**Faculty of Education Research Seminar Series 2017/18**

***Programme of Events***

**Why Lesson Study is Professional Learning for Our Time**

*Dr Pete Dudley, University of Leicester*

Thursday 12th October 2017 • 12.45-2.00pm

The past 20 years have seen a revolution in teacher professional learning in the West with the increase in what is now known about 'teacher learning' and the kinds of CPD that make the biggest difference to pupil learning and classrooms. Lesson Study (LS) first began to feature in this discourse in the UK around about the turn of the century following the publication of 'The Teaching Gap' (Stigler and Hieber, 1999). The 'rise and rise' of LS as some have termed it has been slow but steady following the discovery that LS not only meets so many of the criteria thrown up by recent research into effective teacher learning as well as school and system improvement, but also that there is a long and rich history of LS to tap into in Japan and China and that teachers seem to love it. In my talk I will discuss the history and evolution of LS as it has crossed from East to West, but also go into why it works so well for teachers and why it is so pertinent for teacher practice knowledge development, school development and ultimately system level improvement.

*Dr Pete Dudley is Director of Education in Camden. A teacher, leader, writer and researcher, he taught in Primary and Secondary schools for many years before moving into system level work with leadership roles at local and national levels in the fields of teacher learning and school and system improvement. Dr Dudley introduced Lesson Study (LS) to the UK in 2001 and has led its development ever since. Around a fifth of the country's schools now have LS in their repertoire of CPD and its components have recently been written into the first National CPD Standard. Dr Dudley’s PhD on LS was runner up in BERA's 2013 Doctoral Awards and his book 'Lesson Study: Professional Learning for our time' (Routledge) is now out in paperback. He is also President of the World Association of Lesson Studies.*

**Citizenship, Policy and Extremisms of the Mainstream: Educational Responses for the Future**

*Dr Reza Gholami, University of Birmingham*

Monday 13th November 2017 • 3.45-5.00pm

Working from the premise that we are in many ways living in ‘age of extremisms’ – a time in which extremisms of all kinds are a commonplace and anticipated part of daily living and thus interwoven into policies and practices – this seminar aims to explore how education (broadly defined) can respond to some of the huge challenges it faces today. These challenges stem mainly from the identification of the education system as a primary site for counter-extremism as well as for the shaping of ‘good citizens’, ideas that gain concrete manifestations in the PREVENT policy, the principle of ‘Fundamental British Values’, and the national citizenship education curriculum. Evidence, however, is increasingly showing that these responses/policies/logics are not only highly inadequate and divisive, but that they are negatively impacting educational practitioners at all levels and crucially the children and young people they are supposed to protect. In this context, I aim to draw upon recent research to propose a number of alternative responses. Focusing in particular on issues of extremism and citizenship, I argue that more nuanced and innovative approaches are needed that account readily for the empirical realities *and possibilities* of the late-modern world and create critical educational spaces that are ‘open’ in spatial, temporal, discursive, theoretical and disciplinary terms.

*Dr Reza Gholami is Senior Lecturer in Sociology of Education in the Department of Education and Social Justice at the University of Birmingham. Previously, he held a Lectureship at Keele University, as well as being a visiting research associate at the UCL Institute of Education, University College London. He is the author of Secularism and Identity: Non-Islamiosity in the Iranian Diaspora (Routledge, 2015), co-editor of Education and Extremisms: Re-Thinking Liberal Pedagogies in the Contemporary World (Routledge 2017), and also writes about citizenship and citizenship education, Islamophobia, cosmopolitanism and social policy and theory.*

**Changing LUK: Nation and narration in ‘Life in the United Kingdom’**

*Dr Arthur Chapman, Institute of Education, University College London*

Tuesday 5th December 2017 • 12.45-2.00pm • Room E22 Faculty of Education Building

Since 2004, an official history of the United Kingdom has been published by the British government in the form of the ‘history’ chapter of the British Home Office’s publication Life in the United Kingdom (LUK). This publication has been through three editions (2004, 2007 and 2013) each of which has rewritten the ‘history’ chapter, marginally in 2007 and more significantly in 2013.

