

ANNUAL REPORT 2015/16

CTLR

CENTRE FOR TEACHING AND LEARNING RESEARCH

US

UNIVERSITY
OF SUSSEX

CONTENTS

WELCOME	2
SPOTLIGHT: CTLR’s Research Fellow	4
SPOTLIGHT: Initial Teacher Education	4
SPOTLIGHT: MA in Education – Widening Participation strand.....	5
SPOTLIGHT: Faster Reading.....	6
DOCTORAL RESEARCHERS	9
SPOTLIGHT: Perpetua Kirby	10
RECENTLY COMPLETED DOCTORATES	12
SPOTLIGHT: Dr Rebecca Webb.....	13
RESEARCH	15
Research Projects	15
Publications	16
Dissemination and Impact	18
Groups/Invitations/Awards	21
SPOTLIGHT: Professional Development in Beijing.....	22
SPOTLIGHT: Theresa Gooda	23
Seminars and Events	24
SPOTLIGHT: Research into Practice.....	26
STAFF AND AFFILIATES	28
Visiting Researcher.....	29

WELCOME

Welcome to the Centre for Teaching and Learning Research (CTLR) in the School of Education and Social Work (ESW) at the University of Sussex. I am pleased to report another successful year in CTLR in which we have continued to conduct and engage in research to positively impact the lives of learners and teachers in the United Kingdom and beyond.

In CTLR, we are committed to bringing together research and practice in formal and informal contexts of education with the aspiration of improving the life chances of children, young

people, and adult learners. How education might contribute to social equity is, therefore, at the heart of what we do. As ever, our members have engaged in a wide range of research, dissemination and impact activities, the details of which can be found in this report. I would, however, like to highlight a number of important events and contributions that CTLR has made during the past 12 months.

A major development this year has been the launch of a programme of research into early year's education. To coincide with the launch of the new MA in Early Years in Education, we began this year expanding our portfolio of research to include pre-school children. We look forward to growing this area substantially over the next three to five years.

The *Reading Challenge* event we held in July - in partnership with Brighton and Hove Libraries - was a fantastic event that involved the wonderfully talented and inspiring teen author Juno Dawson alongside our own researchers Dr Julia Sutherland and Dr Jo Westbrook. The event also included a Roald Dahl read-a-long for younger readers. For more details about this event, see page 6.

Our 5th Annual Teacher Researcher conference took place in June and was attended by over 70 people, primarily teachers studying for Masters degrees within the Department of Education. The conference included a keynote by Dr Alison Fox of the University of Leicester (see page 24). Facilitating and supporting teacher-led research and enquiry remains a top priority for CTLR and the Department of Education at the University of Sussex.

In order to assist with staff research development, we started the *Research into Practice* group in January. The initiative - started and facilitated by Dr Rebecca Webb and Dr Sindi Gordon - is aimed at supporting Teaching Fellows to write and research in their area of interest. See page 26 for more details.



Finally, I wanted to highlight the large numbers of university staff and local practitioners that have been attending our open seminars. This year, our seminars have had an average attendance of over 40 participants. See details of the events hosted by CTLR this year on pages 24-26.

In 2016-17, we will continue to engage in research with the intention that it will inform and have impact within both formal and informal contexts of teaching and learning. We know, however, that doing the research is not enough. It remains a strategic goal of the Centre to develop and grow its impact and knowledge-exchange activities. It is important that we continue to make CTLR more outward-facing and to engage with as many of our partners in our research.

Professor Gillian Hampden-Thompson
Director of the Centre for Teaching and Learning Research

Research Themes and Strategic Goals

Researchers in CTLR engage in a broad variety of topics. However, within that richness lie three distinct themes underpinned by our desire for meaningful impact on issues that address equity within society.

CTLR Overarching Themes

- 1. Teacher Learning and Practitioner Research**
- 2. The Social Context of Learning**
- 3. Approaches to Learning**

Research that supports teacher learning and practitioner research will continue to be a major goal of CTLR over the next few years. We will not only support the research of the teachers and practitioners associated with our centre, but will conduct research that identifies the successful ingredients of teachers as researchers and School-University research partnerships.

We in the centre recognise that learning does not occur in a vacuum. Research under the ‘Social Context of Learning’ theme examines the impact society has on students’ learning and related outcomes. Understanding how background characteristics, processes beyond the classroom, and societal institutions impact learning is essential in understanding different student outcomes. We will expand this area of research in the next few years and work collaboratively with other centres within the School of Education and Social Work (ie, the Centre for Innovation and Research in Childhood and Youth and the Centre for Social Work Innovation and Research) and across the University (ie, the Andrew and Virginia Rudd Centre for Adoption Research and Practice).

Understanding which approaches and interventions help students learn is the focus of the research conducted within the ‘Approaches to Learning’ theme. Our research in this area spans evaluating whole-school approaches through to interventions that focus on specific learner populations. We will also continue to engage in research that focuses specifically on the subject areas of English (including literacy), mathematics, history, music, modern languages, and science.

SPOTLIGHT: CTLR's Research Fellow

Dr Sindi Gordon has worked with a range of international organizations and educational institutions, including the South African Broadcast Corporation (South Africa), UNESCO (Zimbabwe), Public Broadcast Corporation, PBS (USA), The School of Life (UK), and New Writing South (UK).



She founded *Women of the Sun* in South Africa - an organisation offering support and training to women in the film industry. Her own films include 'State of Emergency' which investigates the issue of violence against women in South Africa and includes a personal interview with former President Nelson Mandela. She was also a producer on a documentary series called 'Matters of Race' (USA) which examined racial dynamics in diverse communities across the United States.

Sindi's research interests include memory and imagination; inclusivity and diversity; equity and education; and arts and activism. She is particularly interested in the stories we tell and the impact they have on the way we view ourselves and others. She facilitates 'pop-up' literary, life narrative and creative writing spaces in venues such as barbershops, museums and café's. She was a consultant on educational project, 'Unfolding Identities', which involved creating a DVD to facilitate engagement by school pupils in issues of cultural and racial diversity, belonging and identity. As Research Fellow for CTLR, Sindi is involved in developing projects of research and practice located within and outside the university. She is also focused on developing her own teaching practice.

Sindi joined CTLR and the School of Education and Social Work in January of 2016.

SPOTLIGHT: Initial Teacher Education

Initial Teacher Education at the University of Sussex has been rated the seventh best place in the UK to train to be a teacher by the *Good Teacher Training Guide* out of all the companies and organisations offering teacher training. The guide is produced using in-depth research looking at trainee surveys, employment and OFSTED rankings. Primary PGCE training - which received an 'Outstanding' rating by OFSTED in 2013/14 - was ranked in third place and was the top Higher Education provider. The rankings are a well-deserved tribute to the hard work of the Initial Teacher Education team and the support staff in partner schools.

