

**TLRP**  
**Annual Conference**  
**28-30 November 2005**

**T·L·R·P**  
TEACHING  
& LEARNING  
RESEARCH  
PROGRAMME

**E·S·R·C**  
ECONOMIC  
& SOCIAL  
RESEARCH  
COUNCIL



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## INTRODUCTION

Welcome to TLRP's 2005 annual conference!

This event is not only the programme's largest so far, but also promises to be one of the most interesting.

The organisation of the conference reflects the growth and vitality of the programme. Thus we are delighted to welcome representatives of six new projects on Widening Participation in Higher Education whilst also providing opportunities for many school-focused projects to take stock of issues, themes and findings that have emerged in-common over the past few years of their work. Sectorally-based mini-conferences intended to be responsive to such different circumstances and to enable colleagues to update, contest, discuss and build on each other's work. We welcome too representatives from user organisations who will be investigating potential applications.

The growing maturity of TLRP has also enabled us to foreground further the thematic work of the programme. Sessions on a dozen specific themes and enduring issues will thus be held, with opportunities for cumulation and progression in thinking as many of these sessions are repeated through the conference.

TLRP's centrally concerned with 'learning' and, as in previous years, our keynotes reflect this. Anne Edwards focuses on cultural historical activity theory: a relational turn, while Michael Eraut offers an analysis of the 'complexities of learning' and of understanding what is being learned. The final plenary session will explore the potential of using 'identity and learning' as a meta-narrative for the outcomes of the programme as a whole. With contributions on this from members of the Directors' Team, we also welcome Margie Wetherell or ESCR's *Identities and Social Action* Programme.

Overall of course, this conference is a reflection of the Programme itself – a unique opportunity for academic work on enduring issues of significance and at the edge of our collective understanding. We will be hoping for engaged and open-minded debates, some unexpected synergies and new forms of progression.

We hope that you will enjoy the conference and keep the dialogue going during 2005/6.

Andrew Pollard  
Director

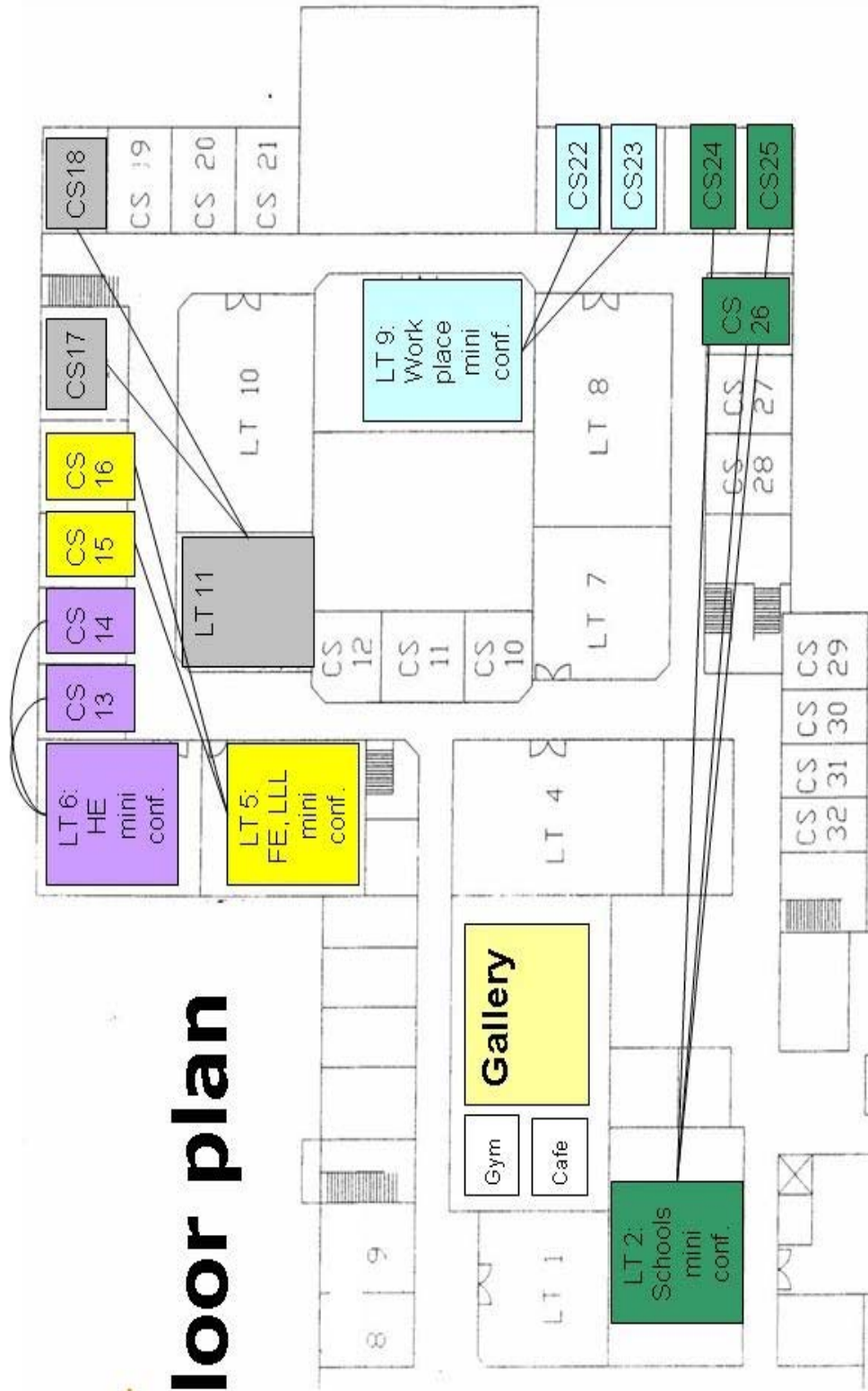


# TLRP Annual Conference 2005 Programme

Monday 28 <sup>th</sup> November	Tuesday 29 <sup>th</sup> November	Wednesday 30 <sup>th</sup> November		
	<b>09:00</b> <b>Sector-based Session 2</b> (parallel mini-conferences)	<b>09:00</b> <b>Sector-based Session 4</b> (parallel mini-conferences)		
	<b>10:30</b> Coffee	<b>10:30</b> Coffee		
<b>11:00</b> Coffee  <b>11:15</b> <b>Welcome</b> Steering Committee and Directors' Team	<b>11:00</b> TLRP Review	<b>11:00</b> <b>Thematic presentations 3</b> (parallel sessions)		
<b>11:30</b> <b>Anne Edwards</b> Cultural Historical Activity Theory and Learning: a relational turn	<b>Roundtables</b> By demand ... International Publications Media ICT resources		<b>11:30</b> <b>Michael Eraut</b> The Complexities of Learning	<b>Roundtables</b> By demand ... International Publications Media ICT resources
<b>12:30</b> Lunch	<b>12:30</b> Lunch		<b>13:00</b> Lunch	
<b>13:30</b> <b>Thematic presentations 1</b> (parallel sessions)  (Steering Committee meeting)	<b>13:30</b> <b>Sector-based Session 3</b> (parallel mini-conferences)	<b>14:00</b> <b>Andrew Pollard, Mary James, Alan Brown, Miriam David, Stephen Baron</b> Teaching, Learning and Identity: towards a TLRP meta-narrative <b>Margie Wetherell</b> ESRC's Identities and Social Action Programme		
<b>15:00</b> Tea	<b>15:00</b> Tea	<b>15:00</b> Tea and depart		
<b>15:30</b> <b>Sector-based Session 1</b> (parallel mini-conferences)  (Steering Committee meeting)	<b>15:30</b> <b>Thematic presentations 2</b> (parallel sessions)			
<b>17:00</b> Discussion time  (Meet with SC Critical Friend?)	<b>17:00</b> Discussion time  UK Research Capacity Advisory Group			
<b>18:00</b> Bar  <b>19:30</b> Dinner	<b>18:00</b> Bar  <b>19:30</b> Conference Dinner			



# Floor plan



LT = lecture theatre CS = breakout & thematic session rooms



**KEYNOTE ADDRESS**

**CULTURAL HISTORICAL ACTIVITY THEORY AND LEARNING: A RELATIONAL TURN**  
**Anne Edwards**

Given the interdisciplinary strengths of TLRP and the multi-layered approaches to studying learning to be found across projects, ways of examining learning which can connect action in context with changes in thinking are, I suggest, crucial. In this paper I propose that Cultural Historical Activity Theory (CHAT) is one such way.

Some of the key ideas in CHAT are presented to prepare the ground for a discussion of a selection of the challenges currently facing educational research. In addition to a consideration of how behaviour and cognition are intertwined, these challenges include the dynamic nature of the relationship between learner and learning environment; learning how to work on culturally new problems; working with instability and uncertainty; and learning in systems of distributed knowledge and expertise.

Through a discussion of these challenges, I begin to focus on the importance of collaboration in making sense of and acting on the world. Then, drawing on current research, I discuss 'relational agency' as conceptual tool which can help in analyses of the micro-level negotiations that occur between learners, teachers and contexts as people act jointly on tasks. Relational agency is, in brief, a capacity to work with others to enrich interpretations of problems and to align one's responses to those interpretations to support the actions of others. Relational agency therefore involves both being a resource for others and knowing how to access the resources that others may offer.

In the final section of the paper I consider the implications of relational agency for professional learning, for CHAT and for some of the more general challenges facing TLRP.

**Tuesday 29<sup>th</sup>, 11:00-11:30**  
**Tiered Lecture Theatre**

<p><b>TLRP REVIEW</b> <b>Andrew Pollard</b></p>
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This session will provide an opportunity to briefly review the progress of TLRP and to foreground some of the challenges which still face us as a Programme.

The presentation will be in two parts:

- What have we achieved?
- What is to be done?

The session will focus on the 'big picture' and on broad issues of strategic significance such as:

- User engagement and legitimacy
- Project development and the future
- Research quality
- Research challenges
- Dissemination and impact
- Information technology and research
- Ownership of capacity building

Thematic work and paradigmatic ambition

**KEYNOTE ADDRESS**

**THE COMPLEXITY OF LEARNING**  
**Michael Eraut**

The apparently simple question of “what works” in promoting the learning of professional practices is exceedingly complex. At the very least we have to ask:

- Who is learning what in what kinds of context?
- How are they learning and whose agency is affecting that learning?
- What counts as effective working knowledge in that context?

The most difficult of the three questions we used in two successive research projects on mid-career (The Learning Society) and early career (TLRP) professional learning was “What is being learned? The issues involved include: epistemology and the balance between socially and individually constructed knowledge; what counts as capability, competence, proficiency or expertise; the role of tacit knowledge in professional work; and how professional knowledge can be described and represented. In order to make useful comparisons within and across professions, we needed a typology to organise our evidence on what was learned. We concluded that competence models had greater applicability than HE derived models, but the former tend to fix representations of competence in space and time.

Since all our participants worked and learned in different contexts, we based our typology on sets of learning trajectories with common headings. This typology has eight main headings – Task performance, Awareness and understanding, Personal development, Teamwork, Role performance, Academic knowledge and skills, Decision making and problem solving, and Judgement - and 53 sub-headings. Others will no doubt develop other typologies of this kind. Ours is different not in its headings, but in its recognition of complexity and the addition of a time dimension. Furthermore, our sub-headings are interdependent. Any significant performance episode involves the often simultaneous use of several sub-headings from more than one category and integration of different elements of competence characterises any complex performance.

The time dimension embraces lifelong learning and learning through the re-interpretation of previous experience. In any one year we would anticipate that a person’s learning would explicitly progress in some categories, implicitly progress in others, remain static in some categories and regress in others; so each sub-heading functions as a separate learning trajectory that may be plotted over time as a sequence of ‘episodes of practice’.

Learning in the workplace is mainly acquired holistically, through participation in work processes, individually, alongside others or in teams. There appears to be considerable scope for these modes of learning to be used more in student learning and teacher learning in formal education settings.

Finally, our analysis of factors affecting learning in the workplace is widely applicable, including formal education settings. Our model focuses on the interaction between the confidence, challenge and support experienced by each learner and the contextual factors that affect these learning factors, including the allocation of work, relationships at work, expectations and the agency of learners and significant others in their workplace.

**KEYNOTE ADDRESS**

**IDENTITY AND LEARNING: TOWARDS A TLRP META-NARRATIVE**

Andrew Pollard, Mary James, Steve Baron, Miriam David and Alan Brown,  
Directors' Team, TLRP

Margie Wetherell, Director, Identities and Social Action Programme

In this paper we want to offer some initial thoughts on some of the ideas which are under consideration for use in foregrounding some of the 'big ideas' which TLRP is generating and to suggest a possible meta-narrative to represent the major implications of TLRP for policy and practice.

The concept of 'identity' features strongly in this, and for that reason we have invited Margie Wetherell to share information with us about the parallel ESRC Programme on Identities and Social Action. We anticipate that there may be some useful future synergies across the two programmes.

The presentation will be framed by discussion of five major concepts –

- identity,
- learning,
- intersections,
- diversity
- strategic biographies.

In each case, we will suggest some possible meanings and comment on some implications.

The session will conclude by inviting colleagues to consider the possibility of a meta-narrative for the Programme which focuses on socially contextualised learners, learning and strategic biographies and is presented as a challenge to both performativity and a-social accounts of teaching and learning. Could we thus contribute to new and more balanced understandings, and thus provide the evidence-based foundations of a new era of high quality educational provision?

If the basic direction of these ideas is endorsed, some elements of the 2006 Annual TLRP Conference will be structured to explore the issues further.

