

ANNUAL REPORT
2019-20

CTLR

CENTRE FOR TEACHING AND LEARNING RESEARCH

US

UNIVERSITY
OF SUSSEX

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Introduction

The Centre for Teaching and Learning Research (CTLR) is based in the Department of Education at the University of Sussex. Its strapline is 'Making Connections'. Members' interests span all contexts and all stages of education – from Early Years through to Higher Education. The Centre aims to bring research, theory, policy and practice closer together. This is reflected in a strong focus on supporting researcher development, including amongst those researching their own practice while undertaking further study. All aspects of CTLR's work are also underpinned by a commitment to contributing to positive educational and social change. This academic year has been far from typical, reflected also in our rather shorter than usual annual report. Nevertheless, it captures some interesting snapshots of what CTLR affiliated members have been involved with this year. We hope that you will enjoy reading it - and look forward to running more of our core, collaborative activities as soon as circumstances allow.

Earlier this year, **Dr Tamsin Hinton-Smith** (Senior Lecturer in Higher Education) stepped down from her role as Deputy Director of CTLR to focus on new opportunities. We would like to thank Tamsin for the imagination and commitment she brought to the role, including for the creation of a very popular seminar series designed to support faculty researching teaching and learning in Higher Education (HE). We are delighted that Tamsin will be working with **Dr Emily Danvers** (Lecturer in Education) to continue developing this strand of activity next year.



In the Spring term of this year we were really pleased to welcome **Sue Pinnick** (Lecturer in English Education) to the newly created role of CTLR Associate. Sue's research interests are in the teaching of English at Secondary level, and she will be playing a key role in the coordination of CTLR's core activity while also leading on engagement with local stakeholders.



We are always keen to make connections with new partners and audiences – including people interested in undertaking study at doctoral level - so do get in touch with **Dr Louise Gazeley**, Senior Lecturer and CTLR Director, if there are opportunities and ideas that you would like to share. Details of upcoming events – many of which are open to wider audiences – can be found [on our website](#).

Sue Pinnick

Louise Gazeley

Promoting inclusion

CHANGING UNDERSTANDINGS OF PLAY ...

In February **Dr Christina Hancock** (Lecturer in Primary Education) was invited to join Springfield Academy for their annual 'AFest' event to support teachers across the UK in their training and development in the area of autism. Christina delivered a session called *Realising Possibilities in Play for Autistic Children* and encouraged the teachers attending this to get playful!

During the session Christina drew on research insights from her recently published article: '[We don't play that way, we play this way: Functional Play Behaviours of Children with Autism and Severe Learning Difficulties](#)' from the *Journal of Research in Developmental Disabilities*, issue 103.



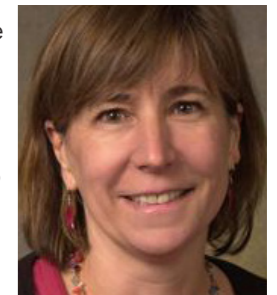
... AND WORKING WITH PARENT CARERS OF CHILDREN WITH SEND

Christina and Jacqui have also recently published the findings from their new research '[Education and Covid-19: Perspectives from parent carers of children with SEND](#)'. Working with parents across the country to obtain their views about the return to school for children with SEND, they received over 500 responses to their survey. The subsequent report summarises key findings and gives recommendations. Further research with some of the respondents will take place later in the term to report on the transition back into school.

OFFERING NEW UNDERSTANDINGS OF POST-16 TRANSITIONS

Dr Jacqui Shepherd (Education Lecturer and Director of Student Experience for the School of Education and Social Work), has had a new article published in the *International Journal of Inclusive Education*: '[Beyond tick-box transitions? Experiences of autistic students moving from special to further education](#)'.

