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**PROGRAMME  
DIRECTOR'S  
ANNUAL REPORT FORM**  
(Edition 7: October 2004)

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## **PROGRAMME DIRECTOR'S ANNUAL REPORT 2006**

**Programme Name:** Teaching and Learning Research Programme

**Director's name:** Professor Andrew Pollard,  
University of London, Institute of Education

**Reporting period:** From 1<sup>st</sup> January 2005 to 31 December 2006

<b>Number of projects and thematic initiatives funded under the Programme:</b>	89
<b>Total ESRC budget for Programme (to end of 2006):</b>	£3,729,000
<b>Co-funding amount (to end of 2006):</b>	£33,534,000
<b>Total amount of Director's Awards (2006-08)</b>	
<b>Main</b>	£2,417,923
<b>Capacity</b>	£483,304

# 1 Introduction

TLRP is an exceptional element within ESRC's portfolio because of its scale, duration and proportion of co-funding (see Section 9 of this report). In summary:

- The total programme budget from 1999-2011 was projected at £37m – making the Programme ESRC's largest single managed initiative. This figure was reached during 2006 when ESRC and EPSRC co-funded the first phase of a new initiative on Technology Enhanced Learning (TEL). The second phase of TEL will take the budget to almost £43m and the duration to 2012 – albeit in a focused way.
- Of TLRP's budget, some 90% is sourced from UK government bodies, agencies and councils *outwith* ESRC. Over half is from HEFCE. ESRC charges a 5% fee for management services in respect of TLRP.

## *Aims*

The public representation of TLRP's aims emphasises the positive contribution being made to research on teaching and learning.

*Learning:* TLRP aims to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

*Outcomes:* TLRP studies a broad range of learning outcomes. These include both the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

*Lifecourse:* TLRP supports research projects and related activities at many ages and stages in education, training and lifelong learning. The Programme is concerned with patterns of success and difference, inclusion and exclusion through the lifecourse.

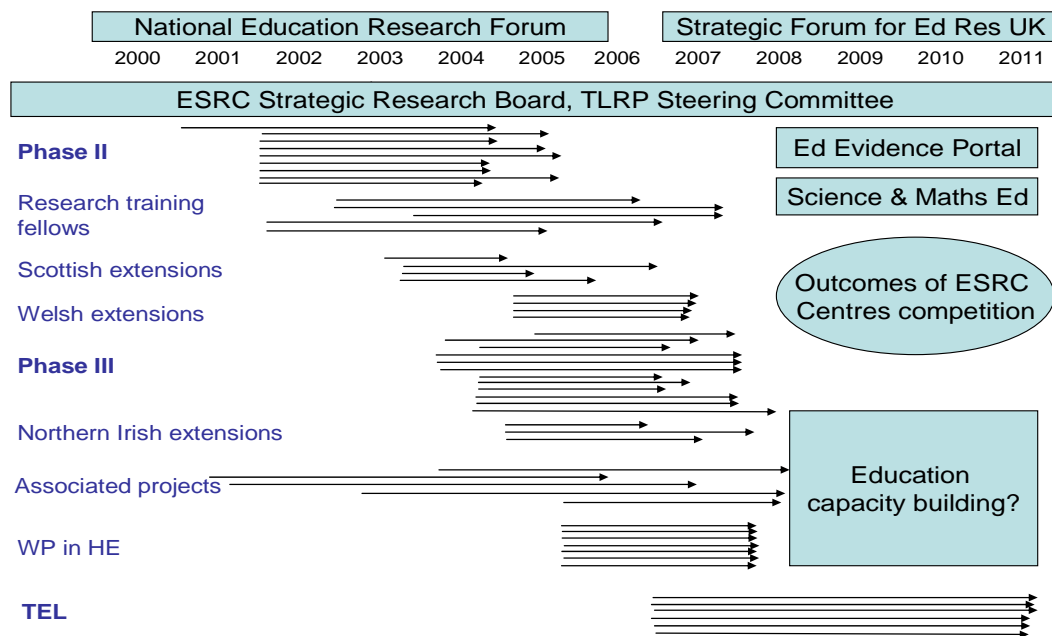
*Enrichment:* TLRP commits to user engagement at all stages of research. The Programme promotes research on teaching and learning across disciplines, methodologies and sectors, and supports various forms of national and international co-operation and comparison.

