

CoReD - distanced collaboration, some school redesign...



One of CfLaT's EU-funded projects, CoReD - Collaborative ReDesign with Schools, led by Pam Woolner and running from 2019, is now in its final year. The partners have all managed some collaborations with schools looking to reconsider their use of space, but the challenges of the last two years have affected how that has happened.

The project partners, spread across six European nations, are all established school environment researchers, some from education backgrounds, some from architecture and design. They have all developed methods for planning and evaluating educational spaces, usually with school user involvement. During the lifetime of the project, a suite of stand-alone tools, based on these methods, that school communities can download from the project website and use without researcher assistance, is being trialled and further developed.

The intention was always to have regular virtual partner meetings, but who expected Zoom to become quite such an everyday chore..? And, over the past two years, we have inevitably spent quite a lot of each meeting talking about whose schools are shut, whose partially open and are any receiving visitors...?! Early on we were very thankful to have a Swedish partner!

The CoReD project partners are a diverse group, united by their interest in educational space. Based at the University of Iceland, in Reykjavik, Anna Kristín Sigurðardóttir and Torfi Hjartarson have a tool to support self-evaluation for school leaders and teachers. In Denmark, historian of education, Lisa Rosén Rasmussen has teamed up with designer Bodil Bøjer to develop a tool that uses a school community's engagement with the past to inform the present and future. CoReD's Swedish partners, Anneli Frelin and Jan Grannäs, have taken the 'walk-through' method initially developed by architects to create a Pedagogical

Walk-through for teachers. In the South Tyrol region of Italy, Ulrike Stadler-Altman is building on partnerships she has developed with innovative school principals in this unusual multi-lingual, mountainous area. She is focusing on a tool to assess the detail of how spaces within a school are used in practice.



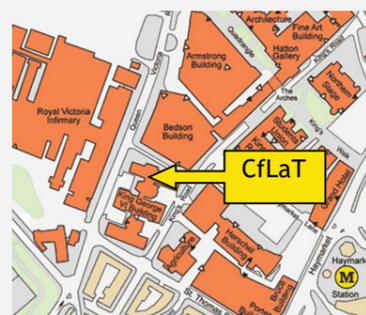
Particularly looking at the student experience is Survey on Students School Spaces (S3S), developed by the Portuguese partners from the University of Coimbra, led by Carolina Coelho and drawing on expertise from architecture, geography and educational sciences.

Dodging lock-downs and closures, CfLaT's Ulrike Thomas, Lucy Tiplady and Pam have been helping a number of North East schools choose and use these tools. Almost ready to report on their new school building are the sixth formers of Ponteland High, who have been taking a 'students as researchers' approach to S3S. The focus groups they have organised with younger students will be complemented by a Pedagogical Walk-through by staff.

Amazingly, CoReD did manage to hold a project meeting in Reykjavik in October 2021. It was lovely to meet IRL - in real life - and also to visit the new school, Stapaskoli, where Anna Kristín and Torfi have also used the Pedagogical Walk-through (read about it here: <https://www.mdpi.com/2075-5309/11/11/503>).

Keep your eyes on our website as case studies of these projects are added: <https://www.ncl.ac.uk/cored/> and for more information contact U.Thomas@ncl.ac.uk or Pamela.Woolner@ncl.ac.uk

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CfLaT
Research Centre for Learning and Teaching

NEWSLETTER

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CfLaT Headlines

Lydia Wysocki has contributed five sections (applied comics, culture industry, reading, reception, reproduction) to a new comics publication: 'Key Terms in Comics Studies' edited by Erin La Cour, Simon Grennan, Rik Spanjers. Palgrave Macmillan: <https://link.springer.com/book/10.1007/978-3-030-74974-3#about>.

Heather Smith has submitted written evidence to the UK Parliament Education Committee's call for evidence in relation to Education Challenges facing children and young people from Gypsy, Roma and Traveller backgrounds.

