

# Teaching & Learning Research Programme

## BULLETIN 02/03

June 2003

### Action requested:

- Note the various actions being taken and provision being made to address UK-wide political interest in TLRP. Consider how your team might be able to contribute to this.
- Note the forthcoming events introducing TLRP's portfolio in Scotland, Wales and Northern Ireland. As part of this, if you are in a school sector project, note that a request for your team to produce an explanatory 'poster' will be made soon.
- Consider user registrations on the TLRP database in relation to your project.
- Note various activities concerning Phase I, RTFs, Phase II, SEs, Phase III projects.
- Consider the relationship between TLRP outputs and the likely date of the next research quality assessment, and how this might affect your project.
- Note the opportunity which exists to contextualise project research sites in national OfSTED data, and the possible contribution of this to warrant arguments.
- Review whether proposals for supplementary funding would be helpful for your project, for instance, for inter-project activity.
- Note the work of Thematic Groups, for example, the ICT group's development of meta-data coding.
- Consider TLRP's forthcoming conference contributions and advise the Office of any you are making.
- Study the expanding international work of TLRP and consider how you might get involved. For example, by registering for the December 4/5th InterLearn conference in Helsinki.
- Note the outcomes of POOG's work, for instance, among many other things, a new downloadable version of the logos.
- Please also discuss the attached paper, TLRP Output Review D5, which contains many ideas for future impact and dissemination work.
- Note RoutledgeFalmer's newly stated interest in TLRP A4 materials for practitioners, as well as Gateway and conventional academic books.
- Note developments at RCBN and the progress of the consultation on future provision.
- Study and discuss the annual TLRP cycle – a simple way of making sense of routine processes and meetings.
- Record appropriate anticipated future meetings in diaries up to the end of 2008!

### ***Kathryn***

Kathryn Ecclestone has been off work for a period but will be back with us by the end of June. We look forward very much to her return.

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

In the last Bulletin (01/03) we reported growing interest in Westminster about TLRP and indicated an intention to try to improve understanding. Since then, initial meetings have been held with education leaders from each of the major Westminster parties, and further discussions between members of the TLRP Directors' Team and the Parliamentary Education Teams of two of the major parties have been scheduled. An initial analysis of all Westminster MPs and members of the House of Lords with education interests has also been completed. This work is reflected in the cross-party speakers and range of those invited to the 25<sup>th</sup> June event to showcase TLRP's portfolio of post-compulsory project (see below).

### ***Promotion of TLRP's work***

A new Programme *brochure* has been produced and was recently circulated around Programme teams by email. Colleagues may notice that the Programme Aims have been recast a little to make them more accessible and positive. The Programme is being presented as offering a constructive, independent contribution to an extremely important set of educational issues. A supply of brochures will be sent to each project team in early July. Further copies can be provided on request for user events, advisory group meetings, etc.

*Newsletters*, in both schools and post-compulsory editions, have been printed (some 46,000 in total) and will be distributed to arrive on or soon after the 25<sup>th</sup> June event. Distribution of all such information remains dependent on the quality of information in the TLRP data-base (see below).

*Press-releases* will be issued in relation to both the key message of the school's newsletter (pupil learning depends on teacher learning) and in relation to the post-compulsory project portfolio.

We are grateful to the Phase I network teams which have been able to arrange *policy-related events* in London during the Summer, and are delighted that others will be following through in due course. The issue of press releases in relation to these events would be welcomed – and both the TLRP office and ESRC External Relations may be able to help with this.

For concise and accessible dissemination of findings, the design of TLRP *Research Briefings* has been finalised (see below). They will be used to promote network and project findings as these become available. Examples will be circulated soon.

### ***Teaching and learning: could we do it better?***

#### ***Showcase of post-compulsory projects in Westminster***

This is a very important event for TLRP and details about it were recently emailed to all Programme teams for information. Over 500 invitations, mainly to senior people within significant user organisations, have been sent out and almost 200 are expected to attend.

