

The Recent Development of Educational Research in England

Teaching and Learning Research Programme:

Background; Objectives; Priorities;
Organization; Experiences; Results;
Recommendations.

Alan Brown
Associate Director, TLRP

Background to establishment of TLRP

Policy context in late 1990s

Criticisms of educational research

Range of educational research initiatives

The UK education policy context in the late 1990s

- rapid 'reform' throughout the system since the 1988 Education Reform Act
- concern for economic competitiveness *and* social inclusion
- aspirations for evidence-based policy and practice
- critique of educational research

Criticisms of educational research

Relevance

- Irrelevance to practice in schools
- Very little on post-compulsory education
- Lack of involvement of potential users of the research

Quality

- Theoretical incoherence across the field
- Insufficient use of quantitative evidence
- Research designs insufficiently systematic
- Studies too small to produce convincing answers to ‘what works’

Impact

- Poor dissemination
- Weak accumulation of research findings

Educational research initiatives

1. Efforts to coordinate and prioritise research (e.g. NERF)
2. Synthesis of existing research findings (e.g. EPPI, and systematic reviews)
3. New DfES research centres established (e.g. CEE, WBL, NRDC)
4. Teaching and Learning Research Programme (TLRP)

Educational research initiatives

1. Efforts to coordinate and prioritise research

National Forum for Research in Education
(NERF)

Chaired by a senior medical researcher
Members appointed by English government
Experienced researchers marginalised
Perceived as a means of external control

Evolution into Strategic Forum for Research
in Education (SFRE)

Educational research initiatives

2. Synthesis and knowledge accumulation

Evidence for Policy and Practice Initiative
(EPPI)

Promotion of systematic reviews

Development of methods for systematic
reviews

Evolution into broader forms of research
synthesis

Educational research initiatives

3. New DfES research centres established

Centre for the Economics of Education (CEE)

Centre for the Wider Benefits of Learning
(WBL)

National Research and Development Centre
(NRDC)

Successful but limited engagement of small centres.

Educational research initiatives

4. Teaching and Learning Research Programme (TLRP)

A **programme** - seen as a portfolio of competitively selected projects which address a particular, shared theme – e.g.: learning outcomes.

Designed to:

- *intervene* in the field to enhance research scale, relevance and quality.
- *'add value'* to the individual projects through coordination, and thus maximise impact.

TLRP's objectives and priorities

Overarching aim: to lead to significant improvements in **outcomes for learners** at all ages and stages in all sectors and contexts of education and training, including informal learning, throughout the UK

achieved through research that emphasises user engagement, developing expertise and extending knowledge base.

TLRP objectives

Learning:

research with the potential to improve outcomes for learners across the lifecourse. The Programme explores synergies between different research approaches and aims to build UK capacity in conducting high quality educational research. TLRP is committed to the application of findings to policy and practice and to maximise the impact of our research and to present it in an accessible way.

TLRP objectives

Outcomes

broad range of learning outcomes, including acquisition of skill, understanding, knowledge & qualifications & development of attitudes, values and identities relevant to a learning society.

Lifecourse

research on many ages and stages in education, training and lifelong learning; concerned with patterns of success and difference, inclusion and exclusion through the lifecourse.

TLRP objectives

Enrichment

committed to user engagement; working in all disciplines and sectors of education; using a range of methodologies; cooperating with other researchers within and beyond the UK.

Expertise

enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice.

Improvement

develop the knowledge base on teaching and learning & ensure that the knowledge it develops is applied in practice and policy.

TLRP's ambition

	Low quality	High quality
Low relevance		
High relevance		TLRP?

Organisation: TLRP key features in 2000

- **Large** (almost £10m in one round of funding, 13 investments, c150 researchers, projects up to £1m each, often with large teams)
- **Mainly school focused (but lifecourse aspiration)**
- **Mainly English (but UK-wide aspiration)**
- **Five years (2000 to 2004/5)**
- **Central Directors' Team** (Charles Desforges, John Kanefsky, FT)
- **Capacity building** (generating some unease/opposition)

Early experiences up to 2002

- **Lack of trust between researchers and ‘reformers’**
- **Disempowering emphasis on research ‘deficiencies’**
- **Methodological and paradigmatic arguments**
- **Goals and values contested**
(e.g.: the roles academics should play in society)

Collaborative, 'reflexive activism' to build the social capital of educational research: from 2002

- Affirming the moral purposes of educational research
- developing relationships and networks, sharing perspectives and building alliances;
- working on politically engaged impact and dissemination strategies;
- attempting strategic positioning on long term issues
- promoting collective, open and reflexive debate and action in respect of new challenges;

Challenges: [Results?]

- Contextual – improving evidence-informed decision making?
- Conceptual – improving understanding?
- Methodological – improving the quality of applied research?
- Transformational – improving impact?

Organisation of TLRP in 2008

- **Very large** (£43m in ten rounds of funding, 100+ investments, 700+ researchers, projects up to £1.5m each, often with large teams)
- **HEFCE and RC funding** (+ *all* UK governments & JISC)
- **All sectors of education** (pre-school to elderly learners)
- **UK-wide** (England, Wales, Scotland, N. Ireland)
- **2000 to 2008/9, and then to 2011/12**
- **Directors' Team of five**
- **Capacity building** (in partnership with BERA, SERA, AERS, SRHE, etc)

Experience: Programme development through 'constructive engagement'

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability

Early user engagement and partnerships

	Partners work alongside researchers throughout the research	Advisers support progress at key points	Users help to transform findings as they become available
Experience a problem Analyse the issue Formulate research questions Design the project Seek funding Gather data Analyse Write up Disseminate			

Early user engagement and partnerships



Teachers discuss a new project in Northern Ireland

Early user engagement and partnerships



The National Teacher Research Panel,
after a TLRP 'witness session'

Early user engagement and partnerships



User-researcher discussion at the Westminster Showcase

Early user engagement and partnerships



Westminster Showcase – with Paul Johnson, Chief Economist, DfES, England

Early user engagement and partnerships



Cardiff Showcase - with Minister, Jane Davidson

Early user engagement and partnerships



Edinburgh Showcase – with Minister, Jim MacDonal

Programme development through 'constructive engagement'

1. Early user engagement
2. Knowledge generation by project teams
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6. Partnerships for sustainability

