



ESRC TLRP THEMATIC SEMINARS COMPETITION 2004 Full call and Specification

Summary

The ESRC wishes to commission a number of Thematic Seminar Series to add value to the current research being supported under Phases I, II and III of the Teaching and Learning Research Programme. This is an extremely important initiative which will complement and enhance TLRP's project portfolio. In particular, it will help to draw together and synthesize work within and beyond the Programme addressing a number of cross-cutting Programme themes. The competition will also provide a new opportunity for researchers and users to become involved in TLRP and will draw further on available knowledge and expertise in the UK and beyond.

Proposals are particularly invited in respect of a small number of strategically selected themes. These have been highlighted in relation to the aims of the Programme or are believed to have significant potential for adding value to it.

Groups of researchers with appropriate expertise are invited to submit full proposals by the **closing date of Monday 7th June**. Seminar activity is expected to begin from 1st January 2005. All substantial events should end by 31st July 2006. Publication work will normally be expected to end by 31st December 2006. It is anticipated that appropriate manuscripts available by 30th September 2006 will be published before 31st July 2007 through TLRP's publishing partnership or other provision.

The normal maximum sum available per award is £30,000, but awards of up to £40,000 will be considered.

The funded seminars will be an integral part of the TLRP, and will report to the Programme Directors' Team and Programme Steering Committee. Successful applicants will benefit from many opportunities and support provided by TLRP and will be expected to contribute fully to the Programme, including participation in appropriate Programme events up to 2008/9 and in the Programme's publications and outputs strategy.

For any further clarification, please contact the TLRP Director or a member of the Directors' Team.

The Teaching and Learning Research Programme

The Teaching and Learning Research Programme is funded by the Higher Education Funding Council for England, Welsh Assembly Government, Scottish Executive, Northern Ireland Departments of Employment and Learning and of Education, the Department for Education and Skills and the ESRC. It is managed by the ESRC. It supports research projects and related activities designed to lead to significant improvements in outcomes for learners. Learning outcomes are broadly conceived and include: the development of positive learner identities; the acquisition of qualifications; the acquisition of skill, understanding and bodies of knowledge; the development of attitudes and values relevant to a learning society; and the broader values and commitments relevant to individual and community development and civic concern. Its remit covers learners at all ages and stages in all sectors and contexts of education and training, including informal learning settings, throughout the United Kingdom.

The purposes of the Programme:

- 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 Network.
- 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.

Under Phase I of the Programme four major research networks were supported plus two career development associates.

Under Phase II nine major research projects are being supported. The Programme also funds five Research Training Fellowships and a research capacity building network, based in the School of Social Sciences at the University of Cardiff.

Phase III of the Programme funds twelve major projects and focuses on post-compulsory education and lifelong learning (including FE, HE, workplace learning, continuing professional development and learning in the community, voluntary sector and in informal settings).

Additionally, there are four cross-sectoral Extension Projects in Scotland, with more expected to be funded from 2005 as a result of competitions in Wales and Northern Ireland. Up to six Associated Projects may also join the Programme.

A list of the projects supported under Phases I, II and III is at **Annex 1**. Further details can be found on the Programme's website at <http://www.tlrp.org>. Most of the projects also have their own websites— links are also available from the Programme's website.

The Thematic Seminar Series Competition

Through the establishment of a number of new Thematic Seminar Series, TLRP seeks to enhance its cross-Programme thematic work. Such work has been undertaken since the inception of TLRP. However, it was formalized following a national conference in September 2002 when a number of key themes, loosely associated with TLRP aims, were identified (see www.TLRP.org/themes/index.html). Since then, five Thematic Groups have been working. They are expected to conclude their work and report by the end of 2004. They are:

1. Learning outcomes (co-ordinated by Mary James)
2. Learning through the lifecourse (co-ordinated by Kathryn Ecclestone)

3. International synergies (co-ordinated by Alan Brown)
4. ICT and research development (co-ordinated by John Siraj-Blatchford)
5. Communication and Impact (co-ordinated by Andrew Pollard)

TLRP's thematic work on capacity building has been led by RCBN and this phase will conclude on 31st March 2005. A new initiative on capacity building will then begin.

A new portfolio of thematic seminars is sought to take up the role from January 2005 and will be expected to make an important contribution to TLRP's thematic work. Other strategies may include the use of consultants, commissioned reviews and focused events.

