

This year's conference papers: October 2020-September 2021

The year's conferences were generally online versions due to the continued Covid-19 pandemic, with CfLaT members busy in virtual space, presenting and discussing a variety of research:

- Douglas, K., Laing, K., Razak, A., Shaw A. and Todd, L. Addressing inequalities in Higher Education using Participatory Action Research, British Educational Research Association Annual Conference, online 13th-16th September 2021.
- Fields, J., Menter, H. & Tiplady, L. (2021) Forest School for Emotional Wellbeing: The Breeze Project, Schools North East Healthy MindEd Conference, online, 12th-13th May 2021.
- Jones, H: Themes from the North-East of England- Power Relations in Teacher Education, Annual Conference of Association for Teacher Education in Europe (ATTEE) 2021, online, September 9-11
- Koglbauer, R. (2020) – Transition in challenging times: modification to the national language curriculum and its impact on HE languages. Keynote, InnoConf 2020, online hosted by Newcastle University.
- Koglbauer, R. (2021) – Another Long-Covid Effect? Modifications to the national language curriculum, proposed policy changes and their potential impact on HE and Initial Teacher Training. Keynote, UCML Plenary, July 2021
- Laing, K. and Todd, L. Developing a Children's Community in partnership, European Conference of Education Research ECER 2021, online 6th-10th September, 2021
- Laing, K. and Todd, L. The demands, challenges and joys of long-term school community partnerships. BE-RA Hot Topic: Place-based school-community alliances for thriving neighbourhoods, British Educational Research Association Annual Conference, online 13th-16th September 2021.
- Leat, D., Thomas, U., Whelan, A. (2021) Project Based Learning National Conference (Online) by Northumbria Violence Reduction Unit, Oct 2021
- Leat, D., Thomas, U., Whelan, A. (2021) Supporting Teachers in Planning and Embedding PBL in the Secondary Curriculum, ECER 2021
- Oesterle, M., Whelan, A., Cuesta, A. The Value of Transnational Partnerships in Teacher Education - Promoting Professionalism and Innovation, ECER 2021
- Schartner, A. (2021) The International Student Experience in 2021: The Impact of the Covid-19 Pandemic on International Students' Academic, Psychological and Sociocultural Adjustment, British Educational Research Association Annual Conference, online 13th-16th September 2021.
- Tiplady, L. (2021) Developing outdoor learning: how and why are schools developing provision during the COVID-19 pandemic? British Educational Research Association Annual Conference, online 13th-16th September 2021.
- Tiplady, L. & Menter, H. (2021) The Breeze Project 2018-2021: addressing the needs of children and young people with social, emotional and mental health difficulties through Forest School, British Educational Research Association Annual Conference, online 13th-16th September 2021.
- Whelan, A., Gourley, D, Jones, F. (July 2021) Project-Based Learning: Making Connections with Future Employment: Preparing Young People for the Future
- Woolner, P., Stadler-Altmann, U., Coelho, C., Sigurðardóttir, A.K., Rosén Rasmussen, L. and Bøjer, B.H. (2021) Redesigning Educational Spaces: Working with school communities to develop tools for collaboration, European Conference of Education Research ECER 2021, online 6th-10th September, 2021



CfLaT

Research Centre for Learning and Teaching

NEWSLETTER

September 2021

Issue 40

CfLaT Headlines

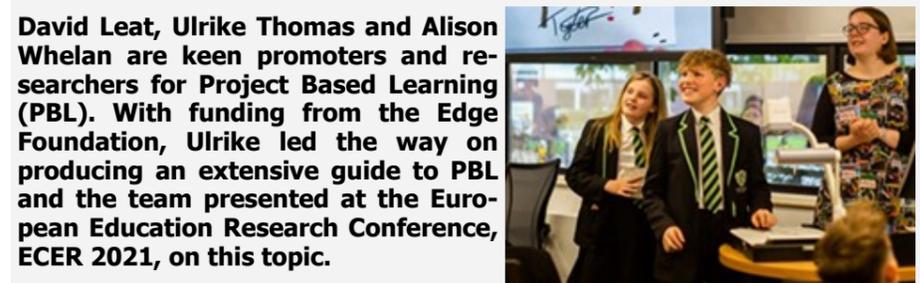
The findings from an international research project on Power Relations in Teacher Education, designed by Hanneke Jones and ECLS-funded visiting scholar Monique Leygraaf in Autumn 2019, were shared in two symposia, chaired by Monique and Hanneke, during the recent ATEE conference. Teacher Educators from the UK, the Netherlands, Japan, Northern Cyprus, Norway and Hungary shared themes based on the analysis of views on power relations of colleagues, student teachers and school mentors in each context. The symposia were organised within the ATEE's Research Development Group for Social Justice, Equity and Diversity. Watch this space - next steps and outcomes for this project are currently being considered.

