



OXFORD UNIVERSITY DEPARTMENT OF EDUCATION

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REVIEW 2014



OXFORD UNIVERSITY DEPARTMENT OF EDUCATION REVIEW 2014

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INTRODUCTION AND ENVIRONMENT FOR TEACHING AND RESEARCH PROFESSOR ERNESTO MACARO

The Oxford University Department of Education (OUDE) prides itself in being able to combine its international standing as a research-intensive department with the highest quality teaching. This Review provides a glimpse into the Department's activities, achievements and developments in the year 2014.

The term 'research-intensive' is not one that we adopt lightly but is one which encapsulates the ethos, aspirations and modus operandi that are applied to the strategic decisions that we make. All full time academics in the Department are research active, many producing publications of outstanding international quality. In 2014, the evaluation of research in the UK (The Research Excellence Framework) placed the Department as the clear leader for educational research in the country. This achievement builds on the already outstanding success and position in the 2008 Research Assessment Exercise.

However, the notion of 'research-intensive' goes well beyond external evaluations of our research and its impact. It underpins the way we scrutinise and develop the postgraduate courses that we offer. It is embedded in the expectations we have of the tutors who teach those courses to provide students with sessions taught by experienced, researchinformed practitioners. It is epitomised by our collaboration with other practitioners, policymakers and those in industry. It is fundamental to our commitment to reach out to schools and colleges, locally, nationally and internationally, with a vision of transformative educational environments which make policy decisions based on research evidence rather than hasty reaction, rigid ideology, or political expediency.

In 2014, a major component in the Department's strategy has been to internationalise both its teaching and research portfolio. As we will see below, whilst remaining committed to contributing to the improvement of local and national education, a number of initiatives have been introduced which demonstrate our awareness of the global events that are affecting all education systems. In October, we offered for the first time a distance learning Masters in Teacher Education, with a particular focus on mathematics and science, a course which has already attracted students from a variety of countries and is probably unique in its content and pedagogical approach. We have also developed an international route in our Masters in Learning and Teaching and a number of short courses have taken place with residence in Oxford for teachers and university tutors, including Papua New Guinea, Turkey and Indonesia. These, alongside our many international students on our Masters and Doctoral programmes, have enriched our understanding of the challenges that, particularly, low-income countries face in developing their educational systems.

Our Doctoral programme continues to grow in strength and the students we carefully select and accept from a much larger pool of applicants are increasingly aligned to the research agendas of individual academics, research groups and research centres. Our vigorous involvement in the Doctoral Training Centre ensures that research students' experience is a broad one able to access the expertise of academics in the Social Science Division and of the wider university.

The increasing internationalisation of teaching and research will continue to be a major strand of the Department's strategy in years to come, making OUDE a magnet for those wishing to use the services of an outstanding educational institution in bringing about higher levels of achievement in their own context. Com Cond ?

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RESEARCH

OVERVIEW

PROFESSOR HARRY DANIELS

OUDE is a world leader in research on education. It was ranked a very clear first in the Education REF. The Department improved its Grade Point Average (GPA) from 2.9 in 2008 to 3.57 in 2014 (65% of the overall grades were 4* and 27% were 3*). The breakdown of these results is as follows:

	4*	3*	2*	1*
Overall	65	27	8	0
Outputs	50.6	36.4	12.4	0.6
Impact	84	16	0	0
Environment	100	0	0	0

These grades were based on a submission of 39.22 FTE (85% entry). This means that on a measure of research intensity (GPA x % of staff entered), the Department was also ranked first by a considerable margin with a score of 3.04. This outstanding result testifies to a consistently high standard of collective endeavour. In 2014, OUDE held a total of 30 active projects. 23 of these were classified as research projects, and 7 as research-related projects. The total value of these projects was just under £8m. All research projects were externally-funded; the research-related projects were funded by a mixture of internal and external sources.

OUDE received funding for 29 new projects in 2014. The total value of funded awards was £2.57m. Of these 29 projects, 19 were classified as research, with the remaining 10 classified as research-related, indicative of an ongoing shift towards researchrelated projects at OUDE. The projects attest to a commitment to transformative co-design and collaboration with policy, practice and industry. A larger percentage of research projects were internallyfunded, due to the new ESRC IAA scheme and a growing research relationship with Oxford University Press (OUP). Again, this signals an ongoing and rapidly increasing commitment to high impact studies that witness political neutrality and academic independence thus constituting a solid investment for funders who seek to fund research which has relevance to 'real world' problems.

OUDE's research partnerships have a global/ transnational outlook in that much of the work involves the formation of national and international partnerships. All academic staff and research staff, and all higher degree students, are members of a research group or centre. These are their intellectual homes, where research projects are developed, findings presented, publications discussed, reading groups held, and international visitors hosted. The ten groups and centres are organised into 3 research themes:

1. Language, Cognition and Development

(Applied Linguistics; Children Learning; Families, Effective Learning and Literacy [FELL]; Rees).

2. Policy, Economy and Society

(Centre for Comparative and International Education Research [CCIER]; Oxford University Centre for Educational Assessment [OUCEA]; Centre on Skills, Knowledge and Organisational Performance [SKOPE]).

3. Knowledge, Pedagogy and Design

(Learning and New Technologies, Oxford Centre for Sociocultural Research and Activity Theory Research [OSAT], Teacher Education and Professional Learning).

THEME 1:

LANGUAGE, COGNITION AND DEVELOPMENT

PROFESSOR VICTORIA MURPHY

Research within the Language, Cognition and Development research theme draws on psychological frameworks and emphasises quantitative analyses to progress the theme's research focus on language, cognitive reasoning, cognitive development and the impact of learning environments. There are three research groups and one research centre within the theme: Applied Linguistics; Children Learning; Families, Effective Learning and Literacy; and the Rees Centre. The populations typically investigated within the theme's research tend to be younger learners in general, younger learners with physical and/or social disadvantages, beginner learners and preschool learners.

The research methods typically employed by members of the theme feature correlational, longitudinal, experimental and predictive designs. There is often an emphasis on large samples and a strong emphasis on quantitative data analysis and experimentation with advanced statistical tools. The theme was successful in attracting a number of different research grants in the 2013/2014 academic year from a range of funders including NSPCC, OUP, DfE, Sutton Trust, Core Assets, Wellcome Trust and the John Fell Fund. Research within the theme attracts funding

THE BERA INAUGURAL JOHN NISBET FELLOWSHIP

In September, the **British Educational Research Association** awarded Professor Kathy Sylva one of the first two BERA John **Nisbet Fellowships.** Named in honour of BERA's first President, the fellowships are awarded annually to recognise careerlong, outstanding contributions to educational research. Professor Sylva was formally conferred the honour at the **BERA Conference on** September 23.

The Rees Centre Appointed Evaluation Co-ordinator for DfE Programme

The DfE appointed the Rees Centre the Children's Social Care Innovation Programme Evaluation Co-ordinator for September 2014 to August 2016. The programme seeks to support local efforts to transform services for the most vulnerable children by providing tailored funding and professional support to up to 40 innovative projects over the next two years. The Centre was also awarded a contract to evaluate the London Schools Excellence Fund Programme on the Education of Children in Care. from the ESRC, EEF, The Nuffield Foundation and The Leverhulme Trust. Additionally, we welcomed an additional 12 research students to the theme in the 2014/2015 academic year.

APPLIED LINGUISTICS RESEARCH GROUP

PROFESSOR ERNESTO MACARO

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

In 2014, the research group continued to consolidate areas of research including English as an additional language; developing key pedagogical principles in foreign language learning; and English Medium Instruction. Together with the research projects currently underway, these areas are illustrated by the range of speakers invited to give seminars in 2014. For example:

- In January, Dr Parvaneh Tavakoli, from the University of Reading asked in her seminar, 'Can a single model of task complexity differentiate between the difficulty of writing and speaking tasks?'
- In March, Professor Victoria Murphy, Department of Education, provided an overview of research in 'Multi-word vocabulary and literacy development in children with English as an additional language'.
- In April, Professor Roumyana Slabakova, University of Southampton, and Professor Lydia White, McGill University, gave a presentation on 'Pronoun interpretation in the second language'.
- In November, Dr Dominik Rumlich, University of Duisburg-Essen, provided 'An evidencebased evaluation of bilingual teaching (CLIL) programmes in Germany'.

THE REES CENTRE FOR RESEARCH IN FOSTERING AND EDUCATION PROFESSOR JUDY SEBBA

In 2014, the Rees Centre published three reviews of research on fostering: effective parent and child fostering; the role of the supervising social worker; and the efficacy of mental health interventions for children in care (with NSPCC). These reviews are extensively quoted in government guidance, fostering agencies' guidelines and by other researchers. Primary research includes identifying what motivates people to foster, peer support between foster carers, mental health intervention in schools, linking care and education databases and training foster carers to support education. The Rees Centre is also undertaking research on the impact of allegations on carers. It is the Evaluation Co-ordinator for the Department of Education's £100m Children's Social Care Innovation Programme. Both young people who grew up in care and foster carers participate as researchers on these projects.

The Rees Centre has ongoing engagement with its core funders, the Core Assets Group, which is an international provider of children's services. This includes regular consultations with their foster carers and care leavers, as well as twice yearly meetings with their managers in Europe and Australasia at which research findings are reported and priorities for further research sought.

The Rees Centre has also established a close partnership with the Virtual School Heads who are responsible for education of children in care and with Oxfordshire County Council in particular. In March, the Rees Centre co-hosted the National Virtual School Headteachers' Conference in collaboration with Oxfordshire County Council. Ms Aoife O'Higgins presented her doctoral work at the conference. In 2014, a Virtual School Head and a Virtual School Deputy Head were seconded parttime to the Rees Centre as ESRC-funded visiting practitioners.

The Rees Centre newsletter is published every two months and distributed to nearly 800 subscribers. The website receives around 1,000 hits per month with over 6,000 unique visitors during 2014 (78% UK, 5% Australia, 4% US, 2% Canada, 1% Ireland, 10% other countries). The Rees Twitter account now has more than 600 followers (81% UK, 6% US, 2% Australia, 11% other countries). In 2014, 4 webinars were held on a range of research topics attracting around 30 participants to each.

In November, the Centre participated in Children's Commissioner Takeover day. A young person in care came to work in the office, taking over the role of one of the staff.

FAMILIES, EFFECTIVE LEARNING AND LITERACY (FELL) RESEARCH GROUP

PROFESSOR KATHY SYLVA

FELL specialises in large scale, inter-disciplinary research on topics of high policy interest or practice relevance. This report summarises the funded research work carried out by our research group in 2014. Each of these projects was in funded action for all or most of the year.

