



ANNUAL REPORT 2021/22





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INTRODUCTION

DIRECTOR'S WELCOME



Resilience is defined in higher education literature as “a dynamic process of positive adaptation in the face of adversity or challenge”¹. This word captures an important quality of both the staff and students at the Department of Education, University of Oxford.

The pandemic wreaked havoc on institutions around the world, but looking at the accomplishments of our department, many of which are highlighted in this annual report, it is clear we adapted to this adversity. We have continued to prosper even in the most challenging of circumstances. At the time of writing, I am into my eleventh month as the Director of the Department, a great privilege for me, for many reasons, but not least of which is that I have learned even more how special this department is, and how incredibly talented, and yes, resilient, my colleagues are.

This Annual Report is a testament to this claim. A significant highlight of this past year was the Research Excellence Framework (REF) 2021 result. The REF is the UK’s system for assessing the quality of research in UK higher education institutions. The results of

the most recent round were announced in May 2022, following submissions to the REF in March 2021. Sixty-nine per cent of our submission was judged to be at the highest level (4*), the highest percentage across all departments of education in the UK. The department gathered together, for the first time since the pandemic, on May 12th 2022 to celebrate this huge and collective achievement and it was a joyous occasion.

In addition to our considerable success with our REF21 submission, we have continued to grow and thrive. Several projects highlighted in this report demonstrate the quality and range of our research. The Nuffield Early Language Intervention (NELI) is one example. Professor Charles Hulme, who recently retired, has led this impressive trial in thousands of schools around the country aimed at improving young children’s oral language development – a variable known to predict many aspects of language and literacy, and by extension, academic achievement. As highlighted within these pages, the NELI scale up was commended in the recent 2022 Vice-Chancellor’s Innovation

and Engagement awards for both this, and the sister project NELI-N, which aimed at supporting language enrichment in nursery provision through a Language Screen App.

The TRACTION project (described in more detail on page 11) is another example of important work that reflects some of our values as a department. This project is being led in the department by Dr Jason Todd and is funded by the ERC. The focus is on developing a platform of training for teachers on issues of race, belonging, migration and empire from the 16th century to the present. The department’s support for research such as the TRACTION project reflects the principles underpinning our Equality, Diversity and Belonging committee and our wider work to ensure that our department provides a space in which all staff and students can belong and thrive.

We have also welcomed many new staff this year who are listed on page 28. We hope that our new colleagues enjoy their time with us and feel supported to develop their work in profitable and exciting ways. Several of our academic staff have been included in the list

of top scientists based on citations, reflecting to some degree the nature of the research we do and its impact. Similarly, the contributions of several of our staff have been highlighted by various awards and honours such as Professor Kathy Sylva’s induction into the British Academy as a Fellow in Education and Professor Anne Edwards’ (our 8th Director) lifetime achievement award by the AERA’s Cultural-Historical SIG. All these various recognitions highlighted on pages 24 and 25 are testament to the strength of our colleagues and the considerable contributions that they make.

Despite all these fantastic achievements, everything is not all rosy. The challenges introduced by the DfE’s implementation of reforms to teacher training in England continue to be high on our agenda. We have been liaising closely with our sister department at Cambridge and the DfE in this regard. Given we have long been recognised as a leader in this area we have been vocal about our concerns and are continuing to work with our colleagues at Cambridge and other Russell Group universities to find a

positive way forward. Of course, this has not been helped by the fact that we have seen such high turnover in the UK government in key positions such as the Secretary of State for Education. Turbulent times are ever present, and instability in our government, the cost-of-living crisis, together with the climate emergency all demonstrate that we are indeed living in tempestuous waters.

Volatility there may be. However, I am confident that our department will adapt. As the pages of this annual report will demonstrate, we are nothing if not resilient and I am proud to be the Director of this incredibly dynamic department.

Professor Victoria Murphy
Director of the Department

¹ Brewer, M. L., Van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: A scoping review. *Higher Education Research & Development*, 38(6), 1105-1120

YEAR IN REVIEW

1st

In the 2021
Research Excellence
Framework for
education research

1st

In the UK for
degrees in education
for ten years running

*Times Higher Education World
University Rankings 2022*

4th

In the world
for degrees in
education

*Times Higher Education World
University Rankings 2022*

780



Students
pursuing
postgraduate
courses in
education

62



Countries of
origin (students)

133



DPhil
students

190



PGCE
students

20



Emeritus
Professors

28



Scholarships
awarded to
new students

9



Postgraduate
programmes
at masters and
doctoral level

20



DPhil
completions

3/4



Of staff hold
editorial roles

6.8k



Twitter
followers

1.8k



LinkedIn
followers

1.5m



Website
pageviews

228k



Website
users

NEWS AND HIGHLIGHTS

DEPARTMENT STAFF INCLUDED IN LIST OF TOP SCIENTISTS

Elsevier/Scopus and Stanford University released a list of 'top scientists' – the 186,178 people who were positioned in the highest 2% in the world, based on 2020 citations.

Among several members of the Department's academic staff, emeritus staff and honorary research fellows who were included on the list, Oxford Education Emeritus Professor Herb Marsh was near the very top of the full list of scientists at 161st place and was listed first in the world in the discipline of Education.

Among current members of staff, Professor Simon Marginson was listed at 34th out of the 70,063 published scientists whose primary field was Education, placing him in the top 0.15% of all scientists in all disciplines, and was the most cited person in 2020 in the specific field within Education of higher education studies.

Professors Sibel Erduran, Harry Daniels and Charles Hulme were included in the top 2%.

Rebecca Eynon, Neil Harrison, Lars Malmberg, Edward Melhuish, and Steve Strand were also included in the top 2% of published scientists whose primary field was Education.

Ernesto Macaro and Heath Rose were included in the top 2% of published scientists whose primary field was Language and Linguistics.



Herb Marsh



Simon Marginson



Sibel Erduran



Harry Daniels



Charles Hulme



Rebecca Eynon



Neil Harrison



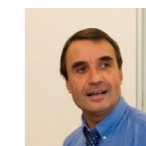
Lars Malmberg



Edward Melhuish



Steve Strand



Ernesto Macaro



Heath Rose

DR DAVID JOHNSON
TAKES UP ROLE AS PROCTOR

This year Dr David Johnson, University Reader in Comparative and International Education, acted as a senior officer and trustee of the university in the role of Proctor.