**TLRP**  
**Schools Sector Mini-Conference**  
**Room LT2**

**Session One: Monday 28<sup>th</sup> November, 15:30-17:00**

- 15:30-15:40 Introduction from Mary James
- 15:40-15:50 Hughes et al, *Identity and Transfer: A new focus for home-school knowledge exchange*
- 15:50-16:00 McGuinness et al, *Metacognition in Classrooms: A pro-ACTive learning effect for children?*
- 16:00-16:10 Christie et al, *Transforming practice in group work – social pedagogic strategies to foster classroom change and teacher learning*
- 16:10-16:20 Blatchford et al, *Improving the effectiveness of pupil group work*
- 16:20-16:30 Plowman et al, *Guided interaction, guided enquiry and pedagogy in the playroom*
- 16:30-16:40 Sutherland et al, *Affordance, Opportunity and the Pedagogical Implications of ICT*
- 16:40-16:50 Bevan, *From Black Boxes to Glass Boxes: The Application of Computerised Concept Mapping in Schools*
- 16:50-17:00 James et al, *Autonomy, conditions and constraints: some cross-cutting themes from the Learning How to Learn Project*

**Session Two: Tuesday 29<sup>th</sup> November, 09.00-10.30**

- 9:00-9:10 Davies et al, *What difference can we make, and how? Interpreting the challenge of inclusion in secondary schools in England and Wales through participants' theories of change*
- 9:10-9:20 Ainscow et al, *Understanding and developing inclusive practices in schools*
- 9:20-9:30 Nunes et al, *The shift from natural numbers to rational numbers*
- 9:30-9:40 Dudley, *Lessons for Learning: Using Research Study Lessons to Innovate and Transfer Metapedagogy*
- 9:40-9:50 Siraj-Blatchford et al, *Social class differences in the effects of pre-school on children's academic attainment at age 7*
- 9:50-10:00 Kennewell et al, *Interactivity in teaching and learning: what is it and how it is affected by the use of ICT?*
- 10:00-10:10 Leitch et al, *Consulting Pupils on the Assessment of their Learning (CPAL)*
- 10:10-10:20 Howe et al, *Intensive Quantities: Towards their Introduction into Scottish Primary Education*
- 10:20-10:30 Hodgkinson et al, *Redefining Participation in the Classroom*

**Session Three: Tuesday 29<sup>th</sup> November, 13:30-15:00**

- 13:30-15:00 Small group discussion

**Session Four: Wednesday 30<sup>th</sup> November, 09.00-10.30**

- 09:00-10:30 Future planning

Monday 28<sup>th</sup>, 15:40-15:50  
Room LT2

**HOME-SCHOOL KNOWLEDGE EXCHANGE IN PRIMARY EDUCATION**  
**Martin Hughes, Andrew Pollard, Guy Claxton, David Johnson, Jan Winter**

**Identity and Transfer: A new focus for home-school knowledge exchange**

**Marilyn Osborn, Elizabeth McNess, Andrew Pollard**

The paper argues that transitions, such as the transfer from primary to secondary school, are particularly significant with regard to exploring changes in identity and construction of self. A particular identity (seen as the way the self is represented and understood by an individual and by others) may be viable in one setting and not in another. Therefore transitions between settings have the potential to challenge established identities and force re-assessment. Transfer between schools thus challenges both children and their parents to adapt to new circumstances in a way which may involve shifts in identity. There is evidence that children's learning performance can suffer with accompanying social, emotional and behavioural difficulties. Parents' and other family members' knowledge of their children may have much to contribute to their successful transition and to the school's understanding of how to facilitate this. However there is little evidence that this is drawn upon substantially by schools. The paper illustrates this with reference to a detailed case study (from the Home-School Knowledge Exchange project) of two children from same family and makes suggestions for a range of activities which may help to facilitate the transfer process.

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Monday 28<sup>th</sup>, 15:50-16:00  
Room LT2

**ACTS II: SUSTAINABLE THINKING CLASSROOMS**  
**Carole McGuinness, Noel Sheehy**

**Metacognition in Classrooms: A pro-ACTive learning effect for children?**

As a result of participating in a metacognitively-rich ACTS intervention, a positive learning effect that we have characterised and labelled – pro-ACTive learning – was identified. The pro-ACTive learning effect consists of the changing pattern over time of children's self-rated use of active cognitive and metacognitive strategies, together with their willingness to put more effort into their work and to engage less frequently in work avoidance strategies. The changing pattern is complex. Essentially, relative to a control sample, participation in ACTS moderates a decrease in active learning strategies and accelerates an increase in expending effort and working harder.

The effect is not uniform across all children; it is strongest in children with average ability, slightly weaker in those with high ability, and fails to emerge for low ability children. Also, only those children who participated in the intervention for three years show the pro-ACTive learning pattern; those who participated for one or two years only show no effects. Overall, girls rate themselves more positively than boys on the learning scales, but the pro-ACTive learning effect is similar for both groups.

The profile of findings raises important questions about (1) the classroom pedagogies that promote these types of learning orientations and self-evaluations; (2) their relationship with attainment; (3) their sustainability over time, and (4) the extent to which all children can benefit.

Monday 28<sup>th</sup>, 16:00-16:10  
Room LT2

**SUPPORTING GROUP WORK IN SCOTTISH SCHOOLS**  
**Donald Christie, Keith Topping, Andrew Tolmie, Kay Livingston, Christine Howe**

**Transforming practice in group work – social pedagogic strategies to foster classroom change and teacher learning**

This paper focuses on how the impact of enhanced collaborative group work can be maximised in primary and secondary schools. The results of our Scottish Extension Project (ScotSPRinG) in 24 Scottish Primary schools, which were reported at TLRP conference 2004, clearly show significant benefits of enhanced collaborative group work in both the cognitive and social domains. At the heart of the changes made in the practice of participating teachers and the benefits accruing is a change in the relative roles of teachers and pupils. Allowing children to take more responsibility for their own and their peers' learning required confidence on the part of teachers'. Several participating teachers described the changes involved as quite fundamental transformations in their classroom practice. Others felt confirmed and empowered in their previous approaches. The paper discusses how the team are now attempting to meet the challenge of extending these benefits more widely among teachers, schools and local authorities.

Two strategies for maximising wider impact of the study, currently being pursued by the project team, are described. The first is a follow-up study being co-funded by the Scottish Executive Education Department and TLRP, which will track the progress of the pupils involved in the initial study through the transition into secondary schools in order to ascertain whether the gains achieved are sustained and whether secondary teachers can be encouraged to adopt more effective collaborative group work strategies. The second is an attempt to extend the principles of the social pedagogic approach to teachers themselves as learners, by establishing a collaborative community of enquiry, linked to the Applied Educational Research Scheme, which will be offered the opportunity to share in developing and investigating further applications of enhanced group work approaches. The paper will address the question of what are the necessary conditions for transforming classroom practice by fostering collaboration among pupils AND among teachers

Monday 28<sup>th</sup>, 16:10-16:20  
Room LT2

**IMPROVING THE EFFECTIVENESS OF PUPIL GROUP WORK**  
**Peter Blatchford, Maurice Galton and Peter Kutnick**

**Social Pedagogy:**

The SPRinG study is based on a developing 'social pedagogy' of classroom learning, in particular relating to pupil groups in the classroom. The term social pedagogy has not been used in the UK, and we have constructed a broad definition that focuses upon the social context within which classroom pedagogic relationships take place. At the conference we will discuss this approach and its bearing on other more traditional pedagogies. Much theorising about teaching and learning in classrooms tends to focus on teacher-directed knowledge interacting with a relatively passive student body, and tends to exclude the possibility of peers learning from one another. If a peer-based social pedagogy is to be effective in supporting classroom learning, then group learning must be legitimised and supported in programmes such as the one developed by the SPRinG project. The key principles behind the SPRinG approach will be described and results from the evaluation phase of SPRinG will be briefly discussed to show the significant effects on academic outcomes and productive classroom social interactions in the classroom.

**Conditions for classroom change:**

Some discussions concerning conditions for classroom change have criticised a top-down approach (associated with the imposition of e.g., curricular and assessment practices); we have evidence of effective pedagogic change resulting from a grass-roots development of relationships between children (with peers) and their teachers. In the SPRinG study we

adopted a joint construction approach with teachers, to support and develop effective group working. Apart from the academic outcomes already cited we also found that pupils became more confident and competent in their group working skills and that teachers spent more class time in group working situations, were less directive, and spent more time monitoring learning.

Changes in the subjectivities and roles of pupils:

The Spring Project has confirmed dips in attitudes among Y6 and Y7 pupils in core curriculum areas. We have evidence that when group work is effective these dips can at least be reduced if not totally eliminated in every case. However, more pertinent is the shift in the nature of what motivates pupils to engage in high risk, challenging tasks that teachers tend to choose for group work. This has implications for both the curriculum and pedagogy.

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**Monday 28<sup>th</sup>, 16:20-16:30**  
**Room LT2**

<b>INTERPLAY: PLAY, LEARNING &amp; ICT IN PRE-SCHOOL EDUCATION</b> <b>Lydia Plowman, Christine Stephen</b>
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**Guided interaction, guided enquiry and pedagogy in the playroom**

This paper is based on *Interplay: Play, Learning and ICT in Pre-school Settings*, a two-year research project which contributes to TLRP's goal of enhancing outcomes for learners by identifying ways in which practitioners can provide more support for three- and four-year-old children's learning with information and communication technologies (ICT). The study is based on our earlier observations that practitioners provide highly contingent responses to children in nurseries but this does not extend to children's play with ICTs.

The study was based in eight pre-school settings where we used a process of guided enquiry with practitioners to identify ways of enhancing children's encounters with ICT. Researchers introduced the concept of guided interaction and practitioners explored this concept in a range of technology-based interventions of their own design. Our focus here is on practitioners' developing pedagogy for supporting children's use of ICT and this paper is motivated by our realisation that much of what we have to say about guided interaction seems to be commonsensical once it has been explained and illustrated. If this is the case, the question is why it is not a part of usual playroom practice, leading us to consider the tensions between the child-centred, holistic construction of pre-school education and the more interventionist and teacherly guidance suggested by guided interaction. The answer may lie in emphasising the full range of actions that are seen as part of the interactions between adults and children in early years settings. Our data suggests that actions with pedagogical intent are embedded in a far richer mix of emotional, physical and social actions than may be apparent at first but this may disturb practitioners' naive application of theories of children's development.

These processes of guided enquiry (which focuses on practitioner learning) and guided interaction (which focuses on children's learning) lead to an exploration of the practitioners' implicit and explicit pedagogy, their constructions of their role in the playroom, how they learn together, and what this might suggest for conditions for change.

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**Monday 28<sup>th</sup>, 16:30-16:40**  
**Room LT2**

<b>INTERACTIVE EDUCATION: TEACHING AND LEARNING IN THE INFORMATION AGE</b> <b>Rosamund Sutherland, Susan Robertson, Peter John</b>
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**Affordance, Opportunity and the Pedagogical Implications of ICT**

This paper provides a brief overview of the InterActive Education project in order to provide a framework for our thinking about the idea of affordances, arguing that it is the relationship between the pedagogy within a subject area (the practice in the setting), the subject domain

and its culture (the ecology of the setting) and the technology (the tool within the setting) that is crucial to engendering quality learning. The overall aim of the InterActive Education project was to examine the ways in which ICT can be used in educational settings to enhance teaching and learning. We took a holistic approach, examining learning with ICT at both the level of learner and classroom, and the learner in outside school settings, being careful to take into account the institutional and societal factors which structure learning. The project centred around developing research partnerships between teachers, teacher educators and researchers in order to design researchable learning environments which were supported by research on teaching and learning. From the outset partnerships were established with 10 institutions (1 further education college, 5 secondary schools and 4 primary schools). In recent years the emergence of new digital technologies has offered up the possibility of extending and deepening classroom learning in ways hitherto unimagined. Much of this optimism is predicated on the idea that digital tools will extend children's capabilities as their affordances are used to transform learning outcomes. However, we need to be cautious when we speak of the affordances of new technologies and even more cautious about assuming that a given medium or technology will automatically afford particular learning outcomes. In reality, learning is always distributed in some form between the technology, the learner and the context and there is nothing inherent in technology that automatically guarantees learning.

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**Monday 28<sup>th</sup>, 16:40-16:50**  
**Room LT2**

<p><b>FROM BLACK BOXES TO GLASS BOXES: THE APPLICATION OF COMPUTERISED CONCEPT MAPPING IN SCHOOLS</b> <b>Robin Bevan</b></p>
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**Outcomes from Main Study 1: Key Findings**

The development of new technologies has given rise to a wide array of new software, teaching tools, and teaching approaches. Many of these have been embraced by teacher-practitioners seeking to harness pupil motivation, looking to address the training skills agenda, or simply in response to curriculum demands. Seven-Kachala and Bialo (1999) indicate that these developments can secure measurable improvements in pupil learning; but as Bransford et al. (1999) indicate, few of these approaches have been rigorously assessed in the context of how people learn, how knowledge is constructed, and how understanding can be demonstrated.

This project focuses specifically on responding to this need. First, the research will draw upon established learning theories to illuminate aspects of teaching with computer technology. Secondly the project will bring this to bear on the development of one particular software tool: a knowledge mapper. The second half of the research will investigate how computerised knowledge-mappers may be effectively introduced to the secondary school classroom: as a teaching tool, as a mechanism for summative assessments, as a diagnostic indicator for formative purposes.

This investigative phase will lead in turn to practical pedagogical recommendations. A number of schools will be involved in seeking to implement these recommendations, and their impact will be measured through controlled experiments and interview data.

In this presentation, the CRESST knowledge mapper software will be briefly demonstrated, and findings reported from the second phase of classroom trials. These trials demonstrate significant gains in using the mapper when associated with collaborative map development and scoring feedback.

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Monday 28<sup>th</sup>, 16:50-17:00  
Room LT2

**LEARNING HOW TO LEARN – IN CLASSROOMS, SCHOOLS AND NETWORKS**  
**Mary James, Robert McCormick, Bethan Marshall**

**Autonomy, conditions and constraints: some cross-cutting themes from the Learning How to Learn Project**

**Bethan Marshal, David Pedder**

The project aimed to link research conducted across organisational levels – in classrooms, in schools and across networks. A number of cross-cutting themes linked our levels.

**1. *Autonomy and agency.***

Our theoretical analysis led us to consider the development of learning autonomy as a central concept in LHTL. Promoting learning autonomy also emerged as a key factor in our quantitative survey of teachers and is confirmed by our interviews and videos of classroom practice. All data sources point to the importance of teachers' own sense of agency as crucial in creating the conditions for pupils' voices to be heard and their autonomy to be enhanced. The application of formative principles in teachers' own learning emerges as a strong theme and will be illustrated by a case study of one teacher.

**2. *Conditions for classroom change: support for teachers' in-class learning***

Teacher learning and school support for such learning are key preconditions for the sustained promotion of LHTL in classrooms. Our data indicated that the conditions in project schools appeared to be conducive to teachers' learning out of the classroom but less amenable to teachers' learning with colleagues in the classroom. Yet, it was teachers' in-class learning practices that were most strongly associated with their classroom promotion of LHTL. School conditions that underpinned teachers' in-class learning practices centred on the development of a clear sense of direction, the promotion of staff development, the auditing of teachers' expertise and support for teacher networking.

