

# Teaching and Learning

No 4 September 2002 Post Compulsory Edition

## The Teaching and Learning Research Programme: Moving Forward



Professor Andrew Pollard,  
Programme Director,  
University of  
Cambridge

This edition of the TLRP Newsletter comes from a new Directors' Team and from a new co-ordinating office at the Faculty of Education, University of Cambridge. A farewell from Charles Desforges and John Kanefsky, who did so much to establish the Programme, is to be found overleaf, and the new team is introduced on the back page.

There is a great deal of activity across the Programme, and this Newsletter is intended to convey something of its range and character. For example, there is excellent progress on the research front. Our four Phase I networks are now preparing to report on their findings. Nine Phase II projects are hard at work, having started a little later, and no less than 257 research teams applied to participate in Phase III, an explicitly post-compulsory element of the Programme (see 'Phase III ;an update'). Relationships with research users are broadening and deepening and this bodes well for the future impact of the projects.

Important work on the development of educational research capacity has continued. This is a responsibility of all TLRP projects and a wide range of strategies are being used. Our Research Capacity Building Network, at Cardiff, will be facilitating a range of conferences, courses and other forms of support in various UK locations over the coming year (see the RCBN website at [www.cf.ac.uk/socsi/capacity](http://www.cf.ac.uk/socsi/capacity)). We are delighted to have been able to liaise with the British Educational Research Association (BERA) for some of these activities.

Links to similar educational research programmes in Europe, the USA and other parts of the world are developing well and bring important comparative dimensions and benchmarking opportunities.

The commissioning of Phase III projects during 2002/3 introduces an exciting new dimension to the Programme. Applications cover Post-16 learning, FE, HE, workplace, family,

adult and community learning. In combination with Phase I and II projects it is clear that the Programme will now address issues in teaching and learning across most of the lifecourse. There is an opportunity, therefore, to consider how learners progress through successive learning contexts, how they progressively make sense of their lives and how educational provision as a whole can support the development of confident lifelong learners.

Given the growing project portfolio, we are also now able to develop a systematic strategy to add value to the programme through thematic work. A number of Thematic Groups are being established, involving users and researchers from inside and outside the Programme. Electronic discussion fora will enable others to contribute as the work evolves.

The TLRP website has been re-designed (see [www.tlrp.org](http://www.tlrp.org)) to make it more accessible for research users and to provide for future development as more research findings become available.

As a new Programme Director I have travelled widely in the past six months, meeting research users, project teams, administrators, journalists, etc. Whether talking to civil servants, managers, teachers, workers, researchers, students, parents or children, the overarching importance of the Programme's focus on teaching and learning is recognised. Our mission is to conduct research to enhance a broad range of learning outcomes of relevance to individuals, educational institutions, workplaces and our society as a whole. Our work will contribute to individual opportunity, economic productivity and social cohesion, and to the new foundations of evidence-informed policy and practice in education.

We are extremely fortunate that there is so much good-will towards the Programme, and the pages of this Newsletter convey something of the energy and commitment that researchers and users are offering. The goals of the Programme can only be delivered through such teamwork.

This Newsletter begins with the transition between the teams co-ordinating the programme, and we then have a Project Feature from our network on workplace learning, led by Helen Rainbird. Her account of the network's international workshop illustrates processes of academic work that are taking place in many parts of the Programme, with movement between evidence, analysis and conceptualisation as teams work to refine their understandings.

The big news for TLRP's work in post-compulsory education sectors has been the commissioning of Phase III projects. Several articles in the Newsletter focus on this. First, Martyn Sloman and John Kanefsky reflect on the themes derived from a CIPD/TLRP consultation process. Joe Cullen and Elliott Stern then summarise a review of pedagogic research in post-compulsory education and lifelong learning. There is then an update on the TLRP shortlisting process itself, including a brief account of the work that some 50 project teams are presently engaged in to prepare full applications. We are enormously grateful to all those who have contributed to this important phase of TLRP's work. Sadly, it is likely that no more than 8% of initial applications can be funded from TLRP, but we hope that many others will be supported elsewhere.

Finally, News in Brief offers updates on some other significant Programme developments.

