



**University of
Sunderland**

Hidson, Elizabeth (2024) Developing an inclusive research culture with trainee teachers: the Sunderland Reflective Action in Education project (SunRAE). In: USCIL Inclusive Learning Festival, 17 Sep 2024, University of Sunderland. (Unpublished)

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/18168/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Sunderland Reflective Action in Education (SunRAE)

Dr Elizabeth Hidson

International Initial Teacher Training Team

Research & Knowledge Exchange Fellow

@DrHidson | @PGCEIDL



Research and
Knowledge Exchange

International Initial Teacher Training

PGCEs in Education & Early Years Teaching

One academic year – 36 weeks

International schools around the world

4 modules including assessed teaching and subject studies

Two Level 7 MA research modules: case study and action research

650+ trainees per year in two cohorts

Students graduate and take their learning with them...



CHALLENGES - #DistanceNotDistant

1. We are proudly and unapologetically **international**
2. We have a **multi-cohort, 36-week** suite of programmes
3. Our students graduate, taking their learning with them – how do we **invest this knowledge** back into our programmes?
4. How do we develop a **community of practice**?
5. How to enhance **student engagement** and build in all the **#DistanceNotDistant** features that we LOVE?



UNIVERSITY OF SUNDERLAND

A GLOBAL FACULTY OF EDUCATION AND SOCIETY



CONFERENCE



JOURNAL



PODCAST



**University of
Sunderland**

OUR PARTNERSHIPS AROUND THE WORLD



SUNRAE

Sunderland University
Reflective Action in Education



VICE-CHANCELLOR'S
TEACHING FELLOWSHIP AWARDS

University of
Sunderland

VCTF
VICE-CHANCELLOR'S
TEACHING FELLOWSHIP AWARDS



SUNRAE

Sunderland University
Reflective Action in Education

SunRAE is a University of Sunderland
partnership project devoted to research in
international education.

WP.SUNDERLAND.AC.UK/SUNRAE
SUNRAE@SUNDERLAND.AC.UK

PODCAST

CONFERENCE

JOURNAL

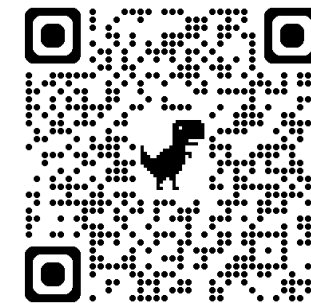


Why SunRAE?

RESEARCH CULTURE:

Teaching has been changing and the expectation is that schools adopt a culture of research.

We wanted to strengthen partnership with schools.



University of
Sunderland

Research and
Knowledge Exchange

Why SunRAE?

DISSEMINATION:

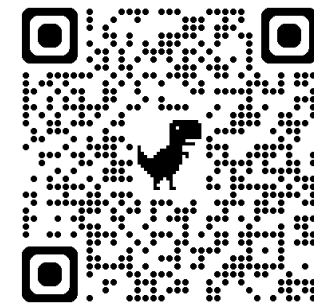
Our international presence means that we are building up a bank of knowledge about transnational educational practices that literally had no dissemination outlet.

We wanted to create a platform to showcase effective practice internationally.



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

Research and
Knowledge Exchange

Why SunRAE?

PEER-LEARNING:

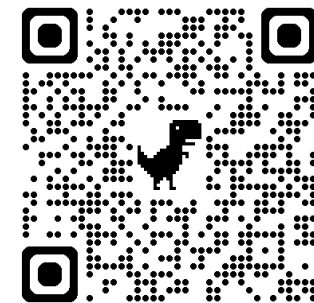
Students are hungry for real-world examples of educational research that has an impact in schools and regions like theirs.

We wanted to help our students to learn from their more knowledgeable peers.



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

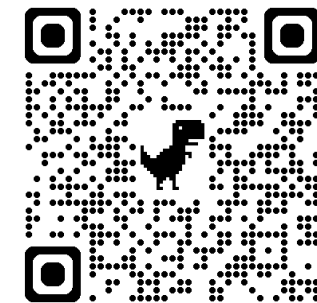
Research and
Knowledge Exchange

Why SunRAE?

STUDENT ENGAGEMENT:

Student engagement has traditionally been challenging for off-campus students. They do not have access to the same level of student engagement opportunities as on-campus peers.

We wanted to foster a deeper sense of belonging.



University of
Sunderland

Research and
Knowledge Exchange

Why SunRAE?

