



South West Learning & Skills Research Network Annual Conference 2010

“A Road Less Travelled ... Research in the Lifelong Learning Sector”

Speakers' Biographies

Paula Jones

Paula is Chief Executive of Learning South West - a regional cross sector Partnership Association and education charity. Learning South West has many members from Work-based Learning, Further Education Colleges, Higher Education Institutions, Adult & Community Learning, and Voluntary & Community Learning. Our shared mission through partnership is to discover, share and promote excellence in learning. We also facilitate the South West Centre for Excellence in Teacher Training (SWCETT) and CPD - a productive partnership of over 80 members.

Paula's work entails managing projects and supporting the professional development needs of the agencies and organisations that manage and deliver learning and skills across the South West. Paula enthusiastically promotes the value and benefit of great quality learning for all. She is an elected Board Member of the Institute for Learning (IfL), the professional body for teachers, trainers, tutors, student teachers and assessors in the further education and skills sector. She is also the Chair of the ACETT group a national strategic group for the Centres for Excellence in Teacher Training.

Becky Turner

Becky is an Educational Researcher and Developer with the Higher Education Partnerships Learning (HELP) CETL. The HELP CETL works in conjunction with the University of Plymouth's partner college network to support HE in FE provision in South West England. As part of her role Becky runs the Award Holder Scheme which provides HE in FE lecturing and support staff in the college network with opportunities to undertake continuing professional development and/or scholarly activity and research. She is carrying out research into the emerging HE culture within FE colleges and the professional identities of HE lecturing staff. In conjunction with the Education Subject Centre (ESCalate), Becky facilitated a writing group that encouraged HE in FE practitioners to reflect on their experiences of carrying out scholarly activity through written narratives. These narratives, which will be of interest to others working across HE and FE, were published jointly by HELP CETL and ESCalate in July 2009 in a book entitled *“Putting the I into identity and other stories: scholarly approaches to professional identity and development of HE practitioners in FE colleges.”*

Sue Lewis

Sue Lewis joined the WVLLN in September 2009 as Support for Learners Project Co-ordinator, managing the development of the Life-Pilot website that provides information for adults in employment on their route into HE.

Sue spent 17 years working as a teacher and manager in both Further Education and the Secondary School sectors before starting work for the WVLLN. Prior to that she spent 12 years working at Connexions West of England in the Education Business Partnership Team - initially managing the development and roll-out of the national Key Skills Programme and latterly supporting the development and launch of a suite of web-based tools that support 14-19 year olds in making informed progression decisions.

Sue is committed to supporting learners in developing key skills for life and employment and in providing learners with the information they need to make informed choices.

Gert Biesta

Gert Biesta (www.gertbiesta.com) is Professor of Education and Director of Research at the Stirling Institute of Education, University of Stirling and Visiting Professor for Education and Democratic Citizenship at Mälardalen University, Sweden. He has published widely on the theory and practice of education and educational research and has a particular interest in education and democracy.

Recent books include: *Beyond Learning: Democratic Education for a Human Future* (Paradigm Publishers 2006); *Improving Learning Cultures in Further Education* (with David James; Routledge 2007); *Democracy, Education and the Moral Life* (co-edited with Michael Katz and Susan Verducci; Springer 2008); *Rethinking Contexts for Learning and Teaching* (co-edited with Richard Edwards and Mary Thorpe; Routledge 2008); and *Good Education in an Age of Measurement: Ethics, Politics, Democracy* (Paradigm Publishers 2010).

Anne Parfitt

Anne Parfitt decided to investigate contemporary FE lecturers' practice for her doctoral thesis after teaching in colleges for several years. More recently she has worked as the Researcher for the Esmée Fairburn Foundation funded study: "*The reputation of English further education: understanding the evolution of the sector*".

William Richardson

Prof. William Richardson directs the Research Centre for the Learning Society at the University of Exeter. Having started work as a Manager with Unilever plc, he entered higher education in the mid-1980s since when he has undertaken over 60 research projects, a majority related in one way or another to vocational and applied learning. During 2004-06 he was a Governor of the University of Exeter and is currently a trustee of a local secondary school in Devon.

Jacque Rogers

Jacque's entry into the Learning & Skills sector was prompted by the desire to use her shiny new Psychology BSc, teaching weekly GSCE Psychology evening classes for fun after a full day's work 50 miles away. This taught her the valuable lessons that FE is captivating, and that the monetary reward may just buy a pint at the pub afterwards.

From then she launched out into teaching high security prisoners, unemployed office workers and Year 11 resits before somehow finding herself in the Teacher Professional Development Department at Milton Keynes College. Teacher Education rapidly became a passion, as did learning more about the fascinating subject of how people learn. She completed her own PGCE at Oxford Brookes, and undertook an MEd with the Open University.

In 2005 Jacque moved to Malvern, and after a brief period teaching Psychology in a sixth form, she continued to develop her love of teacher education in regional colleges and universities in Worcestershire and Gloucestershire, eventually joining the University of the West of England (UWE) in Bristol in January 2009. She now combines co-leading the in-service Learning & Skills ITE at UWE with research interests around the interface between individual identity and workplace learning.

John Fitzsimons

In 2008 John Fitzsimons developed links with Central Washington University (CWU), on the west coast of the USA, to investigate the use of TV in distance education. A further study used International video conferencing and web 2 technologies to support a CETL funded TV production project, which linked Media FdA students at Exeter College with their counterparts in the USA. His current research interest is in applying technologies to enable employment based learning, especially in the media curriculum.

John has taught TV, film and music for 20 years. Originally from London, he spent some time in the music industry before coming to Devon to undertake a teaching qualification at the University of Exeter. He has presented at various seminars at the University of Plymouth including the recent e-learning conference in April of this year. His work has been published nationally.

