INTRODUCTION

Professor Jo-Anne Baird, Director of the Department of Education

Oxford University’s Department of Education is an outstanding environment in which to research and study. This Annual Report is testament to the high-quality research and teaching being conducted and the diverse ways in which this has been recognised. Some indicators of the inspirational community of scholarship in the department in 2017/18 include: Professor Sebba’s OBE for services to higher education and disadvantaged young people, the Rees Centre’s Excellence in Impact Award, Professor Steve Strand’s appointment to the Research Excellence Framework 2021 panel for education, Professor Charles Hulme’s Distinguished Contribution Award from the Society for the Scientific Study of Reading, Professor Terezinha Nunes’ Hans Freudenthal Award for her contribution to research on mathematical thinking, the 20 doctorates awarded and the many achievements of our students and alumni.

Our research and teaching networks are highlighted in this report; they bring a diversity of questions and contexts into our research and teaching programmes. This breadth of cultures, histories and research agendas adds to the depth of work and strengthens international networks with practising educators, policymakers and industry partners around the world.

The international landscape in higher education is changing rapidly and it is important to both understand our own environment and to inform wider society about education issues that are significant for the knowledge economy. Over the coming year we look forward to expanding our research in the area of higher education, with the appointment of Professor Simon Marginson (previously of the Institute of Education, University College London) and the addition of his ESRC-funded Global Centre for Research in Higher Education. Professor Marginson joins the vibrant Higher Education Research Group, including Professor Alis Oancea, Dr David Mills, Dr Helen Carasso, Dr Andrea Laczika and Dr James Robson. Professor Marginson will be a Fellow of Linacre College.

With a long tradition in research on teacher professional development and the current initiative of the Oxford Education Deanship, the department has a significant investment in producing excellent teachers for the future. Our PGCE programme is distinctive in its depth of partnership with local schools and our commitment to research-based teaching and common values regarding teaching excellence with our school-based mentors and their leaders. Professor Diane Mayer (previously of the University of Sydney) joins the department over the coming year, bringing a wealth of international experience in this field. Professor Mayer will lead the Pedagogy, Learning and Knowledge research theme, which, as can be seen in this Annual Report, conducts an impressive set of projects linking research in this area across the world.

A number of appointments are anticipated in the area of teacher education over the coming year, underlining our commitment to university-led, research-informed teacher education.

We are updating our teaching and learning spaces, including the creation of a new social learning space. These changes have been informed by the research programme of Professor Harry Daniels and Hau Ming Tse, who have been investigating the effects of the design of educational spaces upon teaching and learning. Our new environment will be even more conducive to the production of insights in education.
The department is proud of its staff and the many achievements received across their areas of teaching and research expertise. Below is a selection of highlights from the last academic year.

**Hans Freudenthal Award 2017**
In January 2018 Emeritus Professor Terezinha Nunes was awarded the 2017 Hans Freudenthal Award for her outstanding contribution to the understanding of mathematical thinking, its origins and development. For more than 35 years Terezinha has been researching children’s mathematical learning, as it takes place in formal and informal settings. The award given by the International Commission on Mathematical Instruction honours innovative, consistent and highly influential programmes of research in mathematics education and is awarded to a scholar who has initiated research that has been brought into maturation over a duration of at least 10 years.

**William T David Award 2018**
Professor Pam Sammons was presented with the William T David Award for her 2016 paper ‘The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference’ (co-authored with Christopher Day and Qing Gu) at the 2018 AERA conference. It was noted that the awardees were the first English academics to receive the award since it was established in 1979.

**Best Poster Prize 2017**
In October 2017, Dr Louise McGrath-Lone received the Best Poster Prize at the Society for Longitudinal and Life Course Studies 2017 international conference for her poster entitled ‘Lifetime histories of out-of-home care among children in England: latent class analysis of administrative social care data.’

**PIRLS 2016 Reading Literacy Performance in England Report Event**
Associate Professor Joshua McGrane gave a talk with Nick Gibb (Minister of State for School Standards) on the PIRLS 2016 National Report for England, a project led by the department’s Centre for Educational Assessment, at an event at the British Library (London) on 5 December 2017.

**Distinguished Scientific Contributions Award**
This award, presented to Professor Charles Hulme at the Society for the Scientific Study of Reading conference in July 2018, recognises Charles’ important work on reading interventions in children, which has furthered our understanding of the components that lead to developing good reading skills and has also provided teachers with clear guidance on how best to support reading in classrooms.

**Best Published Paper 2017**
Associate Professors Jenni Ingram and Velda Elliott received the Cambridge Journal of Education’s Best Paper Prize for their article entitled ‘A critical analysis of the role of wait time in classroom interactions and the effects on student and teacher interactional behaviours’ in December 2017.
Oriel Colloquium on Universities, Security and Intelligence Studies

Liam Gearon introducing Professor Loch Johnson (University of Georgia) at the 2017 Oriel Colloquium on Universities, Security and Intelligence Studies

2017 Oxford University Student Union Teaching Awards

The Oxford University Student Union Teaching Awards are organised by the University’s Student Union and are a sign of the student body’s appreciation of the enormous talent and hard work of their teachers, tutors, lecturers and supervisors.

Professor Pam Simmons was awarded the University’s Outstanding Graduate Supervisor Award and was shortlisted from a record-breaking total of 895 nominations. Professor Simmons’s nomination was put forward by DPhil student, Susila Davis, who highlighted her outstanding level of pastoral care for her students, and her integrity and critical engagement with their work and the field of school effectiveness and improvement. Susila commented, “I can’t believe my luck on having her as my supervisor.”

Associate Professor Sonali Nag has since been nominated by her students for the 2018 awards.

2018 Colloquium on Writers and Their Education

The Colloquium also underpins a guest-edited special issue of the British Journal of Educational Studies.

More information: www.soc-for-ed-studies.org.uk

In the Media

New Statesman, 26 August 2017
Are the new A-levels stopping girls reaching their full potential?
Article citing research conducted by Therese Hopfenbeck

Times Higher Education, 27 September 2017
Student mobility may aid ‘democratic development’ in home nations
Article citing research conducted by Masa Chankhular

Assessment: The ‘worrying’ rise in exam malpractice — and four other trends discussed by experts today
Article citing quote from Jo-Ann Bard

The Times, 6 December 2017
England worst in schooling summer-born
Article citing research by Joshua McGrane

The Economist, 31 March 2018
England has become one of the world’s biggest education laboratories
Article citing departmental research

For more media articles involving departmental members see:
www.education.ox.ac.uk/news-events

All news: www.education.ox.ac.uk/news-events/news
RESEARCH

INTRODUCTION
PROFESSOR ALIS OANCEA, DIRECTOR OF RESEARCH

In a report commissioned by the British Academy and Royal Society to inform their recent inquiry into Education Research, I argued with colleagues that strong research environments may be best described not only by quantitative indicators of research-active staff or volume of research funding and outputs, but by qualitative descriptors of the social and intellectual organisation of the research (Mills, Oancea and Robson, 2017). Indeed, by quantitative indicators, from rankings to funding, staffing and outputs, research in the department continues to thrive; for example, the portfolio of externally funded research has expanded and diversified significantly, the numbers of research staff at all stages of career have increased, and the department’s contributions to leadership in the field are richly evidenced. Browsing through the pages of this report, there are many such indicators of strength. But – in line with our argument for the British Academy and Royal Society inquiry – this year I want to focus attention on the qualitative aspects of what makes this department an excellent space for research and for research-rich teaching.

Across the department, colleagues are engaged in cutting-edge multidisciplinary research, as well as working with early years settings, schools, colleges, higher education institutions, policy, national and international organisations, and other sectors such as care, culture and industry, to make a marked difference to educational experiences in the UK and across the world. As illustrated in this report, their rich contribution to the intellectual and professional fabric of the field has been widely recognised. The externally funded research centres are flourishing and have developed impact-oriented and strongly collaborative cultures, while contributing more widely to the intellectual work of the department. The research groups and methodological hubs have created a vibrant space for pushing the substantive and methodological boundaries of our field.

Our research strategy, organisation and procedures are driven by the commitment to supporting this generative research culture. Every year, the department’s Research Strategy Group, with input from the thematic clusters, sub-committees and research staff forum, identifies several special projects that can support this process. In 2017/18 these projects included: open access, consideration of co-authorship and attribution, the integration of research students in groups and centres; technological support for research; a review of the research centres, a series of five staff development workshops on publications and impact; a symposium on research funding for staff, and work on the research impact strategy and communications, including a new departmental website. The Group’s special projects for the next academic year are being developed on the basis of needs identified by departmental staff this year.

In my nearly 20 years in this department I have developed a deep appreciation of the special way in which it combines multidisciplinary scholarship of the highest quality with professionalism across both teaching and research, and with an ethos of collegiality, integrity and social responsibility locally, nationally and globally. A warm thank you to each of our colleagues, from students and early-career researchers to senior academics and professional support staff, who have created this research environment through their individual and collective contributions.

www.education.ox.ac.uk/our-research

MAPPING OUR RESEARCH

Map showing the geographic destinations of our funded and doctoral research projects during 2017/18.

Destinations of funded research projects:

- Bangladesh
- Chile
- Czech Republic
- Finland
- France
- Germany
- Ghana
- Greece
- India
- Ireland
- Italy
- Japan
- Kenya
- The Netherlands
- Nigeria
- Norway
- Poland
- Portugal
- Qatar
- Sierra Leone
- South Africa
- Tanzania
- Uganda
- UK

Destinations of DPhil projects:

- Brazil
- Caribbean islands
- China
- Ethiopia
- Finland
- France
- Germany
- Ghana
- Indonesia
- Iran
- Japan
- Kenya
- Portugal
- Qatar
- Rwanda
- Saudi Arabia
- Singapore
- South Africa
- Turkey
- Uganda
- UK
- USA
- Zimbabwe

Language, Cognition and Development

Professor Charles Hulme

This research theme brings together four research groups and two research centres and focuses particularly on the development of language, literacy and numeracy skills, and the evaluations of educational interventions to develop these skills. During the last year, research has been supported by grants from many sources including the Big Lottery Fund, the Education Endowment Foundation, Esmée Fairbairn, the Economic and Social Research Council, the Department for International Development, the European Commission, the Nuffield Foundation and the Sutton Trust.

The theme has seen some significant staff changes with the retirement of Professors Ernesto Macaro, Terenzina Nunes, Pam Sammons and Judy Sebba, and the departure of Dr Maria Evangelou. Professor Charles Hulme, Associate Professor Sonali Nag, Professor Iram Siraj and Dr Lisa Holmes were all welcomed as new members to join the theme.

www.education.ox.ac.uk/our-research/language-cognition-development

Applied Linguistics

Professor Victoria Murphy

During this year, a project on Foreign Language Education: Unlocking Reading, funded by the Nuffield Foundation explored explicit reading strategy instruction (with challenging texts), explicit phonics instruction (with the same challenging texts), and the use of challenging texts alone (without explicit strategies/phonics instruction) with beginner learners in Year 7 French. Key findings concluded the following:

- None of the three approaches led to higher reading outcomes than the others.
- All three groups made progress in reading and it is believed that their engagement with the challenging texts promoted this.
- The phonics group made greater gains in vocabulary knowledge over the course of the intervention.
- The strategy group had some advantages in the development of self-efficacy for reading and strategic behaviour.
- Teachers and students were extremely positive about the texts as a learning resource.
- Overall an integrated approach combining all three elements (strategies, phonics and challenging texts) is most likely to promote the development of reading and literacy skills in this context.

In a study of English as a Medium of Instruction (EMI) in India and its effects, which involved the secondary analysis of a nationally representative panel data group, members found strong substantive effects of EMI schooling on English language proficiency and educational outcomes. The team are currently extending their analysis to model the effects of EMI schooling on employment and educational inequalities, and intend to disseminate the project findings in the first instance by means of peer-reviewed articles and conference presentations.

