

**University of Oxford
Department of Education**

Poster Conference 2009

**Monday 12th October
15 Norham Gardens
Seminar Rooms A, B, G & H
5.00pm – 7.00pm
*Refreshments will be provided***

Abstracts

Abstracts are listed by author or first author or by research group name if no author is attributed

Organisational identity creation and strategy-making processes in the institutional context: a case study in higher education

David Bowman

An embedded, single case study was carried out at Southern Virginia University, a small, private, religious, liberal arts university in the United States, to develop an understanding of organisational identity and strategy processes from an institutionalist perspective. This research traces the processes associated with organisational identity creation and strategy-making that attended the recreation of an existing organisation after the installation of a new board of trustees and executive administration with a new vision and mission. The study takes an ‘inhabited institutions’ approach in seeking to answer the questions: How was organisational identity and strategy created in a newly formed institution of higher education? What was the role of institutional mechanisms in the identity and strategy-making processes?

Semi-structured interviews were conducted with 34 participants who were strategically sampled from among senior administrators, trustees, faculty, staff, students and parents and documents and artefacts were obtained from internal and external sources. Emerging analysis highlights the important role that the institutional context played both in shaping organisational micro-politics, and in providing logics, systems of meaning and sources of authority from which individuals relied upon to support creativity, negotiation and contestation in creating an innovative organizational identity and strategy.

The developing expertise of beginning teachers (DEBT project)

Katharine Burn, Hazel Hagger, Trevor Mutton, Lars Malmberg

Teaching and Teacher Education Research Group

The DEBT Project, directed by Hazel Hagger and the late Donald McIntyre (University of Cambridge) was established to explore the learning of beginning teachers. Planned as a longitudinal study, following students from two Postgraduate Certificate of Education (PGCE) courses through their initial training, induction year and second year of practice, it explores two central questions: What are these beginning teachers learning? How are they learning these things?

Each of the 36 participants in the study (12 from each of three curriculum areas: English, Maths and Science) was observed teaching on three or four occasions every year and then interviewed to explore their thinking in relation to that specific practice as well as discussing their learning more generally. The observed lessons were also video-recorded.

Recent analysis has concentrated on:

- the relationship between beginning teachers' orientations towards learning from experience and the nature of their school contexts as learning environments (Burn *et al.* in press);
- the changing nature of learning about planning in the PGCE year and the first two years of teaching (Mutton *et al.* under review);

- variation in the classroom quality of beginning teachers (using classroom video data) (Malmberg *et al.* under review)
- the relationship between beginning teachers' claims about their learning and their actual practice (using classroom video recordings alongside interview data) (Burn *et al.* BERA Conference paper 2009);
- a comparison of the expectations of the induction year and the realities experienced by newly qualified teachers (Hagger *et al.* ECER Conference paper 2009).

Factors affecting early second language acquisition: the role of linguistic rhythm.

Dorota E. Campfield

Applied Linguistics

This research explored the '*prosodic bootstrapping hypothesis*' in child beginners learning a second language (L2). The hypothesis is relevant in developmental psycholinguistics and states that rhythmic aspects of a language allow infants to build grammatical knowledge. The study focused on 7-8-year-old Polish children learning English as a second language in classrooms. The aim was to identify whether a causal link between prosodic input and L2 acquisition could be determined. The research assessed the efficacy of exposure to rhythmic units on a development of (a) structural knowledge of English expressed as the ability to produce valid language forms by imitating cue sentences, (b) metalinguistic knowledge with the focus on word order and function words, and (c) segmentation strategy specific to English. The research followed a pre-test – intervention – post-test experimental design with two experimental groups, treatment and comparison and one no-treatment control group. The intervention was successful in improving structural knowledge of English: the experimental groups outperformed the control group on the Elicited Imitation task, with the balance between the two groups in favour of better performance by the treatment group. Preliminary analysis also revealed that as a result of the intervention children in the treatment group improved their sensitivity to valid and invalid L2 forms. These findings suggest that focus on the prosody of the target language should be a major part of language instruction to young children beginning their experience with a foreign language.

Pedagogical content knowledge: a useful concept for science teacher education?

Ann Childs and Jane McNicholl

Teaching and Teacher Education Research Group

This poster provides a critique of the research agenda in science education which has tended to characterize the knowledge that enables teachers to transform their subject for pupils as being a distinct body of knowledge called pedagogical content knowledge (PCK). Since the 1980s there have been attempts to codify and teach PCK, and more recently there have been attempts to employ various instruments to measure it. In line with some other authors, our early research seemed to suggest quite a different conceptualisation of PCK. In an interview study, 18 teachers reported that they developed knowledge in a rather organic manner through planning, teaching and reflecting, and by drawing upon tools such as colleagues and material artefacts.

Our more recent research project has employed observations and interviews to investigate teacher learning in the context of four school science departments. Preliminary findings suggest that PCK is a more complex, context dependent and more distributed form of knowledge than has previously been reported and, as such we argue that as a form of knowledge, it is very far from being open to measurement nor particularly suitable for formal teaching situations distant from teachers' working context. There are implications for both ITE and CPD in recognising this complexity and the significance of context in teacher learning.

The numbers get in the way: mathematical argumentation from students with low prior attainment in mathematics

Nichola Clarke

Mathematics Education

Supervisor: Professor Anne Watson

In a classroom study of the argumentation of two groups of Year 11 students with low prior attainment in mathematics, I found a recurring argument structure. Several students produced geometrical arguments in which they embedded a further numerical argument. I illustrate this

structure with reference to a particular example. From this evidence, I raise questions about students' experiences of mathematical forms of argumentation, and about procedural argumentation.

The disaffected vs. the flourishing: the spectrum of engagement with undergraduate mathematics

Ellie Darlington

Mathematics Research Group

Whilst current mathematics education research predominantly focuses on investigating and explaining the declining number of students who study mathematics beyond GCSE, the negative experiences of those who study mathematics at non-compulsory levels without holding a positive interest is not well understood. Such students could be said to be disaffected by their course, resenting what mathematics now is and failing to enjoy their studies. I aim to establish an understanding of undergraduates' experiences of the subject, and begin to answer key questions about what constitutes disaffection at degree level and its impact and relationship with other factors which have been described as undesirable and detrimental to performance and attitudes. However, in answering these questions, it is important to also look at those students who become empowered and flourish in a new environment, remaining engaged with mathematics. An understanding of this with particular reference to mathematics is necessary in order to further probe suggestions from other studies (e.g. Evans & Abbott, 1998) which suggest that students of the sciences are very different to arts students in their approach and outlook on undergraduate study.

