

# CENTRE FOR APPLIED RESEARCH IN EDUCATION

## General Statement

Despite financial uncertainties, at national and at local level, which might well have threatened the work of the Centre, it has managed to sustain a very full programme of funded research and teaching. Much of the credit must go to the support that is given by its Senior Research Associates who have taken initiatives in drafting research proposals as well as making effective contributions to teaching on the full-time and part-time MA courses. The Centre continues to be deeply concerned as a body about the future of colleagues on short-term contract who make such an important contribution to research-based units like CARE.

This group of SRAs was enlarged to five during the year as a result of one of the two new research fundings awarded to the Centre. The appointment was offered to a former CARE doctoral student, the fourth member of the doctoral group to move onto a research project team. The two new research projects raise to eleven the number of current projects and to three-quarters of a million pounds, approximately, the total research monies attracted from outside sources since the Centre was set up a decade ago.

Strong support continued to be received from the Social Science Research Council for the full-time doctoral programme. As well as being awarded the same number of quota research training Studentships for October 1980 as in earlier years (two), the Centre again received one of the small number of 'research linked' Studentships under the SSRC's experimental scheme which started in October 1979 - this time for its

evaluation programme on student learning. It was also awarded for October 1980, as in previous years, one quota Studentship for the full-time MA course. Following the SSRC's triennial review of outlets at the end of 1980, the Centre retained quota status for its research training programme. However, it chose not to bid for any one-year awards for its MA course following a request to outlets from the SSRC to consider if they could manage without these one-year Studentships.

The twelve candidates who enrolled for the 1979-80 full-time course for the MA in Applied Research in Education were awarded degrees and the thirteen candidates (the largest group yet) for the following year have completed their course work and are in the process of submitting dissertations.

Twenty-one candidates from the first part-time MA course in Applied Research in Education were awarded degrees. A further four were granted extensions for submission of their dissertations. One candidate transferred to the full-time MA course. Only two of the original group of twenty-eight were unable to complete their course work and withdrew. The low drop-out rate and successful completions to date reflect great credit on this cohort of students, all of whom are in full-time employment and who have studied at the Centre in the evenings and at weekends (often travelling considerable distances to do so), as well as undertaking fieldwork for their dissertations. The new part-time MA course, which for the first time runs in tandem with a parallel course for the CARE MA taught in the Cambridge Institute of Education, began in January 1981 with twenty students on the course based at the Centre. Enrolment was deliberately restricted to this number, despite very strong demand from applicants, experience on the previous course suggesting that a group of twenty-eight was unwieldy given the pedagogical style of the course.

The unsatisfactory feature of recruitment to the Centre's teaching programme this year was the total absence of overseas students on the full-time MA course where they normally comprise fifteen per cent of the group. Even though their places were taken up by home students, the valuable contribution that their diverse experience has always brought to the MA group has been lost, it is hoped only temporarily, because of the rise in overseas students' fees. The most interesting feature was a sharp rise in the number of women applying to and being offered places on the course. For the first time they were in the majority, forming sixty per cent of the group as against an average of twenty per cent on previous courses.

September 1980 saw international educationalists gathered for two events organised by the Centre in connection with its research programme. The Educational Case Records project group, sponsored by the SERC, mounted a five-day conference - of the same name at the University of York for seventy-six university and teacher representatives from this country and from the USA, Australia and New Zealand. The theme of the conference was the use of case study in research. At Trinity Hall, Cambridge, the Centre's evaluation team hosted and organised a European four-day evaluation workshop funded by the EEC. The dissemination of the Centre's work continues in other ways - in particular it has again added new titles to its Occasional Publications series this year.

During the year planning for the new School of Education of the University has continued. The Centre will become a constituent of the new School while maintaining its own identity, thus formalising some of the contacts that have already been made over the last few years between students and staff of the Centre and Keswick Hall College of Education which is being incorporated in the University.

Detailed below are the Centre's current research projects with a short account of their development during 1980-81.

