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A case study inquiry into how dialogic practice influenced Year 7's understanding of Britishness

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Abstract

This case study research concerns itself with controversies surrounding the Fundamental British Values (FBV) policy within secondary education and offers a persuasive case study which shows geography to be a promising subject for schools seeking a critical pedagogic response to the FBV policy. Dialogic practice in the form of students' self-reflection was found to be influential in synthesising Year 7's understanding of FBVs with strands of geographical learning. Finally, this research has purposefully positioned geography as a relevant and versatile subject, equipping students for life in modern Britain.

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Introduction

In introducing this JoTTER paper, I would like to briefly outline the circumstances which affected my research. The 2019 novel coronavirus, Covid-19, continually disrupts our daily lives.

At the time of writing, for the first time in the UK's history, on March 18th 2020 the Secretary of State for Education had announced nation-wide school closures: "after schools shut their gates on Friday afternoon, they will remain closed until further notice except for children of key workers and vulnerable children, as part of the country's ongoing response to coronavirus".

Despite such challenging circumstances, professionals across secondary and higher education have adapted and persevered. Thankfully with the support and guidance from the Faculty of Education, my subject lecturer, and my mentor I adapted my research and adjusted to the transition from formal teaching to teaching within a Virtual Learning Environment (VLE). The logistical restraints this posed are referenced in the third section titled: 'Research Design'.

Focus

This integrated model of research took an aspect of teaching and learning related to formal geography education and explored links between subject teaching and topics encountered during the Secondary Postgraduate Certificate in Education (PGCE) course. My unique positionality during this case study research as both a practitioner and educational researcher posed various challenges (further addressed in my 'Research Design') but also presented the opportunity for reflection which contributed to my own continuous professional development.

This case study research had three main foci (see Table 1), with pedagogical and intellectual foci having integrated the practice of dialogic education, the education policy of promoting Fundamental British Values (FBV) and the geographical teaching and learning of Year 7's. The third focus relates to my own continuous professional development over the course of the study, which built upon critical reflections aimed at improving my teaching practice. Situating the two primary foci in existing scholarship (addressed in the second section titled: 'Literature Review') served to both appraise and justify this case study's inquiry into how dialogic practice can support Year 7's understanding of Britishness.

Pedagogical focus	Dialogic practice and how organising concepts influenced Year 7 students' geographical learning.
Intellectual focus	Contemporary controversies surrounding the Fundamental British Values (FBV) policy within secondary education and pedagogical responses.
Developmental focus	Demonstration of my professional skills regarding both part one (teaching) and part two (personal and professional conduct) of the professional standards for qualified teacher status.

Table 1: Foci of Case Study Research (*adapted from Faculty of Education course material***)**

Research Questions

To make this research inquiry into how dialogic practice can support Year 7's understanding of Britishness more manageable, the case study was broken down into five Research Questions (RQs):

RQ 1: What should students learn about Britishness?

RQ 2: How might organising concepts influence Year 7 students' geographical learning?

RQ 3: How were Year 7 students' understanding of Britishness influenced over the series of four lessons?

RQ 4: How attributable is dialogic practice in having influenced Year 7 students' understanding of Britishness?

RQ 5: What possible implications for future practice emerged from this inquiry?

Table 2 outlines where in this paper each Research Question (RQs) is addressed:

Research Question (RQ)	Section
RQ 1 & RQ 2	Literature Review and Research Design
RQ 3 & RQ 4	Analysis and Discussion of Research Findings
RQ 5	Conclusion

Table 2: Sections where each Research Question is addressed

Literature Review

This section situates this inquiry's pedagogical and intellectual foci within existing scholarship. Through critical engagement with key readings, I make a series of considered judgements guided by three interconnected themes which were integral in developing this inquiry into how dialogic practice influenced Year 7's understanding of Britishness:

1. Promoting 'Fundamental British Values'
2. Teaching about Britishness in Geography Education
3. The Role of Dialogic Education in Geographical Learning

Promoting 'Fundamental British Values'

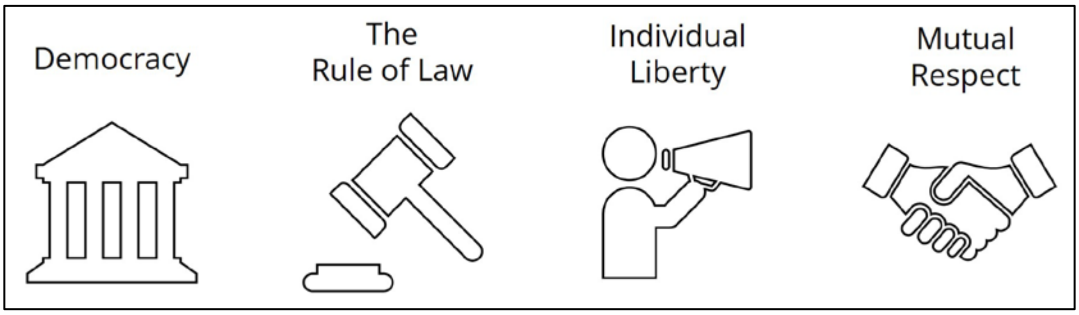


Figure 1: Fundamental British Values (*adapted from DfE, 2014b*)

In 2014, the Department for Education (DfE) issued guidance for all schools in England (education is a devolved matter for Scotland, Wales and Northern Ireland) to promote Fundamental British Values (FBV) "to ensure young people … leave school fully prepared for life in modern Britain" (DfE, 2014a). I created Figure 1 to illustrate the FBVs and hint at the various understandings which the DfE suggested students should learn, as outlined within its non-statutory advice for maintained schools (DfE, 2014b). The seed for the FBV policy was arguably sown by New Labour. On May 15th 2006 *The Guardian* newspaper (Taylor, 2006, opening paragraph) reported that the then Higher Education Minister Bill Rammell MP would argue that "Schoolchildren should be taught "traditional British values" as part of an attempt to challenge extremism and promote a more cohesive society". Similarly, Professor Carol Vincent, who has long researched the FBV policy, observed: "the constitution of British-ness has been an increasingly visible part of the political discourse throughout this century" (Vincent, 2019a, p.17).

Discourse around Britishness and FBV has become largely entangled with debates around citizenship, belonging and multiculturalism. Whilst arguably somewhat inevitable, this entanglement goes to the root of the FBV policy. The FBVs were first mentioned by the Conservative-led coalition government in 2011, when HM Government published a command paper outlining the controversial Prevent Strategy. Then termed "mainstream British values", these same four values which became the FBVs mentioned within the statutory guidance represent a wider strategy of promoting (or enforcing) citizenship through the subscription to shared values or norms (HM Government, 2011, p.34). Noticeably, the Prevent Strategy decided to define extremism as "vocal or active opposition to fundamental British values" (ibid., p.107), something which cemented its entanglement with debates around citizenship, belonging and multiculturalism.

