DEPARTMENT OF EDUCATION

UNIVERSITY OF OXFORD

Annual Report 2025-26



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Director's Welcome

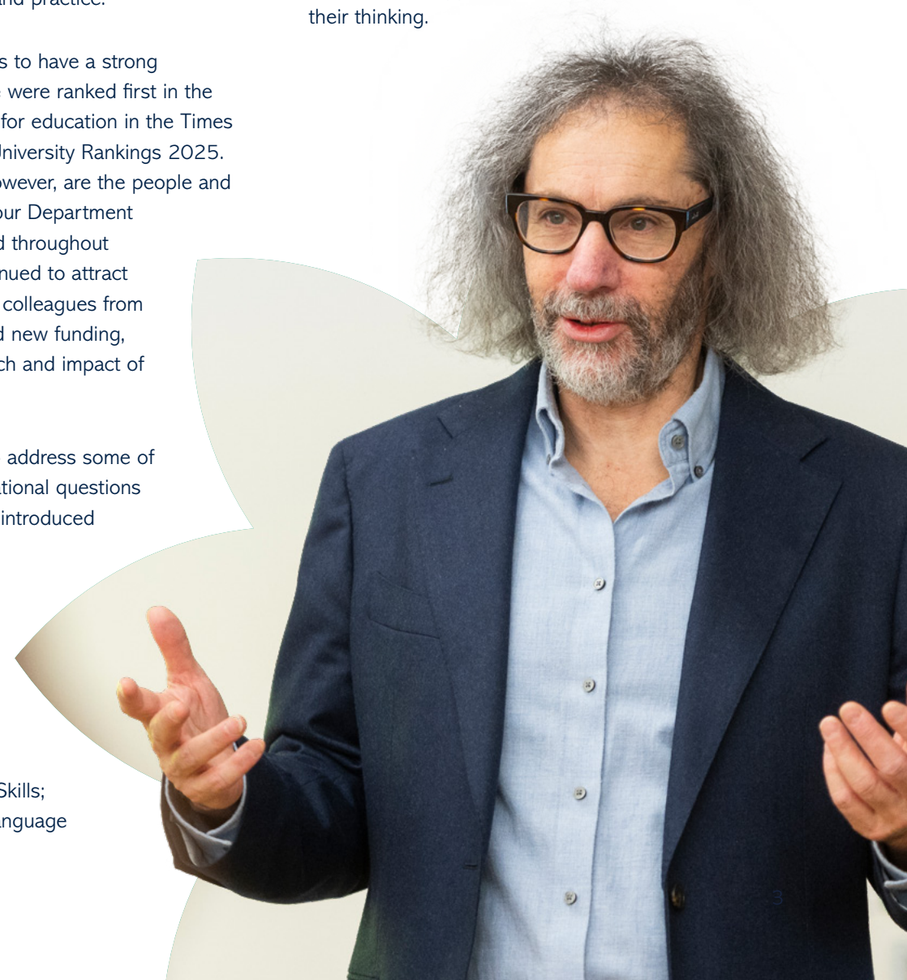
It is a pleasure to introduce this year's annual review of the Department of Education.

Looking across the year, what stands out most strongly is the breadth and energy of our community: the quality of our research, the commitment of our colleagues and students, and the many ways in which our work reaches beyond the University to inform education, policy and practice.

The Department continues to have a strong international standing. We were ranked first in the UK and third in the world for education in the Times Higher Education World University Rankings 2025. Behind these rankings, however, are the people and achievements that make our Department what it is. As you will read throughout this report, we have continued to attract outstanding students and colleagues from around the world, secured new funding, and strengthened the reach and impact of our work.

Our research continues to address some of the most important educational questions of our time. This year we introduced a new thematic research structure, expanding from three themes to six: Professional Learning; Learning, Cognition & Pedagogy; Assessment, Data & Technology; Tertiary Education, Knowledge & Skills; Equity & Inclusion; and Language & Communication in Education. This reflects the scale and diversity of our research community and provides new opportunities for collaboration. Just as importantly, much of our most exciting work crosses these boundaries, bringing different disciplines, methods and perspectives together.

The projects featured in this review illustrate that breadth particularly well. Our work on co-designing AI for education brought young people into meaningful discussions about how AI should shape their educational futures, reaching more than 500 undergraduates through an interactive workshop. Research on language-responsive mathematics classrooms worked directly with teachers internationally to strengthen mathematical dialogue and students' opportunities to explain and develop their thinking.



Our research continues to address some of the most important educational questions of our time.

Our research on pupils speaking English as an Additional Language provided new evidence from a decade of national data, while work on social mobility examined what the UK and US can learn from international experience.

Other projects demonstrate our commitment to education as a means of creating more inclusive and equitable societies. Research into gender-inclusive language in healthcare education explored how professionals navigate changing practices and highlighted the importance of respectful, patient-centred care. Through the Rees Centre, care-experienced young people helped to redefine what 'success' means for care leavers, producing a framework and survey grounded in their own experiences and aspirations. At the Oxford University Centre for Educational Assessment (OUCEA), colleagues continued to examine assessment not simply as a technical process, but as something that shapes educational practice, identities, institutions and society.



We want to remain a department that combines intellectual ambition with a strong sense of purpose: rigorous in our scholarship, open in our thinking, collaborative in our work.

The year has also brought considerable recognition for colleagues. These achievements reflect both individual excellence and the wider contribution of our Department.

Our reach extends beyond research publications and formal recognition. Through conferences, events, public engagement, policy work, partnerships, and new initiatives to communicate our research, colleagues are sharing ideas and contributing to important conversations about education. As the following pages demonstrate, colleagues continue to contribute to public debate through the media, policy engagement and partnerships with organisations across education and society.

I am particularly pleased that this review also gives space to the experiences of our students and alumni. The reflections included here remind us that a department is more than its research outputs, rankings and programmes. It is a community: a place where people learn from one another, develop confidence and expertise, form lasting relationships and find the encouragement to pursue new ideas. The experiences of our doctoral students and the journeys of our alumni demonstrate the lasting contribution of the Department.

As we look ahead, our ambition is to build on these foundations. We want to strengthen the connections across our research community, support colleagues and students at every stage, deepen our partnerships, and ensure that our work continues to engage with the educational challenges that matter most. Above all, we want to remain a department that combines intellectual ambition with a strong sense of purpose: rigorous in our scholarship, open in our thinking, collaborative in our work and committed to making a positive difference in education and beyond.

I am grateful to all our colleagues, students, partners and alumni who contribute to making this such a distinctive and vibrant community. I hope you enjoy reading about what we have achieved together over the past year.

Professor Leon Feinstein
Director of the Department

Year in Review

1st
in the UK for degrees in education
Times Higher Education World University Rankings 2025

3rd
in the world for degrees in education
Times Higher Education World University Rankings 2025

732
students pursuing postgraduate courses in education

£2.9M
newly secured research funding

80
student nationalities

13
postgraduate programmes

32
DPhil completions

37
ITE school placement partnerships

25
scholarships awarded to new students

19K
LinkedIn followers

3.2K
Instagram followers

443K
website views

In the News

Care leavers call for success beyond statistics
Dr Nikki Luke
11 November 2025
Social Care Today
Read article

Three ways schools can teach students to shape AI – not just survive it
Professor Rebecca Eynon
18 November 2025
Business Insider
Read article

UK-EU Youth Mobility Scheme
Professor Rachel Brooks
31 January 2026
Times Radio

A practical toolkit for supporting neuro-divergent learners
Dr Xin Xu
30 March 2026
Times Higher Education
Read article

Africa is losing health workers when it can least afford to – a pattern rooted in colonial history
Dr Danica Sims
3 April 2026
The Conversation
Read article

Erasmus+ is back. But will it bring apprentices with it?
Professor Maia Chankseliani
18 May 2026
WonkHE
Read article

Teaching about British Empire must improve, report finds
Dr Jason Todd
22 May 2026
Tes
Read article

AI and Education
Dr Sara Ratner
30 June 2026
ABC Radio

Highlights



Vice-Chancellor's Awards Success

The Department celebrated success at the Vice-Chancellor's Awards with one award winner, two Highly Commended entries and several nominees recognised for their outstanding contributions.

Dr Danica Sims won the Research Culture Award for the project 'Papers with Purpose: Transforming Research Culture through Writing'.

Dr Xin Xu and Dr Georgia Lin were Highly Commended in the Support for Students category for their work on the Neurodivergent Education for Students, Teaching and Learning (NESTL) project.

Dr David Johnson was Highly Commended in the Commercialisation and Entrepreneurship category for OxTrack, an assessment tool designed to measure, record, track and support the professional growth of teachers.

The Oxford Education Deanery Sustainability Team was shortlisted in the Local Community Engagement Award, and the Spotlight on LGBTQ+ Research event, organised by doctoral students Jonny Tridgell and Milo Edwards, was shortlisted in the Research Culture Award.