Careers Guidance Observed (CARGO) : an Evaluation of the NICEC Careers Guidance Integration Project (1978-83) is an independent evaluation funded by the DES monitoring the work and impact of a pilot project (CGIP) which falls within the EEC programme Transition from School to Working Life. This is the third year of the evaluation which continues to observe CGIP in schools in each of the three local authorities it covers. The major part of the year's fieldwork has been devoted to substantial case studies of three schools in Merseyside, Bedfordshire and Haringey. During the course of the year CARGO has produced an annual report (Breaking Through) which included a cost evaluation of careers guidance training in England and Wales. European links have been extended with CARGO hosting and organising an evaluation workshop for the European network and through contributions (at meetings and through written papers) by Barry MacDonald to the meta-evaluation of the whole EEC pilot programme. At the beginning of the year the evaluation team (Barry MacDonald and Rod Atkin) was extended with the appointment of Saville Kushner as Senior Research Associate. Tom Logan, a CARE research student supported by the SSRC, makes a major contribution to CARGO with his personal research on adolescents in transition.

Children's Thinking at the Stage of Transition from Middle to Secondary School (1981-82) is a project recently funded by the Schools Council on which work has just started. It involves close collaborative work with teachers from middle and secondary schools in Newmarket, Suffolk, and North Walsham, Norfolk. Charles Hull and Alan Sigsworth, from the School of Education, are responsible for the fieldwork; Jean Rudduck has responsibility for the overall direction of the study. Margaret Ferrie is an SSRC supported student in

the Centre 'linked' to the project while pursuing her own doctoral research. The main concern of the project is to find ways of helping teachers from different subject-areas articulate and consider the processes of children's thinking which are the everyday work of their classrooms. The project uses an action research approach.

In the British Library-sponsored Library Access and Sixth-form Study (1980-82) project, fieldwork by seventeen researchers has been undertaken in twenty-four sixth-form settings across the country. The tape-recorded interviews have been transcribed, cleared and placed in the project archive. Indexing of that archive for report-writing purposes has begun. A one-day conference for all fieldworkers was held at Peterborough in January. The research is inter-institutional, involving fieldworkers from CARE, the School of Education, the Centre for Research in User Studies at Sheffield University, Brunel University and Crewe and Alsager College of Higher Education. Lawrence Stenhouse is part-time 'Chief of Project' and Beverley Labbett is full-time Project Co-ordinator.

An Evaluation of the 'Information Skills and the Curriculum Project (1979 - 82) is a three-year independent evaluation with formative and summative responsibilities which will offer the project informational assistance and critique during its development. Both the project and evaluation are funded by the British Library Research and Development Department. The evaluation is staffed by Nigel Norris and Barry MacDonald. Jack Sanger's personal research into student learning, supported by an SSRC Studentship, is formally 'linked' to this evaluation. The first interim report of the evaluation was completed early in September 1980 and since that date the evaluation team has been working closely with the project in two of their school sites, observing the work of the project and documenting the school and classroom context

in which their work takes place. The team's fieldwork in schools resulted in a second interim report to the project in May 1981.

School-based Examining and the Professional Development of Teachers (1980-81) is a twelve-month study, supported by the Schools Council, of teachers' perceptions of school-based examining (principally Mode 3 CSE). Interview-based case studies of six schools in East Anglia and Cleveland are being conducted to provide a basis for informed discussion of the continued efficacy of Mode 3, and also to explore the contribution which school-based examining can make to the professional development of teachers. Harry Torrance is responsible for the fieldwork and for the report writing; Jean Rudduck has overall responsibility for the project's progress.

Teachers in Partnership : Four Studies of Collaboration in In-Service (1980-81) consisted of four related studies, each exploring a different approach to in-service education based on notions of 'partnership' and 'school-based research'. Two former CARE MA students, Gill Shostak and Roy Tamsett, co-ordinated two of the four studies; Nick May and Alan Sigsworth, of the School of Education, co-ordinated the third, and the fourth was co-ordinated by Jean Rudduck, who also had overall responsibility for the project. A report has been prepared and submitted to the Schools Council, who sponsored the project, for possible publication.

The Effects of Systematic Induction Courses for Pupils on Pupils' Perceptions of Innovation (1979-81) was a research study supported by a grant from the Social Science Research Council. Charles Hull was responsible for the fieldwork and Jean Rudduck for the overall direction of the research. Five schools in East Anglia were involved : three schools which were introducing sixth-form work for the first time; two schools which were introducing a discussion-based approach

to enquiry learning. The final report of the study has been completed and is available from the SSRC or from CARE.

