

# Teaching & Learning Research Programme

## BULLETIN 01/03

March 2003

### Action requested:

- Please discuss the issues raised in this Bulletin with colleagues in an appropriate meeting.
- Note the likelihood of growing political interest in TLRP and the various strategies being adopted to prepare for this.
- As applicable, *note the dates* of the welcome and induction meeting for Phase III projects and Scottish Extensions; the seminar on 'Building confidence in our conclusions'; the Phase III launch meeting; the Annual TLRP conference in Edinburgh.
- If you have not already done so, consider posting a version of your annual report on your website.
- By 5<sup>th</sup> May, send Suzanne the names of two senior nominees for the event on 'Building confidence in our conclusions'.
- Note that a compendium of 2002 reports from substantive research networks and projects is to be distributed soon. Consider exploring these creatively and initiating follow up activities.
- Be advised that there is about to be a consultation on future TLRP provision for research capacity building and that contributions to this will be welcome.
- Review your project liaison with critical friends from the Steering Committee.
- Note the work of Thematic Groups, and the specific ICT services that are being developed.
- Consider applying for supplementary funding for inter-project, capacity building or impact activities.
- Think divergently about 'building a buzz' about teaching and learning across the Programme – and get in touch if you have ideas.
- Take stock of the publication strategy and partnership arrangements which have been established.
- Note and, in due course, support the initiative to integrate user contact information.
- Explore the new discussion forums on the TLRP website.
- Note and record long-term plans for collective presentations at key conferences.
- Consider how you could continue to use or contribute to the work of RCBN.
- Reflect on worthwhile ways of sustaining involvement in TLRP when direct funding ends.

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### ***Martin Bloomer***

We begin by affirming the life of Martin Bloomer and his enormous contribution to TLRP. As many TLRP colleagues will know, Martin died of cancer of the brain last November. Phil Hodgkinson writes about him and movingly highlights Martin's commitment:

With others of us, Martin had coordinated and led the Phase II project: Transforming Learning Cultures in Further Education (TLC). He also contributed widely and constructively (if forcefully!) to more programme-wide activities. His work, with others in the TLC team, helped ensure that the Programme paid serious attention to learning and teaching in further education, even before the development of Phase III. As well as bringing a sharp intellect and some original theoretical thinking, Martin was also a highly efficient organiser, and an excellent colleague. He could combine giving a lead with the ability to learn from others, and respond constructively to their ideas and interests, and he had a strong sense of fun. During the two years or so of his fight with cancer, it was the TLRP research, together with his family, that provided the rationale for keeping going. The last thing he did, before succumbing to illness for what was to be the last time, was to post his Phase III application. No doubt his spirit is waiting anxiously for the outcome. Though we will miss him deeply, he has already made an indelible mark on TLRP thinking and activity, which will not be lost.

### ***Political interest in TLRP***

Colleagues will be interested to know that TLRP was recently the subject of a Parliamentary Question, when Tim Boswell MP requested a report on progress, and was also referred to in comments by Barry Shearman MP, Chair of the House of Commons Select Committee on Education. We are delighted that Secretary of State Charles Clarke has agreed in principle to 'launch' Phase III in June. When Phase III projects are announced, this is likely to stimulate additional interest in the outcomes from Phase I which are now beginning to emerge. We will therefore be taking steps over the Summer and Autumn Terms to increasing understanding about TLRP *as a whole* at Westminster, Cardiff, Edinburgh and Belfast. We will also, in particular, want to support Phase I colleagues in developing and implementing their dissemination and impact strategies effectively. Several of the events and suggestions being made in this Bulletin bear on the likelihood that the public profile of the Programme will increase from this point on.

### ***Newsletters, overviews and a Programme brochure***

It is anticipated that the next Schools Newsletter will primarily focus on the research activity and available findings from our three school-based Phase I networks.

The next Post-Compulsory Newsletter is expected to review *all* post-compulsory projects from Phases I, II and III together with the relevant Scottish Extension and Mark Newman's CDA work and that of appropriate RTFs, thus providing an overview of our entire post-compulsory portfolio.