The article reports on a qualitative, longitudinal case study that explored the transition experiences of autistic students with intellectual disabilities as they left special school to go to colleges of further education. In this paper, Jacqui theorises transition through both the lens of the social model of disability and the three typologies of induction, development and becoming. This makes it possible to focus on both flexible systems and adaptive environments as well as an openness to the variability of autistic students. Jacqui concludes that institutions need to make adaptations to their transition processes in order to enable autistic students moving on to post 16 settings to better navigate change.



Preventing exclusion

OPEN SEMINAR WITH PROFESSOR TERRY HAYDN

In February CTLR hosted an ESW Open Seminar presented by Professor Terry Haydn, University of East Anglia who was invited to give the talk 'Telling the Truth about Behaviour in Schools'. Many teachers from the Sussex Consortium for Teacher Education and Research attended, demonstrating the importance of this issue for practising teachers. Professor Haydn addressed the complexities involved in assessing and comparing standards of behaviour in schools, both within the UK and in comparison with standards of behaviour in other countries. He also explored public discourse around deficits in pupil behaviour, comparing the statements of policymakers and politicians with testimony from experienced teachers.

Professor Haydn argued that suggestions that the problem of poor behaviour is a straightforward one can be unhelpful for student teachers and that the reality is that schools and teachers will always have to work hard - and with considerable initiative and ingenuity - to eliminate the problem of disruptive behaviour.



SUPPORTING REDUCTIONS IN SCHOOL EXCLUSIONS

Dr Louise Gazeley has continued to work with stakeholders to widen understanding of the complexity of school exclusion processes and the inequalities with which these are associated. This year Louise:

- Contributed to a National Education Union Roundtable on SEND and school exclusions
- Spoke about school exclusions at the Westminster Legal Policy Forum event: on Tackling youth violence and knife crime in England and Wales
- Facilitated a discussion at the Church of England 'School Development Group' to inform their response to concerns about school exclusion
- Was a member of the DfE Funded Norwich Inclusion Charter Evaluation steering group

At the same time Louise has also continued to work in partnership with research organisation Ecorys on an evaluation of the DfE funded Alternative Provision Innovation Fund projects. There will be opportunities to share in key learning from this research early in the next academic year.



Sharing curriculum expertise ...

...IN ENGLISH

In January, CTLR Associate Sue Pinnick organised a Teach Meet Event at the University of Sussex for English (Primary and Secondary), supported jointly by the National Association for the Teaching of English (NATE) and the United Kingdom Literacy Association (UKLA). Over 80 teachers/students/consultants attended. The keynote talk on 'Using digital media to enhance reading and writing for pleasure' was delivered by Professor Cathy Burnett (Sheffield Hallam University).

This year Sue also had an article published in English in Education on '[Mentoring secondary English trainee teachers](#)'.

Despite the Covid-19 pandemic, the Young Adult book group led by **Rosie Pannett** (English Associate Fellow), **Dr Julia Sutherland** (Senior Lecturer in Education) and Sue Pinnick had another great year, with the switch to Zoom enabling more teachers to join meetings. The group met roughly every six weeks to discuss three or four books from the UKLA 11-14+ longlist. The group welcomes enquiries and looks forward to another excellent year of reading in 2020/21.

In June 2020, Dr Julia Sutherland and **Dr Jo Westbrook**'s 'Faster Read' research was the focus of some very positive discussion on Twitter as teachers debated how best to support young people while home schooling. [Please contact Julia](#) if you would like more information about this intervention.



Dr Julia Sutherland

... IN HISTORY

In January 2020, **Richard McFahn** (Lecturer in History Education) organised a National Conference for History Teachers attended by 80 history teachers at the University of Sussex. This included a key note presentation by Ofsted's former HMI Lead History Inspector and workshops led by leading textbook authors and history education practitioners.



This year Richard was also invited to contribute to the University of Central Lancashire International Institute of Korean Studies Roundtable Discussion on Korean History in English Secondary Schools and another at The South Korean Embassy, London, on Korean History in English Secondary Schools. Between May and December Richard has also been acting as an international consultant to the Armenian History and Social Studies National Curriculum working groups.

