

MESHGuides Newsletter

connecting educators with summaries and sources of educational research

WELCOME TO MESH

MESH, the Mapping Educational Specialist knowHow initiative, is a worldwide network of educators freely sharing, and building professional knowledge.

MESHGuides synthesise and make accessible the evidence base for educational practice from across the world so that teachers at all levels can keep up to date easily. For teachers, applying the MESHGuides in your classroom may help you demonstrate that you meet standards required for teaching.

For researchers, good practice in research writing includes communicating findings

to users. Please feedback when you use individual MESHGuides so we can improve. If you would like to contribute email enquiries@meshguides.org or join relevant communities of practice on Ed Comms. MESH is managed by Founder Members (see page 9) and developed by volunteers committed to the free exchange of knowledge for the benefit of all.

Funding is through donations and member organisations' contributions. You are warmly welcome to join us.

Professor Marilyn Leask
University of Bedfordshire, UK

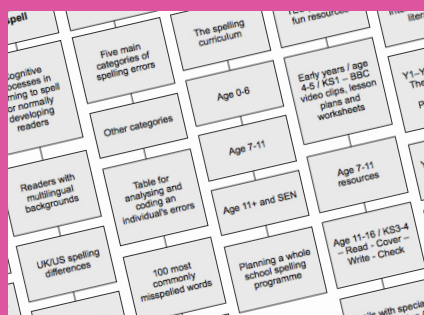


NEW MESHGUIDES

Have you seen...

- Spelling (in English)
- Writing - reluctant writers
- Using iPads effectively to enhance learning in schools
- Neuromyths
- Ensuring learner's participation, challenge and progress - special needs and inclusion
- Mathematics: Reading and Writing Mathematics
- Mathematics: Assessment for learning


Click [here](#) for the current list of MESHGuides.



SOCIAL MEDIA AND MESH

MESHGuides also have their own Twitter stream and Facebook page.

As well as signing up on the main website (www.meshguides.org) for regular newsletters, follow our Twitter account and 'Like' our Facebook page to receive updates and watch our progress.

 @meshguides

 www.facebook.com/meshguides



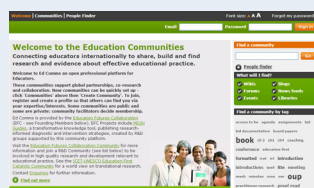
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Newsletter Editors: Mr. Jon Audain (University of Winchester) and Dr. Kevin Burden (University of Hull)
Design by University of Winchester



ED COMMS INVITATION



Find like-minded educators and networks, and collaborate www.educationcommunities.org

Ed Comms exists to link up educators and educational organisations who have similar interests in the various areas of education and to provide private and public collaboration workspaces. Find the community relevant to you by searching via the main Education Communities page. Why not create your own? Collaborations with professional associations are welcome.

Ed Comms provides an e-infrastructure connecting like-minded individuals and communities worldwide. Location is less of a barrier to knowledge sharing and building between educators than ever before but we all need to think and work differently if we are to make the most of how technology can support our shared interests in improving education for all learners.

Why not keep up to date with UNESCO priorities through the ICET community or through specialist communities relevant to you.

INVITATIONS AND LATEST NEWS FROM SUBJECT AND STRAND EDITORIAL BOARDS

We have one main aim: to provide quality assured, research-informed and regularly updated guides to professional practice in education. Contributions are welcome in all languages.

The Teacher Education, Clinical Teaching, ICT/Computing Studies and Physical Education Editorial Boards are inviting MESHGuide contributions now. We also invite nominations for editorial board members from around the world. **Click here** for the developing list of editorial board members for Clinical teaching; English; History; Leadership, Management and Innovation; Mathematics; Museum Education; Music; Neuroscience; Outdoor Education; Pedagogy (Higher Ed. and General); Physical Education; Philosophy; Prison Education; Professional Learning;

Programmes and Commercial Products; Religious Education; Science; Special Educational Needs; Teacher Development; Teacher Education.

We need you!

Nominations are also invited from those wishing to lead Editorial Boards in Art & Design, Dance & Drama, Early Years, History, Languages, Psychology, second language teaching. Suggestions for areas to be covered are also invited. Please email enquiries@meshguides.org.

