



UNIVERSITY OF
OXFORD

OXFORD UNIVERSITY DEPARTMENT OF EDUCATION

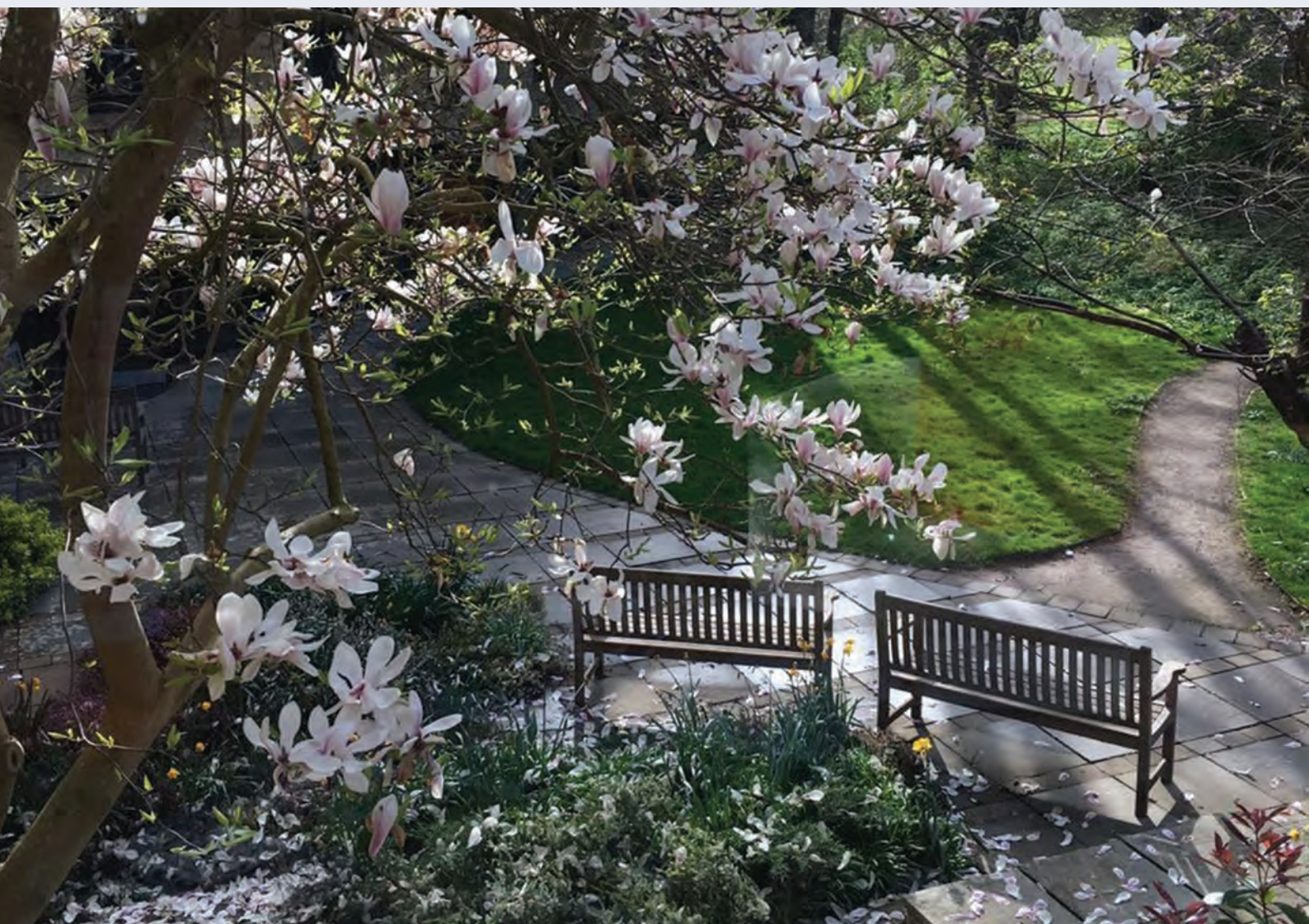
REVIEW 2016/17



OXFORD UNIVERSITY DEPARTMENT OF EDUCATION REVIEW 2016/17

CONTENTS

SECTION 1 RESEARCH	PAGE 5
SECTION 2 IMPACT, ENGAGEMENT AND KNOWLEDGE EXCHANGE	PAGE 19
SECTION 3 TEACHING AND LEARNING	PAGE 31
SECTION 4 STAFF	PAGE 37



INTRODUCTION

EDUCATIONAL RESEARCH IN A POST-TRUTH ERA

PROFESSOR JO-ANNE BAIRD, DIRECTOR OF THE DEPARTMENT OF EDUCATION



Academics are often criticised for being so deeply theoretical that they talk only to each other, without consideration for real-world application or theory-testing. That is not a criticism that would stick here. Educational research in the Oxford University Department of Education is deeply connected with policy and practice. Our research is necessarily theory building and we have produced a wealth of journal articles and given numerous presentations to other academics within the period of this review. But our research is also closely connected with informing policy in local schools, at national levels and with international organisations. We conduct research with practitioners and industry on a range of topics and take seriously the need to contribute to public intellectual life. As experts in our fields, we are interested in the evidence relating to carefully formulated research questions.

POST-TRUTH

Facts are less influential in shaping public opinion than appeals to emotion or personal beliefs.
Oxford English Dictionary
Word of the Year 2016

The above stands in contrast to the era in which we find ourselves; the post-truth era in which experts are often derided. If the aim is for education to improve, this is perilous state of affairs. Taking the Oxford English Dictionary definition of post-truth, how would it be if educational matters were decided by emotional appeals and personal beliefs rather than carefully accumulated evidence? Let us take a few live questions for education systems,

- Has Brexit affected the UK university sector's capacity to attract the best staff and students?
- What is the impact of raising student university fees on uptake of higher education?
- Are grammar schools good for social mobility?
- What are the best ways to structure apprenticeships to encourage take-up by businesses and young people?
- Does investment in early years education have greater returns than in primary or secondary schooling?
- What system of teacher training works best for retaining teachers in the long-term?
- What grammar needs to be taught to primary school children?

All of the above issues have political dimensions and there is a role for politicians and policy-makers. However, if they are only answered in terms of political beliefs, we will find ourselves swinging back to old policy positions every time there is a change of party in government. This is not just an issue for England or the UK. Evidence-based policy making is a holy grail for all societies who want to make progress in their education systems.

Few doubt that education is important for individuals and for the kind of society that people want for the future. That is why our research across sectors matters; from education in the early years, primary and secondary schooling, higher education and into education in the labour market. Our research programme is truly international, which means that we are forced to confront the complexity of issues that shape and challenge thinking in different contexts. Further, we take seriously our role in the public sphere and work jointly with industry partners, practitioners at local and national levels, charities, policy makers and politicians.

The department has achieved many things in the period of this review and been recognised in a number of ways, including being awarded an Honorary Doctorate (Professor Judy Sebba) elected to the Academy of Social Sciences (Professor Charles Hulme and myself), included in the Honours list (Emeritus Professor John Furlong and Professor Ted Melhuish), having portraits commissioned in recognition of academic work (Professor Kathy Sylva and Professor Richard Pring), awarded prizes for research articles (Professor Pam Sammons) and I served as the Standing Adviser to the House of Commons Education Select Committee. Our research has been strengthened by senior appointments – Professor Sibel Erduran (science education), Charles Hulme (psychology and education), Dr Sonali Nag (psychology and education) – and a number of Research Fellows and Departmental Lecturers. Over the coming year a number of other senior level appointments are anticipated, to further underpin our educational research agendas that seek to move the educational field forward in a solidly evidence-informed manner in this post-truth era.

If you think that education is expensive, wait until you see how much ignorance costs in the 21st century.
Barack Obama



RESEARCH

INTRODUCTION

PROFESSOR ALIS OANCEA, DIRECTOR OF RESEARCH

Rigour, depth, responsibility, collaboration and integrity: not an easy combination of values to sustain in a world buffeted by uncertainties and anxieties, but one very much worth standing up for in a world-class environment for educational research. Research in the Oxford University Department of Education combines world-leading intellectual ambition with a strong sense of responsibility to all those involved in, and benefitting from or affected by, educational practice and policy around the globe. As a department, we cultivate both depth of expertise and intellectual collaboration across disciplines, as a basis for advancing the field of education through innovative empirical research, rigorous secondary analysis, research-rich teaching, and original theoretical and philosophical work, and for making a significant difference to policy and practice.

The department has a fertile research environment, with around 100 books published since 2010, 13 journals edited from the department this year alone, and over 150 research seminars convened each academic year. Every year, departmental research attracts book prizes, recognition for outstanding outputs (including early career) and for career-long contributions, visiting research positions in countries across the world, honorary doctorates in other universities, advisory roles, and academic leadership roles nationally and internationally. The 2014 Research Excellence Framework evaluation placed the department as the clear leader for educational research in the UK, with 92% of its research rated as world-leading and internationally excellent across a highly inclusive submission.

The department's research activity is organised around three research themes: Language, Cognition and Development; Policy, Economy and Society; and Pedagogy, Learning and Knowledge. The themes are collegial spaces for peer feedback and collaboration across research groups and centres, as well as consultative mechanisms for research strategy and fora for participative decision-making. The four externally-funded research centres (OUCEA, REES, EMI and SKOPE) have expanded their portfolio of funded research, advancing research capacity in specific areas and facilitating intellectual exchange and collaboration across the department and university. Ten further research groupings have provided intellectual focal points and collaborative hubs to academic and research staff in areas including applied linguistics; families, effective learning and literacy; children learning; comparative and international education; higher education; philosophy, education and religion; learning and new technologies; subject pedagogy; sociocultural and activity theory; teacher education and professional learning. Integration of research students in the research centres and groups contributes to their dynamism and capacity. Methodological expertise is brought together in the Quantitative Hub and the Qualitative Hub, which aim to advance cutting-edge methodological expertise in the department and the division (in collaboration with the Doctoral Training Partnership) and to contribute to methodological developments and innovation nationally and internationally.

The field of education research continues to face challenges nationally and internationally, including increasing competition for scarcer resources, diminishing public resources to sustain research-led teacher education, and the potential implications of Brexit for research funding and collaboration. The department has been a key source of intelligence and commentary on these trends, for example by providing consultancy and advice on the current state and the future of education research to BERA, UCET, HEFCE, RSA, the British Academy and Royal Society and international governments and organisations.

Departmental research reaches and influences policy and practice in education and related sectors, through collaborative work such as that facilitated by the Oxford Education Deanery, knowledge exchange, partnerships, dissemination and engagement, impact scholarship and leadership, and via secondments and key appointments to external bodies. In an ever shifting national and international research landscape, the department has engaged thoughtfully and responsibly with global and national challenges, priority-driven demand for research, and new forms of partnership.

THE LANGUAGE, COGNITION AND DEVELOPMENT (LCD) RESEARCH THEME

INTRODUCTION

ASSOCIATE PROFESSOR MARIA EVANGELOU

This research theme brings together three research groups: Applied Linguistics; Children Learning, Families, Effective Learning, and Literacy; and three research centres: the Rees Centre for Research in Fostering and Education and the Oxford

University Centre for Educational Assessment (OUCEA); and the Centre for Research and Development in English Medium Instruction (EMI Oxford).

The LCD theme achieves coherence through a shared commitment to hard-hitting longitudinal and experimental research, often with a view to inform policy and always with the goal of pushing the boundaries of research methods.

Colleagues focus their research in the areas of language and literacy, cognitive reasoning, cognitive development and the impact of learning environments on developmental and educational outcomes. The groups and centres have secured a portfolio of approximately £2,100,000 funding in 2016/17 from the following organisations: AQA; Big Lottery Fund; DfE; EEF; Esmée Fairbairn; ESRC; DFID; European Commission, Horizon 2020; Leverhulme Trust; Nuffield Foundation; Ofqual; Oxford University Press; Pearson Inc; Sutton Trust; The John Fell Fund; and The Higher Education Academy. In addition the LCD theme has hosted a number of academic visitors and members have received awards for research and teaching excellence (Baird, Melhuish, Sammons, Sylva).

CHILDREN LEARNING RESEARCH GROUP

PROFESSOR TEREZINHA NUNES

This research group searches for opportunities to offer children effective and enjoyable ways of learning to read and learning mathematics. In 2016/17 our mathematical reasoning interventions were consolidated in the Reasoning First Programme, which includes interventions to promote mathematical reasoning between

Years 2 and 6. It was presented in invited plenaries to the National Associations of Mathematics Advisers. The Year 2 intervention is being evaluated in a randomised controlled trial implemented by the National Centre for Excellence in Teaching Mathematics in 160 schools. The Year 3 intervention, combining activities to improve working memory and to promote the development of children's concepts of arithmetic operations, is being evaluated in 126 schools. Significant publications by group members include a chapter comparing the policies for teaching reading in the UK and New Zealand (Routledge Handbook of the English Writing System) and a monograph on teaching whole numbers in primary school (Springer).