The Educational Case Records (1979-80) project, funded by the SSRC, was concerned with the production of records of fieldwork in case study, and the use of such records as a basis of reporting. The project ended in September 1980, with the Educational Case Records conference at the University of York attended by seventy-six educationalists from the UK, the USA and Australasia. Four sets of case records came under scrutiny there. From the basis of that conference John Cockburn, who holds an SSRC 'linked' Studentship in the Centre, is editing a book of papers with Dr Stephen Ball from the University of Sussex.

Making the Most of the Short In-service Course (1978-80) was a project supported by the Schools Council which worked closely with five LEAs on practical problems and possibilities in the management of short in-service courses for teachers. The topics selected for study by the LEAs were evaluation; follow-up; teachers as in-service tutors; in-service initiatives taken by local schools; the short course that meets once a week for several weeks. Jean Rudduck directed the project. The report will be published by Methuen in December 1981. Meanwhile Jean Rudduck has tried to make the findings of the project accessible to LEA and other course organisers through papers presented at conferences and meetings organised in different parts of the country.

The Humanities Curriculum Project developed curriculum materials and teaching methods which would support teachers in their handling of highly controversial issues with adolescent pupils. A new phase of activity was 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; a new videotape

of HCP in the classroom has been made, and the Centre's publication Learning to Teach through Discussion (with an accompanying video audio tape) helps teachers new to the project to understand its principles and to take into account the work of teachers with considerable experience of the project in the classroom. Both the book and the tape are available from CARE. Jean Rudduck and Lynne Walker are responsible for the continuing dissemination of the project.

Man : a Course of Study is a social science curriculum developed in the USA and closely associated with the thinking of Jerome Bruner. CARE, through Jean Rudduck and Lucila Haynes, is responsible for the dissemination of the course in Britain. Each year, the Centre, with the help of teachers and college lecturers who have experience of MACOS in the classroom, organises a national training and support conference for teachers who are about to introduce MACOS into the school curriculum or who are keen to review their work with MACOS. The Centre publishes an occasional MACOS Newsletter, edited by Lucila Haynes, in which experiences and developments are reported

Publications 1980-81

(\* Not a member of the University)

ATKIN, R.

- see KUSHNER, S. I.

DANIELS, C. \*, BROWN, R. \* and LABBETT, B.

The Local History Classroom Project. Developments in History Teaching Perspectives 4 (1980) 34

KUSHNER, S.I. and NORRIS, N.

Interpretation, negotiation and validity in naturalistic research. Interchange. 11 (4) (1980-81) 26

KUSHNER, S.I., TORRANCE, H., LOGAN, T., ATKIN, R. and MACDONALD, B.

Breaking Through : Second Annual Report of CARGO (Centre for Applied Research in Education 1980)

KUSHNER, S.I., TORRANCE, H., LOGAN, T., ATKIN, R. and MACDONALD, B.

Breaking Through : Second Annual Report of CARGO (revised edition) (Centre for Applied Research in Education 1981)

- see MACDONALD, B.

LABBETT, B.

- see DANIELS, C.\*

MACDONALD, B.

Letters from a Headmaster. pp.15-44. In Towards a Science of the Singular, CARE Occasional Publications No.10, ed. H.Simons (Centre for Applied Research in Education 1980)

MACDONALD, B., JENKINS, D.R.\*, KUSHNER, S.I., LOGAN, T. and NORRIS, N.

Evaluators at Work: Report of a Workshop . . . . .  
Convened to Review and Advance the Evaluation of the European Community's Pilot Programme on 'Transition from Education to Working Life' (Centre for Applied Research in Education 1981)

MACDONALD, B. and NORRIS, N.

Twin political horizons in evaluation fieldwork. In The Study of Schooling : Field Based Methodologies in Educational Research and Evaluation ed. T.S.Popkewitz and B.R.Tabachnick (Praeger, New York, 1981)

- see KUSHNER, S.I.

NORRIS, N.

- see KUSHNER, S. I.

- see MACDONALD, B.

RUDDUCK, J.

Insights into the process of dissemination. British Educational Research Journal. 6 (2) (1980) 139

Making the most of the short in-service course. Insight. 4 (1) (1980) 18

Schools Council Humanities Project : some problems in establishing productive teacher-groups. p 18. In Teacher Groups : Basic Guidelines ed. A. Craft (Schools Council 1980)

STENHOUSE, L. A.