When fully constituted Editorial Boards will have membership from both academic and practitioner communities, businesses and subject associations from different countries across the UNESCO five regions, as appropriate.

MESH WRITING RETREATS AND WORKSHOPS

If you would like to author a MESHGuide and feel the need to do so in the company of others, here is your opportunity. Workshops are being held over the coming year in a number of locations eg Australia (ATEA conference, July), Canada (ICET conference, June), Croatia (TEPE conference, May), Germany (by invitation, January 15), New Zealand (TEFANZ conference, July), Nigeria (by invitation, alongside the West Africa ministerial conference August 15), Pakistan (by invitation, May), Portugal (ECER conference, September), and the UK (England: BERA conference, September, UCET conference, November. Scotland: SERA conference, November). These events and others as they emerge are listed on the **MESHGuides Events page**.

For those coming to the UK BERA conference (September 2014), we are holding a two day writing retreat beforehand. **Click here** to register your interest in attending any of these events on the MESH workshops and writing retreats Ed Comms Community.

WORLD NEWS

“MESH is going global!”

**Professor Marilyn Leask,
University of Bedfordshire, UK**

In the first month after the spelling guide was shared with colleagues as part of the testing process it was accessed in forty-nine countries across the world. Numbers are rising daily. The top ten countries viewing

the Spelling MESH Guide were, at the beginning of April 2014: the UK, China, Germany, Bulgaria, Pakistan, USA, Australia, New Zealand, Thailand, Bolivia.

Global Partners

MESH is underway due to the encouragement and support of Global and National Partners who became Founder Members: Professor James O'Meara, International Council on Education for Teaching; Professor Nan Bahr, Australian Teacher Education Association; Dr Bev Cooper, the Teacher Education Forum of Aotearoa New Zealand; James Noble-Rogers, Universities Council for the Education of Teachers in the UK; Professor Christina Preston, MirandaNet Network as well as all of the individual education organisations and universities who also are Founder Members.

MESH representatives will be available at the annual conferences of these organisations to provide information, help and support to colleagues wanting to become involved.

Colleagues from about forty countries are contributing to MESH, working on editorial boards or are supporting MESH in their own countries. Email enquiries@meshguides.org to find the contact in your country.

ARE MESHGUIDES ONLY TO BE IN ENGLISH?

No! Guides in your language are welcome.

The main website can already be automatically translated into 95 languages. As yet the Guides have to be translated individually. A goal is to share our professional knowledge so we can learn from practice in other countries so translations are welcomed as are submissions in all languages. These will be quality assured by panels of native speakers. Like Wikipedia, we are relying on volunteers to translate MESHGuides. Perhaps you have students who could help? Are you a translator and could volunteer some of your time? We will host these on the MESHGuides website beside the original Guide. If you wish to translate a Guide, email enquiries@meshguides.org and we will send the existing Guide as a word document

MESH needs people from all countries to get involved and contribute to the knowledge base. For the contact in your country or to offer to help please email enquiries@meshguides.org



FORTHCOMING CONFERENCES AND PRESENTATIONS

We regularly present progress on MESHGuides across the world at conferences and events (see News for locations). Visit the MESH website (www.meshguides.org) to view our presentations and please share them with interested colleagues amongst your networks.

Would you like a workshop for you and your colleagues?

Email enquiries@meshguides.org. Virtual workshops are free. Otherwise we ask you to cover costs. Core Education provide training in how to build effective online communities.



Join together to write and research

Are you a teacher or a Masters/Doctoral/Post-Doctoral student? MESH is a collaboration and seeks to unite those who work day-to-day in the classroom with the research-based community. The theory and practice sit side by side and therefore all members of the education community can become involved at different levels. Why not use your masters/doctoral research to create or contribute to an existing MESHGuide?

