Improving Workplace Learning

Com

Principles into practice

A teacher's guide to research evidence on teaching and learning

What is, and what might be?

Neuroscience and Education:
Issues and Opportunities
A Commentary by the Teaching and Learning Research Programme

books, commentaries, and other publications

www.tlrp.org

Books, Commentaries and other publications

This booklet brings together information on some of TLRP's major publications. These include Commentaries, Research Briefings, Improving Learning and Improving Practice books and special issues of academic journals.

These outputs are presented in two parts. First, Project Publications have been clustered in relation to the ten educational sectors in which research has been conducted. Second, Thematic Publications have been grouped to reflect the analytic work which has taken place across the entire TLRP portfolio.

Important outputs are still being produced by the research teams and networks which have been involved in the Programme. The website at www.tlrp.org enables much of this material to be viewed and downloaded (see below). It also provides access to TLRP's electronic repository, D-space, where over 1000 other outputs on teaching and learning can be found. High quality search tools are also available.

Andrew Pollard
TLRP Director

NOVEMBER 2008

Many of these publications can be downloaded from the TLRP website. For publications by type, please visit: www.tlrp.org/pub/index.html. To access them according to sector, see www.tlrp.org/findings/index.html. To search TLRP's entire library of project and Programme publications, please visit: www.tlrp.org/search/

In partnership with Routledge Education, TLRP publishes two book series. For further information about, and to order copies of books in the Improving Learning series, see: www.routledge.com/books/series/Improving_Learning. For the Improving Practice series, please visit: www.routledge.com/books/series/Improving_Practice

Publications in this section are presented in relation to each of the ten educational sectors in which TLRP projects have worked.

These are:
- Early Years
- Primary Education
- Secondary Education
- Across School Phases
- Further and Post-16 Education
- Higher Education
- Widening Participation in HE
- Workplace Learning
- Professional Learning
- Lifelong Learning

For further information about the projects and related publications, please go to: www.tlrp.org/proj/index.html
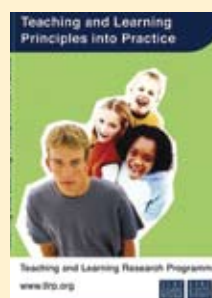
Principles into Practice

This suite of publications, comprising a Teachers' Guide, a poster and a DVD, was sent to all UK schools in 2007. It offers insights into the rich resources which have been created by teachers, researchers and policy-makers working together over the past seven years within TLRP. The Teachers' Guide poses the question: 'What is, and what might be?'. TLRP's goal is to encourage the use of research findings to support reflection, innovation and high aspirations for professional practice. It also suggests ten evidence-informed principles of effective teaching and learning which can be used to guide practice.

SEPTEMBER 2007

Available to download from: www.tlrp.org/findings/ Schools%20Findings/Schools%20Findings.html

DVD
Teaching and Learning: Principles into Practice

"This DVD illustrates how evidence-informed educational principles can be applied in practice through the exercise of teacher judgement. It provides tasters of TLRP projects in classrooms, which illustrate some of the educational principles which have been distilled from findings of all projects. Whilst such educational principles are well established, they can be difficult to implement if teachers do not have time and space to think about them properly, and to work out how to put them into practice in their particular circumstances.

SEPTEMBER 2007

Available to download from: www.tlrp.org/findings/ Schools%20Findings/Schools%20Findings.html

Early Years

Book

Effective Leadership in the Early Years Sector: The ELEYS study

IRAM SIRAJ-BLATCHFORD AND LAURA MANNI

Effective Leadership in the Early Years Sector is based on the analysis of a wide range of literature on leadership in the early years and is simultaneously grounded in information taken from effective early years settings, as identified in a TLRP associated project funded by the Department for Education and Skills. It identifies a range of 'categories of effective leadership practice' in the effective settings that will be valuable in the development of leadership training.

NO 15   FEBRUARY 2007   ISBN: 978 0 85473 743 7
INSTITUTE OF EDUCATION, LONDON   £10

Research Briefings

Supporting Learning with ICT in pre-school settings

The introduction of ICT (information and communication technologies) to the playroom can present challenges. How can practitioners respond to changes and create opportunities for learning with ICT? Practitioners and researchers worked together in the project Interplay to address these questions. They reflected on ways in which children's encounters with ICT could be enhanced. They used the concept of guided interaction to initiate small projects which explored different approaches to supporting learning in different settings, and shared their findings with each other.

NO 15   MARCH 2006   www.tlrp.org/pub/research.html

Effective pre-school and primary education: Findings from the pre-school period

The Effective Pre-School and Primary Education (EPPE 3-11 1997-2008) Project is the most significant European study to date on the impact of pre-school and the contribution of family background on children's development (3-11 yrs old). The study is funded by England's Department for Education and Skills (DfES) and is a TLRP associate project. This briefing focuses on findings from the pre-school period and their impact on national policy in the early years.

NO 24   MARCH 2007   www.tlrp.org/pub/research.html

Primary Education

Books

Improving Literacy by Teaching Morphemes

TEREZINHA NUNES, PETER BRYANT

By breaking words down into chunks of meaning that can be analyzed as complete units rather than as strings of individual letters, children are better able to make sense of the often contradictory spelling and reading rules of English. As a result, their enjoyment of learning about words increases, and their literacy skills improve. This highly accessible and innovative book provides sound, evidence-based advice and materials that can be used to help teach children about morphemes, and highlights the beneficial effects of this approach.

JULY 2006   ROUTLEDGE   ISBN: 978-0-415-38313-4   £22.99

Improving Primary Literacy: Linking Home and School

ANTHONY FEILER, JANE ANDREWS, PAMELA GREENHOUGH, MARTIN HUGHES, DAVID JOHNSON, MARY SCANLAN, WAN CHING YEE

Focussing on improving children's literacy skills, this book presents new ways of linking learning in home and school through a range of activities that can be used to share knowledge between children, parents and teachers. The practical activities can easily be fitted into the day-to-day activities of busy classrooms and can provide crucial new ways of improving children's learning of literacy skills.

APRIL 2007   ROUTLEDGE   ISBN: 978-0-415-36394-5   £16.99

Thinking Lessons for Thinking Classrooms, Tools for Teachers

CAROL MCGUINNESS, CAROL CURRY, ANGELA EAKIN, NOEL SHEEHY

What is thinking? How can thinking lessons be designed? How are they best taught? This practical handbook guides teachers on how to get started on activating children's thinking skills. It provides plenty of case studies from classroom teachers who have already used the methodology. A brief theoretical framework is also provided for teachers to interpret and to advance their current practice.

MAY 2009   ROUTLEDGE   ISBN: 978-0-415-45454-4   £19.99

Project Publications

Primary Education continued

Books

Improving Primary Numeracy, Linking Home and School

MARTIN HUGHES, JANE ANDREWS, PAMELA GREENHOUGH, LEIDA SALWAY, JAN WINTER, WAN CHING YEE

This practical book presents new ways of linking learning in the home and school through a range of activities that can be used to share knowledge between children, parents and teachers. The activities included can easily be fitted into the day-to-day running of busy classrooms and crucially provide new ways of improving children's learning of mathematics.

FEBRUARY 2009   ROUTLEDGE   ISBN: 978-0-415-36393-8   £19.99

Research Briefings

Fractions: difficult but crucial in mathematics learning

Quantities represented by natural numbers are easily understood. We can count and say how many oranges are in a bag. But fractions cause difficulty to most people because they involve relations between quantities. What is $1/2$? One half of what? If Ali and Jazmine both spent $1/2$ of their pocket money on snacks, they may not have spent the same amount of money each. We have developed a teaching programme which boosts pupils' understanding of the relative nature of fractions.

NO 13   NOVEMBER 2005   www.tlrp.org/pub/research.html

Why morphemes are useful in primary school literacy

The English language uses units of meaning called morphemes to form words. The word 'magician' consists of two morphemes, the stem, 'magic', and a suffix, 'ian'. The spelling of 'magician' is not predictable from the way it sounds. The first 'a' sounds more like an 'i', while the ending sounds like 'shen' or 'shun'. But if we know that its spelling re p resents the morphemes 'magic' and 'ian', we can make sense of its spelling. This research project showed that literacy in primary schools can be helped by an awareness of how morphemes make words and are represented in spelling.

NO 14   MARCH 2006   www.tlrp.org/pub/research.html

Research Briefings

Building thinking skills in thinking classrooms

In this project, frameworks and classroom strategies were developed with teachers to enhance children's thinking skills across the curriculum. The teaching approach used was called 'infusion'. It involves a curriculum topic and a specific pattern of thinking being taught together. The methods were evaluated in a three-year intervention study with Key Stage 2 pupils in Northern Ireland schools. A particular focus was on the development and analysis of classroom talk that helped children 'to think about their thinking'.

NO 18   JUNE 2006   www.tlrp.org/pub/research.html

Enhancing primary literacy and mathematics through home-school knowledge exchange

Children learn about literacy and numeracy in two different worlds, home and school. Yet the knowledge which exists in each of these worlds is often not fully recognized or understood in the other. In this project reserchers worked with teachers, parents and children to find new ways of exchanging knowledge between home and primary school. We looked at how this process of knowledge exchange could enhance children's learning in literacy and mathematics.

NO 22   JANUARY 2007   www.tlrp.org/pub/research.html

Supporting primary-secondary transfer through home-school knowledge exchange

The transfer from primary to secondary school can be a difficult time for children and their families. There is often a dip in attainment during the first year of secondary school, and pupils may become more negative in their attitude to school. In this project we helped teachers, pupils and parents find new ways of exchanging knowledge between home, primary school and secondary school. We looked at the impact of this exchange on pupils' attainment, and on their attitude and adjustment to secondary school.