Knowledge generation by project teams

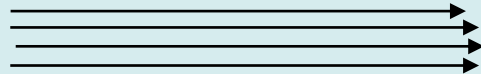


TLRP Steering Committee at a commissioning meeting

Projects: funding competitions and associations

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011

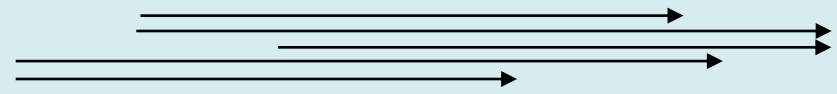
Phase I



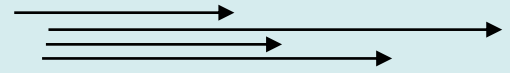
Phase II



Research training fellows



Scottish extensions



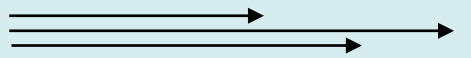
Welsh extensions



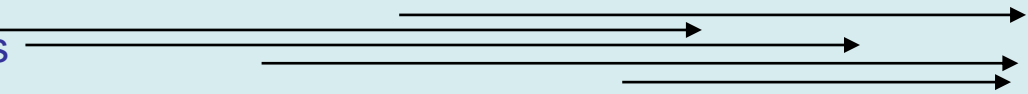
Phase III



Northern Irish extensions



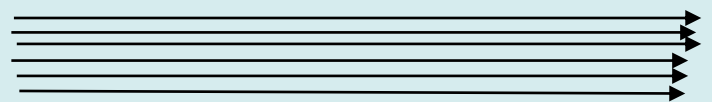
Associated projects



WP in HE

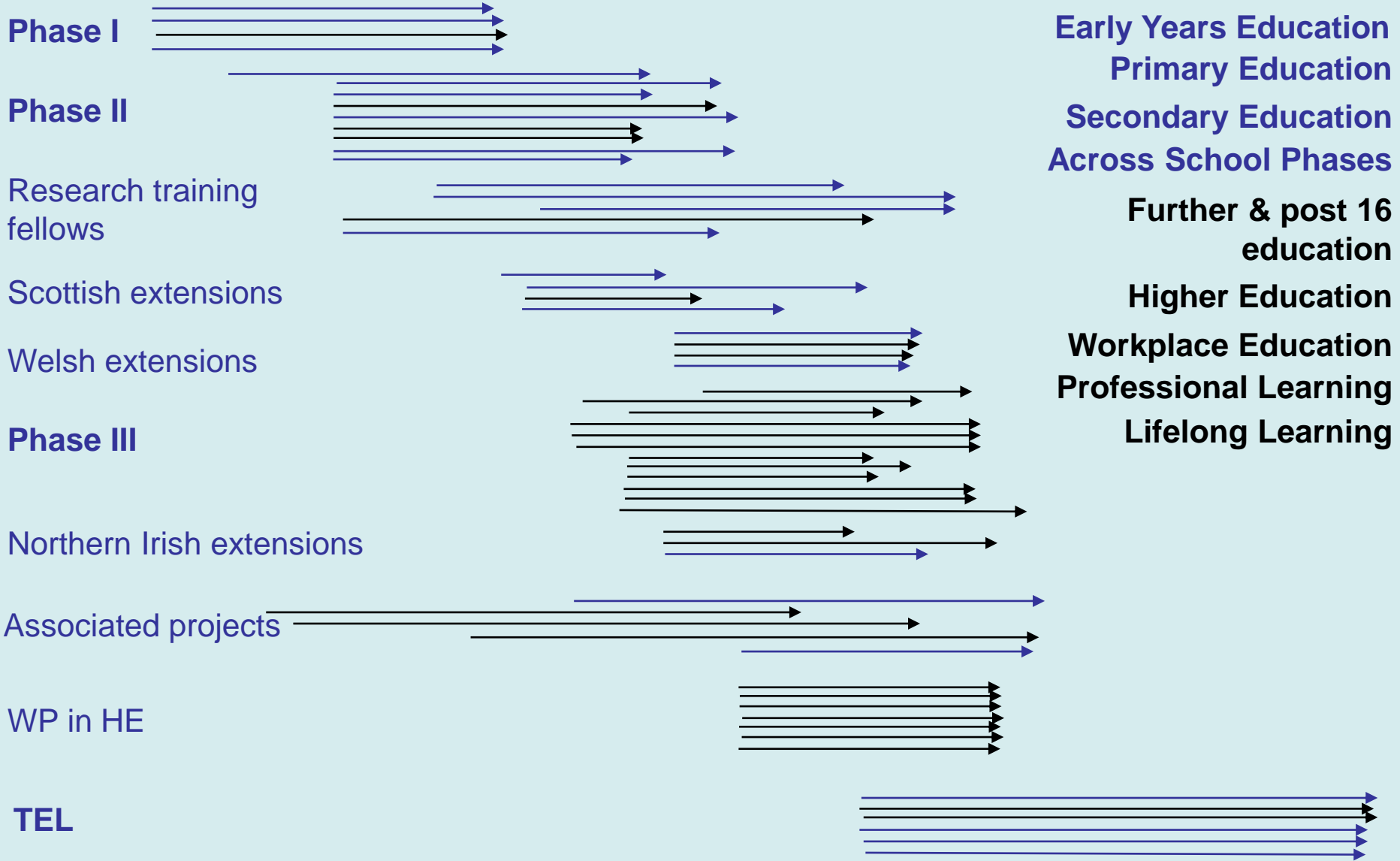


TEL



Sectors

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011



Programme development through 'constructive engagement'

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability

Knowledge synthesis by thematic work

Purpose

- To analyse, test and synthesise project findings and to relate them to international work
- To prepare intellectually for effective, integrated forms of dissemination