Virtual tutorials (via Skype) to help you get started are free. Email enquiries@meshguides.org

SPREADING THE MESHGUIDES MESSAGE



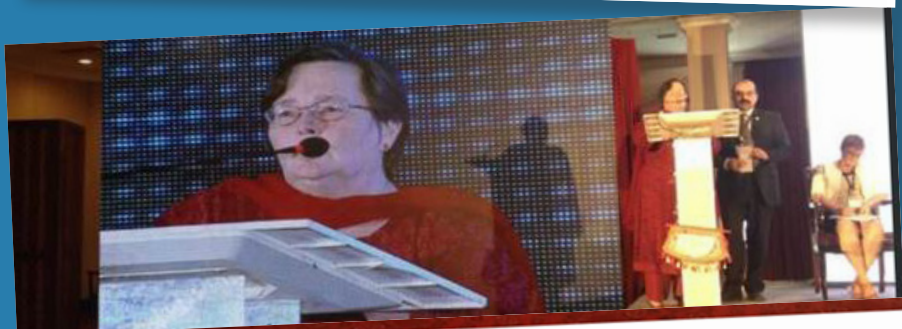
Sarah Younie @sarahyounie · May 7
@meshguides we are speaking with colleagues at the Global Education Dialogues event in Pakistan to create MESHGuides
pic.twitter.com/yxWAmMePig
Reply Retweeted Favorite

MESH Guides @meshguides · May 6
#educatesasia great session on opportunities for knowledge transfer with Prof Abtar Kaur from the open university, Malaysia.

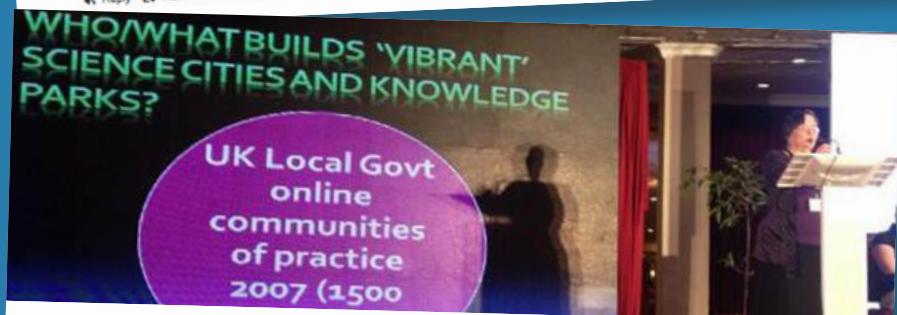
MESHGuides is now on Facebook! (facebook.com/meshguides) Like our page to find out more as different MESHGuides are developed. #meshguides
Reply Delete Favorite More
4:38 PM · 9 Feb 2014



MESH Guides @meshguides · Apr 16
MESH intro by Dr Sarah Younie to Thai Ministry of Education on 15/04/14. Thai translation button v. well received.
pic.twitter.com/BDEftuXULH



Sarah Younie @sarahyounie · May 7
@meshguides Marilyn Leask speaking about MESHGuides at the British Council Global Education Dialogues South Asia
pic.twitter.com/v0VpLmn7F
Reply Retweeted Favorite



MESH is off to the OECD/UNESCO/NSF Learning Sciences conference in Shanghai

WHAT IS MESH? A PRACTITIONER'S PERSPECTIVE

Jon Audain

University of Winchester, UK

MESHGuides are being developed by a worldwide network of educators who want to drive the agenda for a research informed approach to the education of all. MESHGuides connect educators with summaries and sources of educational research. It supports teaching as an evidence-based profession.

Published educational research is rarely focused on the knowledge teachers need to improve educational outcomes. MESH seeks to change this so practice and

theory are 'mesh-ed' together to provide research-based advice. The strength of the research is indicated in the Guide and will build over time as Guides are updated with new knowledge. Areas for further research are highlighted so new researchers and research funders can focus their efforts on gaps in knowledge.

Below are four easy stages to understanding what MESH is all about:

MAPPING



An author creates a MESHGuide on an area of education. These guides describe a section of knowledge, demonstrate the research base and provide information regarding best practice from the classroom.

Each guide is an easy to read map giving an overview of a specific educational subject. When a box is clicked then further information is displayed along with further links and references to support the user.

EDUCATIONAL



Creating these guides can effectively be achieved if we work in collaboration with each other: practitioners can learn from other practitioners and work side by side with researchers to create MESHGuides about what we know about all different areas of education.

