



DEPARTMENT OF EDUCATION

Annual Report 2017/18



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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 indications 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



Professor Jo-Anne Baird

Deanery, 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.

YEAR IN REVIEW

No. 1

in the UK for **degrees in education** in 2018
Times Higher Education subject league

Ranked **1st** in the 2014 Research Excellence Framework for **education research**

3rd in the **world** for **degrees in education** in 2018
Times Higher Education subject league

590 students

13 peer-reviewed **journals** edited

17+ **scholarships** awarded

142+ **academic events** convened in the department

169 **staff members**

337 **research publications** in 2017/18

7 **postgraduate programmes**

20% increase in **DPHil applications**

1 new programme in **MSc Educational Assessment**

7 **authored** and

7 **edited books** in 2017/18

30.4% increase in **research income**

84 **active research projects**

33 **newly secured research grants**

724 **podcast downloads**

Over **1 million** **website views**

£2,383,883 **newly secured research funding**

Over **30** **published podcasts**

37 **ITE school placement partnerships**

£16m **value of current research portfolio**

36% **increase in researchers**

NEWS AND EVENTS

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.



Judy Sebba receiving her OBE from the Duke of Cambridge – Buckingham Palace, March 2018

An OBE for Services to Higher Education and Disadvantaged Young People

Congratulations to Professor Judy Sebba (former Director, Rees Centre), who was awarded an OBE for her Services to Higher Education and Disadvantaged Young People in the 2018 New Year's Honours List. Judy was presented with her medal by Prince William at a ceremony at Buckingham Palace on 23 March 2018.

'I am delighted to be receiving this honour, which reflects the impact of the Rees Centre locally, nationally and internationally on improvements to the educational achievements and lives of children in care. Our findings repeatedly show that young people in care need others to believe in them if they are to believe in themselves.'

Judy Sebba

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.

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.



Josh McGrane and the Minister of State for School Standards and Minister for Equalities at the PIRLS release seminar in London



Judy Sebba (Rees Centre) with Alis Oancea (Director of Education) at the O2RB Excellence in Impact Awards 2018

Highly Commended at the O2RB Excellence in Impact Awards 2018

Researchers from the Rees Centre were awarded with the Highly Commended for Excellence in Impact Award at the University's inaugural O2RB event on 19 April 2018 for their work on the Educational Progress of Looked After Children in England – the first major study in England to explore the relationship between educational outcomes, young people's care histories and individual characteristics.

Human Welfare Conference 2017

Professor Jo-Anne Baird participated in a session in conversation with Edward Ndopu (MPP candidate) at the 10th Human Welfare Conference at Green Templeton College on 12–13 May 2017. The conference explored the theme of Empowerment in the 21st Century.

Publons Peer Review Award 2018

Professor Steve Strand was awarded the Publons Peer Review Award in September 2018, noting him as the top 1% of peer reviewers (internationally) and the 5th highest ranked reviewer in the world.

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



Liam Gearon at the 2017 Oriel Colloquium on Universities, Security and Intelligence Studies, with Routledge publishers and the President of Oxford University Press

Conceived and convened by Professor Liam Gearon, the Oriel Colloquium on Universities, Security and Intelligence Studies was a major international gathering of security and intelligence academics and practitioners that took place at Oriel College, Oxford, in September 2017 thanks to the generous funding of the Society for Educational Studies.

The critical focus of the Colloquium was the relationship between universities and the security and intelligence agencies and included a variety of keynote speakers from the likes of MI5, NATO, the Cabinet Office, the Foreign and Commonwealth Office and more.

The Colloquium also saw the launch of Professor Gearon's 2017 book 'Education, Security and Intelligence Studies', and the notification of his forthcoming 2018 publication, 'Universities, Security and Intelligence Studies'.

2018 Colloquium on Writers and Their Education

Following the success of the 2017 Colloquium on Writers and their education, Professor Liam Gearon together with Emma Williams (University of Warwick) were attributed with a second award for the 2018 Colloquium by the Society for Educational Studies. Examining education through sociocultural, historic and political lenses, this Colloquium will bring together international keynote speakers including some of the most senior global figures in philosophy and literature. 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

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 Sammons was awarded the University's Outstanding Graduate Supervisor Award and was shortlisted from a record-breaking total of 895 nominations. Professor Sammons' 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.



National Association for the Teaching of English Award

Associate Professor Velda Elliott was presented with the National Association for the Teaching of English Award following a nomination by the *English in Education* journal, which highlighted the tremendous amount of support she has given to the subject discipline.

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 Maia Chankseliani

Times Educational Supplement, 28 November 2017

'Assessment: The 'worrying' rise in exam malpractice – and four other trends discussed by experts today'

Article citing quote from Jo-Anne Baird

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

The Economist, 19 April 2018

'Britain's ambitious apprenticeship reforms are in trouble' Comment piece by Ewart Keep

Times Higher Education online, 19 April 2018

'Following the footprints of spies on campus'

Article citing Liam Gearon's 2018 Colloquium on Universities, Security and Intelligence

The Economist, 24 May 2018

'Britain's apprenticeship levy is causing a boom in MBAs' Comment piece by Ewart Keep

Khrono, 23 June 2018

'More practice can be a win-win'

Norwegian article citing an international expert group involving Alis Oancea

The Independent, 4 July 2018

'Proposed tests for four-year-olds could lead to nursery children being coached for exams, experts warn'

Article citing research report co-authored by Pam Sammons

For more media articles involving departmental members see:

www.education.ox.ac.uk/news-events

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 their 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

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, Terezinha 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:

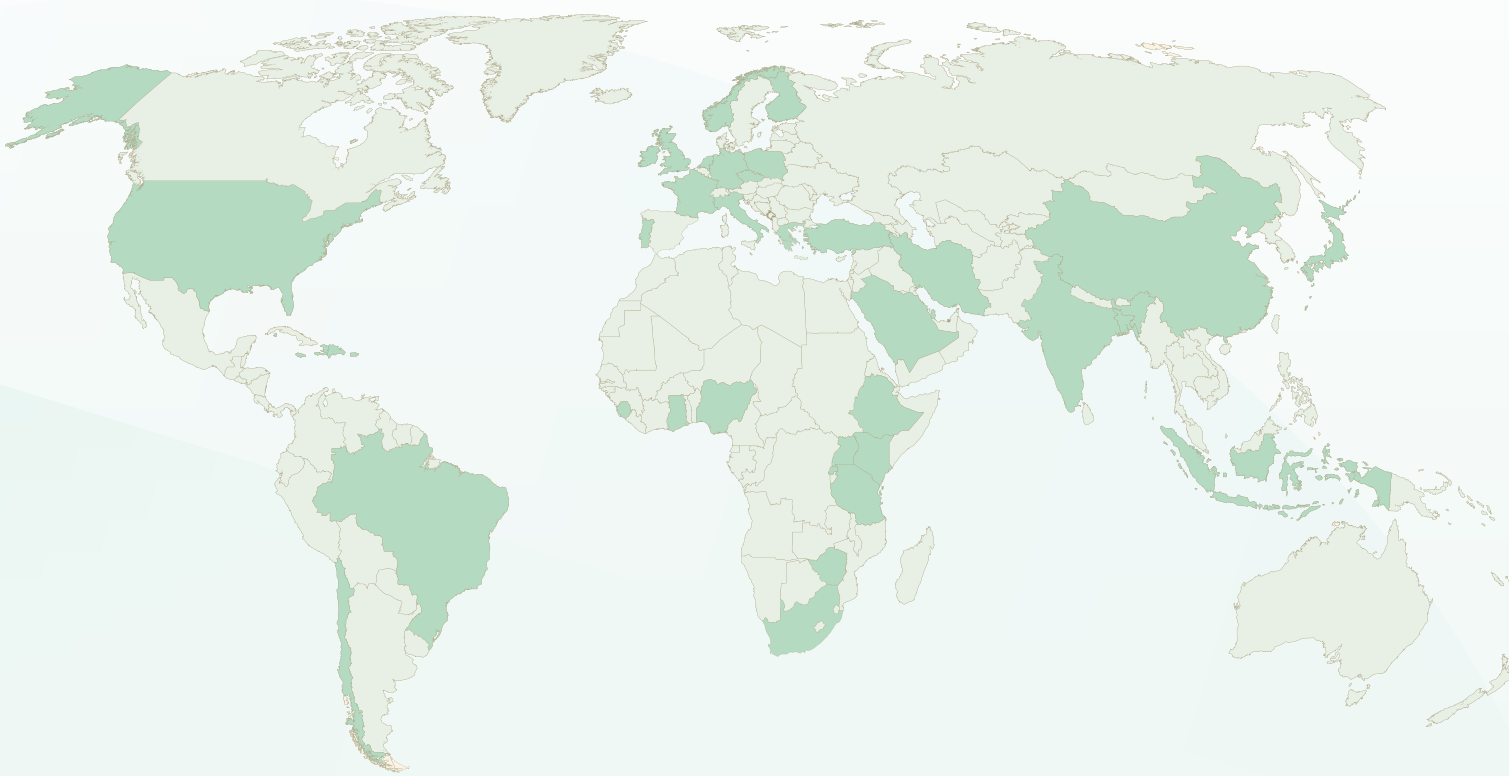
- None of the three approaches led to higher reading outcomes than the others.
- All three groups made progress in reading and it is believed that their engagement with the challenging texts promoted this.
- the phonics group made greater gains in vocabulary knowledge over the course of the intervention.
- 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

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

non-EAL 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 and university level English medium instruction in Italy. It further investigated listening 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 Hong 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 central focuses 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 gathered 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 migrants' learning 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 extremely deprived urban areas in South Africa and Tanzania.

WATCH ▶

'Roads to Inclusion'



Research Fellow Yasmine El Masri features in this pilot study video exploring the use of technology in science tasks to help reduce the language barrier for Syrian Refugees in Lebanon.

www.media.podcasts.ox.ac.uk/education/general/roadstoinclude-720p.mp4

Children Learning

Emeritus Professor Terezinha 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 levels mediated 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-old pupils 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 it is freely available at: link.springer.com/chapter/10.1007/978-3-319-72871-1_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 intervention and to improve practice.

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 Peeple 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, unjustified, 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 Woman's Hour

www.bbc.co.uk/programmes/b09xcslc

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 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

been commissioned to carry out a series of further evaluations as part of rounds two and three of the innovation programmes. These evaluations focus on innovations for children in care (including fostering), those on the edge of care and care leavers.

As part of the Alex Timpson Attachment and Trauma Programme in Schools, the Centre has begun a termly webinar series aimed at school staff, other practitioners, foster carers and adoptive parents across England to promote discussion around the importance of schools being attachment aware. Each webinar has been well attended, with recordings posted to the Rees Centre Youtube channel (see: www.youtube.com/user/ReesCentre).

The team have also continued to disseminate key findings from projects to international colleagues, with invited presentations to policymakers, legislators, practitioners and other academics in Taiwan, the US, Canada and Portugal.

The Centre's research continues to influence policy and practice, regionally, nationally and internationally. Specific examples over the last academic year focus on Unaccompanied Asylum Seeking Children (UASC) and research exploring educational trajectories and outcomes. Centre members were invited to host a policy and practice round table at the DfE in April 2018. As a consequence of their research, policymakers have now identified the assignment of a Unique Pupil Identifier for UASC to be a policy priority to analyse education trajectories.

Reports from the Nuffield-funded study on the Educational Progress of Looked After Children in England continue to influence analytical plans and priorities at the DfE and have been used to inform its Children in Need and educational outcomes review (June 2018).

Policy, Economy and Society

Professor Ewart Keep

Research in the Policy, Economy and Society theme covers the interface and interaction between education, wider society, the economy and the labour market. This year saw the departure of Dr Hubert Ertl 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 Marginson and the impending arrival of parts 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 has confronted education during 2017/18, including the increasing divergence of policy and practice across the four UK countries, the marketisation of English further and higher education, the evolution of the research impact agenda in higher education policy and funding, and the development of new vocational qualifications. The theme has also made significant contributions to policy and practice in these areas over the year. (see: www.education.ox.ac.uk/our-research/policy-economy-and-society).

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 UBI Optimus Foundation finds that in target schools, students achieve a gain of 98-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 research focus regions (Africa, South Asia and Latin America). 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 representatives 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 (OXSCIE). OXSCIE is supported by the Aga Khan Foundation and Global Centre for Pluralism. The focus this year was on political uncertainty and its effects on the changing nature of society, to which the following question was considered – 'how can we, through education, best shape and sustain a society that is at once plural and cosmopolitan, prosperous and inclusive, fair and responsible, and cohesive?'



David Johnson speaking at the 2018 OXSCIE Symposium

MEDIA ARTICLE

'How Russia is using international students as a weapon in the new Cold War'

Article by Maia Chankseliani (Associate Professor of Comparative and International Education)
The Conversation, 8 June 2018

Higher Education

Professor Alis Oancea

Key foci this year include research on research, with particular attention to research capacity building, research assessment, collaboration, metrics and indicators, impact, open science, and the current landscape of education research; the implications of higher education policies on access and participation; graduate labour markets; the internationalisation of higher education in different economic contexts; student mobility; doctoral education; the influences of China and Russia on higher education in Central Asia; and inequalities in education and skills acquisition, and the transition to meaningful work in the South Caucasus. The Group offers a research home to doctoral students researching various aspects of higher education, and also to the higher education pathway of the MSc Education.

Events this year include:

- The Social Sciences Division's Open Access Week day symposium on 'Papers, Publishing and Peer Review'.
- An invited round table on education research co-organised by the British Academy, Royal Society and Department for Education.
- A chaired panel of researchers at HEFCE's 'The Turning Tide' event on metrics in February 2018.
- A co-convened invited symposium on the future of doctoral education in Africa in May 2018 with Atia Apusigah (University of Development Studies, Ghana) – a visiting research fellow with the Research Group.