FAMILIES, EFFECTIVE LEARNING, AND LITERACY RESEARCH GROUP (FELL)

ASSOCIATE PROFESSOR MARIA EVANGELOU

In 2017 FELL is celebrating 20 years since its foundation. Forty members, including professors, post-doctoral researchers, doctoral and master students develop and drive research and practice to support children's learning in different contexts and to promote public policy engagement. Our research portfolio

OUCEA (OXFORD UNIVERSITY CENTRE FOR EDUCATIONAL ASSESSMENT)

ASSOCIATE PROFESSOR THERESE N. HOPFENBECK

OUCEA conducts distinctive system-level research related to the effect of assessment upon learning and its relationship with policy. This academic year, the research team secured ESRC funding for the *Assessment for Learning in Africa (AFLA): Improving Pedagogy and Assessment for Numeracy in Foundation Years* project (ESRC – DFID, £695,210). 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. Dr Therese N. Hopfenbeck is the PI, Co-Investigators and researchers include Professors Jo-Anne Baird, Pauline Rea-Dickins and Gordon Stobart, and Dr Joshua McGrane. Research and workshops have been conducted in South Africa by Professors Anil Kanjee (Tshwane University of Technology) and Yusuf Sayed (Cape Peninsula University of Technology), and in Tanzania by Professor Anjum Halai (Aga Khan University, Institute for Educational Development East Africa).

OUCEA has continued to work on the dissemination of the ESRC Impact Acceleration Knowledge Exchange Award, *PIRLS for Teachers*, a project which investigates the relevance of international large-scale assessment data for teachers. The study continues to attract interest, and the team, PI Dr Therese N. Hopfenbeck and Dr Jenny Lenkeit, have presented on the project in the UK, Estonia, Norway, Germany and Ireland. A website with podcasts and material has been made available for interested teachers, practitioners and researchers (<http://oucea.education.ox.ac.uk/research/recent-research-projects/pirls-for-teachers/pirls-for-teachers-project-outcomes/>). Members of the centre developed an international seminar on Programme for International Student Assessment (PISA) in December 2016, with 60 delegates from 18 countries around the world (<http://oucea.education.ox.ac.uk/events/pisa-seminar-2016/>).

Supported by a research grant from AQA, Dr Joshua McGrane joined OUCEA in October 2016 to work on a research programme on measurement and applied educational assessment alongside other projects, including developing research links with AQA, Assessment for Learning in Africa (AFLA), the PIRLS 2016 National Centre, and the psychometric modelling of cognitive and non-cognitive attributes in education. Dr Yasmine El Masri was successful in securing a 12 month fellowship from the ESRC GCRF in 2016: *Using interactive tasks to reduce the language barrier: Widening access to science education for Syrian refugees in Lebanon*. Dr Daniel Caro secured funding from the Ministry of Education Peru/World Bank for the research study *Achievement Growth and Differential School Effectiveness in Reading and Mathematics in Peru*. Professor Jo-Anne Baird (OUCEA), Dr Lena Gray (AQA) and Dennis Opposs (Ofqual) successfully secured funding from the ESRC IAA KE to work on *Setting and maintaining standards in national examinations*. An international symposium was held at Brasenose College in March 2017, with participants from over 20 jurisdictions around the world (<http://oucea.education.ox.ac.uk/10221-2/>).

OUCEA continues to collaborate with other research centres around the world, such as The Centre for Assessment Research and Policy in Education CARPE in Ireland, The Norwegian Knowledge Centre, Oslo Norway and the Centre for the Science of Learning & Technology (SLATE), at the University of Bergen, Norway. Dr Therese N. Hopfenbeck was appointed Associate Professor II at SLATE in 2017, and is currently working together with Associate Professor Dr Astrid Tolo on reviews of Assessment and Technology, and different way of assessing assessment for learning in the classroom with the use of technology.

THE REES CENTRE FOR RESEARCH IN FOSTERING AND EDUCATION

PROFESSOR JUDY SEBBA

In 2016-17 the Rees Centre was awarded two major grants – £750,000 from the Timpson Foundation for research on Attachment Aware Schools, and, in collaboration with Queens University, Belfast, £746,000 from the ESRC to undertake the largest ever RCT to be conducted with children in care, focusing on training foster carers in paired reading and the Letterbox Club. The Centre also received £36,000 from the Haruv Institute in Jerusalem to support a post-doctoral scholar, Dr Eran Melkman, to undertake research on the behavioural trajectories of children in care, and a further £35,000 to evaluate Attachment Aware Schools programmes in Stoke, Leicestershire and Birmingham. The Centre continued to progress its work as the Evaluation Coordinator on the DfE's Children's Social Care Innovation Programme and was appointed to be an evaluation team in Wave 2 of the programme. The previously published research on educational progress funded by the Nuffield Foundation was quoted in the Ofsted Chief Inspector's annual report on children's social care and in speeches by the Government Minister and ADCS President. Rees research more widely was quoted in the Education Select Committee's fostering inquiry and the Government's Fostering Stocktake review. The Centre published a research review, two research reports and a handbook on fostering teenagers.



was strengthened by a number of studies funded by the Education Endowment Foundation. We are continuing the important work with European partners in the new Horizon 2020 project, ISOTIS, following the success of the

CARE project. FELL is delighted to welcome two distinguished new colleagues and to celebrate the achievements of two others. Professor Hulme was appointed as Professor of Psychology and Education and Dr Nag was appointed as Associate Professor of Education and the Developing Child. We are very proud of the continuing recognition of Professor Sylva, whose portrait has recently been commissioned by the University of Oxford as one of the inspirational scholars in Oxford. Last, but not least, Professor Melhuish was appointed OBE for services to social science.

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 sociolinguistics. 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 EMI Oxford Centre is also connected to the work of the research group and there are very close ties (and collaborative projects) with the Department of Experimental Psychology at the University of Oxford.

The research group is researching areas including English as an additional language; developing key pedagogical principles in foreign language learning; English Medium Instruction, and Global Englishes. The group was very active in 2016 publishing new books such as 'Doing Research in Applied Linguistics' (McKinley & Rose), research monographs such as 'The Japanese Writing System: Challenges, strategies and self-regulation for

learning Kanji' (Rose) and a range of different book chapters and scholarly journal articles. Macaro is completing a book for the Oxford University Press entitled 'English Medium Instruction: Content and language in policy and practice'. Members of the group currently have funded projects from the Nuffield Foundation (Woore, Murphy) the Leverhulme Trust (Murphy), the John Fell Fund (Briggs) and the Marie Skłodowska-Curie Actions (Rose).

Colleagues in the group gave keynote presentations and seminars/talks around the world including Austria, Germany, Hong Kong, Poland, Portugal, Japan, Saudi Arabia and Spain. In addition, we welcomed a number of visiting speakers to give talks in the department as part of the Applied Linguistics Research Group Seminar Series including: Professor Florence Myles (Essex), Dr Janina Iwaniec (Bath), Dr Jane Spiro (Oxford Brookes), Dr Trevor Grimshaw (Bath), Dr Holly Joseph, (Reading), Professor Gregory Hadley (Niigata), Dr Renata Šamo (Zagreb), Dr Harry Kuchah Kuchah (Bath). In July 2016 we hosted the highly successful "Young Language Learners 2016 Symposium" which was a three-day international conference and in June 2017 we hosted the EMI Symposium.

CENTRE FOR RESEARCH AND DEVELOPMENT IN ENGLISH MEDIUM INSTRUCTION (EMI OXFORD)

PROFESSOR ERNESTO MACARO, CENTRE DIRECTOR

Our main research focus has been on a John Fell funded project investigating the potential and modalities for the Certification of EMI teachers in Higher Education. Essentially, we have been investigating: whether EMI teachers feel they would benefit from certification; how much effort they would be prepared to expend in order to meet the requirements of such certification; and what level of certification would in their view be most appropriate – institutional, national or international.

The centre has also continued to provide seminars and workshops both at Oxford and in a wide range of other countries, notably in France, Italy, Russia and China. Its reputation continues to grow as a neutral but critical observatory of the EMI phenomenon. Our third symposium on EMI was held on 22 June 2017.

THE POLICY, ECONOMY AND SOCIETY (PES) RESEARCH THEME

INTRODUCTION

PROFESSOR EWART KEEP

Research in this theme addresses a wide range of topics that are of major interest to policy makers and practitioners at global, national and regional levels. It provides a focal point for research that relates learning and education to political, social and economic contexts and issues with the four UK nations, as well as across Europe and the rest of the world. The theme's research and knowledge exchange activities draw on theoretical and methodological resources from economics, anthropology, education, philosophy, social geography, sociology, politics and policy studies, industrial relations, human resource management and employee relations. Examples of work include research on the impact of the devolution from national level to localities of the adult skills budget in England; work on research policy and governance and the REF; comparative higher education policy; and analysis of the development of skills policy across the developed world. The PES theme has extensive links with colleagues from other departments and divisions in the University of Oxford on research, knowledge exchange and research training. This includes work on the Social Science Division's Doctoral Training Partnership (DTP), which is led by David Mills.

CENTRE ON SKILLS, KNOWLEDGE AND ORGANISATIONAL PERFORMANCE (SKOPE)

PROFESSOR EWART KEEP

SKOPE's research focuses on the complex inter-relationships between education, training and skills, and performance at a range of levels (from the individual to the societal) as mediated through economic and labour market structures and incentives. SKOPE's main research focus in the past year has been on a joint project, undertaken with teams in the Netherlands, Germany, France and Japan on young people who are not in education, employment or training (NEET). The UK work is being funded by the Economic and Social Research Council (ESRC). The project is looking at the development (and potential divergence) of policy on NEETs across the four UK nations. This analysis is supported by a major effort to explore and analyse longitudinal administrative and survey data on the incidence of NEETs and what personal circumstances and characteristics are associated with the likelihood of being disengaged from education and employment. Findings to date suggest significant differences in the policy priority being afforded to tackling this issue across the devolved nations, and also that a significant proportion of young people who are NEET have become inactive in the sense that they are no longer seeking work or employment and often have very limited contact with any support services. Other recent work includes a comparative study of national apprenticeship systems.

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). A study that examines the mediating role of a national television game show on reading and social dialogue in Kyrgyzstan is currently underway (Aga Khan Foundation); in Africa the Centre continues to use Computer Adaptive Testing in a longitudinal study of learning and progression in Sierra Leone (funded by 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 variously 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).

In 2016/17 the Centre embarked on a partnership with the Aga Khan Foundation to examine empirically and through scholarship the mission of education and the meaning of learning in an uncertain world. The Centre hosted its inaugural Annual Symposium – Oxford Symposium in Comparative and International Education (OXSCIE) where it launched a research agenda for the study of education and uncertainty, the framework that was developed through an eight-week public lecture series in St Antony's College in Hilary Term.

External advice provided includes Price Waterhouse Cooper who acts as the Fund manager for the DFID-funded Girls Education Challenge on learning assessments and testing and has 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 eighteen States in the country (Johnson) and in the Gambia where it is monitoring student learning performance (Hsieh).

Dr Chankseliani actively collaborates with international partners to study HE internationalisation and student mobility from Russia, Eastern Europe, Caucasus, and Central Asia to the UK/

CENTRE FOR COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH (CIE)

DR DAVID JOHNSON

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. It 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, between security and global terrorism, and between global citizenship and the national agenda.

EU countries. In Eastern Europe, Central Asia and the Caucasus, she has undertaken a number of research projects on equal access to quality education opportunities, marketisation of education and training, and spatial inequalities. In the UK, Dr Chankseliani works with colleagues at SKOPE to study how young people achieve excellence in vocational education and training, apprenticeship policies and labour market opportunities. In South Asia the CIE 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 its key members are Dr Maia Chankseliani, Associate Professor of Comparative and International Education and Dr Jenny Hsieh, Research Fellow.

HIGHER EDUCATION RESEARCH GROUP ASSOCIATE PROFESSOR HUBERT ERTL

This research group brings together and supports research on the economic, political and social changes facing higher education, both in the UK and globally. Current key foci include the implications of higher education policies on access, the future of quality measurement and assurance, the internationalisation of higher education, and changes facing doctoral education. The group is also engaged in debates about the future of teaching and learning in higher education, changing genres of academic writing, the future of methods, professional development of academics and other university staff, and international and comparative studies in higher education. It organises a programme of events, ranging from seminars with invited speakers, exchanges between academic staff and research students, to meetings of doctoral students and students on the Higher Education pathway of the MSc Education.

In 2016/17, external speakers included Simon Marginson (UCL Institute of Education), discussing the question ‘Does market competition and/or the growth of participation foster diversity in higher education systems?’, Hannah Sloane (University of Paderborn), presenting her research on ‘Identity construction and social inequality – How do first year undergraduate students construct their identities?’, Laura Louise Sarauw (University of Aarhus), on ‘How the European Bologna Process is influencing students’ learning experience – findings of a study of higher education students in Denmark’, Neil Harrison (University of West of England), on the question ‘What do undergraduate students really think about money?’ In January 2016, the Group organised a Panel Discussion on the Green Paper ‘Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice’. Panel members included Bahram Bekhradnia, President of HEPI (Higher Education Policy Institute), Terry Hoad, President of UCU Oxford, Andrew Boggs, Head of Policy at QAA (Quality Assurance Agency for Higher Education), Becky Howe, President of OUSU (Oxford University Student Union), and David Gibson, Director of Education Policy Support, Oxford University). Further events were organised by the Oxford Higher Education Research Student Group.



The group’s recent research has been supported by a wide range of funding bodies and sources, such as the Economic and Social Research Council, British Academy, Royal Society, Higher Education Funding Council for England, Higher Education Funding Council for Wales, the Office for Fair Access, Higher Education Academy, Department for Education, Qualifications and Curriculum Development Agency, Deutsche Forschungsgemeinschaft (DFG), Cambridge English, and the European Commission. Key members of the group are Maia Chankseliani, Hubert Ertl (convenor), Susan James Relly, David Mills and Alis Oancea.