Distinguished Contributions to Research Award

Professor Sibel Erduran was presented with the Distinguished Contributions to Research Award by the National Association for Research in Science Teaching (NARST) at the 99th Annual International Conference.

The award is given to recognise an individual who, through research over an extended period of time, has made outstanding and continuing contributions, provided notable leadership, and made a substantial impact in the area of science education. NARST is the oldest science education research association in the world having been established in 1928.





Department Represented on REF 2029 Panels

Professor Rachel Brooks has been appointed to the Education sub-panel of the Research Excellence Framework (REF) 2029, where she will help shape the development of assessment criteria, contribute to the rigorous evaluation of REF submissions, and produce draft assessment outcomes and feedback for consideration by the main panel.

Professor Alis Oancea will sit on the Main Panel C (Social Sciences) as representative of the Research Diversity Advisory Panel (RDAP), which she chairs.

Professor Lars-Erik Malmberg Receives Honorary Doctorate

Professor Lars-Erik Malmberg was awarded an honorary doctoral degree by the Faculty of Education and Psychology at the University of Jyväskylä on Saturday 23 May, in recognition of his contributions to educational research and his longstanding collaboration with researchers in Finland.





Academy of Social Sciences Fellowship

Rebecca Eynon, Professor of Education, the Internet and Society, and Steve Strand OBE, Professor of 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 Eynon's research examines the injustices that can arise from the use of technologies in learning and education.

Professor Strand's research interests are in ethnic, social class and gender gaps in a wide range of educational outcomes and he is particularly interested in the interface between equity and school effectiveness.

Portrait Series at the Bodleian Library

Professor Steve Strand OBE was photographed as part of the Bodleian Libraries photography campaign with the British Journal of Photography.

The ‘Catalysts’ campaign celebrates the University’s leading innovators whose work is reshaping health, society and the environment worldwide.

Professor Strand’s portrait was taken by independent photographer Francis Augusto.

See the photos









AIEOU Conference

Experts in AI in education gathered in Oxford for the inaugural conference of the AI in Education at Oxford University (AIEOU) Hub in September.

The conference brought together researchers, educators, policymakers and innovators from across the globe to explore how artificial intelligence can transform education while keeping equity, inclusion, and human-centred values at the core.

More than 100 collaborators presented at the conference over the two days, covering topics such as ethical frameworks, human agency, inclusivity, practical applications of AI across diverse educational contexts from early childhood to higher education, and much more.



Chief Scientific Advisor for Local Policy Lab

Associate Professor James Robson is one of three Chief Scientific Advisors appointed to the Local Policy Lab, to provide research leadership in priority policy areas in Oxfordshire.

Dr Robson will lead on delivering a skilled workforce and fair employment in Oxfordshire by working in close collaboration with policy-makers, practitioners and communities over the next three years.

Honorary Norham Fellow Awarded OBE

Dr Lisa Cherry was appointed an Officer of the Order of the British Empire (OBE) in the 2026 King’s Birthday Honours List. The honour recognises Lisa’s services to children, young people and their families across education and social care.





Education Explored Podcast

The Department’s podcast, Education Explored, launched in November 2025. The podcast covers conversations from across education and highlights some of the fantastic work which is taking place at the Department.

So far the podcast has covered a broad range of topics including AI and education, policy and innovation, net zero and climate education, what it’s like to be a teacher in the classroom today and much more.

Listen here

BERA Doctoral Thesis Award

Dr Cate Hamilton was awarded the 2026 British Educational Research Association (BERA) Doctoral Thesis Award for her DPhil thesis, which investigated the widespread assumption that singing songs in primary school foreign language lessons directly supports young children's linguistic development.











CGHE's 11th Annual Conference

The Centre for Global Higher Education (CGHE) successfully hosted its 11th Annual Conference, bringing together more than 230 researchers, policymakers and higher education leaders from around the world in a hybrid event.

Featuring over 140 presentations across 30 panels, the conference explored pressing issues including equity, affordability, governance, sustainability and academic freedom, fostering international collaboration and informed debate.

A highlight was a special plenary celebrating the life and legacy of Professor Claire Callender, recognising her enduring contributions to higher education research and policy. The conference reinforced CGHE's position as a global hub for advancing research, policy dialogue and international partnerships in higher education.



Launch of Empire, Migration and Belonging Report

A major new report led by Dr Jason Todd found strong demand for teaching the history and legacies of the British Empire in secondary schools, but highlights significant gaps in current provision and calls for system-wide changes.

The report was launched at an event in Oxford, bringing together teachers, researchers and young people to discuss how the recommendations can be taken forward into practice.

Duolingo English Test Dissertation Research Award

DPhil student Zhuohan Chen was awarded the prestigious Duolingo English Test Dissertation Research Award for her project: "The Impact of Exposure to Global Englishes Accents on Chinese Children's Learning of EFL (English as A Foreign Language)".

The award includes a $6,000 grant that will help Zhuohan to achieve her research goals.



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Director for Research Introduction

Having been a member of the Department for 16 years, I have long appreciated the quality of the research undertaken by colleagues. Becoming Director for Research has given me an even deeper appreciation of the breadth, richness, and interconnectedness of our research community. Looking across the Department as a whole has highlighted the many ways in which colleagues, working across diverse areas of educational inquiry, address educational questions that matter for learners, educators, and societies around the world.

This new framework strengthens collaboration across the Department, fostering an even more vibrant research culture.

An important development for the Department this year has been the introduction of a new thematic research structure. Our previous framework of three themes served the Department well for more than a decade. During that time, however, the Department has grown substantially in size, breadth, and research activity. Reflecting this evolution, we have expanded our thematic structure from three to six themes, tentatively titled: Professional Learning; Learning, Cognition & Pedagogy; Assessment, Data & Technology; Tertiary Education, Knowledge & Skills; Equity & Inclusion; and Language & Communication in Education. This new framework provides a strong foundation for the next stage of the Department's development by strengthening collaboration across the Department, fostering an even more vibrant research culture, and communicating our areas of expertise more clearly to policymakers, practitioners, funders, and partner organisations.



While each theme brings together related areas of expertise, some of our most exciting research takes place across thematic boundaries. It is through these connections – between disciplines, methods, and perspectives – that new ideas emerge and our most significant contributions are often made. Whether colleagues are investigating language development, child development, assessment, teacher education, subject pedagogy, educational technologies, higher and international education, skills, social care, inclusion, or the philosophical, cultural and social dimensions of education, they combine intellectual curiosity with a determination to generate knowledge that makes a meaningful difference within and beyond academia. Just as importantly, they do so through collaborations that connect researchers across disciplines, institutions and countries, enriching both the questions we ask and the impact our work can achieve.

The research studies featured in the pages that follow illustrate the breadth of scholarship across the Department and the diversity of approaches through which our colleagues seek to advance educational knowledge and address pressing educational challenges. While they represent only a small sample of the work undertaken across the Department, collectively they illustrate how combining different perspectives, methods, and partnerships allows us to tackle complex educational questions in ways that no single discipline or approach could achieve alone.

Looking ahead, we will continue to strengthen the research culture that underpins the Department's success. This means fostering connections across our research environment, creating opportunities for new ideas and partnerships to emerge, supporting colleagues at every career stage, and ensuring that our research continues to engage with the educational challenges that matter most to learners, educators, and societies. By building on these foundations, we will continue to enhance the Department's international reputation for research that is rigorous, collaborative, and impactful.

Professor Gabriel Stylianides
Director for Research

Looking ahead, we will continue to strengthen the research culture that underpins the Department's success.

