EPRS
TOOLKIT:

EDUCATOR RESEARCH RESOURCE

2024-2025

University of
BRISTOL
School of Education

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Using the EPRS Summaries as a Teaching and Learning Resource

Independent research (autonomous)

Students/staff are tasked with choosing any summary on a given theme or curricular area. They write notes under headings such as: key facts, recommendations made; implications for future practice; 5 most interesting 'take aways.'

Synthesising information from multiple summaries

Students/staff are asked to choose at least 2 summaries from the same theme or curricular area and to synthesise them to give an overview of policy and research – see a task example below based on the theme of assessment.

Sample Task

Read the summaries of the following reports: 'Primary assessment' (May 2017, no 8) and 'Progress 8 accountability measure: Schools' responses' (July 2017, no 110). Use these summaries to write an overview of recent changes to the assessment system at Key Stage 2-4, outlining the challenges which changes to the assessment system have brought with them. If possible, relate what is said in the reports to your own experiences and observations.

Jigsaw reading

Students/staff are divided into 3 groups (A, B, C). Each group looks at a different summary on a given theme or curricular area and is asked to discuss it and make notes under specified headings, such as key points, recommendations made in the report, implications of the report for schools and/or for teachers' practice, issues for discussion.

Students/staff then move into groups with peers who read different reports and share the summary which they studied. In each group, there will be one person who read summary A, one person who read summary B and one person who read summary C.

Using the guided discussion sheets

Students/staff, first of all, work through the questions on the sheets (curricular or general themes) and make notes independently. The facilitator (or an assigned member of the group) can then lead a discussion based on the questions. Most of the guided discussion sheets provide students/staff with some pre-reading questions and opportunities to consider the content of the summaries in the light of their own experience/observations. School of Education September 2020 Updated September 2021

Using the EPRS Summaries as a Teaching and Learning Resource

Archive hunt

This short activity will encourage students/staff to examine the summaries archive and become aware of what it can offer in terms of research or assignment preparation.

Distribute a research challenge to each student/member of staff (see examples below) and invite them to undertake a 'summary hunt' using the archive and come up with 2-3 summaries which would enable them to fulfil the challenge. They can get into twos or threes to share their findings.

Summary hunt challenges

- You are a head of careers who has been asked to give a talk about recent trends in vocational education

- As head of careers, you wish to embark on an audit for a review of careers provision in the school and need a starting point

- As a Head of Year, you have been asked to give a talk to some parents about tackling and preventing bullying

- You are a headteacher who wants to find a starting point for a review of the use of the pupil premium in your school

- You are a student teacher who wants to find some initial reading for a school investigation into pupil wellbeing and mental health

- You are a student teacher who wants to find some initial reading for a school investigation into pupil exclusion

- You are a deputy head teacher who has been tasked with conducting a review of parental engagement

- You are on a staff committee which is drafting a policy on remote learning and you want to conduct a brief overview of recent research

CURRICULUM FOCUSSED

REPORTS

Art and Design
Research Review Series: Art and Design
(March 2023 summary no 61)

Link to Report on Website

https://edn.bristol.ac.uk/eprs/3-2223

Key Links to ITT content framework ('S' refers to teachers' standard number)

Know that:

- Regular purposeful practice of what has previously been taught can help consolidate the material and help pupils remember what they have learned (S2).
- Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded (S2).
- Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed (S3).
- Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned (S4).
- Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use (S6).
- High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve (S6).

Pre-reading discussion questions

- Eisner (2002)[1] identified five cognitive functions that the arts afford pupils: the opportunity to really notice the world around us; the chance to engage our imagination by 'liberating us from the literal' (p. 10); an ability to 'tolerate ambiguity' (p. 10) and promote subjectivity; a chance to inspect our own ideas as art is created; and the opportunity to 'discover our emotional selves' (p. 11). Look at each of these functions and consider which, if any, is the most significant, and which were most effectively achieved in the art and design education which you received. Share your answers in small groups or pairs.
- What would be your main argument for retaining art and design on a school's curriculum? Brainstorm for a minute and share your thoughts with other members of the group!
- Complete this sentence and share your thoughts: Getting 'better at art' means……

Discussion questions

- In the first section of the summary (context), we read that art, craft and design are academic disciplines as well as practical ones. How much emphasis do you think there should be on academic elements of the subject and why?
- What has happened in recent years to the number of hours which pupils spend studying art and to the number of teachers available to deliver the subject? What explanations would you give for this phenomenon?

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[1] EISNER, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press. http://www.jstor.org/stable/j.ctt1np7vz

Art and Design
Research Review Series: Art and Design
(March 2023 summary no 61)

- This question invites you to work together to engage with the section of the summary entitled 'Curriculum and domains of knowledge.' You are asked to explore some of the main concepts presented in this section and to make brief notes on them. Working in small groups, divide the concepts up so that each person makes notes on just one or two. Then share your information so that everyone ends up with a completed table.

Concept	Definition	Example
Practical knowledge		
Theoretical knowledge		
Disciplinary knowledge		
Receptive and productive knowledge		
Convergent outcomes		
Divergent outcomes		
Effective sequencing		

- In the section on pedagogy, how is the difference between curriculum and pedagogy defined?
- According to the report, why do pedagogical decisions have to be based on the curriculum and what happens when they are not?
- Which aspects of pedagogy do teachers need to consider when creating practice activities?
- What is cognitive load and why do teachers need to be aware of it?
- The report states that 'disciplinary knowledge is often abstract' and recommends the provision of concrete examples. What examples of the teaching of disciplinary knowledge have you observed or delivered?
- What is the report's recommendation regarding SEND pupils and to what extent do you agree?
- What is highlighted as the key challenge regarding the assessment of art? How is art assessed at key stage 3 in the schools in which you have observed or taught?
- What are the two key recommendations which the report makes concerning the assessment of art?
- In the final section, we can surmise that the report is more favourable to the teaching of art, craft, and design as discrete subjects. To what extent do you agree? What might be some of the 'risks' to which the report alludes?
- What was the finding by Green and Mitchell? Do you think that this situation persists 20 years later?