A former Head of Faculty at Exeter College, he now manages three foundation degree programmes.

Rachel Wilkinson

Rachel Wilkinson is Programme Manager for the FdA Performance Production (UPC) at Exeter College. Rachel has had a mini-teaching fellowship with HELPCETL to research and explore the creation of a Community of Practice within the creative industries for HE in FE Lecturers. She has also taken part in a CPD HELPCETL Award to enhance the Employers' Forum for the Creative Industries, and explore links between this and the HE community of practice, and the HE Forum. This led to a Graduate Destinations Conference for HE students at Exeter College this year, open across the UPC partnership, which celebrated the links between the HE Forum and the Employers' Forum. Rachel is currently focusing on methods of celebrating and sharing academic research and practice-based research within the HE Forum, with links to the UPC Subject Forum, for which she is a Subject Convener.

Jim Crawley

Jim Crawley is the Programme Leader for Lifelong Learning at Bath Spa University, within the School of Education. He has taught and worked for over 30 years in the Post-Compulsory sector, and this has included 25 years of teacher training, community education, FE and HE. His main role is the Award Leader of a Part-time Post-Compulsory CertEd/PGCE involving four FE colleges. Jim is a very active researcher, having worked on many projects and pieces of writing for SWCETT (formerly SWitch CETT), LSIS, LSDA, JISC and Eduserv. Jim is currently the Chair of the SWCETT Management Group. He is the author of "*In at the Deep End: a survival guide to teachers in Post Compulsory Education*" (second edition due out August 2010), and a wide range of papers, reports and conference contributions in various fields including Learning Technology and Teacher Education. Jim is one of the founder members of the West Country Learning and Skills Research Network (WLSRN), and is currently researching "*the Professional situation of Teacher Educators in Post-Compulsory Education*", for his PhD.

Ellie Gilman

After completing a degree in French, Ellie worked in several different fields including charity events organisation and assisting with and developing projects in the voluntary sector (childcare). She has been teaching ESOL and EFL for about 4 years, and has had experience teaching the range of levels from complete beginner to upper-intermediate and advanced. Ellie has also had the opportunity to teach ESOL literacy at E1 and E2, which has focused her interest in this area, and she is particularly keen to see how the action research project she has been involved with, developing tutorials in ESOL, can benefit these learners.

Kristine Partridge

After working in IT, wine retail and doing post-graduate study, Kristine fell into English Language Teaching as a means of travelling and working abroad. She found she so enjoyed the challenge of the classroom that after a career break she worked and then qualified as an ESOL teacher. Kristine has been working since 2003 first in the community and then for City of Bristol College. In 2008 she also diversified into ESOL Numeracy teaching - a nice change from language. This year Kristine complemented her teaching by working on an action research project, which she will be presenting this morning at the conference.

Gillian Rowe

Gillian Rowe has spent most of her working life in Health & Social care, going from the floor to the board. She undertook a BSc (Hons) Health & Social Care Management Degree and managed a residential care facility, after a year of 16 hour shifts and the loss of her social life she decided on a career change and completed a PGCE. She became a Lecturer 3 years ago, teaching across the FE/HE boundary and is still enjoying it.

Judith Mann

Judith Mann has current teaching commitments on the Foundation Degree Health and Community Studies and third year, Health and Social Care Degree. With a background in Social Work, she has tended to take a particular interest in the work-based learning (WBL) aspects of both programmes, and found that her students' experiences of these modules have enhanced their employability.

Judith has used her HELP CETL awards to investigate the link between WBL and Professional Development (PDP). Her CPD award was extended to a Fellowship award focussed on enhancing work-based learning on the Foundation Degree. This resulted in changes being made to the programme, to further reinforce employability skills.

Maureen Mason

Maureen Mason has developed and taught a range of counselling programmes from Certificate to Degree level at Cornwall College, clocking up 17 years of experience in the HE in FE sector. She is convinced that scholarly/research activities make an essential contribution to maintaining enthusiasm in teaching.

Ann-Marie Bathmaker

Dr Ann-Marie Bathmaker is Professor of Further Education and Lifelong Learning at the University of the West of England, Bristol (UWE). Her research focuses on vocational and post-compulsory education, and new forms of higher education, teaching and learning cultures and the formation of student and teacher identities. She is interested in the relationship between policy and practice, especially in relation to the changing experience of learning, education and training, amongst those who do not follow traditional smooth learning trajectories. Her empirical research and writing focus on the enactment of education policy and the implications for social justice, equity and human agency in changing policy and socio-economic contexts.

Denise Summers

Denise Summers is a Lecturer in Further Education at the University of Plymouth (UoP) and has been teaching in further, adult and higher education for over 25 years. Since completing an EdD at the University of Exeter she has gone on to develop a research interest in Education for Sustainable Development (ESD). In her previous role as manager of Teacher Training at Somerset College, she obtained Research Fellowships from HELP CETL and the Centre for Sustainable Futures at the UoP, which enabled her and her team to embed ESD in the PGCE/Cert Ed programmes for teachers in the Lifelong Learning Sector. The team used a co-operative inquiry, action research approach which supported them in developing the knowledge, values and skills to do this. They have shared their developments across the UoP partnership and this has resulted in over 900 trainee teachers graduating with plans to introduce ESD to their students. The team has been shortlisted twice in the EAUC Green Gown Awards - in 2009 in the 'research' category, and in 2010, they were 'Highly Commended' in the 'courses' category. They are now disseminating their findings in relation to using a co-operative inquiry approach to support curriculum and professional development.