



Education Studies Student Newsletter

Welcome from the Head of Education Studies

Welcome to the first Education Studies student newsletter!

This newsletter is intended to keep you in touch with other students in our Department of Education Studies (both past and present) and provide details of future events and opportunities that may be of interest.

This is an exciting time for the department - with the successful launch of our new BA Education Single Honours and MA Education. This edition includes information on this and...

- Advice from former students
- 'Social Media, Fake News, and Democratic Participation' by Charlotte Harrington (1st year, BA Education and SEN)
- 'Great Britain's not-so-great past' reflections on the BA Education Single honours trip to the International Slavery Museum
- 1st year trip to Liverpool Hope University's campus in mid-Wales, Plas Caerleon
- Final year dissertation project case studies
- Next steps: Where are our alumni now?

These stories illustrate how studying Education at Liverpool Hope can be a transformative experience for you – and others. I encourage you to make the most of the many opportunities available to you!

There are many other inspirational stories out there that we would love to feature!

We know there are many other inspirational stories out there what we would love to feature! If you wish to contribute to future issues, or are interested in being involved in the production of this newsletter, please contact Chelsea Swift (swiftc@hope.ac.uk)

Wishing you all the best for an exciting and fulfilling 2018!

Dr Phil Bamber

Head of Department of Education Studies



Education Studies Contacts

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[Molly O'Keeffe](#)

Level I:

[Charlotte Morgan](#)

[Jake Clark](#)

Level H:

[Bethan Nicolson](#)

[Peter Churchill](#)

Department News

Advice from former students

My advice would be to make the most of the facilities available at uni to support you. The support I got last year through my dissertation and essays got me the grade I wanted and I don't believe I could have done it without the additional support from my tutors, writing mentors and seminars

Elaina Rolston

BA Education and Childhood and Youth: Class of 2017

My advice to final year students would be don't leave your research project until the last minute! I didn't do this but lots of the other students did and the stress is caused them wasn't worth it! My other price of advice would be to just enjoy their final year of student life!!

Useful Web Links

[Education Studies](#)

[Faculty of Education](#)

[Postgraduate Degrees](#)

[Centre for Education and Policy Analysis](#)

[Education Studies Blog](#)

Matthew Jones
BA Education and World Religions: Class of 2017

My advice would be to follow your dreams and goals. Do not lose sight of these! You are intelligent and amazing students that will shape the future of education, no matter what field you go into.

Sarah Walsh
BA Hons Education and Theology & Religious studies, 2014 PGCE Secondary RE, 2015
Now teaching RE in a secondary school The North East of England

Keep going no matter what obstacles fill in your path and you CAN do it.

Jill Fyfe
BA Education and Early Childhood, 2015
Now consultant facilitator for Best Beginnings Charity

Concentrate on the end goal and to take each step as it comes. Working in education is a real vocation and extremely rewarding. Achieve one step at a time and to remember that although it seems like a lot of work it is definitely worth it in the end.

David Andrew
MA Education, 2013
Head of Department, Wirral Grammar School for Boys

Don't stress, work smart i.e. set yourself achievable goals and stick to them.

Dan Dixon
BA Education with Sport and PE, 2015
Now Year 5 Teacher / PE Subject Leader, Knowlsey Village Primary School

Student Reflection: Social Media, Fake News, and Democratic Participation

Last Friday, The Guardian reported on George Soros' discussion on social media exploiting the social environment, and the effects that it has on us, the often-submissive clients who are still drawn to exaggerated news stories.

Similar to concerns expressed by Dewey, Soros highlights the threat of users no longer having a free mind, and the consequences that this will have on democracy and future elections.

When we join social media platforms such as Facebook, we set up our newsfeed to provide a limited perspective on news and affairs. We choose what pages to like and what adverts we would like to see. We also tend to avoid 'following' or 'friending' people with opposing positions. By the spindles of social media pulling its consumers to opposite poles, it is generating the re-birth of class warfare and fake news.

In the American Presidential election, Hillary Clinton and Donald Trump reportedly spent an estimated total of \$81 million on social media ads. Similarly in the UK, the Tories spent an extortionate £1 million in the election of 2017. With this investment, they remove other perspectives from our newsfeed, using an algorithm that finds and indoctrinates their demographic.

