

# This year's conference papers: October 2019-September 2020

This year's conferences were a mixed bag of cancellations, postponements and online versions, along with a few events that went ahead as planned before the Covid-19 pandemic. CfLaT members were busy in all arenas, presenting and discussing a variety of research.

Cancelled conferences included the annual meetings of the British and European Research Associations, BERA 2020 and ECER 2020, where CfLaT members are always active. CfLaT colleagues who had had their papers, workshops and symposia accepted included Maria Mroz, Pam Woolner, Liz Todd, Karen Laing, Lucy Tiplady and Alison Whelan. The Association for Teacher Education in Europe's spring conference that Maria Mroz, Heather Smith, Kim Cowie and Hanneke Jones planned to attend has been postponed, as has their annual meeting, where Hanneke was to chair a symposium. The paper that Sam Shields had accepted for the BSA Bourdieu Conference 2020 in Barcelona was titled, perhaps presciently, "'I don't want to make friends with anyone': a Bourdieusian analysis of how social class mediates attitudes towards friendship when starting university".

More positively, please find below details of the papers that CfLaT members were able to present, either remotely or in person, this year:

Bingham, S. & Koglbauer, R. (2020): Investigating the impact of NPQs on leadership and pupil outcomes. BELMAS Rig, June 2020.

Fletcher, E & Tiplady, L. (2020) Practical methods to use participatory and visual methods in practitioner research. Institute of Outdoor Learning North West Conference, University of Cumbria, January 2020

Koglbauer, R. (2020): Transition in challenging times: modification to the national language curriculum and its impact on HE languages. InnoConf2020, September 2020.

Koglbauer, R. & Carroll-Meehan, C. (2020): School-centred initial teacher training – SCITT. One of many routes into teaching in England. Vilnius Government Education Forum, Lithuania, July 2020.

Koglbauer, R. & Shanks, D. (2019): Language Advocacy. NCELP conference, British Academy, London, November 2020.

Menter & Tiplady. (2019) Co-produced approaches to evaluating the impact of Forest School. ESRC Festival of Social Science, Newcastle University, November 2019.

Robson, S. (2020) Evolving conceptions of Internationalization at Home. The International Virtual Exchange Conference, Newcastle University, September 2020.

Satar, M. & Seedhouse, S. (2020): Evaluating Learning in Real-World Digital Environments. Interaction Design and Children (IDC) Conference, June 2020.

Dodds, C. B., Kharrufa, A., Satar, M. & Whelan A. (2020): Virtual Exchange facilitated by interactive,

digital, cultural artefacts: Communities, Languages, and Activities App (ENACT). International Virtual Exchange Conference (IVEC), September 2020.

Satar, M., Ganassin, S. & Li, S. (2020): Internationalisation in Chinese Higher Education in the time of the Belt and Road Initiative: The experience of Harbin Institute of Technology. International Virtual Exchange Conference (IVEC), September 2020.

Satar, M. & Hauck, M. (2020): Differential learner skills in Virtual Exchange: digital equity revisited! L2DL 2020: Critical Transnational Dialogue and Virtual Exchange, October 2020.

Tiplady, L. (2020) Evaluating impact: a theory of change approach. Institute of Outdoor Learning North West Conference, University of Cumbria, 10th January.

Tiplady, L. (2019) Impacting on young people's wellbeing through Forest School: the Breeze Project. Forest School Association Annual Conference, Surrey, 11th-13th October 2019.

Tiplady, L. (2019) Evaluating the impact of Forest School: a Theory of Change approach. Forest School Association Annual Conference, Surrey, 11th-13th October 2019.

Whelan, A. & Thomas, U. (2020) Project Based Learning: Going Places, Meeting People, and Doing and Making Things, Imagining Better Education Conference 2020, Durham University, September 2020

Woolner, P. & Thomas, U. (2019) Space to breathe: developing school outdoor space through community action, ESRC Festival of Social Science, Newcastle University, November 2019.



# CfLaT

Research Centre for Learning and Teaching

# NEWSLETTER

September 2020

Issue 37

## CfLaT Headlines

Double celebrations are planned for promotions to Professor for two CfLaT colleagues: Jill Clark from Principal Research Associate to Chair and Simon Gibbs from Reader to Chair. Congratulations to you both!

