

ART WORKS

Issue 28
August 2019

Association of Ringing Teachers - www.ringingteachers.org
Patrons: Paul Flavell, Helen McGregor and Peter Bevis

Why do ringers lapse?

Between March and May this year, Alison Smedley carried out a piece of research as part of her BA course at Anglia Ruskin University. Alison liaised with the ART to draft and promote her questionnaire.

As ringers know, learning to ring bells is a time consuming process, both for the learner and the teacher, with usually weekly sessions over several months to learn to handle the bell, before the new ringer can start to learn basic change ringing and join in with the rest of the band.

ART estimates that it will take most people an average of 2½ years to become a competent change ringer (Learning the Ropes Level 5). People giving up, at any stage (whether soon after learning or after a number of years advancing into method ringing) represent an overall loss to the Exercise.

The survey, aimed at lapsed or returned ringers, was launched in March 2019 through social media posts and ran until mid-April 2019. It featured in ART's newsletter and an article appeared in the Ringing World of 29th March; 316 responses were received. There were 10 questions, aimed at finding out why and when in their ringing career the ringer stopped, and whether they had restarted, or what could persuade them to do so.

The survey, its' results and what it means can be found on page 6 ...



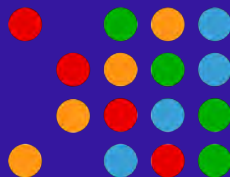
Alison Smedley - Author of Why do ringers lapse?

Alison comes from an extended ringing family, having been taught as a child by her father, David Struckett, and rang at Old Windsor and Winkfield in Berkshire while growing up. On leaving home she was part of the Inveraray band for six months before returning south and ringing in various Middlesex towers before meeting and marrying Rupert (who started learning to ring the weekend they got engaged!). They rang at Greenwich for a number of years before moving to Staffordshire nearly twenty years ago. Their teenage son, Peter, has also started to ring. Alison currently describes herself as an occasional ringer, rather than a completely lapsed one.

What's inside ART WORKS 28?

Chairman's Chatter	p3
Foundation Skills Practices for All	p4
Simulators, More Than Silent Practice	p5
Why do Ringers Lapse? Survey Results	p6
Returning Ringers	p7
Wellington Cathedral - My First Six Months	p8
Loddon Hub	p9
Using Singles in Plain Bob Doubles	p10
Learning How we Learn	p11
Assessment and Accreditation	p12
It's All About Paying Back	p13
Tulloch Ringing Course	p13
Son of SmART Ringer	p14
Young Ringers Module 1	p15
Young LtR Level 5 Achievers	p16
Learning the Ropes Achievers	p17

Chairman's Chatter



Sitting at my desk I keep on getting distracted by excited tweets about Saturday's Learning the Ropes Festival being hosted in Norwich. Nikki Thomas is posting about cakes so I know the day will be a success.

The Learning the Ropes Festival, is just one example of ART Members doing new things. This Autumn, Jane Pridmore is hosting a mini-conference in Dorset styled on the mini-conferences Paul Flavell has run in Surrey. And of course, Stephanie Warboys is again brilliantly organising the Learning the Ropes Masterclass in September for all our Level 5 Achievers.

ART down under

The ANZAB Festival in Hamilton, New Zealand, was followed by Module 1 and Module 2C courses on consecutive days. Tutors, Corinne Rule and David Smith were particularly glad to have the assistance of Kathi Downs, a trainee tutor at the final stage of her apprenticeship. Kathi has since been formally elected as an ART Tutor. Welcome to the team, Kathi.

Talking of New Zealand ringing, have a look at Dylan's report of learning to ring in Wellington. I'll be writing to Derek to persuade him to enter Dylan for a 2020 ART Award.

Module 2 Courses

Whenever I talk with those who run big training events for newer ringers a repeated theme emerges – it is poor handling that often holds people back when they start ringing methods. The ART Module 1 course obviously helps with the teaching of bell handling to a level where the new ringer can ring rounds. However, an ART Module 2 course can play a big role in developing and retaining ringers; introducing exercises that fine-tune bell handling skills and develop the foundation skills of striking and ropesight. Spending more time developing these skills before Plain Hunt and methods are introduced leads to faster and further progress later on.

The forward calendar is filling up, with 16 courses spread around the country, 10 of which are Module 2 courses of one flavour or another. Why not book a place on one this year?

ART Management Committee

It is a real pleasure to welcome Tim

Sunter to the ART Management Committee. Tim is a graduate of the Birmingham School of Bell Ringing and went on, with his wife Jenny, to achieve his goal of restarting ringing at Brierley Hill, completing both his Module 1 and Module 2. How great is that – the first ART Management Committee member who has learned to ring on the Learning the Ropes scheme and is now teaching having completed the ART Training scheme.

Tim has spent most of his career in education as a maths lecturer and on the governing bodies of some impressive sounding educational establishments. He has also spent 21 years as an elected councillor, including five as leader. He has a masters degree in Education Management and Leadership and has been a visiting lecturer at the Institute of Local Government Studies at the University of Birmingham. So I'm really pleased that Tim has agreed to coordinate our Education Development activities.

Son of SmART Ringer

Our big IT project continues with the launch of our new events website – events.bellringing.org – which has just taken its first £1,000 worth of bookings. By the end of October all event bookings will be made through this website including next year's conference. We are focussing now on developing a new online shop.

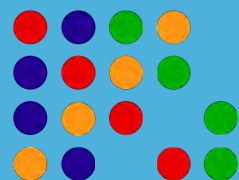
Work to inform the design of the database underpinning the new SmART Ringer is continuing, with my head spinning with process maps. Next week they start being dissected by the rest of the team – so no hard method ringing for me!

The Future

The Autumn will see a new President of the Central Council and a new Editor of the Ringing World. An exciting time for ringing, in which ART will continue its focus on excellence in teaching and constantly improving the learning experience of all ringers. We're always on the look-out for new and better ways of doing this, so if you've got some interesting ideas, even if you're not quite sure how to make them happen, please let me know.

ART Chairman Lesley Belcher
lesleybelcher@ringingteachers.org

Foundation Skills Practices for All



Have you ever left a ringing practice feeling frustrated? Perhaps your learning needs were not met or maybe you observed others whose needs weren't met - or possibly both?

I am a relative newcomer to ringing myself. Sometimes other ringers put opportunities my way; sometimes I must actively seek out ways to bridge gaps. In ringing, as in other fields, learners don't always know what their optimal path could or should be.

Last November I attended an ART Module 1 bell handling course, shortly after which I was elected to the position of training officer for S & W Middlesex (the follies of attending an AGM) and I now have a growing network of supportive ringing acquaintances. So I decided to take the plunge and organise something myself.

In January I assisted James White during three evenings of handling and foundation skills for the Ruislip band, after which I decided to arrange a special follow-on practice for these ringers in conjunction with another local band. This required careful planning. We split into groups, rotating through three sessions: worksheets and theory; a chance to ring on hand bells; and a hands-on-ropes session in the bell chamber. Pooling the skills of ringers from both towers had several advantages: it facilitated achievement; established networking; provided experience of a new tower and bells and introduced new skills with a chance to practise these. What's more, the feedback was very positive.

Next I decided to make the most of ART Tutor David Smith's visit to the UK in March by organising a training session at Harrow Weald tower (a fairly easy-going ring of eight). I invited ringers with competencies at about LtR Level 1 to 2 together with helpers from their towers. In total we had nine ringers from five local towers. My hope was that the teaching techniques they experienced on the day, which help to break down learning tasks, might subsequently be included during their regular practices. I briefed David in advance about the current abilities of the ringers; he led us through good handling, bell control and Kaleidoscope exercises, all building up the skills required for Plain Hunt. We also carried out a couple of Level 1 assessments. One member of the group now proudly

wears his Level 1 badge for all to see.

Again, all the feedback was positive. So my next idea was to run a follow-on session at a different tower. I selected Ruislip – home to one of my very enthusiastic attendees, new to all the others and with a much longer draft than most had experienced. I enlisted the help of Simon Head, an ART Member, who planned the session with me in advance. He was extremely supportive, allowing me to organise the afternoon whilst he ran the bits that were too much of a challenge for me. By now I had compiled targets for everyone (they suggest; I monitor) and much to the amusement of some, mine was "to verbalise whilst ringing." So, I delegated as necessary to achieve the best outcome for the group. Not all of the original cluster were able to attend so the resulting free places were offered to others (by this time I already had a waiting list – I'm not quite sure how that happened so quickly) and I used different helpers. This was for two reasons: in part I did not wish to over-use anyone but I also wished to provide a range of help and expertise for attendees to tap into. Afterwards we enjoyed a meal for ringers and friends at a local establishment.