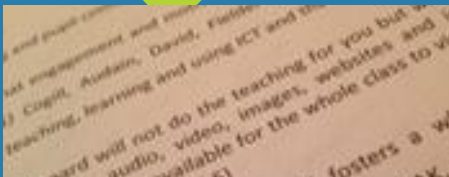
The aim is to map as much of the knowledge we have about education as well as building on the existing research-base by highlighting gaps to help those undertaking research to focus their efforts on what is needed.

SPECIALIST



There are many experts, specialists and subject associations who are engaged in applied research. Teachers have developed techniques, resources and case studies which can be shared with the rest of the education community so that everyone can benefit from our collective knowledge. By engaging all people involved in education in the creation of these guides we can demonstrate the breadth of our knowledge as well as identify the different areas of research that still require development.

KNOW HOW



We know what works in our context, but how can we share this with other interested people. Just take the example of our MESHGuide Spelling (in English). It was produced by researchers and teachers working together and presents specialist knowledge and knowHow in an easy to access way. Just click and explore the advice and the research. With this approach, you can feel confident in adapting your practice based on research.

I'M A BUSY TEACHER, WHY WOULD I WANT TO READ A MESHGUIDE?

Let us consider the following question:

How do we as a teaching profession stay up-to-date? How do we build a knowledge base underpinned by research and solid practice from the classroom?

From these questions, one could say this is a very ambitious order to fulfil. However, this is the embodiment of MESH.

The next time you visit your doctor, consider how, during the consultation, the doctor takes the knowledge and training they have accumulated and applies specifically to your situation, drawing on latest techniques and research

Good practice in teaching has to evolve around building the skills of the teacher in the similar way to medicine. In a recent talk entitled 'How to change education' at the Royal Society of Arts in London in July 2013, Sir Ken Robinson made the following observation:

"Being a teacher is an act of connoisseurship... if you go and see the doctor, you want the doctor to know lots of stuff, you don't want them to be like the first day of their degree, you want them to know a lot of things... but you don't want them to tell you everything they know, you want them to be able to apply it to your case particularly here and now. So being a doctor is to exercise judgment and connoisseurship, and so it is with teaching."

Robinson, K (2013) RSA Replay - How to Change Education

How to Change Education

And he's correct in many ways. When I was training to become a classteacher, I was trained in the knowledge needed to enable me to deliver good teaching. Throughout my teaching career, to gain new knowledge I had to either:



1. Go on an external course and develop my teaching through a model of CPD (Continued Professional Development).



2. Talk to and/or collaborate with colleagues in my school or locally across my area or through the use of social media.



3. Change something in my own personal practice, try it out, collect evidence and data and then share my findings with colleagues.

The first option above is very costly and in some ways restrictive. Whilst equally valuable, the second and third options had a greater influence on my practice. Working differently and working together to advance my practice assisted me as a practitioner to further my own teaching knowledge as well to explore whether it made an impact on the learning of the children I taught.

So where to begin? With questions. Questions about what you want to improve, followed by personally investigating the answers to these questions and then with finding out what researchers, practitioners, experts and other sources of information tell me is also good practice as well.



This was my classroom: one classroom, one practitioner and every year another cohort of children. So what were some of the questions I would ask myself?

- What are the best ways to improve spelling with lower ability children?
- Does changing my room around make a difference to the environment?
- I've never tried storytelling before. How does it make a difference to children's writing? What are the best ways to begin? How have other practitioners implemented different storytelling methods?
- What strategies do I need to develop to support EAL children within my classroom?

There are many more questions you will ask and everyone will have a different starting point. So where do we begin?

In modern times, we can now harness the power of the web and the collaborative nature of digital technologies so we can build collective professional resources that demonstrate our knowledge. Not just on a small local scale but internationally as well, embracing cultural and pedagogic similarities as well as their differences. We know what we know, so let's share it. We now have an organic system created by the profession, for the profession.

In one word: MESH - Mapping, Educational, Specialist, knowHow.



MESH is set up to:

- underpin professional judgement with evidence.
- raise learner attainment through professionalising teaching.

MESH is a system, sustainable within current resources, supporting educators to:

- pool, build, test and publish knowledge in new ways through world wide collaborations.
- provide access to research based advice to improve teaching and so improve learning outcomes.
- work cost-effectively to revisit, update and republish research in ways previously not possible.