To match this, a special Schools publication is being considered to provide an up-to-date summary of TLRP's *entire* portfolio of school-focused investments. The two overview publications would then provide concise descriptions of the work of all major elements of the Programme.

A very simple Programme brochure is being designed to raise awareness at conferences or similar events. Copies will be made available to colleagues on request for promotional or informational purposes.

### ***Project websites***

It would be very helpful if colleagues could conduct a review of their network or project websites, just to check that they are up-to-date and ready to receive a little more attention in the coming months. There are still a small number of projects which have not yet established a website and John Siraj-Blatchford will be in touch to check on the position and see if support is required. The website 'shell', advised about earlier, is still available for those who would like to use it – including Research Training Fellows.

### ***Integrating user contact information across the Programme***

To improve our impact capacity and as indicated in the last Bulletin, we now want to attempt to *share* contact details about user organisations and other interested parties. Hitherto, information in the Programme Office has not been shared with projects, and detailed knowledge held by projects has not been integrated and reviewed. This is clearly very wasteful of our collective knowledge. We are now ready to integrate the information into a data-base which has been developed over past six months or so. The information will be held under the terms of Data Protection Registration Z6641083. It will be used exclusively for purposes of research and, in particular, for the public presentation of information, results or findings about educational research.

This data-base will be an essential infra-structural tool, enabling targeted distribution of information and outputs. It is particularly important to move fast on this for the benefit of networks or projects where funding is ending soon and where 'Briefing Notes' will need to be distributed and other impact activities facilitated.

Network and project secretaries or administrators will soon be approached to, subject to the agreement of directors, support entry and/or transfer of the relevant data. This will be possible within the administrative section of the TLRP website or by provision of data files for import or re-keying. There will also be provision from the website for direct review and updating of this information by project colleagues.

### ***Phase I***

Colleagues in Phase I networks are moving towards the end of their funding period, and pressures are mounting to complete work and produce outputs of various sorts. With heroic contributions in various quarters, it seems very likely that significant impact will be achieved. The Directors' Team will do their utmost to support these efforts in this crucial period, and help with the media, etc. will also be available from Martin Ince (at present ESRC's Acting Director of External Relations) who is soon to take up a position as TLRP's Media Fellow.

Following requests, clarification has been sought on ESRC requirements for final reports from Phase I networks. The particular characteristics of networks within a programme of this sort will be addressed – though some might doubt if even this will make report writing a popular activity! As soon as we can establish the situation, we will advise.

### ***Phase II***

Colleagues in Phase II project teams are moving strongly now towards their objectives, and we hope that feedback, soon to be provided on 2002 reports, will be helpful. We have an important forthcoming event on 'Building confidence in our conclusions' and there are also lots of opportunities now for cross-Programme activity (see many of the items below). The next few months are going to be extremely busy as Phase I networks begin to finish and Phase III projects begin. It would be wonderful if colleagues in Phase II projects could take new initiatives to get involved with and use the resources of the

Programme - for example, by organising inter-project activity on key issues or broadening research skills through use of RCBN's facilities.

### ***Scottish Extensions to Phase II***

We are pleased to welcome to TLRP four new projects from Scotland – which are now negotiating final contracts. They are:

Donald Christie, Keith Topping, Andrew Tolmie, Kay Livingston and Christine Howe, 'Supporting Group Work in Scottish Schools: age and the urban/rural divide'. Linked to the Phase II project on '*Improving Effectiveness of Pupil Groups in Classrooms*', Peter Blatchford and Team. Directors' Team link, Mary James.

Jim Gallacher, Beth Crossan, and John Mayes, 'Understanding and Enhancing Learning in Community-Based Further Education'. Linked to the Phase II project on '*Transforming Learning Cultures in Further Education*', Phil Hodgkinson and Team. Directors' Team link, Kathryn Ecclestone.

Christine Howe, Terezinha Nunes, and Peter Bryant, '5-14 Mathematics in Scotland: The Relevance of Intensive Quantities'. Linked to the Phase II project on '*The Role of Awareness in the Teaching and Learning of Literacy and Numeracy in Key Stage 2*', Terezinha Nunes and Team. Directors' Team link, Mary James.

