

MESHGuides - Researching the Future accessing and making use of research

UNESCO, OECD and national governments regularly produce reports that identify the difficulties teachers face in accessing educational research and especially transferring theoretical, research-based knowledge to inform classroom teaching and improve learning outcomes.

MESH provides a 'system' for readily disseminating co-created, peer-reviewed, evidence-based international research and summaries. Teachers and other partners have open on-line access to the MESHGuides (www.meshguides.org/guides). These give rapid access to research-informed pedagogic knowledge and evidence-based pedagogical tools, such as explanations, demonstrations, modelling and case studies.

MESHGuides are research summaries, written with practice in mind, that aim to support educators to:

- underpin professional judgement/s with research-informed, peer-reviewed evidence;
- raise attainment of all learners through research informed, professional teaching;
- pool, build, test and publish knowledge in new ways through world-wide collaborations and
- cost-effectively revisit, update and republish research for improved teaching in ways previously not possible.

(Ovenden-Hope, T. and la Velle, L. (2015: 575))

This poster showcases those MESHGuides established in the area of teaching deaf learners: Acoustics, Auditory Processing, Auditory Verbal Therapy, Autism, Cued Speech, Glue Ear, Early Support and Radio Aids. It offers routes to implementing MESHGuides in the classroom, for team CPD, or for future topic expansion and development and anticipates future developments.