

Institution:	Goldsmiths, University of London
Unit of Assessment:	25 - Education
a. Overview	

The Department of Educational Studies at Goldsmiths has a unique focus on issues of social justice and learning for multilingual and multicultural communities in disadvantaged urban contexts. This central concern runs through the Department’s entire programme, from the undergraduate BAs in *Education, Culture & Society* and *Social & Cultural Studies* to the MA in *Culture, Language and Identity*, all underpinned by our research, to our three Research Centres and our PhD students working within these communities. Each Research Centre has its own aims, grant funding from Research Councils and charities, publications, Research Fellows, and PhD and postdoctoral students. We have a high representation of ethnic minority students, particularly at PhD level, who go into academic and professional posts enabling them to take forward issues of social justice in education. Much of our research is carried out via close links with schools, local authorities, faith communities, museums and galleries within London, thus maximising impact. The Department has a collaborative and dynamic culture of research support that brings together early career and more experienced researchers, including frequent Research Centre seminars, regular Research Days and Research Lunches for the whole Department, informal groups on research methodology and writing for publication, and individual research mentoring. We have an excellent record of PhD completions and an additional PhD programme about to begin in Art Practice and Learning.

b. Research Strategy

In line with our strategy articulated in RAE 2008 we have focused on building research capacity via three Research Centres that develop areas in which we had already established a strong reputation: Language, Culture and Learning; Arts and Learning; and the new Centre on Identities and Social Justice. Each puts into practice the University’s mission for excellence in teaching and research in social and cultural processes, running a vibrant seminar series and attracting visiting fellows and PhD students nationally and internationally. Centres act as a hub for the Department research community and generate a coherent research structure. All staff and PhD students are affiliated to a Centre, forming cohesive groups that benefit from regular Centre meetings, thus providing a base from which members work collaboratively to gain research funding, and a strong support mechanism for ongoing funded research projects. The Centres also operate as an advisory forum in which senior members support early career researchers in writing for publication, journal submissions and preparing grant bids. PhD students present their work at Centre seminars, maintaining a close connection between Centres and the postgraduate research programme.

The *Centre for Language, Culture and Learning* (CLCL), established in 2007, demonstrates the success of this strategy. Its origins lie in Gregory’s intercollegiate group for cross-cultural research, which developed new understandings of learning in multilingual communities, leading to ESRC grants for teams led by Kenner, Gregory and Jessel on learning with grandparents (2003-04) and bilingual learning strategies (2006-07). Both final reports were graded Outstanding. A grant to Kenner and Gregory from Paul Hamlyn Foundation followed, researching on partnerships between supplementary and mainstream schools (2008-10). The Centre’s reputation was recognised by the ESRC in its award of a large grant on faith literacies (2009-13) to Gregory with Jessel and Kenner. These studies provided REF outputs and Impact Case Study 1. Jessel was also instrumental in setting up an EU Leonardo Da Vinci Lifelong Learning project with Spain and Italy (2010-12) on the use of communicative technologies by learners, for which the report was graded at the highest level.

Within CLCL, Gregory, Kenner and Jessel have advised Anderson and Obied on successful bids to Nuffield on community language learning (2009-10) and Paul Hamlyn Foundation on multilingual digital literacies (2012-14). Kenner drew on European contacts from an ESRC seminar series on Multilingual Europe (2003-05) to help Obied obtain an ECML grant on multicultural education (2012-2015). This was highly rated with the team being selected to deliver training and consultancy to additional countries. For CLCL’s new initiatives, as well as building on the faith literacies project through an ESRC Follow-on Funding bid, Gregory and Kenner have supported Chen to submit a British Academy bid on the teaching of Chinese, whilst Jessel and Kenner are supporting Kelly to prepare an ESRC bid on early literacy.

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The Centre for Identities and Social Justice (CISJ), launched in 2011, takes a sociocultural and critical perspective on identity and equity, including research on social class, gender, sexuality, race/ethnicity, religion, and dis/ability in education, as well as on broader social and educational research methodology issues. The Centre's work draws on funded research including an ESRC seminar series led by Paechter and George (with Angela McRobbie from Media & Comms) on 'Young women in movement' (2009-11), building on George's internationally-renowned research on girls' friendships and Paechter's previous ESRC study on tomboy identities (2005-06) and ESRC seminar series 'Girls and education 3-16' (2005-07) (Impact Case Study: Gender, Identity and Education). All produced noteworthy publications for the REF. Traianou's work on qualitative research ethics (in a co-authored book with Martyn Hammersley, included in this REF submission) has been presented to CISJ and her expertise is an important resource for Centre members.