- In September, the large scale educational effectiveness study, EPPSE (Effective Pre-School, Primary and Secondary School Education), reported on the outcomes at age 16 of more than 2,500 children across England. The study reported on the effects of families and schools on children's GCSE performance as well as their wellbeing, aspirations and social behavioural development. Economic analyses which predicted the lifetime earnings of the young people in the sample showed the monetary benefits to individuals, household and the Treasury. (Led by Sylva, Sammons and Melhuish; funded by DfE)
- In March, FELL hosted a conference on the Early Childhood Education Curriculum across Europe. Participants were 11 consortium partners in the European Framework 7 grant (Curriculum Analysis and Impact Review in Early Education: CARE). Partners in this grant include the Universities of Utrecht, Lisbon, Milan, Warsaw, and 6 other European countries. A senior policy analyst from the DfE attended the conference in order to report back to the Department on curriculum in other European countries. (Led by Sylva, Melhuish and Ereky; funded by the European Union)
- Professor Pam Sammons led a major consultancy/research project with OUP on its 'School Improvement' programme, trialled in many schools in Oxford. Professor Sammons and Dr James Hall are working closely with OUP to develop a 'Centre for Effective Education'. This work has continued into 2015 with a research grant to Dr Arjette Karemaker for a feasibility trial on e-books, and to Dr Hall for an RCT on primary maths.
- Professor Edward Melhuish began as lead PI on the large scale five year project, 'Study of Early Educational Development' (SEED). This longitudinal study will explore the effects of early experiences of more than 4,000 children across England. (Led by Melhuish; funded by DfE)
- The 'Evaluation of Children's Centres in England' (ECCE) reported on the implementation of the government's policy in a representative sample of 121 centres, along with their success at 'reaching' the target children and families. Throughout the year, work continued on estimating the impact of the Children's Centre programme on individual children and families. (Led by Sylva, Sammons, Evangelou and Smith; funded by DfE)
- In June, Dr Maria Evangelou led the publication of one more research report as part of the ECCE study. The report presented the key findings of the parenting services on offer in Children's Centres. (Evangelou, Goff, Hall, Sylva, Eisenstadt, Paget, Davis, Sammons, Smith, Tracz and Parkin)

These studies show the inter-disciplinary nature of FELL research. Some research projects include higher degree students and most employ post-doc researchers. To summarise, FELL set a target two years ago to diversify its portfolio of funders. It has achieved this target through new sources of sizeable funding: The Big Lottery Fund, the European Union, the Sutton Trust, the Education Endowment Foundation and the Esmée Fairbairn Foundation.

EMI OXFORD: CENTRE FOR RESEARCH AND DEVELOPMENT ON ENGLISH MEDIUM INSTRUCTION

PROFESSOR ERNESTO MACARO

English Medium Instruction (EMI) is increasingly being used in universities, secondary schools and even primary schools around the world for academic subjects such as science, mathematics and geography. In some countries, EMI is beginning to replace the more traditional teaching of English as a Foreign Language. This growth has huge implications for education in all countries concerned. The Centre was launched in spring 2014 and since then has begun to acquire an international reputation for: its critical analysis of the EMI phenomenon; its research in the implementation and pedagogy of EMI; and its professional development of EMI teachers. The Centre Director is Professor Ernesto Macaro. Julie Dearden is the Centre Manager and Senior Research Fellow.

2014 saw the start of an OUP funded project whose principal aim is to research the transition that students make from secondary school to EMI university courses via what is known as the preparatory year. This project brings together OUP, OUDE and approximately 20 Turkish universities. In summer, the Centre ran a teacher education course for Preparatory Year and university EMI teachers from 11 universities in Turkey. This led directly to the EMI Turkey project which includes 2 different but complementary projects. Mustafa Akincioglu is the research assistant for the EMI Turkey project. The first project explores whether the collaboration between preparatory year teachers and their EMI colleagues in lecture planning results in better comprehension by students of content material presented. The second project, 'The Students' Voice', is a study of student beliefs and motivations when studying through EMI at a Turkish university.

The Centre has also been involved in writing teacher education materials and developing Teacher Education courses. We are hoping to create a virtuous circle of teacher education and research whereby one feeds into the other. As an example, we acted as consultants for the British Council, co-writing a Teacher Development course for university lecturers in EMI. This course has been widely used in Europe and is now being introduced in South America. Teachers on this course in 3 different European countries were the subjects of a preliminary study which led to our

OUCEA wins PIRLS 2016

OUCEA and Pearson, working in partnership, formed the National Centre for the Progress in International Reading Study (PIRLS) 2016 for England. PIRLS, coordinated by the International Association for the Evaluation of Educational Achievement (IEA), provides internationally comparative data about how well children from different countries read after four years of primary schooling. PIRLS also gathers information about how children's home and school environments support learning to read. The National Centre is funded through a contract with the Department for Education.

research project on EMI in 55 Countries and the publication of a report, 'EMI: A Growing Global Phenomenon', which Julie Dearden presented in Japan at the International Education Conference at Sophia University in December.

In November, we organised 2 training courses for 38 EMI university teachers who came to Oxford from Brazil. The groups included language teachers (Phonetics, Phonology, English for Academic Purposes) and teachers of Brazilian Literature, Physics, Electrical Engineering, Mechanical Engineering, Bioenergy, Human Physiology, Microbiology, Agricultural Entomology/Scientific Ethics and Dentistry; revealing the range of subjects that are either already being taught or are being considered as subjects which will be taught through English. Continuing our relationship with Brazil, Julie Dearden spoke on EMI and the issues it raises at the FAUBAI 2015 Conference in Cuiabá, Mato Grosso, Brazil. The theme of the conference was 'Creating sustainable partnerships through an equitable internationalisation'.

THEME 2: POLICY, ECONOMY AND SOCIETY DR ALIS OANCEA

This research theme provides a focal point for research that connects education with its wider political, social and economic contexts within both the UK and Europe, as well as globally. This work draws on theoretical and methodological resources from anthropology, economics, philosophy, psychology, and sociology; uses qualitative and quantitative approaches; and is undertaken from a variety of perspectives relevant to policy and practice. Research strengths include educational assessment; skills development and vocational education; education in the developing world; philosophy of research, tertiary education, and education governance; and work on research policy and governance. In 2014, these interests were developed through seven new research grants and numerous publications, including 13 authored or edited books.



OXFORD UNIVERSITY CENTRE FOR EDUCATIONAL ASSESSMENT (OUCEA) PROFESSOR JO-ANNE BAIRD

The Oxford University Centre for Educational Assessment (OUCEA) conducts distinctive, system-level research, related to the effect of assessment upon learning and its relationship with policy. In 2014, we conducted an evaluation of the national examination system in Ireland, focussing upon the alleged predictability of their Higher Leaving Certificate Examinations. OUCEA was appointed to carry out the project by the State Examinations Commission, on behalf of the Minister for Education. In the research, independent experts who reviewed the examinations did not regard them as overly predictable overall and neither did the teachers or students who were interviewed. Some recommendations were made regarding the subject content of the examinations, or the skills they assessed. Using survey and examination results from over 1,000 students, we found that students who thought they could narrow the material they studied for the exam did worse in the examinations. This is the first empirical demonstration of the negative impact upon high stakes test scores of narrowing the learned curriculum. Since predictability can also be viewed as helpful transparency, there is a need for empirical tests to demonstrate when the examinations are operating as intended. Further research could investigate whether our predictability scale might be one such test.

CENTRE ON SKILLS, KNOWLEDGE AND ORGANISATIONAL PERFORMANCE (SKOPE)

PROFESSOR EWART KEEP

SKOPE ceased to be an ESRC Centre at the end of March 2014 but continued to be very busy with a range of research and policy work. One important commission was a visit by the director to New Zealand at the invitation of the New Zealand government and its Tertiary Education Commission (TEC). This involved discussions with the Ministry of Business, Innovation and Employment, the New Zealand Treasury, TEC and the New Zealand Productivity Commission, as well as lecturers and talks for these bodies, including a public lecture sponsored by the New Zealand Treasury.

In 2014, another major piece of work was undertaken in collaboration with the Association of Colleges (AoC) on what policies for the Further Education and Skills sector in England should look like now that localism is on the policy agenda and public funding is in sharp decline. The report explored these issues and examined what choices – operational and strategic – now face college management teams. The report was presented to the AoC National Conference, the Greater Manchester City Deal, the AoC National Governance Conference, the AoC Board, regional AoC summits and individual colleges, the Association of Teachers and Lecturers National FE Conference and to the FE and Skills Branch of Department of Business, Innovation and Skills. A bid to ESRC to mount a longitudinal study to track the ongoing changes in governance, policy and practice is now being prepared.

CENTRE FOR COMPARATIVE AND INTERNATIONAL EDUCATION RESEARCH (CCIER)

DR DAVID JOHNSON

The Centre for Comparative and International Education (CCIER) advances research and public dialogue about the challenges to educational change, reform and reconstruction in low-and middle-income countries, and the crises and changing faces of educational systems in other parts of the world. The Centre owes its existence to the pioneering work of Professor David Phillips (on educational policy borrowing and on education in transitional societies), and later to that of both Dr David Johnson (on education in conflict affected and fragile states, and on Africa and South Asia) and Dr Maia Chankseliani (on equal access to quality education opportunities in post-Soviet countries).

The Centre's scholarship and cross-university and college collaborations have resulted in seminars, conferences and significant publications on education systems and phenomena in different world regions: for example, on Eastern Europe, Central Asia and Caucasus (Professor David Phillips, Dr Alis Oancea, Dr Maia Chankseliani, and Professor Michael Kaser); Japan (Professor David Phillips and Professor Roger Goodman); Brazil (Professor David Phillips and Professor Leslie Bethell); Africa (Dr David Johnson and Professor William Beinart); Western Europe (Dr Hubert Ertl and Professor David Phillips); South Asia (Dr David Johnson and Professor Nandini Gooptu); the Middle East and North Africa (Professor Colin Brock and Lila Zia Levers); and China (Dr David Johnson and Professor Rachel Murphy).

THEME 3: KNOWLEDGE, PEDAGOGY AND DESIGN DR GABRIEL STYLIANIDES

This 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; inter-professional learning; and learning in new technology contexts. An important strand in this theme's work, which capitalises on the multi-disciplinary expertise of its members, relates to developing understanding of, and researchinformed ways to promote, effective pedagogical practices in different subject areas and at different levels of education including teacher education. A wide range of methodological approaches is deployed, which is informed by different theoretical perspectives including sociocultural activity theory. The research takes forward the Department's strategic priorities in Learning and the Contexts of Learning, as well as Research on Policy.

