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WISERD Education: Changing the landscape of educational research in Wales

Sally Power and Chris Taylor

March 2018



Acknowledgements

We could not have made the progress we have without the support of a whole range of organisations and individuals.

First and foremost, our thanks go to HEFCW, and to Celia Hunt and Cliona O'Neill in particular, for their commitment to strengthening the foundations of educational research in Wales. The activities outlined in this report would not have happened without their funding and support.

Secondly, we must thank the many thousands of participants who take part in the WISERD Education Multi-Cohort Study (WMCS). This includes key staff within the schools, the school governors and last – but by no means least – the young people.

Thirdly, we would like to thank our colleagues working in education departments in other universities in Wales. It has been a real pleasure working with them.

Fourthly, we have been entirely dependent on the commitment and expertise of our WISERD Education research team, many of whom have gone on to academic posts in Wales. In alphabetical order, our thanks go to:

- | | |
|---------------------------|---------------|
| Rhian Barrance | Sioned Pearce |
| Constantino Dumangane Jr. | Mirain Rhys |
| Dan Evans | Kathryn Sharp |
| Kim Horton | Kevin Smith |

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Contents

Introduction	01
Generating high quality data about children and young people’s experiences and perspectives	02
Winning funding for high quality sustainable research	05
High quality publications receiving widespread attention	06
International reach of WISERD Education	08
Contributing to the debate	09
Providing evidence for education policy	10
Working with schools and practitioners	11
Building the foundations for the future of educational research in Wales	12
Supporting academic writing	14
Meeting our objectives	16
Appendix 1: Research Grants	18
Appendix 2: Publications	20
Appendix 3: Final expenditure statement	23

Introduction

WISERD Education was launched in 2012 in order to change the landscape of educational research in Wales. The main aims of the Programme were:

- to enhance the capacity to carry out high quality educational research within the higher education sector in Wales;
- to undertake research activities designed to improve the quality of learning and the standards of teaching and teacher education in Wales;
- to undertake translational activities to augment the research literacy of teacher educators, practitioners, policy-makers and other stakeholders;
- to put in place an infrastructure which will ensure that this capacity and activity can be sustained in the long term, leading to increased recognition of high quality education research in Wales in future UK-wide research assessment exercises.

The Programme was led by Professor Sally Power and Professor Chris Taylor, Co-Directors of the Wales Institute of Social & Economic Research, Data & Methods (WISERD), based in Cardiff University.

In this report we outline the progress we have made in meeting these aims. Each section covers one of the many dimensions of WISERD Education's activities, featuring key highlights and events. A summary of how we have met each of WISERD Education's performance indicators is provided in the final section.

We believe that WISERD Education has laid the foundations for building a strong and sustainable research community in Wales – foundations that we hope to continue to strengthen in the coming years.



Generating high quality data about children and young people's experiences and perspectives

One of the principal aims of WISERD Education was to provide a high quality data resource for education research in Wales. Data collection is one of the most expensive components of research, so by providing data resources we could facilitate research projects where the cost of data collection was borne centrally – rather than dispersed across researchers, many of whom had limited experience in research and/or little time to undertake it. To this end we established the WISERD Education Multi-Cohort Study (WMCS).

The WMCS Data Resource

The annual data collection sweeps have proved to be one of the most successful strands of the WISERD Education programme. The sample design for WMCS is based on a form of clustered sampling. This involved identifying a selected sample of 29 schools (13 secondary and 16 primary) across Wales designed to include diverse communities (advantaged/disadvantaged, rural/urban, Welsh and English-speaking.) For five successive years we have followed the progress of several cohorts of children and young people as they have progressed through the education system (Table 1).

Table 1: WMCS Sweeps

	Cohort A	Cohort B	Cohort C	Cohort D	Cohort E	Total
Sweep 1 (2013)		Year 6 (n=341)	Year 8 (n=410)	Year 10 (n=428)		1179
Sweep 2 (2014)	Year 2 (n=430)	Year 7 (n=351)	Year 9 (n=380)	Year 11 (n=324)		1485
Sweep 3 (2015)	Year 3 (n=350)	Year 8 (n=327)	Year 10 (n=343)	Year 12 (n=156)		1176
Sweep 4 (2016)	Year 4 (n=397)	Year 9 (n=324)	Year 11 (n=296)	Year 13 (n=99)		1116
Sweep 5 (2017)		Year 10 (n=336)	Year 12 (n=177)	Leavers (n=22)	Year 7 (n=596)	1131

As cohorts have left compulsory schooling we have established a new Year 7 cohort (Cohort E). In 2013-4 we also undertook surveys of cohort members' parents. This generated nearly 250 responses.

In addition to interviews with headteachers and governors of the WMCS schools in 2014 and 2017, we have also undertaken two teacher surveys.

Data accessibility and archiving

We are pleased that the External Evaluation undertaken by the University of Oxford has found that there is general awareness from researchers across Wales that these resources can be used by them. In addition to the number of workshops and visits we have taken to promote the use of the data, we have made all the surveys accessible on the WISERD Data Portal:

dataportal1-wiserd.cf.ac.uk

We also have a searchable question bank.

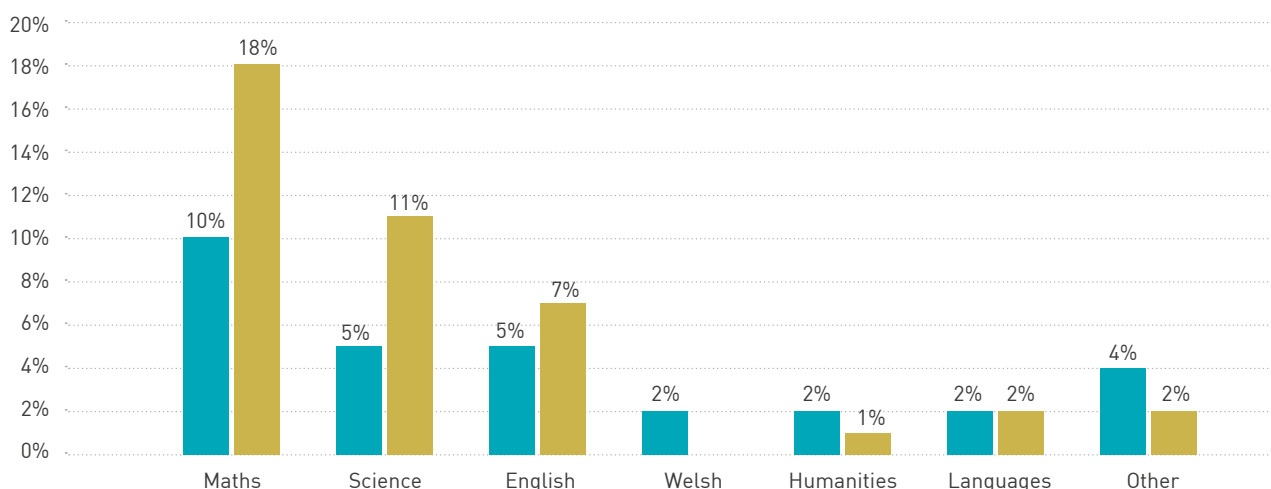
These data are available to all academic researchers. Access is available from the WISERD Hub in Cardiff. Measures have been taken to ensure data are kept securely and used appropriately.

Examples of the findings from the WMCS

The WMCS has yielded a wealth of data on a wide range of young people's perspectives and experiences. The following examples provide just a snapshot of the diverse findings.

