



BERA Annual Conference

**3–5 September 2013
University of Sussex**

Programme at a Glance

Tuesday 3 September

8.30–9.30	Conference Registration Jubilee Building Foyer
9.30–9.35	Early Career Researcher Welcome G38, Jubilee Building
9.40–10.30	Keynote Lecture: Thinking about Research G38, Jubilee Building <i>Professor Helen Gunter, University of Manchester</i>
10.30–11.45	Early Career Researcher Parallel Session 1 Various
11.50–13.05	Early Career Researcher Parallel Session 2 Various
13.05–13.45	Early Career Researcher Lunch Jubilee Building Foyer
13.45–14.15	Main Conference Opening Remarks G38, Jubilee Building <i>Professor Mary James, University of Cambridge,</i> <i>President of BERA</i> <i>Professor Brian Hudson, University of Sussex</i>
	Awards: <ul style="list-style-type: none"> • BERA Doctoral Dissertation Award • BCF/ BERA/ Routledge Curriculum Journal Prize
14.15–15.45	Keynote Symposia 1 – Higher Education 144, Jubilee Building
14.15–15.45	Keynote Symposia 2 – Social Justice G38, Jubilee Building
14.15–15.45	Keynote Symposia 3 – Race, Ethnicity and Education Fulton A, Fulton Building
14.15–15.45	Keynote Symposia 4 – Research Methodology in Education Fulton B, Fulton Building
15.45–16.00	Tea/Coffee/Exhibition/Poster Viewing Jubilee Building Foyer
16.00–17.00	SIG Forum Meetings Various
17.00–17.30	BERA AGM 144, Jubilee Building
17.30–18.30	Presidential Inaugural Address: Educational Research – What's to be done? G38, Jubilee Building <i>Professor Ian Menter, University of Oxford</i>
18.30–19.30	Welcome Reception Jubilee Building Foyer Award: BERA & SAGE Practitioner Awards



Wednesday 4 September

08.00–18.00	Conference Registration Jubilee Building Foyer
09.00–10.30	Spotlight Session: AARE Symposium Fulton A, Fulton Building
09.00–10.30	Main Conference Parallel Session 1 Various

10.30–11.00	Tea/Coffee/Exhibition/Poster Viewing Jubilee Building Foyer
11.00–12.30	Spotlight Session: BERA & RSA Research and Teacher Education Inquiry 101, Fulton Building
11.00–12.30	Main Conference Parallel Session 2 Various
12.30–13.15	Lunch/Exhibition/Poster Viewing Jubilee Building Foyer
13.15–14.15	Keynote Lecture : Education Research and Education Practice in a Diversifying School System G38, Jubilee Building <i>Chair: Professor Ian Menter, University of Oxford</i> <i>Professor Chris Husbands, Institute of Education</i>
14.30–16.00	Main Conference Parallel Session 3 Various
14.30–16.00	Spotlight Session: DfE – Government approaches to evidence in education 208, Fulton Building
16.00–16.30	Tea/Coffee/Exhibition/Poster Viewing Jubilee Building Foyer
16.30–18.00	Spotlight Session: Wiley/BJET – Data Sharing and Ethics Fulton A, Fulton Building
16.30–18.00	Main Conference Parallel Session 4 Various
19.30–21.00	End of Pier Gathering Brighton Pier <i>Tickets must be pre-booked</i>

Thursday 5 September

08.00–13.40	Conference Registration Jubilee Building Foyer
09.00–10.00	Keynote Lecture: Youth transitions in difficult times: Where and how do young people belong?" G38, Jubilee Building <i>Professor Johanna Wyn, The University of Melbourne</i>
	Awards: <ul style="list-style-type: none"> • BERJ paper of the Year • Conference Poster Prizes
10.10–11.40	Spotlight Session: Wiley – How to Get Published 144, Jubilee Building
10.10–11.40	Main Conference Parallel Session 5 Various
11.40–12.10	Tea/Coffee/Exhibition/Poster Viewing Jubilee Building Foyer
12.10–13.40	Main Conference Parallel Session 6 Various
13.40	Lunch and Departure

Please note that this schedule and contents were correct at the time of going to press. As ever with a conference of this size there will be some last minutes changes and we apologise in advance for any inconvenience these may cause. Please contact the reception desk if you have any further queries.

Contents

Welcome	02
Keynote Speakers	03
Awards	05
Social Events	05
Early Career Researcher Conference Parallel Session 1	07
Early Career Researcher Conference Parallel Session 2	11
Keynote Symposia 1 – Higher Education	14
Keynote Symposia 2 – Social Justice	14
Keynote Symposia 3 – Race, Ethnicity and Education	14
Keynote Symposia 4 – Research Methodology in Education	14
Main Conference Parallel Session 1	15
Spotlight Session: AARE Symposium Inquiry	15
Main Conference Parallel Session 2	21
Spotlight Session: BERA & RSA Research and Teacher Education Inquiry	21
Main Conference Parallel Session 3	28
Spotlight Session: DfE – Government approaches to evidence in education	28
Main Conference Parallel Session 4	34
Spotlight Session: Wiley/BJET – Data Sharing and Ethics	34
Main Conference Parallel Session 5	41
Spotlight Session: Wiley – How to Get Published	41
Main Conference Parallel Session 6	46
Poster Sessions	51
SIG Forum Meetings	53
Exhibitors and Sponsors	58
Author Index	60
Abstract Reviewers	85
Conference Planner	86
Campus Map	89

Welcome to BERA 2013 at the University of Sussex



Welcome to BERA 2013 at the University of Sussex. Last time we were here the weather was glorious and many a research project was hatched in conversations sitting on the grass so here's hoping for a similar sunny and productive conference.

We believe we have an exciting programme starting with the keynote symposia selected to represent some of the best and most stimulating of current British educational research. Professor Ian Menter will be giving his inaugural address after the AGM and before a Welcome Reception, very generously sponsored by the Faculty of Education here at Sussex and one of our publishing partners, Sage.

Our two keynote speakers are Professor Chris Husbands, Director of the Institute of Education, who will be addressing "Education research and education practice in a diversifying school system" and Professor Johanna Wyn from the Youth Research Centre, University of Melbourne. Johanna will be addressing the question "Youth transitions in difficult times: Where and how do young people belong?"

The rest of the sessions are up to you to engage, stimulate, challenge and enjoy. Remember the publishers here may be interested in publishing your work so talk to them as well. There will be a BERA stand staffed by Council members – we are the people with the coloured badges. Please pay us a visit and make yourself known to us, an organisation with over 1500 members cannot hope to please everyone all the time but we are open to ideas, comments and need to hear what you have to say.

Professor Felicity Wikeley
Chair, Conference Committee

Keynote Speakers



Professor Helen Gunter
Thinking about Research

Tuesday 3 September | 9.40–10.30
G38, Jubilee Building

The process of thinking about research and how it is worked out in regard to particular interests will be the main focus of this talk. I intend to work on the issues that are not normally covered in research methods textbooks but are essential to how a researcher thinks about the focus, aim and progress of a study. In particular I will work with you on the process of theorising and how theories can be used to bring about understandings and meanings to your data and thinking.

Helen Gunter is Professor of Educational Policy in The Manchester Institute of Education, University of Manchester, UK, and is an Academician of the Academy of Social Sciences. She co-edits the Journal of Educational Administration and History. Her work focuses on education policy and knowledge production in the field of school leadership. Her most recent books are: Leadership and the Reform of Education published in 2012 by Policy Press, and Educational Leadership and Hannah Arendt published in 2014 by Routledge.



Professor Ian Menter
BERA Presidential Address: Educational Research – What's to be done?

Tuesday 3 September | 17.30–18.30
G38, Jubilee Building

Professor Ian Menter is the incoming BERA President and Director of Professional Programmes at the Department of Education, the University of Oxford. Previously he was Professor of Teacher Education at the University of Glasgow. Prior to that he held posts at the University of the West of Scotland (Dean of Education and Media); London Metropolitan University (Head of School of Education); University of the West of England and the University of Gloucestershire.

Ian was President of the Scottish Educational Research Association from 2005–07 and chaired the Research and

Development Committee of the Universities' Council for the Education of Teachers from 2008–11. He is an Academician of the Academy of Social Sciences and a Fellow of the Royal Society of Arts and is a Visiting Professor at the University of Nottingham and at Newman University College, Birmingham.

Ian's research interests are in teacher education and teachers' work, with a particular interest in policy. He has carried out a number of 'home international' comparative studies within the UK, including ESRC-sponsored initiatives and has led projects commissioned by the Scottish Government and The National College for School Leadership. Ian is a member of the editorial team of the British Journal of Educational Research and is a founding editor of Review of Education, a new journal of the British Educational Research Association, launching in 2013. He is a convenor of two UK-wide research groups, TEG (Teacher Education Group) and CAPeR-UK (Curriculum, Assessment and Pedagogy Reform across the UK).



Professor Chris Husbands
Education Research and Education Practice in a Diversifying School System

Wednesday 4 September | 13.15–14.15
G38, Jubilee Building

Professor Chris Husbands is Director of the Institute of Education, University of London – the UK's premier centre for education research and development and one of the world's leading graduate schools of Education. He was a teacher in urban comprehensive schools, where he was rapidly promoted to senior management before moving into higher education. He has worked as an adviser to local authorities, OFSTED, the National Trust, the Department for Education and to universities in the UK, Singapore, Russia and Norway. He has served on the boards of two examination groups and a non-departmental public body. He is also a Board member at Universities UK. He has written extensively on school improvement, teacher quality and education policy.



Professor Johanna Wyn
Youth transitions in difficult times:
Where and how do young
people belong?

Thursday 5 September | 9.00–10.00
G38, Jubilee Building

Against a backdrop of extended economic recession in developed economies and the European Union, educationalists are facing new questions about the role and relevance of education. High levels of youth unemployment reflect the reality that in many parts of the world, young people bear a large part of the burden of economic downturn. Even for the educated, transitions to decent work are slow and difficult, leading to concern that a 'generation at risk' is being created. Many young people are 'overeducated' and the proportion of young people who are 'NEET' (not in employment, education or training) is increasing. Drawing on global youth education and employment data and on detailed longitudinal research on Australian youth transitions, Professor Wyn explores the implications of these developments for educators. She argues that the economic recession has exacerbated an emerging gap between the realities that young people face and mass education systems that reflect their legacy as tools of economic development for an industrial era. In a post-industrial era, marked by transformations in the nature of work, new communication technologies and unprecedented levels of mobility of capital, people, information and ideologies across national and cultural borders, the role of education is increasingly complex. New patterns of connectivity are emerging for young people, bringing new patterns of living, new forms of belonging and citizenship and new aspirations (particularly in relation to education and employment), as well as fears about cultural change and nationhood. At the same time, new inequalities locally and globally are being created, and a great many young people feel alienated from their communities, their aspirations often thwarted by institutions

that promise more than they are able to deliver. In the tradition of educationalists who argue against the entrenchment of orthodoxies in educational research and policy, Wyn proposes that conceptual renewal is required to inform education that serves young people more effectively. To this end, she explores the limitations of the ubiquitous, spatial metaphor of 'transitions' in education and the emergence of interest in relational metaphors to frame educational research and policy.

Professor Johanna Wyn is Director of the Youth Research Centre in the Melbourne Graduate School of Education at The University of Melbourne, Australia, and a Fellow of the Academy of Social Sciences, Australia. She leads longitudinal research programs that are widely recognised as influential and important resources. Professor Wyn has made a sustained and highly esteemed contribution to the research community in the field of youth studies, influencing policy and research agendas both nationally and internationally. She has advocated for and in some cases pioneered participatory approaches to undertaking research with young people. Her work focuses on the processes and relationships that enable young people to have positive transitions and to be productively engaged in their communities. Through a substantial body of work, she addresses young people's learning and wellbeing in formal and informal educational settings, their transitions through education and beyond and the kinds of knowledge and skills young people need to be well in the 21st Century. Professor Wyn held the Jantina Tammes Chair at the University of Groningen in 2010, and was the Inaugural Adam Smith Fellow at the University of Glasgow in 2005. She has held visiting positions at the Universities of Toronto and British Columbia. Recent publications include *Youth and Society: exploring the social dynamics of youth (3rd edition)*, with Rob White; *Youth Health and Welfare*; *Touching the Future: Building Skills for Life and work*; *The Making of a Generation: The children of the 1970s in Adulthood* with Lesley Andres; *Touching the Future: Building Skills for Life and Work*, and *Making it work: Continuity and change in rural places*, with Hernan Cuervo.

Awards

There will be various Awards given throughout the conference to recognise the work undertaken by colleagues.

Tuesday 3 September

13.45–14.15

- BERA Doctoral Dissertation Award
- BCF/ BERA/ Routledge Curriculum Journal Prize

18:30–19:30

- BERA SAGE Practitioner Awards

Thursday 5 September

09:00–10:00

- BERJ Paper of the Year
- Conference Poster Prizes

Congratulations to all prize winners and thanks to our sponsors.

BERA 2013 Social Events

Tuesday 3 September 18.30–19.30

Welcome Reception

Jubilee Building Foyer

Open to all delegates, this is your opportunity to mingle with colleagues and to visit the many exhibition booths before making your own plans for dinner. The University is located just a short train or bus/taxi journey away, approximately 15–20 minutes from the centre of Brighton and all that this vibrant city offers visitors.

Sponsored by:



University of Sussex

Wednesday 4 September 19.30–21.00

End of Pier Gathering

Brighton Pier

The annual conference dinner has been an integral part of the social programme for many years; however, the feedback from delegates is that a less expensive option would be preferred so that more people could take part. One of the key objectives for our annual conference is to provide opportunities for people to meet and network. So, we are trying something different for 2013.

This year we will be having an informal End of Pier Gathering in Horatio's Bar on Brighton Pier with a light dish of traditional fish and chips and a welcome drink on arrival. There will be a cash bar and plenty of seats where you can relax with old friends and new. You can stay for an hour or all evening; the choice is yours, and the ticket cost is only £15. (Please book these in advance.)

Tickets must be pre-booked.

Informing policy and practice

Supporting and promoting the highest quality educational research

Promoting knowledge and understanding within and beyond the field

The British Educational Research Association (BERA) is a member-led charity which exists to encourage educational research and its application for the improvement of practice and public benefit.

We strive to ensure the best quality evidence from educational research informs policy makers, practitioners and the general public and contributes to economic prosperity, cultural understanding, social cohesion and personal flourishing.

Since its inception in 1974, BERA has expanded into an internationally renowned association with UK and non-UK based members. It strives to be inclusive of the diversity of educational research and scholarship and welcomes members from a wide range of disciplinary backgrounds, theoretical orientations, methodological approaches, sectoral interests and institutional affiliations. It also encourages the development of productive relationships with other associations within and beyond the UK.

Membership benefits include:

- ▶ On-line access to four journals, email bulletins on research news and our weekly newsletter
- ▶ Engaging with policy-makers and practitioners through seminars and our respected magazine Research Intelligence and innovative Insights publications
- ▶ Access to specialist events and networks such as the Postgraduate Forum
- ▶ Celebrating excellence through our fellowships and awards
- ▶ Making the case for educational research at the highest levels
- ▶ Be part of a vibrant, forward-looking community of educational researchers
- ▶ Opportunities for peer engagement through participation in our annual refereed international conference and other events as well as through our special interest groups (SIGs)
- ▶ Discounted conference and event registration

www.bera.ac.uk

T: 0207 612 6987 E: enquiries@bera.ac.uk

9–11 Endsleigh Gardens, London WC1H 0EH

Early Career Researcher Conference

Parallel Session 1

Tuesday 3 September | 10:30–11:45

Comparative and international education

ECR 1.01 | Room 109, Fulton Building

Chair: TBC

- 596 Experiences of schooling: students' accounts of schooling regimes in Ghana
Adzahlie-Mensah, Vincent – University of Sussex
- 569 School governing bodies in England and school-running consultative bodies in Japan
Kasai, Kosuke – The University of Tokyo
- 546 Bavarian and Swedish subject and class teachers' classroom management strategies – culturally or professionally different?
Billmayer, Jakob – Mid Sweden University

Creativity in education

ECR 1.02 | Room 205, Fulton Building

Chair: TBC

- 703 The perceived changes of a creativity education programme on educational ethos, school settings and curriculum design
Kuo, Hsu-Chan – University of Cambridge
- 017 Breaking the narrative: creative learning in the art and design classroom
Kinsella, Victoria – Birmingham City University
- 685 How can a democratic approach to education support more creative learning?
Sun, Hua-Chien – Faculty of Education; Kuo, Hsu-Chan Faculty of Education

Curriculum, assessment and pedagogy

ECR 1.03 | Room 118, Jubilee Building

Chair: D. Wyse

- 618 Formative and summative clashes: a theoretical framework for classroom assessment
Chandler-Grevatt, Andrew – University of Sussex
- 293 Should the cognitive ability test (CAT) be used with minority ethnic and English as an additional language (EAL) students?
Hennessy, Natalie – Lancaster University
- 435 Students' and teachers' perceptions of changing assessment practises in secondary schools in Cyprus
Solomonidou, Georgia – University of Leicester

Educational research and educational policy-making

ECR 1.04 | Room 201, Fulton Building

Chair: R. Allen

- 139 Collaboration and competition: a confused vision for our school system?
Edwards, Anna – University of Bristol
- 497 Governmental power and education policy as dispositive
Bailey, Patrick – Institute of Education

Educational research and educational policy-making

ECR 1.05 | Room 213, Fulton Building

Chair: S. Exley

- 504 Inflated visions to sad reality: a qualitative policy study on English as a medium of classroom instruction in Bangladesh
Abedin, Manzoarul – University of Cambridge
- 213 "What about us...??" Exploring 'dalit female' experiences in one premier Indian university
Ovichagan, Samson – King's College London
- 640 Ten years of national teacher evaluation system (NTES) in Chile (2003–2013), consequences, advantages and challenges
Carrasco, Diego – MIDE UC; Valencia, Edgar – MIDE UC

Educational effectiveness and improvement

ECR 1.06 | Room 209, Fulton Building

Chair: TBC

- 481 Strengthening the delivery of the foundation subjects in primary initial teacher education by using the three-lens model
Misra, Sarah – Edge Hill University; Webster, Maggie – Edge Hill University
- 117 A critical exploration of Ofsted's criteria for evaluating the quality of teaching in mainstream schools and how the criteria are perceived by primary school headteachers
McVeigh, Helena – University of Roehampton
- 725 Are school contexts centres of teacher professional development? Design and technology teachers' professional stories and experiences in different school contexts
Chisunga, Christopher – Bedfordshire University

Higher education**ECR 1.07 | Room 101, Fulton Building**

Chair: P. Boyd

- 059 Students access to knowledge in undergraduate law degrees: a Bernsteinian analysis
Ordoyno, Hannah – University of Nottingham
- 357 Developing the quality of reflection by post-graduate student teachers, of physical education in initial teacher education, through supporting reflective practice
Mantle, Melissa – University of Chichester
- 130 Middle management in higher education: perceptions and aspirations
Oldman, Crystal – Queen's Nursing Institute
- 292 Promoting autonomous learning in pakistan's universities through implementation of peer mentoring
Rachel, Nosheen – Middlesex University

Higher education**ECR 1.08 | Room 113, Fulton Building**

Chair: TBC

- 208 'Homespun' locals and 'authentic' university choice – exploring the role of spatial mobility in higher education choice in different post-16 contexts
Gamsu, Sol – King's College London
- 369 Higher education and the transformation of cultural capital: rural students in an elite Chinese university
Yang, Yang – University of Cambridge
- 730 The influence of institutional culture on an English as foreign language (EFL) programme in Saudi Arabia
Alhawsawi, Sajjadllah – University of Sussex; Rind, Irfan – University of Sussex
- 450 Negotiation of ESL teacher identities in Omani higher education
Al-Zadjali, Nihad – University of Sussex

Inclusive education**ECR 1.09 | Room 116, Jubilee Building**

Chair: M. Beaton

- 074 The impact of an annual outdoor recreation experience on four male adolescents with high functioning autism or asperger's syndrome
Waterfall, Claire – University of Chichester
- 315 Transitions of young autistic adults from special schools: methodological challenges
Shepherd, Jacqui – University of Sussex
- 586 "No-one asked her opinion so she didn't give it": the key experiences of two children with asperger syndrome making the transition from primary to secondary school
Jane Hind, Amanda – Institute of Education

Inclusive education**ECR 1.10 | Room 117, Jubilee Building**

Chair: K. Black-Hawkins

- 582 Championing young people is 'as popular as bloody measles' – who cares? Young people, (dis)connection and education
Hughes, Gill – University of Hull
- 161 Experiences of teachers using the Danish bereavement response plan in Danish schools – a system at a crossroad?
Lytje, Martin – University of Cambridge
- 735 Challenges and opportunities for including EU migrant pupils in English educational system
Metu, Uzoamaka – Sheffield Hallam University

Leadership & management in education**ECR 1.11 | Room 202, Fulton Building**

Chair: TBC

- 307 Local responses to national policy: the contrasting experiences of two midlands cities to the academies
Smith, Penny – University of Warwick; Abbott, Ian – University of Warwick
- 184 Understanding school organisational change during post-2008 earthquake in China: a case study of the impact of a post-disaster situation on teachers' well-being
Lei, Bingyin – University of Leicester

Literacy and language**ECR 1.12 | Room 102, Fulton Building**

Chair: S. Ellis

- 137 The headteachers', teachers', and pupils' motivation for and attitudes towards Chinese in English primary schools – a multiple case study in West Midlands
Li, Li – Institute of Education; Medwell, Jane – Institute of Education
- 168 Understanding Mandarin teachers' and English pupils' beliefs about challenges of learning Chinese
Yang, Juan – University of Warwick

Literacy and language**ECR 1.13 | Room 106, Fulton Building**

Chair: J. Soler

- 693 Intercultural competence in the learning of Chinese as a foreign language in the UK
Jin, Tinghe – Institute of Education
- 639 Constructing a corpus of English loanwords in the Japanese language
Barrs, Keith – Shudo University
- 162 Linguistic benefits of heritage learners and non-heritage learners of Chinese from the study-abroad
Ding, Ting – University of Cambridge; Evans, Michael – University of Cambridge

Mathematics education**ECR 1.14 | Room 210, Fulton Building**

Chair: A. Clark-Wilson

- 021 Mathematics beliefs of trainee teachers: do they matter?
Ben-Motreb, Khaled – King Faisal University; AlSalouli, Misfer – King Faisal University
- 700 Intersubjectivity and groupwork in school mathematics: examining year 7 students' interactions from a perspective of communicative action
Kent, Geoffrey – Institute of Education

Mathematics education**ECR 1.15 | Room 211, Fulton Building**

Chair: TBC

- 622 Exploring barriers to arithmetical understanding in primary school mathematics
Virnuls, Peter – University of Bedfordshire
- 055 Implementing mathematics intervention programmes: lack of fidelity or reasoned adaptations?
Jackson, Fiona – University of Cambridge
- 743 To what extent can policy impact upon the teaching and learning of primary mathematics
Penfold, Evelyn – University of Roehampton

New technologies in education**ECR 1.16 | Room 212, Fulton Building**

Chair: TBC

- 216 Towards a model for assessing and supporting normalisation of primary call
Pazio, Monika – University of Bedfordshire
- 714 An example of using blended learning in fitness
Alagul, Ozlem – University of Ankara; Gursel, Ferda – University of Ankara

Physical education and sports pedagogy**ECR 1.17 | Room 203, Fulton Building**

Chair: TBC

- 233 "Do I have a choice?" The influences of family values and investments on Chinese migrant young people's lifestyles and physical activity participation in Australia
Pang, Bonnie – University of Queensland; Macdonald, Doune – University of Queensland; Hay, Peter – University of Queensland
- 573 A critical analysis on the relation between the "lin-sanity" phenomenon and logic of capitalism
Chung, Ming-Lun – National Chi Nan University; Weng, Fwu-Yuan – National Chi Nan University
- 217 Whole school management issues concerning the physical education department; "a natural division of labour?"
Williams, Gareth – Edge Hill University; Williams, Dean – Edge Hill University

Practitioner research**ECR 1.18 | Room 114, Fulton Building**

Chair: d. Sruthers

- 034 The creative analytic paradigm: raising the insignificant details of experience to significance
Barnett, Anthony – University of Worcester
- 159 Knocking on the gatekeeper's door: the challenges, frustrations and achievements of negotiating access to research participants in doctoral level research
Temple, Anne – Leeds Metropolitan University
- 501 Living the experience I want to investigate: challenges and strategies for practitioner ethnography
de St Croix, Tania – King's College London

Race ethnicity and education**ECR 1.19 | Room G36, Jubilee Building**

Chair: V. Lander

- 160 Black African students and the art and design educational space
Theuri, Sylvia – University of Salford
- 222 Muslim pupil discourses on ethnic school segregation
Miah, Shamim – University of Huddersfield

Social justice**ECR 1.20 | Room 115, Jubilee Building**

Chair: R. Boyask

- 721 Elementary education for disadvantaged in India
Gupta, Achala – University of Cambridge
- 628 Exploring learning cultures in socially excluded communities
Birch, Carrie

Teacher education and development**ECR 1.21 | Room 110, Fulton Building**

Chair: M. Hulme

- 012 The experience of using a cognitive acceleration in mathematics education (CAME) approach with prospective primary teachers in Chile
Tornero, Bernardita – King's College London
- 138 How can the PGCE course help beginning teachers to develop the speaking skills of their language
Regan, Vanessa – University of Sussex
- 261 What are the experiences and challenges for NQTs in becoming outstanding teachers of phonics?
Boardman, Karen – Edge Hill University

Teacher education and development**ECR 1.22 | Room 214, Fulton Building**

Chair: G. Beauchamp

- 633 Teachers and school research practices: filling in the gaps between teachers' values and practices
Procter, Richard – University of Bedfordshire
- 679 Making a difference? Teaching schools engaging in research
Ince, Amanda – Institute of Education
- 240 Quadraciprocal relationships – a new paradigm in teacher preparation
Scamporlino, Rannah – University of Melbourne;
Anderson, Melody – University of Melbourne

Youth studies**ECR 1.23 | Room G31, Jubilee Building**

Chair: J. Batsleer

- 345 From "paralysing myths" to curriculum expansion: equipping youth & community work students to meet the needs of young people today
Melvin, Jane – University of Brighton
- 635 Exploring work with families through outdoor and experiential learning
Breeze, Kate – University of Cumbria

Early Career Researcher Conference

Parallel Session 2

Tuesday 3 September | 11.50–13.05

Arts based educational research / early childhood

ECR 2.01 | Room G31, Jubilee Building

Chair: TBC

- 232 Play in Chinese kindergartens: teacher-child interactions in play and the context influences them
Yang, Yanjuan – The Warwick Institute of Education;
Yang, Ye – The College of Education Science of Hunan Normal University
- 532 Examining the transformative role of music education in developing students' understandings of sustainable development
Cheng, Yusi – Brunel University

Comparative and international education

ECR 2.02 | Room 106, Fulton Building

Chair: TBC

- 514 The impact of model United Nations conferences on global citizenship identity, for Greek senior high
Bastaki, Maria – University of Birmingham
- 100 Conflict of identity in Nigerian students attending international schools in Nigeria
Emenike, Nkechi – University of Hull

Comparative and international education

ECR 2.03 | Room 109, Fulton Building

Chair: TBC

- 611 A comparative exploration of the meanings of apprenticeship: convergence or divergence in apprenticeship in England, Finland and France?
Mazenod, Anna – University of Roehampton
- 489 'School as asylum' in the wake of the Tohoku earthquake in Japan – a case of elementary school in Otsuchi town of Iwate prefecture
Murakami, Junichi – The University of Tokyo Graduate School
- 470 Policy as discourse and policy as capital: the case of the civic education policy formation in Serbia
Djerasimovic, Sanja – University of Oxford

Creativity in education

ECR 2.04 | Room 204, Fulton Building

Chair: TBC

- 125 Lip-service to speaking and listening: oral storytelling, arts based education and the hegemony of literacy
Hibbin, Rebecca – Lancaster University
- 727 Reach a common language? A useful tool to evaluate the effects of creative and imaginative learning
Kuo, Hsu-Chan – Faculty of Education

Curriculum, assessment and pedagogy

ECR 2.05 | Room 118, Jubilee Building

Chair: D. Wyse

- 107 Addressing the needs of non-native speakers entering English education at the secondary stage
Werno, Magda – Anglia Ruskin University
- 238 Imagining the future: a critical discourse analysis of teacher perceptions of their work in open plan learning communities
Edwards, Debra – La Trobe University; Farrelly, Cathleen – La Trobe University

Educational research and educational policy-making

ECR 2.06 | Room 201, Fulton Building

Chair: R. Allen

- 446 Pupil perspectives on biodiversity; what do children learn in informal settings?
Kimble, Grace – Institute of Education
- 466 How do year nine students "encounter" the holocaust?
Kirkland, Catrina – Institute of Education

Higher education

ECR 2.08 | Room 101, Fulton Building

Chair: P. Boyd

- 372 An exploration of the relationship between academic work and parenthood
Rosewell, Kayleigh Lancaster University
- 454 When opportunity knocks!
Whewell, Emma – University of Northampton; Smith, Andrew – University of Northampton

2

3 SEP 11:50–13:05

Inclusive education

ECR 2.09 | Room 117, Jubilee Building

Chair: M. Beaton

- 437 The need for teachers to hear the voices of children with dyspraxia in UK secondary schools
Edmonds, Casey – University of East London
- 404 Voices of the 'gifted' minority ethnic student: a study of the psychosocial experiences of minority ethnic students from disadvantaged backgrounds involved in educational programmes aimed at identifying and developing 'giftedness'
Carter, Emma – University of Cambridge
-

Literacy and language

ECR 2.10 | Room 102, Fulton Building

Chair: S. Ellis

- 711 Investigating school-based co-curricular activities as sites for expanding learning spaces
Kew Chong, Sau – National Institute of Education
- 309 Pupils' perceptions of (foreign) languages across the primary-secondary school transition in four school clusters
Richardson, Katherine – University of Warwick
-

Mathematics education

ECR 2.11 | Room 210, Fulton Building

Chair: A. Clark-Wilson

- 276 Teaching mathematics for social justice: reflecting on the nature of mathematics and status of school
Wright, Pete – University of Sussex
- 686 When numbers get in the way: geometrical argumentation from students with low prior attainment in mathematics
Clarke, Nichola – University of Nottingham
-

New technologies in education

ECR 2.12 | Room 212, Fulton Building

Chair: TBC

- 595 The impact of identity on the undergraduate student experience of technology supported learning
Davis, Jane – Colchester Institute
- 057 To identify the nature and scope of the social phenomena of cyber-bullying and its victims in the Bath and North East Somerset local authority and to then identify the new police/stakeholder partnership systems and cross-agency social protocols
Selby, Simon – Bath Spa University; Coombs, Steven – Bath Spa University
- 223 Can gifted students benefit from an international online community?: A research in progress
Charalampidi, Marina – University of Warwick
-

Philosophy of education

ECR 2.13 | Room 113, Fulton Building

Chair: H. Lees

- 602 What does it feel like to be a citizen? Aristotelian political emotion and citizenship education
Gideon, Ido – Oxford Brookes University
- 558 Temporal education and freedom: a response to Biesta and Säfström's manifesto
Yun, SunInn – Institute of Education University of London
- 577 Two works by Keith Arnatt: and how what is teachable in respect of art practice was recuperated as philosophy; and why teaching in an art school within a university is no longer a coherent activity
Marshall, Michael – Institute of Education
-

Practitioner research

ECR 2.15 | Room 114, Fulton Building

Chair: d. Struthers

- 433 Translating idealism into practice: school leadership and pupil voice
Avieson, Craig – University of East Anglia
- 561 Student teachers: catalysts for the development of classroom research culture and school improvement?
Rosenthal, Robert – University of Sussex
- 598 Herding cats and conversation: youth work stories from the field
Windon, Lisa – The University of Sydney
-

Race ethnicity and education

ECR 2.16 | Room G36, Jubilee Building

Chair: V. Lander

- 475 Research methodology, state surveillance and youth identity construction: tensions in ethnographic research with surveilled communities in the United States
Ali, Arshad – Institute of Education
- 585 Faith, culture and community: the education of young muslim women in New York City
Vincent, Katharine – Institute of Education
- 669 'I have a master's degree; hire me!': Investigating the impact of education and social class on the professional positioning of Pakistani and Algerian women in France and Britain
Naseem, Jawiria – Institute of Education
-

Research methodology in education

ECR 2.17 | Room 211, Fulton Building

Chair: L. Florian

- 324 Group discussion in primary science: teacher reflective oral diaries as a research tool
Hewitt, Liz – University of Leicester
- 390 Teaching of gymnastics in the higher education: reflections over the students' evaluation
Nunomura, Myrian – University of Sao Paulo; Carbinatto, Michele – University of Sao Paulo
-

Social justice

ECR 2.18 | Room 115, Jubilee Building

Chair: R. Boyask

- 581 The use of didactic vs discursive English literature texts in Tanzanian secondary schooling: implications for gender justice
Nussey, Charlotte – Institute of Education
- 256 'It's not political, you know': an exploration of knowledge and meaning generated by a 'rights respecting' discourse within one English primary school
Webb, Rebecca – University of Sussex

Social theory and education

ECR 2.19 | Room 202, Fulton Building

Chair: M. Murphy

- 738 Discourse, where is your sting? Exploring the biographies of outstanding female mathematics students
Pomeroy, David – University of Cambridge
- 663 Who am I? A case study of the positioning of mainland Chinese students in Hong Kong higher education
Xu, Lingling – University of Cambridge

