLICT-RIDDEN SOCIETY: THE CASE OF ISRAEL  Pinson H*  University of Cambridge, Cambridge, United Kingdom

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| 09.00 - 10.30HRS | POST COMPULSORY EDUCATION & TRAINING SESSION | **0192: AGENCY AND STRUCTURE IN ORGANIZATIONAL LEARNING** Boreham N C* University of Stirling, Stirling, United Kingdom  
**0193: COLLABORATIVE PARTNERSHIP BETWEEN HE AND AN EMPLOYER: A CASE STUDY OF WORKFORCE DEVELOPMENT FOR GUIDE DOG MOBILITY INSTRUCTORS** Foskett R* University of Southampton, Southampton, United Kingdom  
**0200: THE IMPACT OF WORK-BASED QUALIFICATIONS IN THE CARE SECTOR: PRELIMINARY RESULTS FROM A LONGITUDINAL STUDY** Morris C*, Coles A M University of Central England, Birmingham, United Kingdom  
1) Castletethorpe First School, Milton Keynes, United Kingdom, 2) Bradwell Village Middle School, Milton Keynes, United Kingdom, 3) Portfields Combined School, Milton Keynes, United Kingdom, 4) The University of Nottingham, Nottingham, United Kingdom  
1) Cardiff University, Cardiff, United Kingdom, 2) University of Canterbury, Christchurch, New Zealand  
**0425: THE 'FLEXIBLE' APPROACH TO INITIAL TEACHER TRAINING: EXPERIENCES IN THE NW OF ENGLAND** Reid D J*, Slinger P The Byrchall High School, Wigan, United Kingdom  
**0574: YOU ARE A STRANGER AMONG US: EXCLUSIONAL PRACTICE IN RESEARCH COMMUNITIES** Fletcher S*, Adler-Collins Je Kan University of Bath, Bath, United Kingdom |
| Room: Renold F6 | **SCHOOL IMPROVEMENT SYMPOSIUM**                                                                 | **0013/1 RESEARCHING TEACHERS AS LEADERS OF CHANGE : EMPIRICAL EVIDENCE, METHODOLOGICAL ISSUES AND CONCEPTUAL CHALLENGES** Convenor: Saunders L, General Teaching Council for England, London, United Kingdom  
Disscussant: Day C, University of Nottingham, Nottingham, United Kingdom  
**0013/3: TEACHER LEADERSHIP RHETORIC OR REALITY?** Harris A*, Muijs D, Gunraj J General Teaching Council for England, London, United Kingdom  
SESSION 4 09.00 - 10.30HRS FRIDAY, 17 SEPTEMBER 2004

ROOM: Renold G2  LEARNING IN THE PROFESSIONS SESSION

0025: A LONGITUDINAL STUDY OF TEACHER CHANGE: WHAT MAKES PROFESSIONAL DEVELOPMENT EFFECTIVE? REPORT OF THE SECOND YEAR OF THE STUDY. Boyle B*, Lamprianou I, Boyle T  University of Manchester, Manchester, United Kingdom

0579: THE EFFECTS OF AGE AND EDUCATION ON STUDENT EXPERIENCE OF INTERPROFESSIONAL LEARNING  Miers M* University of the West of England, Bristol, United Kingdom

0623: EDUCATION STUDIES AND INITIAL TEACHER EDUCATION  Ward S* Bath Spa University College, Bath, United Kingdom

0673: THE IMPACT OF UNDERTAKING PRIVATE STUDY TOWARDS A DEGREE QUALIFICATION ON TEACHERS' PROFESSIONAL LIVES  Williams R* Auckland College of Education, Auckland, United Kingdom

ROOM: Renold H1  CREATIVITY IN EDUCATION PART 1

PART 2 – SESSION 5, ROOM H1

0643: SYMPOSIUM 2 PART 1  LEARNERS' PERSPECTIVES ON CREATIVITY

Convenor: Craft A, Burnard P, Grainger T, The Open University, University Of Cambridge, Christchurch University College Canterbury


Discussant: Grainger T, Christchurch University College Canterbury

0643/1: SYMPOSIUM 2 PART 1  LEARNERS' PERSPECTIVES ON CREATIVITY  Grainger T* Christchurch University College, Canterbury, United Kingdom


0643/3: CREATIVE LEARNING BY PARTNERSHIP  3) Craft A, 4) Joubert M  3) The Open University, Milton Keynes, United Kingdom, 4) The Open University, Milton Keynes, United Kingdom

0643/4: TEACHER AS SOCIAL OR CULTURAL ENTREPRENEUR? EXPLORING THE BOUNDARIES OF TEACHERS' PROFESSIONAL IDENTITIES THROUGH PARTNERSHIP WORKING  Jeffery G University Of East London And Newham 6th Form College, London, United Kingdom

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<td>09.00 - 10.30 HRS</td>
<td>FRIDAY, 17 SEPTEMBER 2004</td>
<td>Renold G6</td>
<td>CREATIVITY IN EDUCATION WORKSHOP</td>
<td>Best P*, University Of Surrey Roehampton And The Open University, Roehampton And Milton Keynes, United Kingdom</td>
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<td>Renold G5</td>
<td>SOCIAL JUSTICE SESSION</td>
<td>Todd S*, York University, Toronto, Canada</td>
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<td>0175: RIGHTS AND RESPONSIBILITIES FOR WHOM? DECONSTRUCTING GENDER AND JUSTICE</td>
<td>fancy Institute of Education, University of London, London, United Kingdom</td>
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<td>0660: TEACHING HISTORY TRANSFORMATIVELY</td>
<td>Hay M P J*, Australian National University, Canberra, Australia</td>
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<td>Renold D5</td>
<td>HIGHER EDUCATION SESSION</td>
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<td>0281: 'MIND THE GAP': STUDENTS’ EXPECTATIONS AND PERCEPTIONS OF INDUCTION TO DISTANCE LEARNING IN HIGHER EDUCATION</td>
<td>Forrester G*, Parkinson G*, University of Manchester, Manchester, United Kingdom</td>
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<td>0414: PRIVILEGE AND PROBLEMS: FULL TIME UK MASTERS STUDENTS</td>
<td>Bowman H*, Colley H*, Hodkinson P*, University of Leeds, Leeds, United Kingdom</td>
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<td>0577: 'I'VE HAD TO SWALLOW MY PRIDE': HELP SEEKING AND SELF-ESTEEM</td>
<td>Clegg S*, Bradley S*, Macdonald R, Smith K*, Sheffield Hallam University, Sheffield Hallam, United Kingdom</td>
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<td>0051: USING LESSON OBSERVATION TO IMPROVE TEACHING</td>
<td>Montgomery D*, Middlesex University, London, United Kingdom</td>
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<td>0211: HOW DOES CPD AFFECT TEACHING AND LEARNING?</td>
<td>Cordingley P*, Bell M, Thomason S*, Centre for the Use of Research and Evidence in Education, Coventry, United Kingdom</td>
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<td>0506: THE STRATEGIC LEADERSHIP OF ICT PROGRAMME: A MODEL FOR PROFESSIONAL DEVELOPMENT?</td>
<td>Comber C J F*, Hingley P R, University of Leicester, University of Leicester, Leicester, United Kingdom</td>
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<td>0617: EVALUATING TEACHERS’ AND TRAINERS’ DEVELOPMENT IN A LARGE SCALE CURRICULUM DEVELOPMENT PROJECT IN SOUTH YORKSHIRE</td>
<td>Trickey S*, Holland M, Coldwell M, Rybinski D*, Sheffield Hallam University, Sheffield, United Kingdom</td>
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SESSION 4  09.00 - 10.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0375: ‘CURRICULUM FUTURES’: DEVELOPING BASIC MOVES AS THE FOUNDATION FOR LIFELONG PHYSICAL ACTIVITY  1) Jess M*, 2) Penney D  1) University of Edinburgh, Edinburgh, United Kingdom, 2) Edith Cowan University, Perth, Australia

0407: HOW CHILDREN AND YOUNG PEOPLE PERCEIVE THEIR ENGAGEMENT AND PARTICIPATION IN PHYSICAL EDUCATION AND SCHOOL SPORT  Dismo H C*  Canterbury Christ Church University College, Canterbury, United Kingdom

0625: IS IT NECESSARY, COST EFFECTIVE AND PRACTICAL TO FITNESS TEST CHILDREN?  Harris J*, Cale L  Loughborough University, Loughborough, United Kingdom

Room: Renold H6  ASSESSMENT SESSION

0124: USING ITEM RESPONSE THEORY TO STUDY THE POSSIBILITY OF A BOTTLENECK IN THE P-SCALES  Ndaji F E*  CEM Centre, University of Durham, Durham, United Kingdom

0179: COULD COMPARATIVE JUDGEMENTS OF SCRIPT QUALITY REPLACE TRADITIONAL MARKING AND HENCE IMPROVE THE VALIDITY OF EXAM QUESTIONS?  Pollitt A, Crisp V*  University of Cambridge Local Examinations Syndicate, Cambridge, United Kingdom

0222: ASSESSING THE EVIDENCE: DIFFERENT TYPES OF NVQ EVIDENCE AND THEIR IMPACT ON RELIABILITY AND FAIRNESS.  Greatorex J T A*  University of Cambridge Local Examinations Syndicate, Cambridge, United Kingdom

0223: CAN DIFFERENT TEACHING STRATEGIES OR METHODS OF PREPARING PUPILS LEAD TO GREATER IMPROVEMENTS FROM GCSE TO A LEVEL PERFORMANCE?  Greatorex J T A*, Malacova E  University of Cambridge Local Examinations Syndicate, Cambridge, United Kingdom

Room: Renold J17  HIGHER EDUCATION SYMPOSIUM

0150: INITIAL TEACHER EDUCATION ACROSS THE UNITED KINGDOM: THE CHALLENGES AND OPPORTUNITIES FACED BY ITE PROVIDERS IN ENGLAND, NORTHERN IRELAND, SCOTLAND AND WALES – AN ESCALATE COLLECTIVE SYMPOSIUM

Convenor: Twiselton S, St Martin's College

Presenters: Twiselton S, Bundy R, Boyd P, Cheung P, EWens T, Kynch C, Copping A, Mills K, Ollerton M, Roberts D, Eady S, Kitchen N, Ditchfield C  1) St Martin's College, Carlisle and Lancaster, United Kingdom, 2) ESCalate, Nottingham, United Kingdom

Discussant:  Harrison C, ESCalate


0150/2: PAPER ONE: SEEING THE WOOD FOR THE TREES – FINDING WAYS OF WORKING CREATIVELY AND CREATIVELY WITHIN THE CURRICULA THAT IMPACT ON ITE - PART OF AN ESCALATE COLLECTIVE SYMPOSIUM  Twiselton S*, Bundy R, EWens T, Copping A, Mills K, Kitchen N  St Martin's College, Carlisle and Lancaster, United Kingdom

(Cont’d)
Room: Renold J17

**HIGHER EDUCATION SYMPOSIUM**


0150/4: ‘PAPER 3: BRIDGING WORLDS: THE COMPLEXITIES OF MUTI-_CONTEXT LEARNING IN ITE’ – PART OF AN ESCALATE COLLECTIVE SYMPOSIUM’ Ollerton M*, Eady S, Ditchfield C St Martin’s College, Carlisle and Lancaster, United Kingdom
0227: 3PS TO INCLUSIVE CITIZENSHIP: PERFORMATIVITY, PERMEABILITY AND THE POST-MODERN  
Garratt D*, Piper H, Manchester Metropolitan University

0327: INCLUSION VOICES: STAFF AND PUPILS’ VIEWS ON DEAFNESS IN A MAINSTREAM CONTEXT  
Iantaffi A, Jarvis J* University of Hertfordshire, School of Education, Hatfield, United Kingdom

0653: ISLAMOPHOBIA / ARABOPHOBIA: VIEWS OF 14-17 YEAR OLD YORK SCHOOLCHILDREN  
Brockett A A*, Amooie B, Clines J, Kollontai P, Mallows R, Rivers I, Noret N, Hussein K York St John College, York, United Kingdom

0021: HOME-EDUCATION: FRIEND OR FOE? A GLOBAL PERSPECTIVE  
Convenor: Rothermel P, University of Durham

0021/1: HOME-EDUCATION: FRIEND OR FOE? A GLOBAL PERSPECTIVE  
Rothermel P University of Durham, Durham, United Kingdom

0021/2: HOME EDUCATION IN GERMANY  
Spiegler T Philipps-Universität Marburg, Marburg, Germany

0021/3: HOME EDUCATION – A HUMAN RIGHT?  
Monk D Birkbeck College, London, United Kingdom

0021/4: HOME SCHOOLING IN QUEBEC: PARTICULAR CONTEXT AND MOTIVATIONS  
Brabant C L’Université de Sherbrooke, Quebec, Canada

0021/5: IN THE STEAD OF: THE STRUCTURE OF AUSTRALIAN HOME-EDUCATION  
Yusof N University of Warwick, Warwick, United Kingdom

0021/6: HOME EDUCATION – GLOBALIZATION OTHERWISE?  
Beck C University of Oslo, Olso, Norway

0170: ASSESSMENT FOR LEARNING: WHERE FROM? WHERE NEXT?  
Convenor: Daugherty R, University of Wales, Aberystwyth

0170/1: ASSESSMENT FOR LEARNING: WHERE FROM? WHERE NEXT?  
Black P* King’s College, London, United Kingdom

0170/2: ASSESSMENT FOR LEARNING IN CLASSROOMS  
Black P* King’s College, London, United Kingdom

(Cont’d)
ASSESSMENT SYMPOSIUM (Cont’d)

0170: ASSESSMENT FOR LEARNING: WHERE FROM? WHERE NEXT?

0170/3: ASSESSMENT FOR LEARNING AND TEACHER LEARNING  2) James M*, 3) Pedder D  University of Cambridge, Cambridge, United Kingdom, 3) University of Cambridge, Cambridge, United Kingdom

0170/4: RETHINKING THE TEACHER’S ROLES IN ASSESSMENT  Harlen W*  University of Cambridge, Cambridge, United Kingdom

EARLY CHILDHOOD EDUCATION SESSION

0043: PARENTAL INVOLVEMENT IN EARLY YEARS SETTINGS IN NI: PARENTS’ AND PROVIDERS’ PERCEPTIONS  McMillan D J*  Stranmillis University College, Belfast, United Kingdom

0305: SCHOOLS AND MULTI-DISCIPLINARY WORK IN PROTECTING YOUNG CHILDREN  McKee B E*  Stranmillis University College, Belfast, United Kingdom

0412: DECONSTRUCTING MASCULINITIES IN THE EARLY YEARS: WORKING WITH BOYS IN THE “CRITICAL GENDER ZONE”  Connolly P*  Queen’s University Belfast, Belfast, United Kingdom

0512: TEACHERS’ PERCEPTIONS OF PLAY AND THE ENRICHED CURRICULUM IN NORTHERN IRELAND PRIMARY SCHOOLS  Walker H M*  Stranmillis University College, Belfast, United Kingdom

LEADING & MANAGING SCHOOLS & COLLEGES SESSION

0109: ‘DISTRIBUTED LEADERSHIP’ IN SCHOOLS: WHAT ENGLISH HEADTEACHERS SAY ABOUT THE ‘PULL’ AND ‘PUSH’ FACTORS  Oduro G K T*  University of Cambridge, Faculty of Education, Cambridge, United Kingdom

0389: LEADERS IN TRANSITION: LIVING WITH PARADOXES  Peters J*, Le Cornu R  University of South Australia, Adelaide, United Kingdom

0562: LEADERSHIP IN SLTS IN SCHOOLS: PRACTITIONERS’ INTERPRETATIONS  1) Kydd L*, 2) Preedy M  1) The Open University, Milton Keynes, United Kingdom, 2) The Open University, Milton Keynes, United Kingdom

0570: LEADING WOMEN OR ‘LEADING LADIES’? GENDER AND LEADERSHIP IN EDUCATION  Cubillo L*  University College Worcester, Worcester, United Kingdom

MIXED WORKSHOP

ROOM: Renold D6  MIXED SYMPOSIUM PART 2

(PART 1 – SESSION 4)

0575: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT

Convenor: Thomson P, The University of Nottingham

1) Networked Learning Communities, Cranfield, United Kingdom, 2) the University of Nottingham, Nottingham, United Kingdom, 3) Open University, Milton Keynes, United Kingdom, 4) University of Leeds, Leeds, United Kingdom, 5) the University of Nottingham, Nottingham, United Kingdom, 6) The University of Nottingham, Nottingham, United Kingdom, 7) the University of East Anglia, Norwich, United Kingdom

Discussant: Walker R, The University of East Anglia

0575/1: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT  Hall C, Thomson P* Networked Learning Communities, Cranfield, United Kingdom

0575/2: STUDYING SPATIALITY  McGregor J* Networked Learning Communities, Cranfield, United Kingdom

ROOM: Renold D6  MIXED SYMPOSIUM PART 2

0575: INVESTIGATING SPACE AND PLACE: DEVELOPING A RESEARCH TOOLKIT  (Cont’d)

0575/3: RESEARCHING THE UNOBSERVABLE THROUGH THE MULTIPLE LENSES OF VIDEO DIARY  Noyes A* Networked Learning Communities, Cranfield, United Kingdom

0575/4: VISUAL TECHNOLOGIES: PROBLEMS IN RESEARCHING SPATIALITY IN PICTURES  Clarke J* Networked Learning Communities, Cranfield, United Kingdom

0575/5: PLAY IN FOCUS: CHILDREN’S PHOTOGRAPHIC SURVEY OF THEIR OWN SITES OF PLAY.  Burke C* Networked Learning Communities, Cranfield, United Kingdom

0575/6: GLIMPSESING THE AURAL AND KINAESTHETIC TOPOGRAPHIES OF SCHOOL: QUESTIONS THAT CALL ON CHILDREN’S IMAGINATION  Hall C*, Thomson P Networked Learning Communities, Cranfield, United Kingdom

ROOM: Renold D7  SOCIAL JUSTICE SYMPOSIUM

0591: THE CAPABILITY APPROACH AND EDUCATION: EMERGING POSSIBILITIES FOR CROSS DISCIPLINARY DIALOGUE

Convenor: Unterhalter E and Walker M, Capability Approach and Education Network

Presenters: 1) Unterhalter E S, 2) Brighouse H, 3) Walker M, 4) Terzi L
1) Institute of Education, University of London, London, United Kingdom, 2) University of Wisconsin, Madison, United States, 3) University of Sheffield, Sheffield, United Kingdom, 4) Institute of Education, University of London, London, United Kingdom

Discussant: McLaughlin T, Institute of Education, University of London

0591/1: THE CAPABILITY APPROACH AND EDUCATION: EMERGING POSSIBILITIES FOR CROSS DISCIPLINARY DIALOGUE  1) Unterhalter E S*, 3) Walker M 1) Institute of Education, University of London, London, United Kingdom, 3) University of Sheffield, Sheffield, United Kingdom

(Cont’d)
SESSION 5  
11.00 - 12.30HRS  
FRIDAY, 17 SEPTEMBER 2004

Room: Renold D7  
SOCIAL JUSTICE SYMPOSIUM (Cont’d)

0591: THE CAPABILITY APPROACH AND EDUCATION: EMERGING POSSIBILITIES FOR CROSS DISCIPLINARY DIALOGUE

0591/2: DISTRIBUTION OF WHAT? HOW WILL WE KNOW IF WE HAVE ACHIEVED EDUCATION FOR ALL BY 2015?  1) Unterhalter E S*, 2) Brighouse H  1) Institute of Education, University of London, London, United Kingdom, 2) University of Wisconsin, Madison, United States

0591/3: THE CAPABILITY APPROACH AND GIRLS’ NARRATIVES OF LIFE AND SCHOOLING IN SOUTH AFRICA  Walker M*  University of Sheffield, Sheffield, United Kingdom


Room: Renold E1  
LEADING & MANAGING SCHOOLS & COLLEGES WORKSHOP/AGM  
(PARTS 1 AND 2 – SESSION 3 AND 4 ROOM E1)

0578: LEADERSHIP, ORGANISATIONAL CULTURE AND THE POLICY CONTEXTS OF EDUCATION  
Busher H*  University of Leicester, Leicester, United Kingdom

Room: Renold E2  
LANGUAGE & LITERACY SESSION


0057: READING ACHIEVEMENT IN NEW ZEALAND: EFFECTS OF PARENTS’ SELF-EFFICACY AND CHILDREN’S MOTIVATION  Townsend M*, Choi S F  University of Auckland, Auckland, New Zealand

