

Teaching and Learning

June 2003 Post Compulsory Edition

Key issues in post-compulsory education

This Newsletter showcases TLRP's new portfolio of nineteen projects in post-16, further and higher education and workplace, continuing and lifelong learning. These educational sectors have grown with remarkable speed in recent years and are of enormous significance in the modern world. Indeed, they are expected to contribute to economic growth, social inclusion and the quality of life. However, none of this can be achieved without effective teaching and learning.

ESRC's Teaching and Learning Research Programme (TLRP) aspires to combine high quality social science with high levels of relevance and user engagement – thus contributing to evidence-informed policy and practice. In total, the Programme now supports some 50 funded projects, plus supplementary thematic groups on cross-cutting issues and a range of research capacity building activities.



Learning with new technologies

In post-16 education, TLRP's first new project will provide a comprehensive analysis of the new learning and skills system and its impact on young people. TLRP also has three projects focused on further education. These will research the significance of the social organisation of colleges, relationships within them, the potential resources available in local communities and the everyday language abilities of students. This research promises to open doors in the development of a more sophisticated understanding of learning in further education.

The pace of contemporary change in higher education is breathtaking, and yet, the basic issues in teaching and learning endure. A fundamental goal is to enhance the learning which students actually retain when they complete their studies and this is directly linked to the sense they make of their experience of teachers, courses and institutions. TLRP projects will highlight the influence of teaching strategies, organisational cultures and the widening participation agenda, including the experiences of disabled students. The latter project is to be coordinated from the UK's newest university – of Gloucestershire. Another HE project will address the crucial issue of the

TLRP's new research portfolio

Andrew Pollard, Programme Director

development of expertise – using the example of music. An evaluation of problem-based learning, using a randomised controlled trial and systematic review, has already been completed.

Workplace learning is a significant setting for learning beyond formal education. TLRP's portfolio includes a study of those characteristics of workplace culture which 'expand' learning opportunities, in contrast to those which may constrain them. A multi-disciplinary project will also research the ways in which new learning affects employee performance and organisational effectiveness in a variety of factory and office settings. However, perhaps the most common contemporary workplace challenge is to make sense of, and become an effective user of, new computer-based technologies, and this is also the subject of a new TLRP project. A large scale longitudinal project will investigate ways of supporting many adults in enhancing their basic skills in numeracy and literacy.

TLRP has focused on early professional development and, in particular, on the transition from initial degree study to the establishment of learning habits and routine practices in the first years of work. One project draws contrasts between the on-the-job learning of accountants, engineers and nurses, whilst another project considers the early learning of teachers. One of the challenges of professional education is how to present large numbers of learners with realistic challenges on which to develop their skills and judgements. Working initially in medicine, TLRP researchers are investigating the use of computer-simulated cases and vicarious, peer responses. Inter-professional cooperation is another modern challenge requiring new forms of learning and social practice. This is also the subject of a TLRP project, focused on public service support for children at risk.

Finally, the new post-compulsory portfolio includes a project comparing the experiences of diverse learners and identifying the meaning and consequences of learning at different stages of their lives. Indeed, TLRP is concerned with lifelong learning in many ways, touching as it does on all stages of life and all sectors of education.

Each project in TLRP's post-compulsory portfolio will contribute to knowledge, policy and practice in relation to its substantive focus. However, they will also, as a whole, enable supplementary analysis of more fundamental issues in teaching and learning – teachers, learners, content, context and TLRP's overriding concern with learning outcomes.

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Post-16 and further education



Kathryn Ecclestone coordinates TLRP's work in post-16 and further education.

How does policy impact on teaching, learning and assessment in post-16 provision?
What effects do organisational cultures have on learning in further education?
Could learner careers be enhanced through community-based education?
What everyday literacies might learners use in formal education, and with what effects?

Policy, learning and inclusion

The establishment of the Learning and Skills Council (LSC), with its 47 local arms, can be seen as an ambitious government attempt to co-ordinate all of England's post-16 education and training outside higher education.

A project run by Frank Coffield of Newcastle University and Ann Hodgson and Ken Spours of the Institute of Education, University of London, will use research gathered in London and the North East to examine how teaching, learning and assessment are affected by key policy drivers in the new LSC system.

Emerging policy and practice will be studied at five levels – European, national, regional, local and institutional (see figure) – with a focus on unemployed adults in community-based basic skills courses, adult employees in workforce development and young learners with poor GCSE grades who are at further education colleges.

