



**University of
Sunderland**

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re·search¹ /rɪˈsɜːtʃ/

[plural] 1 serious st-

discover new facts

research into

student

lab

interested in o
going some rese

I've done some res

A hand holding a magnifying glass over a document with text. The magnifying glass is positioned over the text, making it larger and more legible. The background text is blurred, but some words like 're-search' and 'student' are visible.

David Wooff

**Principal Lecturer
(Quality Assurance and
External Engagement)**

10th October 2018

re·search¹ |rɪ'sɜːtʃ|

[plural] 1 serious st-

discover new facts

research into

student

Research Fundamentals

Objectives

By the end of this session you should be able to:

- Understand some of the reasons why researchers undertake research!
- Give reasons why teachers (and trainee teachers) should engage in research
- Determine the academic rigor of research (and other published materials)
- List limitations of research you might encounter as students, trainee teachers and qualified teachers



Why Bother?

Teacher research is practical, action-based research. It enables educators to follow their interests and their needs as they investigate what they and their students do. Teachers who practice teacher research find that it expands and enriches their teaching skills and puts them in collaborative contact with peers that have a like interest in classroom research. Some researchers call this type of research "action research."

Mills (2002)

Task 1

Teacher-research projects often yield findings and implications that result in.....?

(Complete the sentence)



- * Increased sharing and collaboration across departments, disciplines, and grade levels.
- * Increased dialogue about instructional issues and student learning.
- * Enhanced communication between teachers and students.
- * Improved performance of students.
- * Revision of practice based on new knowledge about teaching and learning.
- * Teacher-designed and teacher-initiated staff development.
- * Development of priorities for school wide planning and assessment efforts.
- * Contributions to the profession's body of knowledge about teaching and learning (subject pedagogies)

What about trainee teachers?

- **Beginning teachers can improve their decision making by making use of a range of evidence sources, search strategies and personal research.**
- **Personal experience alone is insufficient for making complex teaching choices partly because we are easily fooled (more about this later!)**

What about trainee teachers?

....and of course as students, there is the necessity of undertaking research for academic purposes.

In other words – Assignments!

What about experience?

“I’ll believe it when I see it!”

When things
become
complex :
Correlation
Error?

THE Sun
Tuesday, 27 September 2011

► Log in to comment ► Nottingham | 18.2C

HOME
NEWS
Politics
Forces
Sun City
Captain Crunch
Weather
Sun Says
Malaria No More

VIDEO
SPORT
Football
Dream Team
Rugby World Cup
Cricket

SHOWBIZ
Bizarre
Film
Music
Biz Sessions
TV
X Factor
Soaps
Strictly

News GOT A STORY? EMAIL : TALKBACK@THE-

Smokers' kids 'are yobs'

SUN ONLINE REPORTER
Published: 31 Aug 2006

Like Tweet 0

Add a comment (0)

CHILDREN whose parents smoke are more likely to binge drink, skip school, take drugs and have sex, it was claimed today.

The conclusion was made after a study of more than 830 teenagers.

They were quizzed about their attitudes to school, HIV, drugs, and drink driving, and asked whether they had vandalised, stolen, had sex, taken drugs or binge drunk in the past week.

The study found that children of parents who smoke had far worse problem behaviour than children from non-smoking homes.

These ranged from binge drinking, drug experimentation, truancy and theft to vandalism, fighting and under-age sex.

TOP STORIES

NEWS	SPORT
 96-mile j... to take la... yards PRISON van 96-miles to d... prisoner from station to the door	8 out of 12 Jacko jurors are fans OAP's £1,000s for TOWIE makeo... Mike tells Zara: Girl is old flame Asda fights back with 2p off petr...

MOST READ STOR

1. Ooh Arr, where's yer bra Rihanna
2. Rihanna's got her hands full
3. Michael Jackson's deathbed

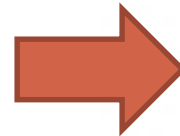
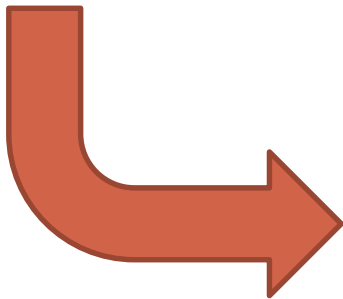
Sun, 2006

Task 2

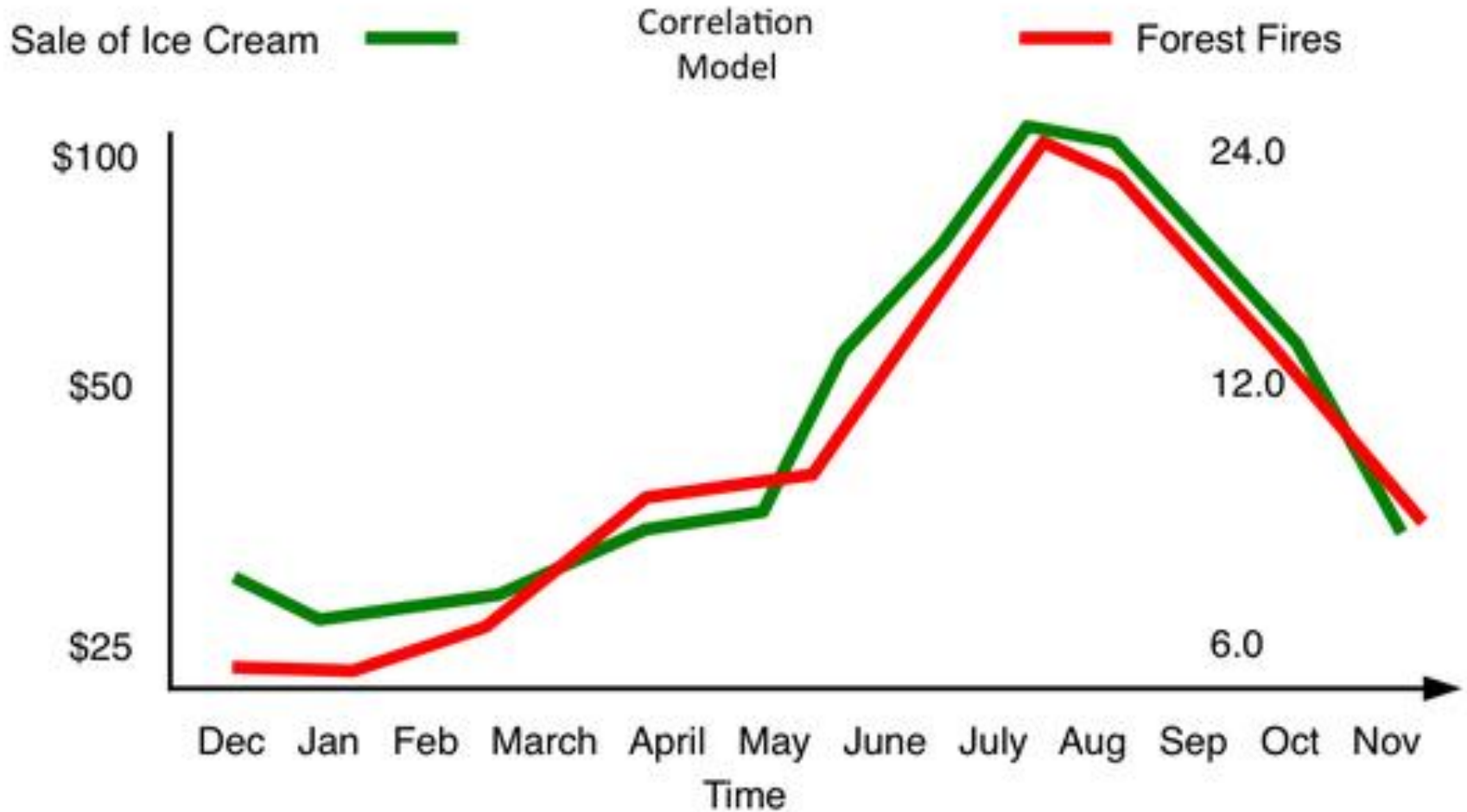
As the sale of Ice Cream rises so does the rate of burglaries.....

Why?





Mid-West USA



“Patternicity” –

The tendency to find meaningful patterns in meaningless noise.
(Shermer, M., 2010)



Correlation Error

MailOnline

Strike-hit school governor blames pupil anarchy... on wind and rain

By [Jaya Narain](#)

Last updated at 7:34 PM on 6th April 2011

 Like 16

A school struggling with a wave of verbal and physical assaults by pupils says there is a perfectly rational explanation for their dreadful behaviour - the wind and the rain.