Our job is to halt the growth of fake news and political indoctrination. Our right to vote must be based on biotic learning; we need to question what we are told, confront the cultural hegemony, and even join different university societies to enlighten ourselves of the things outside of our social and political bubbles. Would you rather obey the agenda of a hierarchy or, as Plato would phrase it, step outside of your 'cave'?

(Charlotte Harrington, Level C, Education Studies and SEN)

[This was written in response to this article](#)

Great Britain's not-so-great past: reflections on the first year BA Education Single honours trip to the *International Slavery Museum*

14th November 2017

In November, Liverpool Hope's first year

Education Single Honours students went on a field trip to the *International Slavery Museum*. The trip was connected to students' study about informal education (or education outside of the school or university), as the museum is an example

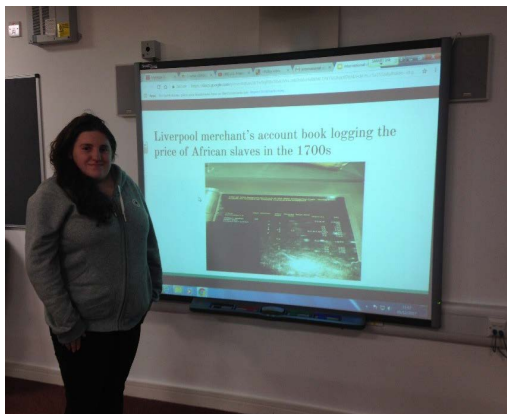


of informal education in action. The museum was first opened in 2007, with the aim of demonstrating that 'Great Britain's' history is actually not one of 'greatness', but of the creation of 'trauma, rupture, and loss' (Holloway, 2017, p. 91). The evidence exhibited throughout the museum therefore demonstrates that British people's self-perception of 'greatness' in the eighteenth nineteenth centuries was a delusion, just as Mike Finn has argued it is now in the age of Brexit (Finn, 2016).

Britain's idea of greatness in the 1700s and 1800s was not just misguided because British people actually exploited and ruptured African communities, but also because British people justified the colonization of African countries, and the enslavement of Africans for British economic profit, with the conceited notion that they were spreading civilization to the 'uncivilized' (Carlyle, 1850). The museum denudes this myth by exhibiting the earliest tools used by man, which have been found in East Africa. This is an exhibit that demonstrates that all human civilization started in East Africa nearly 3 million years ago. Without African civilization there would be no Britain at all. Also on show are musical instruments, such as musical pots, that originated in ancient Africa and that show British ideas of Africans as uncivilized as plainly false.

Students went far deeper than this in exposing Britain's imperial arrogance of the 1700s and 1800s. In presentations delivered after the trip, first year students reflected on the objects of trauma that marked Britain and Africa's past and that are on show in the museum. They discussed the real shackles used to imprison Africans both on slave ships and on the plantations that they were transported to in the Caribbean. First year student **Karla Green** (seen in the picture) reflected on the 18th century account books of Liverpool slave traders, which showed how much Africans were bought for, and thus brought home the fact that British people turned Africans into objects and commodities. **Elle-May Renvoize** reported on the goods that were produced by African slaves and that were used in British polite culture, such as Jamaica wood (or mahogany), or sugar. This illustrated, as **Karla Green** agreed, that Africans often lost their lives and humanity in order to service trivial British fashions. Others delivered presentations on the real Ku Klux Klan outfits that are exhibited in the museum, and that, as **Laura Devling** recounted, fit into the history of the origins of racism - in this case racism was a fictional account of black inferiority deployed in order to justify white exploitation of blacks.

Was the museum a good source of informal education? **Eleni Kiourtsidi** said that she had no such museum in her home town in Greece, and that she learnt a lot about slavery from the interactive reconstruction of a Caribbean slave plantation there. **Kim Brimble** reflected that the curatorial decisions made by the designers of the Liverpool Slavery Museum powerfully communicated the realities of slavery. As **Kim** noted in her presentation, the museum educates the visitor that Liverpool's wealth and identity in the 1700s, even down to the names of streets, was contingent on the city's exploitation of Africa.



Karla Green, BA Education Single Honours giving her presentation

References

Carlyle, T. (1850) Occasional discourse on the negro question, *Fraser's Magazine*, January.

Finn, M. (2016) Post-war fantasies and Brexit: the delusional view of Britain's place in the world. In: *LSE British Politics and Policy*. 21st June.