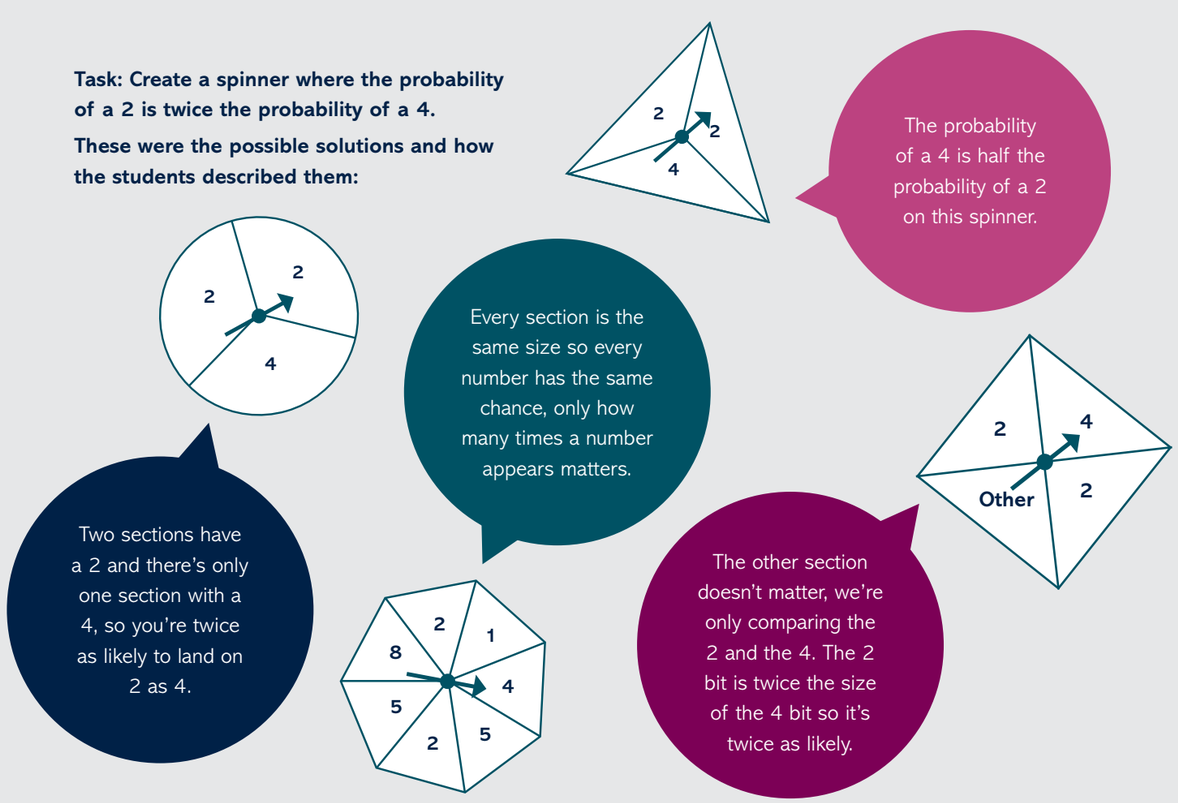
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Developing language-responsive mathematics classrooms

Mathematics learning depends heavily on students being able to explain, justify and discuss mathematical ideas. For many learners, the linguistic demands involved create unnecessary barriers to participation and understanding.





The Developing Language-Responsive Mathematics Classrooms (DLRMC) project brought together researchers from Oxford, Germany, Spain and South Africa with experienced secondary mathematics teachers to rethink how classroom language can better support mathematical thinking. Working collaboratively, the team designed and refined professional development materials focused on three key curriculum topics: linear equations, angle properties and probability.

Rather than simplifying mathematical language, the project encourages teachers to make language visible. The classroom activities were drawn from familiar mathematical tasks that many teachers already use. The project developed guidance to help teachers use these tasks to foreground mathematical language and discussion. This guidance included discussion prompts, examples of students reasoning in response to these tasks, and suggested teacher moves established in research as supporting students in articulating different ways of thinking, comparing explanations and refining their mathematical reasoning.

Across multiple cycles of classroom design, implementation and evaluation, teachers reported becoming more aware of the linguistic demands of mathematics and more confident in supporting productive classroom discussion. Video analyses showed richer mathematical dialogue and greater opportunities for students to explain, justify and build on one another's ideas.

The freely available professional development resources now enable schools beyond the project to adopt language-responsive approaches within everyday mathematics lessons, extending the project's impact well beyond the participating classrooms.

Project team: **Professor Jenni Ingram**, **Dr Elizabeth Kimber**, **Dr Robert Ward-Penny**, **Dr Gabriel Lee** (University of Nottingham), **Professor Kirstin Erath** (Martin Luther University Halle-Wittenberg), **Professor Núria Planas** (Autonomous University of Barcelona), **Professor Jill Adler** (University of the Witwatersrand).

Access course

Intergenerational mobility and higher education internationally

During the year, a group of colleagues from two of the Department's research centres (CGHE and SKOPE) – Professor Rachel Brooks, Dr Ben Hart, Professor David Mills, Dr Xin Xu and Dr James Robson – along with Dr Golo Henseke from UCL, completed a research project for the Sutton Trust entitled 'Intergenerational Mobility and Higher Education Internationally'.



45%

Across a set of OECD countries, students from non-graduate families are still 45% less likely to become top earners than those whose parents attended university.

32%

The chance a UK graduate who is the first in their family to attend university has of becoming a top earner, compared to 12% of their peers from similar backgrounds who don't have a degree.

8pp

The fall in the earnings uplift for students who are the first in their family to attend university, across a set of OECD countries.

The research sought to further our knowledge of how education can more effectively operate as an engine for social mobility in the UK and US.

Social mobility remains a key challenge for both countries. Despite successive governments stating a clear desire to improve social mobility and putting in place bodies to promote this (for example, the UK's Social Mobility Commission), the 2020 Global Social Mobility Index, produced by the World Economic Forum, ranked the UK and US in 21st and 27th positions respectively, out of 82 countries. This indicates that there is much work to be done to secure a more equitable future.

Through focusing on five countries with higher rates of social mobility than the UK and US (Australia, Canada, Denmark, Ireland and Japan) and two countries with lower rates (China and Greece), and complementing this with an analysis of social mobility across OECD countries (using the OECD's Programme for the International Assessment of Adult Competencies), the research assessed the strengths and weaknesses of our current knowledge base in this area, and put forward a series of recommendations for further work and action.

These recommendations included: taking a multi-pronged approach to higher education access and social mobility; acknowledging the interdependencies between higher education and other actors in the system; widening access to the most selective universities while also improving outcomes for those attending less selective institutions; and strengthening the evidence base – across the world – in this area.

The research was published as a Sutton Trust report and launched at a dedicated one-day event at the Royal Society in central London on 19 November. Professor Brooks and Dr Henseke presented the key findings of the research, with Professor Brooks then joining a panel to answer audience questions. Speakers, who reflected on the main messages of the research during the day, included Jacqui Smith, Minister of State in the Department for Education, and David Willetts, former Minister of State for Higher Education and Skills.

Project team: **Professor Rachel Brooks**, **Dr Ben Hart**, **Professor David Mills**, **Dr Xin Xu**, **Dr James Robson**, **Dr Golo Henseke** (UCL)

Read report

Co-designing AI for education

In recent years, the prominence of commercial artificial intelligence (AI) in public education has motivated numerous concerns about how young people can have an authentic voice in educational decision-making.

Beyond simple ‘guidance’ on how to use AI ‘better’, young people are demonstrating a desire to have the diversity of their views heard, particularly where technology seems poised to impact the prospects of future generations much more acutely.

In light of recent societal concern about the apparent rush to embrace corporate AI systems in public institutions, the project ‘Co-designing AI for education’ sought to develop methods to help young people: 1) learn about the impact of technology on the University; 2) understand ways of participating meaningfully in collaborative design; and 3) develop ways of having their voices heard in institutional decision-making.

Young people expressed a diverse range of nuanced views about the challenges induced by the technology.

Dr Jeremy Knox and Dr Isobel Talks developed these methods into an interactive paper-based workshop game for students. The game was piloted with postgraduate students at the Department of Education and the Oxford Internet Institute, before being adopted by this year’s Vice-Chancellor’s Colloquium, engaging over 500 undergraduates from across the University and its Colleges.

The project found that, rather than simply being optimistic about AI as a necessary ‘tool’ for enhancing their learning, young people expressed a diverse range of nuanced views about the challenges induced by the technology, both in their studies and as part of their wider lives and future aspirations. Crucially, students were wholly responsive to the need to discuss, debate, listen, and exchange where a technology of the significance of AI is at stake, rather than assume that a speedy adoption is inevitable or inherently advantageous.

Impacting hundreds of students across the University of Oxford, the interactive workshop game demonstrated the excellence and impact of the Department’s research, and its ability to engage our young people in meaningful dialogue about their future.

Project team: **Dr Jeremy Knox** and **Dr Isobel Talks**

The interactive workshop game demonstrated the excellence and impact of the Department’s research.



Review of the educational achievement of pupils speaking EAL in England

New evidence from Professor Ariel Lindorff and Professor Steve Strand OBE builds on a decade of research into the attainment of learners speaking English as an Additional Language (EAL) in England – a group that totalled 1.77 million as of 2023.

The project analysed individual-pupil-level data from the National Pupil Database in England to look at how the population of pupils recorded as speaking English as an Additional Language changed between 2013-2023, and at whether and how any achievement gaps between EAL learners and their monolingual English-speaking peers have changed over this period.

Results show that the number and proportion of EAL learners is increasing, this group remains heterogeneous, and over the last decade this population has dispersed somewhat from major urban centres to surrounding areas. More schools and local authorities have at least some EAL learners compared with 10 years earlier, suggesting some schools and teachers may need training and support to understand and meet EAL pupils' needs.