SUBJECT PEDAGOGY RESEARCH GROUP DR KATHARINE BURN

The quality of the OUDE secondary PGCE programme depends both on the strength of our partnership with local schools and on the role that tutors play at the forefront of research in subjectspecific pedagogy. Important contributions within each distinct discipline are complemented by crosscurricular initiatives, exploring shared concerns as they play out in different subjects. In 2014, this was exemplified in the publication of Dr Ian Thompson's (ed.) Designing Tasks in Secondary Education, which includes seven chapters by members of the Subject Pedagogy Research Group, alongside work by other national and international authors. The publication addresses the central question of how teachers view and use the pedagogic potential of classroom tasks to engage pupils with knowledge in different subjects. Supported by the Fell Fund, workshops arising from the book have provided the foundation for establishing a network of local teachers, collaborating with OUDE to promote researchinformed approaches to task design. Plans for a second edited collection that focuses on the role of disciplinary knowledge in teaching different subjects are already underway, along with a BERA symposium on classroom interventions in different subjects.



LEARNING AND NEW TECHNOLOGIES RESEARCH GROUP (LNTRG) DR NIALL WINTERS AND

DR REBECCA EYNON

The Learning and New Technologies Research Group (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 has been funded by multiple organisations including Becta, the British Academy, DFID, the European Commission, the ESRC, the Gates Foundation, the Nominet Trust and Wikipedia. Our current projects cover a wide range of topics, including the measurement and development of digital skills; the links between digital inequalities and academic success; the capture and analysis of learners' online digital trace data; and the use of mobile learning interventions for community health workers.

In 2014, Dr Niall Winters contributed to DFID's emerging research on Educational Technologies in Development, including their Topic Guide for in-country education advisers. He taught an invited lecture series on Mobile Learning for Development at Sciences Po, Paris. In collaboration with the UCL Institute of Education, the group hosted two researchers from Amref Health Africa for two-week capacity development training on theory-driven evaluation. In addition, Dr Winters and Dr Anne Geniets continued their research with Amref in Kenya, training community health workers (CHWs) and their supervisors in the use of mobile learning. The intervention was designed and piloted with CHWs, and 100 have now taken part in the initiative in Kibera and Makueni County. This 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. From a theoretical perspective, a novel social justice framing for mobile health has been developed. The participatory methodology developed in the project is now in use by Amref across three countries.

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 (@Intrg).

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

PROFESSOR HARRY DANIELS AND DR IAN THOMPSON

Research in the Oxford Centre for Sociocultural Research and Activity Theory Research (OSAT) focuses on learning and organisational change. OSAT members draw broadly on cultural historical activity theory and the work of Vygotsky and his intellectual legacy. In 2014, OSAT researchers were involved in three major externally funded projects. Professor Harry Daniels, with Hau Ming Tse and Sarah Cox, leads the AHRC funded, 'Design Matters? The Effects of New Schools on Students', Teachers' and Parents' Actions and Perceptions'. This three year study of post-occupancy usage of five newly built schools addresses an important policy issue but also has implications for architectural practice, educational theory and methodology. Professor Daniels gave a key note lecture on the preliminary findings at the ISCAR 2014 Congress in Sydney.

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

QUANTITATIVE METHODS HUB (QM HUB) PROFESSOR STEVE STRAND

The Department is one of the strongest UK centres for quantitative analysis of educational data (REF, 2014). Two of the externally funded Research Centres in the Department (OUCEA and SKOPE), as well as five of the research groups, primarily employ quantitative methods. The large body of researchers actively using and applying quantitative methods cover a wide range of substantive research areas and some examples can be found here: http://www.education.ox.ac. uk/qm/qm-research-at-oude.



We provide high quality training in quantitative research methods to our postgraduate students and contribute to national advanced methods training via the Oxford University ESRC Doctoral Training Centre, including recent courses on Structural Equation Modelling, models for intrapersonal analyses of diary and intensive longitudinal data and the application of Bayesian statistics with international assessment datasets. The Quantitative Methods (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 2014 seminars, as well as future seminars, see: http://www.education.ox.ac.uk/qm/qm-hubseminar-programme/.

QUALITATIVE METHODS SPECIAL INTEREST GROUP (QUAL SIG) DR SUSAN JAMES RELLY

DR SUSAN JAMES RELLY

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

- To facilitate thinking and discussion around qualitative research in education, and to share knowledge and expertise among researchers and practitioners in their experiences conducting qualitative studies: for example, in fieldwork, methodologies and designs employed, findings, and how these are reported to different audiences;
- To provide a safe professional space where students can present their qualitative research in progress, as well as one where academics and practitioners can present more established pieces of research in the qualitative domain;
- To provide a platform from which to discuss qualitative research at an interdisciplinary level and to facilitate collaborative working and practice among different research communities and universities;
- To support the professional development of OUDE staff in their understanding and application of qualitative methods and designs and use of qualitative data in their own research;

TEACHER EDUCATION AND PROFESSIONAL LEARNING RESEARCH GROUP (TEPLRG)

PROFESSOR IAN MENTER

The Teacher Education and Professional Learning Research Group (TEPL) continues to be very active in investigating policy and practice in teachers' professional learning. Many of the group members are involved in an initiative on Poverty and Teacher Education (PATE) which has been investigating how teacher education students understand the impact of poverty on learners and how teacher education programmes approach this issue. The PATE group is now established as a national initiative with membership from several other HE institutions across the UK. PATE members have presented a number of symposia at major conferences. Another project stimulated by a Visiting Research Fellow, Dr Maria Teresa Tatto, is an Anglo-USES comparative study on the influences of different routes into teaching. This project will lead to a book to be published in 2016. The work of the Developing Expertise of Beginning Teacher project continues and a book synthesising several years of findings will be published in 2015.

On the policy front, several members of the group (and other OUDE colleagues) were heavily involved in the important Inquiry into Research and Teacher Education undertaken by the British Educational Research Association in partnership with the Royal Society for the Arts. This included two colleagues being members of the Inquiry Steering Group and two other colleagues authoring an important review paper on clinical practice in initial teacher education. This paper, as well as the wider review, were cited in the Government's review of ITE in England which was undertaken by Sir Andrew Carter. The recent review of Initial Teacher Education was undertaken by Professor John Furlong, who was also part of the review of ITE in Northern Ireland.

During the year, a number of research seminars were organised which were mainly presentations of research in teacher education carried out by international scholars. These included papers from Norway, Finland, Denmark, Australia, the USA and Chile. The group is supporting a number of postgraduate students, including studies of beginning teachers' learning and mentoring; new approaches to music education in Europe; and language teaching in Hong Kong and China. At a local level, members of the group have been involved in a leadership programme for primary schools in Oxford that is funded by the City Council. At the national level, five team members have been providing training and development in research skills for lead researchers in Teaching Schools which are taking part in the 'Closing the Gap' project funded by the National College for Teaching and Leadership. Finally, all members of the group continue to play a very significant role in stimulating the research elements of professional learning through their engagement in the PGCE partnership and through the Oxford Education Deanery. Convenor from 2015: Dr Katharine Burn

• To provide a space for the presentation of mixed methods studies, with a focus on how qualitative methods and data are integrated with those from the quantitative domain.

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

Oxford-Goroka Project to Improve Teacher Education in PNG

In July, school teachers and academics from Papua New Guinea spent a fortnight in Oxford on an intensive course run by the Department in a bid to develop teacher education in the country, focusing on maths, science and English literacy. The group visited local schools in the Oxford Education Deanery. Facilitated by Dr Ann Childs, the teachers and academics discussed the issues and challenges facing teachers in Papua New Guinea.

TBRARY

PHILOSOPHY, RELIGION AND EDUCATION FORUM DR ALIS OANCEA AND DR LIAM GEARON

The Religion, Philosophy and Education (RPE) Forum aims to nurture an environment where philosophical thinking can combine fruitfully with empirical research and with professional experience in different areas of education. The Forum is a space for colleagues to draw on diverse methodological and theoretical approaches to develop cross-disciplinary research and scholarship in philosophy of education, philosophy of research, religion and religious education, and research policy and governance. This activity is enhanced by collaboration with Oxford Brookes University and with the Philosophy of Education Society of Great Britain (Oxford Branch).

The Forum fosters enquiry into the nature, aims and values of education and the philosophical underpinnings of education research. Particular interests comprise knowledge, ethics and professional practice; accountability and quality; citizenship and religion in education; political theology; historical and literary approaches to the study of religion in education; and philosophical analysis of social and political aspects of education policy. Interests in philosophy of research include the philosophical underpinnings of different kinds of research, including applied and practice-based research; ethical dimensions of research; research and higher education governance; and (inter) disciplinarity.

The 16 seminars organised in 2014 spanned topics from assessment to professional learning, from philosophy of research to research impact, and from religious education to influencing policy - drawing on insights from phenomenology, critical realism, analytic philosophy, sociology of knowledge, or capabilities inquiry. In March, the Forum convened an international day symposium funded by the Higher Education Academy, jointly with Oxford Brookes University (Dr Alis Oancea and David Aldridge), on philosophical underpinnings of research methodologies in education and pedagogy. In June 2014, the Forum co-hosted the R.S. Peters Memorial Lecture, and in October 2014, the Bishop of Oxford spoke about his time as the Church of England's lead bishop on education (convenor: Dr John Gay). A grant application prepared in 2014 with the universities of Warwick and Glasgow for a forthcoming seminar series on Philosophy, Literature and

Education has also been successful (Dr Liam Gearon, Dr Emma Williams and Professor Robert Davis).

THE OXFORD EDUCATION DEANERY PROFESSOR IAN MENTER

Led from the Department of Education, this innovative and exciting knowledge exchange scheme is designed to bring together the Department's own skills and research and the resources of the wider University with the local educational community. The Vice-Chancellor of the University, Professor Andrew Hamilton, highlighted the significance of the Deanery in his annual oration, the speech which launches the new academic year. He explained:

We believe that our education expertise should be available to children across our city, regardless of ability or background. For all its success, this is not something the academy model can readily deliver. For that reason, there is no Oxford University Academy but rather a broader, more inclusive initiative, the Oxford Education Deanery.

Research, professional development and initial teacher education are key activities within the Deanery and an increasing number of other departments and services of the University are becoming involved. At the end of 2014, with the support of the University, we appointed our first Deanery Field Officer, who is actively engaged in the development of this initiative.

RESEARCH STAFF FORUM (RSF) DR MAIA CHANKSELIANI

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

NEW RESEARCH FUNDING IN 2014 DAVID GRIFFITHS

In 2014, OUDE held a total of 30 active projects. 23 of these were classified as research projects (all externally funded), and 7 of them as researchrelated projects (with a mix of university and external funding). The total value of these projects was just under £8m.

In 2014, OUDE was successful in securing funding for 29 new research and research-related projects; some of these contributed to the 'active' figure above, and some have not yet started. The total value of funding awarded in 2014 was £2.57m. Several research-related projects were internally-funded: for example, through the new ESRC IAA scheme and a growing research relationship with OUP.