'The Learner and their Context' research project,

e-Learning Research Group in association with Becta

This project explores how a wide range of learners engage with learning through their uses of technologies in the home, for their study and for their working lives. In particular, the study has the following two key aims:

1. to investigate the skills and learning attained through the use of ICT in the learner's own context, and lessons which can be learned;
2. to investigate the learning opportunities afforded by, or gained from the use of ICT for young people with little, or no previous sustained access to ICT.

This second year of the project uses primarily qualitative data collection methods. Six mini-projects are currently underway in which we collect evidence regarding a number of different groups of learners: those aged 14-19 both with and without sustained Internet access at home; families receiving laptops as part of the Government's Home Access scheme; students at FE colleges, a traditional university and a post-1992 University; employers and recent recruits in a range of industries; Looked After Children and their carers. We are also maintaining contact with a number of learners aged 8-22(+) from the first year of the project.

At this stage in the project, we are able to track distinct levels of engagement with technologies at different ages, reflecting a range of orientations towards the use of technology, and a range of ways in which access to technologies impacts upon learning behaviours at different stages in young people's learning careers.

Classroom quality in mathematics: secondary school classrooms in Cameroon

Martha Egbe

This study investigated the quality of the maths classroom in relation to teacher reported student engagement, in underprivileged and privileged secondary schools in Cameroon during an end-of-term period of final exam preparation. Participants were 22 teachers teaching in 15 secondary schools and observed in 84 teaching cycles in 47 classrooms in two regions in Cameroon. The author was trained to be a reliable observer on the CLASS-S instrument (measuring emotional support, classroom organisation, instructional support and student engagement; Pianta, La Paro & Hamre, 2006). Teachers reported on student engagement and achievement of each student group. Key findings will be reported in the poster.

The application of Tversky and Kahneman's theory of heuristics and biases to examiners' decision making

Victoria Elliott

Oxford University Centre for Educational Assessment

This poster demonstrates part of the theoretical model for my D.Phil. project 'The decision making processes of examiners' (supervised by Professor Ingrid Lunt and Professor Gordon Stanley). Examining is supposed to be a rule-based, highly structured and highly rational activity, supporting the requirements of fair assessment. The project considers essay based examinations, such as those for History and English GCE, where the cognitive load required to hold in mind a lengthy essay and a generic one or two page rubric would seem to exceed what may be reasonably used and processed, if Simon's principle of 'bounded rationality' is invoked. Kahneman and Tversky's theory of heuristics and biases provides an explanation of humans' ability to make intuitive judgements when the cognitive load is beyond their rational capability. This poster enumerates the relevant heuristics and exemplifies them in relation to the project, which will use Verbal Protocol Analysis and annotation analysis to identify the ways in which examiners make decisions when marking essays.

Doing English: a methodological pilot study

Viv Ellis

Oxford Centre for Sociocultural and Activity Theory Research (OSAT)

'Doing English: A comparative study of English teachers' professional knowledge and practices' is currently under review by the Australian Research Council. Ellis is the proposed UK PI. The purpose of this methodological pilot study is to examine a Cultural-Historical Activity Theory (CHAT) methodology for investigating the relationship between English teachers' subject knowledge and their professional practice. 'Subject knowledge' is defined as teachers' knowledge of the subject(s) they teach, a specific aspect of a broader professional knowledge-base. Questions as to how the relationship between knowledge and practice might be conceptualised are of significant interest across the Social Sciences. The pilot study will bring insights from Organisational Theory and Discursive Psychology to bear

on a key educational research question: how does what teachers know about the subject taught figure in their professional practice?

In much educational research, teachers' subject knowledge is often represented by proxies such as prior qualifications or scores on standardised tests. The pilot and proposed main study instead builds on the author's research programme that seeks to investigate subject knowledge in practice, as a collective 'conceptual inheritance' 'stretched across' individuals who seek to work on the same goal within a specific work setting. The author's previous research, in part, took the individual teacher (as a person-in-context) as starting point. This study instead takes the collective, professional activity of English teaching as the focus.

The work of teacher education: an analysis of 'teacher educator' as an occupational category

Viv Ellis, Jane McNicholl and Anna Pendry

Teaching and Teacher Education

This poster represents our preliminary investigation of the ways in which the work practices of teacher educators in England are conceptualized by the employing institutions. The research overall therefore takes a materialist stance to questions of academic life as *work*. Questions driving our inquiry are: What work is expected of teacher educators in higher education settings? How do this work vary according to institution? How are expectations described and conveyed? To what extent are there sectoral differences apparent (e.g. between 'old' and 'new' universities)?

Data was generated in two stages: first, a collation of job advertisements and further particulars for university-based teacher education vacancies advertised on jobs.ac.uk and in the *Times Higher* during two key recruitment periods in the 2008 – 2009 academic year (n = 65); second, interviews with heads of department of a sub-set of the advertising institutions (n = 9). Both further particulars and interview transcripts have been subject to Membership Categorization Analysis and to Critical Discourse Analysis.

Initial analysis of the further particulars does not support a hypothesis of there being a sectoral difference between new and old university conceptualizations of teacher educators'

work. In part, this is a function of contractual differences in some old universities where teacher educators are sometimes employed as ‘teaching fellows’ rather than lecturers. Rather, there were often significant differences *within* institutions, especially large Faculties of Education with multiple departments.

The Evaluation of the Early Learning Partnership Project: Effects on Parenting

April 2007 – October 2008

M. Evangelou, K. Sylva, A. Edwards, T. Smith, K. Coxon, G. Boag-Munroe, J. Georgeson & J. Good

In association with Department for Children, Schools and Families (DCSF)

This poster draws on the findings of an initiative aimed to put in place family-based educational support as a protective factor in the lives of young children. The Early Learning Partnership Project (ELPP), worked through voluntary sector agencies to encourage and develop practices which could help parents of children aged one to three, who were at risk of learning delay, to engage with their children's learning.

Over 100 parents were visited to elicit their experiences of the initiative and to explore its effects on their parenting. Visits occurred ‘early’ in their participation in ELPP, and again after a gap of 3-7 months to investigate changes in parenting using the established HOME observation schedule. Informal interview and structured questionnaires / observations were also used during these visits.