Holloway, J. S. (2017) 'Curating the black Atlantic'. In: Isaac, J. & O'Brien, M. & Ratner-Rosenhagen, J. & Kloppenberg, J. eds. *The worlds of American intellectual history*. Oxford: Oxford University Press.

Level C Trip to Plas Caerdeon

Last semester, our new Level C students had the opportunity to visit Plas Caerdeon, Liverpool Hope University's manor house in Snowdonia. They were able to get to know each other better and develop valuable skills whilst participating in a variety of team building and leadership activities, as well as some activities such as canoeing, kayaking and rock climbing. Here is what some of the students who went thought of the experience:



I would recommend everyone to go because, the level of friendship with the class increases. My experience was amazing and getting away from the campus for a few days recharges your batteries and you come back as a stronger unit, more of an understanding of opinions and a more active classroom experience.

Aoife Farrell, BA Education Single Honours

I was slightly apprehensive before going to Plas Caerdeon, as I was going with people I have never met or spoken to before, however, during the trip I made friends for life! The activities that we participated in brought us all together closer as a group, I would recommend this trip, even if people are feeling a bit anxious going, you get opportunities to conquer fears such as heights and make friends!



Lydia Wakeham, BA Education Single Honours

I would absolutely recommend other students attend Plas Caerdeon. The biggest benefit for me has to be the friendships I formed. Being a mature student and not quite finding my place, I found myself mingling and finding common ground with students whom I'm sure I would never have done otherwise. The highlights for me and I'm sure the group I was with would agree, was the fun and laughs we had in the evenings. The activities in the day were about being supportive, encouraging and leaving our comfort zones behind. We all pulled each other through something, (well, you have no choice but to when you're in the middle of an estuary) and emerged victorious, if a bit wet!

Would I go again? I'm not sure. The first trip would be pretty hard to beat!

Kelly Mahoney BA Education and Early Childhood

Fundraising for Global Hope

A number of Education Studies students will be participating in Global Hope this year, undertaking educational projects in Uganda, Brazil, and Sri Lanka. Those going to Uganda will be teaching in a primary school for three weeks from the end of June. They will be teaching right across the curriculum to classes of big sizes and will also be taking part in extracurricular activities.



There will be a cake sale on the **9th February** on the ground floor of the Eden Building outside of the department offices in order to raise money for this project. Please come along and give your support!

Please contact **Charlotte Morgan** 16007147@hope.ac.uk for more information

Scholarship evening

On the evening of Wednesday 29th November, Liverpool Hope awarded scholarships to our some of our new students.

This special event to celebrate the achievements of our new students was attended by family and friends.

Please see below pictures of Phoebe Culleton, BA Education and Early Childhood, and Hannah Bennett, BA

Education and Special Educational Needs receiving their awards.



A postgraduate degree at Liverpool Hope University?

Many of you may be considering a career in teaching and are looking at doing a teaching degree. However, many of you who would like to explore the possibility of doing other postgraduate degrees with us, you may be interested in the suite of Masters courses we currently offer at Liverpool Hope such as the MA Education.

[Details of the various courses offered can be found here.](#)

This may be a perfect time to embark on a postgraduate degree at Liverpool Hope University as currently for 2018/19 we are offering a £600 scholarship towards your Masters tuition fees (£5200 for the year 2018/19) bringing down the total tuition fees to £4600 for those of you who secure a 2.1 or 1st in your degree. You may also be eligible for a postgraduate loan of £10,000.

You don't have to wait till you graduate to apply for a Masters degree!!

This is what our current MA students have to say:

"I am enjoying this new element of study, which is exactly what I wanted from this Masters, to learn more in the areas I felt I lacked in."

"I enjoy discussion with fellow students and I also like the breaks given to think and feedback ideas"

"I really liked the practical applications in context. I am interested in how effective education policies are in schools. I want to know whether or not they are making a positive change and achieving what they aim for, and how this influences the experiences of children. The theory, principles and philosophy to support better policy making and implementation was particularly helpful"

To find out more about the Postgraduate courses on offer within the Department of Education Studies and the application process, please contact the **Departmental PGT Lead for Education Studies, Dr Konstanze Spohrer** (spohrek@hope.ac.uk)

[Watch this new video of our MA Education students talking about their experience](#)

Please note - Our Network of Hope students based in Bury and Blackburn may be interested in the PGT courses we offer at St Mary's College Blackburn, please contact Dr Namrata Rao (raon@hope.ac.uk) for details.

