

# THE ROBERTSON BEQUEST SEMINARS 2007-2008

3.00pm – 5.00pm

St John's Land, Fourth Floor Seminar Room (4/22)

Moray House School of Education, University of Edinburgh

*(For any changes to the programme please check our website [www.education.ed.ac.uk/des/index.html](http://www.education.ed.ac.uk/des/index.html))*

## PROGRAMME

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### THE ROBERTSON BEQUEST

The Robertson Bequest was made in 1959 by Stewart Robertson, retired Director of Education, to the Court of the University of Edinburgh in order that the proceeds of the Bequest might be used to support an annual programme of lectures to be known as the "Stewart Alan Robertson Lectures", on some subject connected with the Theory, History, Art and Practice of Education; the lecturers were to be chosen by the Professor of Education in the University of Edinburgh "after consultation with the Educational Institute of Scotland for the time being". When the Department of Education and the Centre for Educational Sociology merged in 1996 to form the Institute for the Study of Education and Society (ISES), the responsibility for upholding the terms of the Bequest fell to the Co-Directors of the new Institute. And when the University merged with the Moray House Institute of Education in 1998, ISES became part of the newly formed Department of Education and Society within the new Faculty of Education of the University of Edinburgh and the responsibility was transferred to the Head of this Department.

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#### **Seminar 1: Thursday 14<sup>th</sup> February 2008: Simon Laurie House Seminar Room Dr Emer Smyth, Economic and Social Research Institute, Dublin**

##### *Developments in Secondary Education in Ireland: diversity, choice and student pathways*

This seminar outlines recent developments in secondary education in the Republic of Ireland and discusses the implications of these changes for the pathways taken by young people within school and beyond. The Irish secondary education system has been characterised as general in a comparative context. However, recent reforms have resulted in increased diversification at upper secondary level as well as the expansion of an optional 'Transition Year' for certain students. The paper considers the consequences of these reforms for the profile of young people achieving different qualifications and how they fare after leaving school. It is argued that a consideration of the Irish case contributes to our understanding of educational reform more generally.

Dr Emer Smyth is a Senior Research Officer at the Economic and Social Research Institute, Dublin. Her main research interests centre on education, school to work transitions and comparative methodology. She is currently leading a mixed methods longitudinal study of secondary students, the first of its kind in Ireland.

##### *Recent publications include:*

- Smyth, E. & Darmody, M. (2007) "'Man Enough To Do It'? Girls and Non-Traditional Subjects in Lower Secondary Education," Working Papers 198, Economic and Social Research Institute (ESRI). [Downloadable!]
- Darmody, M. & Smyth, E. (2007) "Managing Term-Time Employment and study in Ireland," Working Papers 185, Economic and Social Research Institute (ESRI). [Downloadable!]
- Smyth, E. (2002) "Gender Differentiation and Early Labour Market Integration across Europe," MZES Working Papers 46, MZES. [Downloadable!]
- Hannan, D.F. & Smyth, E. (1995) "1985/86 School Leavers: A Follow-Up Study in 1992," Working Papers 065, Economic and Social Research Institute (ESRI).
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**Seminar 2: Monday 17<sup>th</sup> March 2008: St John's Land Seminar Room (4/22)**

**Professor Bernadette Baker, Centre for Global Studies, Department of Curriculum and Instruction, University of Wisconsin, Madison, USA**

*The Unconscious of History and the Occident Express: Postcolonial Techno-science William James, and the Parameters of an Educational Field in the United States*

This seminar presentation draws upon contemporary debates over post-colonial techno-science, magical realism, and the (non)idea of the unconscious to examine how particular parameters and foci were formed, affirmed, and elided in the constitution of an educational field in the United States at the turn of the twentieth century. The conditions under which something was recognized as human, as a thought, as rationality, and even as apparently oppositional rationalities are read especially in relation to the advent and controversies of psychical science, the US invasion of the Philippine Isles, and the construction of the West. Through an analysis of the theoretical dilemma that William James faced across his broad *oeuvre*, the analysis suggests how historical emphases on rationality, humanism, and the formation of educational research can be reapproached and rephrased.

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**Seminar 3: Wednesday 16<sup>th</sup> April 2008: St John's Land Seminar Room (4/22)**

**Professor Ian Grosvenor, School of Education, the University of Birmingham**

*Geographies of Risk: an exploration of city childhoods in early twentieth century England*

In recent years geographical concepts and the geography lexicon have been used to explore the diffusion and circulation of ideas in the past and it is increasingly commonplace for academics to speak of a 'geography of knowledge'. Historians of science, in particular David N. Livingstone, have been imaginatively exploring the geography of scientific knowledge using spatialized approaches to understand the making and maintaining of such knowledge and the value of considering the performance spaces of science and the 'geographies of texts, talk and testimony'. Little systematic work has been undertaken by historians of education using spatialized approaches to consider the emergence and circulation of educational knowledge. It is this issue, the circulation of knowledge which is at the heart of this paper and whether spatial thinking can enable us as historians to 'gain insights and understand relationships not otherwise obtainable'

Ian Grosvenor is Professor of Urban Educational History and Head of the School of Education, University of Birmingham. His current research focuses on new ways of conceptualising and presenting the educational past through consideration of issues relating to space, design, technology, the visual in education, artefacts and identity formation.

