



# ANNUAL REPORT 2020/21



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# INTRODUCTION

## DIRECTOR'S WELCOME

### Connectedness in education during the pandemic

Self-determination theory states that humans have three fundamental psychological needs – competence, autonomy and relatedness (Deci and Ryan, 1995). Education has a role to play in each of these areas. The need for competence – mastery – is fostered by the knowledge and skills that learners gain. Emancipatory effects of education, which facilitate autonomy, include facilitating independent learning, creativity and critical evaluation. Education is a human, social act and feelings of belonging and interaction are hugely important to learners' engagement, confidence and to their ability to integrate new knowledge with the ideas and skills that they, as individuals, bring. Being at a physical distance from students during the pandemic has particularly challenged the capacity for us to connect, to engender relatedness.

Figures from UNESCO show that one third of children were out of school during the pandemic. In higher education, classes were taught remotely across the globe as students could not travel or be in enclosed spaces together. Teachers and lecturers were working remotely and learning how to engage with new technologies to offer their students educational opportunities. The digital divide became even more pernicious in this period. Exams were cancelled around the world, leaving pupils to grapple with new and often unexpected assessment regimes. Differential effects of learning loss have been palpable. School teachers have never been so highly valued, as parents across the world have had to contend with home schooling.

Our own teaching has taken place in the Department wherever possible, in keeping with Government and University guidelines. A 'hybrid' model has been used because some students have not been able to attend in person, for a range of reasons. Lectures have been recorded, class discussions, seminars and supervision have been conducted online. Colleagues from the Learning and Technologies Research Group and those who direct distance learning Masters programmes were instrumental in ensuring that the Department was able to switch rapidly to this hybrid model. Additionally, they were able to support departments across the University to do so.

Our research has also carried on apace wherever possible. Some projects have benefited from the reduction in travel requirements, the solitude and the facility to conduct research online. We have held our committees and social events online. Conference presentations have been given to audiences around the world from our homes.

Despite the resilience shown, we have been very conscious that electronic connection has different parameters and does not replace entirely the kinds of communication that arise in person. Some aspects of our new ways of working are likely to stick with us and have beneficial effects. We might anticipate less travel than we did in the past, more flexibility about online lessons, expansion of recorded lectures and online academic events. However, it is clear that there will be a need for the human connectedness, for relatedness, in education and research.

As you will see in the pages following, the Department has continued to thrive over the last year. Professor Terezinha Nunes was awarded the prestigious Freudenthal Medal for her contribution to mathematics education research. Masters student Sara Berkai won the Vice Chancellor's Social Impact Award for her work on diversifying engagement with STEM education. In collaboration with the Yidan Foundation, the Department hosted an incredibly successful Yidan Europe Conference, with over 1,000 people registering worldwide. The inaugural Yidan Doctoral Conference, held alongside the main conference, saw two of our students, McQueen Sum and Aneyn O'Grady, being awarded Yidan Doctoral Prizes. The Global Centre for Higher Education's online seminar series attracted over 5,000 audience members over 46 seminars. This is just a small selection of the achievements over the past year.

My term as Director of the Department comes to an end in January 2022. It has been a privilege to lead the Department for six years and I am proud of all that colleagues have achieved in that time. Amongst other things, we have again had our PGCE programme, run in partnership with local schools, rated as 'outstanding' by Ofsted. We have appointed hugely talented and renowned staff, doubled our research income, published many influential academic works, impacted policy and seen



our students flourish and go on to change education for the better in countries all over the world.

I am delighted to be handing over the Directorship of the Department to Professor Victoria Murphy. Professor Murphy has been Deputy Director of the Department for a number of years, is Chair of NALDIC (the subject association for English as an Additional Language) and has published many prestigious articles on her research interests, focusing on applied linguistics. The Department has also appointed Susan James-Relly as Deputy Director of the Department. Dr James-Relly is Associate Head (Education) of the Social Sciences Division and Director of the SKOPE Research Centre. Her highly published research addresses education and the labour market. Eve Rodgers, our long-standing Head of Administration and Finance had a significant influence on the growth and strategy of the Department for over a decade. Lesley-Anne Adams joined the Department in March and is leading us through the transition out of the pandemic. She brings a wealth of experience from her previous roles at Southampton University and is making a hugely positive impact upon the Department.

### Professor Jo-Anne Baird Director of the Department

Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. Kernis (Ed.), *Efficacy, agency, and self-esteem* (pp. 31-49). New York: Plenum.

# YEAR IN REVIEW

**1st**



in the UK for degrees in education, for nine years running

*Times Higher Education World University Rankings 2021*

**2nd**



in the world for degrees in education

*Times Higher Education World University Rankings 2021*

**159**



academic events convened by the Department

**705**



students all pursuing postgraduate courses in education

**23**



scholarships awarded to new students

**7**



postgraduate programmes at masters and doctoral level

**38**



ITE school placement partnerships as part of our 'Outstanding' PGCE programme

**16**



new honorary fellowships

**7**



visiting & honorary professorships

**20**



DPhil completions

**52**



journal editorships and editorial board positions

**133**



academic citizenships

## THE DEPARTMENT IN THE TIME OF COVID

### HYBRID TEACHING AND LEARNING (HyTeL)

The HyTeL project is developing an improved understanding of pedagogical practice within the hybrid space. While much is known about teaching in the physical classroom and also about teaching online, the very particular circumstances of the hybrid educational space remain under-explored. More specifically, the project will improve our understandings of:

1. How staff engage in hybrid teaching pedagogies;
2. How technology can be embedded in teaching spaces to support these pedagogies;
3. How students respond to hybrid teaching approaches;
4. The role of social learning with the hybrid context.