Whilst these developments are not primary concerns of my research, they cannot be entirely omitted because "the enactment of any policy cannot be considered in isolation from the social and political context in which it was generated" (Vincent, 2019a, p.18). Vincent's analysis of the FBV policy privileged the term enactment over implementation because "enactment describes the process by which… [teachers] interpret and reinterpret policy, translating it to fit their own contexts" (Vincent, 2019b, p.52). Such criticality is useful given the emphasis a case study places on context and depth of study.

Claims that the British label is divisive are substantiated by Keddie's (2014) case study inquiry into a large comprehensive school in England, which found that whilst "some students… [defined] Britishness or citizenship along the lines of shared values, for others Britishness is more narrowly associated with place of birth and residence" (p.541). However, scholarship addressing the spatiality of Britishness has counterargued that its historical application to citizens of the United Kingdom and former colonies suggests Britishness is a more inclusive term (as a civic/state identity) than English or Englishness (Clarke, 2019). Nonetheless, Maylor's (2010) study of six schools (three primary and three secondary) commissioned in 2006 by the then Labour government found that "educating about Britishness in unlikely to become any more meaningful or encourage pupils to see themselves as any more British or imbued with a greater sense of belonging to Britain" (p.250).

Whilst Maylor's (2010) research might explain why the proposal of a specific FBV curriculum did not materialise, the enactment of the FBV policy is supported by other statutory processes

(Whittaker, 2017). Most notably, the Office for Standards in Education (Ofsted) related the “developing and deepening [of] pupils’ understanding of… [FBV]” (Ofsted, 2019, p.58) to its judgement on how a school supports students’ personal development. Resultingly, the policy “asserts that the promotion of FBV is part of the existing statutory duty held by maintained schools to promote the spiritual, moral, social and cultural (SMSC) development [of students]” (Vincent, 2019b, p.53).

Vincent’s (2019a, p.17) research, which surpassed Maylor’s inquiry by investigating “how teachers respond to the requirement to promote… [FBV] to their pupils” illustrates what students learn about Britishness. Vincent’s (2019a) research drew upon 56 interviews and 49 observations across nine schools with varying demographics (four primary and five secondary), between 2016 and 2018. One of the secondary schools, “Downs Secondary Academy” (Vincent, 2019b, p.63), appeared to be a reasonable analogue with my own school context (detailed within the Research Design section). Unfortunately, individual school data from Vincent’s research was not presented in either journal article or book (see Vincent 2019a and Vincent 2019b). Aggregate data was “hand-coded, drawing on theoretical categories in existing literature on cohesion, citizenship and policy enactment” (Vincent, 2019a, p.21).

A problem with Vincent’s (2019a) use of aggregated data is that by combining both primary and secondary phases, emergent themes were potentially rendered less salient then they otherwise might have been. However, this issue is somewhat alleviated by my research context. Year 7 is positioned in the middle of both phases and might better represent this median experience. Moreover, had school data for “Downs Secondary Academy” been presented, I could have compared aggregated and non-aggregated data (Vincent, 2019b, p.63). I would have expected the “Downs Secondary Academy” data to be more relevant to the pedagogical focus of my research because of the apparent similarity in school context.

Notwithstanding these limitations, Vincent (2019a) found that across phases, “the naming of the values as British was perceived as potentially problematic by the majority of teachers who participated in the research” (p.24). Similarly, a longitudinal study over the training year of seventy-nine citizenship and history Secondary PGCE students noted that there was “great unease with the concept of the teacher as … [an] authoritarian transmitter of attitudes, values and moral positions of any kind” (Jerome & Clemitshaw, 2012, p.31). Moreover, by the end of the PGCE course, only

68% of trainees surveyed felt confident teaching about Britishness (ibid.). This was reflected within Vincent's (2019a) research which found teachers' engagement with the FBV policy, whereby a critical approach to the FBV is initially taken to prompt dialogue amongst students, was the least observed approach to the FBV policy taken across the nine schools.

Teaching about Britishness in Geography Education

Whilst enactment of the FBV policy allowed teachers "to plan for what they consider to be the most appropriate pedagogic response" (Vincent, 2019a, p.22), coupling FBV with SMSC and character education has made geography's role in its enactment ambiguous. Some geographers have outright asked whether it is "the job of geography teachers to promote students' sense of national identity?" (Morgan, 2005, p.20), or indeed, "what is meant by a distinctly British geography?" (ibid.).

Consensus seems to centre on geography's role in aiding identity formation, especially in light of both cultural and spatial turns. Enser (2019) described geography education as the key for students to understand "their inheritance" (p.7). Arguably in terms of geographical understanding, the spatiality of our identities and its relativity, above any formal concept of citizenship, is what geography educators have sought to develop. Watts (2005) forwarded that "young people need to be given the opportunity to explore their own places and construct their own identities" (p.24). Writing about a series of four Year 8 lessons "which enabled [students] to explore perceptions and images of being British" (ibid.), Watts proposed that teachers should encourage students' exploration of places and identities, particularly of those around them.

Whilst Watts' image-based activity, concept mapping and class discussion all saw students engage with Britishness and consider their relative individual identities, "Chinese take-away, an Indian restaurant and different styles of music" (ibid.) are arguably engagements with various representations of Britain or Britishness. Vincent (2019b) argued that representing Britain has two elements, the first being the superficial displays of Union flags and posters of the FBV (see Figure 1); the second is British symbols and cultural iconography (such as those presented in Watts' findings). Encouraging students to explore various cultural representations from around the world has undoubtedly been, in one form or another, a cornerstone of geography education (Bonnett, 2008). Whilst Watts' (2005) teaching showed that cultural representations of Britain are indeed part of geography education, the question whether the four FBV can be transposed to geography whilst retaining their integrity and pedagogical purpose remains unsatisfied.

To address my inquiry's pedagogical focus, I have incorporated scholarship on conceptual development within geography. Whilst concepts are central to geography education, they are not uncontested, especially when considering their role in the curriculum (Brooks, 2017). Given the controversy around the FBV policy, it is debatable whether concepts such as democracy, the rule of law, individual liberty and mutual respect are geographical or even whether it is realistic to expect geography teachers to enact the FBV policy. Brooks (ibid.) outlines: hierarchical, organising, and developmental concepts. The four FBV match closest with organising concepts because whilst these "have a role in geography, they are not uniquely or distinctively geographical in nature" (p.107). Taylor (2017) suggested how these concepts, which are not geographical, can organise students' geographical learning (see Table 3).

Standish (2017) wrote of the role regional geography in organising the curriculum and teaching, advocating "a curriculum that takes a regional approach but embeds systematic geography within it" (p.69). Indeed, if teaching about Britishness is to be more inclusive than Englishness, as Clarke (2019) supposed, then incorporating a range of nations and regions signifies geography's distinctive contribution to the enactment of the FBV policy.