Pam Woolner has been guest co-editing a Special Issue of the journal 'Buildings' with Dr. Paula Cardellino, Universidad ORT Uruguay. The Special Issue, 'Learning Environment Design and Use', is now complete with eight cross-disciplinary, open access articles: https://www.mdpi.com/journal/buildings/special_issues/Learning_Environment

David Leat and the CfLaT PBL team are planning a conference with the Northumbria Police Violence Reduction Unit (VRU) on Project Based Learning in Alternative Provision on March 30th, provisionally in person at the university - for more info, closer to the date, email: eric.fletcher@northumbria-pcc.gov.uk

Sam Shields has just seen her book published: Working Class Female Students' Experiences of Higher Education: Identities, Choices and Emotions. Available in bookshops, but also as a download here: <https://link.springer.com/book/10.1007/978-3-030-88935-7>



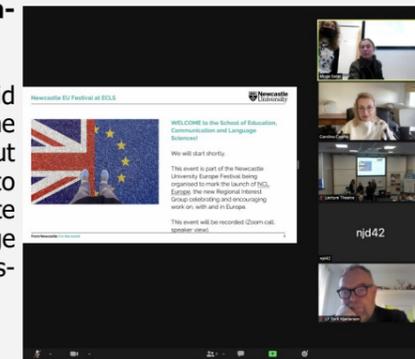
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NEWCASTLE UNIVERSITY EUROPE FESTIVAL

The Europe Festival 2021 was intended to showcase the breadth, depth and importance of Europe-related research across the University. In November, it came to the School of Education, Communication and Language Sciences - and featured a number of CfLaT projects.

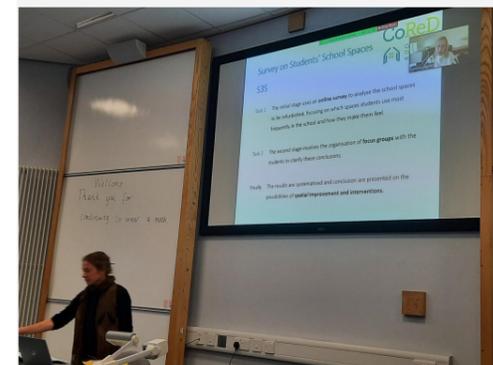
The event, on 10 November was a hybrid happening, with both in-person and online attendees, who were keen to hear about our work in, on and with Europe, and to explore ways in which we can collaborate on future EU-related activity. CfLaT's Müge Satar was host, managing the hybrid discussion very effectively



Heather Smith gave a 'Lightning Talk' about ROMtels (Roma Translanguaging Enquiry Space: <https://research.ncl.ac.uk/romtels/>), explaining briskly how the project improves education for Roma pupils and their families.

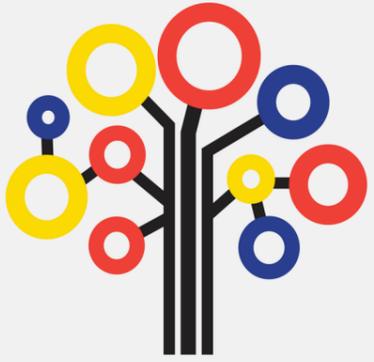


Progress on Muge's ENACT project was presented by Muge, Paul Seedhouse and Alison Whelan. They explained how they are facilitating language learning through cultural sharing - centred on the fantastic project website (enacteuropa.com).



Pam Woolner and CfLaT psychology placement student, Liz Przyborski, were there in person to talk about CoReD (Collaborative ReDesign with Schools: <https://www.ncl.ac.uk/cored/>). They were joined virtually by CoReD partners Torfi Hjartarson, connecting from Iceland, and Carolina Coelho, online from Coimbra in Portugal, which really added some European flavour to the event.

For more information on any of these projects, see their websites. More on CoReD on p.4 of this issue of the CfLaT newsletter!



LEVERHULME RESEARCH FELLOW, DEBBIE RALLS, DESCRIBES HER WORK WITH YOUNG PEOPLE

Debbie Ralls has recently joined ECLS as a lecturer. She has a background in Further Education and research interests close to many of us in CfLaT.

In her Leverhulme research, Debbie explores the importance of relational approaches to education policy and practice in the development of more inclusive places and economies. The need for policymakers to redefine approaches to education that focus on individual examination results and employment outcomes is something that Debbie sets out to highlight, looking for case studies of pedagogy, curriculum and governance where children and young people are positioned as experts in their own lives and, importantly, current active citizens and decision makers with the ability to make positive changes in the places where they live.

Debbie has been working on two forthcoming book chapter publications that discuss these issues and foreground the expertise and experiences of young people, suggesting how our recovery from the global pandemic can be viewed as a catalyst for change

that presents us with an opportunity to actively engage children and young people as citizens and decision makers for a more inclusive, socially just society.

Writing for the New Handbook of Children's Participation, Debbie co-authors a chapter with young people from The Horsfall, a gallery attached to 42nd Street, a Mental Health Charity based in Manchester that supports young people aged 11-25 years with their emotional well-being and mental health (<https://www.42ndstreet.org.uk/>), and the gallery's Creative Producer, Rod Kippen.