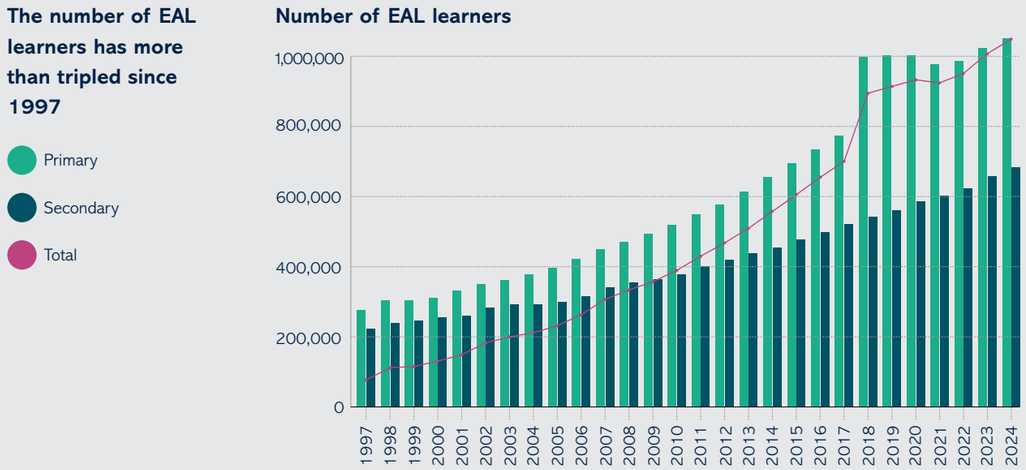
A key finding from this research is that the later an EAL learner joins school, the harder it is for them to "catch up". Unlike monolingual English-speakers, on average, EAL learners who join school at any time after Reception have attainment that is substantially lower than the national average by the end of primary school, and EAL learners who join after Year 5 are more likely to attain outcomes below the national average by the end of secondary school. This suggests year of entry into the school system in England can be a proxy, albeit an imperfect one, for exposure to English-language instruction and therefore proficiency.

This, along with the preceding 10 years of research on which this project built, underscores the importance of re-introducing statutory assessment of proficiency in English – which is already in place in Scotland, Wales and Northern Ireland – to facilitate effective and targeted support for EAL learners, or at least improving the targeting of funding so that it goes to support those who need it most.

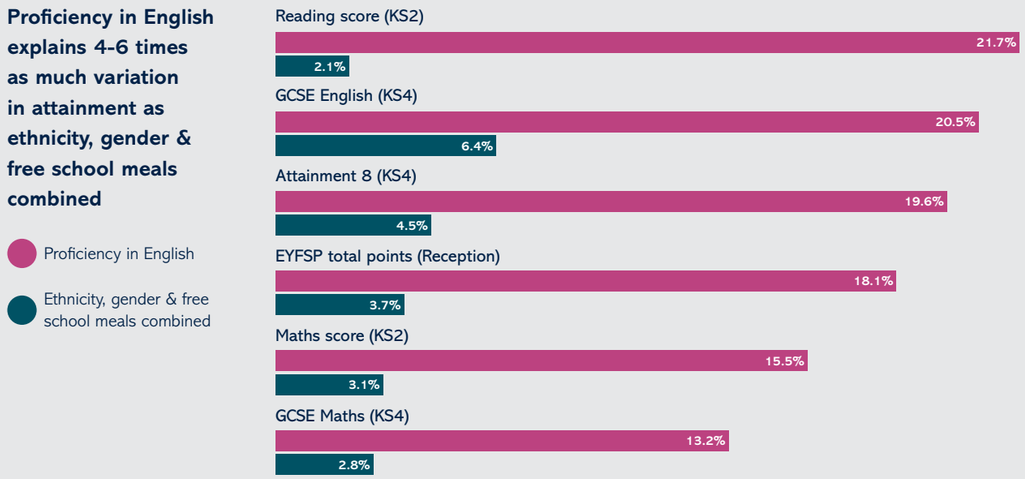
Project team: **Professor Ariel Lindorff**, **Professor Steve Strand OBE**, **Youchuan Ma**

Read the full report

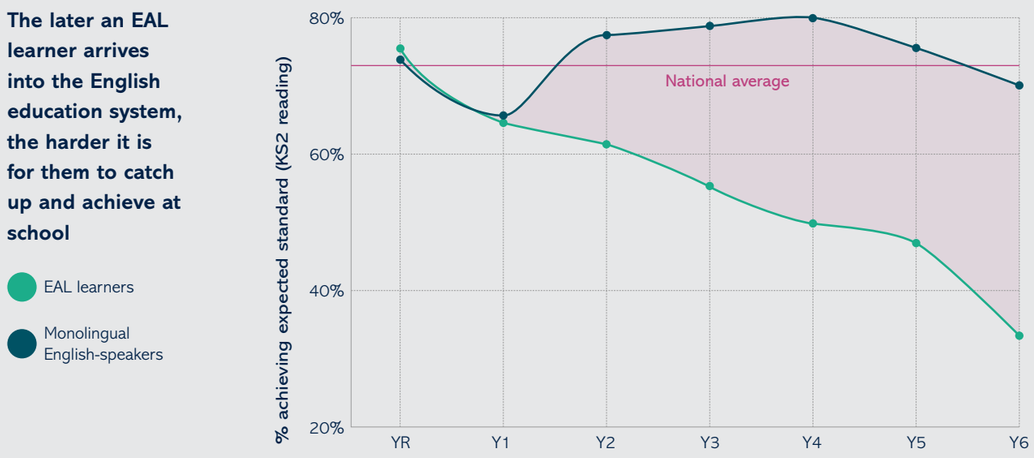
The number of EAL learners has more than tripled since 1997



Proficiency in English explains 4-6 times as much variation in attainment as ethnicity, gender & free school meals combined



The later an EAL learner arrives into the English education system, the harder it is for them to catch up and achieve at school



Success – whose definition counts? A co-designed framework by and for young people leaving care



BECOME IN CARE. LEAVING CARE. WE CARE.

Rees Centre

Success is often measured through a narrow set of outcomes, such as whether care leavers are in education, employment or training, and whether they have suitable accommodation.

While these measures provide important information, they do not capture the full range of experiences, achievements and aspirations that matter to young people leaving care.

DfE statistics about care leavers' outcomes are limited, revealing assumptions about what a 'successful' adult is and influences the development of policies and practice.

'Success – whose definition counts?' is a research project led by the Rees Centre, commissioned by Become, the national charity for children in care and young care leavers.

This project saw Rees Centre researchers work with a care-experienced Design Group to explore what success means from their perspectives and to co-design a new framework and 'Success Survey' that reflects the outcomes they value most.

Through a series of workshops, care leavers defined success as:

- **A personal and evolving journey, not a fixed endpoint** – "Success isn't a destination others impose on us. It's a journey we define for ourselves."
- **Pride in survival and resilience** – "You should be proud because you've been through hell and back and you're still standing."
- **Community over isolation** – "It shouldn't be called independence – it should be co-dependence. We need a community."
- **Success in the small things** – from "buying your first mop" to "being able to decorate your own home."
- **Authenticity and identity** – "Being able to be yourself without being judged, getting to where you need to be, and being proud of yourself."
- **Stability** was an important part of success across all areas of life.

These findings were developed into scenarios and other survey questions with the Design Group; care leavers provided feedback on these, informing the final version. The Success Survey can be used in conversations between care leavers and their personal advisers to measure progress and identify support needs.

The Design Group wrote:

"This study shifts the narrative. Professionals sometimes attach labels to us, but these labels don't reflect everything about us as people. We want professionals to recognise that success is not 'one size fits all'. Please see us as whole people – in daily interactions, in planning services, and in measuring success."

Project team: **Dr Nikki Luke, Dr Áine Kelly, Dr Georgia Hyde-Dryden, Teresa Williams**

Project report

Journal article

Community care article

Podcast

Exploring the use of gender-inclusive language amongst healthcare students and staff in obstetrics and gynaecology



Supported by the John Fell Fund, this project led by Dr Debbie Aitken explored how healthcare students and staff understand and use gender-inclusive language in obstetrics and gynaecology (O&G).

As healthcare seeks to provide equitable care for transgender, non-binary, and gender-diverse patients, the study examined how clinicians and students navigate evolving language within clinical education and practice.

The research combined an online qualitative survey with semi-structured interviews involving medical students, O&G clinicians, midwives, and midwifery students from a UK tertiary teaching hospital within a large NHS Foundation Trust, affiliated with a research-intensive medical school.

The study explored attitudes towards gender-inclusive language and experiences of caring for gender-diverse patients. Analysis identified several key themes, including respectful patient-centred care, differing perspectives on gender-inclusive language, the influence of medical hierarchy, and opportunities to strengthen LGBTQ+ healthcare education.

Participants consistently emphasised the importance of respecting patients' identities and providing compassionate, individualised care. At the same time, views differed on the use of gender-inclusive language beyond individual patient interactions, reflecting wider professional and societal debates. Students generally reported greater familiarity with gender-inclusive language than more senior clinicians, while also describing how established hierarchies could discourage them from challenging existing practices. Participants highlighted the value of education and intergenerational dialogue in fostering inclusive clinical practice.

