Researching collaboratively with our partner schools and colleges: The CCCU Education Research Schools Partnership

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Canterbury Christ Church University

Outline

School-University Research Partnership – nothing new

Why we did it anyway

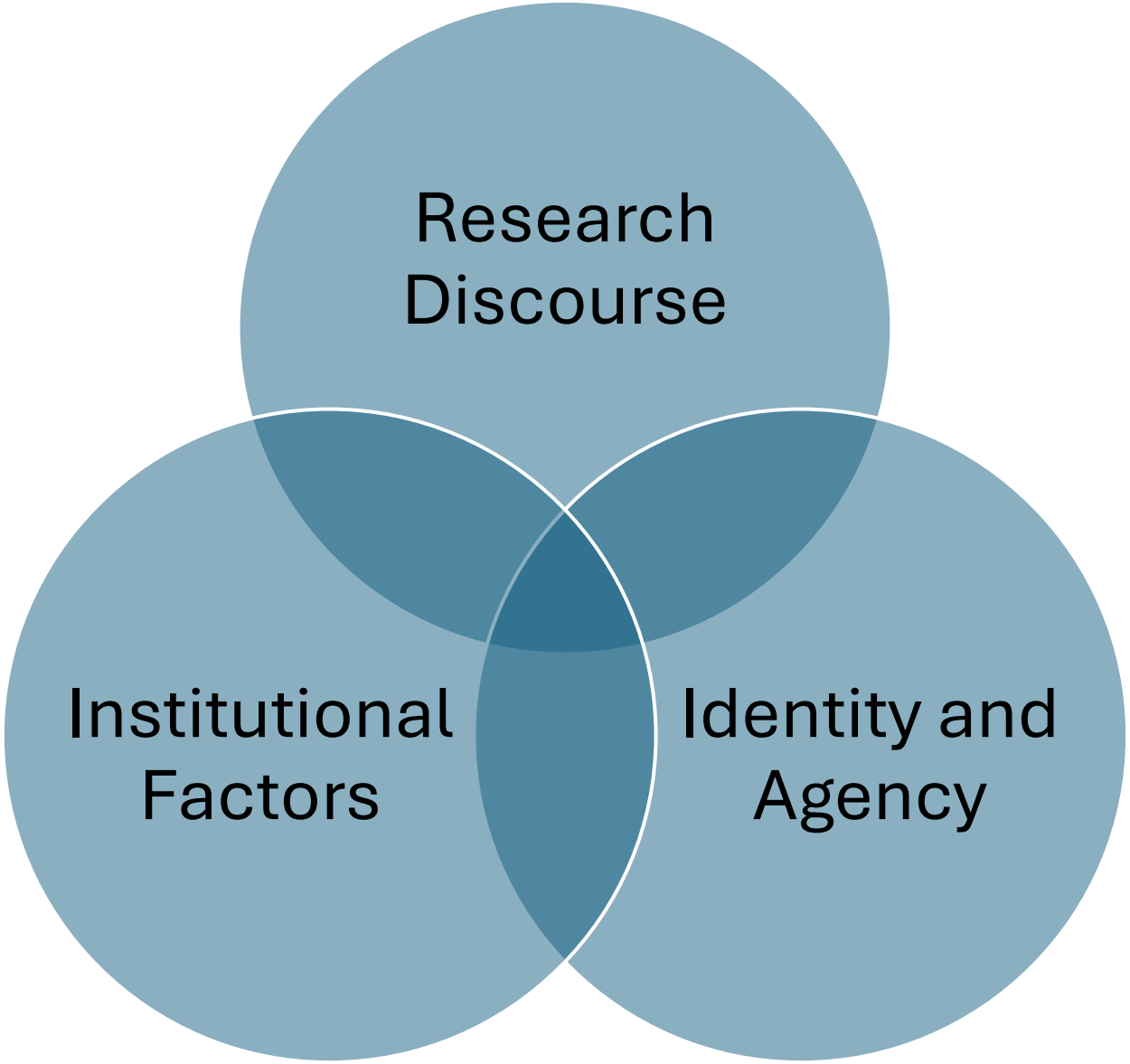
The CCCU Education Research Partnership

It doesn't always go well … but that's a not a bad thing

What is different about our approach

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School-University Research Partnerships