Lydia Plowman, and Christine Stephen, 'INTERPLAY: Play, Learning and ICT in Pre-school Education'. Linked to the Phase II project on '*InterActive Education: Teaching and Learning in the Information Age*', Ros Sutherland and Team. Directors' Team link, John Siraj-Blatchford.

### ***Phase III***

The Steering Committee made its decisions on February 20<sup>th</sup>. These have to be considered further within ESRC but will be announced quite soon. At that point, letters will go out to both successful and unsuccessful applicants. An excellent group of projects has been selected, though it is also extremely sad that the Steering Committee was unable to fund many worthwhile and high quality proposals. 'Welcome' and 'Launch' meetings will be held during the Summer Term – please see below.

### ***Phase III and Scottish Extension welcome and induction meeting***

On 29<sup>th</sup> April, there will be an important meeting in Cambridge for the leaders of successful Phase III projects and Scottish Extensions. This will start at 11.00 and last until about 3.30. More details will be circulated to those involved in due course.

### ***Phase III launch meeting***

On 25<sup>th</sup> June, there will be a press launch and meeting for project leaders and key users in relation to Phase III projects. This will be held at the Institute of Civil Engineering in Westminster. Secretary of State, Charles Clarke, is expected to speak and he will officially open this important phase of the Programme. Attendance will be by invitation and it would be helpful if colleagues involved in post-compulsory projects could note the date.

### ***Associated projects – a new initiative***

At its last meeting, the Steering Committee approved a proposal that a new category of ‘associated TLRP project’ should be created. This will enable the Programme to draw on important work, funded and managed elsewhere, but which could significantly enhance or address gaps in TLRP’s portfolio of work. Details of the scheme are being developed.

### ***The 2002 Directors’ Team report***

This document has been approved by the Steering Committee and submitted to ESRC’s Research Priorities Board for their consideration. An edited version has been placed on the Programme website and will also be circulated to projects for information (see below).

### ***Building on 2002 reports from networks and projects***

The Annual Reports from project and network teams make fascinating reading. They record many achievements and a great deal of hard work.

It is felt to be good practice to post an appropriate version of each annual report on project websites, and we hope that project teams will be able to do this.

Written feedback on each report has been prepared by the Directors’ Team and will be finalised when official minutes of discussion within the Steering Committee become available. Each project’s ‘critical friend’ from the Steering Committee led the discussion.

An edited version of all reports from substantive research projects will shortly be distributed ‘in confidence’ across the Programme. This means that they are intended for within-Programme use only, and quotation, publication or any other external usage would be inappropriate. We hope that colleagues will be interested in the work of other projects and be able to spot examples of good practice, important ideas or potential synergies which might be followed up.

If you do want to meet with colleagues, don’t forget that supplementary funding to support cross-Programme activities remains available – and has in fact been increased. Additionally, there is also a new RCBN responsive scheme to support capacity building initiatives (see below). Could other project colleagues help you in facing tough issues or problems? Are there theoretical, substantive or methodological synergies you could exploit through a meeting? To do what you want, you have only to network with colleagues, plan something specific and ask for the support!

Working in a similar way, the Directors’ Team have conducted some initial analysis across the reports – and this will continue for some time. However, building from the grounded accounts of each project, we feel that it is worth taking a new look at the long-standing issue of how we can maximise confidence, by users of all sorts, in our conclusions (please see below).

### ***Building confidence in our conclusions***

A seminar on this topic is being organised by the Directors’ Team in conjunction with invited members of the Thematic Group on Learning Outcomes and RCBN.

The idea is to begin with a collective review of the various ways in which learning outcomes are conceptualised and empirically operationalised across our projects. The 2002 reports provide a concise way into this and we have much to learn from each other. The issues can then, of course, be linked to the nature of the ‘key findings’ that then become possible.

We also think that it would be worthwhile to consider the ‘warrant’ statements from each of the annual reports that we have available. A quick analysis suggests that there are probably four basic arguments being used. These concern: the rigour of design and empirical work; user affirmation of various forms; internal logic and coherence, and relationships to other research conducted elsewhere as established by various forms of review. There may be others.

