

ACRE 2018

10th Annual Conference for Research in Education

Social Justice in Troubling Times: What does it mean and what's to be done?

Critical issues in socially just research and practice

Faculty of Education, Edge Hill University

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This conference has been organised with the support of BERA, the BERA Social Justice SIG, CARN, and Educational Action Research Journal, who will publish a Special Issue following the conference.



Context

We live in a world of increasing complexity, in which in/equalities have become increasingly evident, for example between and within local communities at a micro level and the global north and south from a macro perspective. Living in 'liquid' and uncertain times (Bauman, 2007), in which the impact of the 2008 banking crash still resonates internationally (Dorling, 2015), we see political upheavals, and their consequences for people and the communities we serve and beyond (I4P, 2018).

In the United Kingdom, the gap between the richest and poorest has grown to its widest for several generations (Dorling, 2015). Indeed, cuts to welfare, wages, and public services under austerity programmes, have affected populations nationally and internationally in terms of widening inequalities, both in and beyond education. These have been given greater imperative in the UK following the Grenfell fire which drew into sharp focus the ways in which less affluent working communities, as well as those characterized as marginalised, and can be denied access to safe, decent housing and led to wider debates about differentiated access to health, welfare and education (e.g. Hanley, 2017; OxfamBlogs, 2017; Duckworth and Smith, 2018; 19).

We are a pivotal point where research for social justice requires more than rhetoric – it demands us to direct our focus, energy and resources to generating genuine and sustained social and educational change. For many of us, it is simply too easy to ignore the plight of children, young people, and adults in our communities who have differentiated, 'divided and divisive' access to education. Indeed, the very structures of academia may be incongruent with social justice approaches, preferring instead research that generates income but without an authentic, socially just reach which address the complex social and political issues associated with educational in/equalities (Atkins and Duckworth 2018). However, it is vital to find critical spaces in which we can challenge the status quo, and connect with communities, practitioners, researchers and policy makers.

Educational researchers are uniquely positioned to unite global research communities through research and address some of the most important issues in the 21st Century. This critical conference seeks to explore and address the multiple consequences of inequality in the lives of learners, and how they impact on different groups of people and communities.

The conference will provide a platform for exploring ways to move towards more equitable and socially just models of education and educational research. To do this it will explore the intersections of inequality and probe models of social justice that have a capacity to lead to a more socially just society based on humanity, care and equity.

Thus, papers have been invited on research that explores, and has generated debate linked to socially just research and practice related to education and learners communities.

This is the tenth ACRE event to be held at Edge Hill University, bringing together researchers and educational professionals to debate educational research and its impact. The conference is designed to attract a wide variety of papers and perspectives on interdisciplinary research and practice related to education and care.

Keynote Speakers:

Tina Cook

Tina Cook is a Professorial Fellow at Liverpool Hope University. At the core of her work is a focus in on inclusive practice in research and professional practice. Using qualitative research, particularly collaborative/participatory action research, she seeks ways of facilitating the inclusion, as research partners, of those who might generally be excluded from research that concerns their own lives. Her methodological approach centres on ways of fore-fronting voices of those directly involved in a situation as a means of improving the quality of their lives.

She has published on both methodological issues in relation to the quality of participatory research approaches and issues related to research in practice. She is an Executive Committee Member of the International Collaboration for Participatory Health Research, the lead for the UK Participatory Research Network and an Editor of the International Journal of Educational Action Research. Her own research focus is with people who find themselves marginalised, particularly people with learning disability, people with cognitive impairment, and their family members.

Partnerships as mechanisms for disruption: putting relationships to work. In this Keynote Provocation, she asks *“Can we build an approach to partnership working that facilitates, through the centrality of a relational approach, diversity and dynamic challenge, as means to disrupt rhetoric and common consensus: can we find and establish new ways of seeing and acting for social justice?”*

Tina’s session will provide prompts for group discussions.

Liz Atkins



Liz Atkins is Professor of Vocational Education and Social Justice at the University of Derby. She has an international profile within the PCET sector in the context of both practice and research. Her doctoral research, published as *Invisible Students, Impossible Dreams* (2009) is considered ground-breaking in drawing attention to the issues around the education of young people with complex needs on low-level vocational programmes. This work, in common with all her teaching and research, is informed by a strong commitment to social justice.

She is currently working on a project evaluating the impact of a more socially just curriculum for young people on level 1 programmes at Guernsey College, and her new book, *Research Methods for Social Justice and Equity*, co-authored with Dr Vicky Duckworth, will be published later this year.

Reclaiming Social Justice For Education: walking the walk and talking the talk. This presentation draws on the forthcoming book *Research Methods for Social Justice and Equity* (Atkins and Duckworth, 2018) to explore what social justice means as a theoretical underpinning to research in education, and ways in which this may be enacted.

Contents

1. Effects of social story and self-monitoring strategies on social skills and academic performance of children with learning disabilities in Ondo State, Nigeria	3
2. 'I felt uncomfortable because I know what it can be'; The emotional geographies and implicit activism of reflexive practices for Early Childhood teachers.....	3
3. Armenian teachers' views on students with Asperger's syndrome.....	4
4. Educational leadership: producing docile bodies? A Foucauldian perspective on higher education in the UK.....	4
5. Different kinds of "smarts": Case studies in dyslexic identity, and the need for a holistic approach to support.....	4
6. Active Agents of Change: towards a social justice-orientated conceptual framework for citizenship education.....	5
7. The university as an anchor institution; a conceptual framework to help us understand university anchor activity and what a socially just anchor model may look like.....	6
8. Brexit, racial and religious discrimination: implications for secondary RE.....	7
9. Perceptions of difference: Western theory and post-Soviet reality.....	7
10. Designing and delivering socially just and authentic research projects.....	8
11. Daring to tell my story - social justice in first-person self-study research.....	9
12. Using youth voices to develop a new definition for cyberbullying.....	10
13. Social mobility and professional development – a study of two pathways in higher education.....	10
14. Co-researching with teachers: a socially just approach.....	11
15. The relationship between resilience and social justice.....	12
16. The influence of fear of failure on academic motivation and engagement ..	13
17. 'Being taught' by Lesson Study: a pedagogy of virtuosity for the oppressed teacher?.....	13
18. Enhancing academic performance of pupils with learning disabilities through self-monitoring and social story strategies in Edo State, Nigeria.....	14
19. Unintended data-use practices: Triggers and consequences in the English schools.....	15
20. The role of Further Education (FE) for young homeless people.....	16
21. Integrated communities in education.....	17
22. What's in a name? Contested conceptions of 'communities'.....	17
23. Action for Refugees.....	18

Abstracts

24. “Would you like fries with that?” A poststructuralist perspective on academic trajectories in the neoliberal university 18
25. *‘I was struggling to fit in, and it wasn’t something that I was used to’* – an auto-ethnographic study that aims to explore experiences of accent in the lives of first year undergraduate students transitioning into higher education..... 19
26. From ‘European values’ to ‘fundamental British values’: the normalisation of anti-Muslim racism within the educational context in the UK. 20

Papers are ordered alphabetically by the surname of the first presenter.