...IN MUSIC

In July **Dr Ally Daubney** (Senior Lecturer: Music Education) and **Duncan Mackrill** (Senior Lecturer in Education) were invited to present their research on the state of music education to the All-Party Parliamentary Group for Music Education in the light of COVID-19. Their presentation was based on their research into Music Curriculum provision over the last four years.

In April 2020 Ally and Duncan also co-authored a policy review paper with Dr Naomi Bath (ISM - Incorporated Society of Musicians) and Gary Spruce (Birmingham City University) that was published in *Children & Society*: '[The Declining Place of Music Education in Schools in England](#)'. This addressed the provision of music education in schools in England and reviewed several threats to music education, such as accountability measures, funding cuts, curriculum narrowing and the erosion of the teaching workforce.

Over the last two months Ally and Duncan have also worked with Brighton and Hove Music and Arts, and East Sussex Music Education Hubs to deliver two Music Teach Meets - one for Primary and the other for Secondary Music teachers across the South.



Doctoral researchers share some highlights

ESI FENYIWA AMONOO-KUOFI

My doctoral research is supervised by Professor Kwame Akyeamong and Dr Jo Westbrook and my thesis title is: 'Teacher Leadership in Ghanaian Schools: A focus on the Curriculum Leader'.



Engagement with CTLR colleagues this year has continued to stimulate my research and opened up opportunities to prepare presentations on the preliminary findings, including ways of using infographics to communicate these. In November, I presented these emerging ideas at an ESW Doctoral Research in Practice (DRiP) seminar. I was also accepted to present a poster on 'Using a community based INSET model from Ghana to develop professional learning among practitioners' at the 2020 Teacher Education Advancement Network (TEAN) Conference. This was postponed because of present global circumstances and I am hoping to present there in 2021 instead.

In the winter term, I also completed my tenure as one of the founding facilitators of ESW Connect, an initiative developed to provide a space for PGR students at all stages to reflect together about their studies. This has become an important support group for PGR students in ESW and will be continuing next year. I have also been involved in co-authoring the following new publications:

- Amonoo-Kuofi, E. F. (2019): 'What is considered international best practice for scaling up efforts to improve the English language skills of teachers and learners?' (K4D Helpdesk Report 521). Brighton, UK: Institute of Development Studies
- Joynes, C., Rossignoli, S., & Fenyiwa Amonoo-Kuofi, E. (2019): '21st Century Skills: Evidence of issues in definition, demand and delivery for development contexts' (K4D Helpdesk Report). Brighton, UK: Institute of Development Studies.

GILLIAN EMERSON

I began my PhD in the School of Education and Social Work (ESW) in September 2019. The working title of my thesis is: 'Hearing the Teacher's Voice: First Language-Tamil, Mathematics Teachers' Perspectives on Navigating the Challenges of Teaching in English-Medium Classrooms in Tamil Nadu, India'.



Over the last few months I have very much enjoyed participating in the new Doctoral Space to Share sessions run by CTLR. These are a great opportunity to engage in critical discussion of research ideas. They have also provided an invaluable resource to pre-fieldwork researchers who like me are getting to grips with the adaptations necessitated by the current Coronavirus pandemic. My doctoral research will be supervised by Dr Barbara Crossouard and Professor Mairead Dunne next year due to the departure from Sussex of Professor Kwame Akyeamong. Over the next academic year I will also be co-facilitating the ESW Doctoral Research in Progress (DRiP) seminar series.

ROSA MARVELL

This year I have been moving towards finalising my doctoral thesis which explores the intersections between social inequalities and postgraduate taught trajectories and is supervised by Tamsin Hinton-Smith and Louise Gazeley.



