Publications 2014/15


In this issue:

**HE CONFERENCE**

**EDUCATING ELSEWHERE**

**SOLES AND WEA**

**NEW DISLEXIA RESEARCH**

**BERA BLOG**

**BRIDGE 21 LINK**

**HE SPACE PROJECT**

**SUMMER RESEARCH TEAS**

**PUBLICATIONS**

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**CfLaT Headlines**

**NB Policing Research Partnership Charter Grant:** Jill Clark will lead the Co-Production strand on this exciting new five-year pro- gramme of research and knowledge exchange that will pioneer an innovative collaboration between police forces and HE universities.

This month, Pam Woolner is in Iceland, speak- ing at a conference organised by CfLaT part- ner Anne Kristín Sigurbjörnsdóttir and visiting schools to see some Icelandic learning spaces.

**FaSMeD project update:** Julian Marshall (MLM Learning Design) will be working with the FaSMeD project team to capture key moments of the pro- ject on video.

**International CPD:** Two groups from Kazakh- stan are coming to Newcastle in June for Learning and Teaching in Higher Education programmes. Lots of CfLaT members are lead- ing workshops over the two eight day periods.

**Robin Humphrey has just completed a lecture tour of Australia, where he gave talks on aspects of doctoral ped- agogy and policy at universities in Sydney, Melbourne, Canberra, Newcastle and Brisbane. He is planning a public lecture soon on what he learnt.**

**Rachel Lofthouse had a successful viva last month and is awaiting official confirmation of her PhD – congratulations Dr Lofthouse!**

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**CfLaT conference:**

**EDUCATING ELSEWHERE**

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In an effort to promote a values-based ap- proach to internationalisation, Sue and Alina successfully applied for funding from the Uni- versity’s Strategic Development Fund for Re- search and Innovation to host the event. The 3- day seminar took place at The Core and brought together a range of established and early-career researchers from across the UK and overseas. They explored how new meth- ologies and conceptualisations of HE internationalisation can bring fresh per- spectives to a field dominated by recruitment and performativity agendas.

With 33 attendees, 20 paper presentations, a workshop, and a round-table, the seminar generated a wealth of discussion and opened up new avenues for fu- ture collaboration and networking. The highlights of the event were three key notes by international scholars from Canada, Sweden and Australia: Dr. Karen Pasby (University of Alberta), Professor Meeni Hillitén (Södertörn University), and Dr. Janette Ryan (Higher Education Academy). Outputs will include a re- source website and a follow-on international symposium at ECER 2016.

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**Lifelong learning with SOLE!**

CfLaT associate member Anne Preston is beginning a secondment with the Workers’ Educational Association (WEA) North East as part of an ESRC supported Impact Knowledge Exchange.

The WEA is a national charity founded in 1903 and the UK’s largest voluntary sector provider of adult education. The WEA provides adult education in nearly every local authority in the UK (which is assessed by Ofsted) with international centres in Australia, Sweden and Zambia. The WEA’s purpose is to bring education and learning to adults from all walks of life and provide the opportunities to return to further learning and access to education later in life.

I’m working closely with curriculum leaders, tutors and management at WEA North East to identify development areas and synergies with Self Organised Learning Environments (SOLE).

Ideas we’ve looked so far are to see how SOLE can help different working practices within the WEA North East itself as well as national strategies and campaigns such the Social Purpose campaign. We’ll be kicking off the start of the project with an event in May where staff and students from the WEA will explore some Big Questions with the help of invitee Sugata Mitra.

The secondment is a very real opportunity for SOLE Central and the WEA to work closely together to explore which it means to make an impact on rethinking the future design of adult education at grass roots level. To address these big questions on the future of education effectively, it’s important to me to integrate myself as a bonafide WEA North East staff member. I’ve had a great welcome. I have my own desk in the WEA office in Jesmond and have consumed copious amounts of tea, coffee and biscuits. I usually work there on a Friday, which is pot noodle day! I look forward to the next few months.