Research funding awarded in 2014 includes:

Professor Judy Sebba

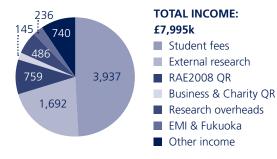
The Rees Centre for Research in Education and Fostering: £900k (Core Assets) and Children's Social Care Innovation Programme Evaluation: £220,365 (DfE)

• **Professor Jo-Anne Baird** Linearisation of GCSEs: £180,001 (Ofqual)

The Department supports ECRs in leading large projects. Some examples include:

- Fiona Jelley and Professor Kathy Sylva Improving Children's Outcomes: £188,857 (Sutton Trust)
- Dr James Hall and Professor Pam Sammons Evaluation of the Inspire Maths Programme: £112,502 (OUP)

EDUCATION: DEPARTMENTAL INCOME 2014-15 (£ IN THOUSANDS)



NEW RESEARCH PROJECTS IN 2014 DAVID GRIFFITHS

- BERA: Observatory of Educational Research (Dr Alis Oancea)
- British Academy: Translating Cultures (Professor Amy Stambach)
- Core Assets: The Rees Centre (Professor Judy Sebba)
- DfE: Children's Social Care Innovation Programme Evaluation (Professor Judy Sebba)
- DfE: Effects of the Home Learning Environment (Professor Pam Sammons)
- ESRC Seminar Series: NIRE (Dr Lars Malmberg)
- ESRC IAA: Visiting Practitioner Fellowship (Professor Judy Sebba)
- Greater London Authority: LSE Children in Care Evaluation (Professor Judy Sebba)
- Green Templeton College: Building New Schools (Professor Harry Daniels)
- HEIF Heritage Fund: Finding Solutions to the Skills Gap in the Historic Built Environment (Dr Alis Oancea)
- HEIF KE Seed Fund: It's About the Maths (Dr Jenni Ingram)
- HEIF KE Seed Fund: Task Design (Dr Ian Thompson)
- John Fell Fund: Mandarin Tones (Dr Xin Wang)
- John Fell Fund: Oxford Schools Problem Solving for Teachers (Dr Ian Thompson)
- NCS Pearson, Inc.: Predicting Task Difficulty (Professor Jo-Anne Baird)
- NSPCC: Mental Health of LAC (Dr Nikki Luke)
- OECD: PISA Indicators of Education System Effectiveness (Dr Daniel Caro)
- Ofqual: Linearisation of GCSEs (Professor Jo-Anne Baird)

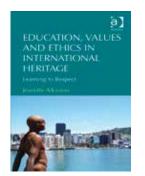


NEW RESEARCH PROJECTS IN 2014

DAVID GRIFFITHS (CONTINUED)

- OUP: Effective Literacy Development Study using eBooks; Developing SPOKES Mobile Application (Dr Arjette Karemaker)
- OUP: EMI Teachers in Turkey (Professor Ernesto Macaro)
- OUP: Evaluation of Inspire Maths Programme (Dr James Hall)
- OUP: Literacy for Learning? (Dr Ian Thompson)
- Oxford Policy Management Ltd: Islamic RE (Dr Nigel Fancourt)
- OYAP Trust: Engaging Young People Evaluation (Professor Harry Daniels)
- Pegasus Theatre: Engaging Young People Evaluation (Professor Harry Daniels)
- Read Successfully: Literacy for Learning? (Dr Ian Thompson)
- Sutton Trust: Improving Children's Outcomes (Fiona Jelley)
- Sutton Trust: Promoting Social Mobility from EPPSE (Professor Pam Sammons)
- WAPF: Education Deanery KE Infrastructure (Professor Ian Menter)
- Wellcome Trust: Improving Health Outcomes for LAC (Professor Judy Sebba)

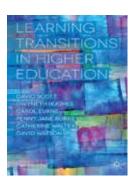
BOOKS PUBLISHED



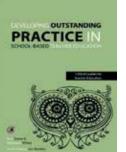
Atkinson, J. (2014) Education, Values and Ethics in International Heritage: Learning to Respect. Farnham, Surrey: Ashgate Publications.



Harris, R., **Burn, K**. and Woolley, M. (2014) *The Guided Reader to Teaching and Learning History*. Abingdon: Routledge.



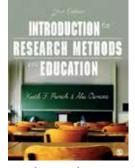
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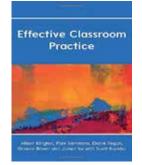
Menter, I. (ed) (2014) Critical Guides for Teacher Educators. St Albans: Critical Publishing.



Murphy, V.A. (2014) Learning a Second Language in the Early School Years: Trends and Contexts. Oxford: Oxford University Press.



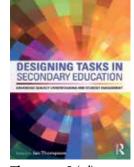
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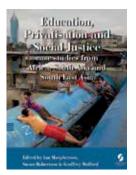
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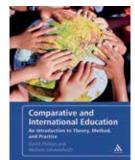
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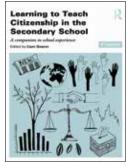
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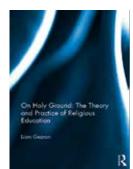
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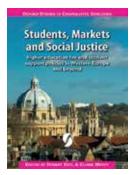
Phillips, D. and Schweisfurth, M. (2014) Comparative and International Education: An Introduction to Theory, Method, and Practice. 2nd ed. London: Bloomsbury.



Gearon, L. (ed) (2014) Learning to Teach Citizenship in the Secondary School. 3rd ed. London and New York: Routledge.



Gearon, L. (2014) On Holy Ground: The Theory and Practice of Religious Education. London and New York: Routledge Research in Education.



Ertl, H. and Dupuy, C. (eds) (2014) *Students, Markets and Social Justice: Higher Education Fee and Student Support Policies in Western Europe and Beyond.* Abingdon: Symposium.



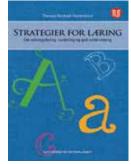
Nyhamn, F. and Hopfenbeck, T.N. (eds) (2014) From Political Decisions to Change in the Classroom: Successful Implementation of Education Policy. Aarau: CIDREE Yearbook 2014.



Fenwick, T., Mangez, E. and **Ozga, J**. (eds) (2014) Governing Knowledge: Comparison, Knowledge-Based Technologies and Expertise in the Regulation of Education (World Yearbook of Education 2014) London: Routledge.



Nunes, T. and Bryant, P. (2014) Leitura e ortografia. Além dos primeiros passos. Porto Alegre (Brazil): Editora Penso (a revised edition adapted for Portuguese of Children's Reading and Spelling: Beyond the First Steps).



Hopfenbeck, T.N. (2014) Strategier for Læring: Om Selvregulering, Vurdering og God Undervisning (Strategies for Learning: Self-Regulation, Assessment and Good Teaching). Oslo: Universitetsforlaget.



ENGAGEMENT, IMPACT AND KNOWLEDGE EXCHANGE

OVERVIEW

DR ALIS OANCEA

The Department's approach to impact is informed by its research on knowledge construction and mediation, on research policies and practices, and on the practical and conceptual relationships between academic quality and impact. In 2014, the Department's impact-related aims have been to:

- Foster a research culture that embeds creative reflection on research impacts and on the tools available to facilitate them;
- Nurture long-term partnerships with users and beneficiaries of research; and
- Develop infrastructure to support capacity for impact and knowledge exchange activity.

The Department's Knowledge Exchange and Impact Committee aims to support colleagues in achieving and demonstrating impact from their research. Internal initiatives in 2014 included peer-review of impact sections of grant applications; training activities for research students; a student impact award; and on-request, one-to-one, feedback and support for staff. The Department continued to be involved in impact strategy at both the university and national level: for example, through membership of the divisional Knowledge Exchange Strategy Group (Dr Alis Oancea); the review panel for the ESRC-Impact Acceleration Account in Oxford (Professor Judy Sebba); the advisory group for Oxford's bid to host the League of European Universities' 2015 summer school on knowledge exchange (Dr Alis Oancea); HEFCE's Research and Knowledge Exchange Strategic Advisory Committee (Professor Ewart Keep); and (as user member) the Education REF 2014 sub-panel (Professor Judy Sebba).

In 2014, knowledge exchange and impact initiatives included the Department's flagship public seminar series (24 events, the majority available as podcasts); the Rees Centre's ESRC-IAA knowledge exchange grant to host two visiting practitioners for six months; the policy- and practice-oriented reviews of research produced by the Rees Centre, OUCEA, and the Youth Initiative Programme; SKOPE's issues paper series and its ESRC Festival of Social Science event on 'The Future of Higher Education'; intensive courses for education professionals: for example, for schoolteachers and academics from Papua New Guinea; and the instruments, training and resources made available to professionals by the Families, Effective Learning and Literacy research group, the Child Development research group, and OUCEA.

Members of the Department have continued to contribute to policy and practice locally, nationally and internationally. Examples of engagement in 2014 include:

- Board of Advisors of Education Partnerships Africa (EPA) – Member (**D. Mills**)
- DBIS Skills Policy Analysis Academic Panel Member (E. Keep)
- Early Childhood Education by Federal Ministry of Education and Research (BMBF) of the Federal Republic of Germany – Expert Advice (**K. Sylva**)
- Educational Endowment Foundation (EEF) Research Advisory Group – Member (2015-2018). (**K. Sylva**)
- House of Commons Education Select Committee Inquiry into the Underachievement in Education of White Working Class Children (November 2013-May 2014) – Special Adviser (S. Strand)
- House of Lords Select Committee on 'Affordable Childcare' (under the chair of Lord Sutherland) (2014-2015) – Specialist Adviser (K. Sylva)
- International Advisory Committee for CEDEFOP on Skills Mismatch – Member (**K. Mayhew**)
- International Expert Committee for JRA Segment of PIAAC (2008-2014) – Chair (K. Mayhew)
- Leadership for Learning Programme for Oxford City Council – Director (**I. Menter**)
- Member of HEFCW's Student Experience, Teaching and Quality Committee – Member (E. Keep)
- Ofqual Member of Standards Advisory Group (**J. Baird**)
- Ofqual's Vocational Advisory Group Member (E. Keep)
- Ogden Trust Oxfordshire Schools Physics Partnership – Co-Founder and Steering Committee Member (J. Hillier)

OECD Fellowship

In March, Dr Daniel Caro, OUCEA Research Fellow, was awarded OECD's Thomas J. Alexander Fellowship for a project that bridges the fields of educational effectiveness research and international assessment studies. The Fellowship enabled Dr Caro to spend 15 months working on a classification of education systems based on indicators of effectiveness performance and investigating effectivenessenhancing factors with PISA trend data.