Nineteen post-compulsory projects will be represented on the day. They have each produced *posters* to explain their plans, activities or findings.

### ***Introducing TLRP to user communities in Scotland, Wales and Northern Ireland***

Following the Westminster post-compulsory showcase, it is intended to complete a TLRP ‘exhibition’ and take it ‘on tour’. Plans are being made to visit Edinburgh in the Autumn 2003, Cardiff in the Spring 2004 and Belfast in the Summer 2004.

To complete the exhibition, colleagues in school sector projects will in due course be asked to prepare *posters* about their work, to match those which now exist for post-compulsory projects (Examples of these will again be circulated soon). We will then have a complete set of 30+. The event in each venue will be arranged in close cooperation with key user organisations. To avoid overload, representatives from an appropriate *selection* of projects will be invited to attend in each location. To minimise use of time, if possible, these events will be scheduled alongside other meetings (see final Bulletin item).

### ***User registration on the TLRP database***

The Programme data-base is now fully operational (though work is underway to speed it up). This is a very important facility for the future because it will enable specifically targeted dissemination and impact communication by project interest, sector interest, topic interest, country, role, etc. However, it is only as good as the information which has been registered on it.

Registrations can be made directly by user or researcher visitors to the website. Crucially however, registrations can also be made by projects – either via the web or by sending lists of people and their interests to the TLRP office. If you have not already done so, please consider registrations in respect of your project. This is likely to be a continuing request because the facility is crucial for implementing key elements of the Programme’s Communication and Impact Strategy – and indeed for promoting the findings of each project using *Research Briefings*, press-releases, invitations to events, etc.

From time-to-time the TLRP office expects to offer each project a report on their linked registrations, and seek advice on improving the quality and volume of such registrations.

### ***Phase I***

Our four Phase I networks and the two CDAs (Julia Flutter and Mark Newman) are now concluding their work. The June 2003 Schools’ Newsletter features some findings from all four networks and these will also be disseminated in a TLRP symposium at BERA on Saturday 13<sup>th</sup> September at 13.30 p.m. You would be most welcome.

A similar event at AERA 2004 in San Diego is now being planned. In addition, networks have arranged, or are arranging, major dissemination events for policy makers and other users, accompanied by *Research Briefings*. All networks now have proposals for a Gateway book and other outputs for various audiences. In most cases these are well advanced and some publications are already in press.

### ***Research Training Fellowships***

A meeting for Research Training Fellows was held on 21<sup>st</sup> March to review their experiences and the scheme as a whole. The overall feeling was very positive, with RTF colleagues feeling that involvement in TLRP and their associated projects was a significant opportunity. A further RTF award has been made, to Pete Dudley - who is presently working for the National College of School Leadership. Funding of a proposal for the future development of this joint BERA/DfES/TLRP scheme is under consideration by DfES.

### ***Phase II projects***

The Phase II projects are continuing make good progress as they move towards completion over the next eighteen months or so. Working papers and other publications are being produced in some numbers now. Where appropriate, these should be posted on each project website and, in due course, it is hoped that they will be lodged with the British Education Index for posterity. Members of Phase II projects have also been active in a full range of user engagement, programme events and engagement with the Scottish extension and Phase III projects.

### ***Scottish Extension projects***

These have now all started work in extending a range of activities related to Phase II projects to the Scottish context.

### ***Phase III projects***

The Phase III projects have all just completed the final stages of the commissioning process and will be formally starting from September 2003 to January 2004. However, a number of project members have already been involved in a number of programme and inter-project events as well as in preparations for the Phase III launch. Everybody seems very keen to get involved after such a long gestation period!

### ***Scheduling for research assessment and impact***

Colleagues may be interested to note that, lurking behind the scheduling of Phase III activity and an anticipated future expansion of thematic group work is, we hope, some fortuitous timing. Almost all TLRP's projects are due to complete before the end of 2007 and colleagues should be able to produce important findings in time for the expected assessment of research quality (post RAE). Most thematic groups will also be expected to complete their work and publish by the end of 2007, also with research assessment benefits. The Programme's schedule and the imperative of research accountability thus stand a good chance of being well aligned. Programme funding will continue through 2008, and possibly through 2009, but this will take a rather different form with considerable attention to synthesis and impact activity. About this though, we still have a lot to conceptualise and develop together.