Interestingly, HOME observations revealed that parents did not lack warmth or awareness of their role as potential educators in the early visits. Parents reported they appreciated fresh ideas for playing and talking with children and questionnaires showed improvements in parent-child relationships, after controlling for parental education and elapsed time between the two observations. In addition, the HOME observation demonstrated positive change in how parents ‘organized’ children’s environments, making them safer and allowing new experiences outside the home.

The Families, Early Learning, and Literacy (FELL) research group

Convener: Professor Kathy Sylva

The Families, Early Learning, and Literacy (FELL) research group focuses on the ways that the family and educational/care environments shape children's cognitive, social and affective development. Some projects investigate very young children within the context of family and childcare, while others focus on the learning, especially in literacy, of older children in primary school and beyond. We have a special interest in quantitative approaches to research, featuring longitudinal studies and experimental interventions. Mixed methods are also used. The audience for our research includes the academic community as well as policymakers at national and local levels with whom we often work in close partnership. Posters on several current projects will be displayed at the poster conference, and researchers will be available on the day to talk informally about the projects.

The TLRP in Wales

John Furlong

The ESRC's Teaching and Learning Research Programme represents the largest single programme of educational research ever commissioned in this country. The programme, consisting of 52 funded projects, covers every part of the education service from early years to lifelong learning.

As the TLRP moves into its closing stages, the ESRC in collaboration with the Welsh Assembly Government and Welsh Educational Research Network, (WERN), have commissioned a project designed to explore the implications of the findings from this major programme for Welsh educational policy and practice.

In order to support research capacity development in Wales each team includes more and less experienced researchers from two or more HEIs.

The outcome of the reviews will be a series of briefing papers which will be made widely available to policy makers and practitioners across Wales.

Coordinated by John Furlong, four teams of researchers from across Wales are reviewing findings from the TLRP relation to four key areas Welsh policy identified by the Welsh Assembly Government.

Does working memory cause delays in mathematical achievement in hearing impaired children?

Laura Gottardis

Supervisor: Prof. T. Nunes

On average, deaf children's mathematics performance lags behind that of hearing children, but the causes of this delay are still unclear. In hearing children, working memory (WM) and logical reasoning are significant predictors of mathematics. Because deaf children have shorter memory spans than their hearing peers, WM could explain their delay in mathematics. This study investigates whether there is a causal relationship between WM and mathematical achievement (MA) in hearing impaired (HI) children. It is first explored the presence of delays in MA and WM between the groups and, second, whether WM predicts HI children's MA.

A secondary data analysis is conducted using the ALSPAC project, an epidemiological study of a large number of children which began when they were born (1991-1992) and has continued since.

The results show that HI children have lower WM performances but they did not show a delay in mathematics in comparison to hearing children. One measure of WM predicted MA for both groups.

In conclusion, WM cannot be considered a cause of the delay in MA in HI children because there is no significant difference in mathematics between the two groups. However, it is verified that WM is a predictor of mathematics in each group.

A Research Maze

Hannah Grainger Clemson

Depending on one's perspective and previous experiences, mazes can be an intricate and confusing network of interconnecting pathways, in which one might easily get lost. Equally, one might approach it as a graphic puzzle, the solution of which is an uninterrupted path through a pattern of line segments from a starting point to a goal – perhaps more defined and

guided than the outward appearance of chaos. This three-dimensional ‘poster’* intends to take the participant on a journey to consider findings from research into the use of interactive drama strategies by secondary school teachers of History and Geography, focusing on the contradictions highlighted between values and aims, and the observed classroom activity. Participants are challenged to find the four corners of the maze, representing and illuminating core elements of *expression, imagination, innovation* and *negotiation*. During their personal/physical engagement with the material, they will also happen across (purposefully or accidentally) other objects that raise discussion points from the case studies. Nevertheless, as each participant chooses their own route through the maze, multiple interpretations are possible.

**The maze will be constructed on the day of the conference in the garden of the main department building. The ‘walls’ will be made using simple plant canes and string and all printed material and artefacts will be waterproofed.*

Japanese and English lexical development among child L2 learners: exploring L1 and L2 morphological awareness and vocabulary size in different response modalities

Yuko Hayashi

In this conference, I present part of my doctorate research as a work-in-progress report, focusing on brief theoretical information that the research questions address, together with the research design. This research explores receptive and productive vocabulary development among Japanese children learning English as a Second Language (ESL). Among multiple receptive and productive subcomponents of vocabulary knowledge, this research focuses on two of them: vocabulary size (form and meaning) and morphological awareness. ESL children will be tested both in their first (L1) and second language (L2) in order to examine potential cross-linguistic influence and its direction, i.e., from L1 to L2 and/or reverse (from L2 to L1). With a view to gaining a fuller understanding of L1 and L2 vocabulary knowledge, this research also investigates whether children’s vocabulary knowledge will be manifested differently across two response modality conditions (i.e., oral versus written). This research looks at Japanese ESL children of primary school ages (Years 3 and 6) in England and, as comparison groups, their monolingual peers (English and

Japanese monolingual children in England and Japan respectively) and English-L1 children learning Japanese as an L2 in Japan (JSL). This should allow for the observation of illuminating qualitative differences/similarities between the organisation of developing L1 and L2 lexicons.

Interactions between language learning and understanding European citizenship

Mairin Hennebry

ALSLA

ESRC funded

Supervised by Prof. E. Macaro

Education and particularly language teaching have been frequently cited as potential channels for educating for European citizenship.

This research investigated possible interactions between language learning and European citizenship. This study gathered questionnaires and focus group data from adolescents and semi-structured interview data from Modern Foreign Language teachers in secondary schools in England, France, Ireland and Spain.

The evidence suggests that young people are enthusiastic about learning about European citizenship but feel underserved in this respect. Levels of knowledge remain low. This is particularly evident among English adolescents who lag behind in most measures of awareness and positive attitudes.

Teachers seem enthusiastic about teaching cultural aspects of European citizenship but are less so about teaching the political aspects, either because of a perceived need for further training or a concern about students becoming disengaged. Teachers in England particularly, share concerns about the nature of the National Curriculum and its focus on form rather than content. In all four countries teachers highlight motivational gains to be had from a greater focus on the teaching.

The study concludes that the role of Modern Foreign Languages in equipping students for active exercise of European citizenship seems significantly underdeveloped in all countries and particularly England.

