

# This Year's Conference Papers Oct 2017 - Sept 2018

Almeida, J. on behalf of the ATIAH team (2017) Approaches and Tools for Review and Development? Society for Research in Higher Education Conference, Dec. 2017, Newport, Wales.

Almeida, J., Van Maele, J. & Robson, S. (2018). Internationalisation at Home: Putting student and staff experiences at the centre of internationalization discourses. 22 SES 11A, ECER 2018, 4-7 Sept, Free University Bolzano, Italy.

Cacheiro Quintas, N.; Koglbauer, R. (2018) Students' Experience: Promoting internationalization diversity and academic excellence through an extended induction programme focusing on expectations inclusion assessment and academic writing. BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Cacheiro Quintas, N.; Koglbauer, R.; Reid, A. (2018) Empowering Students for Success. Advance HE Teaching & Learning Conference, Birmingham, July 2018.

Clark, J. & Laing, K. (2018) Residential as research method: research co-creation with young women, BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Clark, J., Sneddon, D. And Tiplady, L. (2018) Collaboration co-production and professional learning communities: working with teachers on an EU development research project, BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Fletcher, E. (2018) Sail Training: using acculturation to activate a socio-cultural or natural pedagogy. BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Koglbauer, R. (2018) Languages after Brexit – a call for reshaping our language provision? Language Teaching Forum, York University, June 2018.

Koglbauer, R. (2018) Assessment for 'proving' progression and assessment for giving marks. Is Assessment for Learning the answer to all problems in assessing (language) learning? Erasmus+ Language Magician conference, Institute of Westminster, keynote, May 2018.

Leat, D. & Thomas, U. (2018) Developing Theory and Practice in PBL, BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Mazzoli Smith, Land Todd, L. (2018) Does poverty only affect children's access to learning? A re-consideration of relational issues in poverty proofing the school day in Symposium: Re-balancing policy on poverty and education with a focus on relational justice, BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Satar, H. M. & Wigham, C. R. (2018). Instruction-giving sequences in Task-Based Online Teaching Practices. Invited talk at Research Seminar at Laboratoire de Recherche sur le Langage, 10 July, Universitaire Clermont-Auvergne, France

Satar, H. M. & El-Wakai, H. (2018). Telecollaborative exchanges for teacher training: Topic management and task design. UniCollaboration 2018: Telecollaboration and virtual exchange across disciplines: In service of social inclusion and global citizenship, 25-27 April, Krakow, Poland.

Shields, S. (2018) Pragmatism and possibilities? Making sense of female working class undergraduates' experiences of university. 22 SES 16C ECER 2018, 4-7 Sept, Free University Bolzano, Italy.

Strobl, C. & Satar, H.M. (2018). Electronic feedback on second language writing: A plethora of choices. Technological Innovation for Specialized Linguistic Domains (TISLID 18): Languages for digital lives and cultures, 24-26 May 2018, Ghent University, Belgium.

Tiplady, L. & Menter, H. (2018) Impacting on young people's wellbeing: a Forest School intervention. BERA 2018, 11-13 Sept, Northumbria University Newcastle, UK.

Todd, L., Laing, K. & Mazzoli Smith, L. (2018) Widening access: a challenge for society not just for universities 07 SES 14B, ECER 2018, 4-7 Sept, Free University Bolzano, Italy.

Todd, L. (2018) Myths of Social Mobility. Keynote at National Union of Teachers, National Conference, April 2018, Brighton, UK

Woolner, P. (2018) What counts as an innovative learning environment? Societal expectations, educational policy and practice outcomes. Keynote at 'Talking Spaces 8: Geographies, Practices, Societies', Feb 2018, University of Melbourne, Australia.

Woolner, P. & Cardellino, P. (2018) School premises, open learning spaces and relational justice in Symposium: Re-balancing policy on poverty and education with a focus on relational justice, BERA 2018, 11-13 Sept, Northumbria University, Newcastle, UK.

Woolner, P. & Cardellino, P. (2018) Designing for educational inclusion: an example of an innovative design improving education in northern England. 17 SES 16, ECER 2018, 4-7 Sept, Free University Bolzano, Italy.

Wysocki, L (2018). "I'm not sure what's British and what's not": Readers' readings of British comics 2005-2017. International Conference on Critical Education, University of East London, Stratford, London (25-28 July 2018)

Wysocki, L (2018). "I'm not sure what's British and what's not": Readers' readings of British comics 2005-2017. Conference on Media Representations of Islam and Muslims, Université de Versailles Saint-Quentin-en-Yvelines, France, 19-20 June 2018.