### ***Building confidence in our conclusions: feedback***

Representatives from Phase I and II projects, RCBN and the Outcomes Thematic Group attended the seminar on the issue of 'warrants' on 23<sup>rd</sup> May at King's College London. The discussion was very interesting and a number of people sent brief papers on further thoughts after the session. Andrew and Mary, in consultation with RCBN colleagues, intend to produce a paper drawing on these ideas and circulate this for discussion during the autumn. If anyone has anything further to contribute at this

point please do so. The Outcomes Thematic Group will also use these ideas to inform its consideration of how learning outcomes, broadly defined, can be warranted.

### ***Opportunity to use OfSTED data***

At a Programme level, we have developed good links with colleagues in OfSTED. They are keen to offer us access to data which could be used by any project to contextualise case-studies – and thus explore the impact and outcomes of interventions.

OfSTED is now responsible for inspection of childcare and nursery provision as well as schools and FE colleges (courses for young people up to 19). It also carries out surveys related to ITT and CPD for teachers. It provides a statistical service by gathering and analysing data from DfES, QCA and Ofsted inspections. A key output is the PANDA reports that now go out to schools each year. However, from its very extensive data base, the Division for Research, Analysis and International, also responds to requests for data of other kinds.

The Division is keen to allow use of its data base, particularly by researchers. It has a Research Board which considers and agrees access to data case-by-case.

There are opportunities here for TLRP projects to use this facility, for example, to create matched samples for schools in which interventions are being pursued. It would not be possible to reveal names of schools but if the Division is provided with criteria for selection, such samples can be constructed. These could either be limited samples or national samples. If projects are interested in using this resource they should contact Tim Key, HMI, who is Head of the division.

### ***Supplementary funding***

The schemes to support inter-project activities and additional impact work remain available to colleagues. A third form of support is now available for capacity building via RCBN.

### ***Thematic Group: outcomes***

This group met in association with the meeting on building confidence in our conclusions in order to consider how this issue might inform their discussions of warrants for learning outcomes. The Group plans to meet again at the end of July when it has had a chance to look at the ways in which the different projects in the TLRP portfolio are conceptualising and investigating outcomes in their work. A first task will be to produce a map of these.

### ***Thematic Group: lifecourse***

The group began work by sharing perspectives on this key issue, which is expected to have integrative potential across the Programme. Further reading and exchange of ideas will be planned through the Autumn. A number of new members are expected to join the group, drawing on the expertise within new Phase III projects.

### ***Thematic Group: international synergy***

The international synergy group has had two meetings and is proposing to support a range of activities and events in which projects may be interested. Further details are given in the international developments section later in this bulletin.

***Thematic Group: transformation and impact***

A very successful initial meeting has been held with consideration of both the Programme's existing Communication and Impact Plan and the experiences of a number of other organisations. This process is to continue at the next meeting in the Autumn. The group will offer guidance on the overall strategy for transformation and impact and, in particular, support the development of long-term impact plans.

***Thematic Group: ICT for impact***

The group has met twice. Discussion has focused on the ICT infrastructure of the programme and the ICT proposals that had been submitted by projects for supplementary funding to support impact using video streaming.

Regarding video streaming, it was decided that there was sufficient support and a strong enough rationale to warrant developing a whole programme solution for this. The proposal is that video clips related to TLRP project research findings will be streamed to provide concrete, situated, instances of effective practice in teaching and learning. These 'portraits from practice' will be presented with contextualising data that will include material drawn from Project briefing documents and hyperlinks to Project web sites and research reports that provide warrants for the practice.

