



UNIVERSITY OF
OXFORD



**OXFORD UNIVERSITY
DEPARTMENT OF EDUCATION**
REVIEW 2015



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Department of Education
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Introduction and Environment for Teaching and Research

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

The Department of Education, situated in the Social Sciences Division of the University of Oxford, is the leading Department of Education in the UK for research excellence. The Department also has an outstanding rating from Ofsted for its teacher education programme. Our research-based education programmes are rated very highly by students, whether they are full- or part-time students on our PGCE, Masters or Doctoral programmes. Employment rates for our graduates are very high. Indeed, our students are in the top three groups within the University's Social Sciences Division.

We benefit from an inter-disciplinary environment with top educational scholars from economics, history, philosophy, psychology, sociology, statistics, and educational studies as well as many other disciplines. This ensures that a rich exchange of theoretical, philosophical, and methodological underpinnings informs our research work. In addition, our research contributes to both national policy and education debates in the UK and internationally across a number of educational sectors, including early years, primary, secondary, higher education, vocational education, and workplace skills. As such, staff and students are connected to a wide network of academics, policy-makers, and practitioners in many different sectors and settings all over the world. The Department is able to contribute to policy matters within the university and its colleges, as we are well-placed to advise on the latest findings on issues such as educational assessment, effects of inequality in education, access issues, and recently, the effects of building design on education. Our research portfolio continues to grow and currently stands at a total value of nearly 14 million pounds.

The Education Deanery, which is hosted in the Department, is a partnership with local schools. The Deanery involves the education of teachers and supports research champions' work in schools as well as knowledge exchange with educational

practitioners. The Department has a long-standing commitment to partnership working and the provision of teacher education through the pioneering Oxford internship model. Our thinking on initial teacher education and capacity development focuses on an ongoing dialogue with Deanery partners, as well as initial teacher education colleagues in other universities in the UK and abroad.

Our public seminar programme is varied and provokes challenging debate on the conclusions that should be drawn from the high quality research that is discussed there. The podcasts can be found online at <https://podcasts.ox.ac.uk/series/department-education-public-seminars>. Our podcasts are one of the many ways in which we share our research within and beyond the Department. In fact, a mark of the Department's research and teaching environment is the strong exchange of ideas in a manner that is constructive and collegiate, and that builds the research programme regardless of the different positions that colleagues may adopt. Certainly, in terms of the number of grants, amounts awarded, and reports and articles published, the Department goes from strength to strength. This is also apparent in the student dissertations and theses that are produced within the Department.

As the incoming Director of the Department from January 2016, and on behalf of my colleagues and the university more widely, I would like to thank Professor Ernesto Macaro for his contribution to the Department in this role over his three-year term. Professor Macaro is now Director of the Centre for English as a Medium of Instruction, and he continues to contribute to our research and teaching programmes.

I hope you enjoy reading this report, which is written for a broad range of stakeholders, including potential students, academics, policy-makers, and research funding bodies. I would like to thank my colleagues for the enormous diligence that has gone into producing the work that is behind this summary. Many instances of innovative thinking and conscientious application went into the work that is summarised here and I wish my colleagues every success for the year ahead.



The Department's Research Portfolio in 2015

Professor Harry Daniels and David Griffiths

The Department continues to build on its outstanding performance in the last Research Excellence Framework exercise. In 2015, the Department held 67 research projects. This is more than double the amount reported in the 2014 departmental review. The combined value of these projects was just over £10.75m. Of the open competition bids that were made, 51% were successfully funded. Additionally, 4 bids submitted in 2015 for knowledge exchange, impact, network-building and workshop activities were successful.

For new research projects commencing in 2015, our five main sponsors were the:

1. Education Endowment Foundation (EEF, £1.64m),
2. Assessment and Qualifications Alliance (AQA, £440k),
3. Department for Education (DfE, £330k),
4. John Fell Fund (£250k), and
5. ESRC (£240k).

In 2015, successful open-competition research funding bids were submitted to Bath and North East Somerset Council, Cambridge English, Core Assets, The Education Endowment Foundation, FosterTalk, The Gatsby Charitable Foundation, The Halley Stewart Trust, The Leverhulme Trust, The Nuffield Foundation, Oxfordshire County Council, and the John Fell Fund.

Theme 1: Language, Cognition, and Development

Professor Victoria Murphy

Research within the Language, Cognition, and Development research theme draws on psychological frameworks and emphasises quantitative analyses to progress the theme's research focus on language, cognitive reasoning, cognitive development, assessment, and the impact of learning environments. There are three research groups and two research centres within the theme: Applied Linguistics; Children Learning; Families, Effective Learning, and Literacy; the Rees Centre; and the Oxford University Centre for Educational Assessment (OUCEA). The populations typically investigated within the theme's research tend to be younger learners in general, younger learners with physical and/or social disadvantages, beginner learners, and pre-school learners.

The research methods typically employed by members of the theme feature correlational, longitudinal, experimental, and predictive designs. There is often an emphasis on large samples and a strong emphasis on quantitative data analysis and experimentation with advanced statistical tools. The theme is successful in attracting a number of different research grants from a wide range of funders, including NSPCC, OUP, DfE, Sutton Trust, Core Assets, Wellcome Trust, the John Fell Fund, the ESRC, The EEF, The Nuffield Foundation, and The Leverhulme Trust. Additionally, the theme welcomes a healthy number of international research students from a wide range of academic backgrounds.

The Centre for Research and Development in English Medium Instruction (EMI Oxford)

Professor Ernesto Macaro

Since its launch in 2014, EMI Oxford has established itself as a unique 'observatory' of the EMI phenomenon, which is defined as 'the use of the English language to teach academic subjects (other than English itself) in countries where the first language (L1) of the majority of the population is not English'. Because the UK is, therefore, not an EMI country, the centre's location at Oxford means that it can adopt a perspective which is at the same time neutral and critical. In 2015, our research was mainly focused on finishing data collection and writing papers for two projects on EMI in Turkish universities.

The first was an intervention to see if EMI lecturers could collaborate with English language specialists in their institutions in order to better ensure that their students, often with relatively low English proficiency, could understand the content of their lectures and classes. We were able to report positive results. The second project investigated the beliefs of nearly 1,000 Turkish undergraduate students with regard to EMI. Headline results are that (1) as their EMI course progresses, students become less convinced that they are able to cope, but private sector students are more confident than state sector students; and (2) there are significant differences between males and females, the latter having greater positive expectations of what EMI can offer.

EMI Oxford continues to engage in knowledge exchange activities through its many workshops and short courses. In 2015, Julie Dearden developed and taught short courses and workshops on EMI for teachers, trainers, and university lecturers. These sessions help the centre to disseminate our research to teachers and to conduct research with the teachers as well.

Children Learning Research Group Professor Terezinha Nunes

The Children Learning Research Group (CLRG) searches for ways to offer children effective and enjoyable ways of both learning to read and learning mathematics. In 2015, our Mathematical Reasoning Programme, which was funded by the Education Endowment Foundation (EEF) and which involved 55 schools and approximately 2,000 children, was shown by a randomised control trial to be successful in improving mathematical achievement in Year 2. This brief intervention (12 weeks) was delivered to whole classes after teachers received a single day of professional development, and led to three extra months of progress in mathematics in the intervention group. In 2015, a major publication is a chapter on the development of mathematical reasoning in the prestigious *Handbook of Child Development and Developmental Science*, which is considered the core reference in child development studies.

At present, the group is leading four projects that were approved in 2015: (1) an extended trial of the Mathematical Reasoning Programme in collaboration with the National Centre for Excellence in Teaching Mathematics (with 130 schools); (2) a trial of the group's Working Memory intervention (with 126 schools); (3) the evaluation of 1stClass@Number, an Edge Hill University programme (130 schools) in collaboration with Dr Evangelou of the FELL group; and (4) a review of evidence on the relation between SES and science achievement in collaboration with Professor Strand and Dr Hillier from other research groups in the Department. Group members are leading the Topic Study group on the teaching of numbers in primary school in the International Conference in Mathematics Education and contributing to the Keeble Review of Pedagogy in Primary School, which is jointly led by the DfE and the TSC.



The Rees Centre for Research in Fostering and Education Professor Judy Sebba and Sally Winiarski

The Rees Centre for Research in Fostering and Education aims to improve the life outcomes of children and young people who have spent time in care. We work with young people, their foster carers, local authority and independent fostering services, social workers, virtual school staff, and a range of other professionals. We aim to give a platform to the voice of children and young people in care.

During 2015, the centre published two new reports in our series of literature reviews: 'What is the Relationship between Being in Care and the Educational Outcomes of Children?' (O'Higgins, Sebba, and Luke); and 'Recruitment, Assessment, Support, and Supervision of Lesbian, Gay, Bisexual, and Transgender Foster Carers' (Cosis, Sebba, and Luke).

We continued our study exploring reasons for the low educational outcomes of young people in care in secondary schools in England (with the University of Bristol, funded by the Nuffield Foundation). The final report (November, 2015) received extensive media attention and has resulted in changes in national data collection as well as the adoption of policies in many local authorities to limit school moves when placement disruptions occur. This work also strengthened Ofsted inspection of services for looked after children.

In 2015, we began work with Loughborough University on an evaluation of the GLA's London Schools Excellence Fund Programme (Education of Children in Care). The Rees Centre analysed attainment, attendance, and exclusion data; surveyed and interviewed foster carers; interviewed young people as well as Education Champions (experienced foster carers who support other foster carers on educational matters); and designated teachers, social workers, virtual school heads, and local authority managers. The results will be published in May 2016. Finally, as the Evaluation Co-ordinator for the DfE's £100m Social Care Innovation Programme, we have worked with Evaluation Teams for the 57 projects. Final reports of the first year of their evaluations will be submitted during 2016.

Families, Effective Learning, and Literacy (FELL) Research Group

Associate Professor Maria Evangelou

FELL is an innovative research group at the forefront of local, national, and international research that aims to make a difference to children's lives. The focus of our research is on early years and into adolescence. The FELL group develops and drives research and practice to support children's learning; quality of provision and curriculum; parents' engagement with their children; the professional development of early years educators; post-graduate education and training in early and primary school studies; and also to promote public policy engagement. This report summarises the funded research work carried out by our group in 2015.

- The DfE-funded project, the Study of Early Education and Development (SEED), is a major new longitudinal study, which follows over 4,000 two-year-olds to the end of Key Stage 1. The sample is a stratified random sample which involves three roughly equal groups: (1) 20% most disadvantaged economically; (2) 20–40% disadvantaged economically; and (3) 40+% group who are not disadvantaged. The study investigates how ECEC and the home environment can influence children's development and what is important for high quality ECEC provision.
- The EU-funded project 'Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care' (CARE) is ongoing. In 2015, CARE published reports on 'Overview of European ECEC Curricula' (led by Kathy Sylva) and the Oxford Team contributed to case studies on classroom quality. The team also played an important role on a literature review of the effects of ECEC on child development, and a survey of ECEC stakeholders in Europe. (www.ecec-care.org)

- In 2015, three out of six seminars were held in the ESRC-funded seminar series, 'Network on Intrapersonal Research in Education' [NIRE] (Malmberg, Eynon, Klassen, and Salmela-Aro). Six internationally renowned speakers presented in each seminar. (www.education.ox.ac.uk/network-on-intrapersonal-research-in-education-nire/)
- Sandra Mathers and Kathy Sylva were funded by Oxford's Local Authority to evaluate their new professional development programme for Early Years.
- James Hall led an RCT, which evaluated the roll-out of the Inspire Maths programme in 12 English Primary Schools with 500+ children aged 5–6 years. This 12 month study explores the effects of a mastery-based approach to teaching maths and whether it has an impact on classroom practice, pupil attitudes towards maths, and pupil ability. The final report will be delivered in 2016.
- The 'Evaluation of Children's Centres in England' (ECCE) reported results based on a six year study of 121 children's centres and 2,800 children and families across England. In 2015, reports were published on the organisation, services, and reach of centres (Sylva, Sammons, Evangelou, and Smith), and their impact on children and families (Sammons, Hall, Smees, Goff with Sylva, Smith, Evangelou, Eisenstadt, and Smith) (funded by DfE).
- Sutton Trust Research on Disadvantage and A-Level Outcomes based on an EPPSE sample follow up (Sammons, Toth, and Sylva).

These studies continue to show the inter-disciplinary nature of our research and the ability of the group to secure local, national, and European funding to lead cutting edge research that has an impact on policy, practice, and research methods.

Applied Linguistics Research Group

Professor Victoria Murphy

The aim of this group is to increase understanding of the acquisition and use of language from both a theoretical and a practical perspective. This understanding covers a wide range of issues and topics, and some of the work overlaps with psycholinguistics, general linguistics, and to some extent, sociolinguistics. However, the fact that the group is a constituent part of the Department helps to shape and focus the research it conducts and ensures a firm belief in the importance of practical outcomes. The research group has very close links with the EMI Oxford Centre and the Department of Experimental Psychology.