0209: ADDITIONAL EXPERIENCE IN THE TEACHING OF READING  Mitchell D R*, Dunn J  Stranmillis University College, Belfast, United Kingdom


Room: Renold E5  
PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0228: REFLEXIVE THINKING AND OUTDOOR EDUCATION.  Rea T*  Oxford Brookes University, Oxford, United Kingdom

0242: ICT IN PHYSICAL EDUCATION: A NATIONAL AUDIT  Thomas A J*, Stratton G  Paignton Community & Sports College, Paignton, United Kingdom

0597: SPORT AND THE DEVELOPMENT OF BODY CAPITAL  Fulton J A*  University of Sunderland, Sunderland, United Kingdom
SESSION 5  11.00 - 12.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold E7  RESEARCH METHODOLOGY SYMPOSIUM

0473: QUANTITATIVE METHODOLOGY FOR THE EVALUATION OF THE EXCELLENCE IN CITIES INITIATIVE

Convenor: Schagen I, NFER

Presenters: Benton T, Kendall L, Morris M, Ridley K, Rutt S, Schagen I
National Foundation for Educational Research, Slough, United Kingdom


0473/2: ANALYSIS OF NATIONAL PERFORMANCE AT KS3 AND GCSE TO INVESTIGATE THE IMPACT OF EIC  Kendall L*, Schagen I  National Foundation for Educational Research, Slough, United Kingdom

0473/3: EVALUATING EXCELLENCE IN CITIES  Morris M*, Rutt S  National Foundation for Educational Research, Slough, United Kingdom

0473/4: EVALUATING THE EXCELLENCE IN CITIES PRIMARY EXTENSION  Benton T*, Ridley K
National Foundation for Educational Research, Slough, United Kingdom

Room: Renold F1  MIXED SESSION

0210: WHAT DO TEACHERS WANT FROM RESEARCH AND DOES THE RESEARCH ADDRESS THOSE NEEDS?  1) Cordingley P*, 1) Evans D, 2) Saunders L  1) Centre for the Use of Research and Evidence in Education (CUREE), Coventry, United Kingdom, 2) General Teaching Council (GTC), London, United Kingdom

0256: WILL SCHOLARS TRUMP TEACHERS IN NEW ZEALAND TEACHER EDUCATION?  THE IMPACT OF RESEARCH IMPERATIVES SINCE 1990.  Alcorn N E*  University of Waikato, Hamilton, New Zealand

0454: ANALYSIS OF RAE 2001 SUBMISSIONS: PATTERNS OF STAFF SELECTION, INCOME SOURCES AND RESEARCH INTERESTS  Oancea A E*  University of Oxford, Oxford, United Kingdom

0604: WHY STUDY EDUCATION STUDIES?  Kassem D*  Liverpool: John Moores, Liverpool, United Kingdom

Room: Renold F14  RESEARCH METHODOLOGY SESSION

0163: ISSUES OF POSITIONING IN NARRATIVE RESEARCH IN EDUCATIONAL SETTINGS  1) Fay R*, 2) McGoun C  1) University of Manchester, Manchester, United Kingdom, 2) UMIST, Manchester, United Kingdom

0361: TROUBLING EXPERIENCE THROUGH AN ARTS-INFORMED RESEARCH PROCESS  Walsh S C*  University of Alberta, Edmonton, Canada

0493: SCRIPTING AS METHOD: A RESEARCH STORY FEATURING A COURT CASE, A DIVORCE AND AN EXORCISM!  1) Thexton W S*, 2) Lee H A N, 3) Willott S A  1) Institute for Access Studies, Staffordshire University, Stoke-on-Trent, United Kingdom, 2) Psychology, Staffordshire University, Stoke-on-Trent, United Kingdom, 3) University of Birmingham, Birmingham, United Kingdom

SESSION 5
11.00 - 12.30HRS
FRIDAY, 17 SEPTEMBER 2004

Room: Renold F2  SEXUALITIES SESSION

0164: AN EPITAPH TO SECTION 28  Givens N P*, Nixon D J  University of Exeter, Exeter, United Kingdom

0371: EXPLORING REPRESENTATIONS OF GAY MASCULINITY: IS TRUTH STRAIGHTER THAN FICTION?  Atkinson E A*, Szymanski K  University of Sunderland, Sunderland, United Kingdom

0453: BRIGHT AND BEAUTIFUL: HIGH-ACHIEVING PRIMARY SCHOOL GIRLS AND YOUNG ‘GIRLIE’ FEMININITIES  Renold E*  Cardiff University, Cardiff, United Kingdom

0645: DEPLOYING SEXUALISED IDENTITIES TO RESIST EDUCATIONAL ONES: BOYS AND SCHOOL EXCLUSION  1) Alldred P*, 2) David M  1) University of Greenwich, London, United Kingdom, 2) Keele University, Staffs, United Kingdom

Room: Renold F5  POST COMPULSORY EDUCATION & TRAINING SESSION

0158: HOW DO ADULTS LEARN AT HOME?  Gorard S A C*, Selwyn N, Furlong J  University of York, York, United Kingdom

0244: 'I DON'T FEEL LIKE 'A STUDENT', I FEEL LIKE ME!': THE OVER-SIMPLIFICATION OF MATURE LEARNERS' EXPERIENCES  Waller R D*  UWE, Bristol, Bristol, United Kingdom

0456: MAPPING LITERACY PRACTICES: THEORY, METHODOLOGY, METHODS  LfLFE Research Group*  University of Stirling, Stirling, United Kingdom

0534: PRACTITIONER INVOLVEMENT: A GOOD IDEA OR DOES IT MESS UP THE EVIDENCE?  Appleby Y*  Literacy Research Centre, Lancaster University, Lancaster, United Kingdom

Room: Renold F6  PRACTITIONER RESEARCH SESSION

0265: A LIFE: MOMENTS OF DELIBERATIVE DEMOCRACY IN ACTION

Presenters: Hearsum A, Nixon J, Fletcher S, Asada T  Sheffield University, Sheffield, United Kingdom

0265/1: A LIFE: MOMENTS OF DELIBERATIVE DEMOCRACY IN ACTION  Hearsum A*, Nixon J, Sheffield University, United Kingdom

0573: HOW DO I PERCEIVE CHANGES IN EDUCATIONAL PRACTICE ACROSS JAPAN ENGENDERED BY ACTION RESEARCH AND MENTORING?  Fletcher S.*  University of Bath, Bath, United Kingdom

0679: A CASE STUDY ON THE FUNCTION OF KOUNAI-KEN FOR TEACHER'S PROFESSIONAL DEVELOPMENT IN JAPAN  Asada T*  Waseda University, Tokorozawa, Japan

Room: Renold G1  SCHOOL IMPROVEMENT SESSION

0026: EXPLAINING TRANSITION: FORGET WHAT YOU’VE LEARNED SO FAR, YOU’VE GOT TO START AGAIN  Tobbell J*  Leeds Metropolitan University, Leeds, United Kingdom


0300: SUCCESSFUL TEACHERS IN CHALLENGING SCHOOLS  Bundy R A*, Ollerton M, Parffrey V  St Martin’s College, Lancaster, United Kingdom

0571: ENQUIRY-BASED SCHOOL IMPROVEMENT: WHY TEACHER RESEARCH IS NOT ENOUGH  Durrant J A*  Canterbury Christ Church University College, Canterbury, United Kingdom
LEARNING IN THE PROFESSIONS SESSION

0035: HOW DO MENTORS KNOW WHAT THEY KNOW? AN INVESTIGATION INTO MENTORS’ PROFESSIONAL KNOWLEDGE BASE  
Jones M*, Foster R, Groves J, Parker G, Rutter T, Straker K  
Edge Hill College of Higher Education, Ormskirk, United Kingdom

0381: CURRICULUM STUDIES IN INITIAL TEACHER EDUCATION: THE IMPORTANCE OF HOLISM AND PROJECT 2061  
Clark J A*  
Massey University, Palmerston North, New Zealand

0497: SILENCED PROFESSIONALISM: THE TEACHER AND THE STATE IN THE UK  
Jacques K*, Sharp K  
de Montfort University, Bedford, United Kingdom

IMPLEMENTING A METHODOLOGY TO STUDY THE EMERGENCE OF HIGH-PERFORMANCE WORKING IN IT TEAMS  
Kinti I*  
Oxford University Department of Educational Studies, Oxford, United Kingdom

CREATIVITY IN EDUCATION SYMPOSIUM PART 2

0644: SYMPOSIUM 2 PART 2

LEARNERS’ PERSPECTIVES ON CREATIVITY

(PART ONE – SESSION 4 – ROOM H1)

Convenor: Craft A, Burnard P, Grainger T, The Open University, Cambridge University, Christchurch University College, Canterbury

1) Goldsmiths’ College, University Of London, London, United Kingdom, 2) University Of Huddersfield, Huddersfield, United Kingdom, 3) University Of Cambridge, Cambridge, United Kingdom, 4) The Open University, Milton Keynes, United Kingdom, 5) Georgian Court University, New Jersey, United States

Discussant: Craft A, The Open University

0644/1: SYMPOSIUM 2 PART 2

LEARNERS’ PERSPECTIVES ON CREATIVITY  
Craft A*  
The Open University, Milton Keynes, United Kingdom

0644/2: DIASPORIC CREATIVITIES: CHILDREN REFLECTING ON THEIR LEARNING IN SCHOOLS CARNIVALS IN UK, TRINIDAD AND TOBAGO  
Burgess-Lacey C*  
Goldsmiths’ College, University Of London, London, United Kingdom

0644/3: LEARNERS’ PERSPECTIVES ON CREATIVITY  
Cullingford C*  
University Of Huddersfield, Huddersfield, United Kingdom

0644/4: CREATIVITY AND PUPIL-TEACHER VOICES IN EDUCATION  
Burnard P*  
University Of Cambridge, Cambridge, United Kingdom

SOCIAL JUSTICE SESSION

0379: IN THE ZONE: NEW ZEALAND’S LEGISLATION FOR A SYSTEM OF SCHOOL CHOICE AND ITS EFFECTS.  
1) Pearce D F*, 2) Gordon L  
1) University of Canterbury, Christchurch, New Zealand, 2) Network Research Associates, Christchurch, New Zealand

0380: POVERTY AND EDUCATION IN THE NEW CENTURY  
Gordon L*  
Network Research Associates, Christchurch, New Zealand
SESSION 5  11.00 - 12.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold G5  HIGHER EDUCATION SESSION

0097: SELECTING THE BEST? AN INVESTIGATION INTO THE PREDICTIVE POWER OF RECRUITMENT PROCEDURES  Byrne J*, Challen D  University of Southampton, Southampton, United Kingdom

0465: ADULT LEARNERS DEVELOPING MATHEMATICAL UNDERSTANDING  Drake P S*  University of Sussex, Brighton, United Kingdom

0711: INSTITUTIONAL AUTONOMY AND DEVELOPMENT OF INTELLECTUAL CULTURE: THE CASE OF ADDIS ABABA UNIVERSITY  2) Asgedom A A*  1) Addis Ababa University, Addis Ababa, Ethiopia, 2) University of East Anglia, Norwich, United Kingdom

Room: Renold H2  MIXED SESSION

0404: CITIZENSHIP EDUCATION IN HONG KONG FROM A COMPARATIVE EDUCATION PERSPECTIVE  Cheung K L* Hong Kong Institute of Education, Hong Kong, China

0429: EXPLORING A EUROPEAN DIMENSION: PRACTITIONERS’ ATTITUDES  Convery A*, Kerr K  University of Nottingham, Nottingham, United Kingdom

0452: LEARNING TO PARTICIPATE - CAN THE SCHOOL CONTRIBUTE IN THE QUEST TOWARDS NEW FORMS OF PARTICIPATION IN LOCAL POLITICS?  Karlsen E*, Roenning W  University of Leeds, Leeds, United Kingdom

0490: MAKING CITIZENSHIP EDUCATION REAL: SCHOOL APPROACHES TO THE IMPLEMENTATION OF CITIZENSHIP EDUCATION  Ireland E F*, Lopes J I  National Foundation for Educational Research, Slough, United Kingdom

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0096: ATHLETIC COMPETENCE AND FEAR OF NEGATIVE EVALUATION DURING PHYSICAL EDUCATION  Ridgers N D* Liverpool John Moores University, Liverpool, United Kingdom

0099: BOYS’ AND GIRLS’ WILLINGNESS TO PARTICIPATE IN SEX-STEREOTYPED SPORTS: THE EFFECT OF THE SEX OF PLAYERS AND PERCEPTIONS OF COMPETENCE  Fazey D M*, Healy A, Corner A-M  University of Wales, Bangor, Bangor, United Kingdom

0165: YEAR 5 PUPILS’ LEARNING PROGRESSIONS IN AN INVASION GAME UNIT: AN ANALYSIS OF A TEACHING EXPERIMENT IN SITUATED LEARNING  Kirk D*, MacPhail A  Loughborough University, Loughborough, United Kingdom

Room: Renold H6  NEW TECHNOLOGIES IN EDUCATION SESSION


0326: TECHNOLOGIES OF LEADERSHIP  Iszatt White M  Lancaster University, Lancaster, United Kingdom

0391: TEACHERS WITH LAPTOPS IN NEW ZEALAND: IMPACTS ON TEACHERS AND THEIR PRACTICE  Cowie B*, Jones A, McPherson M  Waikato University, Hamilton, New Zealand

0670: CREATING A REFLECTIVE COMMUNITY OF PRACTICE: AN EVALUATION OF MIRANDANET’S USE OF PEER PUBLISHING AND PEER REVIEW AS A FORM OF ACCREDITATION  1) Preston C*, 2) Wegerif R  1) MirandaNet, Oxford, United Kingdom, 2) Open University, Milton Keynes, United Kingdom
Room: Renold J17       LEA RESEARCH SESSION


0178: THE TRANSITION TO SECONDARY SCHOOL: SUPPORTING CHILDREN AND PARENTS  Roker D*, Shepherd J, Holt A, Devitt K  TSA (Trust for the Study of Adolescence), Brighton, United Kingdom

0329: ‘I DON’T THINK I FIT IN – IT’S TOO WEIRD’: IDENTIFYING FACTORS THAT INHIBIT SUCCESSFUL TRANSITION TO SECONDARY SCHOOL  Muldoon J C*  Lancaster University, Lancaster, United Kingdom

Room: Renold G6       MIXED SESSION

0366: AN INTRODUCTORY ANALYSIS OF THE POTENTIAL EFFECTS OF THE ‘POLITICS OF THE ENGLISH REGIONS’ AND THEIR REGIONAL DEVELOPMENT AGENCIES ON THE FURTHER EDUCATION SECTOR WITHIN THE WEST MIDLANDS REGION  Hammond M J, Dudley College, Dudley, United Kingdom

POLITICS FINDING AND REGULATION: TEACHER ECUTION IN AUSTRALIA  
Meyenn B, Charles Sturt University, Australia, Brennan M, University of South Australia
LUNCHTIME 12.45 - 13.45HRS FRIDAY, 17 SEPTEMBER 2004

Room: Renold C16  SYMPOSIUM

0004: SOCIAL THEORY AND EDUCATIONAL RESEARCH SPECIAL SYMPOSIUM PROPOSAL

Convenor: Ball S J, Institute of education, University of London

Presenters: 4) Ball S J, 3) Gillborn D, 2) Renold E, 1) Youdell D
1) University of Cambridge, Cambridge, United Kingdom, 2) University of Cardiff, Cardiff, United Kingdom, 3) Institute of Education, London, United Kingdom, 4) Institute of Education, London, United Kingdom

0004/1: SOCIAL THEORY AND EDUCATIONAL RESEARCH SPECIAL SYMPOSIUM PROPOSAL  Ball S J* Institute of Education, London, United Kingdom

0004/2: SOCIAL THEORY AND EDUCATIONAL RESEARCH  Gillborn D* Insititue of Education, London, United Kingdom

Room: Renold C2  SCHOOL IMPROVEMENT SYMPOSIUM

0009: PROFILING VARIATIONS IN TEACHERS' WORK, LIVES AND EFFECTIVENESS: THE VITAE PROJECT

Convenor: Sebba J, University of Sussex

1) School of Education, University of Nottingham, Nottingham, United Kingdom, 2) Institute of Education, University of London, London, United Kingdom

Discussant: Saunders L, General Teaching Council


0009/2: PROFILING VARIATIONS IN TEACHERS' WORK, LIVES AND EFFECTIVENESS  1) Day CW, 2) Stobart G 1) School of Education, University of Nottingham, Nottingham, United Kingdom, 2) Institute of Education, University of London, London, United Kingdom

0009/3: CONCEPTUAL CHANGES FROM EMPIRICAL DATA: THE FIRST YEAR OF INTERVIEWS  Kington A*, Hancock A, Marsh A, Day CW School of Education, University of Nottingham, Nottingham, United Kingdom


0009/5: DEVELOPING TEACHER PROFILES: COMBINING QUALITATIVE AND QUANTITATIVE DATA  1) Hadfield M*, 2) Sammons P, 2) Stobart G, 1) Day CW  1) School of Education, University of Nottingham, Nottingham, United Kingdom, 2) Institute of Education, University of London, London, United Kingdom

0009/6: IMPORTANCE OF RESEARCH ADDRESSED BY THE SYMPOSIUM
Room: Renold C9  SYMPOSIUM

0036: ASSESSMENT BY TEACHERS: RESEARCH INFORMED POLICY?