Wysocki, L (2018). Comics as a method throughout an empirical research process. National Centre for Research Methods, Research Methods Festival 2018 (2nd prize). Poster presentation available here: <https://eprint.ncl.ac.uk/249908>

## CfLaT Headlines

*CfLaT is being re-visited by Dr Paula Cardellino, an architecture academic from Uruguay, who researches school space and previously visited us in 2016 and 2017. While she is here, she will presenting at the CfLaT Showcase (27 Sept) and contributing to Places and Spaces for Project Based and Enquiry Learning (3 Oct). Welcome back, Paula!*



*Lydia Wysocki has been working with Seven Stories: The National Centre for Children's Books to develop learning resources for their 'Comics!' exhibition. Now that the exhibition is off on tour, Seven Stories have kindly made those learning resources available online for free. You can download everything here: <https://www.sevenstories.org.uk/learning/books-and-resources/diy-comics>*

*Muge Satar has been elected as a board member of UniCollaboration <https://www.unicollaboration.org/> UniCollaboration is a cross-disciplinary professional organisation for telecollaboration and virtual exchange in Higher Education. Muge also took over a co-editorial role for the organisation's recently launched Journal of Virtual Exchange. Two inaugural contributions are already online: a state-of-the-art review of the field by Robert O'Dowd, and an interview with philosopher Richard Kearney. See the journal website: <https://journal.unicollaboration.org/>*

*Regina Gairal is a Visiting Fellow at CfLaT. She visited first in May and is here again until 8 November. Read more about her work inside and see her presenting at the CfLaT Showcase.*

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## CfLaT at ECER & BERA

**CfLaT was present in strength at both the European and British education research conferences, ECER and BERA.**

Sue Robson's ATIAH project concluded with a successful final conference in Bolzano after ECER. This centred on sharing the three resources developed for universities - <https://research.ncl.ac.uk/atiah/outputs/>

We took papers on CfLaT projects, but also used the opportunity to present with academics from other universities, across the UK and Europe who are partners in our research.

See page 4 for details of all our papers, see us at the CfLaT Showcase presenting them and please do contact colleagues for further information.



## CfLaT events: free to attend, book now!

### CfLaT Showcase 2018: Education Research for Social Justice

Rapidly becoming an annual event, the CfLaT research showcase offers teachers, students, school leaders, educational practitioners, academics and policy makers a chance to find out about recent research activities and outcomes. Presented by members of CfLaT, the showcase will include research presentations and Moot 'What does social justice look like in research, policy and practice?' As ever, there will be plenty of opportunities for networking.

**Thursday, 27 September 4pm-7.30pm**  
**King George VI Building, Newcastle University**  
**Register here: <https://tinyurl.com/yb8t4pge>**

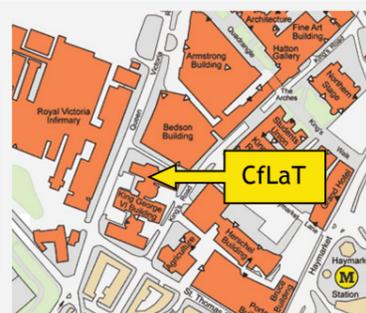
### Places and Spaces for Project Based and Enquiry Learning

There are many challenges for schools and teachers in implementing pedagogical change and curriculum innovation through enquiry, pbl and community curriculum initiatives. This event will consider the implications for the physical learning environment, from possibilities for school design through to classroom arrangement and organisation. We will bring together the experiences of local educational innovators with those of a group of Australian educators and architects who are visiting innovative European schools.

**Wednesday 3 October 2018: 4.30 – 6.30pm (tea from 4pm)**  
**Herschel Learning Lab, Herschel Building, Newcastle University**  
**Register here: <https://tinyurl.com/y882zqcb>**

### Research Centre for Learning and Teaching

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## CfLaT welcomes Regina Gairal-Casadó

CfLaT's Visiting Fellow, Regina Gairal-Casadó is a researcher in CREA - Community of Researchers on Excellence for All (<http://crea.ub.edu/index/?lang=ca>), where she has been involved since 2014.

Her research has focused on educational provision for vulnerable children living in child care. She is faculty staff at the Department of Education in the University Rovira i Virgili and is teaching courses in the undergraduate education degree. She has participated in different national and international research projects, funded the National Spanish Foundation for Science and Technology, and the H2020, focused on the study of Schools as Learning Communities. She has published several articles and reviews. Her contributions to improving education of children living in care through Dialogic Literary Gatherings has been published in a high impact journal in the field, *Child & Family Social Work*. She serves as coordinator for the area of Social Education for the CIMIE 2018 - Multidisciplinary International Conference on Education Research. She serves as assistant editor for the open access journal *Social and Education History*.



Contact Regina: [reginagairal-casado@gmail.com](mailto:reginagairal-casado@gmail.com)

## MANTLE OF THE EXPERT TRAINING OPPORTUNITY

Newcastle University has for many years been involved with the dramatic enquiry approach of the Mantle of the Expert <https://www.mantleoftheexpert.com>

Mantle of the Expert was first developed by Dorothy Heathcote at our University and has in recent years seen a huge rise in its popularity and use in schools nationally and internationally.



Major claims for the approach include rises in pupil engagement, motivation, and deep learning across a range of subjects.