Strands of Geographical Learning
Broaden and deepen knowledge and understanding of places
Make use of a wide and precise geographical vocabulary
Analyse geographical patterns, processes and change
Appreciate interactions within and between physical and human processes
Appreciate the interdependence of places
Apply geographical knowledge and understanding to unfamiliar contexts

Table 3: Strands of Geographical Learning

(*redrawn from Taylor, 2017, p.91*)

The Role of Dialogic Education in Geographical Learning

Debates on the role of dialogic education are equally as central to geography's role in enacting the FBV policy as Taylor's (2017) organising concepts and Standish's (2017) regional approach. Whilst Watts' (2005) lesson sequence was effective in prompting discussion about representations of Britishness if Watts' (2005) were to deliver this sequence today, she would likely have had to engage more with the four FBVs (see Figure 1).

Freire (2017) famously asserted that "without dialogue there is no communication, and without communication there can be no true education" (pp.65-66). When enacting the FBV policy, like with other controversial issues in geography education, dialogue ensures that a teacher does not embody an "authoritarian transmitter of attitudes, values and moral positions" (Jerome & Clemitshaw, 2012, p.31). Indeed, Vincent (2019b) concluded that "developing students' understanding and commitment to any set of political and social values must surely require exploration and debate around their meaning and their practice in our society" (p.147). This final section of my literature review engages scholarship which promotes the role of dialogue in geographical learning.

Wegerif (2020) cautions readers against terms like dialogic education, due to its imprecise nature, even adding that the word dialogue is "dangerous and deceptive" (p.11). I hereafter justify the role of dialogue in this inquiry's pedagogic response to the FBV policy. An ontological interpretation of dialogic education privileges notions around being or existence. This is suitable given the consensus around the role of geography education in identity formation (Morgan, 2005). Such an interpretation suggests dialogue and discussion "offers a way to change ourselves and to change our reality" (Wegerif, Mercer & Major, 2020, p.3). However, several authors acknowledged the tension within scholarship caused by "positioning all students as creative and capable participants in… the classroom" (Warwick & Cook, 2020, p.123). Most notably, "inequality has consequences for the possibility of communication" (Dorling, 2010, p.403). Influencing my practice, research into the FBV policy has shown dialogue can potentially exclude and stigmatise (Keddie, 2014).

Inspired by Watts (2005), this inquiry aims to facilitate students' exploration of their own critical understanding of FBVs. However, my pedagogic response seeks to engage rather than represent the four FBVs (Vincent, 2019b). This is achieved by using organising concepts for geographical learning (Taylor, 2017). Drawing upon Walshe's (2012) development of Year 8 students' geographical learning about sustainable development over the course of an academic year, dialogic diaries arguably relieve some of the tension noted within scholarship. Dialogic diaries are "a type of learning journal in which students reflect on their learning at the end of their geography lessons" (Walshe, 2012, p.26). I elaborate on dialogic diaries as a method in the subsequent section, as well as how comparatively restrictive parameters likely curtailed many of the "hugely beneficial" outcomes (ibid., p.29). Notably, the use of dialogic diaries allowed me to engage students in individual dialogue, resolving the assumption that all students will contribute to class discussions (Warwick & Cook, 2020).

Research Design

Situating both pedagogical and intellectual foci within existing scholarship informed this case study's research design. However, decisions like sampling strategy were driven by the current circumstances and school context. The following responses to two research questions summarise gaps within existing scholarship which this inquiry seeks to address:

> **RQ 1:** What should students learn about Britishness?
>
> Since 2014, schools have been mandated to promote FBV (see Figure 1) with much of what students learn tending to be representations of Britishness rather than any substantial engagement with FBV (Vincent, 2019a). Much of this learning is delivered through SMSC or character education, although Watts' (2005) teaching evidenced how students have learnt about Britishness in geography. Whilst Watts' research predates the enactment of the FBV policy, my inquiry represents novel research yielding a posteriori knowledge of how geography educators might critically engage the FBV policy.
>
> **RQ 2:** How might organising concepts influence Year 7 students' geographical learning?
>
> I framed the four FBVs as organising concepts (Brooks, 2017). These served to structure Year 7 students' geographical learning, anchoring my research's pedagogical focus on relevant subject knowledge, rather than SMSC development (see Table 3). I judged dialogic education to be an important, albeit contested, pedagogical response with which to encourage both students' individual and collective engagement with the FBV policy.

I opted for a case study inquiry not least because of its rising popularity amongst educational researchers; it has also been commended for its "educational evaluation and instructional use" which best satisfies the developmental focus of this integrated model of research (Demetriou, 2017, p.137). A case study "is an in-depth exploration… of a real-life classroom" from multiple perspectives (ibid, p.124). Again, this seemed the most suited to my research, which embraced a mix of methods to gather the many voices which characterise the case study approach.

Scepticism about a case study's validity, epistemological integrity and inability to generalise from any knowledge yielded reflects my inquiry's inductive method. However, an advantage of exploratory case studies is that because a posteriori knowledge relies upon the interpretation (informed by multiple perspectives) of experience, my research findings are grounded within the school context (Demetriou, 2017). Teaching and learning does not occur in abstract spaces, interpretations of Vygotsky's social constructivism have highlighted "the significance of both culture and environment in the way in which we understand the world" (Aubrey & Riley, 2019, p.56). Therefore, the inability to generalise the findings of this research remains less significant than ensuring that a mix of methods were used to broaden perspective.

School Context

I noted similarities between the size, demography and socio-economic context of "Downs Secondary Academy" (Vincent, 2019b, p.63), a field site within Vincent's research, and the school context within my own research. This sub-section further details the school context of my field site.

I have anonymised the name of my case study school, hereafter referred to as 'Rookbridge School', an 11 – 18 co-educational comprehensive in a small rural town. 'Rookbridge School' has held specialist Business and Enterprise status since 2004 and in 2011 became an academy. Only 5 per cent of the 1,269 students on roll (around sixty students) are eligible for Free School Meals (FSM).

'Rookbridge School' is rated as outstanding. A previous Ofsted inspection noted "strong provision for students' spiritual, moral, social and cultural development". Notably during the time of the previous inspection, schools were not yet mandated by the FBV policy. However, reference to the strong provision of SMSC and character education is useful contextual information. Whilst school closures meant that this research took place via a Virtual Learning Environment (VLE), the school context remained an important consideration in my choice of lesson material and focus.

Outline of Lesson Sequence

This case study's pedagogic response consisted of four lessons, each an hour long, across three weeks in the summer term. The four lessons facilitated critical engagement with the four FBVs. A single lesson focussed on a single value in turn. The rationale of my lesson planning fulfilled Teaching Standard (TS) four and the imparting of knowledge and development of understanding through effective lesson time. Focussing on one FBV per lesson represented the most effective use of lesson time, as I had to address each value both in the concrete and abstract before developing students' understanding through a strand of geographical learning. To arrive at 'Figure 2: Principles of the Lesson Sequence', I first took Figure 1 (above), which I created to illustrate the FBVs and the various understandings which the DfE (2014b) suggested students learn. I then linked Figure 1 and Table 3 (above), which Taylor (2017) suggests can organise students' geographical learning. Finally, taken together, Figure 1 and Table 3 informed my own critical pedagogic response and the four bullet points which consequently form the principles of the lesson sequence (encapsulated in Figure 2).