Convenor: Daugherty R, Assessment Reform Group

Presenters: Daugherty R, Harlen W, Ecclestone K

0036/1: ASSESSMENT BY TEACHERS: RESEARCH INFORMED POLICY?  Daugherty R, Harlen, W, Ecclestone K, 1) University of Wales at Aberystwyth, Aberystwyth, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Exeter, Exeter, United Kingdom

0036/2: THE ROLE OF ASSESSMENT BY TEACHERS IN SUMMATIVE ASSESSMENT SYSTEMS  Daugherty R, Harlen, W, Ecclestone K, 1) University of Wales at Aberystwyth, Aberystwyth, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Exeter, Exeter, United Kingdom

0036/3: REVIEWING NATIONAL CURRICULUM ASSESSMENT IN WALES: WHAT COUNTS AS EVIDENCE?  Daugherty R, Harlen, W, Ecclestone K, 1) University of Wales at Aberystwyth, Aberystwyth, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Exeter, Exeter, United Kingdom

0036/4: THE RISE AND FALL OF ASSESSMENT FOR LEARNING IN POST-16 EDUCATION POLICY: THE LEGACY OF ADVANCED GENERAL NATIONAL VOCATIONAL QUALIFICATIONS  Daugherty R, Harlen, W, Ecclestone K, 1) University of Wales at Aberystwyth, Aberystwyth, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Exeter, Exeter, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold D1  INCLUSIVE EDUCATION SESSION

0240: MEASURING THE IMPACT OF SPECIALIST TEACHER TRAINING ON PUPIL ACHIEVEMENT: REALITY OR RHETORIC  Miller O L*  University of London, Institute of Education, London, United Kingdom

0348: SPECIAL EDUCATION TEACHERS IN CYPRUS THE FACE OF LONELINESS  Hadjiyiannakoy A H*  Ministry of Education and Culture, Nicosia, Cyprus

0409: INCLUSIVE PEDAGOGY AND EDUCATIONAL UNDERACHIEVEMENT  Hick P*  University of Manchester, Manchester, United Kingdom

Room: Renold C2  COMPARATIVE & INTERNATIONAL EDUCATION SYMPOSIUM

0613/1: INTERNATIONAL PERSPECTIVES ON GIFTED EDUCATION

Convenor: Whitebread D, Cambridge University

Presenters: 1) Geake J, 2) Mansour F, 3) Pigott J, 4) AL-Hroub A
1) Oxford Brooks University, Oxford, United Kingdom, 2) Cambridge University, Cambridge, United Kingdom, 3) Cambridge University, Cambridge, United Kingdom, 4) Cambridge University, Cambridge, United Kingdom

Discussant: Brindley S, Cambridge University

0613/2: INTERPERSONAL RELATIONSHIPS OF ACADEMICALLY GIFTED STUDENTS  Geake J*  Oxford Brooks University, Oxford, United Kingdom

0613/3: A CASE STUDY OF THE BEST PRACTICE IN GIFTED EDUCATION IN PALESTINE; ASSUMPTIONS AND IMPLICATIONS  Mansour F*  Cambridge University, Cambridge, United Kingdom

0613/4: WHAT IS MATHEMATICS ENRICHMENT AND WHO IS IT FOR?  Pigott J*  Cambridge University, Cambridge, United Kingdom

0613/5: GIFTED CHILDREN WITH LEARNING DIFFICULTIES: DEFINITION, IDENTIFICATION, CHARACTERISTICS AND PROGRAMMES  AL-Hroub A*  Cambridge University, Cambridge, United Kingdom

Room: Renold D5  NEW TECHNOLOGIES IN EDUCATION SESSION

0162: STORY CREATIONS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: MULTIMEDIA AND MULTIMODAL LITERACIES  Faux F*  University of Bristol, Bristol, United Kingdom

0285: SCREEN OR PAGE: WILL THE USE OF COMPUTER AIDED INSTRUCTION IMPROVE PHONOLOGICAL SKILLS IN YEAR 1 CLASSES?  Wild M*  Oxford Brookes University/Oxford University department of educational studies, Oxford, United Kingdom

0655: HISTORICAL INQUIRY, EVIDENTIAL UNDERSTANDING AND MULTIMEDIA IN THE PREPARATION OF PRE-SERVICE HISTORY TEACHERS IN THE UNITED STATES  Hicks D*, Doolittle P, Ewing E T  Virginia Tech, Blacksburg, United States
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold C16  EARLY CHILDHOOD EDUCATION SYMPOSIUM PART 1
(PART 2 – SESSION 7, ROOM C16)

0662: THE EFFECTIVENESS OF PRE-SCHOOL AND PRIMARY EDUCATION (EPPE) PROJECT : FINDINGS AND DEVELOPMENTS

Convenor: Taggart B, Institute of Education, University of London

Presenters: 1) Siraj-Blatchford I, 1) Sammons P, 1) Taggart B, 2) Sylva K, 3) Melhuish E
1) Institute of Education, University of London, London, United Kingdom, 2) Oxford University, Oxford, United Kingdom, 3) Birkbeck, University of London, London, United Kingdom


Room: Renold D2  NEW RESEARCHERS SESSION

0275: INTERACTION WITH ANIMALS FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFicultIES (EBD) Peterson S M* University of Plymouth, Plymouth (Exmouth Base), United Kingdom

0306: 'SHOME MISTAKE SURELY?': MIDDLE MUDDLEMENT IN AN FE COLLEGE 1) Rouncefield P*, 2) Iszatt White M, 2) Kelly S, 3) Randall D, 2) Rouncefield M, 1) City of Bristol College, 2) Lancaster University, 3) Manchester Metropolitan University

0492: CHILDREN AS CULTURAL BROKERS: CASE STUDIES IN MANDARIN-SPEAKING FAMILIES IN THE UK Guo Z* Manchester Metropolitan University, Manchester, United Kingdom

Room: Renold C9  MIXED WORKSHOP

0334: WHAT GOOD IS IT? TEACHERS’ RESPONSES TO ICT  Reedy G B* University of Washington, Seattle, United States

0510: MAPPING THE LEARNER IN CYBERSPACE: AN EXAMINATION OF CHANGES IN PROFESSIONAL IDENTITY AND PRACTICE STYLE IN AN ONLINE PROBLEM BASED LEARNING ENVIRONMENT  Kelly P*, Gale K, Wheeler S University of Plymouth, Plymouth, United Kingdom

Room: Renold H6  SOCIAL JUSTICE SYMPOSIUM PART 1 (PART 2 – SESSION 7, ROOM H6)

0587: THE ROLE OF RELATIONSHIPS, PARTNERSHIPS AND PARTICIPATION IN PREVENTATIVE SERVICES

Convenor:  Powell S, Canterbury Christ Church University College


Discussant: Dr Linden West, Canterbury Christ Church University College


0587/2: DEVELOPING TRANSFERABLE GUIDELINES AND PROTOCOLS FOR EVALUATING CHILDREN’S INTERVENTIONS  Bottle G*, Rogers R Canterbury Christ Church University College, Canterbury, United Kingdom

0587/3: EVALUATION OF THE “I CAN!” OUTDOOR AND ADVENTUROUS ACTIVITIES PROJECT (MEDWAY)  Dismore H* Canterbury Christ Church University College, Canterbury, United Kingdom

0587/4: PURE KATALYSIS (PUKKA) BEYOND AGENCY IN MULTI-AGENCY WORKING  Flanagan K*, Godfrey R Canterbury Christ Church University College, Canterbury, United Kingdom

0587/5: SCHOOL-BASED FAMILY LIAISON OFFICERS - NEGOTIATED PROFESSIONAL IDENTITIES AND RELATED OUTCOMES FOR CHILDREN AND FAMILIES  Powell S*, Soan S Canterbury Christ Church University College, Canterbury, United Kingdom

0587/6: AN ANALYSIS OF THE EXTENT TO WHICH CHILDREN’S VOICES ARE INCORPORATED INTO THE DEVELOPMENT OF PROJECTS AND PARTNERSHIPS OF THE CHILDREN’S FUND  Rogers R*, Stewart Y Canterbury Christ Church University College, Canterbury, United Kingdom
SESSION 6  
15.00 - 16.30HRS  
FRIDAY, 17 SEPTEMBER 2004

(PART 2 – SESSION 7, ROOM H6)

0588: THE ROLE OF RELATIONSHIPS, PARTNERSHIPS AND PARTICIPATION IN PREVENTATIVE SERVICES  
Convenor: Powell S, Canterbury Christ Church University College  
Canterbury Christ Church University College, Canterbury, United Kingdom  
Discussant: West L, Canterbury Christ Church University College

0588/1: THE ROLE OF RELATIONSHIPS, PARTNERSHIPS AND PARTICIPATION IN PREVENTATIVE SERVICES  
West L*, Carlson A, Stow W, Bryan H, Tonkin J  
Canterbury Christ Church University College, Canterbury, United Kingdom

0588/2: SURE START: A TRANSITIONAL AND TRANSACTIONAL SPACE?  
West L*, Carlson A  
Canterbury Christ Church University College, Canterbury, United Kingdom

0588/3: SYNERGETIC RELATIONSHIPS IN ON TRACK PROJECTS  
Stow W*, Bryan H  
Canterbury Christ Church University College, Canterbury, United Kingdom

0588/4: THE PRACTICE OF CHILDREN’S PARTICIPATION IN PROJECTS WHICH SEEK SOCIAL INCLUSION  
Tonkin J*  
Canterbury Christ Church University College, Canterbury, United Kingdom

Room: Renold E1  
MIXED SYMPOSIUM PART 1  
(PART 2 – SESSION 7, ROOM E1)

0107: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS  
Convenor: Reay D, Francis B, Read B, London Metropolitan University  
1) London Metropolitan University, London, United Kingdom, 2) King’s College, London, United Kingdom, 3) Brunel University, London, United Kingdom, 4) Newcastle University, Newcastle-upon-Tyne, United Kingdom

0107/1: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS  
0107/2: ‘THE TECHNOLOGY OF CULTURAL PRODUCTION: DISCOURSES USED BY  
Francis B*, Archer L  
London Metropolitan University, London, United Kingdom

0107/3: ACADEMICS ANONYMOUS? : ALIENATION, HYPER-REGULATION AND PERFORMANCE ANXIETY - WHY DO WE DO WHAT WE DO?  
Hey V*  
Brunel University, London, United Kingdom

0107/4: MIDDLE-CLASS METROPOLITAN HABITUS AND DILEMMAS OF EDUCATIONAL CHOICE  
Reay D*  
London Metropolitan University, London, United Kingdom

0107/5: GENDERED IDENTITIES AND WORK PLACEMENT: WHY DON’T BOYS CARE?  
Osgood J*  
London Metropolitan University, London, United Kingdom

0107/6: THE CONSTRUCTION/ ‘PERFORMANCE’ OF WOMEN’S ACADEMIC IDENTITIES THROUGH SPEAKING AND WRITING IN HE  
Read B*  
London Metropolitan University, London, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

(PART 2 – SESSION 7, ROOM E1)

0108: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

Convenor: Reay D, Francis B, Read B

Presenters: 1) Leathwood C, 1) Moreau M, 2) Maguire M, 3) Skelton C
1) London Metropolitan University, London, United Kingdom, 2) King's College, London, United Kingdom, 3) Newcastle University, London, United Kingdom

0108/1: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

0108/2: STUDENT IDENTITY WORK IN HIGHER EDUCATION: CONSTRUCTING THE MOBILE SUBJECT  Leathwood C*, Moreau M  London Metropolitan University, London, United Kingdom

0108/3: BOYS, IDENTITY AND ‘UNDERACHIEVEMENT’ IN AN INDIVIDUALISED SOCIETY.  Skelton C*  Newcastle University, London, United Kingdom

0108/4: ACADEMICALLY RELATED/ACADEMICALLY RELEGATED?: THE EXPERIENCES OF ACADEMIC  Maguire M*  King's College, London, United Kingdom

Room: Renold E2  LANGUAGE & LITERACY SESSION

0189: READING COMPREHENSION AND LANGUAGE REGENERATION: READING TO LEARN IN MAORI LANGUAGE IMMERSION CONTEXTS  Hohepa M K, Williams N N, Barber J  University of Auckland, Auckland, New Zealand

0253: RESEARCHING LITERACY IN MULTILINGUAL CONTEXTS  Cruickshank K*  University of Sydney, Sydney, Australia

0364: TRANSITION FROM MAORI TO ENGLISH: MAINTENANCE OF AN EFFECTIVE SCHOOL AND COMMUNITY LITERACY PARTNERSHIP  Glynn E L*, Berryman M  University of Waikato, Hamilton, New Zealand

0522: PIDGIN ENGLISH LITERACY IN ANGLOPHONE CAMEROON SECONDARY SCHOOLS: REALITIES, PROSPECTS AND TENSIONS  Tangie K*  University of Cambridge, Cambridge, United Kingdom

Room: Renold E5  PHYSICAL EDUCATION & SPORTS PEDAGOGY

0076: TEACHING STYLES, MOTIVATIONAL CLIMATE AND PUPILS’ COGNITIVE AND AFFECTIVE RESPONSES IN PHYSICAL EDUCATION  Morgan K*, Sproule J, Kingston K  University of Wales Institute Cardiff, Cardiff, United Kingdom

0086: STUDENT ACTIVITY LEVELS, LESSON CONTEXT AND TEACHER BEHAVIOUR DURING KEY STAGE 3 PHYSICAL EDUCATION  1) Fairclough S J*, 2) Stratton G  1) School of Physical Education, Sport & Dance, Liverpool John Moores University, Liverpool, United Kingdom, 2) Research Institute for Sport and Exercise Sciences, Liverpool John Moores University, Liverpool, United Kingdom

0121: MULTIPLE ACHIEVEMENT GOALS IN CHILDREN’S PHYSICAL EDUCATION: TRACKING THEIR DEVELOPMENT IN CONJUNCTION WITH PERCEIVED MOTIVATIONAL CLIMATE  Carr S*  University College Northampton, Northampton, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold E7    RESEARCH METHODOLOGY SYMPOSIUM

0483: DEMOCRATIC DILEMMAS IN EVALUATIVE ENQUIRY: ACCOUNTS FROM THE FINAL CAMBRIDGE EVALUATION CONFERENCE  1) Kushner S*, 2) Elliott J, 3) Simons H, 5) Stronach I, 5) Torrance H, 6) Coffey A, 4) Hammersely M  1) University of the West of England, Bristol, United Kingdom, 2) University of East Anglia, Norwich, United Kingdom, 3) University of Southampton, Southampton, United Kingdom, 4) Open University, Milton Keynes, United Kingdom, 5) Manchester Metropolitan University, Manchester, United Kingdom, 6) Cardiff University, Cardiff, United Kingdom

Room: Renold F1    MIXED SESSION

0090: COMMUNITIES OF PRACTICE AND HOME EDUCATION SUPPORT GROUPS  Barson L*  The Open University, Milton Keynes, United Kingdom

0092: YOUTH CRIME REDUCTION/PREVENTION PROGRAMMES  Merrell C*  CEM Centre, University of Durham, Durham, United Kingdom

0395: SCHOOL EXCLUSION, POLICY PRESSURES, AND THE ROLE OF SCHOOL ORGANISATION, ETHOS, AND LEADERSHIP  Rustique-Forrester E*  Stanford University, Stanford, United States

0499: INTEGRATING PROCESS AND OUTCOME EVALUATION IN A RANDOMISED CONTROLLED TRIAL (RCT) OF PEER LED SEX EDUCATION  Strange V*, Allen E, Oakley A, Stephenson J  Social Science Research Unit, Institute Of Education, London, United Kingdom

Room: Renold F2    MIXED SYMPOSIUM

0335: COMPLEXITY AND THE IDEA OF A PEDAGOGY OF INVENTION

Convenor: Osberg D C, Centre for Science Education, The Open University

Presenters: 1) Osberg D C, 2) Biesta G J J, 3) Davis B, 3) Sumara D  1) Centre for Science Education, The Open University, Milton Keynes, United Kingdom, 2) School of Education and Lifelong Learning, University of Exeter, Exeter, United Kingdom, 3) Department of Secondary Education, University of Alberta, Edmonton, Canada

Discussant: Dillon P, School of Education and Lifelong Learning, University of Exeter

0335/1: COMPLEXITY AND THE IDEA OF A PEDAGOGY OF INVENTION  1) Osberg D C*, 2) Biesta G J J, 3) Davis B, 3) Sumara D  1) Centre for Science Education, The Open University, Milton Keynes, United Kingdom, 2) School of Education and Lifelong Learning, University of Exeter, Exeter, United Kingdom, 3) Department of Secondary Education, University of Alberta, Edmonton, Canada

0335/2: UPDATING THE EPISTEMOLOGY OF SCHOOLING  2) Biesta G J J*, 1) Osberg D C  1) Centre for Science Education, The Open University, Milton Keynes, United Kingdom, 2) School of Education and Lifelong Learning, University of Exeter, Exeter, United Kingdom

0335/3: COMPLEXITY, REPRESENTATION AND THE UNIMAGINABLE  1) Osberg D C*, 2) Biesta G J J  1) Centre for Science Education, The Open University, Milton Keynes, United Kingdom, 2) School of Education and Lifelong Learning, University of Exeter, Exeter, United Kingdom

0335/4: A PEDAGOGY OF INVENTION  Davis B*, Sumara D  Department of Secondary Education, University of Alberta, Edmonton, Canada
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM

0347: EDUCATION AND PARTNERSHIP: INSTITUTIONAL RHETORIC THAT IT’S TIME TO DISPARAGE?

Convenor: Thexton W, Institute for Access Studies, Staffordshire University

Presenters: 1) Thexton W S, 1) Vigurs K E, 2) Doyle M
1) Institute for Access Studies, Staffordshire University, Stoke-on-Trent, United Kingdom, 2) University of Salford, Salford, United Kingdom

Discussant: Stuart G, University of Regina

0347/1: EDUCATION AND PARTNERSHIP: INSTITUTIONAL RHETORIC THAT IT’S TIME TO DISPARAGE? 1) Thexton W S*, 1) Vigurs K E, 2) Doyle M 1) Institute for Access Studies, Staffordshire University, Stoke-on-Trent, United Kingdom, 2) University of Salford, Salford, United Kingdom

0347/2: “DISILLUSIONED, DISAPPOINTED AND READY TO QUIT”: UNSETTLING THE PARTNERSHIP FAIRYTALE  Vigurs K E* Institute for Access Studies, Staffordshire University, Stoke-on-Trent, United Kingdom

0347/3: THE SHORTCOMINGS OF ‘STABILITY’: THE CASE OF THE DEVELOPING LEARNING PARTNERSHIP  Thexton W S*, Vigurs K E Institute for Access Studies, Staffordshire University, Stoke-on-Trent, United Kingdom

0347/4: PARTNERING PRACTICES AND THE COMPLEXITIES OF COLLABORATION: A CASE STUDY IN CURRICULUM DEVELOPMENT  Doyle M* University of Salford, Salford, United Kingdom

ROOM: Renold F5

PRACTITIONER RESEARCH SYMPOSIUM

0373: ADOPTING ACTION RESEARCH APPROACHES TO ATTEMPT RADICAL CHANGE IN SCHOOLS WITH ICT

Convenor: Somekh B, Manchester Metropolitan University

Manchester Metropolitan University, Manchester, United Kingdom

Discussant: Saunders L, General Teaching Council of England

0373/1: ADOPTING ACTION RESEARCH APPROACHES TO ATTEMPT RADICAL CHANGE IN SCHOOLS WITH ICT Somekh B* Manchester Metropolitan University, Manchester, United Kingdom

0373/2: FAR TO GO….FACILITATING ACTION RESEARCH IN A LARGE-SCALE ICT EVALUATION  Lewin C* Manchester Metropolitan University, Manchester, United Kingdom

0373/3: SUPPORTING TEACHERS IN THE CREATION OF CRITICAL THEORY ABOUT  Convery A* Manchester Metropolitan University, Manchester, United Kingdom

0373/4: ENGAGING PUPILS IN RESEARCH: A CRITICAL PERSPECTIVE  Pearson M*, Somekh B Manchester Metropolitan University, Manchester, United Kingdom

0373/5: ICT, SUBJECT LEARNING AND THE CULTURE OF SCHOOLING  Somekh B*, Pearson M Manchester Metropolitan University, Manchester, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold G1  SCIENCE EDUCATION SESSION

0111: PUTTING CONCEPTIONS IN THEIR PLACE: USING ANALOGY TO CUE AND STRENGTHEN SCIENTIFICALLY CORRECT CONCEPTIONS  Nelmes A*  Loughborough University, Loughborough, United Kingdom

0309: PHYSICS TEACHERS STRATEGIES AND REFLECTIVE ABILITY FOR ADDRESSING PUPILS’ MISCONCEPTIONS IN THE CLASSROOM  Abd Rahman N*  The University of Manchester, Manchester, United Kingdom

0519: EXPLANATION AND PROBLEMatisING IDEAS IN SCIENCE LEARNING: IMPLICATIONS FOR TEACHER SUBJECT KNOWLEDGE  Heywood D S*  Manchester Metropolitan University, Manchester, United Kingdom

0611: LIMITED FRAMEWORKS - A MORE VALUABLE WAY FOR TEACHERS TO CONSIDER CHILDREN’S IDEAS IN SCIENCE  Harwood P J*, Porter J A  Liverpool John Moores University, Liverpool, United Kingdom

Room: Renold G2  LEARNING IN THE PROFESSIONS SESSION

0343: FACILITATING INTERPROFESSIONAL LEARNING IN HEALTH AND SOCIAL CARE  1) Thomas J*, 2) Clarke B, 3) Miers M, 4) Pollard K  1) University of the West of England, Bristol, United Kingdom, 2) University of the West of England, Bristol, United Kingdom, 3) University of the West of England, Bristol, United Kingdom, 4) University of the West of England, Bristol, United Kingdom

0601: SPECIAL SCHOOLS: A DISTINCTIVE CONTRIBUTION TO INITIAL TEACHER TRAINING?  Fursland L M*, White J  Bath Spa University College, Bath, United Kingdom

0602: PAIRED PLACEMENTS: ONE WAY OUT OF THE TRAINING LOCATION CRISIS?  Fursland L M*  Bath Spa University College, Bath, United Kingdom

0650: DEVELOPING MULTI-AGENCY WORKING IN URBAN EDUCATIONAL CONTEXTS  Howes A*, Fox S, Dyer C, Kaplan I  University of Manchester, Manchester, United Kingdom

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM PART 1

(PART 2 – SESSION 7, ROOM H1
PART 3 – SESSION 8, ROOM H1
PART 4 – SESSION 9, ROOM H1)

PART 1

0630: CREATIVE TEACHING AND LEARNING

Convenor: Craft A, Burnard P, Grainger T, The Open University The University Of Cambridge, Christchurch University College Canterbury

Presenters: 1) Taylor H, 2) Clark J, 3) Hope G, 4) Best P., 5) Craft A., 6) Grainger T, 7) Steeg T, 8) Martin J 1) University Of Northumbria, Newcastle-Upon-Tyne, United Kingdom, 2) University Of Northumbria, Newcastle-Upon-Tyne, United Kingdom, 3) University Of Northumbria, Newcastle-Upon-Tyne, United Kingdom, 4) Christchurch University College, Canterbury, United Kingdom, 4) University Of Surrey Roehampton And The Open University, Roehampton And Milton Keynes, United Kingdom, 5) The Open University, Milton Keynes, United Kingdom, 6) Christchurch University College, Canterbury, United Kingdom, 7) University Of Manchester, Manchester, United Kingdom, 8) University Of Salford, Salford, United Kingdom