**3. *Compliance and subversion as responses to the policy context***

Interviews with headteachers revealed their concerns about leading learning in their schools within the context of prescriptive government policy. All schools were implementing government policies but with varying degrees of enthusiasm, locating themselves on a spectrum of compliance to subversion. Government policies were successful in leaving a depth of imprint on school practice and shaping the discourse which accompanied it. However, the greater the external pressure, the greater was the desire for flexibility, diversification and agency.

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Tuesday 29<sup>th</sup>, 9:00-9:10  
Room LT2

**FACILITATING TEACHER ENGAGEMENT IN MORE INCLUSIVE PRACTICE**  
**Sue Davies, Andy Howes, Tim Carroll, Peter Farrell**

**What difference can we make, and how? Interpreting the challenge of inclusion in secondary schools in England and Wales through participants' theories of change**

If schools are to become more inclusive, practitioners need to engage with the assumptions that underpin their practice, and often the school culture as a whole. This is particularly challenging in the large and complex organisation of a secondary school. An examination of the literature finds that there are many reasons why teachers engage with, or resist, educational change in general and the development of inclusive practice in particular. Whether at the level of the individual teacher, or the departmental or pastoral group, becoming more inclusive requires a critical perspective on current practice and can sometimes appear threatening or irrelevant in the light of other priorities.

The ESRC TLRP Project 'Prosiect Dysgu Cydradd' is co-funded by ESRC and the Welsh Assembly Government, and provides an opportunity to learn more about these issues in the comparative contexts of Wales and England. The project will explore the factors that influence teacher engagement in structured reflective practice towards more inclusive learning for students. Existing groups of secondary school teachers (in departments, for example, or pastoral groups) in schools in Wales and England will engage in a collaborative action research project in the area of pupil attitude, behaviour and learning. Further developing a systemic rather than individual pupil-focused role in schools, educational psychologists will play a key role in facilitating this process. The affordances and hindrances to teacher engagement will be monitored and an evaluation will be made of the effect of teacher engagement on student learning.

This paper discusses theory of change methodology, and how the project will be using this to enhance its exploration of factors that influence how teachers' change and develop their inclusive practice. It will present, using this framework, some of the early analysis of data gathered from teacher questionnaires and interviews with key stakeholders. This begins the process of trying to understand the factors that influence teacher engagement in making changes in their practice to develop inclusion

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**Tuesday 29<sup>th</sup> 9:10-9:20**  
**Room LT2**

<b>UNDERSTANDING AND DEVELOPING INCLUSIVE PRACTICES IN SCHOOLS</b> <b>Mel Ainscow, Tony Booth, Alan Dyson</b>
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**Presented by Andy Howes**

This Network of researchers from three universities and 24 schools in three LEAs used an action research methodology to facilitate the development of practices to increase the participation and achievement of often marginalised learners. This includes a range of groups whose difficulties within the education system are usually treated separately in respect of both policy and research.

The Network has worked with the notion of inclusion to address a range of issues relevant in particular schools, around these questions:

- what barriers to participation and learning are experienced by pupils?
- what can be changed to help overcome these barriers?
- do improved practices facilitate improved learning outcomes?
- how can such practices be encouraged and sustained in LEAs and schools?

The Network has undertaken three interrelated research and development projects with different Local Education Authorities which have made a commitment to address issues of inclusion and exclusion in their improvement plans.

The research focused on classroom practice, the effective use of support, and the creation of organisational conditions and cultures which can lead to more inclusive policy and practice and therefore to higher attainment.

Strong involvement of participating schools has been a key element in the success of the Network, with staff supported in collecting, analysing and using evidence for the purpose of strengthening inclusive practice.

The Network has developed greater understanding of the process of change by which more inclusive practice comes about, and related this to policy and other contextual conditions.

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Tuesday 29<sup>th</sup>, 9:20-9:30  
Room LT2

**THE ROLE OF AWARENESS IN THE TEACHING AND LEARNING OF LITERACY AND  
NUMERACY IN KEY STAGE 2**

**Terezinha Nunes, Peter Bryant, Ursula Pretzlik, Jane Hurry**

**The shift from natural numbers to rational numbers**

Researchers and teachers alike know that pupils in primary school have difficulty with fractions. This study analysed the variations in pupils' performance when they solve problems involving logical reasoning about fractions in different situations. In a survey about rates of problem solving, pupils showed higher levels of success when the problems were presented in quotient situations (e.g., 3 pizzas shared among 4 children, where the numerator refers to pizzas and the denominator refers to children) than in part-whole situations (e.g., eating  $\frac{3}{4}$  of a pizza, where both the numerator and denominator refer to parts of the same whole). Intervention studies showed that pupils make significant gains when taught about fractions in quotient situations and that these gains persist over two months in the absence of further teaching. Analyses of pupils' explanations for the equivalence of fractions in quotient situations showed that they use a variety of arguments to justify equivalence, which can serve as the basis for learning fractions in school.

Natural numbers are easily understood by most people. Young children learn to count often before school but, if not, soon after they start school. They can easily take 5 bricks out of a box and know that, if you take 5 sweets from another box, you have the same number of bricks and sweets. In contrast, fractions cause difficulty to most people because they involve relations between quantities. What is  $\frac{1}{2}$ ? One half of what? If Ali and Jazmine both spent  $\frac{1}{2}$  of their pocket money on snacks, they may not have spent the same amount of money. The value of  $\frac{1}{2}$  is relative to the whole.

Some psychologists (e.g., Hartnett & Gelman, 1998) have suggested that there is no informal knowledge of fractions, and that children merely overgeneralise their ideas of natural numbers to fractions. This might seem true if we present children with written representations of fractions and ask them questions about these representations. But it is possible that the logical properties of rational numbers – the more general term for fractions – are understood in everyday life even if children have not learned how to label fractions, and thus are not able to answer questions when they are presented with written rational numbers. Our research investigated children's everyday insights into the logic of rational numbers and whether these insights can be used in the classroom to improve the teaching of fractions.

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Tuesday 29<sup>th</sup>, 9:30-9:40  
Room LT2

**LESSONS FOR LEARNING: USING RESEARCH STUDY LESSONS TO  
INNOVATE AND TRANSFER METAPEDAGOGY**

**Peter Dudley**

This project will investigate the development of Research Study Lessons as tools for constructing professional knowledge about classroom teaching.

The knowledge-creating school is an essential component of the move to re-professionalise teaching towards an era of 'informed professionalism'.

The application and development of Assessment for Learning theory (AfL) in classrooms, schools and networks is a focus of the ESRC TLRP Learning How to Learn project.

This study will examine and evaluate the development and use of research study lessons in schools committed to developing applied AfL practice, and to developing and replicating classroom practice within school and across networked learning communities of schools.

It will use both ICT web-based and more conventional methods of knowledge creation and dissemination.

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Tuesday 29<sup>th</sup>, 9:40-9:50  
Room LT2

**EFFECTIVE PRE-SCHOOL AND PRIMARY EDUCATION PROJECT 3-11 (EPPE 3-11)**  
**Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford, Bredna Taggart**

**Social class differences in the effects of pre-school on children's academic attainment at age 7**

This paper describes the differential effect of pre-school on children's academic attainment in Year 2 (age 7) of English primary school. The Effective Provision of Pre-school Education (EPPE) project was designed to study the effects of pre-school education and care on a large representative sample. Funded by the British government, it follows the progress of 3000 children from 3 to 7 years. Using an 'educational effectiveness' design (Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart, & Elliot, 2002 & 2003), EPPE aims to explore the effects of individual pre-school centres on children's attainment and social/behavioural development at entry to primary school and later at age 7. Compared to children with no pre-school experience, pre-school children scored higher on academic tests such as phonological awareness and number skills at age 5 (school entry). At age 7 pre-school children were still showing higher academic scores when compared to children without pre-school, but not social-behavioural ones (Sammons et al 2004; Sylva et al 2004). However, many children who did not attend pre-school were 'catching up' with their peers who did. This was not the case for children whose parents had unskilled jobs or were unemployed. The implications of the failure of the poorest children to catch up by age 7 are discussed in terms of the targeting of government support to schools in disadvantaged neighbourhoods.

**References**

Sylva, K., Pugh, G. (2005). *Transforming the early years in England*. Oxford Review of Education. Vol. 31(1), pp.11-27.

Sammons, P., Elliot, K., Sylva, K., Melhuish, M., Siraj-Blatchford, & Taggart, B. (2004). The impact of pre-school on young children's cognitive attainments at entry to reception. *British Education Research Journal*, 30 (5), 691-712.

Siraj-Blatchford, I., & Sylva, K. (2004). Researching Pedagogy in English Pre-Schools. *British Educational Research Journal*, 30 (5), 713-730.

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Tuesday 29<sup>th</sup>, 9:50-10:00  
Room LT2

**INTERACTIVE TEACHING AND ICT**  
**Steve Kennewell, Gerran Thomas, Richard Thorpe, John Parkinson, Gary Beauchamp, Howard Tanner, Sonia Jones, Nigel Norman**

**Interactivity in teaching and learning: what is it and how it is affected by the use of ICT?**

Our focus on the concept of interactivity in teaching and learning is motivated by our interest in two aspects of government policy which share an expectation that they will foster the provision of *interactive* experiences for learners, and that these will be more effective than experiences which are not interactive. The first aspect is the development, implementation and effect of the National Strategies in schools, and the second aspect is the use of ICT as an aid to learning. In this paper, we examine some perceptions of interactive teaching, consider the variations in context and purpose, and begin to analyse how we might usefully set out what is characteristic of lesson structure, teacher behaviour and learner behaviour in interactive classroom settings which are effective in fostering learning. We consider the role

and value of reflection both in and on interactive experiences in generating types of *intra-active* experience on the part of learners. Finally, we note that ICT, despite being considered an interactive medium, is mostly absent from previous studies of interactive teaching and start to explore the effects of introducing different types of ICT into the concepts and contexts of interactive teaching.

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**Tuesday 29<sup>th</sup>, 10:00-10:10**  
**Room LT2**

**CONSULTING PUPILS ON THE ASSESSMENT OF THEIR LEARNING (CPAL)**  
**Ruth Leitch, Laura Lundy, Peter Clough, John Gardner, Despina Galanouli**

This paper will provide a theoretical and methodological update on this project which centres on pupil participation in assessment processes. CPAL, an extension on the *Consulting Pupils about Teaching and Learning* led by Jean Rudduck, is an eighteen month study which started in June 2005.

The project provides an additional theoretical perspective in its exploration of pupil rights specifically in relation to assessment issues presently on the policy agenda in the Northern Ireland context. An emergent model of pupil rights is being conceptualised and tested heuristically through the three interrelated studies (Pupil Profiles at KS2; Assessment for Learning in classrooms at KS3; and Teacher Perspectives) that make up the overall design of this CPAL study. The presentation will outline how various methods are being considered and developed to meet the goals of the studies and to ensure pupil consultation in their development.

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**Tuesday 29<sup>th</sup>, 10:10-10:20**  
**Room LT2**

**5-14 MATHEMATICS IN SCOTLAND: THE ROLE OF INTENSIVE QUANTITIES**  
**Christine Howe, Terezinha Nunes, Peter Bryant**

**Intensive Quantities: Towards their Introduction into Scottish Primary Education**

As a Scottish extension of a TLRP Phase II project, this research aimed to document Scottish primary school pupils' understanding of intensive quantities, and to suggest how difficulties might be addressed. Intensive quantities (e.g. speed, density or monetary value) are based on the logic of co-variation, where at least two variables are involved. Speed, e.g., involves both the distance covered and the time taken to cover it, and is measured in units such as miles per hour. Intensive quantities contrast with extensive quantities such as distance, volume or price, which are based on the logic of part-whole relations. Crucially extensive quantities are the focus of mathematics education in Scotland, as they are throughout the United Kingdom. If intensive quantities are addressed, coverage is piece-meal and non-systematic.

The research began with a base-line survey of c.1000 pupils aged 7 to 12 years. The survey's results show that primary school pupils of all ages have difficulties with intensive quantities, and these difficulties undermine their mastery of fractions. A teaching programme was developed to remedy these problems, and implementation and evaluation of the programme with c.600 pupils constituted the project's second phase. The programme was found to boost understanding of intensive quantities as well as fraction usage, yet it only took two or three hours of classroom time in total. It is therefore entirely compatible with curricular demands, and the focus of the conference presentation will be the researchers' attempts to communicate this to policy makers. When intensive quantities are not currently taught in schools, practical impact depends on reform at the national level, and hence policy makers are the key group to target. The strategies used to engage with policy makers will be outlined, and their strengths and weaknesses evaluated.

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Tuesday 29<sup>th</sup>, 10:20-10:30  
Room LT2

**LEARNING SCIENTIFIC CONCEPTS IN CLASSROOMS GROUPS AT KEY STAGE 1**  
**Steve Hodgkinson**

**Redefining Participation in the Classroom**

Much has been written about *participation* as a contextually – mediated, emergent social practice, which shapes and reinforces certain discourses in classroom teaching and learning whilst effectively silencing others (McDermott, 1976; Mehan, 1979; Leander, 2002). However, important issues remain, largely arising out of just what definition of participation should be used when studying social interaction in the classroom. The definition found in the literature still largely reflects the importance of '*what is said*' rather than '*what is done*' during a social encounter (Goodwin & Goodwin, in press).

In this paper, participation is redefined in *multimodal* terms, as the necessary concomitant for the transition from ritualised meaning making to negotiated meaning making in the classroom. Insights are drawn from a study of the social interaction order observed in 4 different classroom contexts, using an analytical framework derived from the work of Victor Turner and Erving Goffman (Goffman, 1974; Turner, 1981). The consequences and issues this raises for the promotion of social learning in the classroom are discussed.