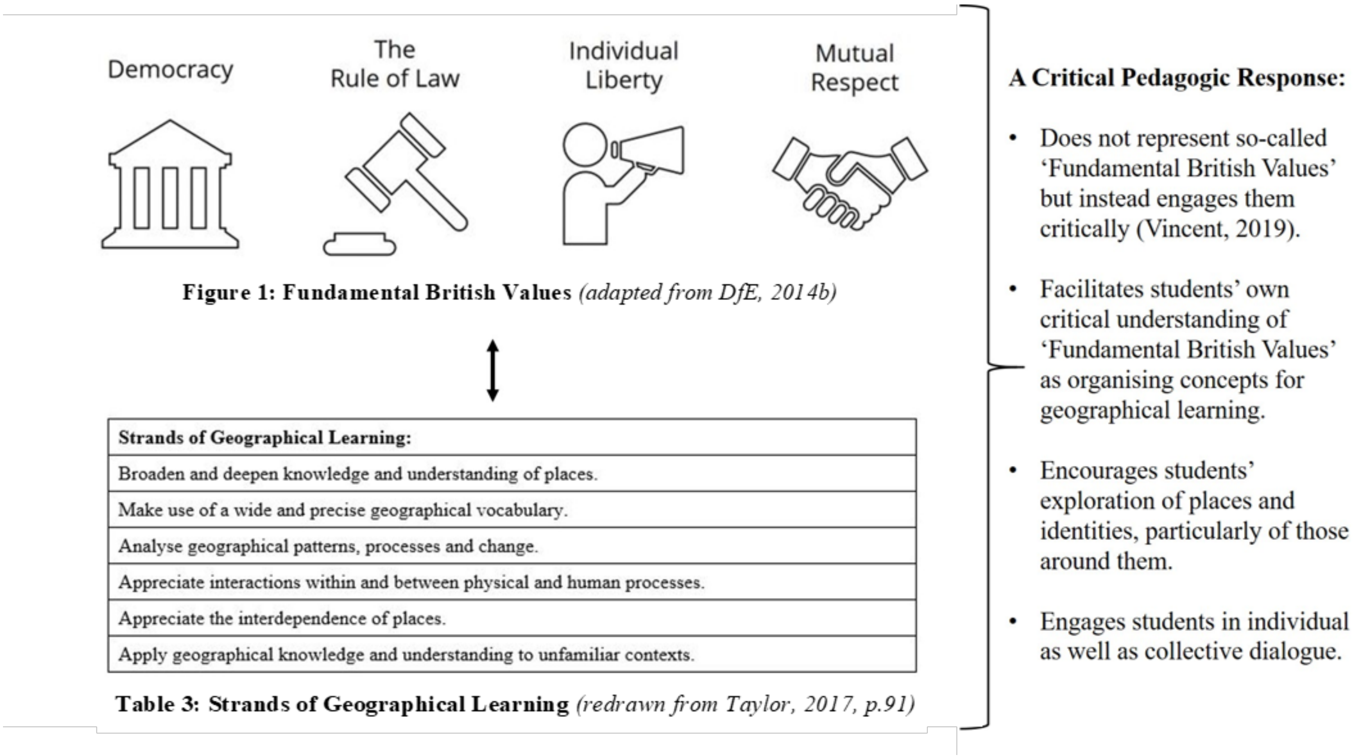


Figure 1: Fundamental British Values *(adapted from DfE, 2014b)*

Strands of Geographical Learning:
Broaden and deepen knowledge and understanding of places.
Make use of a wide and precise geographical vocabulary.
Analyse geographical patterns, processes and change.
Appreciate interactions within and between physical and human processes.
Appreciate the interdependence of places.
Apply geographical knowledge and understanding to unfamiliar contexts.

Table 3: Strands of Geographical Learning *(redrawn from Taylor, 2017, p.91)*

A Critical Pedagogic Response:

- Does not represent so-called 'Fundamental British Values' but instead engages them critically (Vincent, 2019).
- Facilitates students' own critical understanding of 'Fundamental British Values' as organising concepts for geographical learning.
- Encourages students' exploration of places and identities, particularly of those around them.
- Engages students in individual as well as collective dialogue.

Figure 2: Principles of the Lesson Sequence

Critical engagement of democracy as a FBV also saw its use as an organising concept for geographical learning. I used the Peterloo Massacre as an opportunity for students to broaden and deepen their knowledge and understanding of Manchester. Students watched a video that retraced the route of the Middleton contingent to St Peter's field, later in the video modern day protesters at St Peter's Square were interviewed. Using the video as a stimulus for discussion, students used Class Notebook to discuss whether St Peter's Square is still an important place in Manchester via the collaboration space (where students can view and edit the document simultaneously). Students were then tasked with adding a comment or question to their peers' comment or idea, to best simulate class discussion.

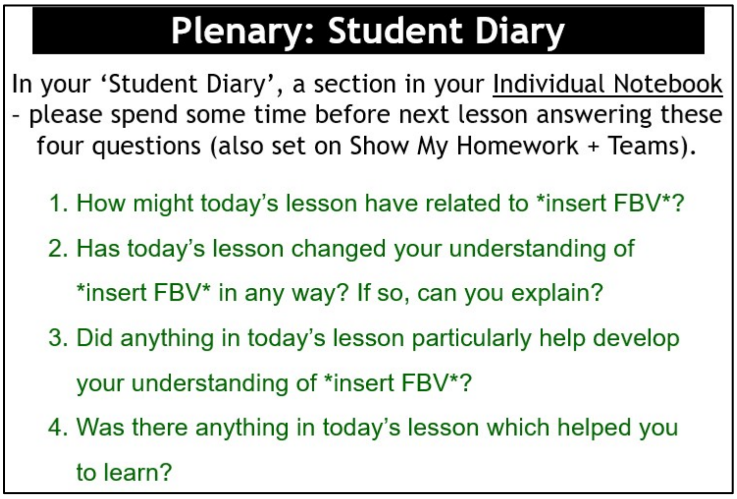
Throughout the lesson sequence, various opportunities for students' geographical learning were planned and delivered. This further evidenced my ability to promote good progress and outcomes by students (TS 2), shown through samples of students' work. I consciously adapted teaching to respond to the strengths and needs of all students (TS 5), which was an additional advantage of dialogic diaries beyond being a means of data collection.