TECHNOLOGY:

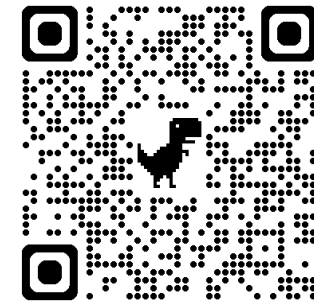
Given that our entire programme is reliant on technology, we have to maximise what it offers.

We wanted to harness the momentum provided by hybrid learning to dissolve the barriers to student engagement.



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

Research and
Knowledge Exchange

HOW?



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

Research and
Knowledge Exchange

Welcome to #rEDRugby!

Please see the introductory speeches by Gareth Parker-Jones (Head of Rugby School) and Jude Hutton (organiser of #rEDRugby).

Below you will find a schedule of sessions. If you have not been provided you may have missed a recording of the talk.

Thank you for being part of it!

Welcome
09:00 - 09:10

Session 1
09:10 - 09:50



HOME GET INVOLVED JOURNAL CONFERENCE PODCAST RESEARCH CONTACT

Relations of Knowledge: Why the term "hierarchical" can't do everything we want it to in curriculum thinking
presented by Ruth Ashbee
Leadership

The Stories We Tell Ourselves About Schools
presented by Matthew Evans
Leadership

Organising Ideas: thinking by hand, extending the mind
presented by Oliver Caviglioli
Leadership

The Data Delusion and Educational Research Design.
presented by Joa Nutt
Leadership

Memory: what every language teacher should know.
presented by Steve Smith
MFL

What do parents want schools?
presented by Karen Walker
SEND



Homework!

SURE

Sunderland Repository records the research produced by the University of Sunderland including practice-based research and theses.

Login Search SURE Search

Sunderland Student Law Journal Issue 1

Ali, Lyndsey, Anderson, Rhys, Christie, Laura, May, Rebecca, Pitcaim, Sean and Spontzari, Cirini (2020) Sunderland Student Law Journal Issue 1. ISSN: 2634-193X. University of Sunderland.

Item Type: Other

Abstract

The University of Sunderland Student Law Journal provides students with an opportunity to present their work to faculty members and peers, and aims to invigorate both undergraduate and postgraduate law students' active participation in the community of legal scholars. The Journal unites students and staff by helping students to engage in the publishing process with support and guidance from experienced members of academia.

The peer-reviewed, open-access journal, is devoted to legal research and is a platform to publish notes, case comments and papers. The journal is also interested in any proposals to draft and/or amend the existing laws. Our Law students are invited to submit papers, articles and case comments engaging with any area of law.

Image (JPEG) (Cover image)
SSLJ Cover.jpg
Download (348kB) | Preview

PDF (Introduction and table of contents)
Sunderland Student Law Journal Cover, introduction
Available under License Creative Commons
Download (194kB) | Preview

MARINO
MARINO INSTITUTE OF EDUCATION

An Exploration of the Factors that Influence the Inclusion of Pupils with Special Educational Needs in Mainstream Primary Schools
Catherine White
B.Ed. (2020) Marino Institute of Education

INTRODUCTION
The underlying aim of this research is to explore the factors that influence the inclusion of pupils with special educational needs in mainstream primary schools. The focus is on the legislative and policy framework for inclusion in education in England. The aim is to identify the factors that influence the inclusion of pupils with SEN in mainstream primary schools. The research is exploratory in nature, aiming to identify the factors that influence the inclusion of pupils with SEN in mainstream primary schools. The research is exploratory in nature, aiming to identify the factors that influence the inclusion of pupils with SEN in mainstream primary schools.

RESEARCH QUESTION
The research question is: What factors influence the inclusion of pupils with special educational needs in mainstream primary schools?

METHODOLOGY
The method of research employed in this research was a qualitative approach. The research was exploratory in nature, aiming to identify the factors that influence the inclusion of pupils with SEN in mainstream primary schools. The research is exploratory in nature, aiming to identify the factors that influence the inclusion of pupils with SEN in mainstream primary schools.

CONCLUSIONS
The research has identified several factors that influence the inclusion of pupils with SEN in mainstream primary schools. These factors include: the attitudes of staff, the attitudes of parents, the attitudes of pupils, the attitudes of the community, and the attitudes of the government. The research has identified several factors that influence the inclusion of pupils with SEN in mainstream primary schools.