Private tuition in Wales

There have been growing concerns about the extent to which private tutoring is increasing educational inequalities, but to date, most of the data relate to England. We were interested to find out whether private tutoring is as prevalent in Wales. Data from the WMCS show that there is far less private tutoring in Wales with only 14% of our young people saying they had received any – compared with 22% in England and 44% in London. In other ways, as the Chart below shows, the profile of subjects for which private tutoring is provided is broadly similar.





Education Workforce Council
Tel: 029 2046 0099 | Email: information@ewc.wales | Twitter: @ewc_cga | LinkedIn

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Sally Power: Private tutoring in Wales: how widespread is it?



Although private tutoring was by no means unheard of in the UK in the past, it has traditionally been seen as a peripheral activity – something indulged in by a handful of worried parents. The widespread and systematic use of private tutoring has more commonly been associated with 'high pressure' systems such as Japan and Korea. More recently, though, there has been growing recognition that private tutoring in the UK is more than just a peripheral activity. Research by the Sutton Trust (2015) found extensive use of private tutoring – particularly in some parts of the country. The 'London factor' is particularly striking, with those living in London twice as likely to receive tuition – 44% compared with 22% outside London. Here in WISERDEducation we were interested to see whether there were similar level of private tuition in Wales and, if so, where?

Curriculum and assessment in Wales

The WMCS also throws light on what young people think of the curriculum – both in terms of its content and the fairness of assessment regimes.

Dr Rhian Barrance, Education, Education, GCSE, WISERD Education Project, Young People

WISERD GCSE Series – Part 3: Is tiering fair for all students?



WISERD
25 August 2017

Education GCSE Young People

Having previously looked at the different types of GCSE courses and how they are assessed, in the third and final blog of this series, Dr Rhian Barrance outlines recent research on tiering and considers how fair it is for different groups of students.

Tiering has been used for GCSEs since they were introduced in 1986. Currently, for most subjects tiered at GCSE, there are two tiers of exam paper – the higher tier, which provides students with access to A*-D/E grades, and the foundation tier, which is designed to be less challenging than the higher paper but only allows students to achieve grades in the ranges of C-G.

The introduction of tiering raised issues of fairness from the start. There were concerns about the comparability of overlapping grades on examination papers (eg, does a C grade on a foundation paper really equate to a C grade on higher tier?) and the possibility that students taking foundation papers could be disadvantaged in cases where they could potentially attain a grade higher than a C.



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Dr Kevin Smith, Education, WISERD Education Project

Curriculum, Culture and Citizenship in Wales



Jill Wilmott-Doran
22 January 2014

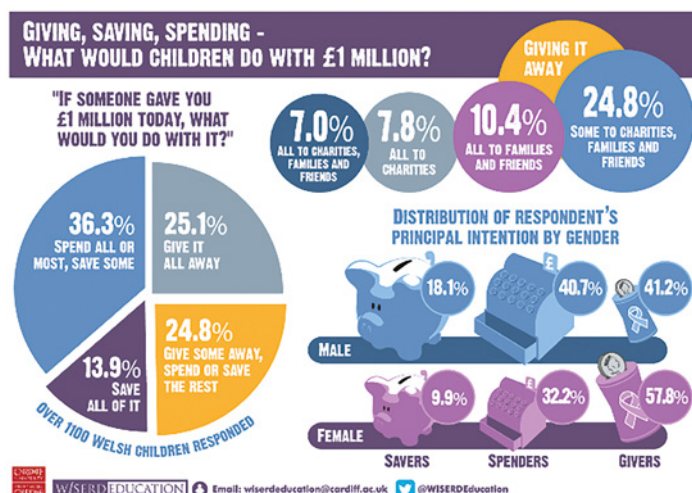
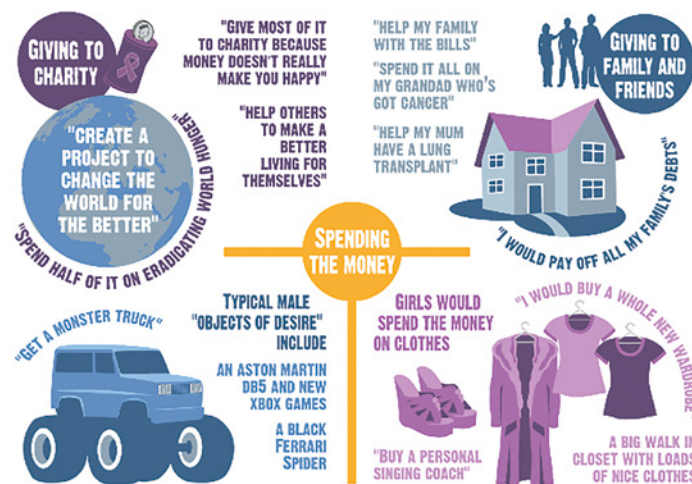
Citizenship Education Critical literacy Critical pedagogy Education Literacy Numeracy Policy Welsh Government

by Dr Kevin Smith.

Recently, the Welsh government has committed to raising standards of literacy and numeracy amongst pupils in schools across Wales by developing the *National Literacy and Numeracy Framework* (LNF). The LNF was developed with the intention of enabling pupils to "develop excellent literacy and numeracy skills during their time in school." Literacy and numeracy are essential skills in today's world, but there is another type of literacy that, in my opinion, is equally important. Citizenship Education (CE) was introduced into the UK in the early 1990s. Through a number of themes and key concepts, CE is an attempt to help pupils develop political literacy – meaning that they are able to recognize, comprehend and act on the characteristics of citizenship in their communities, the nation and even on a global scale. Since the 1990s, CE has existed as a cross-curricular theme that was typically addressed in history, geography and sociology classes. In 2002, Citizenship Education was made statutory in England. However, in Wales, it still doesn't exist as a stand-alone, statutory subject. Currently, CE is delivered as a cross-curricular theme through statutory elements such as Personal and Social Education (PSE), Education for Sustainable Development and Global Citizenship (ESDGC) and the Welsh Baccalaureate.

Young people's values

We also have a wealth of data on some of the issues that matter to young people. Of particular interest are their responses to the question 'If someone gave you £1million today, what would you do with it?'. Children and young people in Wales are far more altruistic than is often assumed.

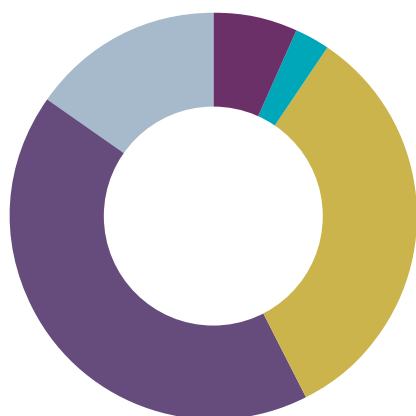


Winning funding for high quality sustainable research

WISERD Education has been very successful at winning funding for a range of educational research projects, many of which have been in collaboration with colleagues from across Wales and beyond. In the last five years, we have submitted tenders for 59 projects, and had a high success rate (61%). WISERD Education staff have contributed towards the generation of additional research income of just over £4m. Details of projects awarded can be found in Appendix 1.

As the chart below shows, we have managed to draw down research grants from a wide range of funders.

We are delighted that the majority of funding has come from prestigious and fiercely competitive research council awards.