Factors influencing the stability and instability of international rankings in higher education

Shan Huang

Oxford University Centre for Educational Assessment (OUCEA)

Whether rankings can reflect the real-life situation within universities or create an artificial illusion of universities is a question in our mind when discussing rankings of universities. There are two most influential rankings of world universities: the Academic Ranking of World Universities (ARWU) by Shanghai Jiao Tong University and the World University Rankings (WUR) by Times Higher Education- Quacquarelli Symonds commenced in 2003 and 2004 respectively..

The correlation, multiple regression and principal component analysis are employed first, followed by in-depth multiple case studies.

In the ARWU are positively correlated. The multiple regression analysis reveals that the actual weightings in the ARWU correspond with the alleged weightings. Two components are extracted by the principal components analysis.

In contrast, not all indicators in the WUR are positively correlated. The multiple regression analysis reveals that the actual weightings in the WUR do not correspond with the alleged weightings. The actual weightings change year by year. Three components are extracted by the principal components analysis.

The multiple case studies show that universities' rankings in the ARWU are relatively stable but shift dramatically in the WUR. The major factors help universities improve their rankings in the ARWU are Alumni Prize Winners and Staff Prize Winners. The dramatic changes of rankings in the WUR are not attributed to the actual changes in universities but the frequently changes in ranking methodology and the use of incorrect data.

‘But I had nothing to say’: building a topic validity argument for the IELTS Speaking Test

Nahal Khabbazbashi

Applied Linguistics

Variability in spoken language performance is an area of considerable interest within the context of second language assessment. The aim of this research project is to examine the role and influence of test task topics on variability in oral test performance in the IELTS speaking test. It is hypothesized that there is an interaction between an individual’s background knowledge of topic and the test task topics with the potential to influence performance.

Within Weir’s (2005) socio-cognitive framework for test validation, this work in progress will adopt a mixed methods approach. A parallel forms reliability method will allow samples of speech to be gathered from the same participants on two sets of IELTS tests, each with different topics. Questionnaires and short interviews will elicit a) the participant’s background knowledge of each topic, b) the perceived difficulty of the topics and c) the cognitive processing associated with each speaking test and task topics. Ratings of the test by experienced IELTS examiners will determine whether topic influences oral speaking performance significantly enough to be translated into differences in speaking scores while discourse analysis will provide a more qualitative account of the nuances in speech performance which might have gone unnoticed in the overall ratings. By bringing forth these different types of data and evidence together, a solid basis is provided for constructing a topic validity argument for the IELTS speaking test.

Evidence of grade inflation in the UK higher education sector: DEA Malmquist index Analysis

Yanhong Li

Oxford University Centre for Educational Assessment (OUCEA)

Grade inflation has been a hot topic in the public media for many years, yet only a handful of empirical researches have been carried out to unravel the grading problems in the higher

education sector. Also the results of existing research on grade inflation are far from robust. It was therefore decided to carry out this study. A balanced panel data, which contains 276 courses were extracted from a university information database in the UK. The DEA Malmquist index and its components were computed for every course from 2000 to 2006 to identify the trend in grade inflation and grade compression.

The result suggested that (1) Overall there is evidence of grade inflation and grade compression; (2) Effch and Techch both have a positive effect on grade compression, but for grade inflation only Effch has positive effect on it; (3) The external examination body does not have much effect on grade results; (4) Humanity and Social science subjects, referred as “soft” subjects, experienced a larger grade increase than that of Science, Math and Technology subjects.

Non-native speakers of English experiences at OUDE

Ernesto Macaro, Mairin Hennebry, Yuen Yi Lo, Ingrid Lunt

Applied Linguistics Research Group

As a result of globalisation, there is an increasing flow of students across countries worldwide, especially at the tertiary level. Oxford University, as a traditionally prestigious university, has attracted increasing numbers of applications from overseas students whose first language is not English (NNS). Embedding NNS in the university presents a number of challenges, particularly related language and cultural disparity. This study attempted to explore the experiences and perceptions of NNS students and tutors at Oxford University Department of Education (OUDE). Questionnaires were distributed to all NNS at OUDE in the academic year 2008-9 and a stratified random sample of the students was interviewed. A sample of OUDE tutors was interviewed and some were observed when conducting lectures or seminars. The data collected suggested NNS at OUDE generally felt that the linguistic demands imposed by the course were reasonable, but more help in several aspects would be beneficial. Most tutors were aware of the language difficulties that NNS faced and were willing to offer assistance. However, tutors expected NNS themselves to make some efforts in improving their language skills. The findings of this study can shed light on what OUDE can do to better accommodate the needs of NNS and how OUDE can improve teaching and learning.

Teacher code-switch project

Ernesto Macaro, Vicki Murphy, Mairin Hennebry, Vivienne Rogers

Applied Linguistics

There is considerable debate about the role of the first language in second or foreign language learning classrooms. This study seeks to establish 'optimal' (or 'principled') use of teacher code-switching (i.e. brief switches to the first language of the learners) in French as a foreign language communicative classrooms by exploring the most effective ways of facilitating vocabulary learning during comprehension tasks.

After each of a series of eight taped listening activities teachers will either provide information about new target vocabulary either via a code-switch into English or by a short French definition or paraphrase. Post- and delayed-tests will measure vocabulary gains via the two approaches, in a sample of 300 students via the two approaches and these in turn will be compared to a control group of 90 students not receiving any lexical information. Additionally, a sub-sample of 30 students will take part in stimulated recall of listening activities and will be asked to report on what their strategies were for dealing with the new vocabulary when confronted with the two teaching approaches.

Codeswitching as a communication strategy: a research project involving students from Tokyo University of Science

Ernesto Macaro, Yasuo Nakatani, Nahal Khabbasbashi

Applied Linguistics

In naturalistic (e.g. bilingual) settings codeswitching, as one of a series of communication strategies, is not only deployed for the purposes of overcoming communication breakdowns but also as a means of enhancing the nature and quality of the discourse. There is growing evidence that codeswitching by students in L2 classrooms can, over time, be deployed for similar purposes and not merely as a function of linguistic deficit. Further research is needed to establish the ultimate benefits of allowing limited switching to L1 by students in order that we may address a dimension of multicompetence theory, namely that learners should be considered as aspiring bilinguals not aspiring monolinguals of the target language. Further research is also needed in order to establish whether patterns of codeswitching found in

previous classroom based work are merely functions of different levels of proficiency or due to the ‘treatment’ administered to the participants. Subsequent to various measures of proficiency, a group of 49 first year undergraduate students were assigned to a top proficiency group (N = 17) and the rest randomly assigned to a codeswitching group and a non-codeswitching group. In each group there was a NS teacher (who spoke no Japanese) and in addition a teaching assistant. In the codeswitching group the teaching assistant was bilingual Japanese-English thus facilitating codeswitching discourse in that group. Pre- and post tests of oral fluency and of vocabulary were administered. We are currently in the process of analysing the results.