- Oral Evidence to House of Lords Select Committee on Affordable Childcare (October 2014) (**S. Mathers**)
- OUCEA Expert Group on Global Competency Member (**J. Baird**)
- Oxford University Press Oxford Owl School Improvement Pathways – Expert Adviser (P. Sammons)
- Oxfordshire Agreed Syllabus for Religious Education – Committee Member (**N. Fancourt**)
- Oxfordshire County Council's Foundation Years Board (2015 onwards) – Member (**S. Mathers**)
- Oxfordshire Education Advisory Board Member (I. Menter)
- Oxfordshire School Governors (A. Oancea, P. Sammons)
- Policy Advisory Group of 'Save the Children' (2014-2017) – Member (K. Sylva)
- Quality and Qualifications Ireland's Policies and Standards Committee Member (E. Keep)
- Scottish Funding Council/Skills Development Scotland Joint Skills Committee – Member (E. Keep)
- Scottish Qualifications Authority Member of Qualifications Committee (**J. Baird**)
- Standards and Testing Agency's Test Review Groups for the Professional Skills Tests for Prospective Teachers in Numeracy (November 2014) – Member (**G. Stylianides**)
- Standing Advisory Committee for Religious Education, Oxfordshire – Member (**N. Fancourt**)
- Welsh Government's Skills Implementation Plan External Reference Group – Member (E. Keep)
- University of Oxford (2014-2015) Junior Proctor (**H. Ertl**)
- University of Oxford, ESRC Doctoral Training Centre – Director (**D. Mills**)
- University of Oxford Education Committee for Library Provision and Strategy – Chair (L. Gearon)

- Visiting Professorships and Fellowships include: Griffith University, Brisbane, Australia; Kansai University, Osaka, Japan; Moscow State University of Psychology and Education; Institute for Adult Learning, Singapore (H. Daniels); Australian Catholic University; Newcastle University (L. Gearon); Plymouth University (S. Mathers); Maastricht University (K. Mayhew); Newman University; Bath Spa University (I. Menter); Hong Kong Institute of Education; University of Southampton; University of Cyprus (P. Sammons); Organisation for Economic Cooperation and Development 'Thomas Alexander' Fellow (D. Caro)
- Wales' expert Initial Teacher Training advisor to the Minister for Education and Skills, following the announcement in October 2013 of the Review of Initial Teacher Training (ITT) in Wales (**J. Furlong**)

Contributions to Funding Decisions

- ESRC Demographic Review 2015 Member (**D. Mills**)
- ESRC Peer Review College (L. Gearon, E. Macaro, K. Mayhew, I. Menter, A. Oancea, J. Ozga, C. Walter, P. Sammons, S. Strand)
- ESRC Sift Panel Member Future Leaders Scheme (2013-2014) (J. Ozga)
- ESRC Secondary Data Analysis Initiative Reviewer (**M. Evangelou**)
- ESRC Steer Panel for the Large Grants and Centres Competition (2014-2015) – Member (**A. Oancea**)
- REF 2014 Education Sub-Panel Member (J. Furlong, J. Sebba)
- Hong Kong 2014 RAE Panel for Education Convenor (J. Furlong)
- Natural Sciences and Engineering Research Council (NSERC) Canada – Evaluation Panel Member (2014-2017) (V. Murphy)
- Peer review for funding allocation in the UK and numerous countries, including Canada, Croatia, Estonia, Georgia, Hong Kong, Kazakhstan, Norway, the Netherlands, Poland, Portugal and Qatar.

REF CASE STUDIES:

CO-CONSTRUCTING INTER-PROFESSIONAL WORKING IN CHILDREN'S SERVICES

PROFESSOR ANNE EDWARDS

Inter-professional collaboration to prevent social exclusion of children and young people is an emergent work practice, reflecting major changes in welfare policy in the UK and beyond. Since 2005, research conducted at Oxford on these systemic changes, and the new demands these changes have made on practitioners and services, has contributed to the reconfiguration of children's services locally and nationally, and to the analysis and planning of services beyond the UK. Knowledge exchange is built into the studies to produce immediate and long-term impact on practices and policies, and findings have been integrated into commissioned reports, teaching materials for service leaders, practitioner and policy summaries.

IMPROVING FOREIGN LANGUAGE TEACHING IN ENGLAND PROFESSOR ERNESTO MACARO

Research by Professor Ernesto Macaro and collaborators since 1999 led to the distillation of 8 principles regarding foreign language pedagogy and to the development of video- and paperbased materials to support the application of these principles in teacher pedagogy and in teacher education programmes in England. The application in schools and higher education institutions was facilitated through an ESRCfunded impact project involving language teachers and teacher educators, and it was extended and sustained through the creation of practitioner clusters based on the research. Teachers report that changes have taken place in their modern languages departments following engagement with the research, with benefit to student learning. These changes have included much greater and better quality interaction in the foreign language and a greater focus on processes and strategies in skills development. Teacher education programme providers have incorporated the research-based principles into their programmes, with impact on their student-teachers' practice.

SKOPE (SKILLS, KNOWLEDGE AND ORGANISATIONAL PERFORMANCE): INFLUENCING POLICY IN THE UK AND ABROAD – A STUDY OF CUMULATIVE IMPACT PROFESSOR KEN MAYHEW ET AL.

SKOPE has been an ESRC Research Centre since 1998. Successive pieces of research on linked themes have cumulatively influenced thinking and practice in policy circles and amongst practitioners more generally. SKOPE is recognised by these constituents as providing important oversight and challenging roles in the policy process through its research on how skills are acquired, and where and how they are best used in the labour market. As indicated in a Frontier Economics report, its research findings have provided an influential British critique of approaches to the making of skills policy. This work has resulted in changes and amendments to specific policies and processes not only in the UK (Train to Gain) but also in Australia (high skill eco-systems), New Zealand (tertiary education) and within the Organisation for Economic Co-operation and Development (OECD) (skills and competitiveness).

INFORMING NATIONAL AND INTERNATIONAL RESEARCH ASSESSMENT PRACTICE

DR ALIS OANCEA AND PROFESSOR JOHN FURLONG

Dr Alis Oancea and Professor John Furlong's work on research policy and practice informed the shift towards more inclusive understanding of applied educational research in the 2008 Research Assessment Exercise and contributed to the ESRC's early defining of the 'excellence with impact' agenda for the social sciences. This research has also been explicitly drawn upon in strategic documents; development resources; and campaigns by organisations as diverse as SCIE, UCET, BERA, TLRP, SFRE and NTRP. It has been used as criteria for postgraduate programmes in several institutions and in numerous teaching and development activities for MSc, EdD, PhD, ECR and practitioner courses. Indirect influence has been exercised via several bestselling textbooks on educational research (for example, Cohen, Manion and Morrison), which draw heavily on this work in their conceptualisation of research quality and are used extensively in many university methods courses. Internationally, the programme attracted interest from international organisations and from governmental, charity and industry bodies in countries as diverse as Canada, the Netherlands, Germany, Australia,



Society for Educational Studies Prize

In November, Professor John Furlong was awarded 1st prize by the Society for Educational Studies for books published in 2013. Professor Furlong's book, *Education – An Anatomy of the Discipline*, won the award based on quality of research and/or scholarship, originality of analysis and argument, theory/practice relation and quality and accessibility.

BERA 'Landmark' Studies

Two studies based in the Department of Education were selected by BERA as part of its 40th anniversary celebrations to be named among the set of 40 'landmark studies that have had a significant impact on educational policy, educational practice, research methodology and/or educational theory' since 1974: • Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. *The Effective* Provision of Pre-School Education (EPPE) Project: Findings from Pre-School to End of Key Stage 1. London: Department for Education and Skills. • Pring, R., Hayward G., Hodgson, A., Johnson, J., Keep, E., Oancea, A., Rees, G., Spours, K. and Wilde, S. Education for All: The Future of Education and Training for 14-19 Year Olds. London: Routledge.

New Zealand, Austria and Romania. The work has also been recommended and used in other areas of policy and practice, including social work and social policy, academic development, demography, clinical medicine and arts and humanities research.

SHAPING NATIONAL POLICY THROUGH RESEARCH ON EARLY CHILDHOOD EDUCATION

PROFESSOR KATHY SYLVA AND PROFESSOR PAM SAMMONS

The large-scale, longitudinal research on early years education, in particular the EPPE study, led by Professor Kathy Sylva, has shaped the design, funding and implementation of policy at national, international and local levels and contributed to changes in early years practice. The wide-ranging policy changes shaped by this research have transformed the landscape of early years education and include free early years education for 4 year olds and extension of free early years education to 3 year olds; free early years place for disadvantaged 2 year olds (Two Year Old Offer); the Early Years Foundation Stage Curriculum (reissued 2012); the Graduate Leader Fund to upgrade qualifications of preschool staff; and the establishment of Children's Centres to support children and families in disadvantaged areas. Through their wide and lasting policy and practice impacts, research by Professor Sylva and colleagues has contributed to major shifts in public discourses about early years education over the past 15 years.

ESRC IAA KNOWLEDGE EXCHANGE GRANT: DEVELOPING EVIDENCE-INFORMED EDUCATIONAL PRACTICE FOR CHILDREN IN CARE

PROFESSOR JUDY SEBBA AND SALLY WINIARSKI

Support from the ESRC Impact Acceleration Account for knowledge exchange activities allowed the Rees Centre to host two Visiting Practitioners, Dr Alun Rees and Lucy Wawrzyniak, part-time for six months from July 2014. Dr Rees is a former Virtual School Head in Leeds and Lucy Wawrzyniak was at the time Deputy Head of the Oxfordshire Virtual School.

The two Visiting Practitioners built extensively on existing key local and national partnerships, particularly with the National Virtual School Headteachers' Steering Group and Oxfordshire County Council (OCC). Dr Rees revised and extended the Virtual School Handbook for the DfE and Virtual School Steering Group so it reflects the available research evidence. Lucy Wawrzyniak drew on Rees Centre research to develop 'knowledge claims' which are statements about practice that have a strong evidence base and which some Oxfordshire schools are now using to review their practice. This has increased the profile and credibility of the Rees Centre, ensuring our research is more accessible and better used by practitioners involved in the education of children in care. Importantly, it has allowed organisations such as the OCC to have a voice concerning our research priorities, while the Rees Centre has developed a better understanding of the systems we are looking to influence.