Discussant: Grainger T, Christchurch University College Canterbury

(Cont’d)
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

0630/1: CREATIVE TEACHING AND LEARNING  Grainger T* Christchurch University College, Canterbury, United Kingdom

0630/2: CREATIVITY IN ITT ‘I COULDN’T BE ANY OTHER SORT OF TEACHER’  1) Taylor H, 2) Clark J*  1) University Of Northumbria, Newcastle-Upon-Tyne, United Kingdom, 2) University Of Northumbria, Newcastle-Upon-Tyne, United Kingdom

0630/3: CREATIVITY AND INNOVATION: GENERIC SKILL OR NOVEL RESPONSE TO A PROBLEM?  Hope G,* Christchurch University College, Canterbury, United Kingdom

0630/4: BROKERING CREATIVE OPPORTUNITIES: THE CREATIVE FRIEND MODEL  4) Best P, 5) Craft A*  4) University Of Surrey Roehampton And The Open University, Roehampton And Milton Keynes, United Kingdom, 5) The Open University, Milton Keynes, United Kingdom

Room: Renold H11  MIXED SYMPOSIUM

0438: COLLABORATIVE PRACTICE IN INITIAL TEACHER EDUCATION: MODELS OF PEER LEARNING IN THE SCHOOL PRACTICUM – PART 1: GENERIC ISSUES AND MODELS OF PRACTICE

Convenor: Sorensen P, University of Nottingham


Discussant: Childs A, University of Oxford

0438/1: COLLABORATIVE PRACTICE IN INITIAL TEACHER EDUCATION: MODELS OF PEER LEARNING IN THE SCHOOL PRACTICUM – PART 1: GENERIC ISSUES AND MODELS OF PRACTICE  1) Sorensen P*, 2) Katene W, 2) Burghes D, 3) Sears J, 4) Parry J, 10) Johnson S, 11) Lock R, 12) Jordan-Daus K  1) University of Nottingham, Nottingham, United Kingdom, 2) University of Exeter, Exeter, United Kingdom, 3) University College Worcester, Worcester, United Kingdom, 4) University of Sussex, Sussex, United Kingdom, 5) Kirk Hallam Community Technology College, Ilkeston, United Kingdom, 6) Ashfield School, Ashfield, United Kingdom, 7) Swanwick Hall School, Swanwick, United Kingdom, 8) William Parker School, Hastings, United Kingdom, 9) Littlehampton Community School, Littlehampton, United Kingdom, 10) King's College, London, London, United Kingdom, 11) University of Birmingham, Birmingham, United Kingdom, 12) Canterbury Christ Church University College, Canterbury, United Kingdom

0438/2: COLLABORATIVE APPROACHES TO DEVELOPING COLLABORATIVE PRACTICE: LEARNING THROUGH PAIRED SUBJECT PLACEMENTS IN THE SCHOOL PRACTICUM  1) Sorensen P*, 5) Greenwood Y, 6) Linden A, 7) Watts R  1) University of Nottingham, Nottingham, United Kingdom, 5) Kirk Hallam Community Technology College, Ilkeston, United Kingdom, 6) Ashfield School, Ashfield, United Kingdom, 7) Swanwick Hall School, Swanwick, United Kingdom

0438/3: DEVELOPING PEDAGOGY THROUGH PAIRED PLACEMENTS  Sears J* University College Worcester, Worcester, United Kingdom

0438/4: COLLABORATIVE PRACTICE IN TEACHER TRAINING: A CASE STUDY IN SECONDARY MATHEMATICS  Burghes D* University of Exeter, Exeter, United Kingdom

0438/5: PAIRED MENTORING AND PEER LEARNING - A POTENTIAL MODEL FOR INITIAL TEACHER EDUCATION  4) Parry J*, 8) Lingard J, 9) Marsh D  4) University of Sussex, Sussex, United Kingdom, 8) William Parker School, Hastings, United Kingdom, 9) Littlehampton Community School, Littlehampton, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold G5  SOCIAL JUSTICE SESSION

0440: WHOSE ASPIRATIONS? WHOSE ACHIEVEMENT? ISSUES OF JUSTICE AND HUMAN VALUE IN THE REGIONAL SKILLS AGENDA  Bridges D*  Von Hügel Institute, St Edmund's College Cambridge, Cambridge, United Kingdom

0563: WHOSE ASPIRATIONS? WHAT ACHIEVEMENT? A STUDY OF THE EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF YOUNG PEOPLE IN THE EAST OF ENGLAND  Watts M F*  Von Hügel Institute, St Edmund's College, University of Cambridge, Cambridge, United Kingdom

0566: WHOSE ASPIRATIONS? WHAT ACHIEVEMENT? SEN AND THE ART OF MOTORCYCLE MAINTENANCE – IN DEFENCE OF VOCATIONAL TRAINING  Watts M F*  Von Hügel Institute, St Edmund's College, University of Cambridge, Cambridge, United Kingdom

0610: NEW LEARNING NETWORKS MANAGING INVISIBLE STUDENTS  Angwin J*  Deakin University, Geelong, Australia

Room: Renold G6  HIGHER EDUCATION SESSION

0070: HOW WAS IT FOR YOU? AN EVALUATION OF STUDENT LEARNING EXPERIENCE FOLLOWING THE INTRODUCTION OF AN MLE IN ONE ENGLISH UNIVERSITY  1) Thornton M E*, 2) Doolan M, 3) Jefferies A, 4) Parkhurst S, 5) Alltree J, 6) Jones I  1) University of Hertfordshire, Hatfield, United Kingdom, 2) University of Hertfordshire, Hatfield, United Kingdom, 3) University of Hertfordshire, Hatfield, United Kingdom, 4) University of Hertfordshire, Hatfield, United Kingdom, 5) University of Hertfordshire, Hatfield, United Kingdom, 6) University of Hertfordshire, Hatfield, United Kingdom

0442: REFLECTIVE TEACHER DEVELOPMENT ONLINE: POSSIBILITIES, CHALLENGES AND ACTUALITY  Slaouti D*  University of Manchester, Manchester, United Kingdom

0626: WHAT’S MY PEDAGOGY? – RE-EVALUATING APPROACHES TO TEACHING AND LEARNING VIA E-LEARNING  Jones C*, Connolly M, Jones N  University of Glamorgan, Pontypridd, United Kingdom

Room: Renold H2  MIXED SESSION

0161: SELF-REGULATION AS A BASIS FOR SUCCESSFUL LEARNING  Monteith J L D*  North-West University, Potchefstroom, South Africa

0184: DEVELOPING LIFELONG LEARNERS: FOR PERFORMANCE OR COMPETENCE?  Adair N E*  University, Bath, United Kingdom

0205: META PROGRAMMES FOR METACOGNITION: DEVELOPING HIGHER THINKING SKILLS IN HE STUDENTS  Brown N*, Turnbull J  University of Glamorgan, Pontypridd, United Kingdom

0586: SENSITISING INDIVIDUALS TO HOW THEY LEARN  1) Evans C*, 2) Waring M  1) University of Durham, Durham, United Kingdom, 2) Loughborough University, Loughborough, United Kingdom
SESSION 6  15.00 - 16.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0290/1: EVALUATING ONE MEANS OF DEVELOPING PGCE PHYSICAL EDUCATION TRAINEE TEACHERS’ ABILITY TO TEACH MORE ABLE PUPILS.  Golder G B*  Exeter University, Exeter, United Kingdom

0290/2 USING PHOTOGRAPHIC DIARIES TO RESEARCH THE GENDER AND ACADEMIC IDENTITIES OF YOUNG GIRLS  Allan A J, Cardiff University, Cardiff, United Kingdom

0460: TRAINEE PHYSICAL EDUCATION TEACHERS’ EXPERIENCES OF THE 14-19 CURRICULUM  Bicknell S J*  Liverpool John Moores University, Liverpool, United Kingdom

0618/1: PROGRESSIVISM OR NEW GUISES? EXPLORING UNIVERSITY STUDENT’S EXPERIENCES OF PHYSICAL EDUCATION.  Rich E*, Evans J  Loughborough University, Loughborough, United Kingdom

Room: Renold D7  MIXED SYMPOSIUM

0322: NUFFIELD REVIEW OF 14-19 EDUCATION AND TRAINING  Convenor: Pring R A, University of Oxford

Presenters: Pring R A, Oancea A, Wright S
1) University of Oxford, Oxford, United Kingdom, 2) University of Oxford, Oxford, United Kingdom, 3) University of Oxford, Oxford, United Kingdom

0322/1: NUFFIELD REVIEW OF 14-19 EDUCATION AND TRAINING  Pring R A*  University of Oxford, Oxford, United Kingdom


0322/3: OPPORTUNITIES AND LIMITATIONS OF DATASETS ON 14-19 EDUCATION AND TRAINING IN THE UK  Oancea A*  University of Oxford, Oxford, United Kingdom

0322/4: ANALYSING 14-19 EDUCATIONAL POLICY USING A POLICY INSTRUMENT AND INSTITUTIONS FRAMEWORK  Wright S*  University of Oxford, Oxford, United Kingdom

Room: Renold J17  RESEARCH METHODOLOGY SYMPOSIUM

0606: RESEARCH AND EVALUATION IN HEALTH EDUCATION  Convenor: Schagen S, NFER


0606/1: RESEARCH AND EVALUATION IN HEALTH EDUCATION

0606/2: SMOKING, DRINKING AND DRUG USE AMONG YOUNG PEOPLE  1) Blenkinsop S*, 2) Boreham R  1) NFER, Slough, United Kingdom, 2) National Centre for Social Research, London, United Kingdom

0606/3: DEVELOPING QUANTITATIVE INDICATORS TO EVALUATE THE IMPACT OF THE NATIONAL HEALTHY SCHOOL STANDARD  Schagen I*, Scott E  NFER, Slough, United Kingdom

0606/4: THE EVALUATION OF THE NATIONAL SCHOOL FRUIT SCHEME  1) White G*, 3) Ransley J, 1) Kaye J  1) NFER, Slough, United Kingdom, 3) University of Leeds, Leeds, United Kingdom
SESSION 7 17.00 - 18.30HRS FRIDAY, 17 SEPTEMBER 2004

Room: Renold C2 INCLUSIVE EDUCATION SYMPOSIUM

0101: ISSUES OF ACCESS
Convenor: Rix J, The Education and Social Inclusion Research Group (EASI), The Open University

The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

0101/2: THE CONSTRUCTION OF ACCESS IN RESEARCH ON PEDAGOGICAL APPROACHES TO INCLUDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM CLASSROOMS  Nind M*, Wearmouth J The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

0101/3: INCLUDING TEACHING ASSISTANTS  Collins J*, Eyres I, Cable C The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

0101/4: ACCESS AND COMPREHENSION - TEACHERS USE OF SIMPLIFIED LANGUAGE MATERIALS  Rix J* The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

0101/5: PERSPECTIVES ON MAKATON  Sheehy K*, Rolph S The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

0101/6: SYMBOL ACCENTUATION AND MORPHING: AN APPROACH TO TEACHING WORD RECOGNITION TO CHILDREN WITH SEVERE LEARNING DIFFICULTIES  Sheehy K* The Education and Social Inclusion Research Group (EASI), The Open University, Milton Keynes, United Kingdom

Room: Renold C9 NEW TECHNOLOGIES IN EDUCATION SESSION

0152: THE IMPACT OF ICT ON MOTIVATION FOR SCHOOLWORK: A MULTI-DIMENSIONAL APPROACH  Rogers C*, Passey D Lancaster University, Lancaster, United Kingdom

0268: COLLABORATION, ICT AND MIND-MAPPING  Ralston J L*, Cook D M The Open University, Milton Keynes, United Kingdom

0374: MONTAGE AND IMAGE  Moore D S* Manchester Metropolitan University, Manchester, United Kingdom
0662: THE EFFECTIVENESS OF PRE-SCHOOL AND PRIMARY EDUCATION (EPPE) PROJECT: FINDINGS AND DEVELOPMENTS

Convenor: Taggart B, Institute of Education, University of London

Presenters: 1) Siraj-Blatchford I, 1) Sammons P, 1) Taggart B, 2) Sylva K, 3) Melhuish E
1) Institute of Education, University of London, London, United Kingdom, 2) Oxford University, Oxford, United Kingdom, 3) Birkbeck, University of London, London, United Kingdom

0662/1: THE EFFECTIVENESS OF PRE-SCHOOL AND PRIMARY EDUCATION (EPPE) PROJECT: FINDINGS AND DEVELOPMENTS

0662/2: THE CONTINUAL EFFECTS OF PRE-SCHOOL EDUCATION. FINDINGS TO THE END OF KEY STAGE 1.

0662/3: QUALITY, BEHAVIOURS AND PREDICTING CHILD OUTCOMES: EVIDENCE FOR TWO RATING SCALES (ARNETT AND THE ECERS-E)

0662/4: EFFECTIVE PRE-SCHOOL AND PRIMARY EDUCATION 3-11 (EPPE 3-11)
1) Taggart B*, 2) Sylva K, 1) Sammons P, 3) Melhuish E, 1) Siraj-Blatchford I 1) Institute of Education, University of London, London, United Kingdom, 2) Oxford University, Oxford, United Kingdom, 3) Birkbeck, University of London, London, United Kingdom

0333: THE EDUCATION OF ASYLUM SEEKER CHILDREN: IMPLICATIONS FOR SCHOOLS AND LEAS
Reakes A* NFER, Swansea, United Kingdom

0647: ADVANTAGES OF WORK FOR ADULTS WITH THE LABEL OF ‘LEARNING DIFFICULTIES’
Norouzi G* University of Sheffield, Sheffield, United Kingdom
SESSION 7  17.00 - 18.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold D2  MIXED SYMPOSIUM

0112: TECHNOLOGY, PEER AND TEACHER MEDIATION OF MATHEMATICS LEARNING

Convenor: Ruthven K, University of Cambridge Faculty of Education

1) Institute of Education, University of Warwick, Coventry, United Kingdom, 2) Graduate School of Education, University of Bristol, Bristol, United Kingdom, 3) Institute of Education, University of London, London, United Kingdom, 4) University of Cambridge Faculty of Education, Cambridge, United Kingdom

Discussant: Ruthven K, University of Cambridge Faculty of Education

0112/1: TECHNOLOGY, PEER AND TEACHER MEDIATION OF MATHEMATICS LEARNING

0112/2: MAKING LINKS BETWEEN ARITHMETIC AND ALGEBRAIC THINKING  Ainley J*, Bills L, Wilson K  Institute of Education, University of Warwick, Coventry, United Kingdom

0112/3: EXPLORING TWO SUBJECT DESIGN INITIATIVES AROUND DYNAMIC GEOMETRY THROUGH THE USE OF VIDEOPAPERS  Olivero F*, Sutherland R  Graduate School of Education, University of Bristol, Bristol, United Kingdom


Room: Renold D6  NEW TECHNOLOGIES IN EDUCATION SYMPOSIUM

0340/1: CARNIVAL VISIONS: DIGITAL CREATIVITY IN TEACHER EDUCATION  Potter J*  Goldsmiths College, University of London, London, United Kingdom

Room: Renold H6  SOCIAL JUSTICE SYMPOSIUM PART 2

(0587 - PART 1 – SESSION 6)

0588: THE ROLE OF RELATIONSHIPS, PARTNERSHIPS AND PARTICIPATION IN PREVENTATIVE SERVICES

Convenor: Powell S, Canterbury Christ Church University College


Discussant: Dr Linden West, Canterbury Christ Church University College

0588/1: THE ROLE OF RELATIONSHIPS, PARTNERSHIPS AND PARTICIPATION IN PREVENTATIVE SERVICES  West L*, Carlson A, Stow W, Bryan H, Tonkin J  Canterbury Christ Church University College, Canterbury, United Kingdom

0588/2: SURE START: A TRANSITIONAL AND TRANSACTIONAL SPACE?  West L*  Canterbury Christ Church University College, Canterbury, United Kingdom

0588/3: SYNERGETIC RELATIONSHIPS IN ON TRACK PROJECTS  Stow W*, Bryan H  Canterbury Christ Church University College, Canterbury, United Kingdom

0588/4: THE PRACTICE OF CHILDREN’S PARTICIPATION IN PROJECTS WHICH SEEK SOCIAL INCLUSION  Tonkin J*  Canterbury Christ Church University College, Canterbury, United Kingdom
SESSION 7  
17.00 - 18.30HRS  
FRIDAY, 17 SEPTEMBER 2004

Room: Renold E1  
MIXED SYMPOSIUM PART 2

0107: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

Convenor: Reay D, Francis B, Read B, London Metropolitan University

1) London Metropolitan University, London, United Kingdom, 2) King’s College, London, United Kingdom, 3) Brunel University, London, United Kingdom, 4) Newcastle University, Newcastle-upon-Tyne, United Kingdom

0107/1: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

0107/2: 'THE TECHNOLOGY OF CULTURAL PRODUCTION: DISCOURSES USED BY Francis B*, Archer L London Metropolitan University, London, United Kingdom

0107/3: ACADEMICS ANONYMOUS? : ALIENATION, HYPER-REGULATION AND PERFORMANCE ANXIETY - WHY DO WE DO WHAT WE DO? Hey V* Brunel University, London, United Kingdom

0107/4: MIDDLE-CLASS METROPOLITAN HABITUS AND DILEMMAS OF EDUCATIONAL CHOICE Reay D* London Metropolitan University, London, United Kingdom

0107/5: GENDERED IDENTITIES AND WORK PLACEMENT: WHY DON’T BOYS CARE? Osgood J* London Metropolitan University, London, United Kingdom

0107/6: THE CONSTRUCTION/ ‘PERFORMANCE’ OF WOMEN’S ACADEMIC IDENTITIES THROUGH SPEAKING AND WRITING IN HE Read B* London Metropolitan University, London, United Kingdom

0108: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

Convenor: Reay D, Francis B, Read B

Presenters: 1) Leathwood C, 1) Moreau M, 2) Maguire M, 3) Skelton C
1) London Metropolitan University, London, United Kingdom, 2) King’s College, London, United Kingdom, 3) Newcastle University, London, United Kingdom

0108/1: THEORISING SOCIAL IDENTITIES IN EDUCATIONAL CONTEXTS

0108/2: STUDENT IDENTITY WORK IN HIGHER EDUCATION: CONSTRUCTING THE MOBILE SUBJECT Leathwood C*, Moreau M London Metropolitan University, London, United Kingdom

0108/3: BOYS, IDENTITY AND ‘UNDERACHIEVEMENT’ IN AN INDIVIDUALISED SOCIETY. Skelton C* Newcastle University, London, United Kingdom

0108/4: ACADEMICALLY RELATED/ACADEMICALLY RELEGATED?: THE EXPERIENCES OF ACADEMIC Maguire M* King’s College, London, United Kingdom
SESSION 7  17.00 - 18.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold E2  MIXED SYMPOSIUM

0102: BSRLM SYMPSIUM: COMPARATIVE STUDIES IN MATHEMATICS EDUCATION

Convenor: Pepin B, Oxford Brookes University

1) Oxford Brookes University, Oxford, United Kingdom, 2) University of Southampton, Southampton, United Kingdom, 3) University of Glasgow, Glasgow, United Kingdom, 4) University of Cambridge, Cambridge, United Kingdom, 5) The Open University, Milton Keynes, United Kingdom

Discussant: Birgit Pepin, Oxford Brookes University

0102/1: BSRLM SYMPSIUM: COMPARATIVE STUDIES IN MATHEMATICS EDUCATION  Pepin B*
Oxford Brookes University, Oxford, United Kingdom

0102/2: MATHEMATICS EDUCATION TRADITIONS OF EUROPE  4) Andrews P*, 1) Sayers J  1) Oxford Brookes University, Oxford, United Kingdom, 4) University of Cambridge, Cambridge, United Kingdom

0102/3: STRUCTURING MATHEMATICS LESSONS TO DEVELOP GEOMETRICAL REASONING  2) Jones K*, 3) Fujita T, 2) Ding L  2) University of Southampton, Southampton, United Kingdom, 3) University of Glasgow, Glasgow, United Kingdom