Initial teacher education in modern foreign languages: evolving beliefs and institutional principles.

Ernesto Macaro, Robert Woore and Lynn Erlen (Applied Linguistics) in a joint project with Suzanne Graham (University of Reading), Do Coyle (University of Aberdeen), Vee Harris (Goldsmiths) and Mike Grenfell (Trinity College, Dublin).

Whilst second language acquisition (SLA) research is not able to provide hard and fast guidelines for teachers of Modern Foreign Languages (MFL), tutors on various research-based courses in Initial Teacher Education (ITE) would nonetheless argue that it does provide insight into the mechanisms by which languages are learnt, and hence some guiding principles for language teaching. In turn, these guiding principles – albeit in different guises according to the institution concerned – infuse teaching on research-based ITE courses. However, in UK schools, anecdotal evidence suggests that there is frequently a disparity between MFL pedagogy on the one hand and the messages coming from SLA research on the other. This raises questions for ITE providers concerning the role and influence of research-based principles in MFL teaching. The current project addresses this issue at ‘grass roots’ level by investigating the extent to which the research-based principles espoused by ITE courses at six different institutions actually impact on interns’ underlying beliefs about language teaching and learning. Using parallel questionnaires administered to interns at the start and end of their ITE courses, we ask (a) whether, in what ways and under which influences their beliefs about language teaching develop during the course; and (b) what the relationship is between these beliefs on the one hand and their institution’s research-based principles on the other.

Teaching every lesson (TEL)

Lars-Erik Malmberg & Hazel Hagger

The first aim of the TEL project was to investigate teachers' perceptions, beliefs and experiences of everyday teaching, by collecting data each lesson over a two week period using handheld computers, i.e., Personal Digital Assistants (PDAs). Overall we collected more than 1,000 lesson reports of 50 teachers in 400 different classes. The second aim was to develop a framework for providing individual feedback to participating teachers, based on the rich and detailed information that intensive longitudinal data can give. Twelve teachers participated in an in-depth interview about their individual feedback report. The third aim was to apply advanced modelling techniques, for example applying Dynamic Factor Analysis (DFA) or random slopes models, for analysing intensive longitudinal and multilevel data (lessons nested within classes nested within teachers). Some initial findings are presented in the poster.

Students' competence beliefs and classroom goal structure

Lars-Erik Malmberg & Todd D. Little

We investigated situation-specific competence beliefs (success evaluation, understanding, effort, difficulty) during lessons over one week, and person-specific competence beliefs (agency beliefs in ability and effort, and perceived difficulty), and related these to perceived classroom goal structure (mastery and performance structure). Multi-level (between and within students) Confirmatory Factor Analyses supported a model in which perceived situation specific difficulty was distinct from competence (success, understanding). The relationships between situation-specific effort, difficulty and competence varied substantively across students. Random slope models showed that the within-student effort-on-difficulty relationship was predicted negatively by perceived performance goal structure ($B = -.09$) meaning that students who perceived a high performance goal structure perceived difficult tasks as obstacles (reduced effort) rather than challenges (increased effort). In contrast the effort-on-competence relationship was positively related to mastery goal structure ($B = .08$) and performance goal structure ($B = .04$), suggesting that students who sense they have what it takes to carry out a task increase effort.

Implementing the use of a formative e-assessment system for primary mathematics in Pakistan

Manzil Maqsood

Oxford University Centre for Educational Assessment (OUCEA)

Supervisor: Prof. Gordon Stanley

Formative e-assessment is understood as the use of ICT to support the iterative process of gathering and analyzing information about student learning by teachers as well as learners, and of evaluating it in relation to prior achievement and attainment of intended, as well as unintended learning outcomes.

The aim of my proposed study is to develop a formative e-assessment and feedback software system for primary level (Year 5) Mathematics and implement its use in Pakistani schools keeping into consideration their rich, indigenous socio-cultural and pedagogical contexts. Research shows that introducing rapid formative assessment systems in classrooms raises overall student learning, and these gains are more significant than having highly expensive whole school reforms. If such a system is equipped with software programmes that provide immediate and diagnostic feedback to students on their daily learning, the results should get even higher. The underlying objective therefore is to construct a pedagogically driven model that can incorporate e-assessment and feedback into a holistic, diagnostic learning framework, which recognizes the importance of students reflecting upon and taking control of their own learning, and aids teachers in continuously monitoring individual student learning. The research will be conducted in selected primary schools in Pakistan, and will follow a mixed methods approach employing the use of interviews, questionnaires, and participatory observations.

Digitally mastered: aspects of digital literacy among taught postgraduate students at the University of Oxford

Liz Masterman, Jane Alexen Shuyska, Fawei Geng

The Thema project investigated the experiences of taught Master's students at Oxford University in 2007-8, with specific reference to the role of digital technologies in supporting their academic and social lives. Using a variant of the e-interview, we conducted a

longitudinal exploration of the holistic experience of 23 students in order to uncover their learning strategies, the relationship between personally-owned and institutionally-provided technologies, changes in their use of technology and their significant learning experiences. The primary outputs from the project were 11 narrative case studies, supplemented by two online surveys gathering data from a larger sample of students on the same programmes.

This poster focuses on a subset of the Thema data: evidence of digital literacy: “skills that are considered necessary for effective and mindful learning in the emerging digital environments” (Aviram and Eshet-Alkali, 2006). We suggest that the data demonstrate a dialogue, rather than a clash, between book-based and digital cultures as students move between the “real” and digital worlds in managing their academic and social lives.