*Expertise:* TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice. This work is the particular focus of the Programme's research capacity building strategy.

*Improvement:* TLRP develops the knowledge base on teaching and learning and contributes to the improvement of policy and practice in the UK. The Programme works to maximise the impact of its research.

*Major issues: maximizing impact and sustaining capacity building*

The scheduling of TLRP projects and other relevant ESRC initiatives is represented below.



Most of TLRP's school focused projects finished during 2005, and most post-compulsory projects will finish by April 2008 and at a time when the Programme's infrastructure is expected to be scaled down. The risk of failing to maximize the substantive impact of post-compulsory projects is real and is a matter of concern to stakeholders such as HEFCE and to the present Directors' Team. Initiatives such as the Educational Evidence Portal, ESRC's targeted initiative on Science and Maths Education and possible Centre investments are very welcome but will not bear directly on this point.

This diagram also draws particular attention to the question of how capacity building in education will be supported after 2008. At that point, TLRP's expenditure of some £130k pa is not expected to be available, though legacy resources will have been created and, it is hoped, lodged for sustainability with appropriate learned societies and associations.

Considering the development of capacity and capability in education more generally, HEFCE's major investment in educational research through TLRP is uncertain from January 2009 onwards. Whilst, in sites of high quality have certainly developed over the period, the field is very large and much remains to be done. ESRC's Demographic Review also showed education to be a field facing particular challenges from the age of its active researchers (52% were age 50 or over and only 8% under age 34).

A new strategy for the future is needed. With that in mind, TLRP has facilitated the formation of a UK-wide Strategic Forum for Research in Education based on a partnership between ESRC and BERA and with tangible support from UK governments. The Forum is likely to assist with coordination but ESRC leadership is likely to be decisive in respect of social scientific study of education. The TLRP Director has also

been working with the ESRC Resources and Training secretariat on a future UK capacity building strategy.

More substantively, during 2006, TLRP has:

- Consolidated its reputation among the UK educational research community as a constructive initiative for the development of the field and for innovative projects combining high quality social science with high relevance to policy and practice.
- Deepened its reputation for authentic user engagement and its relationships with key bodies in each UK country – achieving particular successes this year with policy-maker communities in Scotland and with HM Opposition in England.
- Documented and promoted unambiguous project findings on improving learning outcomes, for example through group-work, primary-secondary transfer, early years provision, teacher commitment, morphology and thinking skills.
- Celebrated the impact of a growing number of projects on UK policy and practice, for example on personalised learning, learning how to learn, pupil consultation, learning cultures in further education, apprenticeship, work-based and professional learning, policy coordination in the Learning and Skills Sector and subject practices, course design and learning cultures in higher education. (see Appendix H)
- Strengthened its international profile by running a conference on evidence-informed policy making in education for OECD CERI involving 20 countries and through presentations and consultation on large-scale strategies for educational research development in 8 countries.
- On school-focused teaching and learning, implemented the first round of a progressive impact campaign with over 70,000 copies of a TLRP Commentary summarizing results being printed or downloaded to UK educators.
- Supported the continuing work of over 40 projects and other initiatives, including, in particular, those concerned with widening participation in higher education (expected to report in early 2008).
- Developed new interdisciplinary strategies for ‘technology enhanced learning’ (TEL), launched new 7 ‘development projects’, supported capacity building in relevant fields and prepared for two further funding rounds which will extend the TEL aspects of the Programme to at least 2011.
- Deepened further its thematic work and cross-programme analysis and focused work on books and journal special issues to explicitly add value to the project portfolio.
- Published a TLRP Commentary on Science Education – thus providing evidence for a significant public debate and a platform for the new ESRC targeted initiative on Science and Mathematics Education. Prepared for a Commentary on Neuroscience and Education.

- Continued to develop innovative impact strategies including the use of drama, poetry, DVDs, web-tools for news, events and targeted searches, differentiated publications (including on-line 'practitioner applications' of project findings), portal development (in particular the Educational Evidence Portal), data-base linkages (BEI, TTRB, EEP, Intute, ESRC Society Today), and continued exploitation of the Programme's electronic repository.
- For capacity building in education, introduced a popular 'Meetings of Minds' fellowship scheme (an experienced ESRC award holder mentors new applicants within their specialist field), maintained an alert service, journal and event programme, engaged stakeholders for on-line research training resource provision, liaised with other ESRC initiatives and contributed to UK strategic discussions regarding challenges facing the field.
- Achieved final agreement between key UK stakeholders on the formation of a new Strategic Forum for Research in Education as a long-term source of deliberation and coordination for the health of the discipline.
- Continued to represent the challenges which face in the field of education, for both social scientific research and for practitioner and professionally oriented practice in schools, colleges and HEIs, through the demography of staffing and the consequence of research concentration. Continued to pose the question of how appropriate TLRP resources and contributions can be sustained, transformed or built upon when, as anticipated, significant developmental funding ends in December 2008.