Identified Themes

The TLRP Directors' Team and Steering Committee have identified particular priorities for this competition in relation to the themes listed below. These directly relate to TLRP's strategy for thematic development (see Appendix 1). More specific information about the issues which it is anticipated will be addressed in seminar series in relation to each identified theme may be found in Appendix 2. It is important that applicants consult this document. The themes identified are:

- (i) Teaching and learning policies in post-devolution UK contexts
- (ii) Analysing contexts for learning
- (iii) Neuroscience, human development and teaching
- (iv) Analysing learning transitions across the lifecourse
- (v) Teacher roles, identities and professionalism
- (vi) Domain-specific learning and teaching
- (vii) The contemporary development of pedagogy
- (viii) ICT as a medium for teaching and learning
- (ix) Indicators and measures of learning disposition, motivation and associated concepts
- (x) Educational change, pedagogic development and sustainability
- (xi) Social diversity, difference and their influence on teaching and learning
- (xii) Multi-disciplinary research on teaching and learning
- (xiii) Methodological diversity and research quality
- (xiv) User engagement and the development of educational research
- (xv) Conceptualising teaching and learning

Innovative proposals and approaches are welcome in relation to these themes, as long as they articulate with the TLRP's core aims and satisfy the goals of this competition. Where existing initiatives or activities already exist in relation to these themes, proposals by which such work could be enhanced through funding and participation within this seminar series scheme will be considered (see Note 2 in the Guidance Notes for more details).

It should be noted that the number of possible seminar topics indicated here exceeds the likely number of awards. The number of seminar series funded will depend on the assessed quality of applications.

Key Characteristics of Seminar Groups

All seminar series supported under the Programme will be expected to:

- Be focused and designed to add value to the Programme as a whole by working across and beyond TLRP;
- Have clear goals, leadership and coordination;
- Establish and enact an appropriate participation policy, including new researchers and policy / practitioner communities where appropriate;
- Contribute appropriately to capacity building;
- Integrate inter-disciplinary and/or cross-sectoral considerations and/or international / cross-national perspectives where appropriate;
- Design and establish a programme of activities which is intellectually coherent and shows progression;
- Offer an appropriate communication and impact strategy;
- Fit the specified schedule.

The final products of each seminar series are expected to:

- Establish the significance of the issue;
- Review the state of knowledge in relation to the issue;
- Draw on work by TLRP projects and the Programme as a whole;
- Relate such work to the field as a whole;
- Consider future needs;
- Finally produce, at minimum, an edited collection of papers normally prepared by the Coordinator and/or Planning Group, representing the best of seminar presentations and providing a substantial, thorough and integrative analysis in terms of TLRP concerns.

Development of Proposals

A specific **application form** is provided for this competition and must be used for all applications.

Please read carefully the associated Guidance Notes which amplify many of the points made above.

Applicants are expected to discuss their proposals with the Director or another member of the Programme Director's Team **at an early stage in the development of their ideas** in order to ensure that their potential fit and contribution to the Programme and aims of this call are maximised.

The relevant members of the team and their lead areas of responsibility are detailed below:

Professor Andrew Pollard (Programme Director)(Faculty of Education, University of Cambridge) (Higher Education) (ajp67@cam.ac.uk, tel 01223 369631)

Dr Mary James (Deputy Director) (P/T) (Faculty of Education, University of Cambridge) (School education) (mej1002@cam.ac.uk tel 01223 369631)

Dr Kathryn Ecclestone (Associate Director) (P/T) (School of Education and Lifelong Learning, Exeter University) (FE and adult education) (K.Ecclestone@exeter.ac.uk tel: 01392 264848)

Dr Alan Brown (Associate Director) (P/T) (Institute for Employment Research, University of Warwick) (Workplace and lifelong learning) (alan.brown@warwick.ac.uk tel: 02476 523512 or 01277 821756)

John Siraj-Blatchford (Associate Director) (P/T) (Faculty of Education, University of Cambridge) (ICT in teaching and learning). (js303@cam.ac.uk tel: 01223 369631)

Queries regarding the submission of proposals, eligibility or ESRC funding rules should be addressed to Nicola Garrett Research Training and Development Directorate (e.mail: Nicola.Garrett@esrc.ac.uk, tel 01793 413087) or Alex Monckton Policy & Resources Directorate (e.mail Alex.Monckton@esrc.ac.uk tel 01793 413021)

Assessment of Applications

Applications will be assessed by the TLRP Steering Committee, which will be responsible for quality control and determining the priorities for funding. In considering which applications should be funded, particular attention will be paid to the following issues by the Steering Committee and other reviewers:

1. **Contribution to the Programme and the Prospective Added Value Offered.** Is the proposal consistent with the overall aims and objectives of TLRP? Is there a commitment to engagement with the Programme as a whole and with appropriate projects? To what extent would the proposed Thematic Seminar Series add-value to the Programme? Would the proposal complement other relevant initiatives in the field?
2. **Contribution to Knowledge.** Is the proposal grounded in an appropriate review of the extant literature in relevant fields? Does the proposal show potential for achieving analytic and/or theoretical progress? Is it likely to make a significant contribution to the development of the current research knowledge base? Is it likely to assist in locating TLRP's projects in terms of such developments, and in maximizing their contributions?
3. **Partnership and User Engagement.** Does the proposal base itself on respectful and collaborative academic partnerships? Is there appropriate provision user engagement with relevant policy-makers and practitioners?

4. ***Inter-disciplinary and Multi-sector Approaches.*** Where appropriate, have opportunities for inter-disciplinary collaboration and cross-sectoral work been integrated into the proposal?
5. ***Coordination and Management.*** Does the proposal indicate that the Thematic Seminar Series Coordinator and Planning Team, in association as appropriate with existing TLRP projects, have the skills and expertise necessary to bring the thematic seminar series to a successful conclusion?
6. ***Design of the Thematic Seminar Series.*** Does the proposal clearly describe a coherent and progressive programme of events, activities and deliverables which is appropriate for the achievement of the stated research objectives? Is the schedule appropriate, with clear milestones?
7. ***Contribution to Research Capacity Building.*** Will the proposed Thematic Seminar Series make a contribution to building research capacity in teaching and learning?
8. ***Communication and Impact.*** Has communication and impact been considered in relation to the Programme's strategy, and a clear statement of the anticipated outputs from the Thematic Seminar Series provided? Is this consistent with the Programme's intentions in respect of the outcomes of Thematic Seminar Series?
9. ***Value for Money.*** Would the Thematic Seminar Series represent value for money relative to the likely outcomes? Are the resources requested necessary and adequate?

Further details are also given in the **Guidance for Applicants and Notes on Completing the Application Form**