## TLRP

### FE and Lifelong Learning Sector Mini-Conference Room LT5

#### Session One: Monday 28<sup>th</sup> November, 15:30-17:00

- 15:30-15:40 Introduction to each other and to Mini Conference
- 15:40-16:00 Phil Hodgkinson et al, *Evidence-based principles for FE learning*
- 16:00-16:10 Discussion
- 16.10-16.25 Mark Goodrham, *Using Research to Enhance Professionalism in FE: Early analysis of case studies; structure, status and research in FE*
- 16:25-16:35 Discussion
- 16.35-16:50 Jim Gallacher et al, *Learning Relationships in Community based FE*
- 16:50-17:00 Discussion

#### Session Two: Tuesday 29<sup>th</sup> November 09.00-10.30

- 09.00-09.20 Martin Jephcote et al, *FE Teachers Talking about Students' Learning: Outcomes, contexts and methodologies*
- 09:20-09:30 Discussion
- 09.30-09:50 Roz Ivanic et al, *Textually-mediated Teaching, Learning and Lives*
- 09:50-10:00 Discussion
- 10.00-10.20 Marilyn Martin-Jones et al, *Creating bilingual and Welsh-medium Environments for Learning in FE*
- 10:20-10:30 Discussion

#### Session Three: Tuesday 29<sup>th</sup> November 13.30-15.00

- 13.30-13:50 Frank Coffield et al, *Learners in the Learning and Skills Sector: The implications of half-right policy assumptions*
- 13:50-14:00 Discussion
- 14.00-14.20 Gert Biesta et al, *Researching Learning/Working Lives: Issues of identity, agency and changing experiences of work*
- 14:20-14:30 Discussion
- 14.30-14:50 Alex Withnall, *Towards an Understanding of Learning in Later Life*
- 14:50-15:00 Discussion

#### Session Four: Wednesday 30<sup>th</sup> November 09.00-10.30

- 09.00-9.30 Andrew Pollard, *Learning, Differentiation and Strategic Action; Analyses from the Identity and Learning Programme*
- 09.30-10.30 Session for review and formulating strategies for sectoral and Programme level activities (Rooms LT5 and CS 15-16)

Monday 28<sup>th</sup>, 15:40-16:00  
Room LT5

**TRANSFORMING LEARNING CULTURES IN FURTHER EDUCATION**  
**Phil Hodgkinson, Denis Gleeson, David James, Keith Postlethwaite, Gert Biesta**

**Evidence-based principles for FE learning**

**David James, Helen Colley, Denis Gleeson, Mark Goodhram, Jim Gallacher,  
Paula Cleary, Lorna Smith**

This session will include brief inputs from the Transforming Learning Cultures in Further Education project, the related PhD study Using Research to Enhance Professionalism in Further Education and the project Learning in Community-based Further Education. Each input will address in brief terms how the projects have utilised and developed the notion of learning culture and will offer examples of the social practices that are better understood as a result. Following these, we will discuss shared aspects of the approach taken in each study and the extent to which a cultural view offers fresh purchase on the means for improvement of outcomes, or even transformation. We will also give consideration to how a cultural view differs from other, more commonplace notions of evidence, best practice and improvement.

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Monday 28<sup>th</sup>, 16:10-16:25  
Room LT5

**USING RESEARCH TO ENHANCE PROFESSIONALISM IN FURTHER EDUCATION**  
**Mark Goodhram**

**Using Research to Enhance Professionalism in Further Education (FE) –  
early analysis of case studies: structure, status and research in FE**

This project aims to better understand the relationship between professionalism and research in the further education (FE) sector. It also aims to identify ways of using research for the advancement of professional practice within FE. In order to understand the ways in which research is, or is not utilised to inform professional practice in the sector, it has been necessary to explore and deepen understanding of professional identities and practice in FE.

The project has been undertaken by a Teaching and Learning Research Programme (TLRP) research-training fellow (RTF), associated with the TLRP's Transforming Learning Cultures in Further Education (TLCFE) project. TLCFE's original aims include the establishing of a lasting practitioner-based research capacity in FE. Both studies share features of methodological design in developing detailed case studies and locating FE practice in relation to 'sites' of teaching and learning that are understood in terms of scales of social and cultural factors that both enable and constrain teaching and learning. For this study, which focuses specifically upon the cultural context of practice, these scales reflect the personal dispositions of individual practitioners in relation to their professional identities and research, the importance of the site in terms of where practice is located within organisational culture and the field of FE in relation to the policy determined wider culture of the FE sector.

This paper will present the current progress of the research with reference to data collection and some tentative discussion of emerging themes derived from early analysis of fieldwork data. It appears that research culture, where it does occur in colleges, may often have a rather narrow focus that is closely aligned to organisational and national policy priorities, rather than to deepening understanding of the sector in a broader sense. In any case, engagement with research appears to be a marginalized activity inherently dependent upon individual commitment, despite an increasingly high profile in national and organisational rhetoric.

Monday 28<sup>th</sup>, 16:35-16:50  
Room LT5

**UNDERSTANDING AND ENHANCING LEARNING IN COMMUNITY-BASED FURTHER  
EDUCATION**

**Jim Gallacher, Terry Mayes, Paula Cleary, Beth Crossan,  
David Watson, and Lorna Smith.**

**Learning relationships in community-based further education**

This paper reports on some of the insights gained so far from our investigation of the nature of learning cultures in community-based further education. We approach the characterisation of a learning culture by focusing especially on a qualitative analysis of the learning *relationships* observed in that setting. The project is a Scottish Extension to the Transforming Learning Cultures project led by Phil Hodgkinson (Leeds) and others. The overall aim of the project is to achieve enhancement of the teaching and learning experience in community learning centres (CLCs) through a deeper understanding of the learning culture, shared across all the participants in the research. These participants include the CLC tutors and support staff, the college managers, the members of the ESRC research team (which itself includes College Research Fellows, as well as the University-based team), and, in a meaningful sense, the learners. Through a series of group and one-to-one interviews with staff and learners in two CLCs, a large qualitative data-set has been produced. Adapting the methodology of interpretative phenomenological analysis, we have attempted to derive a shared understanding of the relationships. Analysis has led to the identification of four types of learning relationship: *accessing; facilitative or blocking; formative, explorative or comparative; and planning* relationships. The paper explores the ways in which these types of relationships shape and re-shape learning cultures in CLCs. A key set of relationships is those of non-teaching staff with students and teaching staff. A related issue is the role of the teaching staff in providing support and encouragement for 'uncertain' or 'fragile' learners. While they have a role as a subject tutor, the subject specific aspect of this role emerges as secondary to the wider supportive relationships they form with students. There is a striking contrast between the high affective importance placed on this role by many learners, and the relatively low importance attributed to it by the organisational culture. Finally, the paper will focus on the theme of transition. While there is clear evidence that students who begin as 'fragile' learners gain confidence from their experience within CLCs, there are also questions regarding their progression as lifelong learners. This in turn brings into focus about another set of relationships: that between CLCs, the main campus of FE colleges and other opportunities which learners may have.

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Tuesday 29<sup>th</sup>, 09:00-09:20  
Room LT5

**LEARNING AND WORKING IN FURTHER EDUCATION IN WALES**

**Martin Jephcote, Jane Salisbury, John Roberts, Gareth Rees**

**FE Teachers Talking about Students' Learning: outcomes, contexts & methodologies**

**Gareth Rees, Jane Salisbury, Martin Jephcote**

Considerable debate, both within TLRP and externally, has been concerned with how to conceive 'learning' most effectively. Sfard's (1998) distinction between acquisition and participation metaphors has been especially influential here. Reflecting their analytical perspectives, commentators have placed varying emphases on 'learning outcomes' and the processes through which they are produced; individual cognition and the influence of social context; and so forth.

This paper begins from the simple proposition that it is important to locate teachers and learners as active participants in at least some processes of learning. More specifically, the character of these processes is shaped by the nature of the social contexts in which interaction occurs and the ways in which teachers and students construct their roles in it. The

latter, in turn, can be understood not only in terms of the intentions of the participants to the interaction, but also in terms of the learning biographies of teachers and students.

This paper draws on initial interviews with teachers in three FE Colleges in Wales to explore the ways in which they appear to conceptualise their students' learning. Their conceptualisations can be related not only to their own backgrounds and learning biographies, but also to the wider structural context within which learning in FE is currently located. This kind of analysis has implications for how to analyse learning processes, both methodologically and theoretically.

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**Tuesday 29<sup>th</sup>, 09:30-09:50**  
**Room LT5**

<p><b>LITERACIES FOR LEARNING IN FURTHER EDUCATION</b> <b>Roz Ivanic, David Barton, Richard Edwards</b></p>
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**Textually-mediated Teaching, Learning and Lives**

The Literacies for Learning in Further Education project is funded to explore the everyday literacy practices of students and those required of them in their studies of specific curriculum areas. Our aim is to examine those everyday literacy practices from home, work, community, and leisure which might be drawn upon to more effectively enable students to achieve their study goals. In Phase 2 of the project, we have been researching 2 units in 11 curriculum areas in four further education colleges, two in England and two in Scotland. This has entailed collecting data on writing and reading in the teaching and assessment of certain subjects and similarly exploring the literacy practices both within and outside the college of a sample of students on each of those units. For both further education staff and students participating in the project, an immediate key outcome has been the recognition of the nature and extent of the textual mediation of their practices in teaching, learning and their lives more generally.

We will draw on the New Literacy Studies view of literacy as a social practice to examine the dynamics of the literacy practices which people bring with them to FE. We will illustrate what forms this textual mediation takes in the different domains of students' lives, and some of the ways in which everyday literacy practices currently act as a resource for learning. We will also account for how students may resist such usage on the basis that formal course-based learning is not their primary interest. In the process, we will point to the ways in which teaching and learning can be understood through the lens of textual mediation. We will focus discussion on how literacy practices in students' everyday lives may be respected and harnessed to enhance learning.

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**Tuesday 29<sup>th</sup>, 10:00-10:20**  
**Room LT5**

<p><b>BILINGUAL LITERACIES FOR LEARNING IN FURTHER EDUCATION</b> <b>Marilyn Martin-Jones, Roz Ivanic, Daniel Chandler</b></p>
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**Creating bilingual and Welsh-medium environments for learning in Further Education**

The principal focus of this TLRP project is on the use and development of bilingual literacies among Welsh-speaking students as they participate in Further Education (F.E.) courses. The research is based in an F.E. college in North Wales – Coleg Meirion-Dwyfor – which is the leading provider of bilingual and Welsh-medium education in the sector. The first phase of data collection and analysis began in September 2005, in close research partnership with three college lecturers and their students (36 students in all). The main aims of this part of the research are: (1.) to document, for each of the students, the range of literacy practices, in Welsh and in English, that they engage in, within 'informal' lifeworld contexts; (2.) to describe, in close detail, and to analyse the bilingual literacy demands of their courses of study; and (3.) to identify lifeworld literacies (including digital literacies and uses of visual texts) that could be drawn upon to support the students' learning at college.

This research is being conducted in a bilingual context where, historically, English has been the dominant language of learning. Whilst there has been a significant shift towards bilingual and Welsh-medium provision in other education sectors in Wales, provision within the F.E. sector has remained limited and progress towards delivery of the curriculum through the medium of Welsh has been uneven. However, recent language policy initiatives (Welsh Assembly Government, 2002; 2003) have created a significant framework for change. In this paper, we will examine the particularities of this wider policy context and consider specific issues arising from language policy implementation in a bilingual F.E. context. Our intention is to contribute to the development of evidence-based strategies for implementing language policy change in the F.E. sector in Wales.

#### **References**

Welsh Assembly Government (WAG) 2002 *Dyfodol Dwyieithog* (a Bilingual Future). Cardiff: WAG

Welsh Assembly Government (WAG) 2003 *Iaith Pawb* (Everyone's Language). Cardiff: WAG

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**Tuesday 29<sup>th</sup>, 13:30-13:50  
Room LT5**

**THE IMPACT OF POLICY ON LEARNING AND INCLUSION IN THE LEARNING AND SKILLS SECTOR**

**Ann Hodgson, Richard Steer, Ken Spours, Sheila Edward, Frank Coffield,  
Ian Finlay, Maggie Gregson**

**Learners in the Learning and Skills Sector: The Implications of Half-Right Policy Assumptions**

**Ann Hodgson and Ken Spours**

The Learning and Skills Sector (LSS) contains a highly diverse range of learners because it covers all aspects of post-16 learning with the exception of higher education. In the research on which this paper is based we are concerned with the effects of policy on three types of learners – unemployed adults improving their basic skills in adult and community learning settings, younger learners in further education colleges on Level 1 and Level 2 courses and employees engaging with basic skills provision in the workplace. What is common about all three groups is that they have historically failed in or been failed by the education and training system and are seen as 'problem learners'. The paper begins by examining government assumptions about learners, reflected in the five major policy documents that relate most closely to the learner groups in our study. These policies 'construct' a particular view of the 'problem learner' in the LSS. We use data from over 200 learner interviews, conducted during 2004/5, in 24 learning sites in London and the North East of England, to argue that government policy assumptions about these learners may only be 'half right'. While certain assumptions about learners may be substantially valid, the reasons for them acting in a particular way may be misunderstood and the wider conditions for sustainable participation and progression might not be fully realised. We conclude by suggesting that at this point in policy development, policy-makers should focus less on problem learners and more on the effects of a problem system.

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Tuesday 29<sup>th</sup>, 14:00-14:20  
Room LT5

**LEARNING LIVES: LEARNING, IDENTITY AND AGENCY IN THE LIFECOURSE**  
Gert Biesta, John Field, Ivor Goodson, Phil Hodgkinson, Flora McLeod

**Researching Learning/Working Lives: Issues of Identity, Agency and Changing Experiences of Work**

**Irene Malcolm and John Field**

Much has been written about the changing nature of work and such changes have had a considerable cumulative impact on the world of adult education. They also play a central role in discussions of lifelong learning, where they are held to require new and far-reaching changes in policy. They are often quoted in pedagogic debates, where new approaches are justified by reference to the new requirements of the contemporary economy. Work has always been an important aspect of how people see themselves, how they relate to others, and how they experience control and power.

This paper examines the interplay between changing employment patterns and the interrelationships between learning, identity and agency in adults' working lives. It examines whether the changes in work are affecting our sense of who we are, our belief in our ability to get things done, and our general approach to learning. Acknowledging that the changing nature of work is not a uniform process but that it affects different groups of workers in different ways, the paper discusses the varied ways in which adults negotiate their ways through the changing conditions, structures and cultures of work. It illustrates these themes through two biographies of adults' working/learning lives.