#### *Key performance indicators*

TLRP's KPIs are intended be authentic, practical, informative and measurable. They are clustered around three major issues and are being used for monitoring and reporting purposes as appropriate. The clusters concern:

- Contributions to knowledge;
- The development of research capacity and expertise;
- User engagement, communication and impact.

#### *Programme dimensions*

The Programme's research projects started work during 2000 and the last funded research activity (on technology enhanced learning) is presently expected to end in mid-2011. Major publications are expected throughout the period. The Programme's present award is to 31<sup>st</sup> December 2008.

The reporting period, 2006, is the 7th year in which TLRP's funded research activity has taken place. The start-end dates and numbers of investments in each of TLRP funding initiatives are as follows.

- Phase I (2000-03) supported four networks of projects (three in school sectors and one in post-compulsory education);
- Phase II (2001-04) supports nine projects (six in school sectors and three in post-compulsory sectors);
- Phase III (2003-08) supports twelve additional projects in post-compulsory sectors.

- Building on Phase II funding, 'extension projects' have been funded in Scotland (four from 2003-05), Northern Ireland (three from 2004-07) and Wales (four from 2004-07).
- Widening Participation in Higher Education (2006-08) supports seven projects in England.
- Five Thematic Groups ran from 2002-4 and two others were funded for 2006-7.
- Six Thematic Seminar Series ran from 2005-06 and two others were funded for 2006-7.
- Three thematic consultancies were awarded in 2000-2 and two more were funded for 2006-7.
- Six associated projects have been inducted into the Programme (2004-07)
- Two Career Development Associates (CDA) (2000-03) and five research training fellowships (RTF) (2001-08) have also been funded. Seven 'Meetings of Minds' fellowships were funded during 2006.
- Seven six-month Development Projects on technology enhanced learning were funded during 2006, and are expected to bid for major project funding during 2007.

The total number of project awards to the end of 2006 was 74, and thematic initiatives total 15. The overall number of activities managed over the Programme as a whole is 89.

TLRP was staffed at the end of 2006 by a distributed Directors' Team of five (3.1 fte) and by a Programme Office of two FT and two PT staff (2.5 fte). The number of researchers who have been engaged in the Programme to the end of 2006 was approximately 700.

## 2 Overview of Year

TLRP is seen as a leading influence in the field of research on education and has, we believe, now developed a strong reputation for quality and relevance. It is estimated that, over the past seven years, TLRP has at some point directly funded approximately one quarter of 'research active' staff in education - although this is only one tenth of the total staff engaged in the field (see Table 2.4 in ESRC's Demographic Review which relates 2001 RAE returns to the HESA Staff Record for 2003/4). During 2006, research concentration continued in anticipation of the 2008 RAE.

TLRP's overall development continues to be driven by six key elements of strategic commitment and activity. The six elements are:

- User engagement for relevance and quality
- Knowledge generation by project teams
- Knowledge synthesis through thematic activities
- Knowledge transformation for impact
- Capacity building for professional development
- Partnerships for sustainability

Because of the duration, scale and complexity of TLRP, these elements are managed simultaneously - for instance, with some projects being commissioned just as others complete. However, as the Programme matures, there is also a progressive change in the balance of activity, with more emphasis being placed on knowledge synthesis, transformation and impact. Explicit strategies to underpin post-Programme *sustainability* were continued during 2006 in relation to capacity building, the use of ICT to support research development in the field and the deepening of partnerships with cognate bodies. For instance, Placement Fellowships were under discussion in both Scotland and Wales.

### *User engagement for relevance and quality:*

During 2006, active project teams continued to both work closely with practitioners and others in their research sites and also to link up with key national organisations with potentially 'high leverage' for dissemination and impact activity. Such relationships were reflected in the membership of project 'Advisory Groups'.