REFERENCES
1. Haines, C. (2018) 'Inclusion in Education: A Review of the Evidence', Department for Education, London.
2. Haines, C. (2018) 'Inclusion in Education: A Review of the Evidence', Department for Education, London.
3. Department for Education (2015) 'SEND Code of Practice: 0 to 25 years', London.
4. Department for Education (2015) 'SEND Code of Practice: 0 to 25 years', London.

CONTACT
Catherine White
Marino Institute of Education
Email: whitec@marino.ac.uk



UNIVERSITY OF SUNDERLAND

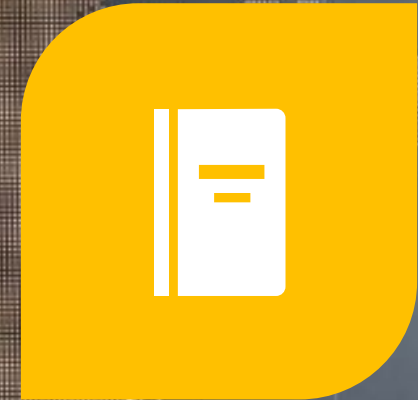
A GLOBAL FACULTY OF EDUCATION AND SOCIETY



1. PODCAST



2. CONFERENCE



3. JOURNAL



**University of
Sunderland**

OUR PARTNERSHIPS AROUND THE WORLD

Podcast	Conference	Journal
<ul style="list-style-type: none"> • Training / support for me 	<ul style="list-style-type: none"> • Website creation / curation 	<ul style="list-style-type: none"> • Call for papers
<ul style="list-style-type: none"> • Recording technology 	<ul style="list-style-type: none"> • Domain name! 	<ul style="list-style-type: none"> • Training / support for me
<ul style="list-style-type: none"> • Way to share with sound editors 	<ul style="list-style-type: none"> • Video conferencing capability 	<ul style="list-style-type: none"> • Training / support for authors and reviewers
<ul style="list-style-type: none"> • Hosting 	<ul style="list-style-type: none"> • Hybrid format – live and recorded 	<ul style="list-style-type: none"> • Hosting platform
<ul style="list-style-type: none"> • Recruitment 	<ul style="list-style-type: none"> • Range of relevant activities 	<ul style="list-style-type: none"> • Web front end for site
<ul style="list-style-type: none"> • Mechanism for appointments 	<ul style="list-style-type: none"> • Support for presenters 	<ul style="list-style-type: none"> • Host conference materials
<ul style="list-style-type: none"> • Intro and outro music 	<ul style="list-style-type: none"> • Hosting 	<ul style="list-style-type: none"> • Editorial board
<ul style="list-style-type: none"> • Branding and artwork 	<ul style="list-style-type: none"> • Submission mechanism 	<ul style="list-style-type: none"> • Journal workflow
<ul style="list-style-type: none"> • Ongoing workflow 	<ul style="list-style-type: none"> • Awards 	<ul style="list-style-type: none"> • Time for reviews
<ul style="list-style-type: none"> • Promotion 	<ul style="list-style-type: none"> • Keynote speakers 	<ul style="list-style-type: none"> • Copy-editing processes
<ul style="list-style-type: none"> • Integration with wider project 	<ul style="list-style-type: none"> • Templates 	<ul style="list-style-type: none"> • Publication processes

Structures and technologies

UNIVERSITY OF SUNDERLAND

A GLOBAL FACULTY OF EDUCATION AND SOCIETY



PODCAST



**University of
Sunderland**

OUR PARTNERSHIPS AROUND THE WORLD

SUNRAE PODCAST

Sunderland University
Reflective Action in Education

Presented by
Dr Elizabeth Hidson



Radio, Audio and Podcasting MA



Cross-faculty



Research and
Knowledge Exchange



SUNRAE

Sunderland University
Reflective Action in Education

Episode 26: Stephanie's research on digita...

...

SunRAE: The Sunderland Reflective Action in Education podcast • Aug 21, 2024



00:00



Share

24:02



Episode 26: Stephanie's research on digital annotation to support reading comprehension skills for primary school students.

Aug 21, 2024

In this episode we caught up with Stephanie, who conducted research on digital annotation to support reading comprehension skills for primary school students....

[See more](#)

24:02



Episode 25: Carol talks about her retrieval practice action research in her school in Hungary.