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Tuesday 29<sup>th</sup>, 14:30-14:50  
Room LT5

**OLDER PEOPLE AND LIFELONG LEARNING: CHOICES AND EXPERIENCES**  
Alex Withnall, Victoria Thompson

**Towards an understanding of learning in later life**

Even though lifelong learning is a cornerstone of educational policy throughout the EU and beyond, until very recently, older people, defined here as being 'post-work', were largely excluded from the debate. Indeed, little is known about their experiences of learning and education over the course of their lives, the factors that might affect whether and how they choose to learn post-work and what role learning plays in their lives as they grow older. This project aimed to explore these issues in depth using a range of methods that included focus group discussions, postal questionnaires, in-depth interviews conducted by a small team of older people themselves and analysis of learning logs. Findings showed that a whole range of different influences, both collective and individual, interact within a changing social and cultural framework to impact on people's propensity to learn and their learning activities at different times during their lives. However, older people understand 'learning' in a variety of different ways and the labels of 'participant' or 'non-participant' frequently employed by educationalists are largely meaningless to them. A previous finding – that being a non-learner is not a static status – was confirmed. There was also evidence that older people are interested in a very wide variety of topics and subjects and continue to learn in a diverse range of ways. Learning also has a range of outcomes for them including keeping an active brain, intellectual stimulation and sheer pleasure and enjoyment. For some, it is the process of learning itself that is important whilst others do not differentiate between learning and social activity. The findings have clear implications for the development of policy and practice in respect of older people.

This project was originally part of the ESRC *Growing Older: Extending Quality Life Programme* (2000-4).

**IDENTITY AND LEARNING**  
**Andrew Pollard, Ann Filer**

**Learning, differentiation and strategic action in secondary education:  
analyses from the Identity and Learning Programme**

This paper reports analyses generated from the secondary school phase of a twelve year, longitudinal ethnographic study in which social influences on the learning of two cohorts of children were traced as they moved through their compulsory schooling in a city in southern England.

In the paper we trace how social influences on learning broaden as young people develop through adolescence, and illustrate why viewing learning as social activity is so important.

We discuss evolving processes of social differentiation in relation to gender and social class. We draw particular attention to the dangers of over-simplified models of social reproduction.

Finally, we review an analysis of strategic action and identities, contrasting the differentiated experience of young people attending independent and selective schools compared with those attending non-selective comprehensive schools.

Overall, this analysis seeks to complement studies of differentiated educational outcomes by suggesting possible social processes which could help to account for them. The *Identity and Learning Programme*, both in its secondary phase and as a whole, shows clearly how individual agency enables young people to cope with their circumstances. However, in so doing, they both reproduce elements of constraint/opportunity and construct others anew.

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**TLRP**  
**Higher Education Sector Mini-Conference**  
**Room LT6**

**Session One: Monday 28<sup>th</sup> November, 15:30-17:00**

- 15:30-15:35 Introduction
- 15:35-15:50 Newman, *The Effectiveness of Problem Based Learning in Promoting Evidence Based Practice*
- 15:50-16:05 Discussion
- 16:05-16:20 Mills et al, *Transition from school to higher education in music: four UK institutions compared*
- 16:20-16:35 Discussion
- 16:35-16:50 Smith et al, *A Values-Based Approach To Teacher Education*
- 16:50-17:00 Discussion

**Session Two: Tuesday 29<sup>th</sup> November 09.00-10.30**

- 09.00-09.15 Hounsell et al, *Congruence in Undergraduate Teaching-Learning Environments*
- 09.15-09.30 Discussion
- 09:30-09:45 M Fuller et al, *Disabled students learning*
- 09:45-10:00 Discussion
- 10:00-10:15 Brennan et al, *Organizational mediation and HE diversity*
- 10:15-10:30 Discussion

**Session Three: Tuesday 29<sup>th</sup> November 13.30-15.00**

- 13:30-13:35 Introduction
- 13.35-13.50 Crozier et al, *Socio-cultural & learning experiences of working class students in HE*
- 13.50-14.05 Discussion
- 14.05-14.20 A Fuller et al, *Non participation in HE: Decision making as an embedded social practice*
- 14:20-14:35 Discussion
- 14:35-14:50 Vignoles et al, *Widening Participation in HE: A quantitative analysis*
- 14:50-15:00 Discussion

**Session Four: Wednesday 30<sup>th</sup> November 09.00-10.30**

- 09.00-9.15 Hockings et al, *Learning and Teaching for Social Diversity and Difference*
- 09.15-09.30 Discussion
- 09:30-09:45 Hayward et al, *Degrees of Success: The transition between VET and HE*
- 09:45-10:00 Discussion
- 10:00-10:15 Williams et al, *Keeping open the door to mathematically demanding F&HE programmes*
- 10:15-10:30 Discussion

Monday 28<sup>th</sup>, 15:35-15:50  
Room LT6

**THE EFFECTIVENESS OF PROBLEM BASED LEARNING IN PROMOTING EVIDENCE  
BASED PRACTICE**  
**Mark Newman**

This project examined the proposition that Problem Based Learning (PBL) would assist students to achieve specific competencies and should be the method of choice for professional education. It was argued that it was particularly suitable to support the conditions that influence adult learning. There is growing interest in using PBL for the education of healthcare professionals, and a number of institutions have adopted forms of PBL for pre-registration education of Doctors, nurses and midwives.

A systematic review of the effectiveness of PBL was carried out using the methodology developed by the international Cochrane/ Campbell collaborations. Members of the review group were identified from the nursing education community worldwide and a declaration of intention was lodged with the Cochrane and Campbell collaborations.

The empirical study comprised a simple two group randomized controlled trial of two undergraduate level post-registration nursing education programmes, using problem-based and current teaching methods. Outcome measures included changes in learning styles, student performance on assessment, and assessment of practice. The study also assessed student and teacher satisfaction, and described the process of teaching/learning used in both the intervention and control groups

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Monday 28<sup>th</sup>, 16:05-16:20  
Room LT6

**LEARNING TO PERFORM: INSTRUMENTALISTS AND INSTRUMENTAL TEACHERS**  
**Janet Mills, Aaron Williamon, Graham Welch, David Hargreaves, Nicky Lossef,  
John Potter, Jonty Stockdale, Celia Duffy**

**Transition from school to higher education in music: four UK institutions compared**

Learning to Perform researches musical learning in higher education longitudinally over three years at the Royal College of Music (RCM) and comparatively, over one year, at three further institutions: Leeds College of Music (LCM), the Royal Scottish Academy of Music and Drama (RSAMD) and the University of York Music Department. The research began in June 2004 with the issue of a transition questionnaire to incoming undergraduate and postgraduate students at the RCM.

Learning to Perform builds theory of the development of musical expertise that moves beyond hours spent in a practice room, and that considers, for example, ways in which students approach their learning during this stage of their career. We consider career broadly, as a blend of the objective and subjective (Cochran, 1991; Stebbins, 1970). We investigate the degree to which students engage in deep or surface learning (Entwistle, 2005), and expansive or restrictive learning (Engeström, 2001). We build on previous work on transition from school into the RCM (Burt & Mills, in press).

In June 2004, 62 undergraduates and 42 postgraduates who entered the RCM in September 2004 completed a semi-structured questionnaire about their hopes and fears – academic and social – on entering the institution. Data were analysed for emergent themes, coded and crosschecked. In August 2005, the questionnaire was administered to incoming undergraduates at LCM, RSAMD and the University of York Music Department.

The examination of hopes and fears as students enter different musical higher education institutions will illuminate not only potentially contrasting expectations (for hypotheses see Mills, Duffy and Burt (2005)), but also possible differences in the way that students approach their learning, and the importance that they place on different components of their programme

of study. This will help to shape the range of ways in which the project is modelling the development of expertise in musical performance.

## References

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ENTWISTLE, N. (2005). *Teaching and Learning in Diverse University Settings: Findings from the ETL Project*. Paper presented at the What a Difference a Pedagogy Makes, Researching Lifelong Learning & Teaching conference, University of Stirling, 24-26 June 2005.

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**Monday 28<sup>th</sup>, 16:35-16:50**  
**Room LT6**

<b>A VALUES-BASED APPROACH TO TEACHER EDUCATION</b> <b>Alan Smith, Anne Moran, Alan McCully, Linda Clarke</b>
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Teacher education in Northern Ireland has recently been the subject of a major review by the Departments of Education and of Employment and Learning. While the system has already undergone significant re-organisation over the last decade, current and anticipated developments and changes in the wider education system are expected to further impact on its organisation, structure and content. This will have significant implications for initial teacher education.

It is within this context that a research programme has been initiated to examine student and beginning teachers' perceptions and understanding of the values underpinning their teaching and learning experiences while engaged in teacher education. The project, entitled 'A Values-based Approach to Teacher Education', investigates four stages of the teacher education process – recruitment and selection, Initial Teacher Education (ITE), Induction and Early Professional Development (EPD), by tracking a cohort of beginning teachers through each phase. This paper presents preliminary findings from the first phase of the research. These consider teacher educators' perceptions and experiences of the recruitment and selection stages and focus in particular, on the challenges associated with over-subscription to PGCE courses, tutors' proposals for change in the recruitment process and the nature of diversity in the student intake. A second area addressed, is the values dimensions of the PGCE course. This provides an insight into teacher educators' perceptions of the concept of inclusion and the nature of preparation given to student teachers to enable them to teach in a divided society (explored through the areas of citizenship and community relations and the teaching of controversial issues).

Tuesday 09:00-09:15  
Room LT6

**ENHANCING TEACHING-LEARNING ENVIRONMENTS IN UNDERGRADUATE COURSES**  
**Dai Hounsell, Noel Entwistle, Charles Anderson, Adrian Bromage, Kate Day,**  
**Ray Land, Judith Litjens, Velda McCune, Erik Meyer, Nicola Reimann**

**Congruence in Undergraduate Teaching-Learning Environments**

This presentation considers how the concept of 'congruence' can be used as a framework both to understand undergraduate courses as 'teaching-learning environments', and to identify how such courses might be modified to improve the quality of the students' learning. The presentation draws on the findings of the ESRC/TLRP Enhancing Teaching-Learning Environments in Undergraduate Courses project (2001-2005), a large-scale study of first- and final-year courses in four subject areas in a cross-section of UK universities.

Within the project, the concern has been with teaching-learning environments as experienced 'on the ground' by the students taking particular course units, as well as in terms of what was intended and perceived by the teaching staff responsible for these courses. *Congruence*, an adaptation of Biggs' concept of 'constructive alignment', offers a means of analysing these experiences and perceptions, and the tensions and challenges associated with them. At base, it entails examining the extent of 'goodness of fit' between the facilitation of high-quality learning processes and outcomes, on the one hand, and on the other, key facets of undergraduate teaching-learning environments-as-experienced. The former is seen chiefly in relation to students' grasp of the characteristic *ways of thinking and practising* in a particular subject area or discipline. The latter include not only teaching-learning and assessment strategies but also engagement with students' backgrounds, knowledge and aspirations, the provision of learning support, feedback practices, and course organisation and management.

Congruence can also be considered more holistically, in terms of the degree of correspondence between the curriculum as planned and designed and the curriculum-as-experienced, for example, or between a discipline or subject as practised and the discipline or subject as learnt, taught and assessed.

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Tuesday 29<sup>th</sup>, 09:30-09:45  
Room LT6

**ENHANCING THE QUALITY AND OUTCOMES OF DISABLED STUDENTS' LEARNING IN HIGHER EDUCATION**  
**Mary Fuller, Mick Healey, Alan Hurst, Sheila Riddell, Terry Wareham**

The paper will focus upon progress in the academic year 2004-2005. During this time the team were heavily engaged in data collection and preliminary analysis of a variety of material from four universities:

- semi structured interviews with key institutional informants
- the collection of institutional data (quantitative and qualitative) about policies and practices with regard to student disability issues
- qualitative interviews with disabled first year undergraduates
- observation of a variety of teaching formats (lectures, seminars, etc)
- interviews with staff, focussing upon accommodations (including anticipatory accommodations) in their teaching aimed at inclusionary practices

Throughout 2005 the team reflected upon the practical, procedural and conceptual issues arising from the first year of the longitudinal study including issues of data quality, dilemmas in the creation of institutional case studies and reconciling data gathering 'on the ground' with the project as outlined in the bid. Discussions are underway for ways of aligning original intentions and now more fully informed ideas about fruitful ways forward into the second and third years of the longitudinal study.

The paper will set out these issues more fully and invite discussion.

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Tuesday 29<sup>th</sup>, 10:00-10:15  
Room LT6

**THE SOCIAL & ORGANISATIONAL MEDIATION OF UNIVERSITY LEARNING (SOMUL)**  
John Brennan, David Jary, Mike Osborne, John Richardson

**Organisational mediation and higher education diversity**

**John Brennan, Mike Osborne**

In its original proposal, the SOMUL project defined organisational mediation as

*The ways in which curriculum knowledge is organised, including the influences of modularity, extended student choice and different modes of study – together providing the ‘principles of curriculum organisation’.*

This definition was strongly influenced by Bernstein’s concepts of classification and framing which we attempted to apply to university curricula. The project remains strongly influenced by Bernstein’s work but experience in the field and further reading of Bernstein and other authors have led to an extended conceptualisation of organisational mediation.

Essentially, this extends the central concept of ‘boundary’ beyond curriculum to embrace the following additional organisational factors:

- How *staff* are grouped in departmental or other structures
- Where decisions on *student* admissions, timetables, assessment etc are made
- How *space* is organized – for teaching, staff accommodation, social mixing
- How and by whom student *time* is organised.

These factors, which can vary independently of each other in particular university settings, combine in different ways to shape the nature of student experiences and, we hypothesise and will go on to investigate, the nature of the learning outcomes.

It is also evident that the factors associated with organisational mediation in the project combine with factors associated with the project’s other central concept – social mediation. In this way, the features of organisational diversity in UK higher education combine with features of social diversity to create increasingly differentiated experiences of undergraduate study. Nevertheless, we would argue that there are clear patterns to this differentiation and the project’s aim in its next stage will be to examine how organisational and social diversities interact to generate diversities in student experiences and learning outcomes.

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Tuesday 29<sup>th</sup>, 13:35-13:50  
Room LT6

**THE SOCIO-CULTURAL AND LEARNING EXPERIENCES OF  
WORKING CLASS STUDENTS IN HIGHER EDUCATION**  
(January 2006-April 2008)  
Gill Crozier, Diane Reay

This research will explore working class students’ experiences of higher education, once at university, their impact on their learner and cultural identities, and the implications of these for their progress and retention. The research will employ mixed methods across four institutions, located in three different geographical areas, comprising an elite, ‘red brick’ and post 1992 university and a college of Further Education, offering Foundation degrees.

