



# Annual Report

## 2024-25





# Introduction

# Director's Welcome



It is my great pleasure to introduce you to this year's annual report for the Department of Education. A major theme running through this report is *"the importance of education in an uncertain world"*. This reflects both the challenges we face globally and the conviction that drives everything we do.

The past year has been one of change, disruption, and profound questions for societies around the world. Political shifts, environmental crises, technological disruption, and widening inequalities continue to shape the lives of learners and educators alike. In the face of such complexity, our mission as the UK's leading department of education, and one of the foremost globally, has never been more relevant: to produce world-class research, provide outstanding teaching, and engage widely in shaping the future of education for all.

This year's successful Divisional Review was an important moment of reflection and recognition. The review panel commended our strong governance, vibrant and cohesive culture, outstanding student experience, and research strategy's alignment with the urgent issues of our time. They noted our sustained research excellence, impactful contributions, and innovations in distance learning and curriculum design—qualities that underpin our ability to respond creatively to uncertainty. You will find in the following pages rich examples of how these strengths translate into real-world influence, from policy impact to classroom practice.

Our people remain at the heart of our achievements. This year, we celebrated Professor Steve Strand's appointment as Officer of the Order of the British Empire (OBE) for his work on equity in educational



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achievement—an honour that speaks to our enduring commitment to fairness and social justice. The election of Professors Sibel Erduran and Gabriel Stylianides to the Academy of Social Sciences Fellowship reflects our standing in science education and mathematics worldwide.

The pages ahead highlight our global reach. The Centre for Global Higher Education's 10th Annual Conference gathered leading voices to address pressing issues in geopolitics, policy reform, and the future of higher education. The TalkTogether programme, led by Professor Sonali Nag, is supporting oral language development in children in multilingual India and the Philippines. These initiatives embody our belief that education is a shared global endeavour, not confined by borders.

Our research engages with the most urgent priorities of our time. Dr James Robson's evidence to the Energy Security and Net Zero Select Committee connected education and workforce planning to the UK's clean energy ambitions. Through the Oxford Policy Engagement Network, we deepened our collaboration with government on post-16 skills strategy. These are just a few examples of how our research is informing decisions at the highest levels—a thread you will see running throughout this report.

**These initiatives embody our belief that education is a shared global endeavour, not confined by borders.**



**A department that is both rooted and responsive: rooted in a tradition of academic excellence and social purpose, and responsive to the rapidly changing realities of the world around us.**



Initiatives such as the Oxford Education Deanery Sustainability Team are equipping educators to teach for a more sustainable future, while Dr Yuliya Zayachuk's work on Ukrainian higher education in times of war reminds us of education's resilience in the most challenging circumstances.

As you read through the pages of this report, I hope you will see not just a record of achievements, but a living portrait of a department that is both rooted and responsive: rooted in a tradition of academic excellence and social purpose, and responsive to the rapidly changing realities of the world around us. In an uncertain world, education is not merely a shield against instability—it is a tool for transformation. Our work in research, teaching, and policy engagement is driven by the belief that education can help societies adapt with wisdom, act with compassion, and imagine with courage. The stories in this report offer a window into how we, as a Department, are working to meet uncertainty with expertise, innovation, and hope.

I invite you to explore them.

**Professor Victoria Murphy**  
Director of the Department

We have also taken time to honour our heritage. The memorial symposium for Professor Richard Pring celebrated his life's work and launched a DPhil scholarship in his name, ensuring his legacy will continue to shape future generations of scholars. Meanwhile, Professor Alis Oancea's leadership as Chair of the REF 2029 Research Diversity Advisory Panel demonstrates our commitment to ensuring all forms of research are valued and recognised.

Our work in teaching and student support continues to flourish. Colleagues recognised in the Teaching Excellence Awards, along with students like Dr Heather Kayton—winner of the Kathleen Tattersall New Assessment Researcher Award—illustrate the calibre of our community.

# Year in Review



**1st**

**in the UK for  
degrees in education**

Times Higher Education World  
University Rankings 2024



**3rd**

**in the world for degrees  
in education**

Times Higher Education World  
University Rankings 2024



**773**

**students pursuing  
postgraduate courses  
in education**



**£4m+**

**newly secured  
research funding**



**53**

**student  
nationalities**



**9**

**postgraduate  
programmes**



**31**

**DPhil  
completions**



**43**

**ITE school placement  
partnerships**



**22**

**scholarships awarded  
to new students**



**10k**

**LinkedIn  
followers**



**1.8k**

**Instagram  
followers**



**910k**

**website  
views**

# In the News



**A Level Results Day**

**Professor Jo-Anne Baird**

14 August 2024 – BBC Radio Oxford



**Picture This: The Robson Orr Visual  
Literacy Research Initiative**

**Professor Robert Klassen**

7 January 2025 – BBC Radio 4



**Revealed: The most and least  
popular GCSE English lit texts**

**Professor Velda Elliott**

25 April 2025 – Tes magazine



**Unlocking high-quality teaching**

**Professor Jenni Ingram**

22 May 2025 –  
Teacher Magazine Podcast



**Third-party providers in 'gold  
rush' for Turing scheme funding**

**Professor Rachel Brooks**

11 June 2025 – Times Higher Education



**What we stand to lose when foreign  
students are seen as a threat**

**Professor Maia Chankeliani**

2 July 2025 – Nature Journal



# Highlights



## Successful Divisional Review

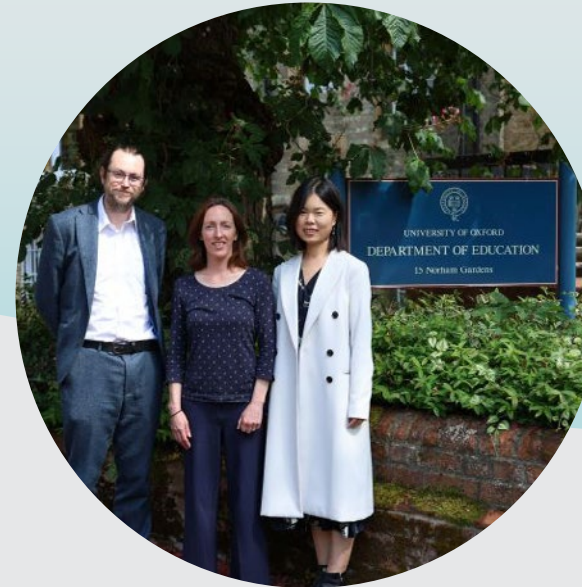
The Department's cyclical divisional review was highly successful, with the panel praising its strong governance, vibrant and cohesive culture, and outstanding student experience. Commendations included the alignment of research strategy with its themes, sustained research excellence and impactful research (as recognised by the REF), and the transformative philanthropic gift from John Swire & Sons to support a centre of excellence in Chinese Language Learning and Teaching. The Department was recognised for its interdisciplinary teaching and research and innovations in part-time and distance learning. The PGCE team's national influence and reaccreditation were highlighted, alongside the Department's commitment to internationalisation, decolonisation, and curriculum innovation, all underpinned by exceptional professional services support.



## Professor Jo-Anne Baird Appointed to National Curriculum and Assessment Panel

Jo-Anne Baird, Professor of Educational Assessment and Director of the Oxford University Centre for Educational Assessment, was selected to be part of a new independent curriculum and assessment review set up to advise England's Department for Education.

The 12-member independent panel is reviewing the existing national curriculum and statutory assessment system in England to ensure they are fit for purpose and meet the needs of children and young people.



## OPEN Visiting Fellow

Dr Helen Tattam, Strategy Lead at the Department for Education's Skills Strategy Unit, joined the Centre on Skills, Knowledge and Organisational Performance (SKOPE) as an Oxford Policy Engagement Network (OPEN) Visiting Fellow. She will work with Dr James Robson and Dr Xin Xu to support the development of the government's post-16 education and skills strategy and develop a plan for ongoing policy collaboration with the Department for Education's Skills Strategy Unit.



## Professor Steve Strand Appointed OBE

Steve Strand OBE, Professor of Education in the Department and Fellow of St Cross College, was appointed Officer of the Order of the British Empire (OBE) for services to Equality and Human Rights in the New Year Honours 2025 List. Professor Strand's research interests are in ethnic, social class and gender gaps in a wide range of educational outcomes including achievement, progress, special education, and exclusion.