The aim will be not only to evaluate how the £7.3 billion a year learning and skills system is



performing, but also to develop a model of effective and inclusive local learning systems as a contribution to improving its performance. This will be the first independent evaluation of a major education reform affecting millions of learners.

Policy, Learning and Inclusion in the Learning and Skills System; Frank Coffield, Ann Hodgson & Ken Spours (2003-06); Prof. Frank Coffield: F.J.Coffield@ncl.ac.uk; +44 (0)191 222 5652

Learning cultures in further education

This is a study of 18 learning sites in further education (FE), covering vocational and non-vocational courses, full-time and part-time attendance, and differing levels of qualification. It is conducted in close partnership with four FE colleges. By examining the relationships between teacher perspectives, student perspectives, the setting of the learning and the practices of learning, it provides a uniquely rich picture of the diversity of learning and teaching experiences in FE.

Tutors have a significant influence on these experiences, and their work can be usefully described as managing the cultures of learning in the sites where they work. However, their capacity for innovation and change is limited, and many crucial factors lie outside their control. Student attitudes make a big difference to learning, as do the organisational pressures from college management, from funding and inspection regimes, and from government policy.

Current policy approaches stress meeting individual learners' needs and adopting standardised views of teaching. Cultural dimensions of learning are largely overlooked, despite their fundamental importance to

student and tutor success. Tutors' professionalism is under pressure, but is nevertheless continually redeveloped through on-going practice.

Mark Goodrham, a full-time FE practitioner, has been awarded a TLRP Research Training Fellowship to study for a PhD in closely related areas, and he works alongside the project. His research focuses on changing professionalism in relation to the use of research and engagement with it. He works beyond the four partner colleges, thus widening the scope of the overall project.

Transforming Learning Cultures in Further Education; Phil Hodgkinson, Denis Gleeson, David James & Keith Postlethwaite (2001-05); Prof. Phil Hodgkinson: p.m.hodkinson@leeds.ac.uk; +44 (0)113 343 3223

Using Research to Enhance Professionalism in Further Education; Mark Goodrham (Research Training Fellow) (2001-06); Mr. Mark Goodrham: markgoodrham@hotmail.com; +44 (0)113 297 6427

Learning through community-based further education

Community-based FE is regarded as being crucial in encouraging participation in learning among people who have traditionally been least inclined to participate in formal education – but it is a largely neglected area for research.

This project, led by Glasgow Caledonian's Jim Gallacher, will study the distinctiveness and roles of learning cultures within community-based further education. More specifically, the overall aim is to facilitate transformations in the learning cultures within community and outreach provision, and through this to enhance engagement with learning. Two key theoretical perspectives underpin the work. First, the concept of 'learning relationships', reflecting a belief that it is in the learners' relationships with others – peers, tutors, but also with people outside the formal learning community – that identity as a learner is forged. Second, the concept of 'learning careers', focusing on the ways that individual dispositions and wider social structures interact and impact onto engagement with learning.

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The research will focus on four community based learning sites in two FE colleges in Scotland. The project has been developed in partnership with the two colleges, and will help to build research capacity within them. The research will also be informed by the work undertaken in the Phase II Transforming Learning Cultures (TLC) project, led by Phil Hodgkinson.

Learning in Community-based Further Education; Jim Gallacher, Beth Crossan & Terry Mayes (2003-05); Prof. Jim Gallacher: jwga@gcal.ac.uk; +44 (0)141 582 0346

Literacy in further education

There is evidence that literacy problems are a major cause of poor performance in further education, and employers find that literacy, along with ignorance of IT, is a key recruitment problem. However, there is evidence that people who appear to have poor literacy in educational settings can have useful levels of literacy in other settings: at home, in the community or in leisure activities.



Learning in a computer room

Researchers at Lancaster and Stirling Universities are looking at literacy as a resource for learning in further education.

Ros Ivanic and her colleagues are examining just what sort of literacy is required for further education, for work and in students' daily lives. They want to find whether a closer interaction between these might produce better learning outcomes in further education.

The research is being carried out at four colleges in England and Scotland, and involves four further education research partners in each college, with the additional aim of helping the colleges expand their research capacity. They will also help design an intervention strategy for the colleges to try out how informal literacy practices can be drawn upon to enhance learning.