We seek to compare the social and cultural experiences of working class students in different types of universities in order to identify any similarities and differences. This will help us to understand how they see themselves as learners and whether they see a need to operate

strategically in order 'to stay in and get on'. We aim to find out whether working class students feel the need to adapt and change their identities in order to survive and progress at university or whether they resist any pressures and expectations to do so. We intend to discern whether and if so how, this impacts or potentially impacts on their learning and ability to stay the course. We are also interested to learn whether these processes are gendered and 'raced'.

This addresses an area which is under researched and will therefore make a vital contribution to knowledge that could have implications for both future quality of experience and outcomes and student retention.

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**Tuesday 29<sup>th</sup>, 14:05-14:20**  
**Room LT6**

**NON-PARTICIPATION IN HE: DECISION-MAKING AS AN EMBEDDED SOCIAL PRACTICE**

**(January 2006-December 2007)**

**Alison Fuller, Martin Dyke, Nick Foskett, Ros Foskett, Sue Heath, Brenda Johnston, Felix Maringe, Patricia Rice, John Taylor**

This study will examine the extent to which HE is conceived as 'within the bounds of the possible' for non-participants and will explore how attitudes to HE and decisions about non-participation are embedded within 'networks of intimacy' consisting of family members and close friends. It hypothesises that such networks provide a critical context within which individuals' thinking about participation is embedded. The research involves two overlapping and interacting parts: stage one (desk work) will draw on existing large-scale survey data to develop a macro-level account of (non-)participation in the general population and a critique of the extant literature on educational decision-making. The implications of the emerging issues will be explored in the qualitative study (stage two). This will involve case studies of sixteen networks of intimacy. We will identify non-participating adults at different stages in the life-course to provide 'entry points' to each network. Focusing on non-participants is likely to generate evidence from networks with a spectrum of attitudes to and experience of HE, as well as from a variety of socio-economic backgrounds. Each case study will be conducted in two parts: an initial structured interview with each 'entry point' individual to determine educational and employment histories, household and family composition, and details of their self-defined network of intimacy, followed by semi-structured interviews with each of these individuals plus five or six members of their network who are identified as sources of influence in the decision-making process. The focus at the macro and micro levels on non-participants and on adults at various stages in the life-course make this research distinctive, as existing research has tended to focus on non-traditional participants and applicants and on adults below the age of 30.

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**Tuesday 29<sup>th</sup>, 14:35-14:50**  
**Room LT6**

**WIDENING PARTICIPATION IN HIGHER EDUCATION: A QUANTITATIVE ANALYSIS**  
**(January 2006-December 2007)**

**Anna Vignoles, Alissa Goodman, Stephen Machin, Sandra McNally**

The drive to widen participation in higher education in the UK is longstanding yet there is still remarkably little in the way of large-scale quantitative analysis of many aspects of this issue. This research aims to develop a theoretically based quantitative empirical analysis of the higher education experience of different students, particularly disadvantaged students, ethnic minorities, women, those entering HE without A levels and mature students. The analysis will be multi-disciplinary, building on economic, education and geographical theories of educational attainment, and will provide a life course perspective to the issue of widening access to higher education. The research will use a variety of data sets, largely longitudinal, and will provide an international perspective to some issues. In addition, we propose to combine two key UK administrative data sets to provide us with a uniquely comprehensive

account of the educational attainment of an entire cohort of young people in the UK. Our objective is to determine at what age interventions aimed at widening access to higher education need to be focused? In particular, when do socio-economic, ethnic and gender gaps in educational attainment emerge? Do students from different family backgrounds and with differing prior attainment have different perceptions of their ability to benefit from higher education? For those who do enter HE, do they experience a very different form of higher education from their more advantaged peers, particularly in terms of subject studied and quality of institution? How does gender affect degree choice and how does this compare to other countries? Can we better understand these choices using economic models of educational investment? For students who do enter higher education, how do progression rates vary across different types of student and across different subjects and quality of institution?

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**Wednesday 30<sup>th</sup>, 09:30-09:15**  
**Room LT6**

**LEARNING AND TEACHING FOR SOCIAL DIVERSITY AND DIFFERENCE**  
**(January 2006-April 2008)**  
**Chris Hockings, Marion Bowl**

This research project will explore ways of enhancing the learning and teaching environment to improve the academic engagement and participation of a diverse range of students, particularly in relation to differences in class and academic background, age, gender and ethnicity.

This presentation will review this new project and its origins. There will be discussion of key issues to be faced.

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**Wednesday 30<sup>th</sup>, 09:30-09:45**  
**Room LT6**

**DEGREES OF SUCCESS: THE TRANSITION BETWEEN VET AND HE**  
**(April 2006-March 2008)**  
**Geoff Hayward, Hubert Ertl**

Increased participation in post-compulsory education is regarded by politicians as an important contribution to equal educational opportunities. However, international studies have shown that not all upper secondary education, particularly vocational education and training (VET), leads to improved educational opportunities.

Therefore, this project investigates the transition processes between vocational and higher education (HE). The underlying assumption is that people with vocational qualifications can widen participation in HE. The project will test this assumption by analysing a number of existing datasets, most importantly HE access data provided by UCAS for the last ten years and HE participation data from HESA. The resulting map of the landscape of transition will then be further investigated using a focussed research design looking at the learning experiences of young people who have made the transition from VET to HE. Factors affecting their transition processes will be identified and their perceptions of the learning environments at universities and colleges will be investigated. The project regards learning and teaching processes as intertwined, and, therefore, the perceptions of HE lecturers and admissions staff regarding students with a background in vocational education will be analysed.

These two parts of the project are supplemented by User Forums bringing together practitioners in HE and VET. These Forums have a twofold role: firstly, they will be used to discuss and disseminate the findings of the project to make them relevant to the widening participation agenda. Secondly, the User Forums will refine the project's research questions and develop new tasks for the quantitative and the qualitative part of the project. The overall aim of the User Forums is to develop ways in which the transition of people between the

contexts of VET and HE be facilitated and in which the learning experience of these people in HE can be improved.

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**Wednesday 30<sup>th</sup>, 10:00-10:15  
Room LT6**

**KEEPING OPEN THE DOOR TO MATHEMATICALLY-DEMANDING FE & HE  
PROGRAMMES**

**(January 2006-March 2008)**

**Julian Williams, Pauline Davis, Geoff Wake, Su Nicholson,  
Graeme Hutcheson, Laura Black**

The project will investigate how pedagogic cultures impact on student learning in mathematical courses in FE and how such courses can be enhanced to widen participation for those at risk of marginalisation and drop out from participating and continuing with mathematics. The research will comprise two FE mathematics programmes: an inquiry based, applied programme known as Use of Mathematics (UoM) and traditional A/S maths. The aim is to examine the effectiveness of both programmes and how they afford different classroom cultures. And how these classroom cultures can mediate the identities of students in relation to mathematics learning and participation in HE. We ask:

- How effective is UoM in comparison to A/S level maths in promoting Learning Outcomes for 16-19 students? (RQ1)
- How can different pedagogic cultures mediate different Learning Outcomes for students, especially those at risk of marginalisation? (RQ2)
- How do different pedagogic cultures mediate students' mathematical identities and aspirations for further study and how is this influenced by gender, social class and ethnicity? (RQ3)

We will answer these questions using a combined quasi-experimental and case study design which incorporates measures of Learning Outcomes (attainment, self efficacy and intention to participate in FHE) with nested case studies of individual learners in classrooms. The quantitative measures will be administered to 400 students on each type of programme to measure effectiveness (RQ1). The case studies will involve observations and interviews with 48 students in 8 classrooms to gain an insight into the complex pedagogic cultures in each classroom (RQ2) and the relation with students' (classed, gendered etc) identity and participation in maths and education generally (RQ3). Overall the project will further our understanding of how pedagogic cultures can support participation in mathematics, especially for our targetted non-traditional AS/A2, potential HE learners.

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**TLRP**  
**Workplace and Professional Learning Sector Mini-Conference**  
**Room LT9**

**Session One: Monday 28<sup>th</sup> November, 15:30-17:00**

- 15:30-15:50 Introduction
- 15:50-16:05 Cox et al, *Identifying learning difficulties and sources of clinical reasoning impasse in trainee speech and language therapists.*
- 16:05-16:20 Hoyles et al, *Designing Learning Opportunities for Techno-mathematical Literacies in Financial Workplaces*
- 16:20-16:35 Felstead et al, *Cutting It: Learning and Work Performance in Hairdressing Salons*
- 16:35-16:50 McNally et al, *User engagement in researching professional learning*
- 16:50-17:00 Discussion

**Session Two: Tuesday 29<sup>th</sup> November 09.00-10.30**

- 9:00-9:15 Wolf et al, *Workplace Learning and Adult Basic Skills: Motives and Learning Trajectories*
- 9:15-9:30 Cindy Poortman, *Learning processes in Dutch VET workplace learning: Learning potential of the workplace programme*
- 9:30-9:45 David Ashton, *Multi-national corporations' skills strategies*
- 9:45-10:00 Daniels et al, *Learning in and for Interagency Working*
- 10:00-10:15 Gallagher et al, *The Setting up of Learning in and for Interagency Working in Northern Ireland*
- 10:15-10:30 Discussion

**Session Three: Tuesday 29<sup>th</sup> November 13.30-15.00**

- 13:30-14:00 Website session
- 14:00-15:00 Small group work *Learning trajectories and transitions*

**Session Four: Wednesday 30<sup>th</sup> November 09.00-10.30**

- 9:00-9:45 Small group work, *Strategies for enhancing learning and knowledge at work*
- 9:45-10:30 Future planning

Monday 28<sup>th</sup>, 15:50-16:05  
Room LT9

**VICARIOUS LEARNING AND CASE-BASED TEACHING OF  
CLINICAL REASONING SKILLS**

**Richard Cox, John Lee, Rosemary Varley, Julie Morris**

**Identifying learning difficulties and sources of clinical reasoning impasse in trainee  
speech and language therapists.**

We report results from studies of Speech and Language Therapy (SLT) students' diagnostic reasoning. Participants were seventeen student pairs. Dyads were assigned at random to one of three previously unseen language disorder cases. Each pair diagnosed one patient. The 'patients' were presented via PATSy, a web-based interactive e-learning environment ([www.patsy.ac.uk](http://www.patsy.ac.uk)). Participant dyads were encouraged to discuss their reasoning as they interacted with the virtual cases, made assessment decisions, generated hypotheses, etc.

Rich real-time process data was recorded - dialogues were videotaped, the computer display was dynamically captured, and PATSy generated detailed student/system interaction logs including reflective comments entered by the students during the sessions.

Recently developed qualitative analysis tools (NITE) were used to synchronise playback of the multiple data streams and to facilitate coding and markup of participant dialogues and learning difficulty events. Analyses were informed by a conceptual framework of clinical reasoning developed by the project team containing domain-specific and general reasoning components, together with a stage-model of diagnostic reasoning. A working definition of 'learning difficulty' was also developed, together with an ontology/metadata system for representing patient assessment sequences.

Results indicate, inter alia, that learning difficulties arise from poor general reasoning skills (eg inability to design an effective testing strategy) and poor domain-specific knowledge (eg knowledge of assessment tests). These difficulties were evidenced by participants' discussions and confirmed by triangulation with other data sources.

These findings will provide topics for the next phase of project activity to address. 'Vicarious learning' (VL) resources will be developed using 'task-directed discussion' (TDD) methodologies. The VL resources will take the form of video clips of educational dialogue about learning difficulty issues. Future students will be able to access and learn from these. The effectiveness of such 'learning by observing the learning of others' (aka VL) will be evaluated in the final project phase.

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Monday 28<sup>th</sup>, 16:05-16:20  
Room LT9

**TECHNO-MATHEMATICAL LITERACIES IN THE WORKPLACE**

**Celia Hoyles, Richard Noss, Phillip Kent, Arthur Bakker,**

**Designing Learning Opportunities for Techno-mathematical Literacies in Financial  
Workplaces**

The "Techno-mathematical Literacies in the Workplace" project is investigating the needs of employees in a range of industrial and commercial workplaces to have functional mathematical knowledge that is grounded in their workplace situations and in the technological artefacts that surround them. We describe this kind of knowledge in terms of "Techno-mathematical Literacies" (TmL), and we will report in the paper on our developing ideas for training in TmL, which we call "learning opportunities": flexible resources for mathematical learning that can be incorporated within workplace technical training materials.

Where mathematical skills are required in workplaces, the training of de-contextualised mathematical ideas has long been recognised as a problematic approach to effective skills

development. We will explain how our “situated” approach may contribute to more effective training practices.

We will describe the development process, and present examples of learning opportunities, in two areas of the financial services industry: (1) mortgage sales, in which we address the needs of sales agents to develop a better understanding of the mathematical models which underpin the complex mortgage product that they deal with, and (2) addressing the needs of “back office” employees in insurance companies, who administrate financial products such as pensions and are required to explain the workings of the products to customers; often this involves the need to consult technical experts, make sense of the experts’ explanations and “translate” them into a form that the customer will understand.

Common ideas that we will analyse across the two situations are the importance of: (1) “situated modelling”, that is, the need for employees to develop models of processes that allow them to make data-informed decisions and to communicate with colleagues, managers and customers about the systems and processes that they work with; (2) the role of “boundary objects” that mediate workplace practices and hence can be used to mediate workplace learning.

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**Monday 28<sup>th</sup>, 16:20-16:35  
Room LT9**

**LEARNING AS WORK: TEACHING AND LEARNING PROCESSES IN THE  
CONTEMPORARY WORK ORGANISATION**  
**Alan Felstead, Lorna Unwin, Alison Fuller, David Ashton, Dan Bishop, Tracy Lee**

**Cutting It: Learning and Work Performance in Hairdressing Salons**

**Tracey Lee**

This paper presents preliminary findings of a qualitative investigation in the processes of teaching and learning in the UK hairdressing sector. Drawing upon interviews and observations carried out across two franchised hair salons, the paper examines the various ways in which formal and non-formal process of teaching and learning are organised and ‘done’ across the salons. It also presents findings on how these processes are experienced by employees and salon owners in relation to their work practices, efficacy and worker identities. As well as highlighting the importance of workplace opportunities and learner engagement to the processes and outcomes of learning, a central concern of the paper is to foreground the interrelationship between learning at work, the organisation of work, and individual/organisational performance. The interplay of these will be shown to operate through organisational structures, including the social and material environment of the workplace, and various worker practices such as customer service (including emotional and aesthetic labour), consultations and interactive ‘conversion’ processes of client retention and customer spend. The paper will argue that a detailed examination of this interrelationship both enriches current definitions of workplace learning ‘contexts’ and offers a fresh perspective on the ‘worker interest/enterprise interest’ dichotomy that permeates workplace learning literature.