**I am very grateful to be awarded this honour, which recognises the importance of equity in educational achievement as a key element in developing a fairer and more just society.**

Professor Steve Strand OBE





## Dr James Robson Provides Expert Evidence in Westminster

The Centre on Skills, Knowledge, and Organisational Performance (SKOPE) has been examining workforce issues for over two decades. In March 2025, Dr James Robson appeared before the Energy Security and Net Zero Select Committee in Westminster to provide expert evidence on workforce planning and education and training pathways to deliver clean, secure energy. Dr Robson drew on the work of SKOPE to argue that the challenges are deeply rooted in a complex and interconnected set of factors within the education system.



## Success in Teaching Excellence Awards

Dr Nicole Dingwall, Dr Catherine Hamilton and Dr Lulu Shi (clockwise from top left) received awards at the Social Sciences Division's annual Teaching Excellence Awards. The awards recognised the exceptional contributions to education by colleagues across the Social Sciences Division at the University of Oxford.



**The Teaching Excellence Awards are an opportunity to celebrate the outstanding work of our colleagues and their dedication to innovation in education.**

Professor Timothy Power,  
Head of Social Sciences Division



## Oxford Education Deanery Sustainability Team

The Oxford Education Deanery Sustainability Team has hosted seven online and in-person events, connecting about a dozen academic experts to over 150 educators in the UK and internationally.

They have partnered with the Education and Training for the Climate Hub, the Leverhulme Centre for Nature and Recovery, and several other universities to upskill teachers in sustainability, nature, and climate education.



## OxTrack Social Venture to Support Teachers in Africa

In 2007, research revealed that some teachers in Nigeria trying to help students with primary maths and reading tests were themselves unsure of the correct answers. This led to studies across other African countries, which confirmed deep, widespread issues in teacher knowledge. Teachers were unaware of gaps in their knowledge or how they could grow their proficiency.

OxTrack puts this information directly into teachers' hands via a mobile app, enabling them to test their knowledge, track growth, and receive feedback from an AI tutor. Teachers can also use their private profiles as a currency for career growth, job security, and to engender trust from parents.

OxTrack, led by Dr David Johnson, Reader in Comparative and International Education, has been piloted with 50,000 teachers in Nigeria and Kenya since May 2025.



## DPhil Student Wins the Kathleen Tattersall New Assessment Researcher Award 2024

Dr Heather Kayton (R) won the Association for Educational Assessment – Europe, Kathleen Tattersall New Assessment Researcher Award. The award recognises and promotes the best young researchers engaged in assessment research across Europe.

Dr Kayton completed her DPhil at the Oxford University Centre for Educational Assessment. Her research focused on understanding the role that large-scale assessments play in educational policy reform in South Africa – particularly regarding reading instruction.



## Celebrating the Legacy of Professor Richard Pring

In May 2025, guests and staff attended a memorial symposium held to celebrate the life and scholarship of Professor Richard Pring.

A new DPhil scholarship was launched at the symposium in honour of Professor Pring's extraordinary legacy in the education sector. The scholarship will be open for entry from October 2026. Professor Pring was Director of the Department of Education for 14 years, from 1989 to 2003.



## Centre for Global Higher Education Conference

The Centre for Global Higher Education held its 10th Annual Conference in which over 200 academics, policymakers, and educators explored key topics in geopolitics, policy reform, and the future of higher education.

The conference welcomed many influential members of the educational community, including the Undersecretary of Higher Education from the Ministry of Education, Chile, Víctor Orellana Calderón (L) pictured with Dr David Mills (R).



## Academics Elected to Academy of Social Sciences Fellowship

Gabriel Stylianides (L), Professor of Mathematics Education, and Sibel Erduran (R), Professor of Science Education, were elected to the prestigious fellowship of the Academy of Social Sciences, which recognised their excellence in their fields and substantial contributions to social science for public benefit.

Professor Stylianides' research focuses on the designing and scaling-up of effective classroom-based interventions.

Professor Erduran's research focuses on applications of epistemic perspectives about science in science education.





## Success in Vice-Chancellor's Awards

Dr Debbie Aitken (L) and Dr Sara Ratner (R) were recognised at the Vice-Chancellor's Awards this year.

Dr Aitken was a finalist in the Support for Students Award, which recognises colleagues who have supported students' development in exceptional ways.

Dr Ratner was awarded Highly Commended in the Breakthrough Researcher category, which recognises researchers at the early stages of their careers who have made a significant impact on the University.



## Ukrainian Higher Education in Times of War

Dr Yuliya Zayachuk, Academic Visitor at the Department of Education, contributed to the Researchers at Risk Award Holders meeting at the British Academy in London on 3 December 2024, as part of the Researchers at Risk programme.

Her work examined how Ukrainian universities continue to operate under the extreme conditions of war, sustaining their academic missions and institutional resilience while navigating the complex demands of internationalisation.



## Chair of REF 2029 Research Diversity Advisory Panel

Alis Oancea, Professor of Philosophy of Education and Research Policy, has been appointed Chair of the Research Diversity Advisory Panel for the Research Excellence Framework (REF) 2029.

The REF is the UK's system for assessing the quality of research in UK higher education institutions. The panel will develop strategies to support the development of assessment criteria and methodologies to ensure fair recognition of diverse research formats and embed equity in research recognition practices.



**I am very appreciative of the opportunity that the Research Diversity Advisory Panel offers to mobilise experience and knowledge from different research domains and contexts across the UK in the service of the broad communities that are engaged in and with research, or otherwise influenced by the REF.**

Professor Alis Oancea



# Research and Impact

## Director of Research's Introduction

I became Director for Research in Trinity Term of 2025 and, although I've only been in the role a short amount of time, it has already given me real insight into the diversity, quality, originality, and impact of the research that happens in the Department.

Our research encompasses education across the entire lifespan, from early years through primary, secondary, further, higher education, and adult and work-based learning. It covers a hugely diverse range of themes including, but not limited to, educational policy and reform, critical analysis of digital technologies in teaching and learning, AI in education, assessment, skills supply and demand, and inclusion, equity and social justice. Whatever the topic, our work is driven by a commitment to rigorous inquiry and is grounded in real-world relevance, while also driving the development of theory and methodological innovation.

In the past year, our researchers have secured major grants from national and international funders, including the Economic and Social Research Council, the Education Endowment Foundation, the Arts and Humanities Research Council, the Nuffield Foundation, as well as a wide range of philanthropic funders, government agencies, and partners from industry. These awards reflect both the excellence of our research and the position of the Department as an international leader in educational research. Staff have also continued to maintain and develop important collaborations and partnerships with a wide range of educators, policymakers, sector stakeholders, and international organisations. This reflects the Department's commitment to impact.



**Whatever the topic, our work is driven by a commitment to rigorous inquiry and is grounded in real-world relevance, while also driving the development of theory and methodological innovation.**

This year has seen a significant number of knowledge exchange and impact related events and impact is built into the heart of our research activity. For example, a group of researchers, led by Professor Jo-Anne Baird, has convened a series of public events feeding research evidence directly into the ongoing Curriculum and Assessment Review in England. Dr Steve Puttick is leading a team working closely with the Department for Education on developing a NetZero Curriculum at secondary level. Dr Jason Todd's work on Teaching Race, Belonging, Empire, and Migration (TRACTION) has been shaping English and History teacher practice, particularly at Key Stage 3. Researchers from the Centre on Skills, Knowledge and Organisational Performance (SKOPE) have been working closely with WorldSkills International to develop a global research agenda with Vocational Education and Training policymakers around the world.



Professor Rob Klassen's research on the teacher workforce is being used by government to support its commitment to recruit 6,500 new teachers. Professor Sonali Nag's research into teacher practices, beliefs and knowledge about supporting oral language in multilingual classrooms around the world has informed many freely available interventions and resources.

And this is just a tiny snapshot of our impact work. A key part of this involves researchers working with the Oxford Education Deanery and sharing research directly with policy-makers and practitioners through events, Deanery Digests, and podcasts. Indeed, we ensure all our outputs are accessible as part of our commitment to open access.

We continue our emphasis on fostering an inclusive and collaborative research environment as a driver of excellent and impactful research. Interdisciplinarity is a key part of this agenda. This is illustrated by Professor Cristina McKean's work on the development of speech, language and communication exemplifies collaborative, interdisciplinary research with global reach.