George, Paechter and Traianou are now supporting other members of CISJ to develop proposals, including an ESRC bid by Pearce on how teachers address diversity and an ESRC Knowledge Exchange bid by Carlile on student voice. In addition, George is preparing a bid to Nuffield on pedagogical practices and girls' friendships, and Traianou a bid to the Wellcome Trust Foundation on public understanding of medical evidence.

The Centre for the Arts and Learning (CAL), established in 2006, undertakes innovative research into arts practices and their potential for developing learning communities that promote social and cultural understanding. A Centre team including Atkinson, Dash and Page won a NESTA grant on teaching through contemporary art (2007-08) in collaboration with Tate London and Tate Liverpool, contributing to Atkinson's REF outputs. Jones co-authored three national research reports funded by Creativity, Culture and Education and directed a seminar series on 'Signature pedagogies' (2012), resulting in REF outputs. Johnston led a project on street art and learning funded by BISA and the TDA (2012), engaging London school students in working with mural artists from Northern Ireland, and is developing a timely major proposal on community arts in contested space for the Northern Ireland 'decade of remembrance' through Peace IV European funding. Atkinson and Jones are advising on this.

Areas we wish to develop over the next five years include early years education, for which we are well placed to build on existing links with the Psychology Department at Goldsmiths (see section e) to investigate learning theory and child development, and primary language learning, for which our Department was one of the first to set up teacher education. Both areas are an ongoing priority for central government, and research led by CLCL would make significant contributions to policy and practice. CISJ plans to extend its current research in the field of inclusion and special needs, and CAL in the area of the arts and social justice. We are expanding our senior staff team with the recent senior appointments of Rosen (former Children's Laureate) and Hickey-Moody in the arts and learning, a planned chair in Bilingualism and Biculturalism in Education, and early career researcher Lytra in language.

c. People**I. Staffing strategy and staff development**

We make particular efforts to develop the careers of our research assistants on funded projects. Many are from an ethnic minority background, recruited via ethnic press and local media, and in accordance with the Concordat to Support the Career Development of Researchers we give them the best support to progress. Our policy is that senior staff directing projects write international peer-reviewed journal articles, many of which are being submitted for the REF, collaboratively with research assistants. The latter are always named as co-authors and in some cases as lead author. They also regularly co-present with project directors at conferences, ESRC seminar series, and an ESRC Researcher Development Initiative seminar, giving their work visibility and introducing them to international networks. Such joint activities develop their confidence and capacities and build their publication record. We encourage research assistants to undertake a PhD if they do not yet have one, and/or support them to obtain a further position in the Department or elsewhere. Ruby, Choudhury and Ilankuberan have become PhD students in the Department, and Kwapong and Clarke have successfully obtained doctorates. Experience of conducting data analysis alongside senior researchers has supported their doctoral work. Ruby worked on three funded projects as

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research assistant, and progressed to Co-Director of our ESRC project on faith literacies. She is now a Research Fellow at CLCL. Clarke went on to research posts at Greenwich and King's, whilst Al-Azami, who already had a doctorate, obtained a lectureship at Liverpool Hope.

Our strategy for research support involves a coordinated set of events and activities each year to encourage new researchers, aid more experienced researchers with publication and grant applications, and stimulate the exchange of ideas across Centres. Kenner, whose post is designated to support research, leads the strategy with George and Traianou. Monthly Research Lunches build a research culture through staff giving talks about their work, discussing key theorists, and planning collaborations. A Research Day is held termly with speakers and workshops; topics have included career pathways, ethics (with Traianou's input from her REF-submitted book), and collaborative ethnography (a methodology developed in CLCL's ESRC study on faith literacies). The monthly Research Support Group enables new researchers to gain expertise in methodology, data analysis, writing and publishing. This group builds confidence and acts as an ongoing source of inspiration, as members report back each time on developments in their work. In the monthly SUWP (So You Want to Publish) group, senior staff advise new researchers on structuring journal articles from draft to publication. Kenner also advises individuals on responding to reviewers and achieving publication. A twice-yearly Bids Workshop features input from the Research Office as well as Department staff. Further advice is given as grant applications are reviewed by experienced researchers in the Department before submission. As a result, early career researchers Pearce, Obied and Carlile have progressed from University start-up grants to international publication and preparing bids to the ESRC and charities. Others including Pitfield, Kelly and Hope have benefited from advice on articles, with Hope's article in *Literacy* shortlisted for the journal's annual award in 2012.