**Monday 28<sup>th</sup>, 16:35-17:00  
Room LT9**

**ENHANCED COMPETENCE-BASED LEARNING IN EARLY PROFESSIONAL  
DEVELOPMENT**  
**Jim McNally, Nick Boreham, Peter Cope, Ian Stronach**

**User engagement in researching professional learning**

This paper shall explore the various strands of user engagement in the ‘EPL Project’. This covers mainly teacher-researchers (T-Rs) as part of the core research team as well as negotiations with local authorities, schools and representation on the Project Advisory Group. We shall provide basic descriptions of these strands and their associated practical issues

more or less chronologically, before identifying and exploring some of the ethical and methodological questions that have arisen in the course of the project so far. We shall describe how certain ethical dilemmas for individual T-Rs were resolved and how the project indicators of professional learning were adapted as a result of user engagement. We shall also discuss the extent to which a conscientious attempt to implement a neat plan of intervention (for testing our EPL model in schools) can retain its original integrity (or become essentially different in method), but still offer insights into the complexity of learning in this context.

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**Tuesday 29<sup>th</sup>, 09:00-09:15**  
**Room LT9**

<b>ENHANCING SKILLS FOR LIFE: ADULT BASIC SKILLS AND WORKPLACE LEARNING</b> <b>Alison Wolf, Karen Evans, John Bynner, Tom Jupp</b>
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**Workplace Learning and Adult Basic Skills: Motives and Learning Trajectories**

This longitudinal project is tracking the impact of publicly funded workplace-based basic skills programmes on both learners and their organisations. The research concentrates primarily on the learners themselves, who are both interviewed and tested on a number of occasions. The data collected include reading and writing scores, using instruments especially constructed for use with adult basic skills learners; attitudes to learning; work histories; family background data; attitudes to employment; and future plans.

Most workplace programmes are quite short on length; and in themselves are unlikely to have a major impact on literacy levels or test performance. Indeed, the growing body of work on adult literacy underlines the need to take a long-term view, since findings on programme effectiveness consistently indicate the difficulty of registering large gains in short time periods. For that reason, we would argue that it is important to evaluate programmes in terms of their ability to meet learners' needs and expectations; their effects on motivation and attitudes; and their impact on learning activities and on likely future learning trajectories.

This paper will report on interim findings for the learner sample, and will concentrate on these latter variables. At this stage in the project, initial data are available for approximately 350 learners, and first stage follow-up data for around 80. We examine what the initial phase of data collection tells us about the characteristics of adult learners in these programmes, and the degree to which their profiles are consistent with the assumptions and objectives of policy-makers. We also examine in detail results for the smaller sub-sample for which follow-up data are currently available, and in particular the extent to which their attitudes and objectives have shifted over time, and their current and planned learning activities.

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**Tuesday 29<sup>th</sup>, 09:45-10:00**  
**Room LT9**

<b>LEARNING IN AND FOR INTERAGENCY WORKING</b> <b>Harry Daniels, Anne Edwards, Steve Brown, Jane Leadbetter, Deirdre Martin,</b> <b>David Middleton, Paul Warmington, Sarah Parsons</b>
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The session describes the first three phases of this project which is exploring the learning that occurs during, and is necessary for, successful working between different agencies within Children's Services. Within the field of child care and education, there have been massive changes in requirements, legislation and duties for all professionals. New forms of 'joined-up' working are expected as structures and organisations are brought together around vulnerable children and their families. The project has focussed upon a Youth Offending team (YOT) and a Child and Adolescent Mental Health team (CAMH) during the past year and the talk will describe early data samples from the research intervention. The project is investigating the learning that occurs during the formation and early stages of multiagency team work and also what learning is necessary for future work of this kind.

The team have used techniques from Developmental Work Research (DWR) approaches to intervene with the operational and strategic teams within the two local authorities. Adaptations to the DWR methodology have been made and these will be described during the talk. Some early themes arising from this phase of the research will be outlined in terms of the progress of the workshops and also in terms of the theorising undertaken by the research team.

Using activity theory as a conceptual framework we are noting important learning in terms of professional identity shifts, boundary zones and boundary crossing, differential use of language (discursive hybridity), vertical and horizontal learning and the sharing of expertise. These aspects will be illustrated with reference to the data gained in the third phase of the project. Phase four, the major part of the study has just commenced and our plans for this phase will be outlined.

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**Tuesday 29<sup>th</sup>, 10:00-10:15**  
**Room LT9**

**LEARNING IN AND FOR INTERAGENCY WORKING: MULTIAGENCY WORK IN  
NORTHERN IRELAND**

**Tony Gallagher, Harry Daniels, Rosemary Kilpatrick**

**The Setting up of Learning in and for Interagency Working in Northern Ireland**

This paper describes the initial stages of the 'Learning in and for Interagency Working: multiagency work in Northern Ireland' project. The aim of this project is to enhance the interaction between agencies dealing with young people at risk of exclusion from school. It builds on and extends an existing TLRP project on interagency working based in the University of Birmingham. The rationale for a Northern Ireland extension is that problems in interagency working are as relevant to Northern Ireland as other parts of the United Kingdom and that it provides a different framework in terms of the range and responsibilities of agencies, and greater community sector involvement. The authors discuss the early stages of the project and how this approach can contribute to the knowledge and understanding of multiagency practice in the context of young people at risk in Northern Ireland.

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<b>TLRP THEMATIC SESSIONS</b>
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**Session One: Monday 28<sup>th</sup> November, 13:30-15:00**

<b>Room</b>	<b>Session</b>
CS14	Learning contexts
CS15	Lifecourse transitions
CS16	Neuroscience
CS17	Teachers
CS18	Social diversity
CS22	Research quality
CS23	User engagement
CS24	Managing large projects (including VRE)
CS25	Capacity Building
CS26	International networks

*These sessions enable 'projects' to meet with 'themes'. These should be unique opportunities for discussions and to 'add value' to the Programme – so make good use of them!*

*Most of these sessions 'repeat' to allow colleagues to attending up to three and also to support the possibility of cumulation in ideas and progression through the conference*

**Session Two: Tuesday 29<sup>th</sup> November, 15:30-17:00**

<b>Room</b>	<b>Session</b>
CS13	UK contexts
CS14	Learning contexts
CS15	Lifecourse transitions
CS16	Neuroscience
CS17	Teachers
CS18	Social diversity
CS22	Research quality
CS23	User engagement
CS24	Managing large projects (including VRE)
CS25	Capacity Building
CS26	International networks
LT11	Media
LT5	Multidisciplinarity

**Session Three: Wednesday 30<sup>th</sup>, 11:00-13:00**

<b>Room</b>	<b>Session</b>
CS13	UK contexts
CS14	Learning contexts
CS15	Lifecourse transitions
CS16	Neuroscience
CS17	Teachers
CS18	Social diversity
CS22	Research quality
CS23	User engagement
CS24	Managing large projects (including VRE)
CS25	Capacity Building
CS26	International networks
LT11	Media

Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS13  
Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS13

**UK HOME INTERNATIONAL THEME: COMPARISON AND APPLICATION**  
**John Gardner, Richard Daugherty, Janet Lowe, Ian Menter, Andrew Pollard**

These thematic sessions provide an opportunity to affirm TLRP as an inclusive, UK wide research programme – a feature which offers some important opportunities and strengths. We hope that each session will be attended by colleagues from Wales, Northern Ireland, Scotland and England so that discussion and comparison is possible between each national context of policy and practice. We are grateful to colleagues such as John Gardner (Northern Ireland), David Egan and Richard Dougherty (Wales) and Janet Lowe and Ian Menter (Scotland) for offering to facilitate these discussions.

*Comparison:*

As TLRP has developed, despite many similarities, the *differences* in post-devolution UK policy contexts have become increasingly apparent. Indeed, this trend seems likely to continue. On the other hand, there are many interconnections between the academic communities in each country. These circumstances create considerable opportunities for home-international comparisons. How, we might ask, might such work be developed? Are there any key issues, indicators, policies or events which highlight similarities and differences? What work of this sort has already been done? And how might TLRP contribute to such work in the future?

*Application*

A second major issues concerns how to maximise the impact of the 60 TLRP projects in each country? How to draw on work carried out beyond national boundaries? This is likely to require tailored solutions. For example, it has been agreed that the 2006 annual conference will be held in Glasgow to provide a particular opportunity for Scottish policy makers and practitioners to engage with project and programme findings. It is also proposed to appoint consultants in relation to dissemination and impact in Wales, Northern Ireland and Scotland. The 2008 conference will be held in London and may be sectorally-based with high levels of user participation. What other strategies might be considered?

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Monday 28<sup>th</sup>, 13:30-15:00, Room CS14  
Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS14  
Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS14

**CONTEXTS, COMMUNITIES AND NETWORKS: MOBILISING LEARNERS RESOURCES  
ACROSS DOMAINS SEMINAR SERIES**  
**Richard Edwards, Jim Gallacher, Mary Thorpe, Roz Ivanic, Terry Mayes, Gert Biesta**

**The Situatedness and Mobility of Learning: Pedagogical, Theoretical  
and Research Issues**

This series is exploring the question of what constitutes a learning context and the relationship between learning and context across the life course. Fundamental to the discussion is whether a context is seen as pre-existing the activity that takes place within it i.e. learning or/and emerging through the practices that are fashioned as 'learning'. Further, if learning takes place in a variety of contexts, we are then faced with the challenge of not only understanding the nature of that learning, but also the possible relationships between learning in different domains and the values and politics in pedagogically seeking to exploit learning from one domain within another. Does such mobility of learning constitute the transfer of existing learning or/and new learning? These issues have often been framed within a discourse of transfer, but work in the areas of situated learning, activity theory and actor-network theory has engendered different framings of boundary-crossing, boundary zones and boundary objects.

How these issues play out pedagogically and theoretically in different situations is being explored, as the dynamics of learning, school, curriculum and children are different to those of adults learning in a community centre with less structured outcomes to be achieved. And, of course, examining issues of context also reflexively brings to the fore important questions for research practices. What are the contexts of educational research and how are those contexts framed? How are units of data collection and analysis contextualised?

This paper seeks to draw upon the seminars, papers and discussions to date to outline some of the major pedagogical, theoretical and research issues raised. We also wish to pose questions and gather further data from the discussions at the TLRP conference.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS15**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS15**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS15**

**TRANSITIONS THROUGH THE LIFECOURSE: THE EFFECTS OF IDENTITY, AGENCY  
AND STRUCTURE**

**Kathryn Ecclestone, Gert Biesta, Helen Colley, Martin Hughes**

**Political, Practical And Academic Assumptions About Transitions**

Transitions are crucial to success and difference in educational outcomes and the TLRP and other areas of research reveal their complexity and significance in different contexts. Yet we know little about common or distinctive features in points of change and progression, or their effect on peoples' capacity to act autonomously in different types of transition. Nor do we understand whether structural conditions (such as class, gender, race, employment and education, social and economic factors), people's capacity for agency and the shaping of their personal and learning identities are more salient in some transitions than others.

The seminar series aims to:

- conceptualise transitions by identifying common and distinctive features and relating these to people's ability to exercise agency, the formation of their educational, occupational and personal identities in 'learning careers', and to structural conditions
- evaluate critically the ways in which policy initiatives, practitioners and researchers depict transitions for different groups
- evaluate critically conceptual models and methodological approaches used to explore transitions in different areas of research
- evaluate critically how empirical evidence from TLRP projects and other research illuminates the connections between identity, agency, structure in different transitions
- identify practical, political and theoretical implications for different audiences

Work in the series so far shows that many formal transitions have strong normative assumptions and policy makers and professionals and other mediators of learning (such as parents, employers, careers and personal advisers, peers etc) depict transitions in particular ways. Underlying these depictions is a growing assumption that transitions are inherently risky and problematic and that they need better identification and more effective management by individuals and education and welfare agencies.

This paper evaluates these depictions and assumptions in relation to some key transitions in the education and training system. It raises questions about the most useful and important areas for further work in the seminar series.

Monday 28<sup>th</sup>, 13:30-15:00, Room CS16  
Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS16  
Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS16

**COLLABORATIVE FRAMEWORKS IN NEUROSCIENCE AND EDUCATION**  
Paul Howard-Jones, Sue Pickering

**Neuroscience and Education: emerging issues**

Three of the six events in this seminar series have now taken place. Discussions and documents arising can be found on

<http://www.bris.ac.uk/education/research/sites/brain>. Emergent issues have tended to follow 5 strands:

1. **Theory:** how do concepts from neuroscience resonate with current educational thinking? Modern developmental concepts from neuroscience encourage the idea of a complex interaction between nature and nurture. Different trajectories, influenced by environmental factors including education, may arise from the same biological starting point. Developmental neuroscience has moved a long way from determinism and neural-precedence, allowing the possibility that biological concepts can be included more comfortably within theories of learning and education.
2. **Methodology:** what methodologies are suitable for the investigation of concepts and applications of neuroscience in education? Traditional scientific investigations are highly controlled and may not resemble the types of environments familiar to teachers. Bridging studies may need to develop hybrid methodologies that retain scientific validity whilst including investigating ecologically valid contexts.
3. **Perceptions:** what are the perceptions of educators about neuroscience – its significance and promise? Perceptions of neuroscience within education include scientific concepts, notions from so-called “brain-based” education programmes and social-cultural constructions about our biology.
4. **Scrutiny:** What accounts for the popularity of ideas about brain-based learning, brain-friendly teaching, etc and how does this compare with their scientific basis? Some ideas have prompted an unhelpful reaction against involving neuroscience in education at all. There are presently few forums for popular brain-based ideas to be scrutinised or evaluated.
5. **Horizons:** Where might a successful collaboration between neuroscience and education lead in the future? Insights within special education are becoming an established area for interdisciplinary work, but new issues are on the horizon that include: cognitive drugs, nutrition, neuro-feedback, brain-computer interfaces, brain-based evaluation of learning and insights regarding individual differences.

