

# Educational research methodologies as a basis for International Skills Partnerships

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## This workshop will explore:

The potential for educational research methodologies to support the impact of International Skills Partnerships, by:

- understanding how three educational research methodologies are used in the UK
- developing understanding of the design principles, practical implementation and challenges of educational research methodologies
- explore ideas around how the findings of research can be used to increase the impact of International Skills Partnerships

# UK Context

Commission on Adult Vocational Teaching and Learning (CAVTL)

Excellence is determined by:

- a clear line of sight to work
- teachers and trainers having occupational and pedagogical expertise
- having access to industry-standard facilities
- having progression routes to higher vocational learning

# CAVTL – Features of excellent vocational teaching and learning

- Collaborative within communities of practice
- Operates across a range of settings
- Involves problem-solving, critical reflection and learning from mistakes
- Applies in different cultures
- Takes account of technology

# Vocation education research centre

Funded by UK Government Department of Business Innovation and Skills (BIS) to provide **world-class, independent** research to understand the role of vocational skills.

The centre will influence policy into the next decade through:

- publishing in international, high quality peer-reviewed journals
- excellent communication and participation with policy-makers and the sector's stakeholders

It will connect UK policy-makers with:

- international expertise
- research
- good practice in increasing vocational skill levels, thus supporting economic and welfare gains through vocational training

