

1919-2019
100
YEARS
LEADING
RESEARCH
IN EDUCATION



ANNUAL REPORT
2018/19



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INTRODUCTION



**PROFESSOR
JO-ANNE BAIRD**
DIRECTOR OF THE
DEPARTMENT

DEPARTMENT OF EDUCATION CENTENARY

Reaching 100 years old is a good time for reflection on how the department came to be in the University and how the department has grown and thrived. It has also provoked thinking on what we want our legacy to be over the next 100 years. Since the University was founded in 1096, the Department of Education is youthful by comparison. Ways of knowing then were essentially ecclesiastical, with subjects such as the sciences or even English not yet a glimmer in the eye of the founders. The birth of education as a subject of the University was controversial, with disputes regarding whether education was a discipline and over the vocational nature of the field, which some looked upon with disdain. Other disciplines in the University had equally difficult births, as the nature of knowledge is contested. These difficult beginnings are a long way behind us and we have flourished as a department. From our very first fellowship with Jesus College, we are now well established across the collegiate University, having students and staff in 35 colleges and halls.

Education has been recognised as an important field for the advancement of human society, from improvements in health reduction in crime, and to engagement in political processes and a foundation for innovation. Our department has played its part through the research and teaching conducted under our auspices. As our infographics in this report show, we have flourished, with recognition from academia, practitioners, industry and formal reviews by the Government in the forms of the Research Excellence Framework and Ofsted Inspections.

Partnership was embedded into the department's way of working from the outset. The local education authority and its schools were key partners, which has shaped the thinking and operation of the teacher education programmes and research. Teacher professional development continues to be a strength of the department and in 2018 we appointed our first Statutory Professor in Education (Teacher Education), Diane Mayer. The liberal and humanist philosophy of the International Baccalaureate curriculum was shaped by Alec Peterson (Director of the

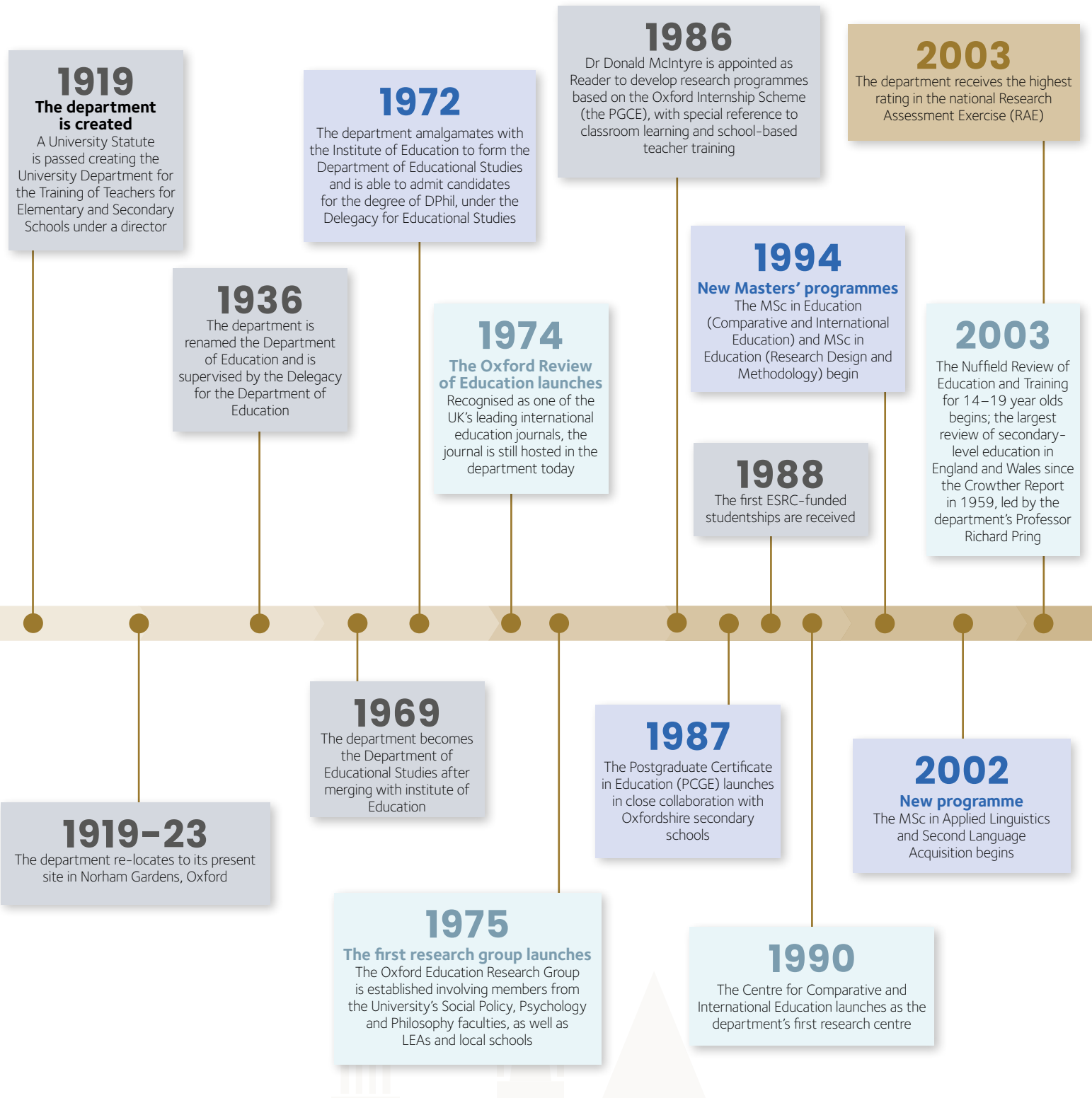
Department 1958–73). Additionally, the Oxford Internship Scheme (the department's PGCE), led by Dr Harry Judge (Director of the Department 1973–89) and Sir Tim Brighouse (Chief Education Officer for Oxfordshire) had an international effect upon the way teacher education was designed, giving much more emphasis to situated learning in the classroom. Our research in this area continues to have worldwide reach, as this report shows.

There have been radical changes in society affecting the environment of the department over the past 100 years, leading for example to more women in higher education, the use of computers and globalisation. These have influenced our research agendas and the composition of our staff and student bodies. Today our research and teaching partnerships continue with local schools, but also involve departments across the University, other academic institutions, government, industry and third-sector organisations. With a student body of nearly 600 and over 150 staff, our research now spans developmental education with very young children to vocational education for adults in specific industry sectors. Predicting what the next 100 years will bring for the department and for education research is the stuff of science fiction, particularly as it is highly likely to involve huge technological advances. Many have predicted that education and other sector jobs will be replaced by artificial intelligence. Embracing technology is certainly part of our future, but, with a criticality that has characterised our research, looking at what is the best use of technology and what effects it has upon learning, human relations and society. After all, who would want their own children only to be taught by robots? Technological revolution is just one area of change that we might predict for the future of education though; others might be a greater emphasis on mental and physical health, inclusion, communication skills, parental involvement in education, creativity or problem solving.

I invite you to make your own predictions as you read this report and look forward to the advances in education research that we will see from the department and its extensive network of collaborations over the coming years.

THE FIRST 100 YEARS

Department milestones from 1919 to 2019



DEPARTMENT DIRECTORS

- F J R Hendy (1919–29)
- George Smith (1929–37)
- Maurice Leonard Jacks (1937–64)
- Alec Peterson (1964–73)
- Dr Harry Judge (1973–88)
- Dr Donald McIntyre (acting director 1988–89)

- Professor Richard Pring, first Professor in the department (1989–2003)
- Professor John Furlong (2003–10)
- Professor Anne Edwards, first female director (2010–13)
- Professor Ernesto Macaro (2013–15)
- Professor Jo-Anne Baird (2015–present)



2004

New programme

The MSc in Education (Higher Education) begins

2007

The department reverts back to being named the Department of Education

2007

New research centre

The Oxford University Centre for Educational Assessment is established, led by Professor Gordon Stanley

2007

New programme

The MSc in Education (Learning and Technology) – formerly e-Learning – begins

2009

New programme

The MSc in Education (Child Development and Education) begins

2012

New research centre

The Rees Centre for Research in Fostering and Education is established, led by Professor Judy Sebba

2014

The department is ranked first in the Education Unit of Assessment of the Research Excellence Framework (REF)

2017

Professor John Furlong is awarded an OBE for his services to research in education and advice to the government

2019

Professor Leon Feinstein is appointed as the department's first endowed chair

The department doubles its number of staff in 10 years

The department celebrates its centennial year

2008

New research centre

The ESRC-funded Centre on Skills, Knowledge and Organisational Performance (SKOPE) joins the department, led by Professor Ken Mayhew

2008

The department is rated first equal in the 2008 Research Assessment Exercise (RAE)

2005

New research centres

The Oxford Centre for Socio-cultural and Activity Theory Research (OSAT) and the centre on Self-concept Enhancement and Learning Facilitation (SELF) are established

2011

New programme

The PGDip in Teaching English Language in University Settings begins, becoming the MSc in Applied Linguistics for Language Teaching in 2018

2013

The Oxford Education Deanery launches

The Deanery improves local childrens' educational outcomes by supporting teachers' professional learning and engagement in research in education

2016

Professor Edward Melhuish is awarded an OBE for his services to social science

2018

New research centre

The ESRC/OFSRE-funded Centre for Global Higher Education joins the department, led by Professor Simon Marginson

2018

The department's ranked no 1 in the UK for degrees in education in the 2018 and 2019 Times Higher Education subject leagues

The department's PGCE programme receives an Outstanding from Ofsted for the fifth inspection in a row

Professor Judy Sebba is awarded an OBE for her services to higher education and to disadvantaged young people

2018

New programme

The MSc in Educational Assessment begins

YEAR IN REVIEW

No 1
in the UK for degrees
in education

2019 Times Higher
Education subject league

1,800+
Twitter followers

40
newly secured
research grants

£5.8m
newly secured
research funding




579
students

130+
academic
events
convened in the
department 

22
scholarships
awarded



155
staff
members 

200
new
research
publications

9.7%
increase in
research
income

1 new ESRC/
OFSRE-funded
research centre
headquartered at
the department

8
postgraduate
programmes 

12 
authored and
edited books

On the editorial
board of over
45
academic journals

over 3,000
podcast
views 
Apple iTunes

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

119 
active research
projects

Over 1m
website views 

Research
collaborations in
44
countries

1,059
public seminar
attendees

21 
new
podcasts

Research portfolio
valued at
£18m

37 
ITE school
placement
partnerships

1 new MSc
programme in
Medical Education
due to start in 2021 

NEWS AND EVENTS

CELEBRATING 100 YEARS OF THE DEPARTMENT OF EDUCATION



2019 marked 100 years since a statute was passed creating the University of Oxford's Department of Education and last year the department celebrated its centenary in style: rated first in the UK for degrees in education (2019 Times Higher Education World University Subject Rankings), number one in the UK for research in education by the most recent Research Excellence Framework (REF), and part of the world's leading University for Social Sciences teaching and research for two consecutive years (2018 and 2019 Times Higher Education World University Rankings).

DISCUSSING ASSESSMENT AND BIG DATA

The 2018 IAEA conference, hosted by the department's Centre for Educational Assessment, welcomed over 400 participants from examination boards across the globe to St Catherine's College, Oxford, from 9–14 September 2018. The theme for the conference was Assessment and Big Data, with keynotes delivered by the department's Dr Rebecca Eynon, Professor Art Graesser (University of Memphis) and Dr Michelle Meadows (Ofqual). The conference included an opening address from the University's Vice-Chancellor, Professor Louise Richardson, and an introduction to the conference theme by the department's Director, Professor Jo-Anne Baird.

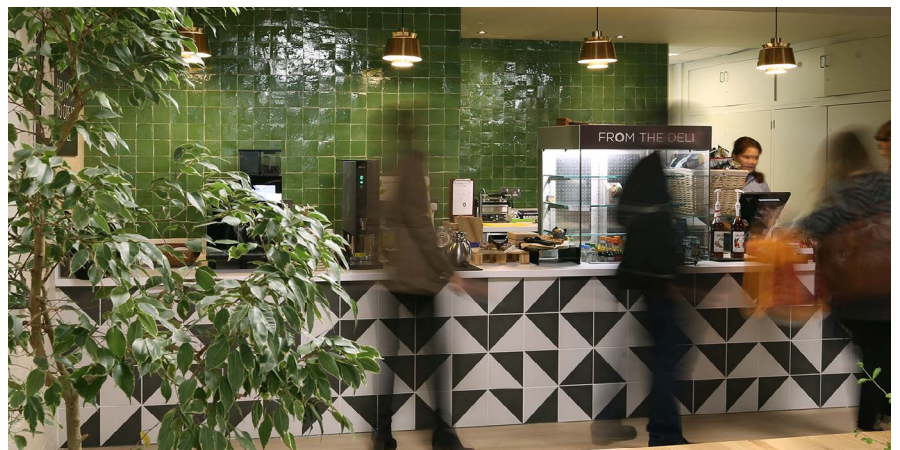
ESRC RESEARCH CENTRE FOR GLOBAL HIGHER EDUCATION



The headquarters of the ESRC/OFSRE-funded Centre for Global Higher Education (CGHE) moved to the department after its Director, Professor Simon Marginson took up the post of Professor of Higher Education in September 2018. CGHE, initially supported from 2015 to 2020, is currently the only ESRC research centre in

the University's Social Sciences Division. It is a partnership of five UK universities and nine international universities. It is carrying out a programme of 16 social science research projects, and conducts an annual conference, weekly research seminars and numerous one-off seminars, book launches and other events.

DEVELOPING THE DEPARTMENT



During January 2017, the department undertook a long-term strategic evaluation of its academic and social spaces with a view to creating more accessible and inclusive teaching and learning environments for all students and staff for the purposes of 21st-century learning and collaborative research. The development, which was directed and informed by the research findings from an AHRC-funded project investigating the complex relationship between school design and pedagogic practice (Design Matters?), saw a new social learning

space, Pring's, launched during summer 2018. The department's seminar spaces were also refurbished and equipped with tools to support active collaborative learning and different modes of independent work and styles of teaching and learning.

Future plans include the development of a new entrance and reception area, new academic and research offices, as well as reimagining the department's library study spaces to support the diverse approaches to learning.

FLAGSHIP EVENTS IN OUR CENTENNIAL YEAR

STUDENT ACCESS TO UNIVERSITY



In Hilary term 2019 the department held a five-part seminar series on Student Access to University, convened by Professors Jo-Anne Baird and Simon Marginson, at venues across the University. Topics included admissions testing, the national picture, equity in postgraduate education, the potential of contextualised admissions and access to Oxford colleges. Internal and external speakers, including college heads, tutors and the

Office for Students, developed reasoned and data-driven approaches to access, investigating ways in which universities could sustain both high academic standards and socially just admissions, and reflecting on potentials for reform at Oxford and in the country as a whole.

Listen to the series in full: www.education.ox.ac.uk/student-access-podcasts

FUTURE DIRECTIONS IN TEACHER EDUCATION

Convened by Professors Diane Mayer and Alis Oancea, the aim of the Trinity term 2019 public seminar series was to reflect on the department's founding origins of quality in teacher education and to consider some of the most recent and major research, practice and policy developments from across the discipline in commemoration of the department's 100th anniversary year. The series covered topics from regional reforms in teacher education to comparative and global research perspectives and provided an opportunity to engage with some of the department's cutting-edge research. Staff presented research on informed approaches to improving learning in classroom settings, a framework for building research capacity into teacher education and current alignments and tensions between teacher education research, policy and practice.

Listen to the series in full: www.education.ox.ac.uk/future-directions-in-te-podcasts

THE QUEST FOR BETTER TEACHING



Quality in teaching was the focus of the department's flagship annual lecture, which saw guest speaker Visiting Professor Jenny Gore (University of Newcastle, Australia) discuss the global push for better teaching and the challenges that arise in achieving real change, as part of the department's centennial events programme. The lecture, which was held at Worcester College on 10 May 2019,

outlined new work on pedagogy and teacher development that has been achieving promising signs of real wide-scale improvement. The lecture was followed by a panel discussion involving Trevor Mutton (Department of Education), Dame Alison Peacock (The Chartered College of Teaching) and Professor Martin Mills (University College London).

Listen to the lecture in full: www.podcasts.ox.ac.uk/oes-annual-lecture-quest-better-teaching

£2.55M FUNDING BOOST FOR RESEARCH INTO IMPACT OF UK SCHOOL EXCLUSIONS

New research aiming to address the vast differences in the rates of UK permanent school exclusion began in October 2019 following a large grant awarded by the ESRC. The research, led by the department's Professor Harry Daniels and Dr Ian Thompson and in partnership with colleagues from Oxford, Cardiff, Edinburgh, Belfast and the London School of Economics, will develop a multi-disciplinary understanding of the political economies and consequences of school exclusion across the UK's four jurisdictions. Involving researchers from across criminology, disability studies, economics and education, human geography, law, psychiatry and sociology, this work will ultimately lead to a greater understanding of the costs permanent exclusion creates for individuals, institutions and the system at large, as well as the rights and entitlements of pupils over the course of the next four years.

TES TEACHER OF THE YEAR



Alumna Samantha Jones with Dan Williams of the Education and Training Foundation and comedian Dave Gorman at the 2019 TES FE Awards

MSc Learning and Teaching alumna Samantha Jones was named Teacher of the Year at the 2019 TES FE Awards ceremony held in London on 22 March – a category recognising tutors who have made 'a major contribution to educational life'. Graduating from the department in 2017, Samantha currently works as an advanced practitioner in Bedford College's teacher education and scholarship department. The award not only recognised Samantha's teaching work, which has seen student achievements consistently improve since she joined the college, but also her contribution to the wider further education sector, having organised the UK's first research summit for FE lecturers in 2017 and helped other teacher-researchers set up research meets in their regions.