We also embrace methodological pluralism – employing a diversity of established approaches, adopting cutting-edge innovations, and actively developing new methods. Dr Aliya Khalid's work to create a culturally sensitive measure of hope for use with secondary school pupils with Pakistani and Bangladeshi heritage is a notable illustration of developing new approaches to investigating issues central to inclusion. Our work frequently employs mixed methods, merging qualitative depth with quantitative breadth. For example, Professor Rachel Brooks' examination of international policies to more effectively promote social mobility through higher education.

Equity and inclusion are a key part of much of the research we do in the Department, but we also aim to embed these values in the research process itself. This means that we continue to support early career researchers (ECRs) in developing their careers and building their own independent research agendas. This is illustrated by the number of successful grant applications our ECRs have had. For example, Dr Paulina Rodriguez Anaiz has recently received a three-year British Academy Postdoctoral Fellowship.

**Dr James Robson**  
Director for Research



**We continue our emphasis on fostering an inclusive and collaborative research environment as a driver of excellent and impactful research. Interdisciplinarity is a key part of this agenda.**





# AI in Education at Oxford University

In the context of rapid technological advancement and global uncertainty, the *AI in Education at Oxford University* (AIEOU) research hub, led by Principal Investigator **Dr Sara Ratner**, was officially launched with support from Oxford's Social Sciences Division in December 2024.



Bringing together scholars, educators, technologists, and policymakers, AIEOU explores the transformative potential of AI in education. Our mission is grounded in the belief that education must help shape AI in ways that are ethical, inclusive, and human-centred.

AIEOU is uniquely positioned at the intersection of multiple disciplines including education, computer science, law, and policy. This collaborative approach enables us to critically assess both the promises and the risks of AI in learning environments. While AI can expand access and support educators, it also carries the risk of reinforcing inequalities and depersonalising human relationships. We examine these tensions through rigorous, inclusive research and co-design practices that centre the needs of learners, educators, and communities.

We view education not just as a means of knowledge acquisition, but as a space to cultivate resilience, empathy, and critical agency. All qualities urgently needed in a world in flux. Through interdisciplinary projects and public engagement, we aim to influence practice, pedagogy, and policy. AIEOU works to ensure that innovation enhances, rather than compromises, high-quality teaching and learning.

Since its launch, AIEOU has welcomed over 1,000 external collaborators from more than 100 countries. Our efforts to convene global stakeholders and lead educational research in this space have already been recognised with AIEOU being endorsed by the UK National Commission for UNESCO for a global prize related to 'Preparing learners and teachers for the ethical and responsible use of artificial intelligence'.

AIEOU champions education as a stabilising and empowering force in the world, one that can guide how we can best live and learn with AI, rather than being passively shaped by it.

#### Co-Investigators:

**Professor Rebecca Williams**, Faculty of Law

**Professor Elizabeth Wonnacott**, Professor of Language Science

**Dongxia Nie**, Research Assistant

#### Funding organisation:

Social Sciences Division Interdisciplinary Hubs, University of Oxford

# Does Higher Education Politicise Today's Students?

Higher education is widely assumed to have politicising effects on students. In the UK, recent political science theorising has argued that the expansion of higher education has re-shaped political divides, with an increasingly salient division between graduates and non-graduates.

Similarly, over recent years, several politicians and commentators have suggested that universities have driven a left-wing agenda and pressured students to conform.

However, despite the strength of these claims, our knowledge about the politicising effects of higher education is poor. It is unclear whether higher education does affect the political knowledge, views, and behaviour of students and, if it does, what the nature of any such changes is, and what the mechanisms bringing about change may be. Moreover, there is a lack of conceptual clarity in this area. While discussions of 'politicisation' often imply higher education plays an inappropriate role, several bodies of scholarship, and indeed higher education institutions themselves, assume higher education should shape students' values, whether with respect to environmental sustainability, social justice, or social responsibility.

To address these challenges, this project, led by Principal Investigator **Professor Rachel Brooks**, has four objectives:

1. To generate new knowledge about the extent to which higher education exerts influence on students' knowledge of politics, their political views and behaviours, and the nature of any such influence.
2. To enhance understanding of the mechanisms that underpin these patterns (in political knowledge, views and behaviour), attentive to any differences by academic discipline, institution attended, and the social characteristics of students.
3. To develop theorisations of higher education's role(s) in informing students' political knowledge, views and behaviours.
4. To influence debate about the politicisation of students, within the higher education sector and beyond.

The project will undertake a mixed method longitudinal study of undergraduate students at four English higher education institutions, to track any changes in their political knowledge, views, and behaviours over the course of their degree programme. Interviews and focus groups will also be conducted with higher education staff and policy actors.

As the first in-depth investigation into whether and how higher education influences students' politics, it will enhance our understanding of contemporary political divides in England.

#### Co-investigators:

**Dr Tom Fryer**, University of Manchester  
**Professor Rille Raaper**, Durham University

#### Funding organisation:

Economic and Social Research Council, UK





# System-Thinking Approaches to Tertiary Education Policymaking in England

In an era marked by global uncertainties, the role of tertiary education has become increasingly critical.

This project explores how more collaborative, coherent, and coordinated tertiary systems can better support learners, institutions, and regions, particularly in England.

Tertiary education plays a pivotal role in every country, yet it remains a complex system with diverse stakeholders, institutional stratification, varied learner pathways, and intricate policy landscapes.

In England, despite long-standing reform efforts, policymaking continues to be fragmented. Silos persist between education, training, research, and innovation, and a dichotomy remains between academic and vocational routes. These disconnected approaches contribute to widening inequalities across institutions, limited opportunities for post-16 learners, and challenges for growth.

This project, led by Principal Investigator **Dr Xin Xu**, investigates how system-thinking approaches can foster coherence, collaboration, and synergy across the tertiary education system. It places particular emphasis on

decentralisation and regional responsiveness, recognising persistent disparities in funding, resources, demographics, and skills demand across England.

The project team has been undertaking comprehensive reviews of relevant literature and evidence; conducting interviews with key stakeholders at national and regional levels; and organising collaborative policy workshops and sandpit events. These activities bring together stakeholders across sectors, institutions, and regions, offering dynamic and diverse perspectives on the future of tertiary education.

The project is funded by the University of Oxford's John Fell Fund and is based at the Centre on Skills, Knowledge, and Organisational Performance (SKOPE).

## Co-Investigator:

Dr James Robson, Director of SKOPE

## Wider team:

Dr Gonzalo Hidalgo Bazan, SKOPE

Dr Ashmita Randhawa,  
Sunderland Software City

Dr Huw Morris, Aberystwyth University

Professor Chris Millward,  
University of Birmingham

Professor Paul Ashwin, Lancaster University

Professor Ellen Hazelkorn, BH Associates

Professor Andrew Westwood,  
University of Manchester

## Funding organisation:

John Fell Fund, University of Oxford



# TalkTogether: Supporting Oral Language Development

Children with a small vocabulary are at a disadvantage for all aspects of learning. Unless there is targeted support, children who start slow will continue to fall behind their language-rich peers.

Little is known, however, about how to support oral language development in intensely multilingual contexts. We addressed this gap through a series of studies with children growing up in multilingual India and the Philippines.

The [TalkTogether programme](#), led by Principal Investigator **Professor Sonali Nag**, co-produced with governments, communities, schools and university partners, aimed to provide descriptive

evidence on opportunities and barriers to oral language development, validate assessments to track children's developing skills, and develop proof-of-concept interventions.

All outputs will be freely available. For example, our studies showing the rich language available in storybooks led to [guidance for development of child-directed print corpora](#) and [word banks](#). Such digital resources can help to not only accelerate research in the many understudied languages of the majority world but also support the development of language assessments and daily lessons. We demonstrated both, with our first interventions entitled [A Story A Day](#) and [Sanjhe Bol](#) (Talk Together). Adaptations from these are a [home-based programme](#) in new geographies and a scale up using mobile telephony.

Our studies on teacher practices, beliefs, and knowledge about supporting oral language in the multilingual classroom have informed a [framework for teacher coaching, mentoring, and self-reflection](#) called Adopting Quality for School Readiness (AQSR).