Teacher education and development

ECR 2.20 | Room 214, Fulton Building

Chair: M. Hulme

- 308 Communities of practice or practice communities: the role of online discussion in the context of the master of teaching (MTeach)
Unwin, Adam – Institute of Education
- 353 Teacher educators' self-image and their professional development: a case study in Shanghai
Qiu, Chao – University of Glasgow
- 463 Is changing teaching practice the mission impossible? : Case study of continuing professional development for primary school teachers in Senegal
Miyazaki, Takeshi – University of Sussex

Teacher education and development

ECR 2.21 | Room 203, Fulton Building

Chair: G. Beauchamp

- 391 Relationship of demographic factors with emotional intelligence of prospective teachers
Shafiq, Farah – University of Glasgow
- 483 The emerging professional: an investigation into students' developing conceptions of the relationship of theory to classroom practice in developing teacher knowledge before, during and after a PGCE programme
Knight, Rupert – University of Derby
- 363 What makes me into a teacher? A partial case study, using a narrative methodology, of the development of professional identity in early career teachers
Lord, Janet – School of Education

Youth studies

ECR 2.22 | Room 205, Fulton Building

Chair: J. Batsleer

- 594 A sociological analysis on school bullying culture in Taiwan
Chung, Minglun – The University of Sheffield
- 648 The roles of problem-solving skills in the relationships between negative parenting and relational aggression among adolescents in Taiwan
Hsieh, Yi-Ping – National Cheng Kung University; Wang, Shu-Huan – Kaohsiung Medical University
- 058 An investigation into students' perceptions of factors which influence their aspirations
Young, Jonathan – Leicester University

2

3 SEP 11:50–13:05

Keynote Symposia

Tuesday 3 September | 14.15–15.45

Defending difference in higher education: a symposium from the Centre for Higher Education and Equity Research (CHEER)

Higher education

Keynote 1 | Room 144, Jubilee Building

Session type: Symposium 3719

Chair: L. Morley

Discussant: M. David

- 062 Leading higher education differently: desiring, dismissing or disqualifying women?
Morley, Louise – University of Sussex
- 063 Bad new days? A state of feminist emergency of/in and beyond higher education
Hey, Valerie – University of Sussex
- 064 Gender difference, feminism and universities
David, Miriam Institute of Education
- 066 Defending difference in higher education pedagogies
Jane Burke, Penny – University of Sussex
- 753 Defending difference in higher education: a symposium from the centre for higher education and equity research (CHEER)
Phipps, Alison – University of Sussex

'Aspiration nation'? Critically examining young people's imagined futures

Social justice

Keynote 2 | Room G38, Jubilee Building

Session type: Symposium 3722

Chair: L. Harvey

Discussant: B. Francis

- 076 The X factor generation? Young people's aspirations and celebrity culture
Mendick, Heather – Brunel; Allen, Kim – Manchester Metropolitan University; Harvey, Laura – Brunel
- 083 What do young people aged 10–14 aspire to ... and why? Interplays of power, habitus and capital in the formation of aspirations
Archer, Louise – King's College
- 084 Young people's aspirations in two recessions
Crow, Graham – University of Edinburgh; Lyon, Dawn – University of Kent; Morgan Brett, Bethany – University of Essex; Weddell, Emma – University of Sussex

Educational inequalities in schools and higher education

Race ethnicity and education

Keynote 3 | Room Fulton A, Fulton Building

Session type: Symposium 3718

Chair: K. Bhopal

Discussant: TBC

- 043 Educational inequalities: 'race', class and gender
Bhopal, Kalwant – University of Southampton; Maylor, Uvanney – University of Bedfordshire
- 045 How fair is Britain? Addressing race and education inequalities – towards a socially just education system in the 21st century
Crozier, Gill – University of Roehampton
- 046 Intersections of ethnicity, gender, social class and an itinerant lifestyle: teachers' narratives
Henderson, Robyn – University of Southern Queensland
- 047 Black academic success: what's changed?
Rhamie, Jasmine – University of Roehampton
- 048 Intersectionality and gendered surveillance: the social construction of young muslim women in schools
Mirza, Heidi – Institute of Education; Meeto, Veena – Institute of Education

Innovative social science research and education: learning from NCRM projects on multi-modal digital methodologies, narrative approaches, and case studies of innovation (netnography, child-led research and creative research)

Research methodology in education

Keynote 4 | Room Fulton B, Fulton Building

Session type: Symposium 3724

Chair: L. Todd

Discussant: L. Florian

- 086 Multimodal methods for digital environments
Jewitt, Carey – Institute of Education
- 087 Adult retrospective narratives of childhood language brokering practices: analysing innovative family educational practices
Phoenix, Ann – Institute of Education
- 088 Risk, creativity and ethics: dimensions of innovation in qualitative social science research methods
Nind, Melanie – University of Southampton; Wiles, Rose – University of Southampton; Bengry-Howell, Andrew – University of Southampton

Main Conference

Parallel Session 1

Wednesday 4 September | 9.00–10.30

1
4 SEP 9:00–10:30

Spotlight session

Where do we come from? What are we? Where are we going? What the arts can provide for education

AARE Symposia | Room Fulton A, Fulton Building

Presenters: Professor Margaret Barrett, University of Queensland; Professor Andrew Martin, University of Sydney; Dr David Sudmalis, Australia Council for the Arts; Dr Margaret Baguley (University of Southern Queensland; Dr Georgina Barton Griffith University; Ms Abbey MacDonald (University of Tasmania); Discussant: Professor Robyn Ewing, University of Sydney; Professor Graham Welch, Institute of Education, University of London.

The research presented in this symposium draws upon and contextualises key national/international initiatives. The experience and engagement in the arts by the respective authors' has ensured the quality and relevance of each paper. The current climate of external benchmarking in the Australian education sector and the potential tensions which may arise from the implementation of the Australian Curriculum: The Arts, makes this symposium both timely and of national/international significance.

In the 21st century creativity is being seen as a new economic driver for international competitiveness (Davis, 2008; Robinson, 2001; Sawyer, 2006). Interestingly however, Bamford (2006) notes that although the arts appear in the educational policy of almost every country, there is a disjuncture between the 'lip service' given to arts education and its priority within schools. Caldwell and Vaughan (2012) found the dual pressures of increased emphasis on literacy and numeracy in addition to cutbacks in public funding have affected the arts most severely in Australia, despite strong evidence that the arts improve success in these areas. The symposium title *Where Do We Come From? What Are We? Where Are We Going?* is from a famous Gauguin painting and parallels questions about growth and decline, struggle and elucidation, purpose and intent. The impact on practice and policy is felt in the tensions being experienced by educators working in increasingly output driven institutions where standardised testing is prioritised. Providing information to challenge and inform educators generally is pivotal in bringing about positive change.

Creative connections: encouraging an ever closer union?

Arts based educational research

1.01 | Room 114, Fulton Building

Session type: Symposium 3757

Chair: M. Richardson

Discussant: M. Richardson

- 603 Translating learner voice
Berry, Miles – University of Roehampton
- 604 Trans-country connections: the power of the pupil "voice" across European boundaries
M Collins, Fiona – University of Roehampton
- 606 Art and identity
Ogier, Susan – University of Roehampton

Transforming learning through creative teaching

Creativity in education

1.02 | Room 207, Fulton Building

Session type: Individual papers

Chair: P. Burnard

- 155 Creating writing out of art: an ethnographic study of an adult education class in a gallery setting
Sabeti, Shari – University of Stirling
- 023 Creative approaches to teaching: linking cultural forms to raise standards in music education
Everley, Suzanne – University of Chichester; Boniface, Margaret – University of Chichester
- 366 Developing classroom composing in an KS4 secondary school music class
Fautley, Martin – Birmingham City University; Kinsella, Victoria – Birmingham City University
- 584 Cultivation of creativity processes at the different levels of the education system
Geer Hammershøj, Lars – Aarhus University

The curriculum, policy and society

Curriculum, assessment and pedagogy

1.03 | Room 205, Fulton Building

Session type: Individual papers

Chair: B. Singh

- 157 What role does the choice of history curriculum topics play in promoting a sense of identity and social cohesion amongst young people?
Harris, Richard – University of Reading
- 377 What counts in the middle years?
Groundwater-Smith, Susan – University of Newcastle; Mockler, Nicole – University of Newcastle
- 680 The factory model of schooling – outdated and not fit for the 21st century
Singh, Birendra – Institute of Education

Professional development and identities

Early childhood

1.04 | Room 214, Fulton Building

Session type: Individual papers

Chair: M. Jopling

- 032 Build me a male role model! A critical exploration of the perceived qualities/characteristics of men in the early years (0–8)
Brownhill, Simon – University of Cambridge
- 060 A policy-to-practice study of male professionals within early childhood education and care in England
Jones, Charlotte – Birmingham City University
- 560 Participatory research project within a higher education institution
Kanyal, Mallika – Anglia Ruskin University; Luff, Paulette – Anglia Ruskin University

Policy-making and the curriculum

Educational research and educational policy-making

1.05 | Room 110, Fulton Building

Session type: Individual papers

Chair: G. Moss

- 211 Techniques, tactics and strategies for conceptual change in school science
Riordan, John-Paul – Canterbury Christ Church University
- 688 The politics of assessment and progression in the literacy curriculum: the dilemmas in current practice viewed through the lens of the past
Moss, Gemma – Institute of Education
- 452 Decoding identity: programming prospective pedagogic identities
Williamson, Ben – University of Stirling
- 579 Early entry for GCSE – is it a good thing?
Pak Cheung, Chung – OCR; Black, Beth – OCR

Young people and educational aspirations

Educational research and educational policy-making

1.06 | Room 118, Jubilee Building

Session type: Individual papers

Chair: W. Baker

- 044 Aspirations, education and inequality
Baker, William – Oxford University
- 399 Self-regulated learning and students' learning satisfaction – mediation effect of self-efficacy
Wu, Cho-Jung – Graduate Institute of Education; Wang, Chih-Hung – Graduate Institute of Education

Expanded notions of achievement

Educational effectiveness and improvement

1.07 | Room 106, Fulton Building

Session type: Individual papers

Chair: J. Hsu

- 752 Achievement for all: evaluating the impact of wider outcomes through a pilot collaboration with the Youth Sport Trust
Blandford, Sonia – Achievement for All; Knowles, Catherine – Achievement for All
- 332 Self-regulated learning and students' learning satisfaction in Taiwan – mediation effect of self-efficacy
Hsu, Jin-Rong – National Changhua University of Education; Wang, Chih-Hung – National Changhua University of Education; Lu, Pei-Shan – Chaoyang University of Technology; Sun, Pei-Chien – National Changhua University of Education; Huang, Hsiu-Ping – National Changhua University of Education; Wei, Chia-Ying – National Changhua University of Education; Liu, Chao-Lung National Changhua

Women, higher education and leadership: coming in from the cold

Higher education

1.08 | Room 104, Fulton Building

Session type: Symposium 3744

Chair: P. Drake

Discussant: J. Murray

- 380 Swimming against the tide? Women leaders promoting research in a new university
Griffiths, Vivienne – Canterbury Christchurch University
- 381 Leading reforms from within: new models of community based leadership
White, Simone – Monash University
- 383 Misrecognised and misrecognising in an awfully familiar strange land
Drake, Pat – Victoria University

Academic writing development

Higher education

1.09 | Room 103, Fulton Building

Session type: Individual papers

Chair: C. Howell-Richardson

- 352 Enquiring into writing development across research degrees: a new generative model
Odena, Oscar – University of Glasgow; Burgess, Hilary – University of Leicester
- 704 Acting on assignment briefs – are we on the same page?
Howell-Richardson, Christina – Coventry University
- 220 Using the visualiser to support students' academic writing
Backhouse, Anita – York St John University; Elbra-Ramsay, Caroline – York St John University

Professional development

Inclusive education

1.10 | Room 213, Fulton Building

Session type: Individual papers

Chair: S. Bracken

- 359 Ethical leadership in a time of increasing accountability
Ehrich, Lisa – Queensland University of Technology; Carrington, Suzanne – Queensland University of Technology; Harris, Jessica – Queensland University of Technology; Klenowski, Val – Queensland University of Technology; Smeed, Judy – Queensland University of Technology; Ainscow, Mel –
- 178 'Coherence and capacity': examining professional development in a special school
Brown, Julian – University of Northampton; Doveston, Mary – University of Northampton
- 035 Assessing the impact of professional development on inclusive learning and teaching: research findings from a review of the national award SENCO
Bracken, Seán – University of Worcester; Dart, Gareth – University of Worcester

Attitudes to education

Inclusive education

1.11 | Room 101, Fulton Building

Session type: Individual papers

Chair: M. Beaton

- 314 'Engaged voices' – an exploration of the development of identity
Beaton, Mhairi – University of Aberdeen
- 009 Residential outdoor experiences and their impact in the classroom: educational aspirations and attitudes
Fuller, Carol – University of Reading; Ward, Gavin – University of Wolverhampton
- 431 White British girls on free school meals: negotiating identity, attainment and transition in their first term at secondary school
Fisher, Helen – University of Roehampton

Impact of leadership development on teacher perceptions & attitudes

Leadership & management in education

1.12 | Room 206, Fulton Building

Session type: Individual papers

Chair: J. Smith

- 150 Early career teachers' experiences and perceptions of leadership
Pedder, David – University of Leicester
- 480 The relationship between educational leadership by the head teacher and teachers' work-related attitudes in Romanian upper-secondary schools
Ilie, Sonia – University of Cambridge
- 601 What should be the next great leap forward: a case study of training for school leadership within a district education authority in China?
Zhang, Wei – The University of Leicester

Literacy in a globalized world

Literacy and language

1.13 | Room G31, Jubilee Building

Session type: Individual papers

Chair: L. Limbrick

- 661 Literate identity and engagement in literacy activities: an international exploration
Limbrick, Libby – University of Auckland; Beach, Sally – Oklahoma University; Ward, Angela – University of Saskatchewan
- 104 A cross-case comparison of two Singaporean adolescent boys' reading practices in a globalized world
Ee Loh, Chin – National Institute of Education
- 652 Language effects on phonological awareness and reading skills in Spanish
Guardia, Paula – University of Cambridge; Goswami, Usha – University of Cambridge

Early years literacy: policy and practice

Literacy and language

1.14 | Room 109, Fulton Building

Session type: Individual papers

Chair: M. Meiers

- 193 Literacy learning in the transition between preschool and school
Meiers, Marion – Australian Council for Educational Research
- 529 Towards a balanced approach to early reading in Sub-Saharan Africa: the phonics versus 'whole language' debate continues
Westbrook, Jo – University of Sussex

Contrasting perspectives from mathematics classrooms in England and Malawi

Mathematics education

1.15 | Room 102, Fulton Building

Session type: Individual papers

Chair: A. Clark-Wilson

- 174 The interactional treatment of mathematical mistakes
Ingram, Jenni – University of Warwick; Baldry, Fay – University of Warwick
- 325 Students' interests as an aspect of relevance in school mathematics
Kazima, Mercy – University of Malawi

Pedagogical approaches and insights through technological innovation

New technologies in education

1.16 | Room 204, Fulton Building

Session type: Individual papers

- 605 Towards an empirical model of effective digital technology integration for learning within secondary school classrooms
Kirkman, Philip – University of Cambridge
- 183 Assessment and feedback innovation for language studies in a Malaysian university
Lin Ding, Seong – University of Malaya

Substantive questions for contemporary education

Philosophy of education

1.17 | Room 115, Jubilee Building

Session type: Individual papers

Chair: A. Raike

- 632 Education, neuroscience and the “normativity of the mental”
Kotzee, Ben – University of Birmingham
- 181 Developing identifiable graduate identity to support employability
Raiker, Andrea – University of Bedfordshire

Models-based practice in physical education: exploring the concept and the evidence

Physical education and sports pedagogy

1.18 | Room 144, Jubilee Building

Session type: Symposium 3754

Chair: D. Kirk

Discussant: P. Hastie

- 539 Educational value and models-based practice in physical education
Kirk, David – University of Bedfordshire
- 541 Adoption of model based instruction in physical education: facilitators and inhibitors across teachers' stages of development
Metzler, Mike – Georgia State University
- 542 Teachers' experiences of models-based practice: a review of literature
Casey, Ashley – University of Bedfordshire

Learning, culture and situation in post-compulsory education and training

Post-compulsory and lifelong learning

1.19 | Room G36, Jubilee Building

Session type: Individual papers

Chair: S. Loo

- 114 Creative knowledge workers in the knowledge economy: how they apply tacit and explicit knowledge and implications for learning
Loo, Sai – Institute of Education
- 597 Adult learners in an intercultural setting
Njiraini, Nancy – University of Glasgow

Exploring various leadership roles through reflexivity

Practitioner research

1.20 | Room 203, Fulton Building

Session type: Individual papers

Chair: D. Struthers

- 140 Reflective conversations with headteachers: trusting your inner voice
Marshall, Patrick – University of Hertfordshire
- 641 Researching chaplaincy in action
McNiff, Jean – York St John University; Njenga, Lukas – York St John University
- 715 Using a living theory approach to action research to develop authenticity as an organisational leader
Walton, Joan – Liverpool Hope University

Critical race theory and initial teacher education

Race ethnicity and education

1.21 | Room Fulton B

Session type: Symposium 3748

Chair: S. Pearce

Discussant: K. Lewis

- 458 Teacher racism in the classroom and staffroom
Pearce, Sarah – Goldsmiths
- 459 Exploring the experiences of African and African-Caribbean students on an initial teacher education
Poku, Veronica – Goldsmiths
- 464 Mixed heritage children's identities and experiences in school
Lewis, Kirstin – Goldsmiths

RE teacher education and collaborations with science education

Religious and moral education

1.22 | Room 210, Fulton Building

Session type: Individual papers

Chair: L. Revell

- 625 Designing an online pedagogy for primary teacher education in RE
Fancourt, Nigel – University of Oxford
- 550 What is happening to primary religious education in initial teacher education?
Whitworth, Linda – Middlesex University; Walters, Rosemary – Canterbury Christ Church University

Perspectives on education from the margins of society

Social justice

1.23 | Room 155, Jubilee Building

Session type: Individual papers

Chair: M. Mills

- 681 Up and out? Or down and out? Education pathways of young people in the youth justice system in England and Wales
Lanskey, Caroline – University of Cambridge
- 351 Alternative education provision: a dumping ground for 'wasted lives' or a challenge to the mainstream?
Mills, Martin – The university of Queensland; Renshaw, Peter – The university of Queensland

Educational destinations and futures of students from disadvantaged backgrounds

Social justice

1.24 | Room 209, Fulton Building

Session type: Individual papers

- 373 Moving beyond taste: desire and capability for higher education aspirations
Parker, Stephen – Deakin University; Gale, Trevor – Deakin University; Bok, Jessica – Deakin University
- 465 Positive school leaver destinations in Glasgow secondary schools in areas of deprivation
McKinney, Stephen – University of Glasgow; Hall, Stuart – University of Glasgow

Participation in school governance within the structural reform of schooling

Social justice

1.25 | Room 203, Fulton Building

Session type: Symposium 3735

Chair: R. Boyask

Discussant: H. Gunter

- 277 Conditional equality in the governance of privatised schooling
Boyask, Ruth – Plymouth University
- 279 The managerial structures of education: school governors and governing practices
Wilkins, Andrew – Roehampton University
- 280 Governing free schools: new agents and new forms of privatisation?
Higham, Rob – Institute of Education

Teacher wellbeing: theoretical and research perspectives

Teacher education and development

1.26 | Room 107, Fulton Building

Session type: Individual papers

Chair: A. Hobson

Discussant: I. Menter

- 331 Developing a model for understanding and promoting the wellbeing of beginning teachers
Maxwell, Bronwen – Sheffield Hallam University; Hobson, Andrew – Sheffield Hallam University; Ashby, Pat – Sheffield Hallam University
- 333 Models of wellbeing and their application to the assessment of wellbeing in secondary school teachers
Macaskill, Ann – Sheffield Hallam University; Owen, David – Sheffield Hallam University

Extending learning: spaces and places

Teacher education and development

1.27 | Room 116, Jubilee Building

Session type: Individual papers

Chair: S. MacQuarrie

- 456 Connecting learning inside and outside the classroom – between spaces, between learners
MacQuarrie, Sarah – Mindstretchers Ltd
- 229 Student teachers exploring the museum experience
Tzibazi, Vasiliki – The University of Winchester
- 667 Sharing the strands: how can subject knowledge in primary MFL be optimised through shared intercultural experience to impact on primary pedagogy? An action research study involving French
Hughes, Bernadette – Liverpool Hope University; Hordern, Brigitte – Liverpool John Moores University

Using students' voices to promote inclusion through teacher professional development in schools

Teacher education and development

1.28 | Room 117, Jubilee Building

Session type: Symposium 3762

Chair: K. Messiou

Discussant: S. Carrington

- 657 Developing the rationale for the project and a way of working with schools
Kyriaki – Southampton Education School; Sandoval, Marta – Autonoma University of Madrid; Vitorino, Teresa – University of Algarve
- 665 Engaging with students' voices as a strategy for teachers' professional development
Goldrick, Sue – University of Manchester; Hope, Max – University of Hull; Simon, Cecilia – Autonoma University of Madrid; Quintas, Helena – Autonoma University of Madrid
- 668 Developing and sustaining such approaches in schools
Ainscow, Mel – University of Manchester; Echeita, Gerardo – Autonoma University of Madrid; Paes, Isabel – University of Algarve

Managing classroom behaviour

Teacher education and development

1.29 | Room 202, Fulton Building

Session type: Individual papers

Chair: R. Payne

- 248 Understanding behaviour management skills
Bentham, Sue – University of Chichester; O'Kelly, Julia – University of Chichester; Bignell, Antony – University of Chichester
- 006 Positive behaviour?
Payne, Ruth – University of Leeds
- 221 Exploring the application of behaviour profiling using the Birkman method® with secondary teachers
Bentham, Sue – University of Chichester; O'Kelly, Julia – University of Chichester; Bignell, Antony – University of Chichester

Youth interventions in 'lived communities': critical perspectives on the process and impact of youth work

Youth studies

1.30 | Room 201, Fulton Building

Session type: Individual papers

Chair: P. Thomas

- 416 Prevent – the securitisation of youth work practice?
Thomas, Paul – University of Huddersfield
- 575 Youth cultures, environmental justice and education: results from a participatory research in Rio de Janeiro
Puggian, Cleonice – University of Grande Rio; Geraldo da Rocha, José – University of Grande Rio; Ribeiro de Oliveira, Manoella – University of Grande Rio; Lima, Jefferson – University of Grande Rio
- 123 Aristotle, phronesis & youth work – measuring the process: a contradiction in terms...?
Ord, Jon – UCP Marjon

Main Conference

Parallel Session 2

Wednesday 4 September | 11.00–12.30

Spotlight session

BERA & RSA Research and Teacher Education Inquiry

Room 101, Fulton Building

Including: Professor John Furlong and Professor Ian Menter

BERA, in partnership with the RSA, is conducting a major Inquiry into the relationship between educational research and teacher education, focusing on the contribution that research-informed teacher education can make to improve the quality of teaching and learning outcomes. This follows the publication last year of the joint report with UCET about the future of educational research.

The aims of the Inquiry are to:

- Shape debate – by collecting and reviewing evidence about the role which research-informed teacher education plays in promoting school improvement;
- Inform policy – within Government and the education sector by making recommendations to develop the relationship between research and teacher education;
- Influence practice – developing practical approaches to connect researchers, teacher educators, teachers and others.

The scope of the Inquiry includes policy and provision for both initial teacher education (ITE) and continuous professional development (CPD) in each of the four nations (England, Scotland, Wales and Northern Ireland).

This session will explore the emerging findings and will be led by the Chair of the Inquiry's Steering-group, Professor John Furlong.

Citizenship and identities in international educational research

Comparative and international education

2.01 | Room 109, Fulton Building

Session type: Individual papers

Chair: N. Savvides

- 624 Becoming Europeans? Understanding the complexity of students' multiple identities at three European schools
Savvides, Nicola – Durham University
- 260 The social role and impact of technology in supporting global partnerships: developing cultural empathy and the living global citizenship agenda
Potts, Mark – Bath Spa University; Coombs, Steven – Bath Spa University; Whitehead, Jack – Liverpool Hope University
- 473 Policy as discourse and policy as capital: the case of the civic education policy formation in Serbia
Djerasimovic, Sanja – University of Oxford
- 484 Critical international case study research with peer educators to explore comprehensive sexuality education in realising youth sexual and reproductive health rights
Johnson Vicky – University of Brighton

Creative teaching and learning across primary & secondary curricula

Creativity in education

2.02 | Room 208, Fulton Building

Session type: Individual papers

Chair: P. Burnard

- 025 Creative learning as process: did 'London 2012' provide the stimulus to promote learning in art, music and science, engineering and technology?
Everley, Suzanne – University of Chichester; Boniface, Margaret – University of Chichester
- 152 Creativity in teaching and learning: using the natural environment to enhance learning across the curriculum
Passy, Rowena – Plymouth University; Waite, Sue – Plymouth University

2

4 SEP 11:00–12:30

Education and childhood: from current certainties to new visions

Curriculum, assessment and pedagogy

2.03 | Room Fulton A

Session type: Symposium 3723

Chair: D. Wyse

Discussant: I. Menter

- 077 Paper 1: Childhoods and contemporary practices
Jones, Phil – Institute of Education
- 078 Paper 2: Child centred education reconsidered
Rogers, Sue – Institute of Education
- 079 Paper 3: 'School readiness' discourse and early years pedagogy
Roberts-Holmes, Guy – Institute of Education
- 080 Paper 4: Agency, creativity and the curriculum
Wyse, Dominic – Institute of Education
-

Researching professional knowledge and practice

Early childhood

2.04 | Room 204, Fulton Building

Session type: Individual papers

Chair: S. Brownhill

- 348 Changing practice in early years settings: the difference confidence makes
Davis, Geraldine – Anglia Ruskin University; Waller, Tim – Anglia Ruskin University
- 081 Using a model of team reflection to improve the quality of practice and provision in the early years
Colwell, Jennifer – University of Brighton
- 653 Exploring practice leadership among early years professionals: outcomes from the longitudinal study of EYPS
Jopling, Michael – University of Wolverhampton; Hadfield, Mark – University of Wolverhampton; Needham, Martin – University of Wolverhampton
-

Current UK government education policy reforms

Educational research and educational policy-making

2.05 | Room 103, Fulton Building

Session type: Individual papers

Chair: D. Gillies

- 206 Analysing Mr Gove's educational discourse
Gillies, Donald – York St John University
- 384 Deploying values in workforce remodelling: a study of the 'cult' of improvement in education policy and discourse of primary practitioners
Bates, Agnieszka – University of Roehampton
-

Social class gaps in attainment

Educational research and educational policy-making

2.06 | Room 118, Jubilee Building

Session type: Individual papers

Chair: C. Taylor

- 118 Stereotyped at seven: what drives attainment gaps during primary school? Analysis using the millennium cohort study
Campbell, Tammy – Institute of Education
- 461 Interrupting educational inequality in the UK: evidence from the UK millennium cohort study
Taylor, Chris – Cardiff University; Power, Sally – Cardiff University
-

Language, literacy and disadvantage

Educational effectiveness and improvement

2.07 | Room 201, Fulton Building

Session type: Individual papers

Chair: F. Demie

- 350 How secondary school English teachers attend to literacy problems
Harris, Linda – University of Strathclyde
- 355 Enhancing school effectiveness through stakeholder participation: an action research project
Nampota, Dorothy – University of Malawi
- 294 Language diversity and attainment: can language data help in unmasking differences in performance by ethnic background?
Demie, Feyisa – Lambeth LA
-

Academic professional issues

Higher education

2.08 | Room 211, Fulton Building

Session type: Individual papers

Chair: B. Tynan

- 242 E-teaching and workload in higher education
Tynan, Belinda – University of Southern Queensland; Ryan, Yoni – Queensland University of Technology
- 003 Professionally bound: faculty of color in US colleges
S. Levin, John – University of California
- 005 Professional positioning: part-time faculty in further and higher education
S. Levin, John – University of California
-

Gender in education

Higher education

2.09 | Room 104, Fulton Building

Session type: Individual papers

Chair: M. Moreau

- 310 'I think that's bad': lay normativity and class and gender barriers to employment in primary teaching in the UK
Morrison, Andrew – Cardiff Metropolitan University
- 430 Male carers in higher education: towards the end of the male breadwinner model?
Moreau, Marie-Pierre – University of Bedfordshire
- 684 Representations of students in student-produced visual texts: a gender analysis
Read, Barbara – University of Glasgow; Leathwood, Carole – London Metropolitan University

Support in the classroom

Inclusive education

2.10 | Room 213, Fulton Building

Session type: Individual papers

Chair: C. Mamas

- 705 Assisting inclusion: understandings of inclusive practice in England and Cyprus
Georgeson, Jan – Plymouth University; McGinty, Maureen – Plymouth University; Mamas, Christoforos – Plymouth University; la Velle, Linda – Plymouth University
- 176 Perspectives on the 'preparedness' of teaching assistants: what gets in the way?
Brown, Julian – University of Northampton; Devecchi, Cristina – University of Northampton
- 692 Inclusion in England and Cyprus: staff perspectives
Georgeson, Jan – Plymouth University; Mamas, Christoforos – Plymouth University; la Velle, Linda – Plymouth University; McGinty, Maureen – Plymouth University

Holistic perspectives on inclusive education

Inclusive education

2.11 | Room 106, Fulton Building

Session type: Individual papers

Chair: M. Huxtable

- 281 Exploring the construction of inclusive educational communities in Greece: case studies of three Greek lower secondary schools in the Western suburbs of Athens
Tsakalou, Dimitra – the Moray House School of Education
- 583 Beyond development: applying the human development paradigm to identifying children with special needs and disabilities
Devecchi, Cristina – University of Northampton
- 250 Developing inclusive educational theory practice and provision from an educational perspective
Huxtable, Marie – University of Cumbria

Contextual forms of leadership, building collaborative structures and a shift in leadership focus

Leadership & management in education

2.12 | Room 206, Fulton Building

Session type: Individual papers

Chair: J. Waterhouse

- 278 Contextual forms of leadership: making the connections
Waterhouse, Joanne – Institute of Education
- 488 Shifting the focus of leadership: expanding leading and managing from the middle
Halsall, Anne – University of Aberdeen

Literacy and language policy

Literacy and language

2.13 | Room G36, Jubilee Building

Session type: Individual papers

Chair: J. Medwell

- 133 The effectiveness of compulsory MFL training for primary trainee teachers
Medwell, Jane – University of Warwick; Richardson, Katherine – University of Warwick
- 609 Under the invisibility cloak: positioning policy for teaching English as an additional language
Flynn, Naomi – University of Winchester
- 694 Knowledge mobilisation in England and the USA: the interplay of research and literacy policy
Ellis, Sue – University of Strathclyde; Moss, Gemma – Institute of Education
- 329 'The Olympics of education?' Public and professional discourses linked to PISA and PIRLS in the United Kingdom
Soler, Janet – The Open University

Personal, professional and workplace insights into the use of technologies

New technologies in education

2.14 | Room 205, Fulton Building

Session type: Individual papers

Chair: A. Goodwyn

- 467 Roles and identities in online large student course forums: implications for practice
Baxter, Jacqueline – The Open University UK; Haycock, Jo – The Open University UK
- 494 Ereaders and English teachers: the future of reading?
Goodwyn, Andy – University of Reading

2

4 SEP 11:00–12:30

Not attending: reconceptualising 'education' for non-schooled children

Philosophy of education

2.15 | Room 115, Jubilee Building

Session type: Symposium 3730

Chair: R. Davies

Discussant: H. Sadler

- 202 Framing a 'suitable education' whilst disregarding the school
Davies, Richard – PESGB
- 203 A politics of the other in education
Lees, Helen – University of Stirling
- 204 Home education – exploring a heterotopia
Pattison, Harriet – University of Birmingham

Curriculum change and interventions in physical education

Physical education and sports pedagogy

2.16 | Room 210, Fulton Building

Session type: Individual papers

Chair: J. Potter

- 589 What's the impact of health-based physical education? Initial findings from a student perspective
Bowler, Mark – University of Bedfordshire; Sammon, Paul – University of Bedfordshire; Casey, Ashley – University of Bedfordshire; Haerens, Leen – Ghent University; Kirk, David – University of Bedfordshire
- 644 A 'grand design' mapping and modelling physical education within a curricular framework
Horrell, Andrew – The University of Edinburgh; Thorburn, Malcolm – The University of Edinburgh; Jess, Mike – The University of Edinburgh
- 288 A five-year intervention on fitness and fatness administered by a physical education department in an inner-city boys school
Potter, Julia – University of Chichester; Morris, Grant – University of Chichester

Challenging pedagogies

Physical education and sports pedagogy

2.17 | Room Fulton B

Session type: Individual papers

Chair: F. Dowling

- 405 Professional teacher preparation for 21st century physical education teaching: an Australian case study of supporting emerging teachers with embedding indigenous knowledges and perspectives in health and physical education
Whatman, Susan – Griffith University; Mohok McLaughlin, Juliana – Queensland University of
- 712 Pedagogies of discomfort, exploration and transformation: a performative journey through outdoor and adventurous activities (OAA) and dance
Keyworth, Saul – University of Bedfordshire; Golding, Danny – University of Bedfordshire

Exploring influences within education: citizenship and leadership

Post-compulsory and lifelong learning

2.18 | Room 113, Fulton Building

Session type: Individual papers

Chair: J. Jameson

- 026 Citizenship in adult education: the self-help tradition
Hopkins, Neil – North Hertfordshire College
- 737 Barefoot leadership versus managerial dress codes: investigating selected examples of a loss of trust in leadership in post-compulsory and higher education in England
Jameson, Jill – University of Greenwich