Contextualising LUK, this paper uses grammatical analysis and, in particular, an analysis of ‘transitivity’, to explore differences in the narrative strategies adopted by LUK’s history chapters over time, focusing, in particular, on the first and the third editions of the guide. Similarities and differences over time in the content and overall structure, in the orientation to the past, in the narrative function and in the appraisal and attitudes to the past exhibited by LUK’s history chapters are identified using content and ‘transitivity’ analysis. Striking differences in the narrative strategies apparent over time are noted and explored.

*Dr Arthur Chapman is Senior Lecturer in History Education at the UCL Institute of Education, University College London. He was a history teacher for 12 years and has worked in higher education since 2005 at the universities of Cumbria, Edge Hill and London. He is associate editor of the London Review of Education, the International Journal of History Teaching, Learning and Research and a series editor of The International Review of History Education.*

**The Teaching and Learning of Britishness and Fundamental British Values**

*Dr Sadia Habib, Goldsmiths, University of London*

Thursday 11th January 2018 • 3.45-5.00pm • E5 Faculty of Education Building

Teaching Britishness and ‘Fundamental British Values’ is a policy requirement increasingly placed on educational institutions yet the literature shows Britishness is fluid, evolving and often difficult to define for White British and ethnic minority youth, as well as for teachers, raising theoretical and pedagogical concerns about how best to respond to political initiatives. In the presentation I will focus upon the complexities of teaching and learning Britishness and Fundamental British Values (FBV) by examining:

(i) the views of trainee teachers of Art who are attempting to make sense of FBV.

(i) the pedagogies employed by two Art classes in a southeast London school.

*Sadia Habib completed her Phd in Education at Goldsmiths in 2016. She has recently published her first book "Learning and Teaching British Values: Policies and Perspectives on British Identities" (Palgrave, 2017).*

**Contrasting Education, Health and Youth Approaches to Sex Education: What might interprofessional learning be?**

*Dr Pam Alldred, Brunel University London*

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Among professionals delivering Sex & Relationship Education (SRE) in the UK, my earlier research found that teachers and school nurses held contrasting views of SRE: most notably differing over how young people and young people’s sexual activity was seen, but also in their understandings of sex education and of their own role in delivering it (Alldred & David 2007). Practices in health and in education respectively gave rise to differing understandings that reflect distinct professional concerns. I am now able to add a youth work angle so this paper will compare accounts of sex education work from these three groups of professionals and explore the significance of their differing approaches for attributing agency to young people. I conclude that SRE operates differently within these differing professional approaches, and that youth work and health services are more able to grant what Allen (2005) called ‘sexual subjecthood’ to young people, while an educational understanding of ‘child-as-pupil’ profoundly limits how teachers understand sexualities education. This highlights the value of youth work sites and approaches for SRE because of pedagogies that are young person- and relationship-centred and therefore more easily recognise young people as sexual subjects.

*Dr Pam Alldred**is Reader in Education and Youth Studies in the Social Work Division at Brunel University London, UK. From 2012-16 she was Director of the Centre for Youth Work Studies. She researches sexualities, parenting and sex education and has led large international projects on helping youth practitioners tackle gender-related violence (*[*https://sites.brunel.ac.uk/gap*](https://sites.brunel.ac.uk/gap)*) and on sexual violence in universities (www.USVReact/eu). Dr Alldred recently published ‘Sociology and the New Materialism’ (with N J Fox, SAGE 2016) and is currently editing the ‘Handbook of Youth Work Practice’ (for SAGE 2017). She is on the Sex Education, and the Gender and Education journal editorial boards.*

**Movement skills: Fundamental to physical activity behaviour?**

*Dr Lawrence Foweather, Liverpool John Moores University*

Monday 16th April 2018 • 12.45-2.00pm • E22 Faculty of Education Building

Developing competence at fundamental movement skills like throwing, catching and running are considered important for participation in physical activity and contributes to elements of physical literacy. This talk will examine the health benefits of fundamental movement skill competence and explore whether these skills really are a necessary prerequisite to participate in physical activity. In addition, how can these skills be assessed and improved in practice? Finally, the talk will look to the physical literacy agenda and what a more holistic approach might mean for children, young people and educators.