The Directors' Team maintained links with high-leverage user organisations in each educational sector and in each part of the UK. TLRP also works directly with governments in each part of the UK to maximise the use of its research. TLRP was represented by the Director on significant national bodies for the coordination of education research - in Wales (Education and Training Research Liaison Committee of the National Assembly for Wales); England (National Education Research Forum and the DfES Schools Research Advisory Group); Scotland (Management Committee of the Applied Educational Research Scheme). The Programme also sustained excellent links with senior government officials in Northern Ireland.

### *Knowledge generation by project teams (by funding initiative):*

*Phase I networks:* These four networks had mostly concluded their funded work by the end of 2003. However, three 'gateway' books in TLRP's *Improving Learning* series were published during 2006. The fourth book is now in production with Routledge. *Phase II*

*projects:* Nine research teams had mostly concluded their funded work by 2005. However, writing up and contributions to a flow of new Research Briefings has continued. One book in the *Improving Learning Series* was published, and another in the *Improving Practice* series. A further three books were put into production; one *Improving Learning*, one *Improving Practice*, and one *Supplementary*. A 'schools campaign' to enhance press coverage during 2006/7 began. Participation in Programme events continued to be excellent. *Scottish Extensions:* Four small projects have ended and are working on their output and dissemination strategies. *Phase III projects:* The twelve projects began to reach their conclusions and to focus on outputs and impact. One book in the *Improving Learning* series was put into production, whilst others are in preparation. *Welsh and Northern Irish Extensions:* Four Welsh and three Northern Irish projects moved towards their conclusion during 2006. *Associated projects:* There were no new endorsements during 2006. Associate projects enhance overall Programme coverage with foci on: early years and primary provision; older learners and on teacher's lives and professional careers, identity and learning through schooling, skills strategies of multi-national corporations and the development of virtual research environments. *Widening Participation in HE:* Research teams were quickly inducted into the Programme for project starts in early 2006. Successful efforts were made to develop the WP in HE community with a first seminar being held in London 25<sup>th</sup> May 2006 that featured all the projects. Associate Director Miriam David also led symposia at the annual BERA and SRHE conferences later in the year. The WP in HE projects were also well represented at the TLRP annual conference in Glasgow in November 2006. A workshop on the use of large-scale data sets held by the seven projects and how they could be pooled was also held. *E-learning:* extensive work on the specification for the call for this new competition took place. After TEL call 'launch' events were attended by over 200 people in total in London, Edinburgh and Cardiff in March 2006 seven development projects were eventually funded to the amount of around £60,000. The 6 month long projects starting in Autumn 2006 were set up with a view to proposals being made on larger scale projects in a second round of TEL funding in mid 2007. An induction event for the successful applicants was held in Wolverhampton in September 2006 and the first three of a projected series of five seminars on TEL led by the TEL E-team were held in Autumn 2006. Plans were also discussed for a TEL commentary to be put together by the e-team. There was also significant discussion and interaction in evidence on the TLRP Virtual Research Environment for TEL.

*Knowledge synthesis through thematic activities:*

The Programme's strategy for thematic development remains a major focus of work and aims to 'add value' to the work of projects. The portfolio of initiatives includes: consultancies, thematic groups, thematic seminar series, conferences, workshops, thematic meta-tagging of outputs and sectoral reviews. A conceptual framework through which the products of such initiatives is organised and integrated was discussed, endorsed and operationalised through the Directors' Forum, the Steering Committee, the Annual Conference, a meta-tagging system in an electronic output repository and within the Programme's database. Six Thematic Seminar Series ended their work during 2006, and arrangements were made for publication of outputs in special issues of journals or in edited books. TLRP's Annual Conference, held in November each year, makes important contributions to this work. Cross-Programme analysis of specific thematic issues is scheduled for completion in 2007/8, with 2008/9 being devoted to meta-analysis of generic concerns.

*Knowledge transformation for impact:*

Twenty 'Research Briefings' had been produced by the end of 2006 offering concise summaries of project findings and providing for targeted distribution. Two 'TLRP Commentaries' were published in 2006 following the formation of 'Policy Task Groups', to respond quickly to the contemporary issues of 'Science Education' and 'Teaching and Learning in Schools'. The former, with the Association for Science Education, made a timely contribution to debate. Over 70,000 copies of the latter have been distributed in print or download and it informed the deliberations of the DfES forward look initiative, '2020 Vision'. Six books in TLRP's '*Improving Learning*' and '*Improving Practice*' series, published by Routledge, were published during 2006, and seven more are within the publishing process. The use of 'special issues' of journals, with particularly strong support from *Education Review*, remains a major means for TLRP projects and thematic groups to communicate findings.

