

CENTRE FOR APPLIED RESEARCH IN EDUCATION

General Statement

This is the Centre's tenth annual report. We were invited to present the work of C.A.R.E. to the American Educational Research Association at their annual conference in Boston in April and made this an anniversary celebration; three of the core staff, three senior research associates and three doctoral students attended the conference.

The year was a good one for our research programme. New grants totalling well over £130,000 were attracted, and this development allowed us to offer three of our former doctoral students positions as senior research associates. Four new full-time doctoral students joined our Centre: two on quota awards, one on an S.S.R.C. research-linked award, and one seconded to us. The twelve members of the Centre who are senior research associates or doctoral students now make a substantial contribution to the Centre community, contributing flexibly to research and teaching and running two series of seminars.

The twelve candidates who enrolled for the 1978/9 full-time course for the M.A. in Applied Research in Education completed the course and were awarded degrees and the twelve candidates for the following year have successfully completed the course and will be submitting dissertations later in the year. The second student to complete a doctoral study in CARE graduated in July 1980.

Our part-time M.A. which is organized on calendar years, entered its last year. There have been difficulties in organizing and conducting this course, from which we hope we have learned in planning our new part-time M.A. course which begins in January 1981. There will be a parallel course for the CARE M.A. taught in Cambridge Institute of Education and we have hopes of fruitful collaboration with colleagues there.

The Centre's publication programme is thriving. Sales are good and new books are currently in production.

The issues associated with CARE's movement to the Keswick Hall site and incorporation into the new School of Education have lain dormant this year. The decisions are already taken. The action is not yet upon us.

Teachers in Partnership: Four Studies of Collaboration in In-Service (1980-81) is a follow-up project to the Schools Council-funded study: Making the Most of the Short In-Service Course. It consists of four related studies exploring an approach to in-service education based on the notions of 'partnership' and 'school-based' study. The aim is to work with a small number of teachers on four variations of the 'partnership in in-service' principle, and to document the strengths of the four approaches and any difficulties that were encountered. It is intended that the studies then be written up in such a way that they might enable heads, teachers, L.E.A. Advisers and Inspectors, Teachers' Centre leaders, and college in-service staff to develop similar patterns of in-service activity in their own areas. The project is staffed by teachers and a college lecturer and will be coordinated from the Centre by Jean Rudduck.

Library Access and Sixth Form Studies (1980-82) is a study of sixth forms and their use of and access to libraries and is funded by the British Library Research and Development Department. It involves collaboration between CARE, the Centre for Research in User Studies of the University of Sheffield, Crewe and Alsager College and Keswick Hall College of Education. This project is directed by Lawrence Stenhouse and coordinated by Beverley Lobbett.

Bilingual Schooling in the U.S.A. - an Independent Study (1979-80) was a one-year study of bilingual schooling in Boston carried out by the Centre's evaluation team in collaboration with Boston University. The study focused on a bilingual school and on bilingual programmes in schools and will lead to a critique of bilingual schooling and to recommendations for a suitable programme of research and evaluation. It was funded by the Ford Foundation, directed by Barry MacDonald, and staffed by Barry MacDonald, Clem Adelman, Saville Kushner and Rob Walker.

An Evaluation of the 'Information Skills and the Curriculum' Project (1979-82) is a three-year independent evaluation of the 'Information Skills and the Curriculum' project sponsored by the British Library Research and Development Department. The project under study is also funded by the British Library and is based at the Centre for Learning Resources in the Inner London Education Authority. It is a curriculum research and development project exploring ways of integrating 'information skills' into the day-to-day subject teaching of secondary schools. The first year of the evaluation has concentrated on documenting the institutional context of the project, its ideas and curriculum development strategies. Nigel Norris is responsible for the evaluation fieldwork and the evaluation is directed by Barry MacDonald.

The Effects of Systematic Induction Conference for Pupils on Pupils' Perception of an Innovation (1979-81) is a project which has been working closely with five schools which are currently introducing new styles of working and aims to test the feasibility of using video as a means of representing the innovatory form to pupils. To date, results have been very encouraging. The final report will be available during the early part of 1981. The project is financed by the Social Science Research Council and directed by Jean Rudduck, and the research is being undertaken by Charlie Hull and Jean Rudduck.