OUTSTANDING OFSTED RATING FOR OUR PGCE

The department's teacher training was once again graded as 'outstanding' – the best possible category – by the Office for Standards in Education (OFSTED) following its latest inspection held in June and November 2018. The inspection team visited the department and twelve of its partnership schools to carry out their assessments and found teacher training at the department to be of the highest standard across all the performance categories. The full results were published in a report on 14 December 2018.

FIRST ENDOWED CHAIR IN EDUCATION AND CHILDREN'S SOCIAL CARE

Professor Leon Feinstein was appointed as the department's first Endowed Chair, joining the Rees Centre as Professor of Education and Children's Social Care during October 2019. Previously Director of Evidence at the Children's Commissioner's Office, Professor Feinstein works alongside centre director Dr Lisa Holmes to continue to develop research programmes within the centre which have positive impact on children's lives.



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
tes.com, 4 July 2018

'Baseline has "dubious validity", say academics'

Article citing research by Pam Sammons

The Times, 15 October 2018

'Bilingual pupils outperform native English'

Article highlighting research by Steve Strand

BBC Radio 4, *The Bottom Line*, 13 February 2019

'University Businesses'

Radio interview involving Helen Carasso

tes.com, 3 May 2019

'Improving pupils' short-term memory boosts maths results, study finds'

Article citing research by Terezinha Nunes

tes.com, 15 May 2019

'GCSEs: what has been the impact of the shift to linear exams?'

Article citing research and comment by Jo-Anne Baird

BBC Radio 4 *Women's Hour*, 24 May 2019

'Fostering, Mary Loudon, Infidelity'

Ellie Ott discussed support for foster carers

The Conversation, 31 May 2019

'The Augar Review: what it could mean for students and universities'

Article by Helen Carasso

The Conversation, 6 June 2018

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

Article by Maia Chankseliani

The Conversation, 11 June 2019

'School Exclusions are on the up but training teachers in trauma could help'

Article by Neil Harrison

feweek.com, 1 July 2019

'On the job T-level placements: how we can avoid a high-vis failure'

Article by Ewart Keep

tes.com, 2 July 2019

'Eight ways to embed WorldSkills expertise into FE'

Article highlighting research by Susan James Relly

theguardian.com, 11 July 2019

'Supporting schools in teaching topics of migration, belonging and empire'

Jason Todd responds to coverage of a Tide-Runnymede Trust report he co-authored

telegraph.co.uk, 15 August 2019

'Fast-track degrees and bespoke courses: what the future of British universities look like'

Article citing comment from Simon Marginson

RESEARCH

INTRODUCTION

PROFESSOR ALIS OANCEA DIRECTOR OF RESEARCH

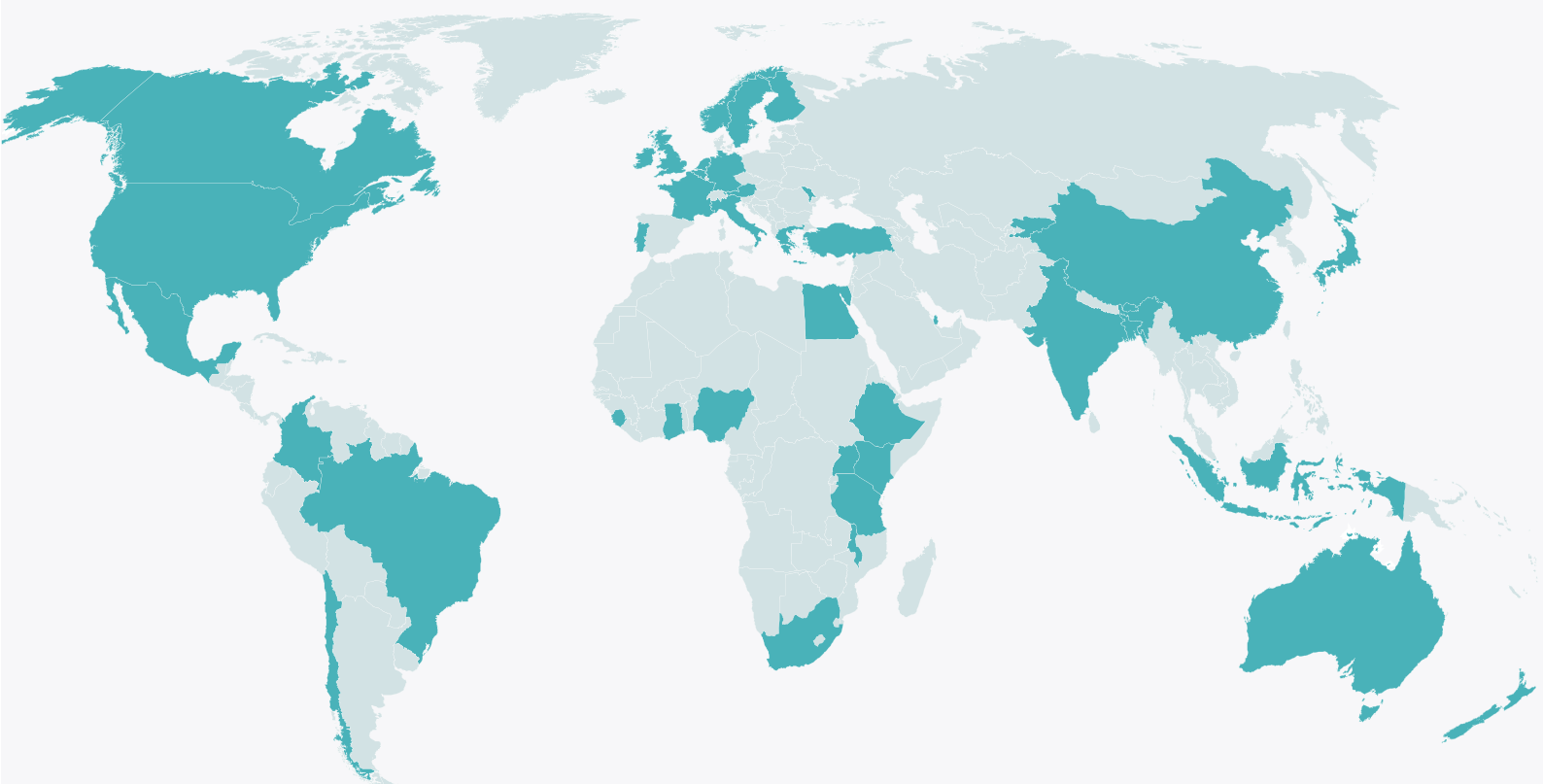
This year's story is one of growth. The department's research funding attained a new record by the start of the academic year. This income is spread across a diverse portfolio, in terms of modes of research, sources of funding and collaborative arrangements. Recent highlights include UKRI investments such as the ESRC Excluded Lives award and the ESRC/OFSRE Centre for Global Higher Education; the National Centre for England, Wales and Northern Ireland for PISA 2021; large-scale research funded by charities such as a study of care leavers' transition into the labour market (Templeton World Charity), and a study of argumentation in science and religious education (Nuffield Foundation); and several postdoctoral fellowships, including ESRC and Leverhulme awards. While the volume of publications and of research events has increased, we have continued to engage with policy and practice across sectors in meaningful and significant ways. Our well-attended public seminar series address topics of current relevance, including, this year, student access to higher education, and new directions in teacher education and teacher education research. The four externally funded research centres are thriving, while the research groups are brimming with new ideas and energy – as showcased at our annual departmental Poster Conference. Our research students are active, valued and creative members of the department's research environment, including through their own research and publications, and membership of research groups and centres. They collaborate on research projects, convene and participate in conferences, and initiate student-led activities, such as a critical research collective and reading groups.

But this year's story is also, and importantly, one of maturity and reflection. The department's celebration of 100 years of its history has occasioned reflection on its century-long contribution to research, teacher education, practice and policy in education. Over the years, and over and above the indicators of success in terms of grants or publications, colleagues in the department have shared a commitment to the critical pursuit and sharing of in-depth and diverse knowledge, to supporting just and well-warranted professional practice, and to an inclusive and collaborative research ethos. Jerome Bruner, in his 2009 tribute to the fifth director of the department, Harry Judge (who passed away in April this year), commented on the importance of 'cultivating a sense of the possible'. This applies to teaching as well as to research. In times when public support for universities and the spaces for collegiality may be challenged, it is important to cultivate the values of courage, openness, justice and kindness in the practice of research.



MAPPING OUR RESEARCH

Map showing the geographic destinations of our funded research projects during 2018/19:



Destinations of funded research projects:

Australia	Ghana	Norway
Austria	Greece	Nigeria
Bangladesh	Hong Kong	Portugal
Belgium	India	Qatar
Bhutan	Indonesia	Sierra Leone
Brazil	Ireland	Singapore
Canada	Italy	South Africa
Chile	Japan	Sweden
China	Kenya	Tanzania
Colombia	Kyrgyzstan	Timor-Leste
Egypt	Malawi	Turkey
Ethiopia	Mexico	Uganda
France	Moldova	United Kingdom
Finland	Netherlands	USA
Germany	New Zealand	



Victoria Murphy meeting and working with children at Victoria Educational Organisation's CTF Education Group Nursery, Harbour Heights campus, Hong Kong

RESEARCH ACTIVITIES

LANGUAGE, COGNITION AND DEVELOPMENT

PROFESSOR IRAM SIRAJ



The department's Language, Cognition and Development (LCD) theme is made up of two research centres (the Centre for Educational Assessment and the Rees Centre) and three research groups (Applied Linguistics, Child Development and Learning, and English as a Medium of Instruction). We have approximately 45 academic and research staff and over 50 research students. Staff also collaborate across the department and University and with international colleagues.

LCD is largely concerned with human development research, especially that which impacts on practice and policy. We publish in high-impact journals and undertake a striking balance of basic, strategic and applied research. The wide-ranging nature of the work carried out is strongly evident in the reports that follow. LCD has a diverse range of funders, including international (eg World Bank, EU), and national (eg British Academy, research councils, DfE, DfID, EEF, industry and charitable foundations).

Applied Linguistics

Professor Victoria Murphy

We research key issues within second language acquisition and bilingualism in the UK and beyond, including language and literacy development in children with English as an additional language (EAL), and taught foreign language (FL). We also investigate language acquisition in study abroad learners and individual differences in L2 learning (eg L2 motivational profiles of Chinese EFL learners).

Significant publications from 2018/19 include chapters about multilingualism in primary schools in *The Routledge Handbook of Teaching English to Young Learners*, and about literacy development in linguistically diverse pupils in *Bilingual Cognition and Language*, a collection

which brings together leading names in the field of bilingualism research to celebrate the 25th anniversary of the Studies in Bilingualism series. Books published include *Global Englishes for Language Teaching* and *Data Collection Research Methods in Applied Linguistics*.

Our research contributes to national and international initiatives. Professor Murphy is Chair of NALDIC (the national subject association for EAL), works with colleagues in Hong Kong supporting the language and socio-cultural development of ethnic minority pupils, and, as a member of RiPL (Research in Primary Languages), was a key participant in the policy summit held at the British Academy in November 2018 (see the White Paper: *Primary Languages Policy in England*

– *The Way Forward*). Dr Robert Woore contributes to the NCELP (National Centre for Excellence for Language Pedagogy) and has been instrumental in helping Modern Foreign Language teachers access the best quality pedagogical tools and resources.

English Medium Instruction

Dr Heath Rose

The English Medium Instruction (EMI Oxford) Research Group conducts research on the educational implications of teaching academic subjects through English in non-Anglophone contexts. The group brings together academic staff, postdoctoral researchers, doctoral researchers and

masters' students who explore the growth of EMI as an educational model in universities, secondary and primary schools. In the academic year 2018–19, we completed a number of high-profile research projects including:

- EMI and Youth Employment in Multilingual India, which explores the effects of school-level medium of instruction on English language proficiency, educational outcomes, employment outcomes, and intergenerational transmission of an educational advantage
- EMI costs and benefits in Japanese universities, which explores predictors of success in EMI programmes in Japanese higher education
- Transition from Secondary Education CLIL Programmes to Tertiary Education (British Council Research Award), which explores transitional challenges when students move from Italian to English as a medium of instruction when moving from high school to university
- The role of the first language in EMI (Oxford University Press position paper), which explores the role of the first language in EMI classrooms

In 2018–19, our research appeared in some of the highest-impact journals in the fields of higher education, applied linguistics and bilingual education which has enhanced the group's international reputation.

The articles *An analysis of Japan's English as medium of instruction initiatives within higher education: the gap between meso-level policy and micro-level practice* and *What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation* were both published in *Higher Education*. *First and second language use in English medium instruction contexts* was published in *Applied Linguistics* and the articles *English medium instruction in China's higher education: teachers' perspectives of competencies, certification and professional development* and *The effect of first and second language use on question types in English medium instruction science classrooms in Hong Kong* were both published in *Bilingual Education*.

In June 2019, the research group held the 3rd EMI Symposium, which attracted

attendees from around the world.

Centre for Educational Assessment

Professor Therese N. Hopfenbeck

During the last academic year our centre has led the following two major research projects:

- Assessment for Learning in Africa (AFLA): Improving Pedagogy and Assessment for Numeracy in Foundation Years

The Economic and Social Research Council (ESRC) and Department for International Development (DFID) awarded the centre £695,210 for this project from 1 April 2016 to 30 June 2019. We worked with teachers and teacher educators in the challenging contexts of South Africa and Tanzania to improve the quality of instruction in numeracy for primary school pupils.

- Standard Setting and Maintaining Standards in the National Examination Project

The centre, AQA Education, Ofqual and University College London have been collaborating in this project with an aim to describe the processes used to set, maintain or link over time standards in these examinations and to explore the concepts relating to standards behind them. The project focuses on how standards in national, school-leaving or university entrance examinations are set and maintained in a wide range of jurisdictions around the world.

Child Development and Learning

Professor Iram Siraj

Child Development and Learning (CDL) staff has a vibrant research agenda on what shapes cognitive, language, social, emotional and physical development. The group has several large-scale, high-impact projects investigating aspects of quality early educational provision and workforce development. CDL members are involved in research that has substantial impact in the UK and beyond. Our research in Australia has transformed approaches to professional development, work that has been recognised by the award of the University of Wollongong's Vice-Chancellor's

Research Excellence Award for Research Partnership and Impact.

We research children's language development, with several studies developing and evaluating (often through randomised controlled trials) language interventions. Linked to this, members of the group have developed and/or evaluated language and maths apps. For example, an RCT of *onebillion*, a maths learning app designed for 3–6 year olds, found an impact of 3 months' progress on pupils' maths development, and *The Nuffield Early Language Intervention (NELI) programme*, an evidence-based programme which has been developed to improve spoken language skills, has been helping children with poorer language skills in the first year of primary school. Hear how the intervention has been making a difference to children at Our Lady of Muswell Catholic Primary School via the video on our website.

Our work includes ways of tackling and ameliorating persisting educational inequalities and promoting social mobility. We have a diverse range of funders, including the government, research councils, Education Endowment Foundation, Nuffield Foundation, industry and EU. In the last year, members of the group have published more than 45 journal articles and numerous reports.

Members of the group are regularly invited to be on expert panels (eg BERA Baseline assessment, DfE Expert Panels and Ofsted's Pedagogy Forum looking into the new inspection framework), and to advise governments, both in the UK and in other countries.

Rees Centre

Dr Lisa Holmes

The past year has been a busy time for the Rees Centre. We are maintaining our focus on foster care-related research while broadening our remit to cover research at the intersection between education and children's social care. Our aim therefore is to improve the life chances and particularly the educational outcomes of those who are, or have been, supported by children's social care services, with a focus on children in need (including those in care), those on the edge of care, adoptive, foster and special guardianship families and care experienced adults.



Photo by young person involved in 'Our Narratives: The Education of Unaccompanied Migrant Young People', a knowledge exchange project led by Dr Ellie Ott at the Rees Centre

Well-established research themes within the centre continue to include educational outcomes, wellbeing and unaccompanied asylum-seeking children and their families. New areas of note include the cost effectiveness of services and support provided to children and families led by our Director, Dr Holmes. This growing area includes research commissioned by the DfE to inform the Spending Review as well as using well-established methods to develop an investment case for foster care expansion in Jordan (funded by UNICEF).

New Deputy Director Dr Neil Harrison, who joined late in 2018, leads our growing programme of research focused on care leavers. In April 2019 we were joined by Professor Julie Selwyn who is leading the new Hadley Research Programme at Rees, including her Bright Spots work in partnership with Coram Voice and projects relating to adoption.

We continue to influence policy and practice, both nationally and internationally, through activities such as Dr Holme's work to inform the government spending review, Professor Selwyn's inclusion on the Adoption and Special Guardianship Leadership Board and Dr Harrison's role in advising national organisations around care-experienced students in higher education.

We have hosted colleagues from the USA, Australia, Ireland, Israel and most recently South Korea and convened a number of events including a Care Leaver Covenant seminar in summer 2018. This included representation from a number of Oxford colleges as well as policy leads from the government DfE to discuss how the Rees Centre, the department, colleges and the University could best support the transition of care leavers into higher education.

POLICY, ECONOMY AND SOCIETY

PROFESSOR EWART KEEP



The department's Policy, Economy and Society research theme links education to large-scale questions of policy and practice elsewhere in the social sciences. Our work is multi-disciplinary in nature, draws upon a wide range of qualitative and quantitative methodological approaches, and contains a strong international and comparative element.

The last year has been a very busy one for the research groups and centres that the theme covers. Activity has included the arrival at Oxford of Professor Simon Marginson's ESRC-funded Centre for Global Higher Education (CGHE), theme members acting as guest editors for several special editions of leading journals, research collaborations with other Oxford social science and science departments, a string of high-profile publications, and a number of successful research grant applications.

Comparative and International Education (CIE)

Dr David Johnson and Dr Maia Chankseliani

This year marks the 25th anniversary of the teaching of CIE at the University of Oxford. The taught course was established in 1994, four years after the Centre for Comparative and International Education was established. It was the first research centre in the Department of Education, convened at its inception by David Phillips and directed by Dr Johnson since 2003.