In its role of supporting impact the Programme needs to be able to collect, preserve, index and distribute research products. The Thematic Group is therefore now working on the collection of metadata related to the particular research interests of users, and we are now developing the technology required to access, search and retrieve relevant research products online. This will be a flexible system capable of managing data in a variety of formats (including video, audio, still images and text). The richer, and the more universal the metadata that we apply the more that we will be able to achieve with it. The group will therefore draw together the major metadata interest groups at a meeting in October to be convened jointly with Diana Laurillard and the DfEE e-strategy unit to develop the Teaching and Learning metadata further. An ESRC proposal to support Phase III projects in conducting qualitative data analysis on-line is also under development by members of the group.

Phase III ICT contacts will meet on 16<sup>th</sup> June for a programme induction event and will therefore be invited to continue the process of collaboratively developing the programme metadata vocabulary at the data analysis level.

Richard Cox, another new member of the group from Phase III of the Programme, has agreed to provide an introduction to his Vicarious Learning project and the use of 'Patsy'. While initially developed for application in clinical contexts, it was agreed that the technology had potential in supporting case-based teaching and learning more generally. A pilot study of Patsy's application to ITT is therefore under development.

***Conference contributions***

TLRP, with contributions from Mary James (Learning How to Learn), Mark Newman (Problem-based Learning), Susan Robertson (InterActive Education), Terezinha Nunes (Literacy) and Andrew Pollard, contributed to the BERA symposium at AERA in Chicago in April this year. This was well attended and considerable interest was generated among our American colleagues.

It is hoped that a similar symposium, showcasing Phase I projects can be organised for AERA 2004.

Several projects are presenting at EARLI in Italy in August and, building on ERA-NET work, TLRP will also be contributing to a symposium on collaboration within the European Research Area.

There will also be a TLRP Phase I symposium at BERA in September. A Learning How to Learn Project symposium has been given a 'highlighted' slot.

Andrew Pollard and Kathryn Ecclestone will be speaking at the LSDA conference in December 2003 and it is hoped that colleagues from appropriate projects may be interested in contributing to a TLRP strand. If so, please contact Kathryn.

It would be helpful to know who plans to present at which conferences so that we can disseminate this information throughout the programme. Where possible, please advise the office or your linked director.

### ***International developments***

International links continue to be developed. For example, the US Inter-agency Education Research Initiative, funded by the federal government, is a programme designed to test generalisability of evidence-informed interventions 'through transferability across variable contexts'. Representatives from this programme have identified possible links with TLRP and these will be explored further.

The TLRP Directors' Team and the International Synergy Thematic Group have continued to work on establishing links with partner programmes in Finland, France, Netherlands, Norway and Sweden. Over the summer we intend to develop a common website (European LinKS 'Learning in Knowledge Societies') and continue to work on facilitating international project-to-project collaboration. We will be sending you further information on European links separately in the near future. However, you may wish to consider registering an interest in possible participation in (or planning of) the following events. These will involve some or all of our European partner programmes and are expected to take place over the next year academic:

- Colloquium on transitions to, from and during Higher Education 24-25<sup>th</sup> October 2003 to be held at University College London;
- International Conference (INTERLEARN) on multi-disciplinary approaches to learning (involving international contributions together with the 17 Finnish Life as Learning projects) Helsinki, 4-5<sup>th</sup> December, 2003 (if you wish to contribute a paper please note that outline proposals need to be submitted by 31<sup>st</sup> July – for guidelines see [www.aka.fi/interlearn](http://www.aka.fi/interlearn));
- Symposium on Learning and Technology at Work looking at the inter-relationship between practices of learning, knowledge creation and technological change (also involving contributors from North America) - likely venue London (date yet to be fixed);
- Mainly an Anglo-Dutch (Norwegian) event on links between Dutch 'Learning at Work' projects and TLRP projects concerned with work-related learning - likely venue Brighton (date yet to be fixed);

- European symposium on ‘Learning, careers and identities across the (adult) life-course’ - likely venue University of Warwick (date yet to be fixed);
- An event focused on aspects of learning in schools (topics not yet decided and suggestions welcome) with strongest European participation likely to be from Sweden and France - likely venue Cambridge (date to be fixed, but likely to be Spring 2004);

If you wish to discuss any of the above, please contact: Alan Brown ([alan.brown@warwick.ac.uk](mailto:alan.brown@warwick.ac.uk)).