The findings were presented at the 2025 Association for the Study of Medical Education (ASME) Annual Scholarship Meeting and subsequently published as an open access article in Medical Education, one of the leading international journals in the field.

By highlighting the complexity of implementing inclusive language within healthcare education and practice, the study contributes evidence to inform curriculum development, clinical education, and future research on equitable and inclusive healthcare.

Project team:
Dr Debbie Aitken, **Dr Georgia Lin**, **Bhabesh San San Wal**, **Dr Merryn Rhodes** (Nuffield Department of Women's and Reproductive Health, University of Oxford), **Dr Mariam Aly** (Oxford Health NHS Foundation Trust), **Dr Jack Amiry** (Medical Sciences Division, University of Oxford)

Read the article

Participants consistently emphasised the importance of respecting patients' identities and providing compassionate, individualised care.

Oxford University Centre for Educational Assessment (OUCEA)

OUCEA conducts fundamental work on educational assessment, as well as applied research and engaging with public issues.

This year, Professor Jo-Anne Baird, Director of the OUCEA, was a member of the Curriculum and Assessment Review panel, led by Professor Becky Francis. The recommendations from the review were accepted by government and changes are being made to existing qualifications in England and new V-level qualifications will improve the offer for young people.

Additionally, Professor Baird was a member of the British Educational Research Association's expert group investigating funding for educational research. Their report recommended that more local agenda-setting was needed for a healthier ecosystem and there needs to be funding for neglected, important topics such as pedagogy. The Department for Education has since announced funding for pedagogy academics.

Dr Carol Brown has joined OUCEA this year and has just completed a Nuffield-funded project on the Extended Project. Dr Michelle Meadows has been leading a research project on the relationships between political views and views on education and assessment, with Neil Carmichael, former Chair of the Education Select Committee, as Chair of the Advisory Board.



L-R: Professor Patricia Broadfoot, Professor Jo-Anne Baird and Dr Michelle Meadows

Featured Project:

How does assessment affect contemporary education and society?

This collaborative OUCEA project with colleagues from the University of Bristol, Professor Patricia Broadfoot and Professor Guoxing Yu, picked up from Broadfoot's landmark work on the effects of assessment through defining competence, content of education, creating competition between people and institutions, and controlling educational practices.

In the quarter century since her original publications, the sociology of assessment has developed our understanding of the effect of international tests on educational policy, of assessment impacts on pedagogy and teachers' professional identities and on learners' identities. Recent, rapid developments in AI continue these trends and we anticipate more of these effects in future.



The project culminated in a series of eight articles from authors around the globe, published as a Special Issue of the Oxford Review of Education, addressing questions such as:

- What social functions does assessment serve?
- How does assessment mediate the relationship between education and society within and across national boundaries and systems?
- How do national assessment systems reflect and defend national interests?
- How is assessment mediated by cultural, educational and political contexts within national educational systems?
- What is the significance of assessment in terms of, for example, inequality, surveillance, and the codification of life?
- How does assessment encourage the creation of a social technology and lead to the creation of a technocracy?
- How does assessment as a tool for accountability and legitimation exert its system-wide control and impact on students, teachers and other stakeholders?
- What consequences and impact does any change in assessment policy and practice have on learners and other stakeholders more broadly?
- How can assessment respond ethically and responsibly to technological revolutions such as the advent of large data and generative artificial intelligence?

Project team: **Dr Michelle Meadows**, **Professor Guoxing Yu** (University of Bristol), **Professor Jo-Anne Baird**, **Professor Patricia Broadfoot** (University of Bristol)

Read the full report

Repair-Ed
Reparative Futures of Education

Repair-Ed: Partnerships and Widening Participation

Over the past year, the Repair-Ed Project – a five-year UKRI-funded research project led by Professor Arathi Sriprakash – has worked in partnership with Exeter College and 10 primary schools in Bristol to explore what repair looks like for longstanding racial and class inequalities embedded in education systems.

(Back row, L-R) Dr Vivian Látìnwò-Ọlájídé, Claire Neaves, Dr Annabel Wilson, Asia Giuliani, Priyanka Soni.
(Front row L-R) Professor Arathi Sriprakash, Dr Alice Willatt, Ishani Parekh.



The partnership has enabled young people to visit Oxford, showcase their work and co-create activities reflecting their lived experiences and interests, supporting their confidence, aspirations and understanding of higher education.

In February, pupils from a primary school in Easton, Bristol visited Oxford and were encouraged to discover what university is, who it is for and how education can open doors to future opportunities. Easton is featured in Repair-Ed's 'People's History of Schooling' which maps the conditions of inequalities and visions for just futures of education, including poetry and a film coordinated by Dr Annabel Wilson, which explores Black Radical Imaginations of educational justice.

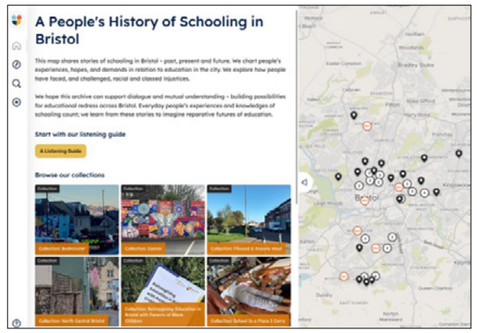


Image: The People's History of Schooling interactive archive - https://www.repair-ed.uk/stories/

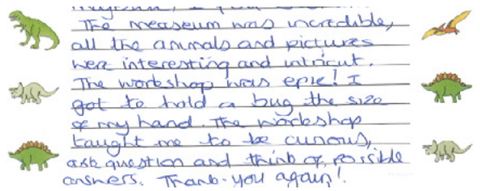
In June, 16 pupils from a primary school in Southmead, Bristol were invited to Exeter College by Priyanka Soni to present a book they had written, reimagining just spaces within their school, to Department of Education academics, who praised their insight and confidence. The pupils reflected: "Children are the future and we deserve to be heard" and "we have curious minds, big ideas and ask important questions." Their research has already helped shape change within their school, including an outdoor classroom, a dedicated prayer room and greater cultural representation in the lunch menu.

Building on creative workshops with Somali pupils led by Dr Vivian Látìnwò-Ọlájídé, Repair-Ed hosted a visit to Oxford where pupils met with members of the Oxford University Islamic Society and Oxford University Somali Society. These conversations offered powerful opportunities for pupils to engage with students whose experiences resonated with their own, to help make higher education feel more accessible and relatable.



The book 'Spaces of our Just School' next to the Radcliffe Camera.

Looking ahead, the project will continue building relationships with Bristol schools and communities, with further activities including a photography exhibition curated by Bristol children coordinated by Asia Giuliani and a youth conference presenting findings from Bristol children's research on just futures of education, coordinated by Ishani Parekh. The long-term ambition is to build sustained relationships with young people throughout their educational journeys.



Feedback received from a Year 6 pupil following a visit.

Project team: **Professor Arathi Sriprakash**, **Dr Alice Willatt**, **Dr Annabel Wilson**, **Dr Vivian Látìnwò-Ọlájídé**, **Claire Neaves**, **Asia Giuliani**, **Priyanka Soni**, **Ishani Parekh**

New Project Awards

Pathways to participation: assessing the impact of an interactive museum learning programme on primary pupils in England
Funder: Art Explora
Professor Robert Klassen

Improving Transparency Around Linkage Outputs (ITALO) Interest Group
Scheme: Community Interest Groups
Funder: DARE UK
Dr Ludivine Garside

TeachForce: building the global teacher workforce using a motivation-based approach
Scheme: Advanced Grant
Funder: European Commission
Professor Robert Klassen

Responding to Experiences of Second Language Teaching (RESULT)
Scheme: ESRC responsive mode: new investigator grants round two
Funder: Economic and Social Research Council (ESRC)
Dr Laura Molway

Investigating research culture through personal interactions: relationships between research professionals and academics at the University of Oxford
Scheme: John Fell Fund - Small Award
Funder: University of Oxford
Dr Jess Pilgrim-Brown

InTRACt: Interplay of Text, Reader And Context in children's digital reading comprehension
Scheme: John Fell Fund - Small Award
Funder: University of Oxford
Dr Pablo Bernabeu

Making Europe a global magnet for talent: attracting and retaining students from outside the EU
Scheme: Horizon Europe Pump Priming 2026
Funder: British Academy
Professor Rachel Brooks

Effective provider-led interventions to support care leavers' access, participation and achievement in higher education and transition to work
Scheme: Social Sciences Engagement Fellowships 2025/26
Funder: University of Oxford
Dr James Robson

Youth aspirations, hope and human flourishing in a time of political and environmental precarity: a case study of UK, Pakistan and South Africa
Scheme: Social Sciences Division Mid-Career Pilot Scheme
Funder: University of Oxford
Dr Aliya Khalid

