

This Year's Conference Papers Oct 2012 - Sept 2013

- Clark, J., Laing, K., Tiplady, L. and Woolner, P. (2013) Making Connections, AHRC Connected Communities Showcase, March 12, London
- Clark, J., Laing, K. and Woolner, P. (2013) Making Connections: Theory and Practice of Using Visual Methods to Aid Children's Participation in Educational Research, ECER, September 9-13 2013, Istanbul
- Hall, E.; Robson, S; Woolner, P; Lofthouse, R. (2013) The Methodology Of Research Partnerships In Education: Approach, Design And Tools, ECER, September 9-13 2013, Istanbul
- Jones, H. (2013) Dialogue, Disagreement and Disaffection: squaring the circle, DPR13 conference, University of Greenwich
- Jones, H. (2013) Creative thinking in a Key Stage 1 Community of Enquiry, BERA, September 3-5 2013, Brighton
- Leat, D., Lofthouse, R. and Thomas, U. (2013) Changing the Conversation? Experiences of Supporting Enquiry Based Learning, BERA, September 3-5 2013, Brighton
- Lofthouse, R., Leat, D. and Thomas, U. (2013) Changing the Conversation? Experiences of Supporting Enquiry Based Learning, ECER, September 9-13 2013, Istanbul
- Lofthouse, R. and Thomas, U. (2013) Making sense of ITT mentoring practises; understanding the architecture of successful mentoring, TEAN; Teacher Education Advancement Network, Birmingham, May 18
- McHanwell S; Robson S; Hall, E; Grimwood, M.(2013) "Can you help me to raise the profile of teaching in this institution?" a case study from a UK university, ECER, September 9-13 2013, Istanbul
- Mazzoli Smith L (2013) Narrative Methods in Educational Research: an examination of family practices and beliefs in relation to academic giftedness. RIPLE: Research Institute for Professional Learning, Annual conference, 23 May, University of Cumbria.
- Mroz, M. (2013) Pre-service teacher education and the inclusion of children with language delay and speech language communication needs: 'Tweaking' or re-thinking practice? ECER, September 9-13 2013, Istanbul
- Pattison, S. (2013) School counselling: impact and evidence, BEST Emotional Health and Wellbeing Conference 6 March 2013, Bardon
- Robson, S. (2012) Internationalization to the Internationalization Committee, November, University of Wollongong, Australia.
- Robson, S. (2012) Internationalization, Assessment and Feedback, 12 November, Learning and Teaching Seminar Series, Durham University Business School.
- Robson, S. (2013) Internationalization to the Society of College, National and University Libraries (SCONUL) Conference, 11 December, London.
- Todd, L., Dyson, A., Laing, K., Kerr, K. (2013) Closing The Gap: School Use Of Dedicated Funding To Raise The Educational Attainment Of Children From Low-Income Families, ECER, September 9-13 2013, Istanbul
- Woolner, P., Clark, J., Thomas, U., Laing, K. and Tiplady, L. (2013) Teachers Preparing For Changes to Learning Environment and Practices in a UK Secondary School, ECER, September 9-13 2013, Istanbul

CfLaT Headlines

In June, Sue Robson was awarded of a UK National Teaching Fellowship by the Higher Education Academy (HEA). Fifty five fellows have been announced nationally this year.

Elaine Hall is moving on (see page 2 of this issue for details). To cover her teaching for this semester, Anna Reid, associate member of CfLaT and former KTP researcher, has stepped in as a visiting lecturer. A new lecturer will be appointed soon—more details should follow in our next issue.

Sue Robson has been awarded a Chair in Education as of 1st August 2013. Congratulations Professor Robson!

Lucy Tiplady has secured promotion from Junior Research Associate to Research Associate, reflecting her wealth of research experience.

Stop press! Staff from CfLaT (David Leat, Jill Clark, Ulrike Thomas and Lucy Tiplady) are part of a multi-disciplinary team who have recently been awarded funding from the AHRC. 'Co-curate North East: creating sustainable routes for North East communities to digitally transform and co-produce open cultural resources' is an 18 month project and our particular contribution is to the evaluation of the project.

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NEWSLETTER

CfLaT Showcase Event



On the 18th September we threw open the doors of King George VI Building (not that they are otherwise closed) for a CfLaT Research Showcase event.

Our raison d'être is to make a difference to policy and practice in education so this was a chance both to show off what we have already done and to advertise ourselves to new partners. We had two types of session: firstly those on what we do (Social and Educational Inclusion, Learning Environments, Professional Learning, Digital Communication and Innovative Pedagogies and curriculum) and secondly how we do it (Masters and Doctoral PG courses, Research Projects and Partnerships and Evaluation Project). In a nutshell we advocate educational outcomes that surpass, but don't ignore, the standards agenda.