PHILOSOPHY, RELIGION, AND EDUCATION FORUM PROFESSOR ALIS OANCEA AND ASSOCIATE PROFESSOR LIAM GEARON

This multi-disciplinary forum weaves together philosophical and empirical research to interrogate a wide range of socio-cultural, political, and security issues which impact directly and indirectly upon educational institutions, including universities themselves. It draws on diverse methodological and theoretical approaches to develop cross-disciplinary research and scholarship in: philosophy of education; ethnographic and comparative studies of religion in education across diverse cultural settings; philosophies of literature; philosophy of research; political theology; research policy and governance; and the interface of education, security and intelligence studies. The forum combines two strands of work: one, coordinated by Oancea, explores the contributions of philosophy to research, practice and policy; and the other, coordinated by Gearon, examines the epistemological foundations of contemporary religious education, philosophies of literature and the multi-disciplinary interface of universities with political institutions and elites. In 2016-17, the forum’s seminar programme, organised in collaboration with the Philosophy of Education Society of Great Britain (Oxford branch), included twelve events, on topics ranging from professional ethics, values, and social wellbeing, to religious education, security, immigration and diversity. Funded research in 2016-17 includes Gearon’s seminar series and colloquium on education, security and intelligence studies (Society for Educational Studies), which attracted over 200 delegates and 40 leading experts in these fields, and will continue with a high profile event in September 2017; Mills, Oancea and Robson’s ongoing mapping of the ecosystem for education research (British Academy/Royal Society); and Fancourt, Oancea and Foreman-Peck’s (Seed Fund) study of ethical dilemmas in practitioner research.

THE PEDAGOGY, LEARNING AND KNOWLEDGE (PLK) RESEARCH THEME

INTRODUCTION

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.

OXFORD CENTRE FOR SOCIOCULTURAL RESEARCH AND ACTIVITY THEORY RESEARCH (OSAT)

PROFESSOR HARRY DANIELS AND ASSOCIATE PROFESSOR IAN THOMPSON

OSAT runs regular meetings and informal seminars for colleagues and research students and offers advanced research training for doctoral students and staff. Research in OSAT focuses on learning across the age range, with a particular focus on the institutional conditions for learning and professional practices. OSAT members also collaborate with researchers across the department's research groups to bring insights from Sociocultural and Activity Theory to bear on a wide range of research projects. During 2016/17 the Centre welcomed colleagues from Norway, Mexico, Australia and Spain. During 2016/17 OSAT members worked on projects concerning the design of school buildings, collaboration between teachers in schools and its relation to effective teaching and the effects of collaborative networks on teacher efficacy. OSAT supports the development of a multidisciplinary cross-university network called Excluded Lives which undertakes research on children who are excluded from school. There are two current projects in this field: 1. Disparities in rates of permanent exclusion from school across the UK and 2. An Interdisciplinary View of Permanent Disciplinary Exclusion in Oxfordshire.

LEARNING AND NEW TECHNOLOGY RESEARCH GROUP (LNTRG)

ASSOCIATE PROFESSOR NIAL WINTERS AND ASSOCIATE PROFESSOR REBECCA EYNON

LNTRG has a lively academic culture that brings together a multidisciplinary group of academics and postgraduates from across Oxford to explore the role of technology in learning in

a wide range of formal and informal settings and life-stages. Our research is funded by multiple organisations including the British Academy, DFID, the Wellcome Trust, the European Commission, the ESRC, the Gates Foundation, Google, John Fell Fund, the Nominet Trust, the Oxford IT Innovations Fund, Goldman Sachs Gives and Wikipedia. Our current projects cover a wide range of topics, including: the measurement and development of digital literacies; the links between digital inequalities and academic success; working with young women on computer programming; the capture and analysis of learners' online digital trace data; the use of mobile learning interventions for training community health workers; and understanding marginalised people's experience of the Kenyan health system and the use of mobile games and virtual reality to training nurses in Kenya on neonatal resuscitation, in collaboration with the Nuffield Department of Medicine and Kenya Medical Research Institute.

LNTRG has established the *Oxford Network for Technology in Schools*. With funding from Culham St Gabriel's Trust and the Oxford Seedcorn Fund, this network of researchers and practitioners is led by Dr James Robson. With funding from the John Fell Fund, the *Oxford Network on Healthcare Training, Social Justice and Technology* held six seminars, convened by Dr Anne Geniets and Dr Niall Winters, which brought together researchers from across the university with an interest in this emerging area. Winters and Geniets continued their research with Amref in Kenya, training community health workers (CHWs) and their supervisors in the use of mobile learning. The intervention has led to an increase in the abilities of CHWs to refer children with developmental needs for specialist care and improved community-based support for mothers of children with disabilities. The participatory methodology developed in the project is now in use by Amref across three countries and the



work has led to the development of a novel social justice framing for mobile health.

The group published two books, ten journal articles, six book chapters and numerous conference publications. The group convenors are co-editors of the two leading journals in the field, *Learning, Media and Technology* (Eynon) and the *British Journal of Educational Technology* (Winters). In 2016/17, four DPhil students successfully completed. LNTRG has a lively seminar series and holds a bi-annual DPhil Conference for students working in the field. For more information about our publications and projects, please see our website (<http://lntrg.education.ox.ac.uk>) or follow us on Twitter (@lntrg).

SUBJECT PEDAGOGY RESEARCH GROUP ASSOCIATE PROFESSOR GABRIEL STYLIANIDES

At the core of the research group's agenda are questions of subject pedagogy, learning, and teacher knowledge. A shared research interest 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 subject areas, capitalising on the multi-disciplinary expertise of the group. For example, group members have published a book on issues of task design across subject areas. The publication addresses the central question of how teachers view and use the pedagogic potential of tasks to engage pupils with disciplinary knowledge. Workshops arising from the book, supported by a

John Fell Fund, have provided the foundation for establishing a network of local teachers to promote research-informed approaches to task design. Many group members are currently working on a new edited volume (to be published by Routledge) on the issue of designing theory-informed classroom-based interventions to address important problems of students' learning in different subject areas. The book is aimed at engaging in an academic debate as well as helping teachers improve classroom practice.

TEACHER EDUCATION AND PROFESSIONAL LEARNING RESEARCH GROUP (TEPLRG) ASSOCIATE PROFESSOR KATHARINE BURN

The group continues to focus on combatting educational inequalities associated with poverty. The group's research featured in three separate papers within a special issue of the *Journal of Education for Teaching* devoted to 'Poverty Discourses in Initial Teacher Education' while Ian Thompson joined the BERA Poverty and Policy Advocacy Commission, coordinating the Oxford-based seminar held in May.

A stimulating two-day symposium in November 2016 saw the launch of an ambitious, long-term research and development project 'Reforming Teacher Education', led by Trevor Mutton and Ann Childs. Head teachers and school leaders joined us to identify the needs of future teachers and the best ways of equipping them by focusing on the needs of young people growing up in the third decade of the twenty-first century. Our reform thinking has been enriched by two European collaborations. The Erasmus-funded PROTEUS project focused on the ways in which integrated school-university partnerships can contribute most effectively to the development of teacher professionalism, while the Family School Partnerships project examined the ways in which beginning teachers develop the capabilities necessary to forge productive home-school partnerships.



CROSS-DEPARTMENT INITIATIVES

QUANTITATIVE METHODS HUB (QM HUB)

PROFESSOR STEVE STRAND

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 Partnership (DTP). Recent courses include multilevel modelling, structural equation modelling, models for intrapersonal analyses of diary and intensive longitudinal data, and the application of Bayesian statistics (including an AQM summer school delivered with international experts including Ronny Scherer, David Kaplan, Manuel Völkle and Charles Driver).

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 2016/17 and future seminars see: <http://www.education.ox.ac.uk/qm/qm-hub-seminar-programme>

QUALITATIVE METHODS HUB (QUAL HUB)

ASSOCIATE PROFESSOR VELDA ELLIOTT AND ASSOCIATE PROFESSOR SUSAN JAMES RELLY

The aim of Qual Hub is to bring together researchers and practitioners from education and a variety of other disciplines to discuss qualitative research. This year we have provided a variety of advanced qualitative methods training for the Oxford ESRC Doctoral Training Centre, for students across the Social Science Division. The Hub is a forum for thinking and discussion around qualitative research in the social sciences 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). We provide a platform to discuss qualitative research at an interdisciplinary level and to facilitate collaborative working and practice among different research communities and universities. The Hub supports 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.

Members of Qual Hub convene a series of regular seminars 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. In 2016/17 we welcomed

speakers from departments across the university, such as Politics, Refugee Studies, Social Policy and Intervention, Anthropology, and Health Sciences, and from as far afield as New York City and Wellington, NZ. For a list of future events please see <http://www.education.ox.ac.uk/research/qualitative-methods-special-interest-group/qual-sig-events/>

THE OXFORD EDUCATION DEANERY

ASSOCIATE PROFESSOR KATHARINE BURN

The Oxford Education Deanery facilitates the continuing professional development of teachers at all career stages in local schools through supporting their engagement in and with research. The Deanery promotes an exciting knowledge exchange between researchers at the University of Oxford and teachers in local schools to better improve student outcomes. Building on the department's initial teacher partnership with local secondary schools, the Deanery supports teachers and 'Research Champions' (designated members of staff in each partner school) through termly meetings, library access, and advice on using research, as well as developing collaborative and practical research projects. [@OxDeaneryEdu](http://www.educationdeanery.ox.ac.uk)

RESEARCH STAFF FORUM (RSF)

FIONA JELLEY

All contract researchers in the department are members of the Research Staff Forum. It meets once per term and provides a medium for discussion and support of the professional development needs of contract research staff. The RSF Chair is a member of the Research Strategy Group, and is responsible for the flow of information between the two groups, particularly on issues relating to professional development, employment, and services and resources available to researchers. The RSF is also consulted on specific matters relating to research staff. Members of the RSF sit on other departmental committees, namely those related to conference and small grant funding and the Library, to ensure that the interests of research staff are well supported. Forum members also participate in department and university-wide events.



EXAMPLES OF CURRENT RESEARCH

DAVID GRIFFITHS, SENIOR RESEARCH FACILITATOR

CHILDREN'S SOCIAL CARE EVALUATION (PHASE 2)

JUDY SEBBA, ELLIE OTT

DEPARTMENT FOR EDUCATION – APPROX £600,000
FOR OXFORD

The Department for Education's Innovation Programme for Children in Social Care was launched in 2013 to act as a catalyst for developing more effective ways of supporting vulnerable children. In its first two years, the programme has funded 57 projects at a total cost of £110m, operating across 59% of all top tier local authorities and involving over 120 public, private and voluntary sector organisations. The second round of funding was recently approved by the UK government and the Rees Centre at the Department of Education has been chosen as an evaluator for a selection of these new projects.

USING RESEARCH TOOLS TO IMPROVE LANGUAGE IN THE EARLY YEARS (URLEY)

SANDRA MATHERS (UNIVERSITY OF OXFORD), CLARE WILLIAMS (A+ EDUCATION LTD), IRAM SIRAJ (UNIVERSITY COLLEGE LONDON) AND MARIA EVANGELOU (UNIVERSITY OF OXFORD)

EDUCATION ENDOWMENT FOUNDATION – £906,892,
£302,948 FOR OXFORD

Effective adult-child interactions are a cornerstone of quality in early years provision and a key driver of child outcomes. We know that effective interactions can be identified and described. This project implements an early years professional development intervention based on the use of research-validated observational assessment tools as a framework for quality improvement, focusing primarily on improving the language and self-regulation skills of disadvantaged pre-schoolers.

TIMPSON ATTACHMENT PROGRAMME

JUDY SEBBA

TIMPSON LIMITED – £750,000

This programme of research is intended to capture evidence on the impact of attachment awareness training in schools and related services. It will inform work with children and young people who have experienced trauma or neglect, provide robust evidence of the impact of different models being used, and inform teacher training and continuing professional development. The project team will collect and analyse quantitative data from over 300 schools on attendance, attainment, SDQs, exclusions, school audits, and will undertake more detailed case studies for approximately one third of these schools.



ASSESSMENT FOR LEARNING IN AFRICA: IMPROVING PEDAGOGY AND ASSESSMENT FOR NUMERACY IN FOUNDATION YEARS

THERESE N. HOPFENBECK, JO-ANNE BAIRD, JOSH MCGRANE, PAULINE REA-DICKINS (UNIVERSITY OF OXFORD) ANIL KANJEE, NICOLEEN SCHULD, MESHACK QETELO MOLOI, JAYESH BHANA AND JANETTE RAMOLLO (TSHWANE UNIVERSITY OF TECHNOLOGY), ANJUM HALAI, VERONICA SARUNGI AND NAOMI KATUNZI (AGA KHAN UNIVERSITY OF EAST AFRICA), YUSUF SAYED (CAPE PENINSULA UNIVERSITY OF TECHNOLOGY)

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT –
AWARDED £695,210, £302,711 FOR OXFORD.

The low level of numeracy skills of millions of poor and marginalised students, particularly in developing nations, is of international concern. This project focuses on improving these through developing teachers' and teacher trainers' pedagogical and assessment skills in extremely deprived urban areas in South Africa and Tanzania. The project team will develop classroom materials for primary school numeracy and use these as the basis for workshops, focusing on how formative assessment can be used to enhance the quality of the teaching and learning of numeracy.