In April 2020 I presented consolidated findings from my doctoral research at the first virtual ESW DRiP (Doctoral Research in Progress) session, using the opportunity to workshop conclusions and implications with colleagues from the department. Transitioning to a digital format was a new experience but hugely valuable.

I have also been working as an Associate Researcher in ESW on projects relating to gender and Higher Education pedagogy and developing my teaching practice as a Doctoral Tutor across modules in sociology, gender studies, education and the social science Foundation Year. At the same time I have had the opportunity to work on a number of other projects, including working with other doctoral students from the ESRC Doctoral Training Partnership (SeNSS) as a founding managing editor of the new interdisciplinary student-led journal, 'Sentio' (first issue published online in September 2019).

This year I also had a sole-authored paper accepted by the annual journal of the *Forum for Access and Continuing Education* (FACE). It is entitled "If no-one's gone to university in your family, how are you meant to figure this stuff out?": First-generation students' journeys into postgraduate taught (PGT) education in England'. It is due out in summer 2020.

WENDY ASHALL

Although I have had a busy year, I have been able to draw on the spirit of collaboration within CTLR to work on a number of projects with colleagues while also progressing my doctoral research which is supervised by Dr Louise Gazeley and Professor Gillian Hampden-Thompson. This focuses on understanding student experiences of the university Foundation Year.



Through my doctoral research and professional practice as a Lecturer here at the University of Sussex, I was aware that seminar attendance and participation could be challenging for students with underlying mental health concerns. I am now working with two colleagues (Dr Jill Kirby and Dr Fawzia Mazanderani) on the following project: 'Students, Seminars and Stress: Exploring how pedagogical approaches can reduce student anxiety.' We shared the initial findings at this year's Foundation Symposium, and we hope to involve other Foundation Year conveners as the project progresses.

This year I have also collaborated with colleagues across the university on a narrative project examining the experiences of early-career academics. I have also co-authored the following new publications:

- Chapter 'Restoring imposter syndrome in the Early Career stage: reflections, recognitions and resistance'. Co-authored with Dr Laila Kadiwal, Dr Jill Kirby, Dr Shadreck Mwale, Dr Charlotte Morris and Dr Kathryn Telling and due to be published in *The Palgrave Handbook of 'Imposter Syndrome' in Higher Education* in summer 2020.
- SEDA (Staff and Educational Development Association) special: 'Transitions Into, Through and Out of Higher Education: Supporting Students'. Produced in collaboration with Dr Wendy Garnham (Senior Lecturer in Psychology), due in summer 2020.

CELEBRATING DOCTORAL SUCCESS

This year CTLR affiliated doctoral researcher Marilyn Hall successfully completed her doctoral studies, having successfully undertaken her viva in May.

Marilyn's thesis, entitled 'Science Education in England: Exploring the Evidence for and Evidence of Reform' was described by the examiners - Professor Emma Smith (University of Warwick) and Dr James Williams - as "an ambitious account of a timely research problem".



Marilyn's doctoral research was supervised by **Professor Gillian Hampden-Thompson** (Head of the School of Education and Social Work) and Dr Nigel Marshall (Senior Lecturer in Education).

Developing teaching and learning in higher education

RESEARCHING GENDER AND INCLUSION IN THE HE CURRICULUM

In February Dr Tamsin Hinton-Smith and Rosa Marvell (Doctoral researcher and CTLR Research Associate) hosted a CTLR 'Space to Share' session in which they presented their recently completed Sussex Researcher Development Fund research on ['Mainstreaming gender pedagogy in Higher Education \(HE\)'](#). The research, which took the form of an institutional case study, drew on data from across the Humanities, Social Sciences and Sciences and combined documentary analysis with student and staff interviews. It was carried out in collaboration with Dr Kimberley Brayson from the University's Law department and Dr Charlotte Morris (now a Lecturer in Education and Sociology at the University of Portsmouth).

