

Improving Teaching, Enhancing Learning

Connecting evidence, practice and policy

Welcome

Sir David Watson

Institute of Education,
University of London and
former Chair, TLRP Steering
Committee

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Learning and Skills
Improvement Service

Barry Sheerman, MP

**Chair, House of Commons
Select Committee for
Children, Schools and
Families**

Andrew Pollard

Director, TLRP

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)

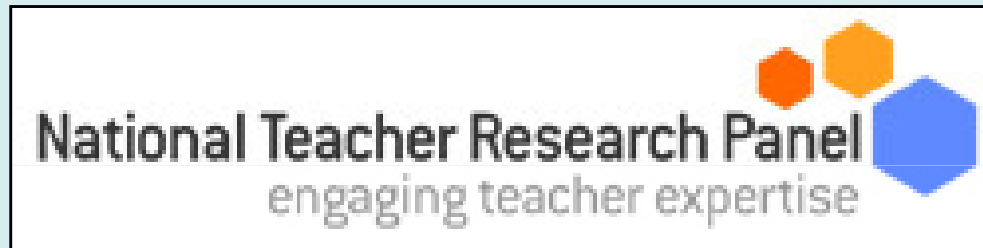
TLRP's developmental strategies

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

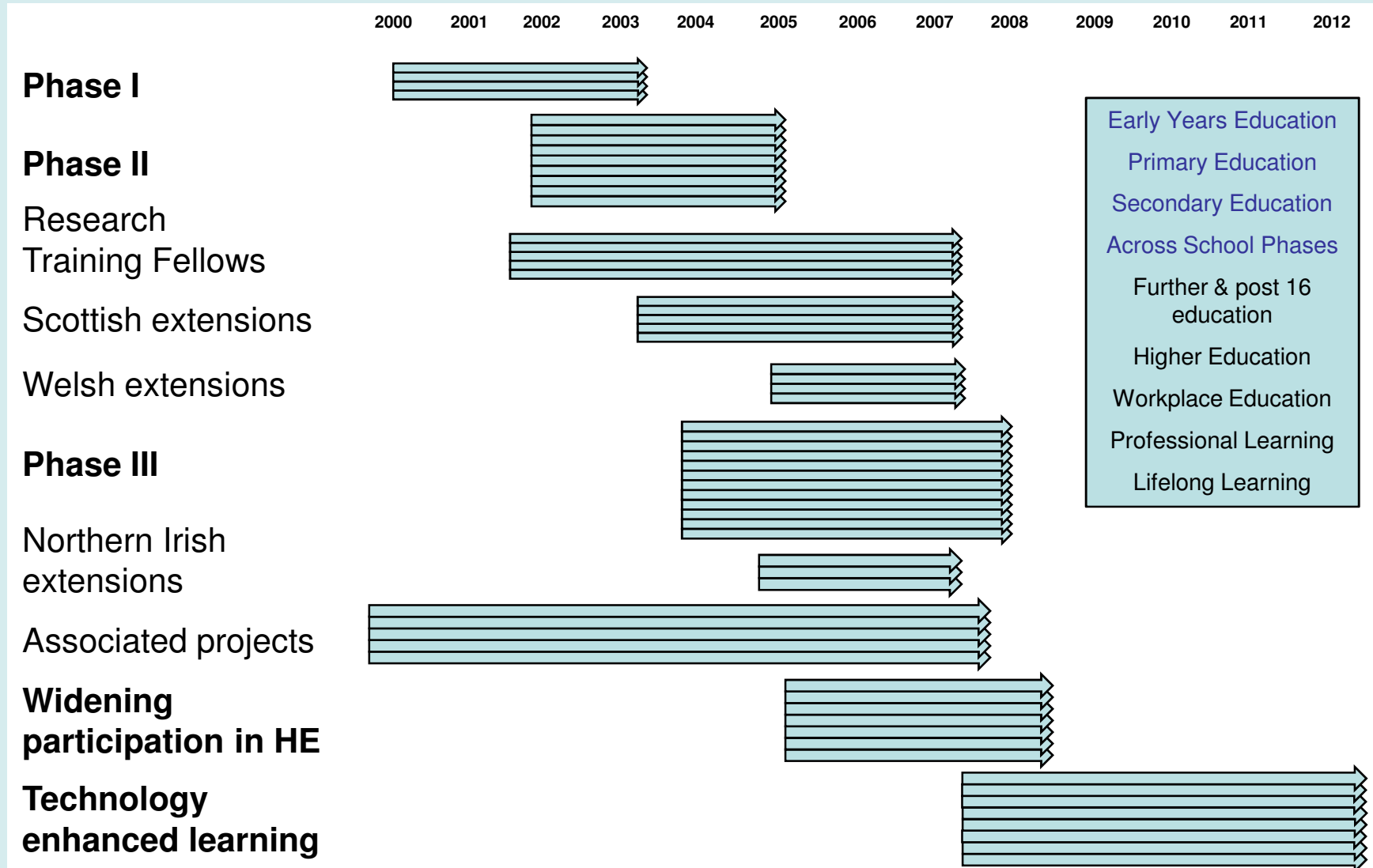
Strategy 1: Early user engagement

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

Event partners



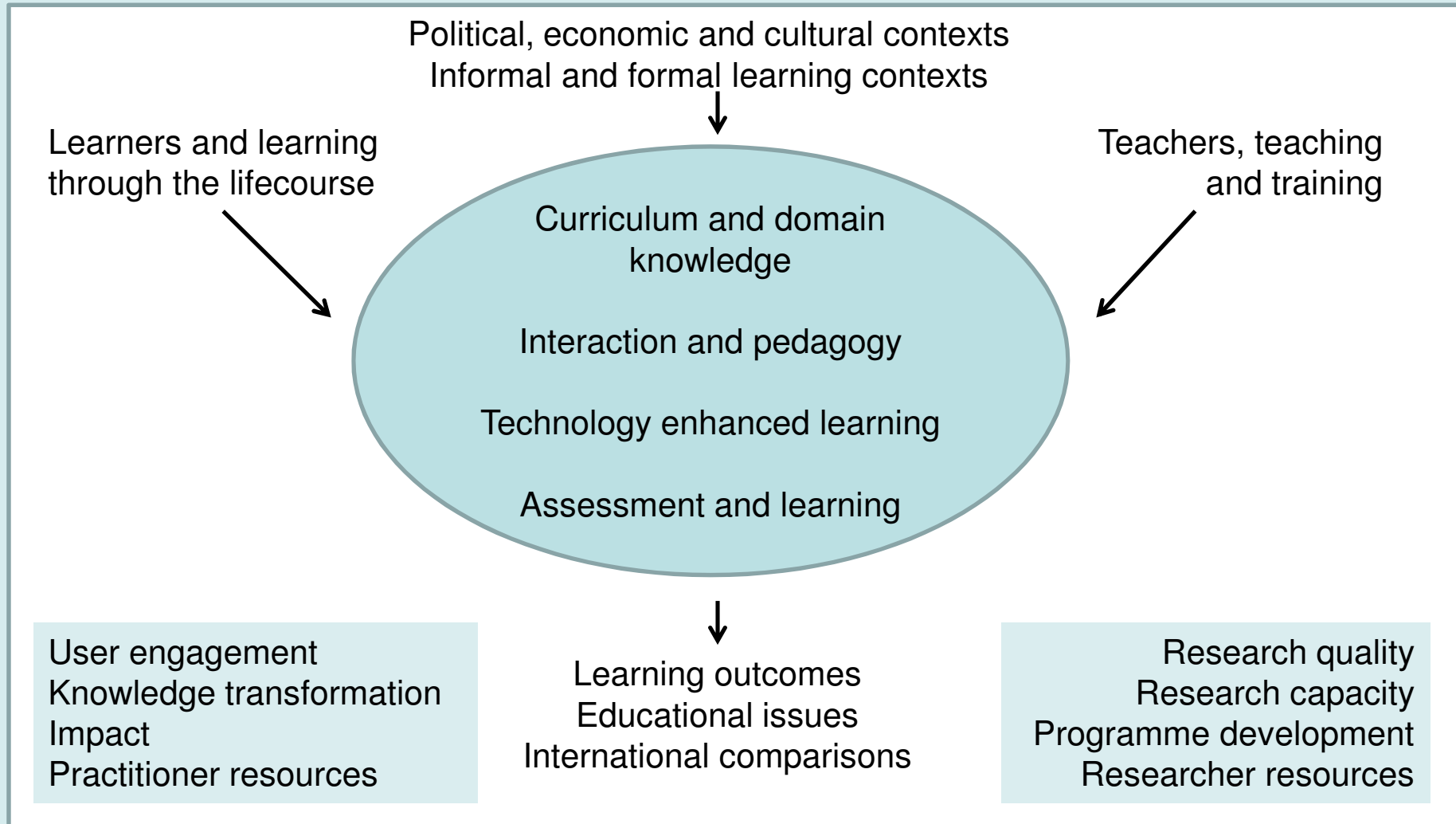
Strategy 2: Knowledge generation by projects