0102/4: MATHEMATICS TEXTBOOKS AND THEIR USE IN SECONDARY CLASSROOMS IN ENGLAND, FRANCE AND GERMANY  1) Pepin B*, 5) Haggarty L  1) Oxford Brookes University, Oxford, United Kingdom, 5) The Open University, Milton Keynes, United Kingdom

Room: Renold E7  MIXED SYMPOSIUM PART 1
(PART 2 – SESSION 8, ROOM E7)


0015/2: AN ALTERNATIVE APPROACH TO TRANSFER  Burden R, Chedzoy S*  University of Exeter, Exeter, United Kingdom

0015/3: TRANSFER FROM MIDDLE SCHOOL TO HIGH SCHOOL  Haynes G*, Wragg C  University of Exeter, Exeter, United Kingdom

0015/4: ATTITUDE TO SCIENCE: THE EFFECTS OF TRANSFER FROM PRIMARY TO SECONDARY SCHOOL  Gompertz B*, Watson K  University of Exeter, Exeter, United Kingdom

0015/5: THE CASE FOR BRIDGING UNITS: EVALUATING AN APPROACH TO IMPROVE PROGRESSION AND CONTINUITY FOR PUPILS LEARNING SCIENCE IN THE TRANSFER FROM PRIMARY TO SECONDARY  Braund M*  University of York, York, United Kingdom

0015/6: SOME NEGLECTED ASPECTS OF TRANSFER  Rudduck J*  University of Cambridge, Cambridge, United Kingdom

0020/2: PUPILS’ REACTIONS TO TRANSFER: WHAT TEACHERS ARE DOING TO REDUCE DIPS IN PERFORMANCE.  Galton M, Hargreaves L*, Pell T  University of Cambridge, Cambridge, United Kingdom

SESSION 7  17.00 - 18.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold F1   MIXED SESSION

0498: A STUDY OF CHILDREN’S MEDIA LITERACY IN JAPAN  Gotoh Y*, Ikuta T  Niigata University, Niigata, Japan

0705: ‘TEACHING READING IN THE EARLY YEARS OF SCHOOLING: A COMPARATIVE CASE STUDY OF POLICY AND PRACTICE IN BELFAST AND ‘OAKWOOD’, CALIFORNIA’  1) Magennis G A*, 2) McKeown P  1) Queen’s University, Belfast, United Kingdom, 2) Queen’s University, Belfast, United Kingdom

0712: BEATING BEHAVIOUR IN SCHOOLS: ORGANISATIONAL READINESS  Shaughnessy J*, Jennifer D, University of Surrey Roehampton

Room: Renold F14   HIGHER EDUCATION SESSION

0073: INNOVATIVE TEACHING AND LEARNING – WHO BENEFITS? A CASE STUDY  Hockings C S*  University of Wolverhampton, Wolverhampton, United Kingdom

0212: INTERDISCIPLINARITY IN THE UNDERGRADUATE CURRICULUM: A PILOT STUDY  Woods C E*, McMorrow J, Braidman I  University of Manchester, Manchester, United Kingdom

0220: DO FIRST YEAR UNDERGRADUATES FIND WHAT THEY EXPECT?  Long P D*, Tricker A R  Sheffield Hallam University, Sheffield, United Kingdom

0367: FIRST CLASS INEQUALITIES: FIRST CLASS GRADUATES IN THE LABOUR MARKET  Smetherham C*  Cardiff University, Cardiff, United Kingdom

Room: Renold F2   SEXUALITIES SESSION

0128: QUEER STUDIES?: RESEARCH INTO THE EXPERIENCES OF LESBIAN, GAY, BISEXUAL AND / OR TRANS HE STUDENTS  Antoniou M*  University of Brighton, Brighton, United Kingdom

0338: WHAT CAN THE LEARNING SCIENCES GAIN FROM QUEER THEORY?  Reedy G B*  University of Washington, Seattle, United States

0394: LECTURING AT A THEOLOGY COLLEGE: MASCULINE MORALITY AND FEMININE FORBEARANCE  Jule A*  University of Glamorgan, Wales, United Kingdom

0554: THE ORIGINS OF HUMAN SEXUALITIES  Hewitt J A*  Individual, Dunstable, United Kingdom

Room: Renold F5   POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM

0357: TAKING DOMINANT DISCOURSES TO TASK WITHIN THE FIELD OF WIDENING PARTICIPATION AND LIFELONG LEARNING

Convenor: Thexton W, Institute for Access Studies, Staffordshire University

Presenters: Casey L J, Noble J, Thomas E, Howard C, Thexton W, Flynn N, Slack K  Staffordshire University, Stoke on Trent, United Kingdom

Discussant: Thexton W, Institute for Access Studies, Staffordshire University

0357/1: TAKING DOMINANT DISCOURSES TO TASK WITHIN THE FIELD OF WIDENING PARTICIPATION AND LIFELONG LEARNING  Casey L J*, Noble J, Thomas E, Howard C, Thexton W, Flynn N, Slack K  Staffordshire University, Stoke on Trent, United Kingdom,

(Cont’d)
Room: Renold F5  POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM (Cont’d)

0357/2: RELIEF OR REGRET, FREEDOM OR FAILURE? EXPLORING THE POSITIVE IMPLICATIONS OF WITHDRAWING EARLY FROM HIGHER EDUCATION FOR YOUNG WORKING CLASS STUDENTS
Noble J*, Casey L J  Staffordshire University, Stoke on Trent, United Kingdom

0357/3: CHALLENGING DOMINANT EVALUATION DISCOURSES IN RELATION TO WIDENING PARTICIPATION  Howard C*, Thomas E, Thexton W  Staffordshire University, Stoke on Trent, United Kingdom

0357/4: EXPLORING LIFELONG LEARNING IN PRACTICE: ONWARDS AND SIDEWARDS?  Flynn N*, Slack K  Staffordshire University, Stoke on Trent, United Kingdom

Room: Renold F6  PRACTITIONER RESEARCH SYMPOSIUM

0549: HAVE WE CREATED A NEW EPISTEMOLOGY FOR THE NEW SCHOLARSHIP OF EDUCATIONAL ENQUIRY THROUGH PRACTITIONER RESEARCH? DEVELOPING SUSTAINABLE GLOBAL EDUCATIONAL NETWORKS OF COMMUNICATION.

Convenor: Whitehead J, University of Bath

1) University of Bath, Bath, United Kingdom, 2) University of the West of England, Bristol, United Kingdom, 3) University of Limerick, Limerick, Ireland, 4) National Institute for Mental Health England, London, United Kingdom

Discussant: Jean McNiff, University of Limerick


0549/2: ONTOLOGICAL, EPISTEMOLOGICAL AND METHODOLOGICAL COMMITMENTS IN PRACTITIONER-RESEARCH  1) Whitehead J*, 3) McNiff J  1) University of Bath, Bath, United Kingdom, 3) University of Limerick, Limerick, Ireland

0549/3: LEARNING FROM AND WITH OUR PUPILS AS PRACTITIONER-RESEARCHERS  Sullivan B*, McDonagh C  University of Limerick, Limerick, Ireland

0549/4: NEW WAYS OF WORKING WITH MENTORS AND TRAINEES IN A TRAINING SCHOOL PARTNERSHIP AS PRACTITIONER-RESEARCHERS.  Whitehead J*, Fitzgerald B  University of the West of England, Bristol, United Kingdom

0549/5: CREATIVITY AND THE EMERGENCE OF AN AUTHENTIC SENSE OF SELF. HOW CAN I USE CREATIVE PROCESS TO IMPROVE MY PRACTICE AS A FACILITATOR OF HEALTHCARE  Naidoo M*  National Institute for Mental Health England, London, United Kingdom

0549/6: HOW AM I ENHANCING INTER-CONNECTIONS WITH ICT?  Glenn M*  University of Limerick, Limerick, Ireland
Room: Renold G1  SCIENCE EDUCATION SESSION


0100: CASE STUDY RESEARCH INTO INTERACTIVE WHOLE CLASS TEACHING IN SCIENCE AT KEY STAGE TWO (7-11YEARS)  McMahon K J*  Bath Spa University Colleg, Bath, United Kingdom

0398: ATTITUDES AND INTERESTS TOWARDS BIOTECHNOLOGY: THE MISMATCH BETWEEN STUDENTS AND TEACHERS  Kidman G* Queensland University of Technology, Brisbane, Australia

0410: MEASUREMENT OF PUPILS’ ACADEMIC SELF-CONCEPT IN SCIENCE: DEVELOPMENT OF AN INSTRUMENT  Hardy G*, Humphrey N, Kalambouka A  University of Manchester, Manchester, United Kingdom

Room: Renold G2  LEARNING IN THE PROFESSIONS SYMPOSIUM

UNIVERSITY ACCREDITATION FOR PRACTICE-BASED TEACHER LEARNING: MEETING THE NEEDS OF ‘NEW PROFESSIONALISM’ IN ENGLAND, NORTHERN IRELAND AND SCOTLAND

Convenor: Daly, C, Institute of Education London University, London, United Kingdom

Presenters: 1) Pachler N*, 1) Daly C, 2) Kearns H, 3) O’Brien J, 3) Hunt G, 1) Turvey A, 1) Yandell J, 1) Franks A  1) Institute of Education London University, London, United Kingdom, 2) Stranmillis University College, Queen’s University, Belfast, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom

0019/1: UNIVERSITY ACCREDITATION FOR PRACTICE-BASED TEACHER LEARNING: MEETING THE NEEDS OF ‘NEW PROFESSIONALISM’ IN ENGLAND, NORTHERN IRELAND AND SCOTLAND  1) Pachler N*, 1) Daly C, 2) Kearns H, 3) O’Brien J, 3) Hunt G, 1) Turvey A, 1) Yandell J, 1) Franks A  1) Institute of Education London University, London, United Kingdom, 2) Stranmillis University College, Queen’s University, Belfast, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom

0019/2: WHITHER COLLECTIVE PROFESSIONAL IDENTITY THROUGH ONLINE TEACHER NARRATIVES?  Pachler N*, Daly C  Institute of Education London University, London, United Kingdom

0019/3: A MASTER OF TEACHING FOR NORTHERN IRELAND  Kearns H*  Stranmillis University College, Queen’s University, Belfast, United Kingdom

0019/4: A NEW PROFESSIONALISM: THE CHARTERED TEACHER PROGRAMME’S ROLE IN A NATIONAL CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK  O’Brien J*, Hunt G  University of Edinburgh, Edinburgh, United Kingdom

0019/5: BECOMING PROFESSIONAL ENGLISH TEACHERS: A CASE STUDY APPROACH TO THE DEVELOPMENT OF SUBJECT AND PEDAGOGICAL KNOWLEDGE IN NEW TEACHERS  Turvey A*, Yandell J, Franks A  Institute of Education London University, London, United Kingdom

0019/6: RELEVANCE AND TIMELINESS  1) Pachler N*, 1) Daly C, 2) Kearns H, 3) O’Brien J, 3) Hunt G, 1) Turvey A, 1) Yandell J, 1) Franks A  1) Institute of Education London University, London, United Kingdom, 2) Stranmillis University College, Queen’s University, Belfast, United Kingdom, 3) University of Edinburgh, Edinburgh, United Kingdom
SESSION 7  17.00 - 18.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM PART 2
(PART 3 – SESSION 8, ROOM H1
PART 4 - SESSION 9, ROOM H1)

PART 2

0639: CREATIVE TEACHING AND LEARNING SYMPOSIUM

Convenor: Craft A, The Open University

1) Nottingham Trent University, Nottingham, United Kingdom, 2) Nottingham Trent University, Nottingham, United Kingdom, 3) Christchurch University College, Canterbury, United Kingdom, 4) University Of Salford, Manchester, United Kingdom, 5) University Of East Anglia, Norwich, United Kingdom, 6) University Of East Anglia, Norwich, United Kingdom, 7) University Of East Anglia, Norwich, United Kingdom, 8) University Of Cambridge, Cambridge, United Kingdom, 9) The Open University, London, United Kingdom

Discussant: Burnard P, University Of Cambridge

0639/1: SYMPOSIUM 1 PART 2
CREATIVE TEACHING AND LEARNING SYMPOSIUM  Whitehead H  Nottingham Trent University, Nottingham, United Kingdom

0639/2: ENCOURAGING CREATIVE USE OF THE INTERNET FOR WRITING: FIRST STEPS IN THE CLASSROOM  1) Whitehead H*, 2) Widdowson S  1) Nottingham Trent University, Nottingham, United Kingdom, 2) Nottingham Trent University, Nottingham, United Kingdom

0639/3: TEACHERS AS WRITERS: TRAVELLING CREATIVELY FORWARD  Grainger T*  Christchurch University College, Canterbury, United Kingdom

0639/4: WHERE IS THE CREATIVITY IN THE TEACHING OF ELECTRONICS IN D AND T?  Vass E*  The Open University, London, United Kingdom

0639/5: PROVIDING TIME FOR THE DEVELOPMENT OF CREATIVE APPROACHES TO PEDAGOGY: THREE CASE STUDIES  7) Barton R, 8) Burnard P, 9) Vass E  7) University Of East Anglia, Norwich, United Kingdom, 8) University Of Cambridge, Cambridge, United Kingdom, 9) The Open University, London, United Kingdom
SESSION 7  
17.00 - 18.30HRS  
FRIDAY, 17 SEPTEMBER 2004

Room: Renold H11  
MIXED SYMPOSIUM

0445: COLLABORATIVE PRACTICE IN INITIAL TEACHER EDUCATION: MODELS OF PEER LEARNING IN SCHOOL PLACEMENTS – PART 2: SUBJECT KNOWLEDGE DEVELOPMENT

Convenor: Sorensen P, University of Nottingham

1) University of Nottingham, Nottingham, United Kingdom, 2) University of Exeter, Exeter, United Kingdom, 3) University College Worcester, Worcester, United Kingdom, 4) University of Sussex, Sussex, United Kingdom, 5) King’s College, London, London, United Kingdom, 6) University of Birmingham, Birmingham, United Kingdom, 7) Canterbury Christ Church University College, Canterbury, United Kingdom

Discussant: Childs A, University of Oxford

0445/1: COLLABORATIVE PRACTICE IN INITIAL TEACHER EDUCATION: MODELS OF PEER LEARNING IN SCHOOL PLACEMENTS – PART 2: SUBJECT KNOWLEDGE DEVELOPMENT 1) Sorensen P*, 2) Katene W, 3) Sears J, 4) Parry J, 5) Johnson S, 6) Lock R, 6) Soares A, 7) Jordan-Daus K, 7) Evans J 1) University of Nottingham, Nottingham, United Kingdom, 2) University of Exeter, Exeter, United Kingdom, 3) University College Worcester, Worcester, United Kingdom, 4) University of Sussex, Sussex, United Kingdom, 5) King’s College, London, London, United Kingdom, 6) University of Birmingham, Birmingham, United Kingdom, 7) Canterbury Christ Church University College, Canterbury, United Kingdom

0445/2: EFFECT OF DIFFERENT MODELS OF COLLABORATIVE PRACTICE IN DEVELOPING PE TRAINEES’ SUBJECT KNOWLEDGE  Katene W*  University of Exeter, Exeter, United Kingdom

0445/3: HOW CAN COLLABORATIVE PRACTICE SUPPORT THE DEEPENING OF KNOWLEDGE AND UNDERSTANDING? - IN DEPTH CASE STUDY OF HISTORY AND MUSIC PGCE STUDENTS  Jordan-Daus K*, Evans J  Canterbury Christ Church University College, Canterbury, United Kingdom

0445/4: IMPROVING SCIENCE SUBJECT KNOWLEDGE THROUGH PAIRING OF TRAINEES DURING TEACHING PRACTICE  Johnson S*  King’s College, London, London, United Kingdom

0445/5: THE PHYSEP PROJECT – EXTENDING AND ENHANCING STUDENTS’ KNOWLEDGE, UNDERSTANDING AND PEDAGOGICAL APPROACHES TO TEACHING AND LEARNING IN THE PHYSICAL SCIENCES THROUGH PAIRING BOTH STUDENTS AND MENTORS  Lock R*, Soares A  University of Birmingham, Birmingham, United Kingdom

Room: Renold G5  
MIXED SESSION

0336: CHILDREN’S IDEAS ABOUT CREATING CARNIVAL  Burgess-Macey C*  Goldsmiths, London, United Kingdom

0402: THE DEVELOPMENT OF TEACHERS AS CROSS-SCHOOL MODERATORS IN A PRIMARY ITT PARTNERSHIP  Bamford S*, Sangster M  Canterbury Christ Church University College, Canterbury, United Kingdom

0457: WHERE AND HOW ARE THEY NOW? GTP TRAINEES IN THEIR EARLY YEARS OF TEACHING  Brookes W A*  University of Reading, Reading, United Kingdom

0667: USING ONLINE DIARIES IN REFLECTIVE PRACTICE AND AS A FORM OF ASSESSMENT  Holland C*  Dublin City University, Dublin, Ireland
SESSION 7  17.00 - 18.30HRS  FRIDAY, 17 SEPTEMBER 2004

Room: Renold G6  HIGHER EDUCATION SESSION

0283: MAPPING 'GEOGRAPHIES OF THE POSSIBLE' FOR CONTEMPORARY ACADEMICS  Quinn J T* Exeter University, Exeter, United Kingdom

0463: HIGHER EDUCATION CONTINUING PROFESSIONAL DEVELOPMENT FOR SERVING TEACHERS: FROM LAISSEZ-FAIRE TO REGULATION  Devlin L* Wolverhampton University, Walsall, United Kingdom

Room: Renold H2  MIXED SESSION

0288: PARENTAL DISILLUSIONMENT WITH SCHOOL: PREVALENCE AND RELATIONSHIP WITH DEMOGRAPHIC VARIABLES, AND PHASE, SIZE AND LOCATION OF SCHOOL  Westergård E* Stavanger University College, Stavanger, Norway

0435: HARD TO REACH PARENTS OR HARD TO REACH SCHOOLS? WHAT CAN SCHOOLS DO TO MAXIMISE INVOLVEMENT?  Crozier G*, Davies J University of Sunderland, Sunderland, United Kingdom

0462: GRESHAM'S LAW OF PERFORMANCE INDICATORS: WHAT IS THE POINT OF VALUE-ADDED INDICATORS OF SCHOOL PERFORMANCE IF NOBODY USES THEM?  Telhaj S* Staffordshire University, Stoke On Trent, United Kingdom

0485: FREE TO CHOOSE: A HUMAN RIGHTS PERSPECTIVE  Stanfield J B* University of Newcastle, Newcastle, United Kingdom

Room: Renold H5  PHYSICAL EDUCATION & SPORTS PEDAGOGY SESSION

0172: OBSERVING CHILDREN MOVING  Maude P M Homerton College, Cambridge, United Kingdom

0464: KEEPING PHYSICAL EDUCATION ALIVE: BUT NOT AS WE KNOW IT!  Llewellyn K A*, Smith R A York St John College, York, United Kingdom

0674: INNOVATIVE AND INCLUSIVE PHYSICAL EDUCATION  1) Marsden E*, 2) Weston C  1) University of Paisley, Ayr, United Kingdom, 2) University of East London, London, United Kingdom

Room: Renold D7  MIXED SESSION

0027: THE IMPACT OF PARTICIPATION IN SCHOOL-BASED INITIAL TEACHER TRAINING ON SECONDARY SCHOOL PERFORMANCE.  1) Hurd S J*, 2) Mangan J T  1) The Open University, Manchester, United Kingdom, 2) Staffordshire University, Stoke-on-Trent, United Kingdom

0089: QUALITY AND PRACTICE: A STUDY ON EARLY YEARS TEACHERS' BELIEFS  Kostopoulou K*, Wray D, University of Warwick

0129: THE INFLUENCE OF CONTEXT ON CHILDREN'S SCIENTIFIC THINKING: DYNAMIC ANALYSIS OF COMPUTER MEDIATED PERFORMANCE  Howard-Jones PA* University of Bristol, Bristol, United Kingdom

RESEARCH METHODOLOGY SYMPOSIUM

0411: QUALITY STREET AND OTHER CUL-DE-SACS: WHAT IS QUALITY IN EDUCATION AND EDUCATIONAL RESEARCH?