HyTeL addresses these knowledge gaps by bringing together conceptualisations of

teaching spaces with empirical evidence of the ways in which lecturers and students engage in technology-mediated teaching and learning. While the focus will be on postgraduate small group learning, comparisons with larger teaching formats and spaces will inform reflections on, and recommendations about, practice.

The outcomes will inform the University's wider Digital Strategy regarding the development of future hybrid teaching spaces.

Niall Winters, Hau Ming Tse, Simon Clay and Juliette Norrmén-Smith are running the evaluation of hybrid teaching and learning. The work is being undertaken in collaboration with the Centre for Teaching and Learning.

### THE YIDAN CONFERENCE

The Yidan Prize Foundation collaborated with the Department of Education, University of Oxford to host the 4th Yidan Prize Conference Series: Europe. The conference was held virtually and, in this format, became even more inclusive, with over 1,000 registered attendees from 114 countries around the world.

This conference celebrated the Yidan Laureates of 2020: Ms Lucy Lake and Ms Angeline Murimirwa from CAMFED, and Prof. Carl Wieman of Stanford University. A half-day event, the conference was opened by Dr Charles Chen Yidan, who honoured the 2020 laureates, and highlighted the work of the foundation in creating collaborative networks amongst education researchers, and recognising the most innovative practices and thinking in education. He encouraged conference attendees to think about approaching innovation differently and stated that innovation needs to be sustainable to create long-lasting, transformational experiences for young people for generations to come. A welcome address was given by Prof Louise Richardson, Vice Chancellor, University of Oxford, who highlighted the successful collaboration between the Yidan Foundation and the University, and expressed her joy at seeing Dr Chen's vision for education coming to life through the Prize. The keynote address was delivered by Dr Sobhi Tawil, Director,

Future of Innovation and Learning, UNESCO. He challenged conference attendees to really think about the term innovation; what the term means and what the underlying purposes might be in innovating. He reminded conference attendees that even if one is enthusiastic about innovation for itself, it really needs to be a vehicle for better educational and social opportunities.

Two panel discussions were moderated by Dr Susan James Relly, Associate Professor in the Department and Associate Head (Education), Social Sciences Division, University of Oxford, who was the compere for the event. The two panels included

### IN THE MEDIA

Below are just some of our academic staff's appearances in the media during 2020/21:

#### Examinations policy in England Schoolsweek, 12 September 2020

Article from Jo-Anne Baird

#### All my safety nets went overnight: how Covid-19 is isolating student care-leavers The Guardian, 20 July 2020

Comment from Neil Harrison

#### Researchers in post-Soviet states seeking out international funds The World University Rankings, 17 November 2020

Comment from Maia Chankseliani

#### The Impact of the COVID-19 Pandemic on Global Research University World News, 24 October 2020

Article from Xin Xu

#### IB students 'appear to hold an advantage' in critical thinking, finds study Independent Education Today, 29 November 2020

Comment from Therese Hopfenbeck

leading figures in education research and development, including members of the Yidan Prize's Council of Luminaries.

The conference was closed with a summary by Professor Jo-Anne Baird, Director, Department of Education, University of Oxford. She re-iterated the importance of the theme of the conference, acknowledging Dr CHEN Yidan's vision for education as necessary and timely.



## CENTRE FOR GLOBAL HIGHER EDUCATION GLOBAL WEBINARS

By April 2020 it was clear the Centre for Global Higher Education's weekly face-to-face research seminars would be shut down for some time, and it was decided to take discussion online. The Centre invested in a Zoom license, offered planned speakers the new format, and scheduled three special

global webinars on higher education in the COVID-19 pandemic. The first one-hour webinar drew 84 participants. Three special webinars on higher education in the pandemic drew participant audiences of 203, 300 and 211 people respectively. Webinars have featured scholars from every

world region on a wide range of higher education research topics. They typically draw 50–100 people or more, feature lively Q&A sessions facilitated by the open Zoom 'meetings' settings, and have excellent YouTube take up after each event.