TLRP project-based sessions

- The engaged learner
- Innovative teaching strategies
- Technology enhanced learning
- Understanding literacies
- Teacher learning in schools and FE
- Scientific and mathematical understanding
- Transforming learning and teaching in FE
- Informal learning and inclusion

Strategy 3: Knowledge synthesis by themes



Evidence-informed principles for effective teaching and learning



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, 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

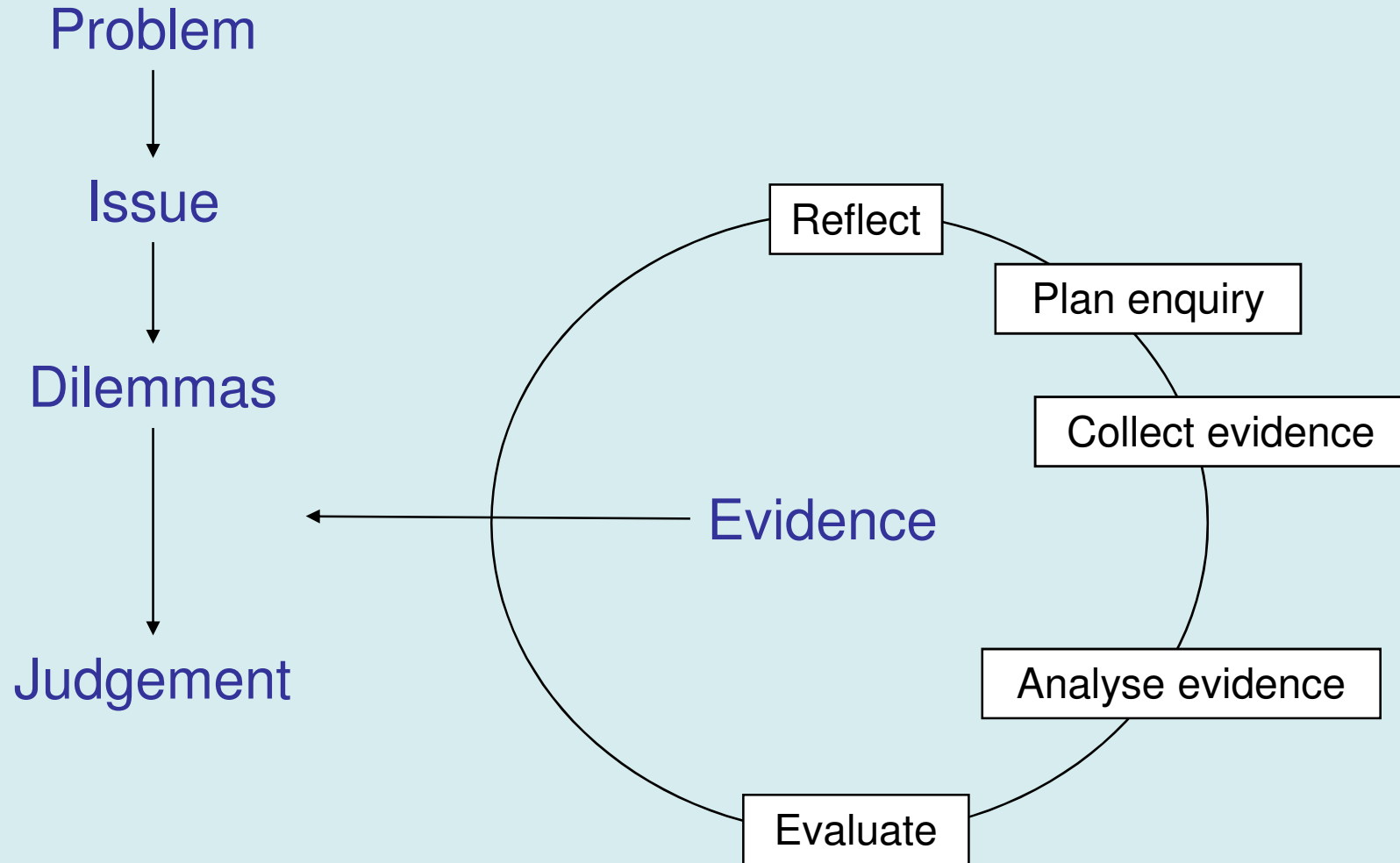
Supporting evidence-informed professionalism

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.