Once more all the feedback I received was positive. My next venture was more ambitious. I decided to organise an out-of-area excursion to Oxted where ART Member Ian Griffiths has worked hard to install six simulators. This enables six ringers either to work as a group or to ring independently each at their own work station. I carried out a recy with Ian on a sunny day in May to plan the outing.

On the day itself we began with a picnic lunch followed by a tower tour. Luckily none of the ringers who attended baulked at climbing up a rather skew-whiff ladder or suddenly announced that they suffered from vertigo whilst clinging nervously to the edge of the tower roof. In fact they all enjoyed the views and the sunshine before descending to the lower level of the belfry to receive instruction about the more technical workings of the bells and the simulator set-up.

We then had two hands-on sessions interspersed by a (well received) ice cream break. We really appreciated the support of two experienced local ringers who came to help us. Intensive simulator ringing is pretty exhausting (especially on a hot day)



Ringling on the simulators at Oxted

We then had two hands-on sessions interspersed by a (well received) ice cream break. We really appreciated the support of two experienced local ringers who came to help us.

Intensive simulator ringing is pretty exhausting (especially on a hot day) so the band was thankful when we retired to a local pub for an evening meal. We invited the home band to join us for this before attending their regular evening practice. It was a long day, but everyone enjoyed it and progressed with their ringing.

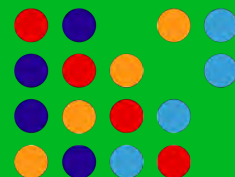
In August I will be running a training session at Radlett – another new experience for many as it is a very light ring. This will be followed by lunch, open to family and friends too; then a more general practice at Aldenham which has a mid-weight ring of eight. Space limitations coupled with a desire not to over-dilute the teacher-to-learner ratio means that I put a limit on the number of places available at training sessions I organise. By also offering a more open practice on this occasion I can include those who are not able to participate in the first session but who will benefit from a

practice providing intermediary skill exercises and methods. A couple of foundation skills practices are also planned for Ruislip in September

My idea to provide an additional pathway for ringers to progress alongside their normal practices seems to have been favourably received. Those who attend like the exposure to teaching that breaks down the ringing challenge into smaller achievable steps. They enjoy the company and support of others at about the same stage of learning. They appreciate clear explanations from leaders who explain how to correct errors or to tackle the task that confronts them. And I can also reflect that my own skills have progressed too: to my immense surprise, only yesterday I found myself at a practice talking someone through the single in Stedman Doubles whilst I was ringing the single with them ... now how did that happen?

Sonia Field

Simulators, More Than For Silent Practice



We already had a simulator system set up in our tower at Lytchett Matravers, but essentially only used it for running 'silent' training courses so as not to annoy our nearest neighbours.

I attended the Abel Simulator Workshop at Bryanston in Dorset in January 2019. The tutor was Roger Booth. My main aim of attending the course was to learn how to set-up and use our simulator to its fullest extent. Roger showed us how to set up a multi-workstation system, but due to lack of space and equipment resources we were never going to be able to set up something similar in our tower. I had visions of being able to use our system to run monthly timed simulator sessions for our relatively novice band, either one or two ringers at a time, using our one existing laptop. However, I did come away with lots of ideas and things to try out.

With this in mind, I organised a session in our tower on 18 July with Alan Bentley (who set up the simulator system initially), and Debbie Phipps (Tower Captain). The main purpose was to familiarise ourselves with the equipment set-up and 'bell-mapping' options for

different exercises. We only needed to silence two of our six bells. It was an extremely useful session and we practiced some of the basic exercises i.e. shadowing, following, rounds, leading, and Alan Bentley's exercise 'I'm sorry I haven't a clue' – this is now a recognised exercise that is in the 'Teaching with Simulators' book written by Roger Booth.

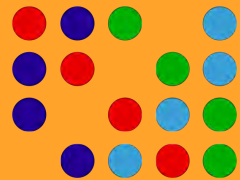
Next we ran a simulator session for five members of our Band on 25 July. We silenced three of our bells and ringers practised most of the learning exercises above, concentrating on listening and good striking.

Once everyone is more familiar with ringing using the simulator, then we hope to move onto other more complicated exercises, as well as individual practice of Plain Hunt, Plain Bob Doubles etc. However, this will all have to wait as our bells are coming out at the end of August to be restored.

Cathy Neyland and Lytchett Matravers



Looking a simulator software at the workshop



Why do Ringers Lapse? Survey Results

Question 1. How old were you when you learnt to ring?

A significant majority of respondents first learnt to ring when they were under 18 (64%). Only 12% were still under 18 when they gave up. Most respondents (39%) gave up between the ages of 22 and 40. Over half (51%) of those respondents who have returned to ringing started again between 41 and 59, with another 20% starting again after the age of 60, suggesting that this is something that people do come back to later in life after the time constraints of careers and family life have been alleviated.

Question 2. Have you lapsed and then returned to ringing?

This was a yes/no question about whether or not the respondent was currently a ringer, bearing in mind that all respondents should have lapsed at some point even if they had restarted again. 47.4% were not currently ringing and 52.6% had lapsed in the past but were ringing again.

During the promotion of the survey on social media, someone (an existing ringer) posted a comment suggesting that it would be difficult to reach lapsed ringers by circulating the survey to existing ringers. The results of this question demonstrate that nearly 50% of the respondents are currently lapsed ringers (with the rest having lapsed and subsequently returned) indicating that the sharing on social media reached a good number of currently lapsed ringers (146 individuals). This demonstrates the sociable-ness of ringers in keeping in touch with lapsed ringers.

Question 3. How many years did you ring for?

As identified in Question 2, 162 of the respondents have returned to ringing. 133 people (of the 146 respondents who are currently not ringing) answered the question about how many years they had spent as ringers. Collectively they represent over 1600 years of ringing between them – an average of over 12 years per person of ringing experience. More significantly, 75 of these 133 respondents have over 5 years' experience, with 35 individual lapsed ringers each having over 30 years' experience.

This represents a significant loss to the Exercise, and is a potential source of instant ringers if just some of them (and others like them who

didn't respond to this survey) can be persuaded to return.

Question 4. Whereabouts did you ring?

Nearly half (48%) of the respondents learnt to ring at a village tower, with 35% learning in a town and 17% in a city. By the time they lapsed, the results were more even, with villages and towns receiving 38% and 37% of the responses, and 25% ringing in cities. Answers to this question confirmed that the survey had a good geographical spread of responses.

Question 5. Did you know any ringers at your tower before you started ringing?

The answers to question 5 demonstrate that the overwhelming majority of ringers (65%) knew another ringer well before they started to learn.

Question 6. Are you male or female?

60.7% were female, 37.7% male and a small number of respondents preferred not to say.

Question 7. What stage did you get to?

Less than 4% of respondents gave up while still learning to handle a bell. Of the four other stages used to categorise different learning phases of ringing for the purposes of this question, the number of responses increased with the level of complexity, with the most surprising finding being that 42% of respondents were able to ring Surprise methods by the time they gave up ringing.

Question 8. What was it about ringing that you enjoyed the most?

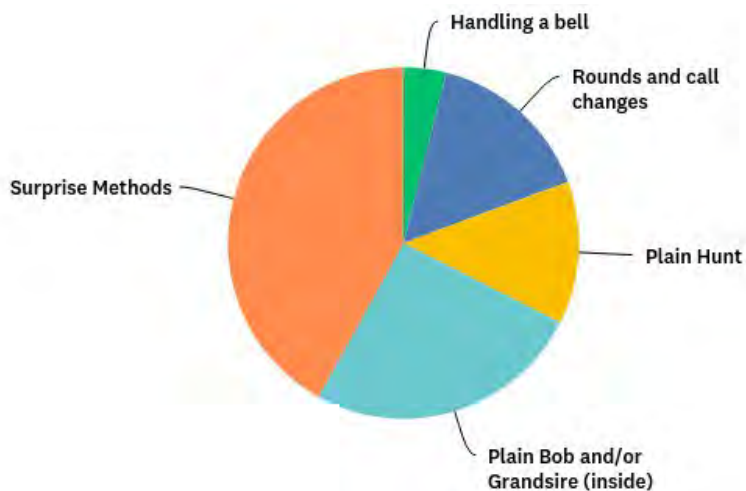
From these results it is clear that the social side of ringing is by far the most important with 80% of respondents choosing "social enjoyment and making friends" and 65% for "being part of a team" (respondents were able to choose more than one reason). This is backed up by previous ART research.

Pull out:

One comment in particular summed up their enjoyment of bellringing as a unique activity as "The 'neatness' factor – very 'English' for someone from Canada to do. I just always thought it was a good kind of quaint. Also it was cool learning rope handling techniques and simple movements."

Question 9. Why did you stop ringing?