# Examples of Collaborative Research Approaches

- Action Research
- Action Learning Sets
- Joint Practice Development

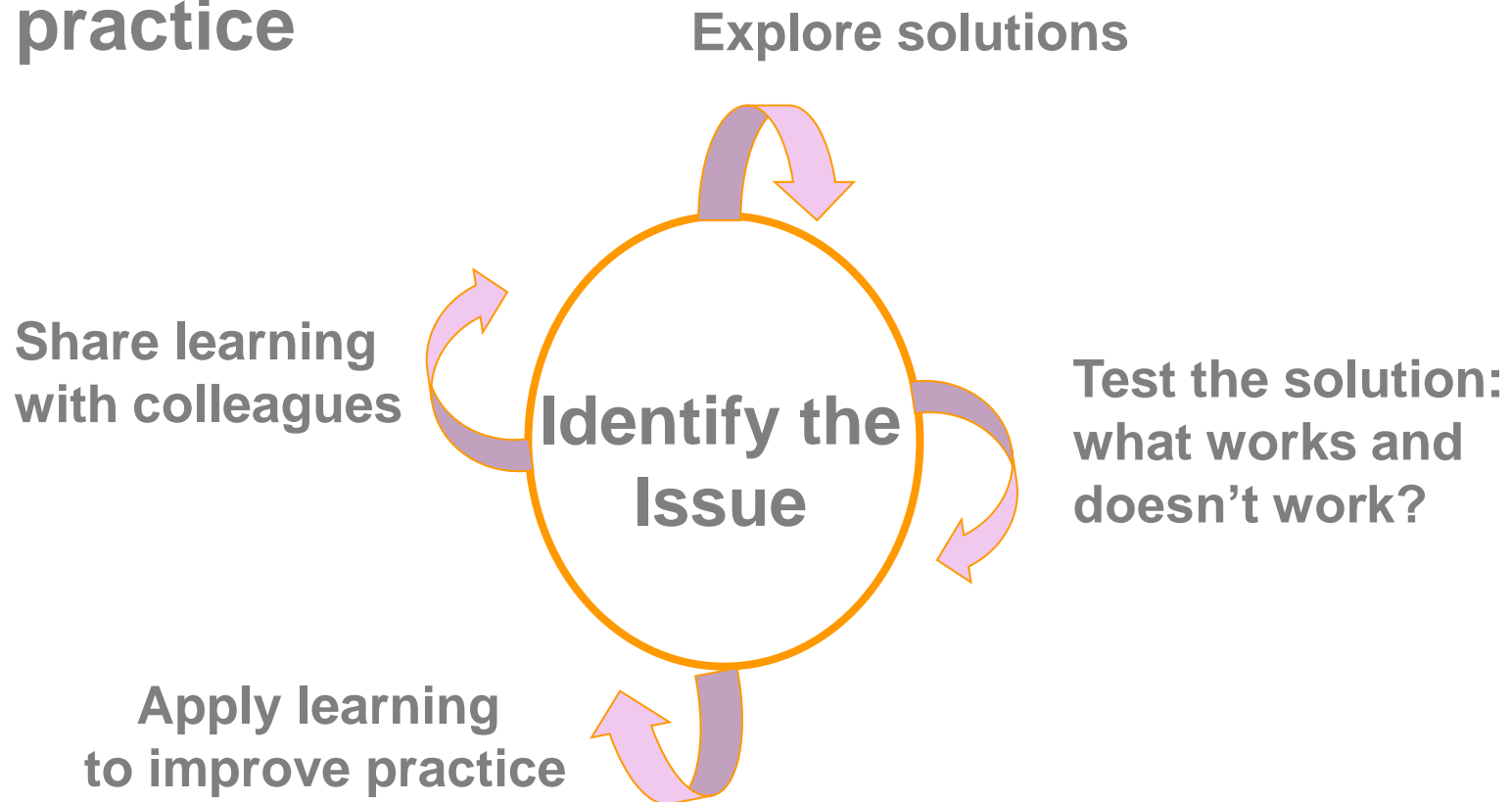
# Action Research - principles

- Practical, work-based investigation into an organisational issue in order to bring about improvement
- It can be applied to any aspect of the organisation's work, including teaching and learning
- It is normally small scale and involves working collaboratively
- It involves a cycle of; action – reflection – further action
- The investigations are designed to create evidence that is used in the reflection stage

# ACTION RESEARCH John Maynard & Vikki Smith

Action research –

## Improving practice



<http://www.excellencegateway.org.uk/node/13255>



# Action Learning

- A group of people who meet regularly to support one another in addressing issues and finding solutions.
- Each group member in turn presents a real problem or project that they wish to address.
- Fellow members ask searching questions to help the presenter gain insights into their problem and identify actions they will take.

<http://tlp.excellencegateway.org.uk/tlp/cpd/cpdlibrary/collaborativeapproaches/index.html>

# Joint Development Practice Michael Fielding and colleagues

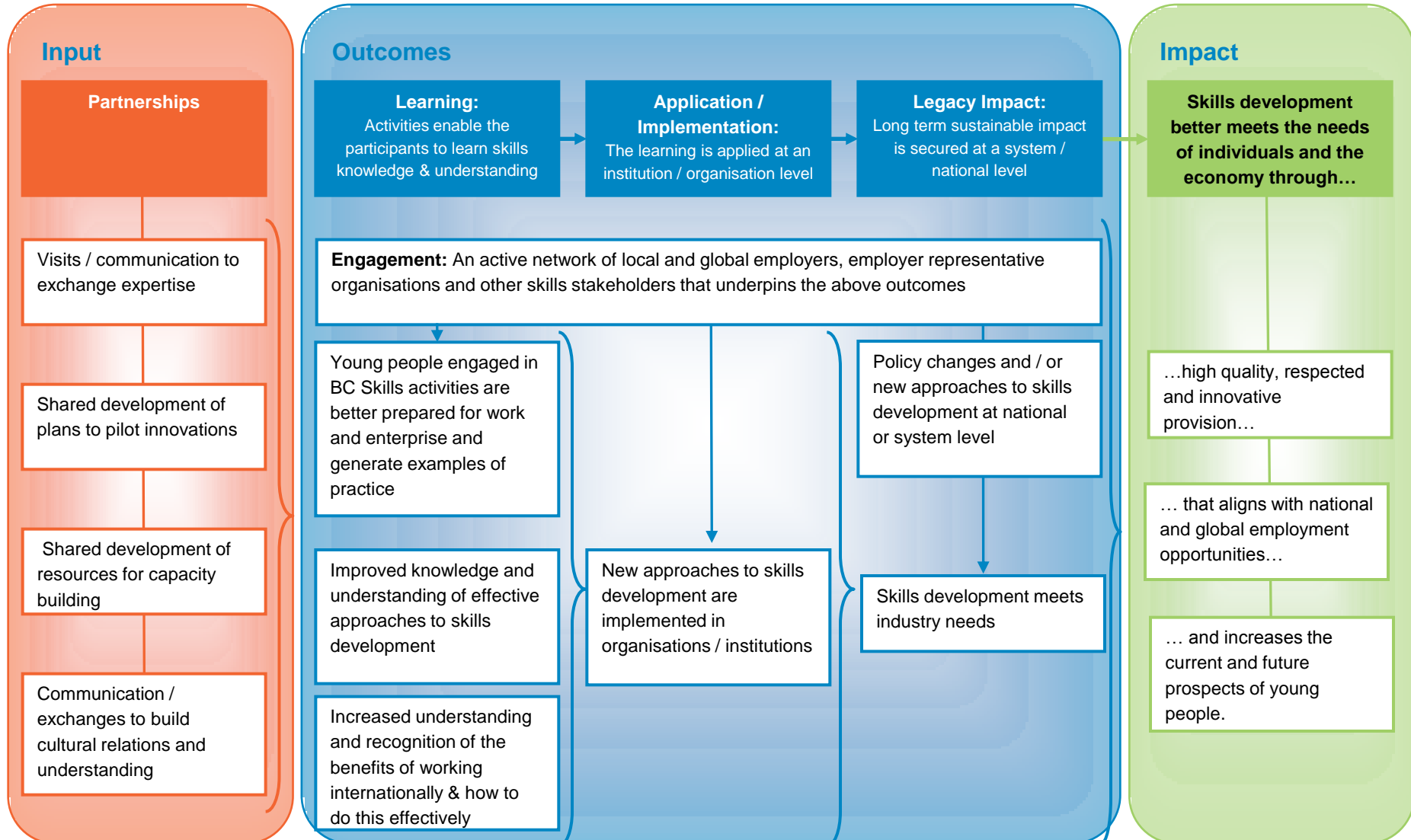
*‘learning new ways of working through mutual engagement that opens up and shares practices with others’*