Pam Woolner was an invited speaker at a recent, Westminster Education Forum event, held remotely on 15 Sept: 'Next steps for school buildings in England rollout and delivery, serving local needs, and the future for design, construction and adapting schools in the wake of Covid-19'

Simon Gibbs and Julian (Joe) Elliott (Durham) have a new paper 'The dyslexia debate: life without the label' in Oxford Review of Education, 46(4), 487-500. <https://doi.org/10.1080/03054985.2020.1747419>

THE shortlisted project, ROMtels, has pedagogical resources available, and the research team is keen to know how teachers and teacher educators are using them - see: <https://research.ncl.ac.uk/romtels/>

A new CfLaT publication, Forest School for Wellbeing: supporting children and young people with social and emotional needs, is available to download: <https://www.ncl.ac.uk/cflat/publications/guides/> See p.2 of this issue for more information.

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# ROMTELS SHORTLISTED FOR THE AWARDS 2020

The ROMtels research project has been shortlisted for this year's Times Higher Education Awards, the 'Oscars of Higher Education', as Research Project of the Year: Arts, Humanities, Social Sciences.

ROMtels (Roma-Translanguaging-Enquiry-Learning-Space) is a languages for dignity approach to improve education for Roma pupils from school to University. The ROMtels research team (Heather Smith and Lydia Wsocki, Newcastle University; Leena Robertson, Middlesex University; Nathalie Auger and colleagues, Université Paul-Valéry Montpellier; Nicu Gal and colleagues, People-to-people foundation, Romania; Fred Dervin and colleagues, Helsinki University; Westgate Hill Primary School, Newcastle-upon-Tyne) are all delighted, as are the Roma families we worked with! A special thanks to Zaneta Karchnakova for her endless enthusiasm and support.

The original ROMtels project led to improvements in the educational experience of Roma children across Europe. It employs an inclusive pedagogy called translanguaging, which enables pupils to draw on all of their languages in the pursuit of learning. This led to demonstrable and significant increases in the pupils' achievement and attendance at school, and in vastly improved school-parent relations. Later application of ROMtels research played a role in the prevention of harm for Roma pupils.



As a result of continued reciprocal relationships with Roma families in Newcastle, in 2019 we opened Newcastle University to local families from Slovak, Czech and Romanian Roma communities as an inclusive and safe place where their multilingualism is acknowledged and valued.

For more information and updates, contact Heather. [Smith@ncl.ac.uk](mailto:Smith@ncl.ac.uk)

## CoReD website now live

CfLaT's European-funded project, Collaborative ReDesign with Schools (CoReD) now has a website: <https://www.ncl.ac.uk/cored/>

There are details of the project, and the international partners, plus downloads of the tools we are developing for schools to use to think about and change their space. Contact [U.Thomas@ncl.ac.uk](mailto:U.Thomas@ncl.ac.uk)



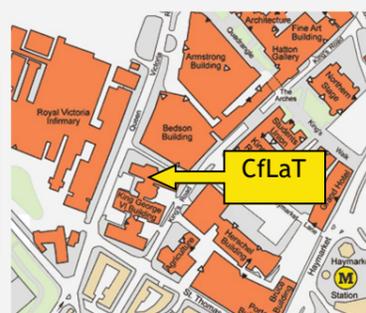
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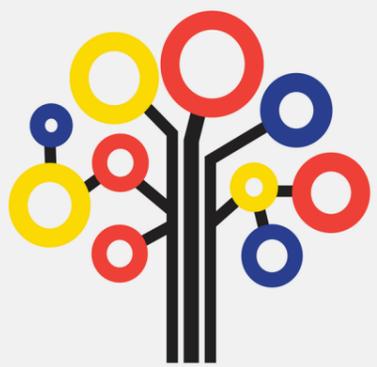


# CfLaT

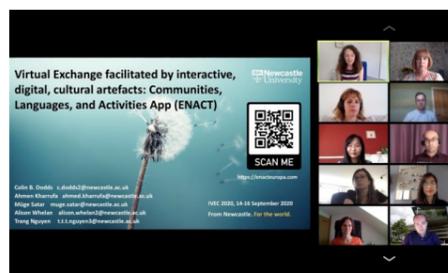
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# CULTURAL EXCHANGES AT IVEC 2020



The International Virtual Exchange Conference (IVEC) is the largest and most prominent event on virtual exchange, providing a forum for anyone interested in technology, international education, and new pedagogies. This year almost 500 delegates were hosted online by Newcastle University's School of Education, Communication and Language Sciences from 14-16 September.