CONTRIBUTIONS TO PROFESSIONAL ASSOCIATIONS AND LEARNED SOCIETIES

Academy of Social Sciences – Fellow (A. Edwards, J. Furlong, I. Menter, J. Ozga, D. Phillips, J. Sebba)

Association for Child and Adolescent Mental Health – Chair (2012-2015) (**K. Sylva**)

Association for Educational Assessment, Europe – President (**J. Baird**)

British Academy Fellow and Member of British Academy Education Ginger Group (**J. Ozga**)

British Educational Research Association – President (2013-2015) (**I. Menter**)

British Educational Research Association: Observatory of Educational Research (2014-2015) (A. Oancea, D. Mills)

British Educational Research Association/Royal Society of Arts Inquiry into Research and Teacher Education. J. Furlong (Chair), I. Menter (Steering Group Member), K. Burn, T. Mutton, A. Oancea (Contributors)

Comparative and International Education Society: Committee for the Advancement of Early Careers – Member (**M. Chankseliani**)

European Association for Research on Learning and Instruction (EARLI) Scientific Committee for the Educational Effectiveness SIG Biennial Conference – Member (2014) (**S. Strand**)

Higher Education Academy – Fellow (Numerous Members of Staff)

Historical Association – Chair of the Secondary Committee (**K. Burn**) Institute of Physics, PIPER (Promoting and Interpreting Physics Education Research) Advisory Committee and Curriculum Committee – Member (**J. Hillier**)

Royal Historical Society - Fellow (D. Phillips)

Royal Society of Arts – Fellow (**H. Ertl**, **L.Gearon**, **J. Furlong**)

Royal Statistical Society - Fellow (J. Ingram)

Society for Education Studies Executive Board and Book Prize Committee – Member (**L. Gearon**)

JOURNALS EDITED

Assessment in Education: Principles, Policy and Practice. Routledge. J. Baird (Editor); T. Hopfenbeck (Lead Editor from 2015)

Child and Adolescent Mental Health. Wiley. **K. Sylva** (Associate Editor, Measurement Review Series) with **F. Jelley**

Comparative Education. Routledge. D. Phillips (Editor)

Emotional and Behavioural Difficulties. Routledge. **H. Daniels** (Editor)

International Journal of Applied Linguistics. Wiley. **E. Macaro** (Reviews Editor)

Learning and Instruction. Elsevier. **L-E. Malmberg** (Associate Editor)

Learning, Culture and Social Interaction. Elsevier. **H. Daniels, A. Edwards** (Co-Editors)

Learning, Media and Technology. Routledge. **R. Enyon** (Co-Editor)

Oxford Economic Papers. Oxford University Press. **K. Mayhew** (Associate Editor)

Oxford Review of Economic Policy. Oxford University Press. K. Mayhew (Associate Editor)

Oxford Review of Education. Routledge. J. Furlong, I. Lunt (Editors)

Research in Comparative and International Education. SAGE. **D. Phillips** (Editor)

Review of Education. Wiley-Blackwell. **I. Menter**, **A. Oancea** (Co-Editors)

Teaching Anthropology. Open Journal. D. Mills (Co-Editor)

Teaching History. The Historical Association. **K. Burn** (Co-Editor)

JOURNAL EDITORIAL BOARDS

British Journal of Educational Studies. Routledge. **L. Gearon** (Editorial Board)

British Journal of Interdisciplinary Studies (M. Evangelou, I. Thompson) (Editorial Board)

British Journal of Religious Education. Routledge. **N. Fancourt**, **L. Gearon** (Editorial Board)

British Journal of Sociology of Education. Routledge. **S. Strand** (Editorial Board)

Education Sciences and Society. Open Journal. **L. Gearon** (Editorial Board)

Educational Review. Routledge. S. Strand (Editorial Board)

Educational Theory. Wiley-Blackwell. A. Oancea (Review Board)

International Journal of Behavioural Development. Sage. L-E. Malmberg (Editorial Board)

International Journal of Early Years Education. Routledge. **K. Sylva** (Editorial Board)

Journal of Child Psychology and Psychiatry. Wiley. **K. Sylva** (Chair of Publication Committee)

Journal of Moral Education. Routledge. L. Gearon (Editorial Board)

Language Learning Journal. **E. Macaro** (Editorial Advisory Board)

Language Teaching. E. Macaro (Editorial Board)

Learning and Instruction. Elsevier. **T. Nunes** (International Editorial Advisory Board)

Oxford Review of Education. Routledge. J. Baird, A. Childs, K. Mayhew, D. Phillips, R. Pring, S. Strand, K. Sylva, G. Walford (Editorial Board)

Physics Education. IOP Science. J. Hillier (Editorial Board)

Research Papers in Education. Routledge. **S. Strand** (Editorial Board)

BERA-RSA Inquiry: Research and the Teaching Profession

In April, researchers from the Department of Education contributed to a major report that examined the professional development of teachers in UK classrooms. Dr Katharine Burn and Trevor Mutton's paper examined a number of innovative teacher trainee programmes, based in part on a medical model of 'clinical practice'. The paper by Dr Alis Oancea, Professor Chris Winch and Dr Janet Orchard offered a philosophical discussion of the contributions of educational research to teachers' professional learning. Professor John Furlong chaired the inquiry's steering group. The review was launched at the RSA and formed the basis of a Presidential Symposium at the annual meeting of the American Educational Research Association at the Convention Center in Philadelphia.

- Corrie

TEACHING AND LEARNING



OVERVIEW

PROFESSOR ERNESTO MACARO

Over the last 15 years, the Department of Education has grown in size and shape. Since 2000, the Department has seen considerable expansion in the number and range of courses offered. In 2014, we offered the following courses:

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



In 2014, the Department had a total complement of 495 students of which 354 were full-time and 141 were part-time students. Our commitment to part-time provision reflects a vision of education based on the philosophy of lifelong learning in general and widening participation specifically. For us, widening-participation at the postgraduate level is conceived as ensuring that those already employed in education-related professions can find in the courses that we 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.

All of our Masters courses include a strong research methods component and they are delivered by academics and research experts, the vast majority of whom are permanent staff fully engaged in their fields of research.

The diversity of our academic staff reflects our commitment to equal opportunities and University policy is closely followed with regard to appointments. Academic staff comprise 20 female and 22 male; contract research staff include 18 female and 1 male; and post-doctoral research fellows comprise 4 female and 3 male. The Department has a strong international profile with colleagues appointed from many countries including Australia, Canada, China, Greece, Germany, Peru and the United States.

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 contract researchers. In 2014, the post of Director of Doctoral Research (created in 2013) has made a major contribution to ensuring a synergy between staff research and doctoral student research.

DOCTOR OF PHILOSOPHY (DPHIL) DR SUSAN JAMES RELLY

The Doctorate program in the Department attracts a wide variety of students. Our current doctoral students, of which there are 101, come from over 40 different countries and are supported by a variety of scholarships and grants. The DPhil (known internationally as a PhD) in education is consistently over-subscribed. Entry is highly competitive and there are consistently over 100 applications each year for approximately 21 places.

Oxford University Vice-Chancellor's Social Impact Award

In June, Andrew Cunningham, a DPhil candidate in the Department of Education, was awarded the highly competitive Oxford University Vice-Chancellor's Social Impact Award for his continued commitment to improving the quality of education for the most marginalised children in Kenya through research, leadership, innovation and service. Andrew received the award from the Vice-Chancellor, Professor Andrew Hamilton.

The first year DPhil students are referred to as Probationer Research Students (PRS) and are required to undertake comprehensive research methods training through a suite of training courses decided upon by the Director of Doctoral Research, the student and their supervisor. At the end of the first year (no later than four terms maximum), doctoral students are expected to have completed Transfer of Status. At the end of the second year, and no later than nine terms, students are expected to have completed Confirmation of Status.

MSC TEACHER EDUCATION (MATHEMATICS AND SCIENCE) DR ANN CHILDS

The Masters in Teacher Education (Mathematics and Science) is the first of its kind in the world and offers on-the-job, innovative and sustained education for new and experienced teacher educators from all contexts including schools, universities and consultants in initial teacher education and continuing professional development. Participants also come from all over the world, so expertise can be shared between these diverse contexts. The course is part-time (two years) and the majority of the course is online with two residential components in Oxford at the beginning of the first and second year. The mathematics and science strands are taught separately.



The first part of the course involves practice-based tasks and readings exploring areas such as practice and research in mathematics and science teacher education; developing teachers' subject knowledge and subject teaching; insights into how children learn mathematics and science, and how to design teacher education programmes. The second part of the course, which is conducted after a residential period of research training in Oxford, involves participants undertaking an action research project to develop an aspect of their teacher education practice that is relevant to their contexts and their priorities. Ongoing, expert and sustained support is provided by a tutor in mathematics or science in both years.

MSC APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION PROFESSOR VICTORIA MURPHY

Applied Linguistics is an interdisciplinary field which mediates between the theory of language and the practice of language, both in its acquisition and its use. Applied Linguistics is the theoretical and empirical investigation of real-world problems in which language is a central issue (Brumfit 1991). No one MSc can cover the full breadth of topics encompassed in the discipline of Applied Linguistics, hence why the MSc in Applied Linguistics and Second Language Acquisition focuses on one particular branch within applied linguistics, namely, how a second language is acquired.

This MSc sheds light on bilingualism and the teaching and learning of a second or foreign language both as a cognitive endeavour and as a sociocultural practice. 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.



MSC LEARNING AND TEACHING DR NIGEL FANCOURT

The MLT is the part-time professional development course for practising teachers, following on from the PGCE. We have approximately 140 students in total, and were particularly pleased to come out top of the entire university's Student Barometer for overall experience. This success has been underpinned by structuring the course around teachers' classroom work, and of course, by responsive tutoring, both in person and online. After five years, we are recruiting well and it is clear that many schools are actively encouraging their staff to apply: for example, local schools in the Education Deanery have set up special arrangements for staff on the course in order both to support their learning but also to benefit the schools. The quality of work remains impressive too: various alumni have had their work published, and we also want to highlight that the first of our alumni is on the part-time DPhil in the Department. In 2014, we also started developing plans to expand the course, especially internationally, to build on our current success.

POST-GRADUATE CERTIFICATE IN EDUCATION (PGCE)

TREVOR MUTTON AND DR KATHARINE BURN

The PGCE course continues to adapt as a result of the necessity to prepare teachers for the contexts in which they will ultimately be working. As these contexts undergo significant change, the course is able to respond accordingly in terms of the content covered, while at the same time adhering to the well-established principles that underpin all aspects of planning, delivery and evaluation of the programme itself. In 2014, one significant example of innovation as a response to what was happening in schools was the introduction of a 'Pupil Premium' project for all interns during their second (and final) school placement in Trinity Term. Rather than just teaching the interns about the origins of the government's pupil premium initiative and the way that it is being implemented in schools, we instead set up the project as an enquiry-based approach that involved the interns carrying out some small-scale research in their own schools. Materials were produced to support this work (policy documents, government reviews and the limited amount of published research already available for what is a very recent policy, including the work of fellow academics at OUDE such as Professor Steve Strand). The Professional Tutors in schools took on the responsibility for the oversight of the initiative.