UNDERSTANDING NEETS. INDIVIDUAL AND INSTITUTIONAL DETERMINANTS OF YOUTH INACTIVITY IN FRANCE, GERMANY, JAPAN, THE NETHERLANDS AND THE UK

EWART KEEP, KEN MAYHEW, CRAIG HOLMES, SUSAN MACGUIRE (UNIVERSITY OF BATH)

ECONOMIC AND SOCIAL RESEARCH COUNCIL – £481,347

In 2012, no less than 15% of young people aged 15-29 in OECD countries were Not in Employment, Education or Training (so-called "NEETs"). NEETs are an essential problem for European countries. Early-career inactivity turns NEETs into potential candidates for long-term socioeconomic marginalization, criminal careers, unwanted pregnancies, and grave mental and physical health problems. This project investigates the patterns, causes and consequences of NEETs in Germany, France, Japan, the Netherlands, and the UK to reveal and understand similarities and differences.

INCLUSIVE EDUCATION AND SOCIAL SUPPORT TO TACKLE INEQUALITY IN SOCIETY

EDWARD MELHUIH, MARIA EVANGELOU, PAUL LESEMAN (UTRECHT – LEAD), PLUS MULTIPLE EU-BASED COLLABORATORS

EUROPEAN COMMISSION – £463,232 FOR OXFORD

This project addresses the nature, causes and impact of early emerging social and educational inequalities in socioeconomic,



cultural and institutional processes. The project team will focus on significant immigrant, indigenous ethnic-cultural and low-income native groups associated with persistent educational disadvantages. They will generate recommendations and concrete tools for supporting disadvantaged families and communities, creating effective and inclusive pedagogies, establishing inter-agency coordination of support services and developing policies to combat educational inequalities. For more information, see: <http://www.isotis.org/>

THE EFFECTIVENESS OF AN ENHANCED BOOK-GIFTING INTERVENTION FOR IMPROVING READING OUTCOMES FOR CHILDREN IN CARE

JUDY SEBBA, NIKKI LUKE, PAUL CONNOLLY ET AL (QUEEN'S UNIVERSITY BELFAST – LEAD)

ECONOMIC AND SOCIAL RESEARCH COUNCIL – £313,881 FOR OXFORD

This project will develop and test through an RCT an educational intervention to improve the reading skills of children in foster care through an innovative approach that draws together the two most common approaches taken to date in seeking to enhance educational outcomes for this group of children: book-gifting and paired reading. The project team will seek to enhance the *Letterbox* intervention for foster children within the UK by incorporating an explicit role for the foster carers in supporting the children's engagement in the intervention through paired reading.

RESEARCH PROGRAMME LEAD FOR THE RAISING LEARNING OUTCOMES IN EDUCATION SYSTEMS RESEARCH PROGRAMME

DAVID JOHNSON

ESRC – £294,798

The Raising Learning Outcomes in Education Systems Research Programme aims to increase understanding of the factors that

enable or constrain learning outcomes in developing countries. The £30 million programme is made up of 29 research projects, clustered around three themes, that are situated in universities in the United Kingdom, the United States, Africa and South Asia. The Research Programme Lead is required to support and provide evidence of the scientific, conceptual and methodological contributions of the programme, maximising scientific quality and best practice, and designing/managing a strategic programme of activities for the various grant holders and project teams.

THE UNEQUAL REPRESENTATION OF ETHNIC MINORITIES FOR DIFFERENT TYPES OF SPECIAL EDUCATIONAL NEEDS: EXTENT, CAUSES AND CONSEQUENCES

STEVE STRAND

ESRC (DEPARTMENT FOR EDUCATION HIGHLIGHT) – £200,000

In the UK, Black Caribbean pupils are twice as likely as White British pupils to be identified with Behavioural, Emotional and Social Difficulties, but Asian pupils are only half as likely as White British pupils to be identified with Autistic Spectrum Disorders. There are concerns this disproportionate representation may reflect social biases and result in inappropriate special education provision. This project aims to establish the extent of this issue using National School Census data, to deepen theoretical understanding of the drivers of the phenomena.

DIGITAL FABRICATION AND MAKER MOVEMENT IN EDUCATION: MAKING COMPUTER-SUPPORTED ARTEFACTS FROM SCRATCH

NIALL WINTERS, KEN KAHN, MARKKU TUKIAINEN (FINLAND – LEAD), PLUS MULTIPLE EU-BASED COLLABORATORS

EUROPEAN COMMISSION – £138,812 FOR OXFORD

There is no relevant pedagogical model for personalised learning and teaching within science technology, engineering, arts and maths (STEAM) education. Furthermore, there is a skills gap between the skills learned at schools and the skills needed in the ICT sector, which hinders economic growth. Digital technology assets can be used to help create an education and innovation ecosystem to overcome these problems. This project will research, design, pilot, and validate a learning ecosystem for making computer-supported artefacts in both formal and informal learning contexts.

FOREIGN LANGUAGE EDUCATION: UNLOCKING READING ('FLEUR')

ROBERT WOORE, SUZANNE GRAHAM (READING), LOUISE COURTNEY (READING), ALISON PORTER (SOUTHAMPTON)

NUFFIELD FOUNDATION – £130,258 FOR OXFORD

The government has reaffirmed the importance of Modern Foreign Languages (MFL) in the school curriculum. However, there are persistent problems of low motivation and attainment



amongst secondary school students, with a particular ‘dip’ around Year 8. This has been linked to students’ lack of a sense of progress in the subject. The new National Curriculum has high ambitions in relation to foreign language reading in particular, but there are a number of pedagogical challenges in realizing these aims. In this project, we are working with MFL teachers in 36 state secondary schools to trial and evaluate different approaches to teaching reading in French, one focussed on phonics and the other on strategy instruction.

EDUCATIONAL PROGRESS OF CHILDREN IN NEED AND CHILDREN IN CARE

NIKKI LUKE, JUDY SEBBA, DAVID BERRIDGE
(BRISTOL – LEAD)

THE NUFFIELD FOUNDATION, APPROX £130,000 TO OXFORD

The Rees Centre and University of Bristol have secured funding for a new study on the educational progress of children in care and children in need. Building on our previous work and continued discussions with colleagues at the DfE, Ofsted, the Association of Directors of Children’s Services (ADCS) and the National Association of Virtual School Heads (NAVSH), the research will include both children in care and children in need (those receiving social work support while living at home), in order to investigate strengths and vulnerabilities in young people with related but distinct home and school experiences. Secondary data analysis will be undertaken on all children in England who began their education in 2006-2007 and their social care and educational histories through to GCSEs in 2016-2017 will be tracked. Interviews will be conducted with a sample of children in care and children in need, as well as their parents/carers, social workers and teachers, and Virtual School Heads.

LEARNING ON THE BOX: THE TELEVISION GAME SHOW AS AN AFFORDANCE TO READING COMPREHENSION, CREATIVE THINKING AND PROBLEM SOLVING IN KYRGYZSTAN

DAVID JOHNSON

AGA KAHN FOUNDATION – £108,959

Recent findings in many developing countries suggest that, in many educational systems, children are not learning, or learning fast enough to make progress across the different stages of schooling. There remains a big knowledge gap about learning provided through more commonly used tools and artefacts, e.g. mobile phones, computers, television etc. Within this context, this project looks specifically at the use of the television as a tool to promote reading comprehension, creative thinking, problem solving and collaborative meaning making amongst children and families in Kyrgyzstan.

USING TECHNOLOGY IN SCIENCE TASKS: REDUCING LANGUAGE BARRIERS FOR SYRIAN REFUGEES IN LEBANON

YASMINE EL MASRI

GLOBAL CHALLENGES RESEARCH FUND – £100,000

The foreign language of instruction and assessment (English or French) of mathematics and science constitutes a significant challenge of accessing quality education for underprivileged young people in Lebanon, including Syrian refugees, who are typically not proficient in these languages. The project aims to help address this issue with different stakeholders through: 1) knowledge exchange with a local NGO, Lebanese Alternative Learning (LAL), providing educational support to underprivileged youth, 2) capacity building and knowledge exchange with science teachers in schools serving deprived communities and 3) working with underprivileged Lebanese and Syrian refugee students.

A SELECTION OF OTHER RESEARCH PROJECTS AWARDED IN 2016/17

- Making a difference? The impact of asking student teachers to adopt a research orientation towards the development of emergent school practices – Katharine Burn, Jenni Ingram, Trevor Mutton, Ian Thompson, OUDE Seed Corn Fund
- Who Pays and Who Trains? A Comparative Study of Apprenticeship Systems Across Different National Contexts – Maia Chankseliani, Susan James, Qatar Foundation.
- An Interdisciplinary View of Permanent Disciplinary Exclusion in Oxfordshire – Harry Daniels et al., John Fell Fund.
- Aga Khan University Language Policy Thinking Group – Yasmine El Masri, Aga Khan University, Pakistan.
- The foundation course as a means of widening participation in selective higher education – Hubert Ertl, Ann Childs, Niall Winters, OUDE Seed Corn Fund
- Research Use by Schools: Teachers' Views of Methodology, Status and Implementation – Nigel Fancourt, John Fell Fund.

- TALIS 2018 Video Study – Jenni Ingram, Pam Sammons, Charlotte Jones (Education Development Trust), Department for Education
- 'Review of Reviews' of Assessment for Learning – Therese N. Hopfenbeck and Solvi Lillejord (Norwegian Knowledge Centre), Norwegian Research Council.
- Indicators of Education System Effectiveness – Jenny Lenkeit, Daniel Caro, John Fell Fund.
- Trajectories of Emotional-Behavioral Difficulties and Academic Performance among Children in Substitute Care: Predictors and Interconnections – Eran Melkman, Nikki Luke, Haruv Institute.
- English Medium Instruction in Higher Education: EMI Teachers' Attitudes Towards Certification of their Professional Role – Ernesto Macaro, Peter Marshall (Oxford University Press), John Fell Fund.
- Activity, Rest and Learning Experiences – Lars-Erik Malmberg, Maarten De Vos (Engineering Science), Kate Saunders (Psychiatry), John Fell Fund.
- The Impact of a Dialogic Book-Sharing Training Programme on Child Cognitive and Socio-Emotional Development: a Randomised Controlled Trial within UK Children's Centres – Edward Melhuish, Peter Cooper (Reading), Claire Hughes (Cambridge), Nuffield Foundation.
- Harnessing Research on Education in the UK: Impact and Environment – David Mills, Alis Oancea, Royal Society.
- Making Attention Count: Understanding and Influencing the Preschool Foundations of Mathematics – Vicki Murphy, Gaia Scerif (Experimental Psychology), Nuffield Foundation.
- A Review of the Current Evidence about Science Education in Formal Education Settings – Terezinha Nunes, Judith Hillier, Steve Strand, Education Endowment Foundation.
- Review of the Attachment Aware Schools Programme – Judy Sebba, Nicole Dingwall, Nigel Fancourt, Nikki Luke, Bath, Leicestershire, Stoke and Birmingham local authorities.
- Intelligent Support for Serious Mobile Games to Improve Health Care Training in Low- and Middle-Income Countries: a Feasibility Study – Niall Winters, Ken Khan and Anne Geniets. With Paton, English, Edgcome and Khalid (Medical Sciences), Global Challenges Research Fund.
- Systematic Review of Moderation Practices in Primary Level Writing Assessment – Joshua McGrane, Oxford University Press.





- How well does the Jamaican Early Childhood Development Model travel? – Sonali Nag, OUDE Seed Corn Fund.
- Evaluation of WISERDEducation – Alis Oancea, Nigel Fancourt, Ian Thompson, Ann Childs, James Robson, Jonathan Michie (Continuing Education), Higher Education Funding Council for Wales.
- Understanding how and why senior leaders make decisions about technology in schools – James Robson, OUDE Seed Corn Fund.
- Changing Children's Centres: Winners and Losers in England – Pam Sammons, Kathy Sylva, Sutton Trust.
- The Exclusion of Looked After Children from English Secondary Schools: A Longitudinal Mixed Methods Examination – Judy Sebba, Eran Melkman, John Fell Fund.
- Disparities in Rates of Permanent Exclusion from School Across the UK – Ian Thompson, Harry Daniels, John Fell Fund.



ENGAGEMENT, IMPACT AND KNOWLEDGE EXCHANGE

INTRODUCTION

PROFESSOR EWART KEEP

The Oxford University Department of Education benefits from a strong and collaborative interdisciplinary environment that brings together academics from economics, history, philosophy, psychology, sociology, statistics and educational studies, as well as many other disciplines. This ensures a rich exchange of perspectives across substantive, theoretical, philosophical and methodological issues and strong networks comprising a diverse range of academics, policy makers, and practitioners across many sectors, settings and the world. As such, staff and students are well placed to impact on both policy and practice as well as learning and educational experiences of millions of people across the world.

In 2016/17, the department has contributed to policy matters within the University of Oxford and its colleges. Staff members' contributions have included working on the REF project board, directing the Doctoral Training Partnership, participating in the Innovation Strategy Group, and shaping the university's Digital Education Strategy.

Wider academic impact has been achieved through a large number of editorships of academic journals, membership of review panels, refereeing for a wide range of funders, professional fellowships, engagement with Professional and Learned Societies, and consistent publications in high impact journals.

Nationally and internationally, members of staff have contributed to policy development across all educational sectors, including early years, primary, secondary, further education, higher education, vocational education, and work place skills. Ongoing close relationships with policy makers and key funders have ensured important contributions to policy through publications, commissioned reports, presentations, and expert advisory meetings.

Knowledge exchange and work with practitioners has continued to form a core part of the work of the Department in 2016/17. Members have received ESRC Impact Acceleration Account funding and money from a range of other funders for knowledge exchange work. They have participated and hosted a huge number of practitioner focused events. This, alongside wider contributions to practitioner panels, trustee membership, and educational institutional management, has ensured that the work of the department is felt across all sectors of society.