# CGHE webinars: COVID-19 and Higher Education



Zoom panel discussions on the impact of the pandemic on global higher education

Free to join, all welcome

CENTRE FOR GLOBAL HIGHER EDUCATION

### **HE in the Plague Year: The transformative effects of the COVID-19 pandemic**

Thursday, 21 May 2020, 14:00-15:00 (GMT)

Nick Hillman, HEPI; Ka Ho Mok, Lingnan University; Susan Robertson, University of Cambridge; CHAIR: Simon Marginson, CGHE Director & University of Oxford

### **Does COVID-19 Mean the End of International Education as We Know It?**

Thursday, 28 May 2020, 14:00-15:00 (GMT)

Brendan Cantwell, Michigan State University; Vivienne Stern, UUKi; Ly Tran, Deakin University; CHAIR: Simon Marginson, CGHE Director & University of Oxford

### **Global research in the COVID-19 pandemic**

Thursday, 18 June 2020, 14:00-15:00 (GMT)

Giovanni Colavizza, University of Amsterdam; Gemma Derrick, Lancaster University; Xin Xu, University of Oxford; CHAIR: Alis Oancea, University of Oxford

**Head to [www.researchcghe.org/events](http://www.researchcghe.org/events) to register**

*These three special global webinars mounted by the Department's ESRC-funded Centre for Global Higher Education early in the pandemic drew live participant audiences of 203, 300 and 211 people from around the world*

# RESEARCH & IMPACT

## INTRODUCTION

The second year of the pandemic has continued to present many challenges for our research activities. Due to limited access to schools and other educational contexts when lockdowns were in place, some projects, including doctoral research projects, have had to generate creative solutions to be able to continue with field work. Examples have emerged in our projects where, for instance, online tools were designed and administered to compensate for research interventions in physical settings thereby, concurrently, supporting schools with innovative pedagogical resources. Remarkably, during this time the Department has submitted its highest number of grant applications ever, at a total of 109 applications to a diverse set of funders. Our portfolio of research funding is £9.7 million, the highest total yet. Given the pressures that the pandemic has brought to academic and professional staff, this is quite an achievement, and it has been possible thanks to the hard work of all staff and collaborative ethos of the department.

A significant activity in our Department in 2021 has been our preparation for, and submission to, the *Research Excellence Framework*. This has helped consolidate our research efforts in terms of publications, the impact of our research, and the quality of the research environment.

Publications have flourished focusing, not only on the impact of the COVID-19 pandemic across the education sector, but also on the growing concern about decolonising the curriculum, making high stakes assessments fairer, and deploying education for social justice and equity.

Our research has been disseminated through media appearances nationally and

internationally, and it has been recognised in key policy documents, such as Ofsted Research Review reports. As we adapted to working from home initially, with a subsequent shift to a hybrid model of operation, we have learned to adjust our research environment in different ways, using novel technological tools to create spaces for networking and cooperation. Our staff have shown striking resourcefulness in adapting to changing circumstances.

Research events, including those coordinated by centres, thematic groups and hubs, have continued to foster interactions and support the development of new projects within the Department and beyond. The Department continues to attract educational researchers of the highest calibre who value the thoughtful and purposeful research mentorship across the career stages. Existing research collaborations have been complemented with new ones, including those with visitors who are being welcomed to the physical environment as we begin to emerge from the pandemic.

**Professor Sibel Erduran**  
**Director of Research**



# MAJOR PROJECTS

The following gives an update on the progress of some of the major research projects we have undertaken during 2020-21.



A selection of panellists with the co-chairs and discussants of the TalkTogether Virtual Round Table on Child Directed Print Corpora: Understanding the Resource, July, 2021.

Row 1 (Left to right): panellists Maryellen MacDonald, Language and Cognitive Neuroscience Lab, University of Wisconsin-Madison, USA; Kate Nation, Department of Experimental Psychology, University of Oxford, UK; Jocelyn Marzan, Department of Speech Pathology, University of the Philippines, Philippines.

Row 2: co-chairs Jelena Mirkovic, School of Education, Language, and Psychology, York St. John University, UK; Sonali Nag, PI, Department of Education, University of Oxford, UK; Dina Ocampo, Co-I, College of Education, University of the Philippines, Philippines.

Row 3: discussants Shelley Stagg Peterson, Department of Curriculum, Teaching and Learning, University of Toronto-Ontario, Canada; Rauno Parrila, Department of Educational Studies, Macquarie University, Australia; Elena Lieven, Division of Human Communication, Development and Hearing, University of Manchester, UK.

## TALKTOGETHER: SUPPORTING ORAL LANGUAGE DEVELOPMENT

### Funding organisations

UKRI Global Challenges Research Fund

### Principal Investigator

Sonali Nag

### Co-Investigators

Alis Oancea and Joshua McGrane, Department of Education; Margaret Snowling, Department of Experimental Psychology, University of Oxford; Gideon Arulmani, The Promise Foundation India; Dina Ocampo and Portia Padilla, College of Education, University of the Philippines Diliman; Julie Weygan-Aparato, Interactive Children's Literacy Programme, Philippines; Cynthia Puranik, College of Education and Human Development, Georgia State University, USA

### Research Affiliates

Shivani Tiwari and Sunila John

### Consultant

Yonas Mesfun Asfaha, Asmara College of Education, Eritrea

### Research Officers

Katrina Dulay, University of Oxford; Pamela Gonzales, University of the Philippines; Sanjana Nagendra, The Promise Foundation

TalkTogether is a collaborative research project to understand the language development of 3 to 6-year-olds living in resource-poor multilingual settings in India and the Philippines. The project aims to understand children's language environments and develop an enriched language intervention to support children at school entry.

