Welcome to the latest issue of the Research and Enterprise Bulletin for the Institute of Education. The Bulletin appears once a term, reporting on research and enterprise activity of the previous term. Its principal aim is to increase awareness among all staff of research and enterprise activity within the IoE, by highlighting staff publications and conference involvement, research bids made and grants received, reporting on seminars held at the IoE and providing information on support available for research and enterprise. If you have an item of news that you would like to appear in the Bulletin, please send it to me at s.j.graham@reading.ac.uk

Suzanne Graham, Director of Research and Tony MacFadyen, Director of Enterprise

We are always looking for research students and members of staff who would like to give a seminar, so please get in touch with me if you would like to be involved.

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Spring term Open Seminar series

Last term’s seminar series are now available for viewing at http://mediasite.reading.ac.uk, with links to further details about speakers. A number of eminent external speakers visited us, including Professor Ken Spours, Institute of Education, London (Effective pre-school, primary and secondary education 3-14 – continuation to age 16), Professor Guy Claxton, University of Winchester (Building Learning Power), and Professor Kathy Silva, University of Oxford (How pre-school quality boosts the capacity to learn in Key Stage 2: New findings from EPPE).

We are also grateful to IoE colleagues who gave seminars: Professor Paul Croll (Children’s sense of their educational and occupational futures), Dr Martin Parsons (The significance of the British camp schools in wartime and post-war education).

A particularly well-attended seminar was that organised by the Science Research Group, Teaching science to pupils who are blind or visually impaired: lessons for teachers of sighted pupils.

The fifth public lecture on Inclusion and Special Educational Needs supported by the TDA was held on Tuesday 22 March 2011. Brian Butterworth from University College, London spoke on ‘Bad at Maths? – what’s the brain got to do with it?’

Our thanks go to Cathy Tissot for organising the public lecture series so admirably over the last few years. Geoff Taggart is now taking over this role.

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Forthcoming events

The next public lecture will take place on Tuesday 14 June 2011, 6.30 for 7.00pm start, at the Madejski Theatre, Agriculture Building, Earley Gate. Dr Ruth Deakin-Crick, University of Bristol, will speak on ‘Learning Power: The missing link between motivation and accountability’. Admission is free but places are limited and need to be reserved in advance; by contacting Val Jones at: v.jones@reading.ac.uk

Dr Ruth Deakin-Crick
Research funding

IoE funding opportunity and research prize!

A reminder that the 2011 deadline for the internal funding competition is as follows:

**6 October.**

For last term’s competition, we had a very healthy number of applications. Projects funded were:

**Ellie Francis-Brophy:** Teachers and parents’ discourses on cohesion through the lens of adult learning activities at a school site.

**Eileen Hyder:** The use of Reading Aloud (RA) in Secondary Schools.

**Deb Heighes:** Pupil lesson observers: listening to what children have to say about their involvement in a ‘pupil voice’ project in a successful girls’ school.

Eileen and Ellie have also been successful in winning UROP funding, allowing them to employ an undergraduate student on their project. For further details of the UROP scheme, see [www.reading.ac.uk/internal/UROP](http://www.reading.ac.uk/internal/UROP/)

For the publication prize, the deadline for nominations is **1 June** (nominations to Suzanne Graham). The publication prize will be awarded to the best research output published between 1 January 2010 and 1 June 2011. The output should be published in an international, peer reviewed journal. The competition is open to lecturers and senior lecturers and applications from colleagues outside the REF unit will be particularly welcome. Each nominated paper should be accompanied by a short (150 word limit) description of the research, detailing its originality, rigour and significance. The prize will be £250.