CIE has a research active membership that currently comprises 15 doctoral students working with Dr Johnson and

Dr Chankseliani. Since 2005, more than 30 doctoral students have completed their research and over 300 students have submitted research dissertations in topics ranging from learning and cognition to the global politics of education in every world region.

Since last year a number of funded research projects have been or are nearing completion. A longitudinal panel study of learning and progression in Sierra Leone (Solon Foundation) has revealed, uniquely, student transitions (progressive and regressive) over three years, across four distinct achievement bands in Mathematics and Science.

A new study in Nigeria (2018–19),

funded by the Open Society Foundation and carried out in partnership with an internationally recognised local NGO, LearNigeria, found that when report cards on the learning achievements of students were shared with schools they learned for the first time about learning (as opposed to teaching) and designed strategies that enabled low-performing students to make gains. The findings were shared with the governors of Kaduna and Akwa Ibom, the two states in which the research was conducted.

Publications on internationalisation, marketisation and democratisation in former Soviet countries include a new book *Comparing Post-Socialist Transformations*, an article on Latvian

HE internationalisation titled *Big business in a small state: Rationales of higher education internationalisation in Latvia* and a further article *The politics of student mobility: Links between outbound student flows and the democratic development of post-Soviet Eurasia*. Two popular articles were also produced in *The Conversation* on *How Russia is using international students as a weapon in the new Cold War* and *Students studying overseas could be helping to make former Soviet countries more liberal*. Dr Chankseliani has recently commenced a two-year research project with Igor Fedyukin and Isak Froumin, both from the National Research University Higher School of Economics, Russia. The project studies university research capacity development in former Soviet countries.

Higher Education

Professor Simon Marginson

Higher Education research was enhanced by the arrival of the ESRC-supported Centre for Global Higher Education (CGHE) in September 2018, bringing a director/researcher (Professor Marginson), administrator, communications officer, postdoc researcher and two DPhil students, and an active programme of events.

Three large CGHE projects are headquartered at Oxford: on the public good role of higher education in ten countries, international student mobility, and Brexit and UK higher education. Department staff worked on many other research-based issues, including a workshop on responsible management of data about research (Professor Alis Oancea, with JISC and the Forum for Responsible Metrics), Professor Oancea and colleagues on developing capacity for research, Dr David Mills on research capacity in Africa, and Dr James Robson on employability skills and on humanities graduates. Professor Marginson co-chaired the Higher Education Commission's inquiry into the future of the education export industry. Professor Oancea provided advice concerning research assessment (Research England), open science (European Commission) and research information management (JISC).



A student assessment study on testing times for education in Nigeria, led by David Johnson

Centre for Global Higher Education

Professor Simon Marginson

The ESRC/OFSRE Centre for Global Higher Education (CGHE), directed by the department's Professor of Higher Education Simon Marginson, has a worldwide reputation, a strong UK public profile and a full programme in higher education research of both academic discussion and policy impact-related events. We maintain an active social media presence and have issued 50 research Working Papers, plus shorter Research Findings and Policy Briefings. Our annual conference in April 2019 in London drew 270 people; we ran weekly research seminars throughout the year, including six at Oxford, and conducted several one-off events, including the launch of the worldwide Oxford University Press study *High Participation Systems of Higher Education* and a joint March

2019 Oxford CGHE/Lingnan University symposium on *Expansion of higher education in China for two decades: critical reflections from comparative perspectives*, addressed by three departmental researchers. CGHE also co-sponsored the July 2019 Wonkhe conference in London on the Augar report in the UK, and our researchers contributed to several committees of parliament in 2018–19. CGHE researchers are prominent in media commentary and blogging both on and offshore and have prepared more than 30 journal articles. Bloomsbury's *Higher Education Research* book series publishes the outcomes of CGHE's research projects, including books on higher education governance in the UK (October 2019) and another on the future of higher education (end 2019). Within CGHE's Research Management Committee, much time in 2018–19 was given to preparing bids for ESRC Transition Centre funding in 2020–3 and full ESRC centre funding for 2021–6.

Philosophy, Religion and Education Research Forum

Dr Liam Gearon

The Philosophy, Religion and Education Research Forum interconnect the arts and humanities, philosophy and the social sciences through education.

Our notable achievements over 2018-19 include a research grant from the Finnish Institute, exploring 'European Identities in Times of Increasing Nationalism, and the Academy of Finland; Growing up Radical?', working in collaboration with the University of Helsinki (PI) and Stockholm. Numerous publications include *Religion, Education, Security for Religions*.

Members of the group were also part of a team awarded a Templeton World Charity Foundation grant titled *the Oxford Argumentation in Religion and Science*, aiming to understand how argumentation works in science and religion, including how the teaching and learning of argumentation can be supported in science and religious education.

In September 2018 Dr Liam Gearon co-convened the Society for Educational Studies (SES) Colloquium on Writers and their Education at Oriel College, with keynotes from Harvard University, City University of New York and University of California at Berkeley. Notable writers

present included former Children's Laureate Michael Rosen, with beyond-the-Academy impacts involving the British Council, leading booksellers (Blackwell's; Waterstones), literary agents and publishers. Major outputs from the group include *Writers and their Education* for *British Journal of Educational Studies*, and *Philosophy, Literature and Education* for the *Journal of Philosophy of Education*.

Centre on Skills, Knowledge & Organisational Performance (SKOPE)

Professor Ewart Keep

SKOPE has continued to undertake interdisciplinary research on the linkages between education, training and skills and economic and social performance, including on parity of esteem between vocational and academic qualifications and routes, the curriculum model being used in Studio Schools, and changing requirements in legal education as a result of technological change (as part of a wider ESRC project on the impact of artificial intelligence on English law, which involves the Saïd Business School, the Law Faculty, Computer Science and Education).

Besides these, our main focus has been

on completing an ESRC project on young people not in employment, education or training (NEET). This is part of a larger Open Research Area (ORA) project that includes teams from the Netherlands, Germany, France and Japan, as well as Oxford. It has analysed policy across the four UK nations, and explored new data sets to provide a hitherto unavailable time series charting the fluctuating scale and nature of the challenges faced by and posed by those who are NEET. Major findings have emerged on the growth of long-term NEETHood and shifts from NEETs who are unemployed but looking for work towards more individuals who have become economically inactive; the growth of mental health issues; and the increasing irrelevance of traditional definitions of the group that focus on 16-19 year olds, as more NEETs emerge in the 19-plus cohort. The project has also revealed divergent policy approaches across the four UK nations, with England lagging a long way behind the devolved nations in developing monitoring and support for those who are NEET.

Recent publications include two SKOPE research papers titled *What accounts for changes in the chances of being NEET in the UK?* and *Hopeful thinking about young people at risk of being NEET in the UK*.

Workshop with science and religious education teachers conducted by Ann Childs and Nigel Fancourt



PEDAGOGY, LEARNING AND KNOWLEDGE

PROFESSOR DIANE MAYER



The Pedagogy, Learning and Knowledge theme is concerned with explorations of the relationships between knowledge and pedagogic policy and practice. The theme investigates: national policy and teacher education; research on the processes of teacher education; subject pedagogy; interprofessional learning and learning in new technology contexts.

This year, theme members were involved in the department's Teacher Education Public Seminar Series, an eight-part series designed to explore future directions and possibilities for relationships between teacher education policy, research and practice. In addition, this year's Oxford Education Society Annual Lecture, titled *The Quest for Better Teaching*, was linked to the theme's work. During the year, our members were involved in a workshop on building a research career as a teacher educator and also engaged in work to gain input from school colleagues for designing and completing research with the potential to answer questions which are of interest to schools and thus have impact.

Researchers in this theme have secured funding from a number of sources to support their work, including ESCR, DfE, Templeton World Charity Foundation and Oxford John Fell Fund. They have published in high-profile international journals and books by publishers Routledge, Springer, Critical Publishing, Royal Society of Chemistry and SAGE.

Oxford Sociocultural and Activity Theory (OSAT)

Professor Harry Daniels and Dr Ian Thompson

This year core members of OSAT were awarded an £2.55 million ESRC Large Grant entitled *The Political Economies of School Exclusion*. The main objective of this research is to develop a multi-disciplinary understanding of the political economies and consequences of school exclusion across the UK. There are considerable variations in the rates of permanent school exclusion in different parts of the UK. Previous research and official statistics show that school exclusions are far more likely to affect pupils with special needs, those from low-income families, and those from some ethnic backgrounds. Exclusions have long- and short-term consequences in terms of academic achievement, well-being, mental health and future prospects. This project therefore aims to highlight ways in which fairer and more productive outcomes can be achieved for pupils, their families and professionals by comparing the ways in which policy, practice and legal frameworks around exclusions differ in the four jurisdictions. The research will be undertaken by the multi-disciplinary (criminology, disability studies, economics, education, human geography, law, psychiatry, sociology) and multi-site (Oxford, Cardiff, Edinburgh, Belfast, LSE) Excluded Lives Research Team, established in 2014.

In addition, we have built on previous work in *Design Matters* to produce *Building on Design Matters: The Co-design of*

Guidance on Building Schools for head teachers, school building commissioners, teachers and the wider school community. The document shares practical knowledge and guidance on school building design and construction processes with those involved in creating new school buildings, school refurbishment and conversion projects.

Learning and New Technologies Professor Niall Winters

During 2018/19, the Learning and New Technologies Research Group has continued to expand its portfolio of Artificial Intelligence and new technologies projects for education and social justice.

The group have eight current projects that cross all stages and contexts of education, including a coding project for young women from non-traditional educational backgrounds aged 16-21 (*Go_Girl: Code+Create*) research critically examining the ethics around the use of digital trace data for education, and a project to provide intelligent support within Virtual Reality Training Simulations, with the aim of improving health care training in the Global South. The team also attracted additional funding from the University of Oxford Wellcome Trust Institutional Strategic Support Fund and the ESRC.

The group was proud to have three research students recommended for the award of DPhil during 2018/19 (computing education policy (Larke), the use of tablets in maths teaching (Petrovai) and civic identity in the digital age (Viola), and to have

welcomed one Clarendon recipient to the DPhil programme.

Over 20 articles, along with editorials, book chapters, blogs and other media contributions, were published by the group. The team also contributed to policy through submissions to parliamentary inquiries and other activities such as the Data and Technology Ethics Inquiry (Education) for the All-Party Parliamentary Group on data analytics.

Members also delivered over 20 invited talks and keynotes during the year in Australia, China, Croatia, Luxemburg, Switzerland and the UK.

Subject Pedagogy Professor Gabriel Stylianides

Group members continued to investigate questions of subject pedagogy and learning, which are at the core of the group's research agenda. A line of work related to this agenda involves developing and evaluating the effectiveness of research informed ways to promote powerful pedagogical practices in different subject areas and across levels of education (including teacher education). This research-informed the publication of an edited volume titled *Classroom-based interventions across subject areas: Research to understand what works in education*. The book provides examples of theory-informed classroom-based intervention research studies in different subject areas and, as a whole, considers broader theoretical and practical issues that derive across studies. The main book

chapters are written jointly by University researchers (members of the research group) in collaboration with school partners as well as other external collaborators.

A new topic in the group's research agenda involves the concept of practical theorising, which relates to the effective integration of different kinds of knowledge generated and validated in prospective teachers' university work and clinical work. Individual subject disciplines are important in this investigation as the ways in which prospective teachers can engage in practical theorising might differ across disciplines.

During the past year, the research group organised a three-part seminar series on the topic of *Deep Learning in the Disciplines*. The seminar series considered a range of issues such as the forms that deep learning can take in particular disciplines. Each seminar focused on two or three subject areas and involved brief subject-specific presentations followed by cross-subject discussions.

Teacher Education and Professional Learning

Dr Katharine Burn

Members of the group have continued to act as consultants to colleagues in Wales, where new Accreditation Criteria have required the design of entirely new teacher education programmes. These have been built on principles originally established in Oxford's own teacher training programme, the Oxford Internship Scheme, that insist on joint course planning by schools and universities, so that beginning teachers integrate insights from research and practice and reflect critically on both. These insights continue to influence policy internationally, with work cited by the OECD (2019) in their guide *A Flying Start Improving Initial Teacher Preparation Systems*. The group is also focused on continued renewal, informed by our research.

Many colleagues are collaborating with teachers in our partnership schools on a book specifically devoted to practical theorising at all stages of teacher education and

professional learning. Another project devoted to *Reconceptualising Teacher Education* received support from the John Fell Fund to conduct a systematic literature review of effective teacher education worldwide. It also held a one-day symposium bringing together leading international figures along with headteachers and senior leaders from our school partnership to examine and address the new challenges faced in equipping beginning teachers with the adaptive expertise they need to work in diverse settings. We have also strengthened the links between teacher education and other fields of expertise within the department. A joint conference in March, organised (in Salzburg) by Visiting Research Fellow, Dr Roland Bernhard, brought together members of the group with researchers in school effectiveness and improvement to explore what the two fields could learn from each other and how the Austrian teacher education system could learn from UK successes in improving outcomes for disadvantaged learners.

METHODOLOGICAL RESEARCH HUBS

Quantitative Methods Hub

Professor Steve Strand

Our core teaching on Introduction to QM and Intermediate QM was delivered to over 100 MSc and DPhil students. The balance of lectures followed by small group practical computer classes received excellent feedback from students.

The annual Advanced Quantitative Methods (AQM) Summer School was held 14–24 May. Topics were delivered over eight days including an introduction to R, Rasch Modelling/Item Response Theory, multilevel modelling, two days on Bayesian modelling and three days on structural equation modelling. There were 33 attendees from 16 different academic institutions across eight countries (UK, Finland, Czech Republic, Switzerland, Norway, Sweden, Turkey and Italy), comprising PhD students, research fellows, lecturers and assistant professors.

The QM Hub seminar series on Monday lunchtimes had 22 speakers over the course of the academic year, the most of

any academic grouping in the department. Speakers ranged from internationally eminent professors to upcoming DPhil students. Topics covered everything from work in progress to published material.

An ESRC research project on *Ethnic disproportionality in the identification of Special Educational Needs (SEN) in England: Extent, causes and consequences* was completed and launched with an expert seminar at St Cross College and received good media attention.

A seminar on *Physical activity and rest*, funded by Johan Jacob and EARLI, was well frequented by 31 attendees from 7 countries on the 6 June. Five keynote speakers and ten posters were presented. Focus was on the use of unobtrusive measurements of biophysiology for furthering our understanding of learning and teaching.

The Qualitative Methods hub, now in its sixth year, brings together researchers from within the department and broader University, focusing on any number of qualitative research methods.

A weekly seminar is held on Thursday lunchtime during term. The hub is very international and often discusses the use of innovative qualitative methods, as well as the more tried and true. It offers a rich opportunity for DPhil students to present their work and for more experienced researchers to lead practical seminars. 23 seminars were given this year on a range of topics: the problem of coding in qualitative research, cognitive interviewing, task-based interviewing, phone interviewing, concept mapping, video data, gaining access as an insider, and archival research. The hub also runs drop-in sessions for DPhil and MSc students to ask questions pertaining to their own research, and from these seminars a number of students prepare articles based on their methodology in top-ranking journals.

Qualitative Methods Hub

Dr Velda Elliott and **Dr Susan James Relly**

RESEARCH PROJECTS

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.

Excluded Lives: The Political Economies of Schools Exclusion ESRC 2019–23

Principal Investigators: **Harry Daniels** (consultant), **Ian Thompson**
Co-Investigators: **Rebecca Eynon, Jill Porter** (consultant), **Hilary Emery** (consultant)

The overarching aim of this large grant is to undertake a home–international comparison to understand the contextual and institutional processes that lead to different types of school exclusion (official and ‘hidden’) and the consequences for excluded young people, their families, schools and other professionals across the UK. By moving beyond single level (primarily school) and single discipline analyses of school exclusion, this project aims to produce a more comprehensive multidisciplinary view of school exclusion policies and processes operating within the political economies of the four UK jurisdictions. The overarching objective, therefore, is to advance a multi-disciplinary understanding of the political economies of exclusion and how more equitable outcomes can be achieved for pupils, their families and professionals. This will ensure that the knowledge gained of the costs and consequences of the political economies of exclusion is comprehensive and captures the complexity of the interactions of different incentives and actions.

The Nuffield Nursery Language Programme Nuffield Foundation 2019–21

Principal Investigator: **Charles Hulme**
Co-Investigator: **Gillian West**

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. Our group is running a large-scale randomised controlled trial of language interventions to improve the language of children in Nursery schools.

We are developing a language enrichment programme (NELI-N) for children in Nursery classes launching in September 2019 in 75 schools in the South East of England. This trial is funded by the Nuffield Foundation. The programme will be delivered during daily whole–group sessions by nursery staff, trained by our team to use scripted materials. Children identified as having the weakest oral language in each class will receive additional small–group and individual language work, delivered by nursery assistants, supported by the team.