So imagine if educators could:

- easily find out about research-based effective practice elsewhere.
- cost effectively collaborate across regions to scale up and test out promising practice in different settings.
- see what topics are well researched.
- see gaps in the knowledge base.

Imagine if the evidence base for effective practice was based on cumulative research over years, across settings:

- rather than being small scale, diverse and rarely useful in providing a foundation for practice or policy making.

Join in the call to create the largest researched-base map of education possible. Join MESH (www.meshguides.org).

Keep in touch via the newsletter - register on the MESH home page www.meshguides.org

MESH STEERING GROUP



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HOW DO I CREATE A MESHGUIDE?

Jon Audain

University of Winchester, UK

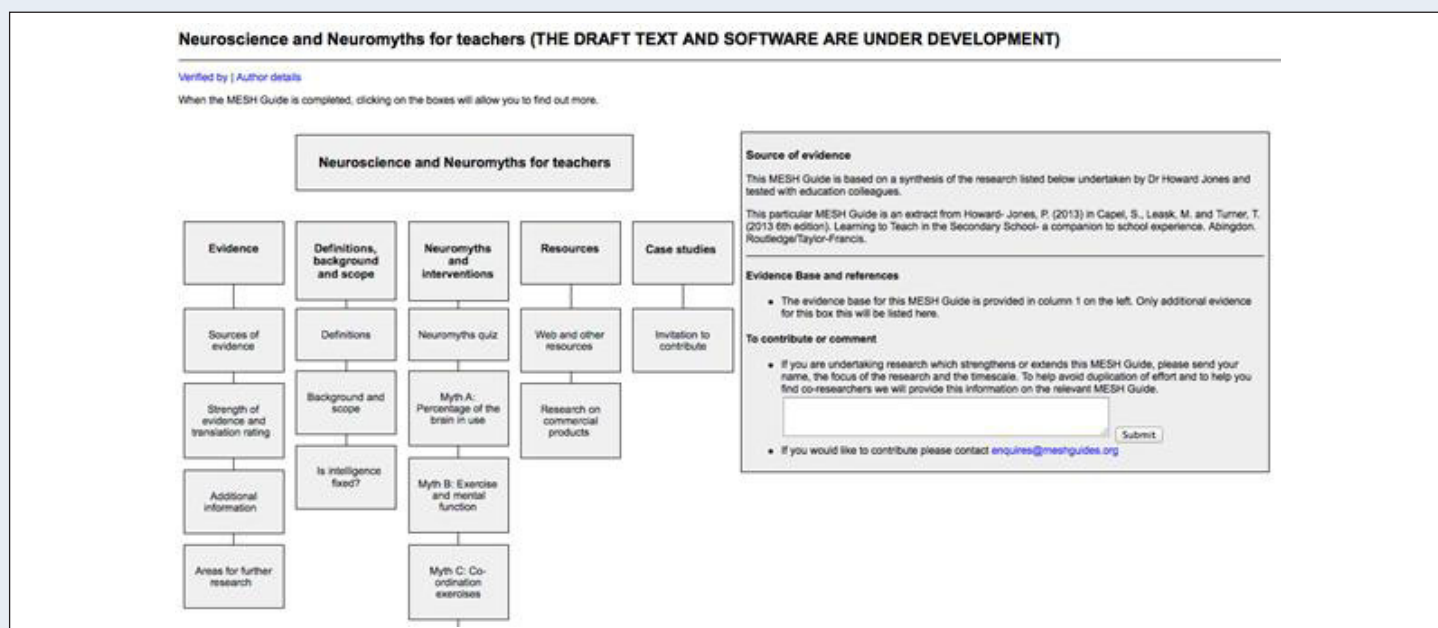
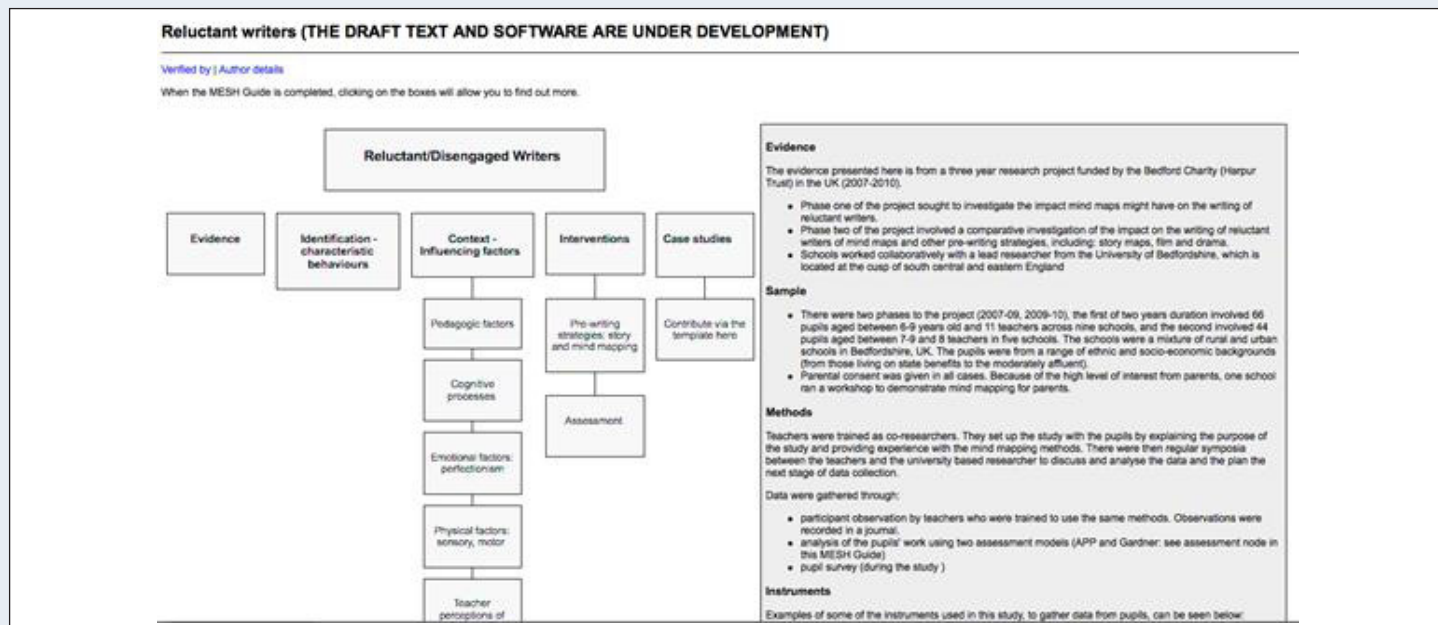
MESHGuides are not solely written by researchers and academics. Collaboration to translate research findings into practice