There was no one clear reason why people gave up, with all the suggested answers – moved away, work, illness, started a family, problems with teacher or band, lack of progress and got bored – receiving similar numbers of responses, with illness receiving the least at 11% and moving away the most at 32%. A free text box asked for other reasons and the overwhelming reason stated was 'lack of time' (24 comments). Only one respondent remarked 'just couldn't get it'.



Pie Chart showing responses to the question "What stage did you get to?"

Of the open replies, three arising issues can be drawn out:

- Comments on teaching included both those who felt that teaching was too structured and those who would like it to be more structured than it is (in their specific tower). One respondent said “Learning for leisure suddenly became very pressed with tests, targets and certificates everywhere – I just wanted to learn to ring, and have fun.”
- Individual personality clashes and whole bands or groups appearing to have formed a clique accounted for 17 comments collectively.
- Ringing being too good (e.g. experienced ringers not welcoming or encouraging learners) was mentioned by some respondents for giving up, but conversely other people mentioned that they were put off by the ringing at their local tower being too poor. Although this could be separated out as two issues, perhaps overlying both is the fact that ringers need to be more understanding and encouraging to each other!

Question 10. If you haven't already taken up ringing again, what would encourage you or assist you to start again?

Of all respondents, 35 felt that nothing would encourage them back, or they didn't know what would, whereas 19 respondents had already started again – some gave reasons why which are included in the answers below, but others did not. An analysis of the 166 responses (206 specific reasons) puts them into the following broad categories:

The largest number of responses referred to “having more time” and to “different teaching methods”, with 25 responses each.

Personal reasons about which little can be done by ringing societies or ART such as health improvements and relocating to a new area received 11 and 16 responses respectively.

A better standard of ringing, easier bells and daytime practices accounted for 12 comments.

Four respondents wanted to see a more family-friendly environment, and three young ringers said that more young people taking part along with social activities not just about ringing would encourage them back.

A friendlier band was the next most important reason that people would consider returning, with 22 comments.

14 respondents felt that less demanding rules and more flexible attendance structure would allow them to return, while 13 felt that they just needed a prod in the form of an invitation or some encouragement to come back.

“If someone from the tower had stayed in touch, I would deffo have started again sooner rather than leave a 17-year gap.”

Taking findings forward

Alison made several proposals based on the responses including a campaign to encourage lapsed ringers with their wealth of experience back to towers, utilising personal contacts that already exist, with the promotion of this survey through social media having demonstrated that many former

ringers are still in contact with existing ringers.

The evidence from the survey that a more flexible approach – where some ringers are not required to attend one particular tower at specific times – might also be explored and possibly some guilds or associations might trial a flexible membership scheme as a positive way of involving those who can't make weekly commitments.

Two areas that were featured in responses which would require careful handling are whether ringers just need to be nicer to each other and avoid forming cliques, and managing teaching methods to be as inclusive as possible.

A small number of comments specifically related to bullying, and a more open approach should be adopted by associations to encourage whistleblowing through the proper channels and processes already in place. In terms of teaching, a multi-style approach should be available at all towers rather than an expectation that all learners should sign up to a formal learning process.

Equally, associations or guilds could support local towers that currently don't participate in any formal learning process so that their learners do not miss out on the formal process if they want it.

The results of the research and Alison's proposals are currently being reviewed by ART, consulting with the Ringing World and the Central Council.

Beth Johnson

Returning Ringers

Our experience with returning lapsed ringers is mixed. We have one recently returned ringer who formally rang at our tower from an early age and had many years of experience, teaching, peal ringing, etc. before her work and family commitments forced her to cease. I don't think she had rung significantly for at least 20 years, but because of her vast experience from an early age, she had no problems starting again. I would note her bell handling was and still is very good and she is ringing most methods again with few problems.

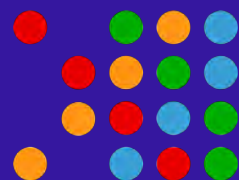
I know less of the ringing history of our other returning ringer. She previously rang in Norfolk (a long way from North Yorkshire). Her son was a ringer who used to ring at a high standard, peals etc. I assume she gave up when she moved from Norfolk. She had got to the level of Call Changes and Plain Hunt, and ringing for weddings before she stopped.

My comments relate to my experience with her. My first take away message is don't assume that the ringer can remember how to ring,

first time out. We both got a shock on the first pull. We then went back to basics as if she were a new ringer and it all came back, and progress was fast. She did need time to build confidence but was ringing unaided in a few weeks (one lesson a week). We are still working on handling however.

Matthew Curl

Wellington Cathedral - My First Six Months



Over the past six months, I have been learning to ring at Wellington Cathedral, New Zealand. It has been such a wonderful experience - one that I never imagined when I first started, on January the 19th!

My first day was quite nerve racking. I was greeted downstairs by my soon-to-be mentor, Derek Williams, a nice old chap from Oswestry. We went up the lift (yes, a lift, so that we're spared from the pre-ringing workout), and I entered the vast expanse that is the ringing room. I met some nice people, and we got started on the mini-ring. My heart was thumping rapidly all this time, mind you. Within no time I could handle a mini-ring bell, and I was already getting into the basics, Rounds, changing places and so on. Many people said that I was quick to progress ... a trend which certainly continued!

My progress increased rapidly after several handling sessions with my teacher and multiple practice nights. I could soon ring rounds on tower bells, but to my embarrassment, I just couldn't understand call changes for ages. So, very unusually, I went down the path of method ringing!

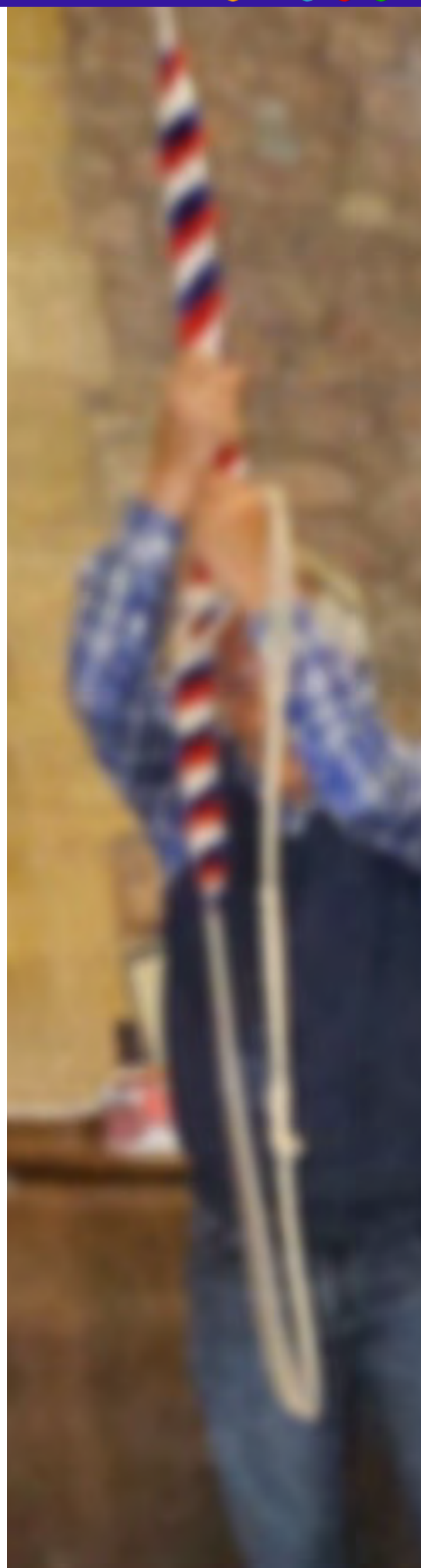
First to be learnt was College Bob. Explanations were mostly good, but my teacher unfortunately dumped a whole lot of terminology on me without explaining what it meant (sound familiar anyone?) Lots of things just 'came to me', I guess, like ropesight, and seeing the treble and it's magical path. Before then, Terry, our dedicated treble ringer, must have felt very neglected, as I barely even glanced in the treble's direction.

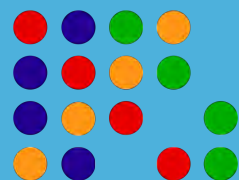
After breaking a stay and feeling like crap for the rest of the night, and a lot of quarter peals on the Treble and Tenor covering, I moved on to Plain Bob Doubles inside. I handled that reasonably well but 3-4 down dodges were my absolute nemesis. I just kept missing them. I can imagine all the other ringers thinking: "Watch out, Dylan's about to dodge, more appropriately crash, 3-4 down". Once, Derek even had the audacity to say, "Missed your dodge, as usual", much to the amusement of the others.