The Initial Teacher Education team hosted an international *Early Years Conference* at the University on 15 April at which speakers attended from as far away as Bermuda. The conference was in support of the MA in Early Years course and is intended to be the first of many such events putting the University at the centre of research excellence for Early Years education. Sussex is currently the only higher education provider in the country offering Early Years Teacher Status as part of an MA course.

Jo Tregenza was asked to talk to BBC News, Meridian News and BBC South East in May about pupil assessment in schools. As parents lobbied and tried to stand up against poorly designed SATs tests, she talked about what effective assessment should look like. Jo said: "It was a valuable opportunity to challenge the current approach to testing a curriculum that at present has only been taught for one year and does not give useful information about pupil's actual outcomes."

SPOTLIGHT: MA in Education – Widening Participation strand

Nationally there is strong focus on improving access to university for under-represented groups. Two years ago, the Department of Education at the University of Sussex launched a new 'strand' of the part-time MA in Education course specifically to support the professional development needs of widening participation practitioners. The first students to enrol graduated this year. We asked them to tell us about their experience of the course and its contribution to their professional development.



Fay Lofty: Widening Participation Officer, University of Brighton

“Working as a Widening Participation Officer, I was looking for a Masters level course to deepen my knowledge of the education sector and challenge myself academically. The MA in Education (WP Strand) fitted the bill to perfection. The course was well structured and the support from my supervisor was a constant source of guidance and inspiration. The facilities at Sussex are wonderful and, as a mature learner, I found a wealth of useful tools and resources offered by the library.

The course has been extremely useful to me in my work as a practitioner - it has opened many doors leading to further research possibilities and given me a much greater understanding of the sector which I am able to use to benefit my team and the children and families we work with.”

Penny Longman: Careers and Higher Education Adviser, Bexley Grammar School; Careers Coordinator, Christ the King St Mary's 6th Form College

“As a careers adviser who got involved in Widening Participation as part of my work within school and college, I have been sensitive to a potential conflict between my professional commitment to impartiality and a policy agenda promoting one particular route – that of HE participation. This MA course gave me a thorough grounding in research methods, alongside the opportunity to undertake my own primary research exploring issues surrounding the potential benefits - and challenges - of HE participation. I am now able to use the insights I gained to inform and enhance my professional practice: I provide guidance to young people and seek to enable those who chose to progress to HE to engage as fully as possible with the opportunities it can offer.”





Ruth Squires, formerly at King's University London and currently Head of Outreach and Widening Participation, Sheffield Hallam University

"I knew that there weren't many courses like this so I didn't have anything to compare it to. I thought that it would be different to undergraduate study and it really was! Having one supervisor and point of contact over two years was a real difference. I felt I actually got to know a bit more about the people who were teaching me, their specialisms and interests. That also helped me in being able to see myself as a researcher - something I didn't expect to happen.

"I thought I would come out a more informed professional, but I sort of developed this confidence in also being a researcher and being able to apply that to my workplace."

To find out more about the MA in Education: Widening Participation strand, visit www.sussex.ac.uk/education/pgstudy/strands/wpstrand or contact Dr Louise Gazeley: l.h.gazeley@sussex.ac.uk

SPOTLIGHT: Faster Reading

Young people of all ages, along with their parents/carers, were encouraged to *Read for Fun* as much as they can this summer at Big Friendly Read events – part of the 'Summer Reading Challenge 2016', launched 16 July across Brighton & Hove Libraries. Reading experts gave practical advice on how to inspire and get young people reading.

The event at Brighton's Jubilee Library was attended by CTRLR members and also multi award-winning Brighton-based author, Juno Dawson, writer of dark teen thrillers such as *Hollow Pike* and *Cruel Summer*. Juno answered questions and signed books.

At the event, CTRLR members Dr Julia Sutherland and Dr Jo Westbrook presented new research on the benefits of *faster reading*, conducted with Professor Jane Oakhill (Psychology): teachers asked 365 Year 8 students (predominantly weaker readers) to read two challenging novels back-to-back in one school term and to practice reading strategies. As a result, weaker readers made a phenomenal 16 months' progress on average in their reading comprehension level, with students overall gaining an average of eight and a half months' progress (measured by standardised pre and post-comprehension tests).

Principal Investigator, Dr Julia Sutherland, said: "*It is extremely important that we encourage parents and carers to continue their children's reading over the school holidays to prevent the recognised 'dip' in their reading skills when not in school.*

There is a wealth of research which shows that extended reading 'makes children smarter' and our own study shows that 'back to back' reading of just two challenging novels can greatly improve the reading skills of adolescents - especially weaker readers."



'Reading for Fun' panellists answering questions on strategies for improving engagement in reading for young people (photo credit Nate Collington-Exe)



'Reading for Fun' audience asking teen author Juno Dawson questions (photo credit Nate Collington-Exe)



Teen author Juno Dawson answering questions (photo credit Nate Collington-Exe)

DOCTORAL RESEARCHERS

Name: Theresa Gooda

Course: PhD in Education

Research title: What constitutes effective reading pedagogy in the secondary English classroom?

Research theme: Theresa's research explores the development of an effective reading-for-enjoyment pedagogy in secondary English classrooms. She is concerned with the dichotomy between reading for enjoyment, and accountability in relation to reading within policy assessment frameworks.

Name: Tom Haward

Course: Doctor of Education (EdD)

Research title: How do students learn visually in the teaching of History, and how does teacher intervention help or hinder the process?

Research theme: Tom is using an action research project to look at the impact of visual learning. He hopes that his research findings will contribute to a publication he is also writing, entitled *Seeing History*. Tom is Director of Learning at Oriel High School.

Name: Perpetua Kirby

Course: PhD in Social Work and Social Care

Research title: Exploration of primary school children's agency in their learning

Research theme: An examination of when and how children have agency in their learning, and identification of the classroom conditions that heighten or decrease that agency. To include children's orientations to learning (beliefs, understandings, desires, experiences, future aspirations, etc.), and the discourses, practices and materials through which orientations emerge and shift. This research brings psychological and educational research traditions together in a detailed ethnographic study within a Year One primary school classroom.

Name: Sarah Leaney

Course: PhD in Education

Research title: Located lives: an ethnographic representation of people and place on a British council estate

Research theme: Sarah's research explores how the everyday lives of people on a British council estate are shaped by being there. It also examines the material and social conditions, which produce and legitimate knowledges of these people and this place. A central concern is the exploration of classed identity formations. Conducted in "austerity Britain", the research traces the material and social constitution of the council estate at a moment of heightened interest (popular, political and academic) as "other".

Name: Keith Perera

Course: PhD in Education

Research title: An investigation into the teaching and learning of an A level media studies unit within the context of a changing media ecology

Research theme: The nature of formal media study in the context of the technological changes driven by Web 2.0 and the increased use of ICT in schools promoting eLearning. Keith seeks to defend the conceptual nature of pre-web age media study and argue for its contemporary relevance allied to a broader vision of 'multiliteracies' using Ethnographic Action Research to develop a hybridised variant of practitioner research inflected by poststructuralism.

