

## BULLETIN

### Autumn Term 2008

#### Actions Requested

- Please note the extensions of TLRP's Capacity and Main Generic Awards and their programmes of activity in 2009.
- Register for the *Methodological Development: Future Challenges* conference (19<sup>th</sup>-20<sup>th</sup> March)
- Note TLRP-TEL's new website and note the *Digital Literacies Workshop* (12-13<sup>th</sup> March)
- Read the feedback from the *Improving Teaching, Enhancing Learning* conference
- Take a look at all the new publications available on our website
- Visit the website for the *Strategic Forum for Research in Education*
- Note the range of recent international activity
- Consider applying for the *Visiting Fellowships Scheme for South Asia and the Middle East*
- Keep up the good work submitting your publications to DSpace

Have a great Christmas and New Year!



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## **Key TLRP Impact Activities in 2009 (January to September 2009)**

Following confirmation of the extension of **TLRP's Main Award** to September 2009, we are very happy to share the following plans for next year.

### *Four impact events in the UK on:*

- Careers, Learning and Employability seminar, Warwick, March
- Higher Skills Development in HE and Employment, London, Sept
- Teaching and Learning in Higher Education, London, May

### *Six Commentaries on:*

- Teaching and learning in global higher education (HEA)
- Adult basic skills (SKOPE)
- Ten principles of post-compulsory learning (all partners)
- Lifelong learning (NIACE)
- Pedagogy and professional development (GTCs)
- Assessment, pedagogy and learning (ARG)

### *Impact campaign:*

It is intended that a campaign will be run in the Summer of 2009 to promote TLRP's Ten Principles of Effective Teaching and Learning as adapted for post-compulsory education. Through the period, there will also be targeted mail-outs or placement of all surplus TLRP printed stock.

### *International impact:*

- Development of international web provision and WERA site
- Symposia at AERA, San Diego, April 2009, 'Disciplined Enquiry: Education Research and Knowledge'
- Symposia and keynotes at CRPP, Singapore, June 2009, 'Redesigning Pedagogy'
- Conference for international educational research programmes, London, July, with OECD
- Symposia and exhibition at EERA, Vienna, September 2009, 'Theory and Evidence in European Educational Research'

### *SAGE TLRP International Handbooks on:*

- School education
- Post-compulsory education
- Workplace learning

### *Data review, placement and archiving*

There will be a significant tidy of all paper and electronic records to satisfy data protection requirements and prepare for archiving for any future historical uses. All relevant outputs will be pro-actively placed on public databases – EEP, ARRTS, BEI, Society Today, GTRB, etc.

The **Capacity Building** award, which runs until 30<sup>th</sup> April 2009, will undertake:

### *Events:*

- Research Methods conference, March 19<sup>th</sup>/20<sup>th</sup> 2009, London - taking stock of methodological achievements, implications and next steps
- BERA TLRP events for research students (two events being organised by BERA)

### *Research Briefings:*

- Up to seven more expected, based on thematic group activity, to compile a set. Distribution of this set to UK HEIs for research training purposes.

#### *Research Training Resources:*

- Finalisation of tagging and transfer of TLRP and AERS resources to BERA. For work so far, see: <http://bera.caret.cam.ac.uk/blog/category/development/resources/> Also, integration with NCRM developments and significant promotional activity.

#### *Meetings of Minds Fellowships*

- Consolidation within BERA provision

#### *Website development*

- Consolidation and promotion of the new, TLRP-sponsored, web 2.0, website for BERA with full VRE tools for SIGs and distributed up-dating, etc.

#### *SFRE*

- Progression with planning for the June meeting, Forum II

#### *Strategic responses to RAE*

- Deliberations with Steering Committee and contributions to strategic discussions as appropriate.

#### *Projects*

- *Criteria for judging research quality*
- *TLRP impact in Wales*

## **Last major Generic TLRP on research development, March 2009**



An event entitled Methodological Development: Future Challenges will be held at the Institute of Education, University of London on March 19<sup>th</sup>-20<sup>th</sup>.

TLRP's capacity building award now ends on the 30th April 2009 and the generic award on the 30th September 2009. This conference will be the last large-scale activity which the generic phase of the TLRP will mount explicitly for the academic community, prior to focusing on specific impact events led by Miriam David and Alan Brown and handing on to TLRP TEL led by Richard Noss.

Methodological Development, Future Challenges is an opportunity to review the experience of both projects and thematic teams on TLRP, and to share insights from this with representatives of the next generation of researchers.

