

Next Steps with PBL – Your Views Please?

For some years we have been working to support schools who want to use Project Based Learning as part of their curriculum. Good projects, which are well planned with careful attention to subject knowledge, can transform what pupils (and teachers) think about themselves, school and education:

"The work was interesting actually but it also mattered more as someone was going to see it, not just the teacher, and we didn't want to let each other down." (Year 9 student)

"[the PBL showcase event] was the highlight of ten years of teaching." (Head of History)

Where circumstances allow, the projects give pupils the chance to:

Go Places: This widens their horizons as you cannot adequately 'educate' a person in classrooms alone



Meet People: This provides role models and social capital as they encounter people they can identify with who have exercised agency in their lives

Do and Make Things: This allows pupils the chance to find their talent or

human capability as they work together.

Here are a few examples:

- Year 9 students from Norham High School worked with an architect on a project to design a goat shed in the Ouseburn Valley, which linked Maths and Architecture.



- BTEC students studying Sports and Nutrition at Durham Sixth Form Centre learnt to cook at Jamie's Ministry of Food in Sunderland, developing skills for their future careers and lives.



- Students at Hexham Middle School worked with Northumbria Police to develop a child-friendly version of the Computer Misuse Act.

In the last 18 months we have been funded by the EDGE foundation (<https://www.edge.co.uk/>) to develop PBL locally. **One of the outcomes is an extensive guide for teachers to be published shortly.**



We are now considering next steps. One proposal is for a 'School Hub' at the university, which could act as a shop window for the university's range of interactions with schools and provide a focal point for doing PBL projects, e.g. coming onto campus, using resources including data, getting help from university students or staff or accessing teacher INSET. We welcome any views on this idea or more broadly on how we can best support Project Based Learning.

Share your thoughts with: David.Leat@ncl.ac.uk, U.Thomas@ncl.ac.uk, Alison.Whelan2@ncl.ac.uk



CfLaT

Research Centre for Learning and Teaching

NEWSLETTER

CfLaT Headlines

Local teacher Emma Chapman has won the 2019-20 Marie Butterworth Prize for Excellence in Practitioner Enquiry, which is awarded each year in recognition of an exceptional dissertation. Watch this space for a seminar date to hear Emma talk about her research and receive her prize.



Because growing up can be hard. If you are a school, youth group, religious, cultural or community group VOICES would like to talk to you! This important new project (see page 3) would like to talk to the children and young people with whom you work. This will mostly be via online focus groups on a single occasion, but we are looking for a small number of groups to return to several times over the next 10 months.

Would you like to see a 'School Hub' at Newcastle University? It could provide a way into the university's work with local schools and a focal point for doing Project Based Learning projects. See page 4 for more details.

There are new tools and new translations of existing tools now available on the Collaborative Redesign with Schools (CoReD) website: <https://www.ncl.ac.uk/cored/tools/> Take a look!

If you're a parent or carer with school-aged children, you can respond to new surveys about school during coronavirus. The Cost of the School Day project (<https://cpag.org.uk/cost-of-the-school-day>) is gathering views of parents, children and young people. To take part in these surveys, please visit: <https://cpag.org.uk/news-blogs/news-listings/school-surveys-parents-and-children>



There are new tools and new translations of existing tools now available on the Collaborative Redesign with Schools (CoReD) website: <https://www.ncl.ac.uk/cored/tools/> Take a look!

In this issue:

INCLUSIVE NEWCASTLE	1
LAURA'S TIME WITH CFLAT	2
BLYTH TALL SHIP PROJECT	2
VOICES PROJECT	3
CoRED UPDATE	3
CFLAT RESEARCH SEMINARS	3
NEXT STEPS FOR PBL	4

January 2021

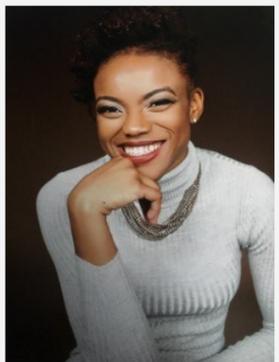
Issue 38

NEWCASTLE UNIVERSITY WALKS THE WALK ON WP

As part of the mission to become 'Inclusive Newcastle', the University has committed substantial resources to undertaking activity to widen the participation of under-represented people in university education, and is supporting the development of world class research and evaluation in this area.