(Narain, J., 2011)

Greater Uncertainty = Greater False pattern matching

=superstition

(Shermer, M., 2010)

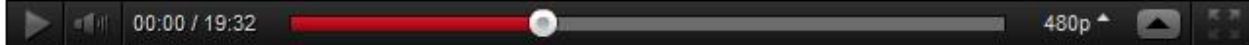
Michael Shermer: The pattern behind self-deception

by TEDtalksDirector

Patternicity, Superstition, Control



YouTube

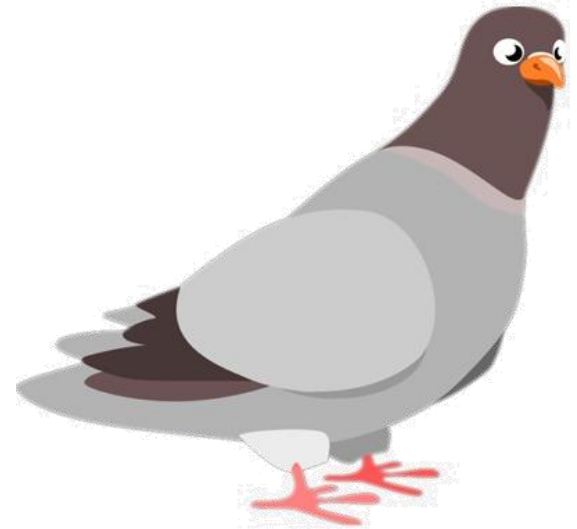


Uncertainty increases pattern matching errors.

Implications for beginning teachers (uncertain)

Beware false pattern matching

– importance of mentor role.



Skinner's superstitious pigeons – entirely random rewards resulted in:

Bird 1 -- made counter clockwise turns in the cage, made two to three turns between reinforcements.

Bird 2 -- thrust its head into one of the upper corners of the cage.

Bird 3 -- Tossing response as if placing its head beneath an invisible bar and tossing it up.

Birds 4&5 -- pendulum motion of their heads and body -- head was extended forward and swung from right to left with a sharp movement followed by a somewhat slower return.

Bird 6 -- brushing movements directed toward but not touching the floor.

So why the differences?





IT'S POP QUIZ
TIME

Rules

Get a piece of paper (and a pen/pencil!)

Numbers 1 to 10 down the left

**Mark answer next to the number
(True /False)**

Which of the following
statements are based
on published research?

1. Children are less attentive after sugary drinks and snacks

2. Environments that
are rich in stimulus
improve the brains
of pre-school
children

3. Vigorous exercise
can improve mental
function

4. Short bouts of co-ordination exercises can improve integration of left and right hemispheric brain function

5. Differences in hemispheric dominance (left brain, right brain) can help explain individual differences amongst learners

6. There are no critical periods in childhood after which you can't learn some things, just sensitive periods when it's easier

7. Individual learners show preferences for the mode in which they receive information (e.g. visual, auditory, kinaesthetic)

8. Regular drinking of
caffeinated soft
drinks reduces
alertness

9. Individuals learn better when they receive information in their preferred learning style (e.g. visual, auditory, kinaesthetic)

10. Drinking less than 6-8 glasses of water a day can cause the brain to shrink

3. Vigorous exercise can improve mental function

6. There are no critical periods in childhood after which you can't learn some things, just sensitive periods when it's easier

7. Individual learners show preferences for the mode in which they receive information (e.g. visual, auditory, kinaesthetic)

8. Regular drinking of caffeinated soft drinks reduces alertness



Conclusions: In the absence of formal training, trainee teachers acquire their own ideas about brain function, many of which are potentially detrimental to their practice as teachers.

(Howard-Jones et al, 2009)

Research which tells us about the importance of ...
Research.

How would you
define “Research”?

re·search (rē-sûrch', rē-sûrĭch')

What research have you read recently?

How did you conduct your most recent research?

Open UP Study Skills

over 250,000 copies sold

Doing Your Research Project

A guide for first-time researchers
in education, health and social science

Fifth Edition



Judith Bell



STUDY SKILLS IN
EDUCATION

Success with your Education Research Project

John Sharp



www.routledge.com

What is “Research”?

research. 1.a. the systematic investigation into and study of materials, sources, etc, in order to establish facts and reach new conclusions.

b. an endeavour to discover new or collate old facts etc by the scientific study of a subject or by a course of critical investigation.

[Oxford Concise Dictionary]

Good researchers are...



Good researchers are...
Memory – organised
Positive & inquisitive
Focussed – know what
they re\ looking for

Good researchers are...

Objective

Tenacious

Dedicated

Interested – passionate

Open minded

Confident

Knowledgeable about
research methods and
their field

Ethical & caring

Not dismissive of
alternative viewpoint

Creative

Focussed

Realistic

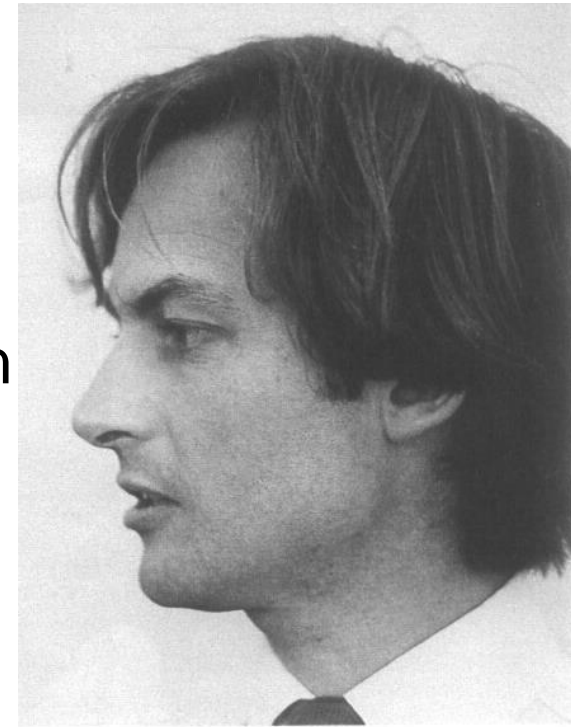


Dispassionate?

“I do remember one formative influence in my undergraduate life.

There was an elderly professor in my department who had been passionately keen on a particular theory for, oh, a number of years, and one day an American visiting researcher came and he completely and utterly disproved our old man’s hypothesis.

...



The old man strode to the front, shook his hand and said, “My dear fellow, I wish to thank you, I have been wrong these fifteen years”.

And we all clapped our hands raw.

That was the scientific ideal, of somebody who had a lot invested, a lifetime almost invested in a theory, and he was rejoicing that he had been shown wrong and that scientific truth had been advanced.”

Richard Dawkins



The Value of Research – for teachers

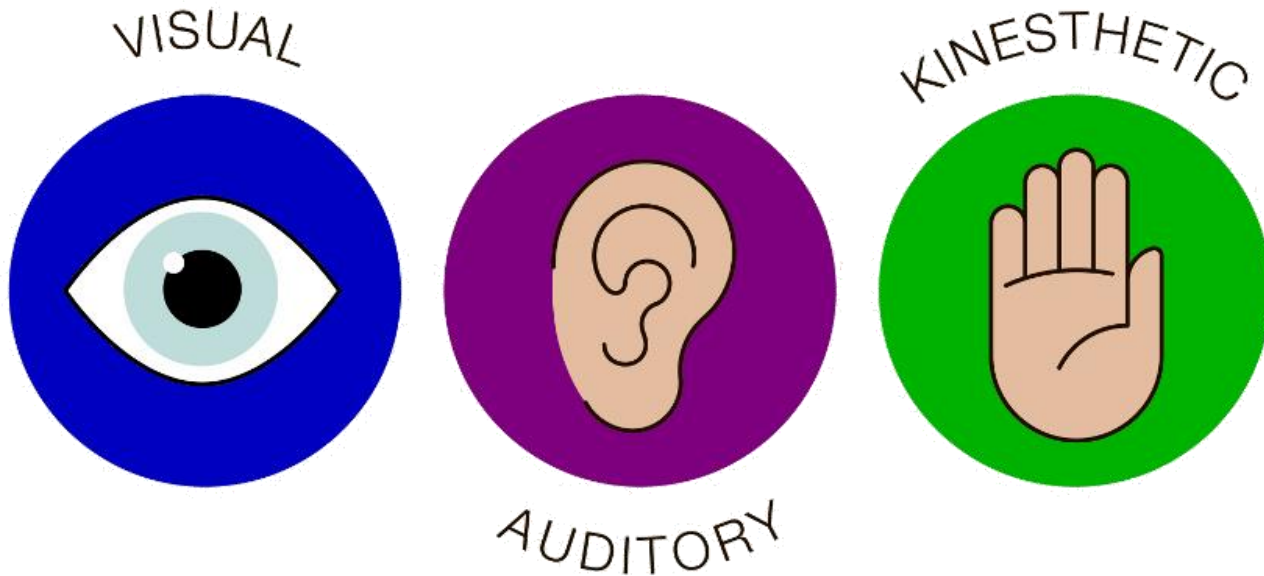
Making choices

Improving practice

Trying new things - innovation

Task 3 (Well it's a question really!)

Which Learning Style best describes the most effective way you learn?



“Within six weeks, I promise you, kids who you think can’t learn will be learning well and easily... The research shows that every single time you use learning styles, children learn better, they achieve better, they like school better.”