Name: Vanessa Regan

Course: Doctor of Education (EdD)

Research title: How can beginning teachers help their students to speak in the target language in modern foreign language classrooms?

Research theme: An action research project exploring issues raised in influencing the classroom practice of beginning teachers during the practicum and in expecting young people to speak in another language.

Name: James Williams

Course: PhD in Education

Research title: The underlying views and conceptions of science teachers on the Nature of Science

Research theme: The move from content-based science teaching to process-based teaching is a major - if not the most influential - shift in how science is delivered in schools since the teaching of science became a formal part of the non-statutory education system in the UK in the late 19th century. James's research aims to show what conceptions practising teachers have of the nature of science, and how those conceptions affect curriculum delivery and scientific literacy.

SPOTLIGHT: Perpetua Kirby

Perpetua is a doctoral researcher in her second year of study on the PhD in Social Work and Social Care course. She has 20 years of prior research experience with children and young people - largely on issues related to agency - and across different sectors, including education. Perpetua received funding from the Economic and Social Research Council (ESRC) for her research to examine primary school children's agency in their learning.

Her research explores what children's agency looks like in the classroom with the aim of deepening understanding about what produces and extends opportunities for children to act purposively within learning. This includes a focus on children's 'orientations to learning' – their cultural and psychosocial experiences and outlooks – as well as discourses, practices and the materiality of classrooms. The study is a Year One whole-classroom ethnography with an in-depth focus on the experience of a few carefully selected children.

Perpetua's research theme was influenced in part by her role as a mother and seeing her young children stop short of learning: Her son, who felt pressured and disengaged, became re-enthused when able to have a say in how and what he learned. Her daughter's efforts to manage conflicts of identities prevented her from seeking assistance, saying: 'I'm good at maths, so it's embarrassing to say if I don't understand. They'll think I'm not any good'.

Perpetua's early analysis of her fieldwork has included exploration of the conditions of the modern primary school classroom. Subsequent analysis will look at how a performance focus and norms of ability might foreclose agency, as well as the conditions that might enable moments of refusal and the revision of such norms.

When she's not working on her research, Perpetua enjoys pottering in the garden and skiing. Fast.



Perpetua Kirby: PhD in Social Work and Social Care

RECENTLY COMPLETED DOCTORATES

Name: Jessica Gagnon

Course: PhD in Education

Research title: Born to Fight: The university experience of the daughters of single mothers who are first generation students in the UK

Research theme: Through a qualitative study conducted in the UK, Jessica explores the identity formations of the daughters of single mothers pursuing undergraduate degrees as first- generation university students. Her study also examines the language used to construct single-mother families through the media, politics and social policies. Examining the ways that single-mother families are constructed by public discourse as typically negative and problematic, and comparing and contrasting this socially constructed identity with the identities of the daughters themselves as they negotiate university life, will provide a framework for understanding their experience. The study is intended to inform the creation of new - or the improvement of existing - social and educational programmes and policies aimed at encouraging and supporting historically underrepresented students in their endeavours to earn university degrees.



Jessica Gagnon: Summer Graduation 2016

Name: Mark Irwin

Course: Doctor of Education (EdD)

Research title: Teaching the way we learnt: A study in popular music education

Research theme: Mark is Assistant Principal of the BIMM (Brighton Institute of Modern Music) group colleges in Brighton, Bristol and Manchester, and a visiting research fellow at the London College of Music. Mark's research addresses whether auto-didactic learning through a community of practice affects the way musicians teach in formal settings. He also examines the nature of musical learning, and whether music education should be viewed as skills or knowledge-based training - or should adopt a more aesthetic approach that embraces composition to draw on the inherent musicality of humans. Mark will identify and trial approaches to improving pedagogical practice in music teaching in higher education.

Name: Channah Persoff

Course: PhD in Education

Research title: The Prism of Understanding: Questioning literary texts in a community of inquirers

Research theme: Within her action research, Channah seeks to discover if reading comprehension can be improved by pupils' use of the PaRDeS question strategy whilst reading literary texts and conducting relevant discussion based on questions within a community of inquirers. The questions strategy was created and implemented with the help of pupils and incorporates many reading strategies used by good readers with many thinking skills that the Israeli Ministry of Education requires to be taught through literature.

Name: Jacqui Shepherd

Course: PhD in Education

Research title: The experience of transition from special school to mainstream college for young people with autistic spectrum condition

Research theme: A longitudinal study tracking the transition experience of young people with autism as they leave special education and progress to further education. The study explores the academic, personal, and social progression of these young people and their readiness for mainstream education.



Jacqui Shepherd: Summer Graduation 2016

SPOTLIGHT: Dr Rebecca Webb

Recently securing her second academic role within the Department of Education, Dr Rebecca Webb took on the newly created role of Lecturer in Early Years in January 2016 and is currently Course Leader for the MA in Early Years in Education.

Rebecca gained her PhD in Education (unconditional pass) from the University of Sussex in 2014 and her doctoral thesis was shortlisted for the BERA dissertation award 2015.

In her previous role as Course Leader for the Postgraduate Diploma in International Teacher Education, Rebecca developed the academic careers of teachers and teacher trainers from Kazakhstan on Bolashak scholarships: a Bolashak International Scholarship is awarded to high-performing students from Kazakhstan to study overseas. Rebecca also co-leads the Doctor of Education course with Senior Lecturer, Dr Barbara Crossouard.

Like many of her colleagues within the Department of Education, Rebecca teaches on a number of additional courses, including the BA in Childhood and Youth: Theory and Practice and the MA in Education.

Rebecca is also a personal tutor for second and third year undergraduate students, and a supervisor for undergraduate and postgraduate students and doctoral researchers.

In addition to her 'official' teaching schedule, Rebecca has been enjoying working with PhD researchers, Elsie Whittington, Perpetua Kirby, Marta Paluch and Louise Sims to share thinking and writing ideas using some of Judith Butler's conceptual materials. The group has presented their work at Manchester Metropolitan University's Summer School and more recently at an open research seminar for the Centre of Innovation and Research in Childhood and Youth (CIRCY) within the School of Education and Social Work at Sussex.

Rebecca's most recent publication is a chapter in a WorldShare e-book: 'Negotiating the '3Rs': Deconstructing the politics of 'Rights, Respect and Responsibility in one English Primary School' in T. Dragonas,, K. Gergen, S. McNamee and E. Tseliou, (eds) *Education as Social Construction: Contributions to Theory, Research and Practice*. With Dr Barbara Crossouard, Rebecca also produced the chapter: 'Learners, Politics and Education' in the *SAGE Handbook of Learning*.

In 2015, Rebecca presented at *The Work of Gender in the Lives of Children and Young People* conference at the University of the Arctic, Tromso; the *European Conference on Educational Research*, in Budapest; and the University of Dundee. She also helped organise the *Early Years Conference* at the University of Sussex.