Moderssmålundervisning, faerdighedstraening eller Frigørelse. p.57. In Nye Fag ed. K.D.Wagner (Gyldendal, Copenhagen, 1980)

Applying research to education : one experience. Northern Ireland Council for Educational Research Information Bulletin 15 (1981) 1

What counts as research? British Journal of Educational Studies. 29 (2) (1981) 103

TORRANCE, H.

The origins and development of mental testing in England and the United States. British Journal of Sociology of Education. 2 (1) (1981) 45

- see KUSHNER, S. I.

WALKER, R.

History Teaching at Karingal School (Deakin University Press, Geelong, 1981)

Getting involved in curriculum research : a personal history pp.193-213. In Rethinking Curriculum Studies ed. L.Barton and M.Lawn (Croom Helm 1980)

Making sense and losing meaning. pp.222-35. In Towards a Science of the Singular, CARE Occasional Publications No.10, ed. H.Simons (Centre for Applied Research in Education 1980)

Visiting Lecturers 1980-81

The following gave lectures in the Centre during the year:  
 Dr S.Ball (University of Sussex); Professor A.Blythe  
 (University of Liverpool); Dr J.E.Butler (University of  
 Queensland); Mr R.Derricott (University of Liverpool);  
 Kathryn Evans (CGIP Project Director, National Institute for  
 Careers Education and Counselling); Dr M.Galton (University  
 of Liverpool); Dr G.Grace (University of Cambridge); Dr D.  
 Hamilton (University of Glasgow); Professor D.R.Jenkins  
 (New University of Ulster); Mr P.Redsell (Drama Adviser,  
 Suffolk LEA); Dr D.Royce Sadler (University of Queensland);  
 Mr C.Saville (Chief Adviser, Calderdale LEA); Mr J.Shotter  
 (University of Nottingham); Professor B.Simon (University of  
 Leicester); Mr S.Wolfenden (freelance photographer); Mr C.  
 Young (Director, National Film School)

Conferences Attended, Outside Lectures and Other Activities

Mr C.Hull attended, with Jean Rudduck, the Schools Council  
 Programme Two conference held at the University of London  
 Institute of Education on 12 June 1981. They shared the  
 morning's presentation at this one-day conference attended  
 by teachers, advisers, and LEA officers from all over the  
 country. The purpose of the conference was the first-stage  
 dissemination of Programme Two studies and Charles Hull and  
 Jean Rudduck gave an outline of the aims of the CARE based  
 work, titled 'Children's Thinking at the Stage of Transition  
 from Middle to Secondary School'.

Mr S.Kushner gave a seminar on educational case study  
 at CIRCE, University of Illinois in August 1980. In September  
 he jointly organised and contributed to an EEC funded  
 European workshop on evaluation held at Trinity Hall, Cambridge

and in the following November attended an evaluation conference in Cologne as part of the same programme. He was invited by Bradford College to present a seminar on the work of the Boston Bilingual Education project and also attended a one-day conference on bilingual education in Britain held at Dulmershe College of Higher Education. The proceedings of this latter conference are to be published and Saville Kushner is to write the conference evaluation. Throughout the year he worked on the CARCO evaluation engaged in fieldwork in Merseyside and London.

Mr B.Labbett gave a paper entitled 'Presenting Case Records' at the Educational Case Records conference organised by the Centre project of the same name and held at the University of York in September 1980. He addressed conferences at The Library Association in November 1980 and Loughborough University in April 1981 on the work of the Centre's British Library-sponsored Library Access and Sixth-form Study project. He gave a lecture at a Computers in History conference organised by Leeds University Department of Education in March 1981. He ran Writing History workshops at Thetford (October 1980, March 1981, June 1981) and at the Colchester Teachers' Centre (June 1981), and a Documents and Computers workshop for Leicestershire LEA (June 1981). He served on the Consultative Committee of the Schools Council Computers in the Curriculum project; and on the Schools Council History Committee Working Party. To the latter he presented a paper entitled 'Mathematics and History in the Classroom'. He has been working with the Brunel University Expectations of Higher Education project, conducting interviews with employers of graduates in the computer industry.