This initiative is being overseen by Prof. Alison Shaw. Over the last few months, CfLaT's Prof. Liz Todd and Karen Laing have been developing an evaluation of the University's Access and Participation Plan, and have recently been joined in this work by two new researchers to CfLaT, Amina Razak and Krystal Douglas. We are pleased to welcome them and are excited about working together in the coming years to expand our research knowledge and expertise via a new knowledge hub, the Inclusive Newcastle Knowledge Centre (INKC), to tackle inequities in Higher Education. They tell us a little about themselves below:

My name is Krystal Douglas. Originally from Birmingham, I'm thrilled to be moving to Newcastle for this great opportunity. Before this, I was working on Outreach Evaluation at Oxford University and evaluating Student engagement at Warwick University. My academic interests are in employing creative methods in widening participation and social justice research. My doctoral research explored how young people form their aspirations for HE, and the role that peers, school staff and outreach opportunities play in shaping these. I'm passionate about using my platform, research and work in Education to give a voice to young people and students and ensure they feel included and represented in HE. Outside academia, I enjoy cooking, baking... and also eating sweet treats! Before 2020, travelling abroad was one thing that I loved doing and I was always excited to take a trip with family and friends to explore new places. Whilst travelling abroad is sadly on pause for now, when I can, I enjoy taking walks to explore the great outdoors. Although I've started online at CfLaT and INKC, I've received such a warm welcome and I'm really looking forward to meeting you all when we are back in the department.



Hi! I'm Amina Razak and I'm excited to be joining the team at INKC and CfLaT. I'm originally from the North West and have been living in the North East for several years but I've been told I still have a Mancunian twang! My research interests lie in youth, gender, ethnicity, racism, and exclusion; key themes which I explored in my thesis 'South Asian' Young Men: Stories, Accounts and Masculinities. I have worked in research and engagement roles in both the public sector and academia. I am currently completing an evaluation at the University of Sunderland on TrylifeTV who produce interactive films for young people. I have a passion for cake, and I am known to enjoy sharing my homemade samosas and pakoras with my colleagues, hopefully sometime in the future when

For more information and updates, contact k.j.c.laing@ncl.ac.uk

Research Centre for Learning and Teaching

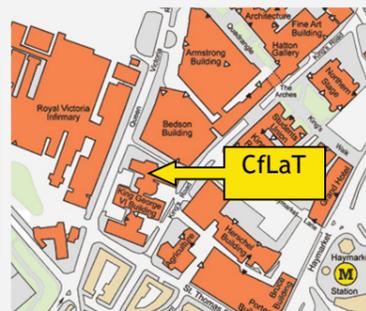
School of Education, Communication and Language Sciences
King George VI Building
Newcastle University
Newcastle upon Tyne
NE1 7RU

clt@ncl.ac.uk
www.ncl.ac.uk/cflat/



CfLaT

Research Centre for Learning and Teaching



Find us on Twitter: [@cflat4change](https://twitter.com/cflat4change)
Find us on Facebook: <https://www.facebook.com/cflatresearch>



LAURA TALKS ABOUT HER PLACEMENT WITH CFLAT



Laura Bowes has been with CflaT as a placement student since September 2020. Here she reflects on the experience so far:

As I approach the halfway mark in my professional placement at CflaT, it is my pleasure to say that I have thoroughly enjoyed my time at the centre thus far.

Over the past few months, I have become increasingly involved with several projects. This is because I have had the time to understand each project and have been able to allocate more time to the ones that I am more interested in. These projects include: the Blyth Tall Ship report, Cost of the School Day, Children's Community and CoReD.

Whilst working on these projects, I have been able to develop a variety of skills and have met several personal

goals, including the goal of increasing my experience with qualitative research.

My placement has been virtually all



virtual (!), and the experience of working online has been interesting. It can be described as both a challenge and a blessing.

One challenge that I have faced whilst working online is time-management, especially at the beginning of my

placement; sometimes I found it difficult to work for long periods of time without being tempted to do other things around the house, and other times it has been difficult to tell myself that I have done enough for the day. Another challenge that I faced making a personal connection with my colleagues. This is because being on a video call is a lot less personal than speaking to someone face-to-face, and most of the time you only speak about the set agenda.

However, working online has had its benefits. It has allowed me to meet a vast amount of people with different skill sets, meaning that I have broadened my networks. It has also allowed me to take part in training that would not have been as accessible to me if working in-person.