Their chapter, 'The Future Is Ours: Young People and the Inclusive City' explains how, during the Covid-19 pandemic, young people from The Horsfall created The Future Is Ours festival. The festival celebrated young people's creativity, voice and action in the extremely challenging context of a global pandemic and featured original artworks by over 130 young people shared online and on billboards and street posters across Manchester.



In the chapter, three young people share the process of creating and publicly sharing their artwork. Millie, Noor and Sophia explain how the approach to learning and artistic practice used by The Future is Ours festival provides a space of possibility for art and education in the city to be reimaged as a participatory, collective endeavour.

Millie reflects on her street billboard: "The overall message is made front-and-centre: although this time has presented challenges, especially for working class people and communities of colour, we have 'bloomed' from the struggles and that should be celebrated."

Contact Deborah.Ralls@ncl.ac.uk

QUESTION: IS ANNA REID STILL WALKING DOGS?

Previously full-time in ECLS, Anna Reid is still involved with the EPGCE and EdD, but you might have wondered what else she gets up to...?

The answer is that she's a partner in a successful business that offers 'Learning Dogs' to support young people and adults with their learning and well-being.

Find out more on the company's recently updated website: <https://www.k-9comprehensive.co.uk/>

Anna invites you to get in touch if you think these services can be of use to students and staff or teaching and learning in your school, college, group or organisation.

Contact: anna.reid1@ncl.ac.uk or hello@k-9comprehensive.co.uk



Hybrid event to launch VEO book

Dave Hill to speak

The Video Enhanced Observation (VEO) Research Event was held in ilab:learn B83 in KGV Building on Thursday 16th December. This was an innovative hybrid event, presented live from ilab:learn but with online speak-

ers and participants from all over the world joining us.

The event was held to mark the launch of our new book on the VEO app, available at <https://www.bloomsbury.com/uk/video-enhanced-observation-for-language-teaching-9781350085039/> which is edited by Paul Seedhouse and features chapters by ECLS colleagues Jon Haines, Paul Miller, Steve Walsh, Alison Whelan and Saziye Tasdemir. The VEO app was developed in ECLS and the book shows how it has been implemented in teaching/teacher training settings around the world.

You can find the film of the event on YouTube at <https://youtu.be/uF995oNG6Xc>

For more information, contact: Alison.Whelan2@ncl.ac.uk



CfLaT RESEARCH TEAS & SEMINARS (Spring 2022)

This term we are hoping to offer a mix of virtual and in-person CfLaT Research Teas and seminars to provide an opportunity for staff, postgraduate students and other interested parties to get together to discuss current research. All the sessions will begin with presenters introducing an aspect of their research to be discussed by the group. Feel free to join with tea or lunch in hand! Please email Lucy.Tiplady@ncl.ac.uk for the Zoom link and passcode for virtual meetings

1-2pm, Thursday 27 January: Dr Alison Whelan - ENACT: Learning Language Through Culture; via Zoom

4-5pm, Monday 14 February 4-5pm: Prof Dave Hill - Marxism, Activism and Education in Neo-Liberal and Neo-Fascist Times? in-person room tbc

1-2pm, Thursday 17 February: Kiz Crosbie, Mortal Fools - Theatre Co-Creation as an Artistic and Relational Practice; location tbc

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. Information is also available from the Centre website (<https://www.ncl.ac.uk/cflat/news/teas/>)

Professor Dave Hill is a Marxist academic and political and educational activist. In February, he is coming to Newcastle to give a guest lecture to the BA Education students, organised by Heather Smith. She's invited him to stay a little longer to contribute a special CfLaT seminar.

Dave has fought ten elections in England at local, national and European levels, been an elected trade union regional leader and was a Labour Group (Council) Leader. In terms of Direct Action, he has recently been tear-gassed while on anti-government demonstrations in Athens and Ankara and is an activist in TUSC (the Trade Unionist and Socialist Coalition) and in Left Unity.

He co-founded the Hillcole Group of Radical left Educators in 1989 and chaired it until 2001, founded the Institute for Education Policy Studies in 1989 and set up the Journal for Critical Education Policy Studies (www.jceps.com) in 2003. Since then, the free online peer-reviewed journal has been downloaded a million times and went into print production in 2012.

Dave is Research Professor of Education at Anglia Ruskin University, England, and Visiting Professor of Critical Policy and Equality Studies at the University of Limerick, Ireland, and Visiting Professor of Education at the Universities of Middlesex, London, England, and Athens, Greece.

For details on the CfLaT seminar, see the Research Teas & Seminars panel.