The event will begin with a lecture by Professor Gert Biesta, University of Stirling, at 18.00 on Thursday March 19th entitled 'Educational Research, Democracy and TLRP'. There will then be opportunities for discussion.

A dinner celebrating the conclusion of the generic phase of TLRP after almost a decade of research on teaching and learning will follow (venue to be confirmed).

On Friday 20th March there will be a series of symposia starting from 09.00 and concluding with a short plenary from 14.30 to 15.00. For details of the proposed symposia and to register go to <http://www.tlrp.org/conference/2009/>



practice was affirmed and demonstrated in very constructive ways across every sector. Some materials from the event will be available at the Steering Committee meeting.

For a photo-narrative (including a visual impression of over 200 boxes of materials taken - our total stock - and less than half brought back) see:

[http://www.tlrp-archive.org/tlrp/upload/assets/1228316460\\_TLRP08confpics.pdf](http://www.tlrp-archive.org/tlrp/upload/assets/1228316460_TLRP08confpics.pdf)

For overviews see: [http://www.tlrp-archive.org/cgi-bin/tlrp/news/news\\_log.pl?display=1227718039](http://www.tlrp-archive.org/cgi-bin/tlrp/news/news_log.pl?display=1227718039)

And [http://www.tlrp-archive.org/cgi-bin/tlrp/news/news\\_log.pl?display=1227877800](http://www.tlrp-archive.org/cgi-bin/tlrp/news/news_log.pl?display=1227877800)

For some evaluative comments made at the event about TLRP itself, see:

[http://www.tlrp-archive.org/cgi-bin/tlrp/news/news\\_log.pl?display=1227715500](http://www.tlrp-archive.org/cgi-bin/tlrp/news/news_log.pl?display=1227715500)

Evaluative ratings from attendees are so far recording 88% 'good' or better. There has also been some useful press coverage, particularly on FE in the Guardian. We were unlucky however, to come up against the credit crunch dominating news media.

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## New Publications

TLRP was a hive of publication activity in the run up to the *Improving Teaching, Enhancing Learning* conference. As usual, all of these can now be downloaded from <http://www.tlrp.org/pub/index.html>.

We are keen to distribute all these publications as widely as possible, so if you're able assist with this, for example via events, or through mailing lists you may have, please do let Sarah Douglas know and we can arrange to send copies to you.

### Commentaries

The following new Commentaries were well received at the conference, and can be downloaded from <http://www.tlrp.org/pub/index.html>.



#### [Enriching the experience of schooling](#)

In all countries of the UK, policy is being developed to place children at the heart of education and other services. Are they achieving this aim? What more could they do? This Commentary examines how the TLRP's evidence informed principles of teaching and



#### [Education 2.0? Designing the web for teaching and learning](#)

The past five years or so have seen growing excitement within the educational community over the use of web 2.0, an umbrella term for a host of recent internet applications such as social networking, wikis, folksonomies, virtual societies, blogging, multiplayer online gaming and 'mash-ups'. Yet research in the field is sparse, and findings are few. This Commentary, *Education 2.0?*, sets out to define the limits of the confident portrayal of web 2.0, and seeks to assess its potential for imminent transformation of learning and teaching.



#### [Education, globalisation and the knowledge economy](#)

Governments all over the world want high-value economies with high-skill workforces. This TLRP Commentary shows that they cannot all succeed. Developments in information technology mean that complex professional work is becoming as mobile as low-skill manufacturing. This gives employers steadily more scope to move once-secure work to low-wage economies. The implications for middle-class lifestyles in Europe, Japan and North America may be severe.



#### [Widening participation in higher education.](#)

This policy commentary provides research evidence on the policies, pedagogies and practices of widening access to higher education (HE) and contributes to global policy debates about equity and diversity in student successes and outcomes. Transformations of higher education in relation to the global knowledge economy provide the context.



#### [Towards expansive apprenticeships](#)

This Commentary examines the vital role of apprenticeship in creating a high-quality workforce for the UK. It shows that instead of focusing on grand policy, attention needs to be paid to the delivery of apprenticeship on the ground. Apprentices can find their experience ranges from the expansive to the restrictive. A restrictive apprenticeship is intended to produce profitable workers fast. It does not allow them time to study deeply, see the business from all angles, or reflect on what they are learning. An expansive apprenticeship, by contrast, does all this, and helps produce employees who can contribute to many areas of business success throughout a worthwhile career. As well as developing the high-level skills that the UK will need in growing amounts, apprenticeship can be a route to university or other forms of education. It is certain to retain a valuable role in the era of lifelong learning. But as the argument here shows, it will flourish best if standards are raised and policies are fully thought through.



