

‘Don’t be afraid of going to Durham because it’s far away; anywhere is only a day away’: School messages concerning mobility and HE participation (0129)**Introduction**

The aims of the initial doctoral research project will be drawn upon first, which sought to explore the school ‘effect’ on entry to HE and leading HEIs. However in doing so the research uncovered further possible school ‘effects’, including mobility and HE participation.

Past research will be outlined next and it will be shown that this has tended to focus at the individual level with little attention to how the school may be conceived of as an independent variable having ‘effects’ above and beyond background factors.

The introduction will then finish by highlighting the significance of this research, paying particular attention to how mobility in HE participation might be linked to social mobility and also may have further influences on the locality graduates may return to.

Methodology

The mixed methods design will be outlined here, beginning with the quantitative analysis which sought to isolate the school from other mediating influences on choice, including attainment and background.

The selection of the case study schools and subsequent qualitative fieldwork carried out within them will be then outlined.

Theoretical framework

Bernstein’s (1975) theoretical framework concerning the school is utilised here in an attempt to explain how the school may be having an ‘effect’ on entry to HE and leading HEIs.

In particular his approach to understanding the structures of power and control within the school is presented here, as signified through his concepts of ‘classification’ and ‘frame’. It will also be shown here how these concepts have been deployed within this study in order to explain the way schools may transmit messages about entry to HE and leading HEIs.

Findings

Aside from the advice of individual teacher’s (which this paper takes its title from) there are also dominant school messages transmitted about mobility in HE participation.

The two dominant messages identified from this research include:

- i. 'You should definitely consider moving away to university'
- ii. 'Most people go to university close to home'

It is argued here that these messages differ according to the specific strength of 'classification' and 'frame' which underlie their transmission.

The differences in strength of 'classification' and 'frame' are signified from school structures, practices, processes and artefacts. This argument is illustrated here through drawing on the interview, observational, and documentary data gathered from the case study schools.

Reference

Bernstein B (1975) *Class, codes and control: volume 3 towards a theory of educational transmissions*. London: Routledge & Kegan Paul.