We were delighted that the event was attended by about 100 people from schools and local authorities, the university and educational charities/third sector. The power points and other materials can be found here: <http://www.ncl.ac.uk/cflat/Showcase.htm>

EU MATHS PROJECT READY TO GO WATCH THIS SPACE...!

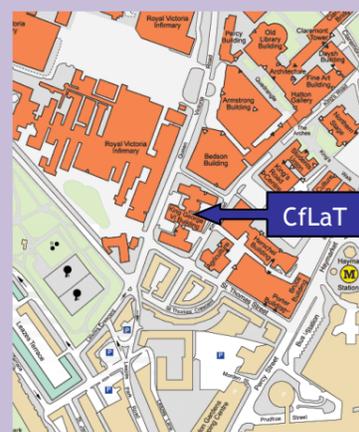
We are very excited to announce that we are entering the final stages of bidding and negotiation for a large (1.9 million Euro) collaborative research project through the European FP7 programme Science in Society.

The ambitious three year project: *Improving Progress for Lower Achievers through Formative Assessment in Science and Mathematics Education (FaSMEd)* aims to research the use of technology in formative assessment classroom practices in ways that allow teachers to respond to the emerging needs of low achieving learners in mathematics and science so that they are better motivated in their learning of these important subjects. The team includes several CfLaT colleagues: Jill Clark (PI and Co-ordinator), David Wright (Deputy Co-ordinator) Lucy Tiplady (Project Manager) and David Leat as consultant. Other partners in the project are: The University of Nottingham, Ecole Normale Supérieure De Lyon, National University Of Ireland Maynooth, Pädagogische Hochschule Freiburg, Università Degli Studi Di Torino, Universiteit Utrecht, African Institute for Mathematical Sciences Schools Enrichment Centre, Capetown.

We hope to announce further details in our next newsletter but meanwhile if you have any questions, contact Jill.Clark@ncl.ac.uk.

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CfLaT at ECER GETTING ENGAGED in Istanbul



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Over the week of September 9-13, more than 2300 researchers from 66 countries met in Istanbul to share and discuss their educational research at this year's European Conference of Educational Research. Researchers in many countries meet challenges to the free exchange of findings, thoughts and arguments. In this light we discussed the current and future challenges to our research, to education and thus to our societies.



And a sizable group of CfLaT members were there!

We presented papers, workshops and symposia (see listings

on page 4 of this issue). Liz Todd and Karen Laing renewed acquaintance with European colleagues through ECER's Inclusive Education network. Sue Robson similarly met up with others researching within higher education, while Rachel Lofthouse and Maria Mroz contributed to European debate on teacher education. Elaine Hall, with Sue Robson, facilitated a workshop on partnership. Jill Clark, with Karen Laing and Pam Woolner, gave the visual methods workshop another outing.

Pam Woolner presented a symposium on changing school learning spaces with colleagues from Iceland and Portugal. One of these educationalists, Anna Kristin Sigurðardóttir from Iceland will be visiting CfLaT in the New Year so look out for events with an Icelandic theme. Anna Kristin is interested in how open learning spaces in school are used so get in touch if you have an interesting (or awkward) space at your school: Pamela.Woolner@ncl.ac.uk

Goodbyeeeeeee...

Elaine Hall is about to move on from her lecturing position at Newcastle to take up a reader's post at Northumbria University. Here she says goodbye to CfLaT colleagues and friends.

I have been part of the Centre for Learning and Teaching for a long time and part of the Education School even longer than that. As I tell the tale, on that crisp January morning in 1997, I was only going to stay six months....

I've had the chance to work on over 30 research projects, to teach and supervise across the post-graduate programmes and to write papers and books with many of my lovely colleagues. There is always something new to read and think about, which is perhaps why I didn't notice the time passing. It's a wonderful place to work, made so by the people who come here as colleagues, as students, as collaborators on research and development projects and I often think, people who have come for something else, got lost and found a friendly place to sit. All of you have contributed to my learning, mainly by being ready to ask the difficult questions, explore the messiness of real learning and put away

heroic quantities of tea and cake.

So now I'm off – to work with colleagues at Northumbria who have built up an innovative learning environment and are keen to enquire and explore it. It's a fantastically exciting job for me and I can't wait – except that of course I didn't actually want to leave. I'm so aware of the lovely balance of comfort and challenge here and desperately afraid that I won't find it anywhere else.

When I shared this fear, it turned out that I didn't have to leave completely, so I won't. You will see me around, as a Visiting Lecturer, coming to Teaching and Learning in Higher Education cluster meetings and mooching in for a cup of tea. So long, but not farewell.....