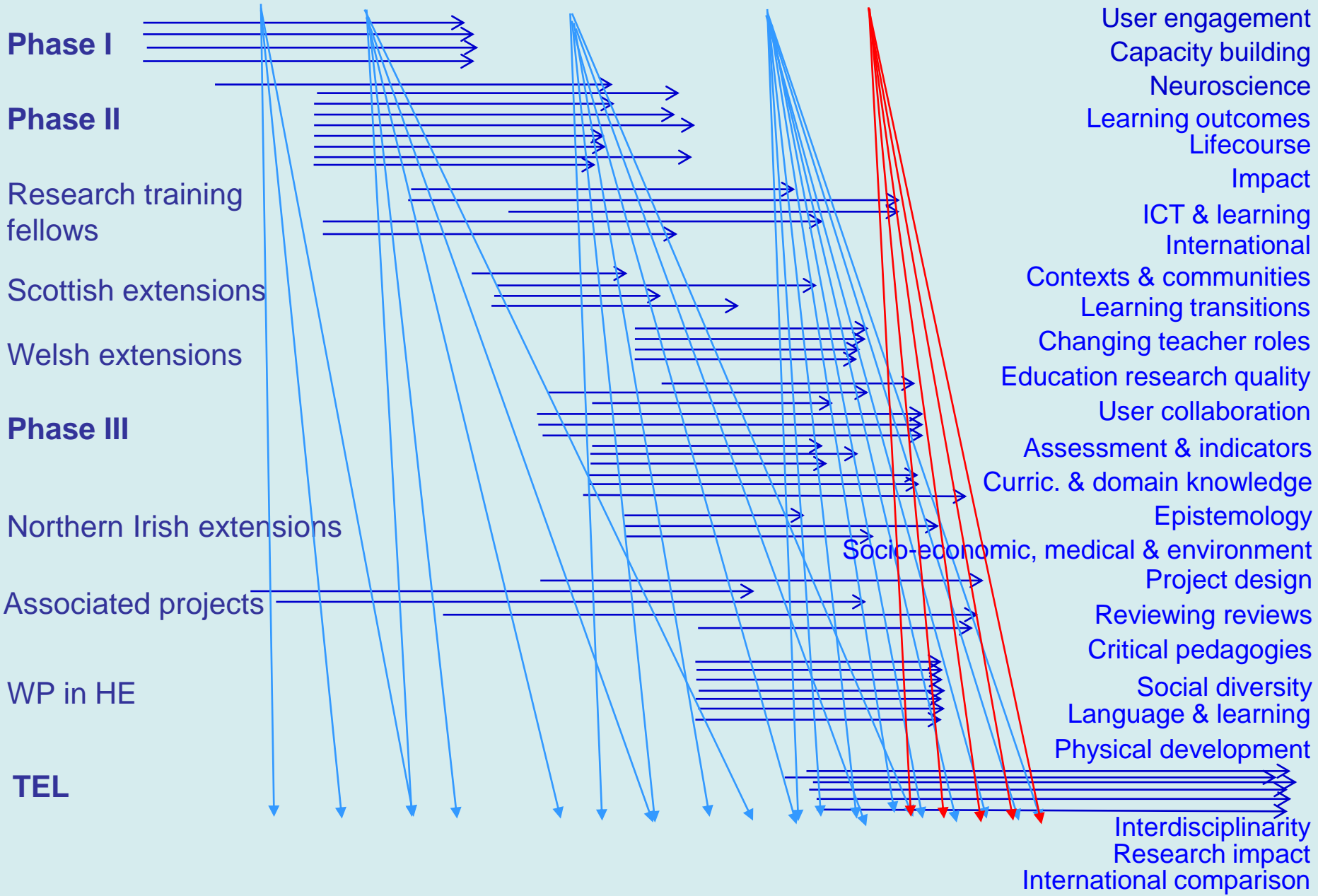
Knowledge synthesis by thematic work

Main strategies

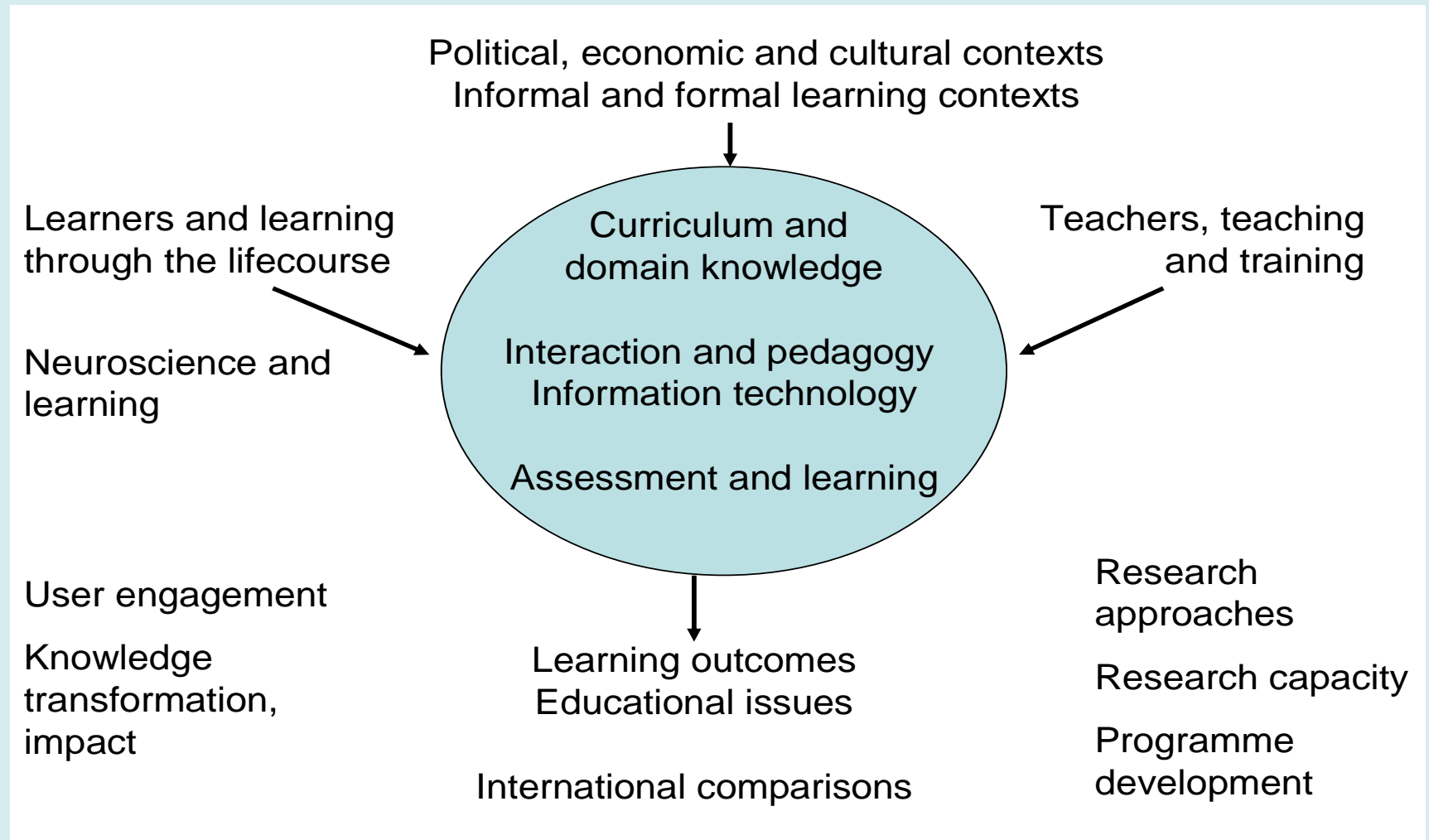
- Conferences (annually)
- Thematic groups/seminar series /consultancies
- Policy task groups
- Sectoral overviews

Specific thematic investments

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011



Teaching and Learning Research Programme



Knowledge synthesis by thematic work



Research teams in discussion

Knowledge synthesis by thematic work



Thematic seminar series on changing teacher roles, identities and professionalism

Knowledge synthesis by thematic work



A TLRP 'bazaar' with research users

Knowledge synthesis by thematic work



Liaison with colleagues in European education programmes

Knowledge synthesis by thematic work



International researchers at a TLRP conference

Programme development through 'constructive engagement'

1. Early user engagement
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Knowledge transformation for impact



Project planning with Media Fellow

Teaching and Learning Research Programme

The Learning Workplace

Developing the Learning Workplace

Over recently, learning at, and through, the workplace has been widely researched and widely researched, but few have moved to writing stages in debates about the so-called 'knowledge based economy' and as a platform of accessible government policies based on that concept.