---

## Farewell from the Exeter Team

John Kanefsky, former Assistant Director

As most of you will know, Charles Desforges and the Programme Office at Exeter have now passed the baton of the Teaching and Learning Research Programme to Andrew Pollard and his new team co-ordinated from Cambridge. We were able to work closely with Andrew as the ESRC sensibly agreed an extended hand-over period, so disruption to the Programme has been minimal. We wish the new Core Team every success in taking on the work we started. They will find the task even more challenging when Phase III starts and the number of projects more than doubles in 2003.

As I write this, we have packed up and sent all the files and other Programme information off to Cambridge and are busy with our Final Report to the ESRC. Writing it has made us

realise how busy we have been (and how much we have achieved, which is not necessarily the same thing) over the last three years. We hope we have laid the foundations for the Programme to make a real difference.

Charles will remain involved with a number of education policy initiatives, including the National Education Research Forum, for which he will chair the group working on research priorities. Anna is going to travel for a year with her partner, Simon, spending much of their time in Australia. Caroline has already started a new job, supporting a student at the West of England School for Children with Little or No Sight. Tess, who was Anna's predecessor as Office Manager, now has a similar role with a busy motor-cycle dealership in Exeter.

For myself, I will be taking early retirement in the Autumn and am returning to my other interests including landscape photography, travel and historical research. I'm looking forward to having more time to do creative things. I won't miss all the time spent on trains, which has become exhausting, and the relentlessness of the deadlines we have had to work to. But I've enjoyed my time with the Programme and will miss the comradeship and new thinking the Programme has engendered.

---

## A strategy for the new Directors' Team

The range and diversity of teaching and learning in post-compulsory education is considerable. TLRP's ambition to support research across the lifecourse is thus challenging in many ways, not least in the range of experience and expertise needed to coordinate it. With this in mind, a number of part-time Associate Director posts have been created, thus enabling the Programme to attract specialists in particular fields. Kathryn Ecclestone (University of Newcastle) coordinates our work in further, adult, family and community education; Andrew Pollard (University of Cambridge) is responsible for higher education; and Alan Brown (University of Warwick) leads in the areas of workplace learning and continuing professional

development. John Siraj-Blatchford (Cambridge) supports projects concerning information and communication technologies in a range of sectors. Mary James is Deputy Director of the Programme and is responsible for work in schools. Each member of the Directors' Team thus has particular responsibility for liaison with project teams and research users in relation to their specialist sectors. They also work to support more analytic and thematic development across the Programme. To contact a member of the Directors' Team, please see the details on the back page. The new Programme website will also support communication in relation to particular sectors, projects and cross-Programme themes.

# Project Feature: the challenges to improving attainment at work

Helen Rainbird

The TLRP Network 'Improving incentives to learning in the workplace' organised an international workshop to bring together leading national and international experts to exchange ideas on how to meet the challenges of studying the workplace as a site of learning. Some 42 participants from 6 countries met at University College, Northampton - and lively debate ensued.

It was argued that in the workplace, power relations and the contested nature of the employment relationship are central to understanding learning. Learning is embedded in the social context and in on-going social practice. This means that workplace learning must be discussed 'at least partially unencumbered from assumptions based on practices in educational institutions' (Stephen Billett). Although there may be no 'qualified' teachers or a formal curriculum, this does not mean that powerful learning does not take place. Learning experiences can be highly structured because they are concerned with continuity in the norms and practices of the workgroup.

The conceptualisation of work-based learning and vocational knowledge was the subject of a lively debate. This extended to the consideration of formal, informal and tacit forms of learning. The standard paradigm of learning derived from teaching in educational institutions does not capture the different forms of workplace learning. Much of this is difficult to separate from practice and is not conceptualised as 'learning' but 'doing'. Models of assessing learner attainment based on practices in educational establishments only capture forms of learning which approximate to the standard paradigm of learning. Their application to workplace learning will distort understanding by focussing on what is measurable. Proxies, such as improved company performance, are difficult to link to specific training interventions, since many other factors may affect business performance. Nevertheless there is considerable pressure on trainers and training providers to sell and promote their interventions on this basis despite the difficulties of demonstrating causality.

National vocational education and training systems take their characteristics from the underlying relationship between the state, capital and labour. Workplace learning only becomes an issue under certain social conditions. This relates to the state's capacity to support workplace learning and work modernisation, on the one hand, and the extent to which organised interest groups are engaged in the regulation and certification of vocational knowledge, on the other. The question of who defines vocational knowledge e.g. colleges, employers, the social partners varies from one country to another and also affects the extent to which there is an interest in certifying it.