The research findings confirmed the continuing need to overcome binary constructions of gender in HE teaching. In April, Tamsin and Rosa went on to lead an online session for law colleagues in which they shared their research findings and facilitated a discussion around how the department might embed disciplinarily specific approaches to gender mainstreaming in order to lead change within the legal profession. The research included the production of a toolkit of resources that aims to further support the embedding of gender inclusivity in HE teaching and learning.

REFLECTING ON THE USE OF ONLINE PEDAGOGIES

In the Spring term Dr Emily Danvers and Dr Tamsin Hinton Smith launched their new 'Pedagogy Plus Series'.



They began by facilitating an online discussion of emerging good practice around the use of online pedagogies in HE. This included reflecting back on newly adopted approaches and thinking forwards to what teaching might look given the likelihood that the 'new normal' for HE is likely to include online or blended delivery.

Learning from this discussion informed the creation of a video on online pedagogy which has been integrated into an institutional-wide staff development resource.

Working to widen participation

IMPROVING SUPPORT FOR CARE EXPERIENCED YOUNG PEOPLE

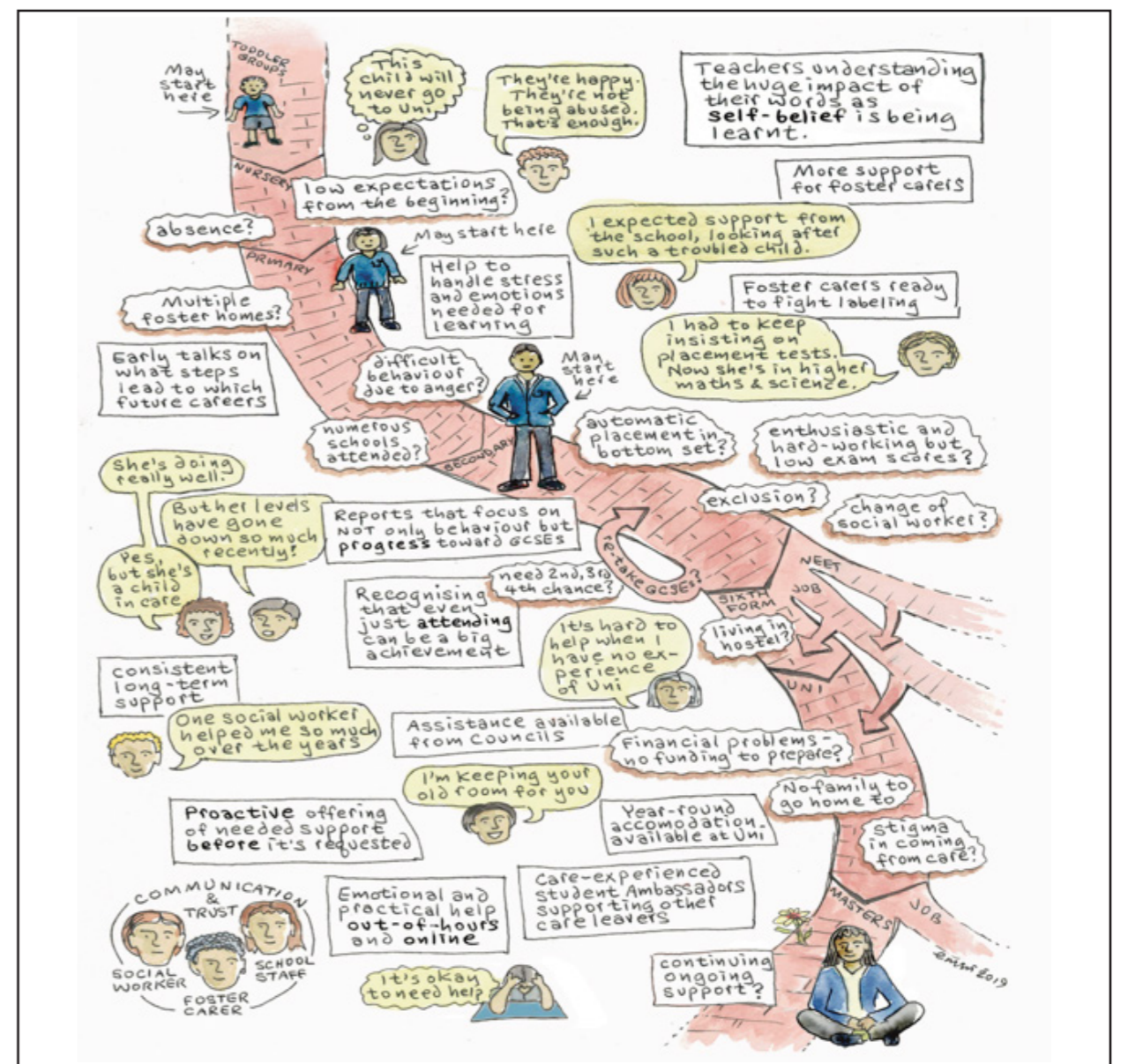
This year CTLR developed [a new toolkit](#), a practical resource that came out of the recently completed 'Supporting Supporters' project led by Dr Tamsin Hinton-Smith and funded by the Sussex Learning Network. The project aimed to improve support for foster carers, educators, and social care professionals to allow them to better support the progression of care-experienced young people to university.