Dr Kolawole Anthony Adeyemi, and Olusegun Omoluwa, Adeyemi College of Education, Ondo, Nigeria

1. [Effects of social story and self-monitoring strategies on social skills and academic performance of children with learning disabilities in Ondo State, Nigeria](#)

There is so much condemnation and discrimination against individuals with learning disabilities who exhibit social deficits and academic underachievement. This is because for an individual to gain acceptance from peers, teachers and family members, he or she has to acquire and demonstrate social and academic behaviours that are apt in every social and academic context. The study therefore determined the effects of social story and self monitoring strategies in enhancing social skills and academic performance of children with learning disability in Ondo State, in Nigeria. This study adopted pretest, post test, control group, quasi experimental design. The ninety (90) participants for this study were randomly selected from three public primary schools in three selected local government of Ondo State. The five instruments used for the survey were validated and their reliability coefficients were established. Three hypotheses were generated and tested at 0.05 level of significance. Two hypotheses were rejected and one was retained. The findings reveal that the two treatment packages were effective in enhancing social skills and academic performance of children with learning disability. Further, parental social economic status and self-esteem did not predict appropriate social skills and enhanced academic performance. The study concluded that by advancing some recommendations.

Jo Albin-Clark, Edge Hill University

2. [‘I felt uncomfortable because I know what it can be’; The emotional geographies and implicit activism of reflexive practices for Early Childhood teachers](#)

Reflexivity is recognized as an important constituent in how teachers’ build their professional knowledge and develop their pedagogical practice. However, less is known about the function emotions play in the reflexive process and how these emotions can act as a catalyst to mobilize action that can create spaces for small activism. Implicit activism is here understood to involve small-scale gestures such as speaking against discrimination that can support notions of social justice. In this article, a reading of emotions is undertaken to explore how emotions such as discomfort can influence the speed and type of reaction for an early childhood specialist teacher during peer-to-peer mentoring. The concept of emotional geography is used to understand the way emotions relate to the distancing of others in one teacher’s professional life and mobilize small-scale activism that can be interpreted as politically motivated.

Abstracts

Dr David Allan and Dr Fiona Hallett, Edge Hill University

3. Armenian teachers' views on students with Asperger's syndrome

This paper uses the views of student and serving teachers from a post-Soviet context in order to better understand current thinking around teachers' perceptions of children with what might be termed 'hidden' disabilities. Drawing on social comparison theory, and adopting a phenomenographical approach, the study explores teachers' perspectives of autism in the Republic of Armenia, offering an insight into its social, cultural and political history, and presenting challenges for the development of inclusive educational practices in a region of the former Soviet Union. Whilst serving teachers demonstrate derogatory attitudes to individuals with autism, student teachers are seen to be more progressive in their outlook. The results of this study raise interesting questions about the cultural context of teacher education.

Liana Beattie, Edge Hill University

4. Educational leadership: producing docile bodies? A Foucauldian perspective on higher education in the UK

The aim of this paper is to contribute to a long-standing critical tradition in the educational leadership literature through an analytical examination of the idiosyncrasies of leadership in higher education institutions in the UK, utilising Foucault's key theoretical units, such as 'discipline', 'governmentality' and 'biopolitics', as a 'toolbox' for dissecting the implications of neoliberal ideology on leadership practice. The paper disregards more traditional references to leadership as taxonomy of leadership styles, focusing instead on the construct of leadership as a realm of power encounters within the UK higher education system as well as on the associated forms of knowledge that regulate leadership practices by defining and 'normalising' modern educational institutions. The paper concludes that Foucault's theoretical perspectives could be used as a methodological template for a deeper critical analysis of leadership practices, equipping academics with additional tools for critiquing the existing boundaries of neoliberalism and intervening in the transformation of the social order by undertaking an investigation of the 'problems of the state' and the 'practices of governmentality', as suggested by Foucault.

Katherine Blundell, Edge Hill University and Coventry University

5. Different kinds of "smarts": Case studies in dyslexic identity, and the need for a holistic approach to support

Carroll and Iles (2006) concluded that education providers do not offer "adequate emotional support..." leading to a recommendation for individuals, once identified as dyslexic, to be offered an "assessment of emotional wellbeing". Following the Special Educational Needs reforms in recent years, there is increased emphasis on the need to identify and support learners with mental health difficulties, but are we any closer to being able to offer this where emotional difficulties coincide with, or potentially arise from dyslexia?

This paper presents data from multiple case studies, compiled from semi-structured interviews with dyslexic adults, reflecting on their experiences. The interviews form part of a pilot study for a larger, mixed methods study into the impact of dyslexia diagnosis. Of specific interest is the effect on identity, self-belief and also reading progress in light of the age at which a learner is identified as dyslexic. Participants were asked about their experience of assessment, their interpersonal relationships and reading behaviours. Transcripts of the interviews were unitised, annotated and then coded. Theory was grounded, with themes emerging from the data, in the first instance to be used to inform one or more questionnaires for children and adults with dyslexia. Emerging themes include dyslexia awareness, the maintenance of friendships and other relationships, parental response following diagnosis, and reading adjustments.

These case studies go some way towards exploring the impact of the assessment process, and the diagnosis of dyslexia. Also provided here is some insight as to how best to promote a holistic approach to meeting the needs of dyslexic children and adults. The more we understand about the dyslexic experience, and the impact of dyslexia diagnosis, the better able we are to provide appropriate support and services for dyslexic individuals and their families.