Literacies for Learning in Further Education; Roz Ivanic, David Barton & Richard Edwards (2003-06); Dr. Roz Ivanic: r.ivanic@lancs.ac.uk; +44 (0)1524 593032

Higher education



Andrew Pollard coordinates TLRP's work in higher education.

Could we improve student outcomes if we understood teaching and learning better?

Given widening participation, what is the experience of disabled students at university?

We increasingly depend on specialists, but how does expertise develop?

With increasing diversity in HE, how do social and organisational factors affect students' learning?

Does 'problem-based learning' really improve student learning?

Improving student learning

The expansion of higher education, with a target of 50 per cent participation among young people, has focused attention on the student experience at universities and colleges.

In a four-year study, researchers at Edinburgh, Durham and Coventry universities are studying ways to strengthen undergraduate teaching and learning. They are looking at how five diverse subjects – biological sciences, economics, electronic engineering, history, and media and communications – are taught at a range of universities.

Led by Dai Hounsell and Noel Entwistle, the researchers are working with teaching staff in these subjects to develop understanding of teaching and learning in their own courses, and to produce case studies to help enhance the quality of learning and student engagement. The project will produce new frameworks for understanding learning and teaching which will be subject-based and useful to practitioners as well as researchers. In addition, it will generate better understanding of evidence-based strategies for enhanced learning.



Noel Entwistle



Dai Hounsell

Enhancing Teaching-Learning Environments in Undergraduate Courses; Dai Hounsell & Noel Entwistle (2001-04); Prof. Dai Hounsell: Dai.Hounsell@ed.ac.uk; +44 (0)131 651 6669

Disabled students' experience of higher education

Despite affirmation of student rights and new legal requirements, little is known about disabled people and higher education.

A project led by Mary Fuller of University of Gloucestershire, will find out more by research among disabled students and the universities they attend. A key aim will be to find why students with disabilities have less success at university than others in terms of the degrees they receive. The work will shed light on universities' responsibilities under the Disability Discrimination Act, which obliges them to make reasonable adjustments to help disabled students.

The research will study disabled students' experiences of teaching, learning and assessment in the context of their subjects and institutions. This research is intended to alter university practice and will point up ways in which change occurs in institutions and how it affects disabled students.

The research will monitor the performance of disabled students over four years at the universities of Central Lancaster, Glasgow, Gloucestershire and Lancaster, and will track changes as the Disability Discrimination Act takes effect. The researchers will interview university managers, senior academics, disabled students' advisers and heads of student welfare as well as disabled students themselves.

Disabled Students' Learning in Higher Education; Mary Fuller, Mick Healey, Alan Hurst, Sheila Riddell & Terry Wareham (2004-07); Prof. Mary Fuller: mfuller@glos.ac.uk; +44 (0)1242 532212

Higher Education continued on page 4...

Does practice make perfect?

How do people develop expertise? Musicians train themselves through hundreds of hours of practice but research to be carried out by a group led by Janet Mills of the Royal College of Music will investigate the effectiveness of this approach and the other factors which may be involved.

The project is studying students learning to perform classical, popular, jazz and traditional Scottish music, at five locations in England and Scotland. The three-year study will attempt to go beyond previous work on the creation of performers, which has concentrated on formal learning and practice and western classical music.

Learning from peers, or from newcomers who bring fresh insights to the subject, will be considered, as will musical learning that is gained by general immersion in the culture of a teaching institution. There will also be a focus on learners in and beyond middle age, who have been neglected in previous analyses, and on the experience

of professional musicians who either learn or teach. Some also find that teaching musical performance makes them better performers.

Findings about the development of expertise in music will be considered in relation to their possible relevance in other fields.



Learning to Perform: Instrumentalists and Instrumental Teachers: Janet Mills, Aaron Williamson, Graham Welch & David Hargreaves (2004-07); Dr. Janet Mills: jmills@rcm.ac.uk; +44 (0)20 7591 4392

Learning at university

Why is it that some people flourish in one learning situation, but feel constrained in another?

This research project, led by John Brennan of the Open University, explores three different approaches to what happens to students at university. The undergraduate experience will be looked at in terms of developing students' academic and professional identity, their personal identity and conception of self, and their cognitive development, the traditional outcome of education.

The research will centre on students and graduates in three subjects – biology, sociology and business studies, and later in the project there will be a comparison with

experience in eight other subjects. It will look at the full range of the learning outcomes they achieve, going beyond those usually measured – and valued by universities, employers and public opinion. Each subject will be examined in five different higher education settings representing different social and organisational contexts that may mediate what is learned in higher education.