Careers Guidance Observed: an Evaluation Study of the Careers Guidance Integration Project (1978-83) is a five-year independent evaluation study commissioned by the Department of Education and Science, directed by Barry MacDonald and staffed by Barry MacDonald, Saville Kushner and Rod Atkin. The project under observation is based at the National Institute for Careers Education and Counselling and is funded jointly by the E.E.C. and the D.E.S. It is an action research project exploring institutional models of career education in secondary schools and further education. The evaluation has the task of assessing the impact of the project and its implications for national and local policy development within the school-work transition area. The study includes a comparative cost evaluation of alternative teacher-training methods, a task sub-contracted to Peat Marwick Mitchell & Co., management consultants, of London.

Making the Most of the Short In-Service Course (1978-80) is a project which has worked closely with five local education authorities on the practical problems and possibilities of running effective short courses for teachers. Each LEA (Norfolk, Suffolk, Essex, Hertfordshire and Northamptonshire) has taken a particular topic and five local teams of teachers, advisers and others have explored the topics through interview and observation. The topics selected for study included the evaluation of short courses, follow-up, courses which meet once a week, after school, for four-six weeks, training teachers to staff short courses, and in-service course initiatives taken by First Schools. The project will produce a report next year which, it is hoped will be of practical use to people responsible for the planning, management and evaluation of short in-service courses. The project is directed by Jean Rudduck.

Support Staff for Educational Technology (1978-80) is an investigation for the Council for Educational Technology of the provision of support staff for educational technology at professional or managerial level in educational institutions, including universities, polytechnics, colleges of further education, local education authority centres and schools. It is being carried out by Gerald Collier.

Educational Case Records (1978-80) is a project sponsored by the S.S.R.C. and directed by Lawrence Stenhouse with Stephen Ball (of Sussex University), Jean Rudduck, Rob Walker and Beverley Labbett participating. Its purpose is to produce through case study 'case records': i.e. lightly edited compilations of data which could be used by researchers other than those who have created them and to demonstrate the feasibility of a National Contemporary Educational Records Archive. The project ends with a major conference in York in September 1980.

Classroom Practice: the Observations and Perceptions of LEA Advisers and Others (1977-9) Rob Walker was the Principal Investigator of this S.S.R.C. Project which ended in September 1979. A final report was submitted to the S.S.R.C. in March 1980. The report gives a narrative account of the process of research and describes issues in the work of LEA Advisers and others.

MAN: a Course of Study is an American social science curriculum for which CARE is the British Centre. The project continues to attract schools and colleges and the main responsibilities are to offer

induction courses to teachers who are entering on the work and some support for schools which have already introduced the work.

The Humanities Curriculum Project developed curriculum materials and teaching methods suitable for the exploration of highly controversial issues with adolescents. Now a new phase of activity has been made possible by a grant from the Schools Council. An archive is being prepared which will enable students and researchers to study the historical development of the project, new video-tapes of HCP in classrooms are being prepared and one-day 'stimulus' courses on the HCP approach to discussion are being run for interested LEAs by experienced HCP teachers. The major resource for these courses is a book prepared by HCP teachers and published by CARE, Learning to Teach Through Discussion.

Publications 1979-80

COLLIER, K.G. Peer-group Learning in Higher Education: the development of higher order skills. Studies in Higher Education 5. (1980) 55.

LABBETT, B.D.C. Computer-Aided History. Computers in Schools 2(8). (1980) 12

RUDDUCK, J. Making the best of in-service Junior Education 4(3) (1980) 11 Supportive research Cambridge Journal of Education 10(1) (1980) 7 The National Association for the Teaching of English. In Curriculum Research and Development in Action. ed. L. Stenhouse (Heinemann Educational Books (1980)

STENHOUSE, L. Accounts of Two Kinds Educational Analysis 1 (1979) 55 Contemporary reforms in school curricula, content and structure. In Papers and Conference Proceedings of the International Conference on Guidance and the School Curriculum. Wolfson College, Cambridge 2-6 July 1979 ed. Curriculum Research and Development in Action. (Heinemann Educational Books) (1980) Curriculum research and the art of the teacher. Curriculum 1 (1980) 40 Product or Process? A Reply to Brian Crittenden. New Education 2 (1980) 137 Research as a Basis for Teaching (Inaugural Lecture) University of East Anglia (1980) The study of samples and the study of cases. British Educational Research Journal 8 (1980) 1 Using research means doing research. In A Spotlight on Educational Problems. Festschrift to Johannes Sandven Oslo University Press (1980)