Daryn Egan-Simon, Edge Hill University

6. [Active Agents of Change: towards a social justice-orientated conceptual framework for citizenship education.](#)

This paper explores the historical roots of citizenship education in England, its introduction as a national curriculum subject in 2000, and its subsequent demise since the election of the coalition and Conservative governments. Using Westheimer and Kahne's (2004) categorisation of citizenship (personal, participatory and justice-orientated), it will be argued that, since 2010, citizenship education in England has shifted away from political literacy and civic participation (favoured by Bernard Crick) towards financial literacy, constitutional history, and volunteerism (Kisby, 2017). The result of which has been an emphasis on creating dutiful economic subjects rather than critical, politically-minded active agents of change. It is argued that there is a need to move beyond citizenship education for personal responsibility towards a model that promotes social justice and seeks to help young people to develop the knowledge, passion, civic capabilities and social responsibility to work collectively towards solutions to the planet's problems such as human rights violations, global poverty, armed conflict and environmental sustainability (Banks, 2004; Giroux, 2011; Truong-White and Mclean, 2015). As such, this paper presents a conceptual framework for citizenship education consisting of four constitutive elements; agency, dialogue, criticality and emancipatory knowledge.

The framework draws on elements of global citizenship education (Hartung, 2017), critical citizenship education (DeJaeghere and Tudball, 2007) and cosmopolitan citizenship education (Osler and Starkey, 2003) where common themes include a commitment to democracy, equality, diversity and community (local, national and global). The framework is underpinned by the philosophy and principles of critical

Abstracts

pedagogy which seeks to challenge the cultural and economic dominance of the privileged classes whose power is replicated and exacerbated within the neoliberal educational landscape (Apple, 1982; Kincheloe, 2004; Giroux, 2011; McLaren, 2014).

Dr Carl Emery, University of Manchester
Choel Cartwright, Ardwick Community Member

7. The university as an anchor institution; a conceptual framework to help us understand university anchor activity and what a socially just anchor model may look like.

Over the past decade, driven predominantly by activity in the US, we have witnessed a growing movement of universities re-emphasizing their public mandate through the adoption of local and regional anchor strategies delivered through the third mission agenda (Jongbloed et al, 2008; Cantor et al, 2013). The university as an anchor institute has become a key discourse within higher education, regional policy forums and urban regeneration initiatives (Harkavy et al, 2014). Yet the concept of universities as anchor institutions lacks a precise or consistent definition (Goddard et al, 2014). One could conclude that like other past zeitgeist terms (see for example Emotional Intelligence (Emery, 2016)) what it means and how it is understood and populated is somewhat slippery acting as a catch all for possibly many different activities. Alongside this conceptual confusion also sits a 'social responsibility' tension regarding the role of university anchor institutions in addressing issues of oppression, poverty and inequality inherent to many of the urban communities in which the institutions reside or work beside (AITF, 2015).

Going beyond the possibility of simply driving economic development several anchor activists and commentators (Harkavy et al 2009; 2014: Taylor et al, 2013) have called for university anchor initiatives to adopt a moral imperative focused on social justice and promoting notions of democratic engagement and civic consciousness (Bergan et al, 2013). Advancing this transformative, beyond economics, perspective Taylor and Luter (2013) contend that such a focus "imbue[s] their institutions with the spirit of democracy and a commitment to building a better, more just and equitable society" (p. 8). However, in a similar vein to the conceptual confusions the literature has so far failed to present empirical evidence regarding which university anchor programmes pursue a social responsibility agenda or adequately problematize the realities and impact of non-economic anchor activity (Harris & Holley, 2016).

It is to these two questions of a) what university anchors are doing and for what purpose? b) what could a socially just anchor look like? that this paper proposes a response to. Based on work done at the University of Manchester through the University Ardwick Partnership we present an embryonic conceptual framework, through which social justice activity can be tested against known anchor activity. The purpose of the paper is, therefore, to create a new heuristic framework drawn from the existing literature and practice which will allow the aims, purposes and underlying conceptualisations of university anchor activity to be critically scrutinised within a socially just framework.

Dr Francis Farrell and Dr Laura McGuire, Edge Hill University

8. Brexit, racial and religious discrimination: implications for secondary RE

In the weeks after the United Kingdom government's referendum to leave the European Union was held, a spike in hate crimes directed at racial and religious minorities was reported. In this paper we present findings and analysis of data collected to investigate whether the referendum campaign had an impact on secondary school pupils' engagement with religious education (RE). A survey utilizing 11 statements taken directly from the British Youth Council report and 2 open questions was sent to secondary teachers of RE belonging to our initial teacher education partnership. 68 teachers replied. Results show 51.47% of the sample agreed that the UK's decision to leave the EU has brought issues of racism and religious discrimination to the forefront with 60.30% agreeing that much of this discrimination relates to religion. 86.76% of the respondents believe that schools should involve young people in raising awareness of discrimination. 75.58% of the sample felt that teachers require greater support in tackling racial and religious discrimination and 69.12% agreed that lack of a single RE curriculum led to inconsistencies tackling discrimination. Analysis of the qualitative responses reveals themes of fear, divisiveness and aversion to religion but also shows evidence of increased pupil engagement with political issues of extremism and immigration. In conclusion we argue that the data shows that stronger RE and citizenship provision should be a government priority as a prerequisite of preparing learner citizens for political participation.

Dr Fiona Hallett and Dr David Allan, Edge Hill University

9. Perceptions of difference: Western theory and post-Soviet reality

When attempting to discern a causal link between society and perceptions of disability, the voices of academics from those countries that might be termed 'developed' (i.e. those that have high levels of literacy and education and have a high degree of freedom and liberty for the common citizen) tend to dominate the field.

A troubling consequence of this is that these debates often take little account of practices in developing countries that serve to identify and categorise people with Special Educational Needs and Disabilities (SEND). For example, attention has been given to concern regarding "the enculturation of teachers into reductionist understandings of disability that limit the development of inclusive educational environments" (Gable, 2014, 86). Whilst these arguments are necessary to the development of inclusive practice, little attention is given to national contexts beyond the West which may be moving towards reductionist understandings in order to recognise 'hidden' citizens.

As such, debates about the limitations of social models of inclusive education (Allan and Slee, 2008) and the language used to depict educational practice (Allan, 2010) could be seen to reflect 'Western' dilemmas that have yet to be tested elsewhere. In this sense, it might be suggested that the voices of those in developing national

Abstracts

contexts is often lost, leading to forms of 'othering' and marginalisation so roundly criticised by those who advocate inclusion.