The group also convened a number of departmental seminars on higher education, inviting speakers including Tristan McCowan (UCL) and Robin Shields (Bath). In April 2018, the MSc (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 Palfreyman and a range of senior Oxford academic leaders. Dr James Robson delivered keynotes 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, such as the Economic and Social Research Council, the Arts and Humanities Research Council, the British Academy, the Royal Society, the Higher Education Funding Council for Wales, the Office for Fair Access, the Department for Education, and the European Commission. From within Oxford, funding has been obtained from the Africa Oxford initiative, the John Fell 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*, BBC Oxford, *Science XTM*, *Schools Week*, *FE Week*, *FE News*, *El Mundo*, *Khrono*, among other media outlet.

MEDIA ARTICLE

'What you need to know about the tuition fee review – and how it could affect students'

Co-authored article by Helen Carasso (Lecturer in Higher Education) *The Conversation*, 20 February 2018

Philosophy, Religion and Education

Professor Alis Oancea, Associate Professor Liam Gearon and Associate Professor Nigel Fancourt

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 Pring, Professor Andrew Paterson and Dr Dafydd 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 Wales (HEFCW); 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 with its Economic and Social Research Council funded project 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 'Scripting the Future – Exploring Potential Strategic Leadership Responses to the Marketization 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 Post-14 Centre's East London 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.

Key research findings from the NEET project suggest that long-term economic inactivity among older NEETs is a major issue (as most of the limited policy intervention is targeted at the much smaller cohort of 16–19 NEETs) and that being NEET has serious mental health implications for many young people. The FETL project's findings point to the precarious funding situation in which Further Education colleges find themselves in relation to their fragmented key markets (16–18, 19-plus Adult Education Budget-funded, 19-plus loans funded, and apprenticeships). Colleges are also being squeezed on the one hand by schools (such as new VI forms, studio schools, university technical colleges and free schools), and on the other by higher education institutions that are facing falling student numbers and need to enter new markets to maintain their cash flow. The SKOPE and Association of Colleges report for FETL develops three possible scenarios for the future development of the marketplace in further education.

SKOPE have also been invited to participate in policy meetings at the Resolution Foundation, No.10 Downing Street, the DfE, and a Labour Party roundtable on adult learning.

MONTHLY COLUMN

Ewart Keep (Director of SKOPE) now has a monthly column in FE Week. Current articles include: 'Market or system – what's the best model for FE?' (April 2018), 'What are the biggest problems with T-Levels?' (May 2018) and 'Stop fighting over the crumbs of the adult education budget!' (June 2018).

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 'perverse incentives' of excellence and equity can result in illegal exclusions.
- In Scotland, where there is the lowest exclusion rate, policy is more oriented 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 Society for Cultural-historical Activity Research (ISCAR) 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 reviews 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 recommended for the award of DPhil during 2017/18 and to have welcomed two Clarendon and two Economic and Social Research Council studentship recipients to the programme.

Six research grants were awarded to the group for new projects funded by the Global Challenge Research Fund, the Bill and Melinda Gates Foundation, the Higher Education Funding Council for England, Google.org and the Temple World Charity Foundation, and two Innovation Fund grants were awarded to postgraduate students of the group. Members also delivered three keynote speeches and gave 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



MEDIA ARTICLE

Black students on going to Oxbridge: 'it's not even asked or pushed for, it's just assumed no one is applying'

Article by James Robson (Research Fellow), Katriona O'Sullivan (Trinity College, Dublin) and Niall Winters (Associate Professor of Learning and New Technologies). *The Conversation*, February 2018

Subject Pedagogy

Professor Gabriel Stylianides

A research seminar with external participation was held in May 2017 to discuss ideas related to classroom-based interventions. The discussions informed the upcoming publication of the book, '*Classroom-based Interventions across Subject Areas: Research to Understand What Works in Education*' (due in November 2018), which aims to engage readers in an academic debate, as well as helping teachers improve classroom practice. The book provides examples of theory-informed classroom-based intervention research studies in different subject areas (mathematics, science, history, geography, english and modern foreign languages) and, as a whole, considers broader theoretical and practical issues that derive from diverse studies. The main book chapters are written by members of the research group in collaboration with school partners as well as other external collaborators.

Following the publication of this book on task design across subject areas, and with the support of John Fell Fund, a series of workshops arising from the publication were organised. The workshops, informed by the book's focus on how teachers view and use the pedagogic potential of tasks to engage pupils with disciplinary knowledge, have provided the foundation for establishing an ongoing network of local teachers, collaborating with group members, to promote research-informed approaches to task design.

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 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.



Ian Thompson, Katharine Burn and Trevor Mutton at the Houses of Parliament

Many members of the group have worked with teachers on small-scale collaborative projects, such as the work with a group of local mathematics teachers developing innovative approaches to the use of video in teachers' professional development, or the Connecting with School and Supporting Learning project, which was proposed in response to an individual teacher's small-scale study of ways to reduce absenteeism among younger students. Further group members have been conducting participatory research, along with school-based colleagues, into the role of Research Champions in promoting teachers' research engagement. The impact of this

work on the way in which teachers value, celebrate and seek to use research appropriately is reflected in the fact that many local schools (such as Matthew Arnold, John Mason and Waddesdon) are now hosting their own 'Research Meet' events, encouraging colleagues to share findings from the projects in which they have been involved as research collaborators, action research fellows or students within the Masters in Learning and Teaching.

Previous research on 'Research-informed clinical practice' (originally commissioned as part of the BERA-RSA Inquiry into the Role of Research in Teacher Education) has continued to be influential in Wales, where there has been a process of re-accreditation of all initial teacher education programmes. Following the earlier presentation of the work at an event hosted by the Welsh Government Assembly (2015). Members of the group acted as consultants to Cardiff Metropolitan University, whose successful bid for the accreditation of new programmes was shaped by the tightly integrated model of theory and practice exemplified in the Oxford Internship Scheme and in the Oxford Education Deanery's Research Champion role.

BOOK LAUNCH

Learning to Teach in England and the United States: The Evolution of Policy and Practice

A seminar celebrating the launch of a new book co-written by Teresa Tatto (Arizona State University) and four members of the department (Katharine Burn, Ian Menter, Trevor Mutton and Ian Thompson) was held in the department on 17 May 2018.

Methodological Research Hubs

Quantitative Methods Hub Professor Steve Strand

Members of the hub won an Emerging Fields Group grant, funded by EARLI and the Jacobs Foundation, which will sponsor three networking events on 'The potential of biophysiology for understanding learning and teaching experiences' to take place over the next two years.

A new article on 'School effects on Chilean children's achievement growth in language and mathematics: an accelerated growth curve model' was published in the *School Effectiveness and School Improvement* journal.

More than thirty students attended the annual Advanced Quantitative Methods Summer School at the department at the beginning of May. Seven different course days were offered including Rasch models, R and multilevel modelling, simulation studies and structural equation modelling. Five different instructors led the course, including three from the department. Participants came from a number of UK universities, as well as from within the University.