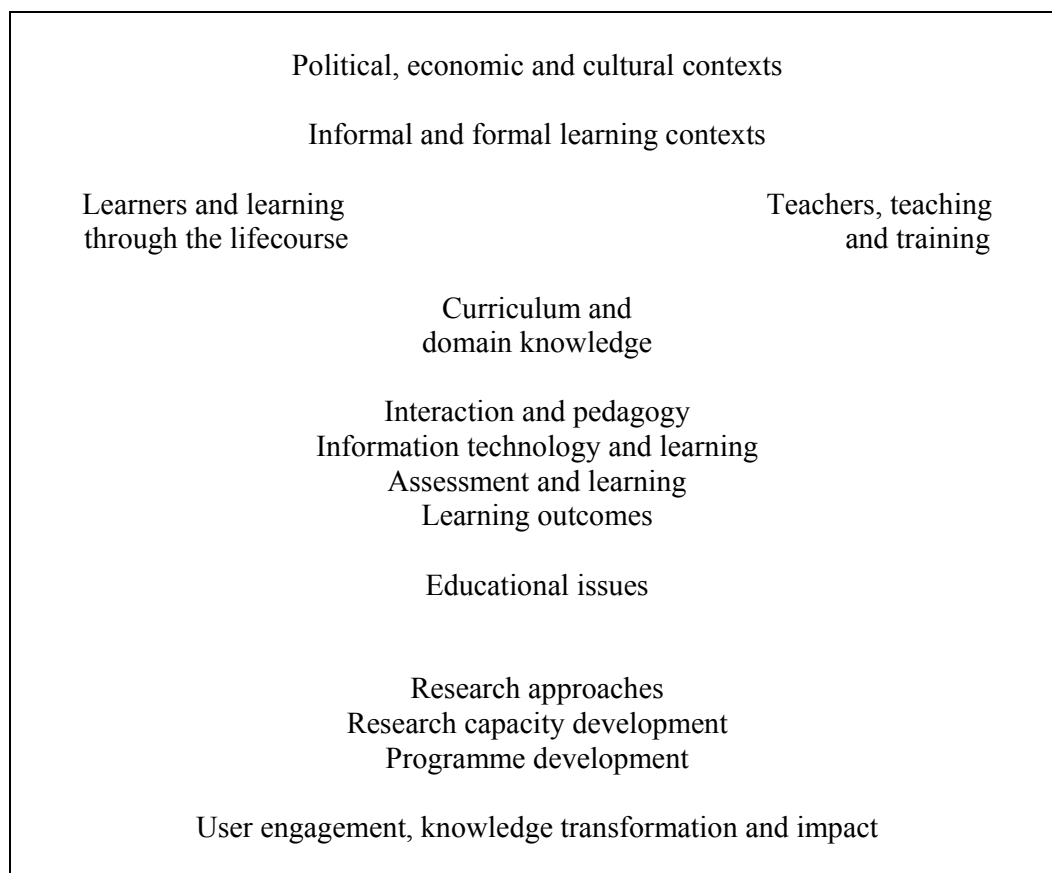
A STRATEGY FOR THEMATIC DEVELOPMENT THROUGH TLRP

This paper has been drafted to provide an overview of the Programme's thematic development strategy for the benefit of applicants to the Seminar Series Competition.

The paper begins by setting out the conceptual framework around which TLRP is developing its thematic work. It then reviews the cumulative, sequential nature of this work, and identifies some of the initiatives which have been, are being and may be used to achieve the Programme's thematic goals.

TLRP's conceptual framework

TLRP is building its thematic work around a conceptual framework focused on teaching and learning. There are a great many influences on this, not least, of course, TLRP's publicly stated aims. However, the framework might also be regarded as a social product deriving from understandings generated by the research community over many years, or as a proposition about significant factors of particular interest to TLRP. A simple representation of major elements of the framework, and thematic foci, is shown below:



Within TLRP, the representation of cross-Programme issues is being used in several ways.

Data-base design: the major elements of the model are used in the TLRP data-base to code the areas of expertise and particular interests of those registering.

Meta-tagging: the major elements are being used, together with second level codes, to tag project outputs for future use in sophisticated, web-based retrieval systems.

Thematic work: the elements identified above indicate the ground upon which TLRP intends to consolidate its thematic work. Some elements are clearly more important to TLRP, and for particular purposes, than others.

Sequential programme development

TLRP is, and should be seen as, a ten year programme, characterised by sequential project phases and successive thematic initiatives. We are working, in particular, to maximise the extent to which each part can contribute to the whole.

Regarding *projects*, a major objective of new commissioning is to improve UK and life-course coverage. Regarding *thematic work*, the main purposes are to synthesise work within the Programme and to progressively deepen understanding of key issues. There will also be interim and final attempts to take stock of what has been learned across the Programme as a whole. Such processes will also be assisted by a formative, 2004 interim evaluation of the Programme and by a summative evaluation at the end of the award.

Project phases

Seven waves of funding may be identified – Phases I, II and III, Scottish, Welsh and Northern Irish Extensions and Associated Projects.

These phases are enabling the Programme to fulfil its goal of reaching out across the UK and considering teaching and learning at all ages and stages of the lifecourse.

Thematic initiatives

These may be seen as layered, cumulative and progressive. As the Programme moves forward, various strategies have been, and will be, used to try to maximise cross-Programme analysis and learning within available resources. Among these strategies are:

Early commissioning – in the first two years of the Programme four scoping reports were commissioned. These focused on capacity building, neuroscience, pedagogy in post-compulsory education, and international benchmarking of research programmes.

External development contributions by Programme directors – the first TLRP Director was active within NERF, for instance on capacity building and on future research priorities. From 2002, the Directors' Team have provided similar services by working with a wide range of UK government agencies and user organisations to support constructive developments in the field of research on teaching and learning. This is expected to continue.

Conference deliberations – thematic work was the major focus of the TLRP annual conferences in both 2002 and 2003. In the first, discussion led to the identification of some 21 themes which were then clustered in relation to Programme aims (see www.tlrp.org/themes). In 2003 there was a particular focus on the models of learning which are in use across the Programme (accounts of which are still being analysed). The use of annual conferences in this way is likely to continue.

Workshops – thematic work has been developed when specific needs have arisen. For example, during 2003 a workshop on the meaning and use of the concept of 'warrant' in educational research was held, leading to a subsequent paper. Workshops provide a helpful, quick-response academic consultation strategy.

Thematic Groups – five groups met from early 2003 to focus on issues of timely significance, each convened by a member of the Directors’ Team. These included work on communication and impact, ICT and research development and on international synergies. This work has had a major impact on Programme provision in these areas and is expected to be reported through special issues of appropriate journals. The thematic groups on ‘learning outcomes’ and ‘learning through the lifecourse’ tackled more substantive academic concerns and will also be the subject of special publications.