ACADEMIC IMPACT

RESEARCH METHODS AND DATA

- Advanced Quantitative Methods Summer School – in May the Quant Hub held a week-long summer school, led by Lars-Erik Malmberg, covering a range of advanced quantitative methods including: Item Response Theory and Rasch modelling; Structural Equation Modelling; Longitudinal SEM; Latent transition analysis; and Continuous time structural equation modelling using CTSEM.
- Daniel Caro has developed a statistical tool in the R programming language for the analysis of international assessment data, such as PISA, TIMSS, and PIRLS. This tool is called the R package 'intsvy'. The 'intsvy' package provides tools for merging, analysing and visualising results of international assessment datasets. He has conducted workshops on 'intsvy' at the University of Oxford and several international conferences, including AERA. The 'intsvy' package has been accepted at the Journal of Statistical Software.
- Creative Methods Symposium – in June the Qual Hub hosted a symposium to discuss the use of creative research methods

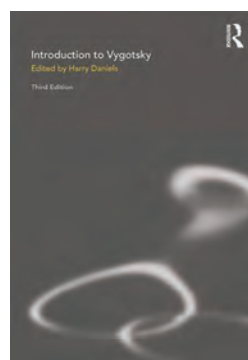
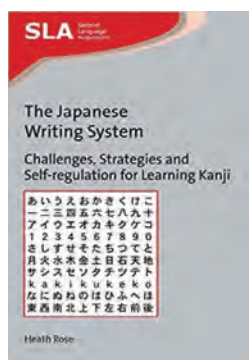
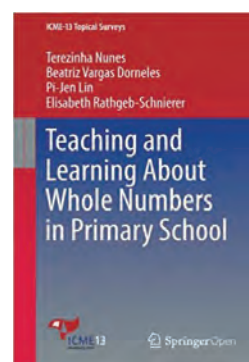
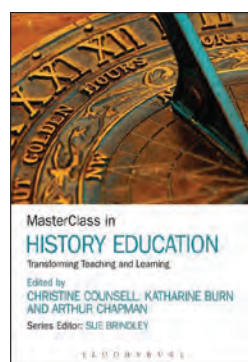
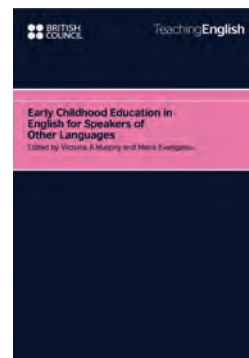
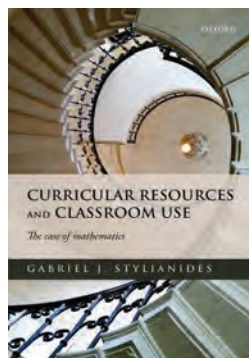


in a variety of contexts. This included key note presentations from Dr Yvonne Robinson (London Southbank University), Dr Laura Trafi-Prats (Manchester Metropolitan University), and Dr Susie Weller (University of Southampton).

- Lars-Erik Malmberg and Rebecca Eynon convened the Network on Intrapersonal Research in Education (NIRE) seminar series seminars 4, 5, 6 (<http://www.education.ox.ac.uk/network-on-intrapersonal-research-in-education-nire>) funded by the ESRC.

BOOK PUBLICATIONS

- **Stylianides, G.** (2016) *Curricular resources and classroom use: The case of mathematics*. Oxford: Oxford University Press.
- **McKinley, J. & Rose, H.** (2016) *Doing Research in Applied Linguistics Realities, Dilemmas and Solutions*. London: Routledge.
- **Murphy, V. & Evangelou, M.** (2016) *Early Childhood Education in English for Speakers of Other Languages*. London: British Council.
- **Davies, C. & Eynon, R.** (Eds) (2016) *Education and Technology: Major Themes in Education Series*. London: Routledge.
- **Counsell, C., Burn, K. & Chapman, A.** (2016) *Master Class in History Education, Transforming Teaching and Learning*. London: Bloomsbury.
- **Nunes, T., Vargaz Dorneles, B., Lin, P. & Rathgeb-Schnierer, E.** (2016) *Teaching and Learning about Whole Numbers in Primary School (ICME-13 Topical Surveys)*. Hamburg: Springer.
- **Rose, H.** (2017) *The Japanese Writing System: Challenges, Strategies and Self-regulation for Learning Kanji*. Bristol: Multilingual Matters.
- **Daniels, H.** (2017) *Introduction to Vygotsky (Third Edition)*. London: Routledge.
- **Chapman, C., Muijs, D., Reynolds, D., Sammons, P. & Teddlie, C.** (2016) *The Routledge International Handbook of Educational Effectiveness and Improvement: Research, policy, and practice*. London: Routledge International Handbooks of Education.



EDITORSHIP

- Assessment in Education: Principles, Policy & Practice – Therese N. Hopfenbeck (editor); Jo-Anne Baird (executive editor and guest editor); Joshua McGrane (executive editor).
- British Educational Research Journal – Steve Strand (editorial board).
- British Journal of Educational Technology – Niall Winters (co-editor).
- British Journal of Religious Education – Nigel Fancourt (editorial board).
- Cambridge Journal of Eurasian Studies – Maia Chankseliani (editorial board).
- Compare: Journal of Comparative and International Education – Maia Chankseliani (editorial board).
- Educational Studies in Mathematics – Gabriel Stylianides (guest editor).
- Educational Theory – Alis Oancea (Review Board).
- Emotional and Behavioural Difficulties – Velda Elliott (guest editor), Ian Thompson (guest editor), Harry Daniels (editor).
- Journal of Learning and Instruction – Lars-Erik Malmberg (associate editor).
- Journal of Professional Capital and Community – Pam Sammons (editorial board).
- Journal of School Effectiveness and School Improvement – Maria Evangelou (guest editor).
- Learning Culture and Social Interaction – Harry Daniels (co-editor).



- Learning, Media and Technology – Rebecca Eynon (co-editor).
- Oxford Economic Papers – Ken Mayhew (associate editor).
- Oxford Review of Education – John Furlong, Ingrid Lunt (editors); Jo-Anne Baird, Ken Mayhew, Alis Oancea, Steve Strand (editorial board).
- Research in Comparative and International Education – Hubert Ertl (editor); Maia Chankseliani (editorial board).
- Research in Mathematics Education – Gabriel Stylianides (editor).
- Research in Science and Technological Education – Judith Hillier (editor).
- Review of Education – Alis Oancea (editorial board).
- Teaching Anthropology – David Mills (co-editor).
- Teaching History – Katharine Burn (co-editor).

REVIEW PANELS AND REFEREEING

Jo-Anne Baird	Reviewer for Government of Ireland Postgraduate Scholarship Scheme.
Harry Daniels	External Reviewer for the University of Uppsala Research Review 2017.
Hubert Ertl	Reviewer for the Germany Research Council.
Maria Evangelou	External examiner at the University of Warwick for the BA in Early Years and the Foundation Degree in Early Childhood.
Rebecca Eynon	Reviewer for ESRC. Reviewer for the Wellcome Trust.
Ewart Keep	Reviewer for the Finnish Academy on the sustainable growth programme. Reviewer for the Royal Anniversary Trust (The Queen's Anniversary Prizes for Higher and Further Education).
Ernesto Macaro	Reviewer for Research Council of Hong Kong.
Alis Oancea	Vice Chair, European Commission, Horizon 2020 (Education and Equity). Expert, European Commission, Horizon 2020 (Science and Society). Peer Review College Member, AHRC. Peer Reviewer College Member, ESRC.
Judy Sebba	Reviewer for ESRC. Reviewer for SSHERC (Canadian Research Council). Reviewer for Nuffield Foundation.
Steve Strand	Reviewer for ESRC. Reviewer for Leventis Foundation Research Committee, University of Cyprus. Reviewer for the Wolfson Foundation. Reviewer for Hong Kong University.
Niall Winters	Reviewer for ESRC. Reviewer for ESRC-GCRG.

FELLOWSHIPS AND PROFESSIONAL AND LEARNED SOCIETIES

Jo-Anne Baird	Fellow of the Academy of Social Sciences.
Jessica Briggs	Member of the Executive Committee of the British Association for Applied Linguistics (BAAL) and serving as Membership Secretary.
Katharine Burn	Chair of the Secondary Committee of the Historical Association.
Maia Chankseliani	Member of the Educational Sciences Panel, Portuguese Foundation for Science and Technology.
Charles Hulme	Fellow of the Academy of Social Sciences.
Jenni Ingram	Fellow of the Royal Statistical Society.
Edward Melhuish	Fellow of the Academy of Social Sciences.
Trevor Mutton	Member of Universities' Council for Education of Teachers Executive and Chair of Secondary Committee.
Alis Oancea	Member of Universities' Council for Education of Teachers Research and International Committee.
	Branch Secretary, Philosophy of Education Society of Great Britain.
Judy Sebba	Fellow of the Academy of Social Science.

UNIVERSITY APPOINTMENTS

Jo-Anne Baird	Education Committee.
	ADEX sub-group on Testing.
Hubert Ertl	Representative of Oxford University Education Committee in Admissions Executive.
	Member of Oxford University Working Group on Admission Targets.
	Member of Oxford University Students Complaints and Academic Appeals Review Panel.
Judith Hillier	Vice President of Kellogg College.
Therese N. Hopfenbeck	ADEX sub-group on Testing.
Ewart Keep	Member of University of Oxford Policy Innovation Strategy Group.
David Mills	Director of ESRC Doctoral Training Partnership.
Alis Oancea	Pro-Proctor.
	Member of University REF Project Board.
	Member of University of Oxford Policy Innovation Strategy Group.
	RCUK Catalyst Seed Fund Award, Public Engagement with Research Panel.
James Robson	Member of the Oxford University Learning Technology Advisory Group.
	Member of the University Virtual Learning Environment Review Group.
Judy Sebba	Professorial Distinction Awards Panel.
	ESRC Impact Acceleration Account Panel.
	Member of University of Oxford Policy Innovation Strategy Group.
Niall Winters	Chair of the Clarendon Scholarship Committee for the Social Sciences Division.

HONOURS AND AWARDS

IN PRAISE OF BERJ

Professor Steve Strand is the author of one of just 20 papers selected in the recent British Educational Research Journal (BERJ) re-issue titled "In praise of BERJ: the First 40 years". This selected 20 landmark pieces that have appeared in the journal's pages over the last 40 years since its founding in 1975. The issue can be accessed here: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1469-3518/homepage/best_of_berj.htm](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1469-3518/homepage/best_of_berj.htm)



HONORARY DOCTORATE

Professor Judy Sebba, Director of the Rees Centre for Research in Fostering and Education, is one of 10 remarkable people honoured by the University of Sussex (where she was previously Director of Research and Knowledge Exchange) for achieving excellence in public and academic life.

TEACHING AWARDS

Professor Pam Sammons has received the award of Outstanding Supervisor at the OUSU Teaching Awards 2017. Student and staff panelists were enormously impressed by the positive impact she has had on students' experiences and her efforts and dedication to her supervisees. Dr Maia Chankseliani was nominated and shortlisted in the 2016 OUSU Teaching awards for Outstanding Tutor, Dr Rebecca Eynon was nominated for Outstanding Graduate Supervisor and Dr Jessica Briggs has received a University of Oxford Social Sciences Teaching Excellence Award.

WILLIAM T. DAVIS AWARD

Professors Christopher Day, Qing Gu & Pam Sammons have been presented with the William T. Davis Award for a paper in the Educational Administration Quarterly at the Division Meeting of AERA this year. They are the first English academics to receive it since its establishment in 1979.

OBEs FOR DEPARTMENT STAFF

Professor John Furlong, Emeritus Professor of Education and Emeritus Fellow of Green Templeton College, former Director of the Department of Education and a former President of the British Educational Research Association, has been appointed OBE in the New Year's Honours List for services to research in education and government. Professor Edward Melhuish, research professor at both the University of Oxford and Birkbeck, University of London, has been appointed OBE for services to social science.

PORTRAITS

Professor Kathy Sylva, OBE, is one of the inspirational people who "have made enormous contributions to Oxford life and to society more widely" (Dr Rebecca Surrender, Pro Vice-Chancellor for Equality and Diversity), celebrated in a series of portraits recently commissioned by the University of Oxford. Sitters were selected from over a hundred nominations.



Her portrait was created by the artist Pippa Thew. The newly commissioned works feature in the university's central public spaces. A specially commissioned portrait of Professor Richard Pring has been hung in the Department of Education. Painted by Beth Marsden, the portrait is a celebration of Professor Pring's lifelong contribution to the field of education.



VISITING ACADEMIC POSITIONS

Jo-Anne Baird	Professor II, University of Bergen. Visiting Professor, Queen's University, Belfast.
Harry Daniels	Honorary Professor, Australian Catholic University.
Yasmine El Masri	Research Coordinator and Secretary Member, Aga Khan University Language Policy Thinking Group.
Therese N. Hopfenbeck	Associate Professor II, University of Bergen.
Ernesto Macaro	Distinguished Visiting Professor, Universidad Autonoma Estado Hidalgo, Mexico.
Nigel Fancourt	Associate Fellow, Warwick University.
Pam Sammons	External Advisor and Collaborator with the CIESL – Classroom Interaction for Enhanced Student Learning Gains – study University of Stavanger Norway.
Niall Winters	Visiting Faculty, Paris School International Affairs (PSIA), Paris.