Level H Dissertation Project Case Studies

At Level H, you will have the opportunity to undertake your own independent project and explore in depth a topic that interests you. Here are a few examples of some of the interesting projects that current Level H students are undertaking this year:

Luke Skilbeck (Level H, Education and Sport)

The thought of having to do your own research project can seem very daunting. 10,000 words seems a lot and it could feel like you don't have much time to do it! However, once you get going your dissertation can be really engaging and interesting and you're in control.

My study is looking at language development in free school meals. I'd intended to mock a longitudinal study and use eight children; two from each year group. The reason they were paired up is so 1) they were more comfortable and 2) I had a control group to analyse the differences between free school meal pupils, and non-free school meal (FSM) pupils, if there were any. Unfortunately, I had a set back and didn't get enough FSM replies and had to change my study. The pupils were still in pairs, however I only had 3 pairs and two were from the same year group. This didn't mean my research was ruined, it just takes a different exploratory angle. The groups, in turn, had a half an hour conversation with me and then a few weeks later did a writing task. This is still in the analysis phase; however, differences have arisen from surface analysis which will help provide solutions to make education more equal.

The literature suggests that this trend has been long existing. Bernstein's 1960 study shows more middle-class pupils scoring higher on language-based IQ tests, but highlights that the tests may be designed in a certain linguistic fashion to maintain a hierarchy and have two different modes of speech used by each group. This immediately disadvantages children as they may feel they can only respond to certain linguistic devices as they haven't had the social capital and opportunities those from the middle-class have.

If you have any questions, feel free to email me 15000869@hope.ac.uk

Charlotte Clifton (Level H, Education and Music)

My dissertation research question is 'does giving target grades at schools create a goal or a learnt behavior?' When exploring this question, I will be using social learning theory and a compilation of interviews to inhabit an understanding of what target grades may mean to educators, alongside gaining an insight into how they are used currently. Ofsted acquires set views on target grades as a goal directed learning. Ofsted say they are 'keen on the use of target grades and students having to know them'. However with the growing importance of target grades, they themselves can form an educational label. Formed from an assessment taken in the primary years of education, target grades are carried through into secondary schooling and are used to set students in ability. Labelling a student with a target grade could cause internal and external stress. Social learning theory can be implemented by finding the association to a behavior towards a target (stimulus and response). The external stresses of target grades for students can be examined by the placing of a target grade. One school was asked to wear their target grades around their necks, because they were told 'they must know their target grades in case they are asked by an inspector during an Ofsted visit.' This form of awareness created 'complaining of suffering from unnecessary pressure.' Using Bandura's social learning theory, the target grade can be linked to the feeling of pressure. From this students could learn to associate their feelings (anxiety) with the grades, causing a learnt behavior. In conjunction with social learning theory, classical conditioning may be used to influence students to use the target grades as goals (performance goals). Finally internal stresses can be analyzed in articles stating students feel the need to overcompensate to match with the goals given.

Joel Belmar (Level H, Education and Sport)

My Sport dissertation project is an investigation of the normative retirement process of former professional footballers, over a 30 year time period. Aims include the exploration of the loss athletic identity, and lifestyle adjustments - from a social and economic perspective. One additional aim is to discover whether or not professional football clubs are contributing to helping athletes in preparation for retirement, and what could be done in the future in terms of a policy change. Research is being conducted through the use of four, one to one, semi structured interviews. I have even had the opportunity to interview some former professional footballers!

Rachel McCreedy (Level H, Early Childhood and Education)

Bonfire Night is a cultural event that takes place every year on July 11th in remembrance of the Battle of the Boyne (1690). This research aims to explore Teacher's subjective accounts of the effects of bonfire night preparations on pupil behaviour and attainment as well as the perceived efficacy of interventions designed to ameliorate any negative impacts in the classroom. Another aim shall be to explore teachers own experiences of the culture surrounding bonfire night and their personal narratives in relation to their own education. Qualitative data will be analysed using Interpretative Phenomenological Analysis (IPA), focussing on themes such as; cultural affiliation, effect of after school activities on classroom activities, individual teacher context and the broader social relationships in which teaching is enacted. The overall aim is to examine the discourses surrounding this specific cultural event and explicate this publicly discussed but academically under-researched area of life in modern Northern Ireland.

Hope Education Professional Profiles

Where are our Alumni now?