A comparative study of listening comprehension measures in English as an Additional Language and native English speaking primary school children

Mairéad McKendry and Dr Victoria Murphy

Applied Linguistics Research Group

The aim of this methodological pilot is to provide a first step towards finding an appropriate measure of listening comprehension for Year 2, 3 and 4 children with EAL. One standardised and two unstandardised measures of listening comprehension are piloted: The listening comprehension subtest of the Wechsler Individual Achievement Test, 2nd UK Edition (hereafter WIAT-II; Wechsler, 2005); a listening comprehension version of the NARA-R (Neale, 1997) with original, open-ended questions (hereafter NARA-R [open-ended]) and a listening comprehension version of the NARA-R (Neale, 1997) with modified, forced-choice questions (hereafter NARA-R [forced-choice]). On the basis of the analyses carried out in the study, it is argued that the NARA-R (forced-choice) is susceptible to guessing and should not be used in future research. It is further argued that while the NARA-R (open-ended) seems an appropriate measure of listening comprehension for Year 3 and 4 children, EAL children seem to find this measure more difficult than the listening comprehension subtest of the WIAT-II (Wechsler, 2005). It is suggested, therefore, that the WIAT-II may be preferable in comparison to the NARA-R (open-ended) for use with Year 3 and 4 EAL children. Where the Year 2 children are concerned, EAL children again find the NARA-R (open-ended) relatively more difficult than the WIAT-II. In addition, it is

suggested that the WIAT-II is tapping into an element of knowledge (expressive vocabulary) which is as yet underdeveloped in Year 2 children. Thus, before choosing a measure of listening comprehension for use with Year 2 EAL children in further research, it is important to carefully consider the potential implications of choosing either the NARA-R (open-ended) or the WIAT-II.

The influence of second language instruction on first language literacy

Victoria A. Murphy, Ernesto Macaro

Applied Linguistics

Children learn to read more rapidly in languages with a transparent phoneme-grapheme correspondence (GPC) (Elley, 1994). When a child learns a second language (L2) with a more transparent GPC system, s/he may have increased awareness of their first language (L1), which can improve their L1 literacy skills (Yelland, Pollard & Mercuri, 1993). In England, L2 instruction at primary school will be mandatory by 2010 yet little is understood about the farther-reaching consequences of L2 learning in the English primary school context. The focus of this research, therefore, is to investigate whether learning different second languages within year 3 primary school children in England can facilitate the development of first language (English) literacy skills. This poster reports on a project under development in which children will receive either instruction in French (a more opaque GPC system) or Italian (a more transparent GPC system) or receive no L2 instruction at all (control group). This project adheres to a pre-test – intervention – post-test design which will enable us to determine the extent to which English reading and spelling scores at post-test are improved as a consequence of the L2 intervention. We predict that the children who received L2 instruction will have improved L1 reading and spelling relative to those children who received no L2 instruction. It is also possible that the children who receive L2 Italian instruction improve relative to those receiving L2 French instruction. The results of this research have important theoretical and pedagogical implications for children learning an L2 in the primary school context within England.

Quality criteria for the assessment of education research in different contexts

Alis Oancea

The poster emerged from a review of the criteria currently used in the assessment of education research across the UK (2008-2009). The review focused on criteria (both generic and specific/operational) explicitly used in the assessment of research on educational topics based in UK education institutions (higher education, further education and schools). It thus excluded from the analysis criteria used in, for example, the assessment of in-house governmental, NGO, and private research. Although attempts were made to include all countries of the UK, due to time and resource constraints the review had stronger coverage of UK-wide and English organisations.

The review consisted of collecting and analysing over 130 documents from 11 major education journals, 7 relevant publishing houses, and 24 UK-based organisations with a funding or commissioning portfolio for education research. The latter organisations included most major public funders of research with England and UK-wide remit, from government departments, non-departmental public bodies, executive agencies, and chartered public bodies, to charities, NGOs, and learned societies and professional networks. In addition, written requests for information were sent to key respondents, some of whom replied in great detail.

The poster summarises the criteria used in three contexts of assessment, i.e., for assessments aimed at informing publication, funding, or investment decisions. The review also covered assessment processes and practices in each context. Criteria used in further contexts of assessment, including those for reviewing research, indexing, degree awarding, or monitoring purposes, are not covered in the poster, although some data had been gathered on several of these.

Training parents to support their children's reading at home: a randomised controlled trial

Fiona Roberts and Kathy Sylva

This paper will describe an RCT of a parent-training programme that is currently underway in two regions of England. The programme is designed to tackle behaviour and literacy problems in children near the beginning of school. Parent-training programmes have been shown to be effective in enabling parents to support aspects of their children's development. However, given that high levels of behaviour problems and low levels of literacy often co-occur, very few interventions offer a combination of both behavioural *and* literacy training. The behavioural intervention in this trial consists of the 'Incredible Years' parenting programme developed by Webster-Stratton. This is combined with a programme designed to help parents support their children's reading at home. A previous trial of this intervention combined the two aspects (behaviour and reading) for all parents, whereas in the current trial the two treatments have been disaggregated in the design. This poster will focus on the "home literacy" aspect of the intervention. The design and methods of the current trial will be presented, along with results of the previous trial which demonstrate the effects of the intervention on children's literacy development. Analyses revealed a significant effect of the parent intervention on children's word reading and writing skills.

Mapping our heritage to the curriculum: historical and pedagogical strategies for the professional development of teachers.

Leo Rogers

Mathematics Education Research Group

Changes in the Mathematics curriculum since 2007/8 now require pupils to recognise "the rich historical and cultural roots of mathematics". Since for the past ten years the curriculum has paid little attention to mathematical culture or its history, there is a serious lack of such knowledge on the part of the majority of teachers. This work in development proposes a new approach to introducing relevant material from the history of mathematics into the classroom by introducing the idea of mathematical 'Heritage' through the use of a Concept Map together with a pedagogy focussed on classroom investigational activity. 'Heritage' involves the principle that it is legitimate to transpose historical material into contemporary mathematical notation for better understanding by pupils. The methodology involves starting from important concepts in the established curriculum and building resource materials that can be suitably introduced in the course of a normal lesson. Facilitating this introduction is the use of a 'Concept Map' as a resource for planning and lesson presentation. The Concept

Map can start with images from historical materials and suggest possible activities, or from a common classroom activity and use it to introduce aspects of mathematical development and extensions of ideas from the past.

Parameter re-setting in instructed English learners of French

Vivienne Rogers

Applied Linguistics Research Group

French and English exhibit different surface word order patterns with respect to the placement of negation, adverbs and object clitics. These differences are due to one parametric difference in terms of verb movement (Pollock 1989).

French	English
Marie (ne) lit pas le livre. Marie (<i>ne</i>) reads not the book	*Marie reads not the book.
*Marie (ne) pas lit le livre.	Marie does not read the book.
Marie lit souvent le livre. Marie reads often the book	*Marie reads often the book.
*Marie souvent lit le livre.	Marie often reads the book.
Marie le lit. Marie it reads	Marie reads it .
*Marie lit le .	*Marie it reads.

