

# Miriam David

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## **TLRP: What is it, and what is its significance?**

## TLRP's overarching aims

To support improvements in outcomes for learners at all ages and stages in all sectors and contexts of education and training, including informal learning settings, throughout the United Kingdom.

To enhance the United Kingdom's capacity to conduct education research combining high practical relevance and high social scientific quality.




## TLRP's characteristics and dimensions

- **Strategic** (focused on enhancing teaching, learning and research capacity with HEFCE's lead funding enhanced by UK research councils, governments and agencies)
- **UK-wide and lifelong** (England, Wales, Scotland, N. Ireland and addressing pre-school, schooling, further, higher and adult education, professional development, workplace and lifelong learning)
- **Phased** (schools 2000-5, post-compulsory 2000-8, widening participation in HE 2006-8, technology enhanced learning 2007-12)
- **Complex** (100+ project, thematic and capacity investments, 700+ researchers, projects up to £1.5m each, often with interdisciplinary teams)
- **Managed** (Steering Committee of research users and academics, advising a pro-active Directors' Team)

## TLRP's developmental strategies

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability
7. Adding value through innovative review

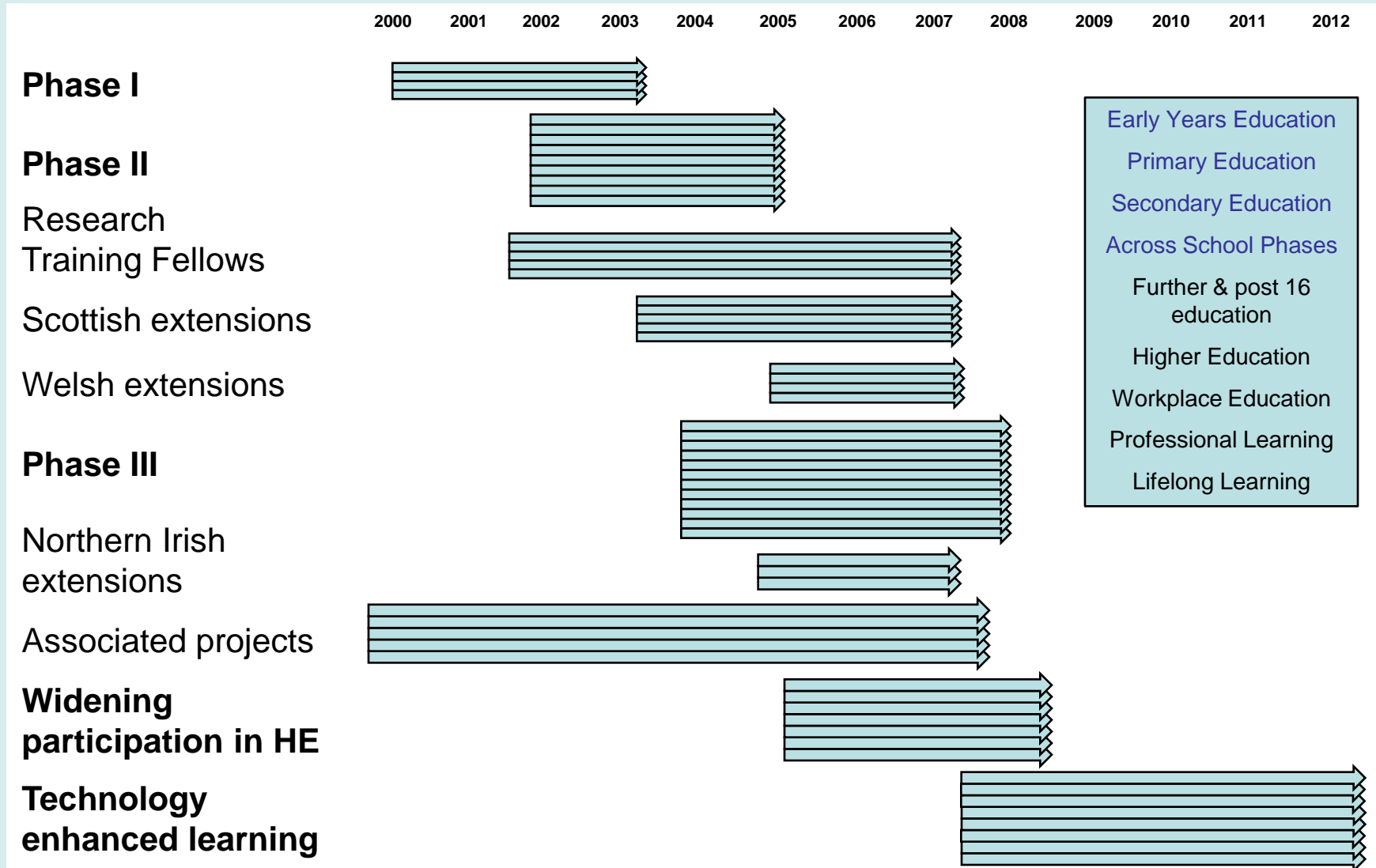
## Strategy 1: Early user engagement

	Users in <b>partnership</b> work alongside researchers throughout the research	Users as <b>advisers</b> support progress at key points	Supportive <b>users</b> help to disseminate findings as they become available
<ul style="list-style-type: none"> <li>• Experience a problem</li> <li>• Analyse the issue</li> <li>• Formulate research questions</li> <li>• Design the project</li> <li>• Seek funding</li> <li>• Gather data</li> <li>• Analyse</li> <li>• Write up</li> <li>• Disseminate</li> </ul>			

## Event partners



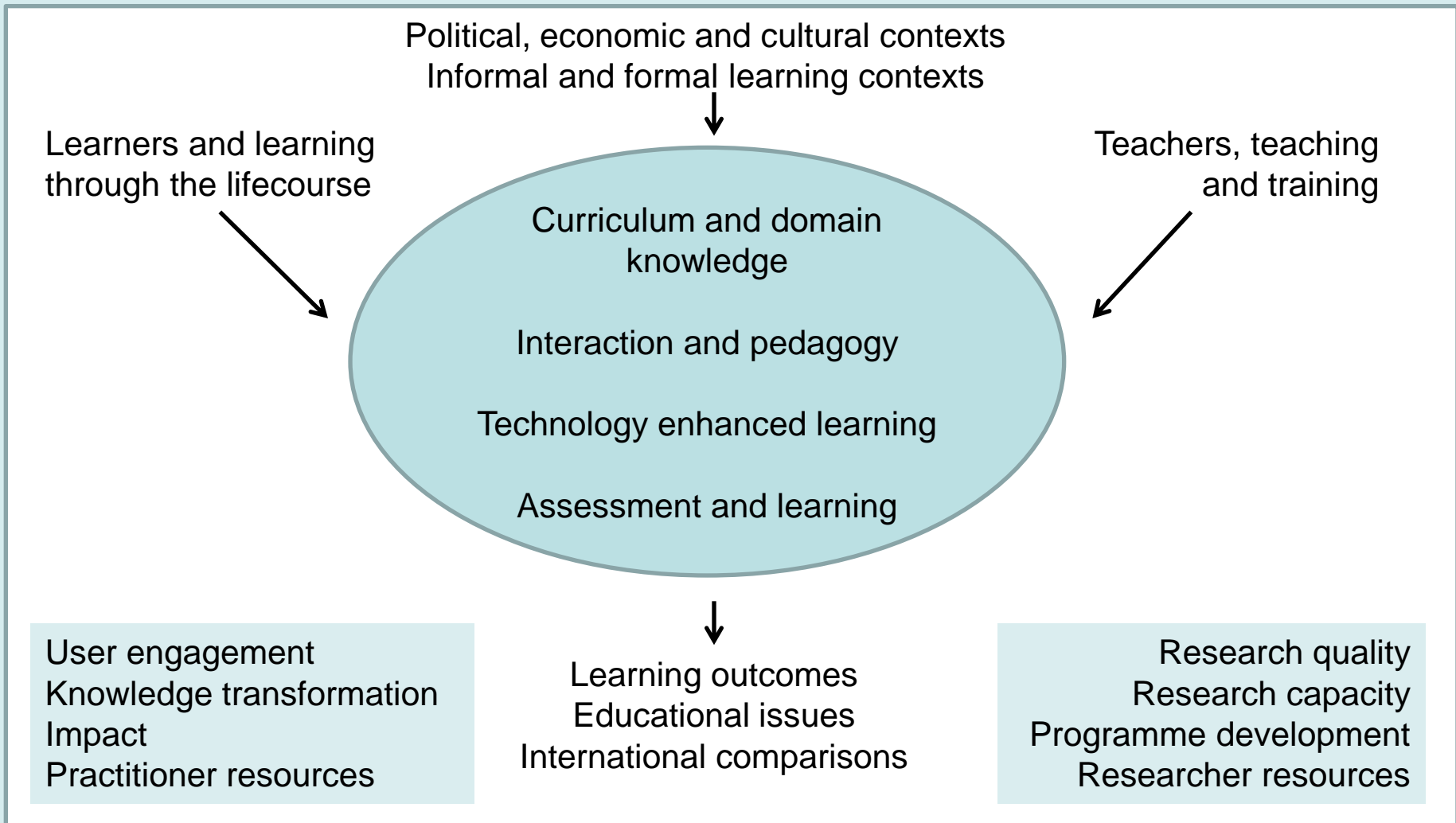
## Strategy 2: Knowledge generation by projects