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**Jeanine Treffers-Daller**

We are delighted to welcome Jeanine to the Institute. She joins us from the University of the West of England, where she was Professor of Linguistics. Her research interests include bilingualism and language contact, in particular code-switching, borrowing and contact-induced language change, as well as L2 Acquisition, in particular lexical aspects of L2 acquisition. She will be joining the L2 Research Group and taking over the role of convenor from Daguo Li in due course.
Conference Presentations

Billingsley, B., Taber, K., Riga, F. & Newdick, H. (2011, January). “One day, we may be able to explain the whole universe using science alone”: a study to explore pupils’ ideas about the limitations of science. Education in a Post Secular Society Conference: The British Education Research Association and the Philosophy of Education Society of Great Britain, Canterbury.


Kempe, A. (2011, April). How can we use the skills of Advance Skills Teachers in drama? National Drama International Conference, University of Swansea.


Impact of research conducted by colleagues in the IoE

Viv Edwards has been invited to evaluate the early literacy strand of a major Arts and Humanities Research Council of South Africa project on the implementation of bilingual education. She was also invited by the University of Bristol to facilitate discussion of the future of the Centre for Deaf Studies.

Suzanne Graham has been asked to be the keynote speaker at a seminar day for post-graduate students working in the field of Modern Foreign Languages, to be held at the University of Southampton.

At Easter, Tony Macfadyen was invited to an international conference in Krakow, Poland, to present the work of the 14-19 Research Group and its possible implications for the Polish education system.

In April, Martin travelled to the University of Lodz, Poland, as visiting Professor of War Child studies to look at establishing courses similar to the ones he runs at Reading but with a focus on Polish children in World War 2 and during the Post-War communist era.

Mary Stakelum has joined the editorial board of Music Education Research. She will also lead the first Doctoral Student Forum of the European Association for Music in Schools (EAS) to be held at the Stanislaw Moniuszko Academy of Music in Gdansk, Poland in May 2011. www.eas2011.amuz.gda.pl

John Oversby has been awarded the Royal Society of Chemistry Chemical Education Prize and Medal, for work in classroom research. Our congratulations to John.
Other conference news

The IoE hosted the Spring conference of the Society for Education, Music and Psychology Research in Education (SEMPRE) on March 5th, led by Mary Stakelum. The conference theme ‘Developing the musician’ attracted submissions from the UK and wider afield and there were presentations from Europe, US and Japan. The conference was preceded by a study day for postgraduate researchers in music education. A review of the events will be posted on the website www.sempre.org.uk

Staff publications


Enterprise News

Berry Billingsley has been working with Alan Floyd and Jess Coe (Henley) on some exciting CPD provision as well as a Mini venture day, placing an enterprise module into some of our courses. We have also been approached by Reading LA to provide some CPD over the coming year.

China Scholarship Council for the Advanced Training Programme for Chinese Secondary Teachers: This partnership continues to go well. We expect to have a celebration evening in June and more details of this will follow. Our Chinese colleagues are beginning their reports supervised by Mary Stakelum, Geoff Tennant, Andy Kempe and Tony Macfadyen.

With other colleagues from the UoR, Yota Dimitriadis’s KTP proposal has been approved by the Partnership Assessment Group and work is beginning on this.

Catherine Foley and Eileen Hyder have initiated a Primary Mathematics and English Network and a first meeting is planned for Wednesday, 18th May.

Andy Goodwyn has been working with the international organisation, Beaconhouse, to provide advice, consultancy and some possible CPD activity for their Middle East operations.

Andy also held a series of meetings on his recent trip to Singapore including those to explore possible partnerships, e.g. for Masters provision, with various educational institutions. The IoE is keen to gain a foothold in this area - colleagues will recall the University’s new international site in southern Malaysia.

Andy Kempe has been appointed as External evaluator for ‘Aiming Higher for Disabled Youth’ project, Chichester Festival Theatre, Jan - Mar 2011.

Georgina Lovett has returned from a further fact finding mission and ‘meet and greet’ sessions in Dubai and the possibility of an Early Years degree in that country continues to grow; it appears some of the earlier obstacles are being moved away.

Tony Macfadyen recently met the Cultural attaché for Kuwait to consider possible ways in which the IoE could offer support to Kuwait’s education.