Current government thinking on a strategy for skills is focusing on four key elements:

- Better targeted to those in greater difficulty
- Support for individuals to improve their skills and competences to move into higher levels of employment
- Support for employers to raise skills and competences
- Support for individuals to improve their skills and competences to move into higher levels of employment

If this latter attempt to develop and improve workplace learning is to succeed then both practitioners and policy makers should take seriously the interplay of individual and organisational factors, but also an understanding of four elements both at the individual and organisational level.

The newsletter offers practitioners and policy makers a review of research in workplace learning. It provides a flavour of the research findings of a network of projects on workplace learning funded by the Economic & Social Research Council (ESRC) within the Teaching & Learning Research Programme. The focus of the network is on improving practices in

learning in the workplace and the individual projects explore:

- Regulatory structures and access to learning in social care and cleaning services
- The recruitment and impact of early skills and knowledge in work-ready opportunities for and careers in learning opportunities in small and medium-sized enterprises
- An exploration of the value of apprenticeship
- The school as a site for work-based learning

The primary goal of the workplace is to produce goods and services, but it is also an important location for learning and teaching. This research shows the uneven quality of learning environments at work, and the importance of making sense of differences if we are to improve practice.

Contents

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Lancaster Literacies

Working with learners in the community

LLRC
Early 2005

In this second issue of the newsletter, the Lancaster Literacy Research Centre (LLRC) presents an overview of college learning activities aimed at the development of basic literacy skills. The focus is on the role of the college in the community and the role of the teacher in the classroom. The newsletter also features an article on the use of technology in the classroom and a review of the latest research in the field of literacy. The newsletter is published by the Lancaster Literacy Research Centre (LLRC) and is available to all interested parties. For more information, please contact the LLRC at the Lancaster University Learning Research Centre, Bailrigg, Lancaster, LA1 4YW. Tel: 01524 536411. Email: llrc@lancaster.ac.uk. Website: www.lancaster.ac.uk/llrc

Home School Knowledge Exchange Project

ygol-carriw home-school ygol-carriw home-school

ygol-carriw home-school ygol-carriw home-school

Welcome

The Home School Knowledge Exchange Project is a partnership between the University of Lancaster and the local authority, designed to improve the quality of education in the home school sector. The project aims to provide a range of support and resources to home school teachers and parents, and to promote a better understanding of the role of the home school in the community. The project is funded by the Lancaster Learning Research Centre (LLRC) and is available to all interested parties. For more information, please contact the LLRC at the Lancaster University Learning Research Centre, Bailrigg, Lancaster, LA1 4YW. Tel: 01524 536411. Email: llrc@lancaster.ac.uk. Website: www.lancaster.ac.uk/llrc

Project outputs: newsletters

Knowledge transformation for impact

D-space and ESRC Society Today

One entry
does it!

The screenshot displays a web interface for the Teaching and Learning Research Programme. It features three main search categories: Project Search, Sector Search, and Vocabulary Search. The Project Search results list various research projects with their respective counts in brackets. The Sector Search results list different educational sectors with their counts. The Vocabulary Search results are organized into hierarchical categories like Political Economic and Cultural Context, Selected Contextual Issues, and Research Approaches, each with sub-items and counts.

Teaching and Learning Research Programme

Project Search

- Towards Evidence-Based Practice In Science Education [21]
- Consulting Pupils about Teaching and Learning [21]
- The Historical, Political and Pedagogic Significance of Pupil Voice: [0]
- Improving Incentives to Learning in the Workplace: [20]
- InterActive Education: Teaching and Learning in the Information Age: [15]
- Understanding and Developing Inclusive Practices in Schools: [5]
- The Effectiveness of Problem Based Learning in Promoting Evidence Based Practice in Nursing Education: [2]
- Improving the Effectiveness of Pupil Groups in Classrooms: [2]
- Transforming Learning Cultures in Further Education: [2]
- Learning How to Learn: In Classrooms, Schools and Networks: [26]
- Enhancing Teaching-Learning Environments in Undergraduate Courses: [12]
- Early Career Learning at Work: LINEA: [14]
- Home-School Knowledge Exchange In Primary Education: [3]
- ACT'S II: Sustainable Thinking Classrooms: [4]
- The Role of Awareness in the Teaching and Learning of Literacy and Numeracy in Key Stage 2: [1]
- Research Capacity Building Networks: [1]

Sector Search

- Adult and Community Education: [10]
- Careers and Guidance: [1]
- Home and Family Education: [15]
- Continuing Professional Development: [54]
- Correctional Education: [0]
- Further Education: [92]
- Higher Education: [20]
- Independent School Education: [2]
- Initial Teacher Training: [5]
- Primary School Education: [46]
- All sectors before leaving school: [63]
- Secondary School Education: [96]
- Special School Education: [7]
- Workplace Learning: [124]
- Youth Work: [0]
- All sectors: [96]
- Post-16 Education: [36]
- All sectors after leaving school: [26]
- Early Years Education: [22]
- Community Education: [9]
- Vocational Education: [21]
- Lifelong Learning: [31]
- Research Capacity: [22]
- Initial Teacher Training (Post-16/FE): [3]

Vocabulary Search

- **Political Economic and Cultural Context** [21]
 - Contextual Levels [61]
 - Institutional Context [70]
 - Local And Community Context [22]
 - National Context [62]
 - International Context [5]
 - Regional Context [6]
 - Selected Contextual Issues [25]
 - Accountability [11]
 - Rural-Urban Differences [3]
 - Socio-Economic Circumstances [2]
 - Rights And Entitlements [9]
 - Regulation And Inspection [12]
- **Research Approaches** [167]
 - Disciplines [84]
 - Psychology Of Education [24]
 - Sociology Of Education [21]
 - History Of Education [5]
 - Philosophy Of Education [10]
 - Multi-Disciplinarity [19]
 - Comparative Education [2]
 - Economics Of Education [9]
 - Neuroscience And Education [6]
 - Research Designs [100]
 - Action Research [14]
 - Experiment [2]
 - Researcher Reflexivity [1]

Project outputs: Events

- Seminar/workshops for policy-makers and key users
- Press-releases, articles in professional journals, user collaboration, etc

Seminar/workshops:

Science Education:
Royal Society

Modern Apprenticeships:
DfES

Pupil Consultation:
QCA and NCSL

Inclusive Education:
London and Manchester

Project outputs: Research briefings

50 so far

The image shows the cover of a research briefing. The title is 'Towards Evidence-based Practice in Science Education 1: Using diagnostic assessment to enhance learning'. It is dated June 2003, Number 1. The cover features a blue header with the text 'Teaching and Learning RESEARCH BRIEFING'. Below the title, there is a paragraph of text and a list of three bullet points, each with an arrow pointing to a corresponding text block. At the bottom, there are logos for TLRP and ESRC, and the website www.trp.org.