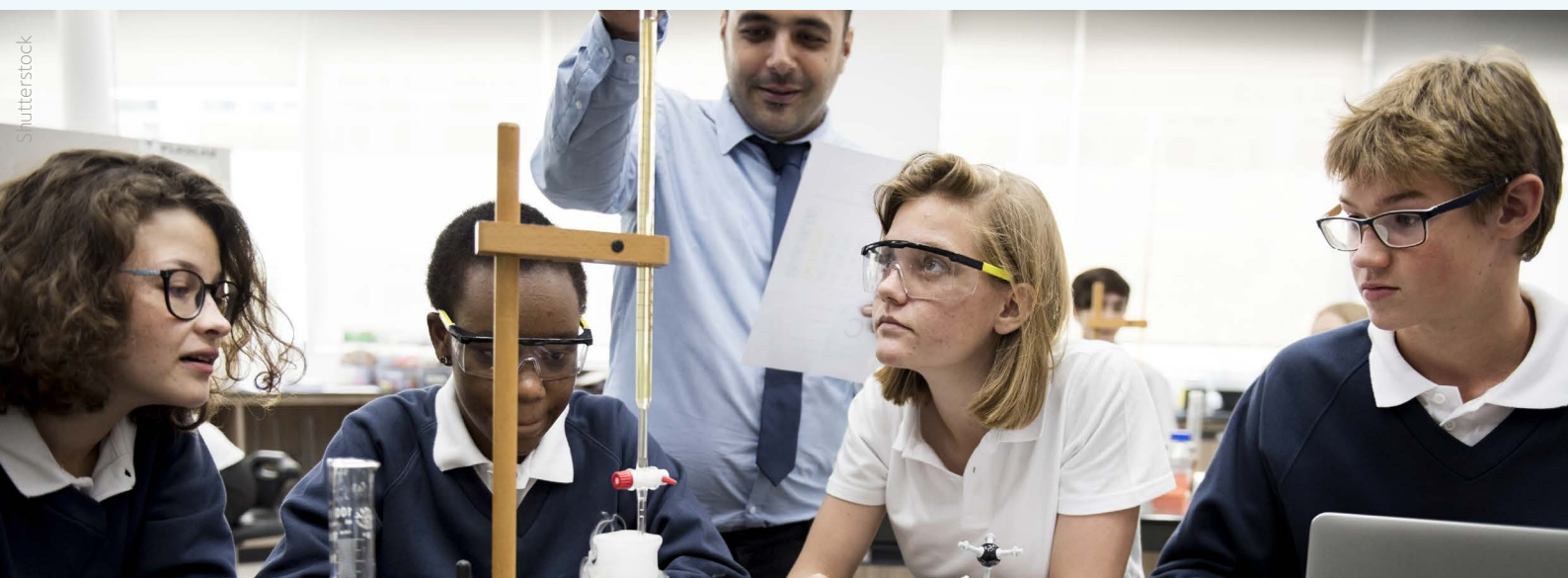
Oxford Argumentation in Religion and Science Templeton World Charity Foundation 2018–21

Principal Investigator: **Sibel Erduran**
Co-Investigator: **Nigel Fancourt, Ann Childs, Judith Hillier**

Teachers and pupils often face difficult judgements that demand understanding of various kinds of information, opinion, values and ethical principles, and understanding of different processes of argumentation, deliberation and debate.

For example, in the context of biology lessons pupils might question whether or not genes should be cloned or edited, appealing not only to scientific knowledge but also to religious and ethical values. Many complex everyday problems thus require interdisciplinary conversations in order for teachers and pupils to make judgements about a whole range of issues that have both scientific and religious undertones. Such interdisciplinary conversations often resort to exchanges of claims and reasons about particular issues such as genetic cloning and end of life phenomena. The justification of claims with reasons is typically defined as ‘argumentation’.

The aim of OARS (Oxford Argumentation in Religion and Science) project is to understand how argumentation works in science and religion, both in terms of the nature and development of arguments, and also in terms of how the teaching and learning of argumentation can be supported in science and religious education.



Programme for International Student Assessment (PISA) 2021

Department for Education 2019–23

Principal Investigator:

Therese N. Hopfenbeck

Co-Investigator: **Joshua McGrane**

In collaboration with Pearson, Oxford University Centre for Educational Assessment (OUCEA) will operate as the National Centre for England, Wales and Northern Ireland for PISA 2021. In total, around 90 countries and economies are expected to participate in PISA 2021, an international study which aims to evaluate education systems worldwide by measuring the knowledge and skills of students aged 15 years in reading, mathematics and science. The focus area in this PISA cycle will be mathematics. Data will be collected in 450 schools in England, Northern Ireland and Wales. The OUCEA will be responsible for the data analysis, writing of the national reports and the dissemination of the PISA 2021 results, under the leadership of Professor Hopfenbeck and Dr McGrane. Dr Jenni Ingram will act as country expert advisor, while Professor Jo-Anne Baird is part of the Advisory Board. The study aims to explain differences in student performance across and within participating countries through analysis of student test scores, alongside contextual information on student characteristics and engagement, school management, and national policy.

LanguageScreen Standardisation

Heather van der Lely Foundation
2019–20

Principal Investigator: **Charles Hulme**

Co-Investigator: **Gillian West**

Oral language skills are a critical foundation for literacy, educational success and psycho-social wellbeing. Accurate, reliable and easy-to-use tests are needed to identify children with

language learning difficulties. We have developed LanguageScreen: a short, but reliable, oral language assessment for children which comprises 5 subtests (expressive vocabulary, receptive vocabulary, sentence repetition, listening comprehension and nonword repetition). The test has been developed as an app, running on a tablet, designed to be administered by teachers or teaching assistants. The app can be administered in approximately 12 minutes and scoring is automated via a secure website. This project is to collect standardisation norms for this test from a large representative sample of children aged 3–8 years. We will also provide validation data by assessing the correlation between the new test and well-established tests of language ability.

Care Leavers' Transition into The Labour Market In England Nuffield Foundation 2019–20

Principal Investigator: **Neil Harrison**

Co-Investigators: **Lisa Holmes**

This will be the first large-scale, national statistical research to be undertaken in England to look at the relationship between care leavers' participation in education, employment, training or being NEET (Not in Education, Employment or Training) at age 21, and their earlier individual experiences of care and education (before age 16 and after age 16).

By linking a number of national datasets for the first time for the cohort who turned 21 in 2016–17, detailed analysis will focus on the predictors for employment and the relative success of various groups of young people from the same birth cohort.

The findings will assist policy makers and service providers to better support care-experienced young people into employment and mitigate the risks of their becoming NEET.

NEW PROJECT AWARDS

The following projects were awarded funding during 2018/19:

Quality in adult–child interactions during digital experiences

ARC

Iram Siraj (PI)

Current policy guidelines for English medium instruction (EMI) in higher education institutions in China

British Council

Heath Rose (PI)

Evaluation of the impact of Multi-Systemic Therapy (MST) Essex

Children Support Services Limited

Lisa Holmes (PI), Neil Harrison (Co-I)

Early years continuing professional development

DFE

Iram Siraj (PI)

Evaluation of the regionalisation of adoption agencies

DFE

Julie Selwyn (PI)

Evaluation of the North Merseyside Language Leaders School Improvement Programme

DFE

Sandra Mathers (PI)

Language First: Closing the Word Gap in EYFS

DFE

Sandra Mathers (PI)

Review of the evidence on feedback

EEF

Velda Elliot (PI), Therese Hopfenbeck, Jo-Anne Baird, Kit Double, Jenni Ingram (Co-Is)

Accelerating impact in schools

ESRC

Velda Elliot (PI)

Between protection and exclusion: Separated child migrants' care relationships and caring practices

ESRC

Ellie Ott (PI)

Brexit, trade, migration and higher education

ESRC

Simon Marginson (PI)

Girls about town: educated subjectivities, gender and the urban public space in India

ESRC

Akanksha Awal (PI)



Internationalising humanities and social sciences in China: tensions, implications and collaboration with the UK

ESRC
Xin Xu (PI)

Shared Training and Assessment of Well-Being for Looked-After Children: Impacts on mental health and socio-emotional functioning (STrAWB)

ESRC
Nikki Luke (PI)

Supporting Teachers with Resources and Art (Sutra)

ESRC
Sondali Nag (PI), Alis Oancea (Co-I)

Unlocking the Potential of AI for English Law

ESRC
Ewart Keep (PI)

Evaluation of the Impact of Bright Spots

Hadley Trust
Julie Selwyn (PI)

Rees Centre Children's Social Care Knowledge Exchange Workshop

HEIF
Nikki Luke (PI)

The Effect of the International Baccalaureate Diploma Programme on Critical Thinking Development: An International Multi-Site Evaluation

International Baccalaureate
Therese Hopfenbeck (PI)

Education partnerships for development: Sustaining teacher quality in context

John Fell Fund
Diane Mayer (PI), Ann Childs, Alis Oancea, Ian Thompson, Trevor Mutton, Jo-Anne Baird, Katharine Burn, Sondali Nag, Gabriel Stylianides (Co-Is)

International network on infants, toddlers and child protection

John Fell Fund
Lisa Holmes (PI)

Knowledge for liberation? The participatory vision of Freire, Fals-Borda, Rahman

John Fell Fund
David Mills (PI), Katherine Collins (Co-I)

Supporting secondary mathematics teachers to enhance their students' proof competencies

John Fell Fund
Gabriel Stylianides (PI)

Physical activity, engagement and cognition

John Fell Fund
Lars-Erik Malmberg (PI)

Resilience in Science, Technology, Engineering, and Mathematics learning

Leverhulme
Steve Puttick (PI)

Care leavers' transition into the labour market in England

Nuffield Foundation
Eran Melkman (PI)

Measuring outcomes for children's social care services

Nuffield Foundation
Lisa Holmes (PI)

A survey of Care Experienced Students at Colleges and Universities in Scotland

Scottish Funding Council
Neil Harrison (PI)

What factors affect access, retention and graduate outcomes for students with a background of care or family estrangement; what practical recommendations would support positive outcomes for this group?

Unite Foundation
Neil Harrison (PI)

The Value of Oxford University Humanities Graduates

University of Oxford, Humanities Division
James Robson (PI)

Evaluation of the Multaka project

University of Oxford, Pitt Rivers/Esme Fairburn
Velda Elliot (PI), Alis Oancea (Co-I)

Fostering a shared understanding of educational success for children in care

University of Oxford, TORCH
Aiofe O'Higgins (PI)

Our Narratives: The education of refugee young people

University of Oxford, TORCH
Ellie Ott (PI)

Onyx Project – Development of an AI application and training module to identify systemic disease based on the visual appearance of nails

Wellcome Trust
Anne Geniets (PI)

The political economies of school exclusion

DFE/ESRC
Harry Daniels (PI), Ian Thompson, Steve Strand, Rebecca Eynon, Susan James Relly, James Robson (Co-Is)

Programme for International Student Assessment (PISA) 2021

DFE
Therese Hopfenbeck (PI), Joshua McGrane, Jo-Anne Baird (Co-Is)

For more information about our current research projects see: www.education.ox.ac.uk/our-research/projects

PUBLICATIONS



PUBLISHED BOOKS

Books published by our academics during the last year include:

Erduran, S. (2019). *Argumentation in Chemistry Education: Research, Policy and Practice*. London: Royal Society of Chemistry.

McLoughlin, E., Finlayson O. E., **Erduran, S.** & Childs P. (2019) *Bridging Research and Practice in Science Education*. Switzerland: Springer Nature.

Stylianides, G. J., & Childs, A. (Eds.) (2019). *Classroom-based Interventions Across Subject Areas*. London: Routledge.

Chankseliani, M., & Silova, I. (2018). *Comparing Post-Socialist Transformations purposes, policies, and practices in education*. Oxford: Symposium Books.

Rose, H., Mckinley, J. & Briggs Baffoe-Djan, J. (2019). *Data Collection Research Methods in Applied Linguistics*. London: Bloomsbury Academic.

Tse, H., Daniels, H., Stables, A., & Cox, S. (2019). *Designing Buildings for the Future of Schooling*. London: Routledge.

Baird, J. A., Isaacs, T., Opposs, D. & Gray, L (2018) *Examination Standards: How measures and meanings differ around the world*. London: UCL IOE Press.

Rose, H. & Galloway, N. (2019). *Global Englishes for Language Teaching*. Cambridge: Cambridge University Press.

Carnoy, M., Froumin, I., Leshukov, O. & **Marginson, S.** (2018). *Higher education in federal countries*. London: SA.

Mutton, T., Burn, K., Hagger, H., Thirlwall, K. & Menter, I. (2018) *Teacher Education Partnerships: Policy and Practice*. St Albans: Critical Publishing.

Erduran, S. & Kaya, E. (2019) *Transforming Teacher Education Through the Epistemic Core Of Chemistry*. Switzerland: Springer Nature.

Arbaugh, F., Smith, M., Boyle, J., **Stylianides, G. J.** & Steele, M. (Eds) (2018) *We Reason & We Prove for ALL Mathematics: Building Students' Critical Thinking, Grades 6-12*. Thousand Oaks, California: SAGE Publications.

45 YEARS OF THE OXFORD REVIEW OF EDUCATION

2019 marks the 45th anniversary of Oxford Review of Education, which was founded by members of the department in 1974. The history of the Oxford Review of Education charts a journey through key themes in debates about education nationally and internationally. This year's celebration of the 45th anniversary of the journal has been marked by an editorial selection of articles from earlier issues made free to view online by the publisher Taylor and Francis. The journal's editors are Ingrid Lunt and Alis Oancea.

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JOURNAL EDITORSHIPS

Assessment in Education: Principles, Policy & Practice

Therese N. Hopfenbeck (Editor)

British Journal of Educational Technology

Niall Winters (Editorial Team)

Emotional and Behavioural Difficulties

Harry Daniels (Editor)

English in Education, Research Journal of the National Association for the Teaching of English

Victoria Elliott (Associate Editor)

Higher Education

Simon Marginson (Editor-in-chief)

Indian Journal of Career and Livelihood Planning

Sonali Nag (Chief Editor)

International Journal of Science Education

Sibel Erduran (Editor)

Journal of Child Language

Victoria Murphy (Associate Editor)

Journal of Education for Teaching: International research and pedagogy

Trevor Mutton (Associate Editor)

Journal of Learning and Instruction

Lars-Erik Malmberg (Editor-in Chief)

Learning Culture and Social Interaction

Harry Daniels (Co-Editor)

Learning, Media and Technology

Rebecca Eynon (Editor)

Oxford Review of Education

Alis Oancea and **Ingrid Lunt** (Editors)

Psychological Science

Charles Hulme (Senior Editor)

Science and Education

Sibel Erduran (Associate Editor)

Teachers and Teaching: Theory and Practice

Diane Mayer (Executive Editor)

Teaching Education

Diane Mayer (Editor), Ian Thompson (Editor)

Teaching History

Katharine Burn (Editor)

Teaching in Higher Education

Neil Harrison (Executive Editor)

Thesis Eleven

Simon Marginson (Commissioning Editor)

EDITORIAL BOARDS

American Educational Research Journal – **Iram Siraj** (Editorial Board)

Applied Psycholinguistics – **Victoria Murphy** (Editorial Board)

Asia-Pacific Journal of Education – **Simon Marginson** (Editorial Board)

Asia-Pacific Journal of Teacher Education – **Trevor Mutton** (Editorial Board)

Australian Universities Review – **Simon Marginson** (Editorial Board)

British Educational Research Journal – **Steve Strand** (Editorial Board)

British Journal of Religious Education – **Nigel Fancourt** (Editorial Board)

British Journal of Sociology of Education – **Steve Strand** (Editorial Board);

Simon Marginson (Editorial Board)

Cambridge Journal of Eurasian Studies – **Maia Chankseliani** (Editorial Board)

Child & Family Social Work, Special Issue: Teenagers in Foster Care – **Judy Sebba** (Co-Editor)

Compare: A Journal of Comparative and International Education – **Maia Chankseliani** (Editorial Board)

Critical Studies in Education – **Simon Marginson** (Editorial Board)

Cultural Historical Psychology – **Harry Daniels** (Editorial Board)

Curriculum Perspectives – **Diane Mayer** (Editorial Board)

ECNU Review of Education – (Editorial Board)

Education 3-13 – **Iram Siraj** (Editorial Board)

Effective Education – **Iram Siraj** (Editorial Board)

Elementary School Journal – **Gabriel Stylianides** (Editorial Board)

ELT Journal – **Victoria Murphy** (Review Board)

European Journal of Special Needs Education – **Harry Daniels** (Editorial Board)

Evaluation and Research in Education – **Iram Siraj** (Editorial Board)

Higher Education Evaluation and Development (Taiwan) – **Simon Marginson** (Editorial Board)

Higher Education Policy – **Simon Marginson** (Editorial Board)

Higher Education Quarterly – **Simon Marginson** (Editorial Board)

Higher Education Research and Development – **Simon Marginson** (Editorial Board)

History Education Research Journal – **Katharine Burn** (Editorial Board)

Information and Learning Science – **Rebecca Eynon** (Editorial Board)

International Education – **Maia Chankseliani** (Editorial Board)

International Educator – **Simon Marginson** (Editorial Board)

International Journal of Educational Research – **Gabriel Stylianides** (Editorial Board)

Journal of Education and Work – **Susan James Relly** (Review Board); **Simon Marginson** (Editorial Board)

Journal of Education for Teaching: International research and pedagogy – **Diane Mayer** (Editorial Board)

Journal of Educational Sciences (UWT) – **Alis Oancea** (Scientific Board)

Journal of Mathematical Behavior – **Gabriel Stylianides** (Editorial Board)

Journal of Studies in International Education – **Simon Marginson** (Editorial Board)

Journal of Vocational Education and Training – **Susan James Relly** (Review Board)

Malaysian Journal of Learning and Instruction – **Simon Marginson** (Editorial Board)

Oxford Review of Education – **Jo-Anne Baird, Victoria Elliott, Steve Strand** (Editorial Board)

Qualitative Research in Education – **Simon Marginson** (Editorial Board)

Research in Mathematics Education – **Jenni Ingram** (Editorial Board)

Research Papers in Education – **Steve Strand** (Editorial Board)

Residential Treatment for Children and Youth – **Lisa Holmes** (Editorial Board)

Review of Education – **Alis Oancea** (Editorial Board); **Steve Strand** (Editorial Board)

System – **Victoria Murphy** (Editorial Board)

Thinking Skills and Creativity – **Sibel Erduran** (Editorial Board)

Tsinghua Journal of Education – **Simon Marginson** (Editorial Board)

Vocations and Learning – **Susan James Relly** (Review Board)

RESEARCH INFLUENCE

Every year our research attracts national and international awards from book prizes, outstanding outputs and visiting professorships, to honorary doctorates and prestigious academic leadership roles. Below is a selection of the achievements and activities undertaken by members of our department over the course of the last academic year.