***Recent publications include:***

- Grosvenor, I. (2004) 'Reading Educational Spaces: The Photographs of Paolo Catrica', *Paedagogica Historica*, 40, 3, June, pp1-16.
- Grosvenor, I. and Lawn, M. (2004) Days Out of School: Secondary Education, Citizenship and Public Space in 1950s England, *History of Education Journal*, 33, 4, 377-389
- Grosvenor, I. (2005) The Art of Seeing: Promoting Design in Education in 1930s England, *Paedagogica Historica* 41, 4&5, 507-534
- Grosvenor, I. and Lawn, M. (2005) Material Cultures of Schooling pp.217 (London: Symposium)
- Grosvenor, I. and Myers, K. (2006) 'Progressivism, control and correction: Local Education Authorities and Educational Policy in 20th century England', *Paedagogica Historica* 42, 1&2, 225-248
- Grosvenor, I. (2007) "Seen but not heard": researching past city childhoods, *Paedagogica Historica* 43, 3, 405-429.
- Grosvenor, I. (2007) 'From the 'eye of history' to 'a second gaze': the visual archive and the marginalised in history of education', *History of Education*, 36, 4&5, 607-622.
- Grosvenor, I. and Burke, C. (2007) 'The progressive image in the history of education: stories of two schools', with, *Visual Studies*, 22, 2, 155-168.
- Grosvenor, I., Torrington, A., McLean, R. and Osborne, V. (eds) (2007) *Equiano. Enslavement, Resistance and Abolition* (Birmingham: Birmingham Museum and Art Gallery) pp96.
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## **Seminar 4: Wednesday 21<sup>st</sup> May 2008: St John's Land Seminar Room (4/22)**

**Dr Nafsika Alexiadiou**

### *The Governance of Education in the EU: policy learning and institutional frameworks*

Dr Alexiadiou is Director of Undergraduate Studies in the Department of Education, Keele University. She has a strong research profile in comparative education, especially in education governance in Europe.

Policy learning constitutes one of the strategies for governing education policy and practice in the EU. It has been introduced through the Open Method of Coordination (OMC) in the post-Lisbon era of flexible and soft governance of social policy. The ways in which member states receive and respond to the education OMC in general, and the 'pressures' of the soft learning approaches reviewed here contribute towards an understanding of the process of Europeanisation of education policy. The political nature of policy learning and the interactive process of policy making whereby member states co-construct influence or shape the formation of policies are indicative of such a process of governance and of Europeanisation. This seminar will provide an introduction to policy learning as a governance strategy in the EU, and present the institutional framework that structures education policy learning. The seminar draws on joint work with Dr Bettina Lange, and on interviews carried out with policy actors in the DG-EAC.

#### *Recent publications include:*

Alexiadiou N (2007) 'The Europeanisation of Education Policy: researching changing governance and 'new' modes of co-ordination' *Research in Comparative and International Education* vol 2 102-116

Alexiadou N. (2005), "Social exclusion, and educational opportunity: the case of British education policies within a European Union context", *Globalisation, Societies and Education Journal*, Volume 3, Issue 1, pp.103-127.

Alexiadou, N. (2005), Europeanisation and education policy, in D. Coulby, C. Jones & E. Zambeta (Eds) *World Yearbook of Education 2005: Globalisation and Nationalism in Education*, (pp. 128-146). Falmer Routledge.

Brock, C., Alexiadou N. (2005), "A critical review of education reforms and policy in the United Kingdom over the last century", in D. Mattheou (Ed) *Comparative Study of Education Problems and Policies in the World: Contemporary Trends and the Role of Tradition* (The University of Athens Centre of Comparative Education) (in Greek).

Brock C. Alexiadou N. ( 2005), 'The Development of Educational Policy in the UK', in: W.D. Horner, H.B. von Kopp, and W. Mitter (Eds) *The School Systems of Europe*, Dordrecht, Kluwer-Springer (in German)

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## **Seminar 5: Thursday 12<sup>th</sup> June 2008: St John's Land Seminar Room (4/22)**

**Dr Angel L. Harris, Department of Sociology and Center for African American Studies, Princeton University**

### *Perceptions of Discrimination and Academic Engagement within the United Kingdom*

This seminar draws on collaborative work which Dr Harris is conducting with Dr Jeremy Staff, Pennsylvania State University and Dr Ricardo Sabates, London Institute of Education.