Professional development and teachers in England's further education sector

Post-compulsory and lifelong learning

2.19 | Room 114, Fulton Building

Session type: Individual papers

Chair: U. Edgington

- 113 FE teachers' personal biographies, emotional connection and pedagogic activities
Loo, Sai – Institute of Education
- 018 The psyche of teachers' professional habitus: lesson observations in England's further education
Edgington, Ursula – Canterbury Christ Church University
- 434 The environment for supporting professional development for teaching and learning in further educations
Isham, Colin CUREE; Crisp, Paul – CUREE

Teachers in learning communities; engaging various methodologies

Practitioner research

2.20 | Room 203, Fulton Building

Session type: Individual papers

Chair: P. Marshall

- 368 Hybridisations: processes of translation and transformation in the conduct of professional enquiries in schools
Reeves, Jenny – University of Stirling
- 612 "Where's my wriggle room?" Teachers in action research circles – their opportunity for professional learning or continuing professional development
Struthers, d'Reen – Roehampton University
- 643 Nothing borrowed: creating knowledge systems for educational renewal: a case from the Arab Gulf states
McNiff, Jean – York St John University

Whiteness and the academy

Race ethnicity and education

2.21 | Room G31, Jubilee Building

Session type: Individual papers

Chair: V. Lander

- 020 Racialised experiences of education in Chile: Mapuche pupil responses to mono-cultural classroom practices and curricula
Webb, Andrew – University of Cambridge; Radcliffe, Sarah – University of Cambridge
- 666 Documentary viewing to challenge whiteness on a PGCE
Smith, Heather – Newcastle University
- 028 CRTI (critical race theory investigated): a speculative / counter-fiction on 'whiteness' in academia
Preston, John – University of East London

Islam and education: veils, faith schools and the religious other

Religious and moral education

2.22 | Room 214, Fulton Building

Session type: Individual papers

Chair: L. Revell

- 544 Reviewing the 'veil wars': a comparison of french and british discussions of the relationship between the hijab and education through a post secular lens
Revell, Lynn – Canterbury Christ Church University
- 555 Faith schools and the religious other: the case of muslim schools
Panjwani, Farid – Institute of Education

Ethical and methodological dilemmas

Research methodology in education

2.23 | Room 102, Fulton Building

Session type: Individual papers

Chair: J. Pocock

- 170 The complexities and dilemmas of researching marginalised groups
Bhopal, Kalwant – University of Southampton; Deuchar, Ross – University of the West of Scotland
- 180 Generalisation and its problems in education research
Pocock, Jeffrey – Institute of Education
- 200 Ethical issues in education policy qualitative studies among senior participants: promises and pitfalls
Gibton, Dan – Tel Aviv University

Science

Science education

2.24 | Room 212, Fulton Building

Session type: Individual papers

Chair: J. Wishart

- 110 Animating science
Wishart, Jocelyn – University of Bristol

Poverty and schooling in the UK

Social justice

2.25 | Room 144, Jubilee Building

Session type: Symposium 3769

Chair: L. Beckett

Discussant: B. Lingard

- 744 Paper 1: the 'leading learning' CPD programme: addressing poverty and schooling in Leeds, UK
Beckett, Lori – Leeds Metropolitan University; Tan, Jon – Leeds Metropolitan University
- 745 Paper 2: supporting strategies for positive school leaver destinations in Glasgow secondary schools in areas of deprivation
McKinney, Stephen – University of Glasgow; Lowden, Kevin – University of Glasgow; Hall, Stuart – University of Glasgow
- 746 Paper 3: exploring intergenerational links in the reproduction of poverty lifestyles: case studies of young people in of a South Wales valley community
Ivinson, Gabrielle – Cardiff University; Renold, Emma – Cardiff University
- 747 Paper 4: investigating links in achievement and deprivation in Northern Ireland: the Iliad project
Hughes, Joanne – Queen's University; Leitch, Ruth – Queen's University; Burns, Stephanie – Queen's

Global perspectives on social justice

Social justice

2.26 | Room 209, Fulton Building

Session type: Individual papers

Chair: J. Howard

- 608 Capacity development and the role of critical thinking
Njiraini, Nancy – University of Glasgow
- 409 What a difference a decile makes: differential access to the curriculum in New Zealand primary schools
Howard, Jocelyn – University of Canterbury

Theorising teacher professionalism: policy reform and educational alternatives

Social theory and education

2.27 | Room 155, Jubilee Building

Session type: Individual papers

Chair: M. Murphy

- 420 Resisting practices and technologies of resistance: teachers at work
J Ball, Stephen – Institute of Education; Olmedo, Antonio – Institute of Education
- 148 Professional social capital in schools and children's services: understanding the distribution of leadership
Forbes, Joan – University of Aberdeen; McCartney, Elspeth – University of Strathclyde

Using theory to investigate learning as a social practice or activity

Socio-cultural and cultural-historical activity theory

2.28 | Room 207, Fulton Building

Session type: Individual papers

Chair: C. Kinsella

- 441 Bridging the evidence base and reflective practice: a proposed integrative analytical framework for an investigation of student engagement
Kinsella, Claire – Edge Hill University
- 500 The neglected role of mastering and/or appropriating socioculturally situated narratives of practice in mentoring student teachers
Philpott, Carey – University of Strathclyde
- 713 Learning identity, making meaning, practicing community: a socio-cultural study of an early childhood education supervisors' network
Doyle, Stephanie – Victoria University of Wellington; Loveridge, Judith – Victoria University of Wellington; Alcock, Sophie – UNITEC; Mortlock, Anita – Victoria University of Wellington

From architecture to pedagogy: school-university partnerships and the possibilities of pedagogy

Teacher education and development

2.29 | Room 107, Fulton Building

Session type: Symposium 3761

Chair: B. Dickson

Discussant: J. Reeves

- 621 Beyond 'clinical': the advantages and disadvantages of a medical analogy in teacher education
Rickards, Field – University of Melbourne; Davies, Larissa – University of Melbourne; Dickson, Beth – University of Glasgow
- 627 Partnership, pedagogy and possibility: exploring the affordances of clinical practice for pre-service teacher
Rickards, Field – University of Melbourne; McLean Davies, Larissa – University of Melbourne; Acquaro, Daniela – University of Melbourne; Reid, Catherine – University of Melbourne; Tyler, Debra – University of Glasgow
- 631 Generating pedagogy in partnership: the Glasgow experience
Dickson, Beth – University of Glasgow; Boland, Moyra – University of Glasgow; Jago, Margaret – University of Glasgow; Wilson, Delia – University of Glasgow

Teacher education & primary mathematics

Teacher education and development

2.30 | Room 202, Fulton Building

Session type: Individual papers

Chair: B. Hudson

- 356 Taming the 'unknown unknowns': analysis of the subject knowledge audits of pre-ite students on a mathematics subject knowledge enhancement course
Clarke, John – University of East London; Pye, Tony – University of East London
- 548 How can we reconceptualise an ite mathematics curriculum for students as they learn to become primary teachers?
Carpenter, Jenny – York St John University
- 376 Developing mathematical thinking in the primary classroom: liberating teachers and students as learners of mathematics
Hudson, Alison – University of Dundee; Hudson, Brian – University of Sussex; Henderson, Sheila – University of Dundee

Effective teaching

Teacher education and development

2.31 | Room 116, Jubilee Building

Session type: Individual papers

Chair: P. Cordingley

- 549 The effectiveness of professional learning environments in primary and secondary contexts in England
Crisp, Paul – CUREE; Cordingley, Philippa – CUREE; Buckler, Natalia – CUREE
- 510 'Practicing what we preach' – using research at multiple levels to meet the needs of vulnerable year 6 pupils
Raybould, Rebecca – CUREE; Cordingley, Philippa – CUREE; Blandford, Sonia – Achievement for All 3As
- 344 Developing teachers' reflection through video-based learning communities: a case study from Chile
Grau, Valeska – Pontificia Universidad Católica de Chile; Calcagni, Elisa – Pontificia Universidad Católica de Chile; Hayes, Barbara – Pontificia Universidad Católica de Chile; Gomez, Daniela – Pontificia Universidad Católica de Chile; Ortiz, Dominga – Pontificia Universidad Católica de Chile; Preiss, David – Pontificia Universidad Católica de Chile

Teacher education and post-compulsory education

Teacher education and development

2.32 | Room 117, Jubilee Building

Session type: Individual papers

Chair: A. Graham

- 438 The state of professional education and training in the further education and lifelong learning sector in England: the hokey-cokey model of educational change
Gleeson, Denis – University of Wolverhampton; Hughes, Julie – University of Wolverhampton; O'Leary, Matt – University of Wolverhampton; Smith, Rob – University of Wolverhampton
- 610 Designing the plane while flying it: a study of teacher training for further education in Ireland
Graham, Anne – Trinity College Dublin; Mannix, Valerie – Waterford Institute of Technology

Young/adult – the effects of place and institutions on the constitution of youth identity and transition to adulthood

Youth studies

2.33 | Room 110, Fulton Building

Session type: Individual papers

Chair: C. Redman

- 701 Subjectification: a butlerian analysis of youth identity formation via secondary school subject and curriculum pathway 'selection'
Gowlett, Christina – The University of Melbourne
- 397 Rural youth aspirations
Redman, Christine – University of Melbourne; Anderson, Melody – University of Melbourne

2

4 SEP 11:00–12:30

Main Conference

Parallel Session 3

Wednesday 4 September | 14.30–16.00

Spotlight session

DfE: Government Approaches to Evidence in Education

Room 208, Fulton Building

Chair: Professor Mary James

Discussant: Professor Chris Husbands

A chance for conversation about evidence as a foundation for policy and practice. Government officials and researchers from different fields will lead open debate on Ben Goldacre's vision of evidence in education, new DfE suggestions for research topics and the general (and UK-wide) issue of how practitioners can best be supported by research findings and educational researchers.

Developing creative thinking and learning

Creativity in education

3.01 | Room 207, Fulton Building

Session type: Individual papers

Chair: P. Burnard

- 360 Developing creative thinking in secondary schools: lessons learned from classroom music
Fautley, Martin – Birmingham City University
- 239 Effects of teacher questioning on students' creative potential: the mediating role of deep learning
Cheung, Derek – The Chinese University of Hong Kong
- 647 Creative thinking in a key stage 1 community of enquiry
Jones, Hanneke – Newcastle University

The curriculum and performing arts

Curriculum, assessment and pedagogy

3.02 | Room Fulton A

Session type: Individual papers

Chair: S. Olive

- 175 Shakespeare under the coalition: an end to Shakespeare for all?
Olive, Sarah – York
- 158 Musical futures in secondary schools in Wales: a review of the 2011/12 pilot, focusing on learners' experience and perceptions of non-formal and informal learning in key stage 3 (age 11 to 14) music
Evans, Sian – Cardiff Metropolitan University; Beauchamp, Gary – Cardiff Metropolitan University; John, Vivienne – Cardiff Metropolitan University

Exams and qualifications: implications for pedagogy and schools

Curriculum, assessment and pedagogy

3.03 | Room 212, Fulton Building

Session type: Individual papers

Chair: J. Greatorex

- 422 How can major research findings about returns to qualifications illuminate the comparability of qualifications?
Greatorex, Jackie – Cambridge Assessment
- 145 Examining the impact of tiered examinations on the aspirations of young people
Benton, Tom – Cambridge Assessment
- 678 'Teaching to the test' or containment: the only pedagogies in school science?
Singh, Birendra – Institute of Education

Making rights realities and the new millennium development goals: findings from large scale research on access, transitions and equity across South Asia and Sub-Saharan Africa

Educational research and educational policy-making

3.04 | Room G31, Jubilee Building

Session type: Symposium 3750

Chair: K. Lewin

Discussant: A. Little

- 517 Making rights realities – access and equity in education and development
Lewin, Keith – University of Sussex
- 519 Education policy, poverty and political will
Little, Angela – Institute of Education

Clustering potentially disadvantaged pupils: research evidence from different countries

Educational research and educational policy-making

3.05 | Room 214, Fulton Building

Session type: Symposium 3749

Chair: S. Gorard

Discussant: M. Costa

- 487 What is school segregation and why should we care?
Gorard, Stephen – University of Birmingham
- 493 Patterns of between-school segregation in Brazil
Bartholo, Tiago – University of Birmingham
- 503 How is school segregation patterned in England? Has it changed in the last decade?
Hordosy, Rita – University of Birmingham

Closing the achievement gap

Educational effectiveness and improvement

3.06 | Room 201, Fulton Building

Session type: Individual papers

Chair: S. Strand

- 052 Pedagogical reform: working to close the achievement gap
Berryman, Mere – The University of Waikato; Wearmouth, Janice – University of Bedfordshire
- 024 Do some schools narrow the gap? Differential school effectiveness revisited
Strand, Steve – University of Oxford
- 093 Closing the achievement gap: mutual understandings from international research collaboration
Wearmouth, Janice – University of Bedfordshire; Berryman, Mere – University of Waikato
- 415 Looking behind the curtain: meta-analysis and student achievement in an Australian boarding school
Kerby, Martin – St Joseph's Nudgee College; Johnstone, David – St Joseph's Nudgee College
-

Teachers in higher education

Higher education

3.07 | Room 211, Fulton Building

Session type: Individual papers

Chair: A. Nyamapfene

- 543 Teaching-only academics in research intensive universities: an emergent profession or a peripheral academic identity?
Nyamapfene, Abel – University of Exeter
- 739 What's in it for us? Institutional expectations and university lecturers' personal investment in courses delivered through transnational education partnerships
K Dhillon, Jaswinder – University of Wolverhampton
- 266 Evaluating academics' use of iPads for academic practices
Aiyegbayo, Olajojo – University of Huddersfield
-

Student support

Higher education

3.08 | Room 103, Fulton Building

Session type: Individual papers

Chair: P. Chopra

- 042 Care beyond the school gates: mothers' economic and emotional investment in their daughters' higher education
Cooper, Linda – Anglia Ruskin University
- 675 Rethinking internationalisation at home on an ESOL teacher education programme
Chopra, Priti – University of Greenwich
-

Inclusion – international perspectives

Inclusive education

3.09 | Room 213, Fulton Building

Session type: Individual papers

Chair: J. Adler-Collins

- 402 Inclusive education research agendas in global contexts
Deppeler, Joanne – Monash University; MOSS, Julianne – Deakin University; Slee, Roger – Victoria Institute for Education
- 398 Inclusive education across borders: how do we prevent educational design of nursing curriculum from colonizing indigenous forms of knowing?
Adler-Collins, Je Kan Fukuoka Prefectural University; Yufang, Hao – Beijing University of Traditional Chinese Medicine
-

Educational provision for inclusion

Inclusive education

3.10 | Room 106, Fulton Building

Session type: Individual papers

Chair: M. Beaton

- 614 Inclusive childcare services for children with disabilities in England: review of conditions, standards and practice
Devecchi, Cristina – University of Northampton; Murray, Jane – University of Northampton; Trory, Helen – University of Northampton
- 540 Promoting bilingual pupils' home language – how do English primary schools do it?
Isham, Colin – CUREE
- 121 Minority ethnic pupils with SEN: meeting their needs, or not?
Tan, Andrea – School of Education; Ware, Jean – School of Education; Lewis, Gwyn – School of Education
-

An analysis of leadership career trajectories; schools as research organisations & micropolitical perspectives of leadership

Leadership & management in education

3.11 | Room 205, Fulton Building

Session type: Individual papers

Chair: J. Lumby

- 019 Leadership of schools as research organisations: characteristics of eight English secondary schools
Godfrey, David – Institute of Education
- 428 The vacant lot in leadership research: power and micropolitics
Lumby, Jacky – University of Southampton
- 419 A masters module in leadership and change management: how does academic study impact on leading and changing practice?
Davis, Geraldine – Anglia Ruskin University
-

3

4 SEP 14:30–16:00

Re-thinking educational leadership: applying social theory

Leadership & management in education

3.12 | Room 107, Fulton Building

Session type: Symposium 3737

Chair: M. McMahon

Discussant: C. Forde

- 295 Plus CA change ...? Bringing bourdieu to a case of change leadership
Thomson, Patricia – University of Nottingham
- 296 Leadership as labour, work and action: engaging with Arendt's *vita activa*
Gunter, Helen – University of Manchester
- 297 Deconstructing educational leadership: Derrida and Lyotard
Niesche, Richard – University of Queensland
- 298 Educational leadership and Michel Foucault
Gillies, Donald – York St John University

Literacy in the secondary school curriculum

Literacy and language

3.13 | Room 101, Fulton Building

Session type: Individual papers

Chair: C. McAlister

- 496 When a text is read aloud, what kind of text has it become? The phenomenon of reading aloud
Goodwyn, Andy – University of Reading; Hyder, Eileen – University of Reading; Richards, Brian – University of Reading; Crolla, Caroline – University of Reading; Warner, Lionel – University of Reading
- 029 Implementing literacy across the curriculum – a case study of geography teachers' change and development
McAlister, Clare – University of Strathclyde; Ellis, Sue – University of Strathclyde

Student learning, perception and co-production

New technologies in education

3.14 | Room 209, Fulton Building

Session type: Individual papers

Chair: D. Holley

- 472 Undergraduates as co-producers of a history of education timeline
Litherland, Kate – Liverpool John Moores University; Forrester, Gillian – Liverpool John Moores
- 341 'Tagging' critical learning incidents for learning: a design for students on the move (apps)
Holley, Debbie – Anglia Ruskin University; Howlett, Philip – Anglia Ruskin University

Continently inspired critiques of UK education

Philosophy of education

3.15 | Room 115, Jubilee Building

Session type: Individual papers

Chair: R. Heilbronn

- 524 The humanism of swimming
Aldridge, David – Oxford Brookes University
- 039 Postscript on the curriculum of control: the elision of the private individual in the pedagogies of new educational technologies
Lundie, David – Liverpool Hope University
- 112 All the world's a classroom: to be and to have
Heilbronn, Ruth – Institute of Education

Embodying change in PETE?

Physical education and sports pedagogy

3.16 | Room 118, Jubilee Building

Session type: Individual papers

Chair: T. O'Donovan

- 224 Body narratives: the evolution of an identity as a physical/dance practitioner
Pickard, Angela – Canterbury Christ Church University
- 246 Discourses of reform in physical education: oppositional discourses in PETE
O'Donovan, Toni – University of Bedfordshire; Casey, Ashley – University of Bedfordshire; Coughlin, Annika – University of Bedfordshire
- 695 Courage of a lion: being disabled and teaching physical education
Grenier, Michelle – University of New Hampshire; Horrell, Andrew – The University of Edinburgh

Reflexivity, change and PETE

Physical education and sports pedagogy

3.17 | Room 210, Fulton Building

Session type: Individual papers

Chair: D. Aldous

- 706 Understanding spaces of reflexivity: a conceptual consideration towards the development of reflexive practices within the context of physical education teacher education (PETE)
Aldous, David – University of East Anglia; Lamb, Penny – University of East Anglia
- 036 Iraq physical education teacher educators: values in trainees
Everley, Suzanne – University of Chichester; Jamieson, Ann – Sheffield Hallam University; Mills, Jonathan – University of Chichester
- 245 "I think before learning tactics and strategies, students should ensure their skills in the game are satisfactory": pre-service teachers' reflections on learning to teach tactics in physical education
O'Donovan, Toni – University of Bedfordshire; Harvey, Stephen – University of Bedfordshire

Teacher training for England's lifelong learning sector in changing times – symposium 1

Post-compulsory and lifelong learning

3.18 | Room 113, Fulton Building

Session type: Symposium 3739

Chair: K. Orr

Discussant: L. Atkins

- 312 Professionalising the Ill sector workforce: the unintended consequences of policy for vocational teachers
Bolton, Cheryl – Staffordshire University
- 313 Professional portraits of authenticity and desire in lifelong learning teacher education
Azumah Dennis, Carol – University of Hull
- 316 Awarding body and university-led teacher education programmes for the lifelong learning sector: a comparative study
Simmons, Robin – University of Huddersfield; Walker, Martyn – University of Huddersfield

Pedagogy in vocational education and training

Post-compulsory and lifelong learning

3.19 | Room 114, Fulton Building

Session type: Individual papers

Chair: C. Pullen

- 547 'How to teach vocational education: a theory of vocational pedagogy'
Pullen, Charlynnne – City & Guilds Centre for Skills Development; Lucas, Bill – Centre for Real-World Learning; Claxton, Guy – Centre for Real-World Learning; Spencer, Ellen – Centre for Real-World Learning
- 671 High leverage pedagogical approaches in the further education sector
Cordingley, Philippa – CUREE; Crisp, Paul – CUREE
- 707 Exploring the shifting digital divide between learners and their educators: an updated comparative study of technology use in lifelong learning
Ingle, Steve – University of Cumbria; Duckworth, Vicky – Edge Hill University

Fundamental British values – symposium 1

Race ethnicity and education

3.20 | Room Fulton B

Session type: Symposium 3734

Chair: V. Lander

Discussant: I. Menter

- 271 Paper 1 – national values and progressive citizenship education: a perspective from Scotland
Hulme, Moira – University of Glasgow; Faulkes, Keith – University of Central Lancashire; Hulme, Rob – University of Chester
- 274 Paper 2 – fundamental British values – the Northern Irish perspective
Clarke, Linda – University of Ulster; McCully, Alan – University of Ulster
- 275 Paper 3 | 'I'd worry about how to teach it': British values in English classrooms
Maylor, Uvanney – University of Bedfordshire
- 410 Paper 4 – fundamental British values
Bryan, Hazel – Christ Church Canterbury University

Impact of ethnicity and language on pupils in school

Race ethnicity and education

3.21 | Room G36, Jubilee Building

Session type: Individual papers

Chair: F. Demie

- 090 Home education and traveller families in England
D'Arcy, Kate – University of Sheffield
- 051 Raising the achievement of pupils with English as an additional language: a study of good practice in schools
Demie, Feyisa – Lambeth LA
- 179 The experiences of minority ethnic academics: multiple identities and minority ethnic careers
Bhopal, Kalwant – University of Southampton

Research procedures and effects

Research methodology in education

3.22 | Room 102, Fulton Building

Session type: Individual papers

Chair: K. Lloyd

- 067 Using randomization tests in analyzing data from special educational single-case research
Grünke, Matthias – University of Cologne
- 089 The inclusion of open-ended questions on online surveys of primary school children: dealing with unanticipated and potentially sensitive responses
Lloyd, Katrina – Queen's University Belfast; Devine, Paula – Queen's University Belfast
- 374 Listening to primary school girls and secondary school girls voices through participatory research and focus group discussions on bullying
Hearn, Helen – University of Nottingham

3

4 SEP 14:30–16:00

'Lad' cultures in education

Social justice

3.23 | Room 144, Jubilee Building

Session type: Symposium 3758

Chair: C. Jackson

Discussant: B. Read

- 607 'Lad culture' in he: moving beyond 'sexual revolution' versus 'sexualization' in a neoliberal context
Phipps, Alison – University of Sussex; Young, Isabel – University of Sussex
- 616 'Sucking-up': male students' interactional accomplishment of being 'socially competent' and 'self-confident'
Nyström, Anne-Sofie – Uppsala University
- 626 'Laddish' cultures in higher education
Jackson, Carolyn – Lancaster University

Beginning at the end: understanding social justice from another way in

Social justice

3.24 | Room 155, Jubilee Building

Session type: Symposium 3743

Chair: M. Maguire

Discussant: K. Hoskins

- 361 'Stayers' and making a difference: why do some teachers stay working in challenging London primary schools
Towers, Emma – King's College London
- 362 Success against the odds: the Roma in Greece
Gkofa, Panagiota – King's College London
- 364 Academically successful white working class boys: a critical consideration of the factors that contribute to this success
Travers, Marie-Claire – King's College London

Participation in school governance within the structural reform of schooling

Social justice

3.25 | Room 203, Fulton Building

Session type: Symposium 3735

Chair: R. Boyask

- 277 Conditional equality in the governance of privatised schooling
Boyask, Ruth – Plymouth University
- 279 The managerial structures of education: school governors and governing practices
Wilkins, Andrew – Roehampton University
- 280 Governing free schools: new agents and new forms of privatisation?
Higham, Rob – Institute of Education

Theorising education differently: conceptual alternatives

Social theory and education

3.26 | Room 104, Fulton Building

Session type: Individual papers

Chair: H. Wright

- 050 Developing SEN's capability approach in an English educational setting
Wright, Hazel – Anglia Ruskin University
- 007 Water, water everywhere...: Geo-spatial identity, rural education research, and theory development in Africa
J Balfour, Robert – North-West University

Teacher induction, professional identity & retention

Teacher education and development

3.27 | Room 202, Fulton Building

Session type: Individual papers

Chair: R. Le Cornu

- 592 Education commons for initial teacher education: investigating how it builds professional identity, workforce capacity and career optimism
Noble, Karen – University of Southern Queensland; Henderson, Robyn – University of Southern Queensland
- 403 Professional induction for pre-service educators: learning from local and global discussions
Henderson, Robyn – University of Southern Queensland; Noble, Karen – University of Southern Queensland
- 022 Building early career teacher resilience: the role of relationships
Le Cornu, Rosie – University of South Australia

Teacher recruitment

Teacher education and development

3.28 | Room 116, Jubilee Building

Session type: Individual papers

Chair: C. Wilkins

- 654 The teacher labour market, teacher turnover and disadvantaged schools: new evidence for England
Allen, Rebecca – Institute of Education; Burgess, Simon – University of Bristol; Mayo, Jennifer –
- 440 What difference does it make? A critical review of literature on alternative routes into teaching
Booth, Josephine – Sheffield Hallam University; Byrne, Eleanor – Sheffield Hallam University
- 141 Elite career changers entering the teaching profession: impact and challenges
Wilkins, Chris – University of Leicester

Relational, social and emotional aspects of learning

Teacher education and development

3.29 | Room 117, Jubilee Building

Session type: Individual papers

Chair: M. Waring

- 563 The influence of childhood experiences upon the teaching of pupils with social and emotional behavioural difficulties in physical education
O'Leary, Nick – University of Wolverhampton; Longmore, Carl – University of Wolverhampton; Medcalf, Richard – University of Wolverhampton
- 642 Enhancing formative assessment and feedback/-forward practices as part of a personal learning styles pedagogy in initial teacher education
Waring, Michael – Loughborough University
- 562 An exploration of the experiences of teachers who have undertaken a child and adolescent psychotherapeutic counselling education
Holliday, Carol – University of Cambridge

Professional learning & reflective practice

Teacher education and development

3.30 | Room 206, Fulton Building

Session type: Individual papers

Chair: P. Cowan

- 571 Do e-portfolios have a role in teacher education in developing the habits of reflection, connection and professionalism?
Trowsdale, Jo – University of Warwick; Wilkinson, Nicola – University of Warwick
- 551 Using a teacher e-portfolio to support professional lifelong learning for teachers: bridging the gap between pre-service and in-service education
Cowan, Pamela – Queen's University Belfast; McNair, Victor – University of Ulster; Stewart, Gillian – Belfast Education and Library Board (BELB)
- 578 Contributions to student teacher confidence: reflections of a community of practice
Helavaara Robertson, Leena – Middlesex University; Crouch, Debra – Middlesex University; Kaye, Lorraine – Middlesex University; Kessler-Singh, Lorraine – Middlesex University; Khwaja, Christine – Middlesex University; Watt, Mary – Middlesex University; Whitworth, Linda – Middlesex University

Complexity and intervention: the complexity of youth marginalisation and poor outcomes and demonstrating effective interventions

Youth studies

3.31 | Room 110, Fulton Building

Session type: Individual papers

- 283 Students' mental well-being at the end of key stage 4: measuring the influence of demographics and life experiences
Smees, Rebecca – Institute of Education; Sammons, Pam – Department of Education; Toth, Katalin – Institute of Education; Welcomme, Wesley – Institute of Education
- 742 Radioactive: inclusive informal learning through internet radio and social media
Ravenscroft, Andrew – University of East London; Edmonds, Casey – University of East London; Atwell, Graham – University of East London; Hughes, Jenny – University of East London; Steiglitz, Dirk – University of East London; Blagbrough, David – University of East London; Dellow, James – University of East London; Hassan, Ergel – University of East London; Murphy, Alex – University of East London

3

4 SEP 14:30–16:00

Main Conference

Parallel Session 4

Wednesday 4 September | 16.30–18.00

Spotlight session

Wiley/BJET – Data Sharing and Ethics

Room Fulton A, Fulton Building

The theme of this year's BJET Seminar is the inter-related issues of data-sharing and ethics. While the notion of data-sharing is well established in STEM subjects it is less established in education and learning technology. Data-sharing makes the data which underpins empirical research papers available to the wider researcher community so that others can undertake their own analyses and build upon it for further research. Within the UK, there is a requirement from RCUK that empirical data should be made available to others. This creates potential ethical issues (for example of anonymity) if and when data moves across international boundaries. Given that this is a topic which affects all of involved in undertaking and publishing educational research, there will be ample time for discussion and contributions from the floor.

The seminar will be introduced by Nick Rushby, Editor of the British Journal of Educational Technology. Although BJET does not yet have a policy for data-sharing it is likely that, in future, this will be strongly encouraged in papers where it is relevant. He will be followed by contributions from:

Jill Jameson, who is now Co-Chair of the University of Greenwich Faculty Research Ethics Committee in the Faculty of Education and Health and the new Faculty Representative on the University Research Ethics Committee. It seems clear that publicly funded anonymised quantitative research data from across the sciences, social sciences and humanities should and must now be openly shared for replication, re-use, verification, refutation and follow-up new research. Whether in physical or digital forms, data sharing is regarded as a key moral responsibility of good research practice. There are, furthermore, overwhelmingly important benefits to be gained from open digitised data access, sharing and re-use in terms of the democratisation of knowledge for wider public education, training and research. Yet in respect of non-quantitative data and that affecting sensitive personal, national security or commercial interests, the arguments that the benefits of data release always outweigh the risks, are less convincing.

Vivienne Baumfield who is a member of the Editorial team of both the British Educational Research Journal and the Review of Education, will speak about "Something given": data sharing and democratic research. In June the G8 leaders signed a charter to, "...unlock the economic potential of open data, support innovation and provide greater accountability." (Open Data Charter, 2013). Increased capacity to share information combined with persuasive arguments for transparency and wider participation lend support to both open access to research outcomes and data sharing. At the same time, we see growing concern in society about privacy and confidentiality. In this seminar we examine the concept of data in educational research and consider some ethical dilemmas for editors regarding data sharing and respect for research participants.

Becky Launchbury, Wiley's Senior Commissioning Editor for Educational Research Journals will conclude the individual presentations with a publisher's perspective, asking: How hard is it to manage data sharing? What practical progress has been made? What's in it for researchers?