The results of a project which has continued work on the acquisition of vocabulary in young English as an Additional Language (EAL) pupils and the impact of their vocabulary knowledge on reading comprehension have consistently shown that EAL children in primary school tend to have lower scores on a range of vocabulary assessments relative to...
non-ELA children and that figurative dimensions of vocabulary (such as collocations, idioms and metaphors) make important contributions to reading comprehension. This work is now being extended to examine how digital technology can support learning depth of vocabulary and how different pedagogical strategies might impact vocabulary development for bilingual pupils.

**UPCOMING EVENT**
Primary languages policy implementation strategy summit
British Academy, London
23 November 2018
Hosted by group members and awarded by BAAL

English Medium Instruction Oxford
Associate Professor Heath Rose

The English Medium Instruction (EMI) research group have benefited from two externally funded and three internally funded projects during 2017/18. The first project was funded by a British Council English Language Teaching Research Award, and explored transitional challenges associated with high-school level English medium instruction in Italy. It further investigated strategies associated with learning through the medium of English.

The second project was a systematic review of EMI research in primary schools in South America, commissioned by Oxford University Press. It gathered and synthesised findings about good practices in EMI primary school classrooms in South America, the resources and teacher development programmes available, and the landscape of EMI programmes in this context. The challenges and needs facing the EMI primary school education in this context were also discussed.

Three internally funded projects were financed by the Centre for Research and Development on English Medium Instruction. These included the following:

- An exploration of teachers’ oral explanations of science concepts in Hang Kong’s EMI contexts.
- An investigation of the costs and benefits of the ‘Englishisation’ of higher education in Japan in terms of students’ content and language learning development.
- An exploration of the relationship of the medium of instruction on employment in multilingual India.

Centre for Educational Assessment
Associate Professor Therese N. Hopfenbeck

The centre has continued to work on a variety of research projects over the last year, with one of its recent focus being on the Progress in International Reading Literacy (PIRLS) 2016 Assessment (see pages 20–21 for more details).

A one-year Economic and Social Research Council and Global Challenges Research Fund project on Using Technology in Science Tasks: Reducing the Language Barrier for Syrian Refugees in Lebanon, concluded with two public engagement events at the end of 2017. The first gathering key stakeholders in Beirut, Lebanon to discuss the opportunities and challenges associated with the use of technology to reduce the language barrier in science instruction and assessment in the country. The second saw the centre’s researchers and NGO partners from Lebanon present some of the findings of their collaboration to a wide range of audiences at St Cross College, Oxford. This symposium also included a series of paper presentations focusing on the language barrier in education in various countries and how technology could provide support, and concluded with a panel discussion summarising key points from the Lebanese experience with Syrian refugees, highlighting the implications for the teaching and assessment of migrant learners in the UK.

A two-day project meeting was also held in March 2018 to take stock of a project funded by the Economic and Social Research Council and the Department for International Development, on ‘the Assessment for Learning in Improving Pedagogy and Assessment for Numeracy in Foundation Years’, which aims to improve standards of numeracy by developing teachers’ and teacher trainers’ pedagogical and assessment skills in highly deprived urban areas in South Africa and Tansania.

Children Learning
Emeritus Professor Terenzina Nunes

The Children Learning group led a research review that aimed at identifying what mediates the relation between socio-economic status (SES) and science learning. Mediators of the SES effect on science learning are factors that reduce the impact of low SES on science learning. At the individual level, three mediators were identified: reading comprehension, scientific reasoning and meta cognitive skills. At the institutional level, the investment of resources at the family, school and country level mediates the impact of SES on science learning. Against previous belief, there is no evidence that pupils from lower SES backgrounds have lower levels of motivation to learn science.

Download the full report here: educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/science

The group also led the evaluation of the impact of a programme entitled ‘1stClass@Number’, designed by Edge Hill University, on mathematics learning amongst pupils struggling with the curriculum at the beginning of Year 2. The design of the evaluation was rigorous and involved the participation of more than 130 schools. The programme had a statistically significant impact on the performance of pupils in the lower 15% of the class; they made four months’ extra progress comparing with those who did not participate in 1stClass@Number.

Download the full report here: www.educationendowmentfoundation.org.uk/public/files/1stClass@Number_evaluation_report.pdf

Research on children’s understanding of probability was published in a chapter entitled ‘What 9- and 10-year-olds already know, and what they can learn, about randomness’. It reports the outcomes of a teaching programme to promote primary school children’s understanding of probability. The book was published by the International Conference on Mathematics Education and is freely available at link.springer.com/chapter/10.1007/978-3-319-72671-1_10

The National Centre for Excellence in Teaching Mathematics prepared 16 Work Group Leads to prepare teachers to use the programme Mathematical Reasoning in Year 2, developed by the Children Learning Group and shown to be effective in a large-scale rigorous study supported by the Education Endowment Foundation. The programme was used by these Work Group Leads in 160 schools over the last two years; 50 more schools have signed up to participate in professional development in order to use the programme in 2018/19.

The Local Authority in Leeds has also implemented the programme in 20 schools since last September. The total number of schools who have used or are preparing to use the programme since it was evaluated by the Education Endowment Foundation in 2015 is just over 300 and the number of pupils is over 12,000.

Families, Effective Learning and Literacy
Professor Iram Siraj

Several reports were published at the beginning of 2018 on the Parental Engagement Fund. This project, funded by the Sutton Trust and the Esmée Fairbairn Foundation and supported by five UK-based parental engagement organisations, helped organisations to develop their evidence base to increase their understanding of effective parent engagement in the early years.

The final report (published in January 2018) also included an end-of-project event at the British Academy, at which the report was launched to a large audience of researchers, commissioners, policymakers and programme deliverers. Further reports included the EasyPeasy evaluation report, the Parental Engagement Network report, the Making It REAL report, the People report and the Reader report.

Group members were consulted by the Department for Education on shaping the new Early Learning Goals – a curriculum for children aged 0-5, which proposes to be piloted in 25 schools in September 2018. The proposals are expected to ease the burden of the moderation process and enable teachers to make a rounded judgement about a child’s development.

A report titled, ‘A Baseline without Basis: The Validity and Utility of the Proposed Reception Baseline Assessment in England’ was published in July 2018. The report sets out the case against the government’s proposal to use a baseline assessment test of pupils in reception to hold schools in England to account for the progress that pupils have made by the end of Key Stage 2. It considered whether evidence from the assessment literature could justify such a test being used for this purpose and concluded that it could not.

The report further concluded that the government’s proposals, costing upward of £10 million, were flawed, untrustworthy, unfit for purpose and detrimental to children, parents, teachers and the wider education system in England.

Findings from the Fostering Effective Early Learning Study involving a cluster randomised control trial were presented in New South Wales, Australia. The findings showed that evidence-based professional development can enhance teacher competence to improve child developmental outcomes in the year before children enter school. A keynote at the Organisation for Economic Co-operation and Development and the Ensemble pour l’Education de la Petite Enfance conference was held in Paris in June 2018 and attended by 360 delegates from over 60 countries.

The group carried out a national survey of Children’s Centres, funded by the Sutton Trust, which showed that centres are closing rapidly – with staff in those remaining ‘hollowed out’ through local authority cuts. The research further revealed that official government data recorded a 14% drop in numbers whereas Oxford’s ‘Stop Start’ report for the Sutton Trust found the true figure closer to 30%. The report warns that the closures are creating a ‘postcode lottery’ of early years provision.

Radio Interview
April 2018 – BBC Radio 4
Professor Kathy Sylva speaks about the future of Children’s Centres as part of BBC Radio 4’s Women’s Hour
www.bbc.co.uk/programmes/b09xjalc

Rees Centre
Dr Lisa Holmes

In autumn 2017 the Department for Education (DfE) published a series of thematic reports produced by the Rees Centre team to synthesise the learning across the first round of the DfE’s Children’s Social Care Innovation Programme. The Centre’s new director, Lisa Holmes, was invited to present key evaluation findings on how data can be used to inform practice at a DFE Best Practice conference held in London in February 2018. The team have subsequently
Policy, Economy and Society
Professor Ewart Keep
Research in the Policy, Economy and Society theme covers a range of areas, including the interface and interaction between education, wider society, the economy and the labour market. This year saw the departure of Dr Hubert Enrl to head up the research arm of the German Federal Institute for Vocational Education and Training, and as a result, there has been a vacancy for the Head of the Higher Education Research Group. With the appointment of Professor Simon Margson and the impending arrival of part of his Economic and Social Research Council funded Centre for Global Higher Education, the Higher Education Research Group will be renewed with increased numbers of staff in this area.

Research within the theme has grappled with the many major policy changes that have confronted education during 2017/18, including the increasing divergence of policy and practice across the four UK countries, the marketisation of English and higher education, the evolution of the research impact agenda over the four UK countries, the marketisation of English Further Education. The published report ‘How Russia is using international students as a weapon in the new Cold War’ (Publishers, 2018) will be published in 2019.

Comparative and International Education
Dr David Johnson
The group’s longitudinal study of learning, progression and personal growth in Sierra Leone (2015–2018) funded by Oxfam Optimus Foundation finds that in target schools, students achieve a gain of 38-scaled scores over a period of 18 months compared to 48-scaled scores for private comparison schools and a gain of 44-scaled scores for government schools. The number of female students in the poorest performing achievement band reduced from 80% at test 1 to 45.5% in test 6. The number of male students in the poorest performing band was reduced from 73.9% to 34.8% between the first and sixth test intervals.

A total of 31 research projects under the Economic and Social Research Council (ESRC) and the Department for International Development (DFID) Raising Learning Outcomes in Education Systems Research Programme assembled in London over two days in February 2018 to discuss the nature and progress of their research across 41 countries in the developing world. The research teams were represented by their principal investigators largely located in the USA, the UK, India, South Africa and Australia and research staff located in focus regions (Africa, South Asia and Latin America), and are currently exploring how the research can be transferred into different contexts and regions.

The Programme Research Lead (Dr David Johnson) based in the department, is responsible for the synthesis of scientific knowledge accumulated under the programme. Over 150 representative of academic institutions, philanthropic foundations and the educational policy community assembled in Keble College, Oxford, in June 2018 for the second annual Oxford Symposium in Comparative and International Education (OXCIE). OXCIE is supported by the Aga Khan Foundation and the Department of Education.

A panel of experts convened at the symposium on the future of doctoral education in Africa in May 2018 with Atia Apusigah (University of Ghana), Dr David Johnson and Dr David Frayn. The symposium explored the impact of the rise in doctoral education and research in Africa and Africa’s capacity to train and retain researchers.

The group’s recent research has been supported by a wide range of outlets, including the British Academy, Royal Society and Department for Education; the Office for National Statistics; and a number of international institutions in the field of higher education and research. These include the Royal Society, the Economic and Social Research Council (ESRC), the Arts and Humanities Research Council, the British Academy, the Royal Society, the Higher Education Funding Council for England, the Office for National Statistics, the Department for Education and the European Commission. From within Oxford, funding has been obtained from the Africa Oxford initiative, the Job Bell Fund and the Oxford Martin School.

The group also convened a number of international seminars on higher education, inviting speakers including: Tristan McCowan (UCL) and Robin Shields (Bath). In April 2018, the ESRC (Higher Education) students hosted a symposium entitled ‘The Future of Higher Education: Converting Current Anxieties to Transformative Action’, at which speakers included Ron Barnett, David Paepcke and a range of senior Oxford academic leaders. Dr James Robson delivered keystones on access and participation at the Trinity College Dublin Access Conference and the Oxbridge Exchange, and contributed to university-wide policy on access and on the strategic use of technology in higher education.