University	£274,076
Third sector	£111,824
Government	£1,326,512
Research Council	£1,690,774
International	£603,000

Key projects include:

Research Council awards

- ESRC 'Young People and the EU referendum: Brexit one year on'
- ESRC 'Participation in the international Children's World Survey' (within the ESRC/WISERD Civil Society programme)

International awards

- NESET (Network of Experts on Social aspects of Education and Training)
- Placement for comparative research at the École Normale Supérieure

Welsh Government awards

- Evaluation of the Foundation Phase
- Successful Futures for All

Third sector awards

- The Sutton Trust: 'Tracking the progress of Assisted Place Holders thirty years on'
- Honourable Society of Cymmrodorion: 'A crisis of Welsh Education? A review of the current evidence'

Cardiff University awards

- WISERD Education Multi-Cohort Study (WMCS) Data collection (for the sixth and seventh sweeps)
- Purchase of Empatica E4 wristbands and Android Smartphones for a next generation of educational research tools

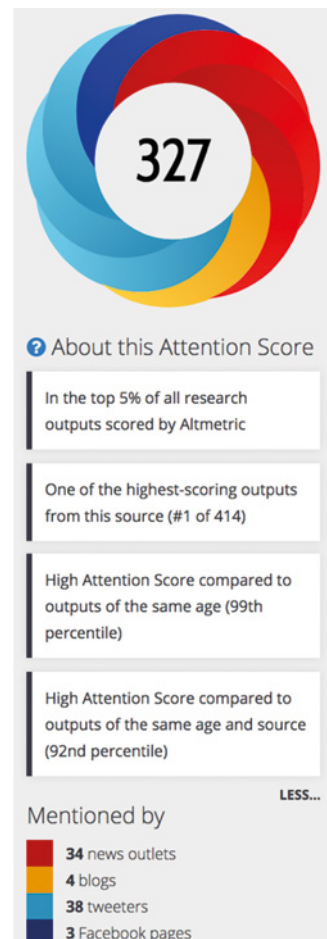
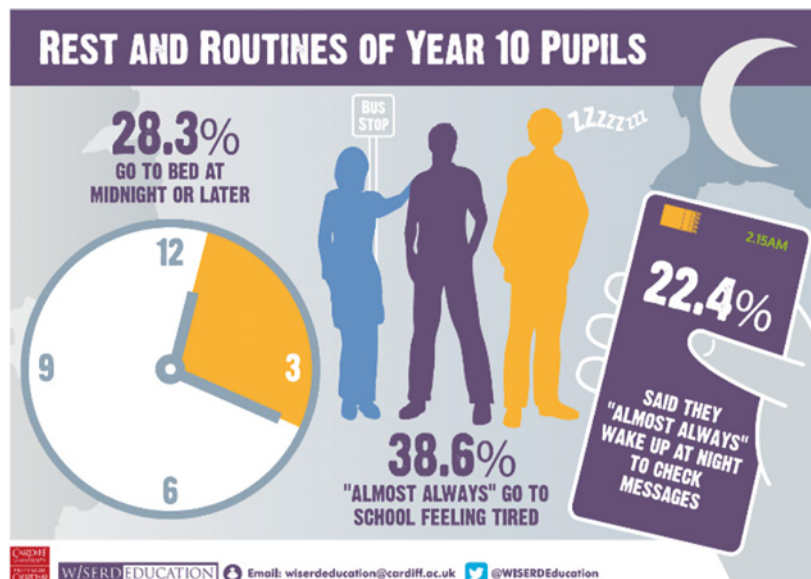
High quality publications receiving widespread attention

WISERD Education publishes its findings in a wide variety of formats, including peer-reviewed journals, books, book chapters, research reports and blogs. We have published over 80 outputs from our research in the last five years, over 40 of which can be directly attributed to this funding.

The potential of the WMCS to produce high quality research outputs is evident in the number of publications that are based on these data. Additionally, members of the Project Team have published outputs on a wide range of education-related issues due to the success in generating further research income, which will also help build the education research profile of Wales, not just in the UK but internationally.

An example of the high profile of WISERD publications is our 'Sleepless in School?' paper which examined the social dimensions and implications of young people's bedtime and waking routines. **This paper is in the top 5% of all research outputs scored by Altmetric** – which tracks the volume and source of attention an item has received to reflect the reach or popularity of a research output.

We recognise the importance of publishing our research in internationally recognised peer-reviewed journals. This is essential for ensuring we maintain high levels of quality and to disseminate our findings to the global research community.



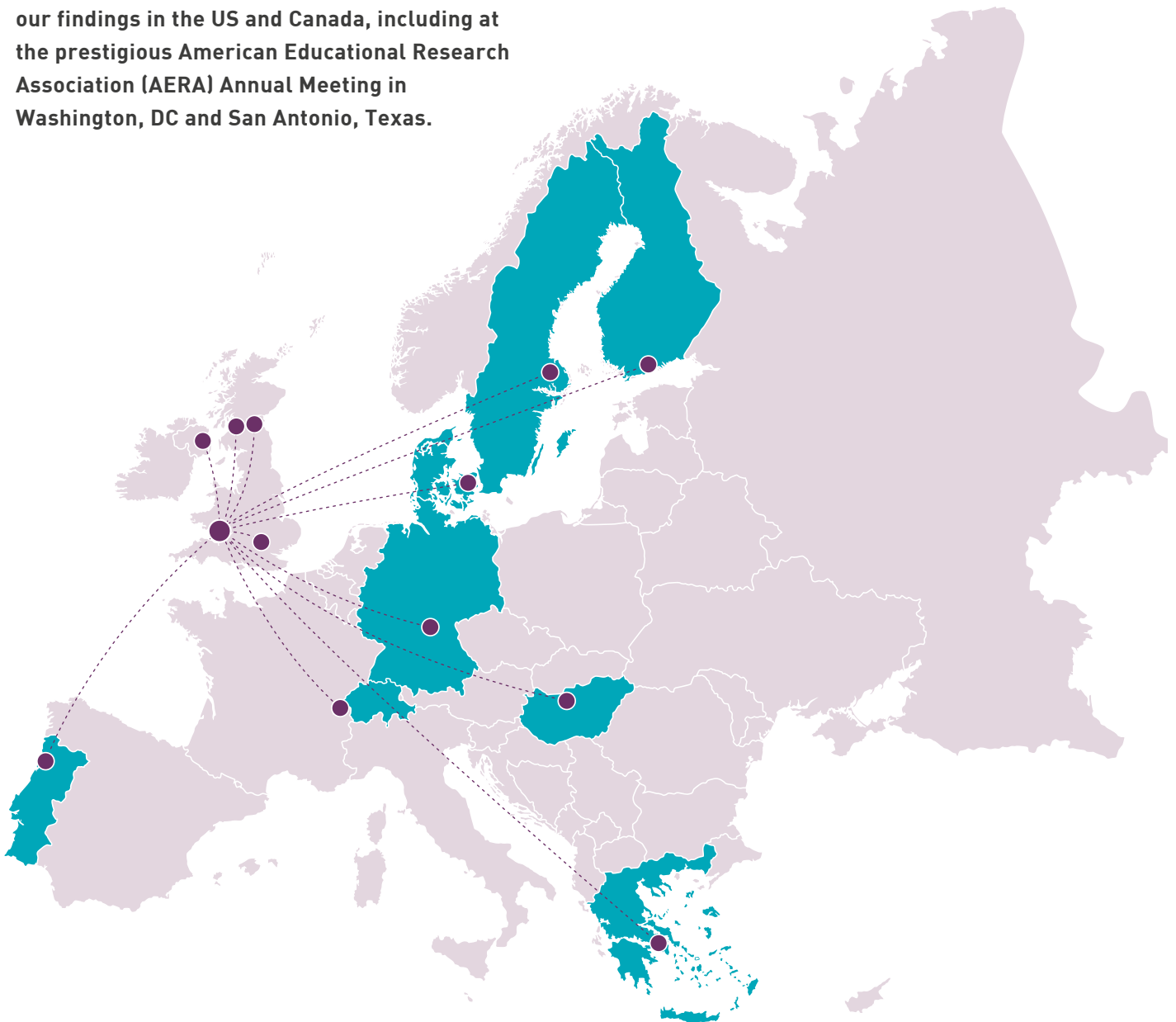
Journals featuring WISERD Education articles:



International reach of WISERD Education

The international profile of WISERD Education is reflected in, and has been reinforced by, a range of dissemination events within the UK and overseas. We have given 34 separate presentations from the WMCS and WISERD Education projects at peer-reviewed conferences across Europe in the last five years. In addition, we have presented our findings in the US and Canada, including at the prestigious American Educational Research Association (AERA) Annual Meeting in Washington, DC and San Antonio, Texas.

During this time we have forged new and productive research collaborations with colleagues outside the UK, particularly within Europe. This has led to three major collaborative applications for new international and comparative research projects.



Contributing to the debate

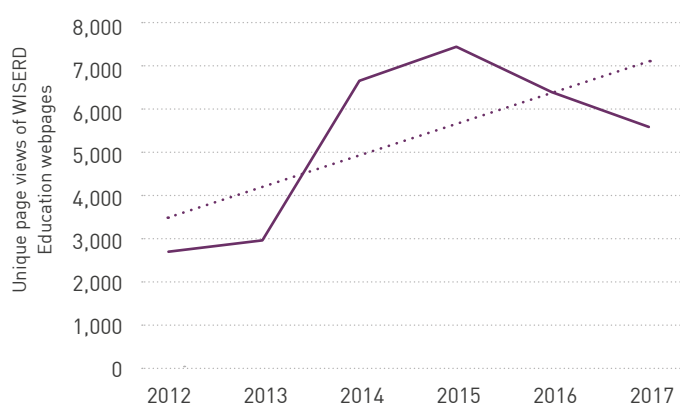
In addition to disseminating our research findings to academic audiences we have also contributed to public debate on a range of educational issues. In addition to the publication of blogs, we use a range of other media. These include our WISERD website, and social media such as Twitter and Facebook.

We also engage with more conventional media outlets. Sally Power, for example, has made two appearances on

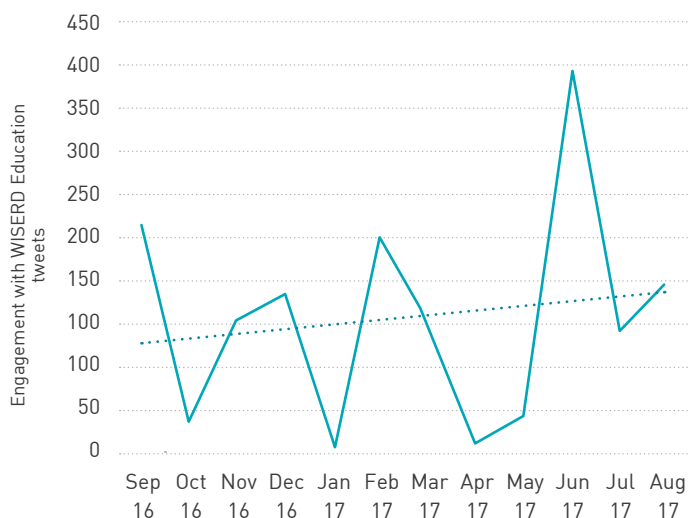
Radio 4's Thinking Allowed programme to talk about our research.

A highlight of 2017 was Chris Taylor's public lecture given in recognition of being awarded the inaugural Learned Society of Wales' Hugh Owen Medal for research excellence. The event was well-attended by key stakeholders and received significance press coverage.

Page views on the WISERD Education website



Engagement with WISERD Education tweets



WISERD Education research in the media

Thinking Allowed « »
Prison gangs in US, Millionaire children
 3 years ago 28:19

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Prison gangs in the USA. Laurie Taylor talks to David Skarbek, Lecturer in the Department of Political Economy at King's College, London, about his research into the hidden world of convict culture, inmate hierarchy and jail politics. He finds sophisticated organisations, often with written constitutions, behind the popular image of chaotic violence. They're joined by Jane Wood, Senior Lecturer in Forensic Psychology at the University of Kent. Also, what would children do with an unexpected windfall of a million pounds? Sally Power, Professor of Education at Cardiff University, asked this question in order to explore children's values and priorities. Would they spend, save or give it away? Producer: Jayne Egerton.

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THE LEARNED SOCIETY OF WALES
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WISERD

Hugh Owen Medal Lecture

Implementing the new curriculum in Wales: lessons to learn?

Professor Chris Taylor, Wales Institute of Social & Economic Research, Data & Methods (WISERD), Cardiff University
 Winner of the inaugural Learned Society of Wales Hugh Owen Medal

Tuesday 5 December 2017
 6:15-7:45pm

Healdy Ellis Building, Cardiff University, Maindy Road, Cardiff, CF10 3AT

Open to: Public, staff and students
 To register, please visit our website: wiserd.ac.uk/events
[#HughOwenMedalLecture](https://twitter.com/HughOwenMedalLecture)

Education Wales

The three key challenges facing curriculum reform

There are three key challenges involved in implementing the new curriculum in Wales, says Chris Taylor, Professor of Education Policy at Cardiff University. Here, he outlines the issues ahead.

Professor Chris Taylor

Chris Taylor is a Professor of Education Policy at Cardiff University. He has been awarded the inaugural Learned Society of Wales Hugh Owen Medal for research excellence. He is also a member of the Welsh Government's Curriculum Review Group.

Providing evidence for education policy

WISERD Education has made a significant contribution to the development and evaluation of education policies in Wales. In addition to regular meetings and roundtables, the WISERD Education team have undertaken some major evaluations of key educational reforms and investments.

The then Minister for Education, Huw Lewis, praised the evaluation of the Foundation Phase in particular. He said: "This is a report of the very best kind, I think, because it gives policy makers and professionals tools for the next stage of the job. It's truthful, it's challenging, it's not afraid to point to inconsistencies and insufficiencies within what we have, and it gives us a platform, I think, for some really focused work over the next few years."

The recent independent review of higher education in Wales, commissioned by the Welsh Government and chaired by Professor Ian Diamond, drew on WISERD Education research and in its final report recognised the crucial importance of WISERD in providing evidence for policy-makers in Wales.

Further recognition of the significance of WISERD Education is evident in the fact that our evaluation of the Foundation Phase won the 2017 Social Research Association (SRA) Cymru award for impact.

Researchers scoop three Social Research Association awards

8 December 2017



Researchers from the School of Social Sciences took home three awards at the prestigious Social Research Association awards, held at the Senedd this week.

The awards are held to recognise and celebrate the outstanding research undertaken by social science researchers in Wales.