The idea that workplace learning is socially situated is widely accepted. Two currently dominant theoretical perspectives - communities of practice and activity theory - were critically debated. Questions were raised about the boundaries of

communities of practice and activity systems and the extent to which novices also bring expertise to the workplace. Theories of learning at work need to reflect the contested nature of the employment relationship and the wider social and economic context in which learning takes place. Fuller and Unwin emphasised the need to locate employees' learning in the company learning culture, the pattern of skill distribution within the organisation, individual biographies and qualification pathways. They developed the metaphor of individual and organisational learning territories as a means of conceptualising the expansive and restrictive features of the learning experience, which include tacit knowledge and skills as well as codified knowledge and qualifications.

The workshop also discussed the distinction between the formal qualifications and the skills (explicit and tacit) of the worker and the demands of the job. The Skills Survey findings demonstrate that although the qualifications of the workforce have been increasing, the demand from employers has not been commensurate. The transfer of skills and knowledge from one context to another is of key importance and successful transfer involves learning itself. This is true of codified as well as tacit forms of knowledge. Recognition that learning transfer is not straightforward raises questions about the extent to which work-related knowledge can be taught in educational settings and the role of vested interests of educational and training institutions in supporting particular types of policy intervention.

The nature of work organisation and the social relations of the workplace shape the learning opportunities afforded to individuals and workgroups. In Italian small firms, workers are highly skilled through knowledge developed through practice even though they have few formal educational qualifications. The quality of the product and the production process are crucial in shaping the quality of the learning experience. The company's capacity to design products autonomously, to realise a finished product and to sell under its own trademark are significant variables. The history and personal involvement of the owner is especially important in small firms.

Finally, there was discussion of the view that not all developments in work modernisation support increased motivation for learning, but may fragment work and reduce learning opportunities. High performance work systems which are supposed to require higher levels of employee skill are based on changing organisational cultures and the division of labour - rather than training interventions. Activities such as team-working and the enhancement of work roles may be developmental. To analyse how outcome for learners can be enhanced, we really need to understand the nature of the workplace as a learning environment.

**Network website:** [www.northampton.ac.uk/ncr/esrc-resnet](http://www.northampton.ac.uk/ncr/esrc-resnet)  
**Contact:** [helen.rainbird@northampton.ac.uk](mailto:helen.rainbird@northampton.ac.uk)

# How do people learn at work?

Martyn Sloman and John Kanefsky

In January and February 2002 three one-day workshops were held to discuss future priorities for research into learning at the workplace. They were jointly sponsored by the Chartered Institute of Personnel and Development (CIPD) and TLRP. Two were held in London and one in Edinburgh. Some 120 people participated: half workplace learning practitioners or consultants, half academics with an interest in research on learning.

The workshops began with a review of the implications of the recent research report 'How Do People Learn', commissioned by the CIPD, and produced by Cambridge Programme for Industry. These discussions looked at ways new competitive models and the increasing capability of learning technology are creating new opportunities and imperatives for improving the effectiveness of learning delivery in organisations. Most importantly, there is a shift in focus to the individual learner. Participants agreed that relevant, appropriate and accessible research is essential to address these changes and to target organisational effort and resources effectively, although the urgency of the demand was contrasted with the long term nature of much research evidence.

In the second half of the workshops, participants were asked to identify priority research issues. The output was captured from a dozen small-group discussions spread across the three events. The suggestions were inevitably varied and diffuse. However some important themes emerged, albeit with a wide degree of overlap and synergy.

## **Theme I: Effective Learning Interventions**

Given the shift in focus to the learner, how can interventions from the organisation encourage effective learning? Three main topics emerged. First, a number of workshop groups gave priority to the balance and relationship between informal and formal learning in the workplace. Secondly, there was an interest in the role of line managers in facilitating / supporting learning. The third topic was making sense of 'blended learning'. We need to understand / evaluate whether and how blending different learning components (work shadowing / coaching as well as e-learning and the classroom) can improve outcomes for learners and organisations.

## **Theme II: Organisational Culture and Learning**

Participants discussed what is an effective learning environment and what steps can be taken by organisations to create such environments. Another important strand concerned the link between individual and collective learning – and the difficulties in making operational sense of the latter notion. All these flow into the need to identify different organisational styles and approaches to learning and the importance of hierarchy in determining learning needs. A consideration that was repeatedly raised is how the age of the individual (and previous good and bad experiences of learning) can affect willingness to learn and the approach to learning. There is an evident link here with the next issue.