For more information, contact Anne.Preston@ncl.ac.uk

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**Invitation to CfLaT members and practitioners:**

**Would you like to write for the new BERA blog?**

Rachel Lofthouse has been appointed as a member of the editorial team for the new BERA blog [https://www.bera.ac.uk/project/the-bera-blog](https://www.bera.ac.uk/project/the-bera-blog).

The blog has been established to provide research informed content on key educational issues in an accessible manner. The aim is to produce and you can read Rachel’s contribution here: [https://www.bera.ac.uk/blog/beyond-mentoring-peer-coaching-and-for-teachers-can-it-live-up-to-its-promise](https://www.bera.ac.uk/blog/beyond-mentoring-peer-coaching-and-for-teachers-can-it-live-up-to-its-promise).

If you are interested in writing between 500-750 words contact Rachel.Lofthouse@ncl.ac.uk

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**He Space Project**

Pam Woolner and Ulrike Thomas have succeeded in gaining funding from the University of Newcastle to investigate how our learning and teaching spaces might be developed to support more innovative practices.

The project kicked off by joining in with some workshops with staff and students organised by Estates, and we’ll continue to work closely with colleagues in Estates, as well as Timetabling and Audio-Visual.

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**Labeling children as ‘dyslexic’ could affect their education**

Labelling a child dyslexic could have an impact on the way teachers educate them. Simon Gibbs found primary school teachers responded differently when asked questions about teaching children with “dyslexia” to children with “reading difficulties”.

The research indicates that teachers felt their efforts in the classroom would be more likely to help children with “reading difficulties” than “dyslexia”.

“Dyslexia and reading difficulties are not so easily defined,” says Simon, Reader in Educational Psychology and CfLaT member. “Our study suggests that labelling a child “dyslexic” may have an impact on the way they are taught in the classroom, as it appears that teachers’ belief in their ability to make a difference is compromised by an underlying belief in the nature of “dyslexia” as an unchangeable condition.

A total of 267 teachers from 23 primary schools across the North East took part in the research, published in the latest edition of the European Journal of Special Needs Education. They filled in two questionnaires: one about the teachers’ beliefs in their ability to make a difference, while the other was designed to assess teachers’ beliefs about the underlying nature of the two terms.

There were two variants of each questionnaire, one referred to “dyslexia” and the other to “reading difficulties” with the questions identical in all other respects.

Simon was subsequently interviewed on BBC Radio Newcastle and Radio Tees.

He explained that, “These findings are important as they highlight how teachers’ ability to make a difference may be influenced by labels. More research is needed to investigate the impact labels have in education and how they may be detrimental to children’s well-being and educational progress. If a label gets in the way of teachers’ help then we should reconsider the value and use of the label.”

For more information, contact Simon.Gibbs@ncl.ac.uk

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**Bridge 21 Link**

In March David Leat visited Bridge 21 in Dublin as they are partners of SOLE Central.

Bridge 21 is part of Trinity College Dublin, with a mission to educate young people for a knowledge economy: [http://www.bridge21.ie/](http://www.bridge21.ie/).

The students I talked to were unanimous in their praise of Bridge 21, concluding that at school they are treated like infants while B21 takes them seriously as learners.

We have one EU bid including B21 submitted and we hope to be long-term colleagues and collaborators. Check out the website – there is a great deal to be admired and learned.

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**Research TEA timetable (Summer 2015)**

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 (KGV II 2.50), unless otherwise stated, with the session officially beginning at 4pm.

24th June: Fiona Forsythe - The work of a freelance researcher: collaborating with libraries, archives and heritage organisations

8th July: Jill Clark, David Wright and Lucy Tipplady - Formative Assessment in Science and Mathematics Education: emerging findings from three teacher learning communities in the North East of England

Further information about the research teas from Lucy.Tipplady@ncl.ac.uk or from the Centre website [http://www.ncl.ac.uk/cflat/news/teas.htm](http://www.ncl.ac.uk/cflat/news/teas.htm)

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