is essential. If you have expertise in a subject field then we want to hear from you so this can be cascaded to the wider education community. Everyone has something to contribute. Case studies from the classroom, research led evaluation and peer-reviewed research are all valued so why not collaborate and create or add to a MESHGuide? Literature reviews and research findings including findings from

Masters and PhD level research all provide foundations for MESHGuides.

A MESHGuide is a visual way of representing knowledge. Each MESHGuide is slightly different. Explore the two examples of MESHGuides below:

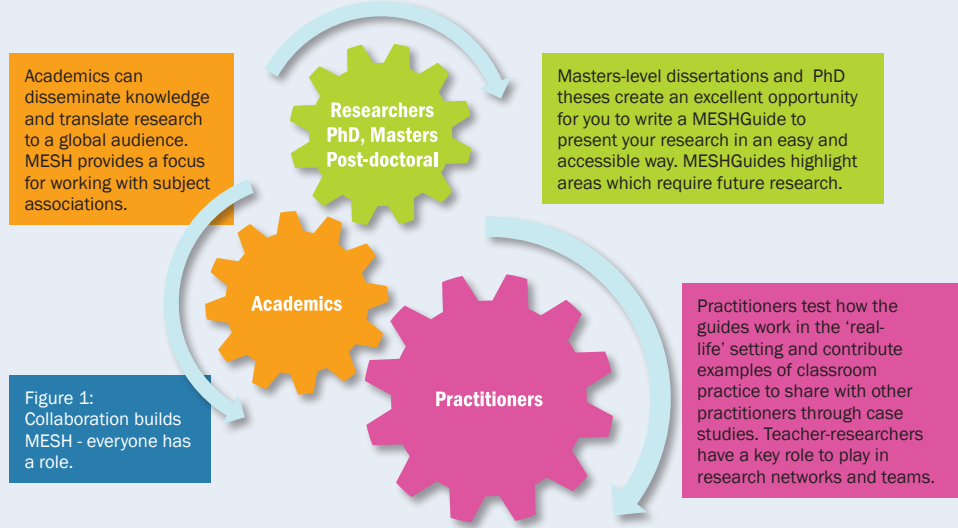
- **Reluctant writers**
- **Neuroscience and Neuromyths**