Rita Dunn, quoted by O’Neil (1990, 7) in Coffield (2004: 36)



“[...] after more than 30 years of educational research into learning styles there is no independent evidence that VAK, or indeed any other learning style inventory, has any direct educational benefits, suggesting valuable time and resources are being wasted.” Greenfield S (2007)

Should we be using learning styles?

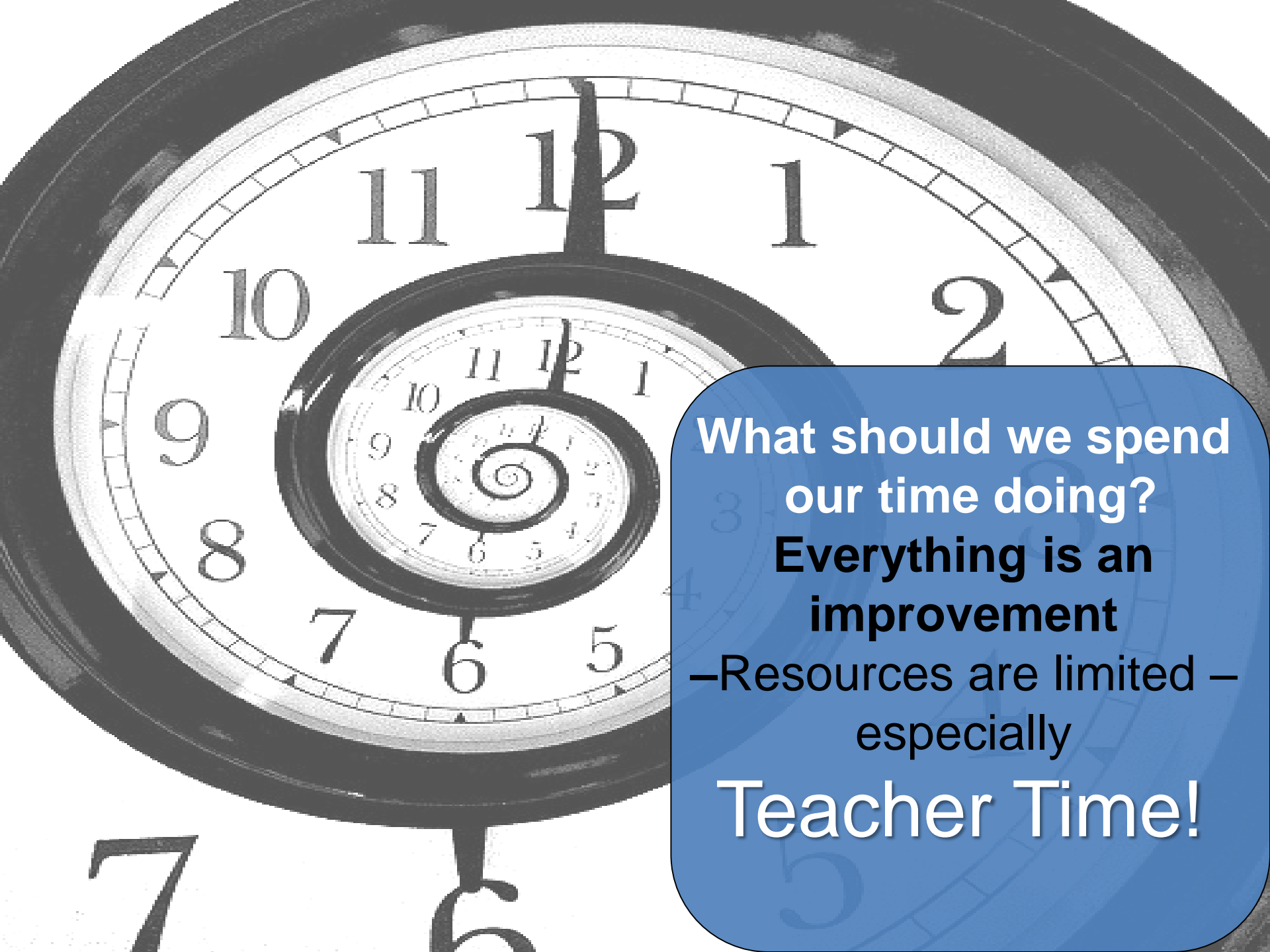
What research has to say to practice

learning
& skills
research
centre

Learning style instruments are widely used. But are they reliable and valid? Do they have an impact on pedagogy? This report examines 13 models of learning style and concludes that it matters fundamentally which model is chosen. Positive recommendations are made for students, teachers and trainers, managers, researchers and inspectors.

Coffield F, Moseley D,
Hall, E & Ecclestone K
(2004)

**Specific Research
Described Methodology
Robust & Valid**



What should we spend
our time doing?

**Everything is an
improvement**

–Resources are limited –
especially

Teacher Time!

FORMATIVE ASSESSMENT

Sharing Assessment Criteria	Effective Questioning
Effective Feedback	Pupil Peer & Self-evaluation

Inside The Black Box

Specific Questions:

1. Is there evidence that improving formative assessment raises standards?
2. Is there evidence that there is room for improvement?
3. Is there evidence about how to improve formative assessment?

YES!

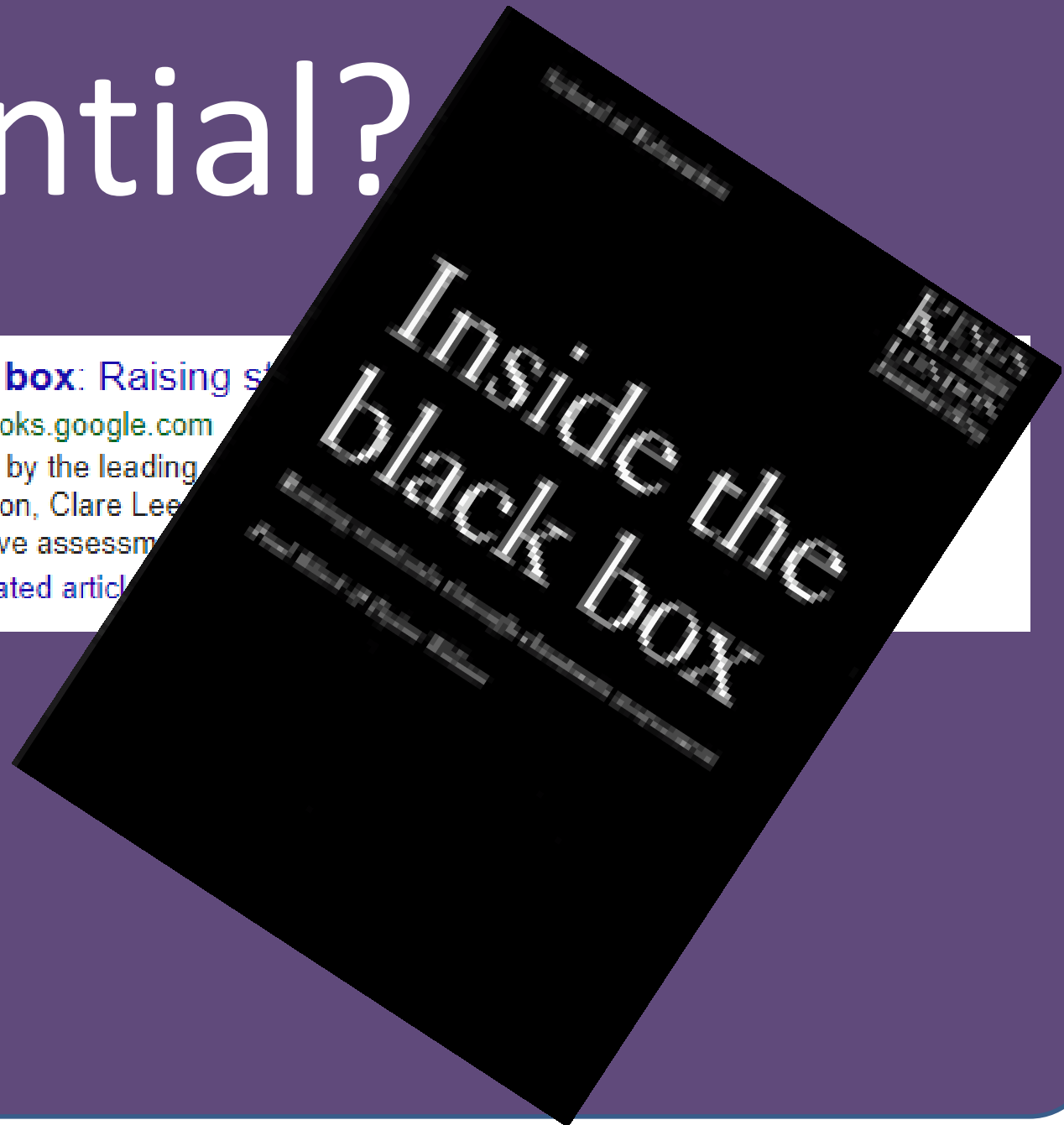
Influential?