*Dr Lawrence Foweather is Senior Lecturer in Physical Activity, Exercise and Health within the Physical Activity Exchange and Research Institute for Sport and Exercise Sciences at Liverpool John Moores University. His on-going research interests include developing interventions and policy actions to promote physical activity and sport participation among children and families, with specific interests in physical literacy and sport for health. Most recently he has worked with Sport Wales and the Youth Sport Trust to develop assessments of movement and physical competence, and developed questions on physical literacy for the Sport England active lives survey. Dr Foweather has published over 25 scientific research articles and been involved with a number of large scale school-based physical activity and health interventions.*

**Curious work: Using art and film to understand children differently**

*Prof Rachel Holmes, Manchester Metropolitan University*

Wednesday 2nd May 2018 • 12.45-2.00pm • H203

This paper discusses ways I have been trying to think about, and provoke, ways of seeing and understanding children differently over the past 10 years. Across a number of projects in nurseries and schools, at galleries and museums, I reflect on the curious mix of theory, art, film and photographic influences that have found their way into my work as I encounter children, objects and places. The paper focuses on a series of uncanny moments when what would usually seem so familiar, can suddenly become strange - the ‘everyday-ness’ of painting in the classroom, the casual conversation and the playground game slip into spaces of haunting and mysterious flows. Drawing on my use of theory and art and by making short experimental films, this paper seeks to trace the adventures of wild ideas that are always living in research encounters.

*Professor Rachel Holmes leads the Children and Childhood Research Group in the Education and Social Research Institute at Manchester Metropolitan University. Her research activities in the field of childhood appreciate the complexity of the contemporary worlds that young children, families and communities occupy. Her research works across the interstices of applied educational research, social science research and arts-based research to develop critical trans-disciplinarity that rethinks, questions and challenges the ways babies and children are conceptualised and produced through practices, policy and academia in the 21st century. Prof Holmes’s immersions in post-structuralism, postmodernism, feminism and more recently posthumanism and the new materialisms, enables her work to consider more adequate accounts of the ways that life and social processes and the more-than-human affect the worlds that children inhabit.*

**Tackling test anxiety: a randomised controlled trial of attention bias modification training in GCSE students with test anxiety**

*Dr Wendy Symes, University of Birmingham*

Tuesday 12th June 2018 • 12.45-2.00pm E2 Faculty of Education Building

Approximately 16% of GCSE students in England experience some anxiety about their exams. This is concerning not only because anxiety itself is unpleasant, but also because test anxiety can interfere with performance. One reason for this is that students with test anxiety may show an attention bias towards threatening stimuli (e.g. their fears of failure), thus diverting their attention away from the content of their exams. Attention bias has been found in a number of anxiety disorders, including test anxiety. Researchers have successfully attempted to reduce this bias through attention bias modification training, although such an approach has yet to be used with students with test anxiety. In this talk the findings from a small-scale study investigating the effect of attention bias modification training on GCSE students with test anxiety will be discussed. In particular, the talk will focus on whether such training can reduce attention bias and test anxiety and, in doing so, improve performance in GCSE exams.

*Dr Wendy Symes is a psychology lecturer in the Education and Social Justice department at the University of Birmingham. Her research interests include test anxiety, and the impact of psychological constructs, such as motivation and self-efficacy, on student outcomes.*

*To book your place, please contact educationresearch@edgehill.ac.uk*