T·L·R·P TEACHING & LEARNING RESEARCH PROGRAMME

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

What is the Teaching and Learning Research Programme?

TLRP's characteristics and dimensions

- **Strategic** (focused on enhancing teaching, learning and research capacity with HEFCE's lead funding enhanced by UK research councils, governments and agencies totalling £43m)

- **UK-wide and lifelong** (England, Wales, Scotland, N. Ireland and addressing pre-school, schooling, further, higher and adult education, professional development, workplace and lifelong learning)

- **Phased** (schools 2000-5, post-compulsory 2000-8, widening participation in HE 2006-8, technology enhanced learning 2007-12)

- **Complex** (100+ project, thematic and capacity investments, 700+ researchers, projects up to £1.5m each, often with interdisciplinary teams)

- **Managed** (Steering Committee of research users and academics, advising a pro-active Directors' Team)

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TLRP's overarching aims

To support improvements in outcomes for learners at all ages and stages in all sectors and contexts of education and training, including informal learning settings, throughout the United Kingdom.

To enhance the United Kingdom's capacity to conduct education research combining high practical relevance and high social scientific quality.

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TLRP's developmental strategies

1. **Early user engagement**
2. **Knowledge generation by project teams**
3. **Knowledge synthesis by thematic work**
4. **Knowledge transformation for impact**
5. **Capacity building for professional development**
6. **Partnerships for sustainability**
7. **Adding value through innovative review**

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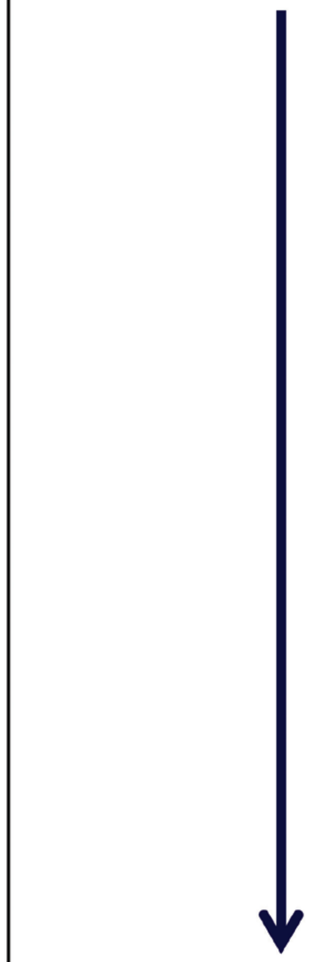
Strategy 1: Early user engagement

	Users in **partnership** work alongside researchers throughout the research	Users as **advisers** support progress at key points	Users act as **disseminators** of findings as they become available
• Experience a problem • Analyse the issue • Formulate research questions • Design the project • Seek funding • Gather data • Analyse • Write up • Disseminate			

