Education for the Future: Local & Global Perspectives

Interactive workshops

Tuesday 2 July 2019, 14:00-15:40

Workshop A: Inclusive Educational Futures

Prof Roger Slee will launch this session with an overview of some of the current big questions for Inclusive Education globally. His presentation will be followed by discussion in small working groups each centred on a particular aspect of research.

The first group (led by Dr Angharad Beckett) will consider stakeholder participation in Inclusive Education research and reflect on the purpose and scope of potential involvement in the research process. The second group (led by Prof Ruth Swanwick) will discuss developments in Inclusive Education research methodologies, and will explore innovative ways of generating, gathering and analysing data, taking into account ethical considerations. The third group (led by Dr Paula Clarke) will reflect on the role of academic researchers in designing, conducting and disseminating transformative Inclusive Education research, and consider how research can be best used to inform policy debates and influence real life change.

The session will close with all groups coming together and a summing up conversation, in which each of the groups will share the themes, questions, ideas and insights that have arisen from their discussions.

Workshop B: Digital Technologies and Educational Change

This session will focus on the role of digital technologies in the future of education globally. It will consist of two presentations which focus on the role of digital technologies and the market in the future of education. The presentations will be followed by a discussion led by Dr Myrrh Domingo.

Prof Paul Prinsloo: (Un)dreaming the future: The role of open, distributed and digital learning*

(*Terms and Conditions Apply)

How do we dream in a world that is increasingly (dis)connected and fragile, where increasing numbers of individuals live precarious lives, where the roll of the dice shape lives and determine futures? It is crucial that we critically explore *who* is doing the dreaming, who is allowed to dream, and whose dreams have become normative and binding, and who are not (allowed to) dream.

In this presentation I would like to map some of the dreams that are sold for, in and by education in general, but specifically open, distributed and digital learning institutions, vendors and markets. I would like us to un-dream these dreams by locating the interests of those who roll the dice, those who have the power (and capital interests) to sell a particular dream, and to fast-forward to the outcome of these dreams for those (not) in the dream. We also need to re-dream, to think carefully of what possible role open, distributed and digital learning can/can't, should/shouldn't play in a world that is (more) just, equitable, and sustainable. I will conclude by pondering on elements of an ecology that may make re-dreaming education for *a* future possible.

Prof Neil Morris and Dr Bronwen Swinnerton: The Unbundled University: Researching merging models in an unequal landscape

We will present research findings from a University of Leeds ESRC Newton funded research project which took place in 2016-2018 in collaboration with the University of Cape Town. The project examines the profound confluence which constitutes the unbundled university – the intersection of increasingly disaggregated curricula and services, the affordances of digital technologies, the growing marketisation of the higher education sector itself and the deep inequalities which characterise both the sector and the contexts in which they are located. We will report findings from both South Africa and the UK from interviews, surveys and desk research to discuss the benefits and challenges of the growth in unbundled online learning from universities, and the impact this is having on access, equality, and the changing nature of higher education. It will involve a presentation of our research data, including a demonstration of interactive visualisations to bring a novel perspective to the educational provision being offered using digital technology and the private companies partnering with universities South African and UK higher education landscapes.

Workshop C: Research Schools and School Research

This interactive session will examine key themes for school engagement in and with education research.

Prof Jim Ryder will lead the opening session in which groups will share experiences of research engagement within their professional contexts. This will identify key concepts and themes relevant to research engagement to be explored in the remainder of the session. Mark Miller will then examine how a local school network has engaged in and with education research to improve educational outcomes for pupils. The session will then consider two examples of how education researchers at the School of Education have worked with schools on education research. These examples will be introduced by the researchers followed by small group discussion on specific themes. Dr Judy Sayers and Prof Paul Andrews will discuss themes emerging from their research into the learning of numbers within two different country contexts. Dr Rachel Mathieson and Dr Matt Homer will explore their experiences of working with schools to examine the enactment of a new post-16 Core Maths qualification across England.

The session will end with groups working to generate a set of recommendations to support effective research engagement in school settings.

Workshop D: Language Education in a Globalised World

In this interactive session, participants will gain an understanding of some of the many perspectives that members of the Centre for Language Education Research adopt towards both the study of language itself and language (in) education in a fast-changing world.

To start the session Dr James Simpson will give an overview of the relevance of language education research in its global contexts. Prof Alice Deignan, Dr Martin Lamb and Prof Mike Baynham will then present three different approaches to analysing language, leading to a hands-on data session in which participants study, examine and consider language data provided by the three presenters. This will be followed by a brief plenary discussion, allowing participants to comment upon and raise questions about data. In turn, the presenters will discuss the significance of their own language research for education, including language education, in a globalised world:

Alice Deignan: Using corpus linguistics to address the linguistic challenges of the transition from primary to secondary school

Martin Lamb: The socio-economic opportunities and constraints that global English brings to developing countries

Mike Baynham: The challenging paradox for language education of the much-documented increase in global mobility and flows, now countered in many parts of the world by a closing and securing of borders, particularly against the poor, as a consequence of paranoid nationalism

The session will conclude with a discussion with Prof Fernanda Liberali and all participants.