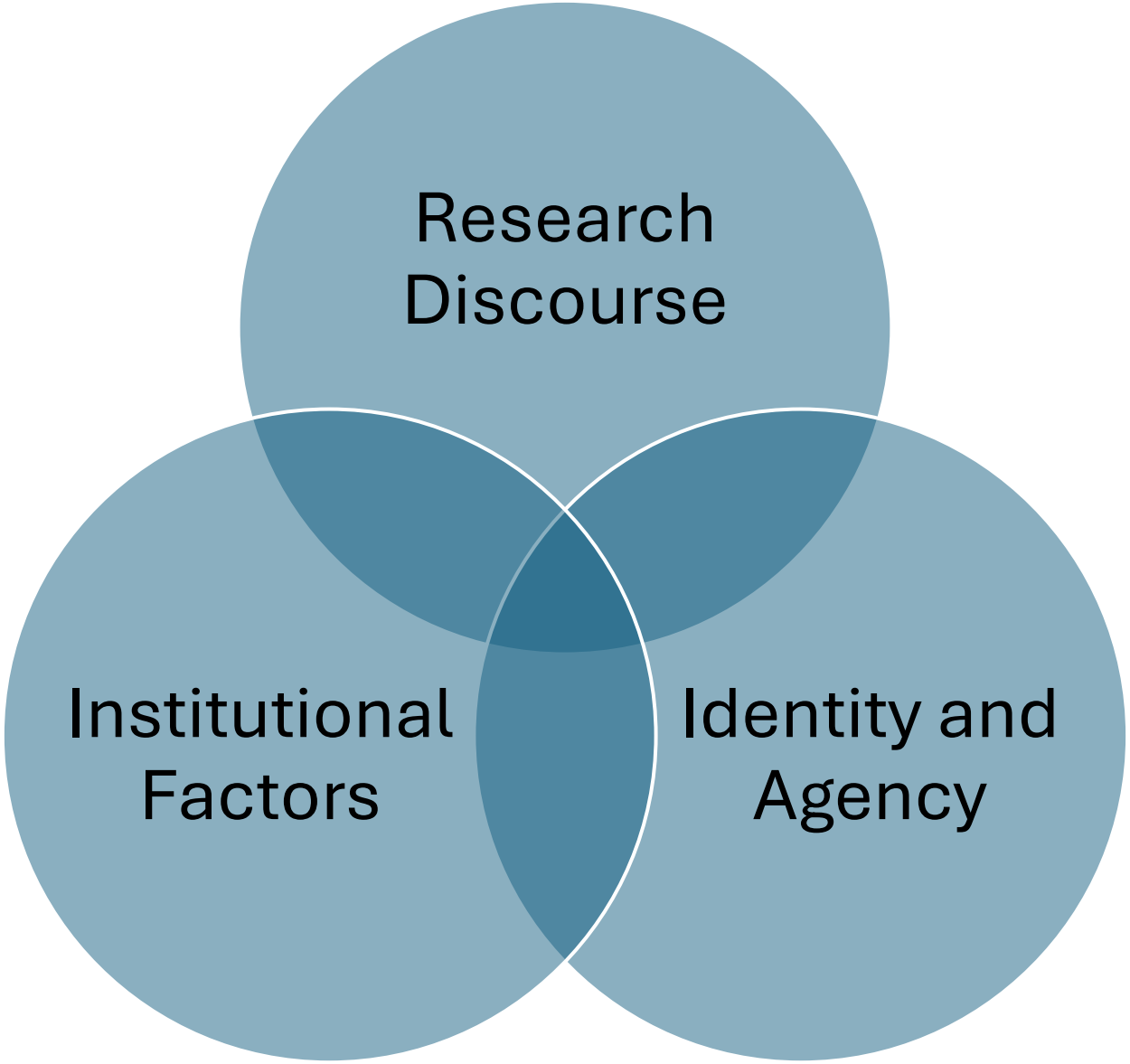
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Group activities and paired work can contribute to learning, but to work together effectively pupils will require support, and tasks must be clearly structured. If it is to have benefits, group work requires both that pupils are sufficiently prepared, and that the activity is sufficiently structured, both things that place demands on teachers. Pupils need to be able to share, participate, listen and communicate, and tasks need to be structured so that every pupil has a clear and distinct role (to avoid 'free rider' effects). Pupils are therefore likely to benefit from explicit guidance on how to work collaboratively, from practising routines needed in effective groups and from having clearly assigned roles within a group work task. Teacher prompts and questions need to structure discussion, and active involvement is required to avoid misconceptions being reinforced. Group work should be carefully sequenced alongside other lessons and activities to ensure that pupils have sufficient prior knowledge.[42]