TLRP seeks to transform and disseminate research knowledge in partnership with others. Key users, such as the General Teaching Council (England), the National College for School Leadership, the National Institute for Adult Continuing Education and Department for Education and Skills, have been extremely helpful in the dissemination of results through their communication systems. Excellent working relationships have also developed with the Higher Education Academy in relation to pedagogy in higher education.

*Capacity building:*

Capacity building is an intrinsic part of TLRP's work. Indeed, in all phases of TLRP funding, it has been a criterion for project selection, and this work is supported, monitored and reported on each year. Particular attention has been paid to skill and career development of contract research staff. Additionally, with support from the Department for Education and Skills, TLRP has funded five Research Training Fellowships, which enable senior practitioners to study part-time for PhD's in association with TLRP projects.

From 2002-2006 the Programme's Research Capacity Building Network, based at Cardiff, provided cross-Programme training services in the research methods which were felt to be particularly appropriate in the study of teaching and learning. Each included: research design issues, the use of large-scale data-sets, and the combination of quantitative and qualitative methods. RCBN also initiated a journal, Research Capacity Building, and a website offering advice and resources.

A new strategy for capacity building provision was adopted for 2006-8. This is based on an explicit attempt to embed processes for the development of research expertise within the social practices of educational researchers and is intended to complement ESRC's provision through the National Centre for Research Methods and Research Methods Programme. Additionally, there are close working relationships with the Applied Research in Education Scheme in Scotland and with relevant UK learned societies, such as the British Educational Research Association.

In short, the objective of TLRP's capacity building work is to work *with* the academic community and to support the development of new forms of commitment and provision for the professional self-improvement of educational researchers.

*Partnerships for sustainability:*

The challenges and range of educational research are considerable and TLRP is only expected to exist for a limited period. To maximise the potential for sustainability, we have sought to develop close working relationships with other organisations. A least five different forms of partnership can be identified.

First, we seek expertise from which we can benefit. Such partnerships exist with the British Education Index (BEI) for electronic knowledge management, the Cambridge Centre for Applied Research in Education Technology (CARET) for development of an advanced ICT infrastructure, and Routledge for book and journal publications.

Second, as indicated above, we work with key user organisations which are generous enough to promote TLRP work through their communications systems, and thus lend us some of their leverage as we attempt to maximise impact.

Third, we work with partners where cooperation enables us to be more effective – for example, a recent Commentary was co-funded with the Association for Science Education. TLRP's aspiration to contribute to a series of sectoral reviews, developed in partnership with others, has moved forward. TLRP is now contributing to the Esmee Fairbairn review of Primary Education and remains active in respect of the Nuffield Foundation's 14-19 Review. Co-funded work with the Institute for Employment Research on a review of work-based learning also started during 2006.

Fourth, as indicated previously, we work where we can with the government bodies which help to form policy regarding education research within each country of the UK. For some years too, TLRP has contributed to the work of the NERF, through the membership of first Charles Desforges and, more recently, myself. NERF was closed in early 2006 following withdrawal of DfES funding. TLRP has since been active in preparing the ground for a new Strategic Forum for Research in Education UK, with ESRC and BERA as core partners.

Finally, we work with organisations which may, in due course, take on some of the resources, assets or commitments of TLRP into the future. Indeed, one of our informal goals is to 'give everything away' by the end. The most important legacy organisations are seen as being among the professional research associations – and, in particular, BERA. TLRP participants are active in membership and a number of key positions are held by colleagues who bridge both organisations. The TLRP Director serves on BERA's Executive Council. There are many areas on which cooperation is developing, including joint capacity building activities and the possibility of eventual transfer of much of TLRP's IT infrastructure. On the capacity building front, we are also very pleased to be working with UCET's research committee. Other associations with which we have collaborated closely include SERA and SRHE, with major contributions being made to the latter's 2006 conference.

### **3 Capacity building and research environment**

TLRP's recent capacity building strategy has been to work with the flow of academic practices and to try to support the academic community in taking ownership of initiatives and resources which can support sustainable self-improvement. However, realising this commitment remains challenging in a context of highly differentiated research provision and incentives which are not always congruent with these objectives.