CALENDAR HIGHLIGHTS

Network on Intrapersonal Research on Education (NIRE)

The ESRC-funded NIRE, convened by Associate Professor Lars-Erik Malmberg and Associate Professor Rebecca Eynon, held three seminars in 2016/17, bringing together a wide range of interdisciplinary and international scholars to share research and innovative methodological approaches to intrapersonal research in education. These were livestreamed and are available on the Network's website: <http://www.education.ox.ac.uk/network-on-intrapersonal-research-in-education-nire/>

Standard Setting Symposium

In March 2017, assessment practitioners and academics from over 20 jurisdictions around the world came together at Brasenose College, Oxford, for the Standard Setting Symposium. The three-day symposium was part of the project on Setting and Maintaining Standards in National Examinations, led by Professor Jo-Anne Baird, in cooperation with Dr Lena Gray (AQA), Dennis Opposs (Ofqual) and Dr Tina Isaacs (UCL).

The Sir David Watson Memorial Lecture

Professor Jo-Anne Baird led the 2017 Sir David Watson

Memorial Lecture as part of the Green Templeton College Human Welfare Conference. The lecture was a conversation between Professor Baird and Edward Npodu and took place in May 2017.

NQT Early Career Development Conference 2017

The second Oxford NQT Conference was held at St Anne's College on Saturday 24th June. The organising committee was made up of PGCE leaders from each subject area and PGCE office staff.

English Medium Instruction: Building Bridges for a Better Understanding

The EMI symposium, held on 22nd June, brought together academics, policy makers and practitioners to explore how research can inform policy and practice and how stakeholders can influence the kinds of research questions being asked.

Rethinking Teacher Education: What Does the Future Hold

A one day symposium was held at the Conference Centre, Oxford Spires Academy, July 2017, bringing together academics and practitioners to set a strategic agenda for the future of teacher education.



PUBLIC ENGAGEMENT AND KNOWLEDGE EXCHANGE

DAVID GRIFFITHS, SENIOR RESEARCH FACILITATOR

SOME EXAMPLES OF OUR WORK

OVERCOMING POLITICAL AND ORGANISATIONAL BARRIERS TO INTERNATIONAL PRACTITIONER COLLABORATION ON NATIONAL EXAMINATION STANDARD-SETTING

JO-ANNE BAIRD, LENA GRAY (ASSESSMENT AND QUALIFICATIONS ALLIANCE)

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

This Higher Education Innovation Funding Visiting Fellowship enabled Dr Lena Gray, Head of Research at the Assessment and Qualifications Alliance, to develop guidelines for practitioners working in the highly politically sensitive area of setting national examination standards, enabling them to be more transparent about the procedures they use and the challenges they face within their national contexts.

ESCAPING THE EXCLUSION OR SUSTAINING THE PRIVILEGE? A COMPLEX REALITY OF STUDENT MOBILITY FROM KAZAKHSTAN

MAIA CHANKSELIANI, AISI LI (NAZARBAYEV UNIVERSITY, KAZAKHSTAN)

BRITISH COUNCIL/NEWTON FUND

This grant funded a workshop looking at how outbound student mobility influences individual and societal well-being in Kazakhstan, generating a better understanding of educational opportunities for poor, rural, and/or disabled young people who may have relatively restricted access to academic mobility programmes. The workshop engaged other early career researchers working on the topic of mobility, exclusion, and educational opportunities in both the UK and Kazakhstan. It generated academic and policy-relevant publications, and helped to lay the groundwork for future research proposals in this area.

LEARNING PROGRESSION THROUGH TRICKY TOPIC TEACHER TRAINING

ANNE ADAMS (THE OPEN UNIVERSITY), KATHARINE BURN

ECONOMIC AND SOCIAL RESEARCH COUNCIL

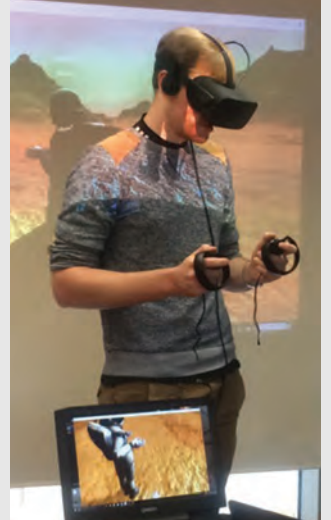
Threshold concepts (e.g. potential difference, atomic structure, heat transfer, magnetism, photosynthesis) are key concepts that can contain troublesome knowledge producing barriers to students' understanding. Overcoming these barriers requires students' engagement and motivation, which are often more intrinsic to the creative disciplines. This Impact Accelerator grant enabled teachers, trainee teachers, academic pedagogical experts, international teacher training experts and technology enhanced learning developers to work collaboratively on the production of open access educational resources to support teachers' learning about how to combat these challenges.

AN EVALUATION OF A SERIOUS MOBILE GAME TO IMPROVE TRAINEE NURSES' KNOWLEDGE AND SKILLS IN EMERGENCY NEONATAL CARE IN KENYAN TEACHING HOSPITALS

NIALL WINTERS AND ANNE GENIETS

WELLCOME TRUST

Life-Saving Instructions for Emergencies (LIFE) is a serious game for low-cost smartphones to provide training in neonatal resuscitation for emergency care nurses in Kenya. The aim of this project is to evaluate LIFE, investigating how trainee nurses apply knowledge gained from playing the game in their training, understand how playing improved their self-efficacy and examine the wider potential of serious mobile games for training in low-resources settings. This project won the 2017 OxTalent Award for Public Engagement.



THE CO-DESIGN OF GUIDANCE ON BUILDING SCHOOLS

HARRY DANIELS

ECONOMIC AND SOCIAL RESEARCH COUNCIL

Schools which are being rebuilt or newly created are seeking guidance as to how to improve the complex processes of design and construction. This project brings together expertise from architects, schools and academic researchers, working collaboratively to produce materials to help address these challenges. A close collaboration with the Cathedral Schools Trust steers the overall progress of the project, with focus on school design implications for all children, including those with additional needs, whether they are in mainstream or special settings.

PEDAGOGIES OF LITERATURE IN THE SIXTH FORM

VELDA ELLIOTT

ECONOMIC AND SOCIAL RESEARCH COUNCIL

English education research, particularly pedagogical research, concentrates heavily on the teaching of younger pupils; this funding facilitated a one-day seminar with English education academics and teachers, focusing on post-16 English teaching methods. This led to the creation of a forum for practitioners and researchers working in this area, setting an agenda for future research and to establish better research communication channels.

A MARKED IMPROVEMENT: EFFECTIVE MARKING PRACTICES

VELDA ELLIOTT, JO-ANNE BAIRD, THERESA N. HOPFENBECK, JENNI INGRAM, IAN THOMPSON, NATALIE USHER AND MAE ZANTOUT (OUDE) TOGETHER WITH JAMES RICHARDSON AND ROBBIE COLEMAN (EEF)

The EEF has published a review of the evidence on written marking, led by OUDE. The report, 'A Marked Improvement?' is available on the EEF (https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf). It finds that the quality of existing evidence on written marking is backed up by few large-scale, robust studies. The researchers identify areas where teachers need better information about the most effective marking approaches.

THE GO_GIRL: CODE+CREATE PROJECT

NIALL WINTERS AND ANNE GENIETS

OXFORD IT INNOVATION CHALLENGES AWARD AND GOLDMAN SACHS GIVES OXTALENT AWARD WINNER FOR OUTREACH AND WIDENING PARTICIPATION

Go_Girl: code+create is a widening participation research project run in partnership with the Oxfordshire County Council through Mel Jewell, the project's youth worker. The pilot began in 2015 and every week for a year, nine young NEET women came to the Department of Education for weekly coding and media skills sessions. Thirty-five sessions were held, as well as events and social activities such as visits to the Facebook HQs and job fairs together with cultural experiences. The course started with initial life skills sessions addressing the young women's needs and then gradually moved on to technological training (e.g storyboarding and film editing, video blogging, coding

– Pseudocode, Intro to coding modules on Udacity (focused on Python), Scratch, Appy Pie, Alice, Unity 3D, Mobincube), concluding in group project work and presentations.

At the end of the pilot, the team saw a marked growth in confidence among the participants, as evidenced through their projects and evaluative interviews. Participants reported an increase in overall IT skill levels, and a change in their educational aspirations, evidenced by the fact that a number of the Go_Girls have decided to take up further study or vocational training as a result of the programme. Since its completion, the Go_Girl research project has attracted considerable interest, online and offline. In January 2017, the project received funding from *Goldman Sachs Gives* to continue the pilot with a new cohort of 20 young women. Several partners at Goldman Sachs have become involved as benefactors, and digital entrepreneurs are also engaging with the project. As Jo Hannaford, a partner and Head of Technology in EMEA at Goldman Sachs, put it: 'Providing young women from disadvantaged backgrounds with technical skills is an important mission and one that serves to level the playing field. Through taking part in the programme, these young women will gain highly sought after technical skills which we hope will empower them and open doors to greater opportunities.'

THE OXFORD EDUCATION DEANERY

ASSOCIATE PROFESSOR KATHARINE BURN

The Oxford Education Deanery builds on the department's initial teacher partnership with local secondary schools through a commitment to supporting early career teachers' professional learning and schools' engagement with and in research. Each 'Research Champion' – a designated member of staff in each school within the Deanery – is supported through termly meetings, library access and advice on research use.



Early Career Professional Learning

As in previous years, we ran a number of 'Action Research Fellowship' schemes in different school clusters, providing critical support and guidance to teachers seeking to draw on research to tackle specific challenges in their practice. Clusters of schools took up the scheme in West Oxfordshire, Oxford City, Abingdon and Wantage, with topics including the development of literacy within different subjects, the promotion of metacognition and self-regulation in learners, and improving the attendance of disadvantaged young people.

The other main initiative was a conference for newly qualified teachers held in June, with a stimulating programme of workshops, variously led by members of the department and of the wider university (including the Widening Participation team), invited guests and alumni. Participants were also able to visit the Poster Conference at which final year students on the MSc in Learning and Teaching were reporting on the outcomes of their school-based research and development projects.

Research Engagement

A range of research projects were initiated or completed during the course of the year that were specifically designed to benefit local schools and developed in collaboration with them:

1. Analysing the relationship between teachers' collaboration patterns, teaching practices and student literacy learning and engagement (Professor Harry Daniels and Professor Mary Daly, Department of Social Policy and Intervention)
2. Developing appropriate assessments of English language fluency for children with English as an Additional Language (Professor Vicky Murphy and Professor Kate Nation, Department of Experimental Psychology)
3. Developing Teacher-Student Talk in the Secondary Mathematics Classroom (Dr Jenni Ingram and Dr Nick Andrews)
4. Recruitment and retention of NQTs in Oxfordshire Schools (Dr Katharine Burn and Dr Mary Wild, Oxford Brookes University)
5. Assessment, Teaching and Learning in MFL: investigating and developing practice at Key Stage 3 (Dr Robert Woore)

Thirteen local teachers undertook the MSc in Learning and Teaching as part of an 'Enhanced' programme of peer support and collaboration within the Deanery. They and others engaged in practitioner research presented their work to local teachers and members of the department at the annual 'ResearchMeet' hosted by the Deanery in early July.

Knowledge Exchange

The Deanery supports knowledge exchange initiatives across the university concerned with developing teachers' knowledge

of current academic research within subject disciplines. These included the annual conference of the Oxford History Teacher Network (coordinated by Jason Todd) hosted by St Catherine's College and which involved Professors Steve Gunn and Stephen Baxter from the History Faculty, and a day conference with the English Faculty which focused on Pedagogies for Sixth Form English Literature Teaching, co-ordinated by Velda Elliott.

PARTNERSHIP WORKING WITH OXFORD UNIVERSITY PRESS: DR PENELOPE WOOLF

Dr Penelope Woolf, Head of Impact and a member of the Strategy Team at Oxford University Press (OUP), has been spending a day a week in the department between April and August. She is interested in research and, in particular, finding out about how OUP products and services are making a difference in the classroom. Penelope has over 30 years' experience in academic, educational and professional publishing. Most of her career has been spent in editorial roles from commissioning to Editorial Director. Penelope has worked for Pearson Education, Discovery Education (Espresso) and OUP and has also carried out consultancy for universities, EdTech start-ups and publishers. Penelope taught Publishing for a number of years on the MA in Publishing and MA in Library and Information Studies at University College London where she supervises Masters dissertations. Her time with the Department will focus on the dissemination, communication, and publishing strategies for departmental research, and on sharing expertise on the evaluation of interventions and of the impact of educational products and services.

REES CENTRE TAKEOVER DAY

Once a year, the Rees Centre participates in the Office of the Children's Commissioner's Takeover Day. Over the years, a number of teenagers have joined the team, taking on a variety of roles for the day, from interviewer to Publicity Officer. In January 2017, Oliwia joined the Centre and took over the role of Researcher for the day. She wrote a piece for the young voices section of the REES Centre newsletter.