The hub also had 22 speakers across a wide spectrum from internationally eminent professors to upcoming DPhil students

contribute to their weekly seminar series. Topics covered everything from work in progress to published material.

www.education.ox.ac.uk/our-research/research-groups/quant-hub

Qualitative Methods Hub

Associate Professors Velda Elliott and Susan James Relly

A Creative Research Methods Symposium day, including plenary speakers Dr Susie Weller (University of Southampton), Dr Yvonne Robinson (London South Bank University), Dr Laura Trafi-Prats (Manchester Metropolitan University) and Dr Eve Stirling (Sheffield Hallam University) was hosted in summer 2017. Chris Shipton, the graphic recording artist, was on hand to create visual interpretations of each talk. The day was attended by approximately 50 research students and academics from Oxford and further afield.

Throughout the academic year the hub has continued to host weekly seminars, welcoming speakers from the UK, New Zealand and Sweden. Topics included the problem of coding in qualitative research, cognitive interviewing, task-based interviewing, concept mapping, video data and archival research.



Image by graphic artist, Chris Shipton, at the 2017 Creative, Research Methods Symposium, Liveillustration.co.uk

MAJOR 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.

For information on all our current research projects see www.education.ox.ac.uk/our-research/projects

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)
- House project (University of York evaluation lead)
- Bradford's B 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 Melhuish

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. Report on the child outcomes at age 4 years as related to ECEC experience are due for publication in September 2018.
- 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.

Highlights to date:

- The results of a review of content in the Magic Kinder app and a report on screen time, digital safety and children's well-being resulting from a review of the research were published in April and July 2018.
- A guidance document providing research-informed suggestions for designing future educational content within the Magic Kinder has been produced.
- A workshop on the future shape of the parent dashboard was held.
- Development of two research themes around vocabulary development and parental engagement with a child's digital technology have been explore.

www.education.ox.ac.uk/research/kindox

UPCOMING EVENT

The inaugural Kinder-Oxford Symposium

At Anne'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 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 intervention 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. Materials will be developed with input from Early Years practitioners to ensure the programme is flexible enough to be adapted for future use in diverse nursery contexts and that content is appropriate to the curriculum.

The programme has the potential to bring about educationally significant improvements in children's language skills during a critical developmental period (the year before formal education begins) and to reduce the inequalities in educational

attainment associated with social disadvantage.

www.education.ox.ac.uk/research/the-nuffield-nursery-language-programme

Evaluation of the Big Lottery Fund's 'Fulfilling Lives: A Better Start' programme

Big Lottery Fund, 2013–24

Principal Investigator | *Sandra Mathers*

The Big Lottery Fund's £165 million investment in the 'Fulfilling Lives: A Better Start' programme hopes to facilitate the implementation and testing of different models of early intervention in approximately four areas of the UK. The funds will allow structural changes to be made to the way in which they identify and work with families at risk of poor outcomes, in addition to introducing a range of preventive interventions focusing on pregnancy and the first three years of life.

This project, led by the University's Department for Social Policy and Intervention, is carrying out an evaluation and learning contract to ensure that the lessons in terms of what works, for whom, and why, are identified and widely disseminated. The education aspect is led by Professor Kathy Sylva and Sandra Mathers, who are investigating the effects of the programme on the foundational skills children need for a successful start to school.

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 28–29 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

Designing the Teaching and Learning International Survey's Video Study

Department for Education, 2016–20

Principal Investigator | *Jenni Ingram*

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 Education Development 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:

- Observing effective mathematics teaching: a review of the literature report was published by the project team and examines six specific lesson observation frameworks designed for and used in the observation of teaching in mathematics but demonstrates that classroom observation frameworks can be designed and used for a variety of purposes.

www.education.ox.ac.uk/research/talis-video-study

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 | *Judy Sebba*

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 | *Maria 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 75% collected at the time this publication went to print.

www.education.ox.ac.uk/research/evaluation-of-the-onebillion-project
Effectiveness Trial of the Nuffield Early Language Intervention Effectiveness Programme in Primary Schools

Education Endowment Foundation, 2017–18

Principal Investigator | *Charles Hulme*

The Nuffield Early Language Intervention is designed to improve the spoken language ability of children as they begin primary school. Targeted at children with relatively poor spoken language skills, it is delivered to groups of two to four children, three times a week, alongside some individual sessions. Trained Teaching Assistants (TAs) run the programme, which lasts for 20 weeks during their first year of school (Reception). Sessions focus on listening, narrative and vocabulary skills.

The intervention was developed by a team led by Charles Hulme and Maggie Snowling (St John's College) with funding from the Nuffield Foundation, and a previous Education Endowment Foundation evaluation found a positive impact on language skills.

This trial will test the Reception course in 200 schools. The resources are being published by Oxford University Press, and training for TAs will be provided by Elklan – a specialist training agency focused on speech and language interventions.

www.education.ox.ac.uk/research/effectiveness-trial-of-the-nuffield-early-language-intervention

Programme Lead: Raising Learning Outcomes in Education Systems in Developing Countries

Economic and Social Research Council, 2017–19

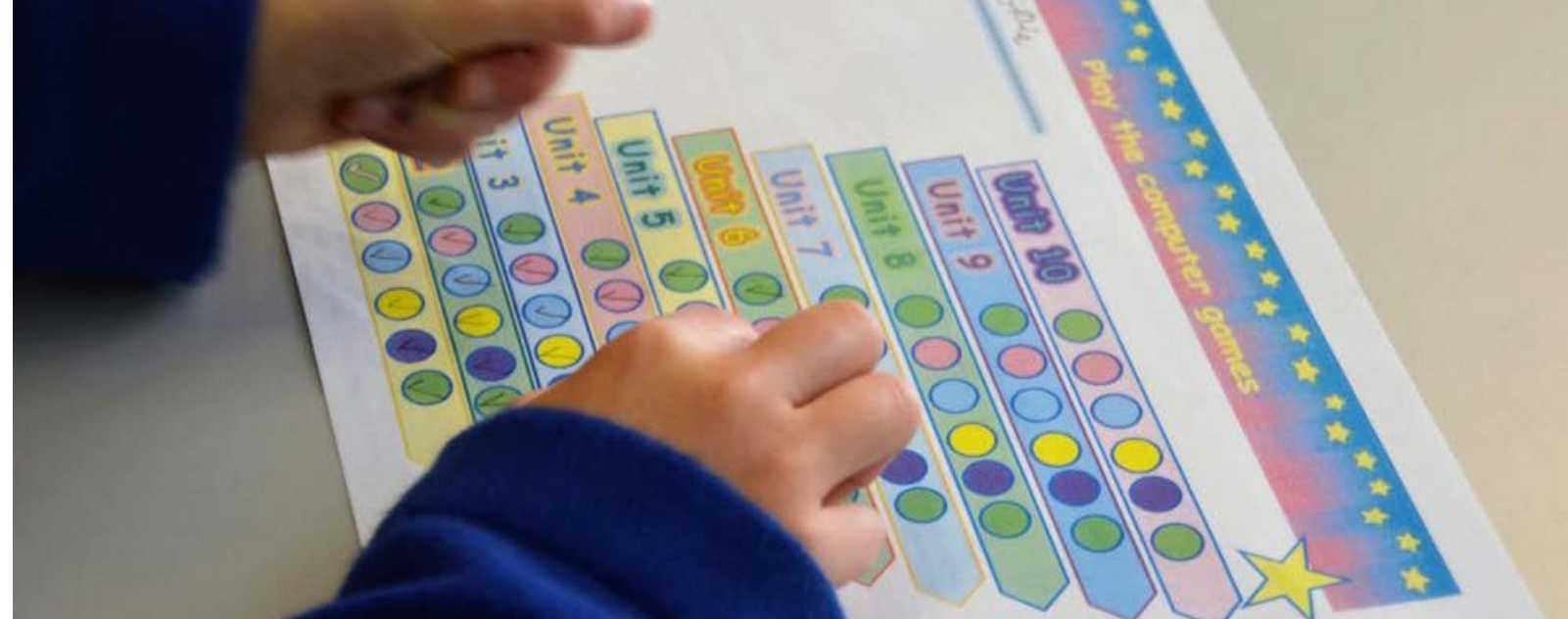
Principal Investigator | *David Johnson*