Teaching and Learning RESEARCH BRIEFING

June 2003 Number 1

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

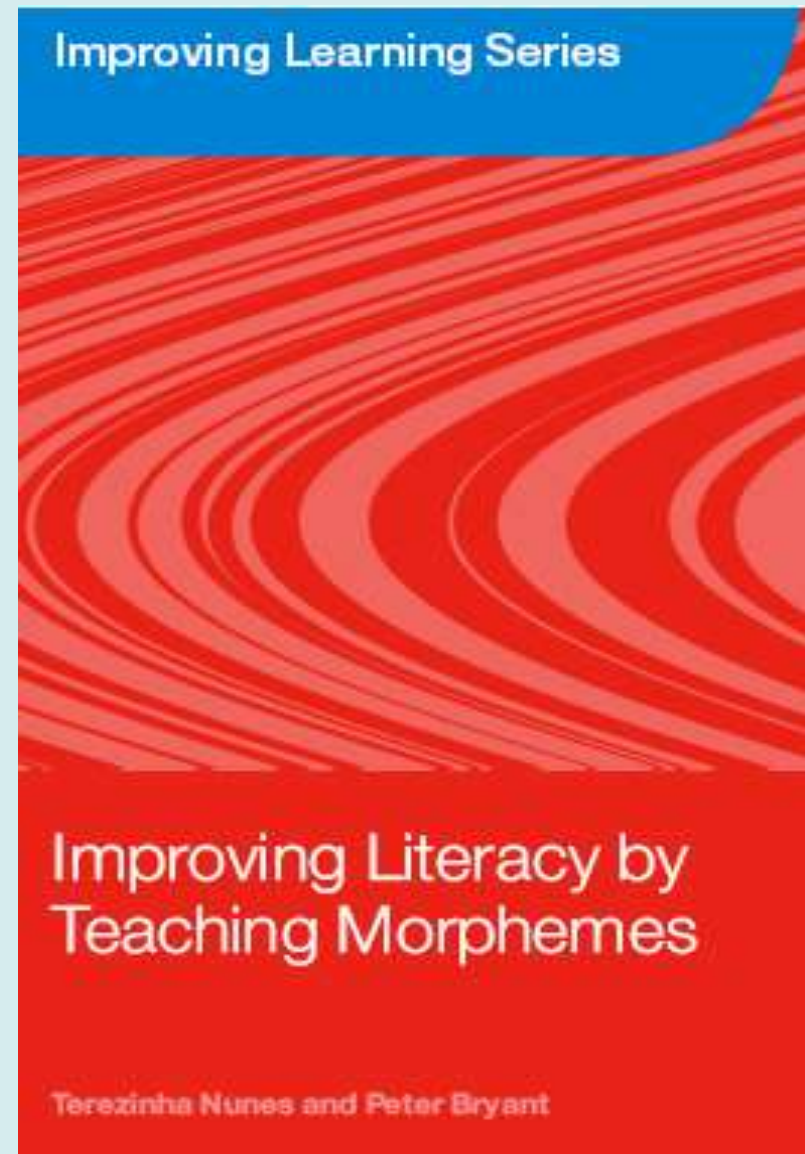
Much research has been carried out on students' understanding of key science ideas, but this has not led to marked improvement in teaching and learning. As a means of improving practice, banks of diagnostic questions, based on research, were developed for several core science topics. These were used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

- Science teachers' practice, and students' learning, can be significantly enhanced by providing teaching materials that embody research findings and insights. → Findings and insights from research are 'translated' into specific practical implications, or teaching materials, the likelihood and scale of their impact on practice is greatly increased.
- Carefully designed probes, based on research, can provide quality information on students' understanding of key science ideas, and inform subsequent action. → Tools for quickly 'measuring' understanding of key ideas can help focus learning activity and indicate levels of understanding across a class. More should be developed and made available to teachers.
- The level of students' understanding of many fundamental science ideas is low, and increases only slowly with age. → Current teaching approaches in science do not result in widespread understanding of many core ideas. Levels of understanding of a few key ideas should be monitored systematically over time, to inform curriculum decisions.

www.trp.org Teaching and Learning Research Programme

Project outputs: **Books**

- Academic books
- Overview books in *Improving Learning* series
- Practitioner materials in *Improving Practice* series



Knowledge transformation for impact

Project outputs:

Innovations

- DVDs
- Drama
- Poetry
- Downloads



Thematic outputs:

special issues of peer reviewed journals (40 so far)



Programme events:



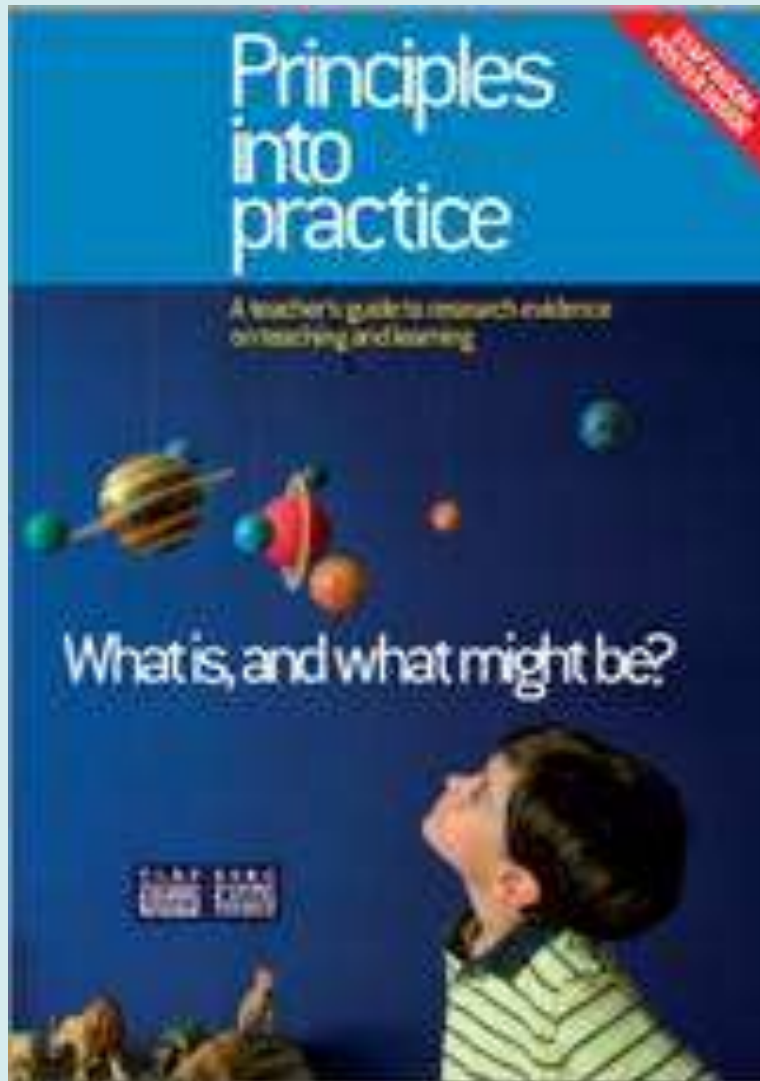
TLRP presentation at an educational conference

Programme events:



Conference stand

Distribution to all UK schools



Teaching and Learning Research Programme

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TLRP News

- AIMS
- FINDINGS
- PROJECTS
- THEMES
- CAPACITY
- EVENTS
- PUBLICATIONS
- USERS
- INTERNATIONAL
- MANAGEMENT

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RSS News Feed Filter

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RSS

• news

TLRP reaction to Brown speech

November 2007

TLRP Director Professor Andrew Pollard has commented on a major speech on Education given by the Prime Minister (pictured) at Greenwich University on 31st October.