Looking forward, insights from this inter-disciplinary project will further articulate an approach to reach the Sustainable Development Goal of effective learning outcomes for all children.

The word AQSR (pronounced /aksar/) is the Hindi-Urdu word for 'frequent', signalling an implicit aim to ensure children encounter language-enriched experiences often.

Our assessment studies have begun to provide the first insights into the nature of language representation in densely interlinked multilingual language systems. Open access tools such as 'Books Inside Out' and a four-part [film series on assessing child language](#) have found interest amongst both paper-pencil and app-based assessment developers.

The project prompted a lot of reflection on what equitable and culturally respectful partnerships and projects between the global north and global south may look like. These reflections have informed the development of the [Responsible Knowledge Exchange, Engagement and Impact \(RKEEI\) framework](#).

Looking forward, insights from this inter-disciplinary project will further articulate an approach to reach the Sustainable Development Goal of effective learning outcomes for all children. We aim to do this by focusing on the language bedrock of early childhood and early grades learning.

#### Co-Investigators:

**Professor Alis Oancea**, Department of Education, University of Oxford

**Professor Maggie Snowling**, Department of Experimental Psychology, University of Oxford

**Professor Gideon Arulmani**, The Promise Foundation, India

**Dr Joshua McGrane**, Assessment and Evaluation Research Centre, Faculty of Education, University of Melbourne

**Dr Portia Padila and Professor Dina Ocampo**, College of Education, University of the Philippines

**Professor Cynthia Puranik**, Georgia State University, USA

#### Funding organisation:

UK Research and Innovation – Global Challenges Research Fund



# Teaching for Digital Citizenship: Data Justice in the Classroom and Beyond

This project examines the aims, challenges, and practices of teaching for digital citizenship in secondary schools across the UK. It is developing strategies and resources to help schools, and to refurbish a workable and coherent moral education for the challenges of citizenship in the digital world.

This project is led by Principal Investigator Professor David Lundie at the University of Glasgow in partnership with **Dr Jeremy Knox** and the Critical Digital Education research group at the Department of Education.

The project draws on participatory methods with teachers, policy enactors, the education technology sector, and digital ethicists, as well as a survey of teachers in England, focus groups with young people (ages 13–18), and long-term partnerships and observations in five schools across Scotland and England.



## Recommendations:

- ▶ The priority of the Curriculum and Assessment Review should be to embed opportunities in the curriculum for data justice and information literacy – enabling all young people to become critical, agentive, autonomous producers, editors and creators, capable of understanding and accessing digital tools to make good decisions for themselves, their communities, the UK, and the wider world.
- ▶ Approaches to the adoption or proscription of specific technologies in schools should be driven by an institutional ethos that incorporates data justice at all levels, and critically evaluates technologies based on the capabilities they extend to all young people.
- ▶ Good practice exists across a range of subject areas – this should be embedded in a strategic approach to curriculum expectations at all Key Stages and in GCSE and A-Levels.
- ▶ Community education and school-community partnerships have a part to play in Digital Citizenship Education.
- ▶ A commitment to digital equity and ethical technology use requires teachers and pupils to be empowered to take strategic decisions, driven by the affordances of the technology to empower all young people.
- ▶ The government should provide strategy, job expectations, and support opportunities for continued professional development for the emerging roles of learning technologists in schools, Local Authorities, and Academy Trusts.
- ▶ When pursuing private sector partnerships, schools, Local Authorities, Academy Trusts, and central government should take steps to protect the data, intellectual property, and professional autonomy of teachers and young people.

### Co-Investigators:

**Dr Jeremy Knox**, Department of Education, University of Oxford  
**Professor Jim Conroy**, University of Glasgow  
**Professor Bob Davies**, University of Glasgow  
**Professor Joao Porto de Albuquerque**, University of Glasgow

### Funding organisation:

ESRC Education Research Programme

# TeachQuest: A Personalised Motivation-Based Game to Attract Gen Z Teachers

**Building a strong and sustainable teacher workforce ensures an equitable and high-quality education for all children.**

*TeachQuest*—led by Principal Investigator **Professor Robert Klassen**—explores innovative approaches to inform and attract prospective teachers through the design and testing of ‘serious’ or ‘persuasive’ games, a genre of digital games designed to entertain, inform, and motivate. Gamifying teacher recruitment is a new approach to attract Gen Z applicants who are less likely to respond to traditional recruitment approaches.

*TeachQuest* is built on the idea that attracting future teachers requires more than simply providing information—it calls for immersion, reflection, and interactivity. In our visual-novel style game, players step into the shoes of a new teacher navigating their first term at Loxley High, a fictional secondary school in Sheffield. Through a series of realistic classroom and school-based challenges, players engage with the complex, everyday decisions that teachers face, gaining a sense of the role and their potential fit with it.



We worked with a software engineer, game designer, illustrator, and an advisory panel of practising teachers to develop the characters, storyline, and feedback.

The goal of our game is to trigger interest, build confidence (self-efficacy), and enhance perceptions of fit with the teaching profession. The data we gather from the game builds our understanding about potential applicants’ motivation profiles, and points us to the most effective messaging for STEM undergraduates, A-level students, and groups of people under-represented in our teaching ranks.

In a two-phase experimental study involving nearly 1,000 undergraduates, *TeachQuest* was shown to significantly boost participants’ motivation for teaching through high levels of immersion. These findings matter: they show that immersive, interactive recruitment tools can deliver personalised ‘fit’ profiles that not only raise awareness about the job but meaningfully shift perceptions of teaching as a career—something conventional, passive, advertising rarely achieves.

In our uncertain world, attracting prospective teachers requires fresh thinking. Digital, scalable, and theory-driven tools like *TeachQuest* offer a compelling path forward—speaking directly to Gen Z through immersive and meaningful experiences that inspire serious consideration of a teaching career.

*TeachQuest* is currently being used by education providers in the UK and Australia, with discussions underway with providers in Asia, Europe, and the Middle East.

#### Co-Investigators:

Dr Sophie Thompson-Lee, Department of Education, University of Oxford  
Rebecca Snell, Department of Education, University of Oxford  
Dr Joe Cutting, University of York  
Professor Beng Huat See, University of Birmingham

#### Funding organisation:

ESRC Education Research Programme





# The Gujarati Navigator: Exploring Journeys of Information, Knowledge and Expertise

*The Gujarati Navigator* project is re-examining dominant narratives of geographical discovery by uncovering the story of the unnamed Gujarati navigator who guided Vasco da Gama across the Arabian Sea.

Led by Principal Investigator **Dr Steve Puttick**, the project uses critical archival methods to understand how Gujarati navigators are represented—or erased—within historical records, how knowledge was circulated across maritime networks, and how disciplinary stories about geography have been constructed. By ‘starting from’ the perspective of the Gujarati navigator, rather than European explorers, the research sheds new light on the geographies of knowledge that shaped global history.

The project contributes to the re-examination of disciplinary origin stories and the expansion of knowledges informing the subject by building on arguments developed in Dr Puttick’s recent book *The Geography Teaching Adventure* (Puttick, 2024), including through analysis of the journals kept on Vasco Da Gama’s voyages. These early accounts tell potentially surprising stories about the ‘others’ on whose knowledge and expertise European expeditions depended, and about the kinds of success they achieved. In contrast to popular accounts of Da Gama’s navigational skill retold in histories of geography, the journals reveal a Gujarati navigator who navigated Da Gama across the Arabian Sea.

Unnamed, and with few further details in accounts of the period, this critical archival research will shed new light on the local expertise and the geographies of information and knowledge that supported European exploration.

Improving our understandings of the ways in which local knowledge and expertise supported European navigation is an important part of re-telling the origin stories of geography as a discipline and a school subject. This re-telling offers exciting opportunities to improve and expand our understandings of past developments of knowledge and disciplines, opening implications for the types of knowledges that geography education today might engage with.

#### **Funding organisation:**

British Academy / Leverhulme Trust



# The Oxford Education Deanery

Since its relaunch in 2022, the mission of the Deanery has greatly expanded to empower educators and policy professionals worldwide to understand, apply, and co-produce world-leading, high-quality research evidence in education.