At the seminar, we would like to explore the possibility that we could generate a typology of generic forms of warrant justification, with links back to learning outcome issues. Following the seminar, the Thematic Group on Learning Outcomes will work further on the issues raised, and we hope that the event will also be worthwhile and useful to project teams in constructing the ‘best case’ for promoting the findings of each project.

Convening this event reflects the commitment within the Programme to ensure that the quality of our scientific accounts is as strong as possible, particularly in relation to the core Programme aim of enhancing learning outcomes. Additionally, of course, this is a key issue for educational research as a whole. Because of the significance of the issue, two senior representatives from each Phase I and Phase II network and project are invited and expected to attend. CDAs and RTFs are also welcome to come if they would like to do so.

This event, ‘Building confidence in our conclusions’, will take place from 10.30 to 4.30 on 23<sup>rd</sup> May at the Medical Research Council, 20 Park Crescent, London. All travel and subsistence will be paid by the Programme. Please send the names of your nominees to Suzanne Fletcher by no later than Monday 5<sup>th</sup> May.

#### ***Consultation on future provision for building research expertise***

The Steering Committee has decided to restructure TLRP’s research capacity building provision from September 2004 to December 2008. Over this period, some £500,000 has been reserved for supporting the development of UK capacity and expertise in educational research. The Steering Committee has discussed the focus, nature and sustainability of provision, and some possible ways of organising it.

In the next few weeks, key issues and specific proposals will be set out in a consultation document, and comments on this will be much appreciated. The document will be posted on the TLRP website and project teams will be advised when this has been done.

#### ***Project liaison with Steering Committee critical friends***

In recent discussions of the Steering Committee, it became apparent that not all links between projects and their critical friends from the Steering Committee are as strong as they might be. The advice of the Directors’ Team is that critical friends from the Steering Committee should be drawn into advisory groups or appropriate project meetings so that a good working relationship is developed. Expenses for critical friends to attend project meetings can be met directly by the Programme.

#### ***Thematic Groups now at work***

It is excellent to be now able to report on the activities of five Thematic Groups (TGs). We are well aware that these groups are only a beginning and anticipate that additional groups may form in due course. If you wish to propose a group and have the energy to follow it though, then please get in touch.

#### **Thematic Group on ‘Learning Outcomes’**

(Mary James, Directors’ Team; Sally Brown, Steering Committee; Tim Oates, QCA; Martyn Hammersley, Open University; Michael Ellis, OFSTED; David James, UWE;

Noel Entwistle, Edinburgh University; Alan Dyson, Newcastle University; Phase III member).

This TG began their work with a cross-Programme review of all the statements about learning outcomes within project proposals and 2002 reports. They have been interested in the focus and definitions in use and how these have been operationalised empirically. The TG have contributed to the forthcoming event on 23<sup>rd</sup> May, in London, to which representatives of all projects are invited (see below).

#### **Thematic Group on the ‘Lifecourse’**

(Kathryn Ecclestone and Andrew Pollard, Directors’ Team; John Vorhaus, LSDA; John Bynner, Centre for Longitudinal Studies, IOE; Jeanne Haggart, NIACE; Alan Jenkins, Oxford Centre for Staff and Learning Development; Alison Fuller, Leicester University; Helen Colley, Leeds University; Phase III member).

The Lifecourse TG used their first meeting to take stock of this enormous topic and to consider ways forward. Building on a paper derived from the last TLRP thematic discussion, they identified key issues and affirmed the significance of this theme to the Programme. The next stage of work is to be an analysis of the contribution of Phase I, II and III projects to the overall theme.

#### **Thematic Group on ‘International Synergy’**

(Alan Brown, Directors’ Team; Toni Griffiths, UCL; Donald Christie, Strathclyde University; Mike Coles, QCA; Michael Eraut, Sussex University; Lorna Unwin, Leicester University; Mel Ainscow, Manchester University; Phase III member).

This group is focused on international comparison, and will tackle questions such as the interpretations of lifelong and work-related learning. The TG will also be providing initial advice on TLRP liaison within Europe. Most tangible at present, is the preparation of our ERA-NET proposal in which we lead a consortium of six countries (Finland, Sweden, Norway, Netherlands, France and UK) all of whom have programmes on teaching and learning.