The results will provide knowledge about how students should be assessed and how the curriculum should be structured. There will also be policy insights, including how educational quality is assessed, how degree programmes are designed and benchmarked, and how qualifications and other learning outcomes from a variety of courses and institutions can be compared.

3 subject areas	3 ways in which learning is mediated	3 conceptions of learning outcomes
<ul style="list-style-type: none"> biology business studies sociology 	<ul style="list-style-type: none"> by formal educational curricula and assessment by the principles of curriculum organisation by the social context of study 	<ul style="list-style-type: none"> as cognitive development as academic and professional development as personal identity and conception of self

The mediation of learning outcomes

The Social and Organisational Mediation of Learning: John Brennan, David Jary, John Richardson & Mike Osborne (2004-07); Prof. John Brennan: j.l.brennan@open.ac.uk; +44 (0)20 7447 2506

Evaluating problem-based learning

Problem Based Learning has been promoted as a desirable learning strategy for the development knowledge, skills and lifelong learning. It has generated particular interest in the health professions and is being used in the training of doctors, nurses and other healthcare professionals.

This project had two elements: a systematic review and an empirical study.

The systematic review identified and synthesised data from existing high quality studies on problem based learning.

The primary research study focused on two groups of undergraduate nursing students to find out how problem-based learning compares to more traditional teaching methods. Using a large, randomised sample, it studies how the problem-based approach altered students' learning styles, how the students did in assessment under the two rival systems, and how satisfied both students and teachers were with the two different teaching methodologies.

Directed by Mark Newman of Middlesex University, the project has been running for three years from March 2000.

The Effectiveness of Problem-Based Learning in Promoting Evidence-Based Practice: Mark Newman (Career Development Associate) (2000-03); Mr Mark Newman: m.newman@nw.mdx.ac.uk; +44 (0)208 411 6702

Working with new technologies

Most workplaces in the developed world have one thing in common – the workstation. But how do people use the computers that have become a near-universal feature of the working day?

Celia Hoyles, Richard Noss and colleagues at the Institute of Education in London are developing new understanding of how people and computers interact in complex decision-taking. Computer users need to know how information technology systems work and how to process the abstract data which computers present to them.

In this project, work-based training systems will be developed to help staff from nine firms in three industries to understand and use IT systems. Both graduates and non-graduates will be considered in the project, which is intended to produce new ways around the skills gap caused by rapid IT advances overtaking the knowledge base of experienced workers.

The new skills which these work-based training methods will encourage are referred to as “techno-mathematical literacies”. The project will observe such skills in managers

and others and develop ways of spreading them through the workforce. It will also develop measures for testing the outcomes for individuals and groups when the new training modules are put to use.

Techno-mathematical Literacies in the Workplace; Celia Hoyles & Richard Noss (2003-07); Prof. Celia Hoyles: c.hoyles@ioe.ac.uk; +44 (0)20 7612 6813

Adult basic skills in the workplace

Government policies aim to enhance the basic skills of adults, and expect workplace training to deliver much of the improvement it wants.

Alison Wolf, Karen Evans and other colleagues at the Institute of Education in London aim to find out more about how basic skills can be taught at work and what effects such learning has on individuals and organisations. Their research will look what approaches to workplace learning encourage participation and success; what effect adult basic skills learning has on job mobility, earnings and employment; and how basic skills acquisition helps personal and company success.

This is a large-scale project in which 1,000 learners are being tracked for over three years. It will look at their educational development in literacy and numeracy, and at the effects of their learning for them and for the organisations that employ them. The results should inform government policy as well as company thinking on how personnel development can affect corporate performance and worker motivation.

Enhancing ‘Skills for Life’: Adult Basic Skills and Workplace Learning; Alison Wolf, Karen Evans, John Bynner & Tom Jupp (2003-08); Prof. Alison Wolf: a.wolf@ioe.ac.uk; +44 (0)7612 6661



Key issues in developing workplace basic skills

TLRP's work goes on

Twelve of the projects featured in this newsletter were successful in Phase III of TLRP's gruelling process of selection, whilst others reflect earlier decisions. From 256 initial applications to Phase III, this was a significant achievement.

We also pay tribute to all those other research teams who offered so many excellent ideas for inclusion in the Programme, but who could not be funded from the available resources. The photograph shows the TLRP's Steering Committee about to begin the final selection process.