## **Theme III: Motivation to learn in organisations**

The central questions here are easily stated. Why, in some organisations, do individuals seem more motivated to learn and more committed in their learning? What are the factors that create this response from individuals? What are the key barriers and enablers and who, in the organisation, can remove the barriers and promote effective learning. If these questions are addressed it should be possible to frame an agenda for action for individuals, organisations and Government. Most importantly it will allow practitioners to determine their most effective response to promote and facilitate individual (learner-centred) learning in their organisations. Learning style is clearly of importance in exploring this issue.

## **Theme IV: Linking Learning with outcomes**

Measurement and the evaluation of training / learning is an issue of high importance to practitioners, but participants recognised this as a complex problem and rarely done well. Some felt that, despite the practical difficulties, this issue remained much too important to be sidelined and, moreover, the new learning environment in organisations offered an opportunity for a fresh approach or a revisit of the ideas in their new context.

## **Theme V: Workplace learning in its wider context**

Participants also looked to the wider economic context and to explore the boundaries of learning. Topics put forward included: the importance of learning to Scotland's role in the global economy; the growing importance for economic growth of 'soft' skills and the way that they can be learned / taught; the need to create mechanisms and communities to improve educators and trainers. The transition from education / curriculum to work-based learning was seen as important for all these topics.

Two comparatively well-rehearsed topics were the subject of considerable discussion across all three workshops. The first was access issues and the need to ensure that no group is excluded from participation in new learning opportunities. The second was the need to take account of the particular problems faced by small and medium sized enterprises (SMEs) and to ensure that they are not left behind in the improvements in learning organisation and technology.

The CIPD Research Report "How do People Learn?" is available from Plymbridge Distributors (Tel: 01752 202301) and an abbreviated version is available for downloading free on [www.cipd.co.uk](http://www.cipd.co.uk).

**Contacts:** [M.Sloman@cipd.co.uk](mailto:M.Sloman@cipd.co.uk)  
[J.W.Kanefsky@ex.ac.uk](mailto:J.W.Kanefsky@ex.ac.uk)

# Review of current pedagogic research and practice

Joe Cullen and Elliot Stern, Tavistock Institute

This Review was commissioned as part of planning for Phase III of TLRP. The aims were to better understand current conceptualisations of pedagogy and to review current evidence and understanding that could improve teaching and learning practice and lead to improved learning outcomes.

The review explicitly covered post-compulsory education - higher education, adult education, work-based learning and continuing professional development, and informal and community based learning. The Report was published on the TLRP website ([www.tlrp.org](http://www.tlrp.org), under 'publications') to assist those planning bids for Phase III.

The review drew on a wide range of sources: published material; 'grey' literature; interviews; and statistical analysis.

The key questions considered included:

- What is the current state of the art in understandings of learning and teaching processes with regard to post-compulsory education sectors/domains?
  - How do learning and instructional processes affect learner attainment and pedagogic effectiveness?
  - How are learning and teaching arrangements and configurations informed by current understandings of teaching and learning?
  - What are the factors that appear to shape pedagogic understandings and assumptions within and across the main sectors identified?
  - What is known about what does and does not work in different sectors and contexts?
  - In what ways do 'proximal forces' - for example 'learning patrimonies', learning cultures and regulatory frameworks - affect pedagogic approaches and practices?
  - What appear to be the main gaps and challenges in current knowledge and understandings of effective teaching and learning practice?
- Very little is known about 'what works' in post-compulsory education. Priority should therefore be given to meta-analyses and reviews of reviews in order to lay the foundations for an evolving evidence base.
  - 'Performativity' and an 'assessment culture' are driving understandings of pedagogy. This suggests a requirement for research on innovative evaluation methodologies and critical reviews of assessment paradigms. Part of this research effort should focus on 'attainment and context' - the relationship between learning outcomes and the application of these outcomes in 'real life'.
  - There is a need for research that recognises both the specific contexts of pedagogic practice and the need for more comparative understandings. This directs attention to research that explicitly contributes to developing frameworks, typologies and analytic tools that could allow for comparisons between different teaching situations.
  - Priority should be given in Phase III of TLRP to understanding the knowledge production and dissemination process. Moreover, the Programme should devote resources to actively supporting more effective knowledge diffusion through 'support measures' that promote the engagement of the different stakeholders involved.
  - The utilisation of Virtual Learning Environments and ICT in teaching and learning is increasingly pervading pedagogic theory and practice. Priority should therefore be given to: understanding and unpacking the pedagogic models underpinning the design of learning VLEs; unpacking the 'grand visions' and 'cultural logics' that shape design; identifying what works in what contexts; developing innovative assessment and evaluation methodologies.