In 2015, we welcomed two additional members to the group: Dr Heath Rose and Dr Jessica Briggs. Our new colleagues help the research group to continue to consolidate areas of research, including English as an additional language; key pedagogical principles in foreign language learning; English Medium Instruction; and Global Englishes. In 2015, the group was very active, publishing a number of new books, including *Introducing Global Englishes* (Galloway and Rose), *Early Childhood Education in English for Speakers of Other Languages* (Murphy and Evangelou), and *Captioned Media in Foreign Language Learning and Teaching: Subtitles for the Deaf and Hard-of-Hearing as Tools for Language Learning* (Vanderplank). Members of the group have also published scholarly papers in a wide range of applied linguistics journals and been successful in attracting funding from

a range of sources, including two new grants from The Nuffield Foundation, and funding from The Leverhulme Trust, The John Fell Fund, and the Marie-Curie Career Integration Grant.

Colleagues in the group have also given keynote presentations around the world, including Romania, Spain, Germany, Italy, Vietnam, Poland, Brazil, Turkey, Morocco, New Zealand, and Japan. We also welcomed a number of visiting speakers to give talks as part of the Applied Linguistics Research Group Seminar Series, including Professor Judit Kormos (Lancaster), Dr Jim King (Leicester), Dr Nigel Harwood (Sheffield), Professor Brian Paltridge (Sydney), Dr Annamaria Pinter (Warwick), Dr Ana Pellicer-Sánchez (Nottingham), Dr Kazuya Saito (Birkbeck), Dr Sukru Nural (Murat Hüdavendigar), Dr David Lasagabaster (Basque Country UPV/EHU), and Professor Stephen Evans (Hong Kong Polytechnic).

We have also hosted a number of events at the Department of Education. In September, we hosted the BAAL/Routledge Applied Linguistics Workshop, 'Beyond the Classroom: Researching Second Language Learning in Out-of-Class Contexts', and in November we hosted 'EMI: Global Views and Countries in Focus'. In summary, 2015 has been an exciting and productive year for the Applied Linguistics Research Group and we are looking forward to more exciting developments in the future.

Theme 2: Policy, Economy, and Society

Professor Alis Oancea

Research in this theme addresses global, regional and national challenges that require multidisciplinary efforts across different sectors. It provides a focal point for research relating learning and education to political, social, and economic contexts within the UK, in Europe, and globally. This work draws on theoretical and methodological resources from anthropology, economics, education, philosophy, sociology, demography, and geography; uses qualitative and quantitative approaches; and is undertaken from a variety of policy-relevant perspectives. In 2015, theme members secured 7 new external research grants, hosted 18 academic visitors, and supervised or co-supervised 33 doctoral students. Areas of strength include research in educational assessment and skills development (Baird, Hopfenbeck, James, Keep); comparative research, policy analysis, and evaluation on education in the developing world (Johnson, Chankseliani); interdisciplinary work on higher education, professional education, and education governance in Africa, Asia, and Europe (Chankseliani, Ertl, Hopfenbeck, James, Johnson, Mills, Oancea); inquiry into the ethical and epistemological challenges of educational practice, policy, and research (Oancea); and post-16 qualifications and the labour market broadly defined (SKOPE).

Theme members collaborate with colleagues from other departments and divisions of the university on research, knowledge exchange, and research training. This includes work on the Social Sciences Division's Doctoral Training Centre, the director of which is David Mills. Beyond the university, research in the theme has a wide reach. Further collaborations with the division include a seminar series on Impact and Knowledge Exchange in the New Landscape for Research (Oancea with Goodman). Members of the theme engage directly with policy and practice and contribute to informed decision making in their fields of interest; for example, Jo-Anne Baird and Therese N. Hopfenbeck on assessment and PIRLS; Ewart Keep on skills policy; David Johnson and Maia Chankseliani on education in Africa and Central Asia; Alis Oancea and David Mills on research policy and governance; Susan James on world skills (featured in an impact case study by the ESRC); and Hubert Ertl on vocational and higher education.



Seminar Series on Impact and Knowledge Exchange in an Evolving Research Environment

In a joint effort with the Social Sciences Division, the Department of Education organised a high-profile seminar series on Impact and Knowledge Exchange in an Evolving Research Environment. The six events (June–July), convened by Professor Alis Oancea and Professor Roger Goodman (SSD), consisted of contributions from national and international academics, funding bodies, and research managers in the social sciences and beyond.

Oxford University Centre for Educational Assessment (OUCEA)

Associate Professor Therese N. Hopfenbeck

The Oxford University Centre for Educational Assessment (OUCEA) conducts distinctive system-level research related to the effect of assessment upon learning and its relationship with policy. In 2015, we secured an ESRC Impact Acceleration Knowledge Exchange Award, *PIRLS for Teachers*, to investigate the relevance of international large scale assessment data for teachers. The research team further secured ESRC funding for *Assessment for Learning in Africa (AFLA): Improving Pedagogy and Assessment for Numeracy in Foundation Years* (ESRC–DfID, £695,210). The Principal Investigator of this project is Dr Therese N. Hopfenbeck and the Co-I is Professor Jo-Anne Baird. OUCEA collaborators include Professor Pauline Rea-Dickins, Dr Daniel Caro, Dr Jenny Lenkeit, and Ms Natalie Usher. Other co-investigators include Professor Anil Kanjee (Tshwane University of Technology South Africa) and Professor Yusuf Sayed (Cape Peninsula University of Technology) in South Africa, as well as Professor Anjum Halai (Aga Khan University, Institute for Educational Development East Africa) in Tanzania. The overall purpose of the research study is to work with teachers in challenging contexts in Tanzania and South Africa to support numeracy in the foundation years through assessment for learning practices. Both our ESRC studies involve exchanging knowledge with policy makers and organisations, such as OECD, IEA, Teachers Unions, and school leader organisations. The PIRLS for Teachers study has been presented at conferences in England, Estonia, Norway, and Ireland, and has already created interest for further research studies across the departments at the university. In 2015, the Director of OUCEA, Professor Jo-Anne Baird, was elected new Head of the Department of Education, a post which commenced on January 1. The incoming Director of OUCEA is Therese N. Hopfenbeck.

Centre on Skills, Knowledge, and Organisational Performance (SKOPE)

Professor Ewart Keep

SKOPE's work on the linkages between education, training, and skills, and various aspects of social and economic performance has continued to bear fruit. In 2015, SKOPE embarked upon a joint project with the Association of Colleges (AoC) on the long-term implications of localism and devolution for the further education system. The research is funded by the Further Education Trust for Leadership (FETL). The development of City Deals and the devolution of what is left of the Adult Skills Budget from central government to Local Enterprise Companies (LEPs) and/or Combined Authorities has major implications, not least for new forms of local accountability mechanism and for the governance and management of further education colleges. The research includes case studies in the South West and in Greater Manchester, as well as focus groups and other evidence gathering via AoC governance conferences and national conferences. A final report will be available in 2016.

SKOPE was also successful in a joint bid with research teams in the Netherlands, Germany, France, and Japan for a major three-year project on young people not in education, employment or training (NEET). The project will involve analysis of official datasets in the four UK nations, and comparisons with policies in other developed countries. In 2016, the *Developing and Understanding Vocational Excellence (DuVE)* suite of projects came to a conclusion. The reports of the findings from each of the six projects are available at www.vocationalexcellence.education.ox.ac.uk. This suite of projects provides an actual research base to increase theoretical and practical understanding of vocational knowledge and skills development. The work allows for an understanding of what does and does not work, and provides a platform for practical application of the research findings; for example, in terms of creating high quality workplace learning provision or how to ensure the benefits of WSC are more widely understood. Two of SKOPE's doctoral students completed their DPhil's and three began their research with the centre. Our SKOPE doctoral community stands at 11 students, all of whom are researching topics around skills supply and demand, and the labour market.

Centre for Comparative and International Education Research

Dr David Johnson

The Centre for Comparative and International Education (CIE) is an internationally recognised interdisciplinary research centre that advances public dialogue about, and studies the changing character of, educational systems across different world regions. The centre is concerned with how educational systems respond to the economic,

political, and social challenges of our time, including the tensions between economic growth and inequality, security and global terrorism, and global citizenship and the national agenda.

Research is organised by theme and geographical area, and currently the centre is particularly strong in its research on Africa (David Johnson), and Eastern Europe, Russia, Central Asia, and the Caucasus (Maia Chankseliani and Alis Oancea). In Africa, the centre is using Computer Adaptive Testing in a longitudinal study of learning and progression in Sierra Leone (funded through the Solon Foundation) and is engaged in a multi-disciplinary research effort in a randomised control trial on incentives and teacher motivation in Rwanda (funded by IPA and the John Fell Fund). In Tanzania, the centre is studying the role of Confucius Institutes in Africa (funded by the British Academy).

The centre advises Price Waterhouse Cooper, who acts as the Fund Manager for the DFID-funded Girls Education Challenge on learning assessments and testing. The centre has also contributed to various research efforts by the Global Partnership for Education and the World Bank to strengthen educational service delivery, including in Sudan where it supported the Federal Ministry of General Education to carry out the first ever National Learning Assessment across all 18 states in the country (David Johnson) and in the Gambia where it is monitoring student learning performance (Jenny Hsieh).

The centre has a number of doctoral students who are studying education in Africa, including Andy Cunningham (Kenya), Alexei Du Bois (South Africa), Naseema Mohammed (Zimbabwe), and Inga Storen (Rwanda). In Eastern Europe, Central Asia, and the Caucasus, Dr Maia Chankseliani has undertaken a number of research projects on equal access to quality education opportunities, marketisation of education and training, and spatial inequalities. Dr Chankseliani actively collaborates with a number of international partners to study higher education internationalisation and student mobility from Russia, Eastern Europe, Central Asia, and the Caucasus to the UK/EU countries. In the UK, Dr Chankseliani works with colleagues at the Centre on Skills, Knowledge, and Organisational Performance (SKOPE) to study apprenticeship policies and labour market opportunities, and how young people achieve excellence in vocational education and training. In south Asia, the centre carried out an evaluation of the Open University run TESS India Project (funded by DFID) and an assessment of science education in Bhutan.

The centre is convened by Dr David Johnson (Reader in Comparative and International Education), and the centre's key members are Dr Maia Chankseliani (Associate Professor of Comparative and International Education) and Dr Jenny Hsieh (Research Fellow). Doctoral students include Tracey Harjatanaya (Indonesia), Willy Oppenheim (India), and in the recent past, Chelsea Robles (Bhutan).

Philosophy, Religion, and Education Forum Professor Alis Oancea and Associate Professor Liam Gearon

The Forum, co-convened by Liam Gearon, John Gay, and Alis Oancea, has an ongoing collaborative relationship with the Oxford Branch of the Philosophy of Education Society of Great Britain (convened by Alis Oancea, Lorraine Foreman-Peck, and David Aldridge), which includes a joint programme of events. The Forum and the Branch aim to sustain a strong core of work on philosophy of research and policy, and on philosophy of religion and religious education in the Department, while strengthening the wider interest in philosophy of education at the University of Oxford and across the region. Since 2009, members of the Forum collaborated in several grant applications, including a seed-fund grant awarded in 2015 for a study of ethical quandaries in practitioner research (Nigel Fancourt, Lorraine Foreman-Peck, and Alis Oancea) and a grant from the Philosophy of Education Society of Great Britain to organise a seminar series on Philosophy, Literature, and Education at Oxford, Warwick, and London – British Academy (for Liam Gearon with Emma Williams). Liam Gearon also guest-edited a special issue of the *British Journal of Educational Studies* on ‘Education, Security, and Intelligence Studies’ and along with a multi-institutional team, was awarded the 2016 Society for Education Seminar Series for five nation-wide seminars on this theme.

The Forum and Branch run a joint programme of events. In 2015, speakers included Professor Hugh Sockett (George Mason University), Mr Graham Nutbrown (Bath), Professor Gert Biesta (University of Luxembourg and Brunel University), Dr Fiona Jenkins (Australian National University), Professor Meira Levinson (Harvard University), Dr Ben Kotzee (University of Birmingham), Dr Mark Chater (Culham St Gabriel’s Trust), Dr James Robson, Dr Alis Oancea, and Professor Richard Pring. DPhil speakers included Linda Bakkum and Adrian Hilton. In 2015, the seminars convened covered topics as diverse as critical realism and research; gendered excellence in the social sciences; teaching as moral and epistemic practice; intellectual virtues and critical thinking; curriculum design; religious education in the digital age; citizenship education; conservative education policy; and progressive arguments for teaching.



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Theme 3: Knowledge, Pedagogy, and Development Associate Professor Gabriel Stylianides

The four research groups in this theme are united by an interdisciplinary interest in learning, practice, development, and equity. The theme is centrally concerned with explorations of the relationships between knowledge and pedagogic policy and practice, as well as with how knowledge and pedagogy interact with the ways in which learning activities are designed. The theme investigates national policy and teacher education; research on the processes of teacher education; subject pedagogy in and across the contexts of English, Geography, History, Mathematics, Modern Foreign Languages, Science, and Religious Education; interprofessional learning; and how technologies can support learning and address marginalisation both nationally and internationally.