There were a lot of good moments and certainly lots of struggles while I was learning. But after four more months, I got to where I am today, ringing regular quarter peals of spliced Minor, and Plain and Treble Dodging Major on tower bells and

our very handy mini-ring. I never thought that I would be at this stage so quickly. I have no one else to thank other than my absolutely amazing teacher, Derek, and 'co-teacher' Gerald McIlhone, who keeps our ringing extremely interesting with plenty of new methods, variations, and his own compositions. In Wellington, you never get to rest on your laurels ... quote, unquote, Ruth Lightbourne (I can't have favourites but if I could she'd be one of them.) Gerald certainly makes ringing, method wise, far, far more interesting! The other ringers have also been incredibly kind, supportive, encouraging, and absolutely amazing people to know. I have no words to describe how lovely it has been to learn and ring with such a wonderful band, I would never, ever have a different band for the world. It was certainly one of my better decisions to learn to ring at Wellington Cathedral.

Dylan Thomas





Our regular quarter peal attempts have continued to provide good bonding and motivation: 48 successes and a few failures have seen 7 first quarters (Anne-Marie, Alex and Imogen from Wargrave, Edward, Freddie and Joe from Twyford, and Keith from Hurst), and 23 firsts of something different, such as first on eight, away from cover, or a new method. For the less experienced it has given an opportunity for more extended practice and consolidation. For the more experienced it has given a chance to ring something different, may be a new Surprise Minor method, or call something not tried before, or not for a very long time! Donations by the quarter peal ringers have gathered funds for making an annual donation to ART as well as the towers at which we ring. Sonning's Sue Portsmouth is congratulated for ringing her first peal in December.

The Twyford band has gone from strength to strength, their Friday practice regularly assisted by ringers from all the other Loddon Hub towers. They have new recruits including three Year 6 girls, a returner from Hurst, and regular ringing on a Sunday without outside help. They are hoping soon to be able to ring a Twyford band quarter peal. All the current ringers have progressed to change ringing, and the "helpers" are also getting stretched, with Bristol Surprise Major having been attempted at the end of the practice.

Learning the Ropes successes have continued to mark progress within the Hub, Waltham St Lawrence's Sophie and Holley both achieved LtR Level 3, and Holley made excellent progress to gain her LtR Level 4 and 5 finishing with a quarter peal of Plain Bob Minor at the end of May.

Sonning have been doing a lot of teaching of basic bell handling with Karen and Ellie both gaining LtR Level 1.

Wargrave's youngest ringer, Imogen, passed LtR Level 1 and 2, as did returning ringer Alex Nicolai, and Anne-Marie was delighted to be able to ring her first quarter peal, at first attempt, on the centenary of the Armistice and young Tabitha gained her LtR Level 1.

We haven't run as many workshops this year, as the quarters have fulfilled a lot of our practice needs,

and the individual towers are more able to provide for their learners needs on practice nights. One of the most memorable was at St George's Memorial church in Ypres, where, after an hour of consolidated practice, local ringers Liz (treble) and Martin (covering) successfully rang an extent of Plain Bob Doubles and an extent of Grandsire Doubles. Well done to them. We also took wood for stays as ash is hard to source in Belgium, not that we needed them on this occasion, and rang with "Team leper" on their practice night.

One of our development targets was to re-establish a band at Hurst. A successful recruitment initiative, linked to Ringing Remembers, saw a group of five start to learn in September. As three of the hub's teachers were able to be involved, the students made good progress, starting to ring rounds on four in October. By November 11th they were all able to ring rounds on eight, a great achievement that may not have been possible if they had been just one isolated tower. All five gained LtR Level 1. Good progress is being made by this new band that has since been joined by another new ringer.

Practices involve a lot of kaleidoscope ringing (including the Ypres Wedding March), with skills of covering and plain hunt starting to develop. Good use is being made of the newly installed simulator, and the band went on a mini outing experiencing some very different bells. Hurst ringers have also benefitted from attending other Loddon Hub practices. Meeting six at a Twyford practice in February, we rang an impromptu quarter peal with Keith covering to Doubles, less than six months after his first lesson. He followed that by ringing another at Hurst. Well done Tower Captain Graham, Keith, and the Hurst band.

Five of the hubs young ringers - Matthew, Joe (Twyford), Imogen, Tabitha (Wargrave) and Holley (Waltham) - have joined Bucks and Berks Young Ringers, with three being in the SEECOM band, and four in the RWNYS band at Liverpool, where they had a great time. Twyford's Matthew conducted last year and Waltham's Holley conducted this year, with Joe and Imogen ringing in the competitions for the first time.

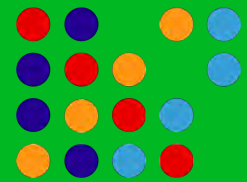
"Roped In", the Hub's Young Ringers also entered the branch six bell striking competition, along with

bands from Twyford and Wargave who haven't been able to do so for a very long time. Seven teams entered in all, with Roped in coming 5th, Sonning 4th, Wargrave 3rd and Twyford 2nd. Just shows what a hub can do!

Vinni Sulivan



Using Singles in Plain Bob Doubles



It astonishes me that there are still many who insist that “You cannot have singles in Plain Bob Doubles”, despite the fact that their use has been described in the Ringers’ Diary for many years. Certainly, in times past, the standard single for Plain Bob Doubles (p.n. 123) was referred to as an “Old Single”, producing the variation “Old Doubles” but a good long time ago it was clarified that this is simply the natural single for Plain Bob Doubles and thus does not create a variation.

So, why bother to use singles when three bobs are all you need to achieve an extent? There are two reasons. The first is the variety it offers and the second is the value in teaching. Using only Bobs there are just 4 standard 120s. There are a further 4 extents using only Singles, and 4 more using both calls meaning that it’s possible to ring a quarter peal with no repeated extents making for a much more interesting time. The callings are very straightforward. For Singles only, call any bell to be unaffected (making 2nds) three times. For both calls, call any bell unaffected 2nds with a Single and unaffected long-5ths with a Bob every time it is in either of these positions.

Now to the teaching benefits ...

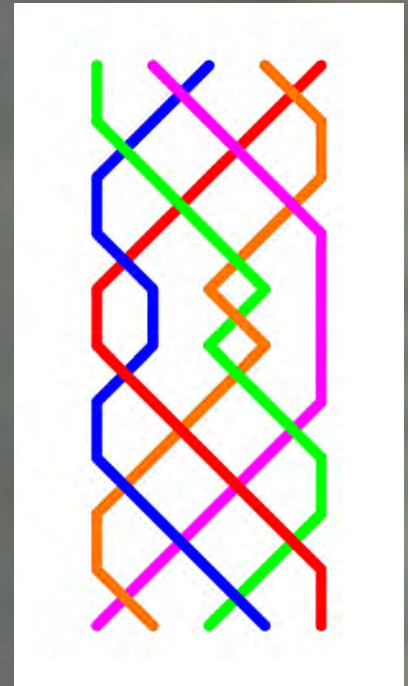
The traditional way of teaching someone to ring Plain Bob Doubles is, once the plain course has been conquered, the learner is told there will be a Bob every time they make long-5ths, but they’re to ignore the call as it will not affect them at all. What tosh! Of course it affects them. They are used to long-5ths being over two other bells, ABAB, yet now it is ABBC. Then, on their journey back down to the front the bells pop up in an unexpected order. The luckier ones will weather it and move on swiftly; for others it has the capacity to be a highly demoralising experience. Their teacher and other band members insist it will not affect them and it should be easy, yet they struggle with it.

Using Singles makes effective use of prior learning in this new step. The learner should be comfortable with trebling to touches, and ideally will have rung one or more quarter peals on the treble. They thus have the established ropesight skill of picking out new sequences of bells to take them from lead up to the back. If a Single is called while the learner is making 2nds, the coursing order shift occurs above them, and after leading again their established

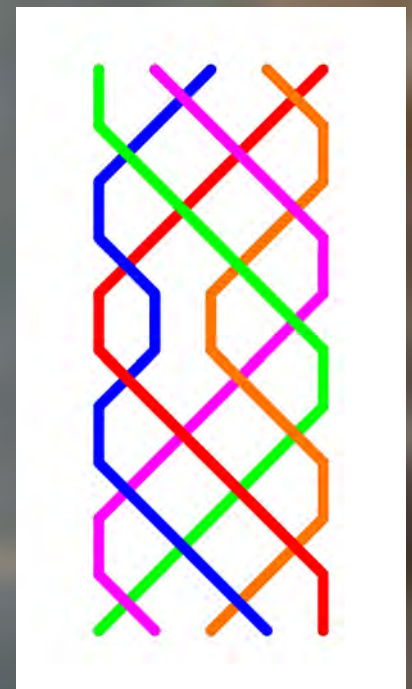
ropesight skill can be used to pick out the new sequence of bells. If they stumble over the 3-4 down dodge, I would stop and discuss what happened. As I value enabling people to succeed rather than keeping on trying and failing, I might even ring a few exercise touches where we get as far as the first Single and say stand just as the 3-4 down dodge would occur, with the aim of reinforcing the confidence that they CAN use their skills to navigate through an altered coursing order, before then proceeding through the dodge. In fact, I often say “Stand” midway through something and repeat just a section. I really do not understand the custom that during a practice, everything has to start and end in rounds and be a true touch.