Books can provide a distinct language learning environment for young children. To examine this idea further, TalkTogether teams analysed the properties of children's books in two linguistically distinct Asian languages - Filipino and Kannada.

Partners and funders of TalkTogether:



A preliminary description of the collection – the TalkTogether child-directed print corpus – was presented in a Virtual Round Table in July 2021 with leading academics discussing and evaluating these resources. Discussions ranged from the variety of language in books, to when children first understand this rich language, and the dimensions that differentiate ‘younger books’ from ‘older books’. Of particular interest is how children are socialised into reading, how parent- and teacher-talk about books change the language learning experience, and what enabling processes may be incorporated into a scalable pre-school programme.

A public release of the TalkTogether corpus, along with useful tools for book levelling and linguistic analysis is being finalised. In parallel, our partners at the Education Research Program (ERP), University of the Philippines, have begun

to incorporate insights from the TalkTogether corpus into their indigenously developed framework for literacy assessment. Similar work has begun in India.

Another strand of the project is a collaboration with teachers and cultural actors to develop an enriched oral language programme. The India partner, The Promise Foundation, worked on a folktales corpus, and the first iteration of a folk-inspired intervention with ‘ambitious words’ from the TalkTogether corpus has shown encouraging results. An experimental study is under development to examine how interventions offering different types of language experiences shape children’s language outcomes, and readiness for primary education.

## TEACHING EFFECTIVE EARLY MATHEMATICS AND UNDERSTANDING IN PRIMARY (TEEMUP) SCHOOLS STUDY

### Funding organisation

The Education Endowment Foundation (EEF)

### Principal Investigator

Prof Iram Siraj, Jesus College

### Co-Investigator

Dr Denise Kingston and Prof Edward Melhuish

### Admin Manager

Judy Barrett

Mathematics skills are crucial for health, wealth and quality of life. Young children’s mathematics achievements are known to be predictive of long-term educational attainment. However, many children fail to acquire the mathematical skills necessary for success in education and adult life, particularly those from disadvantaged backgrounds.

The potential of professional development (PD) programmes is well documented as the most cost-effective way to maximise workforce capacities. The TEEMUP PD is not only confined to mathematical knowledge, skills and attitudes teachers require to support children’s learning; problem solving, thinking, reasoning and argumentation is also important, building on conceptual understanding in mathematics. TEEMUP also adds aspects such as self-regulation, understanding disadvantage, support for cognitively challenging interactions and intentional and relational pedagogy to support teacher effectiveness for those teaching 4 to 6-year-olds.

TEEMUP is a four-year study with a 16-month intervention, centred on evidence-based PD designed to support the mathematical outcomes of children in YR and Y1 in primary schools. The project involves three components: face-to-face workshops; an online ‘knowledgebase’ (with additional resources, materials and discussion forums); and coaching and mentoring offered to teachers from 50 intervention schools.

The TEEMUP PD is being independently evaluated by a RCT via York Trials Unit (YTU) at the University of York. The project is working with 100 state-funded primary schools to see whether the Oxford TEEMUP PD improves children's mathematical and self-regulation outcomes in YR and Y1. Teachers from fifty schools are involved in the PD intervention while the rest continue 'business as usual'.

Our high quality, evidence-based TEEMUP PD draws on current knowledge about effective mathematics teaching and is designed to suit the participants and curricula requirements. It is informed by the delivery team's previous projects featuring continuing PD, which have been shown to uplift classroom practice and enhance children's outcomes.



Back row from left: Prof Ted Melhuish and Professor Iram Siraj. Front row from left: Dr Denise Kingston and Judy Barrett.

## LOCAL AND GLOBAL PUBLIC GOOD OF HIGHER EDUCATION: 12 NATION STUDY

### Funding organisation

Economic and Social Research Council (ESRC)

### Principal Investigator

Prof Simon Marginson, University of Oxford

### Co-Investigators

Dr Vincent Carpentier, UCL; Prof Futao Huang, Hiroshima University; Prof Niancai Liu, Shanghai Jiao Tong University

### Postdoc and project administrator

Dr Lili Yang, University of Oxford

### Centre for Global Higher Education project on the public good role of higher education in twelve countries.

Higher education educates four young people in every ten all over the world. In addition to occupational training, universities and colleges generate a large range of social, economic, political and cultural benefits - for example research, enhanced technologies, dissemination of scientific knowledge, contributions to government, skills of democratic

participation, and activities in the arts. However, while we understand private benefits such as enhanced graduate salaries, we have a poor understanding of the wider social and public benefits. Arguably, these are underestimated in government and funding regimes in UK.

The objective of the Department's ESRC-supported Centre for Global Higher Education project on the public good role of higher education (2016-2023) is to improve our understanding of the contribution that higher education makes to the common well-being. The ultimate objective is to improve that contribution, UK and worldwide. No single country has all the answers to the difficult problem of identifying, measuring and managing public goods, and the research is proceeding on a cross-country basis. Data has been gathered through interviews in universities and government in UK, Australia, France, Finland, Poland, Russia, Canada, Chile, Japan, China, South Korea, with a final study planned for the United States.