Engaging with the arts in education: inclusion and progression

Arts based educational research

4.01 | Room 114, Fulton Building

Session type: Individual papers

Chair: P. Cordingley

- 336 Cultural engagement in London schools
Dawson, Anneka – National Foundation for Educational Research; Lord, Pippa – National Foundation for Educational Research; Featherstone, Gill – National Foundation for Educational Research
- 448 Musical learning and participation: approaches to creating inclusive environments that support progression
Cordingley, Philippa – CUREE; Buckler, Natalia – CUREE

Teacher education, school retention and students' future paths: international and comparative studies

Comparative and international education

4.02 | Room 109, Fulton Building

Session type: Individual papers

Chair: G. Hampden-Thompson

- 258 Finnish teacher education: a model for English teacher education or contradictions in ideology?
Chung, Jennifer – St Mary's University College
- 617 Dropouts in refugee schools in the near East
Hampden-Thompson, Gillian – University of York
- 513 What do we know about school leavers and graduates after they left school or university? Differences in Europe and the case of England
Hordosy, Rita – University of Birmingham

Theorising, enacting and assessing personalised learning

Curriculum, assessment and pedagogy

4.03 | Room 205, Fulton Building

Session type: Symposium 3728

Chair: V. Prain

Discussant: C. Robinson

- 188 Personalising learning: theorising, enacting, and assessing new practices
Prain, Vaughan – La Trobe University; Cox, Peter – La Trobe University; Deed, Craig – La Trobe University; Dorman, Jeffrey – Monash University; Edwards, Debra – La Trobe University; Farrelly, Cathleen – La Trobe University; Keeffe, Mary – La Trobe University; Lovejoy, Valerie – La Trobe University; Mow, Lucy – La Trobe University
- 189 Relational agency in personalised learning: student and teacher perspectives on relationships that support self-reflection and learning
Keeffe, Mary – La Trobe University; Lovejoy, Valerie – La Trobe University; Prain, Vaughan – La Trobe University
- 190 Using cooperative learning to personalise mathematics in junior secondary school
Waldrip, Bruce – Monash University; Prain, Vaughan – La Trobe University; Sellings, Peter – Monash University
- 191 Enablers and constraints in personalising learning
Deed, Craig – La Trobe University; Keeffe, Mary – La Trobe University; Lovejoy, Valerie – La Trobe University

Learning, curriculum and pedagogy (1)

Early childhood

4.04 | Room 214, Fulton Building

Session type: Individual papers

Chair: F. Tang

- 164 Physical activity and the importance of early years learning (EYL)
Stirrup, Julie – Loughborough University
- 323 The diverse communication needs of young children in the foundation stage
Blackburn, Carolyn – Birmingham City University
- 576 The practitioner's role in supporting young children's computer-based learning
Tang, Fengling – University of Roehampton

Educational research and policy-making

Educational research and educational policy-making

4.05 | Room 212, Fulton Building

Session type: Individual papers

Chair: D. Gillies

- 205 Assessing the role of state education policy in rural depopulation
Gillies, Donald – York St John University
- 379 What do the masses think? Exploring contemporary attitudes towards schools, teachers and pupils through the mass observation project
Thompson, Simon – University of Sussex

Global education policy

Educational research and educational policy-making

4.06 | Room G31, Jubilee Building

Session type: Individual papers

Chair: S. Ball

- 106 Joined-up policy: network connectivity and global education policy
J Ball, Stephen – Institute of Education; Olmedo, Antonio – Institute of Education
- 553 Philanthropic governance, edu-business and education policy: market-based solutions to educational problems
Olmedo, Antonio – Institute of Education
- 031 Looking East: Shanghai, PISA 2009 and the reconstitution of reference
Societies in the global education policy field
Sellar, Sam – The University of Queensland; Lingard, Bob – The University of Queensland

4

4 SEP 16:30–18:00

Learning to learn: developing a whole-school, evidence-based approach

Educational effectiveness and improvement

4.07 | Room 144, Jubilee Building

Session type: Symposium 3745

Chair: J. Mannion

Discussant: N. Mercer

- 385 Learning to learn: implementing evidence-based practices in an evidence-based way
Manion, James – University of Cambridge; Mercer, Neil – University of Cambridge
- 386 Success for all: a longitudinal evaluation of a whole-school literacy programme
Tracey, Louise – Institute for Effective Education; Chambers, Bette – Institute for Effective Education; Slavin, Robert – Institute for Effective Education; Hanley, Pam – Institute for Effective Education
- 387 Evidence-based practices: building relationships beyond the school
Duggan, James – Manchester Metropolitan University; Schostak, John Manchester Metropolitan
- 388 Creating catalytic evidence: the challenge of interpretation and implementation
Higgins, Steve – Durham University

Assessment

Higher education

4.08 | Room 104, Fulton Building

Session type: Individual papers

Chair: C. Evans

- 173 Beyond fresher's week: an exploration of universities' assessment practices and additional support lessons
Child, Simon – Cambridge Assessment; Mehta, Sanjana – Cambridge Assessment; Wilson, Frances – Cambridge Assessment; Suto, Irenka – Cambridge Assessment; Brown, Sally – Cambridge Assessment
- 153 Enhancing assessment feedback in higher education
Evans, Carol – University of Exeter
- 490 Identity, agency and assessment: what can we learn from students about assessment and feedback practices and how can we promote students access to, and authorisation of voice?
Westrup, Rebecca – University of East Anglia

Research and ethics

Higher education

4.09 | Room 211, Fulton Building

Session type: Individual papers

Chair: J. Goss

- 393 Researchers' accounts of journal publication and the role of publication in education research in the UK
J Craig, Ayshea – Institute of Education
- 491 Developing and embedding research active teaching
Goss, Joan – Northumbria University

Educational access

Inclusive education

4.10 | Room 213, Fulton Building

Session type: Individual papers

Chair: J. Ware

- 492 Curriculum access for young children with intellectual disabilities in Ireland
Ware, Jean – Bangor University; Robertson, Christopher – Birmingham University; Butler, Cathal – University of Bedfordshire; O'Donnell, Margaret – St Patrick's College
- 375 Parental angst? How do parents of children with a statement of SEN (special educational needs) make decisions regarding school placements?
Bajwa-Patel, Meanu – University of Northampton
- 156 Students with disabilities in inclusive classrooms: an examination of co-teaching as a service delivery
Strogilos, Vasilis – University of Thessaly; Stefanidis, Abraham – St. John's University; Tragoulia, Eleni – Center of Assessment and Support

Specific learning challenges

Inclusive education

4.11 | Room 106, Fulton Building

Session type: Individual papers

Chair: J. Mowat

- 554 The experience of ADHD in schools
Moore, Darren – University of Exeter Medical School; Gwernan-Jones, Ruth – University of Exeter Medical School; Richardson, Michelle – University of Exeter Medical School; Ford, Tamsin – University of Exeter Medical School; Stein, Ken – University of Exeter Medical School; Garside, Ruth – University of Exeter Medical School; Thompson-Coon, Jo – University of Exeter Medical School; Rogers, Morwenna – University of Exeter Medical School; Whear, Rebecca – University of Exeter Medical School
- 559 The influence of occupational socialization on a first year physical education teacher teaching pupils experiencing social and emotional behavioural difficulties
O'Leary, Nick – University of Wolverhampton; Longmore, Carl – University of Wolverhampton; Medcalf, Richard – University of Wolverhampton
- 462 Understanding the variables which impact upon the inclusion of pupils experiencing social, emotional and behavioural difficulties (SEBD) in a mainstream setting
Gaynor Mowat, Joan – University of Strathclyde

Changing landscapes; accumulating & transforming different forms of capitals and leaders' use & avoidance of disequilibrium

Leadership & management in education

4.12 | Room 206, Fulton Building

Session type: Individual papers

Chair: R. Passy

- 453 Changing landscapes: new models for education
Passy, Rowena – Plymouth University; Postlethwaite, Keith – Exeter University; Bennett, Robert – Plymouth University
- 135 Educational leaders' use and avoidance of disequilibrium
Campbell-Evans, Glenda – Edith Cowan University; Gray, Jan – Edith Cowan University; Leggett, Bridget – Edith Cowan University

Negotiating meaning

Literacy and language

4.13 | Room 110, Fulton Building

Session type: Individual papers

Chair: J. Sutherland

- 531 'Tentative talk about texts': a longitudinal study investigating how secondary students can develop dialogic peer talk to support reading comprehension
Sutherland, Julia – University of Sussex
- 651 The negotiation of meaning in philosophical classroom discussions
Smith, John – Manchester Metropolitan University

Contexts for mathematical learning

Mathematics education

4.14 | Room 201, Fulton Building

Session type: Individual papers

Chair: J. McVarish

- 119 To what extent is role play a useful tool for learning mathematics? A social and a mathematical perspective
Williams, Helen – Roehampton University
- 030 Mathematics learning ALA family: delving into equity, power, and support in an after school math project
McVarish, Judith – St. John's University; Ely, Margot – St. John's University; Matais, Belen – St. John's

Theories of learning, narratives and critical analyses of digital identities

New technologies in education

4.15 | Room 204, Fulton Building

Session type: Individual papers

Chair: A. Loveless

- 334 The ideological and political construction of educational technology: framing digital identities through formal settings
Rudd, Tim – Brighton University
- 615 Decades of teaching (with technology) – a narrative for the future?
Malu, Kathleen – William Paterson University of New Jersey
- 337 'It's just a tool': theories of learning in digital learning identities in teacher education
Loveless, Avril – University of Brighton

Conceiving the 'other'

Philosophy of education

4.16 | Room 115, Jubilee Building

Session type: Individual papers

Chair: G. Martinez Sainz

- 734 Practical wisdom in human rights education
Martinez Sainz, Gabriela – University of Cambridge
- 092 Citizen identities in a mobile world: creating ties that bind
Healy, Mary – University of Roehampton; Richardson, Mary – University of Roehampton

Valued opportunities for learning in PE and school sport?

Physical education and sports pedagogy

4.17 | Room 118, Jubilee Building

Session type: Individual papers

Chair: T. Quarmby

- 227 PESSCL & PESSYP: a case of 'quantity first, quality later' and the question of reliability
Ives, Helen – Liverpool John Moores University; O'Donovan, Toni – University of Bedfordshire; Kirk, David – University of Bedfordshire
- 649 Looked-after children's (dis)engagement with sport, physical activity and physical education
Quarmby, Thomas – Leeds Metropolitan University; Pickering, Katie – Leeds Metropolitan University
- 645 The dominant, residual and emergent process of students' and teachers' long term engagement with a pedagogical model
Goodyear, Victoria – University of Bedfordshire; Casey, Ashley – University of Bedfordshire; Kirk, David – University of Bedfordshire

4

4 SEP 16:30–18:00

Student learning, PE and the outdoors

Physical education and sports pedagogy

4.18 | Room 210, Fulton Building

Session type: Individual papers

Chair: D. Barker

- 010 Residential outdoor experiences and their impact on self-confidence, efficacy and educational ambitions
Ward, Gavin – The University of Wolverhampton; Fuller, Carol – The University of Reading
- 689 The development of coping in adolescence through adventurous journeys
Golding, Danny – University of Bedfordshire; Kinman, Gail – University of Bedfordshire
- 265 Inter-student interactions and student learning in health and physical education: a post-Vygotskian analysis
Barker, Dean – University of Gothenburg; Quennerstedt, Mikael – Orebro University; Annerstedt, Claes – University of Gothenburg

Teacher training for England's lifelong learning sector in changing times – symposium 2

Post-compulsory and lifelong learning

4.19 | Room 113, Fulton Building

Session type: Symposium 3740

Chair: L. Atkins

Discussant: K. Orr

- 317 Where's the evidence for evidence-based practice? The impact of evidence and policy on teacher education in the lifelong learning sector
Iredale, Alison – Oldham College
- 318 Mentors as advocates for teacher development in the lifelong learning sector – widening participation and social justice
Maxwell, Bronwen – Sheffield Hallam University; Duckworth, Vicky – Edge Hill University
- 319 Policy and professionalism in teacher education for the lifelong learning sector: the more things change, the more they stay the same
Tummons, Jonathan – Teesside University

Creating educational theories that engage with issues of poverty

Practitioner research

4.20 | Room 203, Fulton Building

Session type: Symposium 3720

Chair: J. Whitehead

Discussant: S. Coombs

- 070 Engaging with emotional poverty across cultural boundaries and differences?
Adler-Collins, Je Kan – Fukuoka University
- 071 How do I improve what I am doing with a living theory praxis in engaging with issues of poverty?
Huxtable, Marie – University of Cumbria
- 073 Researching to overcome poverty with action research and living educational theories
Whitehead, Jack – Liverpool Hope University

Fundamental British values – symposium 2

Race ethnicity and education

4.21 | Room Fulton B

Session type: Symposium 3751

Chair: V. Lander

Discussant: H. Bryan

- 518 Paper 1: new teachers' standards: reflections on responses from muslim educationists
Panjwani, Farid – Centre for Research and Evaluation in Muslim Education
- 521 Paper 2: being intolerant about tolerance
Smyth, Geri – University of Strathclyde
- 528 Paper 3: whose values? An investigation into teachers' and student teachers' perceptions of values identified in the new teachers' standards in England
Revell, Lynn – Christ Church Canterbury University; Elton-Chalcraft, Sally – University of Cumbria; Lander, Vini – University of Chichester; Whitworth, Linda – Middlesex University; Warner, Diane

Research using mixed methods

Research methodology in education

4.22 | Room 102, Fulton Building

Session type: Individual papers

Chair: L. Florian

- 099 Controlled assessment and modern foreign language (MFL) speaking and listening: using a mixed methods approach to evaluate the effects of assessment arrangements
Mehta, Sanjana – Cambridge Assessment; Johnson, Martin – Cambridge Assessment; Rushton, Nicky – Cambridge Assessment; Child, Simon – Cambridge Assessment
- 371 Managing statutory responsibilities – a comparative mixed methods study of the views and experiences of Australian professionals in rural and remote communities
Klieve, Helen – Griffith University; Jervis-Tracey, Paula – Griffith University; O'Connor, Barrie – Griffith University; McAuliffe, Donna – Griffith University; Chenoweth, Lesley – Griffith University; Stehlik, Daniela – Charles Darwin University; Clements, Natalie – Griffith University
- 534 A multi-method approach to attitude research: reconciling psychological and discourse traditions
Isham, Colin – University of Birmingham

Sex-gender, power and sexuality education

Sexualities

4.23 | Room 101, Fulton Building

Session type: Individual papers

Chair: R. DePalma

- 690 Good practice in educating teachers for gender and sexuality equalities: what the European literature tells us
Allred, Pam – Brunel University; Cullen, Fiona – Brunel University; Stenstrom, Malin – Brunel University
- 068 South African life orientation teachers draw upon religion, science, policy and the constitution to construct approaches to sexuality education
DePalma, Renée – Universidade da Coruña
- 054 What does 'sexualisation' mean? Gender and power in a London faith school
Duschinsky, Robbie – Northumbria University

Biographical and narrative approaches to teaching, gender and social justice

Social justice

4.24 | Room 103, Fulton Building

Session type: Individual papers

Chair: A. Braun

- 455 Am I allowed to care? Performativity and the new managerialism don't have the monopoly on quality in education
Lord, Janet – School of Education; Duckworth, Vicky – Edge Hill University; Watmore, Sue – University of Greenwich; Coe, Dot – New College Durham
- 033 Gender and talk revisited: autobiographical and life narrative case studies of gender and talk
Coultas, Valerie – Kingston University
- 182 Teaching as an occupation in the professional borderlands – the interplay of gender, biographies and professional status in a qualitative study of trainee teachers
Braun, Annette – Institute of Education

Using Bourdieu to understand the student experience

Social theory and education

4.25 | Room 155, Jubilee Building

Session type: Individual papers

Chair: P. Davies

- 185 'Structuring structures': an analysis of student leadership using Bourdieu's theory of practice
Davies, Patricia – University of Manchester
- 533 Direct, indirect and relational: social class manifestations in teenage students' accounts
Papapolydorou, Maria – University of Greenwich
- 670 Tracing the implementation of the donaldson report in action: applying actor network theory
D Beck, Anna, – University of Glasgow; C Conroy, James, – University of Glasgow; Murphy, Mark – University of Glasgow

School-university partnership

Teacher education and development

4.26 | Room 107, Fulton Building

Session type: Individual papers

Chair: R. Heilbronn

- 253 University-school partnerships: complexity, roles and power
Marsh, Brian – University of Brighton
- 111 Implications of academies and free-schools for teachers and teacher educators
Heilbronn, Ruth – Institute of Education

Teacher educators: managing complex work with skill and commitment

Teacher education and development

4.27 | Room 202, Fulton Building

Session type: Symposium 3731

Chair: C. Kosnik

Discussant: C. Beck

- 234 Academic work and proletarianisation: a study of higher education-based teacher educators
Ellis, Viv – University of Oxford
- 235 Understanding teacher educators' work and knowledge: multiple perspectives
Murray, Jean – University of East London; Czerniawski, Gerry – University of East London; Kidd, Warren – University of East London; Barber, Patti – Institute of Education
- 236 A foot in two camps: literacy teacher educators working in academia and schools
Kosnik, Clare – University of Toronto; Beck, Clive – University of Toronto

Teacher educators' work

Teacher education and development

4.28 | Room 116, Jubilee Building

Session type: Individual papers

Chair: C. Wilkins

- 177 A situative metaphor for teacher learning: the case of university tutors learning to grade student coursework
Boyd, Pete – University of Cumbria; Bloxham, Sue – University of Cumbria
- 346 The professional identities of university-based teacher educators
Wilkins, Chris – University of Leicester; Ainley, Janet – University of Leicester; McKeon, Frankie – University of Leicester
- 349 Waiting for Ofsted: affect, learning and the impact of inspection on teacher educators
Cooper, Bridget – University of Sunderland; Clyde, Helen – University of Sunderland

4

4 SEP 16:30–18:00

Professional, learning, identity and career aspirations

Teacher education and development

4.29 | Room 117, Jubilee Building

Session type: Individual papers

Chair: S. Eady

- 417 'You can integrate your philosophy of teaching eventually...': Exploring perceptions of professional identity
Shields, Sam – University of Hull
- 069 Gendered trends in student teachers' professional aspirations
Smith, Joan – University of Leicester
- 691 Professional learning on a master of arts in education programme: what are the different discourses around criticality?
Eady, Sandra – University of Stirling

The educative space of the street? Learning from the educational approaches of detached youth work in a time of austerity politics

Youth studies

4.30 | Room G36, Jubilee Building

Session type: Symposium 3725

Chair: J. Batsleer

Discussant: A. Berne

- 096 Working with street violence through detached work
Seal, Mike – Newman University College; Harris, Pete – Newman University College
- 094 Informal educators, surveillance and the right to the street
de St Croix, Tania – Kings College
- 097 "Socioeducative acompañamiento" as the pedagogical way of working with young people in the street
Laredo, Erika – Leeds Metropolitan University; Llana Berne, Asun – University of Barcelona
- 095 Is the street the last place of democratic social education?
Tiffany, Graeme – Independent

4

4 SEP 16:30–18:00

Main Conference

Parallel Session 5

Thursday 5 September | 10.10–11.40

Spotlight session

Wiley – How To Get Published: A Beginner's Guide To Getting Published In BERA's Journals

Room 144, Jubilee Building

Are you new to academic writing? Are you daunted by the prospect of peer review, confused about how your paper travels through production, unsure about publication ethics and open access?

If so, join us for this interactive session in which the Editors of British Educational Research Journal (BERJ), British Journal of Educational Technology (BJET) and Review of Education will be joined by their Publisher to present advice for new writers, explain the distinctive requirements of the BERA journals and take questions from the floor.

Teaching in low-income countries: the impact of teacher education and development

Comparative and international education

5.01 | Room 101, Fulton Building

Session type: Symposium 3756

Chair: J. Pryor

Discussant: K. Akyeampong

- 580 Teachers who buck the trend: innovative practices in the teaching of early reading and basic mathematics in Sub-Saharan Africa
Westbrook, Jo – University of Sussex
- 620 Seeking a fit between teachers' practice, curricular aspiration and students' learning in low-income countries: insights from extensive literature reviews
Durrani, Naureen – University of Sussex
- 629 Swift and successful? Accounting for the results of speedschools in Ethiopia
Zeitlyn, Benjamin – University of Sussex; Sabates, Ricardo – University of Sussex
- 634 Conceptualizing the practice of becoming a (better) teacher
Pryor, John – University of Sussex

Conceptualising progress and competence

Curriculum, assessment and pedagogy

5.02 | Room 201, Fulton Building

Session type: Individual papers

Chair: B. Cooper

- 662 Supporting outstanding pupil progress in schools in an area of social and economic deprivation: a case study in a cluster of five schools
Cooper, Bridget – University of Sunderland
- 226 A case of 'double triage' in English secondary schools
Singh, Birendra – Institute of Education
- 495 Planning for and implementing a competence based curriculum: opening minds in action
Isham, Colin – CUREE; Cordingley, Philippa – CUREE

Enhancing schools and enhancing learning

Curriculum, assessment and pedagogy

5.03 | Room 205, Fulton Building

Session type: Individual papers

Chair: D. Leat

- 537 Contradictions and compromises in developing enquiry based learning
Thomas, Ulrike – Newcastle University; Leat, David – Newcastle University; Lofthouse, Rachel – Newcastle University
- 637 Enhancing schools through teacher development
Young, Vanessa – Canterbury Christ Church University; Pagden, Alan – Canterbury Christ Church University; Driscoll, Patricia – Canterbury Christ Church University

Learning, curriculum and pedagogy (2)

Early childhood

5.04 | Room 214, Fulton Building

Session type: Individual papers

Chair: M. Wang

- 751 Play in practice; a pilot study
Davis, Rosemary – University of London Institute of Education
- 128 A double challenge: a study to explore how the communication needs of young children with Down's syndrome and English as an additional language can be supported in their early education
Kyffin, Fliss – Bangor University; Ware, Jean – Bangor University; Thomas, Enlli – Bangor University
- 098 Parental scaffolding behaviours during co-viewing of television with their preschool children in Taiwan
Wang, Min-Hsuan – Institute of Education

Teachers and policy-making

Educational research and educational policy-making

5.05 | Room 212, Fulton Building

Session type: Individual papers

Chair: M. McGinty

- 716 Voices from the silent revolution: life history and higher level teaching assistants
McGinty, Maureen – Plymouth University
- 218 Beyond 'impact' studies and 'knowledge exchange': research partnerships and 'middle-work'
Thomson, Pat – The University of Nottingham
- 231 Reinventing the wheel? Networks and teaching schools: a story of school improvement and cooperation
Jolliffe, Wendy – University of Hull
-

Motivation, engagement and the role of teaching assistants in school improvement

Educational effectiveness and improvement

5.06 | Room 211, Fulton Building

Session type: Individual papers

Chair: J. Gray

- 477 Finding space 'between the lines'? The roles and responsibilities of HLTAs re-visited
Graves, Susan – Edge Hill University; Williams, Keith – Edge Hill University
- 251 Improving pupil motivation together
Bentham, Sue – University of Chichester
- 192 Models of school improvement: an Australian study
Gray, Jan – Edith Cowan University; Ure, Christine – Deakin University
-

Widening participation

Higher education

5.07 | Room 104, Fulton Building

Session type: Individual papers

Chair: B. Alcott

- 127 University access and its determinants: assessing the key points of divergence
Alcott, Ben – University of Michigan; McCall, Brian – University of Michigan
- 479 Getting in, but feeling out: exploring a sense of belonging among first-generation undergraduates who are the daughters of single mothers
Gagnon, Jessica – University of Sussex
-

The social organisation of educational studies

Higher education

5.08 | Room 103, Fulton Building

Session type: Symposium 3764

Chair: G. McCulloch

Discussant: G. McCulloch

- 674 The study of education: a disciplinary, multidisciplinary or interdisciplinary field?
McCulloch, Gary – Institute of Education London
- 676 Disciplinarity and the organisation of scholarly writing in educational studies in the UK
Thomas, James – Institute of Education London
- 677 Changing times, changing contexts: mapping the social organisation of education from different points of view
Moss, Gemma – Institute of Education London
-

Disengagement and exclusion

Inclusive education

5.09 | Room 213, Fulton Building

Session type: Individual papers

Chair: C. Devecchi

- 659 Reducing inequalities in rates of school exclusion: a study of the issues for policy and practice
Gazeley, Louise – University of Sussex; Boddy, Janet – University of Sussex; Brown, Christopher – Institute of Education; Marrable, Tish – University of Sussex
- 482 Inside/out: researching inclusion through engaging with students' voices
Hope, Max – University of Hull; Adderley, Rebecca – University of Hull; Garbutt, Charlotte – University of Hull; Hughes, Gill – University of Hull; Jones, Lisa – University of Hull; McDonald, Kerry – University of Hull; Shaw, Patricia – University of Hull; Walker, Elizabeth – University of Hull
- 545 Transition, access and participation in FE and HE for young people with special educational needs in Ireland: a focus on 'institutional readiness'
Devecchi, Cristina – University of Northampton; Bell, Sheena – University of Northampton; McGuckin, Conor – Trinity College; Shevlin, Michael – Trinity College
-

The social construct of followership and a new perspective on the transition from industry to education for vocational lecturers

Leadership & management in education

5.10 | Room 206, Fulton Building

Session type: Individual papers

Chair: D. Page

- 166 Managing masculinities: heads of construction in further education
Page, Damien – University of Greenwich
- 389 Follower experience of the leadership DYAD
Billot, Jennie – AUT University
-

Trainee teachers' knowledge and beliefs

Literacy and language

5.11 | Room G36, Jubilee Building

Session type: Individual papers

Chair: R. Cox

- 687 Reading for pleasure: the challenges and implications for trainee English teachers
Feist, Alison – Anglia Ruskin University
- 741 An international comparative study of teacher education students' knowledge of children's literature
Cox, Robyn – Australian Catholic University
- 728 Bookprints and textual lineage: the influence of teachers' literary education on practice
McLean Davies, Larissa – University of Melbourne; Doecke, Brenton – Deakin University; Mead, Philip – University of Western Australia

Mentoring and coaching

Mentoring and coaching

5.12 | Room 204, Fulton Building

Session type: Individual papers

Chair: K. Livingston

- 507 Exploring the impact on mentors when different constructs of curriculum, assessment and pedagogy collide
Livingston, Kay – University of Glasgow; Shiach, Lynne – University of Aberdeen
- 082 Visions of future selves – how does life experience shape the visualisation and pursuit of a career?
Hayton, Kavita – Arts University at Bournemouth
- 673 Situated learning in midwifery education: Vygotsky's legacy
Finnerty, Gina – Kingston University

Teaching, professional learning & networked communities

New technologies in education

5.13 | Room 110, Fulton Building

Session type: Individual papers

Chair: N. Owen

- 109 Teachers' use (or not use) of social media for their professional learning: a small-scale survey of teachers in England
Owen, Nathaniel – University of Leicester; Fox, Alison – University of Leicester; Bird, Terese – University
- 515 Approaches to researching new technology: a review of the literature on teacher take-up of ICT
Hammond, Michael – University of Warwick
- 587 Assessment in networked learning based communities
Avery, Barry – Kingston University

Moral education: comprehensive doctrines or overlapping consensus?

Philosophy of education

5.14 | Room 115, Jubilee Building

Session type: Symposium 3729

Chair: R. Davies

- 197 Working with comprehensive doctrines and overlapping consensus in schools
Bowie, Robert – Canterbury Christ Church University
- 198 What does it mean to have been 'morally educated'?
Davies, Richard – PESGB
- 199 Comprehensive conceptions, political conceptions and common morality
Hand, Michael – University of Birmingham
- 201 Ethical schooling in plural societies
Moulin, Dan – Somerville College

Exploring learning in PE

Physical education and sports pedagogy

5.15 | Room 118, Jubilee Building

Session type: Individual papers

Chair: H. Larsson

- 499 Physical education learning cultures – learning what?
Larsson, Håkan – The Swedish School of Sport and Health Sciences; Karlefors, Inger – Umeå University
- 273 A jolt of experience: understanding the expectations and realities of pedagogical change
Casey, Ashley – University of Bedfordshire
- 244 Strangely familiar and familiarly strange: conducting ethnographic fieldwork in a physical education department five years after leaving
Thomson, Alan – Edge Hill University

Young people and apprenticeships

Post-compulsory and lifelong learning

5.16 | Room 113, Fulton Building

Session type: Individual papers

Chair: K. Orr

- 142 Mediating work-based learning: the role of training providers
Yeomans, David – School of Education
- 443 Minority ethnic young people in apprenticeships in England and Germany: representation and under-representation
Chadderton, Charlotte – University of East London; Wischmann, Anke – Leuphana University Lueneburg

Exploring a range of ways to improve practice – individually and collaboratively

Practitioner research

5.17 | Room 203, Fulton Building

Session type: Individual papers

Chair: J. Walton

- 257 Living-educational-theories as transformational continuing professional development
Whitehead, Jack – University of Cumbria; Huxtable, Marie – University of Cumbria
- 262 How do I contribute to improving educational theory, practice and provision through developing my living-theory-praxis?
Huxtable, Marie – University of Cumbria
- 053 The strengths-based learning classroom: a New Zealand case study
Galloway, Rod – George Street Normal School

Minorities support and surveillance

Race ethnicity and education

5.18 | Room G31, Jubilee Building

Session type: Individual papers

Chair: R. Race

- 027 What's so exceptional about education in the 'state of exception'? A comparative analysis of five countries from a critical race/class perspective
Preston, John – University of East London; Chadderton, Charlotte – University of East London; Kitagawa, Kaori – University of East London
- 468 School exclusions revisited: the experiences of black Caribbean pupils
Rhamie, Jasmine – University of Roehampton

Diverse teachers for diverse learners

Race ethnicity and education

5.19 | Room Fulton B

Session type: Symposium 3736

Chair: G. Smyth

Discussant: V. Lander

- 284 'It's not very Indian': authenticity and identity in a Panjabi school
Creese, Angela – University of Birmingham; Blackledge, Adrian – University of Birmingham
- 285 Left out of the conversation: black and minority ethnic teachers speak
Arshad, Rowena – University of Edinburgh
- 512 Young people's perceptions of teacher diversity
Smyth, Geri – University of Strathclyde

Innovative and emerging approaches to research

Research methodology in education

5.20 | Room 102, Fulton Building

Session type: Individual papers

Chair: L. Hetherington

- 291 Critical cartography as pedagogical methodology
Firth, Rhiannon – University of East London
- 650 New media as method in participatory educational research
Eglinton, Kristen – University of Surrey

Drawing on young people's understanding to further knowledge of social justice

Social justice

5.21 | Room 109, Fulton Building

Session type: Individual papers

Chair: V. Showunmi

- 474 The schooling and identities of Eastern European immigrant pupils
Tereshchenko, Antonina – King's College London
- 367 Feminist critical race theory and intersectionality: complicating 'achievement' through the lens of black girls' narratives
Showunmi, Victoria – IOE

Epistemologies, politics and practicalities of a theoretically-informed and practice-based research agenda

Socio-cultural and cultural-historical activity theory

5.22 | Room 209, Fulton Building

Session type: Symposium 3752

Chair: V. Farnsworth

Discussant: G. Boag-Munroe

- 520 Research cannot define 'best practice' but it can offer tools for considering 'which practice': working through theories of identity and curriculum
Farnsworth, Valerie – University of Leeds
- 523 Not just so stories: practicing radical discursive research for the benefit of educational practice
Sfard, Anna – University of Haifa
- 526 Research knowledge production and educational activity: a 'research path' approach
Chaiklin, Seth – University of Bath

Perspectives on poverty and teacher education

Teacher education and development

5.23 | Room 107, Fulton Building

Session type: Symposium 3755

Chair: I. Menter

Discussant: O. McNamara

- 564 Poverty and teacher education – what is the matter?
Menter, Ian – University of Oxford; Firth, Roger – University of Oxford; Hillier, Judith – University of Oxford; Todd, Liz – University of Newcastle-upon-Tyne; Glenn, Georgina – Oxford Brookes University
- 568 Policy and discourses on teacher education and poverty
Childs, Ann – University of Oxford; Burn, Katharine – Institute of Education
- 570 Approaches to poverty within teacher education programmes
Mutton, Trevor – University of Oxford; Jerome, Lee – London Metropolitan University; Burley, Suzanne – London Metropolitan University
- 574 Student teachers' perceptions of poverty
McNicholl, Jane – University of Oxford; Thompson, Ian – University of Oxford; Spencer, Ingrid – University of Leicester

Technology supported learning

Teacher education and development

5.24 | Room 202, Fulton Building

Session type: Individual papers

Chair: C. Kosnik

- 186 It is not so simple to do web 2.0: A study of integration of technology into literacy methods courses
Kosnik, Clare – University of Toronto
- 343 Using tablet technology to enhance peer assessment and feedback
Wilson, Ian – York St John University; Backhouse, Anita – York St John University

Teacher identity formation

Teacher education and development

5.25 | Room 116, Jubilee Building

Session type: Individual papers

Chair: L. Murtagh

- 207 Replacing the cardigan: teacher identity in year two undergraduate initial teacher education students
Seward, Deborah – University of Cumbria; Renwick, Anne – University of Cumbria
- 134 Waving goodbye to the classroom's exemplary adult: re-thinking teacher development in the light of psycho-spiritually informed perceptions of the flawed subject's selective awareness
Keck, Charles – El Colegio de la Frontera Sur
- 330 I am what I am ... The construction of teacher identity for those with parental responsibilities
Murtagh, Lisa – Edge Hill University; Morris, Karen – Edge Hill University; Thorpe, Polly – Edge Hill

Digital technologies for pupil and teacher learning

Teacher education and development

5.26 | Room 117, Jubilee Building

Session type: Individual papers

Chair: N. Wright

- 015 Digital technologies, initial teacher education, and continuance theory
Wright, Noeline – University of Waikato
- 219 Mediated action: creating a website as a tool to support professional learning for teaching argumentation
Simon, Shirley – Institute of Education; Davies, Paul – Institute of Education
- 270 Enhancing pupil learning: ICT and the non-specialist teacher
Stockford, Antony – University of Bedfordshire

Ethnicity, 'race' and modern youth work practice

Youth studies

5.27 | Room 114, Fulton Building

Session type: Symposium 3747

Chair: P. Thomas

Discussant: P. Thomas

- 424 Anti oppressive practice – a reality or an espoused theory?
Woods, Aine – London Metropolitan University
- 421 Countering racism and developing critical anti-racist intercultural youth work practice in a white Highland setting
Bowler, Rick – University of Sunderland
- 425 Black young people and political participation
Shukra, Kalbir – Goldsmith's College

Main Conference

Parallel Session 6

Thursday 5 September | 12.10–13.40

Reducing debilitating exam anxiety in GCSE students

Curriculum, assessment and pedagogy

6.01 | Room G36, Jubilee Building

Session type: Symposium 3733

Chair: D. Putwain

Discussant: C. Jackson

- 326 The design and evaluation of a large-scale experimental study among gcse students for the measurement and management of test anxiety
Sadreddini, Shireen – Assessment and Qualifications Alliance; Chamberlain, Suzanne – Assessment and Qualifications Alliance; Putwain, Dave – Edge Hill University; Daly, Tony – University of South Australia
- 327 "Sink or swim": buoyancy and coping in the test anxiety and academic performance relationship
Daly, Tony – University of South Australia; Putwain, Dave – Edge Hill University; Chamberlain, Suzanne – Assessment and Qualifications Alliance; Sadreddini, Shireen – Assessment and Qualifications Alliance
- 328 Students' and teachers' experiences and perceptions of the sources of anxiety at GCSE
Chamberlain, Suzanne – Assessment and Qualifications Alliance; Sadreddini, Shireen – Assessment and Qualifications Alliance; Daly, Tony – University of South Australia; Putwain, Dave – Edge Hill University

Getting the best for Wales? Initial findings from the evaluation of the foundation phase for Wales

Early childhood

6.02 | Room 114, Fulton Building

Session type: Symposium 3738

Chair: C. Taylor

Discussant: R. Thurston

- 300 Towards a policy logic model for evaluating the foundation phase in Wales
Maynard, Trisha – Canterbury Christ Church University; Taylor, Chris – Cardiff University
- 301 The introduction and implementation of the foundation phase in Wales
Waldron, Sam – Cardiff University
- 302 Observing the foundation phase in schools and classrooms in Wales
Rhys, Mirain – Cardiff University
- 303 The effects of the foundation phase on absenteeism, attainment and inequalities: estimates based on secondary analysis of the national pupil database
Davies, Rhys – Cardiff University; Taylor, Chris – Cardiff University

Teachers and policy-making

Educational research and educational policy-making

6.03 | Room 203, Fulton Building

Session type: Individual papers

Chair: R. Allen

- 655 The impact of hiring teach first participants on school and departmental performance: matched difference-in-differences and pupil fixed effects estimation
Allen, Rebecca – Institute of Education; Alnutt, Jay – Institute of Education
- 566 The changing professionalism of teachers in academy schools
Hart, Melissa – University of Chester
- 623 Working knowledge: governing by inspection in England and Scotland
Baxter, Jacqueline – The Open University UK; Ozga, Jennifer – The University of Oxford

