

Impacting on young people's emotional wellbeing: a Forest School intervention

Researchers from CfLaT (Lucy Tiplady, Sam Shields and Liz Todd) have been awarded funding from the ESRC Impact Acceleration Account to work with Scotswood Natural Community Garden, Hawthorn Primary and Newcastle Bridges School to research the impact of a Forest School intervention on the wellbeing of children and young people currently unable to access mainstream education.



Scotswood Natural Community Garden is an award winning and innovative project providing a range of education, support, training, health and wellbeing services in an area in the highest 10% for income, health and crime deprivation in the UK (DCLG 2015).

Forest School uses regular outdoor sessions including bushcraft, games, child led exploration of nature and reflection to support children's learning and development. Sessions are designed to help children build their confidence and wellbeing, through providing them with fun, achievable challenges in a supportive environment,



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developing good relationships with leaders, and structured reflection throughout the programme, encouraging children to internalise positive self-narratives that emerge during sessions.

A theory of change (ToC) evaluation methodology is being used to provide the links between activities and outcomes in order to explain how and why change might occur. Using a co-production approach, school and Forest School staff work with the researcher to collaboratively observe, reflect and plan for sessions. This together with data from the schools' usual assessment practices is being used to measure impact.



An impact report will be produced in summer 2018 to disseminate findings to education and health professionals working with children and young people.

For more information please contact: Lucy.Tiplady@newcastle.ac.uk

CfLaT Headlines

The first NCL+ Advanced Award in Digital Storytelling, created as part of the Changing Stories project on widening participation to higher education, is about to commence with its first cohort of students. The award culminates in May with two presentation evenings where the students will play and discuss their digital stories. For further information contact laura.mazzolismith@newcastle.ac.uk

The 2017 Marie Butterworth Prize for Excellence in Practitioner Enquiry was won by Roger Edwards for research into MFL teaching. His mother collected the award - to find out why, see p.3



For an update on ACCOMPLISSH, the big European collaboration to enhance the impact of social science research, watch these videos: <https://www.accomplish.eu>. CfLaT's Karen



Laing appears in both of them!

Pam Woolner has been invited to be a keynote speaker addressing innovative educational spaces at Talking Spaces 8, an event at the University of Melbourne that brings together educators, architects, policy-makers and researchers from Australia and beyond. See <http://research.unimelb.edu.au/learnetwork/news-and-events/talking-spaces-8>

PROJECT BASED LEARNING POPS UP ON CAMPUS IN 2018

CfLaT has been researching and promoting Enquiry and Project Based Learning for a number of years, often with the twist of schools working with community partners in the process to give the projects greater authenticity.



We have often used the tagline 'Going Places, Meeting People and Doing and Making Things'. One of our landmarks has been producing the *Schools' Guide to Enquiry and Project Based Learning*.

SCHOOLS' AND PARTNERS' GUIDE TO COMMUNITY CURRICULUM MAKING THROUGH ENQUIRY AND PROJECT BASED LEARNING



In the last year the connections between EPBL, widening participation and reducing educational inequality have been growing. Now we have successfully bid for funding to run six single week 'pop up' projects on campus in 2018. These will be challenging projects mostly devised by university staff and students. The target schools are those with high numbers who have the qualifications to progress to HE but fail to do so. Here is an example project:

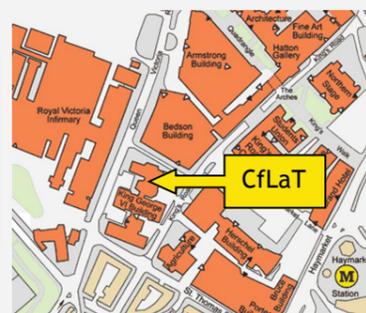
Cracking Cholera: This project is a collaboration between Berwick Record Office; Special Collections, Robinson Library, Newcastle University and Berwick Academy. The focus is on the cholera epidemics in Berwick in the mid-1800s and will involve a group of 20 Year 9 students working with original sources from death and census records to newspaper articles and official reports. The project is ambitious and will include visits to Berwick Record Office and Newcastle University where the students will undertake research using the archives and participate in a science workshop where they will become modern-day biomedical scientists and have to identify the cholera victims from a number of bacterial swab samples. The final products will include comics and a short film that will demonstrate what they have learnt- all of which will be presented to a range of audiences- both inside and out of school. And the timeframe for this amazing project? - 4 days!

For further information, contact: david.lead@ncl.ac.uk or u.thomas@ncl.ac.uk

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New EU Project

David Leat, Eric Fletcher and Laura Mazzoli Smith are involved in a new European grant, awarded by EIT Health, for the project *A narrative approach to improve citizens' ageing and well-being*.

With colleagues in the Institute for Ageing and Voice North, and a wider European consortium including partners from the Universities of Barcelona, Leyden, Copenhagen and Erasmus, along with E-seniors and Achmea, the team will design narrative-based training for professionals engaged in the care of older people. The over-arching aim identified in the EIT Health strategic agenda is to foster a paradigm shift to citizen-centred healthcare. The central place given to

older people's narratives in this project will create training to help professionals better understand the desires, needs and well-being of older people and so facilitate more collaborative choice-making. It is also directed towards policy-makers, with the aim of creating a wider understanding of how best to support and foster well-being in the lives of older people.