NO 45   JULY 2008   www.tlrp.org/pub/research.html

Secondary Education

Books

Improving Classroom Learning with ICT

ROSAMUND SUTHERLAND, SUSAN ROBERTSON, PETER JOHN

This book examines the ways in which ICT can be used in classrooms to enhance teaching and learning in different settings and across different subjects. Weaving together evidence of teachers' and learners' experiences of ICT, the authors use case studies are to illustrate key issues and to elaborate a range of theoretical ideas that can be used in the classroom. This book will be of interest to all those concerned with maximising the benefits of ICT in the classroom.

NOVEMBER 2008   ROUTLEDGE   ISBN: 978-0-415-46174-0   £22.99

Improving Subject Teaching: Lessons from Research in Science Education

ROBIN MILLAR, JOHN LEACH, JONATHAN OSBORNE, MARY RATCLIFFE

In many countries, questions are being raised about the quality and value of educational research. This book explores the relationship between research and practice in education. It looks at the extent to which current practice could be said to be informed by knowledge or ideas generated by research, and at the extent to which the use of current practices or the adoption of new ones are, or could be, supported by research evidence.

SEPTEMBER 2006   ROUTLEDGE   ISBN: 978-0-415-36210-8   £22.99

Improving the Context for Inclusion, How teachers and educational psychologists can use action research to work together to develop inclusion

SUE DAVIES, ANDREW HOWES, SAM FOX, SIAN SWANN, HEDDWEN DAVIES

Action research is a valuable way of developing inclusive practice because it enables teachers to look below the surface of the teaching and learning in their classroom. This book, drawing on the findings of a two year project in secondary schools, aims to provide the reader with a stage by stage guide on how to support this process, with extensive case study illustration and practical suggestions for action. The relevance of such an approach is further underlined by the growth of multi-agency working with the Children's Services agenda gathering pace.

MAY 2009   ROUTLEDGE   ISBN: 978-0-415-47342-2   £22.99

Research Briefings

Towards Evidence-based Practice in Science Education 1: Using diagnostic assessment to enhance learning

Much research has been carried out on students' understanding of key science ideas, but this has not led to marked improvement in teaching and learning. As a means of improving practice, banks of diagnostic questions, based on research, were developed for several core science topics. These were used to monitor students' understanding of key science ideas, and to explore how the provision of research-based materials of this sort can influence teachers' practices and students' learning.

NO 1   JUNE 2003   www.tlrp.org/pub/research.html

Towards Evidence-based Practice in Science Education 2: Developing and evaluating evidence-informed teaching sequences

Can it be shown that some science teaching approaches work better than others for achieving specific curriculum aims? The science education research literature identifies learning difficulties and may suggest ways of addressing these. Few studies, however, develop and evaluate teaching interventions. This project involved designing, implementing and evaluating short teaching sequences, drawing on available insights from research. Pupils' learning was measurably better in several important respects than for others following the schools' normal approach to the same content.

NO 2   JUNE 2003   www.tlrp.org/pub/research.html

Towards Evidence-based Practice in Science Education 3: Teaching Pupils 'Ideas-about-science'

Recent international debate has suggested that the primary aim of school science should be 'scientific literacy'. In addition to knowledge of the content of science, this also implies an understanding of the nature of scientific knowledge, its production and communication. Yet, there is little academic consensus about this element. A Delphi study was therefore used to explore the extent of agreement amongst a diverse group of 'expert' stakeholders, leading to an investigation of the nature of the challenge which teaching these ideas poses for teachers of science.

NO 3   JUNE 2003   www.tlrp.org/pub/research.html

Project Publications

Secondary Education continued

Research Briefings

Towards Evidence-based Practice in Science Education 4: Users' perceptions of research

Calls for evidence-based practice raise issues about what constitutes 'evidence' for development of educational policy and classroom practice. This project focused on the experiences of teachers of science and a range of other science education practitioners. Interviews and focus groups explored the nature, influence and potential of research in science education as a public form of evidence impacting on policy and practice. This enquiry identified some of the factors promoting and inhibiting the use of educational research.

NO 4   JUNE 2003   www.tlrp.org/pub/research.html

Using computers to enhance learning

An important aspect of schooling is to enable students to enter new knowledge worlds, such as the world of history, of English, of foreign languages, of science, of music, or of mathematics. In the InterActive Education project we have worked in partnership with primary and secondary school teachers, to investigate ways in which information and communications technology can be used to enhance learning, with a particular focus on improving subject knowledge.

NO 19   SEPTEMBER 2006   www.tlrp.org/pub/research.html

From black boxes to glass boxes

Developing effective approaches to new technology in classrooms has been a constant challenge over the last decade. This project chose to examine the use of on-screen concept maps. Previous studies have demonstrated that computerised concept mapping can be effective. This briefing reports on how the effectiveness of this on-screen activity depends significantly on the strategy adopted by the teacher. This study also investigated the effect of incorporating an automated scoring process into the mapping activity, with surprising results.

NO 21   NOVEMBER 2006   www.tlrp.org/pub/research.html
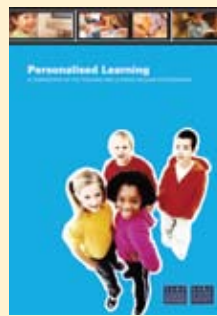
Personalised Learning: A Commentary by the Teaching and Learning Research Programme

This publication applies ongoing educational research to contemporary interest in 'Personalised Learning'. It uses research evidence to illuminate the possibilities of Personalised Learning and suggests challenges which must be met if the concept is to be coherent, authentic, realistic and practical to implement. It is illustrated with case studies and practical pointers for teachers.

OCTOBER 2004   ISBN: 978-0-85473-745-6
Available to download from:
http://www.tlrp.org/pub/commentaries.html

Science Education in Schools, Issues, Evidence and Proposals: A Commentary by the Teaching and Learning Research Programme

This Report, the third Commentary from the Teaching and Learning Research Programme, is published during National Science Week 2006 to set out what we know about improving science education in schools. It points to research evidence on key factors such as the recruitment, development and retention of science teachers, the communication of key scientific ideas, the use of assessment to help learning, and the value of science learning outside school. It makes solid, evidence-informed proposals for improving UK science education.

MARCH 2006   ISBN: 978-0-85473-734-0
Available to download from:
http://www.tlrp.org/pub/commentaries.html

Across School Phases

Books

Improving Learning through Consulting Pupils

JEAN RUDDUCK, DONALD MCINTYRE

Pupil consultation can lead to a transformation of teacher-pupil relationships, to significant improvements in teachers' practices, and to pupils having a new sense of themselves as members of a community of learners. Focussing on secondary schools, this book discusses the potential of consultation as a strategy for signalling a more partnership-oriented relationship in teaching and learning, and examines the challenges of introducing and sustaining consultative practices.

NOVEMBER 2007   ROUTLEDGE   ISBN: 978-0-415-41616-0   £21.99

Promoting Effective Group Work in the Classroom, A handbook for teachers and practitioners

ED BAINES, PETER BLATCHFORD, PETER KUTNICK, WITH ANNE CHOWNE, CATHY OTA, LUCIA BERDONDINI

Packed with valuable strategies for teachers and fun activities for children, this book is a must for any school wishing to make group work a more effective and successful way of learning. It shows, step by step, how to create an inclusive and supportive classroom by developing the social, communicative and group working skills of all pupils.

JULY 2008   ROUTLEDGE   ISBN: 978-0-415-41687-0   £19.99

Learning how to Learn: Tools for Schools

MARY JAMES, PAUL BLACK, PATRICK CARMICHAEL, COLIN CONNER, PETER DUDLEY, ALISON FOX, DAVID FROST, LESLIE HONOUR, JOHN MACBEATH, ROBERT MCCORMICK, BETHAN MARSHALL, DAVID PEDDER, RICHARD PROCTER, SUE SWAFFIELD AND DYLAN WILLIAM

Learning how to learn is an essential preparation for lifelong learning. This book offers a set of in-service resources to help teachers develop new classroom practices. It builds on previous work associated with 'formative assessment' or 'assessment for learning' and adds an important new dimension by taking account of the conditions within schools that are conducive to the promotion of learning how to learn as an extension of assessment for learning.

OCTOBER 2006   ROUTLEDGE   ISBN: 978-0-415-40026-8   £19.99

Improving Learning How to Learn

MARY JAMES, ROBERT MCCORMICK, PAUL BLACK, PATRICK CARMICHAEL, MARY-JANE DRUMMOND, ALISON FOX, JOHN MACBEATH, BETHAN MARSHALL, DAVID PEDDER, RICHARD PROCTER, SUE SWAFFIELD, JOANNA SWANN, DYLAN WILIAM

Learning how to learn is widely acknowledged as an essential preparation for lifelong learning. However, teachers have lacked a rich professional knowledge base from which they can teach their pupils how to learn. This book makes a major contribution by building on previous work associated with 'formative assessment' or 'assessment for learning'. It also adds an important new dimension by taking account of the conditions within schools that are conducive to the promotion of learning how to learn as an extension of assessment for learning.