Another benefit of using Singles in Plain Bob Doubles is that if you teach learners to ring touches where they are affected by both Bobs and Singles as a matter of course, it introduces the Single very early on in the learner journey. This neatly avoids the trepidation that too often accompanies encountering Singles for the first time in Plain Bob Minor or above. I have seen so many adult learners in a state of panic at the thought of having to make 3rds at a Single and this unease can persist long into the journey into advanced ringing. I have known many who’ve been completely fazed the first time they’ve encountered a Single in Surprise; on one occasion I took part in a Singles-only quarter of London Surprise Minor which needed several starts before the band could all cope with the calls!

Heather Peachey

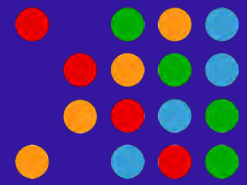


Plain course of Plain Bob Doubles



A Single in Plain Bob Doubles

Learning How we Learn



Teachers are looking more and more to research in cognitive psychology to inform their practice. Cognitive psychology is usually defined as the study of the mind, including perception, attention and memory. This field of research can help us to understand learning by testing hypotheses about learning strategies that are developed based on what we already know about the mind (Weinstein & Sumeracki, 2019). There are four important learning strategies that have recently moved from theory into practice and which have implications for all teachers. These learning strategies are outlined below with suggestions on how they relate to learning to ring.

Cognitive Load Theory

There are two important components of memory – long-term memory and working memory. Working memory is where thinking takes place, where information that is actively being processed before it moves to long-term memory for hopefully long-term storage. Working memory is finite. On average, your working memory can hold about seven 'bits' of information and only holds them for approximately 20 seconds. This limit of working memory means that it can quickly become over-loaded when dealing with new tasks. This is known as cognitive load theory. Structuring complex tasks by limiting the amount of new information can reduce this cognitive load.

One way to reduce cognitive load when teaching ringing is to break down a task so that the student can tackle it step-by-step. The ART Training Scheme already breaks down activities into several small steps. For example, teaching bell handling is broken down into many stages and exercises. More stages than in the way many of us were perhaps taught; by learning the backstroke, the handstroke and then both strokes together.

This theory of breaking tasks down will work for all stages of ringing, such as Call Changes, Plain Hunt and even the most complex of methods. Learning a place bell, calls, circle of work, etc. are all steps that can be learnt in stages rather than everything at once.

It is important to help students to shift learning from working to long-term memory. The next three theories suggest strategies for doing just this.

Spaced Review

Learning everything to do with a topic during a single time period is not as effective as distributed learning (Dunlosky et al., 2013). Spaced review involves revisiting a topic after a 'forgetting gap' and strengthens long-term memory. A simple way to manage this is to build in review time to each teaching session, including reviewing learning from the previous week, month and/or further ago.

As we all know, intensive sessions work. Less of a gap between handling sessions in particular will help ensure that working memory moves to long-term memory. It is ok to revisit some of the smaller, earlier stages again and build them back together. For example, if a new ringer has managed to ring alone during the previous lesson, a good starting point would be to revisit single strokes at the beginning of the lesson before putting them together again. This will also build confidence. It is also good to review the learner's logbook to remind them what they have learnt already.

For method ringing, good examples would be to practise a plain course before ringing a touch or waiting until the latest point before adding a call. Practising half a course or ringing a different bell to practise different place bells is also a good idea.

Retrieval Practice

Repeatedly re-reading a text is not an effective way of learning. It is much more effective to try to retrieve what you already know from memory (Roedinger & Karpicke, 2006). Retrieval practice involves retrieving something you have learnt in the past and bringing it back to mind. Students are using retrieval practice every time they undertake a test. Using frequent, short and importantly, low-stakes tests causes students to retrieve knowledge on a regular basis. Any activities that require students to draw on past knowledge can have the same effect.

Theory is so important! Ringers will learn methods quicker and move onto more complex methods if they understand them. Writing methods out, the circle of work, treble passing are all good ways to make theory stick, far better than retaining memory from being talked at or reading text. Quick fire questions are also a great way to check understanding and to check reaction

times that will need to be much quicker when they are actually ringing. "You're ringing Plain Bob Doubles, you're about to do a 3-4 up dodge, you hear the conductor call "bob!", what do you do?" "Make the bob/make 4ths & in?" "Correct! What do you do next?" If they can recall the correct answers quickly, then they stand a far better chance of being able to remember when ringing it.

Elaborative Interrogation

Elaboration involves describing and explaining in detail something that you have learnt. This approach supports learning by integrating new information with existing prior knowledge, helping to embed it in long-term memory. A well-studied form of elaboration is elaborative interrogation, which involves prompting students to generate an explanation by being asked 'why?' and 'how?' Studies have shown that learning effects are stronger when students generate answers to these questions themselves rather than being provided with the explanations.

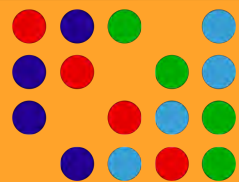
In summary, regular reviews of learning, using low-stakes tests and asking students to explain what they have learnt can be very beneficial, helping to move learning from working memory to long-term memory. If they can hold on to that new knowledge and/or skill in their long-term memory then they have really learnt something. This is how we all learn new skills and methods and does not just apply to new ringers.

This theory can be used to check the learner's understanding of how what they do on the end of a rope affects what the bell does and how a single stroke affects the next one. For example, it is sometimes counter-intuitive that to slow a bell down and ring a slow stroke, that you have to put more effort as opposed to riding a bike where less effort will make you go slower.

You can also check a ringer's understanding of methods by getting them to recite what to do and randomly shout, "bob!" You can ask them to explain why they have to do what they do at a call. Recite a different place bell, etc. etc.

Jenny Wynn and Moira Johnson

Editor's note: references at end of this edition



Assessment and Accreditation

1 January 2019 not only heralded a New Year, but also a change in assessment and accreditation procedures for ART's Module 1. Following discussion at Management Committee and Conference levels, and after seeking opinions from teachers, mentors and assessors, a change was implemented that requires the assessment of mentors seeking accreditation, removing the mentor self-accreditation procedure and also restricting the accreditation submission to SmART Ringer to ART Assessors, rather than being an option open to both Assessors and mentors.

This change addressed some weaknesses in our processes and was seen as a further step to improve standards of teaching with a focus on safety. So far this change has seemed to have been implemented successfully and been well received, and just as a reminder it's worth noting that the assessment criteria for mentors are the same teaching ones that new teachers are being assessed on, but with no requirement to complete an ART Personal Progress Logbook. For those mentors who seek accreditation but whose teacher(s) don't, then they have to show evidence for the assessment of teaching a new ringer themselves and recording details in a copy of the Logbook to show that they have used, and are familiar with the ART bell handling exercises. In this situation there is no requirement to have another mentor 'signing off' the logs ahead of assessment.

Since January of this year there have been a number of opportunities to consider whether similar changes could be brought into M2 assessment and accreditation as a 'tidying-up' process. We have had discussion at an Assessors Forum at the ART Conference in Worcester in March, at a gathering of ART Members from East Anglia in Saffron Walden in February and at the Management Committee meetings in April and July. Pros and cons have been considered and reflected on, but the general opinion is that we should move forward to implement similar procedural changes to M2 accreditation.

Therefore, from 1 January 2020 it will only be possible for Assessors to make the online submission for M2 accreditation of teachers and mentors and it will be necessary for mentors seeking M2 accreditation to

be assessed on their teaching (at the appropriate foundations M2F or method M2C level) using the teaching criteria listed in the Logbook that is used for assessing teachers. This is likely to need some "on the ground" planning in order that both a teacher and mentor can potentially be assessed across all the criteria in a single assessed lesson. However, there is the option that many of the assessment criteria can be covered by questioning as opposed to observation at M2. As with M1 there will not be a need for mentors to complete Logbook lesson plans if they are being assessed together with those that they are mentoring.

By introducing this change we will be able to adopt similar assessment and accreditation procedures for both M1 and M2 and will be assessing all those seeking accreditation and ART membership through teaching capabilities rather than a mixture of teaching and mentoring support. This works with our aim of improving teaching standards and consistency. The change will potentially need some wording corrections in Logbook reprints and some alterations to the ART Regulations.