33

events



1000+

attendees

3 out of 4 said events were "extremely" or "very" useful for their work



32

digests released

with 2000+ views



14

resource packs released



9

podcast episodes released

(newly launched in 2024) with 600 listens/views



1400

subscribers to mailing list

Today, the Deanery aims to facilitate a two-way conduit between the wealth of expertise in the Department and the stakeholders in whose name its research is conducted. It offers a mechanism to support professional learning and research engagement with audiences, including practitioners, policy professionals, parents and carers — and a mode of support to Department of Education researchers for engaging with these research audiences through the following activity strands:

- ▶ A programme of online and in-person events
- ▶ 'Deanery Digests'—short, plain-language summaries of research for wide audiences
- ▶ A podcast series, breaking down the implications of research
- ▶ Online learning content, including self-paced modules of training, and postgraduate diplomas launched in September 2025 (including TRACTION - Vice-Chancellors Awards recipient)
- ▶ Resources developed for and through research projects for practitioner, policy and wider audience use
- ▶ An 'opt-in' mailing list, enabling subscribers to receive events and Deanery news notifications, a termly newsletter, and information on research involvement opportunities within their areas of interest

The Deanery is moving into an exciting phase of strengthening its positioning, network and collaboration, building on the success of its events and activities over the past two years. It has had an expenditure plan approved for £50,000 of further investment, which includes: funds to further expand the network; new learning content on 'understanding research evidence in education'; updating and

expanding the web pages and communications infrastructure; as well as scholarships for audiences working directly with young people in challenging or under-represented contexts to attend its ticketed events (at a reduction of 80%).

What researchers and audiences said about the Deanery in 2025:

**"We love working with them, it's like a dream [...] I couldn't believe how easy it was."**

Researcher/Collaborator

**"Brilliant, practical takeaways... It was great to hear from the experts about their views."**

Participant at Deanery event, 2025

**"[The Deanery is] making the path less steep [for researchers]."**

Researcher/Collaborator





# New Project Awards

***From Access to Inclusion:  
Mapping Social and Spatial  
Dynamics in Academically  
Selective Institutions***

British Academy  
Postdoctoral Fellowship  
Dr Paulina Rodriguez Anaiz

***Feasibility Trial of an Adapted  
Anti-Bullying Programme, KiVa,  
for Children with Intellectual  
Disabilities in Special Schools***

The Baily Thomas  
Charitable Fund  
Dr Julia Badger

***Intergenerational Mobility  
and Higher Education  
Internationally –***

***A Comparative Perspective***  
Sutton Trust  
Professor Rachel Brooks

***Does Higher Education Politicise  
Today's Students?***

Economic and Social  
Research Council  
Professor Rachel Brooks

***Advancing Disaster Justice  
Through Teacher Professional  
Development with the  
Grenfell Community***

Economic and Social Research  
Council Impact  
Acceleration Account  
Dr Nigel Fancourt

***Are we Singing in Tune?  
Facilitating Knowledge  
Exchange Between Research  
and Practice on Using Songs for  
Teaching Languages in  
Primary Schools***

Knowledge Exchange Seed  
Fund, University of Oxford  
Dr Catherine Hamilton

***Communicating Mathematically  
in Algebra – An Online  
Professional Development Tool***

Education Endowment  
Foundation  
Professor Jenni Ingram

***Developing a Culturally  
Sensitive Hope Scale for Higher  
Education: Exploring the  
Hopes and Aspirations of UK  
Secondary-School Students  
with Pakistani and  
Bangladeshi Heritage***

John Fell Fund,  
University of Oxford  
Dr Aliya Khalid

***English as an Additional  
Language and Educational  
Achievement in England:  
An Analysis of the National  
Pupil Database***

Bell Foundation  
Dr Ariel Lindorff

***Progress in International  
Reading Literacy Study 2026  
(England, Northern Ireland  
and Wales)***

Department for Education  
Dr Ariel Lindorff

***Support for an ESRC Responsive  
Mode Application: Reciprocal  
Influences and Interactions  
Between Young People's  
Experiences of Education,  
Justice and Care***

UK Research and Innovation/  
Social Sciences Division,  
University of Oxford – Mid-  
Career Researcher Incentives  
Pilot Scheme  
Dr Ariel Lindorff

***Evaluating the Implementation,  
Clinical Effectiveness, Costs,  
and Consequences of Early  
Language Identification  
Measure and Intervention  
(ELIM-I) Adoption***

National Institute for Health  
and Care Research  
Professor Cristina McKean

***Maximising the Benefits  
of Intervention Research  
to Support Language and  
Communication in Children***

Health Research Board  
Professor Cristina McKean

***SLC Identification, Intervention  
and Evaluation Package***

Welsh Government  
Professor Cristina McKean

***The Gujarati Navigator:  
Rethinking Expertise  
and the Geographies of  
Knowledge Circulation***

British Academy  
Dr Steven Puttick

***How can Curriculum  
Designers Provide Better Net  
Zero Education for the Next  
Generation?***

Oxford Martin School –  
Agile Sprint  
Dr Steven Puttick

***AI in Education at Oxford  
University Hub***

Social Sciences Division  
Interdisciplinary Hubs Award,  
University of Oxford  
Dr Sara Ratner

***Exploring the Impact of AI on  
Global Education Policy in  
Partnership with the OECD***

Open Policy Engagement  
Network Fellowship,  
University of Oxford  
Dr Sara Ratner

***Developing a Business  
Partnership Model for Centre  
on Skills, Knowledge and  
Organisational Performance***

Social Sciences Division  
Business Engagement Seed  
Fund, University of Oxford  
Dr James Robson

***Visiting Fellowship, Centre  
on Skills, Knowledge and  
Organisational Performance***

Open Policy Engagement  
Network Fellowship,  
University of Oxford  
Dr James Robson

***Interrogating the 'Added Value'  
of English-Medium Education:  
A Longitudinal Exploration of  
Language Learning  
and Employability***

Leverhulme Early Career Award  
Dr Kari Sahan

***Picture This: The Robson Orr  
Visual Literacy Research  
Initiative***

Robson Orr  
Dr Ian Thompson

***Belonging in Education:  
Co-Designing an Evidence  
Informed Model of Practice***

Economic and Social Research  
Council Impact Acceleration  
Account – Sustainable  
Development Goal Impact Fund  
Dr Teresa Williams &  
Dr Alice Tawell

***A Scoping Review into the  
Teaching and Learning of  
Arabic as a Second Language***

Qatar Foundation International  
Dr Robert Woore

***Same but Different: Systems  
for Smoothing Noun Entropy in  
Communication in German  
and English***

Arts and Humanities  
Research Council  
Professor Elizabeth Wonnacott



# Teaching and Learning



# Director of Graduate Studies Introduction

Postgraduate education is a time when the world most intensely asks who you are. Most of our students have moved great distances from home, many are changing disciplines, and some are on the cusp of what they hope will be a completely new career for them. Like their teachers, our students have keen ideas about how they want to go out and change the world, and our programmes are intended to provide the springboard for that change, and to help our students know who they are in the world. All our courses are preparing our students to be able to think for themselves and to have the skills to adapt to a changing world.

Our programmes are always evolving to meet the challenge. This year we've introduced a change to the Research Training Seminar for DPhil students to bring them back into sessions in Year 3+, strengthening their support networks and career planning after fieldwork. We've taught the MSc Education module Politics, Justice and Education for the first time, combining research expertise and a vibrant interest in social justice among our student body.



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**All our courses are preparing our students to be able to think for themselves and to have the skills to adapt to a changing world.**



Our Advanced Qualitative Research module has been so popular with students from across the Social Sciences that we've had to franchise it, with the Division resourcing an additional two courses to support more students. In Quantitative Methods we have moved almost all of our workshops over to the use of R, a statistics programme which has a steeper learning curve, but is ultimately more powerful as a data analysis tool. Knowledge of R is a key employability skill for our graduates. This was also the first year of running our re-accredited PGCE programme, adding a full two weeks on to the end of Michaelmas Term for staff and students.

Beneath this lies a deep commitment to our students which has been recognised by the wider University this year. Three members of staff received Teaching Excellence Awards in the Social Sciences Division awards; Dr Catherine Hamilton and Dr Lulu Shi in the Early Career category, and Dr Nicole Dingwall in the Individual category. Dr Debbie Aitken was a finalist in the Vice Chancellor's Awards in the Support for Students category.