This study examines whether instructed L2 learners of French are able to re-set this parameter and therefore these word orders are acquired together (“cluster”) as in L1 acquisition or if they are learnt individually. Five groups of 15 learners and a group of 10 native speaker controls were each tested orally using an elicited production task for their use of negation, adverbs and object clitics. The results show that verb movement correlates highly significantly with each structure and that English learners of French are able to re-set the verb movement parameter.

SKOPE (ESRC Centre on Skills, Knowledge and Organisational Performance)

Director: Professor Ken Mayhew

Founded in 1998, SKOPE is a multi-disciplinary research centre based jointly in Oxford and Cardiff.

It is generally believed that a developed economy needs a highly educated and skilled workforce, and that this, in combination with a range of other factors, can help secure competitive advantage. Traditionally public policy has tended to focus largely on the supply of skills. SKOPE's work balances this with an analysis of the demand for, and use of, these skills, as well as the many different routes to competitive success that organisations are following. SKOPE's research also examines how best skills and learning can be supplied, what other factors are necessary to maximise the benefit from higher levels of skill (for example, particular forms of work organisation or investment in R & D), and what policy interventions could most effectively bring about the required changes.

SKOPE's current research programme is split into three themes, each of which contains a number of research projects:

1. The implications of simultaneous growth in top and bottom end employment
2. The spatial dimensions of the generation and distribution of skills and knowledge
3. Reform of E&T provision and the emergence of 'smart' education, training and economic development systems in the 21st century.

The effects of pre-school decoding skills and vocabulary on children's later reading achievement

Kathy Sylva, Lydia Chan, Helena Jelcic, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford and Brenda Taggart

Families, Early Learning and Literacy (FELL) Research Group

This study examines the predictive relationships between emergent literacy skills developed in the pre-school period and children's later reading achievement in a nationally representative longitudinal sample. The 2,500 pre-school children were recruited for the Effective Provision of Pre-school Education (EPPE) Project, and were assessed on decoding skills (i.e. phonological awareness and letter knowledge) and vocabulary at school entry (age

5). They were subsequently assessed again in Years 1 and 5 of Primary school (ages 6 and 10) on standardized tests of reading. Multilevel modelling was used to examine the relative effects of these early literacy skills on later reading attainment, controlling for a range of child (e.g. gender, non-verbal cognitive ability), family (e.g. socioeconomic status), and home learning environment characteristics (e.g. frequency of reading to the child). Although letter knowledge at age 5 was found to be the strongest predictor of reading at age 6, its effect diminished by age 10, when vocabulary became the strongest predictor. Early phonological awareness was the second strongest predictor at age 6, but fell behind both vocabulary and letter knowledge by age 10. The findings have important implications for pre-school practice, as early vocabulary learning appears to provide the foundation for later reading success.

Early education pilot for two year old children

Professor Kathy Sylva and Sandra Mathers (University of Oxford), Eva Loyd (University of London), Smith et al. (National Centre for Social Research)

Following the successful introduction of part time early years education for three and four year olds, *'the two year old pilot'* extended this government initiative to offering part time early education to 12,000 disadvantaged two year olds. The pilot's main purpose was to improve children's social and cognitive outcomes.

The government-funded National Evaluation of the pilot initiative was conducted by the National Centre for Social Research and the Universities of Oxford and London. The design included a mapping study, qualitative interviews, an outreach study, an impact study and quality assessments. As part of the impact study, the University of Oxford conducted quality assessments (N = 75). Standardised observational rating scales were used to assess quality of provision and detailed child development assessments were conducted to measure change in children's cognitive and social development. A comparison group design was adopted. Findings showed an overall 'adequate' quality of childcare provision to pilot children. The pilot did not significantly improve children's cognitive and social development relative to the matched comparison group, however, children's vocabulary was found to be higher for children placed in relatively high quality settings, suggesting a larger overall impact could have been found had the pilot local authorities been able to secure more places in relatively high quality settings.

Patterns of primary pupils' home computer use and their association with children's school achievement and social/behavioural development

Ebrahim Talae

Supervisors: Prof. Kathy Sylva and Dr. Maria Evangelou

This research study investigates patterns and emerging trends of home computer use and its effects on children's school achievement and social/behavioural development during primary school. Specifically the study focuses on home computing patterns of groups of children and looks for any disparities in terms of demographic characteristics such as gender, ethnicity, age, SES, family structure and parenting practices. It then goes further to investigate whether use of home computers for either educational or recreational purposes has any effects on children's school achievement in Reading and Mathematics, and social/behavioural development. Patterns of effect and use change from Year 2 to Year 6 are also explored.

The data for this study were provided through collaboration with the Effective Provision of Pre-school, Primary and Secondary Education (EPPSE) study. The EPPSE study is an ongoing longitudinal study of more than 3000 children in England from entry to pre-school to the end of compulsory education. It includes data on individual characteristics of children, their family and Home Learning Environments (HLE) as well as children's scores on cognitive and social/behavioural assessments over the period 3-16 years. For the purpose of this doctoral study, data on types and frequency of home computer use from nearly 2000 children were analysed using hierarchical linear regression and path analysis on children 3-11 years only. Hierarchical linear regression allowed for estimating the value-added net effects of home computer use through stepwise control of child's prior attainments, individual, family and HLE characteristics. Path analyses also allowed for investigating the mediation effect of home computer use on children's outcomes.

Statistical analyses showed that although the gaps in having access to, or even using, home computers are narrowing, there is still a significant digital divide between groups of children in terms of their access to supportive and encouraging home environments which can lead to effective uses of home computers. Although Bivariate analyses and initial control for children's prior attainments led to a statistically significant and positive association between home computer use for educational purposes and children's school attainments, this became non-significant after the effects of family and HLE characteristics were partialled out. Similar

non-significant results were found for social/behavioural development, indicating that home computers have very little 'extra' impact on children's school attainment and social/behavioural development over and beyond the influences of family structure and parenting practices.

By contrast, results from Path analyses showed that although educational use of home computers did not show a significant direct effect on children's school attainments, it showed a statistically significant indirect (or mediation) effect –through HLE – on children's Mathematics and Reading scores. This confirms that primary school children's use of home computers, if wanted to be effective on children's educational success- need to be scaffolded by a supportive and encouraging home learning environment. And this was the area where this study showed to be the most disparities among children and should be addressed in both policy and research arenas.