Elaine



Rachel Lofthouse has started two new engagement projects, both based on the Coaching research undertaken by CfLaT in recent years.

The first is with The Hermitage Academy, Chester-le-Street, which was recently awarded Teaching School status. Their plan is to develop a team of skilled coaches from their own and alliance schools who can help colleagues to develop a more experimental and reflective approach to extending their teaching and learning repertoire. Rachel will work with the coaches over the course of the year to support them to develop their coaching practice.

Further afield Rachel has secured university development funds to support a small business offering extended speech and language therapy services to primary and pre-school settings in Derby. The therapists want to create a unique inter-professional video-based coaching model to work with teachers and teaching assistants integrating speech and language and pedagogic approaches. Both engagement projects help to extend our own working knowledge of the practices, principles and potential of coaching in educational settings.

For more information, contact Rachel.Lofthouse@ncl.ac.uk

EVALUATION OF 'THINKING DIFFERENTLY – YOUNG PEOPLE AND ALCOHOL'

This evaluation, led by Liz Todd, was commissioned recently by The Robertson Trust and the Joseph Rowntree Foundation.

The Thinking Differently – young people and alcohol partnership was launched in 2012 to trial innovative, preventative interventions designed to reduce alcohol related harm in Scotland. These recognise the role of parents, peers, mentors and the community in young people's decision making around alcohol. The evaluation of these interventions will take place over the next 3 years and will involve a collaborative, mixed method, theory of change approach.

Further information, contact Karen at k.j.c.laing@ncl.ac.uk



Marie Butterworth Prize

The Marie Butterworth prize, awarded annually in memory of this enthusiastic Deputy Head Teacher and former CfLaT research fellow, has been presented this year to Allison Haskayne for her outstanding MEd dissertation.

Allison's dissertation, *How children with special educational needs are best supported: empowering the voice of teaching assistants, centred on Teaching Assistants*. The enquiry considered how they were being directed by their Class Teacher and what impact they felt their interventions were having on the children they were working with.

At a research tea to present her work and receive the prize, Alison explained that "Giving our support staff the power to change pedagogy, and thereby raise the professional status of their role was key to find out the "real" story behind our children and what works best for them to become independent learners and achieve their full potential."

DIGITAL INTERACTIVE TABLETOPS AND EMOTIONAL WELLBEING

Sue Pattison has set up a new project at Murton Primary School, installing a digital interactive tabletop in their play therapy room.

This exciting new study is a collaborative project with Place2Be, the national children's charity, and will run from 3rd September 2013 to Easter 2014. The purpose of the research is to investigate how effective (or not) the use of digital table tops and the Magic Land software are in play therapy.

IPhd student, Olga Pyhkitina and Gavin Wood from Culture Lab developed the Magic Land software based on the underpinning concepts of play therapy which allows a child to make avatars, create comic books, pick, resize and rotate images as well as draw and colour in on an interactive tabletop.

The study involves:

- ♦ Collection of assessment, monitoring and

- ♦ review data for research purposes
- ♦ The keeping of therapist diaries/logs about their experience of using the software and technology and observations of the child's play
- ♦ Discussing child and therapist experiences of using the software in one to one interviews with the play therapists.
- ♦ Comparison of assessment and monitoring data with other data held by Place2Be on children who have not used the interactive tabletop.

The findings of this pilot study will be used to develop a bid for funding to carry out a larger scale study. This is exploratory research and one of Sue's aims is to move from tabletops to 'trays' to enable greater transportability.

For more information, contact Susan.Pattison@ncl.ac.uk



RESEARCH TEA TIMETABLE (Autumn 2013)

Research teas aim to provide an informal forum for discursive examination of emerging research themes and concepts.

Tea and cakes will be available from 3pm in the Centre base, room 2.50, with the session officially beginning at 3.15.

25th September 2013 – at the earlier time of 2.30pm

Dr Laura Mazzoli Smith: 'Giftedness' - its presence and absence in educational research

23rd October 2013

Professor David Leat and Professor Liz Todd: Social Renewal and the role of CfLaT

20th November 2013

Anna Reid: Taking Global Responsibility for Children

For further information on CfLaT research teas and/or if you are interested in discussing some of your own research at a tea please contact Lucy Tiplady: Lucy.Tiplady@newcastle.ac.uk

Dates for the Spring Term: 15th January 2014, 26th February 2014 and 26th March 2014

CONTRIBUTORS WANTED!

Learning and Teaching Update is our monthly Newsletter published by Optimus Publishing.

Each issue includes news, updates on policy and research, fund raising initiatives and case study articles highlighting good practice in teaching and learning. We are currently looking for contributions for future issues.

For more information contact Ulrike: U.Thomas@ncl.ac.uk