David said: "I served as University Proctor from March 2021 to April 2022 and was privileged to see the 'workings' of the University from this unique position.

"Proctors play a central role in the graduation of students and I was particularly proud to cap many from the Education Department."

IN THE MEDIA

Below are just some of our academic staff's appearances in the media during 2021-2022.

Pronouncing students' names correctly: the whys and hows *Times Higher Education*, 26th July, 2021

Article from Dr Xin Xu, Dr Natasha Robinson and Professor Niall Winters

Qualification reform in Scotland

Times Educational Supplement, 10th August, 2021

Article from Professor Jo-Anne Baird and Professor Louise Hayward

How would universities fare in a new Cold War?

Times Higher Education, 4th October, 2021

Featuring Dr Maia Chankseliani

Academia uncoupled as isolated Russia moves into China bloc *Times Higher Education*, 3rd March, 2022

Article from Professor Simon Marginson and Dr Maia Chankseliani

Life outcomes for adopted and fostered children

BBC Radio Oxford, April, 2022

Comment from Professor Harriet Ward

New qualification for England – a National Baccalaureate *Schools Week*, 8th May, 2022

Comment from Dr Michelle Meadows

RESEARCH AND IMPACT

INTRODUCTION

In the 2021–2022 academic year, we started to learn to live with Covid-19. Although many research activities have returned to pre-pandemic formats, others have been transformed in significant ways. For example, online data collection has intensified, bringing with it new issues related to research ethics and data security.

As we welcome visiting researchers back to the physical space of our department and engage with new partners including international collaborators, we recognise the value of methodological and representational diversity in enriching academic debate.

Our research continues to be original, rigorous, and impactful as evidenced by the outcomes of the 2021 Research Excellence Framework. Our submission to the Education Unit of Assessment achieved fantastic scores for the quality of our outputs, impact case studies and research environment. The impact case studies provide examples of the breadth, depth, and quality of the impact that the research carried out in the department is having on policy and practice of education including educational assessment.

From reforming initial teacher education in Wales and improving the lives of looked-after children in the UK to enhancing literacy practices in Sudan, our research is shown to have a positive influence on the lives of young children, teachers, and leaders.

Our research environment continues to be collaborative and inclusive, valuing professional development of all staff including not only early career researchers and doctoral researchers but also senior academics and professional support staff.

Our grant portfolio is extensive, illustrating our aspirations for both transformative and curiosity-driven research in education. Underpinning much research carried out in our department is the recognition that teachers and teaching are central to reform in schools – pointing to the significance of research on teacher education in ensuring evidence-based policy making.

Amid a changing political, economic, and cultural landscape, our research is proactive in meeting the demands of a new era, focusing on themes such as digital justice, climate literacy and decolonisation of school curricula.



As we continue to witness a war in Europe, the resilience of the human spirit is on display, holding the potential to inspire us to engage in the research community with compassion, empathy, and humility.

Sibel Erduran
Director for Research

MAJOR PROJECTS

THE NUFFIELD EARLY LANGUAGE INTERVENTION SCALE UP

Funding Organisations
Educational Endowment
Foundation

Principal Investigator
Prof Charles Hulme,
Department of Education

Co-Investigator
Dr Gillian West,
Department of Education

Research team members
Sarah Hearne; Caroline Korell

The Nuffield Early Language Intervention (NELI) is an intensive, school-based language intervention delivered by trained teaching assistants to children in Reception with poor language skills. The programme has been developed over many years by the research group led by Professors Charles Hulme and Maggie Snowling. A large-scale randomised control trial of NELI in 2018 was funded by the Education Endowment Foundation (EEF). The results of the trial, which included more than 5,000 children across 193 schools, led to EEF awarding NELI their top 5* security rating. The Department for Education (DfE) subsequently allocated £9 million to enable the group to scale the programme up nationally, as part of the government's Covid-19 Recovery efforts. In 2020/21, the programme was rolled out to 6,500 schools. Additional funding in 2021/22 enabled NELI to reach 4,000 more schools. Efforts are now in place to sustain ongoing effective delivery of NELI in these 11,000+ schools.

2 major factors critical to the successful scaling up NELI have been:

1

Creating an accurate method for schools to identify the children who should receive NELI and assess their progress

An Oxford University spin out company, OxEd and Assessment Ltd, was set up in 2020 to turn an App-based language assessment research tool developed by the group into a fully-functioning, school-facing, automated assessment App www.oxedandassessment.com, delivering reliable results directly into the hands of teachers across the country. To date, the App has been used to screen more than 350,000 children, with screening Apps for reading and maths launching soon.

2

Developing a scalable solution to staff training

A new highly interactive online training and support model was developed to give school staff on-demand access to high-quality training and mentoring. So far, the group has been able to train and support more than 30,000 teachers and teaching assistants to deliver NELI in their schools and that number is increasing all the time.

Charles Hulme and his team recently received Highly Commended in the 2022 Vice-Chancellor's Innovation and Engagement Awards for their work with NELI and LanguageScreen.



Pictured: L-R Vice-Chancellor Professor Dame Louise Richardson, Dr Mihaela Duta (Department of Computer Science), Dr Gillian West (Department of Education), Professor Maggie Snowling (Department of Experimental Psychology), Sarah Hearne (Department of Education) and Caroline Korell (Department of Education).

LANGUAGE ENRICHMENT IN NURSERY – PROGRAMME DEVELOPMENT AND EFFICACY TRIAL

Language skills develop rapidly between the ages of three to six years and nursery is an excellent time for a school-based programme to begin supporting language development, as well as doing everything possible to close the gap between those with good and poor language skills before the start of formal education. A newly developed language programme for children in nursery aims to do both these things, combining language enrichment for all children with additional targeted support for those with language needs. The Nuffield Early Language Intervention in Nursery (NELI-N) is a fully scripted programme designed around the principles of shared book reading and guided play. It features 20 books, published by Nosy Crow, containing a mixture of traditional tales, contemporary stories and non-fiction.

A mix of whole class language enrichment sessions for all, and targeted small-group and individual sessions for children with weak oral language skills work in combination to build vocabulary, develop narrative skills, encourage active listening and build confidence in speaking.