#### *Continuation of aspects of RCBN*

*Building Research Capacity* continues to be published from Cardiff, led by Chris Taylor. TLRP's e-mail Alert service has been managed by the University of Strathclyde and as a JISC Mail list. The RCBN Website has been integrated into the main TLRP site.

#### *Liaison with NCRM and RDI*

Steve Baron, of the Directors' Team, serves on NCRM's Advisory Board with a reciprocal place on the TLRP Steering Committee. NCRM's provision is publicised by the Alert service. Plans were developed to capitalize on the opportunities not capitalized on during 2006 but steps are being taken to correct this.

#### *TLRP on-line resources*

Following the 2005 decision to separate this work from AERS module provision, rapid progress had been expected during 2006. In fact, despite considerable enthusiasm from colleagues in UCET and HEA and identification of a strong group of potential authors, progress has been disappointing. An analysis of the reasons for this is being undertaken and it is expected that some restructuring will be necessary. The financial resources to support this activity remain available.

#### *Developing Networks in the Learned Societies*

Liaison was maintained with BERA, SRHE, HEA, AERS and UCET to discuss capacity building issues and, in particular, the development of on-line resources.

#### *Personnel and Career Development*

A programme of events for contract research staff and new researchers has been organised by Chris Taylor at Cardiff in his capacity as TLRP Capacity Building Fellow. A major conference was planned for February 2007.

#### *TLRP Fellowships – 'Meetings of Minds'*

This scheme, which offers a modest award to enable researchers with potential to seek the advice of highly experienced colleagues, has proved both popular and cost effective. Seven awards were made during 2006 and it is hoped to expand the scheme during 2007.

#### *TLRP Research Environment*

During 2006, the TLRP Steering Committee met for three 1 day meetings (one per term plus a special commissioning session). Between meetings, there were links among members by email. The Chair, Deputy Chair/Strategic Research Board member, Programme Manager and Director (the TLRP Troika) liaised regularly when pressing matters arose between meetings. All TLRP projects are required to convene Advisory

Groups with significant user representation, and often involve critical friends from the Steering Committee in this.

The Directors' Team has continued work very effectively together and the mix of skills and expertise remains a great source of strength. Twice termly meetings, group email lists, electronic facilities within the Programme's virtual research environment and a distributed intranet have continued to be used, as has the Action Planning and Reporting template devised to facilitate coordination and accountability.

To strengthen cross-Programme information exchange and inter-project working, TLRP's 'Compendium' (containing the major elements of each project's 2005 annual report) was distributed across the Programme for the fourth time, but now electronically and with search facilities. Termly 'Bulletins', providing news and information for Programme participants, continued to be produced. Cross-Programme administrative tasks were supported through web downloads and web/data-base links. The website at [www.tlrp.org](http://www.tlrp.org) continues to be a major communication resource and the search tools were significantly developed during 2006 to suit the needs of different users.

A pattern of holding a major cross-Programme event each term was maintained – capacity building; directors' policy discussions; annual conference. In the summer term a 'Directors' Forum' was held in London and enabled senior colleagues to express views on the Programme's future direction – a very valuable process.

The highlight internal event of the year was the TLRP annual conference. This took place in November at Glasgow and was organised in partnership with ETLLED, SEED, SFC, AERS, SERA and other Scottish bodies. It brought together representatives from all TLRP funding initiatives and Scottish user organisations. The experimental features of this event provided an excellent experience.

Work on publications, outputs and media strategies continued during the year, with the Outputs Portfolio providing a guide to projects on the range of electronic and paper-based outputs they are encouraged to consider. For coordination purposes, 'Output Summit Meetings' were held with all projects as they approached six months of completion. New rounds of media training for project spokespersons were provided by the Programme's Media Fellow.

## 4 External communication

TLRP's Communication and Impact Plan states that:

We conceive impact not as a simple linear flow (of research followed by transformation, dissemination of findings and adoption), but as a much more collaborative process: *interactive, iterative, constructive, distributed and transformative*. ... For us, impact therefore includes increasing awareness of new ideas and openness to change as well as direct influence on practice and policy. Working for impact is embedded in everything we do (emphasis in original). (TLRP 2001, 1)

It is reflected in seven components of the TLRP strategy:

- Working with networks of practitioners, learners and others;
- Engaging with a wide range of user organisations and other stakeholders;
- Contributing to strategic debates about teaching and learning;
- Raising the profile of evidence-informed teaching and learning;
- Communicating conceptual, methodological and practical ideas;
- Supporting capacity building activities, including knowledge transformation;
- Facilitating discussion within the Programme on transformation and impact.