Dialogic Diaries

As previously discussed, Walshe (2012) demonstrated how dialogic diaries can aid students' geographical understanding of concept. Dialogic diaries are "a type of learning journal in which students reflect on their learning at the end of their geography lessons" (ibid., p.26). An important difference between mine and Walshe's use of dialogic diaries is the timespan, as I only used the diaries over the lesson sequence and neither the class or myself had previous experience of writing or responding to dialogic diaries. This is significant as Walshe noted of initially short and descriptive replies, or cases where students "did not know what to write" (ibid.). Only after a much longer timespan was "an environment created in which students felt they could inform and share, rather than merely reply" (ibid.). This meant I started my data collection with lower expectations of the quantity and quality of students' responses, but still placed value on the diaries as a means of individual dialogue.

I replicated Walshe's (2012) format of four questions asked at the end of each lesson, and allocated the plenary as dedicated time for students to write in their student diaries which were hosted as pages in their individual workspace on Class Notebook (as illustrated in Figure 3 below). The nature of the VLE meant there was no way of ensuring that each student completed their dialogic diary during the plenary, although creating this routine at the end of each lesson sought to improve students' engagement. The questions varied each lesson because each lesson focussed on a different FBV. However, the structure of each question remained the same to reinforce this new routine and maintain consistency. The four questions presented to students at the end of each lesson referred to the FBV that had been taught that lesson.

Rather than respond to students' entries after each lesson, I planned to wait until the third lesson to respond to their first two entries and subsequently wait until after their final lesson before responding to the third and final entries. This staggered approach allowed for more time before students read my comments and so factored in some recall. Logistically, this would also allow me more time to respond to each students' response.



Plenary: Student Diary

In your 'Student Diary', a section in your Individual Notebook - please spend some time before next lesson answering these four questions (also set on Show My Homework + Teams).

1. How might today's lesson have related to *insert FBV*?
2. Has today's lesson changed your understanding of *insert FBV* in any way? If so, can you explain?
3. Did anything in today's lesson particularly help develop your understanding of *insert FBV*?
4. Was there anything in today's lesson which helped you to learn?

Figure 3: Format of Dialogic Diaries

Focus Group

The emphasis placed by the case study approach on multiple sources and a holistic view is partly fulfilled by my use of a focus group. As Denscombe (2017) described, "focus groups consist of small groups of people who are brought together by… the researcher to explore attitudes and perceptions" (p.205). I took the view that the dialogic diaries were best suited at collecting data about individual students' understanding of Britishness (represented by the FBV policy, whereas, the focus group sought to facilitate a discussion with a small group of students about their attitudes and perceptions of dialogic practice within lessons.

The most obvious barrier to conducting focus groups in these circumstances was that the physical school environment has been substituted for a VLE. This changed the anticipated setting from a physical semi-public space such as a classroom or school library to a moderated online platform called Padlet™. This webhosted platform allows invited participants and a host to post comments and reply in a thread style format. I invited my mentor who also acted as gatekeeper during this research primarily for safeguarding purposes but also to moderate comments if needed. The presence, albeit virtual, of the students' regular teacher was essential in "establishing a climate of trust within the group" (Denscombe, 2017, p.206).

The focus group convened between the third and final lesson, this allowed students to become familiar with the structure of the lesson sequence and experience a variety of lesson activities. Convening sooner would have limited the amount of experience students could draw upon. Whereas, convening later might have led to students struggling to recall details from previous lessons. Whilst most of my planning remained as intended, despite operating within the VLE, I had to deviate from my initial sampling strategy.

I intended to use purposive sampling, using students' first and second dialogic diary entries to select participants based on indications of their opinions on the use of dialogic practice during lessons. However, a challenge of the VLE was ensuring students completed their dialogic diary entries. Drastically lower than expected participation rates and the limited time frame for data collection forced me resort to convenience or first to hand sampling. Denscombe (2017) warns against this strategy, primarily because it "offers nothing by way of justification for the inclusion of… a sample" (p.44). However, these extraordinary circumstances required me to adopt this more pragmatic approach.

The limitations of my convenience sampling are somewhat mitigated against through my use of dialogic dairies, which involved the whole research population. Although, it is a reasonable criticism that because the sample for this data collection method was decided solely on the extent of their engagement with a prior data collection method, there lacks sufficient engagement with the research population as a whole. If I were to repeat my research in less extraordinary circumstances, this would be a key priority which I would seek to address.

Samples of Student Work

When devising a coding strategy for this case study research, I co-opted the Scheme for Educational Dialogue Analysis (SEDA) which "can be adapted for many different research purposes and applied to diverse educational settings" (Hennessy, Howe, Mercer & Vrikki, 2020, p.10). Whilst its focus on dialogue seemed intuitive, the conceptualisation of dialogue as a "communicative act" (Hennessy, 2020, p.119) was a particularly desirable aspect of the SEDA framework. The SEDA framework was developed by Hennessy et al. (2020). Table 4 provides an overview of the SEDA coding framework. This conceptualisation allowed written material to be considered as dialogue, especially when in response the questions I posed as a teacher-researcher. This reorientation which has broadened dialogue to a communicative act was crucial in allowing the research of dialogic practice in these extraordinary times.

The greatest limitation of this research method, as seen across various aspects of this case study, was the drastically lower than expected participation rates. This is possibly because of the absence of normal school systems which aim to motivate students in class. Therefore, whilst coding would normally seek to reduce the amount of data to better comprehend its meaning, I found myself retaining practically all the available data. Had I been able to collect more data I could have been more discriminate to refine the quality of the data taken forward in my analysis. This is somewhat mitigated by the use of multiple sources, which characterises the case study approach.

Overview of SEDA Coding Strategy:
I – Invite elaboration or reasoning
R – Making reasoning explicit
P – Positioning and coordination
B – Build on ideas
C – Connect
RD – Reflect on dialogue or activity
G – Guide direction of dialogue or activity
E – Express or invite ideas

Table 4: Overview of SEDA Coding Strategy

(*redrawn from Hennessy et al., 2020, p.14*)

Ethical Considerations

Using the Faculty of Education's ethics questionnaire as a starting point, this section distilled five key ethical considerations which I will expand upon: ethical scrutiny of research, awareness of British Educational Research Association (BERA) guidelines (2018), prohibiting educational detriment, school policy/procedures and the role of my mentor as gatekeeper.

I recognise the importance of ethical scrutiny throughout the research process. Arguably the quality of this scrutiny is of equal importance to that of the data collected following research, so not to inadvertently void any subsequent results or findings. As part of this recognition I upheld the guidelines on educational research published by BERA, as reflected in my ethics checklist submitted to the Faculty of Education.

One of the most important guidelines, especially in educational settings, was my responsibilities to participants as a teacher-researcher. This covered a range of ethical considerations from awareness of participants informed consent (and their right to withdraw) to ensuring my research aimed to "maximise benefit and minimise harm" (BERA, 2018, p.4). Harm might have included: damaging student's confidence, motivation, interest, or self-belief in school or in geography as a subject. I shared with students a brief statement during our first lesson which informed them of the purpose of my research, the intended use of their classwork and how I would handle this data, their right to withdraw and my school email (and that of my mentor) if they wished to ask any questions.