OCTOBER 2007   ROUTLEDGE   ISBN: 978-0-415-40427-3   £22.99

Improving Schools, Developing Inclusion

MEL AINSCOW, TONY BOOTH, ALAN DYSON

Much of the literature on inclusion has been narrowly concerned with pupils with special educational needs. This book takes the view that marginalisation, exclusion and underachievement take many forms and affect many different kinds of child. Focussing on practices which overcome barriers to participation and learning, this book examines the extent to which such practices facilitate improved learning outcomes, and how they can be encouraged and sustained within schools and LEAs.

SEPTEMBER 2006   ROUTLEDGE   ISBN: 978-0-415-37279-4   £22.99

Many of these publications can be downloaded from the TLRP website. For publications by type, please visit: www.tlrp.org/pub/index.html. To access them according to sector, see www.tlrp.org/findings/index.html. To search TLRP's entire library of project and Programme publications, please visit: www.tlrp.org/search/

Across School Phases continued
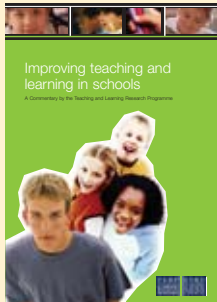
Improving Teaching and Learning in Schools: A Commentary by the Teaching and Learning Research Programme

In this publication, researchers describe what they have found out about improving education in UK schools. Some of their work has concentrated on solving classroom problems, such as spelling and the understanding of fractions. Some has looked at the best ways of using new technology in schools. It points the way to more successful uses of information technology in class and in pupils' wider lives. Another strand looks at ways of involving pupils more successfully in schools, as learners and as participants with valid views about what should happen to them during this most formative period of their lives. Another looks at the links between home and school and how they can be strengthened to improve educational outcomes.

MARCH 2006   ISBN: 978-0-85473-741-3
Available to download from:
www.tlrp.org/pub/commentaries.html
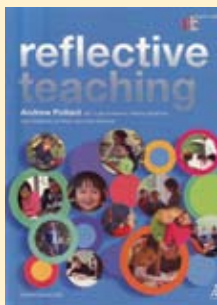
Reflective Teaching
Andrew Pollard, Julie Anderson, Mandy Maddock, Sue Swaffield, Jo Warin, Paul Warwick

This comprehensive textbook for reflective classroom professionalism now incorporates many TLRP findings and insights. Together with its complementary book of Readings and website, it offers exceptional support for trainee teachers, mentors, newly qualified teachers and for those engaged in continuing professional development. Established for over 20 years, the 2008 edition now also provides material for Master's Level study within PGCE courses. For more information, see www.rtweb.info.

MAY 2008   CONTINUUM
ISBN: 978-0-826-45115-6   £24.99

Research Briefings

Consulting Pupils about Teaching and Learning

There is a growing recognition that young people have a right to be heard and have something worthwhile to say about their school experiences. Policy makers internationally are thinking differently – and urgently – about the contribution of young people to today's and tomorrow's world. The U.N. Convention on the Rights of the Child (1989) included children's right to be heard as one of its four basic principles. It is seen as integral to the Citizenship curriculum and lifelong learning. How to listen and learn, as well as to teach and lead, is the challenge for teachers, schools and their communities.

NO 5   JUNE 2003   www.tlrp.org/pub/research.html

The Development of Inclusive Practices in Schools

Inclusion is one of the major challenges facing education systems around the world. The question of how schools can include all children from the communities they serve and enable them both to participate to the full and achieve highly is a pressing concern for anyone concerned with issues of equity in contemporary and future society. While there are some outstanding examples of inclusive schools in many countries, the processes by which all schools might grow to be more inclusive are not well understood. This briefing reports on a three-year collaboration between researchers and practitioners that has led to new understandings about how inclusive practice can develop in an English context.

NO 6   JUNE 2003   www.tlrp.org/pub/research.html

5-14 Mathematics in Scotland Intensive Quantities: Why Primary School Mathematics needs Them

Mathematics teaching focuses on extensive quantities (e.g. distance, volume or price). Intensive quantities (e.g. speed, density, value for money) are ignored, or treated in a piecemeal fashion. A survey with primary school children shows that this approach leads to enduring difficulties with intensive quantities, and undermines children's mastery of fractions. A teaching programme has been developed to remedy this, and it has been found to boost understanding of intensive quantities as well as fraction usage. The approach is compatible with current curricular demands, and extends them in a valuable way.

NO 10   NOVEMBER 2004   www.tlrp.org/pub/research.html

Research Briefings

Improving pupil group work in classrooms: A new approach to increasing engagement and learning in everyday classroom settings in Key Stages 1, 2 and 3

There is a wide gap between the potential of group work and its limited use in schools. Groups in classrooms are often formed without a strategic view of their purpose, and teachers and pupils have concerns about group work. This project developed principles and strategies to improve the quantity and effectiveness of group work in classes at Key Stages 1, 2 and 3. It evaluated the programme through a year-long intervention study, and assessed the applications of group work.

NO 11   JUNE 2005   www.tlrp.org/pub/research.html

Learning how to learn – in classrooms, schools and networks

Research on assessment for learning has demonstrated that it can lead to improved learning and achievement. Less is known about how these results can be scaled up and sustained without intense support. This project, involving 40 primary and secondary schools, investigated the conditions in classrooms, schools and professional networks that support the creation, embedding and spread of new knowledge and practice. Links which were made between assessment for learning and learning how to learn focused on how schools and teachers can help pupils become autonomous learners.

NO 17   MARCH 2006   www.tlrp.org/pub/research.html

Factors that make teachers more effective across their careers

This study has established the dynamic nature of teachers' professional life phases and identities, and has shown how these factors, and the personal, work and policy contexts which teachers experience, influence their effectiveness. If they are to maximise teachers' commitment, well-being, resilience and effectiveness, teachers and their leaders must address the positive and negative effects of these contexts. This research provides a new perspective on teachers' quality, retention and effectiveness over the whole of their careers. VITAE was funded by the DfES and was a TLRP associate project.

NO 20   SEPTEMBER 2006   www.tlrp.org/pub/research.html

Interactive Teaching and ICT

The Interactive Teaching and ICT project examined deeply interactive or 'dialogic' teaching in schools, in which pupils have more influence over learning than with more direct, 'authoritative' teaching. The project was designed to probe possible links between deeper interactivity in teaching, the use of ICT, and learning. It also aimed to explore how engaging in reflective dialogue with researchers contributed to changes in teachers' thinking and practice.

NO 33   MARCH 2008   www.tlrp.org/pub/research.html

Consulting Pupils on the Assessment of their Learning

This project examined pupils' participation in their own assessment from a children's rights perspective, based on the United Nations Convention on the Rights of the Child. It demonstrated that when genuine opportunities for participating in and understanding assessment are presented, pupils engage in the outcomes of their learning and focus on their progress. Children show the motivation and capacity to be involved in decision-making processes where policy makers use child-centred methods to consult children directly.

NO 36   MARCH 2008   www.tlrp.org/pub/research.html

14-19 Education and Training: A Commentary by the Teaching and Learning Research Programme

Responses to government initiatives in England such as the Tomlinson Committee's proposals and the 14-19 Education and Skills White Paper show that there is no consensus about how to educate people in this age group. Further changes to the system are inevitable. Moreover, the complexity of the issues involved means that discussions about the pace and direction of reform will continue alongside consideration of how to implement changes that have already been agreed. TLRP has run two evidence-based seminars on this topic in collaboration with the Qualifications and Curriculum Authority's 14-19 Advisory Group, and this Commentary summarises its work in the field.

JUNE 2006   Available to download from:
http://www.tlrp.org/pub/commentaries.html

Project Publications

Across School Phases continued

Enhancing the Experience of Schooling: A Commentary by the Teaching and Learning Research Programme

In all countries of the UK, policy is being developed to place children at the heart of education and other services. Are they achieving this aim? What more could they do? This Commentary examines how the TLRP's evidence-informed principles of teaching and learning could underpin further developments.

NOVEMBER 2008   978-0-85473-830-4
Available to download from: www.tlrp.org/pub/commentaries.html

DVD
Ready or Not? Using drama to support transfer from primary to secondary school

This interactive DVD is about using drama activities to support pupils and parents at the time of primary/secondary transfer. It is the latest product from the Home School Knowledge Exchange Project. It raises key issues concerning primary/secondary transfer and shows how drama activities can be used to help pupils and their parents address these issues and feel confident and optimistic about transfer. The DVD also features teachers, parents and pupils talking about transfer and drama specialists talking about how the activities can be used in practice. A separate section features a play-in-rehearsal – also called 'Ready or Not?' – with actors dramatising the transfer stories of four families.

For further information, see: http://www.bristol.ac.uk/education/news_stories/ready

VIDEO
Literacies for Learning in Further Education
Roz Ivanic, David Barton, Richard Edwards, Greg Mannion

This film is based around fifteen interviews with subject and vocational lecturers in Further Education and university researchers. They talk interestingly about researching FE students' reading and writing practices in their lives and work outside college, and then reflect on the reading and writing practices within their courses and subject or vocational area. It offers a valuable introduction and framework for considering reading and writing in terms of social and professional practices rather than just 'basic skills'.

Order from: http://www.publicspace.org.uk/lflfe.html

Further and Post-16 Education

Books

Improving Learning, Skills and Inclusion: The Impact of Policy on Post-Compulsory Education
FRANK COFFIELD, SHEILA EDWARD, IAN FINLAY, ANN HODGSON, KEN SPOURS, RICHARD STEER

How can opportunities for teaching and learning be improved to ensure that many more people participate, gain qualifications and obtain decent jobs? By examining the sector simultaneously from the 'bottom up' and from 'top down', this book shows how recent policy is affecting three disadvantaged groups – 16-19 year olds who have fared poorly in official tests at school; unemployed adults learning basic skills; and employees at work learning basic skills.

