

MaCURRICULUM VITAE

Name:

Dr Michael Patrick Lynch, PFHEA

Professional Associations:

General Teaching Council for Scotland

Higher Education academy: Principal Fellow

School:

Moray House School of Education and Sport

College:

College of Arts, Humanities and Social Sciences College

Date of first appointment in The University of Edinburgh:

21st August 1995 – Lecturer in Languages

Date(s) of promotion in The University of Edinburgh:

1st July 2006 – Senior Lecturer in Languages

Career since graduation:

1984-1988	Teacher of French & Italian, Perth Academy, Perth
1989-1995	Principal Teacher of Modern Languages, Rockwell High School, Dundee
1995-2002	Lecturer in Languages, Moray House School of Education and Sport, The University of Edinburgh
2002-2004	Lecturer in English, French and Italian as foreign languages for Secondary, Primary and Special Schools at the Private University of Education, Linz, Austria.
2004-2006	Lecturer in Languages, Moray House School of Education and Sport, The University of Edinburgh
2006-2011	Programme Director for Professional Graduate Diploma in Education, Moray House School of Education and Sport, The University of Edinburgh
2011-2014	Director of Undergraduate Studies, Moray House School of Education and Sport, The University of Edinburgh
2015-2020	Academic Coordinator Placement, Moray House School of Education and Sport, The University of Edinburgh
2019-2021	Depute Head of the Institute of Education, Teaching and Leadership, Moray House School of Education and Sport, The University of Edinburgh

University education

University of Edinburgh, MA Joint Hons French & Italian 2:2, 1983

University of Edinburgh, PGCE French & Italian, 1984

University of Edinburgh, PhD, 2015

Other

Qualified Online Teacher Educator for German as a foreign language with the German Education Ministry (Deutsch Lehren Lernen) since October 2015

TEACHING**PGDE Secondary programme: 1995-2024**

PGDE Secondary Curriculum and Pedagogy
 PGDE Secondary Curriculum & Pedagogy (second subject)
 PGDE Secondary Professional Studies
 PGDE secondary Placement 1
 PGDE Secondary Placement 2
 PGDE Secondary Placement 3

PGDE Primary: 1995-2024

Preparing for Teaching1: Early and First Level Education (Early Years)
 Preparing for Teaching 2: Level 2 Education (Middle Primary Years)
 Preparing for Teaching 3: Level 2 Education (Upper Primary Years)

BEd Primary/MA Primary: 1995-2019

Educational Studies 4: Independent Research Project in Education
 Modern Language Option

MSc Transformative Learning and Teaching: 2022-2024

Languages education tutor
 Site-based learning tutor

Research & Masters courses: 2011-2021

The sources of knowledge: Understanding and analysing research literature
 Conceptualising research: Foundations, assumptions and praxis
 Research Methods: Planning Research
 Theory and practice of second language learning
 Online Language Learning
 Second Language Teacher Education

RESEARCH**Major research interests:**

Modern Language Learning and Teaching; Second Language Acquisition; Plurilingualism; Content and Language Integrated Learning; Bilingualism, Teacher Cognition, Mentoring

Recent outputs

1. Lynch, M., 2015. *Target language use in modern language classrooms: perception and change among newly qualified teachers in Scotland*, pp.PQDT - UK & Ireland.
2. Situating Strategy Use Conference 2017, University of Thrace, Komotini, Greece.
3. National Framework for Languages. 2018. [online] Available from: <http://www.nff.education.ed.ac.uk/>*
4. Lynch, M., 2020. Problematizing early career teacher cognition and its impact on pedagogic positioning in the teaching and learning of modern foreign languages in secondary schools. *Pädagogische Horizonte*. 4 (2), pp. 1-24 [online]. Available at: <https://pedagogical-horizons.org/index.php/ph/article/view/103/65>
5. Lynch, M. & Wang, N., 2022. Creating effective goals in TBLT for online collaborative English (as a foreign language) writing tasks. *Pädagogische Horizonte*. 6 (2), pp. 85-105 [online]. Available at: <https://paedagogische-horizonte.at/index.php/ph/article/view/179>
6. Arnaiz Castro, P., Breidbach, S., Coyle, D., de Vigne, J., Hahl, K., & Lynch, M., 2022. Deeper Learning and Assessment in Drama-based CLIL Learning Spaces. *Language Education and Multilingualism – The Langscape Journal*. doi:10.18452/25444

*The NFL sets out guidance for the integration of languages into ITE programmes in all Scottish universities and for the school curriculum in Scottish schools.