Rebecca was the recipient of a student-led teaching award in 2015 for 'outstanding support' for student learning.

Outside of academic life, Rebecca enjoys outdoor activities and supported Brighton COP21 (the 21st Conference of the Parties) ahead of the climate change talks in Paris in December 2015. A keen cyclist, Rebecca also participated in the Brighton-Newhaven 'Biketrain' as part of a number of climate change towards the end of 2015.



Dr Rebecca Webb: Lecturer in Education / Course Leader for the MA in Early Years in Education pictured (bottom row, right) with her early years students.

Research Projects

Dr Ally Daubney and **Duncan Mackrill** are currently undertaking research with secondary schools across the UK to build a comprehensive view of secondary school music curriculum provision over the past five years. With the changes to the curriculum, (notably the introduction of the EBacc) examinations and the ways in which schools and pupils are 'measured', this research is investigating past or current changes of provision in music in secondary schools. This includes curriculum time and models, staffing levels, examinable options offered, when choices are made to continue to study Music and uptake at Key Stages 4 and 5. The results from this exercise will provide clear evidence to interested parties about the impact of curriculum changes on music. The data collection will be complete in early August and the intention is to disseminate results during the Autumn term in partnership with the Incorporated Society of Musicians (ISM) and Music Mark.

Dr Ally Daubney (Teaching Fellow) and **Duncan Mackrill** (Senior Lecturer) have just seen the publication (March 2016) of a report they completed and published last year which constituted an evaluation of Music Mark's (UK Association for Music Education) professional development programme, 'Peer to Peer', as part of an award of £255,500 by the London Schools Excellence Fund. Details at: <http://www.musicmark.org.uk/training-events/peer-to-peer-programme-2014-2015>

Dr Louise Gazeley (Senior Lecturer), along with colleague Dr Tamsin Hinton-Smith (Senior Lecturer in Higher Education) have been commissioned by London Aimhigher South to provide feedback on the pilot phase of the Higher Education Champions Coaching programme. The programme has come out of a collaboration between the funders, Local Authority staff working with Looked After Children and universities in the London area.

Dr Louise Gazeley, Dr Tamsin Hinton-Smith and **Dr Jacqui Shepherd** have been commissioned to do some research by the Sussex Learning Network working in collaboration with the widening participation teams at the University of Brighton, Chichester and Sussex and Northbrook College. The research aims to provide insights into how the decisions made by young people with no family history of higher education are shaped by their local contexts. It will also explore the criteria used to identify these young people for interventions with a view to informing local practice.

Professor Gillian Hampden-Thompson is working on three evaluation projects funded by Department for Education as part of the Children's Social Care Innovation Programme. The first is an evaluation of the AdOpt programme with Professor Gordon Harold (Psychology). The second is titled "Islington Social Workers: Doing what Counts and Measuring what Matters to make children safer evaluation" with Barry Luckock (Social Work, C-SWIR). The third is an evaluation of Coram's Permanence Improvement Project also with Barry Luckock.

Dr Julia Sutherland (PI), Dr Jo Westbrook and Professor Jane Oakhill (Psychology) (Co-Is) undertook the research project 'Developing secondary students' reading comprehension in Sussex and Brighton & Hove' in November 2015. The research was funded by the RDF and a final report has been published.

Dr Simon Thompson (Senior Lecturer and Head of the Department of Education) has been supporting two maths hubs with a lesson study project on mathematical reasoning. The project involves 10 schools researching the impact of interventions in mathematics teaching on strengthening mathematical reasoning and embedding mathematical mastery. Simon has been involved with a group looking at structures in teaching and considering impact on how they articulate reasoning. The project ends in June when Simon will work with the two maths hubs to write up an evaluation.

Publications

Cooke, C., Evans, K., Philpott, C. and Spruce, G. (Editors) **Mackrill, D. & Daubney, A.** (2016): Chapter on 'Framing Conceptions of Technology for Learning in Music – Implications for Pedagogy' in *Learning to teach music in the classroom*, 3rd Edition Routledge

Daubney, A. and Mackrill, D. (2015): Evaluation Report of Peer to Peer (a CPD programme in music, funded by the London Schools Excellence Fund and delivered by Music Mark).

Available from: <http://www.musicmark.org.uk/peer-peer-legacy-resources>

Gazeley, L., Marrable, T., Brown, C. and J. Boddy (2015): 'Contextualising inequalities in rates of school exclusion in English schools: Beneath the 'tip of the ice-berg,' *British Journal of Educational Studies*

Grangeat, M. and **Hudson, B.** (2015): 'A New Model for Understanding Science Teacher Professional Knowledge'. In Grangeat, M. (Ed.) *Understanding Science Teachers' Professional Knowledge Growth*, Sense Publications, Rotterdam, 205-228.

Hampden-Thompson, G. & Galindo, C. (2016, in press) School-family relationships, school satisfaction and the academic achievement of young people. *Educational Review*.

Hancock, S., Wakeling, P. & **Hampden-Thompson, G.** (2015): *Technical Supplement to the Understanding the Student Strand Report*. The University of Sheffield. (79 p.)

<http://www.postgradsupport.co.uk/wp-content/uploads/2015/10/Technical-Supplement-to-UtSStrand-Report-2015.pdf>

Haward, T. Doctor of Education researcher, reviewed the following book for London Review of Books (Institute of Education): Palaiologou, I., Needham, D. & Male, T. (eds.) (2016): *Doing Research in Education: Theory and Practice*. LA, London, New York, Singapore, Washington DC: SAGE

Hudson, B. (2016) *Education and Social Justice: Democratising Education*, THINK.IAFOR.COM, think.iafor.org/education-and-social-justice-democratising-education

Hudson, B. (2016): 'Didactics'. In D. Wyse, L. Hayward and J. Pandya (Eds.) *Sage Handbook of Curriculum, Pedagogy and Assessment*, Sage Publications.

<https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-curriculum-pedagogy-and-assessment-2v/book242832>

Hudson, B. (2015): 'Butterflies and Moths in the Amazon: Developing Mathematical Thinking through the Rainforest' / Les Papillons en Amazonie: le developpement de la pense e mathe matique au travers de la fore t pluviale, *Education and Didactique*, Vol. 9, Issue 2, 119 – 133.
[http:// educationdidactique.revues.org/2322](http://educationdidactique.revues.org/2322)

Shepherd, J. (2016) [Review] Symeonidou and Beauchamp-Pryor (2013) 'Purpose, process and future direction of disability research'. *Disability and Society*, 31 (3). pp. 437-439. ISSN 0968-7599

Sutherland, J. and Hudson, B. (2015): (editors) *Education Today Special Edition: Rethinking Oracy* (Autumn 2015). This journal for the College of Teachers comprised research articles on dialogic talk written by former MA in Education and doctoral researchers from the Department of Education, University of Sussex.