Policy and school improvement

Educational effectiveness and improvement

6.04 | Room 211, Fulton Building

Session type: Individual papers

Chair: R. Passy

- 304 Meeting the challenge of school improvement: a comparative study on coastal academies in England
Passy, Rowena – Plymouth University; Ovenden-Hope, Tanya – Plymouth University
- 498 Has the advanced skills teacher role been an advance for the profession? The views of head teachers
Goodwyn, Andy – University of Reading

Teacher education

Higher education

6.05 | Room 104, Fulton Building

Session type: Individual papers

Chair: H. Roberts

- 252 A narrative study of new teacher educators into ITE, exploring their professional identities within the context of university and TA/DFE/Ofsted requirements
Roberts, Helen – Northumbria University; Clark, Jim – Northumbria University
- 269 The leadership of practice disciplines in universities: the case of teachers and nurses
Hudson, Andy – Kingston University School of Education; Ross, Fiona – Kingston University School of Education; Marks-Maran, Dai – Kingston University School of Education

Student satisfaction

Higher education

6.06 | Room 103, Fulton Building

Session type: Individual papers

Chair: S. Ward

- 272 The idea of 'student satisfaction' in higher education
Ward, Sophie – Durham University; Smith, Richard – Durham University
- 505 Measuring student satisfaction and lecturer performance: a road to improved quality?
Arthur, Linet – Oxford Brookes University
- 210 Collaborative learning in esp courses: effectiveness and students' attitudes towards it
Saba 'Ayon, Najwa – Rafik Hariri University

Literacy capital and identity

Literacy and language

6.07 | Room 110, Fulton Building

Session type: Individual papers

Chair: S. Ellis

- 354 Constructions of community: everyday literacies and family learning on a midlands council estate
Jones, Susan – University of Nottingham
- 750 Parents' education levels/literacy skills: an impact on primary children's achievement at school in rural Uganda
Jurugo Drajea, Alice – University of Dublin; Osullivan, Carmel – University of Dublin

Evolution of school mathematics in England, as seen through the lens of GCSE examinations

Mathematics education

6.08 | Room 201, Fulton Building

Session type: Symposium 3742

Chair: C. Morgan

Discussant: T. Brown

- 338 Investigating the evolution of school mathematics through the lens of examinations: developing an analytic framework
Morgan, Candia – Institute of Education
- 339 Changing participation: evolution of the requirements with respect to the student's participation in mathematical discourse, the case of the learner's agency
Sfar, Anna – University of Haifa
- 619 Changing mathematics: evolution of the mathematical properties of school mathematics discourse in England
Tang, Sarah – Institute of Education

'Thinking' and education

Philosophy of education

6.09 | Room 115, Jubilee Building

Session type: Individual papers

Chair: M. Gough

- 230 Critical thinking as a skill
Gough, Martin – University of Kent
- 165 A living logic for educational research
Whitehead, Jack – University of Cumbria

Leadership, learning and change in PE

Physical education and sports pedagogy

6.10 | Room 118, Jubilee Building

Session type: Individual papers

Chair: T. MacFadyen

- 699 Leadership and the lived experiences of the secondary school physical education head of department in England
Macfadyen, Tony – Reading University
- 241 The absence of assessment for learning in Norwegian physical education: assessment crises or opportunity?
E. Leirhaug, Petter – Norwegian School of Sports Sciences

Making room for argument: joint practice development in action in the further education and skills sector

Post-compulsory and lifelong learning

6.11 | Room 113, Fulton Building

Session type: Symposium 3753

Chair: M. Gregson

Discussant: L. Unwin

- 525 Joint practice development: new research, policy and practice partnerships in action in the fe and skills sector
Gregson, Maggie – University of Sunderland; Kearney, Sheila – Learning and Skills Improvement Service; Nixon, Lawrence – University of Sunderland
- 527 From continuing professional development to continuing professional education: 1 what and 3 whys
Nixon, Lawrence – University of Sunderland; Gregson, Maggie – University of Sunderland; Spedding, Patricia – University of Sunderland
- 535 It took me a little while to 'get it': exploring joint practice development (JPD) as an alternative to conventional approaches to the continuing professional development of teachers in the FE and skills sector
Akin-Omoyajowo, Tinyan – Barking and Dagenham College; Gregson, Maggie – University of Sunderland; Nixon, Lawrence – University of Sunderland
- 536 We can work it out: practitioner-led, whole organisation approaches improving teaching and learning in the FE and skills sector
Webber, John – Sussex Downs College; Gregson, Maggie – University of Sunderland; Nixon, Lawrence – University of Sunderland
- 538 How can value-led education ensure the design, development, and implementation of a curriculum that staff are proud of and can support learners to become 'good' citizens in their future life?"
Webber-Jones, Robin – New College Stamford; Gregson, Maggie – University of Sunderland; Nixon, Lawrence – University of Sunderland

Still a minority study

Race ethnicity and education

6.12 | Room G31, Jubilee Building

Session type: Individual papers

Chair: J. Preston

- 167 Researching 'race' in education: reflexivity or estrangement?
Preston, John – University of East London; Bhopal, Kalwant – University of Southampton
- 320 Creating the conditions for integration: the social and education consequences of coalition government education policy in 2013
Race, Richard – Roehampton University

Teachers, schools and sexualities equality

Sexualities

6.13 | Room 101, Fulton Building

Session type: Individual papers

Chair: H. Sauntson

- 129 Sexualities equality and diversity training in secondary schools: an appraisal analysis of teachers' reflections, attitudes and experiences
Sauntson, Helen – York St John University
- 485 Lesbian and gay teachers entering into civil partnership: pride and prejudice?
Neary, Aoife – University of Limerick

Evaluating pedagogic and curriculum initiatives that aim to change social outcomes

Social justice

6.14 | Room 155, Jubilee Building

Session type: Individual papers

Chair: U. Neins

- 502 Promoting reconciliation through a shared curriculum experience: findings from a clustered randomized controlled trial of primary and post-primary schools in Northern Ireland
Niens, Ulrike – Queen's University Belfast; Kerr, Karen – Queen's University Belfast; Connolly, Paul – Queen's University Belfast
- 132 'Learning and health go hand in hand': a critical discourse analysis exploring the educational and political purposes of the 'wellbeing agenda' in schools
Spratt, Jennifer – University of Aberdeen
- 411 Knowledge translation: interrupting educational inequity through pedagogic partnerships
Singh, Parlo – Griffith University; Glasswell, Kathryn – Griffith University; Märtsin, Mariann – Griffith

Collaborative learning, professional development and teacher beliefs

Teacher education and development

6.15 | Room 107, Fulton Building

Session type: Individual papers

Chair: W. Cajkler

- 254 The professional development of teachers: using mediated video to enhance teacher performance
Marsh, Brian – University of Brighton; Mitchell, Nick – Leeds Metropolitan University
- 008 Language teachers' complex dynamic belief system
Zheng, Hongying – Sichuan Normal University

Professional learning for change

Teacher education and development

6.16 | Room 116, Jubilee Building

Session type: Individual papers

Chair: B. Harold

- 509 From transactional to transformative: the longitudinal development of a university – school partnership model for teacher education
Harold, Barbara – Zayed University; Stephenson, Lauren – Zayed University
- 748 The role of teachers in changing schools: an agentic perspective
Durrant, Judy – Canterbury Christ Church University
- 718 Learning to teach in practice: retrospect and prospect
Childs, Ann – University of Oxford; Ellis, Viv – University of Oxford

Practice-based learning: performance, partnerships & community

Teacher education and development

6.17 | Room 117, Jubilee Building

Session type: Individual papers

Chair: R. Shaheen

- 556 What is it, that 'inspirational' teaching delivery techniques 'do'?
Birks, Marilyn – Institute of Education; Wall, Karl – Institute of Education
- 401 What makes student teachers become better teachers?: The case of Malawi
Kazima, Mercy – University of Malawi; Kapito, Patrick – University of Malawi
- 508 Interaction between school and media based interventions to influence english language learning: a case of Bangladesh
Shaheen, Robina – The Open University (UK); Azim, Farhan – English In Action; Kabir, Sonia – BBC

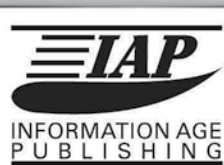
EDUCATION BOOKS FROM AROUND THE WORLD

Available in the UK and Continental Europe from **Eurospan | group**

Visit www.eurospanbookstore.com/education for discounted prices.



Publishes and distributes evidence-based books, journals, tests, assessment instruments and programmes for teachers, psychologists, human resource practitioners, policy makers, parents, guidance officers, librarians and students.



Publishes scholarly book series and journals in the social sciences. Its goal is to develop a comprehensive list of book series, monographs and journals that break down and define specific niches that lack high-level research material in the field of Education.



Provides leadership and service, including a publishing programme, to improve teaching, learning, and school leadership by advancing the effective use of technology in pre- Kindergarten through to grade 12 educational environments, and teacher education.



Develops and produces high-quality resources for science educators, including classroom-ready activities, professional development materials, the latest scientific education news and research, assessment, and standards-based instruction.



A leading non-profit publisher of exceptional curriculum, management, and business resources for early childhood professionals. Their titles represent a broad range of topics designed to assist teachers in providing a stimulating, child-centred curriculum based on sound and accepted theory.



Specialises in books that focus on higher education and inclusive teaching. Its higher education programme covers teaching and learning, service learning, assessment, online education, and leadership and administration.



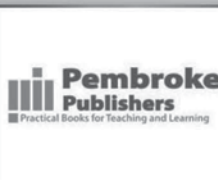
An imprint of Harvard Education Publishing Group, HEP publishes innovative books covering critical issues in education. Their books aim to influence and inform education practice and administration, explore on-going debates, and report on important research.



A non-profit, global network of individuals and institutions committed to worldwide literacy since 1956. Its publications guide and inform practice, professional development, and research in literacy.



Provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. The MLA sustains one of the finest publishing programmes in the humanities.



Award-winning books which celebrate the joy of learning. They provide practical, quality books for teachers, librarians, and parents. Topics range from writing and reading, to grammar and speaking, to thinking and drama, to classroom management and major issues in education.

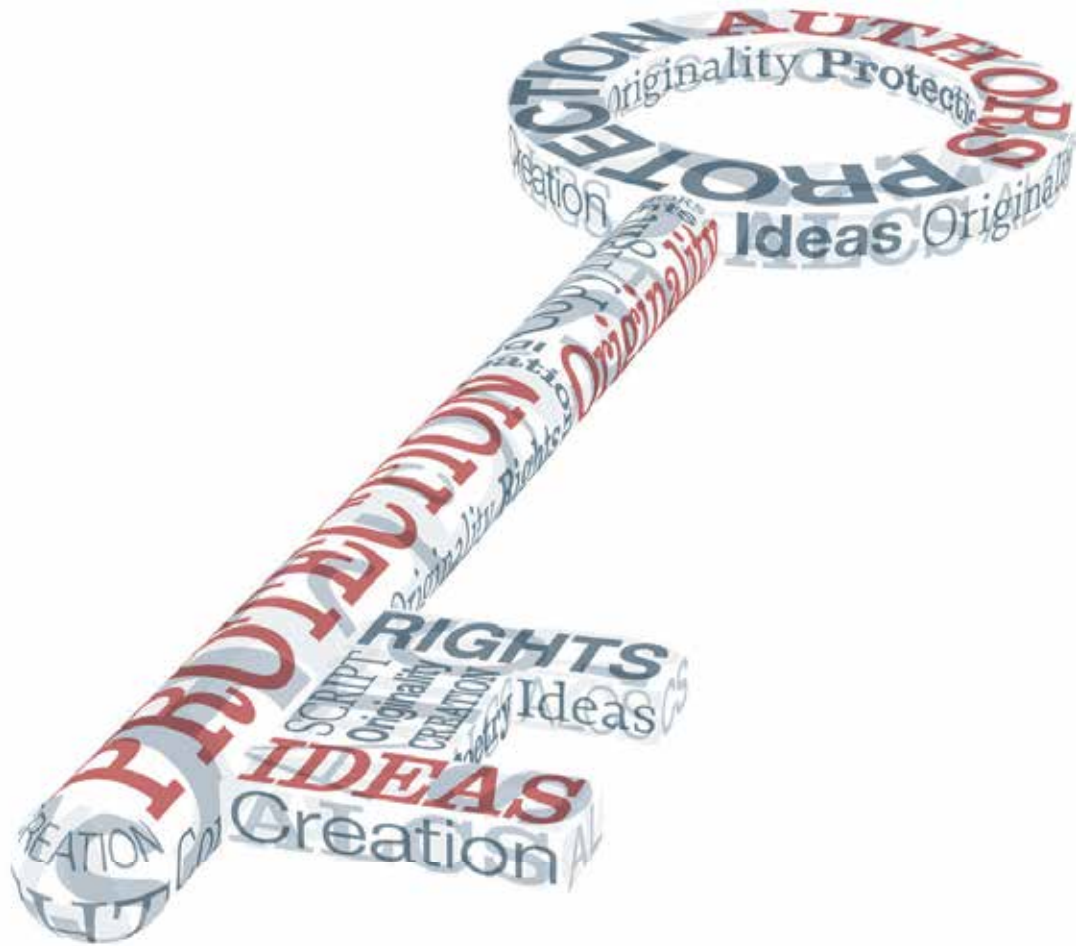


Publishes professional development books and videos by teachers and for teachers. All of their titles are grounded in a philosophy of education that respects both teacher and learner. All are designed to integrate theory, research, and practice in an accessible manner. Titles cover a range of literacy topics, from reading comprehension to classroom management.



For over a century, Teachers College Press has been committed to addressing ideas that matter most to educators. Today, their publishing programme carries on this tradition and seeks to open and expand the dialogue between theory and practice.

Please visit www.eurospanbookstore.com/education for a complete list of Education titles distributed by Eurospan. Sign up for regular information about forthcoming titles at www.eurospanbookstore.com/maillinglist



Have you ever had anything you've written published?

If you've written a book or had an article published, the Authors' Licensing & Collecting Society (ALCS) could be holding money owed to you. ALCS collects secondary royalties earned from a number of sources including the photocopying and scanning of books.

Unlock more information about how you could benefit by visiting www.alcs.co.uk

protecting
and promoting
authors' rights

ALCS

Posters 1–20

Jubilee Builder Foyer

A prize will be presented to the best Main Conference Poster and best Early Career Researcher Conference Poster. Please return to your poster at 18.00 on Wednesday 4 September to see if your poster has been awarded a prize, this will be signified by a rosette on the poster. The prize will be awarded at 9.00–10.00 on Thursday 5 September in G38, Jubilee Building. Be sure to be in attendance.

Main Conference Posters

Poster 1

Evaluating the reliability of complex qualifications
Benton, Tom – Cambridge Assessment

Poster 2

Engendering change in students study habits through self-reflection
Berg, David – University of Otago; Smith, Jeff – University of Otago

Poster 3

Spanish club: encouraging lifelong learning through family language classes
Georgeson, Jan – Plymouth University; la Velle, Linda – Plymouth University

Poster 4

Is there an association between epistemological and pedagogical beliefs about mathematics? An empirical investigation of the beliefs of pre-service teachers
Gilleece, Lorraine – Liverpool Hope University; O'Siochrú, Cathal – Liverpool Hope University

Poster 5

Do the questions from A and AS level economics examination papers request responses that reflect the intended construct?
Greatorex, Jackie – Cambridge Assessment; Shaw, Stuart – Cambridge International Examinations; Hodson, Phineas – Cambridge International Examinations; Ireland, Jo – Cambridge International Examinations

Poster 6

Children's developing theories of motion: subjectivity and shift
Hast, Michael – St Mary's University College

Poster 7

Teacher-student relationships, peer relationships and their subjective well-being in schools for Taiwanese students
Wang, Chih-Hung – National Changhua University of Education; Lu, Pei-Shan Chaoyang – University of Technology; Chang, Sanmao Frank – National Changhua University of Education; Sun, Pei-Chien – TransWorld University; Hsien, Yi-Ping – National Cheng Kung University; Hsu, Jin-Rong – National Changhua University of Education; Lin, Tsui-Ying – National Changhua University of Education

Poster 8

Changing times, changing qualifications
Rushton, Nicky – Cambridge Assessment

Poster 9

Literature review: the impact of targeted macro-policies (1997–2012) to support disadvantaged pupils in secondary education – a case study'
Scalise, Maria – University of Leicester

Poster 10

Five years on ... And still 'knackered'*: the voice of special educational needs coordinators (2005–2010) (*this description was used by participants in both 2005 and 2010)
Devi, Anita – University of Northampton; Smith, Andrew – University of Northampton

Poster 11

The lost generation: factors influencing young people's career development in Taiwan
Tsui, Fei-Yun – Institute of Education

Early Career Researcher Posters

Poster 12

Methodological strategies teaching gymnastics in São Paulo's universities

Carbinatto, Michele Viviene – Federal University of Triangulo Mineiro, Fundação de Amparo à Pesquisa do Estado de Minas Gerais; Nunomura, Myrian – University of São Paulo, Fundação de Amparo à Pesquisa do Estado de Minas Gerais

Poster 13

Spanish adolescents' attitudes toward transpeople

Carrera-Fernández, María Victoria – University of Vigo; Lameiras-Fernández, María – University of Vigo; Rodríguez-Castro, Yolanda – University of Vigo; Vallejo-Medina, Pablo – University of Vigo

Poster 14

Bullying among spanish adolescents: the role of gender traits, sexism and homophobia

Carrera-Fernández, María Victoria – University of Vigo; Lameiras-Fernández, María – University of Vigo; Rodríguez-Castro, Yolanda – University of Vigo; Vallejo-Medina, Pablo – University of Vigo

Poster 15

Use of a smartphone app by medical students: the Dr Companion© usage data

Davies, Bethany – Brighton and Sussex Medical School; Vincent, Tim – Brighton and Sussex Medical School; Lambert, Tim – Brighton and Sussex Medical School; Packer, Mark – Brighton and Sussex Medical School; Fairclough, Jil – Brighton and Sussex Medical School; Haq, Inam – Brighton and Sussex Medical School

Poster 16

Pupil perspectives on biodiversity; what do children learn in informal settings

Kimble, Grace – Institute of Education

Poster 17

Professional development within the workplace: experienced practitioners perceptions of the usefulness of reflective practice within clinical physiology

Lavery, Jacqueline – University of Wolverhampton, Sandwell and West Birmingham NHS Trust

Poster 18

Exploring teaching games for understand (TGFU) by brazilian indoor football coach's

Luguetti, Carla – University of Sao Paulo; Goodyear, Victoria – University of Bedfordshire; Kirk – David University of Bedfordshire; Dantas, Luiz – University of Sao Paulo

Poster 19

Teaching and learning about evolution in Scotland in relation to global citizenship education

Margiotta, Renato – University of Glasgow

Poster 20

Developing practitioner capability: is lack of reflection the students' fault?

Smith, Sara – Univeristy of Wolverhampton

Poster 21

Elementary education for disadvantaged in India

Gupta, Achala – University of Cambridge

SIG Forum Meetings

Tuesday 3 September | 16.00–17.00

3 SEP 16:00–17:00

The work of this conference would not have been possible without the help of the SIG convenors who not only play a pivotal role in the reviewing process but also help construct the academic programme. We are indebted to them for their help and assistance.

Arts based educational research

Room 103, Fulton Building

Arts Based Education Research (ABER) aims to understand education and learning in all contexts through the use of arts based concepts, techniques and practice.

Artist researchers use a variety of arts-based methodologies to undertake their research and / or to communicate their understanding through such diverse genres as narrative, poetry, visual arts, drama, dance or music. There is a rapidly growing body of both literature and shared international practitioner knowledge which directly considers concepts of art as research, the nature of aesthetic knowing and learning, the processes of making, and the use of art as a platform for recording, analysing and disseminating data.

The ABER Forum will provide an opportunity for BERA members to explore this relatively new field of research practice, meet current practitioners and academics and hear how we are singing and dancing the data ...

Comparative and international education

Room 107, Fulton Building

The Comparative and International Education SIG meeting is open to all BERA members. The meeting will provide some opportunities to discuss the SIG past and future activities.

Creativity in education

Room 202, Fulton Building

We offer a loose umbrella for researchers, policy makers and practitioners in a wide variety of settings, to work together and exchange perspectives on a variety of themes pertinent to creativity in education.

The SIG has organised a number of seminars and symposia both at BERA and in a variety of university sites since its inception. These include an ESRC-funded series of six seminars. Themes which have been of particular interest to members in recent years have included a concern to better understand core terms such as creative teaching, teaching for creativity and creative learning creativity.

Curriculum, assessment and pedagogy

Room 203, Fulton Building

The CAP SIG is now one year old! We have already held two successful conferences, one in London and one in Glasgow. The meeting will briefly update members about relevant activities in the first year, and then move to seeking views on how the SIG might develop in its second year. One possibility is conferences in Northern Ireland and Wales? We welcome suggestions and offers of support to organise SIG events.

Examples of areas of interest include:

- the growing influence of assessment on curricula internationally;
- the tensions between nation state control of educational policy and evidence that teacher and pupil agency are vital to educational effectiveness;
- the impacts of governments and their agencies on curriculum, assessment and pedagogy.

Early childhood

Room 115, Jubilee Building

The forum event will be an informal roundtable discussion and planning meeting for next year's events. The focus for the discussion will be the current political shifts and the implications for early childhood and early primary education (within and beyond the UK); the forthcoming review of the EYFS and what influence we might have as a group; and members' own research activities and plans.

Educational effectiveness and improvement

Room 116, Jubilee Building

The Educational Effectiveness and Improvement SIG forum will meet to review the state of play in educational effectiveness and improvement research, discuss SIG members' research activities and how to move forwards. Come along if you're interested.

Educational research and educational policy making

Room 117, Jubilee Building

The Educational Research and Educational Policy Making SIG continues to provide a lively strand of discussion at BERA conference with a variety of papers tracking the relationship between educational research and educational policy making in different settings. The SIG meeting will consider developments in policy making over the past year and what look like priorities for research in the year ahead. The business part of the meeting will reflect on how the SIG can best organise between conferences, as well as the on-going management of SIG business.

Higher education

Room 118, Jubilee Building

The SIG business meeting will begin with a round for SIG members to share their current research focus and identify shared interests. We will discuss the range of higher education research on the conference programme and consider current priorities and directions within the field. We will also discuss and agree a focus for the SIG event in Spring 2014 including possible ideas for collaboration with other SIGs.

Inclusive education

Room G31, Jubilee Building

The SIG provides a forum for critical discussion about all aspects of inclusive education. New members are most welcome.

Agenda for Meeting

1. Welcome and Introductions
2. Report on SIG activities during the past academic year.
3. Forward planning for the coming year(s):
 - a) outline of planned Day Conference (15th November 2013) Changing Legislation and its Radical Effects on Inclusive and Special Education: Perspectives across the Four Nations of the UK
 - b) discussion of the key questions for the inclusive education community and how to address them.
3. Enhancing the SIG (i) what the SIG is doing right, and (ii) how to encourage more researchers in inclusive education to be involved.

Forum participants will be encouraged to shape/add to this agenda.

Leadership and management in education

Room G36, Jubilee Building

This SIG is concerned with how educational institutions in all sectors (compulsory and post-compulsory; state and private) and all contexts are governed and managed, and how the personnel within them are led.

We are interested in institutional working practices including the moral, social, cultural and political positioning adopted by them, together with the processes involved in developing these, ultimately for the benefit of learners. These interests extend beyond the UK; many of us are engaged in the research and scholarship of educational leadership and management in overseas contexts.

Literacy and language

Room 101, Fulton Building

The aims of the group are to:

- Establish a voice in BERA with regard to policy and practice for research into language and literacy in education;
- Create a forum for exploration of the implications for education of research in the area of language and literacy;
- Use the SIG as an opportunity to learn from work by colleagues.

Forum agenda

1. Welcome
2. Attendance and Apologies
3. Introductions (including updates on research activity/projects)
4. Reflections on SIG activity 2012–13
5. Plans for SIG activity 2013–14
6. Any other business

Mathematics education

Room 113, Fulton Building

This open forum is open to all conference delegates with an interest in mathematics education and we particularly welcome those with an interest in primary education and all phases of initial teacher education.

The Mathematics Education SIG is linked to the British Society for Research into Learning Mathematics (BSRLM) and it aims to bring together researchers interested in a wide range of issues involving the teaching and learning of mathematics, both inside and outside of formal educational settings. Our intention is to be inclusive and accessible for all researchers, both new and experienced, encouraging them to work together to develop ideas and methodologies.

During the forum meeting, you will have a chance to meet the new SIG Convenor, Alison Clark-Wilson and discuss the planning of future SIG events in 2013–14.

Mentoring and coaching

Room 114, Fulton Building

Our SIG brings together researchers investigating mentoring and coaching and those who research mentor and coach others. In our meetings, we share information about what has occurred in events organised by our SIG members as well as in our outreach activities in our JISCMail lists. We reflect collaboratively on current developments in mentoring and coaching, including research by SIG members and publications over the past year. We look forward to planning future events and how we can enable one another to publish our research in IJMCE (International Journal of Mentoring and Coaching in Education) and discuss future directions for our SIG as we look with eager anticipation to a new Convenorship and policy implications.

Neuroscience and education

Room 201, Fulton Building

This special interest group (SIG) covers this important new and growing area and will:

- identify and evaluate research from neuroscience that is of educational interest;
- promote an understanding of neuroscience research within the educational community;
- establish a forum in which interdisciplinary issues can be discussed in a critical and cogent manner in a climate of openness and mutual respect;
- contribute to the building of research capacity in this interdisciplinary area, by encouraging interdisciplinary communication which examines theoretical, practical and strategic issues relevant to research linking the neurosciences and education.

The SIG runs in parallel with the AERA SIG, 'Brain, Neurosciences and Education'.

New technologies in education

Room 213, Fulton Building

The purpose of the 'New Technologies in Education' SIG is to provide a meeting place for BERA members interested in the application and impact of new technologies in education across both curricular and professional areas. The SIG has hosted two Wiley/BJET Seminars organised by the Editor of BJET and Wiley Blackwell publishers at the two BERA Annual conferences 2012 and 2013. These seminars have taken a focus on: (1) Redefining the Field of Learning Technologies and (2) Ethical Issues and Data Sharing. The SIG is planning an international seminar on Pedagogical Leadership of New Technologies in Education during 2013–14.

Philosophy of education

Room 214, Fulton Building

The SIG meeting will be an opportunity to discuss the various activities undertaken in Philosophy of Education during the year, and plans for SIG day conferences. We will also spend a little time considering future possible collaborations between philosophy and other disciplines and practices within educational scholarship, including joint applications to the PESGB large grants scheme.

Physical education and sports pedagogy

Room 102, Fulton Building

As in previous years, we will use the PE and Sport Pedagogy Forum to review last year's SIG activities, and discuss ideas for the incoming year. We will also be electing a new convenor of the SIG as Anne Flintoff completes her three year term of office. Please come and support your SIG; new members are especially welcome.

Post-compulsory and lifelong learning

Room 106, Fulton Building

Last year's SIG Form featured a presentation of Taiwan's vocational and educational training sector and this year we are very pleased to have Prof James Avis from the University of Huddersfield to discuss policy for the sector in the UK, three years after the Coalition government was elected. In addition we will be considering the future direction of the SIG, including the election of a new convenor.

Practitioner research

Room 109, Fulton Building

Our business meeting will

1. Offer an opportunity for SIG members attending to share Practitioner Research activities they have participated in as a way to understand some of the challenges we may all share
2. Arising from this report from members, two proposals for activities in the coming year will be discussed
 - a) Forum in the late Autumn The place of Critical Practitioner Research in the changing landscape of Education: transformative action in challenging times (venue tbc)
 - b) An exploration of Practitioner Research methodologies: the challenges of researching one's own practice. Seminar for 5–6 paper papers to be presented for discussion (Spring term (venue tbc))
3. Consider succession planning options for the convenor role

All BERA members welcome.

Race, ethnicity and education

Room 110, Fulton Building

The meeting will discuss events the Race, Ethnicity and Education SIG were involved with during 2011–2012, including the BME Conference which took place in Birmingham in July 2012. Moreover, we will also talk about forthcoming events and allow members to share their views on this and other issues concerning the SIG within BERA. Furthermore, there will be an update on the edited collection inspired by the SIG which we are hoping to launch at the BERA 2013 conference.

Religious and moral education

Room 209, Fulton Building

Our aims are:

- to provide a forum within BERA for researchers of Religious Education and Moral Education in which to share their research and exchange ideas;
- to raise the profile of issues that relate to Religious and Moral Education within the British Educational Research Association and the academy more generally;
- to encourage recognition and discussion of research in these areas through the annual conference and by hosting seminars and encouraging research papers within BERJ and other journals.

Religious and moral education are significant areas of the curriculum and contribute to school life in a variety of ways but they are often neglected within the wider educational community. The development of religious schools, issues to do with religious identity and pluralism and the nature of moral education with schools all have a significant impact on the nature of schooling as well as the characteristics of the subjects themselves.

Research methodology in education

Room 210, Fulton Building

The Research Methodology in Education SIG provides a space for critical discussion of research methodology in education. Its interests are in all aspects of research methodology in education, from paradigms and methods to techniques and processes. The Forum is a networking event designed to encourage supportive conversations about the methodological and practical concerns in our current research or teaching and to identify topics of mutual interest for future seminars. Do come along to learn more about the SIG. All welcome.

Science education

Room 211, Fulton Building

The group's interests include: formal science curricula practised in schools, colleges and universities; the promotion of public understanding of science through the media, museums, exhibitions and literature; and science education of students of any age or cultural background; and science practitioner research.

Our interests in curriculum development include policy issues addressing problems in assessment, using new technologies, providing differentiated learning experiences and developing investigative approaches.

We seek to explore differences between science curricula offered in different countries and the relationship between science and technology.

We are also interested in the teaching and learning of the philosophy of science including the history of science, the language of science, the mental models used in science and graphic representation in science.

Sexualities

Room 212, Fulton Building

The Sexualities forum at BERA 2012 will consist of an informal roundtable to review our activity to date, share news of forthcoming events, and explore the kinds of future developments members would like to see over the next year.

We are particularly interested in discussing:

- How might our research respond to contemporary policy agendas around SRE and sexualisation debates?
- What kinds of forum would Sexualities SIG members like to see in 2012/13?
- How might we develop the Sexualities SIG to support work in the area further?

We welcome anyone with an interest in the field to this forum and to join our email list/ Facebook page

Please bring along ideas for SIG development and news about your research interests.

Social justice

Room 204, Fulton Building

This SIG promotes dialogue on educational policies and practices at all levels in terms of supporting or inhibiting social justice. We are committed to developing a range of theoretical understandings of the concept of social justice and the interaction of particular axes of discrimination in education. Particular attention is given to discourses and material effects of social class, gender, citizenship and human rights, and the ways in which these interrelate. In addition we help to develop an understanding of the opportunities and spaces that social actors in education have to promote inclusion and social justice (as well as the limits and constraints they face), and the ways in which action can be taken. We contribute to the evaluation of research methodologies for investigating social justice. We consider the processes by which academic critique can or should influence political agendas locally, nationally and globally. Fundamentally, we provide an arena for debate, discussion and dissemination for researchers whose work addresses a wide range of social justice issues. Thus, the SIG's intention is to bring together research from a range of specialist yet related areas to a general forum to further social justice in education.

Social theory and education

Room 205, Fulton Building

The Social Theory and Education SIG aims to support and develop theoretically informed educational research, to engage with and facilitate new social theory and to explore the relationships between theory-work and research.

Social theory here refers to the use of theoretical frameworks to explain and analyse social action, social meanings and large-scale social structures. The field is interdisciplinary, drawing ideas from a range of contributing disciplines but particularly from politics, philosophy and sociology. Social theory aims to develop concepts and ontologies that can provide social research with conceptual and methodological tools for analytical and interpretational work.

Socio-cultural and cultural-historical activity theory

Room 206, Fulton Building

The forum aims to create an informal space to strengthen our links within the SIG and to brainstorm about future events and activities in the SIG. The activity will be organised in order to address the following questions:

- What do you think are the topics most debated currently around socio-cultural activity theory?
- What do you think or find have been particularly good/ appropriate applications of activity theory or CHAT? (Yours or others you know)
- What do you find are the limitations of activity theory etc?
- What areas do you think need additional discussion within Sociocultural or CHAT approaches?

Based on our discussion of these questions, we hope to identify some themes that we can take on board in developing plans for future SIG events, workshops or seminars.

Teacher education and development

Room 207, Fulton Building

The group covers research in initial teacher education, continuing professional development and teachers' careers.

The Teacher Education and Development SIG aims to bring together all those with a special interest in teacher education from initial teacher education, induction, early professional learning, CPD, to accomplished teaching and leadership. The SIG promotes UK-wide, comparative and international perspectives on policy and practice for teacher development across the career course. The 2013 Forum will consider the SIG contribution to the BERA-RSA Inquiry on Research and Teacher Education. All welcome.

Youth studies

Room 208, Fulton Building

In 2013/14 the Youth Studies and Informal Education SIG will be working in partnership with the Social Justice SIG and you are invited to discuss our shared agendas in relation to 'austerity politics' and their impact on educators and on young people. The plan is to develop a working method which engages young people and practitioners alongside researchers and to hold three events around the country during the year which develop our response and our research.

Exhibitors and Sponsors

Achievement for All 3As

St Anne's House, Oxford Square, Newbury, Berkshire RG14 1JQ
Tel: 01635 279 499
Email: enquiries@afa3as.org.uk
Website: www.afa3as.org.uk

Achievement for All 3As is an independent charity that is transforming the lives of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, those on free school meals and looked after children. We are raising the educational aspirations, access and achievement of pupils around the country, with a focus on reading, writing, maths, behaviour and attendance. We are currently working in over 1,500 schools to narrow the achievement gap for pupils and help them to succeed.