In 2021 the journal *Globalisation, Societies and Education* published a paper by Principal Investigator Professor Simon Marginson and project postdoc Dr Lili Yang comparing Anglo-American and Chinese approaches to higher education and public good, plus six commentaries on the paper by scholars from across

the world. Marginson and Yang find that while UK/US and China have different political cultures, they have compatible understandings of the public outcomes of higher education - providing that the public and private outcomes of higher education are seen as positively related to each other, rather than being treated as mutually exclusive, as in the economic concept of public/private goods used to justify high levels of tuition charges.



# NEW PROJECT AWARDS

The following are just some of the projects awarded funding during 2020–21, listed alphabetically with the project name, funding organisation(s), and Principal Investigator from within the Department.

## **A case study exploring the experiences of Black students in Canadian Higher Education**

UK Research and Innovation; Associate Professor Victoria Elliot

## **Care-experienced academics working in higher education**

British Academy; Dr Neil Harrison

## **Centre for Global Higher Education 2020–2023**

Economic and Social Research Council; Professor Simon Marginson

## **Centre of Excellence for Modern Foreign Languages Pedagogy**

Department for Education/University of York; Dr Robert Woore

## **Cultural Artefacts and belonging: A comparative case study of displaced and refugee young people and families in Ukraine**

Arts & Humanities Research Council; Ian Thompson

## **EAL Research – Priority Setting Partnership**

British Association of Applied Linguistics; Professor Victoria Murphy

## **Education, Purpose and Human Flourishing in times of uncertainty**

Templeton World Charity Foundation; Professor David Johnson

## **Educational Research Findings – Understanding the Landscape**

British Academy; Professor Alis Oancea

## **Ethical research in international and comparative education during COVID-19**

British Association for International and Comparative Education; Professor Alis Oancea

## **Evaluating the Sutton Trust intervention Early Language and Communication in the Early Years**

Sutton Trust; Dr Ariel Lindorff

## **Evaluation of the Effectiveness of The Working Memory + Arithmetic Intervention**

Education Endowment Foundation; Gabriel Stylianides

## **Evaluation Organisations to support the evaluation of the Children’s Social Care Innovation Programme / Partners in Practice**

Department for Education; Dr Lisa Holmes

## **Future-oriented science education to enhance responsibility and engagement in the society of acceleration and uncertainty (FEDORA)**

European Commission; Professor Sibel Erduran

## **Global Mapping of English Medium Instruction in Higher Education: 2020 and beyond**

British Council UK; Heath Rose

## **Green New Deal, construction and skills: building back better**

Edge Foundation; Dr Susan James Relly

## **Higher education pathways for former children in need**

What Works for Children’s Social Care; Dr Neil Harrison

## **Identifying promising practice to promote creativity and curiosity**

Jacobs Foundation; Professor Therese Hopfenbeck

## **Informing Debate about ethnic and socio-economic inequalities in educational achievement at age 16**

Cabinet Office; Steven Strand

## **Language learning by expectation: a discriminative perspective (transfer-in from UCL Sept 2020)**

Leverhulme Trust; Elizabeth Wonnacott

## **Learning in Families Through Technology (LiFT)**

Soremartec S.A; Professor Victoria Murphy

## **NELI-R outline training development grant**

Education Endowment Foundation (EEF); Professor Charles Hulme

## **NELI follow-up award**

Education Endowment Foundation (EEF); Professor Charles Hulme

## **Predictors of International Success in the International Baccalaureate Diploma Programme**

International Baccalaureate; Dr Joshua McGrane

## **Quality of instruction and student outcomes in English-medium programs in Turkey**

(Yeditepe University Lead) British Council UK; Dr Heath Rose

## **Selling the story: the role of narrative in business**

Arts & Humanities Research Council; Dr James Robson

## **The Effect of the IB Middle Years Programme on Critical Thinking Development: An International Multisite Evaluation**

International Baccalaureate; Professor Therese Hopfenbeck

## **Transnational Academic Mobility to Global South: An Exploratory Study of International Faculty in China**

Society for Research into Higher Education; Xin Xu

## **Understanding How Science Works in Early Years**

United Arab Emirates University; Professor Sibel Erduran

# IMPACT & ENGAGEMENT

The following are some examples of the ways in which members of the Department have engaged in, and had an impact on, social, political and economic arenas on a local, national and global scale.

## GOOD PEOPLE IN A FLAWED SYSTEM: THE CHALLENGES OF MAINSTREAMING EXCELLENCE IN TECHNICAL EDUCATION

The further education (FE) system has been the focus of much government interest and turmoil over at least the last four decades. Moreover, the impact of marketisation on the FE sector means teaching has become untenable, with reduced funding, judged by a set of more and more quantifiable tasks. The quality of provision has long been criticised, yet there is some excellent quality provision, and so understanding better how standards can be raised is imperative in attracting young people onto the vocational route.