The project concluded with the interns presenting their findings to a panel from the school (comprising in some cases fellow interns and members of the school's senior management team but in other cases involving school governors as well). This was very much a pilot project but was particularly well received by the schools which engaged with it most fully. In light of the evaluations of the pilot phase, the initiative will be repeated in the current academic year.

DOCTORAL TRAINING CENTRE (DTC) DR DAVID MILLS

Over the past five years, departmental colleagues have led Oxford's ESRC Doctoral Training Centre, holding posts funded by the Social Science division. They have worked strategically to enhance existing research training provision across all of the division's departments. Contributing to these innovations in doctoral education, the Department has won a number of Teaching Excellence Awards for new methods courses, and an increasing number of divisional training events are now hosted in the Department.

Teaching Awards 2013-2014

In November, the Department of Education was well represented at the University of Oxford Teaching Awards. Cathy Scutt and Sophia Staves, Bodleian Education Library, were recognised for using innovative IT support in library inductions to students via Mobile Library Assistant. Cathy and Sophia also received an OXTALENT award for this project. Dr Rebecca Eynon achieved

the OUSU Award for Most Acclaimed Lecturer in the Social Sciences.

Project awards were made to:Dr Lars-Erik Malmberg,

for a project entitled, 'Models for Intrapersonal Analyses of Diary and Intensive Longitudinal Data'. The project aimed to enhance capacity to plan, design and carry out a future teaching module in the Doctoral Training Centre;

• Dr Nigel Fancourt (along with his colleague, Dr Martin Ruhs, Department of Continuing Education), for work on designing a mixed methods

course in the social sciences;

• Dr Susan James and Jennifer Allen, for their project, 'Becoming a Researcher: A Personal and Professional Skills-Development Course for MSc Students.' The project was a pilot version of a one-term personal and professional skillsdevelopment course for MSc students; and

• Dr Daniel Caro, for the development of his workshop on Bayesian statistics and analysis of international large-scale assessment data in the R environment. The project was conceived as a pilot for a teaching module on 'Advanced Research Methods for the Analysis of International Assessment Data' in the Doctoral Training Centre.

CURRENT STUDENT STORIES

DR SUSAN JAMES RELLY

Our students are encouraged to present their work at conferences and to publish during their doctoral studies. As such, many of our doctoral students leave with very full curriculum vitae outlining their many great achievements and there are many success stories.

Year on year, we have students who win best poster at conferences: for example, Jeanne Marie Ryan won best poster at the American Education Research Conference in 2013 and Jaimie Miller-Friedman won best doctoral poster at BERA 2014. Another of our students, Jennifer Allen, has won a University-wide Teaching Award for the design of a new course on research skills for MSc students. Many of our students author and co-author papers with their supervisors in top academic journals and sit on review panels and editorial boards of journals in their field. In addition, each year we offer a grant to the student whose work has clearly made a significant impact in their area of focus, with Helen Campbell-Pickford receiving the OUDE award in 2014. Another of our students, Andrew Cunningham, was awarded the 2014 University of Oxford Vice-Chancellor's Social Impact Award.



Our students are highly successful on entering the labour market. Our alumni work at the OECD, ILO, governments of their home country, and for a variety of different charity organisations and companies including those that are self-established. Many students return to teaching in schools or universities at institutions around the world.

IMPACT FROM DOCTORAL RESEARCH DR ALIS OANCEA

In 2014, OUDE launched its annual Doctoral Impact Awards, offered yearly in Trinity Term, to recognise remarkable extra-academic (social, cultural, policy, practical, economic) contributions from student research carried out in the Department. The awards were open to all current doctoral students (at any stage of their project) and to those who had been awarded their doctorate in the academic year 2013-2014. The submissions showcased the successful and extensive engagement of doctoral students with a wide range of collaborators and beneficiaries in different sectors and countries, including:

- Helen Campbell Pickford (winner), for her collaborative work with theatre practitioners on theatre funding in England and in particular on risk-taking in the commissioning of new work. Supervisors: Dr Ann Childs and Professor Jennifer Ozga.
- Andrew Cunningham (runner up), for his work with 812 Kenyan public primary schools, UNICEF-Kenya and the Kenyan Ministry of Education on improving the quality of education for the most marginalised children in Kenya. Supervisors: Dr David Johnson and Dr Ann Childs.
- Susila Davis (commended), for her work with the Oxford University Press on an online platform made up of a 'four-step system' to school improvement. Supervisor: Professor Pam Sammons.

DOCTORAL COMPLETIONS

Title	Surname	Forename	Award	Thesis Title	Supervisors
Miss	Biggs	Nalini Asha	MLitt	HIV/AIDS Education in Kenyan Schools for the Deaf: Teachers' Attitudes and Beliefs	Dr David Mills
Dr	Darlington	Eleanor Grace	DPhil	Changes in Mathematical Culture for Post-Compulsory Mathematics Students: The Roles of Questions and Approaches to Learning	Professor Anne Watson
Dr	Rai	Prabhat Chandra	DPhil	Building Common Knowledge: A Cultural-Historical Analysis of Pedagogical Practices at a Rural Primary School in Rajasthan, India	Professor Anne Edwards
Dr	Almusawi	Hashemiah	DPhil	The Role of Phonology, Morphology and Dialect in Reading Arabic among Hearing and Deaf Children	Professor Terezinha Nunes
Dr	Friedrich	Florian Elmar	DPhil	Innovation in Vocational Education and Training in England, Germany and Austria: Implications of Practitioners' Perspectives for Policy Development and College Leadership	Dr Hubert Ertl
Dr	Smith	Sara Ashley	DPhil	The Nature of Multi-Word Vocabulary Among Children with English as a First or Additional Language and its Application to Literacy	Professor Victoria Murphy
Dr	Florez Petour	Maria Teresa	DPhil	Assessment Reform in Chile: A Contested Discursive Space	Professor Jennifer Ozga
Dr	Yang	Peidong	DPhil	'Foreign Talent': Desire and Singapore's China Scholars	Dr David Mills
Dr	Ragatz	Andrew Ballard	DPhil	Teaching Practices in Indonesia's 8th Grade Mathematics Classrooms: Formation, Execution and Effect	Professor Anne Watson
Dr	Lam	Eva Zhen	DPhil	Curriculum Tracking and the Achievement Ideology at an American Urban Public School	Professor David Phillips
Dr	Robles	Chelsea Marie	DPhil	Tradition, Modernisation and Education Reform in Bhutan: Irreducible Tensions?	Dr David Johnson and Dr Ann Childs
Dr	Shak	Juliana Poh Kam	DPhil	Nudging Young ESL Writers: Engaging Linguistic Assistance and Peer Interaction in L2 Narrative Writing at the Upper Primary School Level in Brunei Darussalam	Dr Catherine Walter
Dr	Natout	Mahmoud Ahmad	DPhil	Between 'Prophet' and 'Professional': Imagery and Identification amongst Beginning Teachers in Lebanon	Dr David Mills
Dr	Televantou	loulia	DPhil	Addressing an Old Issue from a New Methodological Perspective: A Proposition on How to Deal with Bias due to Multilevel Measurement Error in the Estimation of the Effects of School Composition	Professor Herbert Marsh
Dr	Cho	Hoonhui	DPhil	The Centrality of the State in the Governing of Higher Education in South Korea: A Critical Discourse Analysis (CDA)	Professor Jennifer Ozga and Dr Alis Oancea
Dr	Choi	Jong Gab	DPhil	A Protocol-based Study of L2 Problem-Solving Processes in Korean University Students' L2 English Writing	Dr Catherine Walter
Dr	Middleweek	Fiona Louise	DPhil	A Study of the Word Reading and Comprehension Skills of Children Speaking English as an Additional Language: Exploring the Relationship between Lexical Knowledge and Skilled Reading	Professor Victoria Murphy
Dr	Chan	Wing Sze	DPhil	Teachers' Understanding of the Purposes of Group Work and their Relationship with Practice	Professor Anne Edwards
Dr	Robson	James	DPhil	Teachers' Professional Identity in the Digital World: A Digital Ethnography of Religious Education Teachers' Engagement in Online Space	Professor Chris Davies

ALUMNI

ALUMNI STORIES

The alumni stories selected for the 2014 Review are from the area of Applied Linguistics.

Dr Yuen Yi Lo (DPhil Graduate, 2010)

After finishing her doctorate, Yuen Yi secured an assistant professorship at the Hong Kong Institute of Education, where she continued her research in medium of instruction policy and extended it to teacher development. In 2012, she joined the Faculty of Education at the University of Hong Kong. In addition to training teachers, she has undertaken research on teacher collaboration and Language Across the Curriculum. Her metaanalysis on the effectiveness of English-medium education in Hong Kong has recently been published in the Review of Educational Research. Yuen Yi has received a Faculty Early Career Research Output Award from the University of Hong Kong.

Dr Mairin Hennebry (DPhil Graduate, 2009)

Since graduating from Oxford, Mairin has worked at several of the world's best universities including Newcastle University, the University of Edinburgh and now the University of Hong Kong, where she works as an Assistant Professor in English Language Education. While at Edinburgh, Mairin was nominated for various University Teaching Awards for Effective Teaching, Best Supervisor and Course Effectiveness. She has conducted consultancies for individual schools, national bodies and international institutions such as the British Council and the United Nations. Mairin has delivered keynote speeches at international conferences and she has been invited to work as a visiting lecturer at several universities including Shanghai International Studies University, Beijing University of Chemical Technology and Kirovograd State Pedagogical University.

Dr Nahal Khabbazbashi (DPhil Graduate, 2014)

During the last year of her doctorate, Nahal started working at Cambridge English Language Assessment (University of Cambridge) where she now holds the position of Senior Research and Validation Manager. Since leaving Oxford she has been involved in several research projects in areas of second language performance assessment, automated assessment of speaking, testing of English for business purposes, and test impact. Her work on evaluating a workplace language initiative in Higher Education institutes in Egypt has recently been published in Papers in Language.