Paul Lewis
ART Management Committee

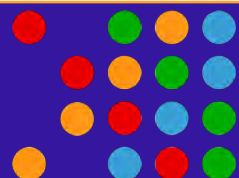
Module 2 Accreditation Changes

From January 1st 2020 we propose that:

- Mentors seeking accreditation will need to be assessed by an ART Assessor.
- There will be no need to complete a Logbook if the mentor is being assessed at the same time as a teacher they are mentoring.
- Only an ART Assessor will be able to submit an accreditation recommendation.

These changes will align the Module 2 and Module 1 accreditation processes.

It's All About Paying Back



I was recently asked to be a "helper" on a ringing course and I felt it was a great honour to be asked and to be able to pay back in some small way the countless hours experienced ringers ("helpers") have given me in my first year of ringing under the "Ringing Remembers" scheme.

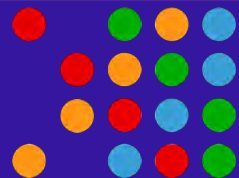
I may only be making the tea but it got me thinking HOW to pay back – and I decided to make a bequest to ART because I really believe the drive to teach teachers and offer a structured approach to learning gives everyone something extra.

For me it has ensured quicker progression. I have rung two quarter peals, found a wonderful new community of friends and a new sense of purpose in my life. Without ART I may well have dropped out.

I also enjoyed chatting bells to the rather bemused solicitor - spread the word!!

Lynne Sydes

Tulloch Ringing Course



I was one of the ringers attending the Beyond Plain Bob Minor week at the Tulloch Ringing Centre and together with my husband and granddaughter had a great time. Five days of concentrated ringing for six hours a day certainly produced results. I hesitate to use the terms teacher, helper or learner as I feel we all of us ringers learned something about ringing, teaching or learning during the week and all made progress one way or another.

We certainly worked hard through the week: ringing a variety of methods, thinking about place bells and ringing one lead at a time, thinking about rhythm and the patterns involved in hunting, dodging and place making, and thinking about calling bobs. Even preparing for calling a quarter!

There were so many opportunities; the ringing Centre, the light ring in the last tower, the simulator and handbell ringing, informal discussion over lunch or coffee breaks.

As well as formal theory sessions all contributed to making the week successful in building skills and confidence.

Some quotes from the course delegates help to show how people valued the course.

"I think it's really good to be able to learn things in a concentrated way in a short period of time."

"This has been an extremely valuable week. With the support and patience of a team of very experienced ringers, we have progressed through St Simons, St Clements and Bastow to understand and begin to ring Kent Treble Bob Minor. I now understand the structure of these methods and the links between them, and have picked up a host of tips to help me develop further in my ringing. The increased skills, knowledge and confidence I have gained have exceeded all my expectations. My toolbox is overflowing."

"Starting this week as a beginner I have been well nurtured in both hand bell and tower bell ringing."

"I feel as if I gained six months of ringing experience in five days"

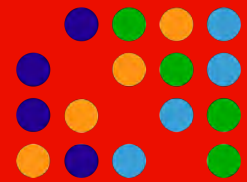
We would all like to thank Helen and Peter for their hospitality, generosity, persistence and enthusiasm which made all this possible. A donation of £80 was made to ART by course delegates.

Barbara Busby



Attendees at the Tulloch ringing course

Son of SmART Ringer



The Team

Earlier this year in May, Lesley Belcher, our ART Chair put together a team of people to re-develop the SmART Ringer website. We are very fortunate to have in our team, Steve Johnson, our IT Consultant who is leading the software development. Along with Steve, we have Rob Parker who was the original SmART Ringer website developer and is giving some invaluable insight into the existing design; Rose Nightingale and Lesley are guiding us on 'how-it-really-works' from a practical point of view. I'm helping to pull all of this together!

Why do we need to update SmART Ringer?

The SmART Ringer website was developed to support the ART Training Scheme and today it is supporting approximately 6,500 users. The current website architecture is beginning to struggle with this number of users and consequently it is becoming quite slow. We have taken the decision to redesign SmART Ringer so that it will be able to support the expected continual increase in users and at the same time 'fix' some of the issues with the current website.

Development

We are planning to develop the new website in five phases and initially it will be completed 'behind-the-scenes'; a little like a decorating project, most of the work to start with will be in the preparation. This will include ensuring data consistency by the creation of a data dictionary (e.g. what is a person), defining business rules and future proofing. We expect this to create benefits for our other websites (e.g. ringingteachers.org).

Son of SmART Ringer - First Release

The initial release will have no added functionality, but it will have an improved user interface and new database. One of our main aims is for SmART Ringer to be as user driven (self-serviceable) as possible, designing out opportunities for user errors. For our administration team it will also fix a few issues they have to deal with on a day-to-day basis that should be time saving.

Son of SmART Ringer - Future Releases

Once we have successfully launched our new SmART Ringer website, we are planning new features that will be released in subsequent phases. We expect that these new features will be time saving for both users and administrators:

- Improve registration of ringers
- Automate ordering certificates
- Improved post course accreditation process
- Membership Directory automation
- Social sharing of achievements (e.g. rung my first quarter peal)
- Support for all programs (e.g. 50 Ringing Things)
- Mobile-friendly support for teachers and ringers

Is anything missing? We would welcome your ideas on what you would like to see in the new release of Smart Ringer.

Where are we?

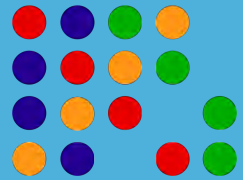
We have to date had 3 full day meetings and numerous Skype calls to kick-start the project. We have completed much of the ground work needed to start work on the new website and our current plan is to launch it in early 2020 with subsequent releases later in the year.

Nigel Mellor



Meeting to discuss the future of SmART Ringer

Young Ringers Module 1



On the last Saturday in June (straight after the end of GCSE exams) a group of seven young ODGers attended the first ART Teaching Bell Handling course run just for young ringers. It was a long time in the planning, but hopefully this will be the first of many “motivated by the understanding that to secure the future of ringing, we must engage the younger generation in teaching.” There were a range of delegates from Year 9 through to university, some of whom were part of the winning ODG band at the RWNYC the following Saturday. Thanks go to the ODG who sponsored each of the Guild students on the course.

It was great to see how quickly the young delegates picked up the different teaching techniques and skills. I've never seen the practical sessions whizz by so quickly, and everyone relished trying different ways of teaching. Being totally immersed in learning at school probably helps, so leaving their comfort zone feels normal for these delegates.

“The practical sessions showcased some interesting techniques for teaching specific aspects I saw for the first time, though testing them out with both left- and one-handed ringers presented unexpected challenges! These ranged from fielding wayward ropes to exercises for dealing with specific idiosyncrasies (handling errors).”

Originally scheduled as a national course, we watched as young ringers from around the country enrolled and then cancelled – obvious in hindsight, but the logistics of attending the course are not in the hands of the young ringers but their parents and a drive from Kent or South Wales to Abingdon can be a hard sell. In future I think it will be better to focus on one or two neighbouring youth groups, rather than advertising nationally.

Talking of what we learnt, we thought that holding the course after the last GCSE exam and before the school holidays was a great idea, however so did every other hobby and activity attractive to teenagers and we found ourselves competing with the likes of the DofE scheme as well as the Glastonbury Festival.

Many conversations were had with the OUS who were keen to come, but in the end Craig was “the only Oxford University Society representative due to an unfortunate

mismatch with term dates.” The course was too late in June for them!

So, was it worth doing? Oh yes! Seven young ringers, with no or some teaching experience, obviously enjoyed the day and learnt so much. They have been paired with experienced mentors to practise before they go to university. As for us, we've learnt to focus geographically, to be even more careful about the date and to involve the local university societies in this conversation. ART is prepared to make a small loss on such courses if only a small number of delegates can attend, because it is the right thing to do.

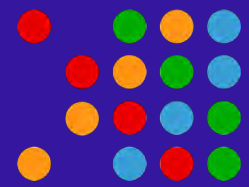
The final word goes to Craig: “I personally chose to attend because most of my teaching experience has been only as a short-term substitute, so I thought I would benefit from the long-term progress arc and the structure and support that ART provides.

My own handling issues, including a persistent ‘floating hand’ also led to a lack of confidence in teaching handling, but this was somewhat resolved in the practical sessions, culminating in a demonstration of very effective prompting. I look forward to completing the rest of the Module, with online resources and a teaching logbook to tap into with support from my ART mentor, and a final assessment to become accredited.”

Lesley Belcher
with quotes from Craig Robertson
(OUS)



Matt correcting Craig's floating right hand



Young LtR Level 5 Achievers

Earlier this year, Simon Linford asked if Charlie was the youngest ringer to complete their Learning the Ropes Level 5. In fact we had three young achievers complete the scheme all at the same time. Here are their stories.