Aug 21, 2024

In this episode, we caught up with Carol, a teacher in Hungary, about her action research project on retrieval practice in an international school setting. Carol...

[See more](#)

22:10



<https://anchor.fm/sunrae>



University of
Sunderland

Research and
Knowledge Exchange

Podcasts are fun, and humbling!



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

Research and
Knowledge Exchange

UNIVERSITY OF SUNDERLAND

A GLOBAL FACULTY OF EDUCATION AND SOCIETY



CONFERENCE

OUR PARTNERSHIPS AROUND THE WORLD



**University of
Sunderland**

Conferences are versatile!



SUNRAE

Sunderland University
Reflective Action in Education

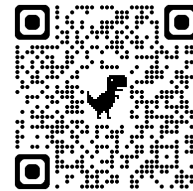


University of
Sunderland

Research and
Knowledge Exchange

Virtual Conference Hall 2024

UK time	New York	Cairo / Zurich	Riyadh	Dubai / Jordan	Vietnam	Hong Kong/ China	Jeju / Tokyo
10:00	05:00	11:00	12:00	13:00	16:00	17:00	18:00
11:00	06:00	12:00	13:00	14:00	17:00	18:00	19:00
12:00	07:00	13:00	14:00	15:00	18:00	19:00	20:00
13:00	08:00	14:00	15:00	16:00	19:00	20:00	21:00
14:00	09:00	15:00	16:00	17:00	20:00	21:00	22:00
15:00	10:00	16:00	17:00	18:00	21:00	22:00	23:00



SUNRAE 2024 CONFERENCE

- Thursday, 13th June, 2024
- 10.00 AM - 3.00 PM UK TIME
- TEAMS LINK VIA CANVAS ONLY

100% ONLINE Live and recorded - join live on the day or watch afterwards

See SunRAE website for full schedule:

wp.sunderland.ac.uk/sunrae

GET MS TEAMS LINK IN CANVAS

SUNRAE INVITED SPEAKER HIGHLIGHTS



10AM LIVE WELCOME & SUNRAE TOUR
Dr Elizabeth Hidson
 HOST: University of Sunderland



10:30 AM LIVE
Shane Leaning
 EAL specialist and organisational coach, sharing EAL and language insights in international schools.
shaneleaning.com



11 AM LIVE
Greg Macur
 Vice Principal of Kindergarten & Elementary, sharing insights into the power of relationships for behaviour and student wellbeing.



12 NOON LIVE
Mark Bignell
 Business Development Director Educational Success Partners Ltd. sharing insights into ECT induction post-QTS overseas.



PRE-RECORDED
Dr Esther Bettney-Heidt & Dr Samantha Olson-Wyman
 Multilingual researchers, sharing insights into their research examining International School Teachers' Language Ideologies



PRE-RECORDED
Simon Probert
 Deputy Head – Academic, Harrow Shanghai, sharing insights into the meanings of international education.



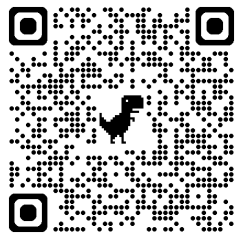
PRE-RECORDED
Anton Zastavniy & Anna Azarova
 The British International School Ukraine, sharing insights into BISU's mission and ensuring educational continuity and innovation in Ukraine during the current challenging times.



Research and Knowledge Exchange

New for
2024:

the
SunRAE
Sketchnote





TeachMeet presentations



The RIOS Method



A word problem solving strategy by Nathalie Dela Rosa


 **R** 

READ

Read and Understand the word problem carefully.

Look for words that can help you understand.


  *

I 

IMAGINE

Visualise the problem in your head or draw it!

Imagine how the word problem would look like if it was in movie or if it was happening in front of you!

O 


OPERATION

Now that you have a picture of how the word problem works, think about:

What operation do I need to use?

+ - x ÷


What is my number equation?

S 

SOLVE

Solve the problem using the operation you chose.

What strategy am I using? Show my working out.





University of
Sunderland

Research and
Knowledge Exchange

UNIVERSITY OF SUNDERLAND

A GLOBAL FACULTY OF EDUCATION AND SOCIETY



JOURNAL



**University of
Sunderland**

OUR PARTNERSHIPS AROUND THE WORLD

Journals are complex!