"Much of Gordon Brown's vision for education is supported by evidence from educational research and points in encouraging new directions. I particularly welcome the emphasis on the child 'in the round', on culture and aspirations, on the importance of parents and social influences, and on making sure that we have good teachers who have high status and engage in continuous learning to enhance their professionalism."

But Professor Pollard warned that school education is still dominated by high-stakes assessment which can undermine authentic learning and constrain teachers and schools. He said: "The world-class standards in education which Gordon Brown wants will not be achieved until this issue is faced directly and a more appropriate balance is achieved. The next phase of educational reform would be considerably helped by a National Review of Assessment and Learning."

Professor Pollard added: "I welcome the PM's statement that: 'As we start to move to personalised testing, we must keep assessment under review to ensure that it supports learning and achievement and does not dominate teaching.'

A national review of the evidence on assessment and learning would ensure that

Media coverage:

Including:

- Professional organisations
- Local press and radio
- Times Educational Supplement
- Times Higher Education Supplement
- Broadsheets
- Guardian website
- BBC website
- The Learning Curve
- The Today Programme
- Newsnight

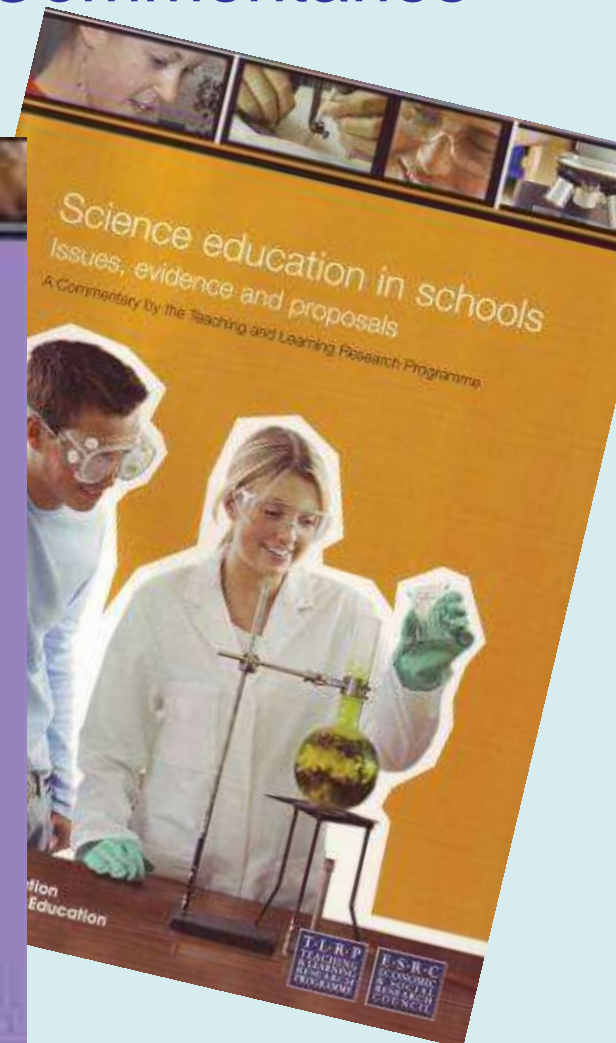
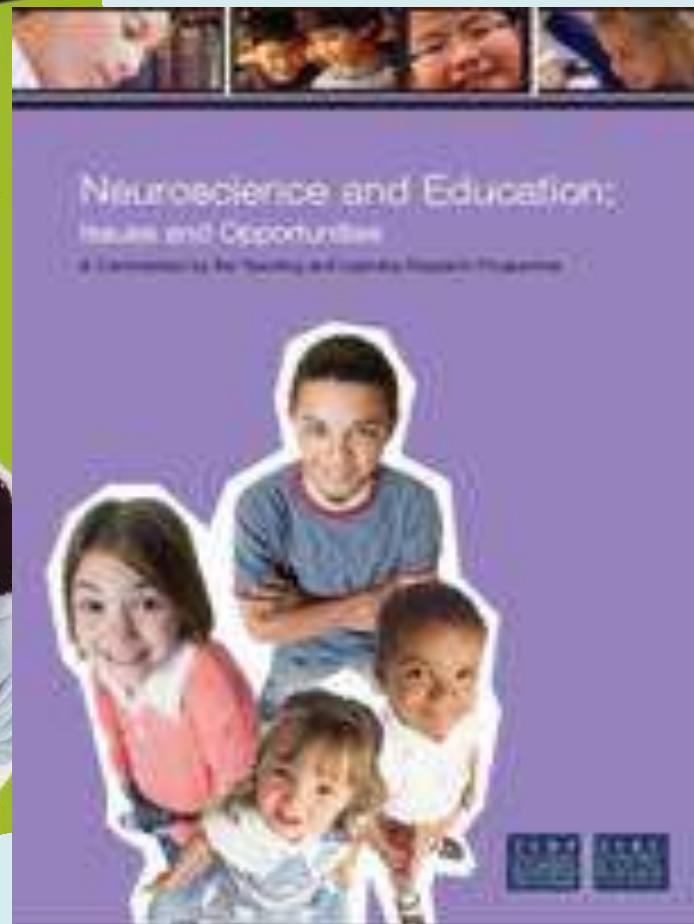
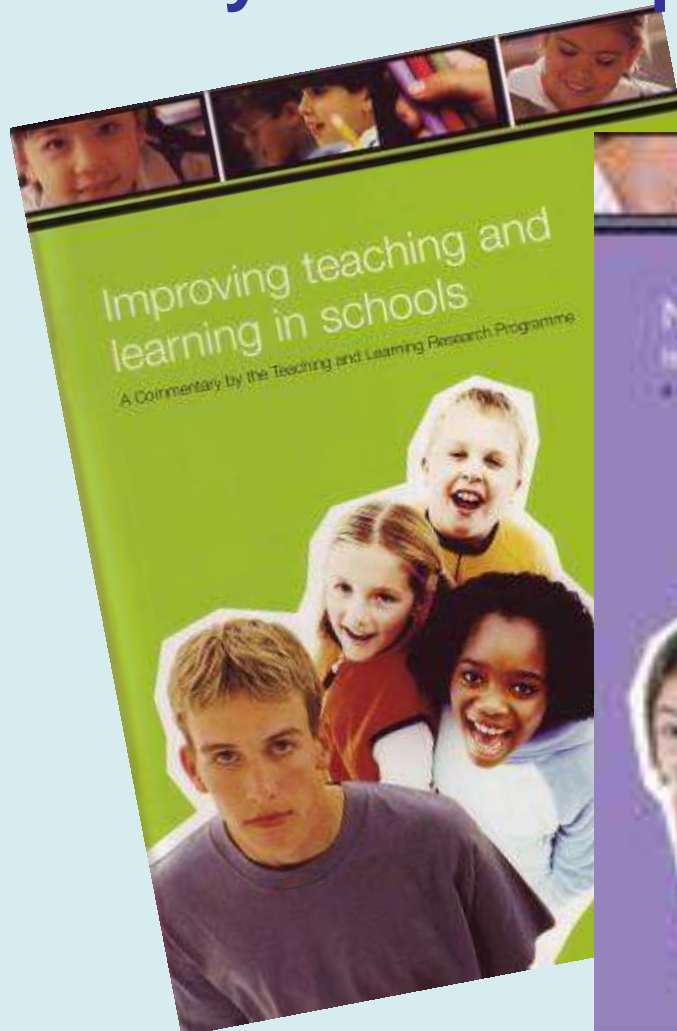
Policy Task Groups:

Rapidly formed researcher/user groups to focus on contemporary issues

- Personalised Learning
- Science Education
- Teaching & Learning in Schools
- 14-19 Education
- Neuroscience and Education
- Challenge & Change in Further Education
- Expansive apprenticeships

- Widening Participation in HE
- Technology Enhanced Learning
- Children's Services for the future

Policy Task Group outputs: TLRP Commentaries



Programme development: through 'constructive engagement'

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability

Capacity building for professional development

Particular priorities:

- **design, conduct and management of quantitative studies**
- **enhancing their theoretical and conceptual bases**
- **combining quantitative and qualitative approaches**
- **utilisation of inter-disciplinary theories and methods**
- **transformation of research-based knowledge for practice**

report

BERA/RCBN
methodology
masterclass 2004



Research Capacity Building Network

About RCBN

Activities

Resources

News

Site map

Search

Booking form
Evaluation Form
Contact

Forthcoming events

Diary of events

- Next 3 months
- Full programme of events

Archive of events

- List of past RCBN Activities

RCBN Conferences

- Dec 2004 - Life beyond the TLRP: A conference for contract and early career researchers
- Feb 2004 - 'Research capacity building in teaching and learning'

Activities by theme

- Building a research career
- Building on research expertise
- Combining methods
- Research design issues
- The path from studies to evidence
- The role of numbers
- Developing the use of in-depth datasets
- Use of large-scale secondary datasets
- Complex statistical analysis
- Researching educational interventions
- IT-assisted research
- Impact and dissemination

Discussion boards

- New career researchers
- Research educational interventions
- Role of numbers
- Impact and dissemination

Funding Opportunities

- RCBN Small Capacity-Building Grants

Other

- Latest resources for RCBN activities
- Evaluations of RCBN events

Home > Activities

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This page was last updated 1st February 2005
Email: RCBN@Cardiff.ac.uk

Capacity building resources

Editorial

Welcome to the fourth issue of Building Research Capacity. Since the last issue the RCBN have put together an outline of activities we are proposing to organise over the next two years. All these activities, ranging from one-off events to on-going discussions, have been organised around participants' methodological and career preferences for more interaction (see the back description in this issue, each for a different one of these activities). One such theme is the back-to-back use of online and face-to-face activities.

Building Research Capacity

November 2002 Issue 4
ISSN 1475-4193

A realist scheme for social explanation: on 'numbers and narratives'

Roy Nash

...the price of their (function and) relaxation of inhibitions (social disposition), several occasions (transmitted, and rate of change two) are evidently Bunge's view: such data (when they do) affect what people do, they may be predicted, and may be predicted. It is not science and technology. It is not a unit of measurement. It is not an observation. It is a...

Capacity building for professional development

Embedding in the social practices of researchers

- Capacity building conferences
- Developing online resources
- Linking with NCRM
- Developing networks in learned societies
- Career development
- 'Meetings of Minds' fellowships

Programme development: through 'constructive engagement'

1. Early user engagement
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4. Knowledge transformation for impact
5. Capacity building for professional development
6. **Partnerships for sustainability**

Partnerships for sustainability:
technology experts

Virtual Research
Environments

D-space

Web-site development

TLRP information technology partners: CARET, JISC,
ESRC Society Today, BEI

Centre for Applied Research
in Educational Technologies

Teaching and Learning RESEARCH BRIEFING

Number 35

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

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

- A Digital Repository holds project publications, conference papers, research briefings, video and other resources. Submissions to the repository can be made by all TLRP projects and are available to the public.
- Virtual Research Environments provide researchers with shared storage and collaboration and communication tools. Electronic tools are combined within secure, access-controlled environments.
- Dissemination tools allow projects to publicise events and findings, and assist users in finding research of interest to them.

- Project outputs which would otherwise be dispersed across many locations are in a central collection. Projects can publish electronically to a wide audience within and beyond the TLRP.
- The management of research is made easier, especially across geographically dispersed projects, using a secure, well-supported activities platform, reducing technical demands on projects.
- The reach and impact of research is extended, and projects can engage users more easily. Outputs are available to the whole education sector and to other users, such as policy-makers.

www.tlrp.org

Teaching and Learning Research Programme

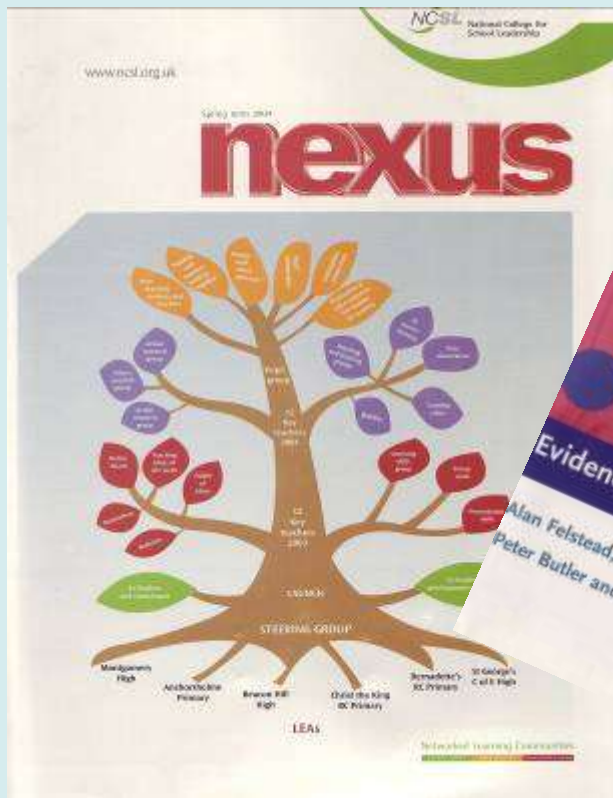
T·L·R·P
TEACHING
& LEARNING
RESEARCH
PROGRAMME