[42] G Capar and K Tarim, 'Efficacy of the cooperative learning method on mathematics achievement and attitude: a meta-analysis research', in 'Educational Sciences: Theory and Practice', Volume 15, Issue 2, 2015, pages 553–559; P Kutnick and P Blatchford, 'Effective group work in primary school classrooms', Springer, 2014; 'Toolkit: collaborative learning', Education Endowment Foundation, 2018; https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/; P A Kirschner, J Sweller, F Kirschner and J Zambrano, 'From cognitive load theory to collaborative cognitive load theory', in 'International Journal of Computer-Supported Collaborative Learning', Volume 13, Issue 2, 2018, pages 213–233; E Cohen and R Lotan, 'Designing group work: strategies for heterogeneous classrooms', Teachers College Press, 2014; D Muijs and D Reynolds, 'Effective teaching, evidence and practice', 4th edition, Sage, 2017; D W Johnson and R T Johnson, 'Joining together. Group theory and group skills', Prentice Hall, 1999.

Ofsted. (2021). *Principles behind Ofsted's research reviews and subject reports*.

School-University Research Partnerships



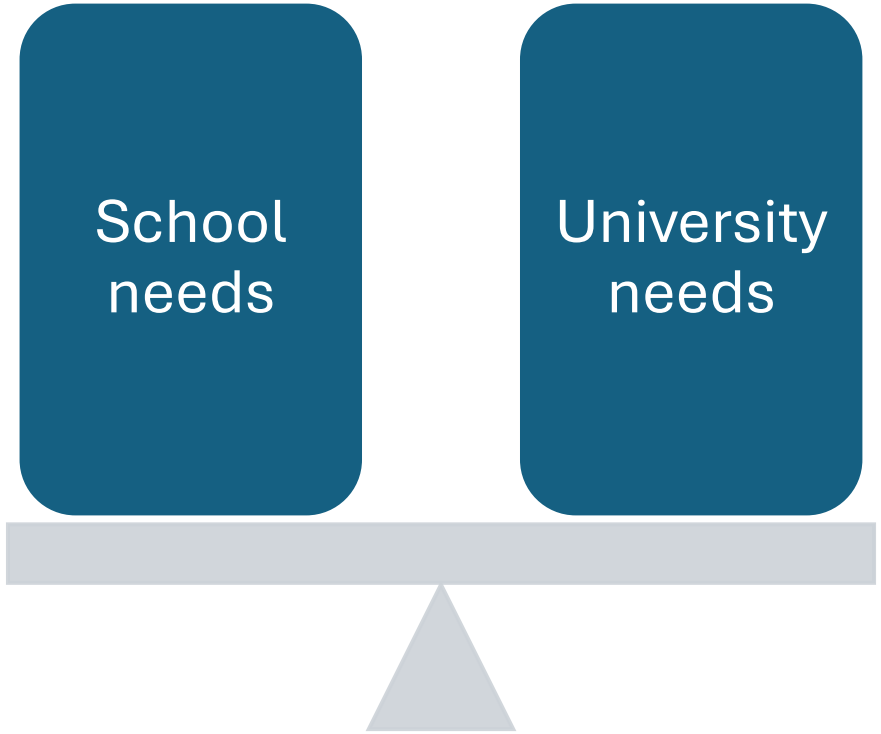
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Why we did it anyway

Research Schools Network

Supported by the Education Endowment Foundation

Ofsted



REF 2029

Research Excellence Framework

GOV.UK Apply for teacher training

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Education Research Schools Partnership

BLEAN PRIMARY SCHOOL

BORDEN GRAMMAR SCHOOL

BRADSTOW SCHOOL

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ERSP

The Education Research School Partnership (ERSP) is a joint venture between Kent schools and Canterbury Christ Church University. Together, its members are committed to nurturing research-rich schools to enrich children's education.

Find out more

Research Awards

Some information here about the research accreditation awards

Find out more

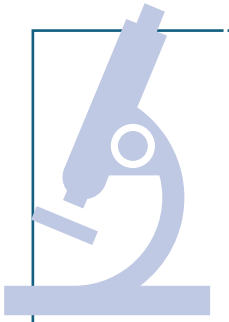
Case Studies

Urban mixed grammar school



All through mixed academy in challenging circumstances

All through mixed independent boarding/day school



Large primary in affluent suburb

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What is different about our approach



Policy context



Messy, unstructured, constantly evolving



ITE in/out

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