Of course, our students are also winners: Adrian Fernandes won the UKLA Masters Dissertation Award for his MSc Education Research Design and Methodology dissertation, while Dr Lucy Robinson was the recipient of the Centre for Evidence for the Armed Forces Community's Early Career Researcher Award in recognition of her doctoral research on how military life shapes service children's school life and identity.

It is always a proud moment when we see our students leave our hands to go and tell the world who they are; the community of alumni from the Department stretches across the globe. If you are one, let us know where you are and how you are getting on.

**Professor Velda Elliott**

Director for Graduate Studies



**The world will ask who you are, and if you do not know, the world will tell you.**

Carl Jung





# Course Spotlight: MSc Applied Linguistics and Second Language Acquisition

What are the similarities and differences between learning a first language as an infant, and learning an additional language as an adolescent in school?

What are the best ways of helping students learn to read in an additional language? What challenges do we face when trying to understand someone speaking in another language, and how can these challenges be tackled? How should English teachers around the world take account of the different varieties of the language and the different ways in which it is used by 'native' and 'non-native' speakers? Is there such a thing as language aptitude, and what does this mean for language teachers and learners?

These are the kinds of questions which we tackle as part of our MSc course in Applied Linguistics and Second Language Acquisition, fondly known as 'ALSLA'. Across six examined modules, with our cohort of around 35 students, we explore what it means to be multilingual, and investigate the processes involved in learning and using additional languages. To address these issues, we draw on a range of theoretical perspectives and empirical evidence from the large and thriving field of research in Second Language Acquisition.

Housed in the Department of Education, we are particularly concerned with how the teaching and learning of languages across the world can be made more effective.

Students on the course complete a dissertation which contributes 40% to their final mark. We encourage students to follow their passions and interests in selecting a topic, which may address any aspect of first or second language acquisition. The following examples of recent ALSLA dissertation titles give a flavour of the breadth of topics covered:

- ▶ The relationship between English foreign accents and social networks: an investigation of non-native English-speaking employees in the UK
- ▶ Perception and categorisation of vowels in German and English by Chinese university learners

- ▶ Exploring the relationships between the Welsh language, motivation, and identity at Wales' universities
- ▶ Research and practice in EAL teaching: an exploration of teachers' attitudes and engagement
- ▶ Effects of first-language literacy interventions on second-language reading outcomes in language-minority children: a systematic review

ALSLA students also follow compulsory (but non-examined) modules in Applied Linguistics Research Methods and Statistics for Applied Linguists, designed to provide a solid grounding in both quantitative and qualitative methods, needed both to conduct one's own research and to critically evaluate published research.

We aim to develop both detailed subject knowledge and strong 'research literacy'. Our alumni go on to a range of roles in academia, policymaking and language teaching.

At its best, learning another language can deepen our understanding of the world and connect us to other people and cultures at a grass roots level. In uncertain times in which national policies sometimes seem to be raising barriers and creating divisions, we are proud to contribute, in our own small way, to the improvement and expansion of additional language learning through the ALSLA programme.

**Dr Robert Woore**  
Course Director





# Student Experience: Danielle Watkis

What a whirlwind it has been globally! For many doctoral students like myself, the journey can sometimes feel like riding waves within a much larger storm.



Diving into complex ideas and spaces, such as my research on race, elitism, and the intricate navigation processes within higher education, is already, as many in this field would say, “not for the faint of heart.” It demands deep conviction, resilience, and nuanced capabilities, especially within the distinct context of Oxford.

But amidst all that is taking place globally, the strength of a multifaceted community – some of which I’ve discovered within this Department – has been a key anchor. The support, authenticity, and camaraderie from my peers across different academic years, and key staff members has empowered me to ride those doctoral waves with greater confidence. Likewise, formulating spaces and engaging in activities, such as co-leading groups and dialogues across the University with researchers from diverse academic disciplines, local professionals, and faith groups, has been rewarding.

These opportunities for connection and collaboration have played a much bigger role in my student experience than many might realise. This sense of support and rich knowledge exchange has extended far beyond Oxford, thanks to both UK and international roles I’ve held during my studies.

“

This sense of support and rich knowledge exchange has extended far beyond Oxford, thanks to both UK and international roles I’ve held during my studies.

On a recent visit to North Macedonia, I had the privilege of speaking with national leaders during a period of crisis and uncertainty. In discussing strategies and ways forward, I truly realised that although our systems and educational contexts may differ, our human desire to learn, connect, and create meaningful change, even in uncertain times, is something we often share. These moments, people along the way, and the academic thrill of educational research have all played a wonderful role in my student experience.

**Thesis title:**

Black British Doctoral Students in the Spaces of the Elite

**Supervisors:**

Dr James Robson  
Professor Velda Elliott





# Alumni Spotlight: Lynn Schneider

## I joined 15 Norham Gardens in 2015 as an MSc student in Comparative and International Education.

I was particularly interested in understanding how education shapes the lived experiences of children and youth affected by marginalisation, violence and conflict. Although I had no plans to remain in academia then, a decade later I find myself back in Oxford as a Departmental Lecturer in Sociology.

Before studying at Oxford, I had volunteered in orphanages and refugee camps in Germany and the West Bank, where I saw first-hand how crucial education can be in transforming the lives of those facing uncertainty and adversity. The MSc's focus on real-world issues and the Department's strength in applied empirical research appealed to me. While I expected the degree to prepare me for a policy career, studying how education can both fuel and combat conflict and affect social mobility sparked my desire to generate such knowledge myself.

My academic path has been thematically broad, and shaped by the guidance of my supervisors Dr David Johnson, Professor Maia Chankseliani and Dr Liam Gearon, who inspired both interdisciplinary curiosity and intellectual independence. My MSc research explored how Syrian refugees in Germany sought to overcome stigmatisation by becoming international students. Through open-ended interviews, I also gained insights into life under ISIS.



But while Syrians and Iraqis fled to Europe, thousands of Europeans joined ISIS. The UK government accused their educators of failing to prevent radicalisation, leading to the 2015 Counter-Terrorism and Security Act and the legal imposition of the Prevent duty on schools and universities.

I stayed on for a DPhil to study how universities implemented this duty, and I found stark differences in the ways they interpreted their legal obligations. I also immersed myself in radicalisation theories and ethical dilemmas in counter-terrorism. My thesis became a socio-legal analysis of institutional discretion in legal implementation.

True to the spirit of interdisciplinarity promoted by the Department of Education, my internal examiner – Professor Bettina Lange – came from Oxford's Law Faculty.

By the time I completed my thesis, ISIS had been defeated and Western governments faced decisions about repatriating citizens detained in Syria and Iraq. While the UK refused entry to Shamima Begum and her baby, who subsequently died, other countries proactively began repatriating women and children, raising urgent questions about their needs and experiences.

I moved to The Hague to join Leiden University and the International Centre for Counter-Terrorism to work with Professor Joana Cook on the EU-funded PREPARE project, examining how children are impacted by parental involvement in extremism. As right-wing extremism surged, we also included children in Neo-Nazi families. After 18 months I received follow-up funding from the German government to lead the PERSIST project. With the help of my partners at KODEX in Bremen and Repatriate the Children in Sweden, I conducted interviews with a wide range of people associated with the children impacted by family affiliations with extremism: returnee mothers, guardians and relatives, social workers, educators, psychologists, and others. This allowed us to build an unprecedented evidence base about the experiences and needs of such children.

My findings tell stories of incredible resilience, as well as complex vulnerabilities. The transmission of extremist ideologies is far from inevitable; however, coming to terms with the past, family secrets, loyalty conflicts, and social exclusion weigh heavy on many. For these children, educators are vital for building resilience: they offer human connections, self-efficacy, and a sense of belonging. However, teachers rarely receive the support they need to engage meaningfully with children affected by extremism.

I presented my findings in trainings and roundtables for policymakers and practitioners with the Radicalisation Awareness Network, Wilton Park, UNDOC, and the German Interior Ministry. Whether my work eventually impacts policy and practice remains to be seen. But I am hopeful that although I did not end up pursuing a policy career myself, my teaching and research will make a difference for those who do, and for the children we ultimately aim to reach.

This autumn, I will join the University of Oxford's Department of Sociology, where I will teach Qualitative Methods and Civil Conflict, and continue my work on the PERSIST project. My experience at the Department of Education has been formative in setting me on this academic path, and I am excited to foster new interdisciplinary connections and contribute to its vibrant academic community.