Who shares what, and how much?: understanding intention to share information in interest groups in Second Life

Wan-Ying Tay

e-Learning Research Group

The purpose of this study is to understand the information sharing intention and behaviour of members in interest groups in the virtual world, *Second Life* (SL). Specifically, this study seeks to investigate the factors influencing individual members' intention and attitude toward sharing information by examining the quality of ties and relationships binding the group together. This study will be employing an ethnographic approach in gathering data in the virtual world, and will be using a combination of multi-modal discourse analysis and social network analysis to analyse the data. The aim of the study is to provide an in-depth documentation of the social networks in Second Life and how information is perceived and shared in this environment, as well as to construct a conceptual and analytical framework for studying interaction in virtual worlds. This study is novel because little is known about social networks in virtual worlds and the ways in which they influence information sharing behaviour.

Why do visual sources stimulate pupil talk in history lessons?: an aspect of the research topic “The use of visual sources by secondary teachers of history: practice and perspectives.”

Jane Thick

The rationale for the background wider research topic is given, together with the research questions.

The poster then outlines the argument concerning why visual sources stimulate pupil talk.

- History teachers commonly use visual historical sources as part of evidence-based classroom investigations. Practitioner literature notes that such images often stimulate a high degree of pupil talk.
- The work of scholars of visual culture gives some hints as to why images, designed to attract and maintain attention, might stimulate pupil talk. Practitioner literature contains speculations based on experience but not informed by research. The research literature on the use of historical visual sources rarely addresses this issue.
- It is suggested that in a history classroom, the capacity of images to generate multiple interpretations coincides with the nature of historical evidence – which *also* habitually generates multiple interpretations – to produce a rich and wide area for collaborative thinking and discussion. Teacher and pupils engage in a process of sharing knowledge, interpretations and speculations about the image – the visual source- in front of them. Such dynamic collaboration accords with the concept of an Intermental Development Zone, as outlined by N. Mercer and K. Littleton.

A summary is given of the ideas of D.N. Perkins, an art scholar, as to why images stimulate reflective thought: sensory anchoring; instant access; personal engagement; dispositional atmosphere; multi-connectedness; wide-spectrum cognition. Related ideas from practitioner literature are also given. Both sets of ideas are linked to examples of pupil reaction to images observed during my pilot study, illustrated by the images which inspired them.

Three diagrams then summarize:

- Why images give rise to multiple interpretations – based on the ideas of Freeman and Parsons
- Why historical sources give rise to multiple interpretations – based on the ideas of Wertsch and Polman

- How these might be thought of as combining in the classroom to produce a wide space for dialogu

Teacher codeswitching in a communicative EFL context: measuring the effects on vocabulary learning

Lili Tian

ALSLA Research Group

Supervisor: Prof. Ernesto Macaro

This study is focused on empirically exploring the possible impact of the instructor's use of codeswitching on learners' second language learning and the pedagogical value of using the mother tongue. Previous studies attempt to observe classroom codeswitching or hypothesize theoretically the possible effect of codeswitching on second language learning, rather than *empirically* testing its impact on second language learners' acquisition. While most studies on classroom codeswitching behaviours indicate a wide range of teacher L1 use, one of the most important functions of L1 is to clarify the meaning of unfamiliar lexical items. A brief review indicates a clear gap in the literature on the exploration of the link between vocabulary acquisition, listening comprehension, meaning negotiation, and form-focused instruction. In this way this study attempts to fill the gap by examining the role of codeswitching in vocabulary acquisition when learners are presented with listening materials and encouraged to interact with the teacher and negotiate meaning of the listening materials and new vocabulary without disrupting the communicative orientation of the lessons.

One hundred and seventeen first-year English-majors in a Chinese university were randomly assigned into three groups: the codeswitching group, in which codeswitching was used by the teacher to explain English vocabulary, that is, the teacher provided Chinese equivalents for the English target words; the non-codeswitching group, which received lessons without the teacher's switching to Chinese, in other words, the teacher provided English information for the English target words; and a control group. During the two-month experiment, vocabulary and listening comprehension scores on pre-tests, immediate post-tests and a delayed post-test were collected and analyzed statistically. Lexical episodes of the teacher-students interactions were collected through classroom observation. Questionnaires and interviews were also

conducted to elicit participants' attitudes towards the teacher's codeswitching behaviours. A mixed method research design was employed in this study.

Results show that it is in fact beneficial to focus on form on lexical items in a communicative language classroom. The students' vocabulary learning was better facilitated by the teacher's use of codeswitching for short term learning. However, this advantage disappeared when long term learning was considered. Further analysis shows the students with the lowest prior lexical knowledge and who have difficulties in understanding the listening passages benefited the most from the teacher's codeswitching use in the short term, but the students who have the highest prior lexical knowledge retained more words from the teacher's provision of L2 information in the long term. Qualitative analysis of the teacher's lexical input and the students' reactions during the lexical episodes of teacher-students interaction further supports the above results and provides insights into teacher's decision-making.

Textbook development, teacher development, capacity building

Catherine Walter

Applied Linguistics

The British Council undertook a textbook development project in Russia that involved developing teams of competitively chosen primary and secondary school teachers to work collaboratively in designing and writing an English language textbook series. The impetus for the project came from the Ministry of Education as well as from grassroots teachers, all of whom felt the need for materials that were input- rather than output-oriented, and were appropriate to the specific needs of Russian learners and to the goals of the national curriculum. This poster reports on an evaluation of that project via questionnaires distributed to stakeholders at all levels of the education system followed by 47 interview and 3 focus groups for a total of 71 respondents from 17 towns and cities. The overwhelming view is that the product - an excellent textbook series which serves as an important means of professional development for teachers, and whose sales continue to grow - is only one of the outcomes of the project, and that the capacity building and teacher development were also significant results.

International student mobility

Anna Wells

Education and Professional learning

This poster is a **diagrammatical** representation of the literature-based part of the doctoral research on student mobility. Despite the increasing attention of supra-national agencies, development of research in the area of student mobility is slow due to the inaccurate concepts and precarious theories. In addition, the lack of explicit and concrete definitions complicates reading, assessment and development of policy, which directly affects the students, the institutions and the states. For that reason, the aims of this study include further conceptualization of the existing research and advancement of discourse on student mobility. The suggested diagram introduces full spectrum of mobility types and positions them in relation to each other. It can serve as a reference point for defining phenomenon of international student mobility.