#### **Thematic Group on ‘Transformation and Impact’**

(Andrew Pollard, Directors’ Team; David Budge, TES; Anne Diack, DfES Innovations Unit; Martin Ince, THES; Anna Clarkson, Taylor & Francis; Josh Hillman, Head of Educational policy, BBC; Catrin Roberts, Nuffield Foundation; Dai Hounsell, Edinburgh University; Michael Fielding, Sussex University; Phase III member).

The group started work by reviewing some key challenges facing TLRP teams and other social scientists in effective user engagement, transformation, dissemination and impact work. These strategies being adopted by TLRP were also considered and some excellent additional ideas suggested, including opportunities for further synergies with other organisations. These processes will continue and the TG is considering production of a ‘Rough Guide’ on transformation and impact. The TG will also be working on a long-term strategy for impact for the final years of the Programme.

#### **Thematic Group on ‘ICT for Impact’**

(John Siraj-Blatchford, Directors’ Team; Eddie Sanders, DfES Research Portal Manager; Marilyn Leask, TTA; Phil Sheffield, BEI; Patrick Carmichael, Reading University; Peter John, Bristol University; Lydia Plowman, Stirling University, Phase III member.)

This TG has been discussing the development of an ICT infra-structure both within TLRP and in relation to other provision nationally in relation to educational research.

More specifically, following enquiries from five projects, members of the TG are preparing a proposal to provide a cross-Programme service for video-streaming of teaching and learning interactive episodes, to be accessed via the internet or on CDs. It is hoped that this service will provide new output opportunities for all projects. If you are interested in this, please liaise with John Siraj-Blatchford.

### ***'Building a buzz' - other cross-Programme initiatives***

The Directors' Team would like to encourage ideas, from anyone within the Programme, concerning worthwhile activities which could add value to the Programme as a whole. For example, Terezinha Nunes' team, in their 2002 report, suggest the need for convening a group to consider literacy issues across the Programme, and we intend to take up this proposal. Is there a group of researchers out there who would like to take an initiative? Maybe linking up with a BERA SIG or another group? If so, please make contact. It may even be possible to gradually evolve towards establishing additional, formally constituted, Thematic Groups.

### ***Supplementary funding for Inter-Project Activities***

This is the supplementary scheme you asked for! It is responsive mode, so it depends on your ideas. The normal limit for Programme support has been raised to £1000, and can be used to cover half the costs of the event you really, really want. This resource is for project teams who want to meet together to share problems, explore theoretical ideas, share expertise, develop partnerships or whatever else can be justified in terms of meeting project and Programme objectives. As suggested before, please discuss ideas with your 'critical friend' from the Directors' Team and/or download the one-page application form from the Programme website (go to TLRP/management/funding initiatives). Proposals need not be elaborate but must: a) have specific objectives, b) involve at least two projects, networks, career development associates, research training fellows, etc. Scottish extensions are eligible for this scheme and convening a Phase II project + Scottish extension meeting would be an appropriate use of funds. The eligible costs are limited to travel, subsistence and meeting rooms. Since this is public money for which we are accountable, a short report is of course required.

### ***Supplementary funding for further impact activities***

The scheme is still very much available and advice on issues to consider when making an application has been offered in previous Bulletins. As suggested before, if you are considering a bid, please do consult with a member of the Directors' Team at a formative point so that we can help to make your bid a success. Where this happens, proposals seem to go through very smoothly.

Following related proposals from three projects for development of a CD and web-based video technology illustrating teaching and learning interactions and analysis, a proposal for a shared resource is being developed with the support of the TG on ICT for Impact. In due course, it is hoped that this will be available across the Programme. If you are interested in this, please contact John Siraj-Blatchford.

### ***The Publication and Other Outputs Group (POOG!)***

This group has met three times since the Autumn and a paper entitled 'TLRP Output Review' is in its 3<sup>rd</sup> draft with a 4<sup>th</sup> being imminent (to view this paper, take a look at the TLRP website at: <http://www.tlrp.org/aims/impact.html>). Essentially, we have agreed a broad strategy for publication and described a wide range of outputs. We are now arranging the ideas within a more purposive structure.