All of the activities included in the toolkit were piloted with local stakeholders at a series of workshops. It includes a visual mapping of the journey through care and into university and beyond (see below) produced

by local artist Michi Mathias who worked on this with Louise Gazeley (toolkit lead). Also involved were Dr Tam Cane and Anne-Marie Bird of the University of Sussex's Widening Participation team.

NEW CHAPTER

Dr Emily Danvers and Dr Tamsin Hinton-Smith have co-authored the chapter 'The Shifting Subjectification of the 'Widening Participation' Student: The Affective World of the 'Deserving' Consumer'. This is to be published in *Reimagining the higher education student, an edited collection* by Rachel Brooks and O'Shea (currently in press).



Making connections around the world

AUSTRALIA

In December [Dr Jean Hopman](#) who works in Initial Teacher Education at Victoria University, Melbourne, was invited to run a doctoral workshop and deliver an Open Seminar for CTLR. Jean shared insights from her research on 'Teacher Emotional Rules' which involved six teachers who



came together over a year to share and inquire into their stories of teachers' day-to-day work. Jean used her sessions to show that teachers live and work in tension and that negotiating this tension is a struggle, but that reflective practice - an essential aspect of teachers' self-understanding - can assist in uncovering the hidden emotional strain. In her workshop, Jean talked more about her position as an active participant of the research (as protagonist, story-teller, listener, re-teller — and facilitator), and explored how innovatively employing fieldwork supervision - in addition to research supervision - supported a process of ethical reflexivity, highlighting issues of power in particular. Drawing on data from a reflexive journal, interview transcripts and supervision meeting minutes Jean demonstrated how layers of experience, and associated emotion, weave together - and how understanding these connections added depth to research analysis, allowing the research to unfold in ways that it might not have otherwise.

In November 2019 Dr Tamsin Hinton-Smith was invited to the University of Wollongong, Australia to give the opening address to a symposium on 'Capabilities and Capitals: Implications for Students' Persistence and Success at University', which drew on recent research led by Professor Sarah O'Shea (Honorary Professorial Fellow). Tamsin was also invited to lead a workshop on 'Taking a personalised and academic life cycle approach to understanding and responding to Equality Diversity and Inclusion issues in higher education' as part of the Equity Practitioners in Higher Education in Australasia (EPHEA) and National Association of Enabling Educators in Australia (NAEEA) Biennial Conference Enabling Excellence through Equity.