The group’s recent research has been supported by a wide range of funding bodies and sources, including the Economic and Social Research Council, the Arts and Humanities Research Council, the British Academy, the Royal Society, the Higher Education Funding Council for England, the Office for National Statistics, the Department for Education and the European Commission. From within Oxford, funding has been obtained from the Africa Oxford initiative, the Job Bell Fund and the Oxford Martin School.

Group members gave talks and conference presentations on post-compulsory education, internationalisation and student mobility in Kazakhstan, Kyrgyzstan, Hong Kong, Qatar, Mexico, Norway and the UK. They also convened and led residential workshops on doctoral supervision in Uganda and Kenya and were featured in Times Higher Education, The Conversation, BIB Oxford, Science K7M, Schools Week, FE Week, FE News, D Mundo, KNH, among other media outlets.

MEDIA ARTICLE
- What you need to know about the tuition fee review – and how it could affect students
Co-authored article by Heen Anshar (Associate Professor in Higher Education)
Discussion, 20 February 2018

Philosophy, Religion and Education
Professor Alis Oancea
This multidisciplinary forum weaves together philosophical and empirical research to interrogate a wide range of sociocultural, political, religious and security issues that impact directly and indirectly upon educational institutions, including universities themselves. It draws on diverse methodological and theoretical approaches to develop cross-disciplinary research and scholarship in philosophy of education, ethnographic and comparative studies of religion in education across diverse cultural settings; philosophies of literature; philosophy of research; political theology; and the interface of education, security and intelligence studies. In 2017/18, the forum’s seminar programme, organised in collaboration with the Philosophy of Education Society of Great Britain (Oxford branch), included events with the Revd Dr Sir Ralph Waller, Professor Terry Lovat, Professor Richard Prong, Professor Andrew Peterson and Dr Dayfild Daniel. Funded research and events in 2017/18 included a colloquium on education, security and intelligence studies (Society for Educational Studies in Michaelmas Term; the mapping of the capacity and impact of education research (British Academy and Royal Society); the evaluation of research capacity building on ITE in FE (Care First); and a seminar series in Trinity Term on ‘The Church, Education and Leadership’, co-hosted with the Church of England’s Foundation for Educational Leadership.

SKOPE
Professor Ewart Keep
The Centre on Skills, Knowledge and Organisational Performance (SKOPE) has continued its work in Economic and Social Research Council funded projects on young people not in education, employment or training (NEET) across the four UK nations, and has completed a project (in collaboration with the Association of Colleges) for the Further Education Trust for Leadership (FETL) on the marketisation of English Further Education. The published report ‘Scripiting the Future – Exploring Potential Strategic Leadership Responses to the Marketisation of English Further Education and Vocational Provision’ is available here: fetl.org.uk/publications

SKOPE has also undertaken an evaluation of the UCL Institute of Education’s Post-16 Centre for Vocational Education and Training (ELVET) programme, and is researching for the Edge Foundation the long-term lessons from the CREATE curriculum – an employability framework - that is in use in studio schools.

WINNER
Mystic of the Year 2018
The group recently won the ‘Mystic of the Year 2018’ of the UK’s first national university award for graduate students, the Graduate Researcher Awards (GRA). The group received this award for ‘How Russia is using international students as a weapon in the new Cold War’. The group also received the ‘Mystic of the Year 2018’ of the UK’s first national university award for graduate students, the Graduate Researcher Awards (GRA). The group received this award for ‘How Russia is using international students as a weapon in the new Cold War’.
Pedagogy, Learning and Knowledge

Professor Gabriel Stylianides

The four research groups in this theme are united by an interdisciplinary interest in learning, practice, development and equity. The theme is centrally concerned with explorations of the relationships between knowledge and pedagogic policy and practice, as well as with how knowledge and pedagogy interact with the ways in which learning activities are designed. An important strand in the theme’s work relates to developing, understanding and evaluating the effectiveness of research-informed interventions to promote powerful pedagogical practices in different subject areas and across levels of education, including teacher preparation and professional development. This strand of work is an example of how research in the theme capitalises on the multidisciplinary expertise of its members, and is represented in an upcoming edited volume by Routledge, titled ‘Classroom-based Interventions across Subject Areas’, which is expected in November 2018.

www.education.ox.ac.uk/our-research/knowledge-pedagogy-and-development

Oxford Sociocultural and Activity Theory

Professor Harry Daniels and Associate Professor Ian Thompson

A project funded by Oxford University Press and the John Fell Fund on disparities in rates of permanent school exclusion across the UK, examined what aspects of the distinctive policy contexts in Northern Ireland, Scotland and Wales contributed to significantly lower rates of permanent school exclusion than that of England, and why the rates in England continue to rise, increasing by nearly 1,000 cases (and reaching a total of 5,800 cases) between 2014 and 2015, compared with a total of 25 cases in Northern Ireland, 5 in Scotland and 89 in Wales during the same period.

Findings concluded the following:
- Trade-offs between the ‘inverse incentives’ of excellence and equity can result in illegal exclusions.
- In Scotland, where there is the lowest exclusion rate, policy is more orientated to social justice and equity, whereas the emphasis is more on excellence in England, and the exclusion rate is dramatically higher and growing.
- These great disparities in permanent exclusion cases only provide a partial picture of the exclusion landscape, with pupils also being informally excluded in various ways.

In June 2018, 20 participants from universities across Australia, Finland, Spain and the UK attend the group’s International Summer School. The theme for the summer school was questions of method in cultural–historical activity research.

Learning and New Technologies

Associate Professor Niall Winters

During 2017/18 the group developed three evidence maps on the role of mobile technologies for supporting community health worker training in low- and middle-income countries, each providing informative visualisations of systematic research evidence for policymakers.

The group published a scoping review report on a project exploring the use of technology for training healthcare workers in April 2018. A second forthcoming report is also close to publication.

A total of 13 journal articles were also published by group members during this period, along with editorials, book chapters, reports and blogs in the popular press. Guest speakers to the group’s termly seminar series included Dr John Potter (UCL), Dr Michael Gallagher (Edinburgh University) and Dr Christothea Herodotou (Open University).

The group was proud to have three research students also deliver three keynote speeches and give six invited talks during the year.

A VIRTUAL REALITY TRAINING PLATFORM

Life-saving Instructions for Emergencies (LIFE) is a virtual reality training simulation, which has been used by four teaching hospitals in Kenya during the last year. www.oxlifeproject.org/life

UPCOMING EVENT

22 October 2018

Symposia series aimed at university and school English educators, organised in collaboration with the BERA English Special Interest Group. www.bera.ac.uk/group/english-in-education-sig

Teacher Education and Professional Learning

Associate Professor Katharine Burn

Members of the group were invited to share different examples of their research in initial teacher education and teachers’ professional learning at two symposia devoted to ‘The Future of Teacher Education’.

The first event was hosted by Mike Kane, Shadow Minister for Schools at the Houses of Parliament, for an audience of about 40 policy-makers and teacher educators for which we shared our research into ways of preparing beginning teachers to work effectively with young people living in poverty.

The second event was hosted by the Diversity in Teacher Education project at Bath Spa University, for an audience of about 40 school- and university-based teacher educators, for which the group shared their research into teacher education partnerships and their study of research use in schools.

Pedagogy, Learning and Knowledge

Professor Gabriel Stylianides

The four research groups in this theme are united by an interdisciplinary interest in learning, practice, development and equity. The theme is centrally concerned with explorations of the relationships between knowledge and pedagogic policy and practice, as well as with how knowledge and pedagogy interact with the ways in which learning activities are designed. An important strand in the theme’s work relates to developing, understanding and evaluating the effectiveness of research-informed interventions to promote powerful pedagogical practices in different subject areas and across levels of education, including teacher preparation and professional development. This strand of work is an example of how research in the theme capitalises on the multidisciplinary expertise of its members, and is represented in an upcoming edited volume by Routledge, titled ‘Classroom-based Interventions across Subject Areas’, which is expected in November 2018.

www.education.ox.ac.uk/our-research/knowledge-pedagogy-and-development

Oxford Sociocultural and Activity Theory

Professor Harry Daniels and Associate Professor Ian Thompson

A project funded by Oxford University Press and the John Fell Fund on disparities in rates of permanent school exclusion across the UK, examined what aspects of the distinctive policy contexts in Northern Ireland, Scotland and Wales contributed to significantly lower rates of permanent school exclusion than that of England, and why the rates in England continue to rise, increasing by nearly 1,000 cases (and reaching a total of 5,800 cases) between 2014 and 2015, compared with a total of 25 cases in Northern Ireland, 5 in Scotland and 89 in Wales during the same period.

Findings concluded the following:
- Trade-offs between the ‘inverse incentives’ of excellence and equity can result in illegal exclusions.
- In Scotland, where there is the lowest exclusion rate, policy is more orientated to social justice and equity, whereas the emphasis is more on excellence in England, and the exclusion rate is dramatically higher and growing.
- These great disparities in permanent exclusion cases only provide a partial picture of the exclusion landscape, with pupils also being informally excluded in various ways.

In June 2018, 20 participants from universities across Australia, Finland, Spain and the UK attend the group’s International Summer School. The theme for the summer school was questions of method in cultural–historical activity research.

Learning and New Technologies

Associate Professor Niall Winters

During 2017/18 the group developed three evidence maps on the role of mobile technologies for supporting community health worker training in low- and middle-income countries, each providing informative visualisations of systematic research evidence for policymakers.

The group published a scoping review report on a project exploring the use of technology for training healthcare workers in April 2018. A second forthcoming report is also close to publication.

A total of 13 journal articles were also published by group members during this period, along with editorials, book chapters, reports and blogs in the popular press. Guest speakers to the group’s termly seminar series included Dr John Potter (UCL), Dr Michael Gallagher (Edinburgh University) and Dr Christothea Herodotou (Open University).

The group was proud to have three research students also deliver three keynote speeches and give six invited talks during the year.

A VIRTUAL REALITY TRAINING PLATFORM

Life-saving Instructions for Emergencies (LIFE) is a virtual reality training simulation, which has been used by four teaching hospitals in Kenya during the last year. www.oxlifeproject.org/life

UPCOMING EVENT

22 October 2018

Symposia series aimed at university and school English educators, organised in collaboration with the BERA English Special Interest Group. www.bera.ac.uk/group/english-in-education-sig

Teacher Education and Professional Learning

Associate Professor Katharine Burn

Members of the group were invited to share different examples of their research in initial teacher education and teachers’ professional learning at two symposia devoted to ‘The Future of Teacher Education’.

The first event was hosted by Mike Kane, Shadow Minister for Schools at the Houses of Parliament, for an audience of about 40 policy-makers and teacher educators for which we shared our research into ways of preparing beginning teachers to work effectively with young people living in poverty.

The second event was hosted by the Diversity in Teacher Education project at Bath Spa University, for an audience of about 40 school- and university-based teacher educators, for which the group shared their research into teacher education partnerships and their study of research use in schools.
Majors Projects

The following are examples of some of the major research activities that have been carried out within the department during the last academic year.

Evaluation of the Children's Social Care Innovation Programme

Department for Education, 2017–20
Principal Investigator | Lisa Holmes

The Children’s Social Care Innovation Programme was launched by the UK government’s Department for Education to test innovative ways of supporting vulnerable children and young people, with an investment of up to £200m.

The project team is responsible for developing and delivering evaluations for seven of the funded projects based across the UK (outlined below), drawing on a range of methods to help increase the quality of the evidence base, and will investigate: how much progress funded projects have made towards achieving the overall Innovation Programme objectives; whether the projects meet their objectives; how the people involved are affected, and whether they are more effective than previous provision or services in other areas.