Professor Chris Taylor, co-director of the Wales Institute of Social & Economic Research, Data & Methods (WISERD), was awarded the Research Impact Award for research in Evaluating the Foundation Phase, the curriculum for 3-7 year olds.

When responding to the award, Professor Taylor said "I would like to acknowledge all the research champions outside of universities that really make the difference in giving our research impact. This includes government social researchers who work closely with their policy colleagues to ensure evidence informs policy decision, and school practitioners who engage with the latest evidence in order to develop effective teaching and learning."



Working with schools and practitioners

Over the last five years we have built connections with practitioners working in a large number of schools and FE colleges. Through the WMCS, we have gathered a range of evidence on the challenges that teachers in Wales are facing.

One valuable aspect of our research has been the interest from teachers delivering the Welsh Baccalaureate in making use of WMCS data and analytical packages. We have contributed to a number of events for teachers to support them in the Individual Project component of the Welsh Baccalaureate at Advanced Level.

We are also working to support new entrants to the teaching profession. For example, in 2015 we sponsored the MEP Practitioner Research Award (in collaboration with BERA).

The challenges facing teachers in Wales

These word clouds, derived from the WMCS Teacher Survey data, show some of the issues facing teachers in Wales today. The chart below provides a snap shot of how they perceive some of the accountability measures used to monitor educational progress.

Most pressing issue facing education Most pressing issue facing your school



Dr Richard Davies (Aberystwyth University) presents Sarah Davies with the 'Outstanding Teacher Inquiry Project' award

Headteachers' perceptions of the value of participating in the WMCS

"It's been really positive, it's provided us with a lot of information, it's been a really good experience"

"Really, really helpful, not only the reports you've done for us, but the work you've done with Careers Wales as well...we read the reports, they're really informative. I've got a lot of confidence in the way the work is carried out, and I'm just hoping we can carry on that relationship"

"We very rarely have the time to be reflective as a school and as individuals, and even interviews like this allow you to reflect...but also the type of feedback you have given us (reports) has been of great use"

Building the foundations for the future of educational research in Wales

Since devolution in 1999, the Welsh Government has developed a distinctive programme of education reform which needs to be underpinned by a strong evidence base. However, while the need for research on education has increased, there have been ongoing concerns about declines in the volume and quality of educational research being undertaken in Wales – evidenced by successive research assessment exercises.

Having worked closely with education academics across Wales we find that there is an active education

research community in Wales, despite its lack of visibility in research assessment exercises. While this might suggest that the situation in Wales may not be as bad as some have feared, it does not mean there are not real grounds for concern. The current level of research activity appears to be very precarious. There are serious challenges to be confronted in terms of institutional priorities and levels of expertise and experience. These issues need to be addressed if colleagues working across universities in Wales are to contribute to the development of the Welsh education system.

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- ✓ SIGS AND FORUMS
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Educational research in Welsh HEIs: a 'state of the nation' survey



Sally Power
WISERD, Cardiff University
Tuesday 21 March 2017

SHARE:



Educational research in higher education in Wales: Findings from a national survey

Sally Power and Chris Taylor



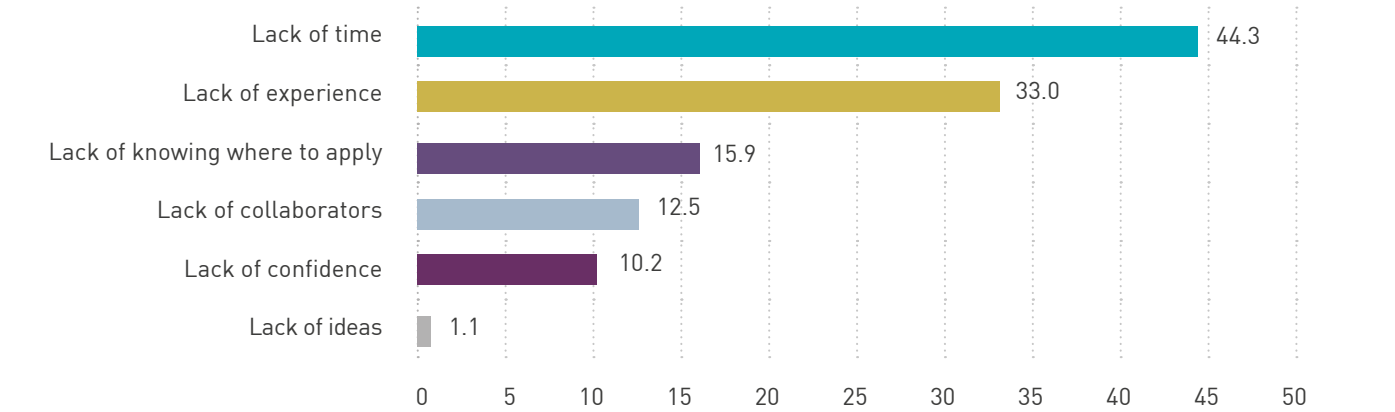
Key findings from the survey of education academics in Wales

This table shows that there is considerable engagement with educational research – both in terms of informing practice and writing and publishing.

Self-reported levels of research activity	%	Count
I'm currently not engaged with research at all	5%	5
I read about educational research in the general media	51%	51
I read educational research in academic journals	79%	79
I draw on research evidence in my teaching activities	74%	74
I undertake research with my students and partner schools	37%	37
I undertake research which is of direct relevance to my teaching	58%	58
I undertake research which is of interest to me but not directly relevant to my teaching	29%	29
I undertake research for which I have external funding	23%	23
I write and publish for teaching purposes	26%	26
I write and publish for academic audiences	44%	44
Total	100%	100

For research activity to be sustainable, it is important that academics have the capacity to obtain research funding. However, as the chart below shows, many academics report that they lack time and experience.

Barriers to writing research grant proposals (% , n =88)



This table shows the limited amount of investment in educational research.

Institutional infrastructure and support	Not available	Available but not used	Available and used	Count
Research groups and seminars	8.3%	36.5%	55.2%	96
Funds for conference attendance	8.9%	16.7%	74.4%	90
Periods of study leave	69.9%	21.7%	8.4%	83
Funds to support research	40.0%	34.1%	25.9%	85
Research mentors	32.5%	26.5%	41.0%	83
Opportunities for external collaboration	30.4%	29.1%	40.5%	79

Supporting academic writing

One of the key findings from our survey of education academics in Wales was that they needed time and space dedicated to academic writing. They also needed guidance and advice about the most appropriate outlets for sharing their research.

We organised four writing weeks involving over 30 colleagues, the most successful of these were residential writing weeks held in Gregynog Hall, Tregynon. These provided much needed structure, guidance and shared commitment to fulfilling participants' writing goals.

These writing weeks have complemented an extensive programme of individual coaching, visits to education departments and residential placements in WISERD.




CHILDREN & SOCIETY (2017)
DOI:10.1111/chso.12252

Charting the Emergence of National Identity in Children in Wales

Alison Murphy 
School of Education, Early Years and Social Work, Faculty of Life Sciences and Education,
University of South Wales, Pontypridd, UK

The multimodal study, set in Wales, demonstrates that children aged nine to ten can clearly define and rationalise their own national identity. It contributes to the age related discussions around how children categorise themselves in terms of national identity and the rationale for their choices. The children in the study used single and multiple definitions of national identity and illustrates the increasing plural nature of 21st century Wales. Family, birthplace and residency were identified as factors in shaping their national identity, more so than language, despite the current bilingual policy drive in Wales.
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Keywords: children, development, national identity, Wales.