The Authors Licensing and Collecting Society

The Writers House, 13 Haydon Street, London SE15 4AA
Tel: 0207 264 5700
Fax: 0207 264 5755
Email: alena.johns@alcs.co.uk
Website: www.alcs.co.uk

If you have written material for a journal, magazine or a book, the Authors' Licensing & Collecting Society (ALCS) may be holding monies due to you. ALCS are holding a stand at this year's BERA Annual Conference 2013. If you have ever had anything published, come and visit us to find out how you can open yourself up to a whole new revenue stream.

Bloomsbury Publishing Plc

50 Bedford Square, London WC1B 3DP
Tel: 020 7631 5826
Email: carly.bareham@bloomsbury.com
Website: www.bloomsbury.com/academic/education

Bloomsbury's education publishing offers books and ebooks for those studying education at any level. Our award-winning titles range from high-level reference and leading-edge research to essential textbooks for initial teacher education and books for post-compulsory education students that bridge the best research on teaching and learning and evidence-informed professional practice.

Cambridge Assessment

1 Hills Road, Cambridge
Tel: 01223 553 311
Email: expertview@cambridgeassessment.org.uk
Website: www.cambridgeassessment.org.uk

Established in 1858, Cambridge Assessment operates and manages the University's exam boards – OCR, Cambridge International Examinations and Cambridge English Language Assessment – and carries out leading-edge research on assessment in education. A not-for-profit organisation, we develop and deliver educational assessment to eight million candidates in 170 countries annually.

Elsevier B.V.

043 NX Amsterdam
Tel: 31 20 485 3003
Email: a.olfers@elsevier.com
Website: www.elsevier.com

Elsevier publishes more than 35 high-quality educational research journals. All of our journals are available online via ScienceDirect www.sciencedirect.com and have free full-text sample issues available to download. In 2013 we are delighted to become the new publishing partners for Journal of Social Studies Research, the official publication of The International Society for the Social Studies.

Eurospan Group

3 Henrietta Street, Covent Garden, London WC2E 8LU
Tel: 0207 240 0856
Email: info@eurospangroup.com
Website: www.eurospanbookstore.com/education

Eurospan Group is Europe's fastest-growing independent marketing, sales and distribution agency for overseas publishers. The publishers represented include Teachers College Press, Harvard Education Press, Australian Council for Educational Research (ACER) Press, Information Age Publishing, Stylus Publishing, International Society for Technology in Education (ISTE), Stenhouse Publishers, Pembroke Publishers, National Science Teachers Association (NSTA) Press, International Reading Association, Redleaf Press and Modern Language Association (MLA).

IOE Press

Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL
Tel: 0207 612 6388
Email: s.sigmund@ioe.ac.uk
Website: ioe.ac.uk/publications

Institute of Education Press (IOE Press) is a university press based in the Institute of Education (University of London) that publishes books/eBooks to meet the needs of UK and international practitioners, students and scholars while complementing the Institute's mission to pursue excellence in education and related areas of social science and professional practice. Trentham Books has joined IOE Press where it will continue to publish books and journals underpinned by the values we share of equality, inclusion and social justice.

Oxford University Press

Great Clarendon Street, Oxford OX2 6DP
Email: business.uk@oup.com
Website: www.oup.com

Oxford's business and management publishing covers a broad range of exciting topics from strategy to organization studies to public management. The list includes work by economists, sociologists, psychologists, political scientists and historians, as well as business academics. Oxford textbooks deliver high quality, innovative teaching and learning solutions across a wide range of disciplines. With adoptable textbooks and extensive online teaching and learning materials, Oxford offers unrivalled resources for undergraduate study. We also publish several business journals including *Socio-Economic Review* and *Industrial and Corporate Change* and have business and management modules in the leading online research platforms Oxford Scholarship Online and Oxford Handbooks Online.

Palgrave Macmillan

Houndmills, Basingstoke, Hampshire RG21 6XS
Tel: 01256 329 242
Email: bookenquiries@palgrave.com
Website: www.palgrave.com

Palgrave Macmillan is a global academic and business publisher, serving learning and scholarship in the academic and professional worlds and is the market leader in study skills resources. We publish Education Research journals, textbooks, monographs and professional and reference works in print and online.

Routledge

2 & 4 Park Square, Milton Park, Abingdon, Oxon OX14 4RN
Tel: 020 7017 6000
Website: www.routledge.com/education

Routledge is an imprint of the Taylor & Francis Group – an Informa business. Routledge is a global publisher of academic books, journals and online resources. Our impressive Education portfolio covers a wide range of subjects, including educational research, sociology, psychology and education in practice. Don't forget to visit the Routledge stand to browse our latest books with 20% discount on available titles, and pick up your 14-day free access token for our Education journals.

SAGE

1 Oliver's Yard, 55 City Road, London EC1Y 1SP
Tel: 0207324 8500
Email: market@sagepub.co.uk
Website: www.sagepub.co.uk

SAGE is a leading international publisher of journals, books, and electronic media for academic, educational, and professional markets. Since 1965, SAGE has helped inform and educate a global community of scholars, practitioners, researchers, and students spanning a wide range of subject areas including business, humanities, social sciences, and science, technology and medicine. An independent company, SAGE has principal offices in Los Angeles, London, New Delhi, Singapore and Washington DC. www.sagepub.co.uk

University of Sussex Department of Education

Essex House, Falmer, Brighton, BN1 9QQ
Email: C.M.McLaughlin@sussex.ac.uk

The Department of Education at Sussex is a community of researchers, learners and teachers engaged fully in every aspect of education, in the UK and internationally. The Department offers an extensive programme of study for all those interested in education. The local, national and international reputation of Sussex for quality education and research is high and there is a tradition of being involved in research and development that focuses on equity, social justice and innovation.

Wiley-Blackwell

Customer Services Department, 1 Oldlands Way,
Bognor Regis, West Sussex PO22 9SA
Tel: 01243 843 294
Fax: 01243 843 303
Email: customer@wiley.com
Website: www.wiley.com

Wiley publishes a diverse and growing list of books and journals across a broad range of educational areas – from general education to more specialized areas such as inclusive education, philosophy of education, and literacy – in association with over 40 learned societies and professional organisations internationally, including the British Educational Research Association, the International Reading Association and the Philosophy of Education Society of Great Britain.

Author Index

An asterisk next to an author's name means that this author is the Presenting Author of the paper

Name	Session	Day	Time	SIG	Paper
Abbott, Ian	ECR 1.11	Tuesday	10.30–11.45	Leadership & Management in Education	307
Abedin, Manzoorul *	ECR 1.05	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	504
Acquaro, Daniela	2.29	Wednesday	11.00–12.30	Teacher Education and Development	627
Adderley, Rebecca	5.09	Thursday	10.10–11.40	Inclusive Education	482
Adler-Collins, Je Kan *	4.20	Wednesday	16.30–18.00	Practitioner Research	070
Adler-Collins, Je Kan*	3.09	Wednesday	14.30–16.00	Inclusive Education	398
Adzahlie-Mensah, Vincent *	ECR 1.01	Tuesday	10.30–11.45	Comparative and International Education	596
Ainley, Janet	4.28	Wednesday	16.30–18.00	Teacher Education and Development	346
Ainscow, Mel	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Ainscow, Mel *	1.28	Wednesday	9.00–10.30	Teacher Education and Development	668
Aiyegbayo, Olajojo *	3.07	Wednesday	14.30–16.00	Higher Education	266
Akin-Omoyajowo, Tinyan *	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	535
Alagul, Ozlem *	ECR 1.16	Tuesday	10.30–11.45	New Technologies in Education	714
Alcock, Sophie	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Alcott, Ben *	5.07	Thursday	10.10–11.40	Higher Education	127
Aldous, David *	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	706
Aldridge, David *	3.15	Wednesday	14.30–16.00	Philosophy of Education	524
Alhawsawi, Sajjadllah *	ECR 1.08	Tuesday	10.30–11.45	Higher Education	730
Ali, Arshad *	ECR 2.16	Tuesday	11.50–13.05	Race Ethnicity and Education	475
Allred, Pam *	4.23	Wednesday	16.30–18.00	Sexualities	690
Allen, Kim	Keynote 3	Tuesday	14.15–15.45	Social Justice	076
Allen, Rebecca *	3.28	Wednesday	14.30–16.00	Teacher Education and Development	654
Allen, Rebecca *	6.03	Thursday	12.10–13.40	Educational Research and Educational Policy-making	655
Alnut, Jay	6.03	Thursday	12.10–13.40	Educational Research and Educational Policy-making	655
AlSalouli, Misfer	ECR 1.14	Tuesday	10.30–11.45	Mathematics Education	021
Al-Zadjali, Nihad *	ECR 1.08	Tuesday	10.30–11.45	Higher Education	450
Anderson, Melody	2.33	Wednesday	11.00–12.30	Youth Studies	397
Anderson, Melody	ECR 1.22	Tuesday	10.30–11.45	Teacher Education and Development	240
Annerstedt, Claes	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	265
Archer, Louise *	Keynote 3	Tuesday	14.15–15.45	Social Justice	083
Arshad, Rowena *	5.19	Thursday	10.10–11.40	Race Ethnicity and Education	285
Arthur, Linet *	6.06	Thursday	12.10–13.40	Higher Education	505
Ashby, Pat	1.26	Wednesday	9.00–10.30	Teacher Education and Development	331
Atwell, Graham	3.31	Wednesday	14.30–16.00	Youth Studies	742
Avery, Barry *	5.13	Thursday	10.10–11.40	New Technologies in Education	587
Avieson, Craig *	ECR 2.15	Tuesday	11.50–13.05	Practitioner Research	433
Azim, Farhan	6.17	Thursday	12.10–13.40	Teacher Education and Development	508
Azumah Dennis, Carol *	3.18	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	313

Name	Session	Day	Time	SIG	Paper
Backhouse, Anita	5.24	Thursday	10.10–11.40	Teacher Education and Development	343
Backhouse, Anita *	1.09	Wednesday	9.00–10.30	Higher Education	220
Bailey, Patrick *	ECR 1.04	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	497
Bajwa-Patel, Meanu *	4.10	Wednesday	16.30–18.00	Inclusive Education	375
Baker, William *	1.06	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	044
Baldry, Fay	1.15	Wednesday	9.00–10.30	Mathematics Education	174
Balfour, Robert *	3.26	Wednesday	14.30–16.00	Social Theory and Education	007
Ball, Stephen	2.27	Wednesday	11.00–12.30	Social Theory and Education	420
Ball, Stephen	4.06	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	106
Barber, Patti	4.27	Wednesday	16.30–18.00	Teacher Education and Development	235
Barker, Dean *	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	265
Barnett, Anthony *	ECR 1.18	Tuesday	10.30–11.45	Practitioner Research	034
Barrs, Keith *	ECR 1.13	Tuesday	10.30–11.45	Literacy and Language	639
Bartholo, Tiago *	3.05	Wednesday	14.30–16.00	Educational Research and Educational Policy-making	493
Bastaki, Maria *	ECR 2.02	Tuesday	11.50–13.05	Comparative and International Education	514
Bates, Agnieszka *	2.05	Wednesday	11.00–12.30	Educational Research and Educational Policy-making	384
Baxter, Jacqueline *	2.14	Wednesday	11.00–12.30	New Technologies in Education	467
Baxter, Jacqueline *	6.03	Thursday	12.10–13.40	Educational Research and Educational Policy-making	623
Beach, Sally	1.13	Wednesday	9.00–10.30	Literacy and Language	661
Beaton, Mhairi *	1.11	Wednesday	9.00–10.30	Inclusive Education	314
Beauchamp, Gary	3.02	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	158
Beck, Anna	4.25	Wednesday	16.30–18.00	Social Theory and Education	670
Beck, Clive	4.27	Wednesday	16.30–18.00	Teacher Education and Development	236
Beckett, Lori *	2.25	Wednesday	11.00–12.30	Social Justice	744
Bell, Sheena	5.09	Thursday	10.10–11.40	Inclusive Education	545
Bengry-Howell, Andrew	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	088
Ben-Motreb, Khaled *	ECR 1.14	Tuesday	10.30–11.45	Mathematics Education	021
Bennett, Robert	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	453
Bentham, Sue *	1.29	Wednesday	9.00–10.30	Teacher Education and Development	221
Bentham, Sue *	1.29	Wednesday	9.00–10.30	Teacher Education and Development	248
Bentham, Sue *	5.06	Thursday	10.10–11.40	Educational Effectiveness and Improvement	251
Benton, Tom *	3.03	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	145
Berry, Miles *	1.01	Wednesday	9.00–10.30	Arts Based Educational Research	603
Berryman, Mere	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	093
Berryman, Mere *	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	052
Bhopal, Kalwant	6.12	Thursday	12.10–13.40	Race Ethnicity and Education	167
Bhopal, Kalwant *	3.21	Wednesday	14.30–16.00	Race Ethnicity and Education	179
Bhopal, Kalwant *	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	043
Bignell, Antony	1.29	Wednesday	9.00–10.30	Teacher Education and Development	221
Bignell, Antony	1.29	Wednesday	9.00–10.30	Teacher Education and Development	248
Billmayer, Jakob *	ECR 1.01	Tuesday	10.30–11.45	Comparative and International Education	546

Name	Session	Day	Time	SIG	Paper
Billot, Jennie *	5.10	Thursday	10.10–11.40	Leadership & Management in Education	389
Birch, Carrie *	ECR 1.20	Tuesday	10.30–11.45	Social Justice	628
Bird, Terese	5.13	Thursday	10.10–11.40	New Technologies in Education	109
Birks, Marilyn *	6.17	Thursday	12.10–13.40	Teacher Education and Development	556
Black, Beth	1.05	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	579
Blackburn, Carolyn *	4.04	Wednesday	16.30–18.00	Early Childhood	323
Blackledge, Adrian	5.19	Thursday	10.10–11.40	Race Ethnicity and Education	284
Blagbrough, David	3.31	Wednesday	14.30–16.00	Youth Studies	742
Blandford, Sonia	2.31	Wednesday	11.00–12.30	Teacher Education and Development	510
Blandford, Sonia *	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	752
Bloxham, Sue	4.28	Wednesday	16.30–18.00	Teacher Education and Development	177
Boardman, Karen *	ECR 1.21	Tuesday	10.30–11.45	Teacher Education and Development	261
Boddy, Janet	5.09	Thursday	10.10–11.40	Inclusive Education	659
Bok, Jessica	1.24	Wednesday	9.00–10.30	Social Justice	373
Boland, Moyra	2.29	Wednesday	11.00–12.30	Teacher Education and Development	631
Bolton, Cheryl *	3.18	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	312
Boniface, Margaret	1.02	Wednesday	9.00–10.30	Creativity in Education	023
Boniface, Margaret	2.02	Wednesday	11.00–12.30	Creativity in Education	025
Booth, Josephine *	3.28	Wednesday	14.30–16.00	Teacher Education and Development	440
Bowie, Robert *	5.14	Thursday	10.10–11.40	Philosophy of Education	197
Bowler, Mark *	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	589
Bowler, Rick *	5.27	Thursday	10.10–11.40	Youth Studies	421
Boyask, Ruth *	1.25	Wednesday	9.00–10.30	Social Justice	277
Boyd, Pete *	4.28	Wednesday	16.30–18.00	Teacher Education and Development	177
Bracken, Seán *	1.10	Wednesday	9.00–10.30	Inclusive Education	035
Braun, Annette *	4.24	Wednesday	16.30–18.00	Social Justice	182
Breeze, Kate *	ECR 1.23	Tuesday	10.30–11.45	Youth Studies	635
Brown, Christopher	5.09	Thursday	10.10–11.40	Inclusive Education	659
Brown, Julian *	1.10	Wednesday	9.00–10.30	Inclusive Education	178
Brown, Julian *	2.10	Wednesday	11.00–12.30	Inclusive Education	176
Brown, Sally	4.08	Wednesday	16.30–18.00	Higher Education	173
Brownhill, Simon *	1.04	Wednesday	9.00–10.30	Early Childhood	032
Bryan, Hazel *	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	410
Buckler, Natalia	2.31	Wednesday	11.00–12.30	Teacher Education and Development	549
Buckler, Natalia	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	448
Burgess, Hilary	1.09	Wednesday	9.00–10.30	Higher Education	352
Burgess, Simon	3.28	Wednesday	14.30–16.00	Teacher Education and Development	654
Burley, Suzanne	5.23	Thursday	10.10–11.40	Teacher Education and Development	570
Burn, Katharine	5.23	Thursday	10.10–11.40	Teacher Education and Development	568
Burns, Stephanie	2.25	Wednesday	11.00–12.30	Social Justice	747
Butler, Cathal	4.10	Wednesday	16.30–18.00	Inclusive Education	492

Name	Session	Day	Time	SIG	Paper
Byrne, Eleanor	3.28	Wednesday	14.30–16.00	Teacher Education and Development	440
Calcagni, Elisa	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Campbell, Tammy *	2.06	Wednesday	11.00–12.30	Educational Research and Educational Policy-making	118
Campbell-Evans, Glenda *	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	135
Carbinatto, Michele	ECR 2.17	Tuesday	11.50–13.05	Research Methodology in Education	390
Carpenter, Jenny *	2.30	Wednesday	11.00–12.30	Teacher Education and Development	548
Carrasco, Diego *	ECR 1.05	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	640
Carrington, Suzanne	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Carter, Emma *	ECR 2.09	Tuesday	11.50–13.05	Inclusive Education	404
Casey, Ashley	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	589
Casey, Ashley	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	246
Casey, Ashley	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	645
Casey, Ashley *	1.18	Wednesday	9.00–10.30	Physical Education and Sports Pedagogy	542
Casey, Ashley *	5.15	Thursday	10.10–11.40	Physical Education and Sports Pedagogy	273
Chadderton, Charlotte	5.18	Thursday	10.10–11.40	Race Ethnicity and Education	027
Chadderton, Charlotte *	5.16	Thursday	10.10–11.40	Post-Compulsory and Lifelong Learning	443
Chaiklin, Seth *	5.22	Thursday	10.10–11.40	Socio-cultural and cultural-historical Activity Theory	526
Chamberlain, Suzanne	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	326
Chamberlain, Suzanne	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	327
Chamberlain, Suzanne *	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	328
Chambers, Bette	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	386
Chandler-Grevatt, Andrew *	ECR 1.03	Tuesday	10.30–11.45	Curriculum, Assessment and Pedagogy	618
Charalampidi, Marina *	ECR 2.12	Tuesday	11.50–13.05	New Technologies in Education	223
Cheng, Yusi *	ECR 2.01	Tuesday	11.50–13.05	Early Childhood	532
Chenoweth, Lesley	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
Cheung, Derek *	3.01	Wednesday	14.30–16.00	Creativity in Education	239
Chew, Esyin	1.16	Wednesday	9.00–10.30	New Technologies in Education	183
Child, Simon	4.22	Wednesday	16.30–18.00	Research Methodology in Education	099
Child, Simon *	4.08	Wednesday	16.30–18.00	Higher Education	173
Childs, Ann *	5.23	Thursday	10.10–11.40	Teacher Education and Development	568
Chisunga, Christopher *	ECR 1.06	Tuesday	10.30–11.45	Educational Effectiveness and Improvement	725
Chopra, Priti *	3.08	Wednesday	14.30–16.00	Higher Education	675
Chung, Jennifer *	4.02	Wednesday	16.30–18.00	Comparative and International Education	258
Chung, Ming-Lun *	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	573
Chung, Ming-Lun *	ECR 2.22	Tuesday	11.50–13.05	Youth Studies	594
Clark, Jim	6.05	Thursday	12.10–13.40	Higher Education	252
Clarke, John *	2.30	Wednesday	11.00–12.30	Teacher Education and Development	356
Clarke, Linda *	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	274
Clarke, Nichola *	ECR 2.11	Tuesday	11.50–13.05	Mathematics Education	686
Claxton, Guy	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	547
Clements, Natalie	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371

Name	Session	Day	Time	SIG	Paper
Clyde, Helen	4.28	Wednesday	16.30–18.00	Teacher Education and Development	349
Coe, Dot	4.24	Wednesday	16.30–18.00	Social Justice	455
Collins, Fiona	1.01	Wednesday	9.00–10.30	Arts Based Educational Research	604
Colwell, Jennifer *	2.04	Wednesday	11.00–12.30	Early Childhood	081
Connolly, Paul	6.14	Thursday	12.10–13.40	Social Justice	502
Conroy, James,	4.25	Wednesday	16.30–18.00	Social Theory and Education	670
Coombs, Steven	2.01	Wednesday	11.00–12.30	Comparative and International Education	260
Coombs, Steven	ECR 2.12	Tuesday	11.50–13.05	New Technologies in Education	057
Cooper, Bridget *	4.28	Wednesday	16.30–18.00	Teacher Education and Development	349
Cooper, Bridget *	5.02	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	662
Cooper, Linda *	3.08	Wednesday	14.30–16.00	Higher Education	042
Cordingley, Philippa	5.02	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	495
Cordingley, Philippa	2.31	Wednesday	11.00–12.30	Teacher Education and Development	549
Cordingley, Philippa *	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	671
Cordingley, Philippa *	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	448
Coughlin, Annika	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	246
Coultas, Valerie *	4.24	Wednesday	16.30–18.00	Social Justice	033
Cowan, Pamela *	3.30	Wednesday	14.30–16.00	Teacher Education and Development	551
Cox, Peter	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Cox, Robyn *	5.11	Thursday	10.10–11.40	Literacy and Language	741
Craig, Ayshea *	4.09	Wednesday	16.30–18.00	Higher Education	393
Creese, Angela *	5.19	Thursday	10.10–11.40	Race Ethnicity and Education	284
Crisp, Paul	2.19	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	434
Crisp, Paul *	2.31	Wednesday	11.00–12.30	Teacher Education and Development	549
Crisp, Paul	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	671
Crolla, Caroline	3.13	Wednesday	14.30–16.00	Literacy and Language	496
Crouch, Debra	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Crow, Graham	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	088
Crow, Graham *	Keynote 3	Tuesday	14.15–15.45	Social Justice	084
Crozier, Gill *	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	045
Cullen, Fiona	4.23	Wednesday	16.30–18.00	Sexualities	690
Czerniawski, Gerry	4.27	Wednesday	16.30–18.00	Teacher Education and Development	235
Daly, Tony	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	326
Daly, Tony	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	328
Daly, Tony *	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	327
D'Arcy, Kate *	3.21	Wednesday	14.30–16.00	Race Ethnicity and Education	090
Dart, Gareth	1.10	Wednesday	9.00–10.30	Inclusive Education	035
David, Miriam *	Keynote 2	Tuesday	14.15–15.45	Higher Education	064
Davies, Larissa	2.29	Wednesday	11.00–12.30	Teacher Education and Development	621
Davies, Patricia *	4.25	Wednesday	16.30–18.00	Social Theory and Education	185
Davies, Paul	5.26	Thursday	10.10–11.40	Teacher Education and Development	219

Name	Session	Day	Time	SIG	Paper
Davies, Rhys *	6.02	Thursday	12.10–13.40	Early Childhood	303
Davies, Richard *	2.15	Wednesday	11.00–12.30	Philosophy of Education	202
Davies, Richard *	5.14	Thursday	10.10–11.40	Philosophy of Education	198
Davis, Geraldine *	2.04	Wednesday	11.00–12.30	Early Childhood	348
Davis, Geraldine *	3.11	Wednesday	14.30–16.00	Leadership & Management in Education	419
Davis, Jane *	ECR 2.12	Tuesday	11.50–13.05	New Technologies in Education	595
Davis, Rosemary *	5.04	Thursday	10.10–11.40	Early Childhood	751
Dawson, Anneka *	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	336
de St Croix, Tania *	4.30	Wednesday	16.30–18.00	Youth Studies	094
de St Croix, Tania *	ECR 1.18	Tuesday	10.30–11.45	Practitioner Research	501
Deed, Craig	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Deed, Craig *	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	191
Dellow, James	3.31	Wednesday	14.30–16.00	Youth Studies	742
Demie, Feyisa *	2.07	Wednesday	11.00–12.30	Educational Effectiveness and Improvement	294
Demie, Feyisa *	3.21	Wednesday	14.30–16.00	Race Ethnicity and Education	051
Dennis, Maria	1.29	Wednesday	9.00–10.30	Teacher Education and Development	221
DePalma, Renée *	4.23	Wednesday	16.30–18.00	Sexualities	068
Deppeler, Joanne *	3.09	Wednesday	14.30–16.00	Inclusive Education	402
Deuchar, Ross	2.23	Wednesday	11.00–12.30	Research Methodology in Education	170
Devecchi, Cristina	2.10	Wednesday	11.00–12.30	Inclusive Education	176
Devecchi, Cristina *	2.11	Wednesday	11.00–12.30	Inclusive Education	583
Devecchi, Cristina *	5.09	Thursday	10.10–11.40	Inclusive Education	545
Devecchi, Cristina *	3.10	Wednesday	14.30–16.00	Inclusive Education	614
Devi, Anita	ECR 2.08	Tuesday	11.50–13.05	Higher Education	454
Devine, Paula	3.22	Wednesday	14.30–16.00	Research Methodology in Education	089
Dickson, Beth	2.29	Wednesday	11.00–12.30	Teacher Education and Development	621
Dickson, Beth *	2.29	Wednesday	11.00–12.30	Teacher Education and Development	631
Ding, Ting *	ECR 1.13	Tuesday	10.30–11.45	Literacy and Language	162
Dixon, Janet	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Djerasimovic, Sanja *	2.01	Wednesday	11.00–12.30	Comparative and International Education	473
Djerasimovic, Sanja *	ECR 2.03	Tuesday	11.50–13.05	Comparative and International Education	470
Doecke, Brenton	5.11	Thursday	10.10–11.40	Literacy and Language	728
Dorman, Jeffrey	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Doveston, Mary	1.10	Wednesday	9.00–10.30	Inclusive Education	178
Doyle, Keryn	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Doyle, Stephanie *	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Drake, Pat *	1.08	Wednesday	9.00–10.30	Higher Education	383
Driscoll, Patricia	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	637
Duckworth, Vicky	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	707
Duckworth, Vicky	4.19	Wednesday	16.30–18.00	Post-Compulsory and Lifelong Learning	318
Duckworth, Vicky	4.24	Wednesday	16.30–18.00	Social Justice	455

Name	Session	Day	Time	SIG	Paper
Duggan, James *	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	387
Durrani, Naureen *	5.01	Thursday	10.10–11.40	Comparative and International Education	620
Durrant, Judy *	6.16	Thursday	12.10–13.40	Teacher Education and Development	748
Duschinsky, Robbie *	4.23	Wednesday	16.30–18.00	Sexualities	054
Eady, Sandra *	4.29	Wednesday	16.30–18.00	Teacher Education and Development	691
Echeita, Gerardo	1.28	Wednesday	9.00–10.30	Teacher Education and Development	668
Edgington, Ursula *	2.19	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	018
Edmonds, Casey	3.31	Wednesday	14.30–16.00	Youth Studies	742
Edmonds, Casey *	ECR 2.09	Tuesday	11.50–13.05	Inclusive Education	437
Edwards, Anna *	ECR 1.04	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	139
Edwards, Debra	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Edwards, Debra *	ECR 2.05	Tuesday	11.50–13.05	Curriculum, Assessment and Pedagogy	238
Ee Loh, Chin	1.13	Wednesday	9.00–10.30	Literacy and Language	104
Eglinton, Kristen *	5.20	Thursday	10.10–11.40	Research Methodology in Education	650
Ehrich, Lisa *	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Elbra-Ramsay, Caroline	1.09	Wednesday	9.00–10.30	Higher Education	220
Ellis, Sue	3.13	Wednesday	14.30–16.00	Literacy and Language	029
Ellis, Sue *	2.13	Wednesday	11.00–12.30	Literacy and Language	694
Ellis, Viv	6.16	Thursday	12.10–13.40	Teacher Education and Development	718
Ellis, Viv *	4.27	Wednesday	16.30–18.00	Teacher Education and Development	234
Elton-Chalcraft, Sally	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	528
Ely, Margot	4.14	Wednesday	16.30–18.00	Mathematics Education	030
Emenike, Nkechi *	ECR 2.02	Tuesday	11.50–13.05	Comparative and International Education	100
Evans, Carol *	4.08	Wednesday	16.30–18.00	Higher Education	153
Evans, Michael	ECR 1.13	Tuesday	10.30–11.45	Literacy and Language	162
Evans, Sian *	3.02	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	158
Everley, Suzanne *	1.02	Wednesday	9.00–10.30	Creativity in Education	023
Everley, Suzanne *	2.02	Wednesday	11.00–12.30	Creativity in Education	025
Everley, Suzanne *	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	036
Fancourt, Nigel *	1.22	Wednesday	9.00–10.30	Religious and Moral Education	625
Farnsworth, Valerie *	5.22	Thursday	10.10–11.40	Socio-cultural and cultural-historical Activity Theory	520
Farrelly, Cathleen	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Farrelly, Cathleen	ECR 2.05	Tuesday	11.50–13.05	Curriculum, Assessment and Pedagogy	238
Faulkes, Keith	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	271
Fautley, Martin *	1.02	Wednesday	9.00–10.30	Creativity in Education	366
Fautley, Martin *	3.01	Wednesday	14.30–16.00	Creativity in Education	360
Featherstone, Gill	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	336
Feist, Alison *	5.11	Thursday	10.10–11.40	Literacy and Language	687
Finnerty, Gina *	5.12	Thursday	10.10–11.40	Mentoring and Coaching	673
Firth, Rhiannon *	5.20	Thursday	10.10–11.40	Research Methodology in Education	291
Firth, Roger	5.23	Thursday	10.10–11.40	Teacher Education and Development	564

Name	Session	Day	Time	SIG	Paper
Fisher, Helen *	1.11	Wednesday	9.00–10.30	Inclusive Education	431
Flynn, Naomi *	2.13	Wednesday	11.00–12.30	Literacy and Language	609
Forbes, Joan *	2.27	Wednesday	11.00–12.30	Social Theory and Education	148
Ford, Tamsin	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Forrester, Gillian	3.14	Wednesday	14.30–16.00	New Technologies in Education	472
Fox, Alison	5.13	Thursday	10.10–11.40	New Technologies in Education	109
Francis, Dennis	4.23	Wednesday	16.30–18.00	Sexualities	068
Fuller, Carol	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	010
Fuller, Carol	6.04	Thursday	12.10–13.40	Educational Effectiveness and Improvement	498
Fuller, Carol *	1.11	Wednesday	9.00–10.30	Inclusive Education	009
Gagnon, Jessica *	5.07	Thursday	10.10–11.40	Higher Education	479
Gale, Trevor	1.24	Wednesday	9.00–10.30	Social Justice	373
Galloway, Rod *	5.17	Thursday	10.10–11.40	Practitioner Research	053
Gamsu, Sol *	ECR 1.08	Tuesday	10.30–11.45	Higher Education	208
Garbutt, Charlotte	5.09	Thursday	10.10–11.40	Inclusive Education	482
Garside, Ruth	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Gaynor Mowat, Joan *	4.11	Wednesday	16.30–18.00	Inclusive Education	462
Gazeley, Louise *	5.09	Thursday	10.10–11.40	Inclusive Education	659
Geer Hammershøj, Lars	1.02	Wednesday	9.00–10.30	Creativity in Education	584
Georgeson, Jan *	2.10	Wednesday	11.00–12.30	Inclusive Education	692
Georgeson, Jan *	2.10	Wednesday	11.00–12.30	Inclusive Education	705
Geraldo da Rocha, José	1.30	Wednesday	9.00–10.30	Youth Studies	575
Gibton, Dan *	2.23	Wednesday	11.00–12.30	Research Methodology in Education	200
Gideon, Ido *	ECR 2.13	Tuesday	11.50–13.05	Philosophy of Education	602
Gillies, Donald *	2.05	Wednesday	11.00–12.30	Educational Research and Educational Policy-making	206
Gillies, Donald *	3.12	Wednesday	14.30–16.00	Leadership & Management in Education	298
Gillies, Donald *	4.05	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	205
Gkofa, Panagiota *	3.24	Wednesday	14.30–16.00	Social Justice	362
Glasswell, Kathryn	6.14	Thursday	12.10–13.40	Social Justice	411
Gleeson, Denis *	2.32	Wednesday	11.00–12.30	Teacher Education and Development	438
Glenny, Georgina	5.23	Thursday	10.10–11.40	Teacher Education and Development	564
Godfrey, David *	3.11	Wednesday	14.30–16.00	Leadership & Management in Education	019
Golding, Danny	2.17	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	712
Golding, Danny *	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	689
Goldrick, Sue *	1.28	Wednesday	9.00–10.30	Teacher Education and Development	665
Gomez, Daniela	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Goodwyn, Andy *	2.14	Wednesday	11.00–12.30	New Technologies in Education	494
Goodwyn, Andy *	3.13	Wednesday	14.30–16.00	Literacy and Language	496
Goodwyn, Andy *	6.04	Thursday	12.10–13.40	Educational Effectiveness and Improvement	498
Goodyear, Victoria *	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	645
Gorard, Stephen *	3.05	Wednesday	14.30–16.00	Educational Research and Educational Policy-making	487