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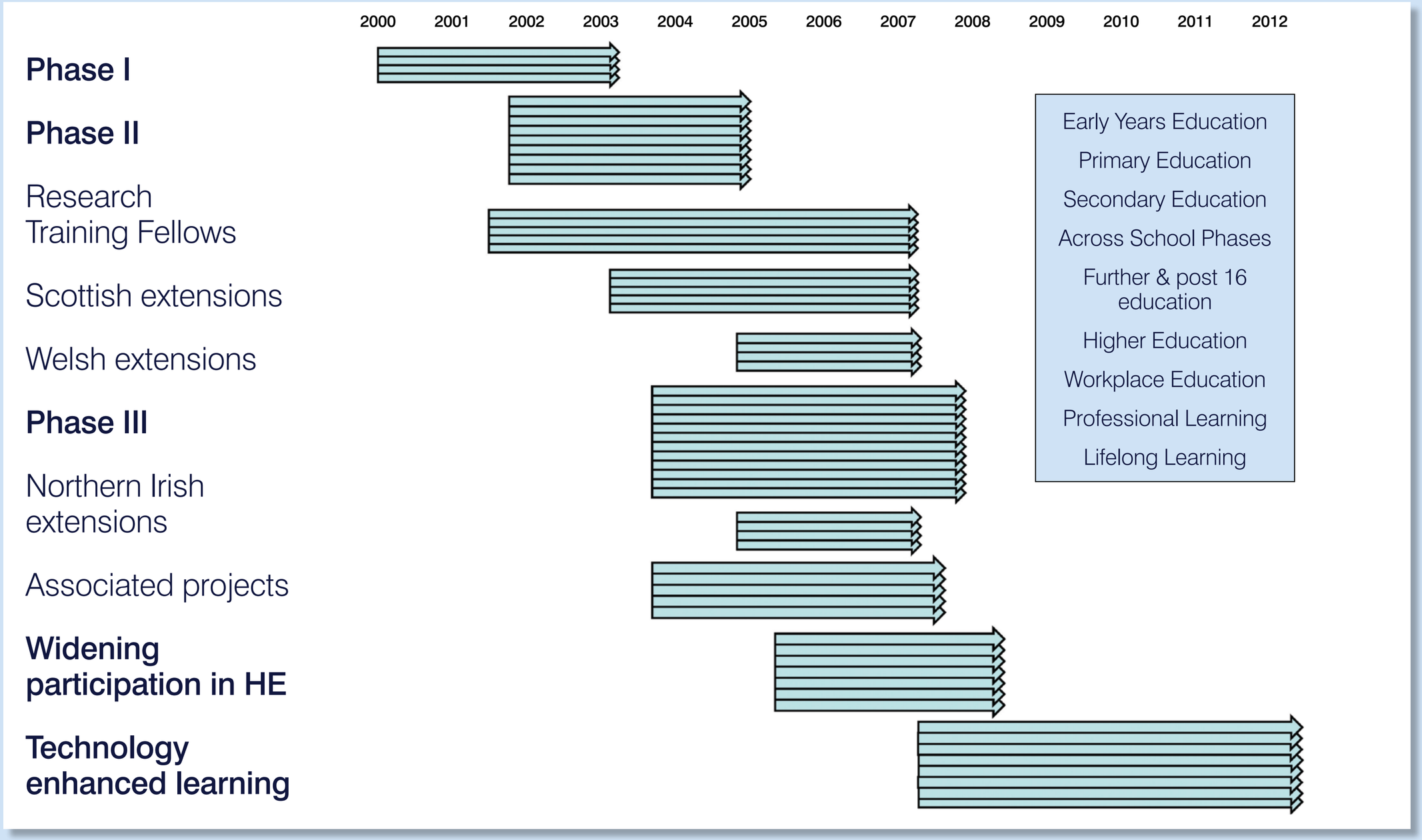
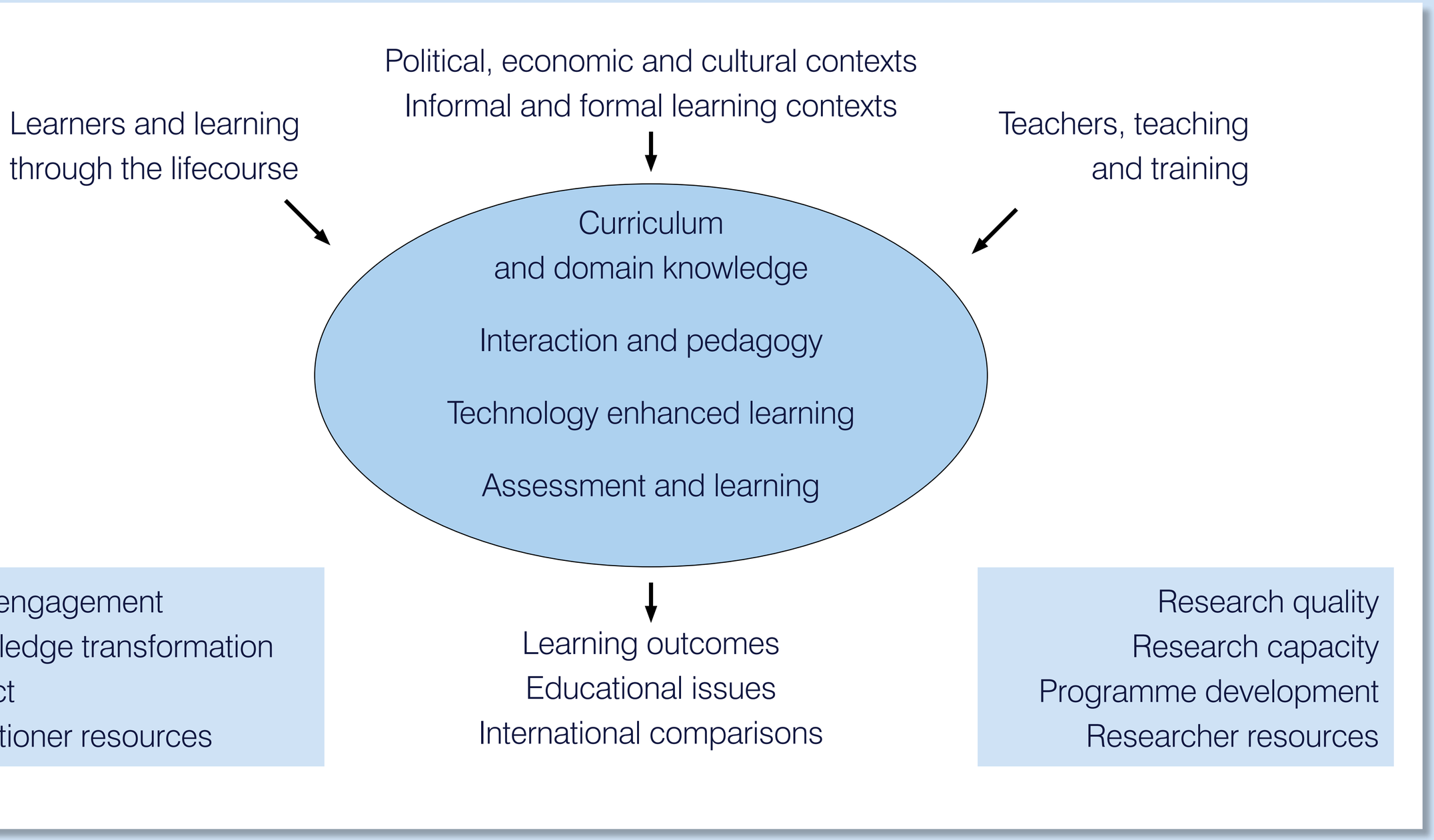
Strategy 2: Knowledge generation by project teams