Convenor: Torrance H, Manchester Metropolitan University

Presenters: 1) Stronach I, 2) MacLure M, 3) Torrance H, 4) Yates L, 5) Coffey A
1) Manchester Metropolitan University, Manchester, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom, 3) Manchester Metropolitan University, Manchester, United Kingdom, 4) University of Technology, Sydney, Sydney, Australia, 5) University of Cardiff, Cardiff, United Kingdom

Discussant: Coffey A, Cardiff University

0411/1: QUALITY STREET AND OTHER CUL-DE-SACS: WHAT IS QUALITY IN EDUCATION AND EDUCATIONAL RESEARCH? 1) Stronach I, 2) MacLure M, 3) Torrance H*, 4) Yates L, 5) Coffey A 1) Manchester Metropolitan University, Manchester, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom, 3) Manchester Metropolitan University, Manchester, United Kingdom, 4) University of Technology, Sydney, Sydney, Australia, 5) University of Cardiff, Cardiff, United Kingdom

0411/2: DECONSTRUCTING QUALITY AND RECONSTRUCTING CRITIQUE  Stronach I* Manchester Metropolitan University, Manchester, United Kingdom

0411/3: 'CLARITY BORDERING ON STUPIDITY': WHERE'S THE QUALITY IN SYSTEMATIC REVIEW? MacLure M* Manchester Metropolitan University, Manchester, United Kingdom

0411/4: 'QUALITY IN QUALITATIVE EVALUATION' - TANKS OR TRICYCLES PARKED ON OUR LAWN? Torrance H* Manchester Metropolitan University, Manchester, United Kingdom

0411/5: WHAT DOES 'SIGNIFICANCE' LOOK LIKE? Yates L* University of Technology, Sydney, Sydney, Australia
This paper discusses the role of the ESRC in ensuring a healthy research base for education in the UK. The paper first describes the educational research currently funded by ESRC and places this in the context of the new ESRC strategic framework. Secondly, it looks at the infrastructure for social science which is provided by ESRC and the particular opportunities this offers education research. Thirdly, it investigates the role of metrics in benchmarking UK education research against international comparators and the inherent difficulties in such an approach. Finally, the paper considers some forthcoming challenges most notably that of ensuring quality in both the conduct and evaluation of research linked to professional practice.
INCLUSIVE EDUCATION SESSION

0584: RESEARCHING ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) THROUGH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS: A PILOT STUDY  Pavey B E*, Papaloizou A, Zaharopoulou M  University of Wales Swansea, Swansea, United Kingdom


INCLUSIVE EDUCATION SYMPOSIUM

0423: EVALUATION OF THE DEPARTMENT FOR EDUCATION AND SKILLS’ BEHAVIOUR IMPROVEMENT PROGRAMME

Convenor: Hallam S, Institute of Education, University of London

Presenters: Hallam S, Castle F, Rogers L


0423/2: THE BEHAVIOUR IMPROVEMENT PROGRAMME: WHAT IT IS AND HOW IT IS BEING EVALUATED  Hallam S*, Castle F, Rogers L  Institute of Education, University of London, London, United Kingdom


NEW TECHNOLOGIES IN EDUCATION SESSION

0266: AN EXPLORATION OF THE EXTENT TO WHICH SOCIO-ECONOMIC AND CULTURAL FACTORS INFLUENCE PRIMARY SCHOOLS’ CAPACITY TO ACCESS AND USE ICT AS PART OF THE ‘ICT IN SCHOOLS’ POLICY.  Tupling C L*  University of Teesside, Middlesbrough, United Kingdom

0297: ICT AND IMPACT LEARNING: IDENTIFYING AND UTILISING KEY FACTORS WHICH PROMOTE TRAINEE TEACHERS’ USE OF ICT IN SUBJECT TEACHING  Barton R*, Haydn T  University of East Anglia, Norwich, United Kingdom

(Cont’d)
SESSION 8  
11.00 - 12.30HRS  
SATURDAY, 18 SEPTEMBER 2004

NEW TECHNOLOGIES IN EDUCATION SESSION (Cont’d)

0363: STUDIES OF BEGINNING TEACHERS’ USE OF THE INTERNET IN SECONDARY SCIENCE TEACHING
1) Loughborough University, Loughborough, United Kingdom, 2) The University of Oxford, Oxford, United Kingdom, 3) Canterbury Christchurch University College, Canterbury, United Kingdom, 4) The Nottingham Trent University, Nottingham, United Kingdom, 5) The University of Nottingham, Nottingham, United Kingdom, 6) Queensland University of Technology, Brisbane, Australia

0525: TEACHING STUDENTS HOW TO CREATE A VLE AS PART OF THEIR PGCE COURSE: ARE WE MOVING TOO FAR TOO FAST?
Cowan P*  Graduate School of Education, Queen’s University Belfast, Belfast, United Kingdom

ROOM: Renold D1

HIGHER EDUCATION SYMPOSIUM

0629: VARIATIONS AND UNDERSTANDINGS: STUDIES OF CHANGE IN UNDERSTANDING LEARNING IN UNIVERSITIES AND CONTINUING PROFESSIONAL DEVELOPMENT.
Convenor: Fazey J A, Research Institute for Enhancing Learning, Univ. of Wales, Bangor

1) Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom, 2) BTC Group, Llandudno, United Kingdom

Discussant: Dawson J, Higher Education Funding Council for Wales

0629/1: VARIATIONS AND UNDERSTANDINGS: STUDIES OF CHANGE IN UNDERSTANDING LEARNING IN UNIVERSITIES AND CONTINUING PROFESSIONAL DEVELOPMENT.
Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom

0629/2: UNDERSTANDING: VARIATION AND PRACTICE IN LEARNING IN H.E.
Fazey J A*  Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom

0629/3: VARIATION AND PRACTICE IN TEACHING IN H.E.
Clancy D*, Jones D
Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom

0629/4: GO-WALES AND SUPPORTED DISTANCE LEARNING IN WORK EXPERIENCE
Muse E*, Willis R
Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom

0629/5: E COACHING & BRITISH COUNCIL LEARNING FACILITATORS
1) Lawson R*, 2) Butler P
1) Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom, 2) BTC Group, Llandudno, United Kingdom

0629/6: THE CHANGING CULTURE IN RISK MANAGEMENT IN HEALTH RISK – E LEARNING
Jones D*, Edwards R, Bartholomew E, Minas C
Research Institute for Enhancing Learning, University of Wales, Bangor, Bangor, United Kingdom
NEW RESEARCHERS SESSION

0062: GIVING VOICE TO THE PARTICIPANTS OF RESEARCH: WHOSE STORY IS IT?  Stivaros H*
Leeds Metropolitan University, Leeds, United Kingdom

0369: AN EXAMINATION OF THE APPROACHES ADOPTED BY TEACHERS IN THE TEACHING OF WRITING AT KEY STAGE TWO  Brade A*
Liverpool Hope University College, Liverpool, United Kingdom

0377: LITERACY AND LEARNING INITIATIVES: POST-LITERACY AND JOINT PARTNERSHIPS BETWEEN A SCHOOL AND A UNIVERSITY  Walker-Gibbs B M*
Central Queensland University, Rockhampton, Australia

0384: THOSE (INTERPRETIVISTS AND POSTMODERNISTS) WHO THINK EDUCATIONAL RESEARCH NEED NOT BE SCIENTIFIC ARE QUITE MISTAKEN: IN DEFENCE OF A CURRENTLY UNFASHIONABLE IDEA THAT ALL EDUCATIONAL RESEARCH IS SCIENTIFIC  Clark J A*
Massey University, Palmerston North, New Zealand

MIXED WORKSHOP

0538: DEVELOPING CHILDREN’S PARTICIPATION IN DECISION MAKING IN PRIMARY SCHOOLS  1) Cox S P*, 1) Robinson-Pant A, 2) Lawes S, 2) Millner E, 3) Elliott B, 3) Jarvis D, 4) Taylor T  1) School of Education and Lifelong Learning; University of East Anglia, Norwich, United Kingdom, 2) Hillside Avenue Primary School, Norwich, United Kingdom, 3) Poringland Primary School, Norwich, United Kingdom, 4) Tuckswood Community First School, Norwich, United Kingdom

NEW TECHNOLOGIES IN EDUCATION SYMPOSIUM

0341: THE INFLUENCE OF INTERACTIVE PRESENTATION TOOLS ON TEACHERS’ PEDAGOGY

Convenor: Dr Steve Kennewell, University of Wales Swansea

Presenters: Kennewell S E, Parkinson J, Beauchamp G W, Morgan A E
University of Wales Swansea, Swansea, United Kingdom

0341/1: THE INFLUENCE OF INTERACTIVE PRESENTATION TOOLS ON TEACHERS’ PEDAGOGY  Kennewell S E, Parkinson J, Beauchamp G W, Morgan A E
University of Wales Swansea, Swansea, United Kingdom

0341/2: STUDENT TEACHERS’ EXPERIENCES AND VIEWS CONCERNING THE USE OF INTERACTIVE WHITEBOARDS FOR TEACHING AND LEARNING  Morgan A E
University of Wales Swansea, Swansea, United Kingdom

0341/3: PUPILS’ PERSPECTIVES OF SCIENCE AS THEY TRANSFER FROM AN ICT-RICH PRIMARY SCHOOL TO A SECONDARY SCHOOL WITH FEWER ICT RESOURCES  Beauchamp G W, Morgan A E
University of Wales Swansea, Swansea, United Kingdom

0341/5: RESEARCHING THE INFLUENCE OF INTERACTIVE PRESENTATION TOOLS ON TEACHERS’ PEDAGOGY  Kennewell S E
University of Wales Swansea, Swansea, United Kingdom
SESSION 8 11.00 - 12.30HRS SATURDAY, 18 SEPTEMBER 2004

Room: Renold E1  MIXED SYMPOSIUM

0113: DEVELOPING TEACHER THINKING ABOUT INTEGRATING ICT USE IN MATHEMATICS CLASSROOM PRACTICE

Convenor: Ruthven K, University of Cambridge Faculty of Education

Presenters: 1) Crisan C, 2) Ruthven K, 2) Hennessy S, 2) Deaney R, 3) Clark-Jeavons A
1) South Bank University, London, United Kingdom, 2) University of Cambridge Faculty of Education, Cambridge, United Kingdom, 3) The Mathematics Centre, University College Chichester, Bognor Regis, United Kingdom

Discussant: Sutherland R, Graduate School of Education, University of Bristol

0113/1: DEVELOPING TEACHER THINKING ABOUT INTEGRATING ICT USE IN MATHEMATICS CLASSROOM PRACTICE

0113/2: CONCEPTUALISING MATHEMATICS TEACHERS’ INCORPORATION OF ICT INTO THEIR CLASSROOM PRACTICES  Crisan C*  South Bank University, London, United Kingdom

0113/3: INCORPORATING DYNAMIC GEOMETRY SYSTEMS INTO SECONDARY MATHEMATICS EDUCATION: DIDACTICAL PERSPECTIVES AND STRATEGIES OF TEACHERS  Ruthven K*, Hennessy S, Deaney R  University of Cambridge Faculty of Education, Cambridge, United Kingdom

0113/4: CONTINUING PROFESSIONAL DEVELOPMENT FOR PRACTISING TEACHERS: PROGRAMME DESIGN AND IMPLICATIONS  Clark-Jeavons A*  The Mathematics Centre, University College Chichester, Bognor Regis, United Kingdom

Room: Renold E2  MIXED SYMPOSIUM

0257: THE STATUS OF TEACHERS AND THE TEACHING PROFESSION

Convenor: Hargreaves L, University of Cambridge, Faculty of Education

1) University of Cambridge, Cambridge, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Cambridge, Cambridge, United Kingdom, 4) University of Cambridge, Cambridge, United Kingdom, 5) University of Cambridge, Cambridge, United Kingdom, 6) University of Cambridge, Cambridge, United Kingdom

Chair: Mark Cunningham, University of Cambridge, Faculty of Education
Discussant: Dr Lesley Saunders, Policy Adviser for Research, GTCE


0257/2: TEACHERS’ PERCEPTIONS OF THEIR STATUS: IN WHAT WAYS IS TEACHING A HIGH STATUS PROFESSION?  Hargreaves L M*, Pell A W  University of Cambridge, Cambridge, United Kingdom

0257/3: CONCEPTIONS OF TEACHER PROFESSIONALISM  Maddock M*, McIntyre D  University of Cambridge, Cambridge, United Kingdom

0257/4: PUBLIC PERCEPTIONS OF THE STATUS OF THE TEACHING PROFESSION  Turner P*, Everton T  University of Cambridge, Cambridge, United Kingdom
ROOM: Renold F1  MIXED SESSION

0263: TEACHER EDUCATION VIA DISTANCE LEARNING: THE ETHIOPIAN PRACTICE  Adugna Wuletu G* Addis Ababa University, Addis Ababa, United Kingdom

0274: CREATIVE ROUTES INTO TEACHER RECRUITMENT - UNDERGRADUATES EXPERIENCE OF THE CLASSROOM  Bedford D M, Aylin J, Jackson C R, University of Surrey Roehampton, London, United Kingdom

0401: PRIMARY TEACHER TRAINING IN ETHIOPIA: THE HISTORICAL FRAMING OF CONTEMPORARY CHANGE  Tasisa Lencho G* Addis Ababa University, Addis Ababa, Ethiopia

ROOM: Renold F14  HIGHER EDUCATION SESSION

0040: PERCEPTIONS OF MANAGERIAL PROBLEMS AND CHALLENGES OF JORDANIAN PROFESSORS, UNIVERSITY SUPERVISORS, CO-OPERATING TEACHERS, AND STUDENT TEACHERS OF SOCIAL STUDIES  Al-karasneh Samih* Yarmouk University, Irbid, Jordan

0068: MANAGING A PROJECT ON PERFORMANCE MANAGEMENT: REFLECTION ON A HIGHER EDUCATION PROJECT OF DEVELOPMENTAL NATURE IN SOUTH AFRICA  Van Tonder S P*, Wilkinson A C University of the Free State, Bloemfontein, South Africa

0267: SOCIAL ENTREPRENEURS?: UNIVERSITY ACADEMIC MANAGERS IN VENEZUELA AND AUSTRALIA  Anteliz E A*, Danaher P A Universidad Central de Venezuela, Caracas, Venezuela

0558: SUSTAINABILITY OF BASIC SCIENCE DISCIPLINES IN BRITISH HIGHER EDUCATION  Wang K X* UMIST, Manchester, United Kingdom

ROOM: Renold F2  MIXED SYMPOSIUM

0416: MULTI-AGENCY WORKING FOR THE PREVENTION OF SOCIAL EXCLUSION: WHAT DOES IT MEAN FOR PROFESSIONALS AND CHILDREN?

Convenor: Edwards A, University of Birmingham


1) University of Birmingham, Birmingham, United Kingdom, 2) University of Manchester, Manchester, United Kingdom, 3) Newcastle University, Newcastle, United Kingdom, 4) University of Durham, Durham, United Kingdom

Discussant: Edwards A, University of Birmingham

0416/1: MULTI-AGENCY WORKING FOR THE PREVENTION OF SOCIAL EXCLUSION: WHAT DOES IT MEAN FOR PROFESSIONALS AND CHILDREN?  Edwards A* University of Birmingham, Birmingham, United Kingdom

0416/2: CONCEPTUALISING PROFESSIONAL LEARNING FOR MULTI-AGENCY WORKING AND USER ENGAGEMENT  Warmington P* University of Birmingham, Birmingham, United Kingdom

0416/3: PROFESSIONAL CONCEPTUALISATIONS OF COMMUNITIES 2) Dyson A, 3) Cummings C, 3) Todd L* 2) University of Manchester, Manchester, United Kingdom, 3) Newcastle University, Newcastle, United Kingdom

(Cont’d)
SESSION 8 11.00 - 12.30HRS SATURDAY, 18 SEPTEMBER 2004

Room: Renold F2 MIXED SYMPOSIUM (Cont’d)

0416: MULTI-AGENCY WORKING FOR THE PREVENTION OF SOCIAL EXCLUSION: WHAT DOES IT MEAN FOR PROFESSIONALS AND CHILDREN?

0416/4: ‘PUTTING THE CHILD AT THE CENTRE’: THE NATURE OF CHANGE IN ACHIEVING INTERPROFESSIONAL COLLABORATION  2) Dyson A, 3) Cummings C, 3) Todd L  2) University of Manchester, Manchester, United Kingdom, 3) Newcastle University, Newcastle, United Kingdom

0416/5: DISTURPTING TRAJECTORIES OF SOCIAL EXCLUSION: CHILDREN’S EXPERIENCES OF PREVENTATIVE SERVICES   Fox C, Popova A*, Smith P  University of Birmingham, Birmingham, United Kingdom

Room: Renold C16 POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM

0548: TRANSFORMING LEARNING CULTURES IN FURTHER EDUCATION: PROFESSIONALITY, INTERVENTION AND CHANGE IN THE FURTHER EDUCATION CONTEXT

Convenor: James D, University of the West of England, Bristol

1) University of the West of England, Bristol, United Kingdom, 2) University of Warwick, Coventry, United Kingdom, 3) University of Exeter, Exeter, United Kingdom, 4) City of Bristol College, Bristol, United Kingdom

0548/1: TRANSFORMING LEARNING CULTURES IN FURTHER EDUCATION: PROFESSIONALITY, INTERVENTION AND CHANGE IN THE FURTHER EDUCATION CONTEXT  James D R* University of the West of England, Bristol, United Kingdom

0548/2: CHANGE AND PROFESSIONALITY IN THE FE CONTEXT  2) Gleeson D*, 3) Davies J, 4) Wheeler E  2) University of Warwick, Coventry, United Kingdom, 3) University of Exeter, Exeter, United Kingdom, 4) City of Bristol College, Bristol, United Kingdom

0548/3: TOWARDS AN UNDERSTANDING OF CHANGE ACROSS LEARNING SITES   Postlethwaite K C*, Maull W  University of Exeter, Exeter, United Kingdom

0548/4: DIFFERENT TASTES OF FURTHER EDUCATION: IDEALS AND REALITY IN THE EXPERIENCES OF TWO GROUPS OF 14-16 YEAR OLDS IN A FURTHER EDUCATION COLLEGE Davies J*, Biesta G  University of Exeter, Exeter, United Kingdom

0548/5: INTERVENTIONS, INTERVENING EVENTS, TRANSFORMATIONS AND LEARNING CULTURES James D R* University of the West of England, Bristol, United Kingdom
SESSION 8 11.00 - 12.30HRS SATURDAY, 18 SEPTEMBER 2004

Room: Renold F6 MIXED SYMPOSIUM

0631: MEASUREMENT ERROR- A FORBIDDEN CONCEPT?