Both examples:

1. Explore the evidence base.
2. Provide specialist definitions related to the research area.
3. Provide strategies for implementation in an educational environment.
4. Provide further resources to encourage the reader to further explore the concept beyond the information presented in the MESHGuide.
5. They both present case studies so that the theory sits alongside the practical application in the classroom.
6. They give you information about the source and strength of evidence underpinning the advice.

MESHGuides are produced individually or in collaboration with various people. Maybe you are a researcher, an academic or a practitioner in a classroom. MESH needs all these contributions to produce Guides as shown on the next page.



WRITING A MESHGUIDE

1. Decide on a clear starting point. The starting point is "What is it that you want to communicate to others?" The crucial question is:

What do I want others (teachers, educators, researchers, academics) to know about my area of knowledge?

- The answers to that question form the structure of the guide. You may find it useful to use another guide to assist you with the structure or you may find it easier to map out your guide on a large piece of paper. (An example of how the information can be collated is below and can also be found on the MESHGuides website. A fully populated example of what a MESHGuide submission might look like is also available there).
- Think of an easily understood main title for your guide.
- Pull together the evidence base for this title, this forms the first column of your guide.
- For the second column, ask yourself if there are specialist definitions, fundamental questions relating to the field or characteristics which need to be explained to the reader.
- Then contextualize those areas for the reader. For example, perhaps your evidence base looks at the use of iPod touch devices to support assessment however contextually,

- your research base is taken from a study of secondary schools. This information is useful to your reader so they can analyze which information is useful based on the context you have provided. You may have additional elements to the context strands which are also listed here in this column.
- The next column then provides links to resources so the reader can explore the area further. So for example, your MESHGuide may be around how to develop singing in primary schools. Further resources would include links to websites such as the 'SingUp' initiative, links to further academic and practitioner-based articles as well as specialist organizations in the field of your MESHGuide such as 'The Voices Foundation' in this particular case.
 - As you begin each section, add minimum text referring readers to the research if they want more detail. Remember that this is an organic process and the guides will adapt as new evidence and research emerges and people submit updates.
 - Once you have created the text-based version of your MESHGuide, you are finally ready to submit it to the relevant subject or strand editorial board ready for peer-review and recommendations on drafts before the final MESHGuide is processed and uploaded onto the website.

Small mesh logo		Column 3 row 1 Title		
Column 1 Row 2 Evidence	Column 2 Row 2 heading around major conceptual issue. This often has definitions, background and scope, how a teacher might identify issues to resolve. See for example, the MESH Guides Attainment Guide.	Column 3 Row 2 heading around major conceptual issue. On many guides, the cells in this column will relate to contextual matters which a teacher might have to consider eg gender, ethnicity, socio-economic background. See for example, the MESH Guides Attainment Guide.	Column 4 Row 2 heading around major conceptual issue. This often has pedagogical interventions and resources, see the MESH Guides on Reluctant Writers.	Column 5 Row 2 Case studies If you don't have case studies then these can be gathered later.
Column 1 Row 3 Sources of Evidence and Scope of the research	Column 2 Row 3 Definitions	Column 3 Row 3	Column 4 Row 3	Column 5 Row 3
Column 1 Row 4 Strength of evidence and Translation rating	Column 2 Row 4	Column 3 Row 4	Column 4 Row 4	

MESHGUIDE AUTHOR SPOTLIGHT



Dr. Naomi Flynn, University of Winchester

Q. Can you tell us a little bit about the MESHGuide you are producing?

A. I'm planning to write a MESHGuide to support teachers teaching English as an additional language (EAL) learners; I hope to co-author with local authority EAL advisory staff.