It is implemented through a portfolio of outputs. In particular, these are:

- TLRP Commentaries
- Research Briefings
- Improving Learning book series
- Improving Practice book series
- Journal special issues
- Websites and electronic resources

The TLRP website is now sophisticated with provision for particular audiences, news, features and advanced search tools. Behind it lies an electronic repository, DSpace, for which the Programme is an advanced application. Hits on the website averaged almost 650,000 per month during 2006.

TLRP Commentaries have been particularly successful at bringing the expertise of researchers to bear on contemporary issues at speed. During 2006, this was done for Science Education and Teaching and Learning in Schools.

## **5 Scientific representation**

During 2006, TLRP (with ESRC and DfES support) hosted an OECD CERI conference on Evidence-informed Policy Making. The Programme was also selected by the British Educational Research Association to represent UK research at conferences in the USA, Australia and New Zealand. Members of the Directors' Team spoke about the Programme in eight countries, often at the request of research councils or academies.

The TLRP Director continued to serve on AERA's International Advisory Committee and was appointed to the Task Force on International Exploration which is investigating the establishment of a global research association for education. TLRP is providing a virtual workspace to facilitate this initiative.

The major links for TLRP projects have continued with projects in linked educational research programmes in Finland, the Netherlands and Norway, with more informal links to projects in France, Sweden, Germany, Australia and USA. Symposia, workshops and conferences have been held to facilitate project to project interactions in order to facilitate mutual learning, with outcomes including publications, collaborative research design and exchange of information on methodology, data collection and data analysis. A bid for Framework 7 funding is being prepared to build on these links.

Projects in TLRP are 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;
- participation in international conferences, symposia and workshops.

## 6 Key Performance Indicators

The matrix below relates KPI for projects and the Programme as a whole to TLRP's main goals. Where ratings are given, data was gathered using TLRP's adaption of ESRC's standard template for project reports and ESRC's standard project evaluation scale was used: outstanding, good, problematic, unacceptable.

These data are based on 24 project and thematic seminar series reports, with reference to 4 end of award reports where appropriate. Other investments were not eligible to report formally.

Overall TLRP goals	Project KPIs	Programme KPIs
Contributions to knowledge	<p><i>KP1 Number of project articles in refereed journals.</i> There were 31 articles from the 23 projects reporting through this mechanism (another group of projects reported through EoA Reports in 2006). The majority of these articles came from projects active for over two years but not yet completed.</p> <p><i>KP2 Proportion of completed projects evaluated as 'good' or 'outstanding'.</i> 95%. 9 TLRP projects have been evaluated as Outstanding, 8 evaluated as Good. 1 was judged problematic because of delays with publication of outputs.</p>	<p><i>KP3 Thematic initiatives facilitated.</i> 25 - Six Thematic Seminar Series concluded during the year. Nine new thematic strands of work were initiated.</p> <p><i>KP4 Proportion of reporting projects rating the support of the TLRP Core Team as 'good' or 'outstanding'.</i> 100%. 27% gave a rating of 'outstanding' with the remainder 'good'.</p>
Development of research capacity and expertise	<p><i>KP5 Proportion of researchers on reporting projects indicating a broadening of knowledge, skill and understanding.</i> 95%. This remains a healthy figure, with many recognising the role of the Programme in creating the context for such personal development.</p> <p><i>KP6 Numbers of researchers leaving TLRP work obtaining other research posts in HE and elsewhere.</i> 8 appointments were reported. This figure is from reports for 2006 from projects <i>in process</i>. It does not represent the career progression from projects which already have completed.</p>	<p><i>KP7 Proportion of current researchers rating the capacity building strategy as 'good' or 'outstanding'.</i> 50%. This is a significant dip from the 95% figure produced in 2006 - with the remaining projects declining to offer a rating. Please see the confidential annex to this report for further comment.</p>

User engagement,  
communication and  
impact

*KP8 Number of Research Briefings  
published*  
20 Research Briefings have now been  
published.