Past Forward: Generational perspectives on trans and non-binary inclusive medical education, from history-anchored teaching to practice change
Scheme: Social Sciences Division Mid-Career Pilot Scheme
Funder: University of Oxford
Dr Debbie Aitken

BrainWaves Education Study
Funder: BrainWaves
Professor Ian Thompson

Developing lifelong learners for an automated future: how motivation, mindsets, and digital learning enable continuous upskilling
Funder: Accounting Norway
Professor Robert Klassen

Cognitive and social development impacts on building connections online
Funder: NSPCC
Dr Julia Badger

Telaga Zher+: cultural proverbs and sustainability education
Scheme: Environmental Sustainability Team
Funder: University of Oxford
Dr Amelia Farber and Olga Mun

Special educational needs and disability: establishing research and policy priorities and partnerships
Scheme: John Fell Fund - Small Award
Funder: University of Oxford
Professor Cristina McKean

The enactment of part-time timetables in English schools
Scheme: John Fell Fund - Main Award
Funder: University of Oxford
Professor Ian Thompson

Negotiating shifting practices to preserve professional learning: the problem of planning
Scheme: John Fell Fund - Small Award
Funder: University of Oxford
Dr Jim Carroll

Encountering nation(hood) in Oxford and Edinburgh: an exploration of the relationships and disconnects between children's geographies and education
Scheme: Small Research Grants
Funder: Royal Geographical Society
Dr Lauren Hammond

PISA dashboard
Scheme: Knowledge Exchange Seed Fund
Funder: University of Oxford
Professor Jenni Ingram

Anti-Apartheid London: digital map
Scheme: Knowledge Exchange Seed Fund
Funder: University of Oxford
Dr Natasha Robinson

Research assistance for writing a large grant proposal: AI and the reconfiguration of teaching
Scheme: Social Sciences Division Mid-Career Pilot Scheme
Funder: University of Oxford
Dr Jeremy Knox

Doctors and teachers: retaining a well workforce
Scheme: OPEN Workshop Fund
Funder: University of Oxford
Professor Robert Klassen

Just Futures of Education
Scheme: SDG Impact Fund
Funder: University of Oxford
Professor Arathi Sriprakash

Belonging in Education Research Network
Scheme: SDG Impact Fund
Funder: University of Oxford
Dr Teresa Williams

Mapping participatory co-design in digital education: a systematic scoping of practices and principles
Scheme: John Fell Fund - Main Award
Funder: University of Oxford
Dr Jeremy Knox

Health professions education and training: creating sustainable futures for global health
Scheme: Knowledge Exchange Seed Fund
Funder: University of Oxford
Dr Danica Sims

Chief Scientific Advisor: delivering inclusive growth, a skilled workforce and fair employment
Scheme: Oxford ESRC Impact Accelerator Account
Funder: University of Oxford
Dr James Robson

Oxford-DfE partnership: generative AI product safety standards
Scheme: OPEN Seed Fund
Funder: University of Oxford
Dr Sara Ratner



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Director for Graduate Studies' Introduction

2026 marks the year when we awarded the Richard Pring Scholarship for the first time, to an incoming doctoral student, Sara Youssef.

I, like many in the Department, have very fond memories of being taught by Richard, in Norham Gardens, at the Rose and Crown, and, most dramatically, up the tower of St Mary the Virgin, the University Church. Honouring his influence on the field and the Department in this way feels very right.

We have also awarded our first Departmental MSc Scholarship, which is available to a full-time student on the MSc Education or MSc ALSLA, and will be taken up in October. This means that for the first time we have internal funding for all courses, although the funding for our part-time courses is partial. Building up scholarship funding is an extremely important part of the University's new Graduate Access and Participation Plan, and of the Department's 'Local Access Plan' which is the devolved version of that. The ultimate aim is that no one should be prevented from studying at Oxford by financial considerations, but we are far from that position at the moment.

The naming of the Graduate Access and Participation Plan indicates the fact that it isn't only about getting in and getting funded: we also need to think about the experience of those students who might be termed 'non-traditional' Oxford students. We are well ahead of this curve in the Department, with a much higher proportion of students falling into these groups than elsewhere in the University. I am proud of the support that our professional services and academic staff offer to students from all backgrounds, but there is still more to be done to ensure that whatever your background, you are able to complete your degree in a timely way and to attain the outcome you deserve.

We are also looking for better ways to enable students who are working in educational settings around the world to experience what we have to offer in the Department. This year we have seen our first cohorts complete the PGDip Early Childhood Education and PGDip English as an Additional Language, both aimed at working educators who may not be ready for a master's-level qualification. After an introductory summer school, these programmes are entirely online and designed to draw on and apply to students' day jobs. This autumn, we are welcoming an additional cohort for the PGDip Learning and Teaching in Mandarin, a companion programme to our new PGCE Mandarin. The PGCE will provide initial teacher education in Mandarin, and the PGDip will provide professional development for those working as Mandarin teachers already. In 2027 we will add the PGDip AI in Education to our suite of diplomas – watch this space for details!

We continue to be proud of our alumni making a difference globally – if you are one, please get in touch and let us know how you are doing.

Professor Velda Elliott
Director for Graduate Studies



Course Spotlight: DPhil Education

This has been an eventful year for our DPhil programme. In October, we welcomed 38 students, from 18 countries, of whom six were on the part-time route.

Michaelmas Term saw the continuation of the Year 3+ Research Training Seminars and a small collective working group throughout the year. Khansa Maria also worked tirelessly all year as Student Liaison Officer, including organising the STORIES (Students' Ongoing Research in Educational Studies) Conference and the annual Oxford-Cambridge Exchange.

In February, we held our first ever doctoral art and photography exhibition, curated with Dr Arzhia Habibi (former DPhil student) and Asia Giuliani (current DPhil student). Images from six other students were displayed - Alice Mendelson, David Haskell, Kabira Namit, Motema Letlatsa, Sara Collins, and Zixuan Yang. They included photography (objects, places and people), artwork (for children, and as a research method), collage (digital and physical), and music too. It was generated by them, as researchers, or by their participants (adults and children), and from the planning, fieldwork and analysis phases of their projects.

In terms of students' publications, there are too many to mention. This is partly led by the popularity of the integrated thesis option, an alternative thesis format combining published or publishable papers with introductory and concluding contextual chapters.

In November, Zhuohan Chen was awarded the prestigious Duolingo English Test Dissertation Research Award for her project: "The impact of exposure to global Englishes accents on Chinese children's learning of EFL". The award includes a $6,000 grant that will help Zhuohan to achieve her research goals.

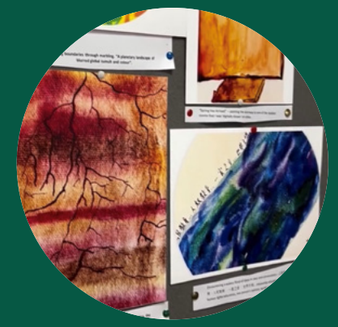
We were also delighted in March when Dr Cate Hamilton was awarded the 2026 British Educational Research Association Doctoral Thesis Award for her thesis: "Investigating the effects of whole-class singing activities on linguistic outcomes of young foreign language learners in English primary schools". There is a podcast of her discussing her work.

Dr Nigel Fancourt
Director for Doctoral Research



Carbon atom in wire and bottle tops, Lesotho. © Motema Letlatsa





Watercolour paintings developed by children in Dr Arzhia Habibi's research on expressions of global citizenship education in China



Oxford-Cambridge student exchange

Student Experience: Milo Edwards

DPhil student (they/them)

The Department is a hub for knowledge generation, almost vibrating with research activity. Alongside its acute focus on excellent research and teaching, I often see friends, colleagues, and peers making time for casual conversations and checking in with one another.



I value the Department as a place that fosters inclusivity through the kind, caring, and enthusiastic people it attracts.

This matters on days when research is challenging, feels deeply personal, and methodological questions are all-consuming. It matters when I am full of confidence, and when I am less so - perhaps more conscious of the politicisation of queer and trans identities and external attempts to delegitimise trans-inclusive research. In the Department, I feel safe and respected as a trans person - something I wish for all spaces at Oxford. I also know people care about my queer research.

Making friends over both shared and different experiences has been key to developing my sense of belonging. I value the Department as a place that fosters inclusivity through the kind, caring, and enthusiastic people it attracts. That sense of inclusion extends into my research.

While conducting queer research here can sometimes feel novel, I have found many opportunities for useful discussion and learning. I now co-host an annual Spotlight on LGBTQ+ Research with my friend Jonny Tridgell (we met on the MSc Education). I have also been greatly supported by librarians, who are consistently proactive in platforming marginalised research and having representation on library shelves.

The Department has made me more confident, creative, independent, and adaptable. Academics have given me tools to question myself and the ideas around me without expecting clear or binary answers that could oversimplify the complexities essential to innovative research. I have developed a stronger sense of wonder and curiosity while also becoming more thoughtful about research purposes. I attribute this to the Department's approach to teaching, which extends beyond singular philosophies, methods, and disciplines, foregrounding possibility and potential.