Wakeling, P., Hancock, S., **Hampden-Thompson, G.** & Coxhead, A. (2015): 'Understanding the student: Consortium research on PGT access and motivations' in *Widening Access to Postgraduate Study*. Strike, T. & Toyne, J. (eds.). Sheffield: The University of Sheffield, p. 56-74
[http:// www.postgradsupport.co.uk/wp-content/ uploads/2015/04/Widening-Access-toPostgraduate-Study-and-Fair-Access-to-theProfessions-f.pdf](http://www.postgradsupport.co.uk/wp-content/uploads/2015/04/Widening-Access-toPostgraduate-Study-and-Fair-Access-to-theProfessions-f.pdf)

Wakeling, P., Hancock, S. & **Hampden-Thompson, G.** (2015): 'Understanding the student: Consortium research on PGT access and motivations'. The University of Sheffield. 77 p.
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Webb, R. (2015): 'Negotiating the '3Rs': deconstructing the politics of 'Rights, Respect and Responsibility' in one English Primary School' in: T. Dragonas,, K. Gergen, S. McNamee and E. Tseliou, (Eds.) *Education as Social Construction: Contributions to Theory, Research and Practice*. Chagrin Falls, OH: WorldShare (e-book) <http://www.taosinstitute.net/education-as-socialconstruction>

Webb, R. and Crossouard, B. (2015): 'Learners, politics and education', in: D. Scott & E. Hargreaves (Eds.) *SAGE Handbook of Learning*. London and New York, SAGE

Williams, J. (2016, 17 March): Comment Piece: 'Death of local authority control of schools cause for concern' (p.10) *Brighton Evening Argus*
http://www.theargus.co.uk/opinion/opinion/14350476.Death_of_local_authority_control_of_schools_cause_for_concern/?ref=mac

Williams, J. (2016, 17 March): 'An Obituary: Farewell to your Local Education Authority' - viewed over 8,900 times since publication in *The Conversation* <https://theconversation.com/an-obituary-farewell-to-your-local-education-authority-56387>

Williams, J. (2016, 6 March): Review: 'If all schools were good there would be no need for parents to have to make a choice' (p.10) *Brighton Evening Argus*

Williams, J. (2016, 27 February): Guest Essay: 'Education is more than knowledge' (p.11) *Brighton Evening Argus*

Williams, J. (2016, 23 January): Review: 'School uniform change is admirable – but allowing boys to wear skirts will have consequences' (p.10) *Brighton Evening Argus*

Williams, J. (2016, 9 January): Review: 'Amid claims single-se schools disadvantage girls, an expert questions the impact on boys' (p.10) *Brighton Evening Argus*

Dissemination and Impact

Daubney, A. (2016, 21 May): Workshop (with Professor Martin Fautley, Birmingham City University): The Case for Music: Curriculum, Pedagogy and Assessment Panel (with Rob Wilson and Sarah Earl): *How can teachers become informed, expert and confident in all aspects of assessment?* Learning First Inaugural Conference, Sheffield Hallam University

Daubney, A. and **Mackrill, D.** (2016, 22 March): Workshop: CPD and Supporting Teachers in Music Education Panel (Ally only): Next Steps for Music Education Mayor's Music Summit, London City Hall

Gagnon, J. (2016, 14-17 March): *Born to Fight: The university experiences of the daughters of single mothers in the UK* at 'Neoliberalism, Education and Changing Values: Theories and Methods in Educational Research', Umeå University Sweden and University of Sussex.

Gagnon, J. (2016, 5 April): National Union of Students (NUS) Women's Conference, 'Women and Education' (Invited panellist)

Gagnon, J. (2016, 7 April): British Sociological Association, Main Conference, Aston University, *'Bastard' daughters in the Ivory Tower: Illegitimacy and the higher education experiences of the daughters of single mothers in the UK*

Gagnon, J. (2016, 11 May): Ngender, Documentary Film Series, Moderator/Discussion facilitator, *She's beautiful when she's angry* (Invited guest)

Gagnon, J. (2016, 28 May): 10th International EUREDOS Conference, 'Equity and Diversity in Contemporary Higher Education', *Out of Place: Being in without belonging in higher education for first generation students in the UK*

Gagnon, J. (2016, 7 July): 'Social Justice in Times of Crisis and Hope: Young People, Well-being and the Politics of Education', RMIT University of Barcelona, *Unreasonable rage, disobedient dissent: The social construction of student activists through media and institutional discourses in the United Kingdom*

Gagnon, J. (2016, 11 July): 'Education and Childhood Studies: Research, Practice, and Impact', University of Portsmouth, *The Sound of Silence: Hearing the voices of underrepresented students in the classroom*

Gazeley, L. (2016, 6-8 June): Workshop: *Promoting cross-national understandings of exclusion in order to improve outcomes for socially and educationally vulnerable groups* Seventh Conference on Childhood Studies, Turku, Finland

Gazeley, L. (2016, 28 April) (With Gino Graziano, Joint Head of Widening Participation, University of Sussex): *Widening Participation: Theory and practice* CIE Research Cafe

Hampden-Thompson, G., Wakeling, P. & Hancock, S. (2016, February): Is undergraduate debt an impediment to postgraduate enrolment in England? 'Access and Transition to Postgraduate Study' conference, York. • Hancock, S., & Wakeling, P. Hampden-Thompson, G. (2016, February): Gender and access to postgraduate study 'Access and Transition to Postgraduate Study' conference, York.

Hampden-Thompson, G. (2015): Public lecture on social mobility, part of Politics in the Pub hosted by the Brighton and Hove Labour party, November 11th

Hudson, B. (2016, July): Education and Social Justice: Democratizing Education, Conference Co-Chair Address, European Conference on Education (ECE2016), The International Academic Forum (IAFOR).

Hudson, B. (2016, 8-12 April): Organiser and Chair: Beyond Fragmentation: Global Perspectives on Didactics, Learning and Teaching

<http://www.aera.net/EventsMeetings/AnnualMeeting/tabid/10208/Default.aspx>

Chair: International Research on Challenges in Mathematics Teaching and Learning American Educational Research Association (AERA) Annual Meeting, Washington DC

Hudson, B. and Meyer, M. (2016, 7-12 April) Beyond Fragmentation: Mapping the International Landscape on Didactics, Learning and Teaching, WERA Focal Meeting 2016, 7-12 April 2016, Washington.