This study is located in the Republic of Armenia, a national context where concerns continue to be expressed in relation to the fact that, 'Societies' misperception of different forms and types of disability and the limited capacity of social actors to accommodate special needs often place these people on the margin. People with disabilities experience inequalities in their daily lives, and have fewer opportunities to access a quality education that takes place in a truly inclusive environment.' (UNESCO 2015, 3). It is intended that an examination of the lived experiences of individuals in the Republic of Armenia will shed a different light on the 'conceptual schemas of disability that are formulated by Western theorising' (Gable 2014, 88) in order to level the intellectual playing field.

Charlotte Hardacre and Dr Kaz Stuart (not present), University of Cumbria

10. [Designing and delivering socially just and authentic research projects](#)

Practitioners' whose work is driven by emancipatory and socially-just notions often wish to transfer these aims to their research (Fraser, 2009; Lyons and Bike, 2013). However, researchers in the UK can find themselves diverted from these values by neoliberal demands for quantitative impact measurement and 'cause and effect' models in qualitative research (Davies, Nutley and Smith, 2000; Rigney, 2001; H.M. Treasury, 2010; Nesta, 2014). Whilst these methods are valuable in certain settings, they are not congruent with a critical-ethical methodology (Stuart and Shay, 2018). Conducting research that is authentic to practice values may be counter hegemonic to the current culture of measurement, demanding that researchers stand firm in their beliefs and enter the wilds (Brown, 2017).

Charting a clear path, from design to delivery, which maintains the socially-just aims that drove the desire to do research in the first place, is a vital task for both established and early career researchers. To do so the researcher engages in a reflexive process to disentangle the enmeshed values, beliefs and practices that shape research. This endeavor will lead to what some call an inequalities imagining (Hart, Hall, Henwood, 2003), cultural sensitivity (Tuhiwai Smith, 2012), a critical-ethical approach (Stuart and Shay, 2018), or socially just research (Fine, 2017). The resulting epistemology, ontology and methodology are critically conscious of knowledge democracy, seeking to reveal knowledge that enhances social justice and wellbeing (Maynard and Stuart, 2018).

This talk will support you to identify what you value most about your practice and to use this knowledge to create a checklist that mirrors these values throughout your research. This will be a useful tool for developing congruence between theory and practice, supporting radical or unorthodox methods and reducing ethical barriers by setting out a transparent, authentic and explanatory protocol for your socially-just research project. The tensions that may arise in this process provide reflexive insights of key areas for critically conscious practice.

Louise Hawxwell, Edge Hill University / University of Edinburgh

11. Daring to tell my story - social justice in first-person self-study research

My PhD research is a first-person self-study, exploring my beliefs about the outdoors alongside my outdoor learning practices as a teacher educator working in Initial Teacher Training (ITT). This self-study will generate an understanding of the ways in which my beliefs influence my practice as a teacher educator, and also an understanding of 'the manner in which actions and beliefs intertwine' (Childs, 2005, p.143). One of the purposes of educational research is to improve the education of students of all ages, with improvement being related to 'the good of each and all' (Griffiths, 1998, p.4), thereby ultimately connecting educational research to social justice. According to Griffiths (1998), this improvement can be accomplished through increased knowledge. Connelly and Clandinin (2007) believe that self-study research has the potential to generate knowledge about the educational landscape on the 'personal, professional, and program and institutional levels' (cited by Samaras, 2011, p.70). This is supported by both Vozzo (2011) and Hamilton (2014), who note that self-study can contribute to the professional knowledge of teachers and teaching, as well as generating knowledge of the world.

Social justice can be defined as 'the good for the common interest', including the 'good of each and also the good of all' (Griffiths, 1998, p.4). Socially just research is not a one size fits all, and the definition of social justice cannot be applied equally to all situations, including social and educational research. Rather it needs to be deliberately considered and appropriately applied to the specific context in question, relating this to ethics and also an understanding of human actions, including choices and decisions made. Much of what lies at the core of self-study research relates to the 'uniqueness of the methodology' (Brandenburg, 2008, p.38). There are no single set of prescribed methods for this type of research (LaBoskey, 2004; Loughran, 2004; Samaras, 2011); how it is carried out depends on what needs to be understood. Pithouse-Morgan et al. (2016, p.444) comment that the appropriate methods are those that 'inform the inquiry'. Decisions about how to go about self-study is at the discretion of the researcher themselves, with each person creating their own version, drawing upon their own 'distinctive array of influences and interests' (Marshall, 2016, p.1). I will take this presentation as an opportunity to share my own perspectives on socially just educational research practices within first-person self-study, linking this to some of the challenges that I have encountered during my own PhD research journey to date. I will also encourage and value contributions from the audience to share their perspectives on socially just research. I intend to use this presentation as an opportunity to discuss and share perspectives to help shape and re-frame my thinking to inform my future studies and PhD work.

Abstracts

Claire Hawkins, Edge Hill University

12. Using youth voices to develop a new definition for cyberbullying

Cyberbullying is an issue which is of increasing concern to young people, schools and parents. Approximately half of children who are cyberbullied do not report it or seek help; those who do, do not always receive the help they need (Ditch the Label, 2017; Katz, 2015). Schools need support to understand how best to intervene and educate young people about cyberbullying, including developing strategies for self-protection. However, the definition for cyberbullying is still a source of contention within the literature, and without a robust definition, understanding and support is problematic. Research suggests there is a difference between traditional bullying and cyberbullying, yet the current definitions offered in the literature are extensions of the definition for bullying (Patchin & Hinduja, 2006; Smith et al., 2008). There are contentious areas in the current cyberbullying definition, due to the attempt by academics to adapt the definition for bullying to cyberbullying activities; the definition is not a good fit.