A cluster randomised controlled trial with 65 school nurseries in England was completed in July 2022. The trial used the LanguageScreen App to screen more than 1,500 children. Implementation of the programme used the group's recently developed online training and support model for school staff, to ensure the programme is capable of being delivered at scale. Analysis is currently underway, looking at the effects of both the enrichment and targeted support elements of the programme.



Pictured: Snapshots from the school NELI-N sessions



Funding Organisations
The Nuffield Foundation

Principal Investigator
Prof Charles Hulme,
Department of Education

Co-Investigator
Dr Gillian West,
Department of Education

Research team members
Dr Julia Birchenough; Caroline Korell;
Mariela Rios Diaz

EUROPEAN RESEARCH COUNCIL FUNDED TRACTION (TEACHING RACE, BELONGING, EMPIRE AND MIGRATION) PROJECT

Funding Organisations
ERC Proof of concept grant

Co-Investigator
Jason Todd (Education)

Principal Investigator
Nandini Das (English)

Research team members
Wendy Lennon

Around the world, people are asking questions about belonging that bring up fraught conversations about race, immigration and migration.

TRACTION (Teaching Race, Belonging, Empire and Migration) is a pioneering online platform which equips teachers to engage with issues of race, belonging, empire, and migration in the classroom. Developed by an interdisciplinary Arts and Humanities team and funded by a European Research Council grant, it is a unique new resource for secondary educators and education across the UK and beyond.

At the centre of TRACTION is the Teaching Toolkit. It's a modular, out-of-the-box solution, designed to give teachers access to key research.

It is three interdisciplinary modules, created by researchers and education experts at the University of Oxford, which take teachers through cutting edge research on the themes of Race, Belonging, Empire and Migration from the 16th century up to the present day. An additional module supports that specialist knowledge with practical, solidly embedded educational theory and pedagogy.

Twenty-four fellows took part in the pilot this year. One fellow commented, "utterly fascinating, illuminating, deeply troubling and shocking but absolutely vital in moving me forward into a place where I can start to see a path towards the work that needs to be done in my teaching and in my department."

As part of the development of the platform the team had invaluable input from colleagues at the Department of Education and external feedback from examination boards. Suha Yassin Diversity, Equity & Inclusion Lead at Pearson observed, "The TRACTION team have truly immersed themselves in the challenges school teachers face and have risen to the task of tackling this complex and necessary problem that we need to solve to ensure young people, our future leaders, understand the world we live in today and contribute positively as global citizens."

TRACTION was a winner at the Vice-Chancellor's Innovation and Engagement Awards 2022.

“

Utterly fascinating, illuminating, deeply troubling and shocking but absolutely vital

Pilot fellow



Pictured: Jason Todd

HEARING AN EARLY CAREER RESEARCHER PERSPECTIVE DR XIN XU



“

I also further developed research and teaching skills, and secured and contributed to competitive research grants in collaboration with colleagues

Dr Xin Xu

Project

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

Funding Organisation

Economic and Social Research Council (ESRC) Postdoctoral Research Fellowship

Principal Investigator

Dr Xin Xu

Humanities and social sciences (HSS) research is vital to our society and future. However, HSS research can be culturally-embedded. Inequalities and injustice also characterise global HSS research, despite it being an open and diverse space.

Against these backdrops, this project investigated the internationalisation and evaluation of HSS research in mainland China. It builds on my DPhil research completed at the department, which found various forms of tensions, inequalities and injustice in Chinese HSS and its engagements with the world. Partly due to disruptions of the COVID-19 pandemic, I also expanded the research scope to global research.

My DPhil research was supervised by Professor Alis Oancea, Professor Heath Rose, and Professor Hubert Ertl, and funded by the University of Oxford/Lady Margaret Hall (Clarendon Scholarship, Santander Academic Travel Award, Academic Development Grants), and the Universities' China Committee in London. The dissertation received the Emerald/Higher Education Teaching and Learning Association (HETL) Outstanding Doctoral Research Award, and Comparative and International Education Society (CIES) Globalization & Education SIG Dissertation Award. During the postdoctoral

fellowship, I was based at the ESRC-funded Centre for Global Higher Education (CGHE) and mentored by Professor Simon Marginson.

Publications from the research include five peer-reviewed journal articles; one book chapter; one commentary article in International Higher Education about the impacts of the pandemic on global research; one report for the Education Section of Chinese Embassy in the UK on UK-China cultural exchange policies; one article in The Conversation about open science and the pandemic, with a readership of more than 100,000 around the world.

I presented my research and gave invited talks at local and international seminars and conferences. I also organised and presented on a CGHE webinar panel 'COVID-19 and global research'. These publications and activities have led to new collaboration, wider impact, and further media engagements (e.g. Times Higher Education, University World News, and Nature).

During the fellowship, I also further developed research and teaching skills, and secured and contributed to competitive research grants in collaboration with colleagues in the department and beyond.

Dr Xin Xu

NEW PROJECT AWARDS

A Portrait of the Teaching of Empire, Migration and Belonging in English Schools
Pears Family Charitable Foundation,
Dr Jason Todd

Canon in Colour Stage 2
ESRC IAA, Associate Professor Victoria Elliott

Care leavers' perspectives on life goals and success
Become Charity, Dr Nikki Luke

Degree Apprenticeship Project: Skills, Knowledge and Organisational Performance collaborative project
Edge Foundation,
Professor Susan James Relly

Development of a Knowledge Exchange Hub for the LiFT project through the development of a suite of inaugural events
ESRC Impact Acceleration Account (IAA)
Professor Victoria Murphy

Enabling secondary students' equitable access to future-oriented thinking skills in science
ESRC, Impact Acceleration Account,
Professor Sibel Erduran

Establishing a collaborative relationship for research on school mathematics teaching with linguistically disadvantaged learners
John Fell Fund,
Associate Professor Jennifer Ingram

Evaluating a method for predicting the comparability of international assessments combining psychometrics, Natural Language Processing, and machine learning
John Fell Fund, Dr Joshua McGrane

Evaluation of the national extension of Virtual School Heads to all children with a social worker and Pupil Premium Plus post-16 pilot
Department for Education,
Professor Leon Feinstein

Fair-AIEd: Participatory design approaches to creating ethical AI for international education and development
Medical Research Council,
Dr Selena Nemorin

Family Routes; growing up in adoptive and special guardianship families
Department for Education,
Professor Julie Selwyn