## LIVING BOOKS

Maria Mroz and Ulrike Thomas have been working with Seven Stories to evaluate *Living Books* a project that aimed to encourage early reading and a love of books in young children and families living in disadvantaged communities in the North East.

The project was aimed at Early Years practitioners and students, LA and library staff as well as at parents/carers and foster carers. On the practitioner side the project focused on:

- Developing story telling skills through games and activities
- Introducing a structure and routine for storytelling with a focus on active participation
- Supported planning for active, engaging storytimes
- Exploring the opportunities provided by good books for early learning in all curriculum areas
- The structure and practical delivery of the intervention

The evaluation concluded that *Living Books* has had an impact on the chil-



Training opportunities for teachers have, on the whole, been rare in the North-East. We would therefore like to draw your attention to an inclusive Mantle of the Expert training weekend which is taking place in York on the 6th and 7th of October.

For more information, please visit <https://www.mantleoftheexpert.com/> or contact course leader Tim Taylor: [timtaylor4@me.com](mailto:timtaylor4@me.com)

dren's attitudes to books and the language they use. There has been an influence on parental engagement with their child's education and on practitioners' understanding of the central place of high quality texts.

While introducing *Living Books* creates, initially, some additional work, the advantage of the programme is that its remit is clear and its routine is achievable. The potential for a book to be explored within different areas at different times ensures coherence in planning for staff and familiarity to the children. The quality of the texts and the freedom to explore them allows the professional skills and knowledge of practitioners to flourish.

Further information: [maria.mroz@ncl.ac.uk](mailto:maria.mroz@ncl.ac.uk)



## LATEST NEWS ON PROJECT-BASED LEARNING (PBL)

In CfLaT we research and promote PBL as a vital part of the mainstream curriculum that engages and challenges students/pupils.

The projects are usually developed with a community partner, such as university staff. We use the tagline 'Going Places, Meeting People and Doing and Making Things', as PBL helps pupils expand horizons, increase social capital and develop human capability.

We have three important pieces of news about CfLaT work on PBL.

- David Leat and Ulrike Thomas organized 7 'pop up' projects this summer, mostly on campus on subjects including the Suffragettes, the Conservation of Bees and Mapping the World (Geomatics). Students from Berwick Academy worked on a project exploring the cholera outbreaks of 1832 and 1854.



<https://www.ncl.ac.uk/library/services/education-outreach/projects/votes-for-women>

- Following the 'pop ups', we have just put in a bid to extend this work through developing, trialling and documenting 30 projects which can be adapted by any school, with a tranche of free teacher CPD, working in partnership with the North East Local Enterprise Partnership (NELEP), the Great North Museum and Open Lab (a university research centre).
- We did a workshop at the BERA conference on Developing Theory and Practice in PBL. This was very successful and we have some more contacts both in the UK and overseas.

Please contact us if you want to know more about any of these items or are just interested in PBL. Remember Ofsted is beginning to look much more closely at the quality of the curriculum.

Contacts: [David.Leat@ncl.ac.uk](mailto:David.Leat@ncl.ac.uk); [U.Thomas@ncl.ac.uk](mailto:U.Thomas@ncl.ac.uk)

## RESEARCH TEA DATES (Autumn 2018)

Our Wednesday Research teas aim to provide an informal forum for discursive examination of emerging research themes and concepts. Tea and cakes will be available from 3.45pm in the Centre base (KGVI 2.50), unless other wise stated, with the session officially beginning at 4pm.

17th October: Regina Gairal-Casadó & Liz Todd - Community Learning  
21st November: Matt Hudson - Learning: the relationship between mind & brain

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

## Hello & Goodbye

CfLaT is welcoming Luke Stewart, our first ever placement student, but saying goodbye to Laura Mazolli Smith.

My name is Luke and, as part of my Psychology degree at Newcastle, I am going to be on placement in the CfLaT throughout the academic year. My academic interests include well-being, clinical psychology, therapeutic interventions and peer-support groups. I enjoy playing and listening to music and I play a number of instruments including the guitar and mandolin. My hometown is Lancaster and I frequently walk in the Lancashire countryside when I am there—I also enjoy exploring Newcastle's green areas. Thank you to everyone for being so welcoming so far and I look forward to working with CfLaT!

Contact Luke: [L.Stewart2@ncl.ac.uk](mailto:L.Stewart2@ncl.ac.uk)

After five very happy years at CfLaT I have now moved on to an Assistant Professor post in the School of Education at Durham University. I will be continuing to work on the EIT Health funded project A narrative approach to improve citizens' ageing and well-being with David Leat and Eric Fletcher in CfLaT and colleagues in the Institute for Ageing. I'm very pleased to say that the project team at Newcastle, part of an EU consortium led by the University of Barcelona, has won funding for another year until the end of 2019, to further develop the narrative-based training product for health-care practitioners.

Laura can be contacted about this or any other aspects of her research at: [laura.d.mazzolismith@durham.ac.uk](mailto:laura.d.mazzolismith@durham.ac.uk)