One way is through understanding how the Training Managers (TMs) involved in WorldSkills Competitions, who are also FE college tutors, transfer their experience of international standards into a national system. The first Skills Olympics were held between Portugal and Spain in 1950. The UK joined in 1953, becoming known as the WorldSkills Competition (WSC). This global movement biennially brings together around 1,600 contestants, mostly apprentices aged 16–22 from over 78 countries, who compete publicly demonstrating excellence in 56 skills in six skills sectors: Construction and Building Technology; Creative Arts and Fashion; Information and Communication Technology; Manufacturing and Engineering Technology; Social and Personal Services; and Transportation and Logistics.

This Good People project sought to understand the way the TM's knowledge and skill are being understood; it was previously unknown how the TMs utilised their experience in the wider FE sector. This research used a distinctive premise:

understanding the pinnacle of vocational excellence – competing on the world stage of skill performance – as its starting point rather than the deficit model of which so much research into the FE sector, vocational education and training, and apprenticeships is known for.

The report and its recommendations have been used in conversation between WSUK and the Skills Minister and policymakers, and with awarding bodies. As a direct result from recommendations made NCFE (the UK's 3rd largest awarding body) are partnering with WSUK and investing £1.5million in a Centre for Excellence, which aims to mainstream world-class level skills by developing a cadre of world-class technical educators. The three-year pilot has three strands: train the trainer modules; real time harnessing of international industry best practice through preparation for WorldSkills Shanghai 2021; and influencing setters of training standards. In addition, NCFE are paying for five TMs to work with NCFE to develop a framework and curriculum to ensure world-class standards are being incorporated into some of their qualifications.

This research had significant policy impact. The launch event for the report held at the Royal Academy of Engineering, Westminster, was attended by a number of policymakers and CEOs of Awarding Bodies. The Centre of Excellence and the TMs involvement in the Awarding Body curriculum development will impact on more than 160 educational institutions and nearly 1,000 educators, reaching more than 40,000 young people. In addition, government have agreed to an increased grant to WSUK of 5%, based in part on the report and using international benchmarking and best practice as a method for driving change. The research was the platform for developing a conference that now runs alongside the WorldSkills competitions. Importantly, this research has built a lasting partnership with WSUK and the investment made in the Centre for Excellence with the focus

on mainstreaming excellence into the FE system.



## CHANGING POLICY AND PRACTICE ON THE EDUCATION OF CHILDREN LOOKED AFTER (CLA)

Children Looked After (CLA) are among the lowest performing groups in terms of educational outcomes, resulting in poorer employment prospects than the general population. Published in 2015 by Rees researchers, with colleagues at Bristol University, the "Educational Progress of Looked After Children in England: Linking Care and Educational Data" report explored the relationship between educational outcomes, young people's care histories, and individual characteristics for secondary-aged pupils by linking the National Pupil Database and the Children Looked After (CLA) Database, comparing these with those relating to Children in Need (CIN) and to children not in need or care. The report, the first to link these education and care factors statistically, was disseminated to policy makers, Local Authorities, children's services managers and practitioners. The team, led by



## The Educational Progress of Looked After Children in England: Linking Care and Educational Data

Judy Sebba<sup>1</sup>, David Berridge<sup>2</sup>, Nikki Luke<sup>1</sup>, John Fletcher<sup>1</sup>, Karen Bell<sup>1</sup>, Steve Strand<sup>1</sup>, Sally Thomas<sup>2</sup>, Ian Sinclair<sup>1</sup>, Aoife O'Higgins<sup>1</sup>.

<sup>1</sup> University of Oxford  
<sup>2</sup> University of Bristol

**REES CENTRE**  
Research in Fostering and Education  
University of Oxford Department of Education



Professor Judy Sebba, also gave briefings to Department for Education senior officials and delivered workshops to over 1,500 Ofsted inspectors and 100 Virtual School Heads (VSHs).

The resultant impact included changes in the Department for Education's annual statistical release, policy changes to ensure the number of school and placement moves endured by CLAs were minimised and a commitment by Ofsted to monitor more closely the educational progress of CIN and CLAs. The report was instrumental in the government's decision to launch the 2019 Children in Need review, in collaboration with Rees researchers. A second report, 'Children in Need and Children in Care: Educational Attainment and Progress' was published in April 2020. Consequently, earlier this year

the government pledged £16m to extend the role of VHSs, providing targeted support earlier on in the lives of CINs and helping improve how they engage with education. A further £3m will fund a new pilot, whereby VSHs will support CLAs in post 16 education.

## NATIONAL EXAMINATIONS POLICY

Examinations around the world have been cancelled, delayed or replaced over the pandemic. Jo-Anne Baird has been working with Ofqual (England) and the Scottish Qualifications Authority on their plans for teacher assessment during this period. Public engagement is crucial to the success of national examinations policy, as we saw from the rejection of the algorithm in Scotland, England, Wales and Northern Ireland in the summer of 2020.