HyTel: Students and staff perceptions of hybrid teaching and learning, phase II
Van Houton Fund, Professor Niall Winters,
Hau Ming

Improving oral language skills in children with EAL through a drama-based intervention
John Fell Fund pump priming,
Dr Faidra Faitaki

International Student Mobility and World Development: Estimating the System-Level Impact of The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State
US Department of State,
Dr Maia Chankseliani

Learning Legacies: The role of history education in transitional justice and the "culture wars"
Economic & Social Research Council,
Dr Natasha Robinson

Local learning, national change: data and voice to improve children's lives
Nuffield Foundation Research and Innovation,
Professor Leon Feinstein

Nursery Language Programme: Development and Evaluation
Nuffield Foundation, Professor Charles Hulme

Open Showcase 2022
Social Science Division, Higher Education Innovation Fund (HEIF) allocation
Dr Olga Ioannidou

Peer effects in secondary education
VC Diversity,
Associate Professor Ariel Lindorff

Refugee Health Education Programme: Addressing the lack of health education for refugees during the Covid 19 pandemic
John Fell Fund, Professor Niall Winters,
Anne Geniets

Responsible Knowledge Exchange, Engagement and Impact
Social Science Division, Higher Education Innovation Fund (HEIF) allocation, the ESRC Impact Acceleration Account (IAA) and the Wellcome Institutional Strategic Support Fund (ISSF), Professor Alis Oancea,
Aileen Marshall-Brown (SSD)

Teaching English
VC Diversity,
Associate Professor Victoria Elliott

The resilience of England's qualification system
Ofqual, Professor Jo-Anne Baird,
Associate Professor Michelle Meadows

The shaping of mental health and the mechanisms leading to (un)successful transitions for care-experienced young people
Medical Research Council, Dr Lisa Holmes

TRACTION: Teaching Race, Belonging, Empire and Migration
European Commission, Dr Jason Todd

What effect does studying a set text by an author of colour have on students?
Pearson, Associate Professor Victoria Elliott

IMPACT AND ENGAGEMENT

PERCEPTION OF STANDARDS IN SCOTLAND PROJECT

Reform of the Scottish qualifications system is currently under consideration, with a review being led by Professor Louise Hayward now underway. This research project informs the design of the qualification system, looking at public confidence in the current system, trust in the exam board and qualifications, perceptions of fairness and standards and what people want from the future design of qualifications. A survey of 918 stakeholders was conducted, focus groups were carried out with 82 practitioners and a telephone survey of 103 employers was carried out. The project found that there was a general view in Scotland that national statistics were not important to

setting standards in qualifications – that it was meeting grading criteria that mattered. A sizeable minority thought that grades represented an underlying ability, not just the performance on the examination. Trust in the assessments was largely restored by the Scottish Government's policy of using teacher grades in 2020 and 2021 and a great deal of trust in teacher judgment was expressed by participants. Stakeholders wanted a much more flexible system for the future; one which allowed learners to demonstrate their knowledge and skills in ways that best suit them as individuals and which allows greater freedom of course choice, prospects for re-taking qualifications and so on.



This collaborative research project (www.sqa.org.uk/sqa/101127.11732.html) was conducted by Professor Jo-Anne Baird and colleagues from the Oxford University Centre for Educational Assessment (OUCEA), Professor Louise Hayward and colleagues at the University of Glasgow, and colleagues from the Scottish Qualifications Authority.



EXCLUDED LIVES: THE POLITICAL ECONOMIES OF SCHOOL EXCLUSION AND THEIR CONSEQUENCES

The main objective of this four year, ESRC funded, research project is to develop a multi-disciplinary understanding of the political economies and consequences of school exclusion across the UK. There are great differences in the rates of permanent school exclusion in different parts of the UK. In this research, comparisons across the UK of historical and current policy, practice and legal frameworks relating to school exclusion are being conducted for the first time.

Previous research and official government statistics show that exclusions are far more likely to affect pupils from specific groups, for example low-income families, from some ethnic backgrounds, or with special educational needs. This project highlights ways in which fairer and more productive outcomes can be achieved for pupils, their

families, and professionals by comparing the ways in which policy and practice around exclusions differ in the four jurisdictions.

Our research has shown that permanent school exclusion has long and short-term consequences in terms of academic achievement, wellbeing, mental health, and future employment prospects. Education policy discourse has tended to find individual reasons for exclusion rather than develop an understanding of exclusion in the wider context of education, social policy and the law. In contrast, this research assumes that school exclusion cannot be treated as separate from the general welfare and education systems.

The research is organised into two work strands: Landscapes of Exclusion and Experiences of Exclusion. The first strand

examines: the ways in which policies and legal frameworks shape interventions designed to prevent exclusions, the financial costs associated with exclusion and patterns and characteristics of exclusion. The second strand focuses on families', pupils' and professionals' experiences of the risks and consequences of exclusion. These analyses involve the cross-cutting themes of children's rights, youth crime, values and school culture, geographical context, gender, ethnicity, social class, special needs and disability, and mental health.

Publications from the project can be found here: excludedlives.education.ox.ac.uk/publications/



GREEN NEW DEAL

At the heart of the UK's Green New Deal lies localised job creation through investment in sustainable, low energy buildings and high-quality homes, renewable and affordable energy, and a low-carbon transport infrastructure. To deliver this policy an understanding of the skills required for a greener economy is essential, yet evidence suggests that education and training in the construction sector is fragmented. Evidence also suggests that engagement with greener building practices is patchy and often confined to a small range of innovative providers. This research mapped out the relationship between the skills required for a greener future in construction and the education and training landscape. It is the result of a literature review, document analysis, and a stakeholder workshop with 40 participants

providing insights into the issues surrounding the supply of suitable employees. The project identified a tension between the policy visions for the future: a narrow techno-economic view that available technologies will be installed at scale and work well with only small-scale investment to prime markets; and a broader view in which skills formation, industry practice and culture are key elements of successful technology deployment. The project made a range of recommendations relating to the need for a broader conceptualisation of the skills required, an emphasis on CPD, including for those delivering training, greater strategic co-ordination between skills providers and industry, and greater regulation.