#### [Challenge and change in further education](#)

This Commentary explains the pressures on the further education sector and the people in it, and the many policy changes with which it has had to cope. It also points out that further education is resilient and innovative. Its tutors and other staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. They often recognise and nurture abilities which students undervalue or do not realise they possess. TLRP's research shows that relations between tutors and students are the heart of successful further education. Unless tutors and students have time and space to work together effectively, employers, governments and the many other groups with a stake in further education will not get the results they want.

### Research Briefings



In addition, a further 12 Research Briefings have been published. Click the titles to download:

- [No. 62 - Mapping the ripples: An evaluation of TLRP's research capacity building strategy](#)
- [No. 61 - Investigating Musical Performance: How do musicians deepen and develop their learning about performance?](#)
- [No. 60 - Putting Knowledge to Work: Integrating work-based and subject-based knowledge in intermediate-level qualifications and workforce upskilling](#)
- [No. 59 - Adult learning in the workplace: creating formal provision with impact](#)
- [No. 58 - Older People and Lifelong Learning: choices and experiences](#)
- [No. 57 - Investigating Musical Performance: Performance anxiety across musical genres](#)
- [No. 56 - New teachers as learners: a model of early professional development](#)
- [No. 55 - Improving Working as Learning](#)
- [No. 54 - Vicarious learning and case based teaching: developing health science students' clinical reasoning skills](#)
- [No. 53 - Are we witnessing the rise of high skilled, low waged workforce?](#)
- [No. 52 - Inside Further Education: the social context of learning](#)
- [No. 51 - Learning Lives: Learning, Identity and Agency in the Life Course](#)
- [No. 50 - Harnessing everyday literacies for student learning at college](#)

## Routledge Books



Further information on these can be found by clicking on the titles:

The following books are now available to order from [www.routledge.com](http://www.routledge.com).

- [Improving Classroom Learning with ICT](#) Rosamund Sutherland, Susan Robertson, Peter John
- [Improving Learning, Skills and Inclusion: The Impact of Policy on Post-Compulsory Education](#) Frank Coffield, Sheila Edward, Ian Finlay, Ann Hodgson, Ken Spours, Richard Steer
- [Improving Learning through Consulting Pupils](#) Jean Rudduck, Donald McIntyre
- [Improving Learning How to Learn: Classrooms, Schools and Networks](#) Mary James, Robert McCormick, Paul Black, Patrick Carmichael, Mary-Jane Drummond, Alison Fox, John MacBeath, Bethan Marshall, David Pedder, Richard Procter, Sue Swaffield, Joanna Swann, Dylan William
- [Improving Learning Cultures in Further Education](#) David James, Gert Biesta
- [Improving Subject Teaching: Lessons from Research in Science Education](#) Robin Millar, John Leach, Jonathan Osborne, Mary Ratcliffe
- [Improving Schools, Developing Inclusion](#) Mel Ainscow, Tony Booth, Alan Dyson
- [Improving Workplace Learning](#) Karen Evans, Phil Hodgkinson, Helen Rainbird, Lorna Unwin
- [Improving Literacy by Teaching Morphemes](#) Terezinha Nunes, Peter Bryant
- [Learning How to Learn: tools for schools](#) Mary James, Paul Black, Patrick Carmichael, Colin Conner, Peter Dudley, Alison Fox, David Frost, Leslie Honour, John MacBeath, Robert McCormick, Bethan Marshall, David Pedder, Richard Procter, Sue Swaffield, Dylan William
- [Improving Primary Literacy](#) Martin Hughes, Jane Andrews, Anthony Feiler, Pamela Greenhough, David Johnson, Mary Scanlon, Wan Ching Yee
- [Promoting Effective Groupwork in the Primary Classroom](#) Ed Bains, Peter Blatchford, Peter Kutnick, with Anne Chowne, Cathy Ota, Lucia Berdondini

Forthcoming books include:

- [Improving Teachers' Learning and Professional Development: Perspectives from Researching New Teachers](#) James McNally (September 30th 2009)
- [Improving Learning by Widening Participation in Higher Education](#) Miriam David (ed) (August 30th 2009)
- [Improving Mathematics at Work: The Need for Techno-mathematical Literacies](#) Prof Celia Hoyles, Richard Noss, Phillip Kent, Arthur Bakker (July 5th 2009)
- [Improving the Context for Inclusion: How teachers and educational psychologists can use action research to work together to develop inclusion](#) Sue Davies, Andrew Howes, Sam Fox, Sian Swann, Heddwen Davies (May 30th 2009)
- [Improving Learning in Later Life](#) Alexandra Withnall (May 15th 2009)
- [Improving disabled students' learning in higher education: Experiences and outcomes](#) Mary Fuller (ed) (May 1st 2009)
- [Improving Working as Learning](#) Alan Felstead, Alison Fuller, Nick Jewson, Lorna Unwin (April 16th 2009)
- [Improving Learning in College: Rethinking literacies across the curriculum](#) Roz Ivanic, Richard Edwards, David Barton, Marilyn Martin-Jones, Zoe Fowler, Buddug Hughes, Greg Mannion, Kate Miller, Candice Satchwell, June Smith (February 13th 2009)

- [Improving What is Learned at University: An exploration of the social and organisational diversity of university education](#) John Brennan, Rob Edmunds, Muir Houston, David Jary, Yann Lebeau, Michael Osborne, John Richardson (February 1st 2009)
- [Improving Inter-professional Collaborations: Learning to do multi-agency work](#) Anne Edwards, Harry Daniels, PROF TONY GALLAGHER, Jane Leadbetter, Paul Warmington (January 30th 2009)
- [Improving Primary Mathematics](#) Martin Hughes, Jane Andrews, Pamela Greenhough, Leida Salway, Jan Winter, Wan Ching Yee
- [Thinking Lessons for Thinking Classrooms: Tools for Teachers](#) Carole McGuinness, Carol Curry, Angela Eakin, Noel Sheehy

### **Other Publications**

*Mapping the Ripples: An evaluation report of research capacity building through TLRP*  
Zoe Fowler, Richard Procter

A major theme within the TLRP has been to develop research capacity: supporting processes through which research activity becomes embedded within the social networks of educational research communities and, thereby, leaving a sustainable legacy. This project evaluated the impact of the TLRP upon research capacity: providing evidence of the longer term effects of research capacity building upon the intellectual career journeys of researchers. An evaluation of research capacity building at this point in the TLRP has offered insights into the nature, extent and perceived value of the TLRP's legacy, and a body of evidence which could usefully inform future investment in this area.

Available to download from: [www.tlrp.org/mappingtheripples/](http://www.tlrp.org/mappingtheripples/)

*Strategies for improving learning through the life-course: The Learning Lives Project*  
Gert Biesta, John Field, Ivor Goodson, Phil Hodgkinson and Flora Macleod

This pamphlet provides a summary of findings from one of TLRP's largest project investments and an informed discussion of their implications. The Learning Lives project combined study of the learning biographies of about 120 adults aged between 25 and 85 with analysis of data from the British Household Panel Survey. The project related retrospective life history evidence with 'real time' life-course research. In these ways, the project reconstructed the learning biographies of a wide range of adults in different contexts and stages of their lives. Insights from educational research of this sort have profound implications for policy, practice and daily decision making by individuals. The dilemmas which make life so interesting and diverse call for informed judgement as a basis for action. In this, the understanding of 'learning lives' which this project has generated has much to offer.

Available to download from: [www.tlrp.org/pub/index.html](http://www.tlrp.org/pub/index.html)

### *Publications Catalogue*

TLRPs updated publications catalogue now contains information on all project and programme publications to date. It's an impressive list! Please take a look at the electronic version here: <http://www.tlrp.org/pub/documents/publicationscatalogue.pdf>. It is being distributed by Routledge to their 10,000 strong mailing list next year, so expect a surge of interest in your publications. We'd also like to encourage you to distribute this at any future events you may be attending, so please do let Sarah Douglas know if you'd like some copies sent to you

### *Impact Leaflet*

A new leaflet, outlining TLRP's overarching findings can be downloaded from here: <http://www.tlrp.org/pub/documents/ImpactLeaflet.pdf>. Again this is an excellent tool for promoting the work of TLRP, so please request copies from Sarah if you're able to distribute it at any events.