Finally, I would like to express my thanks to my mentor who acted both as a gatekeeper for the purposes of my research as well as an advisor on safeguarding procedures and other school policies. This was particularly useful when using Padlet™ and other online platforms which enabled messaging between myself and students, where my mentor acted as a moderator and an additional staff member to uphold good safeguarding practice.

Analysis and Discussion of Research Findings

This section of my case study research addresses the following research questions, structured as sub-sections, whilst remaining conscious of its various foci (see Table 1):

> **RQ 3:** How were Year 7 students' understanding of Britishness influenced over the series of four lessons?
> **RQ 4:** How attributable is dialogic practice in having influenced Year 7 students' understanding of Britishness?

Having collected a total of 368 student responses as a teacher-researcher via various data collection methods, student engagement ranged from 1 (in the case of the focus group) to 26 (in the case of my use of Microsoft Forms), depending on the lesson activity or data collection method. In the case of the focus group, which was intended to be a prime research method, only one student participated (virtually via Padlet™) — which led to samples of students work becoming a more prominent source of research data. Another issue I encountered was the wide range of student engagement with various planned lesson activities. Teaching within a classroom setting might have seen less variation.

I decided to present this range in student engagement across three different sources: Microsoft Forms, Dialogic Diaries and Lesson Activities with the results for each represented by Figures 4 – 6 respectively. The overall trend shows that students' engagement increased as the data point for the fourth lesson is greater than then first lesson for all three sources. However, as Figure 5 represents, the dialogic diaries presented a notable exception during the 4th lesson in the sequence. One caveat of these mean averages is that they do not reflect the range of student engagement within each method. For example, when students did not complete their entire Microsoft Form, diary entry, or lesson activity.

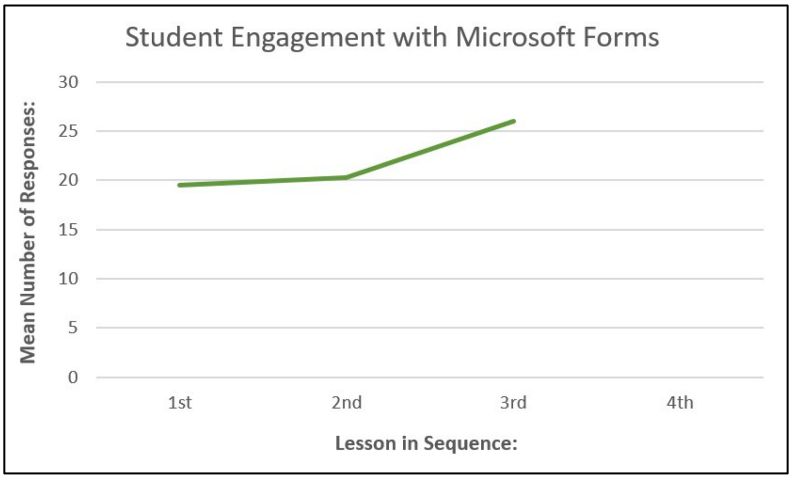


Figure 4: Student Engagement with Microsoft Forms

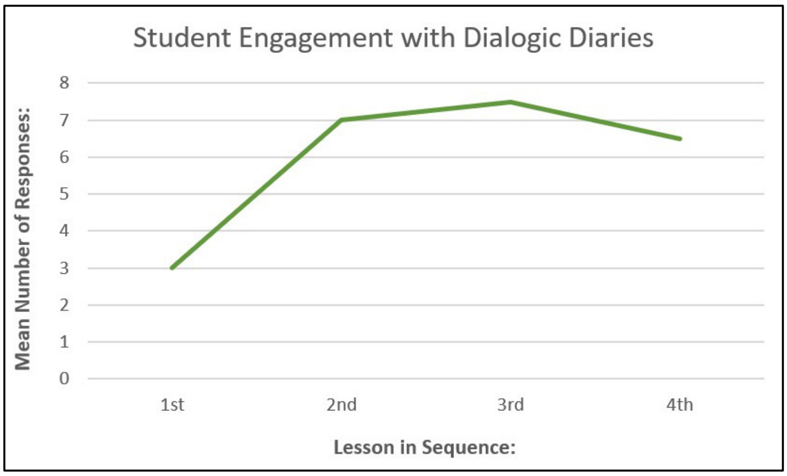


Figure 5: Student Engagement with Dialogic Diaries

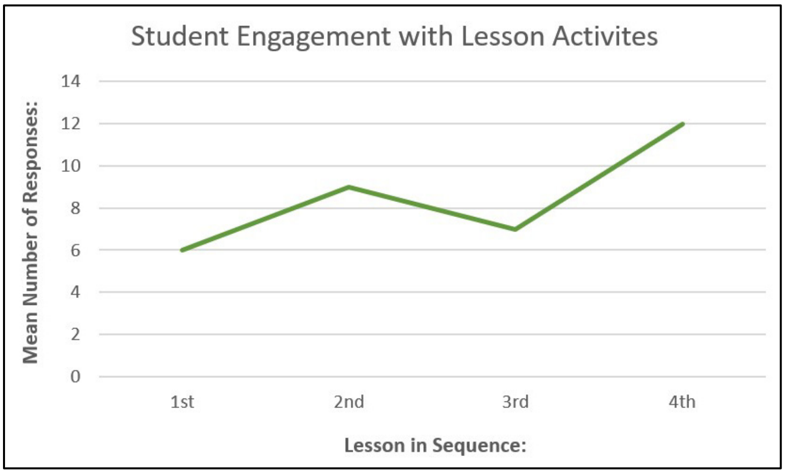


Figure 6: Student Engagement with Lesson Activities

How were Year 7 Students' understanding of Britishness influenced over the series of four lessons?

Whilst the mean average number of students who engaged with their dialogic diaries peaked at 7.5 (of a class of 31) during the third lesson, only three students consistently responded to all four questions across the sequence. Resultantly, I took the bold decision to omit all partial submissions and focus in greater depth on these three students. Doing so better reflected the influences on Year 7's understandings over all four lessons.

Each student's individual responses were axial-coded using the SEDA strategy (see Table 4 earlier). Table 5 presents the results of the coding for the three students mentioned above by listing the most frequent three codes used. Collectively these three students reflected on dialogue or activity (RD code) five times more often than the remaining two codes (P and C) combined (see Table 5).