The majority of studies on cyberbullying are quantitative and from an adult perception; there is a need for studies involving youth which provide an 'insider' perspective (Tarapdar & Kellett, 2013). Indeed, Dredge, Gleeson and Garcia (2014) suggested qualitative research, drawing on youth perceptions, was needed to help determine a new definition for cyberbullying based on young people's experiences. Using Youth Participatory Action Research (YPAR) (Cammarota & Fine, 2008; Mirra, Garcia, & Morrell, 2016) and drawing on grounded theory approaches (Charmaz, 2014), this research sought insight into the lived experiences of young people and how they experience cyberbullying in their own contexts. The researcher worked with 13 – 14 year olds in a school in a socio-economically deprived area in Liverpool for a year, to train the young people as researchers and facilitate their own research project on cyberbullying in their school. Alongside the YPAR project, interviews were undertaken in the school with young people aged between 11 – 17 years, and in a different school, in an area of socio-economic deprivation and gang-violence in the community in Sefton, where young people aged between 11 – 14 years were interviewed. Based on this research a revised definition of cyberbullying has been constructed which forefronts the experiences and perceptions of young people. It is important that definitions are accurate and reflect the experiences of those involved in cyberbullying, otherwise research undertaken will not produce an accurate portrayal of the phenomenon. It is important to engage with those who are experiencing cyberbullying, and develop a definition from the ground-up.

Helena Knapton and Dr Alice Diver, Edge Hill University

13. Social mobility and professional development – a study of two pathways in higher education

The main purpose of higher education is to deliver social mobility via acquired qualifications and a variety of 'employability skills'. Government priorities bear this out, reflecting its policy of linking degree success to the UK's future economic growth (Wolf, 2002) and highlighting how increased social mobility offers public and personal benefits. Moreover, the UN's Sustainable Development Goals require HEIs

ACRE Conference 2018

to consider ethical impacts upon the wider community, in terms of alleviating poverty and promoting social inclusion and equality. In England, this is most clearly evidenced by the new Teaching Excellence Framework, with Student Outcomes used to help measure quality and 'value' of a University education. 'Graduate employment' is a key metric, so that the ability to generate work-ready (Sims, 2015) professionally 'employable students' and 'ideal' future employees (Allen et al, 2013) has become an over-arching concern within the sector. However, there is no generic blueprint that can deliver employability: 'whole person models of experiential learning' instead frame employability as 'integrative, reflective and transitional' (Eden, 2014: 266).

As Newcombe and Moutafi (2009) argued, many employers now seek more than traditional 'CV'-based displays of academic ability, seeking instead some evidence of professional 'belongingness' (Yorke, 2015) or 'work attachment' (Knight & Yorke 2003:5). Despite shifts towards the integration of employability within undergraduate study, the defining, embedding and delivering of evidenced employability continues to be difficult. However, there are programmes that consistently deliver high levels of employability and opportunities for upwards social mobility, i.e. those that lead directly into professions such as teaching and law. Within such courses, it is argued, the key task for academics is to ensure that graduates face 'the correct level of challenge' (Eraut, 2007: 418) to prepare them for their future career. This should be achieved by having them complete assessments that spark high levels of motivation and maintain (or engender) both resilience (Pryce-Jones, 2014) and academic buoyancy (Martin, 2008). The literature shows that there is little research on employability development across different professional programmes, with the aim of informing the delivery of employability within traditional graduate programmes.

Working within a University in the North West of England, the authors are investigating key employability skills and attributes across the legal and education professions as identified by significant stakeholders (employers): we ask how these are addressed through appropriate challenges as incorporated into assignments, tasks and experiences within the associated degree programmes. The findings highlight key areas of both commonality and difference. The project has the potential to impact upon the academic sector in identifying how and when skills and attributes can be realistically integrated into (and developed within) degree programmes. It will also provide evidence to the private sector of what exactly might be achieved, and what employers of recent graduates might need to address at the start of their employment.

Anna Mariguddi, Edge Hill University

14. [Co-researching with teachers: a socially just approach](#)

For researchers and practicing teachers, working together through a co-research approach can provide a critical space for developing connections between the worlds of theory and practice. A perceived disconnect between research and practice is a theme that often runs throughout the field of education literature. A co-research model that involves both practitioners and researchers working together collaboratively on a research project can be seen as a way of attempting to bridge this gap. It will be proposed in this presentation that co-researching is a socially just

Abstracts

way of approaching research in the field of education, with the potential to become a powerful source of knowledge.

The presentation will be framed within the context of my PhD research project which seeks to explore perceptions of Professor Lucy Green's (2002, 2008) model of informal learning. As part of my research design, four case study secondary schools were explored to seek in-depth knowledge of how Green's model of informal learning was understood, implemented and experienced by music teachers and their students. Within each case study school of this project, a two-part co-research element was incorporated into the design:

- a) Teachers were asked to suggest an additional research priority to be explored within the context of their individual school, relating to informal learning;
- b) Teachers were asked to co-design methods to be used within their case studies to gather student data.

The co-research approach enabled an abundance of advantages for this PhD project, including greater access to teacher priorities and student perspectives through personalisation, and the potential enhancement of trustworthiness in relation to the findings of the research. Similarly, advantages for the participating teacher included the facilitation of in-depth, reflexive practice, and the opportunity to use the knowledge generated to improve practice. However, a co-research approach can be seen as a risk, as there are potential ethical and practical pitfalls of the design. These include issues relating to power distribution and control, levels of involvement, and conflict in priorities. Literature relating to co-researching will be explored in this presentation, along with a description of the actions I took to implement this approach as part of my PhD journey. Some of the experiences I encountered whilst implementing the co-research element will also be shared. Colleague contribution through means of discussion and questioning will be encouraged to continue debate on this topic area. Colleagues will be invited to share their views about whether a co-research approach does indeed have the potential to gather momentum and make positive contribution in the topic area of social justice in education research.

Annette Moir, University of Aberdeen

15. [The relationship between resilience and social justice](#)

This paper argues that there is a symbiotic link between Resilience, Wellbeing and Social Justice. By developing children's resilient skills from an early age, they learn how to overcome barriers not only in their learning, but through daily toils, in addition to significant adversities. Using Participatory Action Learning Action Research (PALAR), that encourages children to develop their supportive networks and coping strategies, not only increases and enhances their well-being but also expands their opportunities and capabilities in life. This approach supports children as individuals to develop personal skills to overcome socially unjust barriers and have a voice and agency in their life choices. By encouraging children to say "I can" (may need support) and helping them to acknowledge their individualised supportive networks, it reduces their sense of "I can't", which closes doors and limits freedoms. I will outline how Educators can help students deal and respond to experiences and overcome adversities to promote important life skills. The nature of resilience and wellbeing will

ACRE Conference 2018

be examined and how coping strategies can be promoted and encouraged with children who have less developed life skills. A synopsis of my previous PALAR study will be offered whereby I will introduce a framework that I developed for enhancing children's resilient skills. I will outline the conversions factors that either support or limit this process, as well as other factors to be considered for this sociological approach to enlarging and acknowledging children's supportive systems and networks in their everyday lives. The importance of learning and the types of learning employed within the classroom using Blumer's Symbolic Interactionism and Constructivist Teaching and Learning Methods will be discussed. This inclusive approach encourages all children to embrace challenges and become supportive peers so that everyone can enrich their education.