The Department's research mentoring system continues to help all staff reach their potential. Mentors are experienced researchers with publications and workload allocation is given; senior staff mentor each other. Mentor training includes collective development of a system to support mentees in producing a Research Plan monitored at termly meetings over the year. Mentors ensure mentees are aware of the entitlement to Departmental research leave (up to 6 weeks) and University research leave (up to one term). All staff on research contracts have at least a full day's research time each week and are expected to produce either an international journal article or a research bid each year, unless they are studying for a PhD. Department staff who do not yet have a PhD are encouraged to undertake one, and those registered at Goldsmiths have their fees paid by the Department. Dash, Carlile and Page have obtained their doctorates through this system, whilst Hope and Alexander are currently studying for the degree. The Department has organised part-time work and flexible arrangements for staff returning after maternity leave and dealing with chronic illnesses.

Research support work takes a collaborative approach, mixing senior and early career researchers at all events to promote a culture of inclusion by exchanging ideas and experience. New and experienced researchers take it in turn to lead the Research Support Group. All staff discussed the mentoring system at a Research Day in order to feel ownership of the approach. Senior staff encourage early career researchers to present jointly at conferences, including the group of staff presenting a symposium at BERA in autumn 2013.

The strategic appointment of Pat Mahony as Visiting Research Fellow has brought additional expertise to research support. She runs the SUWP group with George and has supported the department's work on mentoring, drawing on her considerable experience as Emeritus Professor at Roehampton. Visiting Fellows share an office in the Department with IT access and contribute to research culture by participating in Centre seminars as well as collaborating with staff on publications. Centres recruit Fellows to build international research opportunities, including Faisa Bensemmane from Algiers, Emek Cayli from Turkey, Eun Jeok Lee from Korea and Toshio Naoe from Japan. Current Fellow Peter Kahn from Chicago has set up an exchange between the Head of CISJ and a Research Centre on social justice issues at Concordia.

II. Research students

We have a flourishing doctoral programme which has consistently maintained 40-50 students during the REF period. International students in this period have come from Canada, China, Germany, Greece, Ireland, Japan, Luxembourg, Nigeria, Pakistan, Saudi Arabia, Slovenia, South Korea, Syria, and the US. Currently, 41 MPhil/PhD students are registered, 15 full-time and 26 part-time. 15 of the

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UK students are from ethnic minority backgrounds. As in the previous RAE period, we have maintained our excellent rate of completions, with 24 completions between 1st August 2007 and 31st July 2013. A major administrative error led to our completions being incorrectly recorded in RAE 2008; the correct number should have been 25. Now that this error has been recognised, the Department anticipates confirmation of our future participation in the Education Pathway for the ESRC DTC. We have set up a full-time DTC bursary with matched funding from the Department and the University, to ensure we attract applicants of the highest quality. This will complement our annual Department scheme of competitive fees-only bursaries. Camilla Stanger, first recipient of this bursary, won the 2013 BERA Practitioner Research Award for her MA dissertation in our Department, recognising the excellence of her research.

Many of our students hold senior positions, for example in schools or in museum and gallery education, studying part-time while transferring the knowledge gained through their PhD study directly into their practice. A new initiative for 2013-14 is the MPhil/PhD in Art Practice and Learning which takes forward the Department's highly successful Artist-Teacher MA and allows students to develop research that pushes the boundaries of the dialogue between art practices and pedagogies. The Department has also secured a Collaborative AHRC award with Tate Modern that offers a unique opportunity for a PhD student to investigate how artists have engaged with the public through Tate's learning programmes and how such programmes themselves have responded to social and educational change.