MARCH 2008   ROUTLEDGE   ISBN: 978-0-415-46181-8   £21.99

Challenge and Change in Further Education: A Commentary by the Teaching and Learning Research Programme

This Commentary explains the pressures on the further education sector and the people in it, and the many policy changes with which it has had to cope. It also points out that further education is resilient and innovative. Its tutors and other staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. They often recognise and nurture abilities which students undervalue or do not realise they possess. TLRP's research shows that relations between tutors and students are the heart of successful further education. Unless tutors and students have time and space to work together effectively, employers, governments and the many other groups with a stake in further education will not get the results they want.

JUNE 2008   ISBN: 978-0-85473-824-3
Available to download from:
www.tlrp.org/pub/commentaries.html

Books

Improving Learning Cultures in Further Education

DAVID JAMES, GERT BIESTA

What do learning cultures in FE look like and how do they transform over time? How do they transform people? How can people transform learning cultures for the better? Through a combination of theory and analysis this book makes a strong case for the importance of a cultural approach to the improvement of teaching and learning in FE, and provides practical guidance for researchers, policymakers and practitioners for implementing change for the better.

SEPTEMBER 2007   ROUTLEDGE   ISBN: 978-0-415-42736-4   £22.99

Improving Learning in College, Rethinking literacies across the curriculum

ROZ IVANIC, RICHARD EDWARDS, DAVID BARTON, ZOE FOWLER, GREG MANNION, KATE MILLER, MARILYN MARTIN-JONES, JUNE SMITH, CANDICE SATCHWELL, BUDDUG HUGHES

This book provides insightful analyses of innovative practices and indicates different ways of changing teaching practices so that FE students can draw upon their full potential. It clearly demonstrates the integrity and richness of the literacy practices of a significant population which has not previously been the focus of such research: those who take up vocational and academic college courses outside HE. More significantly, they address an issue which has, to date, not been developed within this research tradition: that of how these practices can be not only valued and validated, but also mobilised and harnessed to enhance learning in educational settings.

FEBRUARY 2009   ROUTLEDGE   ISBN: 978-0-415-46912-8   £21.99

Research Briefings

Improving Learning in Further Education: a new, cultural approach

Further Education colleges provide diverse and badly needed services, especially for the educationally and socially disadvantaged. However, the quality of learning in FE is under pressure and even threat.

Research Briefings

The Transforming Learning Cultures in FE (TLC) project identified these pressures, developed a better way to understand learning in FE, and produced a new, multi-level approach to improving that learning.

NO 12   NOVEMBER 2005   www.tlrp.org/pub/research.html

Policy, learning and inclusion in the learning and skills sector

Created in 2001, the Learning and Skills Sector (LSS) has received increased funding and demonstrated considerable achievements, but still faces major challenges. This project examined the impact of policy on learning and inclusion for three groups of disadvantaged learners: adult basic skills learners in the community; adults in the workplace; and Level 1 and 2 learners in further education colleges. We studied the impact of five policy levers: targets, funding, planning, inspection, and policy initiatives such as Skills for Life.

NO 28   NOVEMBER 2007   www.tlrp.org/pub/research.html

Harnessing everyday literacies for student learning at college

Literacy is thought to be a significant factor affecting retention, progression and achievement in colleges. Students are regularly portrayed as a 'media generation' and the literacy practices they are involved in are often devalued. This briefing reports on a three year project which explored the everyday literacy practices of students and those that are required of them on their college courses, and identified ways of moblising students' everyday literacies in the college environment to enhance their learning.

NO 50   SEPTEMBER 2008   www.tlrp.org/pub/research.html

Inside Further Education: The Social Context of Learning

This qualitative study, called Learning and Working in Further Education in Wales, explored students' and teachers' lives, with a focus on their interactions in classrooms and other sites of learning. Its purpose was to explore what students and their teachers brought to the classroom, such as their prior experiences and their dispositions towards and expectations of learning. This gave insights into the complex nature of students' lives, and how learning styles and outcomes were a negotiated outcome of the interactions

NO 52   SEPTEMBER 2008   www.tlrp.org/pub/research.html

Project Publications

Higher Education

Books

Improving what is Learned at University, An exploration of the social and organisational diversity of university education

JOHN BRENNAN, ROB EDMUNDS, MUIR HOUSTON, DAVID JARY, YANN LEBEAU, MIKE OSBORNE AND JOHN T. E. RICHARDSON

Higher education has become increasingly diverse in its institutional forms, its students and the conditions and contexts under which they study. Within such a differentiated system lie important questions for institutions about what kind of organisation they are and want to be. What kind of experiences do they seek to provide for their students and with what kinds of consequences for their graduates and society? With new empirical data and some novel conceptualisations of higher education, the SOMUL project provides answers to these questions in ways which do not always follow conventional lines of thought about diversity and difference in UK higher education today.

FEBRUARY 2009   ROUTLEDGE   ISBN: 978-0-415-48016-1   £21.99

Improving Disabled Students' Learning in Higher Education: Experiences and Outcomes

MARY FULLER, JAN GEORGESON, MICK HEALEY, ALAN HURST, KATIE KELLY, SHEILA RIDDELL, HAZEL ROBERTS, ELISABET WEEDON

This book sets out to show how disabled students experience university life nowadays. They are the first generation of students to move through university after enactment of important legislation (Disability Discrimination Act) which places a responsibility on universities to create an inclusive environment in which disabled students should be able to study on an equal footing with non-disabled students and reach their potential. The research on which the book is based focuses on a small number of students with a variety of impairments as they move through their degree courses. It provides practitioners who teach and support disabled students, and those who campaign for an end to discrimination and exclusion, insights into the working of universities as seen by the central participants. Crucially, it foregrounds the views of disabled students themselves, giving rise to a complex, contradictory and always fascinating picture of university life from students whose views and voice are not often heard.

APRIL 2009   ISBN: 978-0415-480499   ROUTLEDGE   £21.99

Research Briefings

The Effectiveness of Problem Based Learning 1 – a pilot systematic review and meta-analysis

'Problem Based Learning', a cluster of applied approaches to teaching, is increasingly popular in professional education both in the UK and internationally. However, there are still many important questions about its definition and about the forms of Problem Based Learning which may be best for particular students in different contexts. This Research Briefing reports on a pilot systematic review and meta-analysis, undertaken to evaluate evidence of the effectiveness of Problem Based Learning as defined by the research studies which were cited in five previous reviews. It indicates the challenges of conducting research of this sort and the difficulty of achieving 'safe' knowledge of teaching effectiveness.

NO 8   MARCH 2004   www.tlrp.org/pub/research.html

Learning to Teach in Post Devolution UK

This briefing reports on a scoping study of the structures and processes in place to support Initial Teacher Education (ITE), induction and early professional development in England, Northern Ireland, Scotland and Wales, and carried out from August 2006 to August 2007. The objectives of the scoping study were to provide a descriptive map of current policy and practice in the four countries of the United Kingdom and to identify transnational policy trends through identifying some of the similarities and differences.

NO 49   AUGUST 2008   www.tlrp.org/pub/research.html

The Effectiveness of Problem Based Learning 2 – a randomised experiment in Continuing Nursing Education

'Problem Based Learning', a cluster of applied approaches to teaching, is in widespread use in professional education both in the UK and internationally. Its adoption is also being encouraged in other disciplines. The theoretical base for Problem Based Learning draws on a range of 'student centred' or 'constructivist' traditions. However, there are still many important questions about what forms of Problem Based Learning are best for particular students in different contexts. This Research Briefing reports on a randomised experiment which was used to evaluate the impact of a part-time Problem Based Learning curriculum in a Continuing Nursing Education programme.

NO 9   NOVEMBER 2004   www.tlrp.org/pub/research.html

Higher Education continued

Research Briefings

Engaging teachers, engaging learners: Action research for developing inclusion in secondary schools

Many teachers remain unconvinced by the principle of inclusion. This project shows that collaborative action research can draw more teachers into the exciting challenge of engaging all their pupils in learning. It also shows how to get action research going in schools. Teachers should have ownership of the research and work collaboratively, and there should be a focus on the effects of their practice on pupils' learning and participation. We also describe how educational psychologists can support and challenge as facilitators.

NO 29   JULY 2007   www.tlrp.org/pub/research.html

A Values-based Approach to Teacher Education

This research explored students' and beginning teachers' experiences of teacher education and professional development in Northern Ireland. It focused on their perceptions and understanding of the values underpinning their teaching and learning experiences, at recruitment and across the three phases, of Initial Teacher Education (ITE), Induction, and Early Professional Development (EPD). A key feature of the research was the tracking of a cohort of 40 Postgraduate Certificate of Education (PGCE) primary and post-primary students from the 2004/5 intake, through each of the phases.

NO 35   MARCH 2008   www.tlrp.org/pub/research.html

Learning and Teaching at University

The coming of mass higher education has brought larger classes, more diverse students and leaner unit costs, but keener interest in teaching quality and graduate attributes. This research surveyed what and how undergraduate students learned in this changed landscape. It investigated how the quality of learning and teaching was shaped by subject areas and course settings, and ways of using research evidence to enhance course effectiveness.