The ESRC and Department for International Development's Raising Learning Outcomes in Educational Systems Research Programme aims to increase understanding of the factors that enable or constrain learning outcomes in developing countries, including Honduras, Lebanon, Niger, Ethiopia, Malawi, South Africa, Bangladesh and Pakistan.

The Research Programme is made up of 31 world-class interdisciplinary research teams, with Principal Investigators based in higher education institutions in the UK, USA, Australia, South Africa and India. The function of 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 early 2017 and is supported by two departmental research fellows, Monazza Aslam and Bronwen Magrath. The programme is expected to end in spring 2019.

www.education.ox.ac.uk/research/raising-learning-outcomes-in-developing-countries



Enhancing Summative Assessment of Practical Science Skills at GCSE

Wellcome Trust, 2018–19

Principal Investigator | *Sibel Erduran*



Examiner's workshop in Manchester, 14 May 2018

This project addresses the following three questions by designing and testing new examination questions that can be used nationally, and exploring the views of a diverse range of teachers and pupils so that new examination questions can be adapted for use across the country without biasing any particular cohort:

- How the skills of doing practical science using such different aspects are reflected in high-stake examinations at GCSE level in England.
- What new examination questions can be designed to measure pupils' understanding of different aspects of practical science.
- How they work together to form a coherent understanding of science.

Highlights to date:

- Six examiners from across the UK attended a workshop in Manchester in May 2018 to learn about the project construct 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 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 number in 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 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:

- The project report has been prepared and is expected after August 2018.

www.education.ox.ac.uk/research/evaluation-of-1stclassnumber

Evaluation of Maths Reasoning

Education Endowment Foundation, 2015–18

Principal Investigator | *Terezinha Nunes*

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 this 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 2017.
- 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.
- NCETM views the programme as 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*

The Progress in International Reading Literacy (PIRLS) assessment provides internationally comparative data about how well children from different countries read

after four years of primary schooling. PIRLS also provides extensive information about home supports for literacy and school environments for teaching and learning.

The project team in collaboration with Pearson Education, was chosen by the UK government's Department for Education to deliver the PIRLS 2016 assessment programme, which concluded in December 2017. The main responsibilities were as follows:

- To advise on the development of the assessment items and survey instruments.
- To initially carry out trials with 30 pupils in each of up to 30 primary schools.
- To ultimately administer PIRLS 2016 data collection in up to 150 primary schools during summer term 2016.

Highlights to date:

- The PIRLS 2016 'Reading Literacy Performance in England Report' was released on 5 December 2017, at an event at the British Museum (London) attended by Nick Gibb (Minister of State for School Standards and Minister for Equalities).
- Further research outputs include a report of the PIRLS 2016, which has been disseminated throughout the education community.

www.education.ox.ac.uk/research/pirls-2016-assessment

Education and Uncertainty

Aga Khan Foundation, 2018–19

Principal Investigator | *David Johnson*

This project studies the impact of political uncertainty on education, 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 education.

This research programme examines the nature of uncertainty in the political 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 as 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 data. Several partner local authorities will share their data so the relation between Proficiency in English and pupils' 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 relationships with educational achievement and to evaluate whether the scale can be used to assess students' progress in acquiring English over time.

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.

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



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
Ellie 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 Terezinha 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
Ellie Ott (PI)

Systematic Review of Moderation Practices in Primary Level Writing Assessment

Oxford University Press
Joshua McGrane and Therese N. Hopfenbeck (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 WISERDeducation: 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 Mills (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 Mills (PI)

The Marketisation of Further Education in England

Further Education Trust for Leadership
Ewart Keep (PI)

Understanding the CREATE Framework in Studio Schools – an Employability Skills Framework Exploring Communication, Relating to Others, Enterprise, Applied Thinking and Emotional Intelligence

Edge Foundation
Ewart Keep (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
Jenni 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

Wellcome Trust
Sibel Erduran (PI)

Helping Babies Breathe: an Extension to the LIFE Training Platform in Nigeria and Kenya

Bill & 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



Banner, I. & Hillier, J. (Eds) (2018). *ASE Guide to Secondary Science Education (4th Edition)*. Herts: Association for Science Education.



Stylianides, G. J. & Childs, A. (Eds) (in press). *Classroom-based Interventions across Subject Areas Research to Understand What Works in Education*. London: Routledge



Firth, R. & Smith, M. (Eds) (2017). *Education for Sustainable Development: What Was Achieved in the DESD?* London: Routledge.



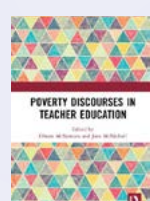
Gearon, L. (Ed) (2018). *Education, Security and Intelligence Studies*. London: Routledge.



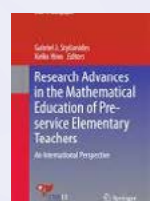
Tatto, M. T., Burn, K., Menter, I., Mutton, T., & Thompson, I. (Eds) (2018). *Learning to Teach in England and the United States: The Evolution of Policy and Practice*. London: Routledge.



Childs, A. & Menter, I. (Eds) (2017). *Mobilising Teacher Researchers: Challenging Educational Inequality*. London: Routledge.



McNamara, O. & McNicholl, J. (Eds) (2018). *Poverty Discourses in Teacher Education*. London: Routledge.



Stylianides, G. J., & Hino, K. (Eds) (2018). *Research Advances in the Mathematical Education of Pre-service Elementary Teachers. An International Perspective*. Cham: Springer.



Gearon, L. & Prud'homme, J. (Eds) (2018). *State Religious Education and the State of Religious Life*. Eugene: Pickwick.



Thompson, I. & Menter, I. (Eds) (2017). *Tackling Social Disadvantage through Teacher Education*. Northwich: Critical Publishing.



Mutton, T., Burn, K., Hagger, H., & Thirlwall, K. (Eds) (2018). *Teacher Education Partnerships: Policy and Practice*. Northwich: Critical Publishing.