Jo-Anne has appeared on the *BBC News* channel, explaining how the algorithm resulted from Ministerial direction to Ofqual, co-authored two articles in the *Times Education Supplement* on exams policy in Scotland, appeared on Radio 4's *The World at One* programme to discuss the proposals for assessments in England and separately to call for a better appeals system for students, wrote a 'My Week' piece in the *Evening Standard* discussing policy-making and the effect of the Scottish results on her family.

The National Education Union has set up an Independent Commission into the future of examinations in England and Jo-Anne has been appointed as a commissioner.

# TEACHING & LEARNING

## INTRODUCTION

We began the year with a higher than usual number of MSc and DPhil students, many of whom were unable to take up residence in Oxford or attend face-to-face teaching. While the national lockdown in March 2020 had led to a move to online learning for all students, Michaelmas term 2021 began with the need to adapt to a different form of teaching and learning, namely a combination of online and face-to-face provision for students who were able to attend personally, but with the development of 'hybrid' teaching so that students who had been unable to travel to Oxford could join their classes remotely.

Once again, we were able to draw on the expertise of colleagues with both extensive research knowledge and practical experience of digital education to ensure that our teaching took into account both technical considerations and student learning needs. Student supervision took place mostly online until restrictions eased in Trinity term 2021, when some students were again able to take part in face-to-face supervisions. Whilst the overall student experience was inevitably very different to that of previous years, the Department was nevertheless able to deliver all seven of its academic courses with a full range of teaching and learning experiences.

We were, however, also aware of the need to support individual students and groups of students who were, in some cases, finding it difficult to cope with the demands that COVID-19 restrictions were placing on their day-to-day lives, particularly in relation to feelings of social isolation. For our Postgraduate Certificate in Education (PGCE) students (interns), all teaching within the Department was in face-to-face classes, although limits on group size as a result of social-distancing requirements meant that they were never taught together, either as a whole cohort, or even together within one subject area. It is an indication of the strength of our initial teacher education partnership

that all interns had a school place for the whole of the academic year, and our partner schools went out of their way to accommodate their needs in what was an incredibly challenging year for all schools.

During the national lockdown from January to March, schools enabled the interns to move to online teaching, and then supported them in re-connecting with their classes following the return to school. More generally, fieldwork continued to pose a challenge for many of our postgraduate taught and postgraduate research students, particularly because of the ongoing restrictions on foreign travel. However students, with the support of their supervisors, were again able to negotiate alternative approaches to their research. In spite of the constraints, teaching and learning in the Department continued to flourish and the necessity to adapt teaching methods led to the development of alternative and innovative approaches to pedagogy.

2020-21 also saw the establishment of the Inclusion Committee which has a role in developing a strategic response to all issues related to equality, diversity and inclusion across the Department. A Curriculum Review Working Group, which was set up to support the work of the Inclusion Committee, began its work in Michaelmas term 2020 and has since been engaged in an ongoing review of our curricula, with particular attention to gender and decolonisation. The group has also been considered issues of equality, diversity and inclusion in light of the COVID-19 pandemic, particularly with regard to the accessibility of the technology required for online learning. Much of this work has been student-led and has included case studies of a student-driven review of the curriculum (within the Higher Education and Digital and Social Change Pathways of the MSc Education programme) and the development of a toolkit, designed to help raise critical questions about how to shape the curriculum. The work of the

group was showcased in June 2021 at a teaching and learning away day for staff.

During 2020-21 final preparations for the exciting new MSc in Medical Education were also put into place. The programme begins in Michaelmas 2021 and has been developed through close collaboration between the Department of Education and the Oxford Medical School. This will be a part-time programme aimed at those in all branches of medicine who have an involvement in medical education.