WALKER, R. The conduct of educational case studies. In Rethinking Educational Research ed. D. Hamilton and W.B. Dockrell Hodder & Stoughton (1980) Nuffield Secondary Science In Curriculum Research and Development in Action ed. L. Stenhouse Heinemann Educational Books (1980) Project Technology In Curriculum Research and Development in Action. ed. L. Stenhouse Heinemann Educational Books (1980) Uses of Fiction in Educational Evaluation In Newsletter of Research on Evaluation Project Portland, Oregon, U.S.A. (1980)

VISITING LECTURERS 1979-80

Dr. Leo Bartlett, University of Queensland, Australia.
 Mr. Beris Bowen, Deputy Head, Stalham Middle School, Norfolk
 Dr. K.J. Dixon, University of British Columbia, Canada.
 Gail Durbin, Norfolk Museums Service.
 Mr. John Elliott, Cambridge Institute of Education.
 Dr. R. Fraser, National Vegetable Research Station, Wellesbourne
 Mr. M. Galton, University of Leicester
 Mr. P. Greenwood, Norwich Prison Education Department.
 Professor D. Jenkins, New University of Ulster
 Mr. C. Lines, Norwich Prison Education Department.
 Professor K. Openshaw, University of Colorado, U.S.A.
 Mr. P. Redsell, Suffolk L.E.A.
 Mr. C. Saville, Suffolk L.E.A.
 Dr. H. Silver, Bulmershe College of Higher Education, Reading.
 Helen Simons, London Institute of Education.
 Professor L. Smith, Washington University, U.S.A.
 Professor H. Sockett, New University of Ulster.
 Professor R. Stake, University of Illinois, U.S.A.
 Mr. S. Steadman, Schools Council, London
 Dr. G.J. Verma, University of Bradford
 Mr. P. Williams, Middle School Deputy Head, Bedfordshire.
 Mr. T. Williams, Schools Council, London
 Mr. S. Wolfenden, Suffolk L.E.A.

Conferences Attended, Outside Lectures and Other Activities 1979-80

G. Collier acted as British Council consultant to St. Julian's and St. Dominic's Schools, Cascavelos, Portugal in September 1979. In December 1979 he chaired a session at the Society for Research into Higher Education annual conference and in June 1980 he gave a lecture on peer-group learning in higher education to the University Teaching Methods Unit, London.

C. Hull attended the annual conference of the American Educational Research Association (A.E.R.A.) in Boston in April 1980 where he gave a paper jointly with Jean Rudduck, on 'Introducing Innovation to Pupils'.

S. Kushner gave a lecture on 'Qualitative Methods in Educational Evaluation at American College, Philadelphia, and made a joint presentation of a paper called 'Innovation, Social Change and Sensuality' at the annual conference in Boston of the American Educational Research Association, in April 1980. He was the joint organiser/presenter at a one-week workshop on educational research methods (case study) at the University of New Mexico for the Linguistic Society of America (Summer Institute) in July, 1980.

B. Labbett spoke at the following conferences: 'Microelectronics and Schools' Conference, Homerton College, Cambridge; British Library Research and Development Board Conference; Loughborough University; British Computer Society's Annual Schools Conference, University of Nottingham; Education for Peace Conference, Norwich. He also ran a one-day 'Writing History' workshop for teachers at Norwich, Thetford, Dunstable and Leicester and served on the following two committees: Consultative Committee, Schools Council Computers in the Curriculum Project; Validation Committee, Computer Studies Diploma Course, Institute of Education, Cambridge.