From an educational perspective, the project is exciting because personal narratives will be at the heart of the narrative-based approach to pedagogy, unusual in projects of this scale.

For further information contact laura.mazzolismith@newcastle.ac.uk

LANGUAGE POLICY

One of CfLaT's core members, René Koglbauer, has been actively involved in influencing national language policy.

His work led to Ofqual changing the grade boundaries for A-level languages for the top grades in summer 2017. Internationally, René led a Special Interest Group (SIG) on how language



associations can influence national and international language policy. The work of the SIG was ratified at the International German Teacher conference in Fribourg, Switzerland. It also contributed to the Fribourg Resolution on Language Policy, of which René was a co-author. See: <https://www.goethe.de/en/spr/mag/>

HELEN ADDRESSES ARTS ED. EVENT IN SWEDEN

On the 30th January Helen Burns will be giving a keynote speech: 'Imagining Imagination: beyond a magical perspective' at the Kultur I Vast conference in Gothenburg, Sweden. www.kulturivast.se/



Kultur I Vast is a regional cultural administration organisation, working with arts educators in Western Sweden's 49 municipalities. Up to 400 delegates are expected at the

event, which takes place in Filmstaden Bergakungen, using one of Sweden's two largest cinema screens. The conference focuses on media and information literacy with this year's theme being Arts and Culture in a Democratic Society.

Helen will discuss the necessity for imagination in supporting individual, democratic capacity to nurture optimism over despair. An exploration of the role of imagination in human development and a presentation of imagination as a fundamental aspect of cognition and metacognition will follow. The special relationship between art and imagination will be outlined as connected with mental imagery, metaphor,

'space', experience and transcendence. The core argument is that since art has a special role in supporting imagination, and imagination is cognitively fundamental and necessary for democratic well-being, we should be using art in education prolifically. The talk ends with suggestions for fine-honing this practice.

This work is built on Helen's research into imagination, art, metacognition and civic agency in partnership with Baltic, The Hatton Gallery and The Pier Arts Centre.

For more information, contact: helen.burns2@ncl.ac.uk

2017 MARIE BUTTERWORTH PRIZE FOR EXCELLENCE IN PRACTITIONER ENQUIRY

Roger Edwards has won the 2017 Marie Butterworth Prize for Excellence in Practitioner Enquiry.



Marie Butterworth was a keen advocate of teacher research, an active participant in a number of ECLS research projects, a CfLaT research fellow and a local deputy head teacher. ECLS makes this award each year in her memory to celebrate her enthusiasm and achievements.

Roger was a part-time Masters student while teaching languages (MFL) in a local school. His dissertation focused on the approach in schools to MFL listening, a challenging curriculum area. He carried out a case study of current approaches and resources, then experimented with various changes in both materials and methodology.

The award was presented at a CfLaT research tea on 17th January 2018. This was made a little more challenging because Roger is currently teaching English at a university in Ecuador. However, Roger was able to join us via Skype during his lunchtime break to tell us more about the research

process and his results. We were pleased to welcome Steve Jones, Marie's husband, to this event together with Elaine Edwards, Roger's mother who collected his prize.

There was plenty of good discussion, involving several CfLaT colleagues with research interests in language learning as well as Steve, who was previously a MFL teacher. Roger described how he is using his research findings to inform his current practice in a very different context in Ecuador.



RESEARCH TEA TIMETABLE (Spring 2018)

The CfLaT Research teas run monthly on a Wednesday from 3.45-5pm and are an opportunity for staff, postgraduate students and other interested parties to get together to discuss current research. The teas are intentionally informal and begin with light refreshments followed by presenters introducing an aspect of their research to be discussed by the group. We meet in the CfLaT base, Room 2.50, unless otherwise stated.

Wednesday 21st February: Catherine Kelly—Evaluating the North East Collaborative Outreach Programme

Wednesday 21st March: Shelley Pyne—Creative Participation with Looked after Children – researching communication tools for effective decision making in LAC reviews

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

Carving soap teeth to engage students

What has carving teeth out of soap got to do with formative assessment and effective learning? CfLaT's Steve McHanwell, Professor of Anatomical Sciences at Newcastle's Dental School, explains.

Learning about the detailed structure of teeth (tooth morphology) is a fundamental part of any dental course. Traditionally teaching has been primarily through lectures supported by practicals largely based upon observation. This is an essentially passive approach to learning.

To increase student interest in the content an active learning approach has been developed that aligns learning with formative assessment. This involves a workshop where students are taught three-dimensional tooth morphology through carving teeth from soap. This was followed by a formative assessment and feedback process, a combination of self-evaluation, peer review, and staff assessment of the carved teeth.

Students were clearly enthusiastic and engaged: "Interesting way to learn tooth morphology!" "Fun practical class!". Read



the complete case study at <https://www.heacademy.ac.uk/knowledge-hub/>