Most Frequent Code	**Lesson 1**				**Lesson 2**				**Lesson 3**				**Lesson 4**			
Student	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*
A	RD	RD	RD	RD	RD	RD	P	RD	RD	RD	P	RD	RD	RD	RD	RD
B	RD	RD	RD	RD	RD	RD	RD	P	RD	RD	RD	RD	RD	RD	RD	RD
C	RD	C	C	RD	RD	RD	RD	RD	RD	RD	RD	RD	P	P	P	RD

Key	RD – Reflect on dialogue or activity	P – Positioning and coordination	C- Connect

Table 5: Macro SEDA Coding of Dialogic Diaries

This continuous dominance of reflection across all four lessons supports Walshe's (2012) characterisation of dialogic diaries as "a type of learning journal in which students reflect on their learning" (p.26). Noticeably, students' reflections are interspersed with other communicative acts, such as the connection of their learning to wider contexts. This is seen in Student C's response that they "didn't know what democracy was until this lesson". These interspersions occur at different frequencies and stages for each student, with Student C displaying the broadest range of communicative acts whilst Student B almost exclusively reflected on dialogue or activity. This reflects the individualised nature of each student's dialogue.

Students' most common communicative act besides reflection was to position their understanding through short affirmative statements such as "yes" or "all of it helped me to learn". These were not particularly helpful and required me to follow up, for just the first two lessons, with supplementary questions to focus individual student's reflections. This was particularly effective with Student B as they subsequently clarified/elaborated on their contribution. When I asked Student B whether they thoughts the lesson related to geography in any way, Student B responded: "some of it — places in which there is [the rule of law]".

A greater insight of these three students' understanding of their own learning across the four lessons was garnered by refining the SEDA strategy. Table 6 (next page) shows micro or sub-level SEDA codes which provided greater granularity by substituting each communicative act with more complex codes. The complexity reflects more sophisticated thoughts, such as evaluation, explanation and justification.

Overall, students collectively explained or justified their own contribution more than twice as often than the trajectory of their learning, irrespective of my own interventions to focus students' reflections. The P1 sub-category illustrated when students were able to organise their understanding of each FBV. Table 6 shows that from Lesson 2 onwards, Student C synthesised their understanding of each FBV twice as often as Student A (four times compared to two). However, qualitive analysis revealed students did not always synthesise each FBV with the strands of geographical learning that was central to my critical pedagogical response. For example, Student A's geographical understanding in relation to the FBVs improved between Lesson 2 (Q1) and Lesson 3 (Q1), reflecting: "we learnt about what liberty is and what happens in some countries if you don't obey the law".

Most Complex Code	**Lesson 1**				**Lesson 2**				**Lesson 3**				**Lesson 4**			
Student	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*
A	R2	C2	C2	C1	P1	R2	P6	P6	P1	C2	P6	R2	R2	R2	R2	R2
B	B2	R2	B2	B2	R2	P2	B2	P6	R2	C2	R2	RD2	R2	C2	C2	C2
C	R2	C3	C1	RD2	R2	B2	P1	R2	P1	R2	R2	RD2	P1	P1	G4	R2

Key

B2 – Clarify/elaborate own contribution
G4 – Provide informative feedback
C1 – Refer back
C2 – Make learning trajectory explicit
C3 – Link learning to wider concept
P1 – Synthesise ideas
P2 – Evaluate alternative views
P6 – State (dis)agreement/position
R2 – Explain or justify own contribution
RD2 – Reflect on learning process/purpose/outcome

Table 6: Micro SEDA Coding of Dialogic Diaries

In contrast, in two of the four instances when Student C synthesised their ideas, their understanding of the FBVs were organised around the historical elements of each lesson. However, Lesson 3 showed how Student C synthesised knowledge of individual liberty as an FBV with geography. Stating: "I… learnt not all countries are as lucky as we are in England and how people are struggling to fight for freedom in their country"… "by talking about human rights and freedom in different countries of the world". Similarly, Student B reflected that that same lesson "changed my understanding [about] how some parts of the world aren't as free as others to do what they like. Some parts of the world are luckier than others".

The next part of my analysis highlights the lesson activity from the sequence which had the strongest positive influence on students' understanding of the FBVs, as indicated by students. My critical pedagogic response fulfilled Vincent's (2019) call to resist merely presenting FBVs, and instead sought to encourage students' own exploration of place and identity (Watts, 2005). Despite the word video appearing most often within students' diaries, 11 times by the three students (13 times in total) — qualitive data indicated that the most influential lesson activity did not involve videos.

Following the final lesson in the sequence on mutual respect as an FBV, Student B reflected: "the section… about the respect and law in Singapore particularly helped me as it was an example of this in a different country and was compared to England, which helped". Whilst a single student's reflection is not conclusive, Table 6 illustrates the increasing complexity of the three students' diary entries at this point in the lesson sequence (as explained earlier). Situating this within the wider class, the lesson activity on Singapore attracted the single greatest amount of engagement by students (besides Microsoft Forms) with 13 students completing the task. This is significant given the wide range of student engagement (see Figure 6).

The Singapore lesson activity began with students being shown a political map of Singapore, its flag, and two questions for them to research:

1. Singapore sits in between which ocean and which sea?
2. The closest country to the island of Singapore is…?

It was important for students to locate Singapore in South East Asia as the previous lesson on individual liberty drew attention to China's record of human rights and freedoms. The second question was posed as a sentence starter to support students, this discrete laddering was an effective means of differentiation which ensured all students successfully located Singapore. Subsequently, students were presented with what I presumed would be new information about the diversity of languages and religions in Singapore. This was followed by a quote from the Singapore tourism board: "As a nation that's home to a wide range of cultures, ethnicities and religions, Singapore's diversity is our strength. Our many communities may have their own festivities, traditions and practices, yet you'll find us celebrating as one people" (Visit Singapore, 2019).

As the segment progressed, students encountered the counter argument to this narrative and learnt about Singapore's ban on homosexuality and on adoption by same-sex couples. A link is explicitly drawn between this and the lesson's previous activities around the Equality Act. 2010. However, the caveat is added that these laws stemmed from the colonial-era when Britain exerted control over Singapore. This highlighted the complex spatial relationship the UK has with many of its former colonies, and its significance in the modern age when students must learn about the four so-called Fundamental British Values.

The lesson activity culminated in students individually writing three to four sentences which came to a judgment as to whether Singapore should be regarded as a world leader for mutual respect and equality. Of the 13 student responses, all but one argued that Singapore should not be regarded as a world leader for mutual respect – with all the objections drawing on Singapore's stance on LGBT rights and equality.

Only three students acknowledged Singapore's multicultural society whilst also criticising what they deemed a lack of mutual respect towards same-sex couples, ultimately reaching the conclusion of the majority. Student D effectively summarised this rationale when they wrote: "Singapore is a multicultural country but its laws regarding the LGBT+ community is not very equal as they have less rights and more restraints than everyone else". Two students were able to go beyond this, drawing relational connections between the UK and Singapore, resembling greater critical engagement with the FBVs. Student E wrote: "I do not think they should be the world leader in mutual respect, I am neither saying England should be". Student F's understanding of Britishness, through critical engagement with the FBVs, developed from merely appraising the FBVs to explaining the differences between places like Singapore and the UK — shown here: "the main reason is when Britain controlled Singapore similar rules were there".