Taking each strand in turn, the issues and opportunities for collaboration between neuroscience and education will further explored during the presentation.

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Monday 28<sup>th</sup>, 13:30-15:00, Room CS17  
Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS17  
Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS17

**CHANGING TEACHER ROLES, IDENTITIES AND PROFESSIONALISM**  
Sharon Gewirtz, Pat Mahony, Alan Cribb

**Connecting teachers’ lives to teachers’ professional practice: a discussion group**

The core aim of the seminar series is to explore how research into the social and political context of teachers’ work can be brought together with research into effective professional practice and effective learning. The hope is that this will result in a richer understanding of how supporting teachers can support learners.

As planned, the first part of the series has focused mainly on sociological, policy and philosophical analysis of the changing context of teachers’ work. Future seminars will focus

on what can be learnt from professions other than teaching and other national contexts and on models of effective professional learning. In other words, at this point we are embarking on thinking about the central problematic of the series, that is to explore how our understanding of the social and political context of teachers' work and lives and the contexts in which teachers operate might be better brought together with concerns about teacher effectiveness.

We hope that this discussion group will provide the opportunity for participants to share their reflections on and insights into the epistemological, political and practical dimensions of this problematic.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS18**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS18**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS18**

**SOCIAL DIVERSITY AND DIFFERENCE**  
**Miriam David, Chris Hockings**

By social diversity and difference we mean issues in relation to, at very least, social class, ethnicity/race, gender, dis/abilities, sexualities and not confined to just one of these topics. We are however concerned to explore not just these as structural factors but how they link with process, and may be a methodological question, including how these may be a way of conducting research.

These thematic sessions will build upon the groundwork that was done briefly at last year's TLRP conference when we began to explore how issues about social diversity and difference might be foregrounded from the work that was already being done within various TLRP projects and across all phases from early years through to HE and work-based learning. However, at last year's conference only a small number of representatives from projects were able to attend.

Building upon this early background, we would now like to develop a more complex and comprehensive approach to these issues pulling out many of the ways in which questions of social diversity and difference might be threaded through the projects...from students, to social mediations, to institutional and organisational structures, to pedagogies and practices..and teacher approaches and forms of engagement. We want to do this by exploring these issues in respect of learning and teaching across all the phases of TLRP.

There are some projects and thematic seminars that deal directly with these issues whilst in others the issues may be more implicit and the issues will need to be teased out more directly. Some of the new Widening Participation in Higher Education projects also directly address these questions whilst others do not.

Thus in these sessions we want to work together with projects to develop a strategy on the issue of social diversity and its importance to the research of learning and teaching across the lifecourse.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS22**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS22**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS22**

**QUALITY IN EDUCATIONAL RESEARCH**  
**Gary Thomas, Natasha Macnab**

The issues confronting this series are those that confront all research – in its framing, in its methodology and in its analysis: what is there, and how do we know? Or, perhaps nearer the mark, how can we be sure we know, and how can we trust the views, methods and analyses that we ourselves and others use? To date in the series, answers have been sought in the nature of evidence and the 'warrants' that can be obtained for analysis. These issues have

led to questions about the nature of quality and the validity of quality criteria. Are criteria for quality useful? Can criteria used in one area of enquiry apply in another?

The conventional scales on which implicit calculations are made concerning quality concern matters such as the trustworthiness of the research, its originality, its independence and conformity with ethical principles, the breadth of its synthesis, and its conformity with methods that have customarily been used in a particular methodological tradition.

Using these criteria, an informal and implicit calculus is employed by a research community when it screens research, and this is commonly by peer review. It is notable, however, that explicit quality criteria are usually absent from editorial boards' advice to peer reviewers, except in the most broad ranging sense, such as originality, coherence and theoretical location. Ultimately, judgement about these issues is personal. If this is the case, judging the quality of research depends on the position of the viewer and the reviewer and it is important to recognise that the judgement occurs as part of a social process.

Placing research on a strong-weak continuum carries the danger that unusual methods, unexpected findings or unorthodox analyses may be rejected. Arguably, in the natural sciences at least, some of the most important research and scholarship has been of this character – idiosyncratic and failing to conform to accepted norms for quality.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS23**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS23**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS23**

**MAKING A DIFFERENCE: WORKING WITH USERS TO DEVELOP EDUCATIONAL RESEARCH**

**Anne Edwards, Judy Sebba, Mark Rickinson**

User engagement has become part of the rhetoric of educational research and many funders expect research applications to address issues of how users will be engaged in the research process. But the reality is often that user engagement is limited to issues around verification of findings and accessibility of outputs. There remain major challenges of developing meaningful user engagement throughout the process of research projects, programmes and even departmental or institutional strategies. In particular, the implications for research design have been barely explored.

The thematic seminar series '*Making a Difference: Working with users to develop educational research*' aims to develop the capacity of educational research to make a difference to policy and practice through better understanding and promotion of user involvement. The series is examining four issues:

- different interpretations of user engagement across a range of groups such as funders, policy-makers, practitioners and researchers themselves;
- different frameworks used for promoting user engagement such as those developed through the Research Utilisation Research Unit at the University of St Andrews;
- implications of these frameworks and our understanding for the design of educational research in order to increase potential impact;
- implications of these design options for building capacity in user communities to access, use and engage in research.

The TLRP Annual Conference will provide an opportunity to outline ideas and questions emerging from the first three seminars and stimulate further discussion about the relationships between user engagement and research design. In particular, we hope to gain greater clarity as to the questions and aspects of research design that are most worth considering in our final two seminars and subsequent publications.

**Monday 28<sup>th</sup>, 13:30-15:00, Room CS24**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS24**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS24**

**MANAGING LARGE PROJECTS (INCLUDING VRE)**  
**Mary James**

These three individual sessions will be an opportunity to discuss issues surrounding the management of large projects drawing on the considerable experience that exists within TLRP. Although no particular 'output' of these discussions is expected, the groups might consider whether some kind of briefing paper of advice might be helpful to current and future project teams, and whether the value of further work on this theme is indicated.

Session organisers will provide some experience to begin the dialogue but invite offers of short written or oral contributions from others.

Inputs (formally through pre-circulated papers or informally during the session) relating to two clusters of issues are envisaged.

First, we will review the general joys, trials and tribulations of managing large projects. On the positive side this would include the capacity to tackle more sophisticated designs and to draw in a wide range of knowledge, skills and expertise to build intellectual and social capital. On the negative side might be the various kinds of communication problems, managing large quantities of data, institutional rivalry, career changes etc.

Second, we will discuss the 'solutions' potentially provided by the VRE environments and other e-tools. These will be demonstrated and the progress on the VRE project will be reported. There will also be discussion of how this fits into the broader framework of the JISC project and knowledge creation and knowledge sharing more generally.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS25**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS25**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS25**

**CAPACITY BUILDING THEMATIC WORKSHOP: CAPACITY BUILDING BEYOND TLRP**  
**Gareth Rees and Stephen Baron**

The focus of these Workshops will be on: 1) what has been learned in the first Phase of TLRP's Capacity Building strategy with the Research Capacity Building Network at Cardiff (2001-2005); 2) on the Phase 2 strategy agreed by the Steering Committee in November 2004 for the remaining years of TLRP funding; 3) on how Projects may draw from and contribute to this to help build a post TLRP, sustainable research infrastructure.

**1) Evaluating the Impact of the Cardiff RCBN**

This paper uses some of the data generated through the activities of the RCBN to reflect upon the latter's impact on the TLRP and teaching and learning research more widely.

It summarises the activities undertaken by the RCBN and relates them to the objectives specified for it. In particular, it shows the ways in which the programme of activities undertaken was based upon systematic attempts to derive an evidential basis for identifying capacity building 'needs' within the TLRP and more widely.

The main part of the paper presents empirical data on patterns of participation in the opportunities for professional learning which the RCBN provided. Whilst levels of participation were considerably higher than was anticipated as a result of the initial consultation exercise, they still reflected quite modest levels of engagement, even amongst TLRP researchers themselves.

These patterns are explained, at least in part, in terms of the social organisation of educational (and social science) research. This account, in turn, has important implications for the ways in which future attempts to develop research-capacity should be organised.

## **2) TLRP's Phase 2 Capacity Building Strategy**

This paper will explore the nine elements of the new TLRP strategy which seeks to embed capacity building in educational research networks:

- 1) Continuation of elements of the work of the Cardiff RCBN
- 2) Continuing Capacity Building Conferences
- 3) Liaising with the National Centre for Research Methods and its Nodes
- 4) Developing AERS-TLRP Modules
- 5) Developing Networks in learned Societies
- 6) Developing Regional Research Training Consortia
- 7) Developing Policies and Structures for Personnel and Career Development
- 8) TLRP Fellowships
- 9) United Kingdom Educational Research Capacity Advisory Group

## **3) Future Action**

An analysis of the Capacity Building sections of the End of Award Reports of TLRP projects will then be presented as a stimulus to main part of the Workshop, discussion of the Capacity Building Strategy, how it may support projects and how projects may support it.

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**Monday 28<sup>th</sup>, 13:30-15:00, Room CS26**  
**Tuesday 29<sup>th</sup>, 15:30-17:00, Room CS26**  
**Wednesday 30<sup>th</sup>, 11:00-13:00, Room CS26**

<b>INTERNATIONAL NETWORKS</b> <b>Alan Brown</b>
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The focus of these workshops is upon the role of TLRP projects and researchers play in international networks. TLRP seeks to enrich research on teaching and learning through various forms of national and international co-operation and comparison. TLRP is principally involved in four types of international collaboration:

- as an integral component of some projects;
- through co-operation between projects in different countries;
- through formation of other national and international partnerships;
- and through participation in international conferences, symposia and workshops.

Many TLRP projects engage with international research at a number of levels: from the design of the methodology through to the interpretation of findings. Some TLRP projects have developed close links with similar projects in other countries, such as Finland, and projects in the Netherlands and Norway have included explicit links with TLRP projects. These bilateral arrangements have been particularly successful and complement attempts at larger-scale European collaboration. The value of bilateral links has recently been acknowledged by national research councils and there are now arrangements in place with a number of countries that will allow single submission and assessment of proposals made to two different national research councils.

TLRP has also been involved in partnerships with a range of national and international bodies with an interest in educational research. Partnerships have been forged, in particular, with various national research programmes in Europe and European associations, with agreement reached that one area that may prove particularly fruitful for further co-operation is workplace learning. While collaboration has centred on it has not been confined to Europe. Links have been made and are developing with the OECD and national bodies that promote educational research in Australia, New Zealand and the USA.

TLRP researchers have participated in a wide range of open and specially arranged international conferences, symposia and workshops. At many of these events TLRP has a collective presence as well drawing on the contributions of individual researchers. In addition to collaboration in the ways indicated above TLRP hopes to host two major international conferences in 2009: one for Commonwealth countries and one in South East Asia.

Your views on any of the above, the international links you currently have or the types of international activity with which you would like to see TLRP engage are particularly welcome.

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**Tuesday 29<sup>th</sup>, 15:30-17:00, Room LT5**

<p><b>WHY IS MULTI-DISCIPLINARY RESEARCH DIFFICULT? THE CASE OF EDUCATION AND PSYCHOLOGY Andrew Pollard</b></p>
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Supporting the development of multi-disciplinary research in education is an explicit objective of TLRP and many project teams reflect this commitment. However, experience of the practicalities and pressures of research projects suggests that it is not at all easy. Stepping back, with the sweep of history, we can also see the relationships between disciplines changing. What brings this about and should we be concerned about it?

This session, to be chaired by Andrew Pollard and with a number of invited inputs, will focus on two issues.

First, there will be a general discussion of the challenges of doing multi-disciplinary research by drawing on examples and experiences within TLRP. This is expected to be a grounded discussion, at project level and drawing on colleagues attending the session.

Second, the discussion will refocus to another level - of relationships between whole disciplines - focusing on the particular case of psychology and education. There has been recent discussion of this within ESRC and BPS members recently met to discuss the issue and to speculate on whether it is the case that education and psychology have been 'drifting apart', and why, and what the consequences may be. This is obviously of particular interest to TLRP. Carol McGuinness and Ruth Kershner will lead off the discussion. David James will contribute to this, among others. Towards the end of the session, Ingrid Lunt will provide some comments as a discussant.

It is intended to sustain thematic work on this issue into the future and a paper for the new journal of the Academy of Social Sciences is an explicit goal.

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**Total number of attendees: 183**

# TLRP Core Team

## November 2005

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**Professor Mary James** is also from the Institute of Education, University of London. She is particularly concerned with Phase 1 Networks and Phase II projects on school education. Combined with her present work as Director of the TLRP project, Learning to Learn, she works exclusively on the Programme. ([m.james@ioe.ac.uk](mailto:m.james@ioe.ac.uk))



**Professor Alan Brown** (Associate Director) supports work in the area of workplace and lifelong learning. See his Review of Vocational Education and Training Research in the UK (with Ewart Keep) (2000, European Commission). He also coordinates TLRP's European liaison activities. Alan is seconded part-time to TLRP from the Institute for Employment Research, University of Warwick. ([alan.brown@warwick.ac.uk](mailto:alan.brown@warwick.ac.uk))



**John Siraj-Blatchford** (Associate Director) has particular responsibility for coordinating the development of the Programme's ICT infrastructure and for work on ICT in teaching and learning across the Programme. See his website <http://www.educ.cam.ac.uk/staff/jsb.html> John is based at the Faculty of Education, University of Cambridge. ([js303@cam.ac.uk](mailto:js303@cam.ac.uk))



**Professor Miriam David** is a part-time Associate Director based at the Institute of Education, University of London. She has particular responsibility for the appropriate thematic work on diversity, difference and participation and for project and user liaison in relation to Higher and Adult Education. ([m.david@ioe.ac.uk](mailto:m.david@ioe.ac.uk))



**Professor Stephen Baron** from the University of Strathclyde, is the part-time Associate Director for Capacity Building. Steve is also Coordinator of Scotland's [Applied Educational Research Scheme](#) so we have considerable potential for synergy across AERS and TLRP. ([s.baron@ioe.ac.uk](mailto:s.baron@ioe.ac.uk))



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