Convenor: Hutchison D, NFER

Presenters: 1) Hutchison D, 2) Johnson S, 3) Newton P
1) NFER, Slough, United Kingdom, 2) Johnson Consulting, France, United Kingdom, 3) Paul Newton, London, United Kingdom

0631/1: MEASUREMENT ERROR- A FORBIDDEN CONCEPT? 1) Hutchison D*, 2) Johnson S, 3) Newton P 1) NFER, Slough, United Kingdom, 2) Johnson Consulting, France, United Kingdom, 3) Paul Newton, London, United Kingdom

0631/2: THE PUBLIC UNDERSTANDING OF MEASUREMENT ERROR Newton P* Paul Newton, London, United Kingdom

0631/3: PERSPECTIVES ON MEASUREMENT ERROR IN ATTAINMENT SURVEYS Johnson S* Johnson Consulting, France, United Kingdom

0631/4: CONCEPTUALISATION OF MEASUREMENT ERROR. Hutchison D* NFER, Slough, United Kingdom

Room: Renold G1 SCIENCE EDUCATION SESSION

0314: NEWS EXTRA: THE IMPACT OF A MEDIA BASED RESOURCE IN SCIENCE EDUCATION McClune B*, Jarman R Queen's University, Belfast, United Kingdom

0397: THE POWER OF THE CONCEPT MAP: AUTHENTIC LEARNING FOR GRADUATE STUDENTS Kidman G* Queensland university of Technology, Brisbane, Australia

0559: AN ANALYSIS OF THE USAGE OF DIAGRAMS IN SCIENCE TEXT BOOKS. Kidman G* Queensland University of Technology, Brisbane, Australia

Room: Renold G2 LEARNING IN THE PROFESSIONS SYMPOSIUM

0141: NORMATIVE STRUCTURES AND COUNTERNORMATIVE STRATEGIES IN TEACHER EDUCATION: A READERS’ THEATRE PERFORMANCE SYMPOSIUM

Convenor: Sumara D, University of Alberta

Presenters: Sumara D., Filax G., Davis B., Walsh S.
University of Alberta, Edmonton, Canada

0141/1: NORMATIVE STRUCTURES AND COUNTERNORMATIVE STRATEGIES IN TEACHER EDUCATION: A READERS’ THEATRE PERFORMANCE SYMPOSIUM Sumara D*, Filax G, Davis B, Walsh S University of Alberta, Edmonton, Canada

0141/2: STRAND #1: CREATING HETEROTOPIC SPACES Sumara D* University of Alberta, Edmonton, Canada

0141/3: STRAND #2: INSIDIOUS TRAUMA IN TEACHER EDUCATION Filax G* University of Alberta, Edmonton, Canada

0141/4: STRAND #3: DISCOURSES OF NORMAL Davis B* University of Alberta, Edmonton, Canada

0141/5: STRAND #4: PRACTICES OF RE-EMBODIMENT Walsh S* University of Alberta, Edmonton, Canada
SESSION 8  11.00 - 12.30HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM PART 3
(PART 4 – SESSION 9, ROOM H1)

PART 3

0155: IMPLICATIONS FOR MUSIC EDUCATION OF A COMPUTER-BASED INVESTIGATION OF CHILDREN’S MELODIC COMPOSITIONS AND THEIR COMPOSITIONAL PROCESSES  Hewitt A*
University of Strathclyde, Glasgow, United Kingdom

0461: INNOVATION EDUCATION: DEFINING THE PHENOMENON  Gunnarsdottir R*  University of Leeds,
School of Education, Leeds, United Kingdom

0659: ‘LOOKING FOR SPARKS’: A PHENOMENOLOGICAL STUDY OF EDUCATIONAL PRACTICE AND THE IMAGINATIVE LIFEWORLD IN PRIMARY SCHOOLS  Trotman D*  Newman College of Higher Education, Birmingham, United Kingdom

Room: Renold G6  MIXED SYMPOSIUM

0491: PRIVATE TUTORING: GLOBAL PERSPECTIVES AND CURRENT RESEARCH IN ENGLAND
Convenor: Ireson J, Institute of Education

Presenters: Ireson J, Rushforth K
1) Institute of Education, University of London, London, United Kingdom, 2) Institute of Education, University of London, London, United Kingdom

0491/1: PRIVATE TUTORING: GLOBAL PERSPECTIVES AND CURRENT RESEARCH IN ENGLAND  Ireson J*, Rushforth K  Institute of Education, University of London, London, United Kingdom

0491/2: GLOBAL PERSPECTIVES ON THE PREVALENCE AND EFFECTIVENESS OF SHADOW EDUCATION  Ireson J*  Institute of Education, University of London, London, United Kingdom


0491/4: FAMILY SUPPORT: HOW MOTIVATION, ATTITUDES AND VALUES INFLUENCE PARTICIPATION IN PRIVATE TUITION  Rushforth K*  Institute of Education, University of London, London, United Kingdom

Room: Renold G5  MIXED SESSION

0054: INCOMPATIBILITY BETWEEN NEW EDUCATION POLICY AND SECONDARY SCHOOLS’ CONTEXT IN ETHIOPIA  Areaya Solomo*  Addis Ababa University, Addis Ababa, Ethiopia

0098: RECRUITING AND RETAINING TEACHERS – FINDINGS FROM RECENT STUDIES  Barmby P*,
Coe R  Curriculum, Evaluation and Management Centre, University of Durham, Durham, United Kingdom

0547: BECOMING A TEACHER: REFLECTIONS FROM A WHEELCHAIR  Coates G S*, Connell D, Percy W  Head of Centre for Economics and Business Education, Staffordshire University, Stoke on Trent, United Kingdom

0555: THE PERCEPTION AND EXPERIENCE OF OCCUPATIONAL STRESS AMONG SCOTTISH SECONDARY SCHOOL TEACHERS: IMPLICATIONS FOR PSYCHOLOGICAL WELL-BEING AND MENTAL HEALTH  Mulholland R*, Mahmood Z  University of Edinburgh, Edinburgh, United Kingdom
SESSION 8  11.00 - 12.30HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold H11  HIGHER EDUCATION SESSION

0123: THE NEW MILLENNIUM: IMPLICATIONS FOR LEARNING AND TEACHING IN HIGHER EDUCATION  Varnava-Marouchou D*  Cyprus College, Nicosia, Cyprus

0390: REDEFINING UNIVERSITIES FOR A NEOLIBERAL SOCIETY: ENGAGEMENT, ACCOUNTABILITY AND ACADEMIC FREEDOM  Codd J A*  Massey University, Palmerston North, New Zealand

0437: WHAT WOULD A SOCIOLOGICALLY-INFORMED NOTION OF ‘QUALITY’ IN LEARNING AND TEACHING IN HIGHER EDUCATION LOOK LIKE?  Abbas A, McLean M  University of Teesside, Teesside, United Kingdom, University of Oxford, Oxford, United Kingdom

0658: THE CONSTRUCTION OF KNOWLEDGE MANAGEMENT AS A FUNCTION OF HIGHER EDUCATION OBJECTIVES  Russell L D*  Autonomous University Of Campeche, Campeche, Mexico

Room: Renold H2  MIXED SESSION

0072: SELF-HARM IN ADOLESCENCE: AN EDUCATIONAL RESPONSE  Best R E*  University of Surrey Roehampton, London, United Kingdom


0431: ‘TALKING DIRTY’: HEALTH AND SEX EDUCATION IN PRIMARY SCHOOLS  1) Stark S*, 2) Stronach I  1) Manchester Metropolitan University, Manchester, United Kingdom, 2) Manchester Metropolitan University, Manchester, United Kingdom

0619: KNOWING OUR LOOKED AFTER CHILDREN: A REFLECTION ON KEY FINDINGS AND RESEARCH STRATEGIES WHEN LACK OF DATA BECOMES DATA  Jacklin A*, Robinson C  University of Sussex, Brighton, United Kingdom

Room: Renold J17  HIGHER EDUCATION SYMOSIUM PART 1  (PART 2 – SESSION 9, ROOM J17)

0581: IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION: THE IMPACT OF ESCALATE SMALL GRANT AWARDS

Convenor: Harrison C, The University of Nottingham

Presenters: 1) Harrison C, 2) Conway C, 3) Wilkie M, 4) Hawkins C, 5) Murray J, 6) Arthur L  1) University of Nottingham, Nottingham, United Kingdom, 2) Bishop Grosseteste College, Lincoln, United Kingdom, 3) University of Leicester, Leicester, United Kingdom, 4) South Leciestershire College, Leicester, United Kingdom, 5) Brunel University, Uxbridge, United Kingdom, 6) Oxford Brookes University, Oxford, United Kingdom

0581/1: IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION: THE IMPACT OF ESCALATE SMALL GRANT AWARDS - SYMPOSIUM 2.  2) Conway C, 3) Wilkie M, 4) Hawkins C  2) Bishop Grosseteste College, Lincoln, United Kingdom, 3) University of Leicester, Leicester, United Kingdom, 4) South Leciestershire College, Leicester, United Kingdom

(Cont’d)
SESSION 8  11.00 - 12.30HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold J17  HIGHER EDUCATION SYMOSIUM PART 1 (Cont’d)
(PART 2 – SESSION 9, ROOM J17)

0581/2: ASSESSMENT AND MENTORING OF WORK-BASED LEARNING IN FOUNDATION DEGREES.
Murray J  Brunel University, Uxbridge, United Kingdom

0581/3: RESEARCHING THE INDUCTION OF NEW TEACHER EDUCATORS MAKING THE TRANSITION FROM SCHOOL TO HIGHER EDUCATION.  Arthur L  Oxford Brookes University, Oxford, United Kingdom

0581/4: ACCREDITED CONTINUING PROFESSIONAL DEVELOPMENT: THE MOTIVATIONAL AND INHIBITING FACTORS AFFECTING THE COMPLETION OF COURSES BY TEACHERS.

(PART 2 – SESSION 9, ROOM J17)


Convenor: Harrison C, University of Nottingham

Presenters: 4) Harrison C, 1) Banks S, 2) Timmis S, 3) Jones C, 4) Joyes G, 5) Oliver M, 1) Lally V, 6) Bridges D, 6) Walker R, 6) Shostak J, 7) Ross K, 8) Paddle A, 9) Bremner I, 10) Ashley M, 10) Guest G 1) University of Sheffield, Sheffield, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Lancaster, Lancaster, United Kingdom, 4) University of Nottingham, Nottingham, United Kingdom, 5) University College London, London, United Kingdom, 6) University of East Anglia, Norwich, United Kingdom, 7) University of Gloucestershire, Cheltenham, United Kingdom, 8) St Martin's College, Lancaster, United Kingdom, 9) University of Sunderland, Sunderland, United Kingdom, 10) University of the West of England, Bristol, United Kingdom

0582/1: IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION: THE IMPACT OF ESCALATE SMALL GRANT AWARDS - SYMPOSIUM 1.  Harrison C*  University of Nottingham, Nottingham, United Kingdom

0582/2: E-RESEARCH: USING MULTIMEDIA FOR RESEARCH METHODS TEACHING AND LEARNING.
1) Banks S*, 2) Timmis S, 3) Jones C 1) University of Sheffield, Sheffield, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Lancaster, Lancaster, United Kingdom

0582/3: RESEARCH METHODS TEACHING AND LEARNING: EFFECTIVE ON-LINE SUPPORT.  4) Joyes G*, 5) Oliver M, 1) Lally V, 6) Bridges D, 6) Walker R, 6) Shostak J 1) University of Sheffield, Sheffield, United Kingdom, 4) University of Nottingham, Nottingham, United Kingdom, 5) University College London, London, United Kingdom, 6) University of East Anglia, Norwich, United Kingdom

0582/4: DEVELOPING AN ELECTRONIC SCIENCE SUBJECT AUDIT FOR PRIMARY TRAINEE TEACHERS.  7) Ross K*, 8) Paddle A, 9) Bremner I, 10) Ashley M, 10) Guest G 7) University of Gloucestershire, Cheltenham, United Kingdom, 8) St Martin's College, Lancaster, United Kingdom, 9) University of Sunderland, Sunderland, United Kingdom, 10) University of the West of England, Bristol, United Kingdom
INCLUSIVE EDUCATION SESSION

0328: COMMUNITY SCHOOLS -LIFELONG LEARNING COMMUNITIES: A WELSH PERSPECTIVE
Smith R, Jones G, NFER, Swansea, United Kingdom

0441: THE IMPACT OF LEARNING MENTORING
1) Mullins P M*, 2) Renwick F
1) Liverpool John Moores University, Liverpool, United Kingdom, 2) University of Liverpool, Liverpool, United Kingdom

Ellis S W* MMU Institute of Education, Manchester, United Kingdom

INCLUSIVE SYMPOSIUM

0520: COLLECTIVE SESSION - SYMPOSIUM: TEACHING STRATEGIES AND APPROACHES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS: A SCOPING STUDY
Convenor: Florian L, University of Cambridge

1) University of Cambridge, Cambridge, United Kingdom, 2) University of Manchester, Manchester, United Kingdom

Discussant: Rouse M, University of Cambridge

0520/1: COLLECTIVE SESSION - SYMPOSIUM: TEACHING STRATEGIES AND APPROACHES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS: A SCOPING STUDY
University of Cambridge, Cambridge, United Kingdom

0520/2: COLLECTIVE SESSION - SYMPOSIUM: TEACHING STRATEGIES AND APPROACHES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS: A SCOPING STUDY - PAPER 1: STUDY METHODOLOGY
Florian L*, Davis P
University of Cambridge, Cambridge, United Kingdom

Hick P*, Humphrey N, Parkinson G, Ploat F
University of Cambridge, Cambridge, United Kingdom

0520/4: COLLECTIVE SESSION - SYMPOSIUM: TEACHING STRATEGIES AND APPROACHES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS: A SCOPING STUDY - PAPER 3: TOWARDS AND INCLUSIVE PEDAGOGY
Florian L*, Kershner R
University of Cambridge, Cambridge, United Kingdom

MIXED SYMPOSIUM

0607/1: ’CPD AND EVIDENCE-BASED PROFESSIONAL DEVELOPMENT’
Jones C* Liverpool University, Liverpool, United Kingdom
0331: SEEING IS BELIEVING? USING VIDEO TO ENHANCE THE STUDY AND UNDERSTANDING OF TEACHING AND LEARNING

Convenor: John P D, University of Plymouth

Presenters: 1) John P D, 2) Armstrong V, 2) Barnes S, 2) Olivero F, 2) Triggs P
1) University of Plymouth, Plymouth, United Kingdom, 2) University of Bristol, Bristol, United Kingdom

Discussant: Sutherland R, University of Bristol

1) University of Plymouth, Plymouth, United Kingdom, 2) University of Bristol, Bristol, United Kingdom

0331/2: EXPLORING THE USE OF INTERACTIVE WHITEBOARDS WITH DIGITAL VIDEO Armstrong V*, Barnes S University of Bristol, Bristol, United Kingdom

0331/3: VIDEOPAPER AS A TOOL FOR REFLECTION IN TEACHERS PROFESSIONAL DEVELOPMENT Olivero F* University of Bristol, Bristol, United Kingdom

0331/4: VIDEO INSPIRED DIALOGUE: CREATING AN E-LEARNING COMMUNITY John P D* University of Plymouth, Plymouth, United Kingdom

0331/5: TOOLS FOR TRANSFORMING LEARNING Triggs P* University of Bristol, Bristol, United Kingdom

Room: Renold D1 EARLY CHILDHOOD EDUCATION SYMPOSIUM

0496: YOUNG CHILDREN DRAWING

Convenor: Ring K, York St John College, York

1) York St John College, York, United Kingdom, 2) Leeds University, Leeds, United Kingdom, 3) King Alfred’s College, Winchester, United Kingdom, 4) Faculty of Education, University of Cambridge, Cambridge, United Kingdom

0496/1: YOUNG CHILDREN DRAWING 2) Anning A*, 3) Egan B A, 4) Noble K, 4) Styles M, 4) Whitebread D, 1) Ring K 1) York St John College, York, United Kingdom, 2) Leeds University, Leeds, United Kingdom, 3) King Alfred’s College, Winchester, United Kingdom, 4) Faculty of Education, University of Cambridge, Cambridge, United Kingdom

0496/2: WHAT MOTHERS DO: EVERYDAY ROUTINES AND RITUALS AND THEIR IMPACT UPON YOUNG CHILDREN'S USE OF DRAWING Ring K* York St John College, York, United Kingdom

0496/3: PEDAGOGY AND YOUNG CHILDREN'S DRAWING Anning A* Leeds University, Leeds, United Kingdom

0496/4: NOT "SCRIBBLING": CHILDREN'S EARLY PATTERN-MAKING BEHAVIOUR Egan B A* King Alfred’s College, Winchester, United Kingdom

0496/5: PICTURE THINKING: CHILDREN'S DRAWINGS AND THE DEVELOPMENT OF VISUAL LITERACY Noble K*, Styles M, Whitebread D Faculty of Education, University of Cambridge, Cambridge, United Kingdom
SESSION 9 13.30 - 15.00HRS SATURDAY, 18 SEPTEMBER 2004

Room: Renold D2  MIXED SESSION

0249: WHAT IS IT LIKE TO BE A PRACTISING MUSLIM FEMALE STUDENT IN A NON-ISLAMIC EDUCATIONAL SYSTEM? Pakarian S P*  Manchester Metropolitan University, Manchester, United Kingdom

0479: TEACHING MATHEMATICS – WHAT CAN WE LEARN FROM VIDEOS OF LESSONS? Weller B*, Morgan D, Sayers J University College, Northampton, United Kingdom

0550: EDUCATION FOR SUSTAINABLE DEVELOPMENT, TEACHER EDUCATION AND GEOGRAPHY: POLICY INTO PRACTICE  Firth R*, Winter C. University of Sheffield, Sheffield, United Kingdom

0657: THE UNITED NATIONS GLOBAL SCHOOLS AND COMMUNITIES INITIATIVE (GESCI): INTIMATIONS OF A NEW DEPARTURE IN POLICY AND PRACTICE FOR UN EDUCATIONAL INTERVENTION. Galvin C* University College, Dublin, Ireland

Room: Renold H6  NEW TECHNOLOGIES IN EDUCATION SYMPOSIUM

0466: LEARNING OBJECTS IN THE CLASSROOM: A EUROPEAN PERSPECTIVE

Convenor: McCormick R, Open University

1) Open University, Milton Keynes, United Kingdom, 2) University of Turku, Turku, Finland, 3) University of Helsinki, Helsinki, Finland

Discussant: Somekh B, Manchester Metropolitan University

0466/1: LEARNING OBJECTS IN THE CLASSROOM: A EUROPEAN PERSPECTIVE  McCormick R*  Open University, Milton Keynes, United Kingdom

0466/2: THE CHARACTERISTICS AND VIEWS OF TEACHERS USING LEARNING OBJECTS  McCormick R, Li N*  Open University, Milton Keynes, United Kingdom

0466/3: ACADEMIC IMPACT OF LEARNING OBJECTS: THE CASE OF ELECTRIC CIRCUITS  Jaakkola T*, Nurmi S  University of Turku, Turku, Finland

0466/4: SCHOOL AND TEACHER ISSUES IN USING LEARNING OBJECTS  McCormick R, Clifford C*  Open University, Milton Keynes, United Kingdom

0466/5: VIRTUAL LEARNING OBJECTS IN ADVANCED PEDAGOGICAL SETTINGS  Ilomaki L*, Lakkala M, Paavola S  University of Helsinki, Helsinki, Finland
SESSION 9  13.30 - 15.00HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold D7  SOCIAL JUSTICE SYMPOSIUM


SYMPOSIUM ORGANISERS: DAVE HILL (UNIVERSITY COLLEGE NORTHAMPTON, UK) AND E WAYNE ROSS

Convenor: Hill D, University College Northampton, UK

1) University College Northampton, Northampton, United Kingdom, 2) University of British Colombia, Vancouver, Canada, 3) University of Brighton, Brighton, United Kingdom, 4) SUNY (State University of New York), Albany, NY, United States, 5) University of Rochester, Rochester, NY, United States, 6) DePaul University, Chicago, United States, 7) University of

British Colombia, Vancouver, Canada, 8) University College Northampton, Northampton, United Kingdom, 9) University of Louisville, Louisville, United States

Discussant: Ross W University of British Colombia, Canada


SYMPOSIUM ORGANISERS: DAVE HILL (UNIVERSITY COLLEGE NORTHAMPTON, UK) AND E WAYNE ROSS  Hill D*, Ross W  University College Northampton, Northampton, United Kingdom

0640/2: 1. EDUCATION ACCOUNTABILITY – IDEOLOGICAL GROUND FOR WAR AND REPRESSION OF DEMOCRACY POST 9/11  Lipman P*  University College Northampton, Northampton, United Kingdom

0640/3: . NEOLIBERAL AND MARKET IDEOLOGIES IN US EDUCATION: TRANSFORMING EDUCATIONAL GOVERNANCE AND UNDERMINING DEMOCRACY.  Hursh D*  University College Northampton, Northampton, United Kingdom

0640/4: “TO DISCIPLINE AND ENFORCE: SURVEILLANCE AND SPECTACLE IN STATE-LEVEL REFORM OF HIGHER EDUCATION”  Ross W*, Welsh J  University College Northampton, Northampton, United Kingdom

0640/5: “BRITONS NEVER NEVER NEVER SHALL BE SLAVES”: THE ROLE OF IMPERIALISM IN THE BRITISH EDUCATION SYSTEM  Cole M*  University College Northampton, Northampton, United Kingdom

0640/6: EDUCATIONAL TECHNOLOGY, SURPLUS VALUE AND THE DIGITAL DIVIDE.  Waller T*  University College Northampton, Northampton, United Kingdom

0640/7: WHY AND HOW PARENTS PARTICIPATE IN THE HEGEMONY OF ACCOUNTABILITY  Mathison S*, Freeman M  University College Northampton, Northampton, United Kingdom

0640/8: CRITICAL TRANSFORMATIVE TEACHER EDUCATION: A FOUR-YEAR MARXIST UNDERGRADUATE PROGRAMME FOR STUDENT TEACHERS: CONTEXTS, INTENTS, CONSTRAINTS AND EFFECTS  Hill D*  University College Northampton, Northampton, United Kingdom
SESSION 9 13.30 - 15.00HRS SATURDAY, 18 SEPTEMBER 2004

Room: Renold E1 MIXED SESSION

0321: TEACHING THE HOLOCAUST: ANALYSING TEACHERS' USE OF LANGUAGE TO DEVELOP PUPILS' HISTORICAL AND MORAL PERSPECTIVES. THE EVIDENCE FROM UK AND EUROPEAN SCHOOLS Mills G D*, Wiesemes R The University of Nottingham, Nottingham, United Kingdom