An important strand in the theme’s work relates to developing, understanding, and evaluating the effectiveness of research informed ways to promote powerful pedagogical practices in different subject areas and across levels of education, including teacher preparation and professional development. This strand of work is an example of how research in the theme capitalises on the multi-disciplinary expertise of the theme’s members. A wide range of methodological approaches is deployed and informed by different theoretical perspectives, including sociocultural activity theory. The research takes forward the Department of Education’s strategic priorities in Learning and the Contexts of Learning as well as Research on Policy.

Oxford Centre for Sociocultural Research and Activity Theory Research (OSAT) Professor Harry Daniels and Associate Professor Ian Thompson

Research in the Oxford Centre for Sociocultural Research and Activity Theory Research (OSAT) focuses on learning and organisational change. OSAT members draw broadly on cultural historical activity theory, and the work of Vygotsky and his intellectual legacy. In 2015, OSAT researchers were involved in three major externally funded projects. Professor Harry Daniels, with Hau Ming Tse and Sarah Cox, leads the AHRC funded, ‘Design Matters? The Effects of New Schools on Students’, Teachers’, and Parents’ Actions and Perceptions’. This four-year study of post-occupancy usage of five newly built schools addresses an important policy issue but also has implications for architectural practice, educational theory, and methodology.

Dr Ian Thompson and Professor Harry Daniels, with Lorena Ortega, Alice Tawell, Hau Ming Tse, and Sarah Cox, lead the John Fell Funded two-year project, 'Collaboration for Effective Learning and Teaching', which uses Social Network Analysis to assess the extent that collaborative practices amongst teachers promote positive outcomes for vulnerable learners. Professor Daniels, Dr Thompson, and Dr Velda Elliott, with Alice Tawell and Nicole Dingwall, led the project, 'The Effectiveness of Arts-Based Approaches in Engaging with Disaffected Young People'. This project, which was commissioned by Pegasus Theatre and OYAP, evaluated young people's experiences of activities.

Subject Pedagogy Research Group Associate Professor Gabriel Stylianides

The Subject Pedagogy Research Group addresses issues in a range of subject areas, including English Education, Geography Education, History Education, Mathematics Education, Modern Foreign Languages Education, Religious Education, and Science Education.

Questions of subject pedagogy, learning, and teacher knowledge are at the core of the group's research agenda. One of the group's shared research interests relates to developing, understanding, and evaluating the effectiveness of research informed ways to promote powerful pedagogical practices in different subject areas and across various levels of education, including teacher education. This work draws not only on subject specific educational research but also on research in the areas of philosophy, psychology, and sociology.

Members of the group investigate topics in their particular subject areas but also important topics in the intersections of two or more subject areas, which capitalises on the multi-disciplinary expertise of the group. For example, group members have recently published a book, edited by Dr Ian Thompson, on issues of task design across subject areas. The publication addresses the central question of how teachers view and use the pedagogic potential of classroom tasks to engage pupils with disciplinary knowledge. Workshops arising from the book, which are supported by a Fell Fund, have provided the foundation for establishing a network of local teachers to promote research informed approaches to task design. Beyond task design, two other topics on the current agenda of the group relate to (1) designing theory-informed classroom-based interventions to address problems of practice in different subject areas, and (2) investigating how theories of learning and their associated pedagogical implications may play out differently or similarly in praxis in a number of disciplines. Following a successful BERA symposium, plans for a second edited collection on classroom-based interventions are underway.

Teacher Education and Professional Learning Research Group (TEPLRG)

Associate Professor Katharine Burn

In 2015, the dynamism and range of the work of the Teacher Education and Professional Learning Research Group (TEPLRG) are neatly encapsulated in four different symposia led by members of the group at the British Education Research Association's annual conference in Belfast. Our comparative work in teacher education policy was represented by a joint 'Spotlight' session with the Australian Association for Research in Education. A second symposium brought together members of the Poverty and Teacher Education Group with colleagues from different UK institutions to examine initiatives intended to equip teachers to understand and respond effectively to the impact of poverty on young people's learning.

In Oxford's case, we analysed the outcomes of an experimental school-based research project within the PGCE programme. Papers from this symposium and others by TEPLRG members will be included in a forthcoming special issue of the *Journal of Teacher Education* (co-edited by Jane McNicholl). A third dimension of the group's work was represented in a symposium that reported on the 'Closing the Gap' project, which was funded by the National College for Teaching and Leadership. The focus of the Oxford team, whose role in the project had been to provide training for lead researchers in the Teaching Schools involved, was on the opportunities for, and nature of, teachers' learning from research. This also proved to be a central theme of the fourth symposium. Co-ordinated by the Subject Pedagogy Research Group, with the original intention of examining classroom intervention studies in different subjects, the collection of papers (several of which were presented or co-presented by teachers engaged with Oxford University's Department of Education staff in different kinds of practitioner research) actually focused a very illuminating lens on the ways in which teachers of different subjects draw on and engage with research in their professional learning.

Research Staff Forum (RSF)

Fiona Jelley

The Research Staff Forum (RSF) identifies and discusses the professional development needs of research staff in the Department. All contract researchers are invited to be members of the RSF when they join the Department. The RSF Chair feeds back to the Research Strategy Group on matters relating to professional development, employment, and services and resources available to researchers. The RSF is also represented on other committees, such as those related to conference and small grant funding, and the library.

Quantitative Methods (QM) Hub

Professor Steve Strand

The Oxford University Department of Education is one of the strongest UK centres for the analysis of quantitative educational data. The large body of researchers actively using and applying quantitative methods cover a wide range of research areas and use a wide range of methods. Examples can be found here: <http://www.education.ox.ac.uk/qm/qm-research-at-oude>

In addition to our top-rated research, we also provide high quality training in quantitative methods to our postgraduate students, and contribute to national advanced methods training via the Oxford University ESRC Doctoral Training Centre, including recent courses on multilevel modelling, Structural Equation Modelling, models for intrapersonal analyses of diary and intensive longitudinal data, and the application of Bayesian statistics with international assessment datasets (delivered with Professor David Kaplan).

The QM Hub has an active seminar programme that draws in national and international speakers, as well as offering a forum for doctoral and postgraduate students to present and develop their work. For a list of 2015 and future seminars see: <http://www.education.ox.ac.uk/qm/qm-hub-seminar-programme>

Qualitative Methods Special Interest Group (Qual SIG)

Associate Professor Susan James Relly and
Associate Professor Velda Elliott

The Qualitative Methods SIG was formed in 2013. As such, it is relatively new in the Department. The aim of Qual SIG is to bring together researchers and practitioners from education and a variety of other disciplines to discuss qualitative research.

The SIG has five objectives:

1. To facilitate thinking and discussion around qualitative research in education, and to share knowledge and expertise among researchers and practitioners in their experiences conducting qualitative studies (for example, in fieldwork, methodologies and designs employed, findings, and how these are reported to different audiences).
2. To provide a safe professional space where students can present their qualitative research in progress, as well as one where academics and practitioners can present more established pieces of research in the qualitative domain.
3. To provide a platform to discuss qualitative research at an interdisciplinary level and to facilitate collaborative working and practice among different research communities and universities.
4. To support the professional development of departmental staff in their understanding and application of qualitative methods and designs, and use of qualitative data in their own research.
5. To provide a space for the presentation of mixed methods studies with a focus on how qualitative methods and data are integrated with those from the quantitative domain.

To meet these objectives, a series of regular seminars are held in the Department each Thursday during the three Oxford terms. Invited speakers present on their qualitative research, whether it be findings or the methodology used.

The Oxford Education Deanery

Associate Professor Katharine Burn and
Dr Emma Klose

The aim of the Oxford Education Deanery (the University's partnership with local schools) is to improve outcomes for pupils in local state-maintained schools. Our three-strand partnership (working across initial teacher education, continuing professional development, and research) was originally developed with the 11 secondary schools and colleges in Oxford city. In 2015, expansion plans were approved, promoting another six secondary schools to join, giving us the potential to impact on the experiences of 36,239 pupils.

Each member nominates a Research Champion as the main conduit between their colleagues and the Department of Education in relation to research engagement. Research Champions also play a key role in recruiting colleagues to our professional development programmes.

- **Induction programme for newly qualified teachers:** a regular series of workshops, helping NQTs to keep drawing on research in response to the immediate practical issues they face. In 2014-15, 17 teachers from seven local schools participated, with 15 teachers from six schools joining for 2015-16.
- **Action Research Fellowships** allow groups of 8-12 teachers to adopt a research-based approach to specific challenges. The teachers are supported by a departmental tutor who selects tailored reading and guides their enquiry. In 2015, two successful clusters were in operation: one across the city schools and another for special schools.
- **Enhanced Masters in Learning and Teaching:** in addition to pursuing the regular Master's programme, members of this cohort work collaboratively across their local schools and are subsequently commissioned to lead specific research-based projects for their colleagues. In 2015, seven teachers completed their first, with 11 joining them for 2015-16. Participants also organise an annual 'Research Meet', which includes presentations by MLT students, departmental academics, Research Champions, and Action Research Fellows.

The Research Champions also frame and guide departmental research projects conducted with local schools. For example:

- **Collaboration for Teaching and Learning:** examining the nature and impact of teachers' collaboration in raising the attainment of disadvantaged pupils.
- **Developing Appropriate Assessments of English Language Fluency for Children with English as an Additional Language.** In developing a tool with the feeder primary schools of one local secondary school, the researchers are keen to explore how teachers could use the tool to support effective transition from Year 6 to 7.

The Deanery disseminates findings from these projects in accessible formats through various channels, including discussion seminars, which bring lead researchers together with the Research Champions and other interested colleagues. The Deanery also publishes research digests which are developed specifically for teachers on our website (www.educationdeanery.ox.ac.uk/) and through Twitter (follow us: @OxDeaneryEdu).

Selected Research Projects

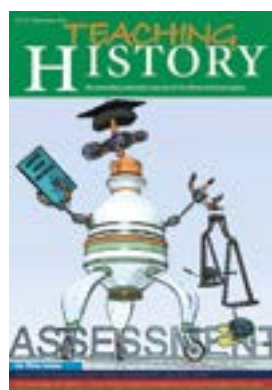
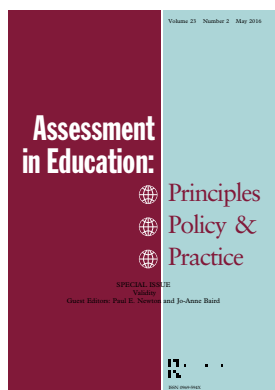
Awarded in 2015

David Griffiths

- AQA Research Fellowship (AQA, Professor Jo-Anne Baird)
- Mapping the Lexical Landscape of Higher Education Lectures (John Fell Fund, Dr Jessica Briggs)
- Newly Qualified Teachers in Oxfordshire Schools (Oxfordshire County Council, Dr Katherine Burn)
- Immobility and Global Citizenship (John Fell Fund, Dr Maia Chankseliani)
- An Interdisciplinary View of Permanent Disciplinary Exclusion in Oxfordshire (John Fell Fund, Professor Harry Daniels)
- Review of Evidence on Marking (Education Endowment Foundation, Dr Velda Elliott)
- Preparation for University Admissions Tests (Cambridge English, Dr Hubert Ertl)
- Evaluation of the NDNA Maths Champions Programme (Education Endowment Foundation, Dr Maria Evangelou)
- Assessment for Learning (ESRC/DfID, Dr Therese N. Hopfenbeck)
- Progress in International Reading Literacy Study: PIRLS for Teachers (ESRC, Dr Therese N. Hopfenbeck)
- SLATE – Centre for the Science of Learning and Technology (Norwegian Department of Education, Dr Therese N. Hopfenbeck)
- Judging Demands and Predicting the Difficulty of Task (Small Seedcorn Grant, Oxford University, Dr Yasmine El Masri)
- Improving Task Difficulty Models (Pearson Inc, Professor Jo-Anne Baird and Dr Yasmine El Masri)
- Developing Teacher/Student Talk (John Fell Fund, Dr Jenni Ingram)
- Private Training Providers (Gatsby Charitable Foundation, Dr Susan James Relly)
- Assessing Learning, Monitoring Progression (UBS, Dr David Johnson)
- Leadership in a World of Change (FETL, Professor Ewart Keep)
- Indicators of Education System Effectiveness (John Fell Fund, Dr Jenny Lenkeit)
- The University of Oxford Education Deanery (John Fell Fund, Professor Ernesto Macaro)
- Activity, Rest, and Learning Experiences (ARLE) (John Fell Fund, Dr Lars Malmberg)
- Using Rating Scales to Support Quality Improvement (Education Endowment Foundation, Dr Sandra Mathers)
- Early Years Board 5 Evaluation (Oxfordshire County Council, Dr Sandra Mathers)
- Looked-After Children in England (Education Endowment Foundation, Dr Sandra Mathers)
- The Oxford Children's Corpus: Lessons for Learning to Read (Leverhulme Trust, Dr Victoria Murphy)
- Evaluation of the 1st Class at Numbers Programme (Education Endowment Foundation, Professor Terezinha Nunes)
- Improving Children's Working Memory (Education Endowment Foundation, Professor Terezinha Nunes)
- Literature Review of Science Education (Education Endowment Foundation, Professor Terezinha Nunes)
- The Mathematical Reasoning Intervention (Education Endowment Foundation, Professor Terezinha Nunes)
- Evaluation of the Attachment Aware Schools Programme (Bath and NE Somerset Council, Professor Judy Sebba)
- The Impact of Allegations on Foster Carers (Foster Talk and Sir Halley Stewart Trust, Professor Judy Sebba)
- 'Hidden' Children and the Politics of Poverty (John Fell Fund, Dr Niall Winters)
- A Pedagogical Assessment System (John Fell Fund, Dr Robert Woore)
- Impact of Performance Pay on Rwandan Primary Schools (John Fell Fund, via Blavatnik School of Government, Dr David Johnson)