[BOOK] **Inside the black box: Raising standards**

[P Black](#), [D William](#) - 2005 - [books.google.com](#)

Inside the Black Box is written by the leading
Dylan William, Christine Harrison, Clare Lee
indicates that effective formative assessment

☆ [99](#) Cited by 6708 [Related articles](#)



"BREAK TIME"



Question:

How do we get better marks in academic assignments?

How do we make good decisions about teaching strategies and what we do in the classroom?

(One possible) answer:

Read (and make use of) “Good Stuff”

Next Question:

What do we mean by read
(and make use of) “Good Stuff” ?

We are entering the territory of the
“Literature Review”



Why do a Literature review?



Why do a Literature review?



Lambert and Lines
Assessment Reform Group
Ofsted
QCA
Black et al



Formative and Summative Assessment



Why do a
Literature review?



Consensus
What is known / agreed?



Why do a
Literature review?



Disagreement / debate
To what extent? Balanced?

“Within six weeks, I promise you, kids who you think can’t learn will be learning well and easily... The research shows that every single time you use learning styles, children learn better, they achieve better, they like school better.”

Rita Dunn, quoted by O’Neil (1990, 7) in Coffield (2004: 36)



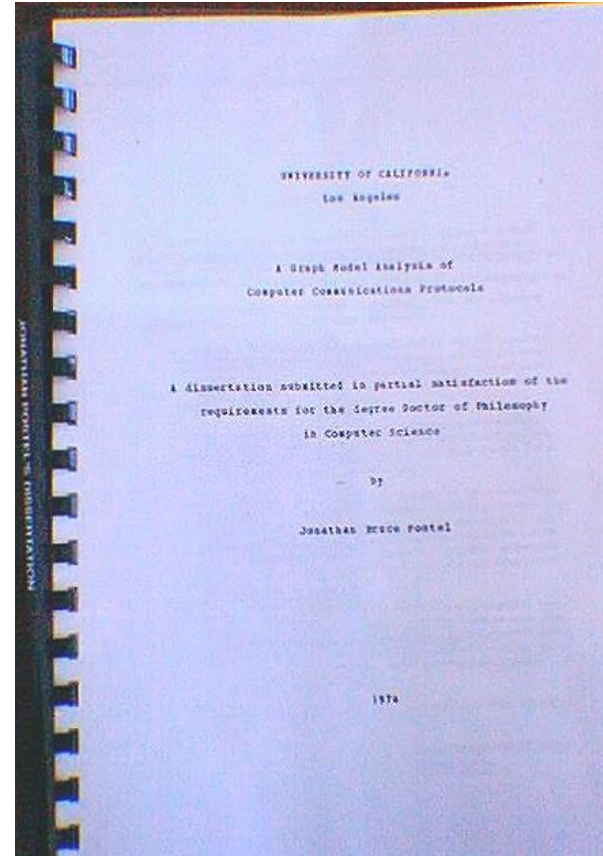
“[...] after more than 30 years of educational research into learning styles there is no independent evidence that VAK, or indeed any other learning style inventory, has any direct educational benefits, suggesting valuable time and resources are being wasted.” Greenfield S (2007)

Why do a Literature review?



Similarities

Differences



Your work

- Experts in different subject disciplines have different usage patterns and preferences for print or electronic [resources]. **There is no one right solution** for services or system design for every subject discipline.

- Both faculty and students use and like electronic resources and most readily adopt them if the sources are perceived as convenient, relevant, and time saving to their natural workflow.

- Users will read articles from a wide variety of journal titles and sources if available to them, although **most of the readings come from relatively few journals.**

- College and high school students use the Internet more than the library for research, and many believe they are more expert at searching than their teachers.

- Students exercise some quality judgments about materials they retrieve from the Internet, but **those quality judgments may not exactly match faculty members' criteria for quality.**

(Tenopir, 2003)



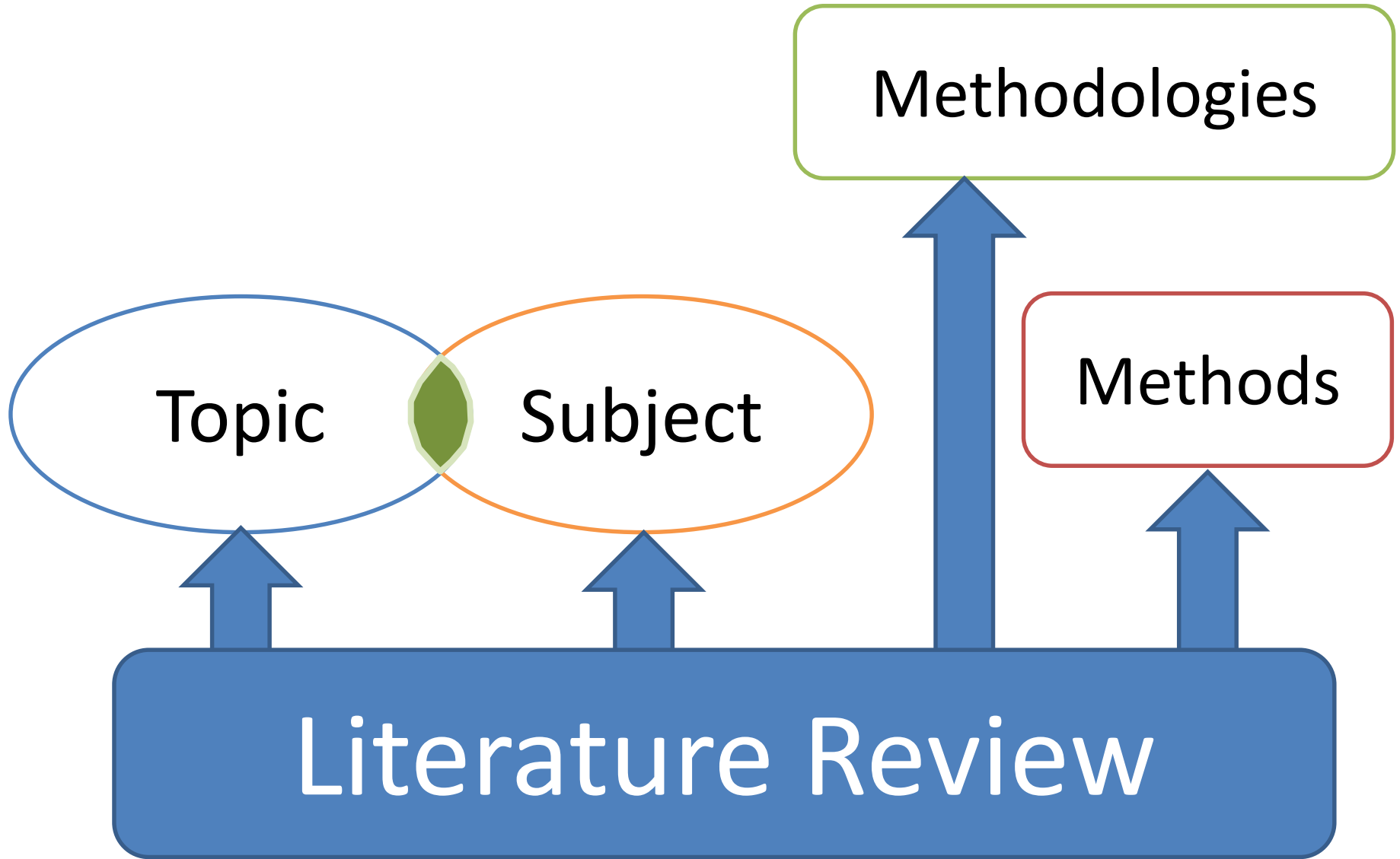
It's Okay to Be Different





Where might
we begin our
search?

visualdictionaryonline



Authority, Personal Bias, Commercial Bias and
'Attractive' Ideas

Question: Is VAK a useful tool?



Search

About 29,700,000 results (0.27 seconds)

Everything

Images

Maps

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News

Shopping

Books

More

▶ [Free **VAK** visual auditory kinesthetic learning styles test questionnaire](#)

www.businessballs.com › [self/personal development](#) +1

VAK Visual Auditory Kinesthetic learning styles free test for self assessment of learning style, and measurement of personal or employee learning styles.

[multiple intelligences - howard gardeners multiple intelligences ...](#)

www.businessballs.com › [human resources](#) +1

... interpretation according to the needs of the situation. In addition to ...

[+](#) [Show more results from businessballs.com](#)

[VAK](#)

www.brainboxx.co.uk/a3_aspects/pages/VAK.htm +1

VAK. (Visual-Auditory-Kinaesthetic), Returns to this page, Return to MAIN (index) page. Probably because of its simplicity and practicality, **VAK** theory is widely ...

[Visual, Auditory, and Kinesthetic Learning Styles \(VAK\)](#)

www.nwlink.com/~donclark/hrd/styles/vakt.html +1

29 May 2000 – The **VAK** learning style uses the three main sensory receivers: **Visual**, **Auditory**, and **Kinesthetic** (movement) to determine the dominant learning ...