Kuusisto, A. & Gearon, L. (Eds) (2017). *Value Learning Trajectories: Theory, Method, Context (Research on Religious and Spiritual Education. v. 10)*. Münster: Waxmann Verlag GmbH.



Hopfenbeck, T. N. (Ed) (2017). *To Succeed with Assessment: Reflections on Assessment*. Northwich: Critical Publishing.

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
Compare: A Journal of Comparative and International Education
Educational Theory
Elementary School Journal
Emotional and Behavioural Difficulties
English in Education
English Language Teaching (ELT) Journal
History Education Research Journal
Indian Journal of Career and Livelihood Planning
International Journal of Educational Research
International Journal of Science Education
Journal of Applied Psycholinguistics
Journal of Child Language
Journal of Learning and Instruction
Journal of Research in Science and Technology Education
Language Studies, Science and Engineering
Learning, Media and Technology
Oxford Review of Education
Psychological Science
Research in Comparative and International Education
Research in Mathematics 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 learning 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 Deanery
Associate Professor Katharine Burn

One strand of the Oxford Education Deanery'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 Deanery hosted a study visit for teacher educators from Østfold University College (Norway), to inform their new master's-level programme.

The influence of the Deanery'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 Deanery's Action Research Fellowship scheme; and
- Samantha Jones, reporting research carried out within her MLT programme.



Photo taken during a school visit to India as part of the Akshara-based Languages project

Professional and Learned Societies

- Association for Reading and Writing in Asia (*Asia*)
- Congress of the European Society for Research in Mathematics Education (*Argumentation and Proof*)
- European Science Education Research Association
- European Society for Research in Mathematics Education (*Language and Communication in Mathematics Education*)
- International Congress on Mathematical Education (*Language and Communication in Mathematics Education*)
- Philosophy of Education Society of Great Britain
- Portuguese Foundation for Science and Technology (*Educational Sciences*)
- Society for Research into Higher Education
- The British Association for Applied Linguistics
- The Historical Association Secondary Committee
- The International Society of Cultural-historical Activity Research
- Universities' Council for the Education of Teachers Executive, International and Secondary Committees

Internal University and College Appointments

Groups and Committees

- Admissions Executive Committee
- Conference of Colleges Committee

- Education Committee
- Learning Technology Advisory Group
- REF 2021 Coordinators Group (*Social Science Division*)
- Research Strategy Group (*Social Science Division*)
- Social Science Division Permanent Private Halls Supervisory Committee
- University Admissions Testing Group
- University and College Union Joint Consultative Committee
- Virtual Learning Environment Review Committee

Boards, Funds and Panels

- Clarendon Scholarship Panel
- Conference Advisory Board (*Social Science Division*)
- Grand Union Doctoral Training Partnership
- Impact Prize Panel (*Social Science Division*)
- Impact Special Advisor (*Social Science Division*)
- IT Innovation Fund
- REF 2021 Project Board

Colleges

- Research Coordinator, *Kellogg College*
- Vice-President, *Kellogg College*
- Vice-Principal, *Linacre College*
- Senior Members Fellow and Curator of the Senior Common Room, *St Antony's College*

Impact Analysis of Applications to the Oxford Martin School

The Oxford Martin School

Principal Investigators | *Alis Oancea*

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 modelling 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 of 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. It 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



Photos showing computer-generated games and characters designed and developed by Go_Girls

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 Fiddi

OxTALENT 2018 Awards Ceremony, 19 June 2018

Award received and speech given by Niall Winters

Opportunities in Industry

ESRC-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.

Parliamentary Secondment



Building on her experience as a doctoral student, Áine Kelly's previous research into the health beliefs and experiences of looked after children, in which she established a discrepancy between policy and practice, Áine was awarded a Parliamentary secondment funded by the Wellcome 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. This additional insight aimed to aid the framing 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 Tawell 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 EYFSP and EYFS framework implementation and evaluation.

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

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 and 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 Akshara 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

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*)
Coram Family (*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*)
PIRLS 2016 National Report for England (*British Library, London*)
Ready Nation Australia (*Sydney, Australia*)
Research Summit on Health-related Emergency Disaster Risk Management (*Hong Kong*)

Royal Historical Society and Historical Association (*London*)
Sarva Shiksha Abhiyan Talk Series (*India*)
Speech and Language Therapists Annual Conference (*University of Oslo, Norway*)
USAID, 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*)
Taipei Municipal Chenggong High School (*Taiwan*)
Oxford Humanities Quarter ‘Measuring What Matters’ (*Oxford*)
Milton Keynes Council (*Milton 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 Designs 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*)

ADVISING GOVERNMENT

Parliamentary Evidence

Oral Evidence
18 Oct 2017
Helen Carasso | 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 Melhuish | Evidence-based early years intervention inquiry, Science and Technology Committee
12 June 2018
Ted Melhuish | 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 Eynon | Commons Select Education Committee for an inquiry into the challenges posed and opportunities presented by the Fourth Industrial Revolution.

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 skill in the workplace
28 February 2018
Katharine Burn, Trevor Mutton 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

WATCH ▶

‘Working together on workload’



Working Together on Workload

21,702 views

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 Mae Zantout, on Reducing Teacher Workload. The campaign was released on 30 May 2018.

www.youtube.com/watch?v=k4S0qxNGYNw



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; Higher 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 in 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 agenda 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 academics and researchers.

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 (OUCEA).

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

Key facts	2015/2016	2016/2017	2017/2018
Total number of applications	1,272	1,160	1,269
Total number of places	393	383	418
Applications to places ratio	3.2	3.0	3.0
Total number of incoming students	345	361	397
Number of countries	11	15	18
Female to male ratio	1.9:1	1.6:1	1.6:1
% leavers employed/further study/not looking for work 6 months later *	98.4%	96.9%	99.6%

* 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

STUDENT AWARDS AND ACHIEVEMENTS

2018 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 Kojo Botsio 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 Fleer (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 Elmeahiry, Kinga Petrovai, Isobel Talks (chair) and Laura Pinkerton) discussing their DPhil projects, and the second, led by Professor Lars Malmberg with his DPhil students (Anna-Maria Ramezanzadeh, Chris Heemskerk, Dominik Bulla and Kyle Davison), focused on an intraindivial 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, Kyle Davison, Miroslav Suzara, Nuzha Nuseibeh, Rachel Gardner, Ruth Walker, Ryan Bedell and Yusuf Oldac.

2017 Helga Todd Teacher’s Education Foundation Placements



Photos from the 2017 Helga Todd Teacher’s Education Foundation’s Young Volunteer Teaching Placements in India

The Helga Todd teaching placements offer students the opportunity to participate in six-week school placements in education centres 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; Akshara International School, Pune; and Jaswant Modern Senior Secondary School, Dehradun. The students awarded placements were, Eleanor Kavanagh, Beatrice Langford Powell, Ravi Mavooru, Sarah Blair and Vithya Premkumar.

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’.



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

Early Career Teachers Conference 2018

The Education Deanery 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 Korin (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 Jenni Ingram discussing video recording as a tool for teacher development; Laura Molway and Katharine Burn interrogating the research claims surrounding cognitive science; and Jaimie Miller-Friedman on the topic of unconscious bias in the classroom.