Name	Session	Day	Time	SIG	Paper
Goss, Joan *	4.09	Wednesday	16.30–18.00	Higher Education	491
Goswami, Usha	1.13	Wednesday	9.00–10.30	Literacy and Language	652
Gough, Martin *	6.09	Thursday	12.10–13.40	Philosophy of Education	230
Gowlett, Christina *	2.33	Wednesday	11.00–12.30	Youth Studies	701
Graham, Anne *	2.32	Wednesday	11.00–12.30	Teacher Education and Development	610
Grau, Valeska *	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Graves, Susan *	5.06	Thursday	10.10–11.40	Educational Effectiveness and Improvement	477
Gray, Jan	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	135
Gray, Jan *	5.06	Thursday	10.10–11.40	Educational Effectiveness and Improvement	192
Greatorex, Jackie *	3.03	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	422
Gregson, Maggie	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	527
Gregson, Maggie	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	535
Gregson, Maggie	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	536
Gregson, Maggie	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	538
Gregson, Maggie *	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	525
Grenier, Michelle *	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	695
Griffiths, Vivienne *	1.08	Wednesday	9.00–10.30	Higher Education	380
Groundwater-Smith, Susan *	1.03	Wednesday	9.00–10.30	Curriculum, Assessment and Pedagogy	377
Grünke, Matthias *	3.22	Wednesday	14.30–16.00	Research Methodology in Education	067
Guardia, Paula *	1.13	Wednesday	9.00–10.30	Literacy and Language	652
Gunter, Helen *	3.12	Wednesday	14.30–16.00	Leadership & Management in Education	296
Gupta, Achala *	ECR 1.20	Tuesday	10.30–11.45	Social Justice	721
Gursel, Ferda	ECR 1.16	Tuesday	10.30–11.45	New Technologies in Education	714
Gwernan-Jones, Ruth	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Hadfield, Mark	2.04	Wednesday	11.00–12.30	Early Childhood	653
Haerens, Leen	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	589
Hall, Stuart	1.24	Wednesday	9.00–10.30	Social Justice	465
Hall, Stuart	2.25	Wednesday	11.00–12.30	Social Justice	745
Halsall, Anne *	2.12	Wednesday	11.00–12.30	Leadership & Management in Education	488
Hammond, Michael *	5.13	Thursday	10.10–11.40	New Technologies in Education	515
Hampden-Thompson, Gillian *	4.02	Wednesday	16.30–18.00	Comparative and International Education	617
Hand, Michael *	5.14	Thursday	10.10–11.40	Philosophy of Education	199
Hanley, Pam	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	386
Harold, Barbara *	6.16	Thursday	12.10–13.40	Teacher Education and Development	509
Harris, Jessica	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Harris, Linda *	2.07	Wednesday	11.00–12.30	Educational Effectiveness and Improvement	350
Harris, Pete	4.30	Wednesday	16.30–18.00	Youth Studies	096
Harris, Richard *	1.03	Wednesday	9.00–10.30	Curriculum, Assessment and Pedagogy	157
Hart, Melissa *	6.03	Thursday	12.10–13.40	Educational Research and Educational Policy-making	566
Harvey, Laura	Keynote 3	Tuesday	14.15–15.45	Social Justice	076
Harvey, Stephen	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	245

Name	Session	Day	Time	SIG	Paper
Hassan, Ergel	3.31	Wednesday	14.30–16.00	Youth Studies	742
Hay, Peter	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	233
Haycock, Jo	2.14	Wednesday	11.00–12.30	New Technologies in Education	467
Hayes, Barbara	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Hayton, Kavita *	5.12	Thursday	10.10–11.40	Mentoring and Coaching	082
Healy, Mary *	4.16	Wednesday	16.30–18.00	Philosophy of Education	092
Hearn, Helen *	3.22	Wednesday	14.30–16.00	Research Methodology in Education	374
Heilbronn, Ruth *	3.15	Wednesday	14.30–16.00	Philosophy of Education	112
Heilbronn, Ruth *	4.26	Wednesday	16.30–18.00	Teacher Education and Development	111
Helavaara Robertson, Leena	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Henderson, Robyn	3.27	Wednesday	14.30–16.00	Teacher Education and Development	592
Henderson, Robyn *	3.27	Wednesday	14.30–16.00	Teacher Education and Development	403
Henderson, Robyn *	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	046
Henderson, Sheila	2.30	Wednesday	11.00–12.30	Teacher Education and Development	376
Hennessy, Natalie *	ECR 1.03	Tuesday	10.30–11.45	Curriculum, Assessment and Pedagogy	293
Hewitt, Liz *	ECR 2.17	Tuesday	11.50–13.05	Research Methodology in Education	324
Hey, Valerie *	Keynote 2	Tuesday	14.15–15.45	Higher Education	063
Hibbin, Rebecca *	ECR 2.04	Tuesday	11.50–13.05	Creativity in Education	125
Higgins, Steve *	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	388
Higham, Rob *	1.25	Wednesday	9.00–10.30	Social Justice	280
Hillier, Judith	5.23	Thursday	10.10–11.40	Teacher Education and Development	564
Hobson, Andrew	1.26	Wednesday	9.00–10.30	Teacher Education and Development	331
Holley, Debbie *	3.14	Wednesday	14.30–16.00	New Technologies in Education	341
Holliday, Carol *	3.29	Wednesday	14.30–16.00	Teacher Education and Development	562
Hope, Max	1.28	Wednesday	9.00–10.30	Teacher Education and Development	665
Hope, Max *	5.09	Thursday	10.10–11.40	Inclusive Education	482
Hopkins, Neil *	2.18	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	026
Hordern, Brigitte	1.27	Wednesday	9.00–10.30	Teacher Education and Development	667
Hordosy, Rita *	3.05	Wednesday	14.30–16.00	Educational Research and Educational Policy-making	503
Hordosy, Rita *	4.02	Wednesday	16.30–18.00	Comparative and International Education	513
Horrell, Andrew	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	695
Horrell, Andrew *	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	644
Howard, Jocelyn *	2.26	Wednesday	11.00–12.30	Social Justice	409
Howell-Richardson, Christina *	1.09	Wednesday	9.00–10.30	Higher Education	704
Howlett, Philip	3.14	Wednesday	14.30–16.00	New Technologies in Education	341
Hsieh, Yi-Ping *	ECR 2.22	Tuesday	11.50–13.05	Youth Studies	648
Hsu, Jin-Rong *	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332
Huang, Hsiu-Ping	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332
Hudson, Alison *	2.30	Wednesday	11.00–12.30	Teacher Education and Development	376
Hudson, Andy *	6.05	Thursday	12.10–13.40	Higher Education	269
Hudson, Brian	2.30	Wednesday	11.00–12.30	Teacher Education and Development	376

Name	Session	Day	Time	SIG	Paper
Hughes, Bernadette *	1.27	Wednesday	9.00–10.30	Teacher Education and Development	667
Hughes, Gill	5.09	Thursday	10.10–11.40	Inclusive Education	482
Hughes, Gill *	ECR 1.10	Tuesday	10.30–11.45	Inclusive Education	582
Hughes, Jenny	3.31	Wednesday	14.30–16.00	Youth Studies	742
Hughes, Joanne *	2.25	Wednesday	11.00–12.30	Social Justice	747
Hughes, Julie	2.32	Wednesday	11.00–12.30	Teacher Education and Development	438
Hulme, Moira *	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	271
Hulme, Rob	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	271
Huxtable, Marie	5.17	Thursday	10.10–11.40	Practitioner Research	257
Huxtable, Marie *	2.11	Wednesday	11.00–12.30	Inclusive Education	250
Huxtable, Marie *	4.20	Wednesday	16.30–18.00	Practitioner Research	071
Huxtable, Marie *	5.17	Thursday	10.10–11.40	Practitioner Research	262
Hyder, Eileen	3.13	Wednesday	14.30–16.00	Literacy and Language	496
Ilie, Sonia *	1.12	Wednesday	9.00–10.30	Leadership & Management in Education	480
Ince, Amanda *	ECR 1.22	Tuesday	10.30–11.45	Teacher Education and Development	679
Ingle, Steve *	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	707
Ingram, Jenni *	1.15	Wednesday	9.00–10.30	Mathematics Education	174
Iredale, Alison *	4.19	Wednesday	16.30–18.00	Post-Compulsory and Lifelong Learning	317
Isham, Colin	ECR 2.14	Tuesday	11.50–13.05	Post-Compulsory and Lifelong Learning	702
Isham, Colin *	4.22	Wednesday	16.30–18.00	Research Methodology in Education	534
Isham, Colin *	5.02	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	495
Isham, Colin *	3.10	Wednesday	14.30–16.00	Inclusive Education	540
Isham, Colin*	2.19	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	434
Ives, Helen *	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	227
Iverson, Gabrielle *	2.25	Wednesday	11.00–12.30	Social Justice	746
Jackson, Carolyn *	3.23	Wednesday	14.30–16.00	Social Justice	626
Jackson, Fiona *	ECR 1.15	Tuesday	10.30–11.45	Mathematics Education	055
Jackson, June	3.21	Wednesday	14.30–16.00	Race Ethnicity and Education	179
Jago, Margaret	2.29	Wednesday	11.00–12.30	Teacher Education and Development	631
Jameson, Jill *	2.18	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	737
Jamieson, Ann	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	036
Jane Burke, Penny	Keynote 2	Tuesday	14.15–15.45	Higher Education	066
Jane Hind, Amanda *	ECR 1.09	Tuesday	10.30–11.45	Inclusive Education	586
Jerome, Lee	5.23	Thursday	10.10–11.40	Teacher Education and Development	570
Jervis-Tracey, Paula	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
Jess, Mike	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	644
Jewitt, Carey *	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	086
Jin, Tinghe *	ECR 1.13	Tuesday	10.30–11.45	Literacy and Language	693
John, Vivienne	3.02	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	158
Johnson, Martin	4.22	Wednesday	16.30–18.00	Research Methodology in Education	099
Johnson, Vicky	2.01	Wednesday	11.00–12.30	Comparative and International Education	484

Name	Session	Day	Time	SIG	Paper
Johnstone, David	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	415
Jolliffe, Wendy *	5.05	Thursday	10.10–11.40	Educational Research and Educational Policy-making	231
Jones, Charlotte *	1.04	Wednesday	9.00–10.30	Early Childhood	060
Jones, Hanneke *	3.01	Wednesday	14.30–16.00	Creativity in Education	647
Jones, Lisa	5.09	Thursday	10.10–11.40	Inclusive Education	482
Jones, Phil *	2.03	Wednesday	11.00–12.30	Curriculum, Assessment and Pedagogy	077
Jones, Susan *	6.07	Thursday	12.10–13.40	Literacy and Language	354
Jopling, Michael *	2.04	Wednesday	11.00–12.30	Early Childhood	653
Jurugo Drajea, Alice *	6.07	Thursday	12.10–13.40	Literacy and Language	750
K Dhillon, Jaswinder *	3.07	Wednesday	14.30–16.00	Higher Education	739
Kabir, Sonia	6.17	Thursday	12.10–13.40	Teacher Education and Development	508
Kanyal, Mallika *	1.04	Wednesday	9.00–10.30	Early Childhood	560
Kapito, Patrick	6.17	Thursday	12.10–13.40	Teacher Education and Development	401
Karlefors, Inger	5.15	Thursday	10.10–11.40	Physical Education and Sports Pedagogy	499
Kasai, Kosuke *	ECR 1.01	Tuesday	10.30–11.45	Comparative and International Education	569
Kaye, Lorraine	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Kazima, Mercy *	1.15	Wednesday	9.00–10.30	Mathematics Education	325
Kazima, Mercy *	6.17	Thursday	12.10–13.40	Teacher Education and Development	401
Kearney, Sheila	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	525
Keck, Charles *	5.25	Thursday	10.10–11.40	Teacher Education and Development	134
Keeffe, Mary	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Keeffe, Mary	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	191
Keeffe, Mary *	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	189
Kent, Geoffrey *	ECR 1.14	Tuesday	10.30–11.45	Mathematics Education	700
Kerby, Martin *	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	415
Kerr, Karen	6.14	Thursday	12.10–13.40	Social Justice	502
Kessler-Singh, Lorraine	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Kew Chong, Sau *	ECR 2.10	Tuesday	11.50–13.05	Literacy and Language	711
Keyworth, Saul *	2.17	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	712
Khwaja, Christine	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Kidd, Warren	4.27	Wednesday	16.30–18.00	Teacher Education and Development	235
Kimble, Grace *	ECR 2.06	Tuesday	11.50–13.05	Educational Research and Educational Policy-making	446
Kinman, Gail	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	689
Kinsella, Claire *	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	441
Kinsella, Victoria	1.02	Wednesday	9.00–10.30	Creativity in Education	366
Kinsella, Victoria *	ECR 1.02	Tuesday	10.30–11.45	Creativity in Education	017
Kirk, David	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	589
Kirk, David	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	227
Kirk, David	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	645
Kirk, David *	1.18	Wednesday	9.00–10.30	Physical Education and Sports Pedagogy	539
Kirkland, Catrina *	ECR 2.06	Tuesday	11.50–13.05	Educational Research and Educational Policy-making	466

Name	Session	Day	Time	SIG	Paper
Kirkman, Philip *	1.16	Wednesday	9.00–10.30	New Technologies in Education	605
Kitagawa, Kaori	5.18	Thursday	10.10–11.40	Race Ethnicity and Education	027
Klenowski, Val	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Klieve, Helen *	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
Knight, Rupert *	ECR 2.21	Tuesday	11.50–13.05	Teacher Education and Development	483
Knowles, Catherine	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	752
Kosnik, Clare *	4.27	Wednesday	16.30–18.00	Teacher Education and Development	236
Kosnik, Clare *	5.24	Thursday	10.10–11.40	Teacher Education and Development	186
Kotzee, Ben *	1.17	Wednesday	9.00–10.30	Philosophy of Education	632
Kuo, Hsu-Chan	ECR 1.02	Tuesday	10.30–11.45	Creativity in Education	685
Kuo, Hsu-Chan *	ECR 1.02	Tuesday	10.30–11.45	Creativity in Education	703
Kuo, Hsu-Chan *	ECR 2.04	Tuesday	11.50–13.05	Creativity in Education	727
Kyffin, Fliss *	5.04	Thursday	10.10–11.40	Early Childhood	128
la Velle, Linda	2.10	Wednesday	11.00–12.30	Inclusive Education	692
la Velle, Linda	2.10	Wednesday	11.00–12.30	Inclusive Education	705
Lamb, Penny	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	706
Lander, Vini	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	528
Lanskey, Caroline *	1.23	Wednesday	9.00–10.30	Social Justice	681
Laredo, Erika *	4.30	Wednesday	16.30–18.00	Youth Studies	097
Larsson, Håkan *	5.15	Thursday	10.10–11.40	Physical Education and Sports Pedagogy	499
Le Cornu, Rosie *	3.27	Wednesday	14.30–16.00	Teacher Education and Development	022
Leat, David	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	537
Leathwood, Carole	2.09	Wednesday	11.00–12.30	Higher Education	684
Lees, Helen *	2.15	Wednesday	11.00–12.30	Philosophy of Education	203
Leggett, Bridget	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	135
Lei, Bingyin *	ECR 1.11	Tuesday	10.30–11.45	Leadership & Management in Education	184
Leirhaug, Petter	6.10	Thursday	12.10–13.40	Physical Education and Sports Pedagogy	241
Leitch, Ruth	2.25	Wednesday	11.00–12.30	Social Justice	747
Levin, John *	2.08	Wednesday	11.00–12.30	Higher Education	003
Levin, John *	2.08	Wednesday	11.00–12.30	Higher Education	005
Lewin, Keith *	3.04	Wednesday	14.30–16.00	Educational Research and Educational Policy-making	517
Lewis, Gwyn	3.10	Wednesday	14.30–16.00	Inclusive Education	121
Lewis, Kirstin *	1.21	Wednesday	9.00–10.30	Race Ethnicity and Education	464
Li, Li *	ECR 1.12	Tuesday	10.30–11.45	Literacy and Language	137
Lima, Jefferson	1.30	Wednesday	9.00–10.30	Youth Studies	575
Limbrick, Libby *	1.13	Wednesday	9.00–10.30	Literacy and Language	661
Lin Ding, Seong *	1.16	Wednesday	9.00–10.30	New Technologies in Education	183
Lingard, Bob	4.06	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	031
Litherland, Kate *	3.14	Wednesday	14.30–16.00	New Technologies in Education	472
Little, Angela *	3.04	Wednesday	14.30–16.00	Educational Research and Educational Policy-making	519
Liu, Chao-Lung	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332

Name	Session	Day	Time	SIG	Paper
Livingston, Kay *	5.12	Thursday	10.10–11.40	Mentoring and Coaching	507
Llena Berne, Asun	4.30	Wednesday	16.30–18.00	Youth Studies	097
Lloyd, Katrina *	3.22	Wednesday	14.30–16.00	Research Methodology in Education	089
Lofthouse, Rachel	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	537
Longmore, Carl	3.29	Wednesday	14.30–16.00	Teacher Education and Development	563
Longmore, Carl	4.11	Wednesday	16.30–18.00	Inclusive Education	559
Loo, Sai *	1.19	Wednesday	9.00–10.30	Post-Compulsory and Lifelong Learning	114
Loo, Sai *	2.19	Wednesday	11.00–12.30	Post-Compulsory and Lifelong Learning	113
Lord, Janet *	4.24	Wednesday	16.30–18.00	Social Justice	455
Lord, Janet *	ECR 2.21	Tuesday	11.50–13.05	Teacher Education and Development	363
Lord, Pippa	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	336
Lovejoy, Valerie	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Lovejoy, Valerie	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	189
Lovejoy, Valerie	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	191
Loveless, Avril *	4.15	Wednesday	16.30–18.00	New Technologies in Education	337
Loveridge, Judith	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Lowden, Kevin	1.24	Wednesday	9.00–10.30	Social Justice	465
Lowden, Kevin	2.25	Wednesday	11.00–12.30	Social Justice	745
Lu, Pei-Shan	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332
Lucas, Bill	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	547
Luff, Paulette	1.04	Wednesday	9.00–10.30	Early Childhood	560
Lumby, Jacky *	3.11	Wednesday	14.30–16.00	Leadership & Management in Education	428
Lundie, David *	3.15	Wednesday	14.30–16.00	Philosophy of Education	039
Lyon, Dawn	Keynote 3	Tuesday	14.15–15.45	Social Justice	084
Lytje, Martin *	ECR 1.10	Tuesday	10.30–11.45	Inclusive Education	161
Macaskill, Ann *	1.26	Wednesday	9.00–10.30	Teacher Education and Development	333
Macdonald, Doune	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	233
Macfadyen, Tony *	6.10	Thursday	12.10–13.40	Physical Education and Sports Pedagogy	699
MacQuarrie, Sarah *	1.27	Wednesday	9.00–10.30	Teacher Education and Development	456
Malu, Kathleen *	4.15	Wednesday	16.30–18.00	New Technologies in Education	615
Mamas, Christoforos	2.10	Wednesday	11.00–12.30	Inclusive Education	692
Mamas, Christoforos	2.10	Wednesday	11.00–12.30	Inclusive Education	705
Manion, James *	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	385
Mannix, Valerie	2.32	Wednesday	11.00–12.30	Teacher Education and Development	610
Mantle, Melissa *	ECR 1.07	Tuesday	10.30–11.45	Higher Education	357
Marks-Maran, Dai	6.05	Thursday	12.10–13.40	Higher Education	269
Marrable, Tish	5.09	Thursday	10.10–11.40	Inclusive Education	659
Marsh, Brian *	4.26	Wednesday	16.30–18.00	Teacher Education and Development	253
Marsh, Brian *	6.15	Thursday	12.10–13.40	Teacher Education and Development	254
Marshall, Michael *	ECR 2.13	Tuesday	11.50–13.05	Philosophy of Education	577
Marshall, Patrick *	1.20	Wednesday	9.00–10.30	Practitioner Research	140

Name	Session	Day	Time	SIG	Paper
Martinez Sainz, Gabriela *	4.16	Wednesday	16.30–18.00	Philosophy of Education	734
Märtsin, Mariann	6.14	Thursday	12.10–13.40	Social Justice	411
Matais, Belen	4.14	Wednesday	16.30–18.00	Mathematics Education	030
Maxwell, Bronwen *	1.26	Wednesday	9.00–10.30	Teacher Education and Development	331
Maxwell, Bronwen *	4.19	Wednesday	16.30–18.00	Post-Compulsory and Lifelong Learning	318
Maylor, Uvanney	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	043
Maylor, Uvanney *	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	275
Maynard, Trisha *	6.02	Thursday	12.10–13.40	Early Childhood	300
Mayo, Jennifer	3.28	Wednesday	14.30–16.00	Teacher Education and Development	654
Mazenod, Anna *	ECR 2.03	Tuesday	11.50–13.05	Comparative and International Education	611
McAlister, Clare *	3.13	Wednesday	14.30–16.00	Literacy and Language	029
McAuliffe, Donna	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
McCall, Brian	5.07	Thursday	10.10–11.40	Higher Education	127
McCartney, Elspeth	2.27	Wednesday	11.00–12.30	Social Theory and Education	148
McCulloch, Gary *	5.08	Thursday	10.10–11.40	Higher Education	674
McCully, Alan	3.20	Wednesday	14.30–16.00	Race Ethnicity and Education	274
McDonald, Kerry	5.09	Thursday	10.10–11.40	Inclusive Education	482
McGinty, Maureen	2.10	Wednesday	11.00–12.30	Inclusive Education	692
McGinty, Maureen	2.10	Wednesday	11.00–12.30	Inclusive Education	705
McGinty, Maureen *	5.05	Thursday	10.10–11.40	Educational Research and Educational Policy-making	716
McGuckin, Conor	5.09	Thursday	10.10–11.40	Inclusive Education	545
McKeon, Frankie	4.28	Wednesday	16.30–18.00	Teacher Education and Development	346
McKinney, Stephen *	1.24	Wednesday	9.00–10.30	Social Justice	465
McKinney, Stephen *	2.25	Wednesday	11.00–12.30	Social Justice	745
McLean Davies, Larissa	2.29	Wednesday	11.00–12.30	Teacher Education and Development	627
McLean Davies, Larissa *	5.11	Thursday	10.10–11.40	Literacy and Language	728
McNair, Victor	3.30	Wednesday	14.30–16.00	Teacher Education and Development	551
McNicholl, Jane *	5.23	Thursday	10.10–11.40	Teacher Education and Development	574
McNiff, Jean *	1.20	Wednesday	9.00–10.30	Practitioner Research	641
McNiff, Jean *	2.20	Wednesday	11.00–12.30	Practitioner Research	643
McVarish, Judith *	4.14	Wednesday	16.30–18.00	Mathematics Education	030
McVeigh, Helena *	ECR 1.06	Tuesday	10.30–11.45	Educational Effectiveness and Improvement	117
Mead, Philip	5.11	Thursday	10.10–11.40	Literacy and Language	728
Medcalf, Richard	3.29	Wednesday	14.30–16.00	Teacher Education and Development	563
Medcalf, Richard	4.11	Wednesday	16.30–18.00	Inclusive Education	559
Medwell, Jane	ECR 1.12	Tuesday	10.30–11.45	Literacy and Language	137
Medwell, Jane *	2.13	Wednesday	11.00–12.30	Literacy and Language	133
Meetoo, Veena	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	048
Mehta, Sanjana	4.08	Wednesday	16.30–18.00	Higher Education	173
Mehta, Sanjana *	4.22	Wednesday	16.30–18.00	Research Methodology in Education	099
Meiers, Marion *	1.14	Wednesday	9.00–10.30	Literacy and Language	193

Name	Session	Day	Time	SIG	Paper
Melvin, Jane *	ECR 1.23	Tuesday	10.30–11.45	Youth Studies	345
Mendick, Heather *	Keynote 3	Tuesday	14.15–15.45	Social Justice	076
Menna, Lydia	5.24	Thursday	10.10–11.40	Teacher Education and Development	186
Menter, Ian *	5.23	Thursday	10.10–11.40	Teacher Education and Development	564
Mercer, Neil	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	385
Metu, Uzoamaka *	ECR 1.10	Tuesday	10.30–11.45	Inclusive Education	735
Metzler, Mike *	1.18	Wednesday	9.00–10.30	Physical Education and Sports Pedagogy	541
Miah, Shamim *	ECR 1.19	Tuesday	10.30–11.45	Race Ethnicity and Education	222
Mills, Jonathan	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	036
Mills, Martin *	1.23	Wednesday	9.00–10.30	Social Justice	351
Mirza, Heidi *	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	048
Misra, Sarah *	ECR 1.06	Tuesday	10.30–11.45	Educational Effectiveness and Improvement	481
Mitchell, Nick	6.15	Thursday	12.10–13.40	Teacher Education and Development	254
Miyazaki, Takeshi *	ECR 2.20	Tuesday	11.50–13.05	Teacher Education and Development	463
Mockler, Nicole	1.03	Wednesday	9.00–10.30	Curriculum, Assessment and Pedagogy	377
Mohok McLaughlin, Juliana	2.17	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	405
Moore, Darren *	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Moreau, Marie-Pierre *	2.09	Wednesday	11.00–12.30	Higher Education	430
Morgan Brett, Bethany	Keynote 3	Tuesday	14.15–15.45	Social Justice	084
Morgan, Candia *	6.08	Thursday	12.10–13.40	Mathematics Education	338
Morley, Louise *	Keynote 2	Tuesday	14.15–15.45	Higher Education	062
Morris, Grant	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	288
Morris, Karen	5.25	Thursday	10.10–11.40	Teacher Education and Development	330
Morrison, Andrew *	2.09	Wednesday	11.00–12.30	Higher Education	310
Mortlock, Anita	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	713
Moss, Gemma	2.13	Wednesday	11.00–12.30	Literacy and Language	694
Moss, Gemma *	1.05	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	688
Moss, Gemma *	5.08	Thursday	10.10–11.40	Higher Education	677
Moss, Julianne	3.09	Wednesday	14.30–16.00	Inclusive Education	402
Moulin, Dan *	5.14	Thursday	10.10–11.40	Philosophy of Education	201
Mow, Lucy	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Murakami, Junichi *	ECR 2.03	Tuesday	11.50–13.05	Comparative and International Education	489
Murphy, Alex	3.31	Wednesday	14.30–16.00	Youth Studies	742
Murphy, Mark	4.25	Wednesday	16.30–18.00	Social Theory and Education	670
Murray, Jane	3.10	Wednesday	14.30–16.00	Inclusive Education	614
Murray, Jean *	4.27	Wednesday	16.30–18.00	Teacher Education and Development	235
Murtagh, Lisa *	5.25	Thursday	10.10–11.40	Teacher Education and Development	330
Mutton, Trevor *	5.23	Thursday	10.10–11.40	Teacher Education and Development	570
Nampota, Dorothy *	2.07	Wednesday	11.00–12.30	Educational Effectiveness and Improvement	355
Naseem, Jawiria *	ECR 2.16	Tuesday	11.50–13.05	Race Ethnicity and Education	669
Neary, Aoife *	6.13	Thursday	12.10–13.40	Sexualities	485

Name	Session	Day	Time	SIG	Paper
Needham, Martin	2.04	Wednesday	11.00–12.30	Early Childhood	653
Niens, Ulrike *	6.14	Thursday	12.10–13.40	Social Justice	502
Niesche, Richard *	3.12	Wednesday	14.30–16.00	Leadership & Management in Education	297
Nind, Melanie *	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	088
Nixon, Lawrence	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	525
Nixon, Lawrence	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	535
Nixon, Lawrence	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	536
Nixon, Lawrence	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	538
Nixon, Lawrence *	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	527
Njenga, Lukas	1.20	Wednesday	9.00–10.30	Practitioner Research	641
Njiraini, Nancy *	1.19	Wednesday	9.00–10.30	Post-Compulsory and Lifelong Learning	597
Njiraini, Nancy *	2.26	Wednesday	11.00–12.30	Social Justice	608
Noble, Karen	3.27	Wednesday	14.30–16.00	Teacher Education and Development	403
Noble, Karen *	3.27	Wednesday	14.30–16.00	Teacher Education and Development	592
Nunomura, Myrian *	ECR 2.17	Tuesday	11.50–13.05	Research Methodology in Education	390
Nussey, Charlotte *	ECR 2.18	Tuesday	11.50–13.05	Social Justice	581
Nyamapfene, Abel *	3.07	Wednesday	14.30–16.00	Higher Education	543
Nyström, Anne-Sofie *	3.23	Wednesday	14.30–16.00	Social Justice	616
O'Connor, Barrie	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
Odena, Oscar *	1.09	Wednesday	9.00–10.30	Higher Education	352
O'Donnell, Margaret	4.10	Wednesday	16.30–18.00	Inclusive Education	492
O'Donovan, Toni	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	227
O'Donovan, Toni *	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	246
O'Donovan, Toni *	3.17	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	245
Ogier, Susan *	1.01	Wednesday	9.00–10.30	Arts Based Educational Research	606
O'Kelly, Julia	1.29	Wednesday	9.00–10.30	Teacher Education and Development	221
O'Kelly, Julia	1.29	Wednesday	9.00–10.30	Teacher Education and Development	248
Oldman, Crystal *	ECR 1.07	Tuesday	10.30–11.45	Higher Education	130
O'Leary, Matt	2.32	Wednesday	11.00–12.30	Teacher Education and Development	438
O'Leary, Nick *	3.29	Wednesday	14.30–16.00	Teacher Education and Development	563
O'Leary, Nick *	4.11	Wednesday	16.30–18.00	Inclusive Education	559
Olive, Sarah *	3.02	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	175
Olmedo, Antonio	2.27	Wednesday	11.00–12.30	Social Theory and Education	420
Olmedo, Antonio	4.06	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	106
Olmedo, Antonio *	4.06	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	553
Ord, Jon *	1.30	Wednesday	9.00–10.30	Youth Studies	123
Ordoyno, Hannah *	ECR 1.07	Tuesday	10.30–11.45	Higher Education	059
Ortiz, Dominga	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Osullivan, Carmel	6.07	Thursday	12.10–13.40	Literacy and Language	750
Ovenden-Hope, Tanya	6.04	Thursday	12.10–13.40	Educational Effectiveness and Improvement	304
Ovichegan, Samson *	ECR 1.05	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	213

Name	Session	Day	Time	SIG	Paper
Owen, David	1.26	Wednesday	9.00–10.30	Teacher Education and Development	333
Owen, Nathaniel *	5.13	Thursday	10.10–11.40	New Technologies in Education	109
Ozga, Jennifer	6.03	Thursday	12.10–13.40	Educational Research and Educational Policy-making	623
Paes, Isabel	1.28	Wednesday	9.00–10.30	Teacher Education and Development	668
Pagden, Alan	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	637
Page, Damien *	5.10	Thursday	10.10–11.40	Leadership & Management in Education	166
Pak Cheung, Chung	1.05	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	579
Pang, Bonnie *	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	233
Panjwani, Farid *	2.22	Wednesday	11.00–12.30	Religious and Moral Education	555
Panjwani, Farid *	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	518
Papapolydorou, Maria *	4.25	Wednesday	16.30–18.00	Social Theory and Education	533
Parker, Stephen *	1.24	Wednesday	9.00–10.30	Social Justice	373
Passy, Rowena *	2.02	Wednesday	11.00–12.30	Creativity in Education	152
Passy, Rowena *	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	453
Passy, Rowena *	6.04	Thursday	12.10–13.40	Educational Effectiveness and Improvement	304
Pattison, Harriet *	2.15	Wednesday	11.00–12.30	Philosophy of Education	204
Payne, Ruth *	1.29	Wednesday	9.00–10.30	Teacher Education and Development	006
Pazio, Monika *	ECR 1.16	Tuesday	10.30–11.45	New Technologies in Education	216
Pearce, Sarah *	1.21	Wednesday	9.00–10.30	Race Ethnicity and Education	458
Pedder, David	1.12	Wednesday	9.00–10.30	Leadership & Management in Education	150
Penfold, Evelyn *	ECR 1.15	Tuesday	10.30–11.45	Mathematics Education	743
Philpott, Carey *	2.28	Wednesday	11.00–12.30	Socio-cultural and cultural-historical Activity Theory	500
Phipps, Alison *	3.23	Wednesday	14.30–16.00	Social Justice	607
Phipps, Alison*	Keynote 2	Tuesday	14.15–15.45	Higher Education	753
Phoenix, Ann *	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	087
Pickard, Angela *	3.16	Wednesday	14.30–16.00	Physical Education and Sports Pedagogy	224
Pickering, Katie	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	649
Pitt, Andrea	1.15	Wednesday	9.00–10.30	Mathematics Education	174
Pocock, Jeffrey *	2.23	Wednesday	11.00–12.30	Research Methodology in Education	180
Poku, Veronica *	1.21	Wednesday	9.00–10.30	Race Ethnicity and Education	459
Pomeroy, David *	ECR 2.19	Tuesday	11.50–13.05	Social Theory and Education	738
Postlethwaite, Keith	4.12	Wednesday	16.30–18.00	Leadership & Management in Education	453
Potter, Julia *	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	288
Potts, Mark *	2.01	Wednesday	11.00–12.30	Comparative and International Education	260
Power, Sally	2.06	Wednesday	11.00–12.30	Educational Research and Educational Policy-making	461
Prain, Vaughan	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	189
Prain, Vaughan	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	190
Prain, Vaughan *	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	188
Preiss, David	2.31	Wednesday	11.00–12.30	Teacher Education and Development	344
Preston, John *	2.21	Wednesday	11.00–12.30	Race Ethnicity and Education	028
Preston, John *	6.12	Thursday	12.10–13.40	Race Ethnicity and Education	167