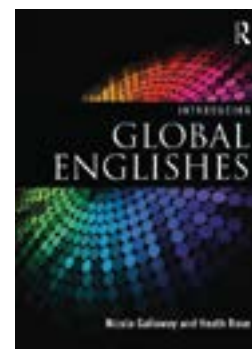
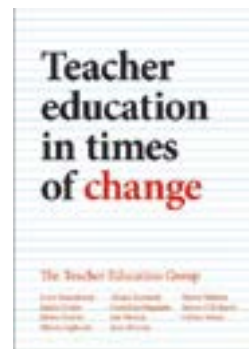
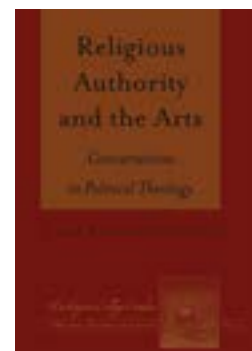
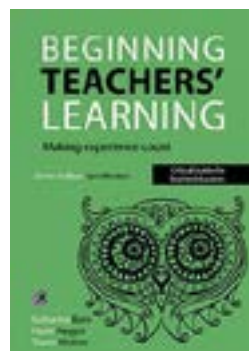
Editorship

- *Assessment in Education: Principles, Policy and Practice* (Therese N. Hopfenbeck, lead editor; Jo-Anne Baird, executive editor; Jenny Lenkeit, guest editor)
- *British Journal of Educational Studies* (Liam Gearon, guest editor)
- *British Journal of Religious Education* (Nigel Fancourt, editorial board)
- *British Journal of Sociology of Education* (Steve Strand, editorial board)
- *Educational Review* (Steve Strand, editorial board)
- *Educational Theory* (Alis Oancea, review board)
- *Elementary School Journal* (Gabriel Stylianides, editorial board)
- *Emotional and Behavioural Difficulties* (Harry Daniels, editor)
- *Human Development* (Terezinha Nunes, advisory editor)
- *International Journal of Applied Linguistics* (Ernesto Macaro, reviews editor)
- *International Journal of Behavioral Development* (Lars Malmberg, editorial board)
- *International Journal of Educational Research* (Gabriel Stylianides, editorial board)
- *Journal of Educational Administration* (Pam Sammons, editorial board)
- *Journal of Professional Capital and Community* (Pam Sammons, editorial board)
- *Learning and Instruction* (Lars Malmberg, associate editor)
- *Learning Culture and Social Interaction* (Harry Daniels, co-editor)
- *Language Learning Journal* (Ernesto Macaro, editorial board)
- *Language Teaching* (Ernesto Macaro, editorial board)
- *Oxford Economic Papers* (Ken Mayhew, associate editor)
- *Oxford Review of Education* (Jo-Anne Baird, editorial board; Alis Oancea, editorial board; Ken Mayhew, editorial board; Steve Strand, editorial board)
- *Oxford Review of Economic Policy* (Ken Mayhew, associate editor)
- *Religious Education Journal of Australia* (Nigel Fancourt, editorial board)
- *Research in Mathematics Education* (Gabriel Stylianides, editorial board)
- *Research Papers in Education* (Steve Strand, editorial board)
- *Review of Education* (Alis Oancea, co-editor)
- *School Effectiveness and School Improvement* (Pam Sammons, editorial board)
- *Teaching Anthropology* (David Mills, editor)
- *Teaching History* (Katharine Burn, co-editor)



Book Publications

- **Burn, K., Hagger, H., and Mutton, T.** (2015) *Beginning Teachers' Learning: Making Experience Count*. Northwich: Critical Publishing.
- **Ertl, H.** (2015) *A World of Difference? Research on Higher and Vocational Education in Germany and England*. München: Utz Verlag.
- **Gearon, L.** (2015) *Religious Authority and the Arts: Conversations in Political Theology*. New York: Peter Lang.
- **Geniets, A.** (2015) *The Global News Challenge: –Market Strategies of International Broadcasting Organizations in Developing Countries*. London/New York: Routledge.
- **Hulme, P.** (2015) *KS2 Success: Science Revision and Practice*. London: Letts.
- **Mutton, T.** et al. (2015) *Teacher Education in Times of Change*. Bristol: Policy Press.
- Galloway, N. and **Rose, H.** (2015) *Introducing Global Englishes*. Abingdon: Routledge.
- Chapman, C., Muijs, D., Reynolds, D., **Sammons, P.**, and Teddlie, C. (Eds.) (2015) *The Routledge International Handbook of Educational Effectiveness and Improvement: Research, Policy, and Practice*. London: Routledge International Handbooks of Education.
- **Thompson, I.** (Ed.) (2015) *Designing Tasks in Secondary Education: Enhancing Subject Understanding and Student Engagement*. London/New York: Routledge.
- **Woore, R., Macaro, E., and Graham, S.** (2015) *Improving Foreign Language Teaching: Towards a Research-Based Curriculum and Pedagogy*. Abingdon: Routledge.



Research Methods and Data

- **Fancourt, N.** (2015) Guide to Research Ethics for Teachers, circulated within Universities' Council for the Education of Teachers.
- Chiorri, C., Casely-Hayford, J., **Hall, J.**, and **Malmberg, L.** (2015) Evaluating Measurement Invariance between Raters using the Strength and Difficulties Questionnaire (SDQ).
- **Sammons, P.** and Anders, Y. (2015) Researching Equity and Effectiveness in Education: Examples from the UK and Germany. In: Smeyers, P., Bridges, D., Burbles, N., and Griffiths, M. (Eds.) *International Handbook of Interpretation in Educational Research*, Part 2. Springer International Handbooks of Education. Springer: Dordrecht.
- **Winters, N.** (2015) Shared data produced by the ESRC-DFID funded project, 'The Design and Evaluation of a Mobile Learning Intervention for the Training and Supervision of Community Health Workers' (ES/J018619/2). Record Number: UKDS ReShare Record 852184.
- **Caro, D.** (2015 versions) Package in R ('intsy') for the analysis of PISA, PIAAC, PIRLS, and TIMSS datasets.
- **Oancea, A.** (2015) Impact and Knowledge Exchange. Online Resource: www.education.ox.ac.uk/impact-and-knowledge-exchange

Review Panels and Refereeing

Maia Chankseliani:	Grant application reviewer for Shota Rustaveli National Science Foundation.
Harry Daniels:	Reviewer for ESRC; Nuffield; EPSRC; DfES; DoH; Home Office; and Commonwealth Scholarships.
Hubert Ertl:	Reviewer for German Research Council.
Rebecca Eynon:	Reviewer for the ESRC.
Therese N. Hopfenbeck:	Referee for AERA Conference, Chicago.
Nikki Luke:	Reviewer for NIHR final report submission.
Ken Mayhew:	Member of ESRC College of Peer Reviewers.
Ken Mayhew:	Peer Reviewer for the Kuwait National Research Fund.
Alis Oancea:	Member of ESRC Large Grants and Centres competition commissioning panel.
Alis Oancea:	Member of Peer Review College, Economic and Social Research Council.
Alis Oancea:	European Commission, Horizons 2020: Rapporteur (Grants, 'The Young Generation in an Innovative, Inclusive, and Sustainable Europe').
Alis Oancea:	European Commission, Horizons 2020: Expert, Science with and for Society.
Alis Oancea:	Peer Reviewer, Education Endowment Foundation.
Alis Oancea:	Expert, Polish-Norwegian Research Programme, National Centre for Research and Development.
Pam Sammons:	Reviewer for National Council for Special Education in Ireland.
Pam Sammons:	Reviewer for Irish Research Council.
Steve Strand:	Reviews for ESRC Future Research Leaders (FRL) Scheme; ESRC Secondary Data Analysis Initiative (SDAI) Phase 3 call (*2); an ESRC Open Grant; and the Croatian Science Foundation (HRZZ).
Niall Winters:	Reviewer for the Medical Research Council.
Niall Winters:	Member of the ESRC Peer Review College.

Fellowships and Professional and Learned Societies

Jo-Anne Baird:	Member of Conference Organising Committee, Association for Educational Assessment (Europe).
Jessica Briggs:	Member of British Association for Applied Linguistics.
Katharine Burn:	Chair of the Secondary Committee of the Historical Association; trustee and member of its executive body. Drafted the Historical Association's response to DFE consultations on Continuing Professional Development for teachers on EBAcc.
Hubert Ertl:	Elected member of the German Association for Educational Research.
Rebecca Eynon:	Mentor for SRHE Newer Researcher Award Holders.
Liam Gearon:	Elected Treasurer of the Society for Educational Studies.
David Johnson:	Associate Fellow of the British Psychological Society.
David Johnson:	Chartered and Practising Educational Psychologist registered with the Health Professions Council.
Ken Mayhew:	Member of British Universities Industrial Relations Association.
Ken Mayhew:	Member of International Employment Relations Association.
Ken Mayhew:	Member of the Royal Economic Society.
Alis Oancea:	Fellow of the Higher Education Academy.
Alis Oancea:	Convenor of the Oxford Branch of the Philosophy of Education Society of Great Britain (PESGB).
Alis Oancea:	Member of the Large Grants Committee, PESGB.
Alis Oancea:	Member of Committee on Publication Ethics (COPE).
Heath Rose:	Secretary of the Irish Association of Applied Linguistics.
Niall Winters:	Member of British Educational Research Association.
Gabriel Stylianides:	Invited Co-Leader of the Working Group on the topic, 'Argumentation and Proof' at the 9 th Congress of the European Society for Research in Mathematics Education.

University Appointments

Hubert Ertl:	Junior Proctor, University of Oxford.
David Mills:	Director, ESRC Doctoral Training Centre.
David Mills:	Director–Designate, Grand Union Doctoral Training Partnership in conjunction with Brunel and Open University.
Alis Oancea:	Mentor for university academic staff working towards the Postgraduate Diploma in Learning and Teaching in Higher Education.
Pam Sammons:	Ad Feminam Mentor, University of Oxford.
Judy Sebba:	Review Panel, ESRC IAA, Social Sciences Division.
Steve Strand:	Member of the University Statistics Review Panel, created by Education Committee to establish best practice in the analysis of Oxford University student data and provide peer review and advice to UAO Student Data Management and Analysis (SDMA).

Awards

John Furlong:	1 st prize for <i>Education – An Anatomy of the Discipline</i> , awarded by the British Society for Educational Studies.
Liam Gearon:	2 nd prize in the Annual Book Awards of the Society for Educational Studies for the single-authored work, <i>On Holy Ground: The Theory and Practice of Religious Education</i> .
Liam Gearon:	Seminar Series, Philosophy, Literature and Education, funded by PESGB (with E.Williams)
Alis Oancea:	Paper selected for inclusion in <i>Philosophy of Education II</i> (the second in the Major Works series, described as ‘a comprehensive collection of the field’s canonical and cutting-edge research’. Published by Routledge (2015).
Pam Sammons:	Emerald Literati Network Awards for Excellence for Outstanding Paper Certificate 2015. Sammons, P., Toth, K., Sylva, K., Melhuish, E., Siraj, I., and Taggart, B. ‘The Long-Term Role of the Home Learning Environment in Shaping Students’ Academic Attainment in Secondary School.’ <i>Journal of Children’s Services</i> , 10 (3), 189–201.
Steve Strand:	Author of one of 20 papers selected in the recent <i>British Educational Research Journal</i> (BERJ) re-issue titled, ‘In Praise of BERJ: The First 40 Years’. This edition selected 20 landmark pieces that have appeared in the journal’s pages over the last 40 years, since its founding in 1975.
Kathy Sylva:	Honorary Doctorate, University of Gothenburg.

An Honorary Doctorate for Professor Kathy Sylva

On October 16, Professor Kathy Sylva was awarded an honorary doctorate from the University of Gothenburg. Professor Roger Saljo, Dean of the Faculty of Education, said the award was in recognition of Professor Sylva’s outstanding research on early childhood education.

Society for Educational Studies Book Prize

Associate Professor Liam Gearon was awarded 2nd prize in the Annual Book Awards of the Society for Educational Studies for *On Holy Ground: The Theory and Practice of Religious Education*. The awards are based on four criteria: quality of research and scholarship, originality of analysis and argument, critical relationship between theory and practice, and quality and accessibility of writing. The book prize was awarded at the British Academy in November.