[Vak - Wikipedia, the free encyclopedia](#)

en.wikipedia.org/wiki/Vak +1

VAK or **Vak** may refer to: Vāk, Hindu goddess of speech; **VAK** (Visual Auditory Kinesthetic) , a system of learning styles in NLP (neuro-linguistic programming) ...

Wigan, WN4 8BW, UK

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The web

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Any time

[Past hour](#)

[Past 24 hours](#)

Q. What's wrong with Business Balls?



[home](#) | [about/terms](#) | [contact](#) | [index](#) | [site map](#)

index examples

[acronyms and abbreviations for learning and fun](#)

[bloom's taxonomy of learning domains](#)

[body language - theory, signals, meanings](#)

[brainstorming - process and tips](#)

[business process modelling](#)

[career change planner tool and template](#)

[cliches, expressions and words origins](#)

[david grove's clean language methodology](#)

[diagrams and other free tools](#)

[emotional intelligence \(EQ\)](#)

[experiential learning - and guide to facilitating experiential activities](#)

['fantasticat' concept - for teaching and motivating young people](#)

[the four temperaments \(four humours\)](#)

[funny free posters](#)

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[home](#) » [human resources](#) » [howard gardner's multiple intelligences](#)

howard gardner's multiple intelligences

Howard Gardner's multiple intelligence theories model, [free multiple intelligences tests](#), and [VAK learning styles](#)



The Multiple Intelligences concepts and VAK ([or VARK or VACT](#)) learning styles models offer relatively simple and accessible methods to understand and explain people's preferred ways to learn and develop. Occasionally well-intentioned people will write that the use of such models and tests is wrong because it 'pigeon-holes' people, and ignores the point that we are all a mixture of styles and preferences, and not just one single type, which is true. Please remember that over-reliance on, or extreme interpretation of, any methodology or tool can be counter-productive.

In the case of the Multiple Intelligences model, and arguably to greater extent VAK (because VAK is such a simple model), remember that these concepts and tools are **aids** to understanding **overall** personality, preferences and strengths - which will almost always be a mixture in each individual person.

Therefore, as with any methodology or tool, use Multiple Intelligences concepts, VAK and other learning styles ideas with care and interpretation according to the needs of the situation.

In addition to the [VAK guide below](#), further VAK detail and VAK tests are available on the [VAK tests page](#).

multiple intelligences theory

Howard Gardner's Multiple Intelligence Theory was first published in Howard Gardner's book, Frames Of Mind (1983), and quickly became established as a classical model by which to understand and teach many aspects of human intelligence, learning style, personality and behaviour - in education and industry. Howard Gardner initially developed his ideas and theory on multiple intelligences as a contribution to psychology, however Gardner's theory was soon embraced by education, teaching and training communities, for whom the appeal was immediate and irresistible - a sure sign that Gardner had created a classic reference work and learning model.



VAK

(Visual-Auditory-Kinaesthetic)



Probably because of its simplicity and practicality, VAK theory is widely recognised by teachers - particularly those who advocate Accelerated Learning techniques - but the idea that we receive information via different "modalities" has been around considerably longer than that and can be traced back to the work of Grace Fernald (*"Remedial Techniques in Basic School Subjects"*) who promoted kinaesthetic learning techniques; Samuel Orton's work on dyslexia; Anna Gillingham's subsequent work on developing multisensory approaches; and the holistic educational philosophy of Maria Montessori.

Normally, we each have five senses. There is an increasing realisation that we respond subconsciously to our sense of smell. Aromatherapy is based on the principle that aromas can help to create mood. More simply, manufacturers of household products usually try to make them "smell nice". More subtly, perfumers make a living from concocting alluring and enticing odours. Recent research has shown that men and women produce pheromones (body odours) that enhance their attractiveness to the opposite sex in myriad subtle ways.

Similarly, our sense of taste is very important to us and is one of the first to be developed in the young. It is one of the reasons why babies put everything in their mouths (although they also use their mouths as a kinaesthetic sensory organ). Nevertheless, we do not normally associate our senses of smell and taste as being useful for communication purposes - leaving us with three methods (or modes) of receiving and processing information. This is often referred to as the VAK model.



Each of us has a natural preference for the way in which we prefer to receive, process and impart information. This is largely genetically determined but is also susceptible to development, particularly when we are young (whilst our neural pathways are still being established). There are various ways in which preferred processing modes become apparent and some simple ways in which we can enhance the effectiveness of our communication once we are aware of them. One way to detect a person's preferred processing mode is to watch their eye movements, particularly when they are thinking or answering a question.



Of course, in practice, it is not quite as simple as this. Additional factors affect eye movements - such as whether the person is trying to recall real or imaginary circumstances (in other words, are they telling lies?)

Authority ,
Accountability
and Bias

CREATIVE THINKING

MEMORY SKILLS

MULTIPLE INTELLIGENCES

VAK

LEARNING STYLES

HONEY & MUMFORD

PROBLEM-SOLVING

PROMOTING EFFECTIVE

THINKING SKILLS

THINKING MAPS

...how to make thinking visible

KINAESTHETIC LEARNING

...a hands-on approach



John Fewings is an innovative, flexible and experienced trainer who is as much at home with primary school children as he is with senior managers – and all stages in between. As a perceptive and skilled communicator, it is his ability to pitch to his audience that ensures the effectiveness of his training sessions, which are interactive, engaging and thought-provoking. All of John's training sessions and events are designed to appeal to the full range of learning styles - you would expect nothing less - and are full of practical ideas delivered in a style that is both inspirational and fun.

Staff training

Classroom workshops

Demonstration lessons

In-class support

Student sessions

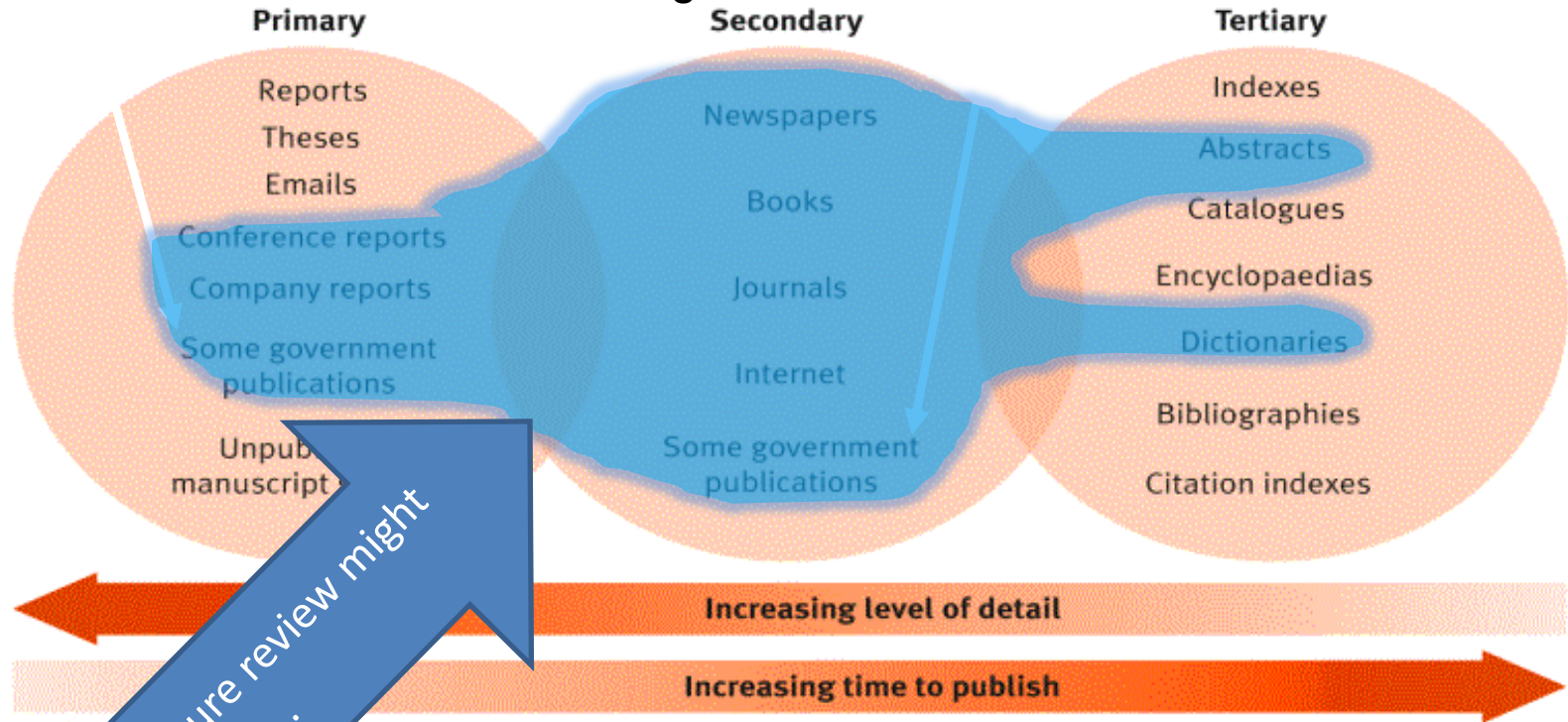
Parents' workshops

www.brainboxx.co.uk

Sources of data

A School Ofsted Report

General Ofsted Report
e.g. Behaviour in 2017



A typical literature review might cover...