Strategy 3: Knowledge synthesis by thematic work



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Strategy 4: Knowledge transformation for impact

- **Working towards 'interactive, iterative, constructive, distributed and transformative impact'.**

- **Collaboration** (eg: between projects, Programme, partner organisations, print/ media journalists, publishers, etc)

- **Targeted outputs** (eg: newsletters, newspaper articles, news items, posters, DVDs, Commentaries, Research Briefings, working papers, academic/practitioner book series, journal special issues, international handbooks)

- **Targeted events** (eg: local, national and international presentations, drama, seminars, workshops, conferences, symposia for particular issues and/or sectors)

- **Targeted resources** (eg: www.tlrp.org, project and thematic websites, search tools, RSS feeds, Research Tasters, Capacity Resources, database feeds to ESRC, BEI, EEP, ARRTS, TTRB, etc, DSpace e-repository)

Strategy 5: Capacity building for professional development

- **Surveying capacity building and training needs** (reports for the field and assessments within TLRP)

- **Provision of training and publications for particular priorities** (eg: quantitative studies, theoretical development, inter-disciplinarity)

- **Enhancing social practices** (supporting project working environments, providing fellowships and mapping conditions for professional research career development)

- **Creating sustainable, free, research development resources for academics** (in collaboration with AERS, BERA, NCRM, TEG) **and 'research tasters' for practitioners** (in collaboration with CUREE, RTweb and LSIS)

- **Promoting reflexive challenge to enhance research quality** (through lectures, conferences, thematic seminar series, symposia, special journal issues and other methodological publications)

Strategy 6: Partnerships for sustainability

- **Practitioners** (in research sites and through professional associations and subject centres)

- **User organisations** (eg: National Teacher Research Panel, Learning and Skills Improvement Service, Higher Education Academy, Joint Information Systems Committee, National Institute of Adult and Continuing Education, Institute for Employment Research)

- **UK Governments and agencies** (eg: liaison, events, reports, briefings, fellowships in England, Northern Ireland, Scotland and Wales)

- **Technologists and publishers** (eg: web-sites, virtual research tools, repositories, ESRC Society Today and Routledge, SAGE, Continuum)

- **Learned societies** (eg: British Educational Research Association, Scottish Educational Research Association, Welsh Education Research Network, Northern Ireland Forum and World Educational Research Association)

Strategy 7: Adding value through innovative review

- **Promoting holistic understanding** (through further development and application of TLRP's ten principles of effective teaching and learning across the lifecourse)

- **Anchoring TLRP findings in cumulative knowledge** (through sectoral reviews, presentations and publications, including international handbooks on teaching and learning)

- **Contributing to lifecourse analyses of learning** (by exploring synthesis between findings of TLRP and UK cohort studies)

- **Documenting TLRP development** (through record and output archives, analytic narratives and international liaison)

- **Supporting research development** (exploring principles and models for future provision through the UK Strategic Forum for Research in Education)

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TLRP: a collective adventure?

Generating and accumulating new knowledge about teaching and learning

Supporting the development of educational research

Working together to improve educational outcomes