**Studying how  
education can both  
fuel and combat  
conflict and affect  
social mobility  
sparked my desire  
to generate such  
knowledge myself.**



# New Doctorates

## Manal Bougazzoul

*Young People, Technology, and Learning: An Intersectional Feminist Approach to Digital Inequalities in Education*  
Supervisors: Niall Winters, Rebecca Eynon

## Antonin Charret

*European Universities: Building the Future of Higher Education in the European Union Through University Alliances*  
Supervisors: Maia Chankseliani, Alis Oancea

## Dina Elodessy

*Reimagining Education: Exploring Critical Pedagogies in Egyptian Community Schools*  
Supervisors: Nigel Fancourt, David Mills

## Rosanne Esposito

*Evaluating the Effectiveness of the Oral Language for Literacy Intervention in Improving the Language and Expressive Writing Skills of Children Aged 8-10 years*  
Supervisor: Hamish Chalmers

## Jenny Ginger

*Parenting an Adopted Child in a Family with Birth Children: How Assumptions and Beliefs Shape Social Work Practice and Parents' Experience*  
Supervisors: Julie Selwyn, Katharine Burn

## Catherine Hamilton

*Investigating the Effects of Whole-Class Singing Activities on Linguistic Outcomes of Young Foreign Language Learners in English Primary Schools*  
Supervisors: Victoria Murphy, Hamish Chalmers

## Claire Hao

*Chinese International Students' Transition from High Schools in China to Universities in Anglophone Settings: A Longitudinal Multiple Case Study*  
Supervisors: Hamish Chalmers, Heath Rose

## Ben Hart

*Pictures on Water: An Exploration of the Policy Cycle of Widening Participation Evaluation in English Higher Education*  
Supervisors: James Robson, Steve Strand

## Owen Henkel

*Using Large Language Models and Speech-to-Text Models to Facilitate the Assessment of Basic Literacy in Ghana*  
Supervisors: Joshua McGrane, Scott Hale

## Fiona Jelley

*The Role of Symbolic Number Knowledge in Early Arithmetic Skills*  
Supervisor: Sonali Nag

## Renyu Jiang

*English Vocabulary Learning in Mandarin-Speaking EFL Children: The Effect of Orthographic Input*  
Supervisors: Victoria Murphy, Robert Woore

## Minto Jothi Felix

*Possibilities of Plurality: Exploring the Disciplinary, Institutional and System Level Features of Research Culture in Indian Higher Education*  
Supervisors: Simon Marginson, Alis Oancea

## Lavinia Kamphausen

*Times of Hope? An Ethnography of Student Politics in Oxford and Cologne*  
Supervisors: David Mills, Jason Todd

## Erik Kappe

*Exploring the Beliefs about Education and the Teaching Practices of Science Teachers Located at Higher Education Schools Inside the United States Military*  
Supervisors: Sibel Erduran, Ann Christine Childs

## Lara Karassellos

*Pedagogic Practices in Online and Blended Learning Environments in South African Higher Education: Implications for Students' Epistemological Access*  
Supervisors: Niall Winters, James Robson

## Heather Kayton

*Evaluating the Validity and Comparability of PIRLS 2016 in South Africa*  
Supervisors: Yasmine El Masri, Victoria Murphy

## Julie Chia-Yi Lin

*Higher Education Administration in Taiwan and Singapore: An Ecological System Analysis of Professionalisation in Research and International Offices*  
Supervisors: Alis Oancea, Simon Marginson, Xin Xu

## Pierre Lucien

*The Returns of College and Career Preparation as Human Capital Investments in Massachusetts*  
Supervisors: Steve Strand, Ariel Lindorff

## Lexie Muse

*Whispered Revolutions in American Education: English Teachers and the Mediation of Equity, Subversion, and Personal Safety in Conservative Communities*  
Supervisors: Victoria Elliott, Ian Thompson

## Lesley Nelson-Addy

*Black British Undergraduate Students' Academic and Social Experiences while Studying English and or History at Russell Group universities*  
Supervisor: Victoria Elliott

## Ed Penn

*Access Is Not About Taking People Who Are Already Superstars'? Exploring Constructions of Merit and Fairness in the University of Oxford's Undergraduate Admissions Routes*  
Supervisors: Steven Puttick, James Robson

## Liz Polding

*Social Inclusion in the Legal Profession: A Study of the Solicitor Apprenticeship*  
Supervisors: Nigel Fancourt, Susan James Relly

## Shailen Popat

*How Do Primary Schools Enact Policy? The Case of Assessment Without Levels*  
Supervisors: Victoria Elliott, Therese Hopfenbeck

## Lucy Robinson

*How Does Military Life Shape Service Children's Identity and School Experiences?*  
Supervisors: Katharine Burn, Liam Guilfoyle

## Alex Scharaschkin

*Can Qualitative Phenomena be Quantified? A Study of the Validity of Quantitative and Qualitative Mathematical Approaches to Measuring Educational Attainment*  
Supervisors: Joshua McGrane, Jenni Ingram

## Olav Schewe

*Using Digital Training to Foster Self-Regulated Learning in Higher Education: A Randomized Controlled Trial*  
Supervisors: Heath Rose, Ariel Lindorff

## Johannes Schulz

*Multi-Word-Constructions and Linguistic Development in Early Foreign Language Classrooms: The Role of Input Variability*  
Supervisors: Victoria Murphy, Elizabeth Wonnacott

## Kedi Simpson

*The Developmental Trajectory of Second Language Listening: Errors, Processes and Change in the Understanding of Beginner Learners of French*  
Supervisors: Robert Woore, Heath Rose

## Alice Tawell

*Enacting National School Exclusion Policy at the Local Level in England: An Embedded Single-Case Study*  
Supervisors: Rachel Condry, Harry Daniels

## Elena Tsvetkova

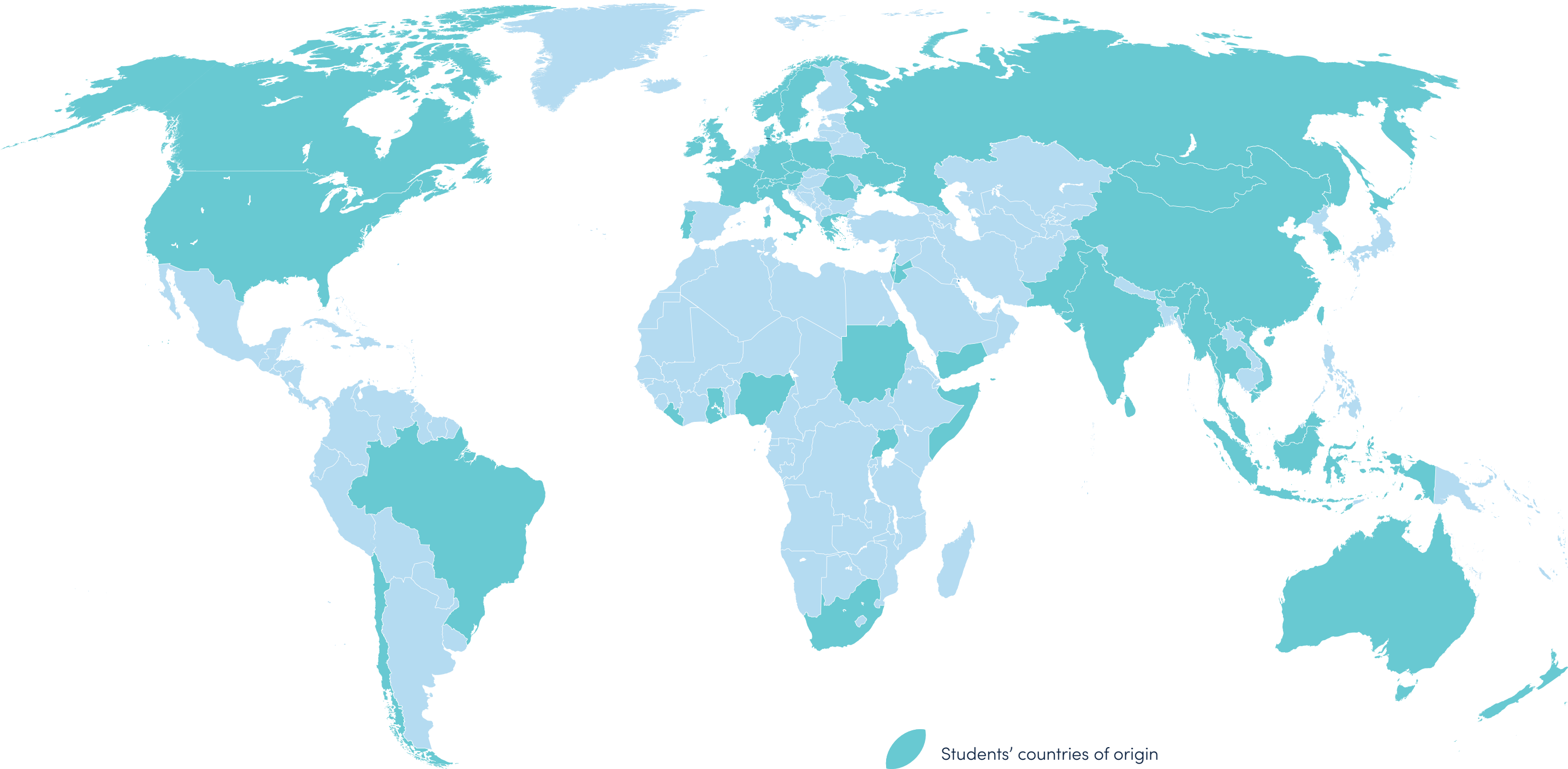
*The Impacts of Academic Excellence Initiatives on the Development of Doctoral Education in Russia*  
Supervisors: Alis Oancea, Simon Marginson