The projects being evaluated are:

- Mockingbird Family Model (project led by the Fostering Network)
- Lifelong Links (project led by Family Rights Group)
- Heart (project led by University of York evaluation lead)
- Bradford’s Positive Pathway
- Three Targeted Funding Opportunities’ focused on ‘Staying Close’ support for care leavers moving on from residential care
- www.education.ox.ac.uk/research/evaluation-of-childrens-social-care-innovation-programme

Study of Early Education and Development

Department for Education, 2013–20
Principal Investigator | Ted McEwan

The Study of Early Education and Development is a large-scale longitudinal mixed methods research programme exploring the current childcare and early education model in England.

The department’s role within the project, involves advising on the overall direction of the project and specifically on the evaluation design, instruments, questionnaires and the analytic strategy. Project members will also train NatCen interviewers in the use of the British Ability Scales (BAS 3) and the project evaluators in using quality assessment instruments, ensuring quality assurance systems are in place during fieldwork.

Highlights to date:
- The Early Childhood Education and Care and Child Outcomes at Age 4 reports have been completed.
- The data collection on child outcomes at age 5 have been completed and the analysis of this data is expected to conclude in January 2019.

www.education.ox.ac.uk/research/early-education-and-development

The Kinder-Oxford Research Programme

Ferrero International, 2017–20
Principal Investigator | Victoria Murphy

This project investigates the educational content of the Magic Kinder app produced by Ferrero International, by supporting the creation of robust content that supports key aspects of learning and enables a better understanding of children’s learning through digital technology. The development of a parental dashboard for the app that will encourage family interaction and collaborative learning will also be involved.

The overall aim of the KindOx project is to benefit society through the development of a leading research and education resource that, when completed, will serve as an important step in encouraging families’ engagement in their children’s play and will provide better understanding of the nature of learning through digital technology.

www.education.ox.ac.uk/research/early-education-and-development

UPCOMING EVENT

The inaugural Kinder-Oxford Symposium

At Amel’s College, Oxford University 27 September 2018

www.education.ox.ac.uk/kindox-symposium-2018

Improving Children’s Working Memory

Education Endowment Foundation, 2016–18
Principal Investigator | Terezinha Nunes

Working memory is the ability to remember and manipulate information over short time-frames. Longitudinal studies show a correlation between working memory and attainment in maths, particularly arithmetic, this relation holds true even when intelligence is controlled for.

The working memory programme has been tested in two control group studies, one with hearing children and one with deaf children. These two studies provide promising results with both suggesting that the intervention positively impacts on working memory.

The working memory intervention is delivered by teaching assistants (TAs) and...
targeted pupils are identified by teachers as performing in the bottom third of the class for numeracy at the end of Key Stage 1. TAs worked with children to teach them memory strategies; the children practise the use of these strategies through adaptive games played online developed by the Children’s Learning Team.

Highlights to date:
- Data collection was completed in July 2017.
- An evaluation report is expected at the end of October 2018, leading on to publishable research outputs.
- The impact of working memory and arithmetic is also being evaluated by an independent evaluation team in a project sponsored by the EEF.

www.education.ox.ac.uk/research/improving-childrens-working-memory

The Nuffield Nursery Language Programme

Nuffield Foundation, 2019–21
Principal Investigator | Charles Hulme

Children who enter school with poorly developed language are at high risk of educational failure, and it is imperative that they receive interventions before they fail to learn. This project aims to develop a preschool language programme to ameliorate the language weaknesses seen in disadvantaged groups at school entry. Building on best evidence, the project team will develop and evaluate a language enrichment programme for children in the year before they enter reception class. The programme will be delivered during daily whole-group sessions by nursery staff, trained by the project team to use scripted materials.

The Organisation for Economic Co-operation and Development’s Teaching and Learning International Survey (TALIS) asks teachers and principals about the teaching and learning conditions that research tells us improves teaching. The TALIS video study, which began in autumn 2016 and is expected to unfold over 3–4 years, involving up to nine countries or economies, pilots methodologies involving the capture of real teaching practices from within school classrooms. The pilot focuses on a maths teaching context and involves multiple countries and economies, including England. This provides the opportunity to explore effective mathematics teaching practice and the relationship with student outcomes. Working collaboratively with the Carnegie Trust and the International Study Consortium, the project team will provide academic and technical input for the design of the English component of the video study pilot, and is contributing to the resulting analysis and insights for relevant policymakers.

Highlights to date:
- The third report ‘Transitioning into Early Delivery’ Research was published in May 2018 and examines system level and organisational change that had occurred in the transition period from set-up to early delivery.
- The initial protocol for the national evaluation of an area-based intervention programme (A Better Start) on early-life outcomes; a longitudinal cohort study with comparison (control) cohort samples was published in the British Medical Journal in November 2017.
- The fifth ‘A Better Start’ Learning and Development event was held at The Kia Oval in London on 26–27 September 2017, putting a spotlight on pregnancy as a time of opportunity for improving early childhood development outcomes.
- A series of Learning and Development events are also being held to bring together practitioners, parents, policy experts and the ‘A Better Start’ programme teams.

www.education.ox.ac.uk/research/evaluation-of-a-better-start-programme

Effectiveness of an Enhanced Book-Gifting Intervention: Improving the Reading Skills of Children in Foster Care

Economic and Social Research Council, 2018–20
Principal Investigator | Ann Magrath

This project draws together two common approaches to seeking to enhance educational outcomes for this group of children: book-gifting and paired reading. The project team seek to develop and enhance a book-gifting intervention for foster children by incorporating a role for the foster carers in supporting the children’s engagement in the intervention through paired reading.

Highlights to date:
- The project’s pilot study began in July 2018.

www.education.ox.ac.uk/research/book-gifting-intervention

Evaluation of the University of Nottingham’s onebillion Mathematics Intervention

Education Endowment Foundation, 2017–19
Principal Investigator | Mario Evangelou

The onebillion mathematics intervention involves two education apps covering 18 topics across counting, shape and position of vocabulary, measures, addition, subtraction, arithmetic, sharing and fractions. The app works on a self-teaching basis, so no teacher intervention is required.

In evaluating this intervention, the project team analyses the impact of the onebillion apps on mathematical achievement by pupils’ Progress Maths Test results. Participants are pupils in Year 1, identified by their teachers as requiring extra support in maths.

Highlights to date:
- Recruitment and pre-test data were completed in May 2018.
- The Randomised Control Trial design was registered, and process evaluation data through observations, questionnaires and interviews was collected.

www.education.ox.ac.uk/research/evaluation-of-the-onebillion-project

Programme Lead: Raising Learning Outcomes in Developing Countries

The programme is made up of 31 world-class interdisciplinary research teams, with Principal Investigators based in higher education institutions in the UK, USA, Australasia, South Africa and India. The programme Research Lead is to support and provide evidence of the scientific, conceptual and methodological contributions of the programme, maximise scientific quality between research grants within and across the three programme research themes, and enhance the value of the programme by promoting and supporting opportunities for collaboration and building synergies across the portfolio of grants through a coordinated programme of activities.

Dr David Johnson (Reader in Comparative and International Education in Developing Countries) was appointed to this position in spring 2019.

www.education.ox.ac.uk/research/raising-learning-outcomes-in-developing-countries
Enhancing Summative Assessment of Practical Science Skills at GCSE

Welcome Trust, 2018–19
Principal Investigator | Sibel Erduran

Evaluation of Edge Hill University’s 1stClass@Number: a Mathematics Intervention for Children in Year 1
Education Endowment Foundation, 2016–18
Principal Investigator | Terezinha Nunes

1stClass@Number is an intervention designed by Edge Hill University and delivered by specially trained teacher assistants (TAs) to small groups of children who are struggling with mathematics at the end of Year 1. Half-hour lessons delivered three times a week over a 10-week period focus on core aspects of the National Curriculum (place value, addition and subtraction, beginning multiplication) and include formative assessments and detailed lesson plans that can be adapted by the TAs to meet the needs of children.

This evaluation will address whether children participating in the 1stClass@Number intervention show greater gains in mathematical development than a control group that does not participate in the intervention, and if pupils eligible for free school meals benefit as much from the intervention as those not eligible for free school meals. It will also utilise a measure of mathematical reasoning for children in Years 2–4 developed by Terezinha Nunes and colleagues from the Children Learning group.

Highlights to date:

- Six examiners from across the UK attended a workshop in Manchester in May 2018 to learn about the project and its applications in science education.
- Suitable parameters for the assessment of practical science at GCSE level were set for use in the pilot study.
- A baseline report on ‘Conceptualising Practical Science in Science Education’ was completed.
- A report for Study 1 of the project will provide the literature review that will support the theoretical underpinnings of the project and will be available in autumn 2018.

www.education.ox.ac.uk/research/ enhancing-summative-assessment-of-practical-science

Evaluation of Maths Reasoning

Mathematics Education Trust, 2015–18
Principal Investigator | Therese Hopfenbeck and Joshua McGrane

The Mathematical Reasoning programme develops children’s understanding of logical principles related to number and operations as well as quantitative reasoning. The programme consists of 12 teaching units, delivered to pupils once a week for 12 weeks as part of their normal mathematics lessons. Teachers receive training and are provided with lesson plans and materials to deliver the programme. Learning is also supported by online games, which can be used by pupils both at school and at home.

The original pilot was found to be effective in a large-scale randomised controlled trial, and the most recent funding will evaluate the effectiveness and potential scalability of the programme once rolled out by the National Centre for Excellence in Teaching Mathematics (NCETM) using a ‘train the trainer’ model.

Highlights to date:

- Data collection was completed in July 2018.
- Publication of the report by the external evaluator is due in October 2018.
- A research panel that described the training model was presented at the British Conference on Mathematics Education in April 2018 and included presentations from the group and the NCETM.
- Impact has extended beyond the 160 participating schools, as the NCETM trainers will be training new Work Group Leads in their networks in September 2018.
- The Mathematical Reasoning programme is an excellent preparation for their current Mastery Learning approach.

www.education.ox.ac.uk/research/ maths-reasoning

Progress in International Reading Literacy 2016 Assessment

Department for Education, 2014–18
Principal Investigators | Therese Hopfenbeck and Joshua McGrane

This project studies the impact of political uncertainty on educational theoretically and empirically, and proposes that uncertainty reveals itself in waves — it projects and recedes, in old and new forms in tune with the political and economic mood. Indeed, it is the uncertain nature of uncertainty that has significant implications for the manner of educational policies.