CAMBODIA

In September 2019 **Professor Simon Thompson** (Head of the Department of Education), Dr Tamsin Hinton-Smith and **Tab Betts** (Lecturer in Higher Education Pedagogy) led a second training course for the Parliamentary Institute of Cambodia in Phnom Penh. The 'Scaling Up Pedagogic Research Methods and Skills: Planning, Teaching, Assessing, Coaching and Evaluating' course used a train-the-trainer model. It involved working with parliamentary training staff from across the ASEAN countries to develop new pedagogic approaches to training their own teams. The week's training included a focus on inclusivity and learning technologies and ended with some Lego Serious Play (LSP).

INDIA

In February, CTLR joined with the [Centre for International Education](#) (CIE) to host [Assistant Professor Bindu Thirumalai](#), a visiting fellow from the Tata Institute of Social Sciences (TISS), Mumbai. Bindu entered the education profession in 2006 after a long career as a software Engineer.



She completed her MA and MPhil in Education at the TISS and is currently pursuing her PhD alongside her work in the area of online teacher communities of practice. Since 2010 Bindu has been working with state education departments in India to develop programmes for in-service teacher professional development. This has included launching a blended postgraduate certificate programme for secondary school teachers called 'Reflecting Teaching with ICT'. This programme, run in collaboration with four state education departments, has been running since 2017. The primary purpose of developing the programme is to understand how best to leverage technology to respond to the scale, diversity and quality of teacher's continuous professional development, especially teachers working in rural and remote geographies in India.

Bindu's visit to the University of Sussex was for the research that TISS (in collaboration with the University of Sussex) is conducting for a grant that TISS received from the Government of India through the Scheme for Promotion of Academic and Research Coordination (SPARC) to conduct a comparative study of the preparation of teachers in (secondary school) in India, South Africa, and the UK. During her visit Bindu presented her research, conducted some interviews with university faculty, school-based mentors and student-teachers and visited partner schools. Bindu's visit was facilitated by Professor Simon Thompson.

NORWAY

In the autumn term of 2019, [Hanna Zdziarska Slabikowska](#) was a visiting doctoral researcher in CTLR. Hanna works at The University of South-Eastern Norway and has been a teacher of Mathematics Education there since 2013, building on her prior experiences of working as a mathematics teacher at



Primary and Secondary level. Hanna's PhD is in Mathematics Education. Her focus is on how inquiry dialogues in the mathematics classroom, mathematical representations and creative reasoning support the learning of mathematics with understanding. During her time at the University of Sussex, Hanna was supported by **Emeritus Professor Brian Hudson**, Professor Simon Thompson and Dr Louise Gazeley. Hanna's visit to CTLR was made possible with the support of: the PhD programme at the University of South-Eastern Norway; The Norwegian National Research School in Teacher Education; and an Erasmus scholarship.

"I really appreciated the meetings and conversations with the people I met. This was very important for thinking about the research perspective and... putting this in a larger context."

Connecting locally

INTERNATIONAL WOMEN'S DAY

On International Women's Day Dr Christina Hancock attended a local primary school with a recent Sussex PGCE graduate, the Mayor of Brighton and business consultant Ellen Blakemore. The aim of the event was to inspire young girls to consider continuing their education to doctoral level and Christina took along some doctoral theses to share.



Over the summer Tamsin and Emily will conduct research interviews with young people and their parents using the creative entries as prompts to explore themes of lockdown, inclusion and connections with schools and their curricula.

SUPPORTING WIDENING PARTICIPATION WORK WITH LOCAL SCHOOLS

In Spring 2020 Dr Louise Gazeley and Dr Emily Danvers were asked by the University of Sussex's Widening Participation team to independently conduct a series of interviews with widening participation leads based in a number of their partner schools. The findings were presented in a short, thematic report and used to inform an internal strategic review of outreach activity that was being conducted by the team.