Policy Task Groups – initiated in 2004, these are seen as being short-term initiatives which can be responsive to contemporary policy issues on which TLRP may be able to make a worthwhile, and formative, contribution. Task Groups are expected to form and disband within a few months, having reviewed available evidence in relation to an issue, produced a short report, engaged with policy-makers and, possibly issued a brief press release or article on the topic. Task Groups will normally be convened by a member of the Directors’ Team. Policy Task Groups are substantially reactive provision, and will be established very selectively. It is anticipated that, as more Programme findings accumulate, they will give way to more proactive provision.

Thematic Seminar Series – scheduled to take place between 2005 and 2006, and to produce publications in 2007, Thematic Seminar Series are seen as a way of drawing further expertise into the Programme and locating TLRP’s work in broader contexts. Thematic Seminar Series are a mid-Programme strategy for enhancing capacity to synthesise and integrate ideas across and beyond the Programme. With topics based on, and potentially contributing to, the TLRP’s conceptual framework, they are expected to make a significant contribution to the Programme’s final intellectual integration.

Commissioned consultancies – from 2004, further consultancies may be used to address specific issues which are not otherwise covered or which emerge as being significant. Standard specification and tendering procedures will be used to commission this work.

Sectoral Overviews – at appropriate points in the Programme, it is likely to be helpful to take stock of the contributions made within particular sectors – early, primary and secondary education, further, higher, workplace, etc. In particular, these overviews would need to be related to contemporary developments and issues in each sector. This work could be tackled in a number of ways, from commissioning of reports to convening of conferences and production of books.

Northern Irish, Scottish, Welsh and English Overviews – at appropriate points in the Programme, it will be valuable to take stock of the contributions made by projects and thematically in relation to specific UK policy-making environments. There is a strong case for specific provision, perhaps some commissioned activity and with focused advisory teams located in each part of the UK. Two major phases of this may be anticipated: first, in 2005/6 when most school-focused projects will have completed; and second, during 2007/8 when most post-compulsory projects will have reported.

Major, integrative products – through 2008 to 2010, subject to funding, products may be expected from the Programme in relation to three overarching themes.

1. Key findings and principles of teaching and learning across the lifecourse, derived from TLRP research
2. The application of research on teaching and learning for policy and practice
3. The development of teaching and learning research within the field of education

These products are likely to be, most tangibly, but not exclusively, in the form of books. Additionally, if time and resources allow, it is hoped that further particular initiatives can also be taken as follows:

- In communicating key principles of teaching and learning across the lifecourse, attempts will be made to investigate the use of narrative, biography and documentary through television or other media. In the long-term, a service to interrogate policies in the light of evidence-informed educational principles might also be offered using TLRP's work as a foundation.
- In communicating the application of research for policy and practice, attempts will be made to emulate the success of the National Commission on Education in sustained engagement of significant opinion leaders.
- In communicating what we have learned about the development of educational research, attempts will be made to inform post-TLRP investments both within the UK and, subject to ERA-NET funding, across Europe.

Andrew Pollard, Director

25th March 2004

TOPICS FOR THEMATIC DEVELOPMENT THROUGH SEMINAR SERIES

The list below is derived from the elements within the conceptual framework which TLRP is using to analyse and build understanding across the Programme (see Annex 1). It thus indicates some of the thematic work which has taken place within the Programme to date, and offers guidance on the focus for seminar series applications.

The number of possible seminar topics indicated here exceeds the likely number of awards, and thereby offers a degree of choice. The number of seminar series funded will depend on the assessed quality of applications.

As described in the call documentation, the final products of each seminar series are normally expected to:

- Establish the significance of the issue;
- Review the state of knowledge in relation to the issue;
- Draw on work by TLRP projects and the Programme as a whole;
- Relate such work to the field as a whole;
- Consider future needs;
- Finally produce, at minimum, an edited collection of papers normally prepared by the Coordinator and/or Planning Group, representing the best of seminar presentations and providing a substantial, thorough and integrative analysis in terms of TLRP concerns.