Whilst some TLRP projects are just starting, others are deep into their

work and some are beginning to report results. With the help of



The TLRP steering committee at work (Left: Vice-chair, Professor Sally Brown. Right: Chair, Professor Sir David Watson)

many research users, Phase II projects are busy gathering and analysing new evidence. Topics include literacy, numeracy, home-school, group-work, ICT, thinking skills and learning to learn. Phase I networks are reporting now in the areas of science education, pupil consultation and social inclusion – as well as in workplace learning.

Cross-cutting issues and themes become apparent when project teams share their work together and these add significant value to the Programme.

Continuing Professional Development



Alan Brown coordinates TLRP's work in Continuing Professional Development.

**Beyond university, how do graduate professionals learn on-the-job?
What are the particular needs of new teachers?
Can learning with and from peers improve learning outcomes?
How can professional agencies learn to work together to deliver public services?**

How new graduates learn in the workplace

Most workers remember learning more in their first year after qualification than they ever did before. This project, run by Michael Eraut and colleagues at Sussex and Brighton universities, focuses on the way graduate engineers, nurses and accountants go on learning when they enter the workforce. The aim is to find out how this phase of professional development could be better supported.

The on-the-job learning of accountants is well scaffolded. They often work in small teams on clients' premises, being helped by more experienced trainees, on tasks of gradually increasing complexity. Becoming chartered means passing professional exams.

Trainee engineers also typically work in teams, with gradually increasing responsibilities, but on longer projects. Chartered status requires a work portfolio with evidence of advanced competencies.

Nurses are already qualified and immediately face challenging work in risk-prone contexts where they need, but often lack, considerable support. Staff shortages may erode intended levels of support, and add to workloads. Consequently, many carry more responsibility early on than they feel prepared for.

Results show informal social relationships are more important to learning than formal structures. A positive local climate for learning,

with good quality feedback, also matters. Results suggest this benefits staff retention and work quality. The team is now following the same novice professionals into their second and third years of work.

Learning During the First Three Years of Postgraduate Employment; Michael Eraut, Fred Maillardet, Carolyn Miller & Stephen Steadman (2001-04); Prof. Michael Eraut: m.eraut@sussex.ac.uk; +44 (0)1273 877794

The early learning of new teachers

When new teachers begin their classroom work, they undergo a probationary period of professional development. They are expected to acquire new skills. However, little account is taken of the school they are placed in and the support that it provides. How effective then are these requirements and what could we learn about professional development from the experiences of new teachers?

A project at Stirling and Manchester Metropolitan universities, led by Jim McNally, will investigate these issues. The project will produce a detailed model of early professional learning which will look at how teachers

develop both informal skills and formal knowledge, including their values and personal qualities. It will examine spontaneous interactions such as staffroom conversation as well as more deliberate forms of learning. The project will use teacher researchers as well as academics to gather data about new teachers. It will take account of teachers' work portfolios, reports from pupils, teachers and mentors, and ratings of teacher professionalism drawn up by a panel of experienced teachers.

This project will inform current developments in teacher probation, and has an advisory

group whose members are active in such work. There are also likely to be lessons for other professions including some – such as engineers, nurses, doctors and accountants – who are also the subject of other projects within TLRP.

Competence-based Learning in the Early Professional Development of Teachers; James McNally, Nick Boreham, Peter Cope & Ian Stronach (2003-07); Mr. Jim McNally: j.g.mcnelly@stir.ac.uk; +44 (0)1786 466265

New ways learning from others

If one student is getting most of the attention during a tutorial, other participants may also be learning a great deal. 'Vicarious learning' occurs when someone finds something out via the learning experience of someone else.

A project led by Richard Cox of Sussex University will investigate the way this form of knowledge transfer works. The focus will be on medical education, especially speech and language therapy learning. There are also expected to be lessons for learning in other subjects that use a case study approach to teaching, such as law, education and architecture.



Using PATsy

The group will use a web-based tool called PATsy that provides "virtual patients" to people learning clinical subjects.

The researchers will examine whether students will learn more dialogue in which other students participate from a direct lecture. Dr Cox compares vicarious learning to 'Gardeners' Question Time' – the gardener on the show gets a direct answer to their question but the listeners at home learn something too.