I have developed a stronger sense of wonder and curiosity while also becoming more thoughtful about research purposes.



Milo Edwards and Jonny Tridgell at the annual LGBTQ+ Research Spotlight

Alumni Spotlight: Peter Mitchell

Director of Future Planet Capital



I joined the Department of Education in 2018 as a DPhil student on the Advanced Quantitative Methods pathway.

My research examined how we measure ethnic school segregation in England and Wales, and asked why schools in some neighbourhoods drew pupils from a wide range of ethnic backgrounds while others served far more homogenous populations. Statistics sat at the centre of the work, and by the end of the DPhil I had built a set of skills in coding and quantitative analysis that has shaped my career since.

Those skills opened doors quickly while still studying at the Department. I became involved in a succession of research projects, with one piece of work typically leading to the next. In parallel, I taught. What began as TA work on the statistics courses grew into running my own statistics surgery and, eventually, designing and delivering quantitative methods courses for the University; something I continue to do to this day.

Towards the end of my DPhil, I used ESRC funding to gain experience beyond academia. I spent three months part-time with Teacher Tapp, an EdTech start up that polls thousands of teachers every day across England, and a further three months with Emerge Education, an early-stage venture capital firm backing EdTech companies in the UK and Europe. At Emerge, I built algorithms that scanned the Apple App Store to find education apps showing explosive early demand. That project sparked what became a lasting interest: building data systems that surface promising start-ups before anyone else has noticed them.

On finishing my DPhil, I joined Future Planet Capital, then a $20m venture capital firm investing in start-ups emerging from the world's leading universities to address global challenges as framed by the UN Sustainable Development Goals. My brief was to build systems that could ingest data on the hundreds of companies the team met on university visits around the world, and to design a scoring framework ensuring attention went to those tackling the largest problems with the greatest likelihood of success. The measurement and modelling questions were, in truth, not so different from those in my thesis: how do we quantify something contested, and explain our approach to people clearly?

I am now a Director at Future Planet Capital, which has grown into one of Europe's largest impact venture capital firms, managing over $500m of assets. My role has grown with it: it still spans data strategy and infrastructure through DataLace, the product my early work ultimately became, but now also includes more direct investment work as well as supporting the start-ups we have previously backed as they scale.

The DPhil laid much of the foundation for this part of my career, both in the immediate statistical skills I developed, and in the ability and confidence to take a complex idea, split it apart, and work through it logically, step by step. In venture capital, as in the study of school segregation, that thought process is incredibly valuable.



I am now a Director at Future Planet Capital, which has grown into one of Europe's largest impact venture capital firms, managing over $500m of assets.

New Doctorates

Naosuke Amano
Intelligibility and comprehensibility of accented speech: the case of Japanese speakers of English
Supervisors: Robert Woore, Heath Rose

Darta Antonio
The global university reimagined: a post-qualitative study of space and place in English higher education
Supervisors: Simon Marginson, Maia Chankseliani

Jason Bentley
Using variation tasks to investigate learners' attention to structure in the area of proving
Supervisors: Gabriel Stylianides, Jenni Ingram

Manal Bougazzoul
Young people, technology, and learning: an intersectional feminist approach to digital inequalities in education
Supervisors: Niall Winters, Rebecca Eynon

Wanlin Cai
The contribution of universities to regional innovation in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA)
Supervisors: Alis Oancea, Xin Xu, Simon Marginson

Abismrita Chakravarty
Warp and weft of craft apprenticeships: how do handloom weavers learn their craft and weave their futures?
Supervisors: Susan James Relly, James Robson

Antonin Charret
European universities: building the future of higher education in the European Union through university alliances
Supervisors: Maia Chankseliani, Alis Oancea

Sara Collins
Act like a doctor: portraits of medical students negotiating the multiplicity and spatiality of professional identity development in America
Supervisors: Judith Hillier, Danica Sims

Emmanuel Edudzie
Understanding school-to-work transitions for work-bound youth: a multi-stakeholder study of post-secondary employment pathways in Accra, Ghana
Supervisors: James Robson, David Mills

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

Amelia Farber
Constructing local ecological knowledge: how children in the Galápagos Islands learn about their environment
Supervisors: Steven Puttick, Ann Childs

Minto Felix
Possibilities of plurality: exploring the disciplinary, institutional and system level features of research culture in Indian higher education
Supervisors: Simon Marginson, Alis Oancea

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

Cate 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

Demi Hao
Bridging cognitive science and educational psychology: how belief, framing, and choice influence effort and judgments of learning
Supervisors: Lars-Erik Malmberg, Gabriel Stylianides

Yu 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

Yuanyue Hao
Assessing prosodic features of L2 speech by Chinese adult learners of English: development and validation of a scoring rubric
Supervisors: Robert Woore, Christopher Wheadon

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

Ren Jiang
English vocabulary learning in Mandarin-speaking EFL children: the effect of orthographic input
Supervisors: Victoria Murphy, Robert Woore

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 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

Kate Kupiec
Family visits to the American children's museum: designing for child creativity
Supervisors: Sandra Mathers, Sonali Nag

Sin Law
Statistical learning of semantic and graphotactic regularities: evidence from artificial orthography learning experiments
Supervisors: Kate Nation, Elizabeth Wonnacott

Shuo-Fang Liang
The effects of English connected speech processes on adult Mandarin speaking learners' L2 speech perception
Supervisors: Robert Woore, Elizabeth Wonnacott

Georgia Lin
Collectives in/of Solidarity: student activism by women of colour at the University of Oxford
Supervisors: Steven Puttick, Alis Oancea

Julie 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

Shuyan Liu
Learning to teach in Chinese public schools: an ethnographic study of teacher professional identity, practice, and interaction
Supervisors: Ian Thompson, Nicole Dingwall, Karen Skilling

Amanda Lyons
The teenagers' perspective: exploring the foster home as a therapeutic environment
Supervisors: Julie Selwyn, Velda Elliott



Pierre Lucien
Human capital investments in Massachusetts
Supervisors: Steve Strand, Ariel Lindorff

Anushay Mazhar
Pakistani pre-school children's social and emotional skills: longitudinal associations with classroom quality and academic skills
Supervisors: Iram Siraj, Katharina Ereky-Stevens

Aysel Mehdiyeva
Teachers' beliefs about the environment and teaching about the environment: the case of Black City (Baku, Azerbaijan)
Supervisors: Steven Puttick, Ann Childs

Sizwe Mkwanazi
Conceptions of entrepreneurship among students at a South African university
Supervisors: Susan James Relly, David Mills

Lexie Muse
Whispered revolutions in American education: English teachers and the mediation of equity, subversion, and personal safety in conservative communities
Supervisors: Velda Elliott, Ian Thompson

Darshini Nadarajan
Can the subaltern (teacher) speak? Re-searching in the shadows of silence
Supervisors: Heath Rose, David Mills

Cindy Ong
A dual case study of adaptive learning system (ALS) onboarding and integration within classroom interactions in Singapore
Supervisors: Velda Elliott, Jenni Ingram

Eddy Palmer
Character education in England 2011-2021: a policy analysis, experiment and survey
Supervisors: Ian Thompson, Stuart Cadwallader

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

Shailen Popat
How do primary schools enact policy? The case of assessment without levels
Supervisors: Velda Elliott, Therese Hopfenbeck

Marja Popov
Implementation of formative assessment in Estonian basic schools
Supervisors: Michelle Meadows, Jo-Anne Baird

Lucy Robinson
How does military life shape service children's identity and school experiences?
Supervisors: Katharine Burn, Liam Guilfoyle



Daniela Rojas
The role of intuition in university students' understanding of probability
Supervisors: Jenni Ingram, Gabriel Stylianides

Josie Scammell
Creating and sustaining a trauma-informed organisational culture: promoting organisational learning and change in educational settings
Supervisors: James Robson, Ian Thompson

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 randomised controlled trial
Supervisors: Heath Rose, Ariel Lindorff

Christopher Shepard
English medium instruction (EMI) in higher education in Hong Kong
Supervisors: Heath Rose

Kedi Simpson
The developmental trajectory of second language listening: errors, processes and change in the understanding of beginner learners in French
Supervisors: Robert Woore, Heath Rose

Jamie Stiff
Cognitive psychometric modelling of students' mathematics performance in the trends in international mathematics and science study
Supervisors: Jenni Ingram, Stuart Cadwallader, Michelle Meadows

Mirna Sumatic
Examining the student-teacher relationship from a multiple reporter angle
Supervisors: Steve Strand, Lars-Erik Malmberg

Rebecca Tickell
The being and the doing of teacher mentoring through the lenses of competency, self-efficacy and personal lived experience
Supervisors: Robert Klassen, Katharine Burn

Elena Tsvetkova
The impacts of academic excellence initiative on the development of doctoral education in Russia
Supervisors: Alis Oancea, Simon Marginson