REVIEW PANELS AND REFEREEING

Katharine Burn – Social Sciences and Humanities Research Council of Canada (Review Panel)

Sibel Erduran – Education Endowment Foundation (Review Panel)

Liam Gearon – Universities UK Research and Innovation Global Challenges Research Fund (Peer Review Panel); Economic and Social Research Council (Peer Review Panel)

Lars-Erik Malmberg – Assessor of Doctoral School applicants, University of Helsinki (Review Panel)

Simon Marginson – Semyonov Awards International Panel, National Research University, Higher School of Economics, Moscow (Review Panel); College of Expert Reviewers, European Science Foundation (Review Panel)

Diane Mayer – Humanities and Social Sciences Panel, Research Grants Council (RGC) of Hong Kong (Review Panel)

Alis Oancea – Chair, national funding allocation panel for Norwegian Organisation for International Cooperation; Vice-Chair, European Commission Horizons 2020 research & innovation funding call; post-award expert reviewer, European Commission Horizons 2020 project (Review Panel); Economic and Social Research Council (Peer Review Panel)

James Robson – Templeton World Charity Foundation (Review Panel); University of Oxford IT Innovation Fund (Review Panel)

Steve Strand – Economic and Social Research Council Large Grant proposals (Peer Review Panel)

VISITING PROFESSORSHIPS

Harry Daniels – Research Professor, Australian Catholic University, Australia; Research Professor, Moscow State University of Psychology and Pedagogy, Russia

Rebecca Eynon – Visiting Associate Professor, University of Wollongong, Australia

Liam Gearon – Conjoint Professor – University of Newcastle, Australia

Diane Mayer – Honorary Professor – The University of Queensland, Australia; Honorary Professor, University of Sydney, Australia

Alis Oancea – Visiting Professor, West University of Timisoara, Romania; Visiting Professor, Oxford Brookes University

Pam Sammons – Visiting Professor, University of Cyprus Department of Education, Cyprus

Iram Siraj – Visiting Professor, Institute of Education, UCL; Research and Visiting Professor, University of Wollongong; Adjunct Professor, University of Stavanger, Norway

PROFESSIONAL AND LEARNED SOCIETIES

Jessica Briggs – Committee Membership Secretary, British Association for Applied Linguistics

Katharine Burn – Deputy President, Historical Association

Nigel Fancourt – Branch Co-convenor, Philosophy of Education Society of Great Britain

Neil Harrison – Governing Council member, R&D Committee member and research award panel member, Society for Research into Higher Education

Lisa Holmes – Research Committee member, Association of Children's Residential Centers, USA; Research Advisory Committee member, Coram BAAF

Simon Marginson – Council member, Academy of Social Sciences; Advisory Board member, Comparative and International Education Society SIG on 'Study Abroad and International Students'

David Mills – Treasurer, European Association of Social Anthropologists

Alis Oancea – Branch Co-convenor, Philosophy of Education Society of Great Britain

Pam Sammons – Expert Panel on Baseline Assessment, British Educational Research Association (BERA)

Gabriel Stylianides – International member, Academic Committee of the Asian Centre for Mathematics Education (ACME), China; Working group invited leader, Congress of the European Society for Research in Mathematics Education

Jason Todd – Elected Fellow and member, Institute of Historical Research

HONOURS AND AWARDS

HONORARY DEGREE

Professor Alis Oancea was awarded the title of Doctor Honoris Causa Socialium Scientiarum by West University Timisoara (Romania) at a ceremony in July 2019. The Honorary Doctorate recognised her contribution to the field of educational research and to the development of research evaluation and philosophy of research.



Alis Oancea receiving her Honorary Doctorate at West University Timisoara (Romania)

PROFESSORSHIPS

Following the University's 2018 Recognition of Distinction exercise Lars-Erik Malmberg was awarded the title of Professor of Quantitative Methods in Education.

In Trinity term 2019 Jessica Briggs Baffoe-Djan and Neil Harrison were conferred with the title of Associate Professor.

2019 BERJ EDITORS' CHOICE AWARD

Dr Neil Harrison's co-authored article, 'Challenging discourses of aspiration: the role of expectations and attainment in access to higher education' was selected for the British Educational Research Journal's Editors' Choice award in July 2019 – an annual award recognising articles with particular impact on the discipline of education as determined by the journal's editorial board.

STUDENT RESEARCH ACTIVITIES

Annual Research Poster Competition

The annual Departmental Poster Conference showcases posters by research groups, members of staff and research students from across the three research themes. It is always a special occasion for existing and new members of the department to share information about their research and their plans for the coming year. Each year, five posters are selected from among those displayed by research students. They are judged by a panel (usually consisting of theme convenors, director of research, deputy director of research and director of doctoral research), which looks for clarity of content, visual impact and effective presentation. The winners of the poster competition 2018 were: Ikuya Aizawa; Jude Aizuddin Mohamed Anuar; Tracey Yani Harjatanaya; Laura Molway; Kedi Simpson; and Julianne Viola. The winning posters are available on the department's website. Congratulations to all!

Critical Perspectives in Education Collective

This student-led initiative was founded by a group of DPhil students who were interested in engaging with critical theories and perspectives in education and associated disciplines. The collective started out in Michaelmas term 2018 with a reading group on postcolonial and subaltern theories, followed by the writing of a book chapter on postcolonial theory for the *Bloomsbury*

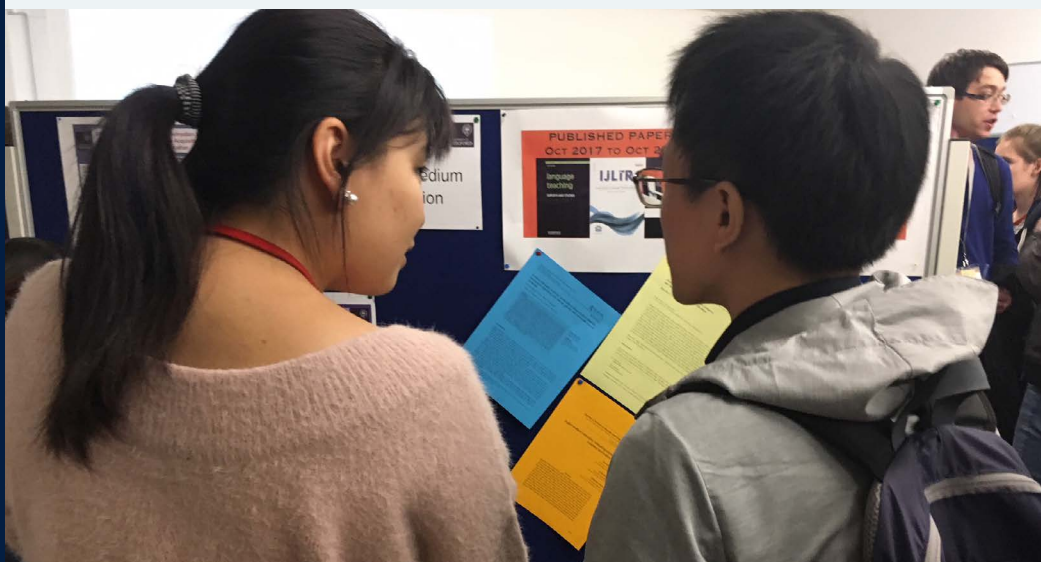
Students at the 2018 Annual Poster Conference

Handbook on Theory in Comparative and International Education (forthcoming in 2020) in Hilary term 2019. Activities in Trinity term 2019 included a screening of the documentary, *Schooling the World*, a presentation by an NGO engaging in multicultural education in China and a visit to the Pitt Rivers Museum for the exhibition *Lande: The Calais Jungle and Beyond*.

In the 2018/2019 academic year, the collective was convened by DPhil students Arzhia Habibi, Aizuddin Mohamed Anuar and Olga Mun.

STORIES: Inclusivity in Education

Doctoral researchers asked how education can be made truly inclusive as part of their annual Students' Ongoing Research in Education Studies (STORIES) conference, held 12–13 March 2019 and titled *Inclusivity: Mental Health, Access and Accountability*. The 40+ presentations provided attendees with the opportunity to problematise, question and complicate the issue of inclusivity as manifested in learning, education and educational research, and covered issues from inclusive education practices for refugee children to neurodiversity in school communities. Keynotes were delivered by Professor Nidhi Singal (University of Cambridge) and Professor Alis Oancea (Department of Education), who spoke about *Access and Inequality in Education in the Global South* and *The Culture of Accountability in Research and Higher Education*.



IMPACT, ENGAGEMENT AND KNOWLEDGE EXCHANGE



INTRODUCTION

PROFESSOR EWART KEEP

CHAIR OF THE KNOWLEDGE EXCHANGE AND IMPACT COMMITTEE

One of the department's key concerns is to maximise the gains generated by our research and ensure that it drives improvements in both policy and practice. As a result, working with policy makers and practitioners across the UK and beyond is a core element of what we exist to do.

The section that follows catalogues the range of activities in which we engage and provides a range of illustrative snapshots of some of the knowledge exchange and impact activity that we have been working on recently. One of the strongest themes to emerge from this overview is our concern to deploy research to help policies and interventions that can fight disadvantage. Thus we have reports from projects on supporting teachers in resource-poor settings to use local cultural resources, the evaluation of new models of schooling to underpin the creation of employability and vocational skills, the use of mobile technology in training healthcare workers in the Global South, social mobility support for marginalised young women, and enhancing transitions from care into education, training and work.





Graham Hasting-Evans (NOCN), Shelagh Legrave OBE DL(Chichester College), Sue Husband (ESFA) and Ben Blackledge (WorldSkills UK) discuss research conducted by the department's Centre for Skills, Knowledge and Organisational Performance and WorldSkills UK at a seminar in July 2019

RESEARCH IMPACT

The following case studies provide some recent examples of how our research has had or is in the process of having impact in a wide range of social, political and economic areas in local, national and global contexts.

The Oxford Education Deanery

The Oxford Education Deanery facilitates the continuing professional development of teachers at all career stages in local schools through supporting their engagement in and with research. It works as a knowledge exchange partnership between University-based researchers and local teachers to help improve student outcomes. In 2018/19 this work included research-engaged training opportunities for newly qualified and established teachers, including an early career teacher conference (at which Dr Velda Elliott and Dr Katharine Burn delivered a keynote entitled *Hitting the Mark*, sharing research into assessment and marking conducted both by academics and masters' students at Oxford). The Deanery also continued to support school-based Action Research Fellowships and the Enhanced Master's in Learning and Teaching and hosted a Research Meet in July 2019 at which findings from some of these school-based research projects were shared and discussed. The Deanery has also promoted the work of existing subject teaching networks locally and is currently facilitating the development of new networks. The Deanery has published 'Teacher Takeaways', short guides to research findings likely to be of practical use to teachers. The two most recent Takeaways focus on wait time

and self-video, both of which are based on the *Talk in Mathematics Project* led by Dr Jenni Ingram and Nick Andrews. In addition to its local work, the Deanery has been involved in developmental work both nationally and internationally: it has contributed to a project run by the University's Undergraduate Admissions Office with a cluster of schools in the north-west of England; it has continued to provide research-informed consultancy to a university in Wales introducing an innovative programme of initial teacher education; it is developing established links to support a teacher education initiative in Bhutan; and it continues to provide support for teacher research engagement to an international school in Dubai.

More information: www.educationdeanery.ox.ac.uk

Foreign Language Education: Unlocking Reading

This research project, conducted in secondary school Modern Foreign Language (MFL) classrooms across England from 2016-18, represents one of the few experimental trials to date examining the effects of teaching phonics in a foreign language. Focussing specifically on French, it builds on a number of previous studies by Dr Robert

Woore looking at the development of phonological decoding (the ability to convert written text into its spoken form) in this context.

There has been increased interest in the teaching of phonics in MFL recently, particularly through the Teaching Schools Council's (2016) *MFL Pedagogy Review* and through the government-funded *National Centre for Excellence for Language Pedagogy* (NCELP), which grew out of this review. As a result of his work on French decoding and the project in particular, Dr Woore was invited to join the NCELP as a research specialist, playing a leading role in developing and providing teacher CPD relating to the teaching of foreign language phonics and vocabulary. Many of the materials developed for the project have also been incorporated into the teaching resources being used by the centre, and made publicly available on its website.

The study was funded by The Nuffield Foundation and was led by Dr Woore in collaboration with colleagues from the Universities of Reading (Professor Suzanne Graham, Dr Louise Courtney) and Southampton (Dr Alison Porter), as well as within the department (Clare Savory).

More information: www.education.ox.ac.uk/research/unlocking-reading



Still from the "Clapping Game", a video developed for educators in India to encourage the use of syllable games in early years teaching

Good people in a flawed system: the challenges of mainstreaming excellence in technical education

The United Kingdom has competed at the WorldSkills Competitions since 1953. The level of skill required to participate in international skills competitions sets a new standard for achievement in vocational education and training. Team UK undergo a rigorous training programme led by the WSUK Training Managers' who turn WorldSkills International standards into a curriculum that is relevant, high quality and stretching; they are given the professional autonomy to design a curriculum that best suits the needs of the learner. Training Managers (TMs) also work in further education, a private training provider or a higher education institution, or are self-employed in other training activities. This research focused on the process of curriculum development and delivery in WorldSkills and how, if at all, the TMs transfer this experience into their teaching for their FE college or training provider. It draws on interviews with 24 of the current 35 TMs preparing competitors for the WorldSkills Competition in Kazan in August 2019. The findings show that, while many TMs develop particular strategies to transfer some of their skill and knowledge, the many challenges of the skills system prevent full embedding of world-class expertise.

This research was conducted by Dr Susan James Relly, Co-Director of the Centre for Skills, Knowledge and Organisational Performance (SKOPE), in conjunction with WorldSkills UK. It was presented at a

seminar of policy makers, FE practitioners, media and Awarding Organisation staff at One Great George Street, Westminster, on 2 July 2019. The seminar consisted of a presentation of the research, with a Q&A session by a panel consisting of Graham Hasting-Evans (Group Managing Director, NOCN), Shelagh Legrave (OBE DL, CEO, Chichester College), Sue Husband (Director of Employee and Employer Engagement, ESFA), and Ben Blackledge (Deputy CEO, WorldSkills UK).

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

Supporting Teachers with Resources and Art (SuTRA)

SuTRA seeks to harness the power of local cultural resources to demonstrate evidence-backed teaching practices for educators in resource-poor settings. The research underpinning the project is Dr Sonali Nag's work in low- and middle-income countries. SuTRA will prioritise topic areas identified by practitioner and policy collaborators and tap into the deep penetration of mobile phones for free exchange of information through online resources and social media.

In the first year of the project, two films have been developed for India. Titled *The Clapping Game*, the films demonstrate activities to promote phonological skills and are available on The Promise Foundation's YouTube channel. Research has conclusively shown that these language-related skills improve literacy attainments in young learners. Directed by Gideon Arulmani with

assistance by Department of Education's Tiarnach McDermott and Ashly Benny, and practitioners Laxmi Sutar, Rayan Miranda and Ningappa Alagakatte, the films are less than three minutes each and available in both in English and Kannada. Feedback from anganwadi workers (facilitators in public preschools) and master trainers shaped the final products.

The first screenings were held in New Delhi and Bangalore in State-level meetings. Going forward, the films will be shared through WhatsApp teacher groups. The films are also guiding curriculum developers from the Karnataka government's Integrated Child Development Scheme (ICDS) and the Education for All mission, *Samagra Shikshana Karnataka* (SSK). The potential reach of the activities demonstrated in the films, embedded in an emergent literacy curriculum, is around £2 million children attending close to 65,000 centres.

In the coming year, the multi-site SuTRA collaboration will continue to focus on resources with potential to impact practice.

The politics of student mobility: Engagement with the Norwegian Agency of International Cooperation

The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) invited Dr Maia Chankseliani as the keynote speaker to engage with the Eurasia Programme Conference held in Oslo in April 2019. Diku promotes innovation and international

cooperation by funding and managing a large portfolio of international development projects under the umbrella of the Eurasia Programme. Through this programme, Diku develops strong and lasting institutional partnerships between universities in Norway and post-Soviet Eurasia. These partnerships are aimed at strengthening teaching and research capacity so that post-Soviet countries are better able to address the Sustainable Development Goals. All projects include the student/staff mobility component. Diku invited Dr Chankseliani to present the findings reported in her recent publication that links international student mobility with their home countries' democratic development. Through theoretically informed analysis of cross-sectional data, Maia showed that the former Soviet countries with higher proportions of students studying in Europe or the United States have achieved higher levels of democratic development. In contrast, countries with higher proportions of students studying in the most popular authoritarian destination – Russia – have reached significantly lower levels of democratic

development. The study used ideas of democratic socialisation at universities as well as apprenticeships in democracy to advance the intellectual agenda of linking two fields – educational studies and political science. The keynote presentation generated extensive discussions on broader implications of student mobility amongst the attendees which included the representatives of partner institutions from Eurasia, Diku, and the Norwegian Ministry of Foreign Affairs.

Employability Skills and Innovative Models of Schooling

Research undertaken by Dr James Robson, Ashmita Randhawa and Professor Ewart Keep, through the department's Centre for Skills, Knowledge and Organisational Performance (SKOPE), focusing on understanding the development of employability skills in Studio Schools, underpinned the production of a new resource for senior leaders interested in implementing employability skills frameworks in their schools. The resource has been adopted

by the Studio Schools Network of more than 30 schools as part of its programme of CPD. The research, funded by the Edge Foundation, examined how employability skills frameworks, particularly the CREATE Framework, were conceptualised and deployed in Studio Schools. More broadly, the final report from the project examined the challenges of implementing innovative forms of vocational schooling in a crowded and competitive education market. The team shared these findings in a policy workshop at the Edge Foundation, where examples of best practice were fed into the development of a new model of skills-based schooling developed by the foundation. Findings highlighting the lessons learned from the Studio School model on implementing innovative, vocational forms of schooling were also shared with the Department for Education through a dedicated policy briefing, feeding into wider conversations on the development of employability skills training in mainstream education.