Saunders, Lewis and Thornhill, Third Edition

Authority,
Accountability
and Bias

Appendix 2: Databases, web sites and journals used

Abstract databases:

- ASSIA: Applied Social Sciences Index and Abstracts (CSA Illumina)
- Australian Education Index (Dialog DataStar)
- British Education Index (Dialog DataStar)
- Computer and Information Systems Abstracts (CSA Illumina)
- Educational Research Abstracts Online
- ERIC (CSA Illumina / Dialog DataStar)
- Social Sciences Citation Index (Web of Knowledge)

Full-text databases:

- ACM Digital Library
- Cambridge Journals
- EdITLib Digital Library for Information Technology and Education (AACE)
- Emerald
- IEEE Xplore
- Informaworld
- Ingenta Connect
- MetaPress
- SAGE Full-text Journal Service
- ScienceDirect
- SpringerLink
- Teacher Reference Centre (EBSCO Host Research Databases)
- Wiley InterScience

Other services:

- BUBL Education (bubl.ac.uk/Link/e/educationlinks.htm)
- Directory of Open Access Journals (www.doaj.org/)
- Education-line (www.leeds.ac.uk/bei/)
- Google Scholar (scholar.google.co.uk)

Journals:

- Australasian Journal of Educational Technology (<http://www.ascilite.org.au/ajet/ajet.html>)
- ALT-J (Informaworld)
- British Educational Research Journal (Informaworld)
- British Journal of Educational Technology (Wiley Interscience)
- Computers & Education (Sciencedirect)
- Computers in the schools (Informaworld)
- Distance Education (Informaworld)
- E-Journal of Instructional Science and Technology (<http://www.usq.edu.au/e-JIST/>)
- E-Learning (<http://www.words.co.uk/elea/>)
- Educational Media International (Informaworld)
- Educational Technology Research and Development (SpringerLink)

- Educational Technology Review (<http://www.aace.org/pubs/aacej/>)
- Electronic Journal of E-Learning (<http://www.ejel.org/>)
- European Journal of Open, Distance and E-learning (<http://www.eurodl.org/>)
- Information, Communication and Society (Informaworld)
- Interactive Learning Environments (Informaworld)
- Interactive Technology and Smart Education (Emerald)
- International Journal of Emerging Technologies in Learning (<http://www.online-journals.org/i-jet>)
- Journal of Computer Assisted Learning (Wiley Interscience)
- Journal of Educational Computing Research (MetaPress)
- Journal of Educational Technology and Society (<http://www.ifets.info/>)
- Learning, Media and Technology (Informaworld)
- Open Learning (Informaworld)
- Technology, Pedagogy and Education (Informaworld)
- The Internet and Higher Education (ScienceDirect)

Web sites:

- BBC (www.bbc.co.uk)
- Becta (www.becta.org.uk)
- CERUK (www.ceruk.ac.uk)
- DCFS (www.dcsf.gov.uk)
- DENI (www.deni.gov.uk)
- E-learning alliance (www.elearningalliance.org)
- The elearning network (<http://www.elearningnetwork.org/>)
- European Commission (cordis.europa.eu/home_en.html)
- European SchoolNet (www.eun.org/portal/index.htm)
- Futurelab (www.futurelab.org.uk)
- The Guardian (education.guardian.co.uk/elearning/)
- The Innovation Unit (www.innovation-unit.co.uk)
- JISC e-learning focus (www.elearning.ac.uk/)
- LTS (www.ltsotland.org.uk)
- NAACE (www.naace.org)
- NFER (www.nfer.ac.uk)
- QCA (www.qca.org.uk)
- Schoolnet Global (www.schoolnetglobal.com)
- TDA (www.tda.gov.uk)
- Teacher Training Resource Bank (www.ttrb.ac.uk)
- The TES (www.tes.co.uk)
- UFI (www.ufi.com/home/default.asp)
- UNESCO (www.unesco.org)
- Uniservity (www.uniservity.com)

Note the mix of sources.
Do they seem “authoritative / academic?”

Whitton (2009)

Review of the Research Literature
on the Impact of Multimedia
Revision Web Materials
Report for the BBC



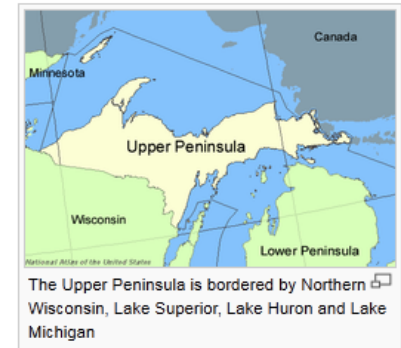
WIKIPEDIA
The Free Encyclopedia

Hoaxes

The **Upper Peninsula War** (1843-1844; also known as the **Canadian - Michigan War**) was the conflict between the State of **Michigan** and **Canada** over a disputed territorial line in the **Upper Peninsula**, which led to a secession attempt by the governor of Michigan, **Epaphroditus Ransom**. The **boundary dispute** arose out of ambiguous and conflicting mappings of the region, which set the **St. Mary's River** through, what is known now as the Upper Peninsula. Governor Ransom feared that the Canadian government would attempt to reclaim sovereignty over the Upper Peninsula. He also feared threats from U.S. President **John Tyler** to remove him from office. These two political insecurities lead to a brutal crackdown on Canadian residents of Michigan and Ransom's declaration of independence titled 'The Cause for Independence'.

The disputed boundary line was set shortly after the **War of 1812**. During the war of 1812 British Troops captured what was then the **Michigan Territory** and sovereignty of the territory was briefly returned to Upper Canada. Control of the territory was only restored to the **United States** after the **Treaty of Ghent**, which implemented the policy of "Status Quo Ante Bellum" or "Just as Things Were Before the War". However, true sovereignty of the Upper Peninsula and the islands in the **St. Clair River** remained contested. After Michigan was awarded the Upper Peninsula as a consolation for its losses in the **Toledo War**, the issue of sovereignty was reignited.

In 1840, when large mineral deposits (**copper** and **iron**) were discovered in the area, **French-Canadians** began to migrate to the region en masse. Some French-Canadian **separatists** began to secretly fund the new immigrants to the region – organizing them into regional militias. Michigan Governor Epaphroditus Ransom feared, after being informed of the secret militia funding that the Canadian government was attempting to annex the region. On **February 26, 1843**, Governor Ransom mobilized a militia force to move into the region. He ordered the militia commanders to crack down on all Canadian citizens and secure the Upper Peninsula borders against a full-fledged Canadian incursion. This troop mobilization lead to a brutal crackdown in the Upper Peninsula – specifically in the towns of **St. Ignace** (on the south-western edge) and **Rudyard** (on the eastern border). The conflict was only ended with the capture of Governor Ransom by federal troops on **April 1, 1843**.



Contents [\[hide\]](#)

- 1 Origins
- 2 History of Michigan's independence movement
- 3 Prelude to the conflict
- 4 War
 - 4.1 Presidential intervention
 - 4.2 The cause for independence
 - 4.3 The Rudyard Massacre
 - 4.4 Battle of the Upper Ridge
 - 4.5 Capture of Epaphroditus Ransom
- 5 Footnotes
- 6 References

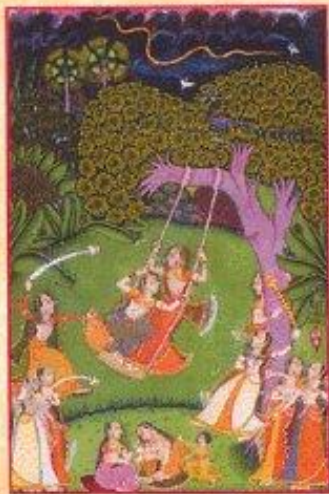
Origins

With the passing of the **Act of Union** (1840), by the **Parliament of the United Kingdom**, **Upper Canada** and **Lower Canada** where joined into the **Province of Canada**. With the proclamation of the act, on **February 10, 1841**, Upper Canada and Lower Canada became, respectively, **Canada West** and **Canada East**. This was the beginning of the implementation of **Lord Durham's Report**.

In 1838, Lord Durham was assigned the task of investigating the causes of the **Rebellions of 1837-1838**. The problem, Durham concluded, was essentially animosity between the British and the French inhabitants. For

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Alan Titchmarsh is latest victim of Wikipedia pranksters

Alan Titchmarsh has become the latest victim of Wikipedia pranksters who claim he has published a version of the Kama Sutra.

 4  1  0  0  5  Email



British society is frightened of gardening, says Alan Titchmarsh Photo: PA

The TV gardener's entry on the web encyclopaedia also falsely states that he is trustee of a charity called Gardens for Squats.