Introduction

National identity has been an important theme in the discourse of the United Kingdom in recent years for many reasons, including the programme of devolution implemented from 1997 onwards. The resultant reforms have generated a variation in autonomy for Wales, Scotland and Northern Ireland. Guibernau (2010) attributes this diverse landscape in the UK to the different demands of the particular national identities in Britain. According to Owen (2013) this fragmentation of the UK has led to a decline in identification with Britain. Individuals have become more likely to identify with one of the four regions within the UK.

Coupled with the backdrop of devolution, the ethnic composition of the UK has also become more diverse, as evidenced in the Census of 2011 (Office for National Statistics, 2011). This has fuelled the national identity debate and deliberations around migration and citizenship. Owen (2013:22) found that people from ethnic minorities 'are more likely than white people to identify with Britain' rather than one of the four nations within the UK. This was previously highlighted by Alibhai-Brown (2000), who noted that in devolved regions the idea of Welsh or Scottish national identity was challenging for individuals from ethnic minority groups.

This study further adds to the growing dialogue around the transient landscape of national identity in the devolved and diverse UK context and centres on how children in Wales view national identity. Affiliation with a nation has been established as beginning in childhood; however, there is little research which examines the perspectives of younger children. Similarly many of the explorations of national identity with children are age bound and grounded in psychology. According to Sharma (2014:10) they have focussed on the 'what' but not the 'how' and have faced criticism from sociologists for the 'universalising of childhood'. Investigating childhoods is complex due to the variety of experiences that children have, as well as the outlooks and norms they encounter. The 'one size fits all' nature of some of these age-related perspectives does not account for the interplay of a range of influences on children's lives and how they affect the construction of national identity viewpoints.

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EARLY CHILD DEVELOPMENT AND CARE, 2017
https://doi.org/10.1080/03004430.2017.1417273



Supporting the development of young children's metacognition through the use of video-stimulated reflective dialogue

Helen Lewis 
Faculty of Education and Communities, University of Wales Trinity Saint David, Wales, UK

ABSTRACT
This paper reports on a study exploring metacognition in young children. Developing metacognitive skills helps children become responsible and 'thoughtful about their learning' (Chatziantelli, A., Grammatikopoulos, V., & Gregoriadis, A. (2014). Development and evaluation of metacognition in early childhood education. *Early Child Development and Care*, 194(8), 1223) and can improve educational outcomes (Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. Abingdon: Routledge). This paper explores how conducting video-stimulated reflective dialogues with young children about their thinking supported their metacognitive and cognitive development. Performance on a number of standardized tests was compared to that of a control group. Results indicated that the intervention group made more progress than the control group, became better at discussing their thinking and demonstrated an increase in metacognitive behaviours during classroom activities. The results suggest that VSRD with young children is valuable – as a participatory research tool, but also as a pedagogical strategy to support the development of metacognition and reflection.

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KEYWORDS
Metacognition; reflection; dialogue; thinking; video-stimulated reflective dialogue; early childhood

1. Introduction

This study considered the nature and extent of metacognition in young children, whether it could be developed through a specific intervention and what the impact of this would be on the children's performance in standardized tests. This was part of a larger project, which also explored the teaching of thinking and how VSRD could support the reflective processes and classroom pedagogies of early years teachers.

1.1. Metacognition

Metacognition has been broadly defined as 'knowledge and cognition about cognitive phenomena' (Flavell, 1979, p. 906). However, within the research literature, a number of definitions of metacognition exist, and Brown (1987 in Georgiades, 2004, p. 367) warns that 'metacognition is not only a monster of obscure parentage, but a many-headed monster at that'. For the purposes of this study, metacognition refers to:

- the awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners;
- their ability to regulate their own actions in the application of that knowledge (Tanner, Jones, & Lewis, 2011).

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"The event was well structured in that there was a focus each day. Being able to draw on others' expertise and experience of publishing. Individual help on: during preparatory work; stopping on a regular basis to clarify arguments; beginning to structure; where to source further evidence to support discussions"

"Being with a group of people, in the same situation - away from work and "real life". Very supportive, thank you."

"Excellent week, hope that we get a chance to meet again in a year to see our journey. Great team from WISERD. Thank you."

"The writing workshop helped me to identify a journal for my next publication"

Writing workshops at Gregynog



Meeting our objectives

Establishment of a high quality longitudinal dataset

01

Five cohorts of young people aged between 6 and 18 years

02

Five annual sweeps of data collection

03

Two teacher surveys

04

One parent survey

05

Two sweeps of headteacher and governor interviews

06

Over 2,200 young people have participated in the WMCS

07

Totalling over 6,000 individual survey responses

08

Over 490 responses from teachers

09

29 schools have been involved (including primary and secondary schools)

10

Over 240 responses from parents

Formation of active cross-institutional research activity

Coaching

6 institutional visits involving
44 education academics

Placement fellowships

6 placements in WISERD

Writing workshops

4 writing weeks involving
34 education academics

Institutional engagement

22 visits to university
education departments

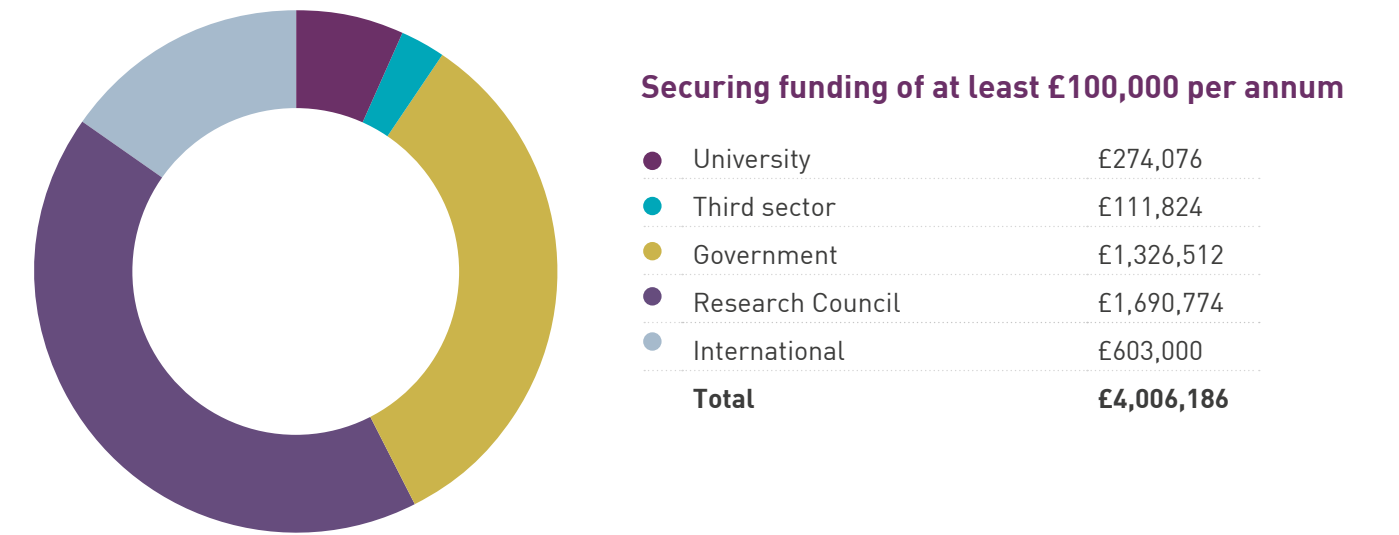
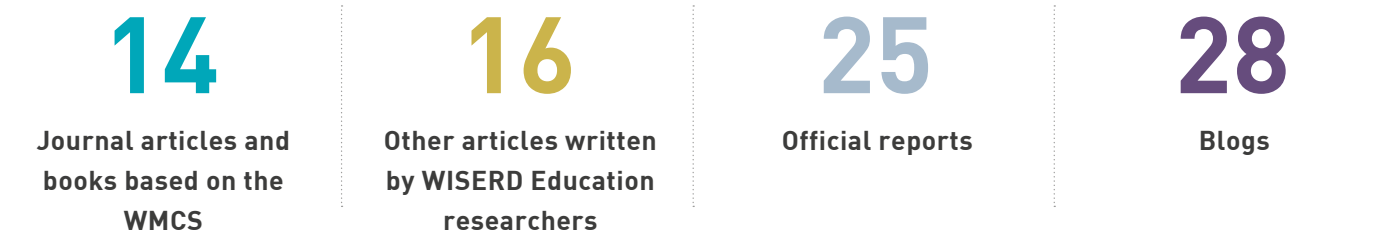
Survey of research needs