Q. How far are you in creating your MESHGuide?

A. We are thinking about whether its better to keep a narrow focus on, for example, beginner bilinguals.

Q. What has been the easiest part about creating the guide?

A. A MESHGuide can be based on a subject you are passionate about and in which you already have a research base.

Q. What has been the most challenging part about creating the guide?

A. Choosing how to organize the information in way that is accessible, meaningful and useful for a wide ranging audience.

Q. What advice would you give to anyone thinking of creating a MESHGuide?

A. Think small. Choose a key focus from your research rather than trying to map an entire doctorate.



HOW TO GET INVOLVED

Researchers PhD, Masters Post-doctoral

Are you a researcher?

MESH (www.meshguides.org) is applying to be a charity owned and managed by founder members and trustees from the education sector in a number of countries.

Have you completed a Masters level or doctoral dissertation? Your Masters degree programme prepares you to become knowledgeable about educational research and to be able to access and critique research as well as carry out educational research on a small scale. These research tools should help you in evaluating your professional practice and that of your institution throughout your career. This assignment, the writing of a MESHGuide, is designed to help you share the new knowledge you create, which has been built on a review of what has gone before, with others.

- You will have developed an understanding of ethical issues and developed your own ethical code as a researcher. The British Educational Research Association (BERA) Ethical Guidelines are applied by many UK researchers. These provide advice about the storage of your raw data. The BERA guidelines Good Practice in Research Writing (Bassey, 2000) suggest four levels of publication are applied to research:
- the full study so that others can build on your findings. At Masters and PhD level this is the dissertation.
- an academic paper to share your findings and information about the research with other researchers ie an academic article.
- the professional paper to translate your findings into practical applications for research users who include teacher educators, teachers, parents, policy makers, in the case of your programme, this is a MESHGuide and;

- a press release. Whether your findings merit a press release at this stage is something to discuss with your tutor.

Are you involved in a project that can form part of the evidence base for a MESHGuide? Why not collaborate within your team to create a MESHGuide that also links to any reports and guidance you have produced?

Link with other researchers and academics in your field with similar interests through Education Communities (www.educationcommunities.org) and work together to scale up research or develop your dissertation area.

For more information contact MESHGuide in the following ways:
www.meshguides.org/contact-us
or enquiries@meshguides.org

Academics

Are you an academic?

- Work with other academic colleagues to produce a MESHGuide based on your expertise.
- Link with subject associations and schools to assimilate the knowledge base for the guide.
- If you run M-level and doctorate programmes consider the writing of a MESHGuide or contribution to an existing MESHGuide as an output for a student assignment.

- Consider how MESHGuides can support your national research (REF in the UK) submissions, demonstrating reach of your research as data from Google Analytics concerning each MESHGuide is collected.
- Consider other ways your academic work can be translated into a MESHGuide.
- Create a MESHGuide based on a research study you have been involved in. This also relates to reports and papers (academic and professional) you have produced.

This approach provides a unique way to translate your findings into an accessible way to disseminate to teacher educators, teachers, parents and policy makers.

- Link with other researchers and academics in your field with similar interests through Education Communities (www.educationcommunities.org) and work together to scale up research or develop your dissertation area.

For more information contact MESHGuide in the following ways:
www.meshguides.org/contact-us/
or enquiries@meshguides.org

Practitioners

Are you a practitioner in an education setting?

- Link with colleagues, teaching school and research clusters to develop case studies to support theoretical aspects of the MESHGuide.
- Promote MESHGuides to other colleagues. MESHGuides are designed to be useful and informative to the busy practitioner.

- Develop a MESHGuide in collaboration based on some school-based research.
- Is there an area of knowledge that is missing from the MESHGuides website that you have knowledge and expertise about? Write the MESHGuide. Why not find other practitioners, researchers and academics in this area through Education Communities (www.educationcommunities.org). Join up and search for people under keywords. Send an email and ask if they are interested in working with you.

This is how many of the MESHGuides have been generated through different forms of networking and you never know the types of further research that may develop. Consider engaging your professional association in MESH and in the writing of MESHGuides.

For more information contact MESHGuides in the following ways:
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or enquiries@meshguides.org

MESH

connecting educators with summaries
and sources of educational research

CONTACT DETAILS

Our mailing address is:

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FOUNDER MEMBERS