Research grants:

ERASMUS Strategic Partnership 2018-2021 (PI for University of Edinburgh team). Total grant €316,640 (University of Edinburgh - €36,614)

Current Research Supervision

Principal supervisor PhD student (3rd year)

Principal supervisor PhD student (2nd year)

Principal supervisor PhD student (1st year)

ACADEMIC LEADERSHIP, MANAGEMENT AND CITIZENSHIP

Programme Director for Professional Graduate Diploma in Education: 2006-2011

Director of Undergraduate Studies: 2011-2014

Academic Coordinator Placement: 2015 - 2021

Depute Head of the Institute of Education, Teaching and Leadership: January 2019-December 2021

Membership of committees

Moray House School of Education Quality and Enhancement Committee: 2011-2014

School Undergraduate Sub-Committee (Chair): 2011-2014

Board of Studies: 2011 – present

College Undergraduate Learning and Teaching committee (CUGLAT): 2011-2014

National Student Placement Management Group: 2018-2020

Cross Party Parliamentary Group on China, Scottish Parliament: 2009-present

External Examiner

Chief External Examiner for the MA Primary Education degree, University of Dundee: 2018-2021

Editorships/Reviewer

International Journal of bilingualism and bilingual education.

Studies in Second Language Learning and Teaching

Pädagogische Horizonte, Online Journal der Pädagogische Hochschule der Diözese in Linz, Austria

Foreign Language Annals

EXTERNAL RECOGNITION / ESTEEM

Head of Deutsch Lehren Lernen (DLL) North-West European Group online educators for German Government

Member for past thirteen years of the Scottish Government's Cross Parliamentary Group on China;

Advisor to His Royal Highness, The Duke of York, for Pitch@Palace (2017-present)

Member of Specialist Knowledge Group for languages, GTCS

Conference contributions

2015: BAAL SIG Conference, University of Edinburgh (Lead Paper) - *Target language use in modern language classrooms: Perception and change among newly qualified teachers in Scotland*

2016: SERA (Scottish Educational Research Association) Conference, Dundee, Scotland - *What contribution can research make to initial teacher education in the field of second language learning to teachers' continuing professional development?*

2017: The Second International Conference on Situating Strategy Use: Present Issues and Future Trends, The +MorPhoSe Laboratory of Linguistics, Department of Greek, Democritus University of Thrace, Komotini, Greece (Lead Paper) - *What contribution can research make to initial teacher education in the field of second language learning to teachers' continuing professional development?*

2022: World CLIL Conference, University of Leiden, The Hague - *An emerging conceptual framework for dynamic assessment in CLIL: The Playing beyond CLIL Framework for Assessment*

2022: The Fourth International Conference on Situating Strategy Use - Strategic Learning in an Uncertain World, Victoria University of Wellington, New Zealand: - *Using analytical and synthetic phonics to teach reading in L2*

LIST of PUBLICATIONS (in reverse chronological order)

Arnaiz Castro, P., Breidbach, S., Coyle, D., de Vigne, J., Hahl, K., & Lynch, M., 2022. Deeper Learning and Assessment in Drama-based CLIL Learning Spaces. *Language Education and Multilingualism – The Langscape Journal*. doi:10.18452/25444

Lynch, M. & Wang, N., 2022. Creating effective goals in TBLT for online collaborative English (as a foreign language) writing tasks. *Pädagogische Horizonte*. 6 (2), pp. 1-24 [online].

Lynch, M. (2020). Problematizing early career teacher cognition and its impact on pedagogic positioning in the teaching and learning of modern foreign languages in secondary schools. *Pädagogische Horizonte*, 4(2), 1-24.

National Framework for Languages. 2018. [online] Available from: <http://www.nffl.education.ed.ac.uk/>

Butzkamm, W., Lynch, M., 2018. Evidence for the Bilingual Option: Re-Thinking European Principles in Foreign Language Teaching. *Journal for EuroLinguistiX*, 15, pp.1-14

Lynch, M., 2015. *Target language use in modern language classrooms: perception and change among newly qualified teachers in Scotland*, pp. PQDT - UK & Ireland.

Lynch, M., 2008. Confucius says. *The Scottish Educational Journal*, 92(3), pp. 28-29

Munn, P, Frame, B, Lynch, M & Reid, L 2008, Reforming the initial education of teachers and others working in schools. in *Working it Out: Developing the Children's Sector Workforce*. Children in Scotland

Lynch, M., 2008. *Training to teach - becoming a school teacher after a PhD*
Research Futures 2008: GRADskills Conference for PhD and Postdoctoral Researchers: Planning for your future and beyond, St Andrews, May 2008, <http://www.st-andrews.ac.uk/GRADskills/>

Interests

Singing, guitar, bagpipes, judo coach and 1st Dan black belt, volleyball, hillwalking, running