Supporting the identification of TLRP project interests

- Brief details about TLRP's projects are available on the Programme's 'Aims and Projects' leaflet, which can be downloaded at <http://www.tlrp.org/pub>
- Further information on projects can be obtained through the simple summarising 'gateway' pages at <http://www.tlrp.org/proj> or at the more sophisticated sites which can be accessed within.
- Each project also has a poster and these can be downloaded from each project's 'gateway page'. A full set may be downloaded from the 'File Storage' facility found in the TLRP community discussion area (follow the 'discussion' link from the TLRP banner menu or enter: <http://sage.caret.cam.ac.uk:9000/dotlrn/>). (From the folder menu you may select individual folders or download the full archive). Alternatively, a paper version will be posted from the TLRP Office on request.
- Search facilities are available on the TLRP site. Two forms of search are available by using the 'search' homepage button. You can either carry out a simple search of the TLRP main site or search more deeply across the detailed websites of all projects.
- Some ideas about likely project interests are also offered in the topic descriptions overleaf. However, these should be regarded as tentative and indicative only. The suggestions reflect the understandings of the TLRP Directors' Team only. They should be explored openly and web-based versions may be amended in the light of further advice from project teams.
- Whether presently inside or outside the Programme, when potential applicants have established likely interests, direct contact should be made with relevant project teams.

- The TLRP website offers an online discussion area for each of the themes which have been identified (follow the ‘discussion’ link from the TLRP banner menu to the ‘Thematic Seminar Series’ forum or enter: <http://sage.caret.cam.ac.uk:9000/dotlrn/>). You may wish to use this workspace to liaise with others and, if appropriate, to develop your proposal. Note: these discussion forums offer an automatic email notification option applicable to the whole seminar series or to individual themes.

Proposals for seminar series are sought in respect of the following topics:

Political, economic and cultural contexts

- (i) **Teaching and Learning Policies in Post-devolution UK Contexts (seminar series 2005/6, edited collection, 2007).** This seminar series may focus on the influence of macro contexts per se, highlighted through consideration the major features of the four national policy contexts in the UK in relation to selected sectors or issues. The effects of political, economic and cultural influences at the levels of the system, institutions and teaching/learning settings may be considered. Among many TLRP projects with likely user and researcher interests in such issues include those led by Coffield, Hughes, Hodkinson, Sutherland, Daniels and Ainscow. Projects funded under the current Welsh and Northern Irish Extension competition may also be interested. In due course, insights from the seminar series may inform the TLRP’s strategy for maximising impact in each part of the UK.

Formal and informal learning contexts

- (ii) **Analysing Contexts for Learning (seminar series 2005/6, edited collection, 2007).** Whether the focus of learning is in classrooms, homes, factories, offices or elsewhere, TLRP is interested in identifying, describing and theorising the major relevant dimensions of contexts as sites for learning and, if possible, assessing their influence on learning. This involves sophisticated analytic work and significant challenges in empirical operationalisation. This seminar series is also likely to consider the associated topic of tacit and explicit learning, and to address a range of different ages and sectors. Almost all TLRP project have an interest in the nature of learning in formal and informal contexts. These include those led by Hughes, Rudduck, Sutherland, Hodkinson, Ivanic, Gallagher, Hounsell, Brennan, Rainbird, Eraut, Daniels, Hoyles, Felstead and two newly associated projects led by Iram Siraj-Blatchford and Phil Brown.

Learners and learning through the lifecourse

- Developments in neuroscience (Early commissioning, Blakemore and Frith, 2000)
- (iii) **Neuroscience, Human Development and Teaching (seminar series 2005/6, edited collection, 2007).** These issues are not directly addressed within the TLRP project portfolio. A seminar series may thus be more directed to a review of contemporary work in the associated fields of neuroscience and human development and, in particular, consideration of their potential contribution to the study of key educational issues. This is seen as being important for future development and the seminar series would contribute to raising awareness of possibilities and challenges. An appropriate balance of specialists across disciplinary fields would be expected for the Planning Group and participants.
- Knowledge and Skills for Learning to Learn (associated ESRC seminar series convened by David Mosely, Newcastle).
- Learning, Identity and Agency (Thematic Group 2003/4, convened by Kathryn Ecclestone, special journal issue 2005).
- (iv) **Analysing Learning Transitions Across the Lifecourse (seminar series 2005/6, edited collection, 2007).** This theme is particularly significant if we conceptualise the lifecourse as a progression by learners through successive, socially organised, learning settings – home, primary, secondary, FE, HE, workplace, workplace, home, etc and with much finer gradations too. Each transition may affect performance, learning disposition and the viability of identities

established in previous settings. Is it possible to identify some general educational principles in relation to the improvement of learning at transition points? Several TLRP have an interest in such matters, including those led by Hughes, Hodkinson, Biesta, Wolf, Ivanic.