Charlie Linford

Charlie has progressed quickly through the latter stages of Learn the Ropes, with the biggest constraint to getting her LtR Level 5 being able to organise quarter peals fast enough. Charlie gets plenty of ringing opportunities, with the Birmingham School of Bell Ringing, Brumdingers, and ringing with parents and grandparents.



It is clearly a benefit having ringing parents although we didn't let Charlie start until we thought she was strong enough. We decided that starting a couple of years later and developing a strong style would be better for her. Her favourite ringing of the week is definitely with the Brumdingers, where being good at crowd control is as valuable a skill as being an ART qualified instructor!

Charlie was actually taught to handle at the School by Tony Daw. She progressed through the School just like anyone else, experiencing her dad's teaching for parts of her progress. Sometimes we think it is best for mum to stand behind and explain things, but we take it in turns to be shouted at.

When I learned to ring, I never had any ambition to teach anyone else. I think all the kids I learned with viewed teaching as something adults do. Charlie wants to learn to teach as soon as she is old enough to – a combination of already being a helper at the School but seeing how ART can teach you how to do it.

Harry Helyer

On April 27th Harry Helyer rang the treble to a quarter peal of Cambridge Surprise Minor and so completed all the activities for his LtR Level 5. This was achieved 16 months after his first lesson and three weeks after his 11th birthday. He rather over-achieved, in that he also rang a quarter peal of Grandsire Doubles in the same evening, thereby qualifying for Level 5 in both the 'Doubles' and 'Minor' routes.



It was a good day for Harry, since earlier in the day he had led a team to victory in the local branch striking competition (call change section) where he put in the calls in an expert fashion. He is mad keen on anything to do with bells and his parents have had to adjust to the constant sound of bells in the house, as he practises whenever he gets the chance.

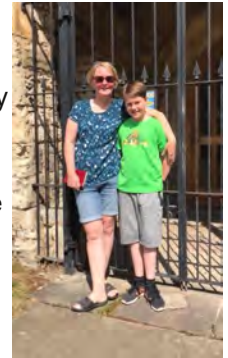
Harry came to us through an enquiry to ART from his Dad, who wanted to find out if his bell-mad son could learn to ring. I was the nearest qualified ART teacher and they have both been loyal members of Northallerton band ever since, despite living over 20 miles away. The attached photo shows Harry with certificate and the completed LtR Progress logbook. He has already ticked

off a first peal and quarters of Plain Bob Royal and Grandsire Triples for his LtR Plus.

When asked what he likes about ringing, Harry simply replied: "everything!" He just loves to ring bells and doesn't mind whether it is rounds to help somebody less experienced, or the challenge of the next new method. I also asked about his ambitions and he said he wants to get his own handbells and mini-ring and be Tower Captain at Northallerton. These may all be plans for the future, but his other ambition "to ring a quarter peal of surprise major" may not be so far off.

Noah McDermott

In 1970 when I learnt to ring at Thorne, South Yorkshire I met a lovely dedicated ringer named John Laughton from Sprotbrough, married to Barbara with a little boy Simon. Barbara gave birth to a baby girl Jane who learnt to ring at the age of 12. Jane grew up & married Shaun, due to have a baby when sadly they lost John to cancer. The following January Jane gave birth to a baby boy Noah.



Little Noah spent the next twelve years visiting the tower and asked if he could learn to ring.

I was given the great honour of teaching Noah to handle a bell and as I had heard great things about the Learning the Ropes scheme through ART, I decided for a youngster he would love the certificates and workbooks.

Noah started with three handling sessions a week and very quickly was ringing rounds, learning changes and conducting. Noah had a natural aptitude for ringing and learning. Noah was checking his books every week and asking what he could do next. Planning everything together kept me on my toes, the ART scheme was a massive help with organising what was needed plus getting a team together to support Noah.

In eighteen months Noah had passed all five LtR Levels plus the extra routes for Levels 4 and 5 which he insisted he completed so he had ticked everything in the Personal Progress Logbook.

Noah has rung twenty quarter peals from Doubles to Caters, has earned a Gold Plus Certificate in the 50 Ringing Things challenge, joined the Yorkshire Association and become a member of the Yorkshire Tykes coming third overall in the RWNVC at Liverpool. Noah appeared with the Sprotbrough/Doncaster team for Armistice on the BBC inside out television programmes and received an one of his Learning the Ropes certificate from veteran Ben Parkinson.

Noah is working towards his DoE using bell ringing as a skill and is now learning Surprise Major. Noah is a very dedicated, organised and efficient ringer at our church, supporting other local churches and our local society.

Simon Linford, Jennie Town and Helen Nichols



Learning the Ropes Achievers

Level 1 - Bell Handling and Control: Safe and competent bell handling including raising and lowering a bell.



May 2019

Shan Stewart - Stanford-le-Hope
 Harriet Riches - Alresford
 Annie Simms - Rusper
 Jane Steele - Worle
 Tricia White, Bishop Auckland
 Nick White - Bishop Auckland
 Melanie Lander - Whitstable
 Kacey Tipple - Loughton, Milton Keynes
 Lara Mountford - Edington Priory
 Yasmin McKenzie - Edington Priory
 Sally Hutton - Edington Ringing Centre
 Paul Whiffin - Edington Ringing Centre
 Graham Preuveneers - Edington Ringing Centre
 Antony Robson - Edington Ringing Centre
 Jan Clarke - Sacred Heart, Bournemouth
 Hilan Amin - Harrow on the Hill
 Gillian Fisher - Ashover
 Ron Sambridge - Bishops Stortford
 Mike Allen - Hethersett
 David Hurron - Sturminster Newton
 Laura Tozer - Stanground
 Sarah Delamere - Ealing
 Peter Branfield - Bardwell
 John Boyson - Harpole
 John Cottrell - St Botolph without Aldgate
 Chris Weavers - St Botolph without Aldgate
 Robin Fieldhouse - Brompton Regis
 Father Tim Finigan - Sacred Heart, Bournemouth
 Linda Higson - Sacred Heart, Bournemouth
 Dannii Pittam - Sacred Heart, Bournemouth
 Chris Bell - Sacred Heart, Bournemouth
 Elaine Morrissey - Odcombe
 Kim Jones - Northampton Ringing Hub
 Rosie Webster - St Nicholas Bradfield
 Bruno Pereira - St Nicholas Bradfield
 Andrew Webster - Barnby Dun
 Sally-Ann Hardy - Ashover
 Sue Goring - Dorstone
 Caroline Stanger - Dorstone
 Rufus yandell-Young - Thurstaston

Tabitha Mills - Wargrave (Loddon Hub)
 Janice Richards - Hutton
 Susan Marshall - Hutton
 Alison Garland - Hutton
 Jane Steeper - Ashover
 Leanne Masterton - Bermondsey (Docklands Ringing Centre)
 Hannah Lee - Wimborne Minster
 Isaac Slade - Wimborne Minster
 Tom Sheppard - Wimborne Minster
 Jo Low - Ashover
 Joe Green - Thurstaston
 Louis Gregory - St Nicholas Bradfield

June 2019

Glynn Stirling - Marsworth
 Samuel Legge - Eversley
 Phoebe Jackson - Roos
 Russ Wyatt - Ringwood
 Johnathan Trigg - Bridgwater
 Eleanor Clay - Wimborne Minster
 John Williams - Little Baddow
 John Dyer - Bowerchalke
 Alfie Swinton - Kildwick
 Otis Brooks - Kildwick
 George Rees - Kildwick
 Oliver Goodwin - Kildwick
 Abigale Saunders - Odcombe and Yeovil St John's
 Jacob Rutherford - Emmanuel Plymouth
 Susan Cartwright - Clarborough
 Mandy Jones - Weston on the Green
 Archie Dawber - Wells Bells
 Dora Slater - Bushey Heath
 David Coggins - Mitcham
 Patricia Hiller - Mitcham
 Ryan McGeorge - Downham
 Sam Cox - Docklands Ringing Centre, Rotherhithe and Farnborough
 Julie Cox - Docklands Ringing Centre, Rotherhithe and Farnborough
 Paula Tribe - Petersfield
 David Harrison - Birmingham School of Bell Ringing
 Mia Bray - Wells Bells
 Logan Lord - Wells Bells
 Maximillian Steubl - Washington

Cathedral

July 2019

Dylan Trevor - Fifehead Magdalen
 Jane Mills - Castor
 Shirley Elliott - Hutton
 Pam Stone - Wirksworth
 Julie Seeney - Charminster
 Ian Steward - Carlton and Scaldwell
 Ann Prigmore - Carlton and Scaldwell
 Chris Small - Glasgow Cathedral
 Katherine White - Tulloch Ringing Centre
 Talulah Riley - Brent Pelham
 Thomas Jones - Handbridge
 Thomas Farrell - Handbridge
 Jess Morton - Tamworth
 Callum John Lakin - Tamworth
 Neil Wright - Preston Minster
 Zelda Doyle - Lithgow
 Denise Hill - Brierley Hill
 Andrew Bennett - Brierley Hill
 Beryl Pritchett - Brierley Hill
 Bruce Freeman - Old Cleeve
 Helen Boffy - Ashover
 Corinne Tucker - Margaret Marsh
 Wendy Gould - Northampton ART Hub
 Rosie Meek - Combe Raleigh
 Jane Mills - Stanground
 George Brand - Pattishall
 Alfie Newnham - Pattishall
 Rhoda Thomson - Loughton, MK
 Norma Greenwood - Glasgow
 Samuel Parkes - York Minster
 Parker Cantrell - York Minster



Level 2 - Foundation Ringing Skills: Ringing with others: able to dodge, make places and ring simple call changes.