Vicarious Learning and Teaching of Clinical Reasoning Skills; Richard Cox, John Lee, Rosemary Varley & Julie Morris (2004-06); Dr. Richard Cox: richc@cogs.susx.ac.uk; +44 (0)1273 678605

Inter-professional learning to support children at risk

Children who are thought to be at risk are dealt with by a variety of agencies and meet a wide range of professionals. So separate agencies must learn to work together. The methods used must work because of the high price when things go wrong.

A group based at Birmingham University and led by Harry Daniels and Anne Edwards is looking at how individuals and organisations learn under pressure. The problem is how to cope with the needs of at-risk children and their families. In a project running from 2003 to 2007, the Birmingham group is looking at the problem using methods developed for inter-professional learning in business and the professions in Finland's "Learning for Life" programme.

The researchers are examining the learning necessary for inter-agency working and

developing detailed models of how it works, before testing them out in three local authority areas. One clear lesson is that both individuals and organisations have to learn about interagency working and that these two forms of learning must be seen as one.

The findings will be tested for effectiveness in other local authorities, and there are plans for a national practitioner network to promote their application. The results will also be developed across other professional groups, with the collaboration of the Birmingham group's international partners.

Learning in and for Interagency Working;
Harry Daniels, Anne Edwards, Angela Creese,
Jane Leadbetter & Deidre Martin (2004-07);
Prof. Harry Daniels: h.r.j.daniels@bham.ac.uk;
+44 (0)121 414 6482

Lifelong learning

Learning throughout life



Kathryn Ecclestone coordinates TLRP's work on lifelong learning.

How can individuals' learning be supported throughout the lifecourse?

What is the significance of learning in people's lives?

We know too little about the role and meaning of learning in people's lives. Without a better understanding of the relationships between living and learning we cannot provide adequate guidance and support for learners in order to help them to gain more control over their lives.

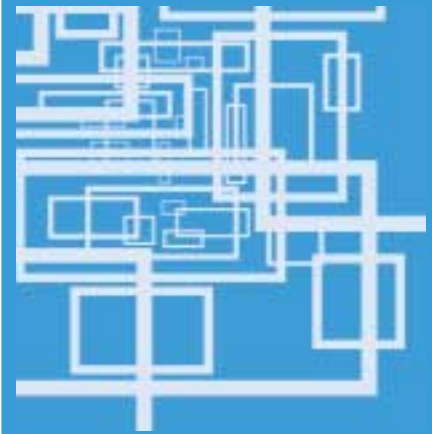
The project will not only provide a better understanding of the role and significance of learning in people's lives, with special attention to the links between learning, identity and agency. It will also develop strategies for the sustained enhancement of learning throughout the lifespan.

Age Band	Migrants	Community Support	Family Support	Careers Guidance	HE/Adult Education	Industry	Trade Union Education	totals
25+	6	3	6		2	3		20
35+	6	3	6		4	3	5	27
45+	8	3	3		4	3	5	26
55+	6	3		15	3	3	3	33
65+	7	6			6	3	2	24
Totals	33	18	15	15	19	15	15	130

Gert Biesta of the University of Exeter is leading a group which aims to provide a better understanding of the different ways in which learning and living are interconnected and the ways in which learning makes a difference in individuals' lives. The team will conduct a large-scale longitudinal study into the learning biographies of adults between 25+ and 65+ ranging from migrants to Open University students, using a combination of life-history methods and survey research.

Learning Lives: Learning, Identity and Agency in the Lifecourse; Gert Biesta, John Field, Ivor Goodson, Phil Hodgkinson & Flora Macleod (2003-07); Prof. Gert Biesta: g.biesta@ex.ac.uk; +44 (0)1392 264750

Teaching and Learning Research Programme



TLRP is the largest education research programme in the UK, and benefits from research teams and funding contributions from England, Northern Ireland, Scotland and Wales. Projects began in 2000 and will continue to 2007/8 – with dissemination and impact work extending through 2008/9.

Learning: TLRP's overarching aim is to improve outcomes for learners of all ages in teaching and learning contexts within the UK.

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

Lifecourse: TLRP supports research projects and related activities at many ages and stages in education, training and lifelong learning.

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

Expertise: TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice.

Improvement: TLRP develops the knowledge base on teaching and learning and collaborates with users to transform this into effective policy and practice in the UK.

TLRP is managed by the Economic and Social Research Council. Its research mission is to advance knowledge and to promote its use to enhance the quality of life, develop policy and practice and strengthen economic competitiveness. ESRC is guided by principles of quality, relevance and independence.

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