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## Strategic Forum for Research in Education



The main partners in the forum are ESRC and BERA, with financial support from CfBT and DCSF - but TLRP has been a significant promoter of the concept as part of the Programme's sustainability effort in relation to providing opportunities for strategic thinking in the field. In September, Andrew was asked to chair SFRE and has taken this on with the intention of promoting constructive thinking about UK provision and relationships in terms of a knowledge management system for educational research, policy and practice. The website has been developed and is at: <http://bera.caret.cam.ac.uk/sfre/>. The first meeting took place in Harrogate in October and attracted an excellent range of stakeholders from across the UK. It focused on research quality and capacity building. An evaluation is ongoing and a report will be distributed before Christmas. The next meeting in June 2009 will focus on different types of activity - basic and applied research, R&D/D&R and practitioner enquiry.

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## TLRP international activities



The autumn term 2008 has seen a great deal of international activity from the TLRP Directors Team. Miriam David and Andrew Pollard have both been to India to disseminate TLRP findings and forge links with educators and policy makers and Sue Swaffield of the Learning How to Learn project also delivered a keynote to a conference in Mumbai referring to the project.

Mary James visited Norway in November to assist in framing a bid for a possible new Norwegian research programme and Norwegian colleagues also met with Andrew Pollard and Miriam David in London on the same topic. Mary James also visited Sweden to disseminate TLRP's Ten Principles in October.

Alan Brown travelled to Finland, Belgium and Argentina on TLRP business and Donald Christie of the ScotSPRinG project addressed the Korean Institute for Curriculum and Evaluation (KICE) anniversary event in Seoul on behalf of TLRP.

Professors David Hogan of NIE, Singapore and Ann Lieberman of Stanford University, USA visited TLRP in September to plan an International Handbook on Teaching and Learning in Schools.

For more on these and other international work please see the News page [http://www.tlrp-archive.org/cgi-bin/tlrp/news/news\\_log.pl](http://www.tlrp-archive.org/cgi-bin/tlrp/news/news_log.pl) and keep an eye on our International pages <http://www.tlrp.org/international/index.html>

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## British Academy / AHRC / ESRC Visiting Fellowships for the Middle East and South Asia 2008/2009

The British Academy (BA), the Arts and Humanities Research Council (AHRC) and the Economic and Social Research Council (ESRC) are pleased to invite applications under the third round of their Visiting Fellowships scheme for South Asia and the Middle East.

The Scheme aims to attract early career researchers in any branch of the humanities or social sciences to collaborate on research and develop ideas likely to lead to a joint research proposal in the near future.

Researchers, in conjunction with a UK host academic, can apply to spend two to six months undertaking a clearly specified research project in the United Kingdom. Applications should be submitted to the British Academy no later than **12th January 2009**.

Please see

<http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/opportunities/international/southasia08.aspx>

More information on the application process and details of the scheme are available on the

British Academy website: <https://www.britac.ac.uk/funding/guide/intl/vfsame.cfm>.

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## **DSpace Update**



### **DSpace – as easy as ABC**

First, a big thank you from the DSpace team. We now have 1500 items in DSpace – a terrific resource. We do appreciate your work and good humour while being gently hounded by the DSpace team for your publications. It's also exciting that there are many quality publications in the pipeline.

### **DSpace made simple**

Following a review of DSpace we have simplified our pattern of work. The DSpace team will now upload your publications from scratch as now few teams have a DSpace contact. In future, we will need Principle Investigators to:

- a) email us details of any remaining 2008 and 2009 outputs and
- b) attach PDFs of these outputs.
- c) let us know your outputs over the next six months as funding for DSpace finishes in September 2009

We will then print hard copies for the paper archive and create abstracts (observing copyright) for the DSpace/virtual archive. We are interested in high end publications such as referred papers and books (not conference papers, newsletters and press releases... ) as most projects' outputs are well represented in the archive.

### **Team changes**

The DSpace team is also responding to changing demands. We greatly appreciate Silvina Cimolai's contribution to the archive, co-ordinating more than 20 Special Issues for DSpace over the last 10 months. Her work winds ups at the end of December.

The DSpace team now comprises Joanna Penty (0207 911 5576 [j.penty@ioe.ac.uk](mailto:j.penty@ioe.ac.uk)) and Mabel Encinas (0207 911 5311 [m.encinas@ioe.ac.uk](mailto:m.encinas@ioe.ac.uk)). Do contact us with any enquiries about DSpace.

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## **And Finally...**



All of us at TLRP would like to wish you a happy and restful Christmas, and we look forward to seeing you all in 2009.