**Contact:** Joe Cullen, ([j.cullen@tavinstitute.org](mailto:j.cullen@tavinstitute.org))

The key conclusions and recommendations were:

- There is a need for analysis of the structural basis of post-compulsory education - what are the sectoral overlaps? What are the inter-relationships between higher education, adult learning and lifelong learning? What 'cultural logics' shape understandings of these sectors?
- A key theme for Phase III should be the relationships between 'meta-theories' of psychology, political economy, grand theories of learning; middle theories of learning and practice, and how these affect outcomes.

## Future Newsletters

Please contact Mary James for initial discussion of contributions to future issues of the Programme Newsletter. Copy should be sent to Lynne Blanchfield, accompanied if available by illustrative photos (in JPEG format if possible).

# TLRP's Phase III: an update

The explicit focus of TLRP's Phase III is on teaching and learning in post-compulsory education and training. This includes higher and further education, community education, work-based learning (including continuing professional development) and lifelong/adult learning. As well as conducting substantive research, the development of research capacity in these fields is also a key objective. The remit also covers transitions between different sectors and teacher/trainer education.

£9m is available for allocation, including £1m which is explicitly for research projects from institutions based in or with expertise of the Scottish education and training system. The project portfolio is likely to include projects of different sizes and timescales – up to a maximum of £1.25m and running for up to 5 years from mid 2003 to the new Programme end-date in December 2008.

Following the publication of the Phase III Specification at the New Year, 257 outline applications were received by the April deadline.

Three themes were highlighted in the specification:

- learners and learning;
- teachers, trainers and learning environments;
- learning communities.

These were each very well covered, though with particular emphasis on learners and learning. Many applications led on one particular theme, with strong supplementary engagement with the others. There was particularly strong coverage of issues such as identity and learning, access and inclusion, pedagogic approaches and institutional learning cultures, networks and communities.

Each outline application was sent out for independent assessment by a range of reviewers, most of whom provided comments for feedback to applicants. Reviewers normally included two members of the Programme Steering Committee, a member of the TLRP Directors' Team and one or more members of a small 'College of Reviewers' appointed to provide the Committee with additional specialist advice. The Steering Committee then gathered in May for an arduous two day meeting at which each proposal, and comments made upon it, were carefully reviewed and discussed. After extensive discussions, the Steering Committee agreed on a shortlist for the submission of full proposals. Further details about the shortlisted applications are available via the ESRC and Programme websites.

48 projects were shortlisted, and the applicants have until mid-October to develop full proposals. These will provide much more detail on research questions, methods and the researchers, practitioners and policy makers who will be involved. They will also include detailed Communication and Impact Plans showing how they will contribute to their main stakeholder groups including practitioners and policy makers as well as the research community. The Directors' Team, co-ordinated from Cambridge, and the Research Capacity Building Network at Cardiff ([www.cardiff.ac.uk/socsi/capacity](http://www.cardiff.ac.uk/socsi/capacity)) are working to support and advise shortlisted bidders on the development of their Full Applications. For example, most shortlisted projects have been represented at one or more of the meetings held in Bristol, Manchester and Cambridge and led by Andrew Pollard. These provided opportunities for applicants to discuss cross-Programme issues and to learn a little about each other's work.



*Phase III applicants in discussion at Manchester*

Following their receipt in mid-October, full applications will be sent out for extensive peer review among research users and researchers. Their comments will be considered by the Steering Committee and key points will be fed back to applicants for any responses they may wish to make. Finally, in late February 2003, there will be another two-day meeting of the Steering Committee to make final decisions on which projects to recommend for funding.

After all that, the successful proposals should be excellent!

Project starts are anticipated from the Autumn 2003 onwards.

Further news about the progress of Phase III will be posted on the Programme website ([www.tlrp.org](http://www.tlrp.org)) as it becomes available.

# News in Brief

## Research Capacity Building Update

The Programme's Research Capacity Building Network (RCBN) is continuing to develop its work with vigour. For example, the RCBN website now supports personal reviews of research capacity, lists capacity building provision from RCBN and other organisations, recommends references on research methods, provides extensive web-links to support research development, and provides access to RCBN's journal and papers.