Mr B.MacDonald co-directed a four-day international workshop on evaluation in September 1980 at Trinity Hall, Cambridge, where he gave two papers on issues in programme evaluation and led a seminar on case study methods. In November he

reported the progress of the CARGO evaluation to a four-day conference of European evaluators in Altenberg, West Germany. In March 1981 he gave a talk on fieldwork methods at Chelsea College, London. In April he was commissioned by the Ford Foundation to talk with bilingual educators in California. During that visit he attended the annual convention of the American Educational Research Association in Los Angeles, where he made three presentations, one on policy evaluation and two on methodological aspects of naturalistic enquiry. In May he participated in a two-day workshop sponsored by the British Educational Research Association at Ware, on the theme of the admission, supervision and examination of higher degree students in education. At the end of May he attended a four-day workshop of European evaluators at Maynooth, Ireland. In June he gave a paper entitled 'The Evaluation of Bilingual Education in the USA' to a conference on multi-ethnic education at St. Antony's, Oxford. Also in June he spent three days in Cologne as a member of a meta-evaluation team reviewing the EEC school-to-work programme. During the year he has been consulted by the Open University on the preparation of a new Education course.

Mr N. Norris acted as a Group Leader from 5 - 9 September 1980 at the Educational Case Records conference at the University of York organised by the Centre's Educational Case Records project team. Also during September he played a prominent role in the organisation of an international workshop held at Trinity Hall, Cambridge. The workshop was called to review and advance the evaluation of the European Community's pilot programme on Transition from School to Working Life. In June 1981 Nigel Norris gave a lecture and subsequent evaluation consultancy to the Education Faculty of the West London Institute of Higher Education.

Dr Jean Rudduck served on the DES/SED/SSRC Working Party on the Dissemination of Research for the Under-Fives. In September 1980 she spoke at Honerton College on 'The Short In-Service Course'.

In November she was invited to speak to the staff of a local comprehensive school about the work of CARE. In January 1981 she addressed a meeting of Teachers' Centre leaders on '"Contracts" and the Short In-Service Course'. In February she organised, jointly with staff of Keswick Hall College, a two-day conference for a group of inspectors and headteachers from Austria. In March she spoke on 'Pupils and Innovation' at Charlotte Mason College. In April she organised, with Lucila Haynes, the annual national MACOS training course which was this year held in Norwich. In May, at Southampton University, she gave a public lecture on 'The Teacher as Researcher' and led a seminar on 'Aspects of Curriculum Change'. In June, at a one-day conference at the University of Durham, she spoke on '"Forms" and the Short In-Service Course'.

Professor L.A. Stenhouse in October 1980 addressed the Northern Ireland Council for Educational Research, describing the work of CARE in a paper, 'Applying Research To Education: One Experience'. In November he spoke to the Library Association on 'Case Study in Library Research', and gave a paper on 'Developments in Curriculum Research' at an international conference run by the Commonwealth Institute. In December he gave a paper, 'What Counts as Research?', to the Standing Conference on Educational Studies. In January 1981, at the University of Birmingham, he gave a paper at an SSRC conference on Curriculum Research and Development in the '80s. In July, at an international conference held at the University of Bradford he gave a paper outlining the Centre's work in research into the 'Problems and Effects of Teaching about Race Relations'. During the academic year he has acted as consultant to the Open University on a new course in Curriculum and Evaluation.

Mr H. Torrance taught regular seminars in the Sociology Sector, School of Economic and Social Studies, during the

Autumn Term of 1980 and the Spring Term of 1981. He also contributed to the School's undergraduate lecture programme in sociology and gave a seminar on case study to their research methods students. He helped to devise, implement and teach a course on curriculum innovation for PGCE students at Keswick Hall College of Education during the Spring Term of 1981 in collaboration with Charles Hull and Nick May, Senior Research Associate and full-time research student in the Centre respectively.