NO 31   NOVEMBER 2007   www.tlrp.org/pub/research.html

Disabled students' learning in higher education

Before the 1990s, universities made very little provision for disabled students. Over the past fifteen years, many policy, legislation and funding measures have been introduced, including the extension of disability discrimination legislative to education in 2001. These measures have led to a marked increase in the proportion of disabled students participating in higher education. In order to assess the extent to which universities are becoming more inclusive, and to identify the barriers which still remain, this research tracked the experiences and outcomes of 31 students in four universities over three years.

NO 46,   JULY 2008   www.tlrp.org/pub/research.html

What is learned at university? The social and organisational mediation of university learning

This project was intended to increase our understanding of the learning outcomes of an increasingly diverse higher education system via an examination of the conceptions of learning, and of professional and personal development, held by the students themselves. It investigated how 'what is learned' differs between different universities and their student populations. By so doing, it is proposing new ways to make sense of the UK's increasingly diversified higher education system.

NO 32   DECEMBER 2007   www.tlrp.org/pub/research.html

Learning to Perform: enhancing understanding of musical expertise

How do conservatoire students learn to perform? How can we enhance this process? Learning to Perform has investigated teaching and learning at the Royal College of Music London, a leading UK and international conservatoire, following students over three years of their higher education. Starting from the belief that learning to perform extends well beyond the practice room or composition studio, the project has produced results which challenge the notion that musical expertise is developed only through narrowing of focus.

NO 47   JULY 2008   www.tlrp.org/pub/research.html

Project Publications

Higher Education continued

Research Briefings

Investigating Musical Performance: Performance anxiety across musical genres

Professional musicians' career demands are high. In order to develop and sustain expertise, they need to be physically, emotionally and mentally fit. One of the most frequently reported debilitating problems that musicians face is musical performance anxiety (MPA). The Investigating Musical Performance (IMP) project adds to existing research by investigating the presence, aetiology, contributing factors and effects of anxiety, as well as coping strategies employed by musicians across four different musical genres (Western classical, popular, jazz, and Scottish traditional).

NO 57   OCT-08   www.tlrp.org/pub/research.html

Widening Participation in Higher Education

Book

Improving Learning by Widening Participation to Higher Education

MIRIAM DAVID, ANN-MARIE BATHMAKER, LAURA BLACK, SANDRA COOKE, GILL CROZIER, PAULINE DAVIS, HUBERT ERTL, ALISON FULLER, JIM GALLACHER, GEOFF HAYWARD, SUE HEATH, PATRICIA HERNANDEZ-MARTINEZ, CHRIS HOCKINGS, GARETH PARRY, DIANE REAY, DAVID SMITH, ANNA VIGNOLES, GEOFF WAKE, JULIAN WILLIAMS.

This book provides clear and comprehensive research evidence on these policies, processes, pedagogies and practices of widening or increasing participation to higher education. This evidence is situated within the contexts of changing individual and institutional circumstances across the life course and wider international transformations of higher education in relation to the global knowledge economy. The book also considers the changing UK policy contexts of post-compulsory education, how socio-economically disadvantaged (raced and gendered) students fare through schools and into post-compulsory education, and the kinds of academic or vocational courses undertaken, including the criticality of maths education for some subjects and forms of higher education, changing forms of institutional and pedagogic practices within higher education, and how adults think about higher education in their lives. The findings are based upon both qualitative studies and quantitative datasets.

AUGUST 2009   ROUTLEDGE   ISBN: 978-0-415-495424   £21.99

Research Briefings

Keeping Open the Door to Mathematically Demanding Programmes in Further and Higher Education

This project aimed to better understand how to extend and improve learning in mathematics, especially by those 'on the edge' of further participation. Our study surveyed students by questionnaire and interview through their AS year and studied contrasting Programmes and pedagogies. We conclude that Programme and pedagogy can make significant differences to learning outcomes for these students, especially in terms of drop-out and the disposition to continue to study mathematics, sometimes despite injurious policy and institutional influences.

NO 38   JUNE 2008   www.tlrp.org/pub/research.html

Widening Participation in Higher Education: A Quantitative Analysis

Our research provides a quantitative description of the educational trajectories of state school children, showing who goes on into higher education, the type of higher education experienced by different pupils and their subsequent success in the labour market. A central aim is to understand the importance of achievement at school from a young age in explaining the underrepresentation of some groups in higher education. Our research is innovative because we have new large-scale administrative data on higher education participants and non-participants, including information about their schooling.

NO 39   JUNE 2008   www.tlrp.org/pub/research.html

Widening Participation in Higher Education continued

Research Briefings

Combining Policy, Organisation and Progression in Further and Higher Education

Colleges and universities that provide both further and higher education are a key component of government strategies to expand participation in English undergraduate education. They are sometimes styled dual-sector or mixed-economy institutions. They belong to one sector but some of their programmes are the responsibility of another. Our project examined three aspects of what we call 'furtherhigher education': national policy formation; organisational development; and student progression.

NO 40   JUNE 2008   www.tlrp.org/pub/research.html

Learning and teaching for diversity and difference in higher education: towards more inclusive learning environments

This project explored the implications of increased diversity in higher education. It investigated teachers' and students' conceptions of themselves, of each other, of learning and teaching, of knowledge and of their ways of knowing, across two universities, one pre- and one post-1992 and in a range of disciplines. The aim was to work alongside university teachers to help develop strategies to improve academic engagement and participation, to create more inclusive learning environments and to inform policy and practice in university teaching.

NO 41   MAY 2008   www.tlrp.org/pub/research.html

The Socio Cultural and Learning Experiences of Working Class Students in Higher Education

Within the discourse of Widening Participation, working class students are often regarded as potential drop outs, and therefore as a risky investment for university recruitment. This research presents a very different picture. It demonstrates the resilience and commitment which working class students employ in order to 'get in and stay in'. But it also shows that their experiences differ between universities and that these structurally unequal experiences exacerbate the already excessive challenges and demands that working class students are often faced with over and above the requirements of their course.

NO 44   JUNE 2008   www.tlrp.org/pub/research.html

Widening Participation in Higher Education: A Commentary by the Teaching and Learning Research Programme

This policy commentary provides research evidence on the policies, pedagogies and practices of widening access to higher education (HE) and contributes to global policy debates about equity and diversity in student successes and outcomes. Transformations of higher education in relation to the global knowledge economy provide the context.

OCTOBER 2008   ISBN: 978-0-85473-832-8
Available to download from:
www.tlrp.org/pub/commentaries.html

Degrees of Success: Learners' transition from Vocational Education and Training to Higher Education

Many Vocational Education and Training (VET) pathways in 14-19 education aim to provide learners with the opportunity to progress to Higher Education. Policy-makers and educationists assume that these routes increase educational opportunities for young people and widen access to HE. The project Degrees of Success: the transition between VET and HE assesses this assumption and investigates the challenges learners face when they apply to, and enter, HE from a VET background.

NO 42   JUNE 2008   www.tlrp.org/pub/research.html

Non-participation in Higher Education: Decision-making as an embedded social practice

Little previous research has focused on the decision-making of adults (21-plus) who have not participated in Higher Education (HE). This project examined how adults' decision-making about higher education is embedded in networks of family, partners and friends, and the extent to which they see future participation as being within the bounds of possibility. Central to the research was a group of individuals who were 'potentially recruitable' to HE, defined for the purposes of our research as those whose highest level of qualification is at Level 3, the level normally required for entry to HE. These subjects acted as entry points to their 'networks of intimacy', which consisted of people with both lower and higher educational attainment than their own.

NO 43   JUNE 2008   www.tlrp.org/pub/research.html

Project Publications

Workplace learning

Books

Improving Workplace Learning

KAREN EVANS, PHIL HODKINSON, HELEN RAINBIRD, LORNA UNWIN

Across the western world, there is a growing awareness of the importance of workplace learning. Authoritative, accessible, and appealing, this book focuses on guidelines for improving workplace learning by marrying the very best theory and practice to provide an accessible and authoritative guide to workplace learning. Practitioners, policy makers, students and academics with an interest in learning at work will find this an invaluable addition to their bookshelves.

AUGUST 2006   ROUTLEDGE   ISBN: 978-0-415-37120-9   £22.99

Improving Inter-professional Collaborations: Learning to do Multi-agency Work'

ANNE EDWARDS, HARRY DANIELS, TONY GALLAGHER, PAUL WARMINGTON

Inter-professional collaborations are invaluable relationships which can prevent the social exclusion of children and young people and are now a common feature of welfare policies worldwide. Drawing on a four year study of the skills and understanding required of practitioners to establish the most effective interagency collaborations, this comprehensive text is full of ideas to help shape collaborative inter-professional practice.

DECEMBER 2008   ROUTLEDGE   ISBN: 978-0-415-46870-1   £21.99

Improving Mathematics at Work, the Need for Techno-mathematical Literacies

CELIA HOYLES, RICHARD NOSS, PHILLIP KENT, ARTHUR BAKKER

With the ubiquity of IT in workplaces, employees now require "Techno-mathematical Literacies", the mastery of new kinds of mathematical knowledge shaped by the systems that govern their work. The education system does not fully recognise these skills, employees often lack them, and companies struggle to improve them. This book will illustrate novel computer-based learning resources to train a variety of employees in the mathematical awareness and knowledge that today's employment requires.