The Network continues to welcome information on research training courses or materials which may be relevant to research and user colleagues, and also suggestions for future activities which would contribute to developing research capacity in teaching and learning.

RCBN's regular journal includes many worthwhile articles on methodological and related issues. See the website at [www.cardiff.ac.uk/socsi/capacity](http://www.cardiff.ac.uk/socsi/capacity) or contact Helen Taylor ([taylorh1@cardiff.ac.uk](mailto:taylorh1@cardiff.ac.uk), 029 2087 5345) for further information.

## Annual TLRP Conference 2002

The conference this year has been designed to enable user and researcher colleagues who are directly involved in TLRP networks, projects and associated activities to take stock of present achievements and to begin to explore some key integrative themes across the Programme as a whole.

The conference begins with an exchange of information on key developments in relation to each TLRP activity. Phase I networks will be able to share preliminary findings. Phase II projects are more likely to offer examples of research in progress, such as design and intervention strategies, data collection and analysis techniques, evolving theoretical and interpretive frameworks, or approaches to user engagement.

The second day will enable us to identify and discuss the major themes which are associated with each of the Programme's aims. This addresses a major strategic challenge concerning how we should focus our efforts to maximise the coherence, relevance and added value of the Programme as a whole.

By the end of the conference, we hope that we will have learned much from each other and developed further a collective sense of purpose for the Programme as a whole. We will also review and plan further opportunities for support and synergy across the Programme. On this occasion, the conference will be held in Cambridge (23/24th September).

## Phase I Network Conference

TLRP's four Phase I Networks held their own conference on 18/19th June at Bakewell, Derbyshire. Twenty-one participants, users and researchers, attended. The focus of the first day was on explaining the progress of their projects, identifying common ground and sharing good practice. This proved to be very productive and intensive, with discussions continuing long into the evening. The second day was spent drawing out common issues, and in exploring ideas about the value of networks. Final recommendations included the establishment of a Phase I promotion group to share ideas on dissemination and impact, and to facilitate communication with politicians and policy-makers. A further report on the activities and outputs of the Networks is planned for the next issue of the Newsletter.

## [www.tlrp.org](http://www.tlrp.org)

The TLRP website has been redeveloped with an eye to the future. In particular, building on the years in which the Programme has gradually been established, we are now expecting an increased flow of research outputs from projects and a greater number of site-visits by users of educational research. We also now need to work more systematically at themes across the Programme as a whole. With such developments in mind, the website now provides direct leads to aims, projects, themes, events, publications, links and management, as well as facilities for news, searching, registering, making contact and participating in WebBoard discussions. Research findings from individual projects are to be expected appear first on each specific project website, and these are easily accessible from <http://www.tlrp.org>. More generally, pages relating to each of the Programme's aims are expected to become important organisational devices on the site. These have been designed to provide access points for both developmental work (such as thematic discussions) and for the dissemination of more integrated, cross-Programme research findings. For this purpose, TLRP aims are represented in terms of: learning outcomes, lifecourse, synergy, capacity, transformation and impact.

Website development will continue over the years, for we see it as a major resource for networking, engagement and dissemination. Comments and suggestions regarding the new site are very welcome (please contact John Siraj-Blatchford on [js303@cam.ac.uk](mailto:js303@cam.ac.uk)).

## Research Fellowship opportunities

The excellent opportunities provided by this DfES supported scheme are available for a third time. Fellowships are targeted at serving educational practitioners (eg: school teachers/heads/FE principles/lecturers/managers/LEA or other policy advisors, professional trainers, etc) who might want to study for a research doctorate whilst also continuing in their current post. Aimed at enhancing educational research capacity by drawing on colleagues with considerable professional experience, this generous scheme provides an opportunity for practitioners to develop research expertise in association with existing TLRP projects and thus with some of the leading UK research teams.

Further details and how to apply for fellowships are available from the ESRC website at <http://www.esrc.ac.uk/fundingopps.htm>. The closing date for this round is Monday 4th November 2002.

In the previous round, the results of which were recently announced, fellowships were awarded to Jennifer Brookes (Henleaze Junior School, Bristol), *Provision for More Able Pupils at Secondary Transfer*, attached to Martin Hughes' project *Home-School Knowledge Exchange*, and to Robin Bevan (King Edward VI Grammar School, Chelmsford), *From 'Black Boxes' to 'Glass Boxes': the application of computerised concept mapping in schools*, attached to Mary James' project, *Learning How to Learn*.