This research programme examines the nature of political uncertainty in the physical and economic landscapes of a cross section of countries and its effect on educational policy, educational institutions, the motivation of teachers, and the choices that parents and children make in the selection of schools, subjects and life choices.

www.education.ox.ac.uk/research/ education-and-uncertainty

Proficiency in English and educational achievement

The Bell Foundation / Unbound Philanthropy, 2017–20
Principal Investigator | Steve Strand

This project follows on from previous research exploring the adequacy of English in an Additional Language (EAL) measures in the England National Pupil Database, funded by the Educational Endowment Foundation, and resulting in the DFE announcing in 2016 that all schools in England would be required to assess any pupils recorded as EAL for their proficiency in English. It proposes to undertake the first large-scale analysis of the Proficiency in English and educational achievement at 5, 7, 11 and 16 years of age can be explored. While the Proficiency in English scale is new in England it has been employed and collected in the census in Wales since 2009. The project will analyse the Welsh data at student level to determine the relationship with educational achievement and to evaluate whether the scale can be used to assess students’ progress in acquiring English over time.

www.education.ox.ac.uk/research/ proficiency-in-english-and-educational-achievement

Several local authorities from a diverse range of contexts participated in the project by sharing their data. The researchers would particularly like to thank Camden, Ealing, Hampshire, Hounslow, Leeds and Wolverhampton Local Authorities.
NEW PROJECT AWARDS

THE FOLLOWING PROJECTS WERE AWARDED FUNDING DURING 2017/18:

Language, Cognition and Development

Analysis of the Department for Education’s 2017 English Proficiency Scales in England
The Bell Foundation and Unbound Philanthropy
Steve Strand (PI)

Attainment and Progress of Children in Need and Children in Care
Nuffield Foundation
Nikki Luke (PI)

Challenges of Transition from Secondary Education: from Content and Language Integrated Learning Programmes in Science to Tertiary Education in English Medium Instruction
British Council
Ernesto Macaro (PI)

Changing Children’s Centres in England: the Extent of Closures since 2009 and Access in Disadvantaged Neighbourhoods
Sutton Trust
Pam Sammons (PI)

Development and Evaluation of the Nuffield Nursery Language Enrichment Programme
Nuffield Foundation
Charles Hulme (PI)

Education Provision for Unaccompanied Asylum-seeking Children
John Fell Fund
Elke Ott (PI)

Effectiveness of the Nuffield Early Learning Intervention Programme
Education Endowment Foundation
Charles Hulme (PI)

Evaluation of an Integrated Phonics and Language Programme for the Teaching of Reading to Deaf and Hearing Children
Nuffield Foundation
Charles Hulme (PI)

Evaluation of the Children’s Social Care Innovation Programme
Department for Education
Lisa Holmes (PI)

Language, Cognition and Development

Analysis of the Department for Education’s 2017 English Proficiency Scales in England
The Bell Foundation and Unbound Philanthropy
Steve Strand (PI)

Attainment and Progress of Children in Need and Children in Care
Nuffield Foundation
Nikki Luke (PI)

Challenges of Transition from Secondary Education: from Content and Language Integrated Learning Programmes in Science to Tertiary Education in English Medium Instruction
British Council
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Changing Children’s Centres in England: the Extent of Closures since 2009 and Access in Disadvantaged Neighbourhoods
Sutton Trust
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Development and Evaluation of the Nuffield Nursery Language Enrichment Programme
Nuffield Foundation
Charles Hulme (PI)

Education Provision for Unaccompanied Asylum-seeking Children
John Fell Fund
Elke Ott (PI)

Effectiveness of the Nuffield Early Learning Intervention Programme
Education Endowment Foundation
Charles Hulme (PI)

Evaluation of an Integrated Phonics and Language Programme for the Teaching of Reading to Deaf and Hearing Children
Nuffield Foundation
Charles Hulme (PI)

Evaluation of the Children’s Social Care Innovation Programme
Department for Education
Lisa Holmes (PI)

1. Bradford B Positive Evaluation
2. Lifelong Links Evaluation
3. Mockingbird Model of Foster Care Evaluation
4. House Project Evaluation
5. Break (Staying Close) Evaluation
6. Fair Ways (Staying Close) Evaluation
7. Portsmouth Aspiration (Staying Close) Evaluation

Evaluation of the onebillion Project: an App-based Maths Learning Tool Monitored by Teaching Assistants
Education Endowment Foundation
Lars-Erik Malmberg and Terenzinha Nunes (PIs)

Family Justice Observatory: Development Phase
Nuffield Foundation
Lisa Holmes (PI)

Improving the Emotional, Social and Psychological Well-being of Looked After Children: Testing the Shared Training and Assessment for Well-being Programme
Anonymous Donation and Sir Halley Stewart Trust
Nikki Luke (PI)

Language and Reading Intervention Programme for Secondary Schools in Chile
Economic and Social Research Council
Charles Hulme (PI)

Measuring Outcomes for Children’s Social Care Services
Nuffield Foundation
Lisa Holmes (PI)

Rapid Evidence Review for Forcibly Displaced Populations
World Bank
Elke Ott (PI)

Systematic Review of Moderation Practices in Primary Level Writing Assessment
Oxford University Press
Joshua McGrane and Therese N. Hafenbeck (PIs)

The Impact of Foster Carer Training in Paired Reading on Children in Care’s Reading Skills
Economic and Social Research Council
Judy Sebba and Nikki Luke (PIs)

The Kinder–Oxford Research Programme: the Educational Potential of the Magic Kinder App
Ferrero International
Victoria Murphy (PI)

The Role of Automatic Letter-speech Sound Integration in Reading Development
Economic and Social Research Council
Charles Hulme (PI)

The Use of Biophysiology in Understanding Learning and Teaching Experiences
Jacobs Foundation
Lars-Erik Malmberg (PI)

Visualising Data in Children’s Care Proceedings
Nuffield Foundation
Lisa Holmes (PI)

Policy, Economy and Society

Assessment of Primary Level Teachers in Nigeria
Open Society Foundations
David Johnson (PI)

Strategic Impact Capacity Building
Economic and Social Research Council
Alis Oancea (PI)

Education and Uncertainty
Aga Khan Foundation
David Johnson (PI)

Evaluation of WISERdEduction: a Programme to Change the Landscape of Educational Research in Wales
Higher Education Funding Council for Wales
Alis Oancea (PI)

Exploring Doctoral Education in Africa
The Africa Oxford Initiative
David Mkw (PI)

Identification and Development of 21st-Century Sustainability and Employability Skills in Qatar
Qatar National Research Fund
David Johnson (PI)

Impact Analysis of Grant Applications to the Oxford Martin School
Oxford Martin School
Alis Oancea (PI)

Rethinking Capacity Building: Ethnographic Portraits of East African Science
John Fell Fund
David Mkw (PI)

The Marketisation of Further Education in England
Further Education Trust for Leadership
Ewart Kepp (PI)

Edge Foundation
Ewart Kepp (PI)

Pedagogy, Learning and Knowledge

Administrative Support for GCRF Incubator
Higher Education Funding Council for England
Niall Winters (PI)

Becoming an Attachment Aware School
Research England’s Higher Education Innovation Fund
Nigel Fancourt (PI)

Building an Evidence Network for Community Health Worker Training using Mobile Technology
Higher Education Funding Council for England
Niall Winters (PI)

Building on Design Matters: the Co-design of Guidance on Building Schools
Economic and Social Research Council
Harry Daniels (PI)

Children’s Connectedness to School and Disengagement with Learning
John Fell Fund
Jenn Ingram (PI)

Disparities in Rates of Children’s Permanent Exclusion from School across the UK
John Fell Fund
Ian Thompson (PI)

Enhancing the Assessment of Practical Skills in Science: the Impact on Teachers and Pupils
Welchami Trust
Sibel Erduran (PI)

Helping Babies Breath: an Extension to the LIFE Training Platform in Nigeria and Kenya
Ink & Melinda Gates Foundation
Niall Winters (PI)

Research for Liberation: Education as the Participatory Practice of Social Justice
Leverhulme Trust
Katherine Collins (PI)

Supporting Marginalised Young Women to Build Careers in Coding: GoGirl
Economic and Social Research Council
Niall Winters (PI)

More information: www.education.ox.ac.uk/our-research/research-projects
IMPACT, ENGAGEMENT AND KNOWLEDGE EXCHANGE

INTRODUCTION
PROFESSOR EWART KEEP, CHAIR OF KNOWLEDGE EXCHANGE AND IMPACT

In 2017/18 members of the department have invested considerable time and effort in seeking to engage with the various audiences that have an interest in our research in order to exchange knowledge and to generate impact within the spheres of policy and practice, in the UK and beyond. As the data that follows suggests, we maintain an impressive network of international collaborations. Another significant commitments are the roles played by staff in a wide range of learned societies, journal editorships and editorial boards. The past year has seen members of the department undertake a wide range of expert and advisory roles with bodies such as Ofqual, the Wellcome Trust, the NAO, the OECD, the HEFCW, the Education Select Committee, the Education Endowment Foundation, and the Department for Education. Finally, our work has been recognised through a number of awards and prizes as outlined on pages 5–7.

Published books


RESEARCH INFLUENCE

Academic Journals Edited

Assessment in Education: Principles, Policy & Practice
British Educational Research Journal
British Journal of Educational Technology
British Journal of Sociology of Education
Cambridge Journal of Eurasian Studies
Comparative: A Journal of Comparative and International Education
Educational Theory
Elementary School Journal
English Language Teaching (ELT) Journal
History Education Research Journal
Italian Journal of Career and Livelihood Planning
International Journal of Educational Research
International Journal of Science Education
Journal of Child Language
Journal of Learning and Instruction
Journal of Research in Science and Technology Education
Language Studies, Science and Engineering
Learning Culture and Social Interaction Learning, Media and Technology
Oxford Review of Education
Psychological Science
Research in Comparative and International Education
Research in Science and Technological Education
Research Papers in Education
Review of Education
Science and Education
Science Education
Science: History, Philosophy and Education System
Teaching History
Thinking Skills and Creativity

External Examiner Role

Manchester Metropolitan University
Martin Luther Christian University, India
Oxford Brookes University
SOAS, University of London
University of Alberta, Canada
University of Auckland, New Zealand
University of Bristol
University College of London
University of Durham
University of Edinburgh
University of Hong Kong, Hong Kong
University of Loughborough
University of Nottingham
University of Plymouth
University of Reading
University of York

Review Panels and Refereeing

Arts and Humanities Research Council
British Academy
Economic and Social Research Council
Education Endowment Fund
Global Challenges Research Fund
Kazakh Center of Science and Technology
National Commission for Higher Education, Africa
Portuguese Foundation for Science and Technology
Qatar National Research Fund
REF 2021 Education Panel
Society for Research into Higher Education
Templeton World Charity Foundation
Wellcome Trust and Gatsby Foundation

Fellowships

The Institute of Mathematics and its Applications
The Academy of Social Sciences
The Association for Psychological Science
The British Academy
The Higher Education Academy
The Royal Statistical Society
RESEARCH WITH IMPACT

Below are just a few examples of how our research has made a difference to society during the last academic year.

**Language and Literacy Learning in the Akshara-based Languages of India**
Royal Society, British Academy, and University of York (UK), The Promise Foundation (India) and Chinese University (Hong Kong)

Principal Investigator | Sonali Nag

This seven-year project examines children’s reading and spelling. In the first study, children were followed over the first two years of school to understand who were at risk of later difficulties. It showed that an early profile of lower knowledge of akshara and delays in language and visual processing were risk factors for reading difficulties. The second, third and fourth studies identified dimensions of complexity within the language (grammar) and the written units (visual, mapping to sound) that were predictors of individual differences in level of attainment.

Several findings from the project have been replicated in Hindi, Tamil, Malayalam and Sinhala, including two intervention studies, one each in Hindi and Malayalam, and one comparison with another writing system in Japanese.

The project has contributed to the understanding of how to read differs across the world’s writing systems.

The following resources have since been developed:

- **EkStep Foundation Platform**
  This platform is an early literacy assessment and teaching framework available in multiple Indian languages. Its use is for lesson development and formative assessment and it is part of an initiative to create open digital public goods using a societal platform approach that allows for contextual solutions through multi-site contributions. The count of lessons as of July 2018 was approximately 18,500 covering pre-school to Grade 5, in 17 languages. Assessment tools have been used both in NGO-led programmes and pilot programmes by government partners.

- **Lingua Akshara**
  Article, opinion pieces and notes pertaining to language that use the akshara writing system.

- **Early Literacy Initiative, India**
  A selection of early literacy initiative texts including decoding the script.

- **Room to Read Talk series**
  Talk series featuring Dr Sonali Nag (Associate Professor of Education and the Developing Child).

**The Oxford Education Deaneay**
Associate Professor Katharine Burn

One strand of the Oxford Education Deaneay’s work (based in the department) focuses on supporting a research-oriented culture in schools through a Research Champion network, collaborative projects, and action research initiatives.

This year, research into written feedback ‘A Marked Improvement’ led by Associate Professor Velda Elliott (previously shared with Research Champions and early-career teachers) has resonated across schools, leading to critiques of current policies and careful experimentation with different models, to be shared in a forthcoming publication ‘Hitting the Mark’ (2019).