Research teams from ECLS presented workshops on two projects. The first, *Virtual Exchange Facilitated by Interactive, Digital, Cultural Artefacts: Communities, Languages, and Activities App*, presented a model of virtual exchange facilitated by interactive, digital, cultural artefacts created using a progressive web-app developed by the EU-funded ENACT project team. During the workshop, CflaT members Muge Satar and Alison Whelan

demonstrated the web-app. They proposed a virtual exchange model for Higher Education that incorporates ENACT activities as part of an online intercultural exchange due to commence in Autumn 2020 with Newcastle University MA Applied Linguistics and TESOL students. The session helped participants to learn how to use the app, and develop an understanding of how innovative technologies can facilitate deeper, immersive virtual intercultural exchange experiences.



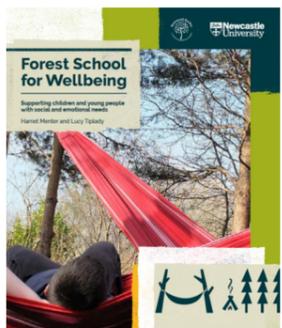
The second workshop, *Language Learning While Cooking: A Virtual Exchange Workshop*, was partly delivered from iLab, our digital kitchen in King

George VI Building. Alison Whelan used the Linguacuisine app to cook a Catalan recipe, suquet de peix amb pèsols, supported via Skype by our Catalan colleague in Barcelona. He simultaneously used the app to cook Vietnamese egg coffee, or ca phe trung, assisted in his pronunciation by a Vietnamese PhD student in iLab. The workshop demonstrated the effectiveness of the app in enabling language learning through cooking, and the benefits of virtual exchange. As they cooked, they discussed the cultural and societal aspects of the ingredients, the finished dishes and the vocabulary. This led to a much richer experience than simply cooking along to the app at home. The team is hoping to develop these virtual exchange possibilities in the future, and would welcome ideas and suggestions from schools, teachers or language learners who would like to be involved.

Contact [linguacuisine@gmail.com](mailto:linguacuisine@gmail.com)

# FOREST SCHOOL FOR WELLBEING

A new publication, *Forest School for Wellbeing: supporting children and young people with social and emotional needs*, shares two years of co-produced research between Lucy Tiplady, Newcastle University, and Harriet Menter, Scotswood Garden.



*Forest School for Wellbeing* is aimed at schools and providers of children and young people's services. It was funded by Newcastle University Social Justice Fund and is being distributed to all Special Educational Needs and Disabilities Co-ordinators in Newcastle schools. It is available on-line at: <https://www.ncl.ac.uk/cflat/publications/guides/> "There's more to life than what you think, in a really good way... You can set your mind free." (Year 9 student)

For more information, contact: [Lucy.Tiplady@ncl.ac.uk](mailto:Lucy.Tiplady@ncl.ac.uk)

# Outdoor Learning Research Hubs - update

The measures relating to the Covid-19 pandemic have had a significant impact on many aspects of outdoor learning, but it is clear that outdoor learning could make a significant contribution in supporting many children and young people in a post-Covid world.

This summer, Jill, Lucy and Eric collaborated with Heather Prince and Chris Loynes, University of Cumbria, on an online survey to explore the functions, benefits, aspirations and priorities of the OL Research Hub network.