Contact Laura: l.j.bowes@ncl.ac.uk

BLYTH TALL SHIP – MAKING AN IMPACT?



The Blyth Tall Ship project is inspired by Blyth Captain William Smith's 1819 discovery of South Shetland, part of Antarctica. With the support of volunteers and collaborative partnerships, this project brings hope and aspiration through training young people in heritage boat building skills and marine engineering, thereby improving their wellbeing.

Laura Bowes and Eric Fletcher have explored the wider impact of the pro-

ject for the people and community of Blyth and evaluated 'Skills for the Future', a training programme funded by the National Lottery Heritage Fund.

For more about this project see: Exploring our future, inspired by our past at <https://blythtallship.co.uk/> or contact: Eric.Fletcher@ncl.ac.uk and l.j.bowes@ncl.ac.uk

VOICES: MAKING CHILDREN'S VOICES COUNT FOR POLICY

Funded by the UK's Economic and Social Research Council (ESRC) and led by Children North East and Newcastle University, VOICES is a 12-month region wide consultation to understand the challenges that the young face as a result of Covid19.

Project leaders are Luke Bramhall of Children North East and CflaT's Liz Todd. The team consists of Lydia Wysocki and Lucy Tiplady from CflaT working with Paula Hamilton, Georgina Burt, Suzanne Butler, Cathryn Gathercole, Ailsa Fenwick, Janice Holloway and Gwen Dalziel from Children North East.

The project will talk with economically disadvantaged children and young people about how things are going, what they and those around them are struggling with and what is going well. We will engage policy makers in acting on the findings, shared through comics and videos co-designed with young people. Our reach will include Redcar & Cleveland, Darlington, Middlesbrough, Durham, North Tyneside, South Tyneside, Sunderland, Gateshead, Hartlepool, Stockton, Newcastle and Northumberland.

Through schools and community organisations, participants will be invited

to communicate experiences and needs in a format of their choice (writing, picture, photo). We anticipate engaging with between 500 and 1500 young people. Our main activity will be focus groups with young people in schools, community organisations and youth groups. Most groups will be on-line but we will meet face-to-face when permitted to do so. We will interview policy leaders and practitioners in organisations working with young people to investigate organisational response to the young living in poverty. We will engage with regional and national leaders and practitioners through webinars to influence policy and practice. Case studies of practice and policy change will be shared nationally as good practice examples.

This project addresses the UK's serious knowledge gap in understanding the needs of children and young people aged 5-18 living in poverty in the context of Covid19. A regional analysis is required urgently to inform policy decisions being taken quickly without real understanding of lived experiences of poverty. This project will enable policy to address children's social, emotional, physical and educational needs and will have applications throughout the UK.

To get involved contact: Lydia.Wysocki@ncl.ac.uk

CoReD update

In the autumn term, CflaT's Collaborative ReDesign with Schools (CoReD) project started work with a number of local schools. The intention is for the schools to use the CoReD tools (<https://www.ncl.ac.uk/cored/tools/>) to develop their school spaces, while their experience enables the tools to be improved.

Drawing on her expertise in outdoor learning, Lucy Tiplady is particularly involved with the planned development of outside space by the Art and Design Technology department at George Stephenson High School (GSHS) in Killingworth.



Head of Department, Amy Douglas, asked students 'What makes a good outdoor learning space?', then used our diamond ranking activity with images from the CoReD website library to kickstart thinking. Having considered and discussed the necessary elements, students then sketched designs for the perfect outdoor space.

Although progress has been stalled by the latest lockdown, those involved are hopeful of starting work outside in the spring. For more information about CoReD at GSHS: Lucy.Tiplady@ncl.ac.uk; for more on CoReD or to get involved, contact Pamela.Woolner@ncl.ac.uk or U.Thomas@ncl.ac.uk

RESEARCH SEMINARS (Spring 2021)

This term we are continuing to replace the CflaT Research Teas with virtual seminars that 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. Feel free to join with tea or lunch in hand!

Please email pamela.woolner@ncl.ac.uk for the Zoom link and passcode for these meetings:

1-2pm, Thursday 25 February: Liz Todd, Professor of Educational Inclusion Director of Newcastle University Institute for Social Science - Social justice and community collaboration

4-5pm, Wednesday 24 March: Eric Fletcher and Laura Bowes - Blyth Tall Ship - making a difference?

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/>)