Doctoral students experience a rich and supportive research environment. Through the DTC, they participate in core research courses with substantial input from Department staff (Traianou runs the qualitative methods course with our recent PhD graduate Matthews; Paechter and Turner also contribute). In addition, the Department provides its own programme, a series of 16 half-day sessions on methods geared towards subject-specific needs. First years are also required to attend and give seminars on their own work. Students contribute individually or via a symposium to the University's annual Graduate Festival, making participation in the academic community more tangible and resulting in a natural progression to external conferences. Doctoral supervision is well resourced: each student has two supervisors, and through the upgrade system, other research-active staff members provide feedback on progress. In addition to University monitoring systems, the Department has established annual Monitoring and Review procedures to ensure timely submission (particularly important with so many part-time students). Kenner runs the PhD Supervisors Training Group, which builds expertise, and produced Department guidelines for upgrading and vivas. Turner is contributing staff development sessions on how to approach tutorials with international students, based on her REF-submitted book on intercultural dynamics in the academy.

All doctoral students are attached to one of our Centres. As well as benefiting from the seminar series organised by their own Centre, they regularly attend seminars from the other two Centres. Students are thus exposed to a variety of exemplars representing current and innovative practices in addressing methodological challenges in data gathering and analyses. One seminar per term for each Centre is given by a student, providing constructive feedback on their research and contributing to the vitality of Department research culture. Students are strongly encouraged to contribute regularly to UK and international conferences (such as the symposium by Alexander, Ellis and Sangster on the black female experience across primary, secondary and further education for Gender and Education 2011) and submit work for publication; they are supported in doing this via workshops. This has resulted in numerous papers in journals such as: *British Educational Research Journal*; *International Journal of Bilingual Education & Bilingualism*; *Sociology*, *International Journal of Inclusive Education*; *Gender & Education*; and *Race, Ethnicity & Education*.

Many of our students' research is cutting-edge in their sub-field, and work emerging during or from their doctoral studies has led to noteworthy publications and recognition. Selected examples from this REF period include the following PhDs. Bianchi (co-supervised with Cultural Studies) organised a 'Rain of Poems' performance event in cities around the world including London, in which thousands of poems in different languages were dropped by helicopter and read by a mass public. Allsopp, researching on children writing computer games, edits an internet magazine on this topic with international contributors; her paper at the European Conference on Games Based Learning was one of five selected for extended publication. Martin's thesis led to her book *Children at Play: Learning Gender in the Early Years* (Trentham, 2011), widely taken up by local authorities (eg 100

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copies were ordered by Wokingham LA). As part of Folb’s research on dyslexic identities and creative approaches to literacy, she edited the anthology *Forgotten Letters* (RASP, 2011) with contributors including Benjamin Zephaniah, which received an endorsement from Margaret Atwood. Hoque, whose PhD was on young Muslims’ development of British Islamic identities, received an MBE for youth work and has presented his research to US State Department officials, BBC journalists and a European network of young Muslim leaders. Gilbert, researching on the use of autobiography to encourage creativity in the literacy curriculum, has published an autobiographical novel *The Last Day of Term* (Short Books, 2011) as part of his thesis. He comments extensively for the national press, TV and radio on government education policy.

Wherever possible, doctoral students are offered opportunities to teach in the Department. Such experience often leads to academic employment. For example, Clarke, Hoque, O’Rourke and Ellis teach or have taught on the BA Education, Culture and Society (ECS). Hoque has gained additional teaching at London Metropolitan and Ellis at Brunel, whilst Harding teaches on the primary PGCE. Hope and Carlile, having begun teaching on the primary and secondary PGCE respectively, are now permanent lecturers in the Department. Sayers, who came to the Department via our research and teaching partnership with the Tate, has gained a permanent lectureship on the ECS programme. For a number of our international students, their Goldsmiths PhD has enabled them to obtain university lectureships in their countries of origin, such as Shibata and Saito in Japan.

d. Income, infrastructure and facilities

The Department’s infrastructure has been strengthened since 2008 by the appointment of a research administrator, with 0.5 of the post dedicated to supporting the three Centres and maintaining records of staff publications and outputs, whilst the other 0.5 supports the PhD programme. The administrator works closely with the Department Business Manager who oversees research income. The Department Research Committee includes the seven professors and three Readers, with all three Centres well represented. The Committee monitors research outputs and takes strategic decisions on the manifold forms of research support outlined in section c(i). Traianou, expert on research ethics, chairs the Department’s Ethics Committee.