Teaching and Learning Research Programme



Contributions to professional development with:

England: NTRP, GTC E, NCSL, LSIS

Northern Ireland: DENI, GTC NI

Scotland: SG, AERS, GTC S

Wales: WAG pedagogy strategy, GTC W

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 on contemporary issues

TLRP Commentaries

Enriching the Experience of Schooling

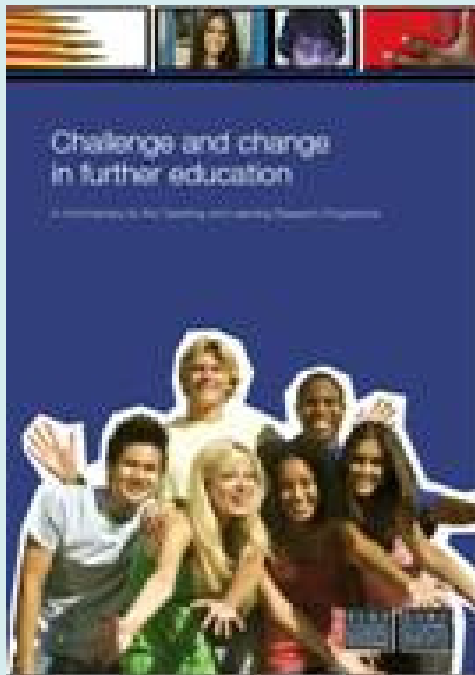


Too many socially and economically deprived areas of the country have schools where standards are variable or low.

TLRP's research has shown that learning can be improved by supporting students more effectively and by involving them more deeply in their education.

Ian Diamond,
Chief Executive, ESRC

TLRP Commentaries



Challenge and Change in Further Education

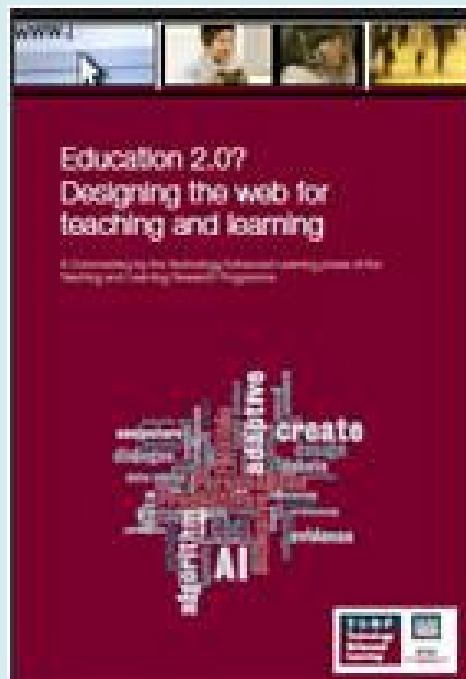
Further Education is the ‘neglected middle child’ of the education system.

TLRP’s research shows that relations between tutors and students are the heart of successful FE. But unless tutors and students have time and space to work together effectively, employers, governments and others will not get the results they want.

Ian Diamond
Chief Executive, ESRC

TLRP Commentaries

Education 2.0? Designing the Web for Teaching and Learning



The speed of technological innovation is becoming ever more rapid and each wave presents educators with opportunities and challenges.

It is rare and difficult for educators and technologists to collaborate in asking how teaching and learning might be made more productive and efficient with certain technology, ... and how such technology might impinge on what is taught and to whom.

Richard Noss,
Director TLRP TEL

Publications

Select and take:

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

Inspect and purchase:

- Improving Learning book series
- Improving Practice 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.

Teaching and Learning Research Programme

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

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

Jill Martin

Chair, National Teacher
Research Panel
and Co-Headteacher,
Anglo European School,
Ingatestone, Essex

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