Ghada Nakhla, Edge Hill University

16. [The influence of fear of failure on academic motivation and engagement](#)

Failure is an overwhelming experience that is associated with hostile, negative feelings and devastating consequences, for many students. However, there is very little effort on theorising fear of failure in education or examining its links with other constructs such as academic motivation, and engagement. Researchers have called for investigating how fear operates in education and for developing a broader understanding of the construct of engagement in higher education.

This study addressed this gap in knowledge. It examined the influence of fear of failure on academic motivation and engagement, and investigated the moderating role of academic motivation in predicting engagement among the different learners. Data were collected from three schools within one higher education institution in the UK, using self-reported instruments and analysed using structural equation modelling. Results showed that fear of failure had significant positive influence on extrinsic motivation and amotivation, however significant negative influence on participation engagement. Fear of failure also had a significant negative impact on the emotional engagement of extrinsically motivated students. Academic motivation was found to play a positive moderating role in predicting engagement. Extrinsic motivation predicted increased emotional engagement in both self-protecting and overstriving students, and intrinsic motivation predicted increased skills engagement in overstriving students. Findings offer practical insights into the influence of fear of failure on the dynamics of the learning environment as well as dealing with the motivation diversity among the different learners, paying special attention to students with overstriving and self-protecting behaviours.

Ella O'Doherty, Edge Hill University

17. ['Being taught' by Lesson Study: a pedagogy of virtuosity for the oppressed teacher?](#)

Dorling (2018) has mapped now as the moment of Peak Inequality, but surveying the educational landscape left by a scorched earth policy of neoliberal austerity he concludes: 'teachers are servants', with diminishing access to the benefits of a 'good' society, such as housing, a living wage and the right to family life. Within the

Abstracts

classroom the struggle is existential, the very soul of the teacher at risk in a performative culture that subsumes autonomy within a new post-professionalism of technical rationality demanding compliance to survive (Ball, 2003, Menter, 2016). Alongside this, the Enlightenment notion that emancipation requires learning persists but the 'bottom line' of a critical pedagogy for social justice remains largely focused on enhancing the lives of learners by challenging the 'inequities of school and society' (Cochran-Smith et al., 2010:37). Indeed, for Biesta (2017) contradictions in the modern logic of emancipation means teachers are often viewed as the source of power and alienation by an ideology of learnification that marginalises the teacher within education.

Moreover, the policy trajectory of teacher professional education as a means of emancipation is one of 'lost promise' (Opfer and Pedder, 2011); coaching has been conflated with performance management (Lofhouse et al., 2010), a cult of self-reflection (Perryman, 2017) entraps teachers within the improvement game (Ball, 2003) and action research is often appropriated as an evidence-based methodology 'implicated in maintaining – rather than challenging' (Carr and Kemmis, 2005: 352, or problematising (Cain and Harris, 2013) the prevailing hegemony that teachers research 'what works'. Seeking to interrupt this narrative, this paper draws upon an interpretation of findings from interviews with teachers engaged in an EEF funded project in Lesson Study (LS) in the north-west of England. Lesson Study (Dudley, 2015) aims to enable teachers to investigate the complexity of the 'swiftly flowing river' of practice. This paper asks if LS can also trouble the post-democratic distortions of teacher professionalism supporting a return to social justice by means of a virtue-based pedagogy (Biesta, 2017).

Taking the social realist principle of ecological agency (Biesta and Tedder, 2007; Priestley et al; 2015) as a starting point and using Biesta's notion of the pedagogy of the event, the paper explores the agentic experience of Lesson Study within the micro-political dimensions of teacher professional development. For Biesta the role of the emancipating teacher is the assumption of equality from the outset and the experience of LS as teacher education is considered from this perspective, whilst Biesta's distinction of learning from and being taught is used to theorise how LS has been enacted as a space for teachers to engage in democratic professionalism. For Biesta, a post-democratic deficit denies the telos of educational research – works for what, or for whom? Lesson Study is therefore considered in relation to the argument that good research engages with what is educationally desirable through teachers practising wise judgment. The paper therefore aims to contribute a response to the question posed by Stylianou and Zembylas (2018:12) 'What constitutes the ethical and political basis of knowledge creation in LS?'

Olusegun Omoluwa and Dr Kolawole Anthony, Adeyemi College of Education, Ondo, Nigeria

18. [Enhancing academic performance of pupils with learning disabilities through self-monitoring and social story strategies in Edo State, Nigeria.](#)

This study investigated enhancing academic performance of pupils with learning disabilities through self-monitoring and social story strategies in Edo State, Nigeria.

A total of one hundred and forty (147) primary four pupils with learning disabilities were involved in the study. The study adopted pretest-posttest, control group quasi experimental research design. Two instruments: Pupil Rating Scale (PRS) and Academic Achievement Test (AAT) with co-efficient reliability of 0.71 and 0.68 respectively were used in collecting relevant data. Analysis of Covariance (ANCOVA) was used in analysing data. The findings obtained, indicated that, pupils taught with self-monitoring achieved significantly better than those taught with social story, while those taught with social story, achieved significantly better than those taught without self-monitoring or social story (control group). The result also showed that, gender has no significant influence on academic performance of the participants. Based on these findings, it was recommended that self-monitoring and social story as techniques to remediate pupils with low academic performance should be strongly stressed in the school curriculum designed for primary school education. In addition, teachers working with children with learning disabilities should adopt these strategies pupils in Edo State.

Elisha Osio Omoso, Edge Hill University

19. Unintended data-use practices: Triggers and consequences in the English schools

This paper reports on the findings from an on-going PhD study about data-use in the English schools where the practice is prolific. Specifically, the paper investigates and models the triggers and consequences of unintended data-use practices experienced by teachers and school leaders from five English secondary schools. Previous research shows that the English schools collect and use a wide variety of data (qualitative and quantitative), probably more than any other jurisdiction in the world. Although data-use supports the English schools to show pupil progress, accountability and school effectiveness, it has also been blamed for triggering a raft of unintended consequences on the work of the English teachers. Previous research, however, pays little attention to these triggers and consequences to the unintended data-use practices.