Original research into ‘wait time’ developed by Associate Professor Jenni Ingram and Nick Andrews into a two-year collaborative project with local schools, yielded fresh insights into teachers’ use of video as a professional development tool, which has been taken up by Research Champions and teachers engaged in the Masters in Learning and Teaching (MLT) and is being shared online through a series of YouTube videos.

Research has been influential locally, nationally and internationally during 2017/18. Previous research, revealing the lack of support for teachers in their second year of teaching, had prompted Cherwell School (Oxford) to engage in a programme of action research (developed and trialled within our MLT programme). News of its impact, shared at a ‘Research Meet’, encouraged further schools to adopt the approach during the year. Newly qualified teachers who heard from senior leaders about the programme at an Early Career Teacher Conference, began asking how similar initiatives could be encouraged in their schools.

Research into initial teacher education and teachers’ research-engagement through the Research Champion model that were shared with the Welsh government in 2017, led to work advising Cardiff Metropolitan University on the development of its new teacher education programme.

In June 2018 the Deaneay hosted a study visit for teacher educators from Northfield University College (Norway), to inform their new master’s-level programme.

The influence of the Deaneay’s support for teachers’ research-engagement is illustrated by recent publications. The first few issues of ‘Impact’, published by the Chartered College of Teaching, have included articles by:

- Simon Bayliss (Oxford Spires Academy) reflecting on research to which he was introduced in his PGCE year;
- Jacob Wilson (King Alfred’s Academy) an early-career teaching reporting on research carried out within the Deaneay’s Action Research Fellowship scheme; and
- Samantha Jones, reporting research carried out within her MLT programme.

**Room to Read Talk series**
Talk series featuring Dr Sonali Nag (Associate Professor of Education and the Developing Child).
Impact Analysis of Applications to the Oxford Martin School

This in-depth case study explored the ways in which research impact had been conceptualised and operationalised by recipients of Oxford Martin School research funding over a decade. It consisted of a detailed textual analysis (topic modeling and thematic analysis) of the successful applications and subsequent reports connected with the five open funding calls of the School since 2008, as well as all the relevant call documentation. Across the 34 projects funded, a total of 80 documents were analysed line-by-line. The findings encompass the following:

- The definitions of impact and domains of impact evidenced in the documents analysed, with particular emphasis on the following key areas: academic impacts, policy impacts, public, health and cultural impacts, economic and commercial impacts, and practice-based impacts.
- The approaches to enabling and demonstrating impacts that had been planned and/or implemented over the past decade, including the relationships between impact and attitudes toward risk and quality.
- The report concludes with recommendations for future evaluation and monitoring.

EXCHANGING KNOWLEDGE

Go_Girl: Code and Create

Goldman Sachs
Principal Investigators | Anne Geniets and Niall Winters

Go_Girl project is a coding project for young women from non-traditional educational backgrounds aged 16–21, running in its second year. The project aims to:

- empower disadvantaged young women from non-traditional educational backgrounds through teaching them how to code, building confidence and raising aspirations;
- give these young women, many of whom are unemployed, coding and computing skills that will allow them to enter the job market and potentially even pursue careers in the technology sector;
- design a tried and tested course that can be replicated at scale; and
- develop open source research on how technology-enhanced education can boost social mobility.

www.gogirloxford.org

This year, the project team have delivered or been recognised through the following activities:

- OxTalent ‘Outreach and Widening Participation’ Award Winner, 14 June 2017
  
- Speech given by Niall Winters at the OxTalent Award Ceremony

- Rose Hill Youth Services Open Day, 14 June 2017
  
- Introduction of the Go_Girl programme to youth and social workers presented by Melanie Jewell and several Go_Girls

- Goldman Sachs Meeting, 23 February 2018
  
- Introduction of the Go_Girl programme, impact and plans for expansion, presented by Niall Winters, Emily Winstanley, Melanie Jewell, Tracey Denton-Calabrese and three Go_Girls

- ‘Making a Difference: Impact in the Social Sciences’ Conference, 19 April 2018
  
- Go_Girl Code & Create: Partnerships supporting NEET women to pursue technology-related careers presented by Tracey Denton-Calabrese

- Go_Girl Final Ceremony, 12 June 2018
  
- Project presentations by Niall Winters, Melanie Jewell and Sabbah Bakhtiar; moderated by Paula Hicks

- OxTalent 2018 Awards Ceremony, 19 June 2018
  
- Award received and speech given by Niall Winters

Parliamentary Secondment

Building on her experience as a doctoral student, Alice Kelly’s previous research into the health beliefs and experiences of looked after children, in which she established a discrepancy between policy and practice, Alice was awarded a Parliamentary secondment funded by the Welcome Trust, which ran from October 2017 to April 2018 and provided some practical and in-depth knowledge about the working of the parliamentary system, legislation and policy. The additional insight aimed to aid the training of the theoretical and practical findings of her research in a broader context and give perspectives on how to increase the potential policy impact of her research.

ESRC Doctoral Training Partnership Internship

Alice Tavell was awarded funding from the ESRC Doctoral Training Partnership Internship Support Scheme to conduct a three-month knowledge exchange placement, between September and December 2017, in the Early Years Analysis and Research Unit (EYARU) at the Department for Education (DfE). Alice’s main role was to support the development and refinement of the existing Early Years Foundation Stage Profile, in response to the Primary Assessment in England consultation, which was published in September 2017. Alice acted as one of the primary analytical points of contact and advice on a policy-led Rapid Evidence Assessment, and provided feedback on the design of a potential EYFS and EYFS framework implementation and evaluation.

Opportunities in Industry

ERSC-funded Industry Partnership

Tracey Denton-Calabrese from the Learning and New Technologies group was awarded a three-month knowledge exchange secondment with Goldman Sachs, funded by the Economic and Social Research Council’s Impact Accelerator National Productivity Investment Fund, to help further shape the expansion of Goldman Sachs Gives’ engagement with young women from disadvantaged backgrounds by drawing on the research outcomes of the Go_Girl project. The secondment ran from 1 January 2018 to 31 March 2018.

RESEARCH INFLUENCE

Expert and Advisory Roles

- Assessment and Qualifications Alliance
- British Education Research Associate
- Comparative and International Education Society
- Department for Education
- Early Education Charity
- Economic and Social Research Council
- Department for International Development
- Education Endowment Foundation
- Education Select Committee
- European Commission
- Faculty of Medieval and Modern Languages
- Frontline Social Work
- Good Jobs Campaign
- Greater London Authority
- Higher Education Funding Council for Wales
- International GeoGebra Institute
- Lancaster University
- Lingua Akozara India
- Local Authority Network
- National Audit Office
- National Association for Language Development in the Curriculum
- NOKUT
- Norwegian Agency for Quality Assurance in Higher Education
- Ofqual
- Organisation for Economic Co-operation and Development
- Oxford University Press
- Oxfordshire School Chair of Governors
- Organisation for Economic Co-operation and Development
- Quality and Qualifications Ireland
- Royal Irish Academy
- Scottish Government
- Standards and Testing Agency
- Student Opportunity and Achievement Committee
- Sussex University
- The Promise Foundation, India
- UCL Institute of Education
- University of Gothenburg
- Wellcome Trust

More information: www.education.ox.ac.uk/our-research/impact
RESEARCH INFLUENCE

Policy and Practitioner Events

Keynotes
Academic Integrity Annual Conference (Astana, Kazakhstan)
Association of Residential Childcare Providers Innovation in Residential Care in England Boston (USA)
British Council UK-Kyrgyzstan Universities Forum (Bishkek, Kyrgyzstan)
British Shakespeare Association Annual Conference (Queen’s University, Belfast)
Centre for Education Economics Skills Policies for the Future (London)
Centre for Cities think Tank Skills Policy and Localities (London)
Caram Farnell (London)
Department for Education Strategy Unit on employer-led skills policies (London)
Department for Education Evaluation of No Wrong Door (London)
EAL Multilingual Learners in Context Conference (Oxford Brookes University, Oxford)
Education Care Network Meeting (Paris)
Early Career Teachers Conference (Oxfordshire)
Economic and Social Research Council and Department for International Development
Raising Learning Outcomes in Education Systems Research Programme (government officials and donors) (UK)
Education Endowment Foundation Research Schools Network Conference (Liverpool Hope University, Liverpool)
Edge Foundation Debate on the First Principles of English Vocational Education (London)
Early Education Practitioner event (Oxfordshire)
Future of Teacher Education Special Education Symposium (House of Commons, London)
Greater London Authority Task and Finish Group’s London Skills Strategy on the choice between a skills market and a skills system (London)
HOLEX Spring Network event (London)
International Association for Educational Assessment (Georgia, USA)
International Conference on Educational Measurement Evaluation and Assessment 2017 (Abu Dhabi)
Labour Party seminar on National Education Service (London)
Manchester Metropolitan University’s Teacher Education Policy conference (House of Commons, London)
National Quality Improvement Network ‘What Does Quality Early Years Education Look Like?’ (online)
National Association of Fostering Providers (London)
Nuffield Foundation (London)
Organisation for Economic Co-operation and Development, and Early Childhood Education Conference (Hong Kong)
Ready Nation Australia (Sydney, Australia)
Research Summit on Health-related Emergency Disaster Risk Management (Hong Kong)
Royal Historical Society and Historical Association (London)
Sarv Shiksha Abhay Tank Series (India)
Speech and Language Therapists Annual Conference (University of Oslo, Norway)
USADF, Tata Trusts, Center for Microfinance and Room to Read (India)
World Innovation Summit for Education (Qatar)
70th Anniversary Conference for Human Relations (London)

Roundtables, Workshops and Event Organisation
AMBLE workshop, University of Stockholm (Sweden)
Regent Language Training and Oxford Intensive School of English ‘Teacher Professional Development (UK)’
Historical Association Annual Conference (London)
Heads of Science (London)
National Taitung University (Taiwan)
Tape Municipal Chenggang High School (Taiwan)
Oxford Humanities Quarter ‘Measuring What Matters’ (Oxford)
Milan Keynes Council (Milan Keynes)
Lambeth Council National Conference (London)
Department for Education internal workshop on skills demand (London)
Research in Primary Languages two-day workshop (UK)
New Zealand Tertiary Education Commission deputy head roundtable (New Zealand)
Department for Education technical education and apprenticeships roundtable (London)
CPD course based on the URLEY programme lead (Oxfordshire and Newham)
A-Level Languages Day organisation (Oxfordshire)
The Promise Foundation lesson plans and display materials for village camps lead (London)
Romanian Presidential Administration plenary and workshops Ofsted International Seminar, Office for Standards in Education on Classroom Observation (London)
High-level seminar on Ofsted’s strategic direction (London)
Social Finance Impact Incubator, Exclusion from Schools roundtable (London)
Transparency on Exclusions workshop (London)
GCSE History workshops for history teachers (UK)
RSA Academies defining creative teachers and developing whole school approaches (London)
ISCAR 5th International Congress on Design Practice in Environment Design and New Forms of Work (Canada)
Education Skills Funding Agency Seminar on review of school guidance
Organisation for Economic Co-operation and Development workshop to launch two OECD reviews of Slovenian policy (Slovenia)
World Innovation Summit for Education (Qatar)
70th Anniversary Conference for Human Relations (London)

Presentations to Government
5 September 2017
Ewart Keep | Organisation for Economic Co-operation and Development (OECD) workshop presentation on skills utilisation and launching two OECD reviews of Slovenian policy exploring the relationship between conventional skills strategies and the need to better use skills in the workplace
28 February 2018
Katharine Bush, Teya Murton and Ian Thompson | Teacher education policy, House of Commons Symposium
May 2018
Harry Daniels | Department for Education, Excluded Lives Research team ‘Exclusions Review’, exploring disparities in rates of permanent exclusion from school across the UK