## TLRP project-based sessions

- Technology and Learning Partnerships
- Diversity and HE practices
- Subject Teaching and Learning in HE
- Participation and Policy in Further and Higher Education
- Professional and Workplace Learning
- Adult Learning: Policy and Accreditation
- Workplace Learning in the Global Economy
- Learning through the Life Course

## Strategy 3: Knowledge synthesis by themes



Evidence-informed principles for effective teaching and learning in schools: applied to post-compulsory education during 2009



## Strategy 4: Knowledge transformation for impact

- **Collaboration** (between projects, Programme, partner organisations, print/media journalists, publishers, etc)
- **Targeted outputs** (eg: newsletters, newspaper articles, news items, posters, DVDs, Commentaries, Research Briefings, working papers, academic/practitioner book series, journal special issues, international handbooks)
- **Targeted events** (eg: local, national and international presentations, drama, seminars, workshops, conferences, symposia for particular issues and/or sectors)
- **Targeted resources** (eg: [www.tlrp.org](http://www.tlrp.org), project and thematic websites, search tools, RSS feeds, Research Tasters, Capacity Resources, database feeds to ESRC, BEI, EEP, ARRTS, TTRB, etc, DSpace e-repository)

**Evidence and practice**

**Evidence and policy**

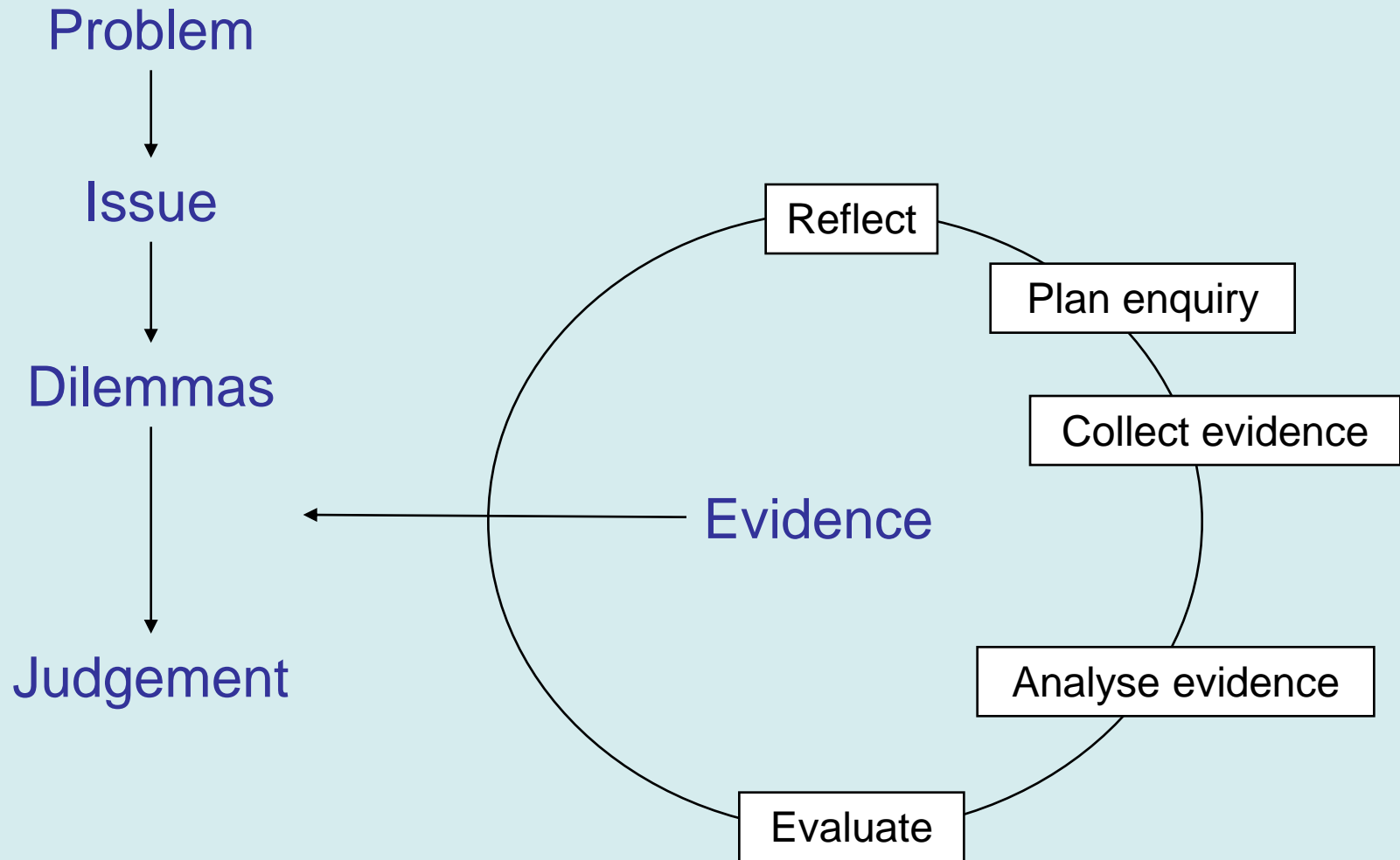
## Evidence and practice

### Supporting evidence-informed professionalism

The essence of professionalism is the exercise of skills, knowledge and judgement for the public good.

‘Pedagogy’ is the practice of teaching framed and informed by a shared and structured body of knowledge and combined with moral purpose.

Teachers and lecturers should scrutinise and evaluate their practice to make rationally defensible professional judgements - beyond pragmatic constraints and/or ideological concerns.



## Contributions to professional development with:

HEA and its 24 Subject Centres

CETLs

JISC

NIACE

## Evidence and policy

By any measure, UK research in the humanities and social sciences is first class.

Our findings reveal serious concerns that policy makers are not realising the full potential of the contributions that humanities and social science research can make to public policy making.