The difference in academic outcomes between whites and minority groups is a major concern among scholars, educators, and policy makers within the United States (U.S.). The dominant framework within the social sciences for explaining group differences in academic outcomes within the U.S. is the oppositional culture explanation (or resistance model) (Ogbu 1978). The theory posits that some minority groups experience persistent forms of discrimination leading them to perceive barriers to success with regard to future employment and earnings. Since schooling is linked to the belief that more education improves chances for upward social mobility, failure to believe in the achievement ideology (i.e., education leads to status attainment) compromises academic engagement. While research on the theory within the U.S. has produced mixed results, few studies have provided a quantitative assessment of the framework in a non-U.S. context. Thus, this study uses the British Cohort Study to determine whether 1) academic engagement varies by social class and 2) the extent to which these differences are explained by perceptions of discrimination.

Dr. Harris is a research associate in the Office of Population Research, Center for Research on Child Wellbeing, and the Joint Degree Program in Social Policy and Sociology at Princeton University. His research interests include social inequality, policy, and education. His work focuses on the social psychological determinants of the racial achievement gap. Specifically, he examines the factors that contribute to differences in academic investment among African Americans, Hispanics, Asian Americans, and Whites.

***Recent publications include:***

- Harris, Angel L., Monica Trujillo, and Kenneth Jamison. "Academic Outcomes among Latino/a and Asian Americans: An Assessment of the Immigration Effect." Forthcoming at *Annals of the American Academy of Political and Social Science*
- Harris, Angel L. "Optimism in the Face of Despair: Black-White Differences in Beliefs about School as a Means for Upward Social Mobility." Forthcoming at *Social Science Quarterly*
- Harris, Angel L., and Keith Robinson. 2007. "Schooling Behaviors or Prior Skills?: A Cautionary Tale of Omitted Variable Bias within the Oppositional Culture Theory" *Sociology of Education* 80:139-57.
- Harris, Angel L. 2006. "I (Don't) Hate School: Revisiting 'Oppositional Culture' Theory of Blacks' Resistance to Schooling." *Social Forces* 85: 797-834.
- Mahoney, Joseph L., Angel L. Harris, and Jacquelynne S. Eccles. 2006. "Organized Activity Participation, Positive Youth Development and the Over-Scheduling Hypothesis." *Society for Research on Child Development Social Policy Report*, 20 (4):3-30.
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**Seminar 6: Wednesday 18<sup>th</sup> June 2008: St John's Land Seminar Room (4/22)**

**Professor Diane Reay**

***Social Mix is not the same as Social Mixing: The white middle classes in multi-ethnic urban comprehensives***

Diane Reay is Professor of Education at the University of Cambridge and a member of the ESRC Research Grants Board. She has researched and published extensively on class, gender and inequalities in schooling and higher education.

This seminar paper draws on data from an ESRC funded Social Identities and Social Action research project. It focuses on a very specific fraction of the white middle classes, those who have chosen multi-ethnic inner city comprehensives for their children. It examines the consequences of such choices for a fraction of the middle classes who could be viewed as actively prioritising difference and diversity in contrast to the increasing tendency amongst the white middle classes to choose schools where there are a majority of 'people like us'. Through an analysis of interviews with both parents and children in 63 London based families, the paper explores the dilemmas surrounding white middle class privilege in disadvantaged educational contexts, and the tensions that choice of socially diverse secondary schooling raises for middle class families, particularly those between the common good and putting the family first. We begin to glimpse the conflicts and ambivalences at the heart of white middle class identity, and the fragility of community and pro-welfare allegiances within broader contexts of growing neo-liberalism, and hierarchy and marketisation within education.

***Recent publications include:***

- Reay, D. (2007) 'Unruly Places: Inner-city Comprehensives, Middle-class imaginaries and Working-class Children Urban Studies Special Issue on The Geography of Education Vol 44 no 7, 1191-1203.
- Reay, D. et al (2007) 'A Darker Shade of Pale?' Whiteness, the Middle Classes and Multi-Ethnic Inner City Schooling *Sociology* vol 41 no 6, pgs 1041-1060.
- Reay, D. (2006) The Zombie Stalking English Schools: Social Class and Educational Inequality *British Journal of Educational Studies* vol 54, no 3, 288-307.
- Reay, D. (2006) 'I'm not seen as one of the clever children': Consulting primary school pupils about the social conditions of learning *Education Review special issue on Pupil Consultation* vol 58 no 2, 171-181.
- Reay, D. (2006) Cultural Capital Theories *Encyclopedia of Gender and Education* (ed) B Bank New York: Greenwood Press.
- Reay, D. (2006) Compounding inequalities of gender and class in B. Francis, C. Skelton and L. Smulyan (eds) *Handbook on Gender and Education*, London, Sage.
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**Seminar 7: October 2008: St John's Land Seminar Room (4/22)**

**Luce Pépin**

***Europe in the Making: co-operation in Education and Training (To be confirmed)***

Luce Pépin was head of the Euridyce Unit from 1992-2001 and is a key figure in European Education.

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