For more information about the Hub or this survey contact [Lucy.Tiplady@ncl.ac.uk](mailto:Lucy.Tiplady@ncl.ac.uk) or [Eric.Fetcher@newcastle.ac.uk](mailto:Eric.Fetcher@newcastle.ac.uk)

# INTERNATIONALISATION AT HOME POST-COVID

Sue Robson has been researching Internationalisation at Home (IaH) for over a decade. This year, with the Covid-19 crisis drastically cutting global mobility, and growing calls for more climate-neutral forms of academic exchange, does IaH have a new relevance?

Sue was co-lead of a special interest group on internationalisation in the European Educational Research Association, and Principal Investigator of an Erasmus+ Project, Approaches and Tools for Internationalisation at Home (<https://research.ncl.ac.uk/atiah/>). More recently as Visiting Professor to the Pontifical Catholic University of Rio Grande do Sul (PUCRS), Brazil, Sue was Project Coordinator of a nationally funded project on IaH.

The International Virtual Exchange Conference (IVEC) 2020, generated lots of discussion around the role of virtual exchange in IaH. A symposium involving Sue, Tony Young, Alina Schartner, Muge Satar, and Sara Gannassin from Newcastle University, together with CflaT research partners Marilia Morosini and Adriana Kampff from PUCRS in Brazil, and Song Li from Harbin Institute for Technology, explored conceptual and practical un-

derstandings of internationalisation and considered the ways in which virtual exchange might provide an ideal context for sustainable and equitable international experiences. Examples from projects conducted in Europe, Thailand, Brazil and China were shared to demonstrate ways of enhancing internationalisation as a global engagement agenda.

Sue's paper (see also p.4 of this newsletter) explored IaH as an inclusive approach to internationalization, and argued that IaH can help to address the inequalities inherent in market-driven and mobility-oriented approaches. IaH can serve as a means to ensure that all students and staff can experience the underlying social, academic and intercultural learning benefits of an internationalised and intercultural university experience. She argued the need for more empirical studies that include both top-down and bottom-up development of the concept to establish a common language around IaH and inform the systemic adoption of inclusive and equitable policies, practices, pedagogies and learning outcomes to support IaH.

For further information: [Sue.Robson@ncl.ac.uk](mailto:Sue.Robson@ncl.ac.uk)

## RESEARCH SEMINARS (Autumn 2020)

This term we are replacing the CflaT Research Teas with virtual seminars that will provide an opportunity for staff, postgraduate students and other interested parties to get together remotely to discuss current research. The seminars will begin with presenters introducing an aspect of their research to be discussed by the group.

Please email [pamela.woolner@ncl.ac.uk](mailto:pamela.woolner@ncl.ac.uk) for the Zoom link and passcode for these meetings:

10-11am, Thursday 22 October: Pam Woolner and Heather Smith, CflaT - Two European projects - ROMtels and CoReD

10-11am, Thursday 19 November: Karen Laing, CflaT - What is Newcastle University doing about widening participation? Karen, Senior Research Associate, will present the plans for evaluating widening participation activity using a theory of change approach, outlining some of the early learning from the planning process.

For further information on CflaT research teas and seminars and/or if you are interested in discussing some of your own research please contact [Lucy.Tiplady@ncl.ac.uk](mailto:Lucy.Tiplady@ncl.ac.uk). Information is also available from the Centre website (<https://www.ncl.ac.uk/cflat/news/teas/>)

# Hello, Laura

In CflaT, we are welcoming our new placement student, Laura Bowes. This is currently happening in a virtual way - but we hope to meet in person one day!

My name is Laura Bowes and I am from Leeds but I live in Newcastle during my placement year. I chose to undertake a psychology degree to learn new skills and gain practical experience, which I believe will be a fundamental building block for when I progress to full time employment.



Academically, I have taken a keen interest in Developmental Psychology, Social Psychology and Clinical Psychology. Career-wise, I am interested in Play Therapy, Educational Psychology and Primary Teaching. Personally, there isn't much that I don't enjoy. However, I have always hugely liked playing the piano, art, dancing and travelling with my family and friends.

I am looking forward to becoming increasingly involved with the team at the CflaT and hopefully leave a lasting impression on the colleagues that I work alongside and the projects that I become involved with.

Contact Laura: [l.j.bowes@ncl.ac.uk](mailto:l.j.bowes@ncl.ac.uk)