0568: EXPRESSING DIS/ABILITY: THE DRAKE MUSIC PROJECT Ridley B*, Watts M F Norwich, United Kingdom, United Kingdom

Room: Renold E2 MIXED SYMPOSIUM

0344: BSRLM SYMPOSIUM: SOCIO-CULTURAL ISSUES FRAMING THE LEARNING OF MATHEMATICS

Convenor: Noyes A, University of Nottingham

Presenters: 1) Noyes A, 2) Street B, 3) Baker D, 2) Tomlin A, 4) Farrugia M 1) University of Nottingham, Nottingham, United Kingdom, 2) King’s College, London, London, United Kingdom, 3) University of Brighton, Brighton, United Kingdom, 4) University of Malta, Msida, Malta

Discussant: Gates P, University of Nottingham

0344/1: BSRLM SYMPOSIUM: SOCIO-CULTURAL ISSUES FRAMING THE LEARNING OF MATHEMATICS ) Noyes A, 2) Street B, 3) Baker D, 2) Tomlin A, 4) Farrugia M 1) University of Nottingham, Nottingham, United Kingdom, 2) King’s College, London, London, United Kingdom, 3) University of Brighton, Brighton, United Kingdom, 4) University of Malta, Msida, Malta

0344/2: MALTESE CHILDREN’S UNDERSTANDING OF ENGLISH MATHEMATICAL WORDS Farrugia M* University of Malta, Msida, Malta

0344/3: MAKING NUMERACY COUNT: RESEARCH FROM THE UK ON EXPLANATIONS FOR THE LOW ACHIEVEMENT IN MATHS OF CHILDREN FROM LOW SES BACKGROUNDS. 2) Street B, 3) Baker D*, 2) Tomlin A 2) King’s College, London, London, United Kingdom, 3) University of Brighton, Brighton, United Kingdom

0344/4: MATHEMATICAL LEARNING TRAJECTORIES AT THE PRIMARY-SECONDARY SCHOOL INTERFACE: A SOCIOLOGICAL PERSPECTIVE Noyes A* University of Nottingham, Nottingham, United Kingdom

Room: Renold E7 MIXED SESSION

0168: EDUCATION STUDENTS, EMPLOYERS AND EMPLOYABILITY: A REPORT ON A SMALL SCALE PROJECT. Anderson J A*, Mitchell H University of Bristol, Bristol, United Kingdom

0186: CREATING IDENTITIES IN THE NEW VOCATIONALISM: RHETORIC, REGULATION AND REPOSITIONING IN AUSTRALIAN SCHOOLING Yates L* University of Technology Sydney, Sydney, Australia

0557: A STUDY OF PARTNERSHIP WITHIN A SCOTTISH INITIAL TEACHER EDUCATION PROGRAMME: VIEWS AND EXPERIENCES OF THE STUDENT-TEACHER-TUTOR TRIAD Mulholland R* University of Edinburgh, Edinburgh, United Kingdom
SESSION 9  13.30 - 15.00HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold F1  MIXED SESSION

0413: ACHIEVEMENT IN PHYSICS ORDINARY LEVEL AND SCIENCE RELATED CAREER CHOICES IN MALTA  Pace J*, Pace E  University of Malta, Msida, Malta

0552: SHOULD WE TEACH IT? VERSUS HOW CAN WE NOT TEACH IT? DEBATES AROUND PERSONAL, SOCIAL AND CITIZENSHIP EDUCATION  Olusoga Y*  Bradford College, Bradford, United Kingdom

0633: THE IMPACT OF THE NATIONAL NUMERACY STRATEGY ON CHILDREN'S ATTITUDES TO MATHEMATICS  Albone S*, Tymms P  University of Durham, Durham, United Kingdom

0675: DEFINING THE FUTURE: AN INTERROGATION OF EDUCATION AND TIME  Leaton Gray S H*  Cambridge University, Cambridge, United Kingdom

Room: Renold F5  HIGHER EDUCATION SESSION

0110: DOES NON-ACADEMIC INVOLVEMENT INFLUENCE SCHOOL-TO-WORK TRANSITION OF GRADUATES?  Tchibozo G*  Louis Pasteur University, Strasbourg, France

0190: HEALTH AND INCOME RETURNS TO EDUCATION: COMPARISONS BETWEEN INDIGENOUS AND NON-INDIGENOUS AUSTRALIANS  Biddle N G*  Centre for Aboriginal Economic Policy Research, Australian National University, Canberra, Australia

0262: THE NATURE OF CURRICULUM AND CURRICULUM DECISION-MAKING AT PRIMARY LEVEL: HISTORICAL OVERVIEW OF ETHIOPIAN EDUCATION  Eshete Akalewold*  Addis Ababa University, Addis Ababa, Ethiopia

Room: Renold F14  POST COMPULSORY EDUCATION & TRAINING SYMPOSIUM

0551: TRANSFORMING LEARNING CULTURES IN FE: UNDERSTANDING LEARNING AS A CULTURAL PRACTICE

Convenor: Hodkinson P M, University of Leeds

1) University of Exeter, Exeter, United Kingdom, 2) University of Leeds, Leeds, United Kingdom, 3) University of the West of England, Bristol, United Kingdom

0551/1: TRANSFORMING LEARNING CULTURES IN FE: UNDERSTANDING LEARNING AS A CULTURAL PRACTICE

0551/2: CULTURAL THEORIES OF LEARNING  1) Biesta G*, 2) Hodkinson P, 3) James D 1) University of Exeter, Exeter, United Kingdom, 2) University of Leeds, Leeds, United Kingdom, 3) University of the West of England, Bristol, United Kingdom

0551/3: ANALYSING LEARNING CULTURES  Hodkinson P*  University of Leeds, Leeds, United Kingdom

0551/4: ENTRY LEVEL DRAMA: A CASE STUDY OF LEARNING AS CULTURAL PRACTICE  2) Scaife A*, 3) Diment K 2) University of Leeds, Leeds, United Kingdom, 3) University of the West of England, Bristol, United Kingdom

0551/5: MYTH AND SOPHISTRY WHEN YOUNG MEN LEARN COMPUTER SKILLS – A CULTURAL ANALYSIS  Tedder M*, Biesta G  University of Exeter, Exeter, United Kingdom
SESSION 9  13.30 - 15.00HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold G1  MIXED SYMPOSIUM

0672: REAL AND IMAGINED CRISSES: THE CONSTRUCTION OF POLITICAL AND MEDIA PANICS OVER EDUCATION

Presenters: 1) Murphy R, 2) McCaig C, 3) Warmington P
1) University of Nottingham, Nottingham, United Kingdom, 2) Sheffield Hallam University, Sheffield, United Kingdom, 3) University of Birmingham, Birmingham, United Kingdom

0672/1: REAL AND IMAGINED CRISSES: THE CONSTRUCTION OF POLITICAL AND MEDIA PANICS OVER EDUCATION  1) Murphy R*, 2) McCaig C, 3) Warmington P  1) University of Nottingham, Nottingham, United Kingdom, 2) Sheffield Hallam University, Sheffield, United Kingdom, 3) University of Birmingham, Birmingham, United Kingdom

0672/2: ANOTHER YEAR, ANOTHER CRISIS: EDUCATION, EXAMS AND THE NEWS MEDIA  1) Murphy R, 3) Warmington P*  1) University of Nottingham, Nottingham, United Kingdom, 3) University of Birmingham, Birmingham, United Kingdom

0672/3: PANIC, CRISIS AND SPIN: THE THREE ESSENTIAL ELEMENTS OF MODERN EDUCATION  Murphy R*  University of Nottingham, Nottingham, United Kingdom

0672/4: THE POLITICS OF STANDARDS  McCaig C*  Sheffield Hallam University, Sheffield, United Kingdom

Room: Renold F6  SCHOOL IMPROVEMENT SESSION

0037: TO WHAT EXTENT, CAN AN EDUCATIONAL MONITORING MECHANISM BE EMPLOYED IN PUBLIC GREEK PRIMARY SCHOOLS INFORMED FROM ENGLISH AND AMERICAN ASSESSMENT AND MONITORING SYSTEMS AND FROM A SCHOOL EFFECTIVENESS EXERCISE?  Korilaki P*  Institute of Education, London, United Kingdom

0125: SCHOOL LEVEL FACTORS AFFECTING 16 YEAR-OLD STUDENTS’ ENROLMENT IN OPTIONAL SUBJECTS  1) Davies P I*, 1) Telhaj S, 2) Hutton D, 1) Adnett N, 2) Coe R  1) IEPR, Staffordshire University, Stoke-on-Trent, United Kingdom, 2) CEM, University of Durham, Durham, United Kingdom

0126: THE IMPACT OF VARIATION IN SUBJECT ENROLMENT ON MEASURED SCHOOL PERFORMANCE  1) Davies P I*, 1) Telhaj S, 2) Hutton D, 1) Adnett N, 2) Coe R  1) IEPR, Staffordshire University, Stoke-on-Trent, United Kingdom, 2) CEM, University of Durham, Durham, United Kingdom

0132: TRANSFORMING THE 14-19 CURRICULUM: THE EXPERIENCE OF ONE URBAN LEA  Beresford J*, Hawthorne P  Midland Leadership Centre, Wolverhampton, United Kingdom
SESSION 9  13.30 - 15.00HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold G2  LEARNING IN THE PROFESSIONS SYMPOSIUM

0467: BECOMING A TEACHER IN URBAN SCHOOLS

Convenor: Hall D J, University of Manchester

Presenters: 1) Hall D J, 2) Ash A, 1) Raffo C, 1) Jones L, 1) Barton A
1) University of Manchester, Manchester, United Kingdom, 2) Institute of Education, London, United Kingdom

0467/1: BECOMING A TEACHER IN URBAN SCHOOLS  1) Hall D J*, 2) Ash A, 1) Raffo C, 1) Barton A, 1) Jones L
1) University of Manchester, Manchester, United Kingdom, 2) Institute of Education, London, United Kingdom

0467/2: TRAINING TEACHER TO INITIAL TEACHER TRAINING AND THE TRANSITION TO TEACHING IN URBAN SCHOOLS  1) Hall D J*, 2) Ash A, 1) Raffo C
1) University of Manchester, Manchester, United Kingdom, 2) Institute of Education, London, United Kingdom

0467/3: TRAINING TEACHERS TO WORK IN URBAN SCHOOLS: SOME INITIAL THOUGHTS  2) Ash A*, 1) Hall D J, 1) Raffo C
1) University of Manchester, Manchester, United Kingdom, 2) Institute of Education, London, United Kingdom

1) University of Manchester, Manchester, United Kingdom, 2) Institute of Education, London, United Kingdom

0467/5: SOCIAL CLASS IDENTITY AND EDUCATIONAL TRAJECTORIES  Jones L*  University of Manchester, Manchester, United Kingdom

0467/6: THE RETENTION OF SECONDARY TEACHERS IN URBAN SCHOOLS  Barton A*  University of Manchester, Manchester, United Kingdom

Room: Renold H1  CREATIVITY IN EDUCATION SYMPOSIUM PART 4

PART 4

0213: HELPING STUDENTS ON A PRE SERVICE TEACHER TRAINING COURSE IN A SPANISH UNIVERSITY TO BECOME MORE CREATIVE AND IMAGINATIVE PRIMARY SCHOOL TEACHERS IN THE FUTURE  Concepción Soto-Palomino C S* University of Jaén, Jaén, Spain

0594: SHARING LESSONS: THE EXPERIENCE OF A SCHOOL ADOPTING A HOLISTIC APPROACH TO TEACHING AND LEARNING  Joshi Hansen U* Oxford University, Oxford, United Kingdom

0603: CHANGING TEACHERS’ PRACTICE BY ENCOURAGING THEM TO ADOPT CREATIVE APPROACHES ACROSS THE CURRICULUM  Porter J A*, Walmsley S, Peach J  Liverpool John Moores University, Liverpool, United Kingdom
SESSION 9  13.30 - 15.00HRS  SATURDAY, 18 SEPTEMBER 2004

Room: Renold G6  SOCIAL JUSTICE WORKSHOP

ARE OTHER WORLDS POSSIBLE? THE POTENTIAL AND CHALLENGES OF A PEDAGOGICAL ‘OPEN SPACE’
Convenor: Andreotti V O, Nottingham University, Nottingham, United Kingdom

Presenters: Andreotti V O*, Slawson T L  Nottingham University, Nottingham, United Kingdom

Discusant: Slawson T L, Nottingham University, Nottingham, United Kingdom

0553: ARE OTHER WORLDS POSSIBLE? THE POTENTIAL AND CHALLENGES OF A PEDAGOGICAL ‘OPEN SPACE’ Andreotti V O*, Slawson T L  Nottingham University, Nottingham, United Kingdom

0553: RECLAIMING THE RIGHT TO QUESTION Andreotti V O, Slawson T L*  Nottingham University, Nottingham, United Kingdom

0553: RECLAIMING AGENCY AND ASSUMING RESPONSIBILITY Andreotti V O*, Slawson T L  Nottingham University, Nottingham, United Kingdom

Room: Renold G5  MIXED SESSION

0171: THE KNOWLEDGE SOCIETY, LEARNING DESIRES THROUGH RULES OF SEDUCTION Säfström C A*  Uppsala university, Uppsala, Sweden

0237: ‘MATHS HISTORIES’: EMERGING MATHEMATICS IDENTITIES IN THE CLASSROOM COMMUNITY OF PRACTICE Solomon Y*  Lancaster University, Lancaster, United Kingdom

0287: CHANGING TEACHERS, CHANGING SUBJECTS: TROUBLING TRANSITIONS INTO AS MATHEMATICS Mendick H F*  Lancaster University, Lancaster, United Kingdom

0537: RETHINKING OWNERSHIP OF LEARNING: A SOCIOCULTURAL PERSPECTIVE ON LEARNER AGENCY Pyysalo R J*  Faculty of Education, University of Cambridge, Cambridge, United Kingdom

Room: Renold H11  HIGHER EDUCATION SESSION

0160: COLLABORATING IN ORDER TO COLLABORATE ON COLLABORATIVE APPROACHES: BELIEFS AND BARRIERS 1) Waite S J*, 2) Davis B  1) University of Plymouth, Exmouth, United Kingdom, 2) University of Plymouth, Exmouth, United Kingdom

0176: EDUCATIONAL ACTION RESEARCH - HAS IT A ROLE TO PLAY IN HIGHER EDUCATION? Greenbank P M*  Edge Hill College of HE, Ormskirk, United Kingdom

0323: ANALYSING INTERVIEW DATA: A PRACTICAL WORKSHOP AND DISCUSSION Gledhill M* Buckinghamshire Chilterns University College, High Wycombe, United Kingdom

Room: Renold H2  MIXED SESSION

0312: FAILING TO RECRUIT – A QUALITATIVE ANALYSIS OF TEACHER SHORTAGE IN THE NORTHERN IRELAND POST-PRIMARY SCHOOL SECTOR. 1) Cummins B*, 2) Gray C, 3) Behan S  1) Stranmillis University College, Belfast, United Kingdom, 2) Stranmillis University College, Belfast, United Kingdom, 3) Stranmillis University College, Belfast, United Kingdom

0517: THE RECRUITMENT OF NON-EU OVERSEAS TRAINED TEACHERS TO TEACHER POSITIONS IN ENGLAND 1) Lewis S*, 2) McNamara O, 3) Howson J  1) University of Manchester, Manchester, United Kingdom, 2) University of Manchester, Manchester, United Kingdom, 3) Education Data Surveys, Oxford, United Kingdom
0622: THE HOME SCHOOL KNOWLEDGE EXCHANGE PROJECT

Convenor: Hughes M, University of Bristol

1) University of Bristol, Bristol, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Oxford, Oxford, United Kingdom

Discussant: Pollard A, University of Cambridge

0622/1: THE HOME SCHOOL KNOWLEDGE EXCHANGE PROJECT
1) University of Bristol, Bristol, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Oxford, Oxford, United Kingdom

0622/2: ENHANCING LITERACY AT KEY STAGE 1 THROUGH HOME SCHOOL KNOWLEDGE EXCHANGE
1) University of Bristol, Bristol, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Oxford, Oxford, United Kingdom

0622/3: LEARNING MATHEMATICS AT KEY STAGE 2 - ISSUES ARISING FROM HOME SCHOOL KNOWLEDGE EXCHANGE
Winter J, Andrews J, Greenhough P, Salway L, Yee W C
University of Bristol, Bristol, United Kingdom

0622/4: FACILITATING TRANSFER FROM KEY STAGE 2 TO 3 THROUGH HOME SCHOOL KNOWLEDGE EXCHANGE
1) University of Bristol, Bristol, United Kingdom, 2) University of Cambridge, Cambridge, United Kingdom, 3) University of Oxford, Oxford, United Kingdom

Room: Renold J17 HIGHER EDUCATION SYMPOSIUM PART 2

0582/1: IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION: THE IMPACT OF ESCALATE SMALL GRANT AWARDS - SYMPOSIUM 1.

Convenor: Harrison C, University of Nottingham

1) University of Sheffield, Sheffield, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Lancaster, Lancaster, United Kingdom, 4) University of Nottingham, Nottingham, United Kingdom, 5) University College London, London, United Kingdom, 6) University of East Anglia, Norwich, United Kingdom, 7) University of Gloucestershire, Cheltenham, United Kingdom, 8) St Martin’s College, Lancaster, United Kingdom, 9) University of Sunderland, Sunderland, United Kingdom, 10) University of the West of England, Bristol, United Kingdom

0582/2: E-RESEARCH: USING MULTIMEDIA FOR RESEARCH METHODS TEACHING AND LEARNING.
1) Banks S*, 2) Timmis S, 3) Jones C
1) University of Sheffield, Sheffield, United Kingdom, 2) University of Bristol, Bristol, United Kingdom, 3) University of Lancaster, Lancaster, United Kingdom

(Cont’d)
Room: Renold J17 HIGHER EDUCATION SYMPOSIUM PART 2 (Cont’d)

0582: IMPROVING TEACHING AND LEARNING IN HIGHER EDUCATION: THE IMPACT OF ESCALATE SMALL GRANT AWARDS - SYMPOSIUM 2

0582/3: RESEARCH METHODS TEACHING AND LEARNING: EFFECTIVE ON-LINE SUPPORT. 4) Joyes G*, 5) Oliver M, 1) Lally V, 6) Bridges D, 6) Walker R, 6) Shostak J 1) University of Sheffield, Sheffield, United Kingdom, 4) University of Nottingham, Nottingham, United Kingdom, 5) University College London, London, United Kingdom, 6) University of East Anglia, Norwich, United Kingdom

0582/4: DEVELOPING AN ELECTRONIC SCIENCE SUBJECT AUDIT FOR PRIMARY TRAINEE TEACHERS. 7) Ross K*, 8) Paddle A, 9) Bremner I, 10) Ashley M, 10) Guest G 7) University of Gloucestershire, Cheltenham, United Kingdom, 8) St Martin’s College, Lancaster, United Kingdom, 9) University of Sunderland, Sunderland, United Kingdom, 10) University of the West of England, Bristol, United Kingdom
POSTER SESSIONS

P1 0114
VALUING BILINGUALISM- A CHALLENGE FOR INITIAL TEACHER TRAINING IN A MONOLINGUAL FRAMEWORK Pearse S V* Open University, Milton Keynes, United Kingdom

P2 0181
VOCATIONAL COURSES FOR 14-16 YEAR-OLDS: WHAT DO YOUNG PEOPLE THINK OF THE INCREASED FLEXIBILITY PROGRAMME? Roker D*, Devitt K TSA (Trust for the Study of Adolescence), Brighton, United Kingdom

P3 0182
GETTING EDUCATIONAL INFORMATION AND SUPPORT TO PARENTS: WHAT IS THE ROLE OF WEBSITES? Roker D* TSA (Trust for the Study of Adolescence), Brighton, United Kingdom

P4 0187
THE STUDENT TEACHER’S PERSPECTIVE ON CHALLENGE WITHIN TEACHING PRACTICE Rice R* University of Nottingham, Nottingham, United Kingdom

P5 0315
MATHS FOR BEGINNERS: GETTING THE BALANCE RIGHT IN PRIMARY INITIAL TEACHER TRAINING Taylor D* University of Leeds, Leeds, United Kingdom

P6 0556
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