SUNRAE

Sunderland University
Reflective Action in Education



University of
Sunderland

Research and
Knowledge Exchange

Open Access e-Journal <https://ojs.sunderland.ac.uk/>

The screenshot shows the homepage of the Sunderland Reflective Action in Education Journal (SunRAE). The header features the journal title and navigation links: About, Submissions, Current, Archives, Announcements, and SUNRAE. A search bar is located on the right. The main content area includes a featured article titled "First issue devoted to the #SunRAE2022 conference proceedings" dated 21-05-2022, with a "Read More" link. Below this is a "Welcome to the SUNRAE e-journal" section with the SUNRAE logo and a paragraph describing the journal's focus on research engagement. A "Make a Submission" button is visible. At the bottom, there is a photograph of the Sir Tom Cowie campus at St. Peter's.

Register Login

Sunderland Reflective Action in Education Journal

About Submissions Current Archives Announcements SUNRAE Search

First issue devoted to the #SunRAE2022 conference proceedings
21-05-2022
[Read More](#)

Information
For Readers
For Authors
For Librarians

[Make a Submission](#)

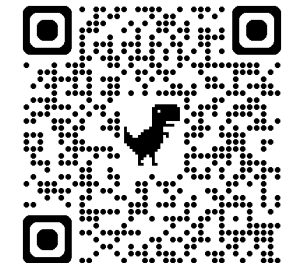
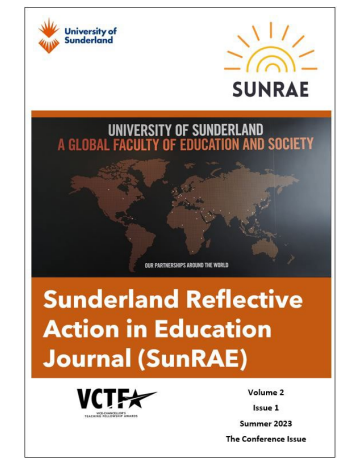
Welcome to the SUNRAE e-journal

SUNRAE
Sunderland University
Reflective Action in Education

The Sunderland Reflective Action in Education initiative is run by the International Teacher Education team at the University of Sunderland, UK. On the main SUNRAE [website](#) you can explore various ways we encourage engagement with research: through our podcast, conference, blogs etc. Our e-journal is one exciting aspect of our work, where we publish editorials, conference proceedings, reports, case studies and action research undertaken by those involved in our international teacher education programmes. See the [call for papers](#) for further details.

Feel free to explore all that [SUNRAE](#) has to offer!

Sir Tom Cowie campus at St. Peter's - home of the Faculty of Education and Society International Teacher Education Team



What now?



SUNRAE

Sunderland University
Reflective Action in Education

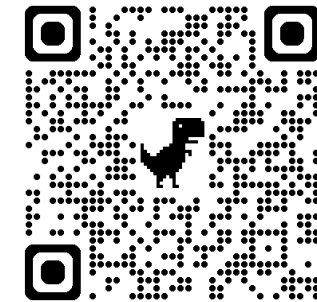


University of
Sunderland

Research and
Knowledge Exchange

Sustainable integration

- Annual **conference** in June
- Rolling **podcast** interviews; new themes
- Reviewing **assessment** to align with SunRAE
- Seeing material as **reusable assets**
- Developing the **journal** side further
- **Staff development**
- Integrating **other opportunities**
- Wider **knowledge exchange**



University of
Sunderland

Research and
Knowledge Exchange

Recognising the impact of teacher educators on developing research culture with trainee teachers: the Sunderland Reflective Action in Education project (SunRAE)

Elizabeth Hidson
International Initial Teacher Training Team | Faculty of Education and Society | University of Sunderland, UK



www.sunderland.ac.uk

Background and context

International teacher education via distance learning

This project was developed in response to the challenge of building a community of research-informed practice when working remotely and asynchronously with PGCE trainees across different international time zones. It can best be imagined as a student research conference, journal and podcast integrated into the PGCE (DL) at the University of Sunderland.

What were (are) our aims?

1. RESEARCH CULTURE

Schools' partnership links with university ITT can support their first steps into becoming a research-active school. We wanted to foster a reciprocal research culture, building on our team motto of 'distance not distant'.

2. DISSEMINATION

We wanted to create a platform to showcase effective practice internationally. With 600+ trainees per year there is real potential for knowledge exchange.

3. PEER-LEARNING

Students are hungry for real-world examples of educational research that has an impact in schools and regions like theirs. By promoting student research through the SunRAE project, we wanted to help our students to learn from their more knowledgeable peers in previous cohorts.