EXPERT AND ADVISORY ROLES

Jo-Anne Baird	<p>Standing Specialist Advisor to the Education Select Committee at the House of Commons 2016-17.</p> <p>Member of the Standards Advisory Group (2012-now) Ofqual.</p> <p>Member of the Curriculum and Assessment Group (2016-now) Welsh Government.</p> <p>National Reference Test Expert Panel (2013, 2016-now) Ofqual.</p> <p>Member of the Qualifications Committee (2012-2016), Scottish Qualifications Authority.</p>
Jessica Briggs	<p>Advised Rob Stokes, Minister for Education of New South Wales on study abroad for language acquisition, multilingualism in education and the potential for multilingual educational assessment in NSW.</p>
Katharine Burn	<p>Advised the National Lead for history within Ofsted to brief him on the findings of the annual survey of history teachers conducted for the Historical Association.</p>
Ewart Keep	<p>Member of Quality and Qualifications Ireland's Policies and Standards Committee.</p> <p>Member of HEFCW's Student Opportunity and Achievement Committee.</p> <p>Advisor to the Government Office for Science (Foresight) inquiry into the Future of Skills and Lifelong Learning, and member of the project Steering Group.</p> <p>Member of the Scottish Government Strategic Labour Market Group.</p> <p>Member of the DfE Skills Policy Analysis Academic Panel.</p> <p>Member of Ofqual's Vocational and Technical Qualifications Stakeholders Group.</p> <p>Member of the Greater London Authority's London Skills Strategy Task and Finish Group.</p> <p>Current member of the Good Jobs Campaign Steering Group.</p> <p>Submitted oral evidence to the joint BIS/Education Committee inquiry into apprenticeships.</p>
Sandra Mathers	<p>Member of advisory group for the EEF Early Literacy Guidance and the EEF Review of Early Language Measures.</p> <p>Member of advisory group for the Department for Education Childcare and Early Years' Survey of Parents.</p> <p>Member of Save the Children roundtable on childcare and early education in England.</p> <p>Member of the Department of Education academic expert panel, providing advice on proposed changes to the primary assessment system.</p> <p>Member of research community for EEF-funded Evidence for the Frontline, a service connecting teachers and researchers to support the development of an evidence informed teaching profession.</p> <p>Advised Ofsted, following a critique published in Nursery World of a recent early years research paper.</p> <p>Trustee of Early Education charity.</p>
Alis Oancea	<p>Expert Advisor, Teacher Education Reform, Norwegian Agency for Quality Assurance on Education (2017-19).</p>
Pam Sammons	<p>Academic Advisor to the UK Government's Department of Education Review of Measures of School Performance (2015-2017) and The London Effect Research Advisory Group (2015-2016).</p>
Judy Sebba	<p>Submitted evidence to Government Stocktake on fostering.</p> <p>Member of Research Advisory Committee for LSE CASE project.</p> <p>Member of Research Advisory Committee for Home Office trafficking study.</p> <p>Member of SPCC Research Strategy Group.</p>
Steve Strand	<p>One of 13 members appointed by the England Department for Education (DfE) to the National Pupil Database (NPD) Steering Group. The DfE has chosen a diverse group of people to bring very different qualities, challenges and ideas to the steering group. Steve's role is to represent academic users of the NPD, which is one of the worlds' largest and most comprehensive datasets for educational research.</p> <p>Member of the DfE Expert Advisory Group for the Second Longitudinal Study of Young People in England (LSYPE2).</p>
Gabriel Stylianides	<p>Member of the Standards and Testing Agency's Test Review Groups for the numeracy skills tests for prospective teachers in England (June 2016, July 2016).</p>

SCHOOL GOVERNORS

Velda Elliott	St John's College School, Cambridge.
Judith Hillier	Foundation Governor at Clanfield Church of England Primary School.
Alis Oancea	Chair of Governors, Wootton St Peter's Primary School.
Pam Sammons	Deputy Chair of Governors, Oxford Spires Academy.

SELECTED POLICY AND PRACTITIONER EVENTS

Jo-Anne Baird	Presentations at the Parliamentary Education Select Committee Away Day (St Anne's College, Oxford).
Katharine Burn	Keynotes and workshops for teachers at the annual Teacher Education Advancement Network Conference and the annual conference of the Swedish National Network for History Education Research.
Katharine Burn and Jason Todd	Workshop and keynotes for teachers at the annual Historical Association Conference, and the annual Schools History Project conference.
Harry Daniels	Keynote to Italian Government think tank and Australian Catholic University.
Velda Elliott	Invited speaker at the Roehampton TALIS seminar series for practising teachers.
Hubert Ertl	Keynotes and invited presentations at German Association of Adult Learning and Leibniz-Centre for Lifelong Learning, ESRC Research Seminar Series on Higher Vocational Education and Pedagogy (HIVE-PED), and Parliamentary Education Select Committee Away Day (St Anne's College, Oxford).
Maria Evangelou	Invited talk to the Danish Ministry for Children, Education and Gender Equality.
Judith Hillier	Keynote at Association for Science Education Futures.
Jenni Ingram	Invited talks at the National Association of Mathematics Advisers annual conference, the DPAM day conference, and the NMEI annual conference.
Ewart Keep	Keynotes and invited talks to: the Association of Colleges, Governance Summit (London), Principals and Chairs Regional Meeting (Taunton); Yorkshire and Humberside Association of Colleges Governance meeting; OECD Local Economic and Employment Development Forum on Partnerships and Local Development (Venice); Learning and Skills Research Network Discussion Workshop on the future of technical and professional education (London); Centre for Urban Research on Austerity Workshop (De Montfort University, Leicester); Association of Colleges Finance Directors Conference (Hinckley); FE Trust for Leadership project final report launch (Manchester Chamber of Commerce); Scottish Training Federation annual conference (Crieff); Institute of Public Policy Research (London); ESRC Research Seminar Series on Higher Vocational Education and Pedagogy (HIVE-PED) (London); NZ Industrial Training Federation Research Forum (New Zealand); Ministry of Business, Innovation and Employment public seminar (New Zealand); MBIE seminar (New Zealand); Institute of Adult Learning Adult Learning Symposium (Singapore); OECD Local Economic and Employment Development Project Directing Committee (Trento, Italy); Federation for Industry Sector Skills and Standards (London); Hackney Community College governors' awayday (London); Parliamentary Education Select Committee Away Day (Oxford); Association of South East Colleges principals' meeting (Basingstoke); International Labour Process conference (Sheffield); Independent Commission on the Future of Work (London); Learning and Skills Research Network Strategic Workshop (London).
Trevor Mutton	Keynote at Second International Forum on Teacher Education, Kazan University, Russia.
Alis Oancea	Section keynote ('Education research – past successes, current challenges and priorities for the future') and two plenary panels, Scientific Diaspora Conference, Romanian Presidential Office and Romanian Ministry for Education and Research, Timisoara, 2016.
James Robson	Keynote to teachers and NGOs at International Conference of Intermedia Interaxion, University Santa Croce, Rome, 2016.
Heath Rose	Keynotes for practitioners at FIESOLE Group Symposium 2017, EUROMEC International Conference, International Conference of English as a Foreign Language.
Pam Sammons	Keynote for the international policy seminar arranged by DIW Berlin.
Steve Strand	Keynotes to head teachers and school senior leaders in Milton Keynes local authority.
Gabriel Stylianides	Led Topic Study Groups in the International Congress on Mathematical Education and Congress of European Research in Mathematics Education.





TEACHING AND LEARNING

OVERVIEW

PROFESSOR STEVE STRAND (DIRECTOR OF GRADUATE STUDIES)

Over the last 15 years, the Department of Education has seen considerable expansion in the number and range of courses offered. In 2016/17, we offered the following courses:

- MSc in Education with 5 different 'pathways': Comparative and International Education; Higher Education; Child Development and Education; 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 2017/18 we will be offering a new MSc in Educational Assessment. In 2016/17, the department had a total complement of 582 students of whom 366 were studying full-time and 216 were studying part-time. Our Masters courses cover a wide and diverse range of subjects as well as containing a strong research methods component. They are delivered by academics and research experts, the vast majority of whom are permanent staff fully engaged in their fields of research. Doctoral students' research is carefully considered so that it reflects the research agenda of research groups and research centres, and research students are embedded within these to create a critical mass of coherent research activity built around established academics and researchers.

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

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 2012-2014 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 three of the twenty 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. The department has a strong international profile with colleagues appointed from many countries including Australia, Canada, China, Greece, Finland, Georgia, Greece, Germany, India, Norway, Peru, Romania and the United States.



DOCTOR OF PHILOSOPHY

ASSOCIATE PROFESSOR VELDA ELLIOTT AND
ASSOCIATE PROFESSOR SUSAN JAMES RELLY

The Doctorate programme attracts a wide variety of students. Our current doctoral students, of which there are 110, come from over 40 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. At the end of the second year, students are expected to have completed Confirmation of Status. DPhil students are vital to

the research culture of the department, participate actively in the wider academic life, and put on a range of seminars and events, including the STORIES Conference. Many have funded places and scholarships and go onto successful careers in educational research, policy, and practice after completing their doctorates.

ESRC DOCTORAL TRAINING PARTNERSHIP (DTP)

ASSOCIATE PROFESSOR DAVID MILLS

During 2016, David Mills successfully led a bid to the ESRC to create a Grand Union Doctoral Training Partnership (DTP), a collaboration between Oxford, the Open University and Brunel. Providing more than 40 ESRC studentships each year across the social sciences for the next six years, the partnership is also designed to promote a range of interdisciplinary research methods and research training initiatives. This has led to a number of new courses being offered by the department. As part of the partnership agreement, students in the Education pathway will benefit, where appropriate, from co-supervision expertise available in Brunel. More generally the

department and its students benefit from the range of initiatives, events and workshops organised by the DTP. The ESRC is also providing a number of postdoctoral fellowships to the Partnership to award. David currently works half-time as DTP Director.

In 2017, doctoral students in Education were again very successful in winning DTP studentship funding, a reflection of the quality of the applications received by the department. Richard Taylor, a part-time ESRC scholar in education, and a graduate of the MLT course, also represents the interests of part-time students on the Partnership's Management Board.

MSC EDUCATION

ASSOCIATE PROFESSOR HUBERT ERTL

The MSc Education is a thriving full-time, one-year Masters course providing students with a research-led programme focused on educational policy, practice and international engagement. The course prepares students for careers in educational research, management and policy. Many graduates progress to undertaking research-oriented or high level administrative work in the higher education sector, government, non-governmental organisations and international bodies.

The MSc Education offers five distinct pathways, each containing a strong programme element of educational research methods. Teaching is conducted in small groups, enabling personalised learning and teaching. Students engage in coursework and in original research work, culminating in an MSc dissertation. In the context of conducting research for their MSc dissertation students are supervised on a one-to-one basis by a dedicated supervisor.

The five MSc Education pathways are:

- Child Development and Education
- Comparative and International Education
- Higher Education
- Learning and Technology
- Research, Design and Methodology

The MSc Education attracts students from around the world and admission is highly competitive. Each year a number of students are funded by prestigious scholarships such as Rhodes and Fulbright Scholarships. The MSc Education is linked with the Oxford 1+1 MBA route offered by the Saïd Business School.

MSC LEARNING AND TEACHING

ASSOCIATE PROFESSOR KATHARINE BURN

This part-time MSc programme for practising teachers attracts students working in a wide range of educational settings. The strong core programme, supported by small group teaching and supervision within a range of subject specialisms, along with a blended learning model, that combines weekend seminars with regular online tasks, has allowed teachers at different stages in their career trajectories to benefit from rigorous academic study and disciplined practitioner

enquiry. While the course often supports teachers moving into school leadership, others, such as Katie Howard, progress into full or part-time doctoral programmes. Katie's Part 3 Research and Development project 'Building Linguistic Confidence' was shortlisted as one of the best education essays submitted for Critical Publishing's Critical Writing Prize and will be published in a special issue of the student journal published by the Teacher Education Advancement Network.

MSC TEACHING ENGLISH LANGUAGE IN UNIVERSITY SETTINGS (TELUS)

ASSOCIATE PROFESSOR HEATH ROSE

The MSc TELUS is a part-time, online master's degree, which specialises in applications of second language acquisition theory to the profession of English language teaching (ELT). The course offers a cutting-edge introduction to the linguistic and pedagogic knowledge needed for teaching English language in universities around the globe. This MSc focuses primarily on the growing body of ELT-related research in the field of applied linguistics, as well as exploring key issues such as language testing, materials evaluation, and vocabulary acquisition. The course challenges students to meet the growing global demand for language teaching with research-informed pedagogical practice. Students are encouraged to reflect critically on their own teaching experiences, and to develop the skills and knowledge needed to become global ELT practitioners. Many high-performing students either go on to further doctoral-level research, or take up key professional positions in language departments at universities around the world.

MSC APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION (ALSAL)

PROFESSOR VICTORIA MURPHY

Applied Linguistics is an interdisciplinary field that mediates between the theory of language and the practice of language, both in its acquisition and its 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 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. It aims to provide students with the intellectual challenge of situating second language acquisition and language pedagogy firmly in an internationally recognised field of research, namely Applied Linguistics. 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 carry out further study at the doctorate level.

PGCE

ASSOCIATE PROFESSOR NIGEL FANCOURT

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. We have developed our work on inclusive teaching, consolidating our intensive 'special educational needs' week, which gives most interns the opportunity to work in a designated Special School. We have also widened our Pupil Premium intern research project to include all aspects of disadvantage and attainment, such as attendance, English as an additional language and ethnicity. Another exciting development is our collaboration with the Helga Todd Foundation, which provided for six interns to travel to India last year in order to spend eight weeks teaching in schools. The interns found this rewarding, if challenging, and a new cohort of five will be travelling to India this summer.

STUDENT EXPERIENCE

Our students are highly successful and ambitious, striving for every opportunity available to them during their doctoral studies. They 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. Our students are active members of research groups and centres, represent the student body on cross-department committees, and put on a range of seminars and events, including the STORIES Conference.

Fifteen of our students have won scholarships for their studies. Eighteen students have completed their doctorates this year and have gone onto successful employment in academia, the policy context, and the charity sector.