Hudson, B. (2015): Comparing Different Research Traditions of Curriculum, Learning and Teaching, Symposium on Transnational Research Perspectives on Didactics - Learning and Teaching, WERA Focal Meeting 2015/European Conference of Educational Research, Corvinus University Budapest, 8-11th September 2015. Updates from CTLR faculty, staff, doctoral researchers, and affiliates Continued on page 3

Hudson, B. (2015): Butterflies and Moths in the Amazon: Developing Mathematical Thinking through the Rainforest, Paper to Symposium on Didactics in Europe beyond fragmentation? Analyses of teaching-learning practices through case studies, European Conference of Educational Research, Corvinus University Budapest, 8-11th September 2015

Mackrill, D. (2016, 26 February) Panel: Music Excellence London and Professional Development Music Education Expo, Olympia, London

Marshall, N. (2016, 14 June): Keynote: *The uses of music as a non-pharmacological intervention in caring for the elderly living with dementia*

Annual Conference of the Care and Social Services Inspectorate Wales - CSSIW (Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru - AGGCC)

Oduro, E. and **Hudson, B.** (2015): Studying Mathematics Teachers' Assessment Practices: Implications for Teacher Education Policy and Practice in Ghana, Annual Conference of the Scottish Educational Research Association (SERA 2015), University of Aberdeen, 18-20 November 2015

Shepherd, J. (2016, June) Invited Speaker: 'Preparing for Adult Life'. Open Forum conference on Living Well with Autism, Manchester

Shepherd, J. (2016, April) Invited Speaker: "'The readiness is all". Supporting transition for young people with autism in England'. Autism Denmark annual conference, Odense

Shepherd, J. (2016, March) Invited Speaker: 'Transition experiences for young people with autism' Brighton Disability Research Network

Shepherd, J. (2016, 16 March): Interviews are not the only fruit: Accessing the voices of young people with autism EthicNet, University of Bristol

Shepherd, J. (2016, 9 March): Interrogating the boundaries of childhood studies and youth studies: Themes, debates and controversies in research and practice - Part of Youth Studies Special Interest Group British Education Research Association (BERA), Huddersfield

Shepherd, J. (2016, 7 March): Student voices, visual methods and vulnerability: Young people with autism in transition CTLR Open Research Seminar

Sutherland, J. and Westbrook, J. (2016): *Reading for Fun Changes Lives*, Jubilee Library, Brighton.

Sutherland, J. and Westbrook, J. (2016, 12 July): *A Faster Read: Developing reading comprehension of adolescent weaker readers*. CPD session for local school teachers. Bramber House, University of Sussex.

Sutherland, J. and Westbrook, J. (2016, 8-10 July) *Ensuring the poor get richer: Theorising the comprehension process for teachers and their adolescent readers*, UKLA, Bristol University.

Sutherland, J. (2016): Contributed to the following press activity in 2016:

- Interview on Heart Radio promoting *Reading For Fun Changes Lives* event at Jubilee Library, Brighton (15 July) - included report of the 'Faster Read' research

- Interview on BBC Sussex Radio promoting *Reading For Fun Changes Lives* event at Jubilee Library, Brighton (16 July) - included report of 'Faster Read' research

- Interview for ITV Meridian News promoting *Reading For Fun Changes Lives* event at Jubilee Library, Brighton (16 July) - included report of the 'Faster Read' research

Sutherland, J. (2016, 27 June): *A Fast Read: Developing Weaker Readers' Comprehension*. ITE Conference, University of Sussex.

Sutherland, J. and Westbrook, J. (2016, 25 April): *Fast and Furious: Adolescents Comprehending Challenging Texts*. CTLR seminar, University of Sussex.

Sutherland, J. and Westbrook, J. (2016, 1 February): *Developing Students' Reading by Enriching Practitioners' Knowledge and Practice*. Joint Practice Development Day, Brighton.

Sutherland, J. (2015, 16 October): *Developing teachers' theoretical knowledge: findings from the Sussex RDF project on reading comprehension*, Brighton and Hove English Subject Leaders.

Sutherland, J. (2015): Presented findings from research on reading done for the RDF project (conducted by Dr Jo Westbrook, Professor Jane Oakhill and Dr Julia Sutherland) to the Brighton and Hove English Subject Leaders.

Thompson, S. (2015): Myths, Realities and Contradictions in School-Led Teacher Education Policy in England: A Partnership's Response to 'School Direct', The European Conference on Educational Research, Education and Transition - Contributions from Educational Research, 8th September 2015, Budapest

Trogenza, J. (2016, 22 June): Paper title TBC Westminster Education Forum Keynote Seminar: 'Initial Teacher Training in England'

Webb, R. (2016, 5-7 July): contributed to a symposium: *Emerging Publics: Politics, The Political Agency in Children's Everyday Lives'*, Webb, R., Arduless, V., Vavantakis, C., Nolas, M., Kirby, P., at the 6th International Conference: *The Social, The Biological and the Material Child*, Centre for the Study of Childhood and Youth, University of Sheffield.

Webb, R. (2016, 16 March): *Challenging the Mechanistic within Research Methodologies: Using Butler to Work both 'Within and Against Interpretivism'* UMEA/CHEER Conference: *Neoliberalism, Education and Changing Values: Theories and Methods in Educational Research*

Webb, R. (2016, 15 April): Workshop on the MA in Education with Early Years teacher status. Early Years Conference, University of Sussex

Webb, R. (2015 - October): UiT, The Arctic University of Norway, Conference on The Work of Gender in the Lives of Children and Young People, Paper entitled: "Being Yourself" at Top Hill Primary School: a consideration of the micro-politics of gender in the lives of some children in one English context

Webb, R. 2015, September: Corvinus University, Budapest, ECER. Symposium contributor to Teachers' Working Practices and Reform. Paper entitled, Changing Learning, Learning to Change?

Webb, R. 2015, May, University of Dundee, TEPE. Symposium contributor to Working in Partnership with Schools. Paper entitled, An 'Emancipatory' International Partnership of Learning?

Webb, R., Whittington, E., **Paluch, M.,** Simms, L., **Kirby, P.** (2015): 'Thinking With' Vulnerability and Resistance As A Dynamic of the Research/ Researcher Process, paper presented at the Summer Institute in Qualitative Research: Putting Theory to Work, Monday 6th – Friday 10th July 2015, Education and Social Research Institute, Manchester Metropolitan University, UK

Williams, J. (2015): Public lecture on the theme of scientific language, how familiar words can mean quite different things in everyday and scientific contexts and I argue that rather than 'believe' what science and scientists tell us, we should accept them, provided there is evidence to back them, The Skeptics in the Pub in Eastbourne, December 17th <http://eastbourne.skepticsinthepub.org/Event.aspx/5747/Dont-believe-what-the-scientists-tell-you-Just-accept-it-and-PARTY>

Groups/Invitations/Awards

Dr Louise Gazeley (Senior Lecturer) has set up a new networking group for practitioners and researchers interested in evidencing good practice with vulnerable and marginalised groups. The aim is to meet termly to share practices, experiences and ideas. Anyone who would like to be put on the mailing list should email Louise: E: lhg20@sussex.ac.uk

The European Education Research Association (EERA) Council had accepted a nomination from the EERA Network 27 - Didactics: Learning and Teaching, for **Professor Brian Hudson** (Head of the School of Education and Social Work) to be awarded Honorary Network Membership.

Professor Brian Hudson has accepted an invitation to join the Outreach Committee of the World Education Research Association (WERA) Council.