This qualitative case study attempts to understand from teachers' point of view, what triggers the unintended data-use practices in the English schools and the consequences associated with it. By analysing interview transcripts of teachers, the paper seeks to share insights into what triggers the English secondary school teachers to use data in unintended ways and the consequences that accompany it for different ranks of teachers. Understanding the triggers and the consequences from teachers' point of view could go a long way in helping practitioners and stakeholders in minimising them for the benefit of schools and pupils. The results show that the triggers of the unintended data-use practices in the English schools are both external and internal to the school and are exacerbated by school leaders' approach, roles and the resilience of individual teachers. The results also show that the pervasive use of data in the English schools increases teacher workload, anxiety and undermines teachers' professional ethics. A model of the unintended data-use triggers and consequences arising from the study will be presented to summarise the results. The model could be useful in helping teachers' unions, teachers and school stakeholders to rethink their roles and relationships within the system.

Abstracts

Dr Sheine Peart, Nottingham Trent University

20. The role of Further Education (FE) for young homeless people

Many homeless young people have experienced fractured or challenging relationships with education including exclusions or being offered inappropriate services. This research explored young homeless people's relationships with education and the current and possible role of FE in helping homeless youth into education. Using a phenomenological qualitative approach the study utilised two complementary data sets: 1) male and female young people aged between 16 and 19 of differing ethnicities; and 2) housing association (HA) staff in an East Midlands conurbation. Participants were supported to share their experiences of education and homelessness through extended semi-structured interviews. Data was thematically analysed and demonstrated homeless young people encountered numerous education challenges including access, guidance and support and needed help from multiple agencies to continue or re-enter education. The data demonstrated homeless youth used FE and other non-compulsory provision, including bespoke courses provided by the HA to support re-engagement and develop more productive relationships with education. Although the 2008 Education and Skills Act, legislated all young people in England should remain in compulsory education until 16 and until 18 to either stay in full-time education...; start an apprenticeship or traineeship; [or] spend 20 hours or more a week working or volunteering, while in part-time education or training (www.gov.uk) the Act did not specifically consider homelessness and education options for homeless youth remains limited. Despite being failed by compulsory education, many homeless young people used FE to help them realise their education and employment goals. Although the government compels participation, a person-centred ethos required by homeless young people (which privileges individuals' circumstances and precisely matches their needs to appropriate services) has become more complex, a situation further complicated by transient or unstable accommodation.

Recognising the potential impact of education on future life chances, some homeless young people used the HA's support to enter FE or participated in short courses provided on-site by the HA. Young people valued input about essential life skills including budgeting and personal care and used relevant, available opportunities to enhance their personal skill set. The research highlighted the potential transformative role of FE (Duckworth and Ade-Ojo, 2016) in enabling homeless youth to persist with education, gain new qualifications, reduce social isolation and rebuild positive networks. The study confirmed FE must remain flexible and responsive to homeless young people's needs and may have to develop new provision to meet this need. FE could usefully explore collaborative working arrangements with local HAs, possibly by using outreach workers, to develop bespoke provision offered on-site at HA premises as a mechanism to support homeless youth re-engage with education and to help them back into more formalised learning environments.

Dr Shereen Shaw and Dr Francis Farrell, Edge Hill University

21. [Integrated communities in education](#)

Recent government policy reports such as Dame Louise Casey's Review have highlighted the importance of greater community cohesion and integration (Casey, 2016). The Casey report acknowledges rapid economic change, communities feeling left behind by globalisation and economic exclusion as factors which work against social integration. In the weeks following the referendum hate crimes directed at immigrants and racial minorities peaked, representing a 58% increase on the number of hate crimes reported in the same period in 2015 (Travis, 2016). There are austerity, government counter-terrorism policies and Brexit. Brexit is singled out for its significance in contributing to a hostile cultural environment in the UK. For this reason, evidence from the research we are leading would allow us to think about education and all practices to align to the objectives of the green paper and provide the basis for the development of professional practice. There is considerable willingness and commitment to school linking and 'meaningful social mixing' from the teachers, leaders and young people of the communities who are our research participants. There is no doubt that religiously motivated hate crimes are identified as a major concern when speaking of "Integrated Communities in Education". Jews and Sikhs are identified in UK law as racial groups enabling them to benefit from legal protection from racially motivated religious hate, but Muslims are classified in the same way, highlighting the need for education and a new policy to tackle anti-Muslim prejudice that our research seeks to address.

Dr Ian Shirley, Dr Carol Darbyshire and Dr Bethan Garrett, Edge Hill University

22. [What's in a name? Contested conceptions of 'communities'](#)

This paper reflects our developing understanding of the complexity of the research field of 'communities' and the implications it has for us as three post-doctoral ITT lecturers. The research was prompted by a shift in the identity of our university department, which has been recently renamed to include 'communities' in its title. Our concern is that this apparent simple adaptation masks a conceptual uncertainty about the implications an agenda for 'communities' has for our new department. In this paper we reflect on our examination of the field, and the way our own perceptions changed over time. On reflection, our thinking about 'communities' has been influenced by the theoretical perspectives relating to our doctoral studies and our engagement with diverse notions of 'communities' research, drawing on texts published over the last thirty years.

Our understanding continues to emerge, as we synthesise our individual perspectives on 'communities'; however, we are aware that it is the ongoing dialogue, diverse interests and perspectives, and unique professional experiences that are shaping our understanding as we cross research borders, and enter the field, as novices. Having explored numerous tensions and contradictions, we have realised that the field of community education has much to offer to ITT, particularly with regards to the explicit promotion of social justice and political awareness.

Abstracts

This paper aims to present our position and consider the implications of this for our current provision. However, we also outline the next steps of our work, which moves us away from the familiar landscape of ITT to consider a wider range of potential applications of this new knowledge and understanding about 'communities'. The apparently simple change in name therefore offers the chance for community education to become a core dimension of future developments in the Faculty.