*KP9 'Significant' UK initiatives, events or  
outputs from projects*  
Over 200 significant UK initiatives, events  
or outputs were reported by projects for  
2006, with a further 50 of a significant  
international character.

*KP10 Number of TLRP Commentaries  
published* 2 TLRP Commentaries, on  
*Teaching and Learning in Schools* and on  
*Science Education*, were published during  
2006.

## 7 Forward Look

During 2007, TLRP will continue to support funded projects, promote research expertise, engage constructively with users of educational research and work to maximise the impact of the research generated within the Programme. The 'schools campaign' will highlight the outcomes of this group of projects through UK distribution of a Teacher's Guide and DVD offering 'Ten Principles for Effective Teaching and Learning'. A campaign for Further and Higher Education and projects will be planned. Continuing priority will be given to cross-Programme thematic analysis. Three new large inter-disciplinary projects on technology enhanced learning will start work, and others will be commissioned in a second round of TEL funding.

The TLRP website will undergo a further front-end re-design to enhance its use by practitioners, policy makers and other users. The growing portfolio of books, special issues of journals, research briefings and TLRP Commentaries will be promoted. Media activities will be increased in further and higher education as project findings become available.

Close relationships will be maintained with key users in every sector in which TLRP's research is taking place, particularly in relation to government departments. We will continue to build confidence in TLRP amongst politicians, civil servants and others, and will use any resulting influence to promote a constructive approach to change and development in the field of education across the UK.

We will support ESRC's work on the health of education as a discipline in the light of the Demographic Review of the Social Sciences, and contribute wherever possible to the development of appropriate *strategic* thinking in respect of educational research development which makes provision for both social scientific research and applied and practitioner-focused enquiry.

We will work with BERA, SRHE, SERA, the HEA and others to maximize the embeddedness of TLRP's work in the educational research community and to enhance sustainability.

We will continue to support the establishment of the Strategic Forum for Research in Education UK and the development of the Educational Evidence Portal (EEP) and other UK resources for knowledge transfer in education.

Working with others, we will attempt to identify ways of providing post-2008 support for capacity building in the field of education. TLRP's 2007 annual conference will take stock of what has been learned about the conduct and quality of educational research through the Programme so far.

Internationally, we will continue to promote project-to-project links and to work with colleagues with similar programmes across the world. We will offer TLRP's virtual research environment infrastructure to support the establishment of a world-wide association for education research and will contribute to OECD's review of national assessments for education research systems. Proposals for international reviews will be made as a means of contextualizing TLRP findings in global knowledge and as a foundation for a series of synoptic SAGE Handbooks.

TLRP continues to 'look forward' on the basis of what it can do with the intention of being respectful and constructive, but also realistic, open-minded and practical. Where we can do something useful, we will and we aim wherever possible to form alliances with other, more sustainable bodies.

The ultimate future-oriented goals of TLRP remain to contribute both to a more capable, self-confident and respected body of researchers in this field, and to the improvement of knowledge about teaching and learning on which better educational policy and improved practices can be based.

*Indicative forward plan for 2007*

January	
February	Decisions on TEL 1 large project funding Capacity Building Conference, Bristol
March	Steering Committee meeting Social Science Week Home-School Drama event, Cardiff
April	Seminar on teacher professionalism for Conservative Party American Educational Research Association Conference
May	School-focused Research Briefings sent to 500 UK opinion leaders Call for TEL 2 funding competition published Project impact events for policy-makers Launch of TLRP Commentary on Neuroscience and Education Directors' Forum, London Book launches in <i>Improving Learning</i> and <i>Improving Practice</i> series
June	TLRP Schools Newsletter and DVD distribution to all UK schools Planning meeting for Strategic Forum for Research in Education
July	Steering Committee Meeting Closing date for TEL 2 outline proposals
August	Preparation of 'outcome posters' for 2008 impact campaigns Upgrading of DSpace output repository
September	British Educational Research Association Conference European Educational Research Association Conference TEL 2 shortlisting meeting
October	OECD meeting on national research assessments Planning meeting for Strategic Forum for Research in Education Book launches in <i>Improving Learning</i> and <i>Improving Practice</i> series Project impact events for policy-makers
November	Annual Conference, Cardiff: 'Taking stock of education research' Steering Committee Meeting

Closing date for TEL 2 full proposals

December

Department for Education and Science Research Conference  
Society for Research in Higher Education annual Conference