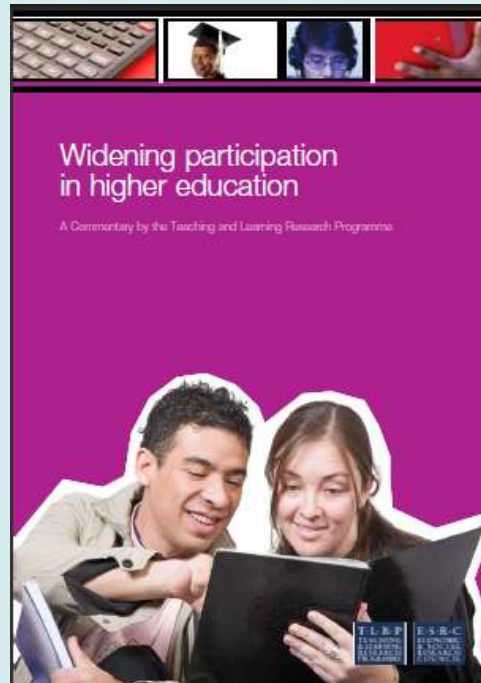
Baroness Onora O'Neill  
President of the British Academy  
*Punching our Weight*  
A British Academy Report, September 2008

## TLRP Commentaries

Evidence-informed and highly accessible contributions to public debate and public engagement on contemporary issues

## TLRP Commentaries

### Widening Participation in Higher Education



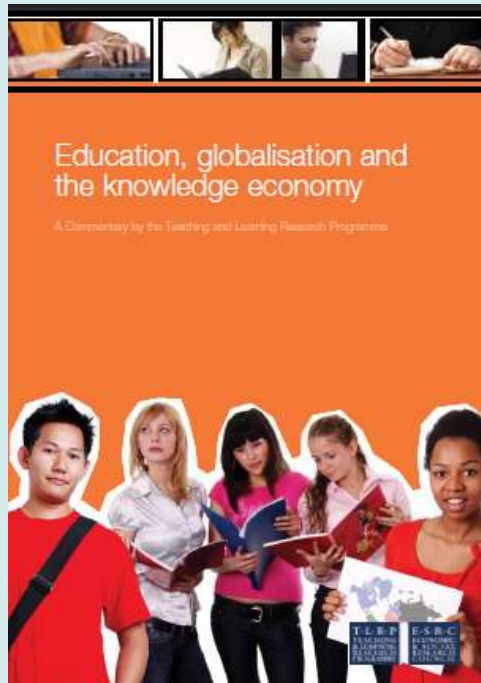
Much of the debate on access to higher education is based on inaccurate assumptions.

One policy implication is clear, improving primary and secondary schools for all is the route to improved participation in higher education

Ian Diamond  
Chief Executive, ESRC

## TLRP Commentaries

### Education, Globalisation and the Knowledge Economy



Governments all over the world want their countries to have high-value, high-skill economies, and they realise that the first step towards this is to have a well educated workforce.

But this Commentary shows that this may not be enough to avert a significant attack on skilled and professional employment in the UK.

Ian Diamond,  
Chief Executive, ESRC

## TLRP Commentaries

### Towards Expansive Apprenticeships



In an era of mass participation in higher education, apprenticeship has lost none of its importance. Governments of different parties have recognised its significance.

Apprenticeship can be a route to university and other forms of education. But, it will flourish best if policies are fully thought through.

Ian Diamond,  
Chief Executive, ESRC

## Publications

### Select and take:

- a dozen TLRP Commentaries
- over 60 TLRP Research Briefings
- a TLRP DVD

### Inspect and purchase:

- Improving Learning book series
- Special issues of academic journals

### View and download:

- Almost 1400 publications in DSpace
- All Commentaries, RBs and sample book chapters
- All resources for practitioners and researchers

So, what is the significance and potential impact of TLRP?

Generating, through original research and thematic knowledge accumulation, sustainable *principles* of effective teaching and learning for the 21st century.

Recognising the limits of evidence and the role of political and professional judgement, but also providing evidence-informed *challenge* to many aspects of contemporary educational policies and practices.

[www.tlrp.org](http://www.tlrp.org)