Cathy Tissot has led the first 20 of our candidates to pass the SENCO certificate, which is part of the national scheme funded by the TDA.
Post-graduate research students

Conference presentations
Debreli, E. (2011, February). Use of diaries to investigate and track pre-service teachers’ beliefs throughout a pre-service training programme. 3rd World Conference on Educational Sciences, Bahcesehir University, Istanbul, Turkey.

Post-graduate research student seminar days
The Spring term Postgraduate research seminar day was held on Saturday 26th March. Presenters were Winston Brookes, discussing his research into the Masters in Teaching and Learning (MTL), and Onye Abiodin-Ekus, speaking about the literacy experiences of deaf and hearing secondary school students in Nigeria. There was also an opportunity for students to discuss issues with Qi Wu (Winnie), the PGR student representative at the IoE. The Summer seminar is scheduled to take place on Saturday June 11th.

Other PGR news
Chiu-Ling Liu attended the joint BERA/TLRP Research Training Workshop at the University of Southampton in January 2011, which considered the theme of ‘The Role of Theory in Education Research’. The day covered not only the role of theory but also methodology issues, for example, how to employ network interviewing as an effective means of data collection. Chiu-Ling reports that the day was very worthwhile. Keep an eye open for future BERA/TLRP Research Training Workshops – see www.bera.ac.uk/blog/2010/11/18/joint-beratlrp-research-training-workshop/

Sharing Research Practice by Brian Richards
Support for SPSS
SPSS users will have noticed that recent versions have had a name change, e.g. PASW Statistics 18. It now seems that SPSS is part of IBM (see www.spss.com/index.htm) and the most recent software is called ‘IBM SPSS Statistics 19’. Details of what’s new in this version can be found at: www.spss.com/software/statistics/

It is now IBM that provides support, and if you need online technical support you will have to register at: www.spss.com/TechSupport/. You will be asked for: a) what sort of licence you have (stand-alone, network or site licence) and b) the serial number of your software. If in doubt about these, ring the IT-Services helpline (x6262) and they will be able to look it up.

The reason I know all this is that SPSS on my Macintosh suddenly refused to produce charts, graphs or anything involving graphics. I had to install a patch and a ‘hotfix’ from the website to get it working again. The failure had been caused by a clash between the statistics software and a recent Java update. As far as I know, this problem does not affect PCs, but if anyone knows different please contact me at: b.j.richards@reading.ac.uk

Many thanks.
Although the title of this book indicates that it is focused on second language issues, it will also be highly relevant to anyone interested in exploring the mental actions in which learners engage as they complete learning tasks, through a method known as ‘think-aloud’, a form of verbal report. Verbal reports are defined by Bowles as ‘a learner’s comments recorded while s/he completes a task or sometime thereafter’, with think-alouds taking the form of verbalisation during the task completion itself. The Introduction highlights a key difference in terms of how verbalisation is viewed from two theoretical perspectives – by cognitivist researchers as providing a true reflection of what is going on in a learner’s mind, without altering their thought process, and by sociocultural researchers as a way of developing thought and hence by implication altering those thought processes. Which of these two views of thinking-aloud is the more valid is the key theme of the book.

Bowles explores this question in the first three chapters out of six, with Chapter One giving the history of the use of think-alouds in language research and examples of the sort of issues the method has been used to explore. Chapter 2 moves onto the core issue of the book, highlighting one central controversial aspect of the research method, namely reactivity – the extent to which task performance and thought are altered in the think-aloud process. This is examined through a series of studies in a range of contexts, eg. mathematics.

Perhaps the most useful chapters are 4 and 5, in which Bowles turns to more practical matters of methodology, providing guidelines for data collection (Chapter 4) and data analysis (Chapter 5). I found the latter particularly valuable, giving as it does examples of verbal protocols and coding systems.

Overall, I found this an interesting and thought-provoking book. I would recommend it to both beginning and more experienced researchers working in a variety of fields.