B. MacDonald made three extended trips to Boston to carry out a study of bilingual schooling in collaboration with Boston University, beginning in October 1979. In November he attended a four-day colloquium of EEC evaluators at Altenberg where he presented a progress report on the 'Careers Guidance Observed' study. In December he attended a four-day international workshop of evaluators at Girton College, Cambridge where he presented a retrospective analysis of the UNCAL evaluation of computer assisted learning. In February 1980 at Chelsea College, London he made a presentation on the conduct of fieldwork in case study evaluation. In April he attended the annual conference of the American Educational Research Association in Boston where he gave a paper entitled 'Evaluation Retrospective - Problems in the Counter-culture'. In June at the London Institute of Education he led a seminar on the politics and ethics of educational evaluation. In July he went to the University of Illinois at Champaign-Urbana as a visiting scholar where he delivered papers on the democratisation of evaluation, a comparison of fieldwork experience in the U.K. and the U.S.A., and on the conservatism of case study. In July also he carried out for the Ford Foundation an evaluation of a bilingual policy seminar at the University of New Mexico. He also gave a paper at the University of Wisconsin on the development of his work in evaluation.

N. Norris attended the annual conference of the American Educational Research Association in April 1980 where he co-presented a paper on 'Innovation, Social Change and Sensuality'.

Jean Rudduck led a workshop on small group teaching at the University of Klagenfurt in September 1979; the course was sponsored by the British Council and the Austrian Ministry of Education, and attended by teachers from Austrian universities. In April 1980 she attended the American Educational Research Association conference in Boston and gave two papers, one on 'Curriculum Dissemination as Planned Cultural Diffusion', and one, jointly with Charles Hull, on 'Introducing Innovation to Pupils'. While in Boston she acted as consultant for the Ford Foundation on research in Teachers' Centres. In June 1980 with Lawrence Stenhouse, she led a course in Reykjavik on aspects of curriculum development and teacher research; the course was sponsored by the Ford Foundation and the Icelandic Ministry of Education. In July 1980 she taught Summer School at Simon Fraser University, British Columbia, and gave a paper 'Introducing Innovation to Pupils', in the Summer Institute for Teacher Education lecture series. In September 1979 she gave lectures on the Humanities Curriculum Project at St. John's College, York and at Leeds Polytechnic, and in February 1980 she led a one-day workshop on HCP at the Annual Conference of Prison Education Officers at Wakefield. In December 1979 she led two seminars on 'Man: a course of study' for students of the Cambridge Institute, and in May 1980 she organised a four-day workshop on MACOS at North Staffordshire Polytechnic. She presented the experience and findings of the project 'Making the Most of the Short In-Service Course' at several meetings of Schools Council liaison officers; in Bury St. Edmunds (October), in Bath (November), in Lancaster (November), in London (March), in Cardiff (June). She also led three one-day dissemination conferences, sponsored by the Schools Council, at Leeds and in London (May and June). She gave lectures on aspects of in-service education to a D.E.S. conference of art teachers (Manchester, October), to the Cleveland INSET Committee (May), to Cambridge Institute students (June) and staff of the Roehampton Institute (June). During the year she also spoke to the Central Area Education Office, Norfolk, about the work of CARE, was invited to become a member of the D.E.S. Working Party on the Dissemination of Research in Education for the Under Fives and a member of the C.E.T. Working Party on In-Service Education, and she contributed a paper on 'Supportive Research' to a D.E.S. Educational Seminar on evaluative research.

Professor Stenhouse was this year's President of the British Educational Research Association. He was a member of the Academic Committee to select a Professor of Education for the University of Oslo and was elected to membership of the Norwegian Academy of Science and Letters. He served on the Advisory Committee for the Centre for Research on User Studies and during the year shared with Jean Rudduck a consultancy on in-service education and curriculum development in Iceland and the organisation of a workshop course in the Summer Institute for Teacher Education at Simon Fraser University, British Columbia.

R. Walker acted as consultant on 'The Use of Photographs in Educational Evaluation' at the North West Regional Educational Laboratory, Oregon, U.S.A. He presented a paper entitled 'On the Uses of Fiction in Educational Research' at the British Educational Research Association annual conference in September 1979 and at the American Educational Research Association annual conference in April 1980 and another called 'Putting Life into Ethnography' (with Ivor Goodson) at an SSRC invitational conference at St. Hilda's College, Oxford, September 10-12, 1979. In September-October 1979 he held four evening meetings for teachers in 'Classroom Research' at Thetford Teachers' Centre. In November he gave a talk to probationary teachers on 'Observations of Life in Classrooms' at Norwich Teachers' Centre. He was co-organiser with Helen Simons of a Nuffield Foundation four-day international workshop at Wolfson Court, Girton College, Cambridge from December 17-20. In February 1980 he gave a talk to teachers at Norwich Teachers' Centre on 'Motivation'. In March he acted as consultant to the 'Kensington Revisited Project' at Washington University, St. Louis, and during 26-28 March attended 'Case Studies in Science Education: A Retrospective Conference' at Pere Marquette Park, Illinois. At the beginning of July he went to Monash University, Australia, as a Visiting Lecturer for the period July - November, 1980.