Mr R.Walker was Visiting Lecturer in the Faculty of Education, Monash University, Victoria while on study leave between July 1980 and November 1980. During this period he also gave seminars at the following places: Deakin University (twice); Australian Council for Educational Research; Mannix College (to a conference of Victorian technical school teachers); Melbourne State College/Melbourne University (twice); Victoria State Education Department; Curriculum Research Centre, State Department of Education, Tasmania; Research Department, State Department of Education, Tasmania; Flinders University of South Australia (twice); Curriculum and Research Branch, State Department of Education, South Australia; Wattle Park Teachers' Centre, Adelaide; University of Queensland (two-day conference); Australian Educational Research Association Annual Conference (one-day workshop session). During January 1981 he attended a three-day invitational conference organised by the University of Birmingham for the SSRC on Curriculum Research and Development in the '80s and presented a paper. In May he gave a lecture and seminar to the MEd course in the School of Education at the University of Birmingham. During the year he also acted as consultant to course teams at the Open University and Deakin University, as a member of Norwich Teachers' Centre Advisory Committee, as a member of the Editorial Board of the Cambridge Journal of Education and as Editor of the Reports Section of the Journal of Curriculum Studies.

New Research Grants 1980 - 81

<u>Awarder</u>	<u>Holder/s</u>	<u>Amount,£</u>	<u>Investigation</u>
Schools Council	Jean Rudduck and Harry Torrance	5,172	A study of school-based examining and the professional development of teachers.
Schools Council	Jean Rudduck and Harry Torrance	1,582	A supplement to the school-based examining study.
Schools Council	Jean Rudduck	14,403	A study of children's thinking at the stage of transition from middle to secondary school.
Schools Council	Jean Rudduck	475	A supplement to the study of short in-service courses for teachers

Faculty Changes 1980-81Appointments

Reader in Educational Evaluation	Mr B.MacDonald, MA, MEd (Aberdeen)
Senior Research Associate	Mr H.Torrance, BSc (Bristol)

Academic Visitors 1980-81

Mr C. Adelman, Bulmershe College of Higher Education  
Mr D.Alexander, Bedfordshire LEA.

Dr G. Allulli, CENSIS, Rome  
 Mrs Madeline Atkins, University of Nottingham  
 Mr C. Biott, Sunderland Polytechnic  
 Mr H. Bradley, Director, Cambridge Institute of Education  
 Mr Terence Brake, Centre for Learning Resources, ILEA  
 Mr C.P. Brice, Wellington, New Zealand  
 Professor H. Brügemann, University of Bremen  
 Dr J.E. Butler, University of Queensland  
 Mr D. Cooper, Schools Council  
 Mr D. Dunn, University of Keele  
 Mr M. Edwards, Chief Education Officer, Norfolk LEA  
 Mr Embling, Council for Educational Technology  
 Kathryn Evans, CGIP Project Director, National Institute for  
     Careers Education and Counselling  
 Danielle Faichamps, University of Liege  
 Professor T. Fox, University of Wisconsin-Madison  
 Carrie Herbert, Australia  
 Ute Mietsch, University of Klagenfurt  
 Mr E. Howell, Sunderland Polytechnic  
 Professor D.R. Jenkins, New University of Ulster  
 Mr M. Jepson, Brunel University  
 Professor Kumagai, University of Tokyo  
 Sally Lubeck, USA  
 Dr H.A. Lüdke, Department of Education, Rio de Janeiro  
 Professor A. Morin, University of Montreal  
 Dr M. Mukhopadhyay, India  
 Mr R. North, New University of Ulster  
 Mr J. Palssen, Headmaster, Reykyavik  
 Ann Pennell, Bedfordshire LEA  
 Ms Elaine Perra, Centre for Learning Resources, ILEA  
 Sister Mary Pinner, Homerton College, Cambridge  
 Judy Roizen, Brunel University  
 Dr D. Royce Sadler, University of Queensland  
 Dr M. Schratz, University of Innsbruck  
 Mr G. Secker, Norfolk Education, Industry and Commerce Group  
 Mr K. Seepersad, Trinidad

Miss H. Simons, University of London Institute of Education  
Professor M. Skilbeck, Schools Council  
Mr M. Skolnik, University of Birmingham  
Mr J. Slater, Department of Education and Science  
Mr D. Smith, Worcester College of Higher Education  
Mr J. Smith, Social Science Research Council  
Professor L. Smith, Washington University, St Louis  
Professor R.E. Stake, University of Illinois  
Dr R.Stratton, Murdoch University, W.Australia  
Sharon Studer, Evaluation Consultant, Washington DC  
Dr G.K. Verma, University of Bradford  
Mr K. Weller, Schools Council  
Mr K. Wheeler, University of Reading  
Mr D. Zeldin, Open University