

# BERA ANNUAL CONFERENCE: LIVERPOOL 1993

## Guidelines for Paper Presenters, Conveners and Chairs

1. 30 minutes is allocated for individual papers, including introductions, discussion time, and time for members of the audience to come from and go to parallel sessions. It is probably best to speak for no more than 15 minutes, allowing 10 minutes for discussion, and 5 minutes for movement. Each session will have a chair, who will be strict on time-keeping and following the order of papers as indicated in the conference programme. Many contributors rehearse their presentations to check that they will fit within the allotted time.
2. Contributions take a variety of forms. Some report on research findings, other open critical debate on research findings while others explore issues of methodology. Some contributions focus on completed, but as yet unpublished, research while other contributions are interim reports where the presenter invites critical and creative ideas on the future of the research.
3. Most presenters find the **talking** about their research, perhaps with the aid of over-head transparencies or hand-out sheet, is a more effective presentation than reading extracts from their paper.
4. Overhead projectors will be available in all of the rooms. Use clear, bold lettering and not too many words on your transparencies! Eschew 'death by a thousand acetates'!
5. Bring copies of your paper (50 is usually enough). These can be given to people at your session, as well as those attending other sessions.
6. Please also send two copies of your paper to the programme organisers, including the code after the attached summary title (e.g. P11). These copies then form part of the conference archive which is retained at the BERA Edinburgh office who, thereafter, can deal with requests for copies.
7. If you wish to have your paper included in ERIC (the US Federal data base), send a copy to: EDRS, Cincinnati Bell Information Systems (CBIS) Federal, 7240 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852, USA. The first page should include: the title of the paper, an abstract, your name, your institution and an indication that the paper was presented at the 1993 annual conference of the British Educational Research Association.

Many contributors will be speaking for the first time at BERA. Good Luck!

Please note that the Stenhouse Lecture will be given on Friday evening by Professor Frank Coffield (Durham University) and the Presidential Address will be given on Saturday by Professor Wynne Harlen (Scottish Council for Research in Education).

**IMPORTANT:** Only conveners of symposia and first authors have been sent copies of the booking form and the outline programme. Please ensure that your co-authors receive the details (i.e. if they are not already BERA members). Thanks.

## Session on ESRC applications

Please note that we will be running a session at the Liverpool Conference on how ESRC applications are refereed and what makes a good (or bad) proposal. The session will be aimed primarily at those of you who have not yet made any applications for research money to ESRC, but all will be welcome.

Make sure you come to the Conference!

Dr Caroline V Gipps

## BERA ETHICAL GUIDELINES

The BERA Ethical Guidelines for Educational Research, which received ratification at the 1992 Annual Conference, will be officially launched at the BERA Annual Conference in Liverpool from 10-13 September 1993. Members are invited to a round table open discussion to discuss the implementation and follow-up of these guidelines in practice. The guidelines were printed in *Research Intelligence*, Summer 1992, Number 43.

Further published copies are available from:

The BERA Secretary  
British Educational Research  
Association  
Scottish Council for Research in  
Education  
15 St John Street  
Edinburgh EH8 8JR

Price £1

## Raising the Quality of Research Publication in Journals

One of BERA's aims is to try to raise the quality and credibility of educational research and this round-table discussion is intended to explore a particular approach to this. It is hoped that a number of editorial boards will be represented, since they, and their referees, are one of the gatekeepers of quality.

The 1992 Research Assessment Exercise of the universities focused attention on the quality of research as much as on its quantity, but the Education panel, in handling the submissions of some 1500 people claiming to be 'active researchers in Education' had time only to read the titles and note the journals and publishers of articles and texts. What guarantees does a journal editor offer that a research report is not flawed, not trivial, and not unintelligible?

The association of education librarians known as LISE is compiling a list of all of the education periodicals indexed by the British Education Index - which at present looks like about 276 entries. Many use referee systems to select (and reject) articles, others rely on editorial judgement. But there is no clear understanding as to what is meant by a 'refereed journal'.

This round-table will begin with a short report on the current practices of a number of prominent journals - on guidelines to authors, guidelines to referees, rejection practice, etc. - and then discuss the following proposals.

1. **Suppose that BERA, acting as the major UK learned society in educational research and in accordance with its stated aim 'to further the communication of educational research findings', draws up a code of practice for the refereeing of articles.**

Such a code might include an identification of what kinds of article were to be refereed (ie. presumably empirical and reflective articles, but probably not editorials and book reviews), of how many referees might be consulted, of what positive and negative attributes referees might look for, of how disagreements between referees might be handled, of what constitutes a reasonable time for referees to take, of what opportunities for minor amendment based on referees' comments might be allowed, of what constitutes good practice in terms of feedback to authors on rejected papers, etc.

Suppose that adoption of the BERA code becomes the way in which an educational journal becomes recognised as a 'refereed journal'.