Mike Stoddart, Joanne Watt, Dr Jack Sugden and Sylvia Crowder, Edge Hill University

23. [Action for Refugees](#)

Action for Refugees was formed as a grouping of academics, support staff and students at Edge Hill University who felt a common need to respond to the plight of refugees and asylum seekers in the UK and abroad. The initial spark was created by a presentation given by members of staff on their work as volunteers in the Calais Jungle. This prompted a multi-faceted response that included fund-raising, volunteering, curriculum developments and knowledge sharing and transfer events. Perhaps most importantly, the group engages on a number of levels with refugees, asylum seekers and organisations working to support them. We are keen to ensure that notions of social justice inform policy and practice. We want developments to be led by those we seek to support and provide an environment for nurturing critical reflection and mutual learning. The paper will provide an insight into several important aspects of our work so far. This includes the development of the group including support provided to refugees and asylum seekers in our area and abroad, collaborative art and sport activities on campus, and the research connected to this work.

Anita Walton, Edge Hill University

24. [“Would you like fries with that?” A poststructuralist perspective on academic trajectories in the neoliberal university.](#)

Under the weight of neoliberal agenda, higher education lecturers in the UK struggle to maintain their professional identity, destabilised by the pressures of marketisation and accountability. The questions explored within this presentation are based around a research project that aimed to examine the shifting identities of lecturers in a post-1992 university in the UK. The project has been underpinned by the literature on the economic and management principles of neoliberalism that have led towards a consumer-driven market within the field of higher education (Avis 2003; Ball, 2012; Deem, 2007; O'Meara 2015).

I employed a post-structuralist feminist methodological approach to examine in more depth the impact of neoliberal forces on the social relations of academic staff with both their colleagues and the students. My methodological choice has been determined by the nature of my research based on the presumption that social relations are determined not by the causal sequences of major historical events or purposeful actions of specific individuals, but by a complex interplay between the

ACRE Conference 2018

constitutive societal powers that impact on and shape human subjects and their social identities.

Methods of data collection employed in this research involved semi-structured interviews with 40 lecturers from different academic disciplines. The ultimate aim of my research project is to deconstruct the ways in which neoliberal thinking with its free-market neo-classical economic theory impacts on the philosophy of education with a specific focus on the consequent changes in the academic identities of those working in higher education. Early findings from my research indicate that the introduction and further increase in the student fees to £9,000 a year in 2012 pushed higher education towards becoming almost analogous with a shopping experience, where students act as customers, who can make their choices from 'a menu' of programmes, creating new patterns in the relations of power between the academics and the students. In this climate of higher education institutions increasingly falling under siege by a swarm of neoliberal forces, it is crucial for researchers and educators to recognise the current relations of power and their impact on academic identities.

Dawn Warren, Edge Hill University

25. 'I was struggling to fit in, and it wasn't something that I was used to' – an auto-ethnographic study that aims to explore experiences of accent in the lives of first year undergraduate students transitioning into higher education.

The challenge of learners transitioning into university is widely recognised within the literature. Whilst students are different in many ways, there is often a shared common desire to 'fit in', to feel accepted, valued and included. Drawing on my own higher education experiences and the narratives of the participants within the study, the aim of the initial pilot study is to explore accent in the lives of first year undergraduate students, to find out whether perceptions and experiences of accent, shape a student's sense of belonging within higher education.

I will be drawing on the work of Pierre Bourdieu, as a theoretical framework to explore key issues, particularly the power of accent – how societal attitudes towards accent are influenced by wider social, cultural and economic discourses, and the extent to which classed notions of accent may challenge social justice in the lives of first year undergraduate students.

The primary research method will be the use of narrative style interviews, which will provide participants with the opportunity to tell their own stories. While the generalisability of narrative research is well contested within the literature, the aim here is not to generalise. I want to find out about the lived experiences of accent in the lives of first year undergraduate students - the role that accent has played in forming their own narratives and their sense of self, and to embrace the subjective research findings that this interpretivist approach to research will present. The research findings will not only inform my practice, but will ultimately form the foundations on which to build further research.

Abstracts

My research is very much in its infancy. I am in the early stages of seeking ethical approval to undertake a pilot study. The key aim of this presentation is to stimulate debate and informed discussion with regards to this area of research.

Umit Yildiz, Edge Hill University

26. From 'European values' to 'fundamental British values': the normalisation of anti-Muslim racism within the educational context in the UK.

Racism is not a static phenomenon. Gilroy (1987:11) points out that 'racism does not, of course, move tidily and unchanged through time and history'. From the Transatlantic Slave Trade to the Holocaust to the present day anti-Muslim racism, each epoch developed and identified its own 'alien' or 'undesirable' section of the community then developed an ideology for justification of it. Karl Marx (1975) observed racism during the development of modern capitalism by looking at the antagonism between Irish and 'native' workers in the nineteenth century in England. Said's (2003) notion of 'Other' explored the construction of a binary relationship between the superior Occident and its opposition the inferior Orient. This hegemonic relationship constructed the occidental 'Other' in relation to European values and cultural codes.

Since the 1980s cultural differences have become a smokescreen for racism (Gilroy, 1987; Balibar & Wallerstein, 1991) and the daily use of certain coded words, such as illegal immigrant, bogus asylum seeker, extremist, Islamic extremist, patriotism have replaced crude racist terms (Dabashi, 2011; Göle, 2017; Kundnani 2015; Massoumi et al., 2017; Virdee, 2014). Racist ideas have also been concealed behind the intellectual discourses of nationalism, European values, our way of life, laïcité in France, leitkultur in Germany, and 'fundamental British values' in the UK.

In the UK, anti-Muslim racism has become the respectable face of 'new racism'. The media has played an important role in demonising the Muslim community (describing them as: extremists, terrorists, rapists, oppressed woman) and immigrants (benefit scroungers, swamps, bogus asylum seekers). In the educational context, state sanctioned 'fundamental British values' has become a compulsory part of the curriculum and teachers and other workers are asked to be vigilant in identifying those who oppose or criticise 'fundamental British values' in education institutions in the UK in order to tackle 'radicalisation and terrorism'. Promoting 'fundamental British values' epitomises the respectable face of 'othering' certain young people. This paper will argue that the notion of 'fundamental British values' is a racist notion which is part of a wider political agenda. The evidence supporting my thesis derives from empirical research using interviews with 48 young people from schools and colleges in the North of England addressing 'fundamental British values' and what they mean for them. Although this study was conducted in England it is framed in a wider international, political, social and economic context.