May 2019

Lorraine Ginniff - Thorpe on the Hill
 Rebecca Legowski - Lowgate, Hull
 Sarah Pike - Thorpe on the Hill
 John Sawyer - Poulton-le-Fylde
 Alison Sawyer - Poulton-le-Fylde
 Nathaneal Grabke - Troyte Ringing Centre
 Jan Clarke - Sacred Heart, Bournemouth
 Dannii Pittam - Sacred Heart -

Bournemouth
 Helen Taylor - Stretham
 Piers Armstrong - New Alresford
 George Mansfield - New Alresford
 Bailey Riches - New Alresford
 Richard Holderness - Thorpe on the Hill
 Mark Willis - Scaldwell
 Dominic Johnson - Barnes
 Sheila Pickerell - Brewood
 Lynn Bibb - Brewood
 Ruth Arbon - Brewood

Linda Higson - Sacred Heart, Bournemouth
 Nicola Webster - Odcombe
 Hollie Melen - Edgehill Ringing Centre
 Daniel Jacob - Edgehill Ringing Centre
 Mandy Gunning - Odcombe
 Nicky Webster - Odcombe
 Naomi Wills - Odcombe
 Helen James - Odcombe
 John Foster - Yeovil St John's
 Clare Waters - Shawell

James Haynes - Eversley
Kate Hammond - Brushford
Paul Washington - Chearsley

June 2019

Joanne Ferguson - Great Baddow
Brandon Pickering - Cannock
Jane Steele - Worle
Alexandre Kabla - Ely St Mary's and
Stretham REC
Carole Taylor - St Comgall, Bangor
Sarah Mitton - Felixstowe
Abigail Little - Roos
Steven Letoi - Docklands Ringing
Centre, Bermondsey
Bella Loxston - South Petherton
Pete Briggs - Stanground
Andy Ferris - Stanground
Jacob Peace - Thurcaston
Rufus Yandell - Young - Thurcaston
Joe Green - Thurcaston
George Davis - Thurcaston
Rachel Paine - Great Wilbraham
Andy Wood - Barnby Dun
Robert Stevenson - Bridgwater
Sarah Kelsey - Winterborne Kingston
Sheila Ferguson - Carlisle Cathedral
Oliver Wordsworth - Clarke - Swaffham
Bulbeck
Grace Wordsworth - Clarke - Swaffham
Bulbeck
Paisley Cater - Penrith

Jacob Rutherford - Emmanuel Plymouth
Emma Rushbrooke - Lytchett Matravers
Mervyn Rogers - Fen Ditton
John Wood - Sandon
Dinah Wood - Sandon
Carol Lowry - Sandon
Martin Thorley - Sandwich
Dylan Thorley - Sandwich
Jacob Ward - Grays
Rowan Vickers - Minster
Duncan Curry - Chesterton
Nicole Morgan - Brent Pelham
Natasha Burns - Brent Pelham

July 2019

Will Scutts - Much Hadham
Michelle Dimbleby - Bourton
Georgina Muir - Zeals
Alix Robinson - Barnard Castle
Tina Coggan - Monksilver
Lesley Houghton - Sidmouth
Ann Manning - Lytchett Matravers
Gerald Bushby - Weston on the Green
Maisie Jenner - Whitstable
Amelia - Jayne Bale - Whitstable
Trevor Field - Lois Weedon
Kathleen Orme - Handbridge
Thomas Farrell - Handbridge
Janet Bowden - Staplehurst
Colin Bowden - Staplehurst
Judith Garner - Norwich St Giles
Shaun Spillane - Chichester Cathedral

Janie Bird - Chichester Cathedral
Celia Taylor - Chichester Cathedral
Olivia Rooney - Belfast St Thomas
Mark McCaughan - Kilmood
Jim Gibson - St Donards
Gail Faulkner - Kilmood
David Faulkner - Kilmood
Howard Beattie - Kilmood
Pippa McGimpsey - Kilmood
Fiona Chamberlain - Kilmood
Laura Mood - Kilmood
Sheelagh McKimm - Kilmood
Amanda McMullan - Kilmood
Daniel Clarke - Kilmood
Dan Uprichard - Kilmood
Mary Ruth Mayo - Highgate
Christopher Peace - Thurcaston
Mary Fagg - Eythorne
Jonas MuÅ±oz - Birmingham School of
Bell Ringing
Andrew Wilkinson - Weston on the
Green
Sarah Collins - Sidmouth



Level 3 - Introduction to Change Ringing: Competent at Plain Hunt and covering (demonstrated by ringing two quarter peals at least one of which is on the treble)

May 2019

Isaac Edney - Aylesbury
Ed Wilhelm, Birmingham School of Bell Ringing
Jonathan Newey - Birmingham School of Bell Ringing
Jo Rimmer - Thorpe on the Hill
Sandra Wilcox - Birmingham School of Bell Ringing
Beverley McAlister - Birmingham School of Bell Ringing

June 2019

Clare Dean - Northampton ART Hub
Emily Brooks - Shenfield
Sarah Robbins - Shenfield
Catherine Neyland - Lytchett Matravers
Susan A King - Sidmouth
Rosemary Weigand - Bletchington
Liz Attenborough - Corsley

July 2019

Paul Washington - Chearsley
Joseph Godfrey - Loddon Hub, St Mary Twyford
Rosie Kirk - Hackney
Charlie Bates - Kirtlington
John Bacon - St Ives, Cambs
Anne Robinson - Farway



Level 4 - Novice Change Ringer: Ringing and calling touches of a Doubles or Minor method (demonstrated by ringing a quarter peal inside). Raising and lowering a bell in peal

May 2019

Fergus Kettleborough - Troyte Ringing Centre
Morgan Williams - Thurcaston
Richard Hatton - Carhampton
Dylan Thomas - Wellington Cathedral
Francis Town - Northallerton

June 2019

Liz Attenborough - Corsley
Honey Budd - Swaffham Bulbeck
Atalanta Collison - Swaffham Bulbeck
Alan Burlison - Old Glossop
Bogumila Myers - Docklands Ringing Centre, Isle of Dogs

July 2019

Emily Brooks - Shenfield
Geoffrey C Goddard - Caistor
Clare Dean - Northampton ART Hub



Level 5 - Change Ringer: Ringing and calling a second method and ringing touches of Plain Bob (demonstrated by ringing three quarter peals including inside to Plain Bob Minor).

May 2019

Ruth M E Town - Northallerton
Alex Bell - Lincoln Cathedral
Chloe Woodruff - Marsworth

June 2019

Edward Hodgson - South Petherton
Francis Town - Northallerton
Dylan Thomas - Wellington Cathedral

July 2019

Andrew Goldthorpe - Witney



Learning the Ropes Plus: For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.

May 2019

Harry Helyer - Northallerton: First Quarter Peal in Hand
Mark Heritage - Tiverton: Ringing Plain Major
Aaron Hallett - Alderney: Ringing Plain Major
Aaron Hallett - Alderney: Ringing Surprise Major
Harry Helyer - Northallerton: Ringing Triples

June 2019

June Banister, St Anne's Alderney, Ringing - Doubles

July 2019

Aaron Hallett, St Anne's Alderney : Ringing Doubles

Learning How We Learn References

Dunlosky, J. et al. (2013). Improving pupils' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14 (1) pp4-58.

Roedinger H. L. & Karpicke, J.D. (2006). Test enhanced learning: Taking memory tests improves long-term retention. *Psychological Science* 17, pp249-255.

Weinstein, Y. & Sumeracki, M. (2019). *Understanding how we learn*. Routledge, Oxon.



Attendees at the foundation skills practice, atop the tower at Oxted