4. STUDENT ENGAGEMENT:

Student engagement has traditionally been challenging for our off-campus students. We wanted to harness the momentum provided by hybrid learning to dissolve the barriers to student engagement.

References and links

Perry, E., Boylan, M., Booth, J. and Coldwell, M. (2017). 'Connecting research and teacher education: quality enhancement for ITE Partnerships'. Cardiff: Welsh Government.
SunRAE: Sunderland Reflective Action in Education – conference, e-journal and podcast project: <https://www.sunderland.ac.uk/sunrae/>
Wyse, D., Brown, C., Oliver, S. & Poblete, X. (2018). The BERA close-to-practice research project: Research report (London, British Educational Research Association).



The challenge of 'under the radar' teacher educator innovations

The Rapid Evidence Assessment (REA) undertaken for the BERA Close-to-Practice (CTP) report of 2018 highlighted an absence of high-quality studies that 'addressed the research of academics with responsibilities for initial teacher education (ITE)' (Wyse et al., 2021, p. 1480). Put simply, no relevant studies were found that reported on CTP research done by teacher educators.

Despite these academics being in a symbiotic relationship with schools, and despite them initiating, supervising, and assessing school-based research assignments on undergraduate, postgraduate taught and postgraduate research courses, this uniquely positioned group of practitioner researchers does not typically produce CTP outputs that are recognised in terms of national or international reach and significance: their innovations are 'below the radar' (Perry et al. 2017, p. 28).

In seeking to attract recognition of initiatives that contribute to developing research culture, this poster showcases the SunRAE project. The project won a Vice-Chancellor's Teaching Award 2021/22 and the funding was used to set up an open-access journal platform, university-hosted WordPress website, and develop a podcast series.

SunRAE progress so far

- The project began in the 21/22 academic year.
- We have now run two annual online conferences, in June 2021 and June 2022, inviting guest speakers, colleagues and students to present and share their learning, planning for the June 2023 conference is underway.
- The first volume of the journal was published at the end of 2022; the second is in production.
- We worked with staff and students on the MA in Radio, Audio and Podcasting and the Sunderland Creatives Agency to develop the podcast series and edit the episodes, strengthening cross-faculty collaboration.
- 24 episodes of the podcast have now been published, with further episodes in production.
- Our close-to-practice, participatory and practitioner research culture continues to develop...



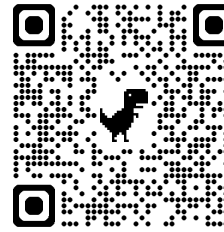
Further aims and developments

- FULL PURPOSEFUL INTEGRATION**
- use our innovation to its maximum effect
- SUPPORT STAFF ACADEMIC DEVELOPMENT**
- enhance staff and student research culture
- SHARE OUR LEARNING JOURNEY**
- get out from under the radar!

Contact details



Exchanges: The Interdisciplinary Research Journal



Developing a Research Culture with Trainee Teachers on International Initial Teacher Training Programmes

Elizabeth Hidson

Faculty of Education and Society, University of Sunderland, UK
Correspondence: elizabeth.hidson@sunderland.ac.uk
Twitter/X: [@DrHidson](https://twitter.com/DrHidson)
ORCID: [0000-0001-7387-5666](https://orcid.org/0000-0001-7387-5666)

Editorial review: This article has been subject to an editorial review process.



Copyright notice: This article is issued under the terms of the Creative Commons Attribution License, which permits use and redistribution of the work provided that the original author and source are credited.

You must give appropriate credit (author attribution), provide a link to the license, and indicate if changes were made. You

Abstract

Postgraduate initial teacher training from the UK perspective is a fast-paced 36-week full time programme. In parallel with assessed teaching and subject studies, trainees carry out classroom-based research. To do this, they draw on approaches to evidence-informed teaching that include taking the best available evidence from research and practical experience to answer context-specific research questions. This paper looks at the case of trainees who undertake their PGCE programme internationally i.e. they remain based in their international schools for the practical elements but engage in the wider programme via distance learning. One of the greatest regrets of university staff working with these trainees was that the research knowledge gained was contained only within the assessment system and that the trainees would leave, taking this wealth of knowledge with them. The fear was that these emerging practitioner researchers would see their research work as being completed solely for the purpose of certification, without recognising themselves as beginning a career-long process of reflective research in their schools.