# The New Core Programme Team

A new Team,  
co-ordinated from Cambridge,  
began work in May 2002



Professor Andrew Pollard (Programme Director) leads the overall research effort and engagement with users. He is responsible for the co-ordination of the Core Team and, in particular, for projects in the Higher Education sector. He is also a team member of the TLRP project on *Home and School Knowledge Exchange and Transformation*. He is based in the Faculty of Education, University of Cambridge. (ajp67@cam.ac.uk)



Dr Mary James (Deputy Programme Director) is also from the University of Cambridge. She is particularly concerned with Phase 1 Networks and Phase II projects on school education. Combined with her present work as Director of the TLRP project, *Learning to Learn*, she works exclusively on the Programme. (mej1002@cam.ac.uk)



Dr Kathryn Ecclestone (Associate Director) supports work in the FE/Post-16 sector, including adult, community and family education. You may be interested in her book, *Learner Autonomy in Post-16 Education* (2002, RoutledgeFalmer). Kathryn is seconded to TLRP part-time from the University of Newcastle, School of Education. (Kathryn.Ecclestone@ncl.ac.uk)



Dr Alan Brown (Associate Director) supports work in the area of workplace and lifelong learning. See his *Review of Vocational Education and Training Research in the UK* (with Ewart Keep) (2000, European Commission). He also coordinates TLRP's European liaison activities. Alan is seconded part-time to TLRP from the Institute for Employment Research, University of Warwick. (alan.brown@warwick.ac.uk)



John Siraj-Blatchford (Associate Director) has particular responsibility for coordinating the development of the Programme's ICT infrastructure and for work on ICT in teaching and learning across the Programme. See his website [www.educ.cam.ac.uk/staff/jsb.html](http://www.educ.cam.ac.uk/staff/jsb.html). John is based at the Faculty of Education, University of Cambridge. (js303@cam.ac.uk)



Dr Lynne Blanchfield (Research Associate and Programme Office Manager) is responsible for the office systems in Cambridge and for carrying out research and administrative activities in support of the programme teams, projects, events and publicity. (Lsb32@cam.ac.uk)



Suzanne Fletcher (Programme Secretary) maintains the office systems and fulfils many core administrative roles on behalf of the Programme, including the organisation of major programme events. She is the first point of contact for enquiries regarding TLRP activities. (sf207@cam.ac.uk)

## Your contact details

We are currently checking and updating our database. Please use the address sheet enclosed with this issue to check your contact details and newsletter requirements, and return the amended sheet to us. Alternatively, you can email amendments or requests to Suzanne Fletcher (sf207@cam.ac.uk).

To join our database and routinely receive future copies of the Newsletter, you can register on the website ([www.tlrp.org](http://www.tlrp.org)). Further copies of this newsletter (and previous editions) are available from the Programme Office whilst stocks last, or can be printed directly from the Programme website.

## The Programme

The primary aim of the Teaching and Learning Research Programme is to support research which will lead to improvements in outcomes for learners of all ages, in all sectors and contexts of education, training and lifelong learning throughout the UK. The Programme comprises a number of large-scale research projects and other related activities designed to achieve that aim, co-ordinated by the Programme Office in Cambridge. Over £26 million in funding has been provided by the Higher Education Funding Council for England (HEFCE), the Scottish Executive, the Welsh Assembly, the Northern Ireland Executive and the Department for Education and Skills (DfES). TLRP is managed on their behalf by the Economic and Social Research Council (ESRC).

Strategic management of the Programme rests with a Steering Committee of practitioners, academics and other users chaired by Professor Sir David Watson, Director of the University of Brighton. Please see the Programme Website for a full list of members.

### Contacts:

Suzanne Fletcher, TLRP Programme Office,  
Faculty of Education,  
Shaftesbury Road,  
Cambridge CB2 2BX  
Tel: 01223 369631 Fax: 01223 367711  
Email: sf207@cam.ac.uk

Gary Grubb, Programme Manager,  
Economic and Social Research Council,  
Polaris House,  
North Star Avenue,  
Swindon SN2 1UJ  
Tel: 01793 413086 Fax: 01793 413070  
Email: Gary.Grubb@esrc.ac.uk