More information: www.education.gov.uk/research/CREATE



What role can mobile technologies have in training Community Health Workers in the Global South?

The World Health Organisation (WHO) has estimated that at least half of the world's population cannot obtain essential health services due to a global shortage of health workers. One solution to help address this gap has been to train community health workers (CHWs) in low- and middle-income countries (LMICs). CHWs are lay people working within their own community in a health promotion and prevention role.

The ways by which mobile phones can support training and supervision have not yet been fully established. In previous work, research found that the design of many training programmes is not underpinned by learning theory. A 2018 WHO report noted that the evidence-base for supportive supervision was found to be severely lacking.

In collaborative work, the interdisciplinary team, including Professor Niall Winters, Dr Anne Geniets, James O'Donovan and Dr James Robson, developed an evidence map to help understand the role of mobile technology in the training of community health workers in LMICs. Evidence mapping is an evidence *synthesis methodology* to systematically source and organise a body of knowledge to provide a high-level overview of the size and nature of the available evidence to inform and facilitate the use of this evidence-base.

The evidence map, which can be accessed via the Africa Centre for Evidence website (see weblink below), details the range of pedagogical approaches and technologies employed for training, and the type of implementations and study designs used across nine areas of global healthcare in LMICs, including the neglected areas of disability and mental health. The maps are interactive, allowing decision-makers to directly engage with the evidence and to interrogate its relevance to their own contexts and needs.

Overall, the evidence map has shown that very clear gaps remain regarding the choice of health condition targeted for training and in the type of training used. Effectively tackling this issue will require an interdisciplinary approach to research

and practice with a deeper concern for evidencing the work of CHWs who care for the most marginalised members in their communities. Significant work will be needed to improve the breadth and depth of the evidence-base: first, foundational research on assessing the quality of mobile-based training programmes in terms of their role in improving the capabilities of CHWs is urgently required. Second, programme design and implementation strategies must result in more robust evidence on how mobile technology can support social learning. This will enable the development of new insights in CHW practice, for example, using technology as part of a mixed-methods approach to gather data on learning practices in support of assessment and evaluation.

This research was funded by the University of Oxford under the HEFCE-GCRF support fund and was coordinated in partnership with the University of Johannesburg's Africa Centre for Evidence, the George Institute for Global Health India, the University of New South Wales's Faculty of Medicine, UNSW Sydney's George Institute for Global Health and Oxford's Nuffield Department of Clinical Medicine, Nuffield Department of Obstetrics and Gynaecology and George Institute for Global Health. A paper mapping the evidence published by the research team between 2000 and 2018 has been published in *BMJ Global Health*, titled *Using mobile technologies to support the training of community health workers in low-income and middle-income countries: mapping the evidence*.

Access the evidence map here: https://africacentreforevidence.org/wp-content/uploads/2018/10/mhealth-and-training-for-chws_v5.html

Accelerating Go_Girl: A technology-enhanced educational outreach programme boosting social mobility for marginalised young women

Department members Tracey Denton-Calabrese from the Learning and New Technologies Research Group and Ashmita Randhawa from the Centre

for Skills Knowledge and Organisational Performance (SKOPE) won a coveted place on the L.E.V8 Women Pre-accelerator programme at the University's Oxford Foundry, which is aimed at developing female-led early-stage startups. The knowledge gained from the immersive workshops and 1:1 mentoring will prepare them to further develop the reach and impact of *Go_Girl Code+Create*, a community outreach programme which seeks to empower young NEET women (not in education, employment or training) in Oxfordshire by helping them to clarify and broaden their aspirations, and develop their capabilities in the use of digital tools, media production and coding. The goal of the Go_Girl programme is to help participants develop a plan for transitioning into careers in coding, other tech-related fields or other pathways to independence. Tracey and Ashmita will be developing a business plan to potentially set-up Go_Girl as a social enterprise. They will focus on further development of the Go_Girl curriculum, including the critical task of developing resources and associated supports in order to scale up, with the Go_Girl programme running at multiple sites.

More information: gogirloxford.org

Accelerating Impact in Schools

A group of researchers from the department's Pedagogy Knowledge and Learning research theme has been collaborating with staff from local schools to identify the most pressing questions schools need answering to make for the most impactful research. A team led by Dr Velda Elliott, Dr Jenni Ingram, Nicole Dingwall, Jason Todd, Dr Katharine Burn, Professor Diane Mayer and Trevor Mutton from the department received ESRC Impact Acceleration Account funding to run the project. A half-day programme of collaborative research design and brainstorming led to the formulation of fifteen key questions which were then consulted on more widely through the Oxford Education Deanery with local Research Champions, attendees at the Research Meet at which students on the Enhanced MLT present their research, and other volunteers from local schools. Topics

included how schools could most successfully support transition students in the wake of greater needs coming through from primary school; how to equip students to resist online and in person grooming into sexual or criminal exploitation or extremism; and to what extent cognitive science is understood, implemented and 'works' in schools. The next step is to seek funding to engage in research on these questions, in collaboration with partner schools, with a pathway to impact already identified. The half-day workshop also named our 'Teacher Takeaways' – a two-sided A4 summary of research on a given topic – and produced recommendations for future topics and a plan to maximise schools' engagement with and use of these resources.

More information: www.educationdeanery.ox.ac.uk/teacher-takeaways

Understanding transitions from care into education, training and work

The department's Rees Centre has recently expanded its scope

to encompass post-compulsory education, training and work for young people leaving local authority care, building on previous research by its Deputy Director Dr Neil Harrison. The first project to come to fruition has been a study of care-experienced college and university students in Scotland, led by the University of Strathclyde. Commissioned by the Scottish Funding Council, it explores the experiences of over 400 individuals. It has garnered attention in the education press (see TES.com article, *Care leavers 'struggle to cope financially'*) and is already feeding into national policy development. More broadly, Dr Harrison's knowledge exchange work has focused on the varied pathways that care-experienced students take into higher education. In particular, he has highlighted research demonstrating that many return to education slightly later in life and the importance of vocational and work-based routes, arguing against a policy over-focus on entry to university at 18 (see *Care leavers in higher education: how many are there and why does it matter?* on blogs.lse.ac.uk). In addition, his research has revealed some of the

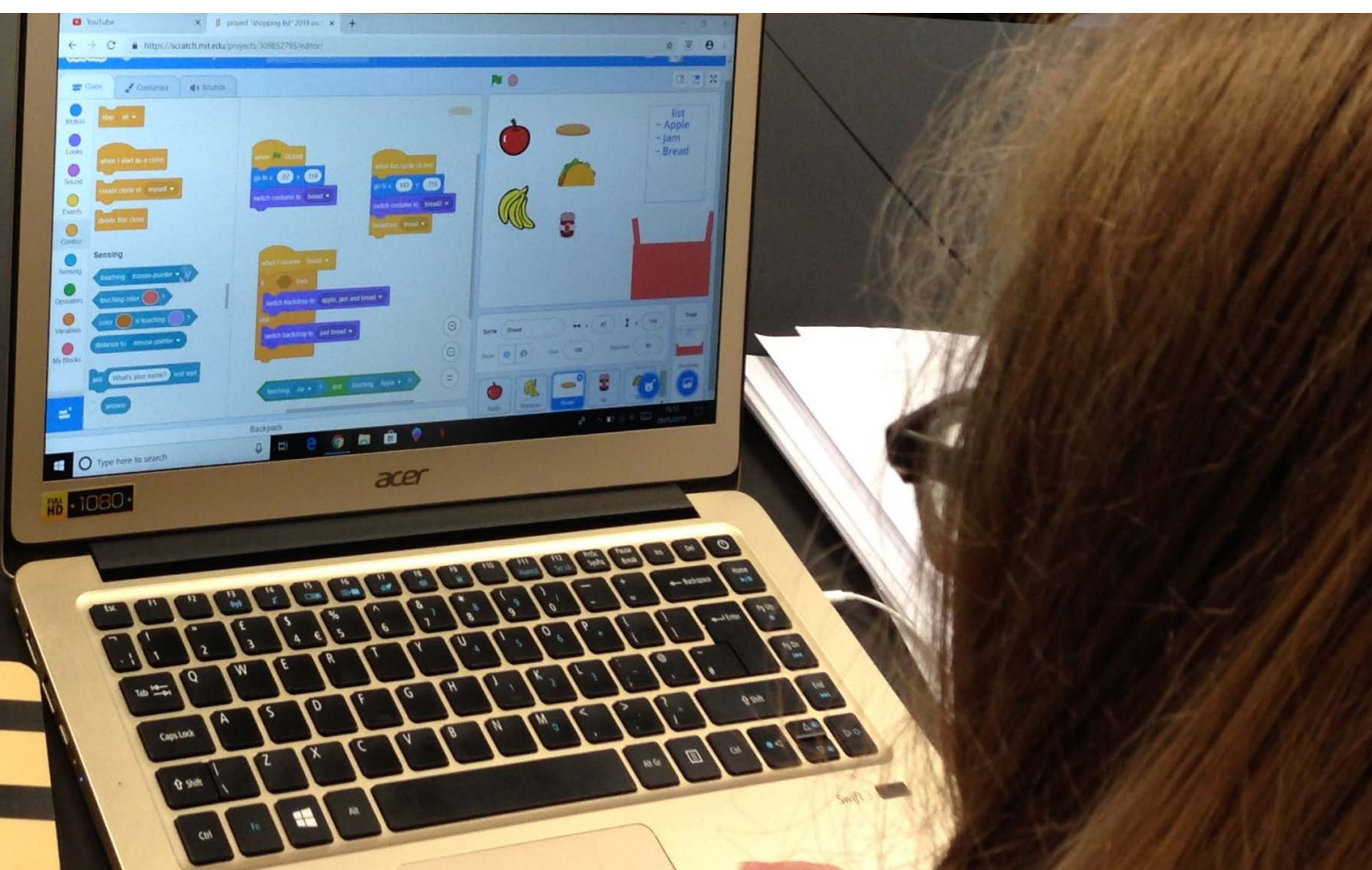
key challenges around mental health, disability and parenthood.

Dr Harrison has discussed his findings with the DfE and delivered a webinar – *Moving On Up – care leavers and higher education* – on care-experienced students within the series organised by the National Association of Virtual School Heads and hosted on their website. He is also advising the National Network for the Education of Care Leavers (for whom he is a trustee) and the Centre for Social Justice think-tank on a new 'kitemark' for university support services.

More information: www.education.ox.ac.uk/research/care-leavers-employability-in-england

Current Rees Centre projects are focusing on graduate outcomes (with Sheffield Hallam University for the Unite Foundation) and transitions into work (with the University of York for the Nuffield Foundation). More details can be found on the Rees Centre website.

Go_girl participant developing their digital game at a programme session



ACADEMIC ENGAGEMENT

Our staff engage in a variety of roles and activities in order to exchange knowledge and to generate impact across our societies locally, nationally and internationally. The following provides some key examples of how we have been making a difference to governments, charities, councils, businesses and other higher education institutes, as well as at the University, over the course of the last academic year.

EXPERT AND ADVISORY ROLES

Jo-Anne Baird – Chair, Research Committee, Assessment and Qualifications Alliance (AQA); Member, National Reference Test Expert Group and Standards Advisory Group, Ofqual

Sibel Erduran – Advisor, Caroline Lucas MP-convened group on creating a new GCSE in Natural History

Rebecca Eynon – Advisor, Cities of Learning Initiative, RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce)

Nigel Fancourt – Co-opted member, Oxfordshire SACRE (Standing Advisory Council on Religious Education)

Liam Guilfoyle – Member, Teaching Council Research Engagement Group, the Teaching Council of Ireland

Neil Harrison – Expert Advisor, National Network for the Education of Care Leavers

Lisa Holmes – Academic advisor and ‘critical friend’, National Audit Office analysts; Academic advisor, Office of the Children’s Commissioner; Advisory Committee, Department for Education; Advisory Committee, Sussex University; Frontline Curriculum Advisor, Frontline, Social Work training programmes

Jenny Ingram – Advisory Committee, Royal Society Advisory Committee on Mathematics Education (11–16 contact group)

Ewart Keep – Member of Scottish government’s Strategic Labour Market Group, the Labour Party’s Independent Commission on Lifelong Learning, the Higher Education Funding Council for Wales’s Student Opportunity and Achievement Committee, the Four Nations College Alliance Independent Commission on ‘The College of the Future’, and the Education and Training Foundation’s Centres for Excellence in Maths Expert Advisory Group

Ariel Lindorff – Advisor, Teach for Bulgaria

Joshua McGrane – Advisory member, AQA Centre for Education Research and Practice; Advisory member, Qualifications Wales Research Advisory Group

Simon Marginson – Advisory Board, Centre for Research in Higher Education Policies (CIPES); Advisory Committee, Shandong Province, China; Advisory Committee, Higher Education Commission Inquiry; Advisory Committee, Minister for Higher Education; Parliamentary Evidence, Higher Education Commission; Written Evidence, House of Lords, European Union Committee

Sandra Mathers – Vice-Chair Trustees, Early Education; Panel member, Department for Education Expert Panel on Early Years Language, Literacy and Communication apps

Victoria Murphy – Advisory member, RiPL (Research in Primary Languages) network

Trevor Mutton – Chair of working group, the Intellectual Basis of Teacher Education UCET (Universities’ Council for the Education of Teachers)

Sonali Nag – Lead, Department of Education and Department of Women and Child, Government of Karnataka, India

Alis Oancea – International Advisor, Teacher Education Reform, Norwegian government (Norwegian Agency for Quality Assurance on Education); Expert Group member, tasked with recommending new research and innovation policies to the European Commission on indicators of engagement with open science (2017–19); Member of Advisory Group, the Future of Research Assessment, Research England (2018–19); Writing group member, Principles for the Responsible

Management of Research Information Management Data, JISC/ Forum for Responsible Research Metrics (2019); Member of working group, the Intellectual Basis of Teacher Education UCET (Universities’ Council for the Education of Teachers) (2019); Research Management Committee

Pam Sammons – International expert member, Review Committee for Austrian Science Foundation

Judy Sebba – Advisory Board, Home Office (research project on trafficked children); Advisory Board, Office of the Children’s Commissioner; Research Strategy Group member, NSPCC

Iram Siraj – Advisor, Department for Education on Early Learning Goals and Development Matter; Advisor, National Association of Headteachers; Technical Advisor, Organisation for Economic Co-operation and Development domains of assessment Early Childhood Education and Care (ECEC) International Early Learning Study (IELS); Specialist Panel, Minister for ECEC and Ed Dept, Victorian Government; Specialist Panel, Minister for Education and Ed Dept, South Australian Government

Steve Strand – Expert Advisory Group, Department for Education, second Longitudinal Study of Young People in England (LSYPE2); Panel member, REF2021 Assessment Panel; Special Advisor, House of Commons Education Select Committee, inquiry into the underachievement of White Working Class Children; Steering Group member, National Pupil Database (NPD); Written Evidence, House of Commons Women’s & Equalities Committee

Gabriel Stylianides – Advisory Board, International GeoGebra Institute; Expert member, Standards and Testing Agency Test Review Group

POLICY AND PRACTITIONER EVENTS

INTERNATIONAL

Maia Chankseliani – keynote, Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku), Oslo, Norway; roundtable, National Assessment and Examinations Center (NAEC), Tbilisi, Georgia

Harry Daniels – keynote, Turkish Ministry of Education, Istanbul, Turkey

Tracey Denton-Calabrese – keynote, Tucson Unified School District Teaching and Learning Summit, Tucson, Arizona

Charles Hulme – keynote, SPELD NSW Annual Conference, Sydney, Australia

Ted Melhuish – keynote, UNICEF and Sri Lanka high-level meeting on Early Childhood Education, Sri Lanka; keynote, Australian Business Leaders Annual conference, Australia; keynote, Australian Council of Educational Leaders Annual Conference, Australia

Sonali Nag – keynote, Indian Speech and Hearing Association (ISHA), National Association of Speech, Language and Hearing Professionals 51st Annual Conference, Bengaluru, India; presentation to government, State Project Director, Department of Education, Government

of Karnataka, India; workshop UNICEF, Karnataka, India; workshop, Room to Read, India

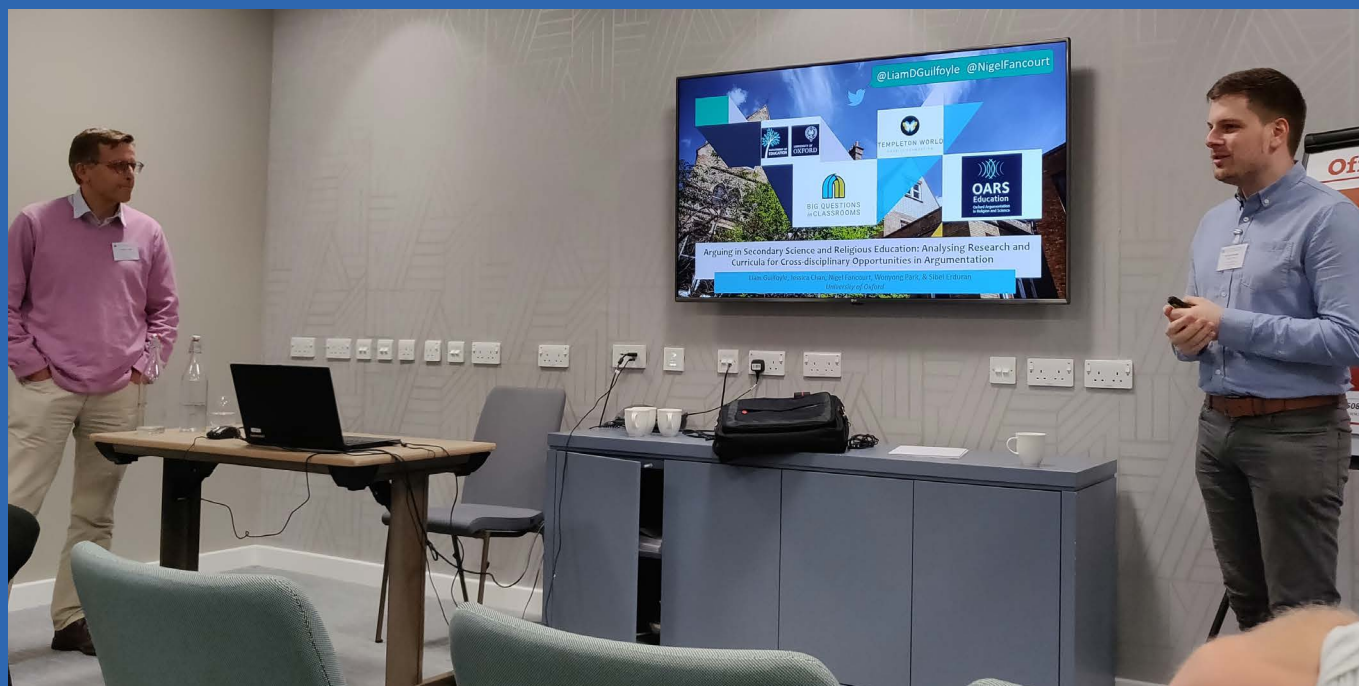
Pam Sammons – keynote, Commonwealth Council for Educational Management & Administration (CCEAM), Bugibba St Paul's Bay, Malta