Visiting Academic Positions

Jo–Anne Baird:	Visiting Professor (Queen’s University).
Yasmine El Masri:	Visiting Scholar (Leibniz Institute for Science and Mathematics Education).
Hubert Ertl:	Visiting Professor (Nanjing Tech University).
Nigel Fancourt:	Associate Fellow (University of Warwick).
Sandra Mathers:	Visiting Professor (University College of Northern Denmark).
Sandra Mathers:	Visiting Professor (University of Plymouth).
Ken Mayhew:	Extraordinary Professor (University of Maastricht).
Ernesto Macaro:	Distinguished Visiting Professor (Autonomous University of the State of Hidalgo).
Terezinha Nunes:	Visiting Professor (Universidade Federal de Porto Alegre).
Pam Sammons:	Visiting Professor (University of Cyprus; University of Southampton; Hong Kong Institute of Education).





Further coverage of Professor Strand's research in 2015 includes that of a DfE report on ethnicity, deprivation, and educational achievement at age 16 (The Guardian, June; The Guardian, August; Secondary Education, September), and of the Looked After Children-NPD collaboration with Judy Sebba and the University of Bristol (The Independent, BBC News Online, The Times, November).

Three case studies from departmental research are featured on the Social Sciences Division website as examples of impact arising from Oxford research in the social sciences. The case studies are:

- 'A Good Start in Life': The Effective Provision of Pre-School, Primary, and Secondary Education (EPPSE) project (**Sylva, Sammons, and Melhuish**)
- 'An Uncertain Future': The SKOPE (Skills, Knowledge and Organisational Performance) Research Centre (**Keep, Mayhew, and SKOPE researchers**)
- 'Learning and Understanding for Deaf Children in UK Education': Longitudinal Research on Literacy and Working Memory (**Nunes**)

Impact Case Studies

Improving Outcomes for Pupils with English as an Additional Language (EAL)

On June 23, the House of Commons spent 1:20 minutes debating support for pupils with English as an Additional Language (EAL). The debate was secured by Stewart Jackson, MP for Peterborough, to explore how the Government could assist a number of local authorities to deal with the consequences of large-scale migration of pupils with EAL and the impact of this on primary schools and pupils' educational attainment. Speakers quoted extensively from reports by Professors Steve Strand and Victoria Murphy on EAL and educational achievement in England. The recommendations of the report were discussed in detail. The debate included a response from the Minister for Schools (Mr Nick Gibb).

The Strand, Malmberg, and Hall (2015) report, commissioned by the Education Endowment Foundation, Unbound Philanthropy, and The Bell Foundation, looked at the academic achievement of pupils classified as EAL. The report found that there is a massive variation in the results achieved by EAL pupils (<http://www.ox.ac.uk/news/2015-02-02-schoolchildren-without-english-first-language-catch>). Following on from the recommendations of the report, the Educational Endowment Foundation have announced a new £2m fund to find best ways to improve outcomes for disadvantaged EAL pupils.

Media coverage of Steve Strand's and Victoria Murphy's EAL reports includes 'How a Profusion of EAL Pupils is No Hindrance' (*Times Educational Supplement*, 30 January); 'Foreign Pupils Don't Harm Grades of English Speakers', (*The Independent*, 30 January); 'Schools Must Account for EAL Spending, Experts Say', (*Schools Week*, 30 January).

Using Large Scale International Assessment Data to Improve Teaching Practice

International educational assessments, such as the Progress in International Reading and Literacy Study (PIRLS), receive a great deal of attention in the media and from politicians, particularly in regard to the international rankings they

generate. PIRLS studies both the reading achievement, and reading behaviours and attitudes, of 9- and 10-year-olds in more than 50 countries, and the literacy rankings that the study generates are widely disseminated and discussed. However, PIRLS gathers much more data than just literacy levels; it also collects information about how children's home and school environments support learning to read. This data, however, is largely underused. Moreover, classroom teachers often find it difficult to use the information provided by large scale assessments, such as PIRLS, to improve teaching practice. In their ESRC IAA-funded project, Dr Therese N. Hopfenbeck and a team from OUCEA collaborated with literacy experts from primary schools in Oxfordshire and Berkshire, as well as practitioners from the Education Media Centre, the Norwegian Knowledge Centre for Education (Norwegian Research Council), the A-Level Content Advisory Board, and the PIRLS National Project Manager in England. This collaboration makes better use of the extensive information generated by PIRLS to support teachers in improving their practice.

A Good Start in Life for All Children

Since 1997, Professors Kathy Sylva, Pam Sammons, and Ted Melhuish have co-led the Effective Provision of Pre-School, Primary, and Secondary Education (EPPSE) project (initially known as EPPE), the largest study of its kind in Europe, tracking the progress of 3,000 children between the ages of 3 and 16. The results, drawn out through statistical analysis of this huge dataset and grounded in three decades of wider research and engagement, have continued to influence policy decisions; for example, to extend the Early Years education entitlement to 3-year-olds, and to increase the quality and professionalism of the sector through the new qualification 'Early Years Teacher'. The Education Act 2011 raised the universal provision from 12.5 to 15 hours of free Early Years education for all 3 to 4-year-olds, and introduced targeted places for disadvantaged 2-year-olds. Since 2000, a range of support mechanisms have been rolled out and successive governments have used Oxford research to support their efforts to achieve quality childcare across the country. For more than a decade, EPPSE findings are noted by the National Audit Office as underpinning key decisions by the Department for Education to increase the quantity and quality of early education and care.

In May 2015, the REES Centre took part in the *LiveFriday: Social Animals* event, which was organised by the Social Sciences Division with the Ashmolean Museum. Over 4,000 people attended an evening of live performances and workshops, including the REES Centre's interactive games workshop, which presented cutting-edge research from across the division.

Skills Policy in the UK

One of SKOPE's long-standing research foci has been on 'home international' comparisons of skills policy across the four UK nations. To support this, SKOPE has invested considerable time in building links with the governments in Cardiff and Edinburgh. For example, over the last year, Professor Ewart Keep has provided advice to the Welsh Government on its efforts to regionalise skills forecasting and planning, and to tie this to economic development. This work includes reviewing the three Regional Skills Partnerships' initial labour market assessments; meeting with and giving conference presentations at RSP events; and commenting on the RSPs' subsequent skills action plans. Professor Keep has also been asked to comment on the Welsh Government's draft national skills strategy and to provide advice on a number of skills utilisation research projects that the Welsh Government has been piloting in a number of sectors.

Learning and Understanding for Deaf Children

Deaf children experience education differently. No less able, their opportunities can be limited because of this experience. Whether in mainstream education or in specialist schools, deaf children face specific learning challenges that are hard for children and teachers to overcome. A Department of Education team, led by Professor Terezinha Nunes, used longitudinal and intervention studies to develop new methods that challenge established ways of teaching core subjects.

This led to the design of teacher-friendly resource packages on mathematics, literacy learning, and working memory, which are now used in teaching and teacher training across the country. Since developing the teaching materials, the National Deaf Children's Society, in collaboration with Professor Nunes and her team, have rolled out training programmes to over 300 professionals around England and Wales, and this work has improved the education experience for over 7,000 deaf children. Libby Foster of the NZEVE Deaf Centre in Mutare (Zimbabwe) found the literacy resources on the Department's website and produced them for use with children in the centre.

Training for Vocational Excellence

Departmental researchers working with WorldSkills UK (formerly Find a Future) identified key characteristics for vocational excellence. Since 2011, WorldSkills UK used these findings to revolutionise the way they selected and trained competitors for WorldSkills Competitions. Based on the research findings, WorldSkills UK included in their selection process qualities such as confidence and emotional maturity, and concentrated on developing these intrinsic traits through training. The work by Associate Professor Susan James Rely and colleagues at SKOPE was featured as an impact case study on the ESRC website. Most recently, a suite of six projects has been completed focussing on Developing and Understanding Vocational Excellence (DuVE), which included Squad and Team UK from WSC in 2013 and 2015. The reports can be found online at www.vocationalexcellence.education.ox.ac.uk.

Expert and Advisory Roles

Jo-Anne Baird:	Ofqual Standards Advisory Group.
Jo-Anne Baird:	Scottish Qualifications Authority, Qualifications Committee.
Jo-Anne Baird:	OECD Expert Group on Global Competence.
Katharine Burn:	Member of the Strategic Schools Partnership Board.
Daniel Caro:	Fellowship, OECD's Thomas J. Alexander Fellowship Programme.
Harry Daniels:	OECD 3rd Session of the Group of National Experts. on Effective Learning Environments.
Harry Daniels:	Membership of Technical Advisory Group (TAG), Centre of Effective Learning Environments, OECD.
Julie Dearden:	Conference Organiser, 'EMI: Global Views and Countries in Focus'.
Velda Elliott:	Provided evidence twice to the DfE Workload Review Group on Marking as part of the EEF Review on Written Marking.

Rebecca Eynon:	Expert invited to inform the Higher Education Commission's inquiry report, 'From Bricks to Clicks: The Potential of Data and Analytics in Higher Education'.
Rebecca Eynon:	Advisory Board Member for the Big Data for Education Research Centre, Beijing Normal University.
Nigel Fancourt:	Co-opted member of Oxfordshire's Standing Advisory Committee on Religious Education.
Nigel Fancourt:	Contribution to Association of University Lecturers in Religious Education's response to Government consultation on A-Level Syllabuses.
Therese N. Hopfenbeck:	Expert Member, PISA 2018 Questionnaire Framework Expert Group.
Therese N. Hopfenbeck:	Expert Advisor, Assessment for Learning Programme.
Therese N. Hopfenbeck:	Chair of Board for the Norwegian Centre for Learning Environment and Behavioral Research in Education.

Expert and Advisory Roles

Therese N. Hopfenbeck:	Feedback for the Ministry of Education on a White Paper about bullying.	Sandra Mathers:	Advisory Group Member, Nuffield Foundation/LSE study on clustering by social and ethnic background among 3s and 4s accessing the early years free entitlement.
Ewart Keep:	Member of Ofqual's Vocational Advisory Group.	Sandra Mathers:	Trustee of Early Education Charity.
Ewart Keep:	Member of Quality and Qualifications, Ireland's Policies and Standards Committee.	Ken Mayhew:	Report on Graduate Skills Utilisation for the Chartered Institute of Personnel and Development.
Ewart Keep:	Member of the DBIS Skills Policy Analysis Academic Panel.	Ken Mayhew:	Member of Armed Forces Pay Review Body.
Ewart Keep:	Member of the Advisory Group that oversees a project on employers' attitudes towards the creation of higher level technical skills being undertaken by ex-Labour cabinet minister John Denham at the London School of Economics.	Trevor Mutton:	Department for Education: The ITT Framework Expert Group.
Ewart Keep:	Member of HEFCE's Research and Knowledge Exchange Strategic Advisory Committee.	Trevor Mutton:	Chair of the University Council for the Education of Teachers (UCET) Secondary Committee.
Ewart Keep:	Member of the Scottish Funding Council/Skills Development Scotland Joint Skills Committee.	Trevor Mutton:	UCET Executive Committee Member.
Ewart Keep:	Member of HEFCW's Student Opportunity and Achievement Committee.	Terezinha Nunes:	Member of the Keeble Review of pedagogy in primary schools, led by the TSC and DfE.
Ewart Keep:	Advice to the New Zealand government on education, and training and skills policy developments.	Alis Oancea:	Advisory Board Member, League of European Research Universities (LERU). Doctoral Summer School. <i>Sharing Excellence – The Value of Knowledge</i> .
Ewart Keep:	Advice to the Welsh Government, including reviewing the 3 Regional Skills Partnerships initial labour market assessments, the RESPs' subsequent skills action plans.	Alis Oancea:	School Governor, Oxfordshire.
Lars Malmberg:	Invited Expert for the PhD-Academy programme of the Deutsches Institut für Pädagogische Forschung (PhDIPF).	Alis Oancea:	Cited in the HEFCE Metrics Review final report.
Sandra Mathers:	Member of Oxfordshire County Council's Foundation Years Board.	Pam Sammons:	Advisory Group Member for the DfE London Effect Research Programme for Minister Sam Gyimah.
Sandra Mathers:	Invited advice to Education Endowment Foundation on their Early Education toolkit.	Pam Sammons:	CST Governor for Oxford Spire Academy.
Sandra Mathers:	Member of Advisory Group for Early Education's Nursery Schools Audit.	Gabriel Stylianides:	Member of the Standards and Testing Agency's Test Review Groups for the Professional Skills Tests for Prospective Teachers in Numeracy.
		Steve Strand:	Member of the Joint Consultative Committee with the University and College Union (JCC-UCU).
		Niall Winters:	Board of Trustees for <i>The Restart Project</i> and <i>Medicine Africa</i> .
		Niall Winters:	Member of Health Education England's Technology Enhanced Learning (TEL) Expert Group.

Daniel Caro and Jenny Lenkeit's article in *The Conversation*, 'Which Countries Punch Above Their Weight in Education Rankings?', attracted over 200,000 reads, the highest level on the University website in the last quarter of 2015.