2. **Suppose that the names of accepting referees are published at the end of a paper, perhaps in this format:**

*Paper received 28 February 1993*

*Referees recommending acceptance: Alison Brown, University of Barseghire, Clive Dickson, University of Devon.*

If this became part of the code of practice, and widely adopted, it would serve several purposes, viz:

- (i) Give credit to referees for their work.
- (ii) Enable readers to distinguish between refereed and unrefereed papers.
- (iii) Strengthen the quality of refereeing since accepting referees would be visible to the academic community.

Note that there is no suggestion that the present general practice of concealing from authors the names of rejecting referees should be changed.

Round-table convenor: Michael Bassey, The Cottage, The Moor, Kirklington, Notts, NG22 8NQ (0636815202)

## Proposal to set up Divisions

From the various consultations and opinions received about setting up Divisions in BERA, it is clear that there is not overwhelming support for the proposal put before the AGM in 1992.

Other much larger associations (eg. BPS, AERA) have **Divisions or Sectors** which offer a regular programme of activities and often an associated Journal dedicated to that division. As membership of these societies runs into thousands, each division could be larger than the whole of BERA and have sufficient funds available to support necessary administration.

BERA's **Task Groups** are not identical to any possible Divisions in the sense that they are not permanent. They are established to pursue aspects of current educational policy which can be usefully informed by educational research. The assumption is that as policy moves on so will there be a need for different task groups to be set up to replace those which are no longer in the forefront of policy concerns. The Task Groups are however formally sponsored by BERA and require BERA's approval to be set up.

One of the perceived advantages of Divisions is that they would encourage concentrations establishing stronger identities/allegiances among groups within BERA's very broad heterogeneous membership. Smaller groups around specialisms would encourage collaborative research and activities and provide support for new members and less experienced researchers.

Other societies have met this need through **special interest groups**, which do not need formal ratification by the association. Researchers sharing common interests would arrange shared activities - seminars, conferences, collaborative research - with, in this case, BERA's blessing but not financial support.

Before the AGM in Liverpool in 1993, there will be an open discussion on Divisions, Task Groups and Special Interest Groups. The aim will be to take forward a recommendation to the AGM on this matter.

Janet Powney

## The Liverpool Symposia as at 21.4.93

SYMPOSIUM 1: TEACHER EDUCATION (With Special Reference to ITE).

**Professor David Bridges** (University of East Anglia) The Poverty of Pragmatism: A Reassessment of the Place of Values Education in Initial Teacher Training.

**Professor Sally Brown** (University of Stirling) Initial Teacher Education; The Situation in Scotland.

**Peter John** (University of Bristol) Managing the Dilemmas of Partnership: The Challenge for Initial Teacher Education.

**Anne Edwards** (St. Martin's College, Lancaster) Partnership and Initial Teacher Education in Primary Schools.

**Professor John Furlong** (University College, Swansea) Partnership in ITT: Dilemmas and Possibilities

**Sue Sidgwick** (Goldsmiths College) - title to follow.

**Dr Chris Husbands** (University of East Anglia) University/School Co-operation for Initial Teacher Education (with reference to secondary years)

**Professor Neville Bennett** (University of Exeter) Teacher Knowledge and Teaching Performance

**Janet Powney** (SCRE) The Assessment of Teaching Competences.

**Dr Colin Biott** (University of Northumbria) Learning About Primary Schools as Workplace: Experiencing Temporary Staff Membership During Placements (with reference to initial teacher education).

**Dr John Schostak** (University of East Anglia) Teacher Education; A Radical View.

SYMPOSIUM 2: TEACHER EDUCATION (With Special Reference to Mentoring, and Inset)

**David Clemson** (John Moores University) Teacher Education Policy and Cultural Transmission.

**Professor Chris Day** (University of Nottingham) and **Dr Les Tickle** (University of East Anglia) The Problematics of Conceptualising Continuity in Teacher Professional Development.

**Sue Martin** (SCRE) Mentoring in Teacher Education

**Dr Hans Vonk** (Free University of Amsterdam) A Knowledge Base for Mentors: The Result of a Dutch Experience.

**Dr Les Tickle** (University of East Anglia) Reflective Teaching: Embrace or Elusion?

**David Frost** (Christ Church College, Canterbury) Reflective Practice and the Future of Teacher Education.

**Rob McBride** (University of East Anglia) GRIST Revisited.

**Dr Christine O'Hanlon** (University of Birmingham) Why is Action Research a Valid Basis for Professional Development? (with reference to Inset)

**Jack Whitehead** (University of Bath) Reconceptualising Inset Policy From an Action Research Perspective

**Eileen Francis** (Francis Group) Embedding Living Methodologies Into the System (with reference to Inset).

**Professor Chris Day** (University of Nottingham) Bringing Thinking and Action Together: Personal Development Planning for Teachers.

**Rob McBride** (University of East Anglia) One Conception of Distance Learning as a Means of Delivering Inset. An Insider Case Study at the University of East Anglia.