107 responses by
education academics

Directory of expertise

66 education academics listed with
their expertise and contact details

Publications



International recognition of research excellence



Institutional collaborations

- University of Mons
- École Normale Supérieure, Lyon
- Institute of Education and Social Policy, New York University

Appendix 1: Research Grants

Award	Funder	Amount
Super Ambassadors Evaluation	Children's Commissioner for Wales	£8,286
A Review of Research on Graduate Employability and Skills in relation to the Welsh Economy	HEFCW	£9,362
Successful Futures for all	HEFCW	£125,000
Chairperson for Cardiff Council's 21st Century schools Band B stakeholder reference group	Cardiff Council	£1,960
The relationship between the Welsh Baccalaureate Advanced Diploma and Higher Education	Welsh Government	£24,828
Evaluation of the Pupil Deprivation Grant	Welsh Government	£40,826
Evaluation of Foundation Phase Flexibility Pilots	Welsh Government	£119,000
Analysis of responses to the 'call for evidence' undertaken as part of the Professor Donaldson's independent review of the national curriculum and assessment	Welsh Government	£14,635
Evaluation of the Pupil Deprivation Grant: Extension	Welsh Government	£23,742
Analysis of Destinations and Retention of Year 12 Pupils in Sixth Form Schools	Welsh Government	£24,765
Evaluating the Foundation Phase	Welsh Government	£930,000
Seren Network Evaluation	Welsh Government	£4,108
Network of Experts on Social aspects of Education and Training (NESET)	European Commission	£600,000
Placement for comparative research in France and Wales	Triangle	£3,000
Centre for Administrative Data Research and Evaluation (CADRE) (supporting education-related projects)	ESRC	£34,000
WISERD Civil Society (three work packages)	ESRC	£850,000
ESRC IAA: Foundation Phase Conference	ESRC	£2,000
ESRC IAA: Heroes and Villains: Developing curriculum materials for the Welsh Baccalaureate and beyond	ESRC	£2,700

Award	Funder	Amount
ESRC IAA: Young people and politics: co-producing research recommendations for practitioners	ESRC	£2,538
Young People and the EU referendum: Brexit one year on	ESRC	£43,786
Impact and effectiveness of widening access to HE in Wales	ESRC and HEFCW	£288,249
PhD: Longitudinal evaluation of the Foundation Phase: ten years of curriculum design and implementation	ESRC Collaborative DTP Studentship / Welsh Government	£57,501
School health action research partnership and network (SHARPEN)	MRC	£400,000
Participation in the international Children's World Survey	WISERD	£10,000
Evaluation of Pori Drwy Stori	Book Trust	£30,342
Evaluation of Pori Drwy Stori Numeracy Resource	Book Trust	£8,000
A crisis of Welsh Education? A review of the current evidence	Honourable Society of Cymmrodorion	£7,500
Disparities in rates of permanent exclusion from schools across the UK	John Fell Fund(University of Oxford)	£39,000
Social Participation in Wales at Age 50: a comparison of 'elite HE system' graduates' and non-graduates' engagement in civil society	SRHE	£5,000
Tracking the progress of assisted placeholders thirty years on	Sutton Trust	£21,982
Political Populism: Causes and Consequences	AHSS & SPARK as part of 'Cardiff Speaks'	£3,300
WISERD Education Multi-Cohort Study (WMCS) Data collection	Cardiff University Research Infrastructure Fund	£215,256
Purchase of Empatica E4 wristbands and Android Smartphones	Cardiff University Research Infrastructure Fund	£52,420
WISERD Education Study, Educational Leadership, Curriculum Theory, Curriculum Design, Cultural Studies and Critical Pedagogy	Cardiff University Schools Partnership Project	£1,500
CURUP Placement: Minding the gap: do younger and older people think and feel differently about the big issues facing our society?	CURUP Placement Scheme	£1,600
Total		£4,006,186

Appendix 2: Publications

Journal articles and books deriving from the WMCS:

Smith, K. and Horton, K. (2017) Educational Research and teaching in Wales: How do teachers in Wales perceive research as a means to improve their practice? *Wales Journal of Education*, Vol. 19.1. p. 125-141.

Pearce, S., Power, S., & Taylor, C. (2017) Private tutoring in Wales: patterns of private investment and public provision, *Research Papers in Education*.

Power, S., Taylor, C. and Horton, K. (2017) Sleepless in school? The social dimensions of young people's bedtime rest and routines. *Journal of Youth Studies*.

Pearce, S. (2017 in press) 'Young people, place and devolved politics: perceived scale(s) of political concerns among under 18s living in Wales' *Journal of Social and Cultural Geography*.

Smith, K. (2015) Learning Welshness: does the Curriculum Cymreig positively affect pupils' orientations to Wales and Welshness?. *Education, Citizenship and Social Justice* 10(3), pp. 199-216.

Smith, K. (2017) 'Fy ardal/my neighbourhood: how might pupils' orientations to their neighbourhood contribute to a pedagogy of place?'. *Environmental Education Research* 23(5), pp. 597-614.

Power, S. & Smith, K. (2016) 'Heroes' and 'villains' in the lives of children and young people. *Discourse: Studies in the Cultural Politics of Education*.

Power, S. & Smith, K. (2016) 'Giving, saving, spending: what would children do with £1 million?' *Children and Society*.

Smith, K. (2016) Curriculum, culture and citizenship education in Wales: investigations into the curriculum Cymreig. *Palgrave Studies in Global Citizenship Education and Democracy*. London: Palgrave Macmillan.

Power, S. (2016) The politics of education and the misrecognition of Wales. *Oxford Review of Education* 42(3), pp. 285-298.

Grigg, R. (2016) 'Leave me alone and let me teach.' Teachers' views of Welsh Government education policies and education in Wales' *Wales Journal of Education*, 18 (1) 64-86.

Power, S. & Taylor, C. (2017) The mainstreaming of charities in schools *Oxford Review of Education* (accepted).