JULY 2009   ROUTLEDGE   ISBN: 978-0-415-48008-6   £21.99

Towards Expansive Apprenticeships: A Commentary by the Teaching and Learning Research Programme

This Commentary examines the vital role of apprenticeship in creating a high-quality workforce for the UK. It shows that instead of focusing on grand policy, attention needs to be paid to the delivery of apprenticeship on the ground. Apprentices can find their experience ranges from the expansive to the restrictive. A restrictive apprenticeship is intended to produce profitable workers fast. It does not allow them time to study deeply, see the business from all angles, or reflect on what they are learning. An expansive apprenticeship, by contrast, does all this, and helps produce employees who can contribute to many areas of business success throughout a worthwhile career. As well as developing the high-level skills that the UK will need in growing amounts, apprenticeship can be a route to university or other forms of education. It is certain to retain a valuable role in the era of lifelong learning. But as the argument here shows, it will flourish best if standards are raised and policies are fully thought through.

SEPTEMBER 2008   ISBN: 978-0-85473-825-0
Available to download from: www.tlrp.org/pub/commentaries.html

Research Briefings

Improving Learning in the Workplace

The primary objective of workplaces is to produce goods and services, but they are also important locations for learning. This briefing comes from an interdisciplinary network of research projects which investigated a diverse range of contemporary organisations. The findings show that complex interactions between government policy, workplace regulation and individual worker dispositions contribute to the uneven quality of learning environments and learning opportunities. To improve learning at work it is important to understand such interactions.

NO 7   MARCH 2004   www.tlrp.org/pub/research.html

Workplace learning continued

Research Briefings

Understanding and Enhancing Learning Cultures in Community-Based Further Education

Community Learning Centres (CLCs) linked to further education (FE) colleges can play a key role in re-engaging learners who are traditionally very hard to reach. But this area of education has been neglected in both policy and research, reflecting the relatively low status of community based-learning within further education and in the education system as a whole. This project helps us understand why it is important, and how it can be improved.

NO 26   MARCH 2007   www.tlrp.org/pub/research.html

Techno-mathematical literacies in the workplace

There has been a radical shift in the mathematical skills required in modern workplaces. With the ubiquity of IT, employees now require Techno-mathematical Literacies, the mastery of new kinds of mathematical knowledge shaped by the systems that govern their work. The education system does not fully recognise these skills, employees often lack them, and companies struggle to improve them. This project developed learning resources to train employees in the mathematical capability that today's employment requires.

NO 27   AUGUST 2007   www.tlrp.org/pub/research.html

VIDEO
Organisational Learning

There are complex relationships between organisational learning, design of work, workplace learning and organisational performance: for example, issues could include how job and task design are orientated towards workplace learning, how organisations and systems accommodate new tools, how organisations are managed as environments for learning by enhancing productivity through knowledge development. TLRP has grounded some of these issues by showing some organisational contexts in a series of video clips, which can be viewed here: http://www.tlrp.org/themes/workplace/organisational.html. The examples are mainly drawn from the ACORN project, a European EQUAL project, in which the University of Warwick Institute for Employment Research participated.

Available to view at: www.tlrp.org/themes/workplace/organisational.html

Improving Working as Learning

This project enhances our understanding of how improving working can lead to improvements in learning. It develops the Working as Learning Framework as a new way of specifying the links between macro-level forces that shape employment, the nature of work organisation and the 'expansive' or 'restrictive' character of learning environments. The empirical findings are based on interviews, surveys and observations carried out in twelve contrasting settings. The analysis demonstrates how the Framework can be applied and what new insights it can offer.

NO 55   OCTOBER 2008   www.tlrp.org/pub/research.html

'Putting Knowledge to Work': Integrating work-based and subject-based knowledge in intermediate-level qualifications and workforce upskilling

Publicly funded courses in basic skills, ESOL and IT are offered in UK workplaces because the government believes they will raise productivity. We investigated the impact of such courses, tracking both learners and their workplaces over a period of years. We discovered that workplace courses can both improve skills and change people's approach to learning; but also that current policy design is highly inefficient. It is at odds with the needs of mature, self-aware learners, and with the workplace environment.

NO 59   OCTOBER 2008   www.tlrp.org/pub/research.html

Are we witnessing the rise of a high skilled, low waged workforce?

This is the first study by UK academics to examine the future of skills in the new global competition, including China and India. It is based on extensive interviews with leading companies from North America, Europe and Asia, along with senior policy-makers across seven counties. It challenges current policy assumptions about the role of education and skills in the global knowledge economy.

NO 53   OCTOBER 2008   www.tlrp.org/pub/research.html

Project Publications

Professional Learning

Research Briefings

Early career learning at work

This longitudinal study observed the workplace learning of 92 professional accountants, engineers and nurses during their first three years of full-time employment. Its main focus was on informal learning and short semi-formal learning episodes. Previous research had shown that these are the major source of mid-career learning. It found out what was being learned, how it was being learned and the factors affecting learning in a wide range of work settings.

NO 25   MARCH 2007   www.tlrp.org/pub/research.html

Making it work: Collaborative working to meet the needs of young people at risk

Collaborative engagement between public agencies, aimed at achieving common goals, has become more important in recent years. Using Activity Theory as a framework for analysis, this project examined such interagency working at three sites, two within a school's learning community and a third involving statutory and voluntary agencies.

NO 34   MARCH 2008   www.tlrp.org/pub/research.html

Learning in and for Multi-agency Working in Preventing Social Exclusion

Social exclusion is a complex phenomenon which threatens the well-being of individuals and their communities. The Children Act of 2004 called for practitioners to collaborate to prevent social exclusion, working together to look across the different domains of children's lives. Such collaboration requires often-underestimated professional learning and shifts of identity from practitioners, and changes in the organisations that employ them.

NO 37   MARCH 2008   www.tlrp.org/pub/research.html

VIDEO
Learning Lives
Gert Biesta, John Field, Ivor Goodson, Phil Hodkinson and Flora Macleod

Produced by the Learning Lives project team at the University of Stirling this video looks at some case studies of adult learners in Scotland and their challenges and achievements. It is hosted by Congress TV which is viewed by TUC and STUC conference delegates. The video has also been shown on Information TV.

Available to view at: www.congresstv.tv/index.php?id=3&par_ch=25&ch=0&vid=33214

Vicarious learning and case-based teaching: online resources for healthcare students acquiring clinical reasoning skills

Developing expertise in clinical reasoning and diagnosis poses an enormous challenge to health science students. In a three-phase project, we identified the difficulties that health science students in initial training have with clinical reasoning, designed and implemented an online vicarious learning system to address those difficulties, and evaluated the outcomes in terms of learners' experiences, diagnostic skill development and use of professional language.

NO 54   OCTOBER 2008   ISBN: 978-0-85473-840-3
www.tlrp.org/pub/research.htm

New teachers as learners: a model of early professional development.

This project was designed to improve the learning of new teachers by developing a research-based, practical model of their early professional learning. This is a relatively neglected part of the learning process and the research suggests amendments to present statutory training requirements which could support better learning outcomes. A more sophisticated understanding of early professional learning makes it possible to connect experiences and standards which might otherwise conflict.

NO 56   OCTOBER 2008   www.tlrp.org/pub/research.htm

Education, Globalisation and the Knowledge Economy: A Commentary by the Teaching and Learning Research Programme

Governments all over the world want high-value economies with high-skill workforces. This TLRP Commentary shows that they cannot all succeed. Developments in information technology mean that complex professional work is becoming as mobile as low-skill manufacturing. This gives employers steadily more scope to move once-secure work to low-wage economies. The implications for middle-class lifestyles in Europe, Japan and North America may be severe.

November 2008   ISBN: 978-0-85473-831-1   Available to download from: www.tlrp.org/pub/commentaries.html

Lifelong Learning

Research Briefings

Education, schooling and learning for life

Effective teaching and learning equips learners for life in its broadest sense, as well as for specific tests of performance. This Research Briefing reports on a sequence of studies on this topic. At its heart was detailed tracking of the learning of middle and working class cohorts of children from age 4 to age 16. The work attempted to understand the role of pupil perspectives, strategies, relationships and identities in the authentic personalisation of teaching and learning.

NO 23   MARCH 2007   www.tlrp.org/pub/research.html

Learning Lives: Learning, Identity and Agency in the Life Course

The ambition of the Learning Lives project was to investigate what learning means and does in the lives of adults. Over a three-year period we conducted more than 500 interviews with about 120 adults aged 25-84. In addition we analysed data from the British Household Panel Survey, an annual survey of about 5,500 UK households. The Learning Lives project took a biographical approach, focusing on individual adults and their learning biographies and trajectories.

NO 51   JULY 200   www.tlrp.org/pub/research.html

Older People and Lifelong Learning: choices and experiences
ALEX WITHNALL

In spite of the ageing of the population, little is known about older people's experiences of learning over the course of their lives, the factors that might influence whether they choose to learn in retirement and what role learning plays in their lives as they grow older. This study set out to explore these issues in depth using a range of different investigative methods including the use of a small group of older people themselves as interviewers of their peers.

NO 58   OCTOBER 2008   www.tlrp.org/pub/research.html

Books

Improving Learning in Later Life
ALEXANDRA WITHNALL

Previous books on the complex theme of lifelong learning invariably fail to take older people's learning experiences and aspirations into account. This new book focuses on understanding the varied learning experiences of older people across the life course, analyzing the role and significance of learning in older people's lives today. Linked to current educational policy developments, this book provides crucial recommendations for policy makers, educational practitioners and older people themselves.