Policy and Practitioner Events

Katharine Burn:	Workshops for teachers at the annual conferences of both the Historical Association and the Schools History Project (May, July).	Nigel Fancourt:	International Forum on Teacher Education (Kazan).
Harry Daniels:	Royal Institute of British Architects Annual Research Symposium.	Therese N. Hopfenbeck:	Invited by the Prime Minister of Norway to attend a meeting on how to prevent bullying in schools (Oslo, January).
Harry Daniels:	9 th regional workshop of the project, 'Learning in 21 st Century Schools – Second Phase' (Santiago).	Therese N. Hopfenbeck:	Keynote/invited talks to the Ministry of Education in Oslo (Norway, March); Naldic Annual Conference (London, November); The Norwegian Directorate for Education and Training; Language Testing Forum, British Council (Oxford, November).
Julie Dearden, Ernesto Macaro, Catherine Walter:	Video conference, Ministry of Education, Ecuador (April).	Ewart Keep:	Keynotes/invited talks to the first meeting of the House of Lords Committee on Social Mobility (London, July); Skills Development, Scotland's PhD Programme Launch and Networking event (Glasgow, March); Westminster Employment Forum (London, March); LLAKES/UKCES Master class (London, June); The SE Wales Learning, Skills, and Innovation Partnership stakeholder event (Cardiff, June); Welsh Labour Market Summit (University of Bangor, September); National Training Federation of Wales Annual Conference (Newport, October); Economic Development Association Scotland Seminar (Glasgow, November); Higher Education Authority Forward Look Forum (Dublin, November); International Labour Organisation Forum on Technological Change, Skills Utilisation, and Skill Ecosystems (Geneva, November); AEA/SQA/Alpha Plus Symposium on Quality in Vocational Assessment (Glasgow, November); Ascentis awarding organisation national conference (Aston University, December).
Julie Dearden, Ernesto Macaro, Catherine Walter:	Meetings with delegations to Oxford: Shanghai Jiao Tong University, China (March); Chulalongkorn University, Thailand (April); Taibah University, Saudi Arabia (August).		
Julie Dearden:	Brazilian Association for International Education Conference (Cuiaba, April).		
Julie Dearden, Ernesto Macaro, and Ann Childs:	Meeting with Daw Su Su Lwin, the Chairwoman of the Lower House's International Relations Committee and Head of the Education Committee in Suu Kyi's National League for Democracy (NLD).		
Julie Dearden:	Meeting with the President of English without Borders, Ministry of Education, Brazil (September).		
Julie Dearden and Ernesto Macaro:	Short courses/workshops on EMI for teachers, trainers, and lecturers from China, Taiwan, Japan, Brazil, Papua New Guinea, and Turkey.		
Hubert Ertl:	Invited talks to Cambridge Assessment Policy-Practice Discussion (London, June); Quality in Vocational Assessment Seminar, hosted by the Scottish Qualifications Authority (Glasgow, November); Aston University Higher Education Practitioner Seminar (Birmingham, December).		

In 2015, a departmental team launched a new online capacity building resource on **Impact and Knowledge Exchange in the Social Sciences**.

The resource includes videos, presentations, bibliographies, a webography, and a set of conceptual resources (Oancea, Stamou, and Djerasimovic, 2015). Available here: <http://www.education.ox.ac.uk/impact-and-knowledge-exchange/>.

Nikki Luke:	Contribution to consultations with foster carers, care-experienced young people, social workers, local authority staff, Virtual School heads, and DfE colleagues in fostering as part of Rees Centre's knowledge exchange work.	Judy Sebba:	Keynote/invited talks to British Association for Adoption and Fostering Conference on Educational Outcomes (January); Foster Care Associates 'Supporting the Education of Looked After Children in Northern Ireland' Conference (March); Hampshire County Council Winchester Fostering Team (June); Windsor and Maidenhead (adoption) Conference, (June); Irish Foster Care Association's Symposium (October); the Hampshire Virtual School Conference (October).
Sandra Mathers:	Keynote/invited participation in Ofsted private seminar to discuss next Early Years Annual Report (May); and Nursery World Two-Year- Olds Conference (July).		
Ken Mayhew:	Keynote/invited talks to CEDEFOP Conference (Thessaloniki, November); Abu Dhabi Economic Development Conference (Abu Dhabi, December).	Steve Strand:	Keynote/invited talks to Primary School Senior Leaders, London Borough of Merton (London, November); Secondary School Senior Leadership Teams, London Borough of Wandsworth (London, November); Hillingdon Secondary Heads Conference (Ascot, November); Derbyshire LA (Derby, September); Narrowing the Achievement Gap National Conference (London, June); Educational Endowment Foundation Invited Seminar, Church House, Westminster (London, March).
Trevor Mutton:	Written evidence to House of Commons Select Committee Inquiry into Teacher Supply.		
Trevor Mutton:	Keynote, Teacher Education Advancement Network (Birmingham, May).		
Alis Oancea:	HEFCE Round Table on Novel Valuation Methods (Chair: David Sweeney, HEFCE) (London, February).		
Alis Oancea:	Convenor of Seminar Series: Impact and Knowledge Exchange in the New Research Environment, SBS, and Nuffield. (with Roger Goodman, Oxford).		
Alis Oancea:	Podcast series, 'Impact in an Evolving Research Environment.'	Terezinha Nunes:	Keynotes funded by Brazilian Federal Agency for Support and Evaluation of Graduate Education (CAPES) (Porto Alegre, March) and Universidade Federal do Rio de Janeiro and CAPES (Rio de Janeiro).
Alis Oancea:	Keynote, European Foundation for Management Development (June).	Robert Woore:	Contributed two sessions to a CPD series of Modern Languages Teachers (KS2 and KS3), led by S. Graham (Reading) and funded by the government Department for Education.



Teaching and Learning Overview

Professor Steve Strand

Over the last 15 years, the Department of Education has grown in size and shape. Since 2000, the Department has seen considerable expansion in the number and range of courses offered. In 2015–16, we offered the following courses:

- MSc in Education with 5 different ‘pathways’: Comparative and International Education; Higher Education; Child Development; Learning and Technology; Research Design and Methodology
- MSc in Applied Linguistics and Second Language Acquisition (ALSLA)
- MSc in Learning and Teaching (MLT)
- MSc in Teacher Education (Mathematics and Science)
- MSc in Teaching English Language in University Settings (TELUS)
- The Postgraduate Certificate in Education (PGCE)
- A comprehensive Doctoral programme attracting students from all over the world.

In 2015–16, the Department had a total complement of 525 students, of whom 343 were studying full-time and 182 were studying as part-time students. Our Masters courses cover a wide and diverse range of subjects as well as containing a strong research methods component. They are delivered by academics and research experts, the vast majority of whom are permanent staff fully engaged in their fields of research. Doctoral students’ research is carefully considered so that it reflects the research agenda of research groups and research centres. Research students are embedded within these groups and centres to create a critical mass of coherent research activity that is built around established academics and researchers.

Our part-time provision seeks to ensure that those already employed in education-related professions can find courses that offer opportunities to enhance their knowledge, understanding, and skills in ways that are relevant and of benefit not only for the individual student but also for the institutions and sectors in which they work.

We are strongly committed to the highest quality in our teaching provision, whatever its format. Our student feedback on satisfaction, particularly with regard to the learning experience, is consistently above the Social Sciences Division and Oxford University averages. In the 2012–14 Oxford University Destination of Leavers from Higher Education Survey, 90.2% of our alumni were in work and 5.8% in further study, ranking the Department in the top 3 of the 20 Departments in the Oxford Social Sciences Division.

The diversity of our academic staff reflects our commitment to equal opportunities. Academic staff on teaching and research contracts comprise 18 female and 19 male; research staff include 20 female and 4 male; and teaching only staff include 5 female and 1 male. The Department has a strong international profile with colleagues appointed from many countries, including Australia, Canada, China, Finland, Georgia, Greece, Germany, Norway, Peru, Romania, and the United States.

MSc Education

**Associate Professor Hubert Ertl and
Associate Professor Maria Evangelou**

The Department of Education offers one of the strongest graduate studies programmes in the UK, with a range of one year full-time MSc programmes. The MSc Education offers five pathways, some which are long established (RT and CIE) and the newest (CDE) has already completed its 7th cohort. The MSc Education is linked with the Oxford 1+1 MBA route offered by the SAID Business School. The Department has so far admitted 2 students to the 1+1 MBA course.

- **MSc Education (Child Development and Education – CDE)** aims to promote critical understanding of developmental theories and research, and the use of this knowledge in the design and evaluation of programmes aimed at promoting children’s development and education.
- **MSc Education (Comparative and International Education – CIE)** has been in existence in Oxford for more than ten years. Successful course graduates now have positions in international organisations or in higher education.
- **MSc Education (Higher Education – HE)** provides a broad introduction into the complex field of theories and practice in higher education globally. Graduates usually either stay in a research context either in higher education institutions or other research bodies, or assume positions in higher education administration and management.
- **MSc Education (Learning and Technology – L&T)** focuses on research, practical application, and collaborative exploration in relation to key issues in the field of educational technology.
- **MSc Education (Research Training – RT)** introduces students to the range of tools and concepts that are necessary in educational research and prepares students to undertake their own research and evaluate the research of others. This course is ESRC recognised as the first year of a ‘1+3’ DPhil and may be funded by ESRC scholarships.

Many graduates from our MSc Education programme continue to doctoral studies in our department, at Oxford, or at other prestigious universities. Other graduates move on to jobs in government, non-government, and international organisations.

Teaching Awards 2014–15

- **Dr Catherine Walter** achieved the OUSU Award for Outstanding Tutor in the Social Sciences.
- **Dr Susan James Relly** achieved the OUSU Award for Best Support Staff.
- **The Bodleian Education Library Team** was recognised for a project that used technological solutions to help students locate reading list items and reference their work correctly. The team worked with the online reference management tool, Mendeley, to produce accurate bibliographic references that were annotated with information from reading lists as well as live links to books and articles.
- **Jennifer Allen**, a current doctoral student, was also awarded a project grant entitled, 'Becoming a Researcher: A Personal and Professional Development Course for MSc Students.' The project develops an online version of the Becoming a Researcher course, which was successfully piloted in 2014.

Courses Offered

- **DPhil (PhD)**
Please direct all enquiries to Associate Professor Susan James Relly
susan.jamesrely@education.ox.ac.uk
- **MSc Applied Linguistics**
Please direct all enquiries to Professor Victoria Murphy
victoria.murphy@education.ox.ac.uk
- **MSc Education (Child Development and Education)**
Please direct all enquiries to Associate Professor Lars Malmberg
lars-erik.malmberg@education.ox.ac.uk
- **MSc Education (Comparative and International Education)**
Please direct all enquiries to Dr David Johnson
david.johnson@education.ox.ac.uk
- **MSc Education (Higher Education)**
Please direct all enquiries to Associate Professor Hubert Ertl
hubert.ertl@education.ox.ac.uk
- **MSc Education (Learning and Technology)**
Please direct all enquiries to Associate Professor Niall Winters or Associate Professor Rebecca Eynon
niall.winters@education.ox.ac.uk or rebecca.eynon@oii.ox.ac.uk
- **MSc Education (Research Training)**
Please direct all enquiries to Dr Daniel Caro
daniel.caro@education.ox.ac.uk
- **MSc Learning and Teaching**
Please direct all enquiries to Dr Nigel Fancourt
nigel.fancourt@education.ox.ac.uk
- **MSc Teacher Education (Mathematics and Science)**
Please direct all enquiries to Associate Professor Ann Childs
ann.childs@education.ox.ac.uk
- **MSc in Teaching English Language in University Settings**
Please direct all enquiries to Associate Professor Heath Rose
heath.rose@education.ox.ac.uk
- **Postgraduate Certification in Education**
Please direct all enquiries to
pgce.admissions@education.ox.ac.uk
- **Postgraduate Diploma in Learning and Teaching in Higher Education**
Please direct all enquiries to Dr Kathleen Quinlan
kathleen.quinlan@learning.ox.ac.uk

Doctor of Philosophy (DPhil) Associate Professor Susan James Relly

The Doctorate programme attracts a wide variety of students. Our current doctoral students, of which there are approximately 110, come from over 40 different countries and are supported by a variety of scholarships and grants. The DPhil in education, known internationally as a PhD, is consistently over-subscribed. Entry is highly competitive and there are over 100 applications each year for approximately 21 places. The first year DPhil students are referred to as Probationer Research Students (PRS) and are required to undertake comprehensive research methods training through a suite of training courses that are decided upon by the Director of Doctoral Research, the student, and the supervisor/s. At the end of the first year, and no later than four terms maximum, doctoral students are expected to have completed Transfer of Status. At the end of the second year, and no later than nine terms, students are expected to have completed Confirmation of Status.