Xiaona Wang
Scientific research collaboration between China and Switzerland: a mixed-methods study
Supervisors: Alis Oancea, Simon Marginson

Yibo Wang
Exploring knowledge and knowledge-hiding in Chinese private vocational education and training (VET) institutions
Supervisors: Susan james Relly, Nigel Fancourt

Szilvi Watson
Christian postgraduates in England: exploring religious identity and the university experience
Supervisors: Liam Gearon, Alis Oancea

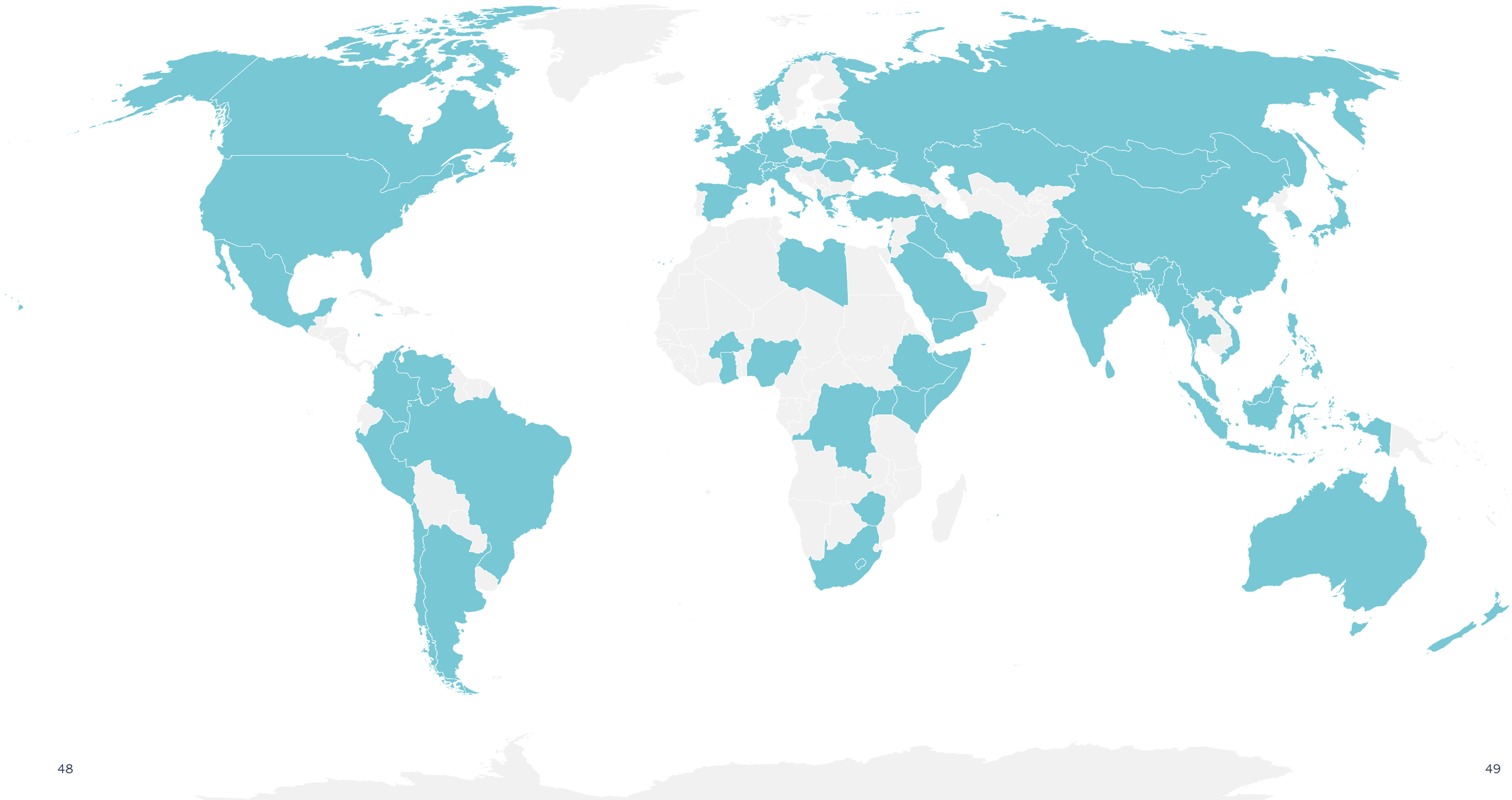
Yushan Xie
An ordinary journey: student self-formation at lower-tier higher education institutions in China
Supervisors: Simon Marginson, James Robson

Fang Xu
Socioeconomic status, parenting factors and educational achievement among 12 – 15 year olds in China: how do they relate?
Supervisors: Steve Strand, Ariel Lindorff

Kexin Yu
Pluralism under asymmetry: China's international research collaboration in economics and education
Supervisors: Simon Marginson, Alis Oancea

Students' Countries of Origin

Students' countries of origin



New Appointments

ACADEMIC

Fay Baldry
Senior Departmental Lecturer in Mathematics Education

Carol Brown
Departmental Lecturer in Educational Assessment

Catherine Hamilton
Departmental Lecturer in QRM and EAL

Steven Howard
Senior Academic Research Leader in Child Development and Education

Emily Macmillan
Departmental Lecturer in Mathematics Education

Emma Marsden
Professor of Language Education

Rob Neal
Departmental Lecturer in Modern Language (Mandarin) Education

Carlo Perrotta
Associate Professor of Digital Education

Danijela Trenkic
Professor of Applied Linguistics

RESEARCH

Bachar Alrouh
Senior Research Fellow

Corina Balaban
Research Assistant

Shelley Choong
Research Assistant

Clive Diaz
Senior Academic Research Leader in Children's Social Care

Amelia Farber
Postdoctoral Researcher

Sarah Gorin
Senior Research Fellow

Benjamin Hart
Postdoctoral Researcher

Riddhi Jain
Research Assistant

Renyu Jiang
Research Assistant

Franziska Lessky
Postdoctoral Research Fellow

Shuo-Fang Liang
Postdoctoral Research Fellow

Md Sahariar Rahman
Research Associate

Kari Sahan
The Leverhulme Trust Early Career Fellow

Clare Savory
Research Assistant

Olav Schewe
Postdoctoral Researcher

Ludovica Serratrice
Senior Academic Research Leader in Multilingualism and Inclusive Education

Jamie Stiff
Research Officer

Szilvi Watson
Postdoctoral Research Assistant

Antony Zacharias
Research Fellow

Mayli Zapata Loayza
Research Assistant

Jianing Zhou
Research Assistant



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Shaena Sinclair
Communications Assistant

Niall Summers
Research Manager

Cherry Walker
PGCE Course Administrator

Ariana Weldon
Research Administration Assistant

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Elizabeth Kimber
The Open University

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Southern Cross University

Helen Watt
University of Sydney

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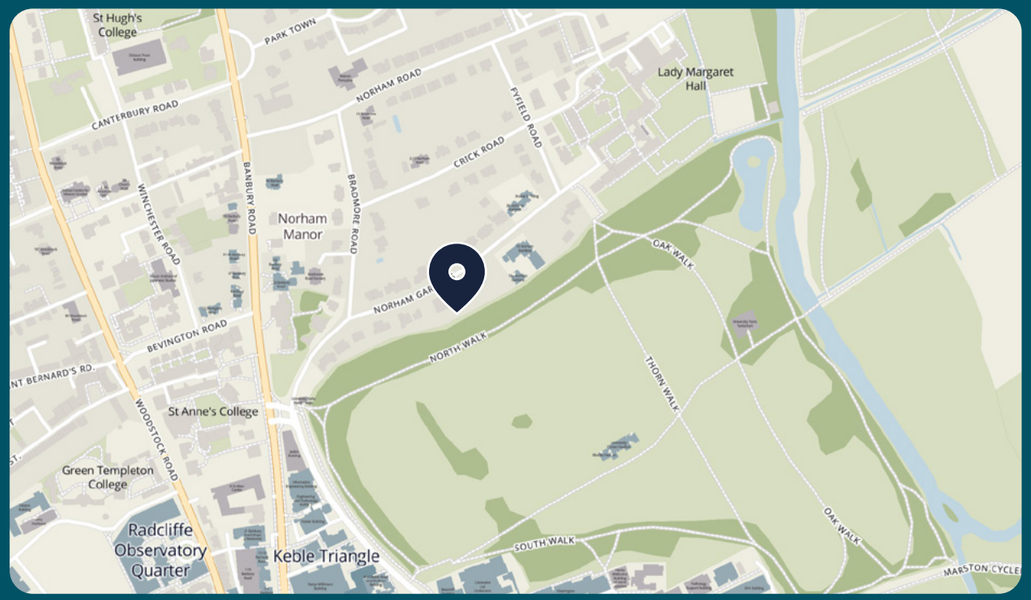
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