Teachers, teaching and training

- Teacher Learning (Phase I project integration, convened by Mary James, special issue of RPIE, 2005)
- (v) **Teacher Roles, Identities and Professionalism (seminar series 2005/6, edited collection, 2007).** This seminar series offers an opportunity for cross-sectoral analysis of teacher/trainer roles, learning and professional development in times of rapid change. Additionally, it is hoped that it may be possible to consider teacher identity and agency, and the ways in which this affects teacher learning and professionalism. Among many TLRP projects with user and researcher interests in these matters are those led by Hodkinson, Goodrham, Rainbird, Eraut, McNally, Daniels and Biesta.
- The Development of Expertise (potential consultancy)

Curriculum and domain knowledge

- (vi) **Domain-specific Learning and Teaching (seminar series 2005/6, edited collection, 2007).** This seminar series offers an opportunity to review the significance of this growing area of research and the TLRP contribution to it. It is anticipated that it would be possible either to focus seminars on one domain or area of subject knowledge, or to identify more generic issues through a comparative approach. TLRP's portfolio would particularly contribute in work on domains of literacy (Nunes, Hughes, Sutherland, Ivanic, James), mathematics (Nunes, Howe, Sutherland, Hughes, James) and science (Millar, Sutherland).

Interaction and pedagogy

- Pedagogic Research in Post-compulsory education (Early Commissioning, Tavistock Report 2002)
- (vii) **The Contemporary Development of Pedagogy (seminar series 2005/6, edited collection, 2007).** This Seminar Series is focused at the core of TLRP and provides an opportunity to take stock of the forms of discourse and practice which link knowledge, teaching and learning together within and across instructional settings. There is a particular interest in any principles which may underlie innovative and effective forms of pedagogy which have been identified by TLRP projects in improving learning outcomes, and in the ways these may relate to developments elsewhere. Projects with particular things to offer in this regard include those led by Nunes, McGuinness, Blatchford, Christie, Sutherland, Newman, Cox, Ivanic and the new Associated Project led by Iram Siraj-Blatchford.

Information technology and learning

- ICT and research development (Thematic Group 2003/4, convened by John Siraj-Blatchford, special issue, 2005)
- (viii) **ICT as a Medium for Teaching and Learning (seminar series 2005/6, edited collection, 2007).** ICT is often seen as a new panacea in relation to the delivery of personalised learning, though some TLRP projects are locating it within a broader framework of approaches to pedagogy. This seminar series could provide an opportunity to explore these issues further and to help in refining a more sophisticated understanding of the affordances of new technologies. Projects with a particular interest in these matters include those led by Plowman, Sutherland, Cox and Hoyles.

Assessment and learning

- Nuffield seminar on Assessment Systems for the future.
- ESRC-SSRC Visiting Fellowship: Professor Eva Baker, (2004/5)
- Mary James outputs from L2L.

Learning outcomes

- Learning Outcomes (Thematic Group 2003/4, convened by Mary James, special issue, 2005)
- (ix) **Outcome Indicators and Measures of Learning Disposition, Motivation and Associated Concepts (seminar series 2005/6, edited collection, 2007).** This seminar series would focus on how, given a broad definition of learning outcomes, appropriate and robust evidence can be gathered on changes in learner engagement with learning? This is a particular problem, beyond more traditional measures of attainments. Attempts have been or are being made by many TLRP projects, including those led by Hughes, Christie, Eraut, Wolf, Gallacher. This seminar series would provide an opportunity to take stock of such work and relate it to approaches used in other disciplines and/or international studies. The final report of the seminar series may finally offer an important resource for future researchers working in the field.

Educational issues

- (x) **Educational change, pedagogic development and sustainability (seminar series 2005/6, edited collection, 2007).** The sustainability, or otherwise, of interventions made as part of a research processes of other interventions has been a concern for many TLRP projects. A seminar series could enable more focused work on this issue. Project case studies could be related to the wider international literature and conclusions drawn about the conditions which favour and/or undermine sustainability. Such work could have considerable value in the construction of future research designs. This seminar series is likely to be of particular interest to TLRP projects which have completed, or are about to do so. This includes those led by McGuiness, Hughes and James
- (xi) **Social Diversity, Difference and their Influence on Teaching and Learning (seminar series 2005/6, edited collection, 2007).** Differences in learner circumstances and needs are important in many TLRP projects, for instance, in relation to social class, gender, ethnicity, disability, learning approaches, cultures, etc. A seminar series might highlight the key factors in relation to such issues and review insights deriving from selected TLRP projects in relation to them. In addition to difference, it would be helpful also for the seminar series to consider the issue of commonality in respect of learning and thus the overall implications for teaching strategies and institutional provision. Projects with an interest in such issues include those led by Hughes, Ainscow, Hodkinson, Ivanic, Felstead and Rainbird.