James Williams (Lecturer) has been invited to join the Editorial Board of the Association for Science Education's Professional Journal, School Science Review

SPOTLIGHT: Professional Development in Beijing

Dr Simon Thompson (Head of the Department of Education) and Dr Andy Chandler Grevatt (Teaching Fellow) designed and delivered a two-week professional development course for school teachers in the Chaoyang District of Beijing from 26 June - 9 July 2016.

The course shared best practice in teaching, learning and assessment, and drew on UK scholarships.

Over 75 teachers were involved in the intensive sessions, which combined theory and research alongside practical activities. The teachers were committed to trying new ideas in active learning, differentiation strategies and assessment for learning.

The course received 100 per cent positive evaluations and the District's Education committee has since commissioned the University of Sussex to return to deliver a lesson study project in 2017.



SPOTLIGHT: Theresa Gooda

Theresa Gooda is a part-time doctoral researcher in the School of Education and Social Work and Director of English at the Weald School in Billingshurst. She is also a member of the Millais Teaching Alliance Research and Development Group and researcher lead for her school. She gained her MA in Education from Edge Hill University (Lancashire) in 2014.



Theresa has been an English teacher for twenty years, and has been involved from the outset in action research and case study. Her interest in these areas began whilst studying for her PGCE and continue today: “When I spot something strange, or think something could be taught better, I investigate it the best way I know how: with the students in the classroom. In a way, my doctoral research is a natural development of this.”

Theresa’s research explores the development of an effective reading-for-enjoyment pedagogy in secondary English classrooms. She is concerned with the dichotomy between reading for enjoyment, and accountability in relation to reading within policy assessment frameworks. As teachers are required to concentrate on decoding, comprehension and developing students’ knowledge about linguistic and structural aspects of texts through minute deconstruction, the reason for reading the text in the first place is destroyed. She contends that the highly analytical deconstructive approach - especially at word and sentence level - seems to be in tension with students gaining pleasure from achieving coherence of whole texts. Theresa is also investigating other ways in which policy and practice undermine the status of readers in schools, including teacher knowledge about reading theories, and the differences in attitudes towards reading between primary and secondary schools. She presented some of her ideas at the National Association of English Teachers (NATE) conference in Stratford-Upon-Avon in June.

Since taking part in a year-long Teaching Exchange to Australia in 2005, Theresa has been involved in a number of international ‘Connecting Classrooms’ projects, helping to establish links with schools in Sierra Leone, Rwanda, Ethiopia and Uganda: she took groups of students to Uganda in 2014 and 2015. Theresa says the richness of the cultural exchange for teachers, as well as students, can be transformative and challenges pedagogical beliefs in unexpected ways through experience of different curricula and modes of assessment.

Theresa enjoys writing creatively, particularly poetry and short stories. She has also written for a number of education-related publications. She is a group leader for the Sussex branch of ‘Teachers As Writers’ - part of the National Writing Project (www.nwp.org.uk). She is also a keen blogger. Follower her on Twitter: @TedGooda

Seminars and Events

Teacher-Research Conference

The 5th Annual Teacher Researcher Conference was held on 18 June at the University of Sussex. The event was attended by over 70 people and focused on teacher researchers sharing their findings on a wide range of topics, including investigating barriers to learning, school mentoring, students' attitudes to creative writing, student motivation, low-level classroom disruption, and professional learning communities.

The keynote address was given by Dr Alison Fox (University of Leicester) with a presentation entitled: "How can school-based enquiry be supported by ethical thinking?". Presentations were given in themed sessions by teacher researchers and staff from the School of Education and Social Work. Themes included: developing students' social and emotional wellbeing and resilience; listening to voices, readers and writers; creating responsive teaching and learning communities; problem-solving, mastery learning and innovation in STEM; and, transitions: primary/secondary and sixth form to higher education.



Keynote speaker Alison Fox addresses Teacher Researcher Conference participants

Sussex Research Network Conference

The second Sussex Research Network conference was held on 13 July at the University of Sussex. Research leaders shared what they had learnt about developing readership leadership in their schools and discussed how best to build research in schools and across the network.

For more information about the research leaders' Masters and the Sussex Research network, contact Rob Rosenthal: r.d.rosenthal@sussex.ac.uk

Making Meaning Reading Group

The 'Making Meaning' reading group enjoyed its inaugural year in 2015/16.

The summer session took place on 7 June in which the group read and discussed an article entitled *The Education for All and inclusive education debate: conflict, contradiction or opportunity?* by Susie Miles and Nidhi Singal.

The spring session focused on Bell Hooks' seminal work, 'Teaching to Transgress: Education as the Practice of Freedom'. Participants also discussed the article by Pauline E. Bullen which examines Hooks' work in relation to its relevance to contemporary teaching and learning practices.

The autumn session focused on Bernstein - specifically Arnot, M. and D. Reay (2007) *A Sociology of Pedagogic Voice: Power, inequality and pupil consultation*.

The group offers doctoral researchers and staff the chance to engage with literature and discuss the implications for their research.

Open Research Seminars

Monday 25 April, 2016

Speakers: Dr Julia Sutherland & Dr. Jo Westbrook, Senior Lectures in Education

Title: Fast and Furious: Adolescents comprehending challenging texts

Dr.s Sutherland and Westbrook present the findings of an interdisciplinary, mixed-method, small-scale study undertaken in the south of England that tested the viability of an intervention model of teaching comprehension on a group of 10 English teachers and their Year 8 classes (12-13 years; 250 students in mixed ability/set groups). The study measured gains in students' comprehension through standardised pre and post-tests, comparing effects with a comparison group of the same size. Intervention teachers received training which gave them a theorised understanding of the processes of comprehension and group talk that supported 'ground rules' for their teaching - reading two challenging novels in quick succession over 12 weeks with their class with a specific focus on teaching inference at word, sentence and whole text level, story structure, and students self-monitoring their comprehension online. With nearly 40 per cent of students not achieving the desired C to A* grades in English at 16 in England, and with a new curriculum stipulating two novels to be read in depth each year, this study contributes further understanding about how adolescents can be helped to comprehend whole novels at secure enough levels for meaningful literary analysis

Monday 18 April, 2016

Speaker: Dr Sue Lyle, Director of Dialogue Exchange, retired Head of CPD at Swansea Metropolitan University & blogger

Title: Narrative, imagination, philosophy and the young child

Dr Sue Lyle explored the idea that narrative understanding is the primary meaning-making tool and that, alongside imagination, it is central to learning - especially for the young child engaged in play. Sue also drew on her work in schools using the story-telling curriculum and philosophy by children with adults where the context of the play, the connections with other human beings and non-human objects endlessly constructs and reconstructs 'child-story-artefact-movement-talk' assemblages.