This collaborative research project was conducted by Professor Susan James Relly,

Dr James Robson in collaboration with Dr Gavin Killip from the ECI, Oxford and Dr Andrea Laczik and Kat Emms from the Edge Foundation. The research was funded by the Edge Foundation. The findings are reported here: www.edge.co.uk/research/projects/research-reports/greening-construction-a-complex-challenge-for-jobs-skills-and-training/



I actually feel so safe now and that means I don’t get hit by mum or dad and don’t have to hear them swear and hear them arguing. My foster parents are so kind, loving, and so funny

8-10 years

The Bright Spots Programme is a partnership between the Rees Centre, Department of Education (Julie Selwyn) and children’s rights charity, Coram Voice (Linda Briheim-Crookall and Susanna Larsson) funded by the Hadley Trust.

The Programme helps local authorities to systematically listen to their children in care about the things that are important to them. It is not only a research project, but a programme focussed on changing the culture of children’s services. It is about putting children’s voices at the heart of social work practice.

Official statistics used to monitor the care system provide only a partial picture of the lives of the 80,000 children in care in England.

Statistics focus on objective measures and adult assessments of how children and young people are doing – for example, the stability of placement and educational attainment. These measures do not tell us what being in care is like for children and young people: do they feel happy, safe, and think they are doing well?

The Bright Spots Programme began in 2013 with the aim of understanding children and young people’s experience of care. The Programme uses three online surveys of wellbeing to capture the views of looked after children (age 4-7 years and 8-10 years) and young people (11-18 years). The surveys were co-produced with 140 looked after children and young people and later extended to include care leavers (18-25 years). Between 2015 and 2022 the surveys have been completed by more than 15,000 children and young people. These ‘voices’ give an unprecedented insight into children

in care’s subjective wellbeing capturing the elements that they felt made their lives good (see below/across) and providing local authorities with clear recommendations on what was working well and what needed to improve. Findings challenged a dominant view that being in care was harmful and to be avoided. The majority of children in care had moderate to high wellbeing and felt their lives were improving. One 8-10 year old commented “I actually feel so safe now and that means I don’t get hit by mum or dad and don’t have to hear them swear and hear them arguing. My foster parents are so kind, loving, and so funny!”.

But one in six young people (11-18yrs) gave responses that suggested low wellbeing. One 11-18 year old said “I hate foster care. They make you feel like rubbish and make you want to hurt yourself.”



These are beautiful questions that help you express what is going on inside you and remove all thoughts and negative energy. Thank you

Care leaver’s response to the survey questions

The work has had both local and national impact. At a local level the 60 local authorities who have participated in the programme have made some significant changes to their policies and practice as a result of their Bright Spots findings. Examples of the many changes have been collected and made available in a resource bank [coramvoice.org.uk/for-professionals/bright-spots/resource-bank/](https://www.coramvoice.org.uk/for-professionals/bright-spots/resource-bank/). An evaluation of the impact is available at www.education.ox.ac.uk/wp-content/uploads/2019/09/Evaluation-report-08.04.21.pdf

At a national level, findings contributed to the Independent Review of Children’s Social Care and to the Office for National Statistics (ONS) review of child wellbeing measures for the general population. Presentations have been given to policy makers at the Department for Education and Ofsted. Webinars held for practitioners and policy makers, and videos of key findings have

been created and shared: <https://vimeo.com/716474259/716474259>

Presentations have been given at the International Wellbeing Conference (University of Oxford), Kempe Center International Call for Action to change Child Welfare, the EUSARF European conference ‘The perspective of the Child’, and the Exchange Wales Summer Conference (a video

for which can be viewed online: www.youtube.com/watch?v=QWPr6rIUs64 Key findings are available in an online resource bank: [coramvoice.org.uk/for-professionals/bright-spots/resource-bank/](https://www.coramvoice.org.uk/for-professionals/bright-spots/resource-bank/) and an overview report, ‘10,000 Voices’ is also available: [coramvoice.org.uk/for-professionals/bright-spots/resource-bank/10091/](https://www.coramvoice.org.uk/for-professionals/bright-spots/resource-bank/10091/)

Findings also highlighted the large variation in young people’s experience depending on the local authorities responsible for their care. A care leaver commented “I have a right to enjoy where I live and feel safe.” The graphic below shows the ‘percentage of care leavers who felt safe in their home’.



TEACHING AND LEARNING

INTRODUCTION



Recruitment to all our programmes was healthy in 2020-21 and we welcomed a full cohort of students in Michaelmas Term 2021, including our first ever MSc Medical Education students. The MSc Medical Education is a part-time programme, developed as a result of close collaboration between the Department of Education and the Oxford Medical School. The first cohort comprised both UK and international

students from a range of different contexts, including various hospital settings, general practice, dentistry and veterinary medicine. This latest addition to our programme offer complements our existing range of part-time professional Masters courses and has been an exciting innovation since it has given us the opportunity to plan and deliver the programme in collaboration with colleagues from Medical Sciences.

Our other programmes have continued to flourish and, as the Department returned for the most part to face-to-face teaching, we were able also to draw on the technological resources that had been developed, through necessity, during the previous two years which have since enabled us to offer flexible and, in some cases, enhanced modes of delivery.

The Equity, Diversity and Belonging Committee (previously known as the Inclusion Committee) continued to meet regularly throughout the year to discuss all aspects of our work. At the beginning of the academic year the Curriculum Review Working Group, which had been set up by the Inclusion Committee the previous year, published

its report which was based on a series of evaluation and engagement activities that had taken place during 2020-21. These activities examined the perspectives of staff and students in the department in relation to issues of justice, equity, diversity and inclusion and also led to the development of a toolkit to support teaching across all our programmes. In October the group presented the report at the annual half-day 'Teaching and Learning' event in the Department in order to disseminate their work more widely and to stimulate further debate. The work of the group has made a valuable contribution to our teaching and will continue to do so. As a department, we are committed to ensuring that we maintain an environment in which all staff and students are able to flourish and feel a sense of equity and belonging, and therefore see this work as being central to that commitment.