UNDERSTANDING LEARNING UNDER LOCKDOWN

Dr Tamsin Hinton-Smith and Dr Emily Danvers were awarded funding from the Sussex Learning Network UniConnect fund to conduct a project on 'Learning under Lockdown' focusing on the experiences of Gypsy, Roma and Traveller young people in schools. This was a collaborative project between the University of Sussex Widening Participation, Hailsham Community College and Friends, Families and Travellers. Young people were invited to take part in a creative art competition sharing their experiences of lockdown. It was facilitated by a youth outreach worker from Friends, Families and Travellers.



Building understandings of research and evidence

OPEN SEMINAR WITH PROFESSOR CHRIS BROWN

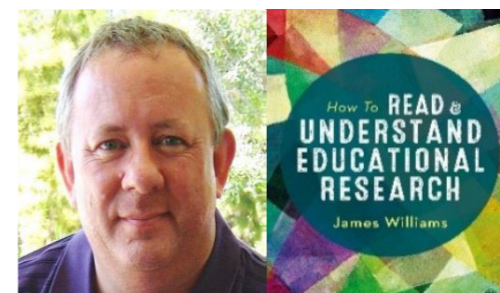
In July Dr Rob Rosenthal (Senior Teaching Fellow Education and course lead for the part-time, research-based MA Education), invited Professor Chris Brown (Director of Research, School of Education, Durham University), to speak at a CTLR hosted Open Seminar.



Although there is now recognition that academic educational research can - and should - be used to improve teaching practice, there is only limited evidence on how this might be facilitated at the level of school systems. Furthermore, a gap appears to exist between research and practitioners more generally, which shows little indication of narrowing. As a result this leaves only sporadic instances of evidence-informed teaching occurring within and across schools. The title of Chris' very well-attended, on-line talk was: 'Networks, Research-informed Practice and Leadership Types: What does emerging research tell us about how to mobilise knowledge across schools and school systems?' Chris addressed the question of what can be done to achieve evidence-informed teaching at scale and also presented some thoughts on how research/practice gaps across schools might be closed via network and system leadership.

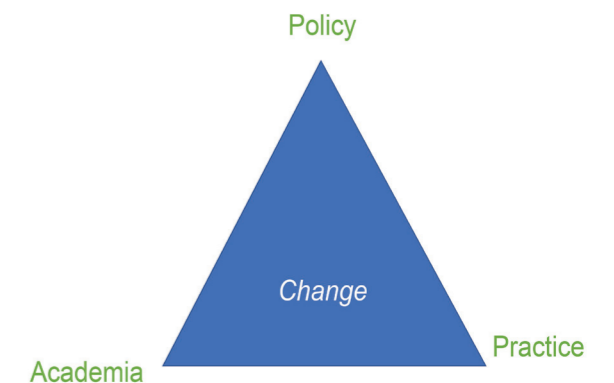
NEW BOOK FOR USE BY STUDENTS IN HIGHER EDUCATION

This year Dr James Williams (Senior Lecturer in Education) had a new book published called: *How to Read and Understand Educational Research*. Published by Sage, the book is aimed at final year undergraduates and postgraduates undertaking research in education. James also had a new article published this year: Williams, J.D. (2020): '[Ethics and school-based research](#)', *Science Teacher Education* No. 86 December 2019 pp.4-8



EMBEDDING RESEARCH IN APPROACHES TO WIDENING PARTICIPATION

Following on from last year's successful CTLR event, 'Connecting Research and Practice in Widening Participation: Exploring (alternative) routes to change', Dr Louise Gazeley met with a number of other academics and interested stakeholders - including Gino Graziano and Sam Dunnett of the University of Sussex Widening Participation team - and a representative of The Office for Students at their offices in London. The purpose was to further explore how to embed evidence-based approaches to WP practice in university widening participation teams. They agreed to continue to explore opportunities for further discussion and collaborative events. In the meantime Louise and Sam are planning to launch a joint CTLR/WP reading group.



CTLR: “Making Connections”

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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