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



UNIVERSITY OF
CAMBRIDGE

Partnerships for sustainability: organisations



High-leverage user organisations: NCSL, NIACE, LSDA, QCA, DfES, etc

Partnerships for sustainability: **political parties**

**Gilbert Review T&L –
'2020 Vision'**



**Public Services
Improvement Policy
Group**



**Review of Primary
Education**



Politically independent work with government and political parties

Partnerships for sustainability: **Governments**

**EG: 2006 Main
Conference, Glasgow**

**TLRP + Scottish Govt +
SERA and AERS**

- Learning
- Equity
- Transitions

Placement fellowships



Partnerships with UK countries:
Scotland, Wales, Northern Ireland, England

Partnerships for sustainability: public bodies reviewing evidence

- Primary education review: Cambridge/Esmee Fairbairn
- 14-19 education review: Nuffield Foundation
- Work-based learning review: Institute for Employment Research
- Lifelong Learning review: NIACE
- Higher Education ‘observatories’: HE Academy
- ‘Mental Capital and Wellbeing Foresight project: OSI

Partnerships with others for cross-sectoral overviews

Partnerships for sustainability: learned societies for capacity building

- British Educational Research Association
- Scottish Educational Research Association
- Welsh Education Research Network
- Northern Ireland Education Research Forum

National Education Research Forum

Strategic Forum for Ed Res

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011

Phase I

ESRC Strategic Res Board, TLRP Steering Committee

Phase II

Research training fellows

Scottish extensions

Welsh extensions

WP in HE

TEL

Science & Maths Ed

Neurosci, Psy & Ed?

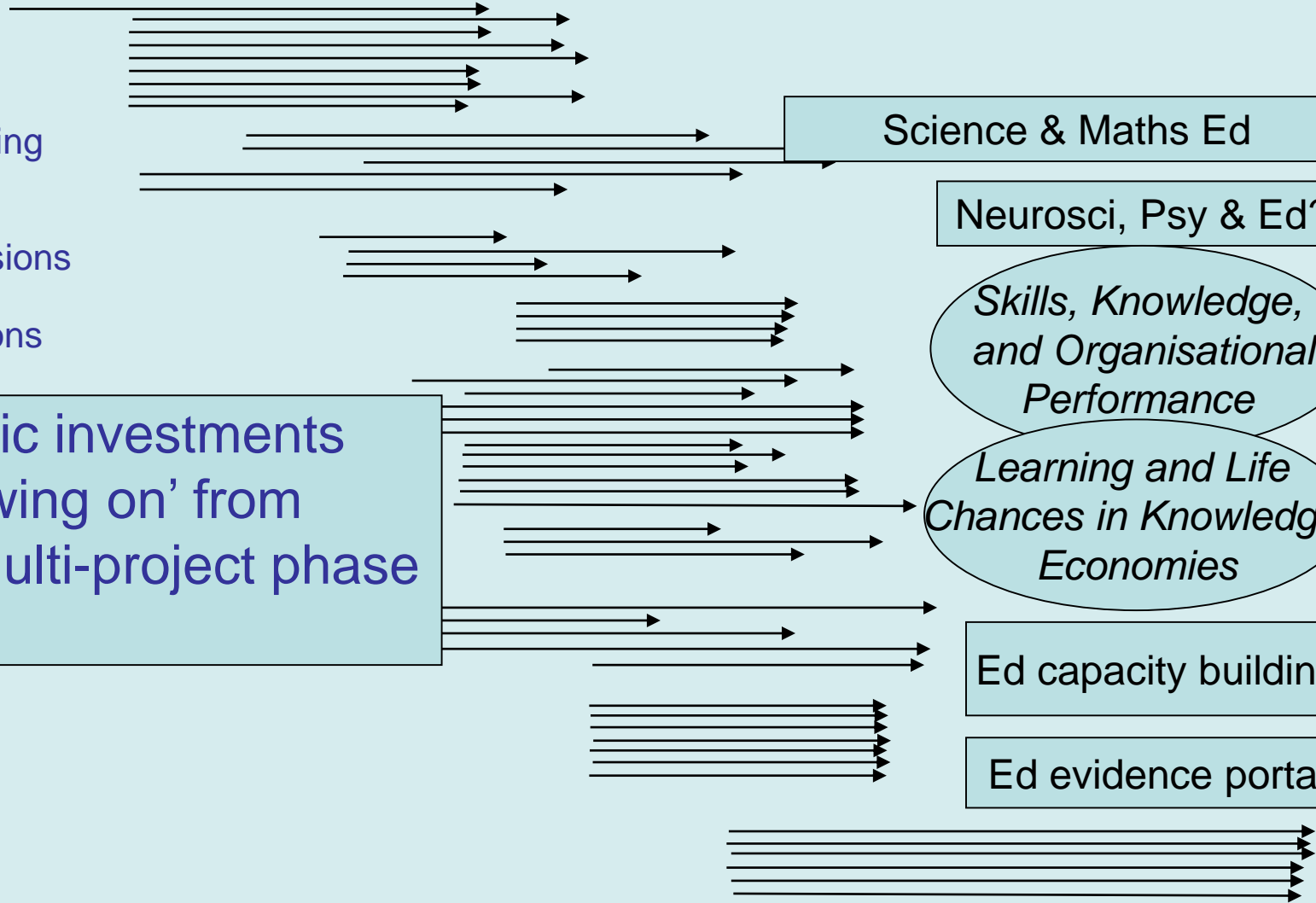
Skills, Knowledge, and Organisational Performance

Learning and Life Chances in Knowledge Economies

Ed capacity building

Ed evidence portal

Strategic investments 'following on' from TLRP's multi-project phase



Programme development

1. Early user engagement
2. Knowledge generation by project teams
3. Knowledge synthesis by thematic work
4. Knowledge transformation for impact
5. Capacity building for professional development
6. Partnerships for sustainability

TLRP: a collective adventure in 'constructive engagement'?

**Generating and accumulating
new knowledge?**

**Supporting the development
of educational research?**

**Enjoying working together
to improve educational outcomes?**

Recommendations

- **Decide on priorities: e.g. user engagement; knowledge generation; knowledge synthesis; impact; capacity building for professional development; partnerships for sustainability**
- **Waves of project funding**
- **Thematic work: modest funding but harnessed researchers' enthusiasms**
- **Policy task groups**
- **Simple model: representation**
- **Modest rather than grand support actions**
- **Approach of programme team: 'fit' with resources**