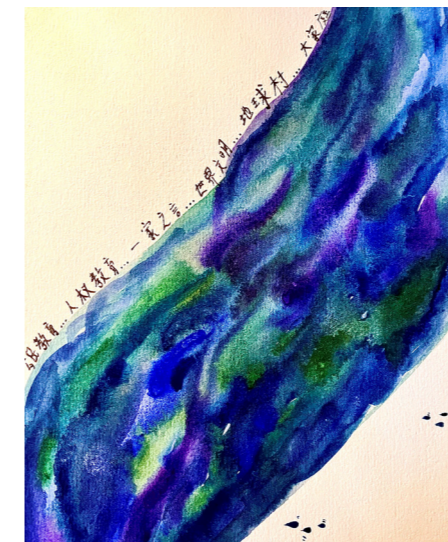
Trevor Mutton
Director for Graduate Studies

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As a department, we are committed to ensuring that we maintain an environment in which all staff and students are able to flourish

Trevor Mutton

THE STUDENT EXPERIENCE

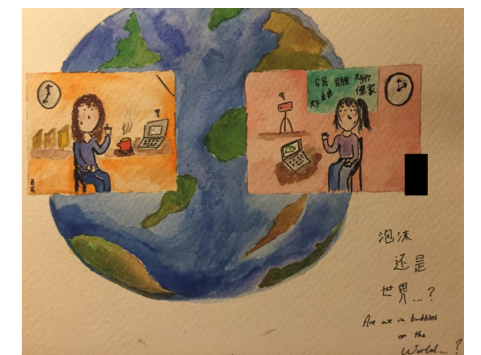
ARZHIA HABIBI



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My name is Arzhia Habibi and I am a final year DPhil student researching Global Citizenship Education in the Chinese educational context. During the current stages of writing up, I feel the mix of anxiety-wonder-dread-hope about what the next chapter might bring. But as I contemplate the next steps on the path, I call to mind some key experiences with collaborators and friends which have shaped an empowered learning experience at the Department.

As part of data collection for the DPhil, I planned to visit China for fieldwork in 2020. But as the Pandemic reconfigured our lives and plans, I began to explore the possibilities of 'remote ethnography'. My supervisors pushed me to be brave with research design, and I was continually struck by the eagerness of participants based in China to engage, given all our limitations.

Throughout my fieldwork, I curated a selection of art based on the content I was encountering in online classroom observations. The art was used as both analytical tools and artefacts for building relationships with participants in politically charged educational contexts. My DPhil friends emboldened me to do this, for example Lucy Hunt who trail-blazed with her purposeful use of arts in research. I additionally had the opportunity to



collaborate with my supervisors on the Philosophy of Educational Research module, a rich learning adventure in itself. In teaching on this module, I continue to learn what it means to enact care, justice and kindness (to ourselves, and the community of students we engage with) in classroom practices and how this shapes choices in our curriculum, and the relationships we have with systems around us.

I know these qualities, practices, and relationships, learnt in community and conversation, will keep me steadfast as I forge a path within academia.”

Arzhia Habibi

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I know these qualities, practices, and relationships, learnt in community and conversation, will keep me steadfast as I forge a path within academia.

Arzhia Habibi



PROGRAMME SPOTLIGHT

The MSc Education (Digital and Social Change) focuses on the intersections between new technologies, education and society. At the core of the programme is a strong commitment to digital inclusion and social justice that addresses contemporary issues regarding the impact of digital and social change in education. Students conceptualise and design learning technologies through participatory approaches, examining how they impact the marginalised in the UK and globally.

The pathway receives between 100-120 applications per year for 12 places. The motivation for the pathway was to train a new generation of researchers and practitioners who will be able to affect social change through theoretically-informed practice, design and policy. They do so while keeping in mind the significant moral questions regarding technology and its use in education, including for example, the ethics of Artificial Intelligence and its effects on marginalised communities. The pedagogical

core of the programme is research-informed teaching, which builds on the work of the Critical Digital Education Research Group, providing students with exposure to our latest funded research and opportunities to engage with it. The pathway also has a lively Seminar Series in Trinity Term, co-designed with students.

The programme is a strong commitment to digital inclusion and social justice that addresses contemporary issues regarding the impact of digital and social change in education



NEW DOCTORATES

IMOGEN CASEBOURNE

Left to their own devices: Self-directed work-related seamless mobile learning
Supervisors: Susan James Relly, Niall Winters

SIHAN ZHOU

Students' self-regulated listening during a transition period in an English-medium university in China
Supervisors: Heath Rose, Gene Thompson, Kit Double

FAIDRA FAITAKI

The role of crosslinguistic influence in Greek child and adult learners' acquisition of English as a Foreign Language
Supervisors: Victoria Murphy, Kate Nation

LAURA BRACE ROCHFORD

A concerted effort? How an elite London school, its students, and their parents negotiate university admissions
Supervisors: Susan James Relly, David Mills

IKUYA AIZAWA

Content Learning in Japanese and English Medium Instruction: Comparing Chemistry Learning Outcomes in Japanese Higher Education
Supervisors: Heath Rose, Jim McKinley, Gene Thompson

MARION WAITE

Imagined futures and relational agency in nurses' writing transitions: A qualitative study across two writing group interventions in a higher education setting
Supervisors: Ian Thompson, Nigel Fancourt

AINE KELLY

Factors associated with the ability of the care system to meet the physical and mental health needs of young people looked after in England: a mixed-methods study
Supervisors: Nikki Luke, Harriet Ward

SAMUEL TSANG

Chinese Language Provision for Ethnolinguistic Minorities in Hong Kong Primary and Secondary Schools: Policy, Practice, and Phenomenology
Supervisors: Victoria Murphy, Heath Rose

JANE LEE

Risk and protective factors associated with problem behavior outcomes of children with histories of long-term out-of-home care
Supervisors: Lisa Holmes, Leon Feinstein

AIZUDDIN MOHAMED ANUAR

STEM education and young people's aspirations for development in "luar bandar": A Malaysian case study
Supervisors: Maia Chankseliani, Sibel Erduran

TOMMASO DE ZAN

Mitigating the cyber security skills shortage: The influence of national skills competitions on cyber security interest
Supervisors: Ewart Keep, Andrew Martin

INGA STOREN

A Durable Solution? Higher Education for Refugees in Rwanda
Supervisor: David Johnson

ISOBEL TALKS

Closing the gender data gap with young women and smartphones in Bangladesh? An anticolonial feminist investigation
Supervisors: Niall Winters, Anne Geniets

PETER MITCHELL

Ethnic School Segregation in England: Measurement, change and prediction
Supervisors: Stephen Strand, Lars-Erik Malmberg