Müge Satar, Alison Whelan and their ENACT colleagues have a chapter, *Virtual exchange internationalisation facilitated by interactive, digital, cultural artefacts: communities, languages, and activities app (ENACT)*, in Müge's newly published edited collection, *Virtual exchange: towards digital equity in internationalisation*.



Alina Schartner presented findings from her project 'The International Student Experience in 2021: The Impact of the Covid-19 Pandemic on International Students' Academic, Psychological and Sociocultural Adjustment' at the virtual BERA conference. The presentation was part of a symposium on the effects of the pandemic on HE. The project was funded by the NU Institute for Social Science through the HaSS Pioneer Awards scheme.

Lucy Tiplady and Harriet Menter have co-authored a chapter, 'The Breeze Project: supporting children and young people through Forest School', in *Supporting New Digital Natives: Children's Mental Health and Wellbeing in a Hi-Tech Age*, published by Policy Press, Bristol.



David Leat, Ulrike Thomas and Alison Whelan are keen promoters and researchers for Project Based Learning (PBL). With funding from the Edge Foundation, Ulrike led the way on producing an extensive guide to PBL and the team presented at the European Education Research Conference, ECER 2021, on this topic.

There are now two follow up projects:

- One on Climate Change with university funding with two local middle schools, Cap-a-Pie (a theatre company) and university researchers. Young people need ways in which they can learn and act on this planetary issue.
- Another with Northumbria Violence Reduction Unit, with Home Office Funding, on Knife Crime and Domestic Violence for students in various alternative provision settings -see p.3 for more on this!



Planning curriculum-embedded Project Based Learning with real world connections

David, Ulrike and Alison are also in discussion with Newcastle United Foundation about a joint bid to support the Foundation's Social Action Program with local primary schools.

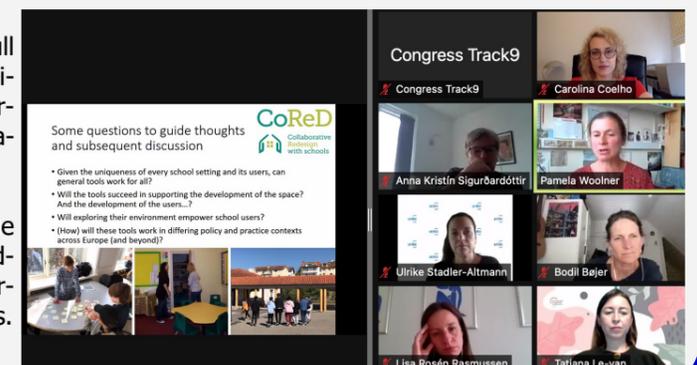
As ever, if you want to know more, and to download the guide, go to: <https://research.ncl.ac.uk/pblgoestouniversity/> or contact David.Leat@ncl.ac.uk, U.Thomas@ncl.ac.uk, or Alison.Whelan2@ncl.ac.uk

CoReD 'at' ECER 2021

One of CfLaT's European-funded project, Collaborative ReDesign with Schools (CoReD), hosted a panel discussion 'at' this year's online European Conference of Education Research.

While not the full conference experience, some interesting conversations occurred.

Page 4 of this issue has the full round-up of CfLaT conference presentations.



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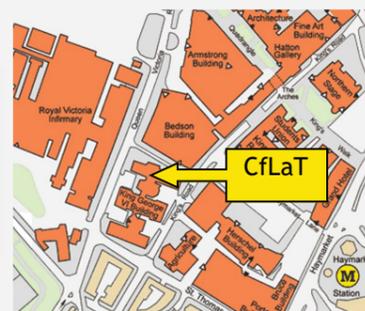
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LEARN LANGUAGE THROUGH CULTURE

<https://enacteuropa.com/>

It's been a busy summer for the Newcastle University ENACT team! Our web app is up and running and along with our transnational partners in Finland, Spain and Turkey, we have been developing new activities through co-production workshops and examining the cultural and language exchange taking place.

From May to July, we ran fourteen 3 day co-production workshops with participants from a diverse range of cultures and backgrounds. Partners worked together to explore each other's culture and language and develop activities which can be found on the app, spending two days on campus and holding the final session online using Zoom.



The feedback from participants on their experience was overwhelmingly positive:



"I enjoyed this experience of making a language learning resource and I hope that the activities I made are useful to help some-

one learn a few words in my mother's beautiful language."
"I really enjoyed talking to people from different countries with different cultures."
"I really enjoyed the experience, the thinking behind it, the interaction - thank you for the opportunity!"

"It's a good time, and we've learned new things."



On Saturday 21st August we ran an additional workshop with participants from NEST and Action Foundation, who joined us to explore UK cultural activities. We learnt about Bonfire Night, Hallowe'en and other aspects of UK culture, and worked together on some tartan weaving. Participants enjoyed getting to know one another and discussing their own cultural heritage as well as learning more about the UK.