Judy Sebba – keynote, Association of Child Welfare Agencies (ACWA), Sydney, Australia

Iram Siraj – presentation, OECD, Paris, France; keynote, Education Directorate Primary and Early Years, Adelaide, Australia

Ted Melhuish visiting a remote children's centre serving an indigenous community in Galiwinku, Australia





Nigel Fancourt and Liam Guilfoyle presenting work on the Argumentation in Religion and Science

NATIONAL

Katharine Burn – keynote, Oxfordshire Teaching Schools Alliance, Oxford; presentation, Cheney School and Oxford City Learning, Oxford

Rebecca Eynon – presentation, the Office of Qualifications and Examinations Regulation (Ofqual) Board, London

Nigel Fancourt – presentation, Oxfordshire County Council, Oxford

Neil Harrison – keynote, Society for Research into Higher Education, London

Lisa Holmes – keynote, Association of Children's Residential Centres Annual Conference; roundtable, Office of the Children's Commissioner; presentation to government, Department for Education, Ministry of Housing, Communities and Local Government and the Treasury; presentation to government, Department or Education and Family Rights Group, London

Therese Hopfenbeck – keynote, European Commission Working Group for Digital Education: Learning, Teaching and Assessment

Susan James Relly – keynote, WorldSkills Scotland Awards Ceremony, Glasgow

Ewart Keep – keynote, Further Education Trust, Bristol; keynote, Gatsby Foundation, London; keynote, Leeds City Council, Leeds; keynote, Scottish Government's Strategic Labour Market Group, Glasgow;

keynote, Welsh Government's Digital Innovation Review, Cardiff; presentation to government, SKOPE seminar for the Northern Irish government, Belfast; presentation to government, SKOPE seminar for the Welsh Government, Cardiff; presentation, National Education Union workshop on Union Learning Fund Transformers Project, London; roundtable, Further Education Trust for Leadership, London

Simon Marginson – briefings, Higher Education Funding Council of Wales, Cardiff; Commonwealth Scholarship Council

Sandra Mathers – keynote, Nursery School Teaching Schools Annual Conference; roundtable – ECERS Local Authority Network, London

Ted Melhuish – keynote, UK House of Commons Education Committee Life Chances Inquiry, London

Trevor Mutton – workshop, UCET Conference, Stratford-upon-Avon

Sonali Nag – roundtable discussion, Central Square Foundation, London

Mariela Neagu – workshop, Fair Ways – Independent provider in children's social services (London, UK); workshop – Portsmouth City Council, Portsmouth

James Robson – policy briefing, Department for Education, Sheffield;

workshop, Edge Foundation, London

Judy Sebba – keynote, National Association of Special Schools; presentation, Alex Timpson Foundation, London; roundtable, Hampshire and Isle of Wight local authority, Isle of Wight; roundtable, Social Care Institute for Excellence

Iram Siraj – keynote, British Library Early Years and Primary Education conference Helen Hamlyn Trust; keynote, Early Years Scotland, Glasgow; keynote, the British Foreign Schools Society, London; presentation to government, Department of Education Wales Research Priorities in Early Childhood Education and Care, Wales; presentation to government, Primary Head Teachers Conference: Leading Early Learning, Stirling; workshop, Action 4 Children; workshop, Early Learning Scotland masterclass on the SSTEWS scale, Glasgow

Steve Strand – keynote, Milton Keynes Council, Milton Keynes; keynote, National Pupil Database User Group Conference, London; webinar, Bell Foundation

Priya Tah – presentation, Devon County Council, Devon; Warwickshire County Council, Warwickshire

Ian Thompson – keynote, Chartered College of Teaching 'Schools and Teachers Overcoming Social Disadvantage', Lancaster

EXTERNAL EXAMINER ROLES

Katharine Burn – University of Cambridge

Maia Chankseliani – University of Nottingham; University of Management and Technology, Pakistan

Nigel Fancourt – University of Exeter; Cardiff University; University College London

Neil Harrison – University of Kent

Jenni Ingram – University of Bristol; Loughborough University; University of Plymouth

Susan James Relly – The Open University

Trevor Mutton – University of Edinburgh

Jason Todd – University of Exeter; Oxford, Cambridge and RSA Examinations (OCR)

Niall Winters – Trinity College Dublin

INTERNAL UNIVERSITY AND COLLEGE APPOINTMENTS

Jo-Anne Baird – Education Committee, University of Oxford

Maia Chankseliani – Finance Committee, St Edmund Hall

Liam Gearon – Inter-Divisional Social Sciences and Humanities Research Ethics Committee, Central University Research Ethics Committee, Permanent Private Halls Supervisory Committee and sub-Committee of Education Committee, University of Oxford

Judith Hillier – Vice-President, Site Committee, Governance Working Group, Kellogg College

Jenni Ingram – Vice Principal, Chair of Linacre House Trust, member of Domestic and Buildings Committee, Finance Committee, Development Committee, Equality Committee, Staff Committee, Academic Committee and the Strategy Liaison Group, Linacre College

David Mills – Director, Grand Union DTP, Social Sciences Division; Senior Fellow (lead for College Governance reforms), Kellogg College

Victoria Murphy – Chair of Equality and Diversity Steering Group, Social Sciences Division

Trevor Mutton – Education Committee Nominee, Oxford Admissions Executive committee, University of Oxford; Panel member, Inspirational Teacher Awards, University of Oxford

Sonali Nag – Admissions Committee, Finance & Estates Committee, College Assessor, Brasenose College

Alis Oancea – Research Strategy Group, Social Sciences Division; Research Coordinator, Kellogg College; Mentor, Senior Women's Mentoring Network, University of Oxford

James Robson – Learning Technology Advisory Group member, University of Oxford; Panel member, IT Innovation Fund, University of Oxford

Heath Rose – Dean for Equality and Diversity, Linacre College

Steve Strand – Access and Participation Plan (APP) Task and Finish Group (TFG), University of Oxford; Student Attainment Gap Working Group (SAGWG), University of Oxford; Joint Consultative Committee with the University & College Union, University of Oxford

Trevor Mutton speaking as part of a panel discussion in May



TEACHING AND LEARNING



INTRODUCTION

DR SUSAN JAMES RELLY

DIRECTOR OF GRADUATE STUDIES

Our eight programmes are specifically developed to build upon and utilise the expertise of our academic staff. The diversity of our academic staff and student population reflects our commitment to equal opportunities. We have many women in leadership roles and a strong international profile with colleagues and students coming from many countries in addition to the UK including Australia, Brazil, Canada, China, Finland, Georgia, India, Ireland, Japan, Norway, Romania, South Africa and the United States. Many of our students enter the department with much work experience in education-related professions. Four of our eight programmes are offered as part-time provision to ensure that those already employed can find courses that offer opportunities to enhance their knowledge, understanding and skills in ways that are relevant and of benefit for themselves, and for the institutions and sectors in which they work.

Widening participation and access is a key aspect of our programmes, and our admissions policies. Our Post-Graduate Certificate in Education (PGCE) tutors work with students and teachers in some of the most disadvantaged areas in the UK. On the Master's in Learning & Teaching (MLT) and Master's in Teacher Education (MTEd), colleagues work with a number of the teachers on widening access programmes in their schools and regions. This work is in line with the University's regionalisation programme. Many of our DPhil students engage in fields of educational research that underpin work on widening access and participation in education, particularly for women and girls.

STUDENT RECRUITMENT

Key Facts	2016/17	2017/18	2018/19
Total number of applications	1,160	1,269	1,253
Total number of places	383	418	426
Applications places ratio	3.0	3.0	2.9
Total number of incoming students	361	397	424
Number of countries	15	18	28
Female: male ratio	2:1	2:1	1:1

PROGRAMME SPOTLIGHT

MSC IN EDUCATION – HIGHER EDUCATION PATHWAY

The department's MSc in Education (Higher Education pathway) attracts students from a wide range of educational and professional backgrounds and offers them a broad introduction into the complex field of theories and practice in higher education globally. In addition to seminars on key concepts, students are taught by leading researchers, giving them the opportunity to engage directly with current thinking and evolving themes in the field.

MEET THE PATHWAY ACADEMICS



Kirsten Holst

PROFESSOR SIMON MARGINSON

Professor of Higher Education and Director of the Centre for Global Higher Education

What is your role in the department and what does it involve?

I am Professor of Higher Education in the department and direct the ESRC/OFSRE Centre for Global Higher Education (CGHE). CGHE is a publicly funded research centre carrying out 16 different investigations of global, national and local aspects of higher education. We work with five UK and nine international universities. In a day-to-day sense, though, as for other academic staff, my time is spent on teaching, research, writing, public commentary, writing messages, meetings and filling in forms. My work is mostly focused on international and global aspects of higher education and on education policy issues. I also edit the academic journal *Higher Education*, which absorbs a good deal of time as we are now taking in 1,500 new manuscripts a year. I teach in the MSc in Education (Higher Education), working alongside James Robson as convenor and leading the subject 'Globalisation in Higher Education' – teaching in the department is one of the most interesting and enjoyable parts of my job.

How long have you been at the department and what was your previous role?

I joined the department in September 2018. From 2013 to 2018 I was Professor of International Higher Education at UCL in London and prior to that a professor at the University of Melbourne in Australia.

What's the most important thing you've learned from your students about the subject you teach?

Students are curious, they want to engage with each other and want to work things out for themselves. Good conversation is the lifeblood of the Higher Education strand. There is much discussion time in our classes, in which people find themselves pushing up against problems where there are no easy answers. Students come from different country backgrounds and offer fresh viewpoints to each other, and sometimes a master's student comes out with an idea about higher education that is genuinely new, not part of the existing research literature. That's exciting.

What working achievement or initiative are you most proud of?

In Hilary term 2019 the department ran a series of five seminars, mostly held in Oxford colleges, on 'Access to University'.

These seminars brought together speakers from inside and outside the University focused on selection and opportunity in higher education, especially the underlying research issues. The seminar rooms were overflowing, with an average participant audience of more than one hundred each time, the quality of discussion was exciting and there was clear momentum for reform. It was a great programme and I think we made a contribution to advancing social equity at Oxford.

Tell us about a project you are working on now which is top of your to-do list.

For two years we have been collecting data in ten different countries (UK, USA, Canada, Chile, Japan, China, Korea, Poland, France, Finland) as part of the CGHE project on 'Higher education and public good'. Through this project we hope to demonstrate in a more systematic way that higher education does more than generate individual benefits for graduates in the form of salaries, jobs and opportunities for social mobility. It has a much larger agenda, including building relationships in communities, solving key human problems and furthering international understanding. Bringing the data from the different countries together, drawing generic conclusions about the role of higher education, writing up those conclusions in a convincing manner and disseminating the ideas as widely as possible are top of my to-do list.

What would it surprise people to know about you?

I love traditional Japan and especially its thinking about nature, in thrall to the differing aesthetics: Zen rock and sand, the Saihoji (the moss gardens), the Heian period gardens. I have been fortunate enough to visit some wonderful places, such as Palenque in Mexico and Angkor in Cambodia, but my favourite place in all the world is Kyoto.

DR JAMES ROBSON

Departmental Lecturer (Higher Education) and Associate Director of the Centre on Skills, Knowledge and Organisational Performance (SKOPE)

What is your role in the department and what does it involve?

I am a Departmental Lecturer in Higher Education and Associate Director of SKOPE. A key part of my role is convening the MSc in Education (Higher Education). This involves leading the master's programme in HE, having overall responsibility for content and delivery of the pathway, ensuring students progress successfully and happily through the course, and representing the pathway in the department and in the wider University. Alongside this, the other key part of my job is research and I am currently involved in or leading a variety of projects focused on the broad areas of Higher Education, professional learning and training systems, with a particular focus on skills supply and demand, employability, labour market outcomes, digitalisation, and intergenerational social mobility and access.

How long have you been at the department and what was your previous role?

I joined the department as a DPhil student in 2010. I finished in 2014 and stayed in the department working as a Postdoctoral Research Officer and tutor on the MSc in Education. I then became a Research Fellow and then a Departmental Lecturer. Previously, I worked as a Researcher Manager, responsible for developing and implementing the research strategy of a charity involved in funding educational research. Before that I was a project manager developing digital educational resources.

What's the most important thing you've learned from your students about the subject you teach?

We're incredibly fortunate that our students come from such a wide range of different international contexts. I'm constantly learning new things from



students about the HE systems in their countries and how they relate to wider cultural, political and economic structures, both nationally and globally. I find this international diversity in the cohort really exciting as it means that both students and academics get to learn from each other and root our understanding of educational contexts and systems in the real life experiences of our peers.

What working achievement or initiative are you most proud of?

Over the last two years I've been working with colleagues researching the Lady Margaret Hall (LMH) Foundation Year, an innovative project designed to support access to the University of Oxford for the most disadvantaged students. Oxford recently announced that it would be starting a University-wide foundation year inspired by and modelled on the LMH programme. I'm very proud to have, in a small way, contributed to the conversations that brought about this historic widening participation initiative.

Tell us about a project you are working on now which is top of your to-do list.

I'm currently leading a large research project focused on understanding the value of Humanities degrees, examining labour market outcomes as well as wider personal, social, political and economic impacts. This project

combines analysis of quantitative data on graduate destinations and earnings with semi-structured qualitative interviews with students, graduates and employers. The research team and I are currently involved in doing extensive qualitative analysis and beginning to write up the findings. Getting the first publication out is now right at the top of my to-do list.

What would it surprise people to know about you?

I'm very interested in traditional and natural building skills and techniques and am part of a community farm where I'm currently leading workshops on round wood construction and timber framing. I also have a small herd of cows, a flock of hens and a lot of bees!

To find out more about the MSc in Education (Higher Education) visit:
www.education.ox.ac.uk/programmes

SCHOLARSHIPS AWARDED

CLARENDON SCHOLARSHIP

Mohamed Aizzuddin Anuar, DPhil in Education
Manal Bougazzoul, DPhil in Education

DOCTORAL TRAINING CENTRES ESRC STUDENTSHIP

Lucy Hunt, DPhil in Education
Tiarnach McDermott, DPhil in Education
Peter Mitchell, DPhil in Education
Nuzha Nuseibeh, DPhil in Education
 (funded in association with the Edge Foundation)
Jamie Stiff, DPhil in Education

DEPARTMENTAL STUDENTSHIP

Wonyong Park, DPhil in Education
Lili Yang, DPhil in Education

GULF EDUCATION SCHOLARSHIP

Abdulla Omaigan, MSc in Education
 (Comparative and International Education)

HILL FOUNDATION SCHOLARSHIP

Darina Izhboldina, MSc in Education
 (Child Development and Education)

ROUTLEDGE SCHOLARSHIP, ST EDMUND HALL

Anna Garson, MSc in Education
 (Comparative and International Education)

RHODES SCHOLARSHIPS

Abigail Branford, DPhil in Education

Mbalenhle Matandela, MSc in Education
 (Comparative and International Education)
Michael Mkwanzazi, DPhil in Education

OXFORD-TRYGFONDEN GRADUATE SCHOLARSHIP

Anna Jensen, MSc in Education (RDM)
Peter Helps (Ghana and Trinidad),
 Worcester College
Alice Amegah, MSc in Education
 (Comparative and International Education)

KINDOX BURSARY

Fiona Jelley, DPhil in Education
Aneyn O'Grady, DPhil in Education

SWIRE CHARITABLE TRUST (ST ANTHONY'S COLLEGE)

Yuanyue Hao, DPhil in Education

CHINA SCHOLARSHIP COUNCIL

Wonyong Park, DPhil in Education

CHEVENING SCHOLARSHIP

Robin Schafer, MSc in Education
 (Comparative and International Education)

DOCTORAL COMPLETIONS

Jiangshan An *Monolingual teachers' interaction with Chinese students in English as the Medium of Instruction (EMI) science classes: an exploratory study of the foreign high school programs in China*
 Supervisors | Ernesto Macaro and Ann Childs

Lauren Burton *Electrician not electrishion? Implicit and explicit knowledge of word stem and affix morphemes for children's spelling*
 Supervisors | Terezinah Nunes and Maria Evangelou

Sofia Carlos *Negotiating a 'new' European Schooling: A Case of Education Policy Making in Europe*
 Supervisors | Jenny Ozga and Trevor Mutton

Yu Wing Chan *Cross-Linguistic Transfer of Phonological Awareness in Chinese Children Receiving English Instruction: an Intervention Study*
 Supervisors | Terezinha Nunes and Maria Evangelou