GABRIEL LEE

Hong Kong preservice teachers' beliefs and attitudes towards teaching proof in school mathematics: A design-based research
Supervisors: Jennifer Ingram, Gabriel Stylianides

KARIM ELMEHAIRY

Lifelong Learning Ecologies: Development and Outcomes
Supervisors: Niall Winters, Bernard Hogan

CAITLIN PRENTICE

Educators' interactions with refugee pupils: knowledge, attitudes, and practices
Supervisors: Nigel Fancourt, Neil Harrison

MINHUI WEI

Investigating English Medium Instruction (EMI) Students' Vocabulary Learning and Use of Vocabulary Learning Strategies: A Longitudinal Study in China's Tertiary Context
Supervisors: Ernesto Macaro, Heath Rose

JANIK FESTERLING

Alexa, How Do You Change Us? Exploring Associations Between Children's Exposure to Digital Voice Assistants and Their Ontological Understandings of (Human) Life and Technology
Supervisors: Iram Siraj, Lars-Erik Malmberg

SIYANG ZHOU

"Working out" the relationship between informal language contact and phrasal verb development of international students in the UK
Supervisors: Heath Rose, Paul Meara



AWARDS

Amongst the many fantastic awards and pieces of recognition our staff received this year, were the following:



KATHY SYLVA

Professor Kathy Sylva was officially inducted into the British Academy as a Fellow in Education.



EMERITA ANNE EDWARDS

Professor Emerita Anne Edwards was awarded a lifetime's achievement award by the American Educational Research Association's Cultural-Historical SIG.



JUDITH HILLIER

Associate Professor Judith Hillier was awarded the Institute of Physics' Marie Curie-Skłodowska Medal and Prize 2021, and elected as a Fellow of the Institute of Physics. The medal recognises her significant contribution to the support of women in physics through her work with the Conference for Undergraduate Women in Physics (CUWiP UK & Ireland), and to the education of physics teachers and teachers of physics.



VELDA ELLIOTT

Associate Professor Velda Elliott received the 2021 National Association for the Teaching of English Award for Outstanding Contribution to Research, for the 'outstanding contribution she has made to research and training – making extremely complex and challenging subject matter very accessible for English teachers at all stages of their career.'

Velda's book, *Knowledge in English: Canon, Curriculum and Cultural Literacy*, was awarded the UKLA Academic Book Award 2022. The judging panel found the book to be provocative, challenging and timely with its focus on problematising the recent 'knowledge turn' in English teaching.



EMERITA TEREZINHA NUNES

Professor Emerita Terezinha Nunes was awarded the Hans Freudenthal Award for 2017 for her outstanding contribution to our understanding of mathematical thinking, its origins and development. The award was made virtually at the conference, held on 12th July 2021 in Shanghai.



EDWARD MELHUISH

Edward Melhuish was given the distinction of becoming Professor Honoris Causa by the University of West Attica, Greece, in recognition of the contribution of his research to the development of child and family related policy in Europe.

ALUMNI SPOTLIGHT

CRYSTAL MAGOTRA

At this critical juncture in human history, the case for studying and understanding education and ways to impart it has never been more important. In the aftermath of a debilitating pandemic that led to deepening systemic inequalities, it is imperative to train students to become educators in order to tackle global issues. With this in mind, I came to pursue the MSc Education (Research Design and Methodology) course at the Department of Education, University of Oxford.

My experience has been profoundly enlightening as I got the opportunity to learn alongside some of the best minds in the world. The experiences and conversations I have had with professors, staff, students and the wider community at Oxford provided me with a nuanced understanding of education as a social, cultural, and historical phenomenon and the way it shapes the world. The perspectives that I formed through the modules around the debates in Educational Research helped me gain valuable insights through empirical research further enabled by quality dialogue with the professors. Apart from the coursework being academically rigorous, the department presented ample opportunities to network and attend seminars which were beyond the scope of my course modules.

One of the most special aspects about the department is its commitment to increase diversity and create an inclusive learning environment. Being the youngest student in the cohort and belonging to a conflict area like Jammu and Kashmir, India, I was given the opportunity to be a course representative for my pathway. I led an initiative where everyone in my cohort gave weekly presentations on educational systems from their own countries. The department was more than happy to facilitate it and it proved out to be one of the highlights of our course. Furthermore, in the Trinity term we also organised an industry expert's session through which we hosted education professionals from around the world and was highly appreciated by our course director and the department.

The MSc programme has prepared me with the knowledge, skills, and dispositions required to lead with impact in diverse roles. Consequently, it facilitated my current role as the IDEA Programme Specialist within the Innovation and Engagement division at the University of Oxford. I will be



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My experience has been profoundly enlightening as I got the opportunity to learn alongside some of the best minds in the world

Crystal Magotra

specifically addressing how institutional policies, practices, and culture can be improved to better support under-represented groups develop their ideas, enhance skills, and access management and directorship roles, all in the context of innovation and entrepreneurship.

Incorporating Equality, Diversity and Inclusion in the framework of the guiding policies of the University through my role has a lot to do with my experiences in my MSc programme. The curriculum that the course adopted was highly inclusive and diverse, we had readings from Latin American authors to assignments that made us look into Eastern cultures. Through immersion in theoretical as well as practical components of Education Research, I was able to build core competencies in data collection and analysis, quantitative and qualitative research methods, philosophies of educational research and thoroughly enjoyed my elective on the digitised education. Due to the skills I acquired, I interned with three educational companies during the year funded by the University of Oxford.

Finally, I worked alongside Associate Professor Ariel Lindorff on my dissertation which focused on understanding creativity in conflict settings. She played a pivotal role in structuring the project and helped me with her vast experience in mixed methods research. During the entire course of the year, I engaged with her and put in consistent efforts to put together the project. I learnt crucial research skills in this process which has made me a more confident researcher.

I am truly grateful for the resources, support and incredible learnings from the department that I had access to during the past year. The department and specifically the programme provided me with an opportunity to craft a customised set of enriching experiences that allowed me to tap into my leadership potential and to develop sensitivity towards other cultures. It instilled in me the drive to contribute towards social impact and has created multiple opportunities for real world engagement and a lifelong network of some of the most brilliant minds in the field.