ADVISING GOVERNMENT

Parliamentary Evidence

Oral Evidence
18 Oct 2017
Helen Garnett | Student Loans, Treasury Select Committee
27 February 2018
Ewart Keep | The economics of higher, further and technical education, Economic Affairs Committee
20 March 2018
Ted Melersh | Evidence-based early years intervention inquiry, Science and Technology Committee
12 June 2018
Ted Melersh | Life chances inquiry, Education Committee

Written Evidence
25 July 2017
Ewart Keep | Economics of Post-School Education Inquiry, House of Lords Select Committee
20 December 2017
Steve Strand | House of Commons Women’s & Equalities Committee’s Race disparity Audit and cited in the Race disparity Audit report published 11 June 2018
20 June 2018
Rebecca Eynan | Commons Select Education Committee for an inquiry into the challenges posed and opportunities presented by the Fourth Industrial Revolution

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WATCH ▶

‘Working together on workload’
A new campaign video launched by the Department for Education cites research led by Velda Elliott, in collaboration with Jo-Anne Baird, Therese Hopfenbeck, Jenni Ingram, Ian Thompson and doctoral students Natalie Usher and Mac Zantout, on Reducing Teacher Workload. The campaign was released on 30 May 2018.

www.youtube.com/watch?v=k4SOxNGYNW
TEACHING AND LEARNING

INTRODUCTION

PROFESSOR STEVE STRAND

Over the last 18 years, the department has grown in size and shape. Since 2000, we have seen considerable expansion in the number and range of courses offered. In 2017/18, we offered the following courses:

- MSc in Education with five different ‘pathways’: Comparative and International Education, Child Development, Learning and Technology, Research Design and Methodology
- MSc in Applied Linguistics and Second Language Acquisition (ALSLA)
- MSc in Learning and Teaching (MLT)
- MSc in Teacher Education (Mathematics and Science)
- MSc in Teaching English Language and University Settings (TELUS)
- Postgraduate Certificate in Education (PGCE)
- A comprehensive doctoral programme attracting students from all over the world

Our Masters courses cover a wide and diverse range of subjects as well as containing a strong research methods component. They are delivered by academics and research experts, the vast majority of whom are permanent staff fully engaged in their fields of research. Doctoral students’ research is carefully considered so that it reflects the research agendas of Research Groups and Research Centres, and research students are embedded within these to create a critical mass of coherent research activity built around established themes and research questions.

Our part-time provision seeks to ensure that those already employed in education-related professions can find courses that offer opportunities to enhance their knowledge, understanding and skills in ways that are relevant and of benefit not only for the individual student but also for the institutions and sectors in which they work. Next year, we will also offer a new part–time MSc in Educational Assessment, aimed at assessment professionals and drawing on the considerable expertise in our Centre for Educational Assessment (CUEA).

Some key statistics on our intake over the last three years are included in the table below. We are heavily oversubscribed with on average three applications per place, rising to five applications per place for both the MSc in Education and the MSc in ALSLA and six applications per place on our doctoral programme. Our outcomes in terms of student destinations are exemplary, with 99.6% of our graduates employed or in further study. The diversity of our academic staff reflects our commitment to equal opportunities. We have a strong international profile with colleagues appointed from many countries in addition to the UK, including Australia, Canada, China, Germany, India, Peru and the United States.

Student Recruitment

<table>
<thead>
<tr>
<th>Key facts</th>
<th>2015/2016</th>
<th>2016/2017</th>
<th>2017/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applications</td>
<td>1,272</td>
<td>1,160</td>
<td>1,269</td>
</tr>
<tr>
<td>Total number of places</td>
<td>393</td>
<td>383</td>
<td>418</td>
</tr>
<tr>
<td>Applications to places ratio</td>
<td>3.2</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Total number of incoming students</td>
<td>345</td>
<td>361</td>
<td>397</td>
</tr>
<tr>
<td>Number of countries</td>
<td>11</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Female to male ratio</td>
<td>1.9:1</td>
<td>1.6:1</td>
<td>1.6:1</td>
</tr>
<tr>
<td>% leavers employed/further study/not looking for work 6 months later *</td>
<td>96.4%</td>
<td>96.9%</td>
<td>96.9%</td>
</tr>
</tbody>
</table>

* This data is from the 2014, 2015 and 2016 Destinations of Leavers of Higher Education (DLHE) national surveys – the most recent data available at time of print.

PROGRAMMES 2018/19

Doctor of Philosophy
- DPhil in Education

Masters
- MSc in Applied Linguistics and Second Language Acquisition
- MSc in Applied Linguistics for Language Teaching
- MSc in Education (Child Development and Education; Comparative International Education; Research Design and Methodology; Higher Education)
- MSc in Educational Assessment
- MSc in Learning and Teaching
- MSc in Teacher Education (Mathematics and Science)

Postgraduate Certificate
- Postgraduate Certificate in Education

More information: www.education.ox.ac.uk/programmes

2018 STUDENT AWARES AND ACHIEVEMENTS

STORIES Conference

The theme of this year’s Students’ Ongoing Research in Education Studies (STORIES) conference, which took place in the department on 12–13 March, was Technology Matters: The Use of Technology in Education and Research. Sixty–two people, from across five countries and 16 different universities, schools and museums attended the conference. Over 20 attendees gave presentations, including the following six students from the department: Alice Tawell, Eszter Saghy, Isobel Talks, Owen Henkle, Papa Koup Betsio and Zening Yang. Six international conference presentations from the University of Toronto (Canada) and Monash University (Australia) were also given virtually.

Curtis Linton (CEO Curious School), David Buckingham (Emeritus Professor at Loughborough University), Junaid Mubeen (Director of Education at Whizz Education) and Marilyn Reer (Professor of Early Childhood Education and Development at Monash University, and visiting Fellow at the department) presented keynotes, and two rounds of presentations and panel discussions also took place. The first involved DPhil students from the Learning and New Technologies Research Group (Kareem Elhemary, Kirga Petrova, Isobel Talks (chair) and Laura Pinkerton) discussing their DPhil projects, and the second, led by Professor Lars Malmberg with his DPhil students (Anna-Maria Ramezanazadeh, Chris Heemskerk, Dorniria Bulla and Kyle Davison), focused on a transdisciplinary approach to educational research.

Following the conference, all participants were invited to submit a paper for the STORIES Proceedings publication, which will be published in the autumn. The conference provided a great opportunity for staff and students to build networks, and facilitated knowledge exchange. It was organised by the following graduate students: Alice Tawell, Aneyn O’Grady, Faidra Faitaki, Rachel Gardner, Ruth Walker, Ryan Bedell and Yusuf Oldac.

2017 Helga Todd Teacher’s Education Foundation Placements

The Helga Todd Teacher’s Education Foundation’s Young Volunteer Teaching Placements in India

In 2017, five PGCE students were awarded with placement opportunities to teach their specialist subject, as well as English in the following establishments: TI School, Chennai; Aishkara International School, Pune, and Jawantfirdi Senior Secondary School, Dehradun. The students awarded placements were, Eleanor Kavanagh, Beatrice Langford Powell, Ravi Mavooru, Sarah Blair and Vithya Prem Kumar.

Student comments – ‘I learned a lot about myself and how I cope in challenging and sometimes stressful situations professionally’. Teaching-wise, my confidence has sky–rocketed and I’ve found I’m very calm in dealing with all the pressures of my NQT job.’
The Outreach and Widening Participation award category recognises staff and students who have made innovative use of technology to deliver exceptional widening participation activities and to support learners from disadvantaged backgrounds.

Department members Niall Winters, Melanie Jewell, Anne Geniets, Paula Fidd, Paige Mustan, Ashmita Randhawa, Tracey Calabrese, Isolde Talaks, Sabbah Bakhrar, Laura Hakimi and Emily Winstanley were announced as the 2017 winners for OxEdu code-create – a project that has engaged a group of young women from non-traditional educational backgrounds to undergo a programme to build their confidence and self-esteem through developing videos, games and web apps.

DPH student Suola Davis, was announced the runner-up for the OxTALENT Best Poster category with her poster ‘Where Are We Going and How Do We Get There?’ – a study that focused on teachers’ use of Pathways and schools’ improvement journeys and histories in context.


PGRCE student prize winner, Chloe Bottem, with Professors Alison Cates (Director of Research) and Martin Williams (Pro-Vice-Chancellor, Education) at the 2018 Oxford Review of Education award ceremony.

OxTALENT award ceremony

The Oxford Education Department hosted the third Early Career Teachers Conference attended by 30 secondary school teachers in their first three years of teaching on 23 June 2018. The focus of this year’s conference was on research-informed approaches to Continuing Professional Development and involved a keynote speech by Astrid Kinn (Education Development Trust) on the potential of teacher-led research as a tool to unleash a voice and agency for teachers.

Delegates had the chance to view research posters created by students undertaking Masters in Learning and Teaching and could attend a selection of workshops led by colleagues from the department, as well as local schools. These included Jeni Ingram discussing video recording as a tool for teacher development, Laura Molway and Katharine Burn interrogating the research claims surrounding cognitive science, and Jamie Miller-Friedman on the topic of unconscious bias in the classroom.

The department is proud of its former students and their many accomplishments. Here is a sample of the recent career paths taken by some of our newly graduated students:

1. Astrid Korin (Teacher Development Trust) discusses teacher-led RCIs at the 2018 Early Career Teachers Conference.

2. The Outreach and Widening Participation award category recognises staff and students who have made innovative use of technology to deliver exceptional widening participation activities and to support learners from disadvantaged backgrounds.

3. Department members Niall Winters, Melanie Jewell, Anne Geniets, Paula Fidd, Paige Mustan, Ashmita Randhawa, Tracey Calabrese, Isolde Talaks, Sabbah Bakhrar, Laura Hakimi and Emily Winstanley were announced as the 2017 winners for OxEdu code-create – a project that has engaged a group of young women from non-traditional educational backgrounds to undergo a programme to build their confidence and self-esteem through developing videos, games and web apps.

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6. PGRCE student prize winner, Chloe Bottem, with Professors Alison Cates (Director of Research) and Martin Williams (Pro-Vice-Chancellor, Education) at the 2018 Oxford Review of Education award ceremony.

7. Astrid Kinn (Education Development Trust) discusses teacher-led RCIs at the 2018 Early Career Teachers Conference.

8. The Outreach and Widening Participation award category recognises staff and students who have made innovative use of technology to deliver exceptional widening participation activities and to support learners from disadvantaged backgrounds.

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12. PGRCE student prize winner, Chloe Bottem, with Professors Alison Cates (Director of Research) and Martin Williams (Pro-Vice-Chancellor, Education) at the 2018 Oxford Review of Education award ceremony.