## Yushan Xie

*An Ordinary Journey: Student Self-Formation at Lower-Tier Higher Education Institutions in China*  
Supervisors: Simon Marginson, James Robson



# Students' Countries of Origin





# New Appointments

## Academic

**Rachel Brooks**  
Professor of Higher Education

**Verity Dove**  
Departmental Lecturer

**Lauren Hammond**  
Associate Professor of  
Geography Education

**Cristina McKean**  
Professor of Child Language  
Development & Disorders

## Professional

**Claudia Beckers**  
Receptionist

**Hannah Cowley**  
Head of HR & Deputy Head of  
Administration & Finance

**Benjamin Dean**  
Research Support Officer

**Francesca Gentili**  
Executive Assistant to  
the Director

**Sofia Hussain**  
Centre Administrator,  
Rees Centre

**Dale Morgan**  
Operations Assistant

**Claire Murray**  
Centre Manager, Rees Centre

**Erika Sanna**  
Finance Officer

**Maddalena Spadone**  
Course Administrator  
(Mandarin)

**David Vera Tudela Traverso**  
Course Administrator  
(MSc Teacher Education/  
MSc Education)

**Jayne Whittern**  
Finance Officer  
(Grants Post Award)

## Research

**Ivan Au**  
Research Assistant

**Rossana Barros**  
Postdoctoral Research Officer

**Pablo Bernabeu**  
Researcher

**Sophie Booton**  
Researcher

**Kyle Davison**  
Postdoctoral Research Associate

**Keeley Dobinson**  
Research Officer

**Nadine Fitzfussell**  
Researcher

**Ludivine Garside**  
Research Fellow

**Gonzalo Hidalgo Bazan**  
Postdoctoral Research Officer

**Maria Karampela**  
Research Assistant

**Vivian Latinwo-Olajide**  
Research Fellow

**Anushay Mazhar**  
Research Assistant

**Caitlin Murray**  
Research Assistant

**Anay Nangalia**  
Research Assistant

**Dongxia Nie**  
Research Associate

**Stephanie Nowack**  
Researcher

**Thomas Procter-Legg**  
Research Assistant

**Jamie Stiff**  
Research Officer

**Priya Tah**  
Research Assistant

**Alice Tawell**  
Researcher

**Zilu Wang**  
Research Assistant

**Natalie Waters**  
Research Assistant

**Teresa Williams**  
Senior Research Fellow

**Annabel Wilson**  
Research Fellow

**Antonios Zacharias**  
Research Fellow

**Cecilia Zuniga-Montanez**  
Postdoctoral Research Associate

## Academic Visitors

**Theresia Hummel**  
University of Bamberg

**Lorenzo Pollani**  
University of Pisa

**Helen Watt**  
Department for Education

## New Honorary Research Fellows

**Ahmad Akkad**  
University of Oxford

**Margaret Arnott**  
University of the West  
of Scotland

**Nicola Galloway**  
University of Exeter

**Olivia Levrini**  
University of Bologna

**Larissa McLean Davies**  
University of Melbourne

**Trevor Mutton**  
University of Oxford

**Christina Osbeck**  
University of Gothenburg

**David Phoenix**  
Open University

**Sihan Zhou**  
Chinese University of Hong Kong

## Honorary Norham Fellows

**Eowyn Crisfield**  
Crisfield Educational Consulting

**Nadiya Ivanenko**  
University of Oxford

**Fliss James**  
Sheringham Nursery School  
and Children's Centre

**Melissa Prendergast**  
Sheringham Nursery School  
and Children's Centre

**Ashmita Randhawa**  
Sunderland Software City





# Engage with us

## Contact us

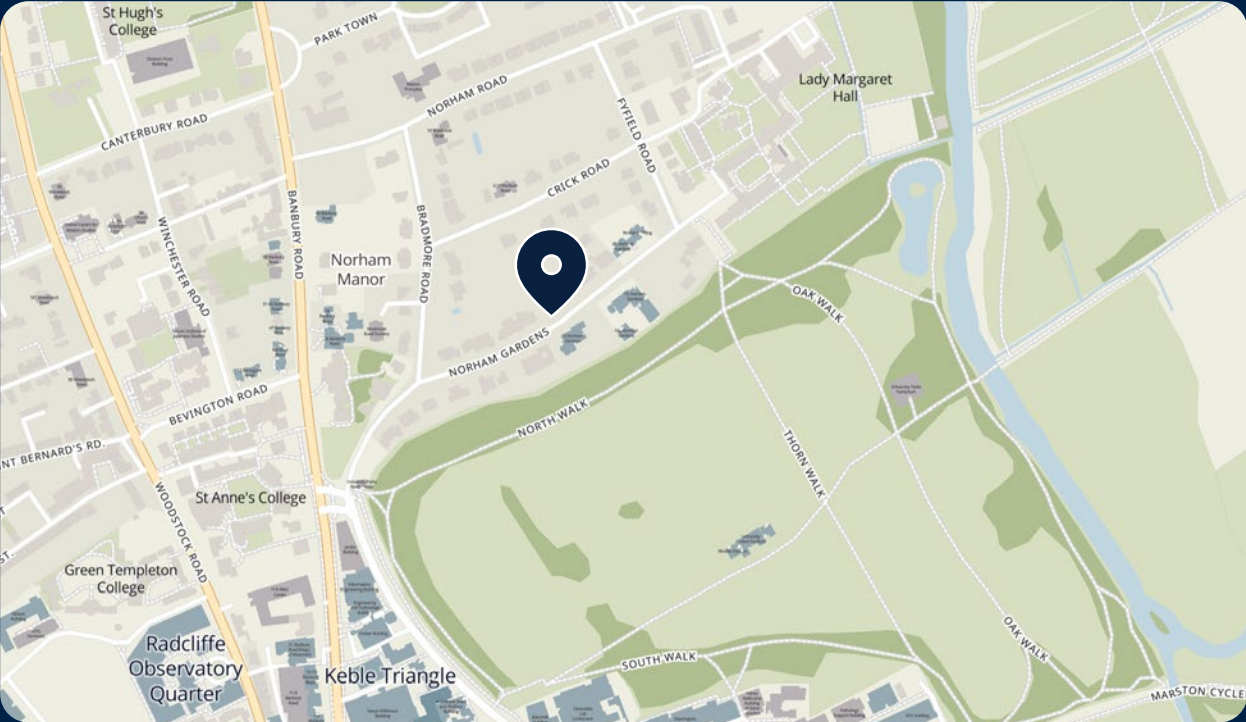
## Write to us

Department of Education  
University of Oxford  
15 Norham Gardens  
Oxford  
Oxfordshire  
OX2 6PY

## Call us

+44 (0)1865 274 024

## Email us



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