Monday 7 March, 2016

Speaker: Jacqui Shepherd, Teaching Fellow

Title: Student voices, visual methods and vulnerability: Young people with autism in transition

Drawing from her doctoral thesis, Jacqui investigated the transition of young people with autism from the protected and personalised environment of the special school to a large, busy mainstream college of further education. Whilst unsettling for most youngsters, the transition can be particularly challenging for young people with autism who generally require predictability and have difficulty adapting to change. Jacqui's longitudinal research focused on the experience of transition from the point of view of the young people and their parents and contributed to the limited research carried out to date on post-16 transitions for young people with autism and learning difficulties.

Monday 19 October, 2015

Speaker: Caroline Creaby, Economics and Business Teacher, Assistant Headteacher and doctoral researcher

Title: Using research evidence on the frontline

Outlining possibilities for evidence-informed practice in schools, Caroline described how steps have been made towards this at Sandringham School in Hertfordshire where she works. Caroline went on to describe the Education Endowment Foundation-funded 'Evidence for the Frontline' service which links teachers to research and researchers led by the University of York and Sandringham School. An information session was held at the same event on the Sussex Research Network to show the ways in which the network is supporting the development of research-informed practice. See www.sussex.ac.uk/education/ctrlr/connections for details of the network.

Teachmeet, Millias School

CTRLR members and students presented at Millias School Alliance's 'TeachMeet' event in October 2015 organised by Millais research leaders Jennie Doyle and Helen Sykes. The keynote presentation was made by Professor Colleen McLaughlin from the Department of Education at the University of Sussex on '*Teacher learning: Where are we and what do we know?*' Teresa Gooda, Sussex doctoral researcher and English teacher at The Weald School, Billingshurst, presented on 'Expansive Education', and Emma Wood, a research leader at Imberhorne School, East Grinstead, shared her data collection experiences. CTRLR Director, Professor Gillian Hampden-Thompson highlighted the developments of the Sussex Research Network at the event.

SPOTLIGHT: Research into Practice

The purpose of the 'Research into Practice group' is to introduce Initial Teacher Education teaching fellows to writing and research in an area of their own interest to support the development of their 'scholarship' time. Sindi Gordon - Research Fellow, CTRLR, and Dr Rebecca Webb - Lecturer in Education and Course Leader for the MA in Early Years in Education, have been supporting the group for several months to develop members' confidence and the emergence of their research 'voice'. The group are working towards developing school-based empirical research that can be shared at the BERA (British Educational Research Association) Annual Conference 2017 at the University of Sussex.

Describing the group and her hopes for its continued success, Rebecca said:

"We have formed ourselves into a small, collegiate and supportive group, learning to be together and listen to one another as we move into a new academic year in which we will each develop our own research. This will be a new phase. We are delighted that a wide range of academics in the Department of Education have kindly committed to contributing to our monthly Research into Practice sessions to share their own stories and give us some handy tips as we evolve."

Sindi Gordon added:

“This is an exciting and fulfilling venture that has transcended all our expectations. The commitment and enthusiasm of each member has created a dynamic space dedicated to research and writing. By combining vital ingredients of critical analysis, creativity and humour, we’ve put passion and purpose back into research.”

Group member and Education Teaching Fellow, Deborah Brown, added:

“Linking practice and research has been very interesting for me - particularly spending time with active researchers and looking at their work. It’s given me a valuable insight into the variety of different types of research out there and has inspired me to begin my own project.”

Group member and Teaching Fellow on the Early Years PGCE pathway, Jacqueline Young, added:

“Making time to meet regularly has helped me set goals and focus on next steps. It’s also been very interesting to watch other people’s research ideas develop and come into focus. I can see that over time we will all get to know each other’s research interests very well. Being part of a group like this makes engaging with research feel very achievable.”



Research into Practice members

STAFF AND AFFILIATES

- Professor Gillian Hampden-Thompson: Professor of Education & Director of CTRL
- Janet Boddy: Professor of Child, Youth and Family Studies & Director of CIRCY
- Fi Branagh: Teaching Fellow in Science Education
- Dr Andy Chandler-Grevatt: Teaching Fellow in Science Education
- Dr Barbara Crossouard: Senior Lecturer in Education
- Dr Ally Daubney: Teaching Fellow in Music Education
- Irene Dallaway-Gonzalez: Teaching Fellow in Mathematics Education
- Sally Dudley: Lecturer in Education & Course Leader for School Direct
- Dr Naureen Durrani : Lecturer in International Education and Development & Course Leader for the MA in International Education and Development
- Dr Louise Gazeley: Senior Lecturer in Education & Course Leader for the PhD in Education
- Karen Gladwin: Lecturer in Mathematics Education
- Dr Sindi Gordon, Research Fellow in the Centre for Teaching and Learning Research
- Dr Tamsin Hinton-Smith: Senior Lecturer in Higher Education & Associate Director of the Centre for Gender Studies
- Kevin Holland: Teaching Fellow
- Brian Hudson: Professor of Education & Head of the School of Education and Social Work
- Duncan Mackrill: Senior Lecturer in Education & Director of Teaching and Learning
- Dr Tish Marrable: Lecturer in Social Work & Director of Student Experience
- Dr Nigel Marshall: Senior Lecturer in Education & Director of Recruitment and Admissions
- Keith Perera: Doctoral Researcher, Associate Tutor & Course Leader for Secondary English PGCE
- Vanessa Regan: Doctoral Researcher, Teaching Fellow in Modern Foreign Languages and Course Leader for Secondary PGCE Modern Foreign Languages
- Dr Robert Rosenthal: Course Leader for Secondary PGCE Geography and for Pedagogy and Practice PGCE
- Dr Liz Sage: Teaching Fellow in Teaching, Learning and Assessment in Higher Education
- Yusuf Sayed: Professor of International Education and Development Policy
- Dr Jacqui Shepherd: Lecturer in Education and Course Leader for the BA in Childhood and Youth: Theory and Practice
- Gretel Scott: Associate Tutor in Modern Foreign Languages
- Dr Julia Sutherland: Senior Lecturer in Education & Course Leader for the MA in Education
- Dr Simon Thompson: Senior Lecturer & Head of the Department of Education
- Jo Tregenza: Senior Teaching Fellow & Director of Initial Teacher Education
- Claire Watts: Teaching Fellow
- Dr Rebecca Webb: Lecturer in Education & Course Leader for the MA in Early Years in Education
- Joan Williams: Teaching Fellow in Science Education
- James Williams: Doctoral Researcher & Lecturer in Science Education
- Dr Jo Westbrook: Senior Lecturer in Education
- Jacqueline Young: Teaching Fellow in Primary PGCE

Visiting Researcher

- Professor Bruno Leutwyler: Professor in the College of Education at Pädagogische Hochschule Zug, Switzerland



CTLR members Dr Rebecca Webb, Dr Sindi Gordon, and Dr Jessica Gagnon

LOCATION

The Centre for Teaching and Learning research is located within the Department of Education in Essex House on the University of Sussex campus. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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For further information about CTLR, visit:
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