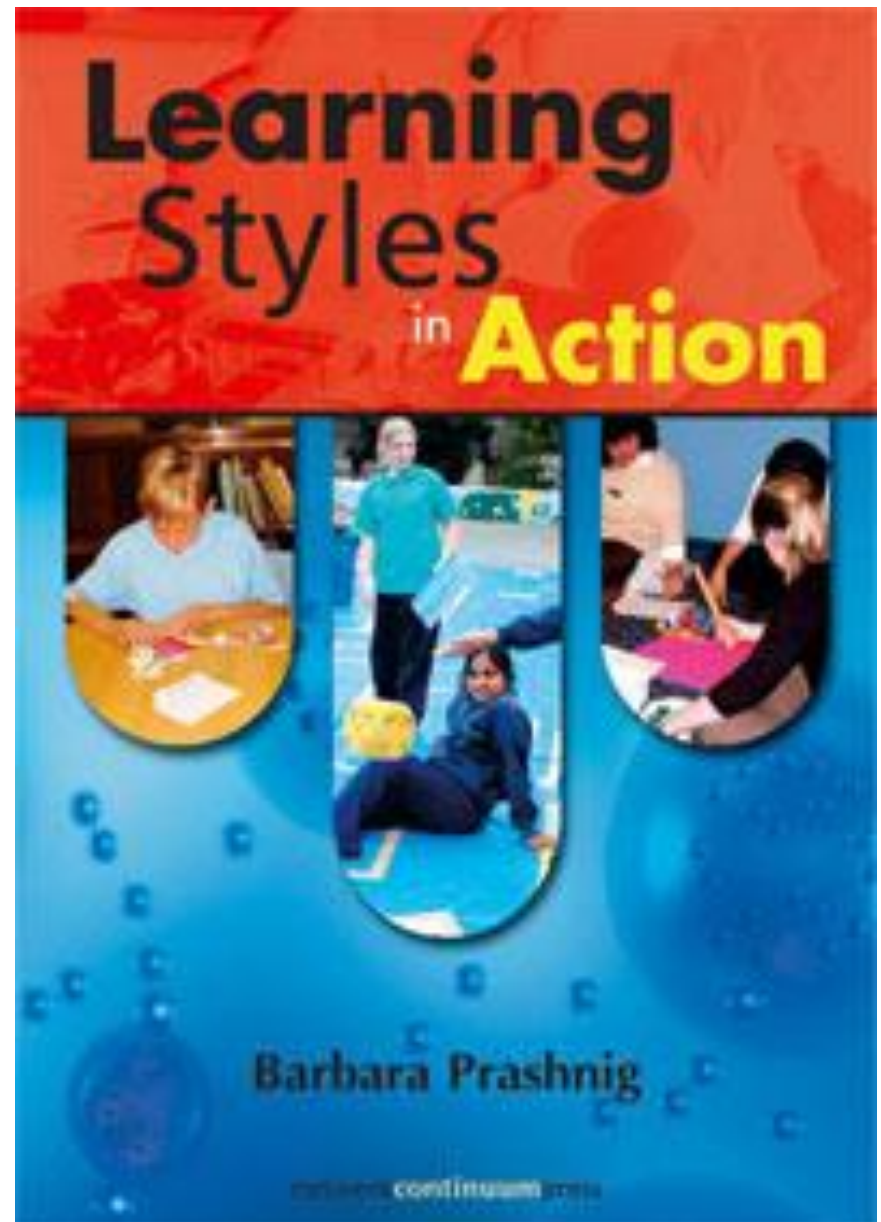
The roots of the hoax could lie with an award Titchmarsh once won with one of his novels for the worst sex scene in a book.

But he denied the suggestion he had devoted a work to sexual positions as "embarrassing and wrong".

Titchmarsh said: "I know about the Wikipedia entry. It's full of wrong facts".

To conclude Titchmarsh stated: "I do not have a new version of the Kama Sutra being published!"

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What is the value of newspapers / outlets?



Single-Sex Education Is Assailed in Report

by TAMAR LEWIN
Published: September 22, 2011

Single-sex education is ineffective, misguided and may actually increase gender stereotyping, a paper to be published Friday asserts.

Readers' Comments

Readers shared their thoughts on this article.

[Read All Comments \(77\) »](#)

The report, "The Pseudoscience of Single Sex Schooling," to be published in Science magazine by eight social scientists who are founders of the nonprofit [American Council for CoEducational Schooling](#), is likely to

start a new round of debate and legal wrangling about the issue. The report asserts that "sex segregation is often justified by claims rather than evidence, but the strongest evidence suggests that

French and German, Somali and Albanian

letters | Published in TES magazine on 23 September, 2011 | By: Dr Raymonde Sneddon

Section: letters

On 26 September, it is European Day of Languages (Resources, 16 September). However, while pupils in other European countries learn two new languages, language learning in the UK is in serious decline.

While we find it difficult to motivate pupils to study French and German, young people in east London are campaigning to make qualifications available in a wider range of languages. They speak community languages such as Somali or Albanian as well as English, and are keen to study these languages and use them in their future careers. Four recent studies funded by the Economic and Social Research Council show how pupils gain the cognitive, linguistic and social advantages of bilingualism.

We urge the coalition Government to engage in constructive dialogue with young people and their communities and make qualifications available in a wider range of languages. The UK's unique language resources could then benefit the country's economy, particularly in a global trading context. We need to celebrate the linguistic talent of all our citizens.

You are in: Education

Monday, 17 June, 2002, 04:00 GMT 05:00 UK

Water coolers to help pupils think



Children's attention span suffers without water

A campaign has been launched in Yorkshire schools to encourage children to drink more water to increase their concentration.

Studies have found that children who are dehydrated do not work as well in the classroom as those who have drunk the recommended eight glasses of water a day.

Yorkshire Water has run a pilot project in Leeds in which water coolers were put in three schools.

There was a significant increase in the amount of water the children drank and the company now plans to put the coolers in every primary school in Yorkshire over the next three years.

"The time has come to take the tap water out of the toilets"

Kevin White
Yorkshire Water



the guardian

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Open thread

Series: Open thread

Do single-sex schools lead to sexism?

Tell us how you think your experiences at single-sex or mixed schools have affected your attitude to the opposite gender

Open thread
guardian.co.uk, Friday 23 September 2011 13.24 BST
Article history

- News Front Page
- World
- UK
- England
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- Scotland
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- Business
- Entertainment
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- Health
- Education
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- Help

Learning styles

magazine article | Published in TES Newspaper on 4 November, 2005 | By: Steven Hastings

Rating: ★★★★★3.5 average rating

Section: magazine article



Your weekly guide to a whole-school issue

The concept of learning styles has become a cornerstone of good practice.

It's endorsed by the Government, reinforced by local authorities and taught at teacher training centres across the country. Every newly qualified teacher enters the classroom trained to tell a visual learner from an auditory one. But the backlash has started, with academics claiming that many of the resources on the market are unproven; at best a waste of time and money, at worst a potential stumbling block to children's progress. So how important is it to understand learning styles?

Keeping it simple

The basic theory of learning styles is straightforward. The central principle is that children learn in different ways. Enthusiasts of learning styles claim that everyone has a preferred style and it is possible to test children to determine their preferences. Having established those preferences, the teacher should take account of them and alter his or her approach accordingly.

Making it complicated

The learning styles movement can be traced back to 1982 and the launch in the UK of the Honey &

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Meanwhile, a review of research into learning styles by the Government's ICT-in-education agency Becta offers a similar warning, claiming that "there is no secure evidential base to support any one theory". Or, as Professor Guy Claxton of the University of Bristol puts it, the idea of children having different learning styles is based on "neuro-babble and phoney science". (Hastings, 2005).

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[VAK or VAK-uous? Towards the trivialisation of learning and the death of scholarship](#)

J Sharp, R Bowker... - *Research Papers in Education*, 2008 - [ingentaconnect.com](#)

... Against this background, and in this position article, we consider the recent rise in interest in the concept of learning styles as **VAK** (**visual**, auditory, kinaesthetic) in primary schools in England and Wales and begin to identify and interrogate some of the more unorthodox claims ...

[Cited by 9](#) - [Related articles](#) - [All 7 versions](#)

[\[doc\] Learning styles](#)

M Conner... - Retrieved November, 2000 - [communityhealthcorps.org](#)

... book addresses. **VAK=Visual/Auditory/Kinesthetic**, VAK+ refers to models that look at **VAK** + other modes, MI=Multiple Intelligences, MS=Mind Styles, MBTI=Myers Briggs, PG=Psycho-Geometrics, LSI=Learning Styles Indicator. ...

[Cited by 12](#) - [Related articles](#) - [View as HTML](#)

[\[DOC\] from communityhealthcorps.org](#)

[Neuromythologies in education](#)

J Geake - *Educational Research*, 2008 - Taylor & Francis

... and Brain Gym. Prominent examples of neuromythologies of the latter include: left- and right-brained thinking; **VAK** (**visual**, auditory and kinaesthetic) learning styles; and water as brain food. Characteristically, the evidential basis ...