### ***TLRP conference***

Arrangements for this event on 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> November are moving forward now, as described in the last Bulletin. It is anticipated that a programme and associated papers will be distributed in September. Given the number of projects now involved in TLRP, we anticipate that just three colleagues from each project will be able to attend, and we suggest that these should be made up of two researchers and one associated user. Members of research projects which have just finished funding (Phase I) or are just about to start (some Phase III) will be invited.

### ***Publications and Other Outputs Group (POOG)***

There has been a lot of activity behind the scenes to move forward the ideas previously discussed by POOG. The latest, summarising version of these ideas is contained in the document *TLRP Output Review D5* (to be distributed with this Bulletin). This presents a very wide range of possible outputs considered in relation to stage of research process, major audience and form of output.

A more explicit design and structure for a number of these outputs has now been clarified. These include:

- Gateway books
- Research Briefings
- Pamphlets

In due course, it is intended to distribute a pack illustrating key features of these in a convenient form – and hopefully it will all begin to make more tangible sense!

A Programme design guideline has also been adopted and colleagues will see this reflected in the presentation of many of these outputs.

In response to requests, the dual logo badging of TLRP/ESRC has been improved to make it easier to print. You can download the new logos from the website. It remains important to use these on all papers and other outputs (in the bottom right hand corner).

POOG has thus significantly helped to move the Programme forward in terms of tangible outputs. In the Autumn, it is proposed to ask POOG, expanded by Phase III representation, to address the scheduling and form of future *events* (please see below).

### ***RoutledgeFalmer Books***

Anna Clarkson now has initial proposals from all four Phase I networks and we are awaiting her comments. The appropriate member of the Directors' Team will be in touch when these become available.

RoutledgeFalmer have clarified that, in addition to proposals for conventional academic books and Gateway books in the *Improving Learning* series, they would now also welcome proposals to publish material for teachers and other practitioners. If you have ideas of relevance, please get in touch with Anna Clarkson (but it would also be helpful if you could also inform your critical friend from the Directors' Team.

### ***Taylor & Francis Journals***

There is now extensive TLRP linkage on the T&F Education Forum. It has also been agreed that TLRP will produce a special issue of Research Papers in Education and ideas for how to approach this will be sought in due course.

### ***Project websites***

Project websites are becoming increasingly important. Please do your utmost to ensure that they are kept up to date. Where networks or projects are finishing, please get in touch with John Siraj-Blatchford to discuss the maintenance of your site when your grant has ended. We wish to maintain public access for as long as possible and may be able to offer support.

### ***Authorship attribution***

Following requests, Mary James is working on a TLRP paper on the attribution of authorship, which is known to be a problematic area for large-scale, dispersed projects. If anyone has advice or examples of good practice, please get in touch with her.

### ***The British Education Index***

The partnership with BEI will offer a fully searchable and central repository for TLRP online documents, conference papers etc., as well as a bibliographic index for all of our published material. All of the TLRP materials held by the BEI will be identified as such, and dedicated search facilities will be offered to complement those accessing the full BEI databases. The TLRP will also be working closely with the BEI in developing a European educational information systems through the PERINE project. These facilities are expected to be operational from the Autumn 2003.

### ***RCBN news: Gareth Rees writes...***

There have been substantial personnel changes in the RCBN team. Owing to other commitments, Stephen Gorard has decided to step down from directing the RCBN and the new Director of the network is Gareth Rees. Chris Taylor has been appointed to a lectureship in the Cardiff University School of Social Sciences, but will be the Project Manager for the RCBN until the completion of the project in 2004. Rosie Lyne has joined the RCBN as the new project administrator. The research associate's post vacated by Karen Roberts will be filled shortly. Stephen will remain involved with the RCBN as a member of the Executive Group, which Huw Beynon now chairs. The Executive has also been strengthened with the addition of Amanda Coffey and Neil Selwyn as members.