MSc Teaching English Language in University Settings (TELUS) Associate Professor Heath Rose

The MSc in Teaching English Language in University Settings is a part-time, online master's degree in applied linguistics for TESOL (Teaching English to Speakers of Other Languages), which specialises in language instruction at the tertiary level. The course offers a cutting-edge introduction to the linguistic knowledge and skills needed for teaching English language in universities around the globe. The MSc focuses primarily on the pedagogical implications of applied linguistics and second language acquisition research, as well as exploring key issues in language education, such as language testing, materials evaluation, and computer assisted language learning. The course challenges students to meet the growing global demand for language teaching with research-informed best practice. Students are encouraged to critically reflect on their own teaching experiences and to develop the skills and knowledge needed to become global TESOL practitioners. Many high-performing students, who complete a research dissertation as part of the MSc, go on to doctoral level research.



MSc Applied Linguistics and Second Language Acquisition (ALSLA)

Professor Victoria Murphy

Applied Linguistics is an interdisciplinary field which mediates between the theory of language and the practice of language, both in its acquisition and use. Applied Linguistics is the theoretical and empirical investigation of real-world problems in which language is a central issue. No one MSc can cover the full breadth of topics encompassed in the discipline of Applied Linguistics, hence why the MSc in Applied Linguistics and Second Language Acquisition focuses on one particular branch within applied linguistics, namely, how a second language is acquired.

This MSc sheds light on bilingualism and the teaching and learning of a second or foreign language both as a cognitive endeavour and as a sociocultural practice. The course aims to provide students with the intellectual challenge of situating second language acquisition and language pedagogy firmly in an internationally recognised field of research. Students on the course develop critical analysis skills, problem solving skills, and research skills, and are encouraged to critically reflect on knowledge and experience between English as a foreign language and other foreign languages. As this course provides a sound basis for further study in the field of Second Language Acquisition and Applied Linguistics, many of the best performing students go on to pursue further study at the doctorate level.

PGCE

Associate Professor Trevor Mutton

The Oxford Internship Scheme, by which the University's PGCE programme is known, has continued to develop in partnership with the local schools with whom we work closely. The national teacher education policy context has presented some challenges, not least in the way in which the government's system of 'open recruitment' for the allocation of student places (as opposed to the managed allocations of previous years) has resulted in a reduction of the number of students that the university has been allowed to recruit in certain subject areas, notably History and English. In terms of the course itself, there have been several new initiatives aimed at enhancing the interns' learning experiences, particularly the introduction of an intensive 'Special Educational Needs' week, which has given a number of interns the opportunity to explore aspects of inclusive pedagogy in a designated Special School. We have also continued to develop the Pupil Premium intern research project as part of the Professional Development Programme, which includes the exploration of wider issues of social justice within the context of schools and schooling. Another exciting development has been our collaboration with the Helga Todd Foundation, which is providing financial support for six of this year's interns to travel to India in order to spend eight weeks teaching in schools identified by the Foundation. The interns will be working in pairs: four in two schools in the south-east coastal region and two in a school in the north.

ESRC Doctoral Training Centre (DTC)

Associate Professor David Mills

David Mills continues to direct the division's ESRC Doctoral Training Centre (DTC), ensuring that education is at the heart of interdisciplinary research training initiatives across the social sciences. This centre has fostered a growing range of innovative and advanced courses in doctoral research methods led by the Department's staff, in which many education research students have participated. In 2015, these courses included an award-winning course in advanced qualitative research ('Ethnographic Portraits') and a specialist course in modelling. These courses, and other DTC events more generally, are held within the Department, thus enabling our ESRC scholars and doctoral students to network and collaborate with students from across the social sciences. Since 2011, the Department has been awarded 18 studentships by the DTC, including to the first student to hold an award for part-time doctoral study. Several students have also been successful in competing for advanced quantitative methods studentships, which provide additional stipends and training support. Over the last year, the DTC has developed a new vision for a doctoral training partnership that connects Oxford University with the Open University and Brunel. This partnership ensures that the three partners will be able to pool their different educational research strengths in education and allow students to benefit from shared co-supervision and advanced training.



Student Scholarships 2014-15

DTC ESRC Studentship		
Surname	Forename	Programme
Baron	Alexander	DPhil in Education
Barros Baertl	Rossana	DPhil in Education
Brace	Laura	DPhil in Education
Davis	Susila	DPhil in Education
Fackler	Sina	DPhil in Education
Martin	Thomas	MSc (RDM) and DPhil in Education
Pinto	Vania	DPhil in Education
Taylor	Richard	DPhil in Education

DTC ESRC Advanced Quantitative Methods (AQM) Stipend		
Surname	Forename	Programme
Baron	Alexander	DPhil in Education
Fackler	Sina	DPhil in Education
Pinto	Vania	DPhil in Education

Oxford Graduate Scholarship, supported by HEFCE		
Surname	Forename	Programme
Acquah	Nana	MSc (Applied Linguistics & Second Language Acquisition)
Addo	Beatrice	MSc in Education (CIE)
Jones	Gareth	MSc (Applied Linguistics & Second Language Acquisition)
Robinson	Natasha	MSc in Education (CIE)

Routledge Scholarship		
Surname	Forename	Programme
Abdilah	Rahma	MSc in Education (CIE)

REES Centre Studentship		
Surname	Forename	Programme
Neagu	Mariela	DPhil in Education

Chevening Scholarship		
Surname	Forename	Programme
Matabudul	Bhavit	MSc in Education (HE)

Worcester College Graduate Scholarship – Peter Helps Scholarship		
Surname	Forename	Programme
Dorleon	Hyacinth	MSc in Education (RDM)

Rhodes Scholars		
Surname	Forename	Programme
Barnes	Andrew	MSc in Education (L&T)
Lubega	Melvyn	MSc in Education (L&T)
Menon	Ashwin	MSc in Education (L&T)
Szablowski	Evan	MSc in Education (L&T)
Kolb	Rachel	MSc Education (HE)
Thiel	Joseph	MSc Education (HE)
Premhid	Kameel	MSc Education (HE)
Toles	Thomas	MSc Education (CDE)

Student Success Stories

Associate Professor Susan James Relly

Our students are highly successful and ambitious, striving for every opportunity available to them during their doctoral studies. Our students are encouraged to present their work at conferences and to publish during their doctoral studies. As a result, they leave the Department with very full curriculum vitae, which outline their many great achievements. Each year, there are many success stories and this year has been no exception.

In 2015, several students won awards at conferences. For example, Bobby Ching received the *Emerging Psychologists' Program Award* at the 31st International Congress in Psychology, and Robyn Sneath won the Best Paper given by an early career scholar at the International Standing Committee on the History of Education Annual Conference. Henriette Arndt received a prize for the best presentation at the St. Hilda's Research Symposium.

A number of our students have also won scholarships after starting their doctoral studies based on the progress of their excellent academic work. These students include Katri Eeva, Sonia Khan, and Inga Storen. Marion Waite, as Co-PI, was awarded a successful Horizon 2020 bid worth £4m. Vania Pinto and Katri Eeva won travel awards for fieldwork and academic exchange programmes. Many of our students author and co-author papers with their supervisors in top academic journals and sit on review panels and editorial boards of journals in their field.

A number of our students have completed their doctorates in the past year and have gone on to successful employment in academia, the policy context, and the charity sector. Our students are highly successful on entering the labour market.

Doctoral Completions in 2015

Surname	Forename	Award	Thesis Title	Supervisor/s
Andrews	Nicholas	DPhil	Differences in How Teachers Make Mathematical Content Available to Learners Over Time	John Mason Gabriel Stylianides
Baker	William	DPhil	Aspirations, Education, and Inequality in England	Pamela Sammons John Furlong
Bantawa	Bipana	DPhil	Examining the Structure and Practices for Knowledge Production in Galaxy Zoo – An Online Citizen Science Initiative	Anne Edwards
Borker	Hem	DPhil	Educational Journeys and Everyday Aspirations: Making of Kamil Momina in a Girls' Madrasa	Mohammad Talib David Mills
Briggs	Jessica	DPhil	A Study of the Relationships Between Informal Second Language Contact, Vocabulary-Related Strategic Behaviour, and Vocabulary Gain in a Study-Aboard Context	Ernesto Macaro
Clancy	Charlotte	DPhil	Reading Recovery: Investigating Differential Effects on the Literacy Development of Young Children for whom English is an Additional Language in Comparison with their Native-Speaking Peers	Victoria Murphy
Djerasimovic	Sanja	DPhil	Formation of the Civic Education Policy as a Discursive Project in Post-2000 Serbia	Ingrid Lunt Alis Oancea
El Masri	Yasmine	DPhil	Comparability of Science Assessment across Languages: The Case of PISA Science 2006	Jo-Anne Baird Jane McNicholl
Hakimi	Laura	DPhil	Mobile English Language Learning for Youth Empowerment: An Action Research Study in Dharavi, Mumbai	Christopher Wynn Russell Davies
Hood	Nina	DPhil	Internet-Mediated Teacher-to-Teacher Knowledge Mobilisation	Rebecca Eynon
Kok	Ayse	MLitt	The Use of Online Collaboration Tools for Employee Volunteering: A Case Study of IBM's CSC Program	Susan James Relly Juan Cristobal Cobo
Lake	Gillian	DPhil	Let's Talk! An Intervention Supporting Children's Vocabulary and Narrative Development through Sustained Planned Pretend Play and Group Shared Storybook Reading in the Early Years	Maria Evangelou
Lim	Jenny	MLitt	A Study of English Language Teachers' Professional Learning at a Time of Curriculum Reform in Hong Kong	Ian Menter
Milburn-Curtis	Coral	DPhil	Is this the Right Room for an Argument? The Effects of an Internet-Based Argumentation Intervention on Aspects of Self-Regulated Learning and Critical Thinking in Young Adolescents	Maria Evangelou Lars Malmberg
Puttick	Steven	DPhil	Geography Teachers' Subject Knowledge: An Ethnographic Study of Three Secondary School Geography Departments	Alis Oancea Roger Firth
Slater	Alan	DPhil	How Do Senior School Managers View and Use Data To Improve Student Achievement at their School?	John Furlong
Walter	Sarah	DPhil	One for You, Two for Me: Quantitative Sharing by Young Children	Terezinha Nunes
Wan	Chang Da	DPhil	An Exploratory Study of the Educational Processes of the PhD	Susan James Relly Ingrid Lunt
Zhao	Ting	DPhil	Processing of L2 Words in Bilingual Children and Adults: Predictors, Patterns, and Tendencies	Victoria Murphy

STORIES 2015

Susila Davis (DPhil), Johnny Liu (MSc L&T), and Sina Fackler (DPhil) (Organising Committee Chairs)

On the 17th and 18th of March 2015, the annual STORIES (Students On-going Research In Education Studies) Conference welcomed more than 100 participants from across the UK and internationally, including the Universities of Glasgow, Leeds, Newcastle, Birmingham, Warwick, Worcester, Oxford, Bristol, Cambridge, UCL Institute of Education, Copenhagen, and Castilla-La Mancha-Spain. About 20 students from the Department of Education formed the organising committee, including eight Master's students.

STORIES encourages students to present their education-related research in a friendly space, while providing a platform for networking and exploring new ideas across different disciplines. The theme of the conference was 'Crossing Boundaries'. Participating students gave over 60 presentations, including parallel paper sessions and roundtable workshops, which covered three main

subthemes: 'research into practice', 'interdisciplinary studies', and 'innovative and/or effective approaches to communicating research to a variety of audiences'. Several poster sessions were also held.

The three keynotes were offered by Professor Harry Daniels and Professor Ian Menter (Oxford), and Di Roberts (Principal of Brockenhurst College) with Cailean Hardra (IBM). The 2015 conference was dedicated to Professor Sir David Watson, who passed away in March and was meant to have been one of the keynote speakers. A panel discussion on 'Research into the Real World', chaired by Andy Cunningham, explored the uses of research in policy making and the challenges of applying and effectively communicating research to various audiences.

The Department of Education generously supported STORIES, both financially and with many staff helping the committee prior and during the conference. Further financial support was offered on application by the ESRC and Oxford University Press.

Department of Education Students Winners of the 2015 Boat Race

Three students in the Department of Education competed in winning teams in the 2015 Boat Races: (1) Shelley Pearson (MSc Education – Child Development and Education), (2) Chris Heemskerck (MSc Education – Child Development and Education), and (3) James O'Connor (MSc Education – Research, Design, and Methodology).



Alumni Stories



Dr Sanja Djerasic (DPhil Graduate, 2015)

After submitting her thesis for examination, Sanja worked as a researcher in the Department of Education. In this position, she worked on a project exploring conceptualisations of research impact in the UK higher education sector. After a year in this role, she secured the post of Impact Research Fellow at the University of Exeter, where she is currently working on multiple projects and helping develop the societal impact of Humanities research. Over the past year, she has also served as an academic assessor on the prestigious FCO-funded Chevening Scholarship programme, as well as a Vice-Chair on the EC Horizon2020 call. Her recent publications include 'Examining the Discourses of Cross-Cultural Communication in Transnational Higher Education: From Imposition to Transformation' in the *Journal for Education and Teaching*.



Dr Steven Puttick (DPhil Graduate, 2015)

Steve is the Head of Programmes for Secondary, Further Education, and Professional Development (including the MA in Education) at Bishop Grosseteste University. His work focuses on developing research capacity and engagement for teacher education across schools and within the university. He is second supervisor to a number of PhD and EdD students, and is an expert subject reviewer for Ofqual. He is currently involved in research on teachers' perceptions of poverty; primary trainee teachers' understandings of geography; and an international comparison of teaching and learning (ICALTS3). His analysis of knowledge in school geography has recently been published in the *Curriculum Journal*.