To cite this article:

Hidson, E., 2024. Developing a Research Culture with Trainee Teachers on International Initial Teacher Training Programmes. *Exchanges: The Interdisciplinary Research Journal*, 11(3), 30-38. Available at: <https://doi.org/10.31273/eirj.v11i3.1527>.



Research and Knowledge Exchange

Link to conference theme:

Inclusive Learning :

- **Everyone** can be involved in research and sharing their knowledge.
- Empowers trainee teachers to identify as **research-informed practitioners**.
- SunRAE cultivates an **easily-accessible** and vibrant **community** of reflective, globally-connected educators.
- An exciting opportunity to **champion** and **cascade** an **inclusive research culture!**



Further details

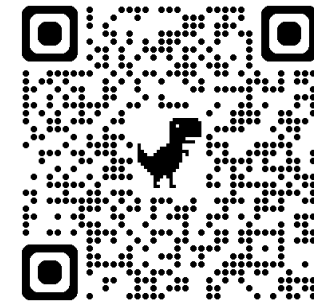
- wp.sunderland.ac.uk/sunrae
- anchor.fm/sunrae
- ojs.sunderland.ac.uk
- [@DrHidson](#) | [@PGCEIDL](#)



SUNRAE

Sunderland University

Reflective Action in Education



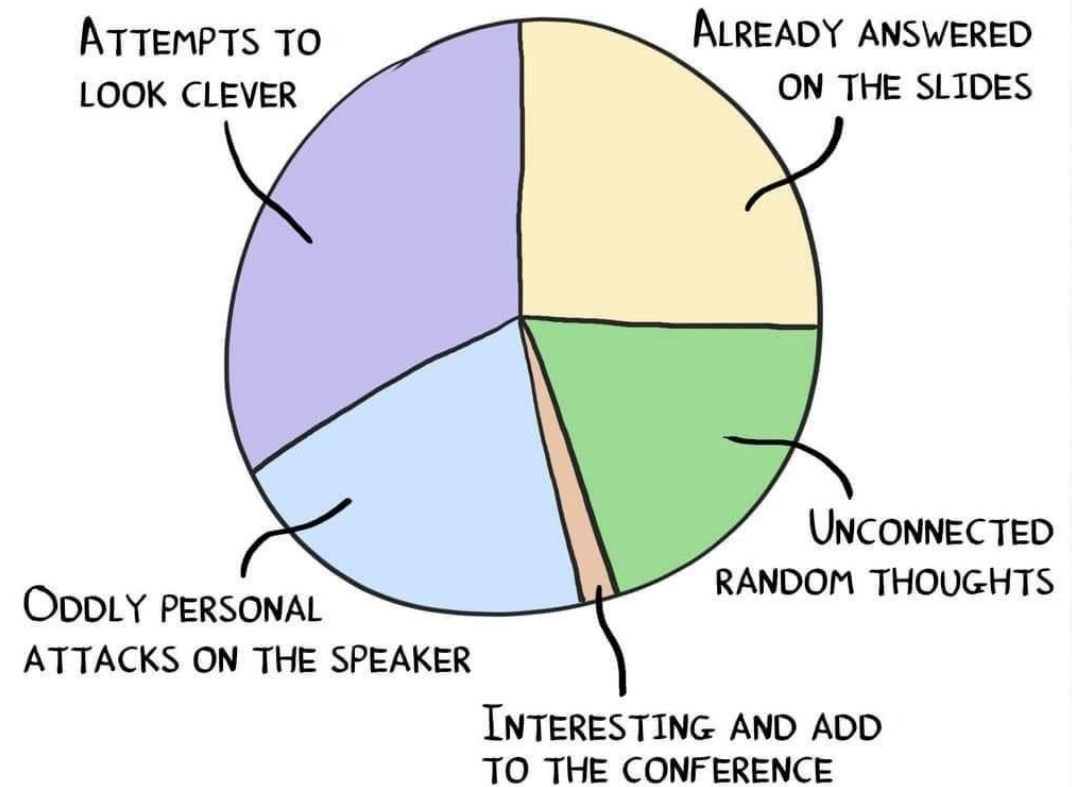
University of
Sunderland

Research and
Knowledge Exchange

Questions, comments, insights, suggestions?

QUESTIONS IN ACADEMIC CONFERENCES

A PIE CHART



@ERRANTSCIENCE



University of
Sunderland

Research and
Knowledge Exchange