Name	Session	Day	Time	SIG	Paper
Preston, John *	5.18	Thursday	10.10–11.40	Race Ethnicity and Education	027
Procter, Richard *	ECR 1.22	Tuesday	10.30–11.45	Teacher Education and Development	633
Pryor, John *	5.01	Thursday	10.10–11.40	Comparative and International Education	634
Puggian, Cleonice *	1.30	Wednesday	9.00–10.30	Youth Studies	575
Pullen, Charlyne *	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	547
Putwain, Dave	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	326
Putwain, Dave	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	327
Putwain, Dave	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	328
Pye, Tony	2.30	Wednesday	11.00–12.30	Teacher Education and Development	356
Qiu, Chao *	ECR 2.20	Tuesday	11.50–13.05	Teacher Education and Development	353
Quarmby, Thomas *	4.17	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	649
Quennerstedt, Mikael	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	265
Quintas, Helena	1.28	Wednesday	9.00–10.30	Teacher Education and Development	665
Race, Richard *	6.12	Thursday	12.10–13.40	Race Ethnicity and Education	320
Rachel, Nosheen *	ECR 1.07	Tuesday	10.30–11.45	Higher Education	292
Radcliffe, Sarah	2.21	Wednesday	11.00–12.30	Race Ethnicity and Education	020
Raiker, Andrea *	1.17	Wednesday	9.00–10.30	Philosophy of Education	181
Ravenscroft, Andrew *	3.31	Wednesday	14.30–16.00	Youth Studies	742
Raybould, Rebecca *	2.31	Wednesday	11.00–12.30	Teacher Education and Development	510
Read, Barbara *	2.09	Wednesday	11.00–12.30	Higher Education	684
Redman, Christine *	2.33	Wednesday	11.00–12.30	Youth Studies	397
Reeves, Jenny *	2.20	Wednesday	11.00–12.30	Practitioner Research	368
Regan, Vanessa *	ECR 1.21	Tuesday	10.30–11.45	Teacher Education and Development	138
Reid, Catherine	2.29	Wednesday	11.00–12.30	Teacher Education and Development	627
Renold, Emma	2.25	Wednesday	11.00–12.30	Social Justice	746
Renshaw, Peter	1.23	Wednesday	9.00–10.30	Social Justice	351
Renwick, Anne	5.25	Thursday	10.10–11.40	Teacher Education and Development	207
Revell, Lynn *	2.22	Wednesday	11.00–12.30	Religious and Moral Education	544
Revell, Lynn *	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	528
Rhamie, Jasmine *	5.18	Thursday	10.10–11.40	Race Ethnicity and Education	468
Rhamie, Jasmine *	Keynote 1	Tuesday	14.15–15.45	Race Ethnicity and Education	047
Rhys, Mirain *	6.02	Thursday	12.10–13.40	Early Childhood	302
Ribeiro de Oliveira, Manoella	1.30	Wednesday	9.00–10.30	Youth Studies	575
Richards, Brian	3.13	Wednesday	14.30–16.00	Literacy and Language	496
Richardson, Katherine	2.13	Wednesday	11.00–12.30	Literacy and Language	133
Richardson, Katherine *	ECR 1.12	Tuesday	10.30–11.45	Literacy and Language	309
Richardson, Mary	4.16	Wednesday	16.30–18.00	Philosophy of Education	092
Richardson, Michelle	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Rickards, Field *	2.29	Wednesday	11.00–12.30	Teacher Education and Development	621
Rickards, Field *	2.29	Wednesday	11.00–12.30	Teacher Education and Development	627
Rind, Irfan	ECR 1.08	Tuesday	10.30–11.45	Higher Education	730

Name	Session	Day	Time	SIG	Paper
Riordan, John-Paul *	1.05	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	211
Roberts, Helen *	6.05	Thursday	12.10–13.40	Higher Education	252
Roberts-Holmes, Guy *	2.03	Wednesday	11.00–12.30	Curriculum, Assessment and Pedagogy	079
Robertson, Christopher	4.10	Wednesday	16.30–18.00	Inclusive Education	492
Rogers, Morwenna	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Rogers, Sue *	2.03	Wednesday	11.00–12.30	Curriculum, Assessment and Pedagogy	078
Rosenthal, Robert *	ECR 2.15	Tuesday	11.50–13.05	Practitioner Research	561
Rosewell, Kayleigh *	ECR 2.08	Tuesday	11.50–13.05	Higher Education	372
Ross, Fiona	6.05	Thursday	12.10–13.40	Higher Education	269
Rudd, Tim *	4.15	Wednesday	16.30–18.00	New Technologies in Education	334
Rushton, Nicky	4.22	Wednesday	16.30–18.00	Research Methodology in Education	099
Ryan, Yoni	2.08	Wednesday	11.00–12.30	Higher Education	242
Saba 'Ayon, Najwa *	6.06	Thursday	12.10–13.40	Higher Education	210
Sabates, Ricardo	5.01	Thursday	10.10–11.40	Comparative and International Education	629
Sabeti, Shari *	1.02	Wednesday	9.00–10.30	Creativity in Education	155
Sadreddini, Shireen	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	327
Sadreddini, Shireen	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	328
Sadreddini, Shireen *	6.01	Thursday	12.10–13.40	Curriculum, Assessment and Pedagogy	326
Sammon, Paul	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	589
Sammons, Pam	3.31	Wednesday	14.30–16.00	Youth Studies	283
Sandoval, Marta	1.28	Wednesday	9.00–10.30	Teacher Education and Development	657
Sauntson, Helen *	6.13	Thursday	12.10–13.40	Sexualities	129
Savvides, Nicola *	2.01	Wednesday	11.00–12.30	Comparative and International Education	624
Scamporlino, Rannah *	ECR 1.22	Tuesday	10.30–11.45	Teacher Education and Development	240
Schostak, John	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	387
Seal, Mike *	4.30	Wednesday	16.30–18.00	Youth Studies	096
Selby, Simon *	ECR 2.12	Tuesday	11.50–13.05	New Technologies in Education	057
Sellar, Sam *	4.06	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	031
Sellings, Peter	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	190
Seward, Deborah *	5.25	Thursday	10.10–11.40	Teacher Education and Development	207
Sfard, Anna *	6.08	Thursday	12.10–13.40	Mathematics Education	339
Sfard, Anna *	5.22	Thursday	10.10–11.40	Socio-cultural and cultural-historical Activity Theory	523
Shafiq, Farah *	ECR 2.21	Tuesday	11.50–13.05	Teacher Education and Development	391
Shaheen, Robina *	6.17	Thursday	12.10–13.40	Teacher Education and Development	508
Sharp, Caroline	4.01	Wednesday	16.30–18.00	Arts Based Educational Research	336
Shaw, Patricia	5.09	Thursday	10.10–11.40	Inclusive Education	482
Shepherd, Jacqui *	ECR 1.09	Tuesday	10.30–11.45	Inclusive Education	315
Shevlin, Michael	5.09	Thursday	10.10–11.40	Inclusive Education	545
Shiach, Lynne	5.12	Thursday	10.10–11.40	Mentoring and Coaching	507
Shields, Sam *	4.29	Wednesday	16.30–18.00	Teacher Education and Development	417
Showunmi, Victoria *	5.21	Thursday	10.10–11.40	Social Justice	367

Name	Session	Day	Time	SIG	Paper
Shukra, Kalbir *	5.27	Thursday	10.10–11.40	Youth Studies	425
Simmons, Robin *	3.18	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	316
Simon, Cecilia	1.28	Wednesday	9.00–10.30	Teacher Education and Development	665
Simon, Shirley *	5.26	Thursday	10.10–11.40	Teacher Education and Development	219
Singh, Birendra *	1.03	Wednesday	9.00–10.30	Curriculum, Assessment and Pedagogy	680
Singh, Birendra *	3.03	Wednesday	14.30–16.00	Curriculum, Assessment and Pedagogy	678
Singh, Birendra *	5.02	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	226
Singh, Parlo *	6.14	Thursday	12.10–13.40	Social Justice	411
Slavin, Robert	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	386
Slee, Roger	3.09	Wednesday	14.30–16.00	Inclusive Education	402
Smeed, Judy	1.10	Wednesday	9.00–10.30	Inclusive Education	359
Smees, Rebecca *	3.31	Wednesday	14.30–16.00	Youth Studies	283
Smith, Andrew	ECR 2.08	Tuesday	11.50–13.05	Higher Education	454
Smith, Heather *	2.21	Wednesday	11.00–12.30	Race Ethnicity and Education	666
Smith, Joan *	1.12	Wednesday	9.00–10.30	Leadership & Management in Education	150
Smith, Joan *	4.29	Wednesday	16.30–18.00	Teacher Education and Development	069
Smith, John *	4.13	Wednesday	16.30–18.00	Literacy and Language	651
Smith, Penny *	ECR 1.11	Tuesday	10.30–11.45	Leadership & Management in Education	307
Smith, Richard	6.06	Thursday	12.10–13.40	Higher Education	272
Smith, Rob	2.32	Wednesday	11.00–12.30	Teacher Education and Development	438
Smyth, Geri *	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	521
Smyth, Geri *	5.19	Thursday	10.10–11.40	Race Ethnicity and Education	512
Soler, Janet *	2.13	Wednesday	11.00–12.30	Literacy and Language	329
Solomonidou, Georgia *	ECR 1.03	Tuesday	10.30–11.45	Curriculum, Assessment and Pedagogy	435
Spedding, Patricia	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	527
Spencer, Ellen	3.19	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	547
Spencer, Ingrid	5.23	Thursday	10.10–11.40	Teacher Education and Development	574
Spratt, Jennifer *	6.14	Thursday	12.10–13.40	Social Justice	132
Stefanidis, Abraham	4.10	Wednesday	16.30–18.00	Inclusive Education	156
Stehlik, Daniela	4.22	Wednesday	16.30–18.00	Research Methodology in Education	371
Steiglitz, Dirk	3.31	Wednesday	14.30–16.00	Youth Studies	742
Stein, Ken	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Stenstrom, Malin	4.23	Wednesday	16.30–18.00	Sexualities	690
Stephenson, Lauren	6.16	Thursday	12.10–13.40	Teacher Education and Development	509
Stewart, Gillian	3.30	Wednesday	14.30–16.00	Teacher Education and Development	551
Stirrup, Julie *	4.04	Wednesday	16.30–18.00	Early Childhood	164
Stockford, Antony *	5.26	Thursday	10.10–11.40	Teacher Education and Development	270
Strand, Steve *	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	024
Strogilos, Vasilis *	4.10	Wednesday	16.30–18.00	Inclusive Education	156
Struthers, d'Reen *	2.20	Wednesday	11.00–12.30	Practitioner Research	612
Sun, Hua-Chien *	ECR 1.02	Tuesday	10.30–11.45	Creativity in Education	685

Name	Session	Day	Time	SIG	Paper
Sun, Pei-Chien	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332
Sutherland, Julia *	4.13	Wednesday	16.30–18.00	Literacy and Language	531
Suto, Irenka	4.08	Wednesday	16.30–18.00	Higher Education	173
Tan, Andrea *	3.10	Wednesday	14.30–16.00	Inclusive Education	121
Tan, Jon	2.25	Wednesday	11.00–12.30	Social Justice	744
Tang, Fengling *	4.04	Wednesday	16.30–18.00	Early Childhood	576
Tang, Sarah *	6.08	Thursday	12.10–13.40	Mathematics Education	619
Taylor, Chris	6.02	Thursday	12.10–13.40	Early Childhood	300
Taylor, Chris	6.02	Thursday	12.10–13.40	Early Childhood	303
Taylor, Chris *	2.06	Wednesday	11.00–12.30	Educational Research and Educational Policy-making	461
Temple, Anne *	ECR 1.18	Tuesday	10.30–11.45	Practitioner Research	159
Tereshchenko, Antonina *	5.21	Thursday	10.10–11.40	Social Justice	474
Theuri, Sylvia *	ECR 1.19	Tuesday	10.30–11.45	Race Ethnicity and Education	160
Thomas, Enlli	5.04	Thursday	10.10–11.40	Early Childhood	128
Thomas, James *	5.08	Thursday	10.10–11.40	Higher Education	676
Thomas, Paul *	1.30	Wednesday	9.00–10.30	Youth Studies	416
Thomas, Ulrike *	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	537
Thompson, Ian	5.23	Thursday	10.10–11.40	Teacher Education and Development	574
Thompson, Simon *	4.05	Wednesday	16.30–18.00	Educational Research and Educational Policy-making	379
Thompson-Coon, Jo	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Thomson, Alan *	5.15	Thursday	10.10–11.40	Physical Education and Sports Pedagogy	244
Thomson, Patricia *	3.12	Wednesday	14.30–16.00	Leadership & Management in Education	295
Thomson, Patricia *	5.05	Thursday	10.10–11.40	Educational Research and Educational Policy-making	218
Thorburn, Malcolm	2.16	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	644
Thorpe, Polly	5.25	Thursday	10.10–11.40	Teacher Education and Development	330
Tiffany, Graeme *	4.30	Wednesday	16.30–18.00	Youth Studies	095
Todd, Liz	5.23	Thursday	10.10–11.40	Teacher Education and Development	564
Tornero, Bernardita *	ECR 1.21	Tuesday	10.30–11.45	Teacher Education and Development	012
Toth, Katalin	3.31	Wednesday	14.30–16.00	Youth Studies	283
Towers, Emma *	3.24	Wednesday	14.30–16.00	Social Justice	361
Tracey, Louise *	4.07	Wednesday	16.30–18.00	Educational Effectiveness and Improvement	386
Tragoulia, Eleni	4.10	Wednesday	16.30–18.00	Inclusive Education	156
Travers, Marie-Claire *	3.24	Wednesday	14.30–16.00	Social Justice	364
Troy, Helen	3.10	Wednesday	14.30–16.00	Inclusive Education	614
Trowsdale, Jo *	3.30	Wednesday	14.30–16.00	Teacher Education and Development	571
Tsakalou, Dimitra *	2.11	Wednesday	11.00–12.30	Inclusive Education	281
Tummons, Jonathan *	4.19	Wednesday	16.30–18.00	Post-Compulsory and Lifelong Learning	319
Tyler, Debra	2.29	Wednesday	11.00–12.30	Teacher Education and Development	627
Tynan, Belinda *	2.08	Wednesday	11.00–12.30	Higher Education	242
Tzibazi, Vasiliki *	1.27	Wednesday	9.00–10.30	Teacher Education and Development	229
Unwin, Adam *	ECR 2.20	Tuesday	11.50–13.05	Teacher Education and Development	308

Name	Session	Day	Time	SIG	Paper
Ure, Christine	5.06	Thursday	10.10–11.40	Educational Effectiveness and Improvement	192
Valencia, Edgar	ECR 1.05	Tuesday	10.30–11.45	Educational Research and Educational Policy-making	640
Vincent, Katharine *	ECR 2.16	Tuesday	11.50–13.05	Race Ethnicity and Education	585
Virnuls, Peter *	ECR 1.15	Tuesday	10.30–11.45	Mathematics Education	622
Vitorino, Teresa	1.28	Wednesday	9.00–10.30	Teacher Education and Development	657
Waite, Sue	2.02	Wednesday	11.00–12.30	Creativity in Education	152
Waldrip, Bruce *	4.03	Wednesday	16.30–18.00	Curriculum, Assessment and Pedagogy	190
Waldron, Sam *	6.02	Thursday	12.10–13.40	Early Childhood	301
Walker, Elizabeth	5.09	Thursday	10.10–11.40	Inclusive Education	482
Walker, Martyn	3.18	Wednesday	14.30–16.00	Post-Compulsory and Lifelong Learning	316
Wall, Karl	6.17	Thursday	12.10–13.40	Teacher Education and Development	556
Waller, Tim	2.04	Wednesday	11.00–12.30	Early Childhood	348
Walters, Rosemary	1.22	Wednesday	9.00–10.30	Religious and Moral Education	550
Walton, Joan *	1.20	Wednesday	9.00–10.30	Practitioner Research	715
Wang, Chih-Hung	1.06	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	399
Wang, Chih-Hung	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332
Wang, Min-Hsuan *	5.04	Thursday	10.10–11.40	Early Childhood	098
Wang, Shu-Huan	ECR 2.22	Tuesday	11.50–13.05	Youth Studies	648
Ward, Angela	1.13	Wednesday	9.00–10.30	Literacy and Language	661
Ward, Gavin	1.11	Wednesday	9.00–10.30	Inclusive Education	009
Ward, Gavin *	4.18	Wednesday	16.30–18.00	Physical Education and Sports Pedagogy	010
Ward, Sophie *	6.06	Thursday	12.10–13.40	Higher Education	272
Ware, Jean	5.04	Thursday	10.10–11.40	Early Childhood	128
Ware, Jean	3.10	Wednesday	14.30–16.00	Inclusive Education	121
Ware, Jean *	4.10	Wednesday	16.30–18.00	Inclusive Education	492
Waring, Michael *	3.29	Wednesday	14.30–16.00	Teacher Education and Development	642
Warner, Diane	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	528
Warner, Lionel	3.13	Wednesday	14.30–16.00	Literacy and Language	496
Waterfall, Claire *	ECR 1.09	Tuesday	10.30–11.45	Inclusive Education	074
Waterhouse, Joanne *	2.12	Wednesday	11.00–12.30	Leadership & Management in Education	278
Watmore, Sue	4.24	Wednesday	16.30–18.00	Social Justice	455
Watt, Mary	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Wearmouth, Janice	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	052
Wearmouth, Janice *	3.06	Wednesday	14.30–16.00	Educational Effectiveness and Improvement	093
Webb, Andrew *	2.21	Wednesday	11.00–12.30	Race Ethnicity and Education	020
Webb, Rebecca *	ECR 2.18	Tuesday	11.50–13.05	Social Justice	256
Webber, John *	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	536
Webber-Jones, Robin *	6.11	Thursday	12.10–13.40	Post-Compulsory and Lifelong Learning	538
Webster, Maggie	ECR 1.06	Tuesday	10.30–11.45	Educational Effectiveness and Improvement	481
Weddell, Emma	Keynote 3	Tuesday	14.15–15.45	Social Justice	084
Wei, Chia-Ying	1.07	Wednesday	9.00–10.30	Educational Effectiveness and Improvement	332

Name	Session	Day	Time	SIG	Paper
Welcomme, Wesley	3.31	Wednesday	14.30–16.00	Youth Studies	283
Weng, Fwu-Yuan	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	573
Werner, Sean	ECR 1.11	Tuesday	10.30–11.45	Leadership & Management in Education	286
Werno, Magda *	ECR 2.05	Tuesday	11.50–13.05	Curriculum, Assessment and Pedagogy	107
Westbrook, Jo *	1.14	Wednesday	9.00–10.30	Literacy and Language	529
Westbrook, Jo *	5.01	Thursday	10.10–11.40	Comparative and International Education	580
Westrup, Rebecca *	4.08	Wednesday	16.30–18.00	Higher Education	490
Whatman, Susan *	2.17	Wednesday	11.00–12.30	Physical Education and Sports Pedagogy	405
Whear, Rebecca	4.11	Wednesday	16.30–18.00	Inclusive Education	554
Whewell, Emma *	ECR 2.08	Tuesday	11.50–13.05	Higher Education	454
White, Simone *	1.08	Wednesday	9.00–10.30	Higher Education	381
Whitehead, Jack	2.01	Wednesday	11.00–12.30	Comparative and International Education	260
Whitehead, Jack *	6.09	Thursday	12.10–13.40	Philosophy of Education	165
Whitehead, Jack *	4.20	Wednesday	16.30–18.00	Practitioner Research	073
Whitehead, Jack *	5.17	Thursday	10.10–11.40	Practitioner Research	257
Whitworth, Linda	4.21	Wednesday	16.30–18.00	Race Ethnicity and Education	528
Whitworth, Linda	3.30	Wednesday	14.30–16.00	Teacher Education and Development	578
Whitworth, Linda *	1.22	Wednesday	9.00–10.30	Religious and Moral Education	550
Wiles, Rose	Keynote 4	Tuesday	14.15–15.45	Research Methodology in Education	088
Wilkins, Andrew *	1.25	Wednesday	9.00–10.30	Social Justice	279
Wilkins, Chris *	3.28	Wednesday	14.30–16.00	Teacher Education and Development	141
Wilkins, Chris *	4.28	Wednesday	16.30–18.00	Teacher Education and Development	346
Wilkinson, Nicola	3.30	Wednesday	14.30–16.00	Teacher Education and Development	571
Williams, Dean	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	217
Williams, Gareth *	ECR 1.17	Tuesday	10.30–11.45	Physical Education and Sports Pedagogy	217
Williams, Helen *	4.14	Wednesday	16.30–18.00	Mathematics Education	119
Williams, Keith	5.06	Thursday	10.10–11.40	Educational Effectiveness and Improvement	477
Williamson, Ben *	1.05	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	452
Wilson, Delia	2.29	Wednesday	11.00–12.30	Teacher Education and Development	631
Wilson, Frances	4.08	Wednesday	16.30–18.00	Higher Education	173
Wilson, Ian *	5.24	Thursday	10.10–11.40	Teacher Education and Development	343
Windon, Lisa *	ECR 2.15	Tuesday	11.50–13.05	Practitioner Research	598
Wischmann, Anke	5.16	Thursday	10.10–11.40	Post-Compulsory and Lifelong Learning	443
Wishart, Jocelyn *	2.24	Wednesday	11.00–12.30	Science Education	110
Woods, Aine *	5.27	Thursday	10.10–11.40	Youth Studies	424
Wright, Hazel *	3.26	Wednesday	14.30–16.00	Social Theory and Education	050
Wright, Noeline *	5.26	Thursday	10.10–11.40	Teacher Education and Development	015
Wright, Pete *	ECR 2.11	Tuesday	11.50–13.05	Mathematics Education	276
Wu, Cho-Jung *	1.06	Wednesday	9.00–10.30	Educational Research and Educational Policy-making	399
Wyse, Dominic *	2.03	Wednesday	11.00–12.30	Curriculum, Assessment and Pedagogy	080
Xu, Lingling *	ECR 2.19	Tuesday	11.50–13.05	Social Theory and Education	663

Name	Session	Day	Time	SIG	Paper
Yang, Juan *	ECR 1.12	Tuesday	10.30–11.45	Literacy and Language	168
Yang, Yang *	ECR 1.08	Tuesday	10.30–11.45	Higher Education	369
Yang, Yanjuan *	ECR 2.01	Tuesday	11.50–13.05	Early Childhood	232
Yang, Ye	ECR 2.01	Tuesday	11.50–13.05	Early Childhood	232
Yeomans, David *	5.16	Thursday	10.10–11.40	Post-Compulsory and Lifelong Learning	142
Young, Isabel	3.23	Wednesday	14.30–16.00	Social Justice	607
Young, Jonathan *	ECR 2.22	Tuesday	11.50–13.05	Youth Studies	058
Young, Vanessa *	5.03	Thursday	10.10–11.40	Curriculum, Assessment and Pedagogy	637
Yufang, Hao	3.09	Wednesday	14.30–16.00	Inclusive Education	398
Yun, SunInn *	ECR 2.13	Tuesday	11.50–13.05	Philosophy of Education	558
Zeitlyn, Benjamin *	5.01	Thursday	10.10–11.40	Comparative and International Education	629
Zhang, Wei *	1.12	Wednesday	9.00–10.30	Leadership & Management in Education	601
Zheng, Hongying *	6.15	Thursday	12.10–13.40	Teacher Education and Development	008

Abstract Reviewers

We would like to thank the following people for their valuable assistance in the review process for 2013.

David Aldridge	Richard Davies	Mary James	Marion Palmer
Pam Alldred	Geraldine Davis	Jill Jameson	Maria Pampaka
Rebecca Allen	Calum Delaney	Michael Jopling	Christina Papisolomontos
Babs Anderson	Carol Dennis	Clare Kell	Sarah Parsons
James Avis	Christine Doddington	Christine Khwaja	Jane Payler
Stephen Ball	Fiona Dowling	Alison Kington	Sheine Peart
Ann-Marie Bathmaker	Mary Dyer	Vini Lander	Stavroula Philippou
Janet Batsleer	Bridget Egan	Helen Lees	Liz Pichon
Vivienne Baumfield	Sue Ellis	Ruth Leitch	Nigel Quirke-Bolt
Mhairi Beaton	Mabel Encinas	Sai Loo	Richard Race
Kalwant Bhopal	Sonia Exley	Georgina Lovett	Michael Reiss
Kristine Black-Hawkins	Valerie Farnsworth	Tony MacFadyen	Jane Renowden
Sue Bloxham	Alison Feist	Ben Maddison	Peter Revill
Gill Boag-Munroe	Hayley Fitzgerald	Kathleen Malu	Jasmine Rhamie
Bob Bowie	Anne Flintoff	Christoforos Mamas	Maria Rice
Anne Bowker	Lani Florian	Gwyneth Marsh	Richard Riddell
Ruth Boyask	Naomi Flynn	Gabriela Martinez Sainz	Lorna Roberts
Pete Boyd	Alison Fox	Helen Masterton	Steven Roberts
Alice Bradbury	Rosalind Garrick	Bronwen Maxwell	Catriona Robinson
Jeremy Burke	Peter Gates	Gary McCulloch	Colin Rogers
Pam Burnard	Donald Gillies	Ian McGimpsey	Paul Sammon
Hugh Busher	Lorraine Godden	Jane McKay	Valerie Sanchia Pearse
Timothy Cain	Lynne Graham-Matheson	Liz McKenzie	Helen Sauntson
Wasył Cajkler	Colette Gray	Ros McLellan	Nicola Savvides
Doreen Challen	Jackie Greatorex	Elizabeth McNess	Victoria Showumni
Arthur Chapman	Mark Griffiths	Gerald McRae	Janet Soler
Alison Clark-Wilson	Gerald Griggs	Ian Menter	Ernest Spencer
Deanne Clouder	Mavis Haigh	Bob Moon	Sean Starr
Helen Colley	Anne Halsall	Andreas Moutsios-Rentzos	Christine Stephen
Mark Connolly	Linda Hargreaves	Mark Murphy	d'Reen Struthers
Christine Corcoran	Peter Harvey	Jean Murray	Carol Taylor
Lorna Cork	Nicki Hedge	Debra Myhill	Steph Taylor
Steven Courtney	Ruth Heilbronn	Bruce Nightingale	Alan Thomson
Robyn Cox	Paul Hernandez-Martinez	Melanie Nind	Catherine Tissot
Anna Craft	Jane Herson-Jarvis	Alis Oancea	Liz Todd
Teresa Cremin	Geoffrey Hinchliffe	Oscar Odena	Brian Wakeman
Paul Croll	Philip Hood	Nick O'Leary	Karl Wall
Brendan Cronin	Christina Howell-Richardson	Ann Ooms	Mary Welsh
Barbabra Crossouard	Moira Hulme	Kevin Orr	Felicity Wikeley
Fiona Cullen	Chris Husbands	Janet Oti	Elizabeth Wood
Kate D'Arcy	Alison Iredale	John Oversby	Dominic Wyse
Maree Davies	Alison Jackson	John Oversby	Sarah Younie
Patricia Davies	David James	Norbert Pachler	

Conference Session Planner

To help you plan your time at conference, fill in the session numbers and rooms of the symposia/papers that you wish to attend. For further details of the conference programme please consult the 'Programme at a Glance'.

Time	Event	Session 	Room
Tuesday 3 September			
09.30–09.35	ECR Welcome		G38, Jubilee Building
09.40–10.30	Keynote Lecture – Professor Helen Gunter		G38, Jubilee Building
10.30–11.45	ECR Parallel Session 1		Various
11.50–13.05	ECR Parallel Session 2		Various
13.45–14.15	Main Conference Opening Remarks Professor Mary James Professor Brian Hudson Awards Ceremony		G38, Jubilee Building
14.15–15.45	Keynote Symposia 1 – Higher Education Keynote Symposia 2 – Social Justice Keynote Symposia 3 – Race, Ethnicity and Education Keynote Symposia 4 – Research Methodology in Education		144, Jubilee Building G38, Jubilee Building Fulton A, Fulton Building Fulton B, Fulton Building
16.00–17.00	SIG Forum Meetings		Various
17.00–17.30	BERA AGM		144, Jubilee Building
17.30–18.30	Presidential Inaugural Address Professor Ian Menter		G38, Jubilee Building

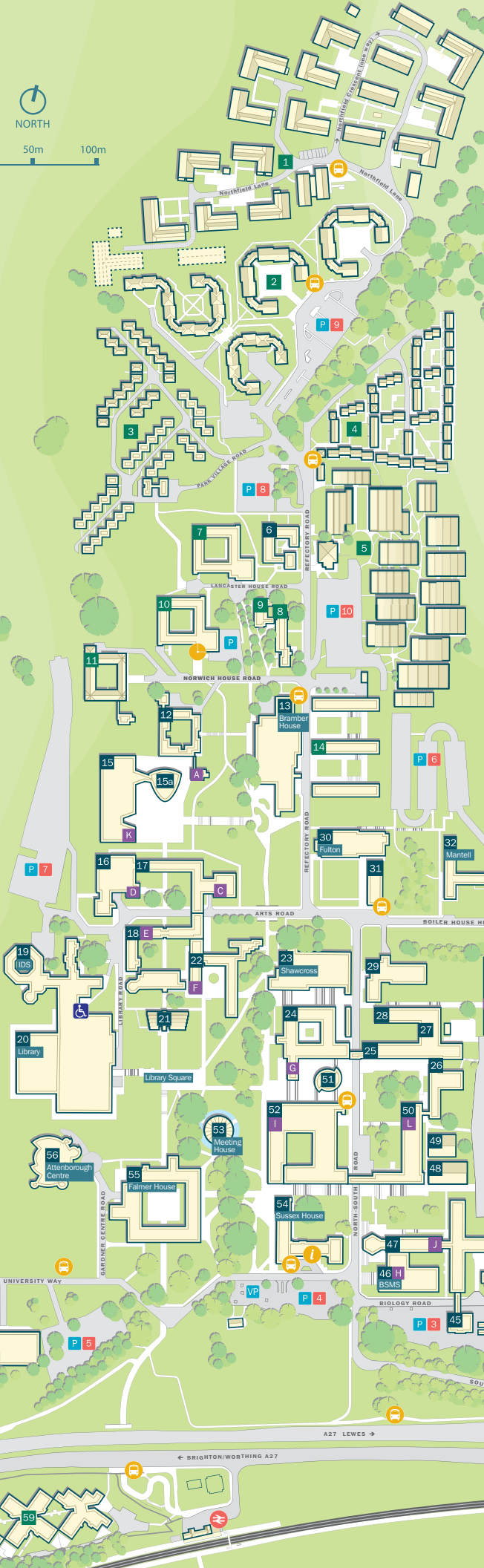
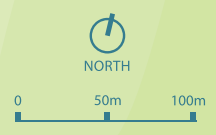
Time	Event	Session 	Room
Wednesday 4 September			
09.00–10.30	Spotlight Session: AARE Symposium MC Parallel Session 1		Fulton A, Fulton Building Various
11.00–12.30	Spotlight Session: BERA & RSA Research and Teacher Education Inquiry MC Parallel Session 2		101, Fulton Building Various
13.15–14.15	Keynote Lecture – Professor Chris Husbands		G38, Jubilee Building
14.30–16.00	Spotlight Session: DfE: Government approaches to evidence in education MC Parallel Session 3		Various
16.30–18.00	Spotlight Session: Wiley/BJET – Data Sharing and Ethics MC Parallel Session 4		Fulton A, Fulton Building Various

Thursday 5 September

09.00–10.00	Keynote Lecture – Professor Johanna Wyn Awards Ceremony		G38, Jubilee Building
10.10–11.40	Spotlight Session: Wiley – How to Get Published MC Parallel Session 5		144, Jubilee Building Various
12.10–13.40	MC Parallel Session 6		Various

ECR = Early Career Researcher Conference MC = Main Conference

Notes



Main buildings

Accelerator Building	49	Hastings	34
Aisin Seiki	41	Health Centre	6
Arts A	22	Institute of Development Studies (IDS)	19
Arts B	18	John Clifford West	35
Arts C	17	John Maynard Smith	47
Arundel	28	Jubilee Building	15
Asa Briggs (A1 and A2) Lecture Theatres	21	Jubilee Lecture Theatre	15a
Ashdown House	42	Library	20
Attenborough Centre	56	Mantell	32
Boiler House	31	Meeting House	53
Bramber House	13	Pevensey I	52
BSMS Research	45	Pevensey II	50
BSMS Teaching	46	Pevensey III	26
Chichester I	24	Richmond	29
Chichester II	25	Shawcross	23
Chichester III	27	Silverstone	16
Chichester Lecture Theatre	51	Sport Centre	57
Childcare centre (under construction)	58	Sussex Health Outcomes Research and Education in Cancer (SHORE-C)	37
Clinical Imaging Sciences Centre (CISC)	39	Sussex House	54
Essex House	12	Sussex Innovation Centre	44
Falmer House	55	Sussex Centre for Language Studies	22
Falmer Sports Complex	36	Thermo-Fluid Mechanics	43
Freeman Centre	43	Research Centre (TFMRC)	40
Friston	33	Trafford Centre	38
Fulton	30	Visitors' car park	VP
Genome Centre	48		

Student residences

Brighthelm	4	Northfield	1
East Slope	5	Norwich House	11
Kent House	8	Park Village	3
Kulkundis House	9	Stanmer Court	59
Lancaster House	7	Swanborough	14
Lewes Court	2	York House 24-hour reception	10

School offices

Business, Management and Economics	K	History, Art History and Philosophy	F
Brighton and Sussex Medical School (BSMS)	H	Law, Politics and Sociology	B
Education and Social Work	A	Mathematical and Physical Sciences	L
Engineering and Informatics	G	Life Sciences	J
English	E	Media, Film and Music	D
Global Studies	C	Psychology	I

Bus stop Information point 24-hour security point/reception
 Car park Railway station Wheelchair access for Library

Brighton entrance/exit (A270)

Brighton 4 miles
The Keep (under construction, opening 2013)

University of Brighton Falmer Campus

American Express Community Stadium

Woodingdean and Rottingdean 4 miles

Lewes 4 miles

Falmer Village North

Falmer Village South

Playing fields

Join us next year for a very special
Conference to celebrate BERA's 40th anniversary
and celebrate the best of educational research.

More details to follow but **please hold the dates:**

23, 24 & 25 September 2014

Institute of Education, University of London

www.bera.ac.uk