It was a really fun session for both the participants and the facilitators:

"There was a lot of fun atmosphere. It's like we've known each other before."



"Meeting with the group was absolutely great. It was so beautiful and pleasant. The staff was very nice and helpful. They are "the salt of the earth". I enjoyed it and I have learned something new."

"We learned in an easy and relaxing way the British culture, learning new words and doing a fun activity."

Some participants then created their own activities on the app. If you'd like to create an activity, take a look at the simple how-to guide (<https://enacteuropa.com/?q=getting-started>) and contact us for more information.

The Communities, Languages, and Activities App (ENACT) project is co-funded by the European Commission, Erasmus Key Action 2 Strategic Partnerships for Higher Education. The project is led by Newcastle University (UK) with partners in Turkey, Finland, Spain, and Finland. Project team members from ECLS are Müge Satar (PI), Paul Seedhouse (Co-I), Alison Whelan, and Sara Ganassin.



Contact us at: enacteuropa@newcastle.ac.uk

CFLAT WELCOMES LIZ

Hi! I'm Liz Przyborski and I am joining the CflaT team for this next academic year as a placement student.

I grew up in Durham but during term time I have a flat with three friends in Jesmond. I am a very sociable person; my hobbies include spending time with friends, shopping and visiting new places, as well as sports activities such as running and sometimes playing tennis.

So far, I have completed the first two years of a psychology degree at Newcastle University and I am thrilled to be offered the opportunity to get involved at CflaT and the projects included. Looking ahead, after I have finished my degree, I plan to do a PGCE in secondary education in hope to become a psychology teacher, so I am very keen to get hands on with school involvement, visits and interactions with children and families.

During my degree, I have found aspects of mental health and well-being particularly interesting, as well as child's development and the development/onset of learning difficulties.



Currently I am in my second week in CflaT and have really enjoyed myself so far, I am very much looking forward to this next year and seeing what variety of projects I can be involved in!

Contact e.r.przyborski1@ncl.ac.uk

Liz:

RESEARCH LUNCHES (Autumn 2021)

For the start of this academic year we are continuing with the lunchtime slot and trialling an in-person session in October. For this session please book a place with Lucy (Lucy.Tiplady@ncl.ac.uk) so that we can safely social distance whilst enjoying each other's company. Tea/coffee and biscuits will be available from 12.45, with the research discussion 1-2pm, please also feel free to bring your lunch.

Thursday 21st October 12.45-2pm Room 3.04 Staffroom, King George VI Building – Please book a space with Lucy: Sally Watson, School of Architecture, Planning and Landscape: Researching designing for play – how useful is taking a historic approach?

We are all familiar with the dramatic redevelopment of Newcastle in the 1960s and '70s, with changes to the city centre and the introduction of urban motorways being the most high-profile interventions. However, less discussed but equally dramatic were the changes to housing landscapes in the city. My talk will discuss how these changes played out differently in the east and west of the city, with a focus on landscaping and children's play, posing the question 'is this useful for helping us think about play today?'

Thursday 25th November 1-2pm Location tbc Krystal Douglas, NERAP/NECOP: Young people's HE aspirations in school

The concept of HE aspiration is rarely problematised in policy research. My research explored beyond the policy rhetoric. Using ethnographic data centred around a conceptual framework of the formation of HE aspiration, it documents how some young people "most able but least likely" to participate in high-status HE institutions construct their Aspiration in everyday school life and with their classmates.

For further information on CflaT research lunches and teas 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/>)

Project Based Learning goes to...

In an exciting extension of the 'PBL goes to University' project, David Leat, Ulrike Thomas and Alison Whelan, provided the inspiration for the use of PBL by the Northumbria Violence Reduction Unit (VRU) for students from Alternative Provision and Pupil Referral Unit settings.

They have delivered introductory training sessions and, in a pilot, provided support for the VRU's Violence Reduction Liaison Officers and teachers from River Tyne Academy, Gateshead. The programme used the overarching theme of domestic abuse to stimulate students' curiosity and creativity towards a showcase event, supported and to be hosted by Pride Radio.

Adele Brown, head at River Tyne, says: "We are so excited to be involved in such an important and innovative project. Domestic abuse is a difficult topic for children and young people to discuss but it is through projects and opportunities like this that learners get to explore their feelings, thoughts and questions in a safe and contained way. I could not be prouder of the learners at my school – their maturity and curiosity has been absolutely inspiring."

Eric Fletcher of the VRU Education Team commented that:

"...Many teachers are reluctant to engage with violence reduction themes, such as violence against women and girls, domestic abuse, criminal and sexual exploitation. PBL gives us a way to sensitively engage with students as they learn about these challenging themes."

The VRU PBL programme, in partnership with the university and River Tyne Academy, has successfully bid for Home Office funding to extend PBL to more settings during the autumn term, conduct a rigorous evaluation and host a conference in March 2022.

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