Our representation on the University’s Research and Enterprise Committee [REC] and its sub-committees enables us to exploit research opportunities and help steer University policy. George is a member of REC and its Impact sub-committee; Paechter sits on its Public Engagement Group and Kenner on the Departmental Research Committee Network. Jessel represents the Dept at UCET meetings, a role previously taken by Paechter, thus feeding into national policy for the HE sector.

The Department links closely with University research infrastructure to generate grant income. News on funding opportunities from the Research Office and Enterprise Office is disseminated via our research administrator to staff, who also access the Research Professional database. Twice-yearly Bids Workshops run by Kenner and Traianou have speakers from the Research Office and Enterprise Office, and Kenner accompanies early career researchers preparing bids to meetings at the relevant Office for additional advice and guidance. The University Research Fund has provided four Early Career Research Awards won competitively by Department staff, enabling them to be bought out of teaching to conduct pilot projects leading to grant applications. Department funds provide for conference attendance by staff and PhD students to present papers leading to publication. TDA funding to the Department has been used to support research projects, with staff making bids on a competitive basis.

The following grant funding has been obtained by the Department in this REF period:

2008-10	Paul Hamlyn	£73,158	Developing bilingual pedagogies
2009-10	Nuffield	£94,462	Creativity in community language learning
2009-11	ESRC	£17,790	Young women in movement (seminar series)
2009-11	ESRC	£14,980	Complementary schooling (seminar series)
2009-13	ESRC	£516,677	Becoming literate in faith settings
2010-12	EU Leonardo	£85,101	Use of communicative technologies by learners
2012-14	Paul Hamlyn	£129,628	Multilingual digital literacies
2013-15	EU DAPHNE III	€1,242,044	CyberMentors Europe: Co-beneficiary with Smith and Thompson (Psychology) and Beatbullying Ltd

The Department has made strategic use of University support to maximise impact from our research (e.g. Impact Grant from Research and Knowledge Transfer Committee, University Research Documentary, Making A Difference event) and by working closely with the Press Office, we have gained targeted media coverage (see Impact Case Studies and Narrative).

Department infrastructure for doctoral students includes dedicated work and meeting space in our research building, also used as a base for funded research projects. Two rooms are available for PhD students with up-to-date networked computers, scanner and printer, methodology books and access to past theses. We have invested in the latest digital technology for film and audiorecording, and editing software, and the Department's Computer Officer supports students as well as staff to access and use these. Students are introduced to the Education librarian for specialist induction on University library facilities. We ensure that PhD students take full advantage of the University's infrastructure for training, to which we also contribute (see c(ii)). Jessel, Head of the Postgraduate Programme, is on the Graduate School Funding panel, and contributes reports and attends the panel for the Periodic Review of Postgraduate Research Programmes, at the most recent of which our provision was well received by the external assessor.

e. Collaboration and contribution to the discipline or research base

Each Centre runs a twice-termly seminar series that creates cross-disciplinary links with other Departments in Goldsmiths; eg a seminar by Kenner and Ruby on community-based bilingual learning led to an invitation to lecture to students in Applied Anthropology and Youth Work. Centres are linked with other Departments to foster interdisciplinary research in accordance with Goldsmiths Research Strategy: CISJ with Sociology and Media & Communications through the ESRC seminar series on Young Women in Movement, and Psychology to explore relationships between George's work on girls' friendships and research on bullying in schools; CAL with Politics and History for a seminar interrogating social, cultural and political issues arising from the Street Art Project, and a bid with History on community art in Belfast; and CLCL with Faiths & Civil Society Unit to exchange findings on research in faith settings and explore grant bids. Staff belong to other University Centres: Centre for Feminist Research (George, Paechter); Centre for Community Engagement (Carlile); Centre for Creative & Social Technologies (Paechter), and Centre of the Body (Paechter). Jessel from CLCL has obtained a large EC DAPHNE III grant for the project CyberMentors Europe (2013-15) with colleagues from Psychology and Beatbullying Ltd.