Crystal Magotra

NEW APPOINTMENTS

PROFESSIONAL AND ADMINISTRATIVE

Catherine Lofthouse
Grants Officer

Emma Barrow
Research Facilitator

Farhan Ali
Apprentice

Haris Ahmed
IT Support Officer

Marta Lesiak
Finance Officer

Monica Kirkwood
DPhil Coordinator

Stacey Kirkham
HR Advisor

Thomas Hole
Course Administrator

Victoria Shott
Course Administrator

ACADEMIC

Aliya Khalid
Departmental Lecturer in Comparative and International Education

Deborah Aitken
Departmental Lecturer in Medical Education

Malgorzata Marschall
Departmental Lecturer in Mathematics

RESEARCH

Alice Aldinucci
Post-doctoral Researcher

Athina Ntalli
Research Officer

David Sanders-Ellis
Research Assistant

Elena Zamfir
Research Fellow

Elisa Brewis
Research Associate

Elizabeth Hewitt
Research Assistant

Elizabeth Polding
Degree Apprenticeship Research Officer

Fiona Undrill
Research Officer

Georgia Hyde-Dryden
Research Officer

Heather Kayton
Research Assistant

Isobel Talks
Research Assistant

Jamie Stiff
Research Assistant

Johannes Schulz
Research Assistant

Julia Birchenough
Research Officer

Juliette Norrmen-Smith
Research Assistant

Kate Humphrey
Research Officer

Laura King
Research Assistant

Marc Wigley
Research Officer

Stephanie Cottrill
Early Maths Professional Development Officer

Stephanie Flower
Research Officer

Thomas Godfrey-Faussett
Research Assistant

Wing-Sze Chan
Research Officer

Zhe Wang
Post-doctoral Research Officer

HONORARY RESEARCH FELLOWS

Dr Eva Viviani
Netherlands eScience Centre

Dr Katherine Collins
Westway Trust, North Kensington

Dr Lyudmila Nurse
Independent Researcher

Professor Miriam Barak
Israel Institute of Technology

Professor Christian Ydesen
Aalborg University, Denmark

Professor Clare Brooks
UCL, Institute of Education

Professor Núria
Planes Universitat Autònoma de Barcelona

HONORARY NORHAM FELLOWS

Dr Alison Cullinane
University of Edinburgh

Dr Laura Robertson
Senior Researcher, Poverty Alliance

Professor Jonathan Michie
Kellogg College, Oxford University

VISITING PROFESSORS

Professor Nancy Perry
University of British Columbia, Canada

ENGAGE WITH US

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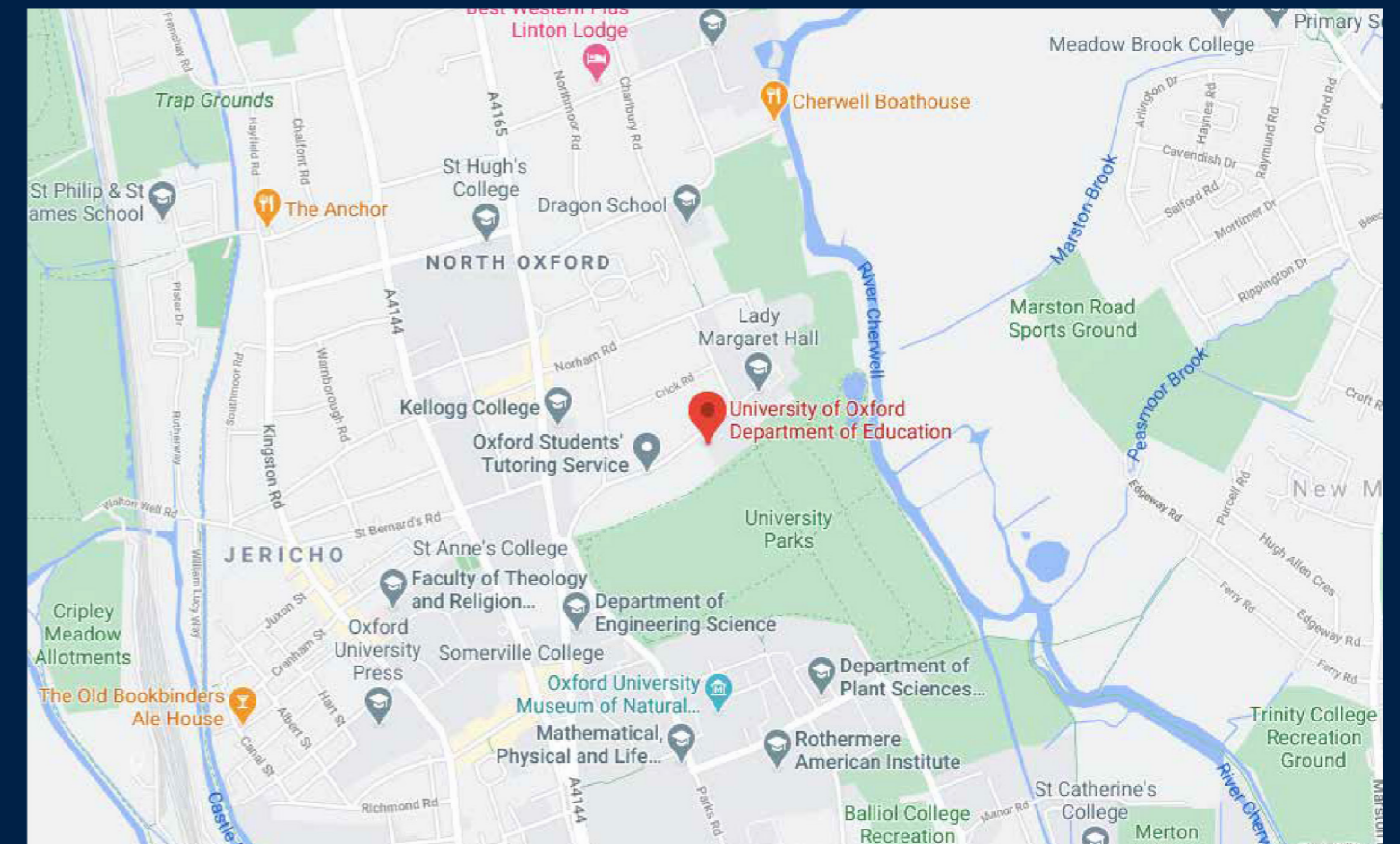
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