The new version (draft 4) will begin by envisaging the identification of 'key findings' from each project. Various forms of electronic, paper and activity-based outputs may be seen as conveying these key messages, but each of these outputs can also be placed within a continuum of prime audiences, from practitioner users through to academic specialists. We are thus evolving a structure for a differentiated, audience-aware publication strategy and, subject to leaving space for additional project-initiated ideas, we will then invest in this provision.

The two partnerships described below nest within this strategy and begin to implement it. We regret that these arrangements were not established earlier, particularly for Phase I colleagues who have been using considerable initiative in the meantime.

### **Partnership with Taylor & Francis, RoutledgeFalmer**

An important publishing arrangement has been agreed. This has established a favoured Programme outlet for publications of several types. Production of a gateway book series, 'Improving Learning' is a key element of the strategy. RoutledgeFalmer will also consider for publication more advanced, technical books from projects, and more practical, applied materials too. All books will be simultaneously published in paper and electronically. The journal arm of Taylor & Francis will support the badging and promotion of all TLRP papers appearing in their journals. Where a journal is accessed electronically, links back to project websites are anticipated. We also anticipate being able to propose a number of 'special issues' of established journals drawn from the Programme's work. Detailed papers on the partnership and gateway book concept are available on the TLRP website at: <http://www.tlrp.org/aims/impact.html>.

### **Partnership with the British Education Index**

We have negotiated a strategic partnership with the BEI and *Education-line*. Using the lists of publications provided in the 2002 Annual Reports, an analysis is currently being undertaken with a view to offering a cataloguing and archiving service. We anticipate that deposition with BEI will maximise the sustainability of public access to appropriate outputs – well beyond the funding periods of projects and the Programme as a whole. Various other services are being considered and links with a new European data-base (PERINE) are also being investigated. The BEI is also linked to the Taylor & Francis web-based *Education Arena*, so that we are beginning to build useful linkages. A paper on this partnership arrangement is in preparation and will be posted on the TLRP website soon.

### ***Website discussion facilities***

A new system to support discussion forums has been introduced, and is accessible from the 'discussion' tab on the TLRP site's banner. Initial registration of an email address and a password is required, and then you should then be into a simple and intuitive area in which discussion can flourish. You do not need to be involved in TLRP to get access to this area, and we hope that users and academics from across the world will use the facility. Please take a look!

### ***2003 TLRP conference, Edinburgh***

An important diary date is the annual TLRP conference which this year will be held at the Edinburgh Marriott Hotel. The event is spread over several days, with slightly shifting attendances being anticipated.

Tuesday 18<sup>th</sup> November: Colleagues from Phase III projects will have this day to themselves. The intention is to use the day to get to know each other, introduce new colleagues into the ways of TLRP and begin to exchange information about projects. The Steering Committee will meet in the afternoon. In parallel, this day is also a possible time for colleagues in Scottish Extensions and their associated Phase II projects to meet, thus saving on travel time and cost.

Wednesday 19<sup>th</sup> November: This will be a significant day because, for the first time, representatives from all elements of the Programme will be invited – Phases I, II and III, Scottish Extensions, Thematic Groups, CDAs, RTFs and the Steering Committee. Following additional arrivals in the morning, we hope to

feature a short celebration of our Scottish projects when a Minister will speak. The other main aim of the day, will be to continue to exchange information and ideas across and between all phases and elements of the Programme. We may not have such a major, cross-Phase event again, and it is imperative not to waste the opportunity. The day will conclude with a conference dinner for all.

Thursday 20<sup>th</sup> November: This day will be focused on Phases I and II only (most others will leave after breakfast). The intention is to address transformation and impact issues and, in particular, how we may be able to promote and sustain the influence of the work that is being done.

Clearly these arrangements are quite complicated. However, Lynne Blanchfield and Suzanne Fletcher have an excellent grasp of them and will soon be distributing comprehensive booking forms. In most cases, a limited number of places from each project will be funded by TLRP, though other colleagues will be able to attend if project-funded. We are considering whether it would be possible to make block air bookings to preserve cheap, early-booked fares. In any event, the key thing for now is to reserve the appropriate days in your diaries.