Lucy Ellis (MSc Education and Child Development Graduate, 2015)

After graduating, Lucy took up the position as a researcher in the Centre for Assessment at the National Foundation for Educational Research (NFER). She has been involved in a variety of research projects, including the development of a number of assessment materials. This has included statutory national assessments for both England and Wales, including reading, mathematics, and grammar. At present, Lucy is working on a curriculum review for the International Baccalaureate, alongside test development of the new NFER suite of tests for Primary Years 3 to 5. Examples of her daily activity include analysing data following large scale trials, working in schools with pupils, and writing materials and items. Lucy has also reviewed articles for the *Educational Research Journal*.



Simon Bayliss (PGCE Graduate, 2014)

At present, Simon is in his second year as a teacher of science at Oxford Spires Academy. During his practice, he has taken an active interest in pastoral care and progressed into roles such as Head of Year, Learning Lead for Pupil Premium and, most recently, Head of House, a role in which he takes responsibility for the wellbeing and academic progress for a quarter of the students at his school. In addition to his teaching, Simon has continued to promote and take part in several action research projects. He is currently in his final year of the MSc Learning and Teaching, focusing on the effective use of written feedback in the classroom. In October 2015, Simon was presented the Gold award for 'Outstanding New Teacher of the Year' by David Cameron, as part of the Pearson National Teaching Awards.

OES Awards 2015

Every year, the Oxford Education Society (OES) awards prizes to the students who have achieved the highest marks for the major works in their courses. In the case of the PGCE (Postgraduate Certificate in Education), the award is given to the intern who has achieved the highest mark in the assignment for the Professional Development Programme (PDP). The MLT prize is awarded for the best result for the dissertation in the MSc Learning and Teaching course, and the Masters prize is awarded to the student achieving the highest mark from the MSc Applied Linguistics and Second Language Acquisition (ALSLA) or one of the five specialist routes of the MSc Education.



PGCE Award 2015

- **Mark Till** *The Growth Mindset: A Key to Unlocking Authentic Assessment for Learning.*

MLT Award 2015

- **Scott Morton** *Trouble with the Boys: Equity Concerns about Working Class Boys' Behaviour in Secondary Education.*

Masters Award 2015

- **Joel Thiel** *Pathways to a Bachelors: Assessing the Impact of Two-Year Colleges on Baccalaureate Attainment in Montana.*

Support Team Eve Rodgers

The Department's teaching and research mission is underpinned by its growing support team. The team has a strong team working ethos. Consisting of 30 thirty full- and part-time staff, the support services cover a range of internally and externally funded activities, including course administration (PGCE, Professional Programmes, DPhil, MSc Education, and MSc Applied Linguistics). The Research Office facilitates research activity and pre- and post-award administration along with operational management of the Department's website and alumni society. The Finance Office provides financial support services to the Department. The Assistant Administrator and her team manage buildings, facilities, reception, health and safety, security, conferences and events, caretaking, and general office functions. A team of two provide IT services and the Director is supported by a PA. There are five administrative staff in the Department's research centres and four employed on externally funded projects.

Department of Education Staff 2015

Academic Staff

- Professor Jo-Anne Baird
- Dr Jessica Briggs
- Associate Professor Katharine Burn
- Dr Helen Carasso
- Associate Professor Maia Chankseliani
- Associate Professor Ann Childs
- Professor Harry Daniels
- Associate Professor Velda Elliott
- Associate Professor Hubert Ertl
- Associate Professor Maria Evangelou
- Associate Professor Rebecca Eynon
- Dr Nigel Fancourt
- Associate Professor Roger Firth
- Associate Professor Liam Gearon
- Associate Professor Judith Hillier
- Associate Professor Therese N. Hopfenbeck
- Associate Professor Jenni Ingram
- Associate Professor Susan James Relly
- Reader David Johnson
- Professor Ewart Keep
- Professor Ernesto Macaro
- Associate Professor Lars Malmberg
- Associate Professor Jane McNicholl
- Professor Ted Melhuish
- Professor Ian Menter
- Associate Professor David Mills
- Professor Victoria Murphy
- Associate Professor Trevor Mutton
- Professor Terezinha Nunes
- Professor Alis Oancea
- Professor Jennifer Ozga
- Associate Professor Heath Rose
- Professor Pamela Sammons
- Professor Judith Sebba
- Professor Steve Strand
- Associate Professor Gabriel Stylianides
- Professor Kathy Sylva
- Associate Professor Ian Thompson
- Mr Stephen Thornton
- Mr Jason Todd
- Associate Professor Catherine Walter
- Dr Xin Wang
- Associate Professor Niall Winters
- Dr Robert Woore

Research Staff

- Mr Mustafa Akincioglu
- Ms Rossana Barros Baertl
- Dr Daniel Caro
- Mrs Julie Dearden
- Dr Yasmine El Masri
- Dr Katharina Ereky-Stevens
- Ms Deborah Evans
- Dr John Fletcher
- Dr Julian Gardiner
- Dr Anne Geniets
- Dr James Hall
- Mrs Fiona Jelley
- Dr Jenny Lenkeit
- Dr Nikki Luke
- Ms Sandra Mathers
- Dr Sarah Meakings
- Ms Gillian Plumridge
- Mrs Rebecca Smees
- Dr Eleni Stamou
- Ms Alice Tawell
- Dr Gerbrand Tholen
- Ms Hau Tse
- Dr Stephanie Wilde

Teaching Staff

- Mr Nick Andrews
- Professor John Brennan
- Ms Nicole Dingwall
- Dr Claire Gilroy
- Ms Philippa Hulme
- Ms Marilyn Hunt
- Ms Laura Molway
(secondment from Cherwell school)
- Mrs Nicola Warren-Lee
- Mrs Vicky Wong

Variable Hours and Casual Research Staff

- Mrs Susan Baker
- Ms Linda Bakkum
- Dr Gillian Boag-Munroe
- Ms Jill Boggs

- Mrs Carol Brown
- Ms Pauly Brown
- Professor Peter Bryant
- Ms Helen Campbell Pickford
- Dr Kate Cantrell
- Ms Jessica Chan
- Ms Yick Gee Philea Chim
- Dr Charlotte Clancy
- Mrs Judith Clare
- Ms Hannah Clifton
- Ms Paige Crabb
- Mrs Susila Davis
- Ms Joanne Dixon
- Dr Sanja Djerassimovic
- Mrs Claire Earl
- Ms Madeleine Freeman
- Mrs Jennifer Goff
- Mrs Susan Greenwell
- Mr Nigel Gregory
- Ms Annina Hessel
- Ms Gianna Hessel
- Dr Craig Holmes
- Ms Katie Hougham
- Ms Jessica Inwood
- Ms Melanie Jewell
- Dr Arjette Karemaker
- Ms Jenny Lim
- Mrs Ariel Lindorff Vijayerdran
- Mrs Coral Milburn-Curtis
- Ms Lorena Ortega Ferrand
- Ms Ghiya Osseiran
- Ms Kinga Petrovai
- Ms Vania Pinto
- Mrs Andrea Pitt
- Ms Roselle Potts
- Dr James Robson
- Ms Kai Sim
- Mr Thomas Spain
- Ms Andrea Tartakowsky Pezoa
- Dr Katalin Toth
- Ms Rebecca Tracz
- Ms Natalie Usher

- Mrs Jacqueline Ward
- Ms Jade Ward
- Ms Tinya Yu
- Ms Anna Zampeli

Support Staff

- Ms Marwa Ahmed
- Ms Jackie Bridges
- Ms Rupa Chandarana
- Mr Simon Clay
- Mr Paul Cox
- Mrs Sarah Cox
- Mrs Andrea Diss
- Mrs Dorothy Fitchett
- Mr David Griffiths
- Mrs Louise Gully
- Ms Sue Haslehurst
- Ms Joanne Hazell
- Ms Diana Jones
- Ms Sarah Keen
- Dr Emma Klose
- Ms Justina Kurkova
- Ms Victoria Lloyd
- Mrs Emma Miller
- Ms Louise Mireh
- Mr Shez Naqvi
- Mrs Erica Oakes
- Mrs Barbara Raleigh
- Mr Philip Richards
- Mrs Linda Robins
- Ms Eve Rodgers
- Mrs Clare Rowsome-Smith
- Mr Miroslav Sedlacek
- Mrs Slobodanka Sedlacek
- Ms Kyra Smith
- Ms Jane Stephenson
- Mrs Louisa Summers
- Mrs Sally Winiarski
- Ms Harriet Wood

Visiting Research Fellows – 2015

- Professor David Andrich,
The University of Western Australia
October 2015
Hosted by Professor Jo-Anne Baird
- Professor Taiga Brahm, University of St Gallen
From 7 April 2015 to 30 June 2015
Hosted by Associate Professor Hubert Ertl
- Dr Ana Brandão, Universidade Federal de Pernambuco
From 1 January 2015 to 31 December 2015
Hosted by Associate Professor Maria Evangelou
and Professor Terezinha Nunes
- Dr Claire Donovan, Brunel University
From 1 January 2015 to 31 December 2015
Hosted by Professor Alis Oancea
- Dr Stephen Evans, The Hong Kong Polytechnic University
From 1 July 2015 to 31 December 2015
Hosted by Professor Ernesto Macaro
- Dr Anthanasios Gregoriadis,
Aristotle University of Thessaloniki
From 1 October 2015 to 10 December 2015
Hosted by Associate Professor Maria Evangelou
- Dr David Lasagabaster, University of the Basque Country
From 15 September 2015 to 15 November 2015
Hosted by Professor Ernesto Macaro
- Dr Fumi Morizumi, Seikei University
From 22 April 2015 to 30 September 2015
Hosted by Professor Ernesto Macaro
- Dr Olga Rubtsova,
Moscow State University of Psychology and Education
From 1 October 2014 to 25 September 2015
Hosted by Professor Harry Daniels
- Dr Maria Teresa Tatto, Michigan State University
From 26 April 2015 to 22 July 2015
Hosted by Professor Ian Menter
- Dr Juan Wang, Jiangsu Normal University
From 1 September 2014 to 31 August 2015
Hosted by Associate Professor Maria Evangelou
and Professor Terezinha Nunes

New Honorary Research Fellows – 2015

- Professor David Kaplan, Honorary Research Fellow
In association with OUCEA
- Professor Sølvi Lillejord, Honorary Research Fellow
In association with OUCEA
- Professor Kathy Sylva, Honorary Research Fellow

2015 Calendar Highlights

Invited Symposium on 'The Ethics of Teacher Assessment' (March 26)

Hosted by Professor Jo-Anne Baird (Director, OUCEA) and Glenys Stacey (Chief Regulator, Ofqual).

Student STORIES Conference (March 17–18)

Organising Committee Chairs: Susila Davis (DPhil), Johnny Liu (MSc L&T), and Sina Fackler (DPhil).

The Network on Intrapersonal Research in Education Seminar Series (2015–16)

Funded by the Economic and Social Research Council, Associate Professors Lars-Erik Malmberg and Rebecca Eynon, with R. Klassen and K.Salmela-Aro.

OUCEA Annual Lecture: Professor Gordon Stobart (May 12)

'What Kind of Learning Do We Want? 21st Century Learning, The Standards Agenda, and Expert Learners.'

Oxford Education Deanery: First Oxford Research TeachMeet (June 24)

Co-ordinated by Kate Thirlwall and Jan Avery-Harris from Cherwell School.

Impact and Knowledge Exchange in an Evolving Research Environment (June–July)

Seminar Series convened by Professor Alis Oancea and Professor Roger Goodman (SSD).

Invited workshop, PIRLS for Teachers Project (July)

Hosted by Associate Professor Therese N. Hopfenbeck.

WorldSkills Participation: Perspectives from Further Education Colleges, Competitors, and Training Managers (September 11)

Day Seminar hosted by SKOPE.

Oxford University Department of Education Research Poster Conference (October 12)

The Department's Annual Research Poster Conference displayed the work of staff and students from the Department's various research groups and centres.

English Medium Instruction: Global Views and Countries in Focus (November 4)

Day Conference, EMI Centre, hosted by Professor Ernesto Macaro and Julie Dearden.

Teacher Education: Ensuring Excellence; Guaranteeing Supply (November 18)

Day Conference, Oxford Education Deanery.

Fostering Friendly Policy Launch (November 19)

Oxfordshire County Council, in collaboration with the Rees Centre, launched its Fostering Friendly Policy, which commits employers to making it as easy as possible for their employees to foster children and young people.

The REES Centre – Participated in National Takeover Day (November 21)

Organised by the Office of the Children's Commissioner.

Philosophy, Literature, and Education Seminar Series (December)

First seminar in the PESGB-funded series convened by Associate Professor Liam Gearon and Dr Emma Williams.





OXFORD UNIVERSITY
DEPARTMENT OF EDUCATION
REVIEW 2015

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