New Research Grants 1979-80

<u>Awarder</u>	<u>Holder</u>	<u>Amount</u>	<u>Investigation</u>
British Library Research & Development Department	Barry MacDonald	£29,150	An evaluation of the Information Skills and the Curriculum Project.
Ford Foundation	Barry MacDonald	\$36,889	A study of bilingual schooling in the U.S.A.
D.E.S.	Barry MacDonald	£17,763	A one-year extension to the evaluation study of the Careers Guidance Observed Project.
Ford Foundation	Barry MacDonald	\$5,530	A supplement to the bilingual schooling in the U.S.A. study.
IFAPLAN	Barry MacDonald	£5,000	A European evaluation workshop.
SSRC	Jean Rudduck	£9,977	A study of the effects of systematic induction conferences for pupils on pupils' perception of an innovation.
Schools Council	Jean Rudduck	£3,000	A follow-up project - to a study of short in-service courses - which explores an approach to in-service education based on the notions of 'partnership' and 'school-based study'.
British Library Research & Development Department	Lawrence Stenhouse	£47,850	A study of sixth forms and their use of and access to libraries.
Nuffield Foundation	Rob Walker	£1,000	An international conference on Naturalistic Inquiry in Educational Research and Evaluation, Cambridge.

Faculty Changes 1979-80Appointments

Senior Research Associate	Mr. R.C. Hull, B.Ed. Hons. (East Anglia)
Senior Research Associate	Mr. S.I. Kushner, B.Sc. (London)
Senior Research Associate	Mr. B.D.C. Labbett, B.A. Hons. (Trinity, Dublin) M.A. (East Anglia)
Senior Research Associate	Mr. N.J. Norris, B.A. Hons (East Anglia)

Academic Visitors 1979-80

Dr. Leo Bartlett, University of Queensland, Australia.
 Professor Leslie Beach, Hope College, Michigan, U.S.A.
 John Braithwaite, Macquarie University, Sydney, Australia
 Dr. Maria Brisk, Boston University, U.S.A.
 James Callan, St. Patrick's College, Co. Kildare, Eire
 Keith Dixon, Simon Fraser University, B.C. Canada.
 Dr. Tom Fox, University of Wisconsin-Madison, U.S.A.
 Professor Gary Goulson, University of Victoria, B.C. Canada.
 Zai Ghani, Malaysia
 Gunar Handel, Oslo, Norway
 Gudny Halgadóttir, Ministry of Education, Iceland
 Gerda Hohenwartor, Austria.
 Hans Hooghoff, Holland
 Lawrence Ingvarson, Monash University, Victoria, Australia.
 Dr. Edith King, University of Denver, Colorado, U.S.A.
 Dr. Lucas, Flinders University, Australia
 Elaine McKay, Tasmanian College of Education, Australia.
 Nina O'Flynn, New South Wales, Australia.
 Professor Karl Openshaw, University of Boulder, Colorado, U.S.A.
 Mr. G.M. Rankin, Curriculum Development Adviser, California, U.S.A.
 Dr. P.G. Richmond, Macquarie University, Sydney, Australia.
 Mr. Rowe, Australia.
 Professor L. Smith, Washington University, U.S.A.
 Professor R. Stake, University of Illinois, U.S.A.
 Professor Tassarini, University of Florence, Italy.
 Dr. Tierolf, Stichting voor de Leerplanontwikkelink, Netherlands.
 Tom Weterings, Foundation for Curriculum Development, Enschede, Holland.
 Mr. K. Williams, Salisbury College of Advanced Education, South Australia.
 Tom Woolhuis, IFAPLAN, Cologne, West Germany