Samantha Curle *Stakeholders' attitudes towards English Medium of Instruction for academic subjects in the Japanese higher education context'*
 Supervisor | Ernesto Macaro

Katri Eeva *The EU's European Semester: Soft Power and Knowledge in the Governing of Education*
 Supervisors | Jenny Ozga and Velda Elliott

Sina Fackler *An international perspective on teacher self-efficacy: Investigating personal, cultural, structural and environmental factors*
 Supervisors | Pamela Sammons and Lars-Erik Malmberg

Annina Hessel *Investigating reading comprehension in English as additional language learners: children's processing of metaphors and internal inconsistencies when reading text*
 Supervisors | Victoria Murphy and Kate Nation

Karen Hosack Janes *The nature of teaching and learning when using a painting as a central stimulus across the curriculum: An exploratory study of teachers' participation in Take One Picture, a scheme run by the National Gallery, London, for primary schools*
 Supervisors | Ann Childs and Velda Elliott

Gillian Houston *A study of the PhD examination: process, judgements and outcomes*
 Supervisors | Ingrid Lunt and Velda Elliott

Laura Larke *Does not compute: social dissonance in England's computing education policy*
 Supervisors | Rebecca Eynon and Niall Winters

Sha Li *The effects of phonics instruction on L2 phonological decoding and vocabulary learning: An experimental trial on Chinese University EFL learners*
 Supervisors | Robert Woore and Catherine Walter

Xi Lian *Assessment of Primary Chinese EFL Learners' Oral and Aural Language Skills and their Relations to the National English Curriculum Standards Targets*
 Supervisors | Victoria Murphy and Maria Evangelou

Haoran Liu *A Comparative Study of Teachers' Professional Identities in State and Private Primary Schools in China*
 Supervisors | Ian Menter and Pamela Sammons

Thomas Martin *Getting 'the feel': Craft learning as perceptual transformation*

Supervisors | Susan James Rely and Alis Oancea

Jaimie Miller-Friedmann *Repositioning the Gender Gap in UK Biology and Physics: Behind the Numbers*

Supervisors | Judith Hillier and Ann Childs

Kasper Munk *External Dimensions of In-the-Moment Teacher Decision-Making*

Supervisors | Ian Thompson and Harry Daniels

Yee Ping 'Diana' Ng *The Construction and Validation of the Primary Scientific Reasoning Test*

Supervisors | Jo-Anne Baird and Joshua McGrane

Anna Niedbala *The missing factor in research on 'bilingual advantages': emotional influences on cognitive control*

Supervisors | Victoria Murphy and Gaia Scerif

Kinga Petrovai *A Study Investigating Teachers' Use Of, and Views On, Tablets in the Teaching of Mathematics*

Supervisors | Niall Winters and Gabriel Stylianides

Marc Sarazin *Schooling for social transformation? A mixed methods social network case study of a school and its collective music education programme*

Supervisor | Ian Menter

Hanako Shimamura *Executive function, social-emotional skills, and academic competence in three preschool programmes: pathways to school readiness*

Supervisors | Maria Evangelou and Lars-Erik Malmberg

Venetia Vildiridou *Museum Educators' Personal Theories of Teaching: A Multi-Case Study*

Supervisors | Maria Evangelou and Ann Childs

Julianna Viola *Civic Identity in the Digital Age: An investigation into the civic experiences of American young people*

Supervisor | Rebecca Eynon

Chloe Walker *The White-Collar Hustle: Academic Writing and the Kenyan Digital Labour Economy*

Supervisors | David Mills and Isis Hjorth

Xin Xu *Incentives for International Publications in the Humanities and Social Sciences: An Exploratory Study of Chinese Universities*

Supervisors | Alis Oancea and Heath Rose

May Zantout *Investigating Multilingual Adolescents' Cognitive and Codeswitching Performance: An Exploratory Application of Language Control Models*

Supervisor | Victoria Murphy

STUDENT ACHIEVEMENTS



Harry Copson (PGCE Geography) receiving the 2019 Oxford Review of Education prize for best assignment from Ingrid Lunt (journal Editor)

Romisa Asadi, Alice Belfield, Laura Harris, Sophia Middlehurst and **Laura Shurden** from the department's PGCE received funding from the Helga Todd Teachers' Education Foundation to travel to three schools in Northern India to teach for six weeks during the summer

Harry Copson (PGCE Geography) was awarded the Oxford Review of Education prize for the highest mark for his Professional Development Programme assignment, 'Hegemonic masculinity: an investigation into the perceptions and impacts of masculine gender expression in UK secondary schools'

Meet our doctoral students:
www.education.ox.ac.uk/people/doctoral-students

Ashley Elkington (MSc in Learning and Teaching) received a highly commended for her paper 'Incorporating faded worked-examples into the mathematics classroom: exploring gender and socioeconomic effects with two Grade 9 groups from South Africa' in the 2019 BERA Dissertation Awards

Nuzha Nuseibeh and **Alice Tawell** (DPhil in Education) were selected to attend the 2018 International Perspectives in Education Policy (IPEP) Winter School at the University of Verona, Italy

Yusuf Oldac (DPhil in Education) was awarded a fieldwork grant from the British Association for International and Comparative Education (BAICE) for his project 'A biographical study of self-formation in international student mobility: The perspectives of Turkish migrants and returnees'

Wonyong Park (DPhil in Education) was selected to attend the 2019 Sandra K. Abell Institute for doctoral researchers in Middle Tennessee State University, Murfreesboro, USA

At a meeting with the President of the Republic of Indonesia, **Tracey Yani**

Harjatanaya (DPhil in Education) was given an opportunity to talk about the challenges faced by Indonesia's multicultural society and the collaborative inter-disciplinary project she is currently developing with other innovators on promoting inter-religious harmony in and through education

Doctoral student Tracey Yani Harjatanaya with HE Joko Widodo, President of the Republic of Indonesia at the Presidential Palace in Jakarta



ALUMNI

Our alumni achieve phenomenal success after reading for their degrees. We are extremely proud of them and honoured to be able to highlight some of their achievements and current careers below.

ALUMNI SPOTLIGHT

Zainab Kabba (DPhil in Education, 2017)

“The modules I took in the department on qualitative methods, ethnography and data analysis served as strong foundation for not only my doctoral work but the positions I’ve had thereafter.”

Zainab is currently Associate Director of Programmes at the Skoll Centre for Social Entrepreneurship at the University’s Said Business School, where she oversees the development of co-curricular programmes for MBA students and the centre’s research projects.

Before starting her DPhil at the department she was an Assistant Director of Global Education at Sesame Workshop in New York, where she managed relationships with governmental and non-governmental stakeholders and oversaw the development of educational content for television and radio programming, classroom resources and teacher training for the workshop’s international co-productions in the Middle East and Sub-Saharan Africa.

Whilst studying at the department Zainab co-developed with the then Director of Graduate Studies the research programme for the Probation Research Students (PRS DPhil students), she led seminars on ethnographic methods and co-convened the Qualitative Methods Hub – an interdisciplinary research hub specialising and facilitating discussion in qualitative research methods. Zainab taught NVivo (a qualitative data analysis computer software package) workshops at the University’s IT Services department for DPhil students, staff and early career researchers. She also led seminars at the Social Sciences Division

for first-year DPhil students and was part of the Social Science Division’s Training Advisory Group.

After completing her degree, Zainab moved to Cambridge where she took on a position as Programmes Officer for Cambridge Muslim College, to develop a new portfolio of public education programmes with an aim to widen the college’s reach and increase revenue. She went on to become Executive Director where she oversaw the provision of faith leadership through

education, training and research based on a dialogue between faith traditions and ideas and circumstances of the modern world.

Zainab’s background is in educational technology, having previously studied for a degree in Information Systems and Computing in Education. She has also worked in the tech, pharmaceutical, higher education and non-profit sectors with a focus on quality assurance/control, curriculum development and educational technology.

“While teaching ethnography workshops as well as NVivo workshops, my engagement with researchers from various fields of practice deepened my understanding of how to apply these methods. I was surprised to find that these skills also enabled me to better understand my colleagues, incorporate various perspectives in my own work and engender good communication and collegiality when managing a team. This enabled me to grow personally and contribute to the enhancement of organisational structures in the charity and higher education sectors.”



Zainab Kabba (DPhil in Education, 2017)

ALUMNI CAREERS

DPhil in Education

Jiangshan An (DPhil in Education, 2019)

Current role: Assistant Professor, Purdue University Fort Wayne, Indiana

Vera Busse (DPhil in Education, 2011)

Current role: Professor for multilingualism and education, University of Münster, Germany

Lydia Chan (DPhil in Education, 2009)

Current role: Chief Operating Officer & Assistant School Supervisor, Yew Chung Education Foundation (YCEF), Hong Kong

Susila Davis-Singaravelu (DPhil in Education, 2018)

Current role: Researcher and Evaluation Coordinator, Undergraduate Admissions and Outreach, University of Oxford

Abdurrahman Hendek (DPhil in Education, 2017)

Current role: Lecturer in religious education, Sakarya University, Turkey

Boby Ho-Hong Ching

(DPhil in Education, 2016)

Current role: Assistant Professor of Educational Psychology, University of Macau, China

Professor David Lubans

(DPhil in Education, 2003)

Current role: Professor of Education, National Health and Medical Research Council (NHMRC) Senior Research Fellow, School of Education, University of Newcastle, Australia

Margot MacKinnon

(DPhil in Education, 2015)

Current role: Owner and director of Spark the Spirit Productions: author and public speaker, Alberta, Canada

Daniel Moulin-Stožek (né Moulin) (DPhil in Education, 2013)

Lecturer in Education, University of Cambridge

Lorena Ortega

(DPhil in Education, 2016)

Current role: Assistant Professor, University of Chile

Steven Puttick

(DPhil in Education, 2015)

Current role: Associate Professor of Teacher Education (Geography), University of Oxford

ALUMNI CAREERS (CONTINUED)

Rachel Taylor (DPhil in Education, 2018)
Current role: Research Fellow, Office for Qualifications (Ofqual)

Xin Xu (DPhil in Education, 2019)
Current role: ESRC Postdoctoral Research Fellow, University of Oxford

MSc in Education – Child Development and Education

Lily Fritz (MSc in Education – Child Development and Education, 2017)
Current role: Studentship at the Harvard Graduate School of Education, USA

Tara Paxman (MSc in Education – Child Development and Education, 2016)
Current role: Researcher, Centre for Assessment at the National Foundation for Educational Research [NFER], Slough

Que Zheng (MSc in Education – Child Development and Education, 2016)
Current role: PhD student and attached to the Curriculum and Learning Lab, Psychology Department, University of Hong Kong

MSc in Education – Comparative and International Education

Alex Afsahi (MSc in Education – Comparative and International Education, 2014)
Current role: Teacher, American School, London

Alison Burke (MSc in Education – Comparative and International Education, 2018)
Current role: Consultant, Directorate for Education and Skills, Organisation for Economic Co-operation and Development (OECD), Paris

Sarah Grundy (MSc in Education – Comparative and International Education, 2018)
Current role: HR Analyst, SoftBank Investment Advisers

David Jeffery (MSc in Education – Comparative and International Education, 2015)
Current role: Consultant, Oxford Policy Management

Natalia Kolnik (MSc in Education – Comparative and International Education, 2013)
Current role: Director of Education, Montana Science Centre, USA

Roné McFarlane (MSc in Education – Comparative and International Education, 2015)
Current role: Co-Head of Research, Equal Education, South Africa

Current role: Co-Head of Research, Equal Education, South Africa

Sabina Morley (MSc in Education – Comparative and International Education, 2017)
Current role: Education Adviser, Department for International Development, Malawi

Current role: Education Adviser, Department for International Development, Malawi

Kate Muffei (MSc in Education – Comparative and International Education, 2015)
Current role: HR Business Manager, BlackRock, New York

Current role: HR Business Manager, BlackRock, New York

Pola Orłowska (MSc in Education – Comparative and International Education, 2017)
Current role: Senior Analyst (Education Policy), Deloitte Access Economics, Australia

Current role: Senior Analyst (Education Policy), Deloitte Access Economics, Australia

Dennell Reynolds (MSc in Education – Comparative and International Education, 2016)
Current role: External Affairs Coordinator, Close Up Foundation, USA

Current role: External Affairs Coordinator, Close Up Foundation, USA

Ioanna Siakalli (MSc in Education – Comparative and International Education, 2015)
Current role: Consultant, UNESCO Institute for Statistics, Canada

Current role: Consultant, UNESCO Institute for Statistics, Canada

Rachel Siegman (MSc in Education – Comparative and International Education, 2017)
Current role: Internship Coordinator; Social Studies and English teacher; Model United Nations Advisor, Design Tech High School, Redwood Shores, California

Current role: Internship Coordinator; Social Studies and English teacher; Model United Nations Advisor, Design Tech High School, Redwood Shores, California

MSc in Education – Research Design and Methodology

Lucy Parr (MSc in Education – Research Design and Methodology, 2018)
Current role: Professional Doctorate (DedPsych) professional training in Educational, Child and Community Psychology, University of Exeter

MSc in Education – Higher Education

Amira Burshan (MSc in Education – Higher Education, 2017)
Current role: Industry Engagement

Facilitator, Medical Sciences Division, University of Oxford

MSc in Teacher Education

Stuart Farmer (MSc in Teacher Education, 2018)
Current role: Manager, Institute of Physics Education Manager, Scotland; PhD in Education, University of Edinburgh

MSc in Learning and Teaching

Shaqib Juneja (MSc in Learning and Teaching, 2017)
Current role: Education Safeguarding Officer, Bradford Council

Oscar Urmeneta (MSc in Learning and Teaching, 2018)
Current role: Academic Excellence Coordinator, Catholic Education Foundation (Fundacion Educacion Catolica), Spain

MSc in Teaching English Language in University Settings

Tom Ue (MSc in Teaching English Language in University Settings, 2015)
Current role: Assistant Professor, Department of English, Dalhousie University, Halifax, Canada; Honorary Research Associate, UCL, London

Postgraduate Certificate in Education

Will Bailey-Watson (PGCE, 2010)
Current role: Lecturer in History Education and Subject Lead of the History PGCE, University of Reading

Andrew Binnington (PGCE, 2014)
Current role: Associate Senior Leader, Faculty Leader for Science, St Birinus School, Oxfordshire

Emmanuel Botwe (PGCE, 2005)
Current role: Headteacher, Tytherington School, Macclesfield

Tim Martin (PGCE, 1999)
Current role: Headteacher, Wheatley Park School, Oxfordshire

Lesley Nelson-Addy (PGCE, 2014)
Current role: DPhil student, Department of Education, University of Oxford

Stella Vassiliou (PGCE, 2000)
Current role: Professional Tutor, Didcot Girls' School, Oxfordshire

STAFF

The department is committed to fostering an inclusive culture which promotes equality values diversity, and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We adopt inclusive practices in recruitment of staff and students, through career progression and advancement for staff and students and across the curricula of our courses. A great strength of the department is the inclusion of staff and students from diverse lingua-cultural backgrounds, which helps to capture the global and local challenges of education in the 21st century. The department works within the guidelines of Advance HE's Equality Challenge Unit, which seeks to further and support equality and diversity for staff and students in higher education institutions. Within this unit, the Athena Swan Charter recognises the advancement of gender equality in terms of representation, progression and success for all.

STAFF TOTALS

155 Staff Members	44 Academic Staff	17 Professors
4 Departmental Lecturers	9 Senior Research Lecturers	14 Associate Professors

NEW APPOINTMENTS

ACADEMIC



Neil Harrison
Senior
Researcher in
Education and
Children's Social
Care and Deputy
Director, Rees
Centre for
Research



**Simon
Marginson**
Professor
of Higher
Education and
Director, Centre
for Global
Higher
Education



Diane Mayer
Professor of
Education



Julie Selwyn
Professor of
Education and
Adoption

RESEARCH



Katherine Collins
Leverhulme Early Career
Research Fellow



Caroline Korell
Research Assistant
Nuffield Early Language Intervention



Liam Guilfoyle
Research Officer
Argumentation in Religion and Science



Priya Tah
Research Assistant
Rees Centre



Alex Hodgkiss
Research Officer
Learning for families through technology



Xin Xu
Research Officer
Brexit and Higher Education

PROFESSIONAL PROGRAMME TUTORS



Lesley Nelson-Addy
PGCE & Professional Programmes Tutor in English Education

ADMINISTRATIVE AND PROFESSIONAL



Martyna Matejska
HR Administrator



Catherine Messenger
Professional Programmes Administrative Assistant



Juan Motsi
IT Apprentice Support Officer



Trevor Treharne
Communications and Digital Engagement Officer, Centre for Global Higher Education

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 new fellowships were granted:

Professor Rebecca Allen
Honorary Research Fellow

Professor Stephen Billett
Honorary Research Fellow

Professor Richard Canter
Honorary Research Fellow

Dr Jessica Ogilvy-Stuart
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 Visiting Professor is:

Professor Jenny Gore
University of Newcastle, Australia

VISITING ACADEMICS

Visiting academics add 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:

Professor Maria Amilburu
Universidad Nacional de Educación a Distancia, Spain

Dr Rebecca Collie
University of New South Wales, Australia

Professor Anil Kanjee
Tshwane University of Technology, South Africa

Dr Elina Ketonen
University of Helsinki, Finland

Associate Professor Nicole Mockler
University of Sydney, Australia

Professor Yasuo Nakatani
Hosei University, Japan

Dr Emmanuel Ojo
University of Witwatersrand, South Africa

Dr Angeles Parrilla
University of Vigo, Spain

Professor Nirmala Rao
University of Hong Kong

Associate Professor Ann Karin Sandal
Western Norway University of Applied Sciences, Norway

Dr Jen-Yi Wu
National Taiwan Normal University, Taiwan

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

1919-2019
100
YEARS
LEADING
RESEARCH
IN EDUCATION