Evans, D. (2017) 'Welsh identity in British Wales' *Nations and Nationalism* (under review)

Evans, D. (2017) 'Welsh Devolution as Passive Revolution' *Capital and Class* (under review)

Other WISERD Education publications undertaken by the researchers

A Directory of Research Expertise in Wales, available on the WISERD website.

Evans, D. *Wales' Passive Revolution: Critical Reflections on Welsh Devolution*. University of Wales Press Contract issued, expected publication date 2017.

Atherton, G., Dumangane, C., and Whitty, G. (2016). *Charting Equity in Higher Education: Drawing the Global Access Map*. London: Pearson,Plc.

Hampton, J. M. (2017) Content, constraint & misconceptions: Teachers' experiences of the sociology A level. *The Sociology Teacher*, 6 (3), pp.4-9.

Hampton, J. M., Fox, T., Taylor, C., & Muddiman, E. (2017). The role of intergenerational transmission in the Brexit vote, presented at Understanding Society Brexit Symposium, Colchester, May (v.1) & June (v.2) 2017.

Evans, D. (2017) 'Out of depth in the Army Reserve: the methodological lessons of an enactive ethnography' *Journal of Contemporary Ethnography*.

Smith, K. and 'Otunuku, M. 2015. Heliaki: transforming literacy in Tonga through metaphor. *The SoJo Journal: Educational Foundations and Social Justice Education* 1(1), pp. 99-112

Smith, K. 2014. Critical discourse analysis as curriculum development in Pacific island nations: a comparative model for critical investigations of culture and curriculum. In: 'Otunuku, M., Johansson-Fua, S. and Nabobo-Baba, U. eds. *Of Waves, Winds and Wonderful Things: a Decade of Rethinking Pacific Education*. Suva, Fiji: University of the South Pacific Press, pp. 185-197.

Smith, K. 2014. Critical hits and critical spaces. In: Paugh, P., Kress, T. and Lake, R. eds. *Teaching towards Democracy with Postmodern and Popular Culture Texts. Imagination and Praxis* SensePublishers, pp. 239-256, [10.1007/978-94-6209-875-6_15]

Smith, K. 2013. Covert critique: Critical pedagogy 'under the radar' in a suburban middle school. *International Journal of Critical Pedagogy* 4(2), pp. 127-146.

Smith, K. 2013. The Tau'olunga: A pacific metaphor for a caring, critical pedagogy. In: Kress, T. and Lake, R. eds. *We Saved the Best for You: Letters of Hope, Imagination and Wisdom for 21st Century Educators. Imagination and Praxis: Criticality and Creativity in Education and Educational Research*, Vol. 1. Sense Publishers, Boston, pp. 61-64.

WISERD Education Reports

Taylor, C., Evans, D. and Huxley, K. (2017) *Evaluation of the Pupil Deprivation Grant: Final report - December 2017*, Social Research Number 77/2017. Cardiff: Welsh Government.

Evans, D., Taylor, C. and Rhys, M. (2016) *Evaluation of the Foundation Phase Flexibility Pilot Scheme: Final Report 2016*, Social Research No. 80/2016, Cardiff: Welsh Government.

Power, S. & Taylor, C. (2016) *Educational Research in Higher Education in Wales: Findings from a national survey*. WISERD.

Pye, J., Mollidor, C., Taylor, C. and Huxley, K. (2015) *Evaluation of the Pupil Deprivation Grant: Interim Report (December 2015)*, Social Research No. 60/2015, Cardiff: Welsh Government.

Power, S., Taylor, C. and Lewis, J. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (the Donaldson Review) – Analysis of questionnaire responses Final Report*, Cardiff: Welsh Government.

Rees, G., Taylor, C. and Evans, C. (2015) *Part-time Higher Education in Wales: Final Report – Evidence to the Review of Higher Education Funding and Student Finance Arrangements in Wales*. Cardiff: WISERD.

WISERD (2015) *Access to Higher Education in Wales, Report to HEFCW*, Cardiff: WISERD.

Twenty reports published by the Welsh Government relating to the evaluation of the Foundation Phase available on <http://gov.wales/statistics-and-research/evaluation-foundation-phase/?lang=en>

WISERD Education Blogs

Curriculum, Culture and Citizenship in Wales, 22/1/2014, 105 views

Hopes and Dreams, 30/1/2014, 24 views

Bilingual education: Why it makes sense, 5/6/2014, 92 views

"What do you want to be when you grow up?" 4/8/2014, 386 views

Refugees, Rest and Routines: WISERD Education at ECER and BERA., 3/11/2014, 46 views

What I learnt at WISERD: A Farewell Blog from Dr Mirain Rhys, 17/2/2015, 226 views

Is Education Wasted on the Young?, 19/2/2015, 931 views

WISERD New Starters – Part 1, 24/2/2015, 192 views

The Foundation Phase Evaluation – an update., 3/3/2015, 207 views

Giving, saving, spending: What would Welsh children do with £1 million?, 24/3/2015, 88 views

The Future of Welsh Education – An Inspectorate Perspective, 15/7/2015, 197 views

The "Ends" or the "Means"? What Lessons can Education Research teach Pedagogical Practice?, 28/7/2015, 109 views

Framing the Geographies of Higher Education Participation: Schools, Place and National Identity, 5/8/2015, 150 views

Democracy & Dragons: How do we Teach Citizenship Education in Continually Devolving Wales?, 1/9/2015, 642 views

Flexible Pre-School Education Pilots – Separating the Impactful from the Impractical, 13/10/2015, 132 views

Schooling and the Rights of Young People in Wales, 6/5/2016, 140 views

Foundation Phase Practitioner Conference, 23/5/2016, 179 views

Curriculum, Culture and Citizenship Education in Wales: Investigations into the Curriculum Cymreig, 8/6/2016, 165 views

Girls may perform better at school than boys – but their experience is much less happy, 30/08/2016, 116 views

Reflecting on the Diamond Review, 12/10/2016, 131 views

Just how much of a problem is cyberbullying in Wales?, 13/1/2017, 220 views

Young people and Brexit: a generational divide, 24/2/2017, 307 views

School allocations – an illusion of choice?, 2/3/2017, 97 views

Climate change and poverty are as much of a threat as terrorism for many young people, 31/3/2017, 13 views

Higher education and social justice in China, 28/4/2017, 68 views

WISERD GCSE Series – Part 1: Should all GCSE students be assessed in the same way?, 22/08/2017, 65 views

WISERD GCSE Series – Part 2: Should internal assessment be used for GCSEs?, 24/08/2017, 32 views

WISERD GCSE Series – Part 3: Is tiering fair for all students?, 25/08/2017, 28 views

Appendix 3: Final expenditure statement

Staff Costs	
Researchers	£501,639.40
Teaching Replacements	£207,658.45
Admin Support	£68,484.73
Staff Costs	£777,782.58

Non-Staff Costs	
Writing Weeks	£11,649.00
Travel - project	£2,941.20
Travel - fieldwork	£23,849.13
Conference Attendance	£16,144.47
Recruitment	£587.45
Misc - project	£19,201.64
Temporary Staff	£843.94
Consultancy	£3,268.00
Misc - Translation	£10,427.33
Consumables	£282.23
Equipment	£33,000.00
Final Report	£2,669.56
Non-Staff Costs	£124,863.95

Total Expenditure	£902,646.53
Evaluation Costs	£20,000.00 <i>Incurred by HEFCW</i>
Total Budget	£930,264.00
Variance	£27,617.47



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