#### ***AERA, BERA, EARLI and beyond***

To assist with project planning, we are progressively trying to provide more lead time of events. This will include long-term scheduling of suggested collective presentations of various sorts at selected conferences, both nationally and internationally. These will include, at least, BERA, AERA, EARLI and EERA. Once Phase III decisions are public, so that anticipated schedules for the whole Programme are apparent, we will consult about some specific proposals. Meanwhile, the present situation is:

AERA: A number of TLRP teams are presenting at AERA 2003 and are then coming together in a TLRP symposium, led by Mary James, to represent British educational research within BERA's reserved symposium. We are grateful to all those attending for being willing to join in.

BERA: Our thanks to the Phase I networks who are providing inputs to the TLRP symposium proposed for BERA 2003. We hope that they will be able to showcase key results in relation to 'teacher learning'. For BERA 2004 we will hope that appropriate teams from Phase II will agree to present collectively. At BERA 2005 we aim to draw mainly on Phase III projects. It would be helpful if these suggestions could be borne in mind.

EARLI: Again, several TLRP teams are attending EARLI 2003. We are also providing an input to a symposium on European cooperation between national programmes.

EERA: We hope to provide a coordinated TLRP presentation in 2004.

#### ***TLRP Research Capacity Building Network (RCBN) Developments***

We are delighted to welcome RCBN to its own slot in the TLRP Bulletin.

#### **RCBN events**

For the latest research capacity-building events please visit the RCBN website and follow the link to 'RCBN Activities'. A forthcoming workshop in June that should interest all TLRP projects will give hands-on advice for depositing data at the Data Archive in Essex University (a condition of all ESRC-funded research). The one-day workshop will also examine the use of existing 'quantitative' and 'qualitative' data from the Data Archive. It is hoped that every TLRP project can be represented on this workshop.

### **Internet-based research resources**

The RCBN website already contains a variety of research resources. However, with your assistance we wish to extend this further. In particular we would like to know about any relevant organisations and training events that we could include in our searchable resource catalogue. We would also welcome any recommended references that you think would be of interest to educational researchers

### **Networking in teaching and learning research**

The RCBN can help establish methodological and substantive networks of teaching and learning researchers. Therefore, we are interested to hear from researchers who would like to be put in touch with other researchers in similar areas, substantively and methodologically. If you wish to extend your involvement in any of these 'networking' services then please get in touch with us.

### **Expert consultation**

The RCBN has set aside some resources to help provide immediate and direct consultation from experts in any area of research methodology, be it data collection, data analysis or methodological reporting. We are particularly interested in hearing from individuals or projects who would like assistance for current or future research from experts in the following three areas: complex statistical analysis; researching educational interventions; and/or the use of ICT in the research process.

### **Supplementary funding for capacity-building**

This new initiative from the RCBN is open to all researchers, research projects and research organisations/institutions who wish to apply for up to £3,000 to provide activities that have the principal aim of building research capacity into teaching and learning in the UK. For more details about this scheme please contact the RCBN.

If you are interested in any of these activities then please either visit the RCBN website ([www.cardiff.ac.uk/socsi/capacity](http://www.cardiff.ac.uk/socsi/capacity)) or contact us using our new email address: [rbcn@cf.ac.uk](mailto:rbcn@cf.ac.uk)

### ***When the funding ends .... ?***

Considerable thought is going into ways of maintaining long-term engagement with colleagues whose project funding may have ended – a situation which is now with us. We don't want to lose touch, but we have to develop some strategies which are worthwhile for everybody. If you have any ideas about this, please send them to Andrew. We are beginning by inviting to the Annual Conference CDAs and representatives from Phase I networks whose funding will in fact have finished.

### ***Finally***

We again hope that you have found this edition of the Bulletin interesting. It is clearly too long, but there is a great deal going on and you need to know about it! We would be delighted if the topics covered could be discussed briefly at project meetings. Any comments, ideas and suggestions are most welcome. Just contact your link with the Directors' Team or write directly to Andrew Pollard at [ajp67@cam.ac.uk](mailto:ajp67@cam.ac.uk).

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