OXFORD EDUCATION SOCIETY (OES) PHIL RICHARDS

Membership Numbers

- Africa: 8
- Asia: 106
- Australasia: 23
- Europe: 1,322
- Middle East: 8
- North America: 95
- South America: 8

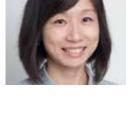
Officers and Committee Members

- Richard Pring Honorary President
- Alan Dobson Chair
- Hazel Hagger Deputy Chair and Featured Alumni Co-ordinator
- Judy Curry Treasurer
- Roger Higton Membership Secretary
- · Virginia Nolivos Publicity Officer
- Simon Steel Secretary
- Nina Tokhadze Country Champions Co-ordinator
- Ann Childs Committee Member
- Philip Cottam Committee Member
- Maria Evangelou Committee Member
- John Furlong Committee Member
- Natalia Kucirkova Committee Member
- Derek Peaple Committee Member
- Andrew Seber Committee Member

Country Champions

- Marco Adragna Italy
- Olena Boytsun Ukraine
- Susan Harris-Huemmert Austria, Germany and Switzerland
- Himanshu Jain India
- Steven S K Kwok China (Hong Kong)

- Neo Zhang China (South China)







- Phil Richards Admin Officer (ex officio)

- Miriam Chung South Korea
- Elizabeth Guckenheimer United States (Boston)
- Simona Iftimescu Romania

- Sarah Leplat France
- Christine Paget Canada (Western Provinces)
- Anna Touloumakos Greece
- Jingjing Zhang China (Beijing)

OUDE 2014

Calendar Highlights

On March 6, the Higher Education Academy sponsored
 a day international symposium on Critical
 Realism and Phenomenology in Educational and
 Pedagogical Research. The symposium was convened by
 Dr Alis Oancea and David Aldridge.

 On March 17, delegates from 15 countries gathered in Oxford to celebrate the **launch of the EMI Oxford** Centre. This new Research Centre focuses on the fastgrowing phenomenon of English as a Medium of Instruction at all stages of education around the world. Projects include EMI Research and EMI Teacher Development.

• On March 26, the **final policy workshop of the 'Governing by Inspection' project** was held at the British Academy. The workshop was attended by policy makers, policy scholars and a number of doctoral students from OUDE. Presentations were made by research teams from England, Scotland and Sweden.

• On March 21, the Rees Centre co-hosted the **National Virtual School Headteachers Conference** with Oxfordshire County Council. The theme of the conference was 'The contribution of Virtual School Headteachers to developing resilience in Children in Care'.

• In July, the Department hosted the **methodological workshop of the AHRC's Cultural Value Programme**. The workshop was chaired by Professor Geoff Crossick and included a talk by Dr Alis Oancea on her study on cultural value from arts and humanities research (with Dr Teresa Florez and Dr Jeanette Atkinson).

• On September 9, the Minister for Children and Families launched a **report on the outcomes of 2,500 young people in the EPPSE study at the age of 16+**. This longitudinal study of children, recruited around the age of 3 years, has tracked their progress until the end of Key Stage 4. The authors of the report are Professor Kathy Sylva, Professor Edward Melhuish and Professor Pam Sammons, as well as Professor Iram Siraj and Brenda Taggart (London Institute of Education).

From November 7-14, SKOPE held an ESRC Festival of Social Science event on the 'Future of Higher Education'. The event included presentations by Dr Craig Holmes, Professor Ken Mayhew and Dr Gerbrand Tholen.
On November 26, an Oxford event marked the close of a two year programme run by Oxford's two universities and funded by the City Council to help primary school staff develop their leadership skills. Senior and middle leaders from 14 primary schools in the city took part in the programmes. The Leadership for Learning Programme, directed by Professor lan Menter, provided leadership development for staff and governors at primary schools in Oxford.

OES AWARDS 2014

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

PGCE Award 2014

- Anton Viesel 'Poorer children tend to do badly even when they go to good schools.' Can schools improve educational outcomes for poorer children?
- Alexander Morris Does music facilitate performance in the classroom?



MLT Award 2014

• David Oliver Marsh – Supporting year 8 with scientific diagram construction and use: visual science.

Masters Award 2014

• Christina Steinman – Cross-language translation priming in German-English bilingual learners of French as a third language.

OES 5TH ANNUAL LECTURE

The 5th Annual Lecture was held on the first evening of the Alumni Weekend at Lady Margaret Hall. Professor Danny Dorling delivered a talk entitled, "Theories of Potential and the Creation of Inequality in Education."

PEOPLE

SUPPORT TEAM

EVE ROGERS

The Department's teaching and research mission is underpinned by its growing support team. The team has a strong team working ethos. Consisting of nearly thirty full- and part-time staff, the support services cover a range of activities including the administration of the Department's courses (PGCE, Professional Programmes, DPhil course and MSc's in Education and Applied Linguistics). The Research Office facilitates research activity and pre-and postaward administration, along with support for the Department's website and alumni society. The Finance Office provides financial support services to the Department. The Assistant Administrator oversees all buildings, facilities, reception, conference and events, caretaking and general office functions. Four part-time administrative staff support the activities of the Department's Research Centres.

Total Staff by Headcount

- Academic: 47
- Administrative, including Research Centre Support: 29
- Research: 26
- Teaching Support: 6
- Variable Hours and Casual Staff: 32

OUDE STAFF 2014

Academic Staff

- Professor Jo-Anne Baird
- Professor John Brennan
- Associate Professor Katharine Burn
- Dr Helen Carasso
- Associate Professor Ann Childs
- Professor Harry Daniels
- Mrs Julie Dearden
- Associate Professor Victoria Elliott
- Associate Professor Hubert Ertl
- Associate Professor Maria Evangelou
- Associate Professor Rebecca Eynon
- Dr Nigel Fancourt
- Associate Professor Roger Firth
- Professor John Furlong
- Associate Professor Liam Gearon
- · Dr Claire Gilroy
- Associate Professor Judith Hillier
- Dr Therese Hopfenbeck
- Associate Professor Jennifer Ingram
- Dr Susan James Relly
- Associate Professor David Johnson

- Professor Ewart Keep
- Professor Ernesto Macaro
- Associate Professor Lars Malmberg
- · Professor Ken Mayhew
- Associate Professor Jane McNicholl
- Professor Edward Melhuish
- Professor Ian Menter
- Associate Professor David Mills
- Professor Victoria Murphy
- Associate Professor Trevor Mutton
- Professor Terezinha Nunes
- Associate Professor Alis Oancea
- Professor Jennifer Ozga
- Professor David Phillips
- Professor Pam Sammons
- · Professor Judith Sebba
- Professor Amy Stambach
- Professor Steve Strand
- Associate Professor Gabriel Stylianides
- Professor Kathy Sylva
- Associate Professor Ian Thompson
- Mr Stephen Thornton
- Mr Jason Todd
- Associate Professor Catherine Walter
- Associate Professor Niall Winters
- Dr Robert Woore

Research Staff

- Mr Mustafa Akincioglu
- Miss Jennifer Allen
- Mrs Ana-Maria Aricesu
- Dr Jeanette Atkinson
- Ms Rossana Barros
- Dr Daniel Caro
- Dr Maia Chankseliani
- Dr Katharina Ereky-Stevens
- Ms Deborah Evans
- Dr John Fletcher
- Dr Anne Geniets
- Mrs Jennifer Goff
- Dr James Hall
- Mrs Fiona Jelley
- Dr Arjette Karemaker
- Dr Jenny Lenkeit
- Dr Nikki Luke
- Miss Sandra Mathers
- Dr Christina Plafky
- Ms Rebecca Smees
- Dr Eleni Stamou
- Miss Alice Tawell
- Dr Gerbrand Tholen
- Ms Hau Ming Tse
- Dr Xin Wang
- Dr Stephanie Wilde

Variable Hours and Casual Research Staff

- Mrs Susan Baker
- Ms Linda Bakkum
- Ms Jill Boggs
- Dr Jessica Briggs
- Ms Jessica Chan
- Ms Stephanie Chan
- Miss Yick Gee Philea Chim
- Mrs Susila Davis
- Ms Sanja Djerasimovic
- Ms Yasmine El Masri
- Mrs Laura Hakimi
- Ms Gianna Hessel
- Miss Jessica Inwood
- Mr Joff Leader
- Mrs Ariel Lindorff-Vijayendran
- Ms Xueying Liu
- Mrs Helen Mirelman
- · Ms Birgit Nerheim
- Ms Lorena Ortega
- Ms Ghiya Osseiran
- Dr María Teresa Flórez Petour
- Ms Kinga Petrovai
- Mr Steven Puttick
- Mrs Jean Robinson
- Ms Tatiana Rodriguez
- Miss Ruby Sahonta
- Dr Katalin Toth
- Mr Adam Unthiah
- Miss Jade Ward
- Miss Clare Williams
- Mrs Janice Woodcock
- Mrs Lesley Zuke

Support Staff

- Miss Marwa Ahmed
- Miss Jacqueline Bridges
- Miss Rupa Chandarana
- Mr Simon Clay
- Mr Paul Cox
- Mrs Sarah Cox
- Mrs Andrea Diss
- Mrs Dorothy Fitchett
- Mr David Griffiths
- Mrs Louise Gully
- Ms Helen Hamid
- Miss Joanne Hazell
- Miss Kathryn Keen
- Miss Justina Kurkova
- Ms Victoria Lloyd
- Miss Sara Loosemore
- Mrs Alexandra Miller
- Ms Louise Mireh
- Mrs Marta Mordarska

- Mr Shehzad Naqvi
- Mrs Erica Oakes
- Mr Philip Richards
- Ms Eve Rodgers
- Mr Miroslav Sedlacek
- Mrs Slobodanka Sedlacek
- Miss Kyra Smith
- Miss Jane Stephenson
- Mrs Louisa Summers
- Mrs Sally Winiarski

Teaching Support Staff

- Mr Nicholas Andrews
- Miss Nicole Dingwall
- Ms Philippa Hulme
- Mr Trevor Robinson
- Mrs Nicola Warren-Lee
- Mrs Victoria Wong

Visiting Research Fellows – 2014

- Dr Maria Teresa Tatto, Michigan State University
 From 1 September 2013 to 31 August 2014. Hosted by Professor Ian Menter
- Dr Marina Arcos-Checa, Universidad Complutense Madrid From 1 October 2013 to 28 February 2014 Hosted by Professor Ernesto Macaro
- Professor Andrew Stables, University of Bath From 1 February 2014 to 31 July 2014 Hosted by Professor Harry Daniels
- Dr (Peter) Yongqi Gu, Victoria University of Wellington From 1 March 2014 to 30 June 2014 Hosted by Professor Ernesto Macaro
- Dr Carlo Chiorri, University of Genoa From 1 March 2014 to 31 August 2014 Hosted by Dr Lars Malmberg
- Dr Juan Wang, Jiangsu Normal University From 1 September 2014 to 30 August 2015 Hosted by Dr Maria Evangelou and Professor Terezinha Nunes
- Dr Olga Rubtsova, Moscow State University of Psychology and Education
 From 1 October 2014 to 25 September 2015
 Hosted by Professor Harry Daniels

New Honorary Research Fellows and Honorary Norham Fellows – 2014

- Professor Roger Murphy, Honorary Research Fellow
 From 1 February 2014 to 31 January 2016 (renewable) In association with OUCEA
- Ray Shostak, CBE, Honorary Norham Fellow From 1 April 2014 to 31 March 2016 (renewable) In association with the Rees Centre







OXFORD UNIVERSITY DEPARTMENT OF EDUCATION REVIEW 2014

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