Research approaches

- International Synergies (Thematic Group convened by Alan Brown, special issue, 2005)
- (xii) **Multi-disciplinary Research on Teaching and Learning (seminar series 2005/6, edited collection, 2007).** A seminar series on this topic would explore the potential for enriching the study of teaching and learning by drawing on a wider range of disciplines than is normal in the field when approached from Education. For example, existing TLRP projects reflect the field of education as a whole and draw particularly on various forms of sociology and social psychology to throw light on educational issues. In relation to micro studies of learning, historic links to psychology have weakened in recent years, and new fields in neuroscience and genetics are also rapidly developing without strong connections to education. In relation to macro contextualising issues, new conceptualisations and empirical techniques are being developed by anthropologists, geographers, economists, political scientists, etc. Philosophers and historians also continue to have much to offer in illuminating educational issues. A seminar series may wish to evaluate such developments, for example, in terms of the research questions which multi-disciplinary research might make possible. It might consider the constraints and challenges of such work, and how future research in education could both learn from, work with, and contribute to other disciplines. Many TLRP projects are in a position to participate in such work. Applicants should also liaise with a recent BERA/ESRC initiative in this field (contact Chris Taylor at Cardiff).
- (xiii) **Methodological Diversity and Research Quality (seminar series 2005/6, edited collection, 2007).** Critiques of recent years have challenged researchers in terms of validity, reliability,

warrants, causality, etc. and many other issues. Responses have reflected the diversity of the paradigms within which educational researchers locate themselves. Arguably, in recent years, a more sophisticated understanding has been emerging in the UK and other parts of the world. This asserts the value of methodological diversity in tackling inherently complex educational phenomena and acknowledges the strengths and weaknesses of different research approaches. This seminar series would assess this position and, in particular, propose appropriate criteria for assessing the quality of research deriving from the paradigms which are most commonly used in contemporary educational research. All TLRP projects could contribute to this seminar series. Those led by Newman and Nunes may be able to make a particular contribution in relation to RCTs and experimental designs respectively. An ESRC initiative on quality criteria for practice-based research (led by John Furlong) may also contribute to this work.

- The Potential of Large-scale Data-Sets in Educational Research (potential consultancy)

Research capacity development

- Early commissioning: Capacity Building (MacIntyre Report, 1999)
- Journal, papers, etc: Building Research Capacity (RCBN, 2002-5)
- Workshop and conference deliberation: Warrants (James et al paper, 2004)
- Evidence-informed policy and practice (potential consultancy)

Programme development

- Familiar Challenges and New Approaches (paper, Desforges, 2000)
- Benchmarking International Strategies (early commissioning, Kelly, 2002)
- Academic Challenges for Moral Purposes (paper, Pollard, 2002)
- Challenging Programmes (paper, Ecclestone, forthcoming)
- International programme development (EDRES ERA-NET, Alan Brown, 2005-8, subject to funding)

User engagement, knowledge transformation and impact

- TLRP's Communication and Impact Plan (paper, Kanefsky, 2001)
- Publications and Other Outputs (Workshops 2002/3, convened by Andrew Pollard, TLRP Output Portfolio, 2003)
- Transformation and Impact (Thematic Group 2003, convened by Andrew Pollard, special issue, 2005)
- Interactive Social Science (potential consultancy)

(xiv) **User engagement and the development of educational research (seminar series 2005/6, edited collection, 2007).** User engagement has been a defining goal of TLRP work since its inception. A seminar series might take stock of the issues which have been encountered at different stages of the research process, and of the costs and benefits for research quality, application and impact. This might be approached from the perspectives of both users and academics. The practitioners, policy-makers, researchers and other academics who have been involved in TLRP projects would be able to contribute to such discussions.

(xv) **Conceptualising Teaching and Learning (seminar series 2005/6, edited collection, 2007).** Metaphors and other representations are often used to encapsulate ways of thinking about teaching and learning – transmission/participation, delivery/construction, performance/development. In the next few years, TLRP will increasingly need summarising and culturally-appropriate representations to convey its key messages. This seminar series might consider the ways in which teaching and learning are conceptualised and theorised within the Programme and within education generally, and how this might be most effectively represented externally. Might it be possible, in due course, to challenge some aspects of the take-for-granted theories, metaphors, folk psychology, social representations, etc. within popular culture? Most TLRP projects would have a view on this and documentation from the 2003 conference in which all projects set out their underlying conception of learning would be made available to the seminar series.