Next year's conference will be held at the department on 22 June 2019. See www.educationdeanery.ox.ac.uk for more information.

2017 OxTALENT Award Winners

The OxTALENT annual awards recognise members of the University who have made innovative use of digital technology to foster learning and academic practice at either undergraduate or postgraduate level; develop more effective links between teaching and research; or improve impact through outreach and public engagement.



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 Fiddi, Paige Mustain, Ashmita Randhawa, Tracey Calabrese, Isobel Talks, Sabbah Bakhtiar, Laura Hakimi and Emily Winstanley were announced as the 2017 winners for *Go_Girl: 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.

DPhil student, Susila 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.

Inaugural Oxford Review of Education Awards (2018)



PGCE student prize winner, Chloe Bateman, with Professors Alis Oancea (Director of Research) and Martin Williams (Pro-Vice-Chancellor, Education) at the 2018 Oxford Review of Education award ceremony

The Oxford Review of Education Awards honour students who have received the highest assignment mark within their programme.

The 2018 inaugural prize winners included PGCE History student Chloe Bateman, who achieved the highest scoring Professional Development Programme assignment for her paper on 'Why Do White British Children from Low-income Families Underachieve in School?', and MSc Teacher Education student Claire Morse, received the Professional Programmes award for her dissertation entitled, 'Understanding and Conceptualizing Pedagogical Knowledge in Mathematics: What Is It and What Do Primary Teachers Notice about It?'.

The *Oxford Review of Education* is a journal edited by the department and published by Taylor & Francis publishers. More information www.education.ox.ac.uk/our-research/oxford-review-of-education

Best Postgraduate Teacher 2018



Anna-Maria Ramezanzadeh was awarded the 2018 best postgraduate teacher award by the University's student union on 10 May 2018. Anna-Maria is researching the motivation and engagement of Arabic learners around the UK for her DPhil in Education and has been teaching Arabic at various University departments.

This student union award is for a current graduate student who is teaching during their degree, helping undergraduate and postgraduate students.

International Collaborative Paper Award Winner



DPhil student Vânia Pinto won an international collaborative paper competition organised by the EUSARF Academy and awarded in December 2017. Open to DPhil candidates in the field of child and family welfare, Vania's winning proposal (in collaboration with Anne Steenbakkens, University of Groningen and Ida Bruheim Jensen, University of Stavanger),

entitled 'Permanency legislations for Children Placed in Family Foster Care in England, Norway, Portugal, and The Netherlands: A Comparative Study' will be presented at the European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) conference in October 2018 and also prepared for journal publication.

ELT Masters Dissertation Commendation



MSc Teaching English Language in University Settings student Justin Barrass was awarded a Commendation for the British Council ELT Masters Dissertation Award for his dissertation, 'The Intelligibility of Korean English Pronunciation from a Lingua Franca Perspective'.

ALUMNI ACHIEVEMENTS

British Psychological Society Early Career Award

Carol Brown (DPhil in Education, 2017), was awarded the British Psychological Society Early Career Award at the annual conference in October 2017. Carol presented work from her doctoral thesis, entitled 'What Motivates A-Level Students to Achieve? The Role of Expectations and Values'.

Carol is currently Senior Lecturer in Psychology at Oxford Brookes University.

Published Articles

Simon Bayliss (MSc in Learning and Teaching, 2016) and Samantha Jones (MSc in Learning and Teaching, 2016) had articles published in the Summer 2017 issue of *Impact*, the research journal of the Chartered College of Teaching. Both articles reflected and reported on the research they undertook whilst studying at the department. Jacob Wilson (PGCE Maths, 2015) also had an article published in

the Summer 2018 issue of *Impact*. His article reported on research he carried out as an Action Research Fellow in his second year of teaching – a scheme run by the department's Education Deanery to support local teachers conducting small-scale practitioner enquiries.

2018 Chartered College of Teaching Professional Development Poster Winner

Jennifer Fiddamann (MSc in Learning and Teaching, 2017) won the Chartered College of Teaching Award for Best Research Poster in the Professional Development category, for a poster based on her departmental research in 'Developing the Teaching of Fractions with Non-Specialist Teachers in a Primary Setting'. Jennifer is a Research Champion at Bayards Hill Primary.

2017 Teacher Education Advancement Network Critical Writing Competition

Katie Howard (MSc in Learning and Teaching, 2016), was runner up in the 2017 Critical Writing Prize competition run by the Teacher Education Advancement Network in conjunction with Critical Publishing. The dissertation, 'Building Linguistic Confidence: A Critical Study of Teachers' Target Language Use in the MFL Classroom and Its Implications for Students' Willingness to Communicate' draws on the research she carried out whilst she was in the department and will be published in a special issue of the student journal published by the Teacher Education Advancement Network.

2018 Jean Piaget Society Doctoral Dissertation Prize

Boby Ching (DPhil Education, 2016) was awarded the Doctoral Dissertation Prize by the Jean Piaget Society for his doctoral dissertation on 'The Importance of Additive Reasoning in Children's Mathematical Achievement: A Longitudinal Study', relating to Piaget's seminal ideas.

The mission of the prize is to promote exciting new discoveries that also relate to the work of Piaget and the study of the development of knowledge.

Alumni careers

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

Cristal Garcia graduated from the MSc in Comparative International Education course in 2014 and is now working for the Advanced Group's Advanced Resources Agency in Illinois. Cristal is the first Data Analyst at the company, which is making excellent contributions in business intelligence.

Mariela Neagu completed her DPhil in Education in 2018 and is now working as a researcher in the department. Mariela is currently based in the Rees Centre and working as Research Officer on the Evaluation of the Children's Social Care Innovation Programme.

Amira Burshan graduated from the MSc in Higher Education in 2018 and has secured a position in the University's Medical Sciences Division. Amira will be working as an Industry Engagement Facilitator – a role that will utilise her growing expertise in research on research, particularly within university and industry collaborations.

SCHOLARSHIPS AWARDED

Clarendon Scholarship

Kelsey Inouye – DPhil in Education
James O'Donovan – DPhil in Education

Doctoral Training Centres ESRC Studentship

Dominik Bulla – DPhil in Education
Faidra Faitaki – DPhil in Education
Timothy Ng'ang'a – DPhil in Education
James O'Donovan – DPhil in Education
Caitlin Prentice – DPhil in Education
Isobel Talks – DPhil in Education

Oxford Centre for Islamic Studies Scholarship

Yusuf Oldac – DPhil in Education

Hill Foundation Scholarship

Mariya Tishenina – MSc in Education (Comparative and International Education)

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 Dunleavy – MSc in Education (RDM)
Christian Nattiel – 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

Ghiya 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 Policies: Their Implementation and Effects on Schools and Students' Educational Outcomes in Brazil'
 Supervisors | Jo-Anne Baird 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'
 Supervisor | Ernesto Macaro

Soufia Siddiqi 'Learning about 'real' Pakistan: how secondary students reinterpret citizenship education at an elite school in Lahore'
 Supervisors | Mohammad Talib and David Mills