[Cited by 23](#) - [Related articles](#) - [BL Direct](#) - [All 9 versions](#)

[\[PDF\] from westga.edu](#)

[\[CITATION\] Introduction to learning styles](#)

ML Conner - *Ageless Learner*, 1997

[Cited by 8](#) - [Related articles](#)

[Learning objects \(LO\) aligning different learning styles](#)

J Schreurs... - 2006 - [uhdspace.uhasselt.be](#)

... There are various instruments used to determine a student's learning style. 2.2. **VAK** (**Visual**, Auditory, Kinaesthetic) learning styles and presentation of learning content combining those 3 learning styles 2.2.1. Introduction The ...

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What's so great about
journals?

VAK or VAK-uous? Towards the trivialisation of learning and the death of scholarship

Authors: Sharp, John¹; Bowker, Rob²; Byrne, Jenny³

Source: [Research Papers in Education](#), Volume 23, Number 3, September 2008 , pp. 293-314(22)

Publisher: [Routledge, part of the Taylor & Francis Group](#)

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Abstract:

Developments within education, psychology and the neurosciences have shed a great deal of light on how we learn while, at the same time, confirming for us all that learning is a profoundly complex process and far from understood. Against this background, and in this position article, we consider the recent rise in interest in the concept of learning styles as VAK (visual, auditory, kinaesthetic) in primary schools in England and Wales and begin to identify and interrogate some of the more unorthodox claims frequently used to legitimise and lend support to its validity. Through the casual acceptance and promotion of VAK, and its often wider association with the notions of accelerated and brain-based learning, it is our assertion that the complexity of learning is becoming increasingly trivialised and scholarship at all levels within certain sectors of the education community compromised.

Keywords: [VAK](#); [learning styles](#); [accelerated learning](#); [brain-based learning](#)

Document Type: Research article

DOI: 10.1080/02671520701755416

Affiliations: 1: Bishop Grosseteste University College, Lincoln, UK 2: School of Education and Lifelong Learning, University of Exeter, UK 3: School of Education, University of Southampton, UK

Publication date: 2008-09-01



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Research Papers in Education. Available at:

<http://www.tandf.co.uk/journals/routledge/02671522.html> [Accessed 29th January 2015].

Appendix 1: Keywords and queries used

The following keywords were used as the basis for the search strategy:

Age range:	key stage 3, key stage 4, school children, young people, secondary, GCSE
Purpose of resource:	revision, support
Nature of resource:	interactive, multimedia, rich media
Mode of delivery:	e-learning, e-resources, online learning, online resources, web-based learning
Evidence sought:	achievement, attainment, effect, impact, practice, usage, use
Other:	BBC bitesize, ability, disability, free school

The following queries formed the core for the search strategy:

```
"BBC bitesize" OR "interactive online" OR ("multimedia" OR "rich media") AND ("revision" OR "support") AND ("achievement" OR "attainment" OR "effect" OR "impact" OR "practice" OR "usage" OR "use") AND school
```

```
online AND revision AND (interact* OR school)
```

```
(interact* OR multimedia OR "rich media") AND (revision OR support) AND (achievement OR attainment OR effect OR impact OR practice OR usage OR use)
```

```
(impact OR effect) AND ("online learning" OR e-learning) AND (ability OR community OR diversity OR gender OR ethnicity OR disability OR "free school meals" OR "social class" OR "learning difficulties")
```

```
("key stage 3" OR "key stage 4" OR "school children" OR "young people" OR "secondary" OR "GCSE") AND ("revision" OR "support") AND ("interactive" OR "multimedia" OR "rich media" OR "e-learning" OR "e-resources" OR "online learning" OR "online resources" OR "web-based learning") AND ("achievement" OR "attainment" OR "effect" OR "impact" OR "practice" OR "usage" OR "use")
```

```
(support OR revision) AND (interactive OR multimedia OR "rich media") AND (impact OR effect OR use) AND school
```

```
("key stage 3" OR "key stage 4" OR "school children" OR "young people" OR "secondary" OR "GCSE") AND ("e-learning" OR "e-resources" OR "online learning" OR "online resources" OR "web-based learning") AND ("achievement" OR "attainment" OR "effect" OR "impact" OR "practice" OR "usage" OR "use")
```



Structure of casting a search term net vs the hopefulness of Hook a Duck internet searches.

Whitton (2009)
Review of the Research
Literature on the Impact of
Multimedia Revision Web
Materials
Report for the BBC

Remember an internet search for:

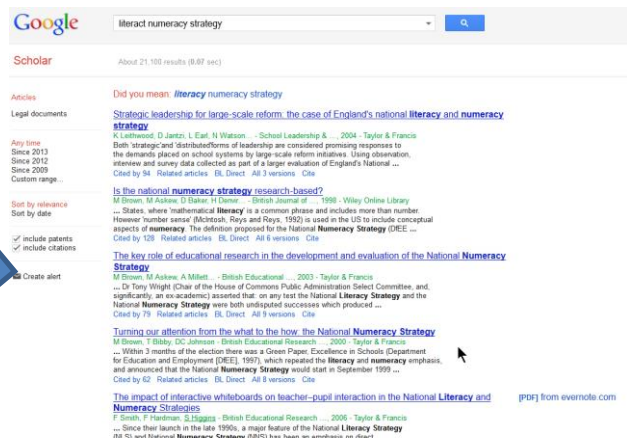
English Language

“English Language”

English +Language

Will all produce a different set of results!

Yes there will be some overlap, but they will include different results.....

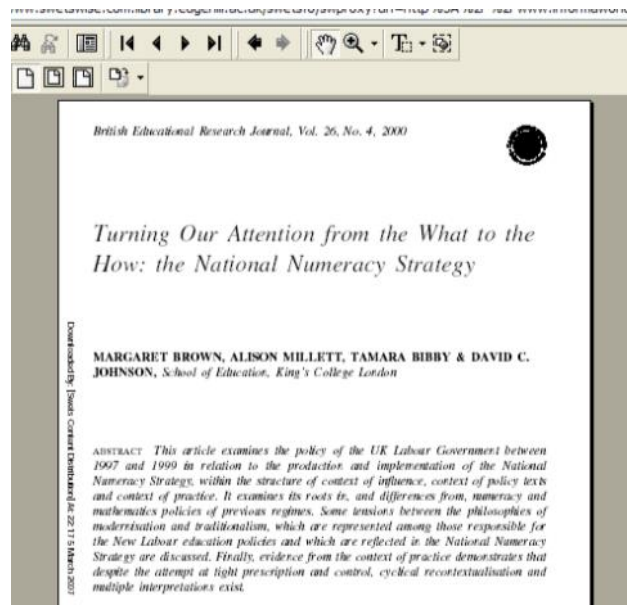
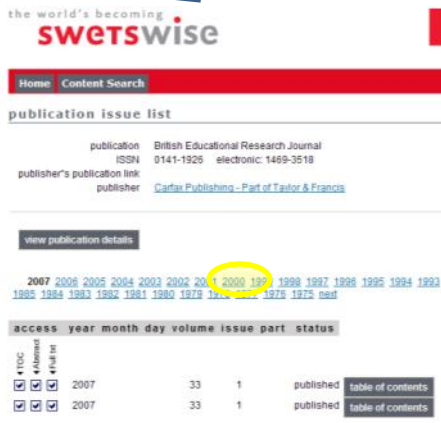


Turning our attention from the what to the how: the National Numeracy Strategy
 M Brown, T Bibby, DC Johnson - British Educational Research ... 2000 - Taylor & Francis
 ... Within 3 months of the election there was a Green Paper, Excellence in Schools (Department
 for Education and Employment [DfEE], 1997), which repeated the literacy and numeracy emphasis,
 and announced that the National Numeracy Strategy would start in September 1999 ...
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→

Learning styles and pedagogy in post-16 learning

A systematic and critical review

learning
& skills
research
centre

This report critically reviews the literature on learning styles and examines in detail 13 of the most influential models. The report concludes that it matters fundamentally which instrument is chosen. The implications for teaching and learning in post-16 learning are serious and should be of concern to learners, teachers and trainers, managers, researchers and inspectors.

When you find a good source – use it's reference list to follow-up ideas.

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Objectives

By the end of this session you should be able to:

- Understand some of the reasons why researchers undertake research!
- Give reasons why teachers (and trainee teachers) should engage in research
- Determine the academic rigor of research (and other published materials)
- List limitations of research you might encounter as students, trainee teachers and qualified teachers



Above all: Be Organised !!



I AM A VICTIM OF
MY OWN ADMINISTRATION

A black and white close-up portrait of Albert Einstein, showing his characteristic wild hair and mustache. He is looking slightly to the right of the camera with a thoughtful expression. The background is dark, making his face the central focus.

**“ The important thing
is to never stop
questioning. ”**

Albert Einstein

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That's all Folks!

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- http://scholar.google.co.uk/scholar?hl=en&client=firefox-a&rls=org.mozilla:en-GB:official&q=windy%20day%20school%20behaviour&gs_sm=e&gs_upl=17467117467101178421110101010124112410.1110&um=1&ie=UTF-8&sa=N&tab=ws – see BERA and follow “cited by”
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