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37. Astrid Kinn (Education Development Trust) discusses teacher-led RCIs at the 2018 Early Career Teachers Conference.
SCHOLARSHIPS AWARDED
Clarendon Scholarship
Kelsey Inouye – DPhil in Education
James O’Donovan – DPhil in Education

Doctoral Training Centres ESRC Studentship
Dominik Bull – DPhil in Education
Faizad Fartak – DPhil in Education
Timothy Ng’ang’a – DPhil in Education
James O’Donovan – DPhil in Education
Catslon Prentice – DPhil in Education
Isobel Talls – DPhil in Education

Oxford Centre for Islamic Studies Scholarship
Yusuf Oldac – DPhil in Education

HILL Foundation Scholarship
Marzia Tishenina – MSc in Education (Comparative and International Education)

DOCTORAL COMPLETIONS
Jill Boggs: ‘The Effects of Facilitated Feedback on the Second-Language English Writing of Korean University Students’
Supervisors | Helen Walter and Robert Wore

Carol Brown: ‘What Motivates A-Level Students to Achieve? The Role of Expectations and Values’
Supervisors | Claire Gopnik and Jo-Anne Band

Isaac Calvert: ‘Education and the Sacred: Judicael Holness and the Dynamics of Teaching and Learning – An Ethnicity from Jerusalem’
Supervisors | Luan Gearon and David Mills

Helen Campbell Pickford: ‘From Generating Data to Creating Policy Knowledge: A Policy Network Analysis of three NGOs’ Community Intervention in Rajasthan, India’
Supervisors | Jennifer Ogara and Ann Chils

Moon Kyoung Cho: ‘An Investigation of Korean learners’ difficulties in Using English Intonation to Express Emotion: Perception and Production’
Supervisors | Ernesto Macaro

Alexander Flint: ‘The Effects of Interculturall Backchannels and L1 Backchannel Norms on the Speech of L2 English Learners’
Supervisors | Ernesto Macaro and Victoria Murphy

Shuangming Mao: ‘Policy Experimentation and Institutional Power Dynamics in China’s Higher Education Reform’
Supervisors | David Mills

Abdurrahman Hendek: ‘A Comparative Study of Religious Education Policy in Turkey and England’
Supervisors | Luan Gearon and Nigel Fancourt

Zainab Kabbaba: ‘The Education of American Muslims: Knowledge and Authority in Intensive Islamic Learning Environments’
Supervisors | Nigel Fancourt and David Mills

Supervisors | Talekiko Kiyana and Susan James Rayy

Mariela Neagu: ‘Young Adults’ Perspectives on Their Experiences of Different Types of Placement in Romania’
Supervisors | Judy Sebba and álva Oanca

Swire Scholarship, St Antony’s College
Chun Sum Tsang – DPhil in Education

Routledge Scholarship, Edmund Hall
Yao Sun – MSc in Education (Comparative and International Education)

Talbot Scholarship
Rachel Gardener – DPhil in Education

Rhodes Scholarships
Ahmed Ahmed – MSc in Education (Higher Education)
Spencer Dunlevy – MSc in Education (PEM)
Christian Nattel – MSc in Education (Higher Education)

Air Force Institute of Technology Scholarship
Erik Kappe – DPhil in Education

George Osei: ‘An Examination of Policy and Practice in Ghanaian Education with Special Reference to the Junior Secondary School Reform’
Supervisor | David Johnson

Ghya Osseiran: ‘Higher Education Expansion and Graduate Labour Market Outcomes in Spain: Overqualification and its Discontents’
Supervisors | Kenneth Mayhew and Craig Holmes

Christine Paget: ‘Exploring School Resource and Teacher Qualification as Predictors of Their Implementation and Effects on Schools and Students’ Educational Outcomes in Brazil’
Supervisors | Jo-Anne Band and Pam Sammons

Kwok Hung Pun: ‘An Exploratory Study of the Teaching and Learning of Secondary Science through English in Hong Kong: Classroom Interactions and Perceptions of Teachers and Students’
Supervisors | Ernesto Macaro

Souha Siddiq: ‘Learning about “real” Pakistan: how secondary students reinterpret citizenship education at an elite school in Lahore’
Supervisors | Mohammad Talls and David Mills

Kim Sim: ‘Measuring Financial Literacy and Its Correlates: A study of Fifteen-year-olds in Oxfordshire and Greater London’
Supervisors | Ian Thompson and Katharine Burn

Minjoeong Song: ‘Beginning Teachers’ Identity and Agency: A Case Study of L2 English Teachers in South Korea’
Supervisors | Ian Thompson and Katharine Burn

Rachel Taylor: ‘Early and Multiple Entry to GCSE Mathematics: An Exploratory Study of the Teaching and Learning of Secondary Science through English in Hong Kong: Classroom Interactions and Perceptions of Teachers and Students’
Supervisors | Ernesto Macaro

Eve Rodgers, Head of Administration and Finance
The department’s teaching and research mission is underpinned by its growing commitment to excellence in education and culture and international social development consultancy. She is also the Chair of Research network 03 ‘Biographical perspectives on European societies’ of the European Sociological Association.

Sophie Turnbull joined the department in February 2018 as a Research Officer on a project investigating multilingual and multicultural children’s vocabulary and creativity. She completed her PhD at the University of Sheffield where her research explored children’s cognitive and emotional development.

Gillian West is a post-doctoral Research Officer, working with Professor Charles Hulme. She joined the department in October 2017 from University College London, where her PhD combined an interest in memory and language. She is currently working on a large-scale randomised controlled trial as part of the funder’s ‘Language intervention’ project funded by the Wellcome Trust.

Oxford Centre for Islamic Studies Scholarship
Yusuf Oldac – DPhil in Education

HILL Foundation Scholarship
Marzia Tishenina – MSc in Education (Comparative and International Education)

DOCTORAL COMPLETIONS
Jill Boggs: ‘The Effects of Facilitated Feedback on the Second-Language English Writing of Korean University Students’
Supervisors | Helen Walter and Robert Wore

Carol Brown: ‘What Motivates A-Level Students to Achieve? The Role of Expectations and Values’
Supervisors | Claire Gopnik and Jo-Anne Band

Isaac Calvert: ‘Education and the Sacred: Judicael Holness and the Dynamics of Teaching and Learning – An Ethnicity from Jerusalem’
Supervisors | Luan Gearon and David Mills

Helen Campbell Pickford: ‘From Generating Data to Creating Policy Knowledge: A Policy Network Analysis of three NGOs’ Community Intervention in Rajasthan, India’
Supervisors | Jennifer Ogara and Ann Chils

Moon Kyoung Cho: ‘An Investigation of Korean learners’ difficulties in Using English Intonation to Express Emotion: Perception and Production’
Supervisors | Ernesto Macaro

Alexander Flint: ‘The Effects of Interculturall Backchannels and L1 Backchannel Norms on the Speech of L2 English Learners’
Supervisors | Ernesto Macaro and Victoria Murphy

Shuangming Mao: ‘Policy Experimentation and Institutional Power Dynamics in China’s Higher Education Reform’
Supervisors | David Mills

Abdurrahman Hendek: ‘A Comparative Study of Religious Education Policy in Turkey and England’
Supervisors | Luan Gearon and Nigel Fancourt

Zainab Kabbaba: ‘The Education of American Muslims: Knowledge and Authority in Intensive Islamic Learning Environments’
Supervisors | Nigel Fancourt and David Mills

Supervisors | Talekiko Kiyana and Susan James Rayy

Mariela Neagu: ‘Young Adults’ Perspectives on Their Experiences of Different Types of Placement in Romania’
Supervisors | Judy Sebba and álva Oanca

To meet our current doctoral students visit www.education.ox.ac.uk/people/doctoral-students
**Administrative and Professional**

Hannah Brown joined the department in October 2017 as Research and Communications Administrator and is responsible for managing and developing the department’s communications channels and promoting its research, impact and knowledge exchange activities. Hannah has over six years of experience working in higher education institutions, in a variety of event, communication and project management roles.

Elkie Gaspar joined the Oxford University Centre for Educational Assessment in October 2017 as Administration. She helps manage the day-to-day running and finances of the Centre and is also involved in planning events hosted by the Centre. Elkie joined the Department from Oxford University Press.

Lydia Holland joined the department in March 2018 as the acting Finance Assistant. She is a part of a Finance team responsible for managing the department’s day-to-day financial administration, ensuring that financial transactions are processed accurately.

Matthew Hurst joined the department in October 2017 as the PGCE Admissions Officer. Matthew previously co-ordinated postgraduate courses at the Royal College of Surgeons and supported infectious disease research at the London School of Hygiene and Tropical Medicine. He is now the primary contact for new applications to Oxford’s PGCE course.

**Diana Jarman** is the Professional Programmes Administrative Officer and joined the department in January 2018. She works on various aspects of admissions and course administration for the MSc Learning and Teaching, the MSc Teacher Education and the MSc Educational Assessment.

Gordana Kelava joined the department in March 2018. She supports Dr David Johnson and the Centre for Comparative and International Education with the coordination of the annual DICE Symposium. Gordana has an MA from Ludwig-Maximilians-Universität in Munich and a second MA from Oxford Brookes University.

Sheena Lee is a PRINCE 2 qualified Research Project Manager who joined the department in January 2018 from the Earlham Institute, Norwich, where she project managed large, genome studies. She manages a portfolio of projects across practical science examinations, digital learning, REF 2021 and Athena Swan.

Lucy Liddicot joined the PGCE department as Administrative Officer in May 2018 after 10 years working for a children’s reading charity. She provides administrative support for the PGCE course including admissions, partnership schools, examinations and the Professional Development programme.

Natalie Reynolds joined the department in March 2018 as the administrator for the Rees Centre and provides administrative, financial, communications and project support ensuring the smooth running of the centre. Before relocating to Oxford, Natalie worked in content marketing and enjoyed a short career in secondary education based in South Manchester.

Claire Stevens is the HR Administrator for the department, and joined this new role in September 2017. She has over five years of experience in academic HR and manages the strategic and operational delivery of all aspects of the HR function. This includes the whole of the employment lifecycle from recruitment to end of employment processes.

For more information about our staff and their positions see: www.education.ox.ac.uk/people

**Honorary Research Fellow**

**Penelope Woolf**

**Honorary Norham Fellow**

**VISITING PRACTITIONERS**

**Visiting Professors**

Visiting Professors are considered to be outstanding in their field of work and are nominated by the department. The department’s current Visiting Professors are:

- **Professor David Andrich**
  University of Western Australia
  Professor Jennifer Gore
  University of Newcastle, Australia

**Visiting Academics**

Visiting academics add value to the life and work of the department by sharing their knowledge and specific skills in areas of expertise with staff and students. This year’s visitors are:

- Dr Scott Alterator
  La Trobe University, Australia
- Dr Atia Apusigah
  University for Development Studies, Ghana, Africa
- Dr Jun Cui
  Southeast University, China
- Professor Xavier Duque
  Université catholique de Louvain, Belgium
- Professor Elizabeth Fernandez
  University of New South Wales, Australia
- Dr Marina García-Carmona
  University of Granada, Spain
- Dr Mairin Hennerby
  University of Hong Kong
- Mónica Oliveres Leyva
  Universidad de Alcalá, Spain
- Dr Karen McLean
  Learning Science Institute (Australian Catholic University), Australia
- Dr Eran Mekiman
  University of Haifa, Israel
- Professor Xia Na
  South China Normal University, China
- Professor Xiao Na
  Southeast University, China
- Dr Jun Cui
  Western Norway University of Applied Sciences, Norway
- Dr Ann Karin Sandal
  University of Alcalá, Spain
- Dr Eran Melkman
  Learning Science Institute (Australian Catholic University), Australia
- Dr Isabelle Skakni
  University of Western Australia
- Dr Helen Ward
  University of Adelaide, Australia
- Dr Natsumi Wakamoto
  Doshisha Women’s College of Liberal Arts, Kyoto, Japan

**Honorary Fellows**

Honorary Fellows provide a significant level of contribution to the department in the forms of mentorship, teaching, supervision, collaborative research and/or professional practice, grant application, ambassadorship, examination, assessment and development of the academic programmes. This year, the following appointments have been made:

- **Dr Maria Evangelou**
  Honorary Research Fellow
  Professor Marilyn Fleer
  Honorary Research Fellow
  Professor Maria Teresa Tato
  Honorary Research Fellow
  Professor Harriet Ward

**Visiting Practitioners**

The department hosts a termly programme of public research seminars throughout the academic year. Seminars are convened by members of the department and are held on most Mondays during term (starting at 5pm). Speakers include a wealth of academics from across the department and the wider University, as well as internationally recognised professionals from across the globe.

All upcoming seminars are publicised on the department’s events page - see website link below for details.

**Contact Us**

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