There are a variety of careers that a degree in Education can lead to. Here is what some of our alumni who studied in the Network of Hope have gone on to achieve.

Jennifer Cubells (BA Education and English Literature, Class of 2015) now working at Her Majesty's Prison Altcourse, a category B men's prison as a family worker.

We work with prisoners and their families to support them during this time. I also work with the family intervention team within the prison. This is a 4 week education programme that dads undergo. By doing this they remain involved in their children's education. After completing the course, their families are entitled to 3x 2 hour visits where they can do homework, reading, and be creative with the arts and crafts available. I also have been doing 1 to 1 sessions with prisoners children in their schools to support them in school whilst they are going through their personal issues. It has been so rewarding but so beneficial for the children. We have seen a massive improvement in their attainment and confidence.

Having my Education degree specialising in sociology and psychology of education has been so beneficial particularly in this setting up and running this course for dads but also as a family worker in supporting children through this time! We have been able to encourage dads and children to be involved together in schoolwork despite being separated. We've seen so many benefits to everyone from the course and really has helped the children engage with school at a challenging time for them.

We have now secured funding to create a course for teachers of prisoner's children to enable them to support

children in school

Stephen Wynne (BA Education and Sport, Class of 2011) now working at Everton in the Community as a mentor to young offenders and looked after children.

We implement individual action plans for young people and give them ownership of this. Each young person has a plan tailored to their needs. This is to encourage positive change in their confidence/self esteem, Health & wellbeing and to improve academic achievement.

Studying Education at Liverpool Hope helped me explore myself both professionally and personally. Initially I had set my sights on becoming a PE teacher however, as my time at Hope progressed I realised I was suited to a more pastoral role within education so I started to explore different avenues. Instead of applying for a PGCE when graduating I decided to get some practical experiences in school to explore the profession further. In hindsight this was the best possible move I made as it has lead to me finding a role in which I love.

Kira Cox (BA Education and Early Childhood, Class of 2015) now working as a Business Development Executive. Manchester responsible for project management, events, income generation, governance support.

Throughout my degree, I needed to spend time evaluating and gathering research, this has equipped me well for the role I currently do in evaluating projects and keeping them. The relationships I had with the tutors during my time on the course has also meant that I am confident in speaking to our stakeholders who may be involved in government or at other senior levels. My advice to current students would be to utilise the great facilities Hope has to offer such as the library (the team in there are SO friendly) and talk to your tutors - they can challenge you on your ideas, but it really is in order to get the best out of you! There is so much knowledge within the department, there are tutors from all over the world ready to help make your experience there the best possible!

Victoria Barnes (BA Education and Early Childhood, Class of 2014) now working as acting Deputy Manager, for a nursery in Lancashire

Main roles and responsibilities include safeguarding, health and safety, meeting the needs of children birth to five and following policies and procedures of ofsted and the nursery requirements

My degree enabled me to expand on my knowledge and then put that knowledge into the practical environment, it gave me better opportunities with jobs and it also opened the door to many career choices in the future!

Natalie Hayward (BA Education and SEN, Class of 2015) now working as a Police Officer, Merseyside

Main roles and responsibilities include; Protect Public, Tackle Anti-Social Behaviour, Tack Organised Crime Groups and Gun Crime, Protect Vulnerable Children and Adults and Vulnerable Witnesses
Education assisted me on the understanding of Mental Health in children and special educational needs and how to apply this in the real world in assisting them as adults. Just because you are doing an Education degree you do not have to go into teaching. My career now is far away from teaching however, I still act as a role model in schools/youth groups as a Police Officer.

Emily Ahearn (BA Education and SEN, Class of 2015) now working as an Advanced Teaching Assistant at a specialist school, North Yorkshire

Supporting the co-ordination of care and therapy as well as moving and handling of students

By having my degree in Education it has helped me support the teaching and learning of students. It has also helped me become a more effective support to the education setting from having extra knowledge and understanding of the history, psychology, sociology and philosophy of education. Career wise it has enabled me to move up the career ladder quicker as within 18months I had been promoted to ATA and then given my new role in charge of moving and handling of students and rolling out therapy programmes being the link between Education and NHS.

Student Representatives

We place a high priority on student voice to ensure the ongoing improvement of the Education Studies programme and your learning experience. The student rep system is one of the ways we do this, with representatives feeding back on your behalf at twice termly staff- student liaison meetings. Your student representatives are listed on the front of this newsletter.



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