MARCH 2008   ROUTLEDGE   ISBN: 978-0-415-46172-6   £21.99

Strategies for improving learning through the life-course: The Learning Lives Project
Gert Biesta, John Field, Ivor Goodson, Phil Hodkinson and Flora Macleod
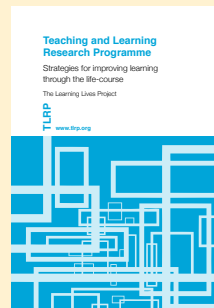
This pamphlet provides a summary of findings from one of TLRP's largest project investments and an informed discussion of their implications. The Learning Lives project combined study of the learning biographies of about 120 adults aged between 25 and 85 with analysis of data from the British Household Panel Survey. The project related retrospective life history evidence with 'real time' life-course research. In these ways, the project reconstructed the learning biographies of a wide range of adults in different contexts and stages of their lives. Insights from educational research of this sort have profound implications for policy, practice and daily decision making by individuals. The dilemmas which make life so interesting and diverse call for informed judgement as a basis for action. In this, the understanding of 'learning lives' which this project has generated has much to offer.

September 2008   TLRP   Available to download from: www.tlrp.org/pub/index.html

Thematic Publications

Publications in this section are presented in relation to a simplified version of TLRP's analytic themes.

These are:
- Contexts
- Learners
- Teachers
- Processes
- Outcomes
- Research Development

For further information about TLRP's thematic analysis, including 'walk through' guides and web-links to key sources, please go to: www.tlrp.org/themes/index.html

Contexts

Rethinking Contexts for Learning and Teaching, Communities, Activities and Networks
RICHARD EDWARDS, GERT BIESTA, MARY THORPE

This book is about teaching and learning and how different contexts affect these processes. It will not only describe the practices used by teachers in particular contexts across the lifespan, but also analyse various ways of understanding those practices. The book will be divided into three sections exploring theories of context, case studies of learning in contexts across the lifespan and implications for teaching and research.

**JANUARY 2009   ROUTLEDGE   ISBN: 978-0-415-46776-6 £22.99**

'The impact of policy on the English learning and skills sector'
Journal of Vocational Education & Training
I FINLAY, S EDWARD & R STEER (EDS)

Assessing the impact of government policy on any educational sector is never a simple task. Especially complex is in the learning and skills sector in England, influenced by several related policy agendas, including the economy, social inclusion, employment, education and even health. This issue discusses the findings of a TLRP project that analysed the complexities of the processes of translating national policy into local practice in the learning and skills sector.

2007   VOL 59   NO 2
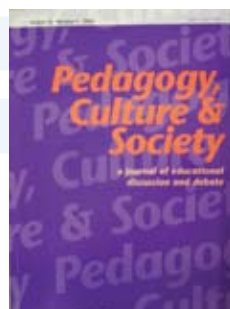
'Learning in and across contexts'
Pedagogy, Culture & Society
R EDWARDS & K MILLER (EDS)

Questions of context are central in the discourses of lifelong learning. As learners move in and between different learning domains along their lives, the question of what specifically constitutes a learning context is crucial. This special issue arises from a series of seminars undertaken within the TLRP, which aimed to explore pedagogically, conceptually and methodologically the relationship between learning and context.

2007   VOL 15   NO 3

Learners

'Transforming learning cultures in Further Education'
Educational Review

P HODKINSON (ED)

This collection of papers addresses the concepts of culture and learning in the context of Further Education (FE). This work was part of a collective project funded by the TLRP. Focused on the centrality that local cultures and local practices have in the learning processes, the authors offer a collective interpretation on the conflicts that run through governmental, institutional and professional practices in FE.

2007   VOL 59   NO 4

'Home-school knowledge exchange'
Educational Review

M HUGHES (ED)

One method frequently proposed for enhancing children's learning is through increased collaboration between home and school. Although this is a widespread idea in the educational context, the research evidence is equivocal. This issue features the results of an interdisciplinary and large-scale TLRP project that aimed to understand, measure, evaluate and disseminate ways in which pupil attainment and learning disposition can be enhanced by a process of knowledge exchange and transformation between parents, teachers and children.

2006   VOL 58   NO 4

'Learning through the lifecourse: connecting identity, agency and structure'
Studies in the Education of Adults

K ECCLESTONE (ED)

Ideas about people's sense of self (identity), their capacity for autonomous and empowered action (agency) and the effects of structural factors (class, gender, race) have long been a concern of researchers hoping to understand questions of inequality, access to educational and life opportunities, and learners' responses to particular forms of teaching and assessment. This issue addresses these discussions and is a result of a thematic seminar series organised by the TLRP.

VOL 39   NO 2

The potential of listening to pupils'
Educational Review

J RUDDUCK (ED)

Pupils' insights into the social dynamics of school can offer valuable guidance on ways of improving learning, and an opportunity to enhance pupil engagement and achievement. This issue is based on research that examined the challenges and complexities of consulting pupils about teaching and learning in the classroom, and how a theory of teaching, learning and achievement could be integrated with a theory of pupil consultation and participation.

2006   VOL 58   NO 2
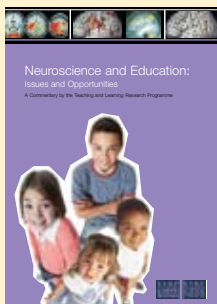
'Student voice'
Forum

M FIELDING (ED)

This special issue brings together new developments from TLRP research and other projects within the area of 'student voice'. Including articles written by children and teachers involved in the research projects, as well as reflections from academics and researchers, this publication explores the challenges of giving greater responsibility to students for their own learning, and how institutional forms of student engagement could develop a more authentic collective and democratic voice in schools.

2001   VOL 43   NO 2

In partnership with Routledge Education, TLRP publishes two book series. For further information about, and to order copies of books in the Improving Learning series, see: www.routledge.com/books/series/Improving_Learning. For the Improving Practice series, please visit: www.routledge.com/books/series/Improving_Practice_%28TLRP%29

Thematic Publications

Learners continued

Neuroscience and Education, Issues and Opportunities: A Commentary by the Teaching and Learning Research Programme

This publication points to a range of issues at the junction between neuroscience and education. As they say, the brain is the principal organ involved in learning. It is natural that our increased knowledge of its working can inform educational practice. But as it also makes clear, attempts to introduce neuroscience approaches into the classroom have to date been of mixed quality. Often they have relied too little upon research evidence and too much on impressive-sounding but scientifically questionable formulae. The authors leave us in no doubt that these are early days in this story. Because of the rapid progress now being observed throughout neuroscience, some approaches that are now in use may soon be seen to be invalid. Others that are now used will become better-corroborated. And unexpected approaches may emerge from research now under way.

MAY 2007   ISBN: 978-0-85473-793-2
Available to download from: www.tlrp.org/pub/commentaries.html

TLRP's Dspace repository contains over 1000 outputs and can be searched for both user-friendly and more academic publications. You can access it at: www.tlrp.org/search/

'Education and neuroscience: evidence, theory and practical application'
Educational Research

Neuroscience and education have received a considerable public interest recently. Various unscientific and unevaluated 'brain-based' pedagogies have been proposed. To consider this issue, TLRP organized a seminar series that brought together teachers, neuroscientists, psychologists and policy-makers to contribute to improve educational and neuroscientific understanding. This collection brings together and examines many of the issues and opportunities highlighted by the seminar series.

2008   VOL 50   NO 2

Change and Becoming through the Lifecourse: Transitions and Learning in Education and Life
KATHRYN ECCLESTONE, GERT BIESTA, MARTIN HUGHES

Like many ideas that inform policy, practice and research, 'transition' has numerous everyday and conceptual meanings. Children make a transition to adulthood, pupils move from primary to secondary school, from school to work, training or further education. Such transitions can lead to profound change or be an impetus for new learning, or they can be unsettling, difficult and unproductive. Yet, while certain transitions are unsettling and difficult for some people, risk, challenge and even difficulty might also be important factors in successful transitions for others. Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers, sociology, feminist and cultural studies, this book is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from different fields of research.

AUGUST 2009   ISBN: 978-0415-481748   ROUTLEDGE   £23.99

TLRP's News archive give a flavour of the activities of the Programme from 2000 to 2008. Take a look at: www.tlrp.org/news

Teachers

'Teacher learning'
Research Papers in Education

M JAMES (ED)

To improve outcomes for pupils often requires teachers to change their classroom practices, sometimes radically. But these innovations can only occur if teachers themselves have learned. Teacher learning is therefore a strategic part of the TLRP efforts to support educational research leading to improvements in outcomes for learners of all ages. This issue brings together and discusses findings related to teacher learning from Phase I and II school-based projects.

2005   VOL 20   NO 2

'Learning in and across the professions'
Oxford Review of Education

K BURN & A EDWARDS (EDS)

The papers in this special issue are concerned with professional expertise: how it is acquired, enriched and brought to bear on problems of practice. Three TLRP projects, together with projects from other programmes and institutions, discuss the themes of expertise; informed agency; identity; negotiations; and task orientation in the context of professional learning and development.

2007   VOL 33   NO 4

'Instrumental Teaching in Higher Education'
British Journal of Music Education

JANET MILLS AND HILARY MOORE (EDS)

While the new millennium has brought a number of research articles and books that relate to instrumental music teaching in higher education, many of these have been written, at least to some extent, from a distance. All articles in this special issue of the British Journal of Music Education are authored or co-authored by a performer-teacher, allowing practitioners to address research questions that have grown from their own perspectives, experiences and knowledge

2005   VOL 22   NO 3

Processes

'Learning how to learn, in classrooms, schools and networks',
Research Papers in Education,

M JAMES (ED)

This special issue presents the findings of a multifaceted TLRP project that aimed to investigate the conditions in classrooms, schools and networks that would promote better learning by pupils through the development of alternative assessment practices by teachers. The authors develop and extend recent work on assessment for learning into a model of learning how to learn for both teachers and pupils.