Building on funded research projects, the Department has established networks with academics around the UK and internationally. When leading their 2006-07 ESRC study, Kenner and Gregory initiated a network with researchers from two other ESRC studies also investigating complementary schooling (Birmingham, Birkbeck, King's & UEL; Roehampton & King's). This resulted in an ESRC seminar series on Complementary Schooling (2009-11) directed by Kenner and Anderson at Goldsmiths and Archer at King's, and participation in the ESRC Researcher Development Initiative on Researching Multilingualism (2010-13) led by Birmingham, for which our team ran a seminar on methodological approaches from our ESRC faith literacies project, attended by doctoral and early career researchers from ten countries. Meanwhile, links have been maintained with colleagues from seven European countries in the ESRC Multilingual Europe seminar series (2003-05), several of whom participated in the Complementary Schooling series. This European network also led to keynotes by Gregory and Kenner in Strasbourg, Luxembourg and Barcelona, joint colloquia at international conferences, and joint doctoral supervision with Luxembourg. CLCL also hosted doctoral student Nahia Intxausti from Spain for a term as part of her European PhD programme, providing development opportunities through MA teaching and an ESRC seminar series presentation.

When Department staff have been invited to give international keynotes, these occasions have been used strategically to further our research agenda. For example, based on CLCL's research on intergenerational learning and the Leonardo Lifelong Learning project, Jessel was invited to give a keynote in Uruguay and has initiated a Goldsmiths and Latin American Universities Network on New Technologies and Learning Traditions spanning eight countries, to advance research through international projects and co-supervised doctorates. Gregory gave a keynote in Sao Paulo leading to setting up a practitioner programme for the teaching of reading and applying for joint research

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funding from the Brazilian government.

The Department's Centres have built solid links with a number of organisations as research sites and partners. CAL's findings from the NESTA research (see b) were publicised through a conference at the Tate and a book published by Tate. A joint MA module and AHRC studentship have been set up with Tate (see c(ii)). CISJ has worked closely with Lewisham Local Authority to research student voice in secondary schools through the Illuminate Youth Voice Researchers Programme. CLCL, in collaboration with Tower Hamlets Languages Service, has based four funded research projects in LA schools, one partly funded by the Borough, and has disseminated findings borough-wide (see Impact Case Study: Children's home and community learning in multicultural contexts).

As well as consolidating existing partnerships, the Centres are establishing new ones: CAL has conducted collaborative research with the Showroom Gallery leading to a series of research seminars on Communal Knowledge, and is now involving the Whitechapel Gallery. CLCL is setting up new partnerships with the East London Mosque, St Ethelburga's Interfaith Centre and St Paul's Cathedral for the ESRC Follow-on Funding bid. CISJ has furthered work on student voice by organising a London Youth Speaks event at Goldsmiths with Stonewall and the Stephen Lawrence Centre.

High-profile speakers at Centre seminars, such as Estelle Morris, Shami Chakribarti, Shirley Brice-Heath (awarded a Goldsmiths Honorary Doctorate) and artists Yinka Shonibare and Grayson Perry attract a varied audience from across and outside the University. Research Council staff attended Mendick's seminar on gender and science, and a representative from Demos think-tank attended Farzana Shain's seminar critiquing stereotypes of Muslim boys.

Two international journals have been edited in the Department during the REF period: Pedagogy, Culture & Society (Paechter), and International Journal of Art & Design Education (Atkinson). Department members are on editorial boards of international journals including Language & Education, Literacy, International Journal of Inclusive Education, Women's Studies International Forum and Sport, Education & Society. Contributions to learned societies and professional associations include: 4 seminars with BCU for BERA Social Justice SIG (Jones); seminar We Need to Talk About Teaching with King's and Oxford (Jones); NALDIC Committee (Obied); Advisory Group for DCSF-funded Our Languages Project and the Language Alliance to advise government policymakers (Anderson and Kenner); invited attendee at All Party Parliamentary Group on Languages and invited member of the British Academy Speak to the Future Campaign for Languages (Kenner); and invited speaker at Equalities Committee of the Parliamentary Assembly of the Council of Europe (Paechter). Grant review and evaluation responsibilities include: ESRC Peer Review College (Gregory, George, Jessel, Paechter, Traianou); South African National Research Foundation and Academy of the Social Sciences of the Czech Republic (Paechter); Nuffield Foundation and Social Sciences & Humanities Research Council of Canada (Gregory, Jessel and Kenner); and evaluator of research in Educational Studies at University of Patras, Greece (Traianou).