- truly collaborative, not one-way, with the practice is being improved, not just moved from one person or place to another
- involving interaction and mutual development, as well as sometimes co-constructing new ways of working
- ‘knowledge’ or practice are exchanged rather than transferred
- transfer of (research) knowledge does not guarantee its use without interaction

Within the process of JPD, the mutual learning that takes place **sometimes** involves transfer or exchange of knowledge but **must** involve interaction related to practice.

# Impact of partnerships

**Purpose:** To enhance the quality of skills systems by encouraging closer links between education, employers and policy makers in the UK and worldwide



# Group Activity – open space session

Create two groups per table, focussing on different challenges for establishing effective international partnerships.

One member of each group presents a real problem or project that they wish to address through one or more of the research methods.

Fellow members ask searching questions to help the presenter gain insights into their problem and identify actions they will take.

# Feedback and next steps

Share e-mail contacts and feedback to support action learning sets after the conference.

# Case Study INDIA :

**India: Lucknow , Uttar Pradesh, India**

**UK: Bradford College, Bradford, West Yorkshire , England.**

**Sector:** Automobile / Auto components

**Target Audience:** Total of approximately 3,000 people will be targeted across various TATA Motors ancillaries, and 1000 people involved in Bradford College dissemination activities through College personnel, Bradford Chamber of Commerce, UKTI, Sector Skills Councils and Employer Forums.

Number of exchange visits planned (in numbers), India to UK – four times, with a five-member team; UK to India – three times, with a five-member team.

## **Activities**

- curriculum design and development of training module and delivery methods and resources;
- determine skill evaluation models and certification process, with accreditation of programmes ;
- design and development of IT support system ;
- trainer development (Train the Trainer) ;
- deployment of training programmes at LEC ancillaries ;
- evaluation of effectiveness, ensuring long -term sustainability.

# Case Study INDIA :



# Sources (1)

## Vocation Education Research Centre

- <https://www.gov.uk/government/publications/vocation-education-research-centre-bid-for-funding/vocation-education-research-centre-bid-for-funding>

## Commission on Adult Vocational Teaching and Learning (CAVTL)

- <http://www.excellencegateway.org.uk/cavtl>

## Action Research (John Maynard & Vikki Smith)

- <http://www.excellencegateway.org.uk/node/13255>

## Action Learning

- <http://tlp.excellencegateway.org.uk/tlp/cpd/cpdlibrary/collaborativeapproaches/index.html>



# Sources (2)

## Joint Development Practice

- [www.excellencegateway.org.uk/node/13262](http://www.excellencegateway.org.uk/node/13262)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/329717/powerful-professional-learning-a-school-leaders-guide-to-joint-practice-development.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/329717/powerful-professional-learning-a-school-leaders-guide-to-joint-practice-development.pdf)
- <http://www.slideshare.net/ChallengePartners/joint-practice-development>  
<http://www.et-foundation.co.uk/supporting/research/joint-practice-development>

## BERA-RSA review of the role of research in teacher education/CPD

- <https://www.bera.ac.uk/project/research-and-teacher-education>

## Michael Fielding

- <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR615.pdf.pdf>

# Contacts

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