In conclusion, given the issues I encountered with student engagement, the Singapore lesson activity was the greatest influence on students learning — both quantitively in terms of engagement but also in terms of critical understanding of the FBVs. At 'Rookbridge School', the Year 7 students' understanding of Britishness was most influenced by their own dialogic reflections. Whilst the three case study students' continuous reflections initially suggested few significant influences, these reflections were interspersed with other communitive acts. Importantly, when asking how these students' understanding was influenced, any such interspersions or influences were extremely individualised — having occurred at different frequencies and stages for each student.

How attributable is dialogic practice in having influenced Year 7 students' understanding of Britishness?

The extent to which dialogic practice can be attributed to having influenced Year 7's understanding of Britishness at 'Rookbridge School' depends on how you conceptualise dialogic practice. If like Hennessy (2020), you conceptualise dialogue as a "communicative act" (p.199), then the reflective practice of using dialogic diaries with students allows various influences to be tracked across the sequence of lessons. Therefore, this practice can confidently be attributed to having influenced the three case study students, as concluded in the previous sub-section.

However, Wegerif's (2020) cautioning against the "dangerous and deceptive" (p.11) nature of dialogic practice led me to consider alternative possibilities. For instance, the previous sub-section concluded that the greatest influence on students' understanding of Britishness was the lesson activity on Singapore. This did not feature any student discussion if you discount students' own written work or communicative acts. Therefore, this sub-section considers another lesson activity which simulated a class discussion via Class Notebook and considers how this practice influenced Year 7 students' understanding.

During the first lesson on democracy as an FBV, Year 7 students considered two events in Britain's history which offered contrasting perspectives of scale. The 1866 Petition and the issue of women's suffrage sought to foster students' appreciation of the interdependence of places at a national scale as the petition moved around Britain. In contrast, the Peterloo Massacre (rephrased as the Peterloo Protests so to be more age appropriate) provided a local perspective which sought to broaden and deepen their knowledge and understanding of Manchester. The lesson activity I have chosen came from the Peterloo Massacre segment of this lesson, because its historical comparison between industrial and modern-day Manchester allowed students to discuss geographical patterns, processes and change.

The segment started with students watching a video starting in present day Manchester and retraced the route of the Middleton Contingent from the suburbs of Manchester to St Peter's Square (then St Peter's Fields) in central Manchester. The video contains several interviews with residents about the relevance of the Peterloo Massacre today as well as commentary about the modern development of Manchester (such as unaffordable housing developments and associated social issues).

Afterwards students used the collaboration space within Class Notebook to discuss four questions. Following the lesson, I wrote in my lesson evaluation that only some students contributed to these discussions. I would have expected a greater quantity and quality of discussion had the lesson took place in a classroom setting. Table 7 shows students' discussion of the question: "Why is St Peter's Square still an important place in Manchester?". I chose this question because of its relatively high level of student engagement and some students' ability to synthesise their understanding of democracy as an FBV with strands of geographical learning (see Table 3).

As my previous analysis eluded, emphasis was placed by all four students on the historical nature of the Peterloo Massacre rather than the process of change which St Peter's Square, and Manchester more widely, has undergone. This rather characterised the start of the sequence, where students' understanding of the FBVs was organised around the historical elements of each lesson.

Student	**Why is St Peter's Square still an important place in Manchester?**
A	"It's a place made of history, and it's also where many other protests happen".
B	"Manchester made history with the protests and is a respected place in the past that changed the future for all women".
C	"It is an important place of history where the protest for women's rights took place. It has a very significant lesson of the protest and how people risked their life's for the right to vote. Today, protests are carried out in St Peter's square because of the inspiration of the women's vote protest".
G	"As it is a huge part of the Manchester history and some people appreciate it and others don't due to the protests".

Table 7: Sample of Class Notebook Discussion

Notably, Student A and Student C were able to use the class discussion to deepen their understanding of the meaning or significance of St Peter's Square as a place. Student A arguably analysed the geographical process of change, stating that St Peter's Square is a "place made of history". Still, as the previous analysis of both Student A and Student B's dialogic dairies showed, they became more successful at synthesising their understanding of each FBV with relevant strands of geographical learning later in the lesson sequence.

In conclusion, it remains the case that the extent to which dialogic practice can be attributed to having influenced Year 7's understanding of Britishness depends on how you conceptualise dialogic practice. Given that the same learning trajectory was made explicit by both analyses suggests that either approach to conceptualising dialogic practice led to valid conclusions about how Year 7's understanding was influenced at 'Rookbridge School'. Regardless of how dialogue is conceptualised, it appears a popular lesson activity with students. When I asked the one student who participated in the focus group, what sort of activities they would choose if they planned a lesson, they said: "I would plan a discussion about the British values, a writing task including your opinion and a quiz at the end".

Conclusion

The background of this case study research stemmed from the statutory guidance issued to schools regarding the policy of promoting Fundamental British Values (FBVs) as part of each school's statutory duty to promote each students' spiritual, moral, social and cultural (SMSC) development.

The enactment of the FBV policy, decided by each school, is typically achieved through a curriculum focus on character education either through lessons such as citizenship/PSHE or individual assemblies (Vincent, 2019a). This form of policy enactment often merely presents the so-called FBVs as objective truths or at least ideals. Resultant scholarship therefore encouraged a pedagogic response which critically engaged these so-called FBVs, requiring "exploration and debate around their meaning and their practice in our society" (Vincent, 2019b, p.147).

Building upon this intellectual focus, the pedagogic focus of my research inquired how dialogic practice and the use of FBVs as organising concepts influenced Year 7 students' geographical learning and in turn their own understanding of Britishness. The central implication for future practice is that this persuasive case study of 'Rookbridge School' has shown geography to be a promising subject for schools wishing to enact a critical pedagogic response to the FBV policy. The students learning about the FBVs, in my opinion, benefited from a geographical perspective. Situating the Britishness of these values amidst a range of case studies from around the world and within the UK also made the sequence less divisive than it may otherwise have been, but not less critical (Keddie, 2014).

The developmental focus of this research related to my own continuous professional development and the critical reflections which I can take forward to improve my own practice. There was undoubtedly an intrinsic benefit of being a teacher-researcher, and I have learnt how to bring out the best of both roles during this process. However, in addition to the extraordinary situation of the arrival of Covid-19, there were some improvements to my own practice that I identified and will work towards in future.

An additional implication for future practice is the possibility of future research on geography's role in allowing for a more critical pedagogical response to the enactment of the FBV policy. Future research would expand the scope of this case study by incorporating multiple cohorts or develop this case study into an action research project to better understand how policy enactment is adjusted as a result of influences on students' understanding of Britishness.

Finally, this case study research demonstrated how practitioners can deliver pedagogic responses which co-opt statutory guidance, importantly to the benefit of students' learning. In this case, reducing the divisiveness of the FBV policy as a counter-extremism initiative by fostering students' critical understanding of Britishness through geographical learning. As a mutual benefit, I hope students will later reflect on geography's relevance and versatility as a subject that can better equip them for life in modern Britain.

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