2006   VOL 21   NO 2

'Curriculum, domain knowledge and pedagogy'
Curriculum Journal

B MOON & B MᶜCORMICK (EDS)

The question of content, subject or disciplinary knowledge is a widespread debate among teachers and policy makers, and is central to curriculum development. This collection is the result of a TLRP thematic seminar series that drew together international and UK researchers to explore the issues surrounding curriculum, domain knowledge and pedagogy. The authors describe the debates taking place and suggest a reconceptualization of the field.

2007   VOL 18   NO 4

'InterActive education: teaching and learning in the information age'
Educational Review

R SUTHERLAND (ED)

TLRP is interested in the ways in which ICT can be used in educational settings to enhance teaching and learning. This issue reports the findings of the TLRP InterActive Education Project. The work centred around developing research partnerships between teachers, teacher educators, and researchers to investigate the pedagogic opportunities from particular technologies to enhance learning in schools.

2005   VOL 57   NO 4

'Learning and technology at work'
Mind, Culture, and Activity

P KENT, C HOYLES, R NOSS, D GUILE & A BAKKER (EDS)

This publication emerges from the symposium Learning and Technology at Work, held at the IoE, University of London, in 2004, with the support of the Kaleidoscope Network of Excellence and the TLRP. Scholars from diverse backgrounds analyse how the practices of learning and knowledge creation in workplaces are being transformed by information and communication technologies, and identify new conceptual tools to support work-based learning and e-learning, in a range of different contexts.

2007   VOL 14   NO 1 & 2

Evidence-based Education Policy: What Evidence? What Basis? Whose Policy?

EDITED BY DAVID BRIDGES, PAUL SMEYERS AND RICHARD D. SMITH

The movement towards 'evidence based' policy and practice has raised, again, important questions about the extent to which policy can be derived from research and about the kind of evidence which should inform policy.

Evidence-based Education Policy begins with a critique of the narrower conceptions of the evidence which might inform policy, espoused by the 'what works' movement among others, and then examines some of the logical and other kinds of gaps between what can be shown by research and the wider political requirements of policy. The main part of the book then examines the claims of some different educational research traditions to inform policy: large population studies as well as individual case studies; personal narratives; action research; philosophy; and imaginative, even romantic, literature. It calls for a more subtle understanding of the ways in which different forms of enquiry may inform policy and practice, and for the recognition and utilisation of the insights offered by the rich variety of educational research traditions available to us.

Published first as a special Supplememntary Issue of the Journal of Philosophy of Education Vol 42 August 2008 and to follow in book form in April 2009.

**APRIL 2009   WILEY-BLACKWELL   ISBN: 978-1-405-19411-2
£19.99**

Outcomes

'Learning, learning outcomes and the improvement of learning: reflections from TLRP. Learning outcomes thematic group'
Curriculum Journal

M JAMES (ED)

This publication arises from a thematic work across TLRP projects to enhance the understanding of key issues related to learning outcomes, such as the acquisition of skills, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society. Through cross-programme analysis and synthesis, it discusses the kinds of learning outcomes that a range of projects investigated.

2005   VOL 16   NO 1

'Challenges of diversity for widening participation in UK Higher Education'
Research Papers in Education

M DAVID (ED)

This special issue celebrates research conducted within the TLRP in the areas of widening participation to Higher Education (HE) and HE and lifelong learning. It considers how cultural, economic and social questions, such as class, diversity, ethnicity or gender, impinge upon teaching and learning and influence learning outcomes, questions which are currently addressed by UK government and policy-makers.

2008   VOL 23   NO 2

TLRP Findings and User Summaries
We have tried to cluster the most accessible of TLRP's findings in two places on the website. www.tlrp.org/findings/index.html provides direct links to synoptic outputs written for non-academic audiences www.tlrp.org/search/us/ gives access to a user-friendly selection of materials held in the Programme's electronic repository

Research Development

'The UK's Teaching and Learning Research Programme: findings and significance'
British Educational Research Journal

A POLLARD (ED)

This special issue is devoted to the TLRP effort of supporting research which is of both high quality and of high relevance in terms of policy and practice. It presents the outcomes of five TLRP projects and features impact work, user engagement and research capacity building within the TLRP. Finally, international commentators provide valuable insights into TLRP's efforts to enhance educational practices.

2007   VOL 33   NO 5

Improving Research through User Engagement

MARK RICKINSON, ANNE EDWARDS, JUDY SEBBA

User engagement has become a key part of discussions about the nature and purpose of educational and social science research. This book helps to conceptualise the different approaches, purposes and interpretations of user engagement. It places user engagement in the context of research design and links research design to debates about knowledge transfer and mediation. Lastly it looks seriously at the implications of user engagement for capacity building amongst researchers and research mediators.

OCTOBER 2009   ROUTLEDGE   ISBN: 978-0-415-46169-6

'Quality in educational research'
International Journal of Research & Method in Education

G THOMAS & S GORARD (EDS)

This issue brings together scholarship and commentary on quality in educational research from a TLRP and follow up activities and discussions. The key concerns are to examine how quality can be defined and judged in the educational research community, and to contribute to the debate into following the critiques that educational research received around the turn of the millennium.

2007   VOL 30   NO 3

Mapping the Ripples: An evaluation report of research capacity building through TLRP

ZOE FOWLER, RICHARD PROCTER

A major theme within the TLRP has been to develop research capacity: supporting processes through which research activity becomes embedded within the social networks of educational research communities and, thereby, leaving a sustainable legacy. This project evaluated the impact of the TLRP upon research capacity: providing evidence of the longer term effects of research capacity building upon the intellectual career journeys of researchers. An evaluation of research capacity building at this point in the TLRP has offered insights into the nature, extent and perceived value of the TLRP's legacy, and a body of evidence which could usefully inform future investment in this area.

SEPTEMBER 2008   Available to download from: www.tlrp.org/mappingtheripples/

'Technologies, research and development in the Teaching and Learning Research Programme and Applied Educational Research Scheme'
Technology, Pedagogy and Education

P CARMICHAEL (ED)

This special edition brings together research the development of technology-enhanced research approaches. It is a collaboration of the TLRP and the Applied Educational Research Scheme of Scotland with support from the Centre for Applied Research in Educational Technologies. The papers analyse the development and impact that the use of different technological infrastructures have in the creation of sustainable communities of researchers, participants and research users.

2007   VOL 16   NO 3

IT for Education Research: using new technology to enhance a complex research programme

The Teaching and Learning Research Programme has an IT infrastructure designed to enhance research, development and user engagement. It was developed and is hosted at the Centre for Applied Research into Educational Technologies, at the University of Cambridge. It includes some established technologies together with novel elements designed to respond to project and programme demands. Its contribution to the success of TLRP may point the way for other research programmes.

NO 16   MARCH 2006   www.tlrp.org/pub/research.html

Thematic Publications

Research Development

Reviewing Reviews

There has been widespread debate about the role and purpose of reviews of research. Advocates of systematic reviewing argue that traditional, scholarly reviews of research have been unclear about how and why particular studies have been included in the review. In turn systematic reviewing has been criticised. Debate at the BERA 2004 conference was followed by two seminars organised by TLRP which continued the discussion and mapped the arguments. A further symposium at BERA 2005 led to TLRP sponsorship of this document which is intended to offer greater clarity about the purpose of different forms of review.

NO 30   AUGUST 2007   ISBN: 978-0-85473-794-9

'Knowledge transformation and impact'
Cambridge Journal of Education
J GARDNER & A POLLARD (EDS)

Based on the TLRP commitment to the direct application, for policy and practice, of high quality educational research, this publication examines how to improve communication between researchers and users and how to ensure the authentic engagement of research users. The collection features authors who have been at the cutting edge of analysis and practice in respect of these issues and who have actively contributed to TLRP's work over the period.

2008   VOL 38   NO 1

This TLRP catalogue of publications is correct as at November 2008 but new material is still being published from the Programme. You can access the most up-to-date information from across TLRP's portfolio at: www.tlrp.org/pub/index.html

TLRP has also published three sets of resources. These offer support to:
• School teacher practitioners in applying research findings in routine classroom work
• Researchers in developing their research methods and expertise
• Teacher educators in studying this complex, substantive field

To access this material, go to: www.tlrp.org/resources/index.html

Technology Enhanced Learning
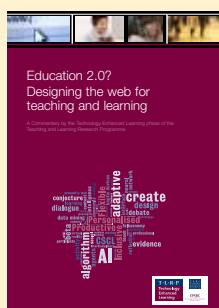
Technology Enhanced Learning: A Commentary by the Teaching and Learning Research Programme

The past five years or so have seen growing excitement within the educational community over the use of web 2.0, an umbrella term for a host of recent internet applications such as social networking, wikis, folksonomies, virtual societies, blogging, multiplayer online gaming and 'mash-ups'. Yet research in the field is sparse, and findings are few. This Commentary, *Education 2.0?*, sets out to define the limits of the confident portrayal of web 2.0, and seeks to assess its potential for imminent transformation of learning and teaching.

NOVEMBER 2008   ISBN: 978-0-85473- 829-8
Available to download from: www.tlrp.org/pub/commentaries.html

TLRP TEL was launched in 2007 and comprises eight interdisciplinary projects with funding of around £12 million. It is funded by the Engineering and Physical Sciences Research Council (EPSRC) and the Economic and Social Research Council (ESRC), and is managed by the latter. For further information on TLRP-TEL see: www.tlrp.org/tel

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