THE STORIES CONFERENCE FOR GRADUATE STUDENTS

ALICE TAWELL, KAI WORTMANN,
KAITLYN NEWELL, KARI SAHAN,
MARIANNE MELSEN AND NAHEED MUKHI

The annual graduate conference Students' Ongoing Research in Education Studies (STORIES) took place in the Department of Education on 14 – 15 March 2017. Every year, the conference brings together graduate students from across the University of Oxford, as well as other UK and international universities. Among this year's participants were students from Durham University, UCL and the University of Warwick, as well as students from Germany, Turkey, Austria and Denmark. With more than 50 presenters from different background and countries, the theme of this year's conference – *Doing Education*

Differently – was interpreted in various ways. The topics of the presentations included the use of technology in education, using students as curriculum advisors in higher education, forest schools, education in the light of migration, and different approaches to language learning. The conference was a great success, with many interesting debates and time for networking.



Two keynote speeches were given by Honorary Fellow, Sally Tomlinson and Professor of Marketing, Steve Woolgar. Both keynote speakers addressed the conference theme *Doing Education Differently* based on their experience and academic backgrounds. In addition to the keynotes, four parallel workshops led by researchers from the Department of Education took place. Professor Harry Daniels, Dr David Mills, Hau Ming Tse and Dr Anne Geniets each convened a workshop within their areas of expertise, ranging from school design to the challenges of doing education differently in practice.

To acknowledge their work, all student presenters have been invited to submit an article about their research to be published in the conference proceedings. The publication will be peer-reviewed and edited by the STORIES organising committee. The proceedings from last year's conference are currently available as open access via the Oxford Research Archives (ORA). This year's proceedings will also be published in ORA, once the reviewing process has been completed.

The conference was organised by a committee of six students from the MSc in Education and the DPhil in Education programmes at the Department of Education, University of Oxford. In addition to the committee, a group of volunteers worked tirelessly during the build up to, and over the course of, the conference, to help the organising committee to review the large number of abstracts that were submitted.

STUDENT AND ALUMNI SUCCESS STORIES CONVERSATION PUBLICATION

DPhil student, Laura Pinkerton, has recently published an article in *The Conversation* discussing issues of gaming in classrooms and surveillance. Read the article here: <https://theconversation.com/how-gaming-in-the-classroom-prepares-children-for-life-in-a-surveillance-state-77287>

PRACTITIONER PUBLICATIONS

MLT student, Sam McKavanagh, has published three articles based on his developing dissertation on assessment in Religious

Education in the online practitioner journal, *Religious Education Matters* (<http://www.reonline.org.uk/supporting/re-matters/>).

MLT student, Katie Howard's Part 3 Research and Development project 'Building Linguistic Confidence' was shortlisted as one of the best education essays submitted for Critical Publishing's Critical Writing Prize and will be published in a special issue of the student journal published by the Teacher Education Advancement Network.

OXTALENT AWARD

DPhil student, Susila Davis, was runner up in the Best Research Poster category of the OxTalent Awards, which celebrate digital innovation and excellence at Oxford University. Her poster, 'Where are we going and how do we get there', represents a part of her doctoral study of Oxford University Press pathways to school improvement.

OXFORD IT INNOVATION FUND

DPhil student, Karim El-Mehairy, has received funding from the Oxford IT Innovation Fund to Learnmapp, a mobile application that helps learners navigate and collaborate around learning resources. Learnmapp offers a ubiquitous platform for logging and sharing the steps of an individual's learning journey, allowing for praise, inspiration and encouragement and the sharing of relevant, tried and tested, learning resources, along with ratings and reviews.

BERA DISSERTATION AWARD

Alumna, Dr Sanja Djerassimovic, has been awarded the second prize in the BERA Dissertation Awards for her DPhil thesis on the "Formation of the civic education policy as a discursive project in post-2000 Serbia" (Supervisors: Professor Alis Oancea and Professor Ingrid Lunt, awarded 2015).

In her thesis, Dr Djerassimovic examines the making of an education policy in a system undergoing a substantial political and socio-economic transition, and uses this as a point of departure for the exploration of the possibilities for analysing education policies as discursive projects of elites. Her approach combines policy sociology with the study of post-communist education reform, as the thesis attempts to create a multi-faceted contribution to education research, on substantive, theoretical, and methodological levels.

After submitting her thesis for examination, Dr Djerassimovic was a researcher in the department, on a study that explored conceptualisations of research impact in the UK higher education sector (PI: Professor Alis Oancea). Subsequently, she became 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 FCO-funded Chevening Scholarship programme, as well as a Vice-Chair on an 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 of Education for Teaching*.

ALGORITHMIC JUSTICE LEAGUE

Joy Buolamwini, MSc Education Alumna, has founded the Algorithmic Justice League, an organisation that aims to challenge the biases in decision-making software, facial recognition and machine learning. In 2017 she won a \$50,000 award for her work highlighting bias through provocative media and interactive exhibitions, providing space for people to voice concerns and experiences with coded discrimination, and developing practices for accountability during the design, development, and deployment phases of coded systems.

AWARDS

STUDENT SCHOLARSHIPS AWARDED IN 2016/17

Clarendon

Kari Coffman	DPhil in Education
Emerson Csorba	DPhil in Education

DTP ESRC Studentship

Hendrickje Windisch	DPhil in Education
Natasha Robinson	DPhil in Education
Alice Tawell	DPhil in Education

DTC ESRC Advanced Quantitative Methods (AQM) stipend

Christina Heemskerck	DPhil in Education
Mariana Simoes	DPhil in Education

Oxford-TrygFonden Graduate Scholarship

Marianne Melsen (Higher Education)	MSc Education
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Routledge

Isabelle Schafer	MSc Education (Comparative and International Education)
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Skope Centre Studentship

Gary Morris	DPhil in Education
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Pirie-Reid Graduate Scholarship

Hendrickje Windisch	DPhil in Education
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Rhodes Scholarships

Arnold Kaluba	MSc in Education (CIE)
Jordan Konell	MSc in Education (CIE)
Mansi Sood	MSc in Education (HE)

Commonwealth Scholarships & Fellowships Plan

Zara Khan	MSc in Education (RDM)
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DOCTORAL COMPLETIONS

Surname	Forenames	Thesis Title	Supervisor(s)
Allen	Jennifer Lauren	Going higher, going further? Student perspectives on higher education at further education colleges and universities in England	Susan James Relly Hubert Ertl
Baron	Alexander Macomber	From teacher-regulation to self-regulation in early childhood: An analysis of Tools of the Mind's curricular effects	Maria Evangelou Lars-Erik Malmberg
Ching	Ho Hong Bobby	The importance of additive reasoning in children's mathematical achievement: A longitudinal study	Terezinha Nunes
Denton-Calabrese	Tracey	Shaping School Culture to Transform Education: An Ethnographic Study of New Technology High Schools	Rebecca Eynon
Erickson	Jeanne Leigh	The Education Experiences of Eight American Adolescents in Cancer Survivorship	Terezinha Nunes Alis Oancea
Fung	King	Comprehension strategies when listening to the teacher in the ESL classroom	Ernesto Macaro
Garcia	Anthony Philip	The Community School Concept: An Exploration of Organizational Models and Theoretical Potential	Pam Sammons Maia Chankseiani
Hessel	Gianna	The impact of participation in ERASMUS study abroad in the UK on students' overall English language proficiency, self-efficacy, English use anxiety and self-motivation to continue learning English: a mixed methods investigation	Robert Vanderplank
Huang	Shan	University Teachers' Perspective on the Impact of Quality Assurance Policies in Chinese Higher Education: Three institutional case studies	Hubert Ertl
Kim	Sun	Re-conceptualizing 'educational policy transfer': An analysis of the Soviet and US influence on educational reforms in the two Koreas (1945-1959)	Ingrid Lunt Alis Oancea
Lindorff	Ariel Mariah	Networks for School Support and Improvement: A Mixed-Methods Study	Pam Sammons
Oppenheim	William Jay	Imagining Demand for Girls' Schooling in Rural Pakistan	David Johnson
Ortega Ferrand	Lorena Constanza	Educational Effectiveness and Inequalities in Chile: A Multilevel Accelerated Longitudinal Study of Primary School Children's Achievement Trajectories	Lars-Erik Malmberg
Rodriguez Leal	Tatiana	"I sometimes question myself": The learning trajectories of four senior managers as they confronted changing demands at work	Susan James Relly Nigel Fancourt
Tan Chia Chun	Desmond	Student teachers learning to use Assessment for Learning in schools	Roger Firth
Todd	Jason Jeremy	Social Remembering and Children's Historical Consciousness	Katharine Burn David Mills
Xu	Ying	The use of romanized Chinese by first – and second-grade pupils: challenges in learning pinyin	Susan James Relly
Zhao	Lucy Yufei	Crossing barriers: The influence of linguistic and cultural background on (I+verb) belief constructions in expressions of opinion	Victoria Murphy



STAFF SECTION 4
on-student engagement: In what ways
affect Higher Prior Attaining students'
in English?

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Summary of research literature:

In relation to extracurricular activities, American scholars dominate the research field due to its importance to high school students' graduation. Generally, research in this field is conducted on a large scale research using quantitative methods. By doing this, it is difficult to gain a deeper understanding of the impact extracurricular activities have on the individual student and their general view on the activity's efficacy. However, as a result of this research style, we have been able to establish the advantages of extracurricular activities (academic, social and cultural capital, cognitive abilities and a sense of belonging), it is an effective way for disadvantaged students to use their 'free-time' actively. There are minor disadvantages too. Despite all of these positive attributes, extracurricular activities are not heavily promoted in the UK state system and are swiftly removed when there are financial constraints. Research continues to contend with these leadership decisions and stress the importance of designing structured academic activities so that these participants can be also be rewarded and celebrated in the way that student athletes are.

Primary findings:

ed, the session evaluations include
 students doing further research and
 to Symposium topics: 'lots of ideas',
 'think about', 'going to find other books'
 10 students agreed that 'Symposium
 e with more background information I
 in my English lessons'.
 the significance of other people present
 after the first Symposium session: 'people
 he learn more and I made friends'. As
 improvements, Deborah suggested that
 g everyone to each other to make us
 table', also implying the need for like-

s.
 initially skeptical about the project and its
 he later reported at the end of the fourth
 ative writing) 'OOO I WANNA READ EM'.
 of the teachers involved in delivering a
 ported that Symposium not only helped to
 students' knowledge, but it also served as
 unity to develop her own subject
 '.
 another teacher involved in delivering a
 reported that students listened well over a
 period - 'they had a longer attention span and
 e more respectful'.
 a member of the senior leadership team
 ded Symposium for being a project which
 sed and celebrated students for their academic
 is opposed to their sporting ability.

Research questions:

1. To what extent can Symposium be considered an effective academic extracurricular activity?
2. How does Symposium promote student engagement in English classrooms?
3. What are the benefits of and barriers to extracurricular activities like Symposium in schools?

Some Key References:

Bryson, C. (2014). *Understanding and developing student engagement*. Routledge.
 Feldman-Farb, A. and Margasko, J. L. (2012) 'Recent advances in research on school-based extracurricular activities and adolescent development', *Developmental Review*, 32(1), pp. 1-48.
 Holland, A. and Andre, T. (1987) 'Participation in extracurricular activities in secondary school: What is known, what needs to be known?', *Review of Educational Research*, 57(4), pp. 437-466.

by
 Lesley Nelson-Addy

presented at the

A group of three year 7 students: Malachi, Deborah and Miriam acted out an original and modern version of *Waiting for Godot* by Samuel Beckett



STAFF

ADMINISTRATIVE & PROFESSIONAL STAFF

EVE RODGERS, HEAD OF ADMINISTRATION & FINANCE

The department's teaching and research mission is underpinned by its growing administrative and professional team. The team has a strong team working ethos. Consisting of 30 full and part-time staff, the administrative and professional 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 Operations Manager 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 six administrative staff in the department's research centres and three employed on externally funded projects.

DEPARTMENT OF EDUCATION STAFF 2016/17

Academic Staff

- Professor Jo-Anne Baird
- Dr Jessica Briggs
- Associate Professor Katharine Burn
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- Associate Professor Maia Chankseliani
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- Professor Harry Daniels
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- Professor Sibel Erduran
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- Anna Zampeli

New Honorary Research Fellows

- Professor John Brennan – 1 January 2016
- Dr Lynn McAlpine – 1 May 2016
- Dr Arniika Kuusisto – 1 May 2017

New Honorary Norham Fellows

- Dr Lena Gray – 1 December 2016
- Anne Pinot de Moira – 1 March 2017

Visiting Academics in 2016/17

- Dr Adem Soruç, Sakarya University, Turkey
- Dr Natesan Prathiba, University of North Texas
- Dr Elizabeth dos Santos Braga, University of São Paulo, Brazil
- Professor Andre Kraak, University of Witwatersrand, South Africa
- Dr Jane Bryson, Victoria University of Wellington, New Zealand
- Professor Anton Havnes, Oslo and Akershus University, Norway
- Dr Jun Cui, Southeast University, China
- Dr Susan Harris-Huermert, German University of Administrative Science, Speyer
- Dr Eran Melkman, Postdoctoral Fellow, University of Haifa, Israel
- Mrs Isabelle Skakni, Postdoctoral Fellow, Université Laval, Canada
- Dr Gintautas Silinskas, Postdoctoral Fellow, University of Jyväskylä, Finland
- Dr Eija Pakarinen, Postdoctoral Fellow, University of Jyväskylä, Finland
- Professor Sigrun Ertesvåg, University of Stavanger
- Dr Stefka Marinova-Todd, University of British Columbia, Vancouver
- Dr Elvia Castro Félix, Monterrey Institute of Technology, Mexico





OXFORD UNIVERSITY
DEPARTMENT OF EDUCATION
REVIEW 2016/17

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