These new staffing arrangements will provide a strong basis for completing the work of the RCBN in providing support for the research capacity building activities of the TLRP.

### ***Consultation on future capacity building***

There has been an excellent response to the consultation, with widespread enthusiasm for an inclusive and collaborative approach to capacity building. However, ideas for ways forward are wide-ranging and require careful consideration in relation to available resources.

### ***An annual TLRP cycle – major events and accountability processes***

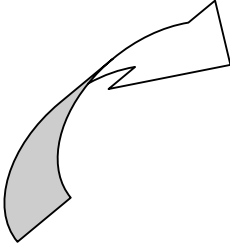
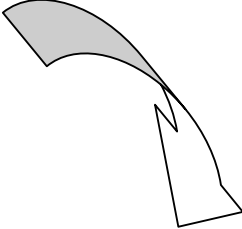
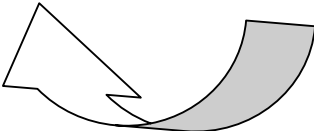
Collaborating together within a Programme whilst also working on a project and fulfilling all the other demands of contemporary work in HE is known to be challenging – even though that is what we all signed up to do! In any event, the Director's Team recognise the challenge and greatly appreciate the efforts which everyone makes.

Sometimes, colleagues say that there is not enough notice of events or reporting requirements. For that reason, to assist everyone with formative planning and to minimise diary clashes, we offer below an overview of the likely scheduling of some major Programme requirements to the end of 2008. Please get out your diary!

Annual Programme Conferences for project researchers and users each Autumn, and Directors' Conferences each Summer, are intended to enable dialogue and *collective* discussion of key issues by colleagues at least every six months. An annual event in the Spring (to be organised with RCBN) is intended to support career development and capacity building generally.

The cycle referring to Annual Reports (from Project Team and Advisory Group reviews, to report completion, Steering Group discussion and provision of feedback) is also important. Of course, it is part of an accountability system, but we want to take control of it within the Programme and use it *formatively* to support individual projects, share good practice and draw out cross-Programme issues and opportunities. The internal publication of annual reports, in particular, has considerable potential to support inter-project activities – and it is excellent to see how some projects are exploiting this potential.

BERA is cited below as a particular conference at which TLRP wishes to make substantial and regular contributions. However, there are, of course, many other important events which may be of relevance. The meetings etc shown below do not include more variably scheduled events such as: supplementary inter-project activities, capacity building activities, thematic group meetings, coordination meetings on explicit topics (eg: POOG), special TLRP user events and special TLRP attendance at selected academic conferences. The latter – special user and conference events – need careful thought in relation to the schedule of project completions and availability of findings and key outputs. Work on scheduling is going on, but it is intended that this should be a major focus for future consultation in POOG.

	<p style="text-align: center;"><b>Autumn Term</b></p> <p>Sept: BERA conference</p> <p>Oct. Bulletin</p> <p>Late Nov: <b>Prog. conference</b></p> <p>Late Nov: Steering Committee meeting</p> <p>Early Dec: suggested Project Team and Advisory Group reviews of the year to inform Annual Reports</p>	
<p style="text-align: center;"><b>Summer Term</b></p> <p>By end April: feedback provided on Annual Reports</p> <p>Early May: internal publication of compendium of Annual Reports from Programme and Projects</p> <p>Late May: <b>Directors' conference</b></p> <p>June: Bulletin</p> <p>Early July: Steering Committee meeting</p>		<p style="text-align: center;"><b>Spring Term</b></p> <p>End Jan: Annual Reports required for Steering Committee</p> <p>Feb: Bulletin</p> <p>Late Feb: <b>Capacity building conference</b></p> <p>Early March: Steering Committee meeting including discussion of Annual Reports</p> <p>End March: Programme's Annual Report required for ESRC</p>