Kai Sim 'Measuring Financial Literacy and Its Correlates: A study of Fifteen-year-olds in Oxfordshire and Greater London'
 Supervisors | Kenneth Mayhew and Steve Strand

Minjeong 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 and the Implications for Examination Standards'
 Supervisor | Steve Strand

Adam Unthiah 'Do Morphological Awareness and Language Status Predict Vocabulary Knowledge?'
 Supervisors | Victoria Murphy and Kathy Sylva

DOCTORAL COMPLETIONS

Jill Boggs 'The Effects of Facilitated Feedback on the Second-Language English Writing of Korean University Students'
 Supervisors | Helen Walter and Robert Woore

Carol Brown 'What Motivates A-Level Students to Achieve? The Role of Expectations and Values'
 Supervisors | Therese Hopfenbeck and Jo-Anne Baird

Isaac Calvert 'Education and the Sacred: Judaic Holiness and the Dynamics of Teaching and Learning - An Ethnography from Jerusalem'
 Supervisors | Liam 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 Ozga and Ann Childs

Moon Kyoung Cho 'An Investigation of Korean learners' Difficulties in Using English Intonation to Express Emotion: Perception and Production'
 Supervisor | Ernesto Macaro

Alexander Flint 'The Effects of Interlocutor Backchannels and L1 Backchannel Norms on the Speech of L2 English Learners'
 Supervisors | Ernesto Macaro and Victoria Murphy

Shuangmiao Han 'Policy Experimentation and Institutional Power Dynamics in China's Higher Education Reforms'
 Supervisor | David Mills

Abdurrahman Hendek 'A Comparative Study of Religious Education Policy in Turkey and England'
 Supervisors | Liam Gearon and Nigel Fancourt

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

Thomas Meyer 'Global Human Rights and Contextualized Civic Learning: A Case Study of Human Rights Education in Japan'
 Supervisors | Takehiko Kariya and Susan James Relly

Mariela Neagu 'Young Adults' Perspectives on Their Experiences of Different Types of Placement in Romania'
 Supervisors | Judy Sebba and Alis Oancea

STAFF

Administrative and Professional Staff

Eve Rodgers, Head of Administration and Finance

The department's teaching and research mission is underpinned by its growing administrative and professional team, which has a strong working ethos. Consisting of 35 full- and part-time staff, the administrative and professional services cover a range of internally and externally funded activities, including course administration. In 2017/18 we welcomed nine new members of administrative staff, including the new role of HR Administrator, and said goodbye to seven members who retired or moved to other posts in the University. There are currently six administrative staff in the department's research centres and three employed on externally funded projects.

Academic, Research and Teaching Staff

Our academic and research staff are committed to excellence and relevance in all that they do. The department provides an intellectually rich and supportive environment in which to study, research and teach, and continues to contribute to all phases of public education in the UK and internationally. In 2017/18 we welcomed 11 new members of academic and research staff to our department, who along with their fellow peers and colleagues contribute to our aim of being a world leader in cross-disciplinary education research.

NEW APPOINTMENTS

The department was delighted to welcome the following new joining staff members during the course of the last academic year:

Academic



Dr Lisa Holmes joined the department as the Deputy Director of the Rees Centre in October 2017 and took up responsibilities as Director of the Centre in January 2018. Lisa has an international reputation for her research in fostering and child welfare and was previously the Director of the Centre for Child and Family Research at Loughborough University.



Professor Iram Siraj joined the department in June 2018 as the chair in Child Development and Education from University College London where she was Professor of Early

Childhood Education. Her research is largely focussed on pre-school and primary education, in particular the impact of quality, adult-child interactions, pedagogy and the impact of parents.

Research



Dr Alison Cullinane joined the department in January 2018 as the research officer for Project Calibrate – a three year project, funded by the Wellcome Trust, which is researching the assessment of science practical skills at GCSE level.



Kit Double is a Research Fellow in Educational Assessment, who joined the department in May 2018 from the University of Sydney, where he completed his PhD. His research focuses on metacognition and self-assessment. He convenes the Advanced Analysis Techniques module in the MSc Educational Assessment.



Valerie Dunn joined the department in October 2017 as a researcher in the Rees Centre. She was a Research Associate at the University of Cambridge, Department of Psychiatry and is co-founder of the Creative Research Collective.



Dr Bronwen Magrath joined the department in October 2017 as a Research Fellow on the ESRC/DFID-funded Raising Learning Outcomes in Educational Systems Programme Research Lead – a programme aiming to increase understanding of learning outcomes in developing countries by identifying synergies in research approaches and findings. Bronwen's research interests surround the role of non-state actors in educational governance and advocacy.



Dr Louise Mc Grath-Lone is a Research Officer in the Rees Centre, who joined the department in January 2018. She is a public health researcher with an interest in using large administrative datasets to explore outcomes for disadvantaged groups, such as children in care.



Dr Lyudmila Nurse is a Research Fellow who joined the department in October 2017 from Oxford XXI think-tank where she was a Director. She is a sociologist of education and culture and international social development consultant. She is also Vice-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 monolingual and multilingual 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 Nuffield Early Language intervention.

Dr Monazza Aslam

Helen Trivedi

Professional Programmes Tutors

Alison Seath joined the department in September 2017 as a part-time MFL curriculum tutor. She taught in the secondary state school sector for 37 years, 24 years of which were spent as a Head of Faculty and intern mentor at a partnership school in Oxfordshire.



Dr Gary Snapper joined the department in September 2017 as a Curriculum Tutor in English, teaching on the PGCE and MLT courses, having completed his doctorate at the Institute of Education in London. His research is concerned with the teaching of literature and the theory and politics of the English curriculum.

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.



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



Lydia Holland joined the department in March 2018 as the acting Finance Assistant. She is 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 OXSCIE 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, genomics studies. She manages a portfolio of projects across practical science examinations, digital learning, REF2021 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 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 Fleeer
Honorary Research Fellow

Professor Maria Teresa Tatto
Honorary Research Fellow

Professor Harriet Ward

Honorary Research Fellow

Dr 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 Dumay
Université catholique de Louvain, Belgium

Professor Elizabeth Fernandez
University of New South Wales, Australia

Dr Marina García-Carmona
University of Granada, Spain

Dr Mairin Hennerbry
University of Hong Kong

Mónica Olivares Leyva
University of Alcalá, Spain

Dr Karen McLean
Learning Science Institute (Australian Catholic University), Australia

Dr Eran Melkman
University of Haifa, Israel

Professor Xiao Na
South China Normal University, China

Dr Jessica Ogilvy-Stuart
Brandon Learning Centre, Hong Kong

Dr Ann Karin Sandal
Western Norway University of Applied Sciences, Norway

Mrs Isabelle Skakni
Université Laval, Canada

Dr Helena Ward
University of Adelaide, Australia

Dr Natsumi Wakamoto
Doshisha Women's College of Liberal Arts, Kyoto, Japan

ENGAGE WITH US

Public Seminar Series 2018/19

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 departmental events page – see website link below for details.

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