**Trevor Mutton**  
Director of Graduate Studies



## THE STUDENT EXPERIENCE

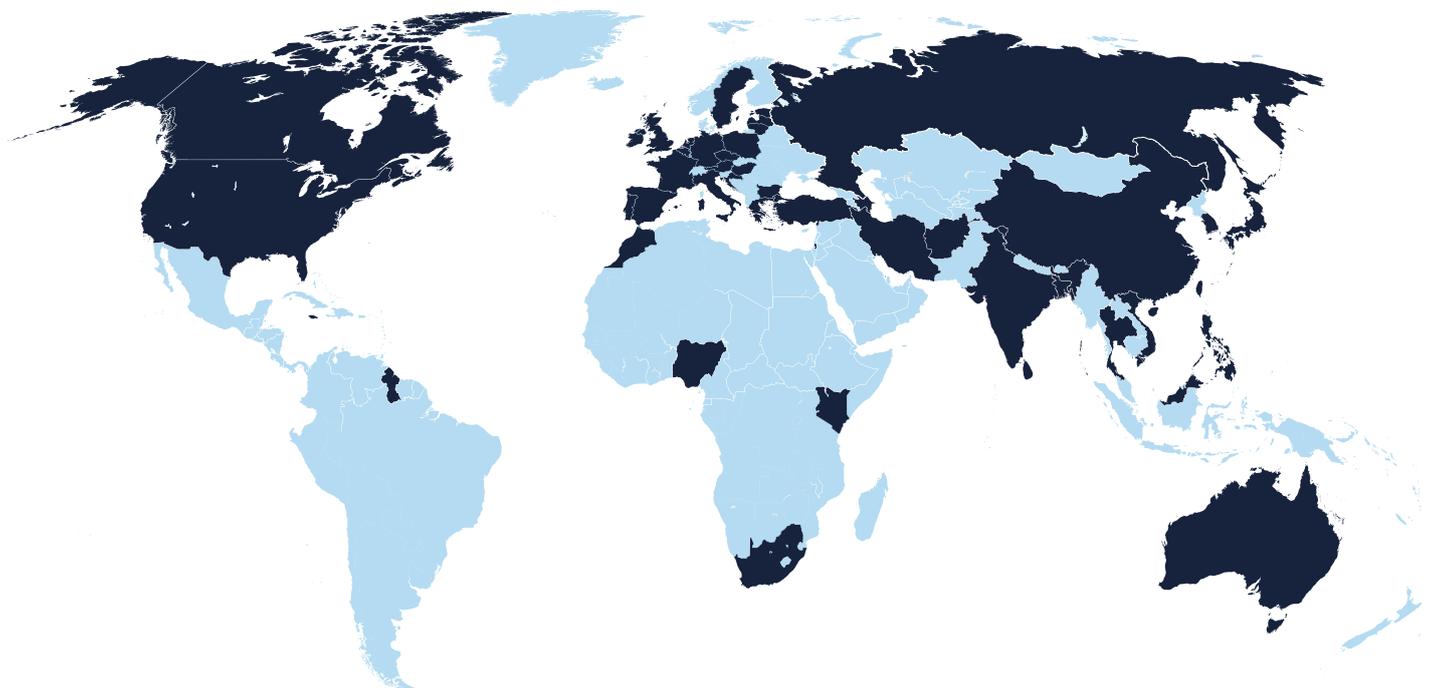
*"My name is Claire Aspinall and I am a Development Manager at the Institute of Physics specialising in the design of education and skills programmes. I am also a school governor for a local primary school. I have just completed the second year of the MSc in Teacher Education course at Oxford. I choose to undertake this course as I wanted to learn more about the role of a teacher educator in pre-service and in-service settings so that I could apply it to my work at the Institute of Physics.*

*The COVID-19 pandemic introduced numerous challenges as I was unable to visit schools to capture observational data and teachers were exceptionally stretched with many demands placed upon their time. However, by building strong relationships with the teachers that I was working with from the outset and using a blended approach of synchronous and asynchronous sessions, all the teachers remained engaged throughout my research. I would really recommend the course, as in addition to receiving excellent support and guidance from my supervisor and the course director, I have really enjoyed having my own preconceptions and beliefs challenged by the staff and fellow students. Even though I completed the course during a global pandemic, it still exceeded my expectations."* **Clare Aspinall, MSc in Teacher Education**



## COUNTRIES OF ORIGIN OF NEW STUDENTS

■ New students



## PROGRAMME SPOTLIGHT

### APPOINTMENT OF MICHELLE MEADOWS – DIRECTOR OF MSC EDUCATIONAL ASSESSMENT

Dr Michelle Meadows has joined us as Associate Professor in Educational Assessment. Michelle has twenty years of experience researching system wide aspects of educational assessment. She joins from the qualification regulator - Ofqual - where she was Deputy Chief Regulator and Executive Director of Strategy, Risk and Research. Her research evaluates the validity of qualifications, including the maintenance of standards

over time, moderation, marking, malpractice and assessment design, but also the washback of assessment policy on teaching and learning. Her work has directly informed national educational assessment policy. She will be taking over as Director of the MSc in Educational Assessment.



### NEW MSC IN MEDICAL EDUCATION STARTING 2021/22

A new part-time MSc in Medical Education will be offered jointly by the Department of Education in the Social Sciences Division and the Medical School in the Medical Sciences Division. This MSc has been approved and students have been awarded places for the 2021/22

academic year.

The MSc is a professional development course for medical education professionals, spanning all medical specialties. It focuses on the history, contemporary issues and development

of the field, as well as research methods and design and evaluation of research in medical education.

## NEW DOCTORATES

Name	Doctorate Title	Supervisors
Rossana Barros Baertl	Factors Contributing to Children's Understanding of Fractions: Quantitative Reasoning and Arithmetic	Terezinha Nunes, Lars-Erik Malmberg
Tessa Blair	Experience teaches? How can the Orientations to Learning from Experience framework (Hagger et al.2008) be used by mentors and teachers to explore learning to teach on employment-based routes?	Katharine Burn, Ian Menter
Natsuno Funada	An attitudinal study of English language learners towards English as a global language in a Japanese context	Heath Rose, Jessica Briggs Baffoe-Djan
Martin Galevski	Exploring the interplay between structure and agency in the context of higher education in Macedonia: A qualitative study on the experiences of early career academics	Lynn McAlpine, David Mills
Kristine Gorgen	Welcoming and Othering - Civic immigrant education in Germany and the United Kingdom	Liam Gearon, Therese Hopfenbeck

Name	Doctorate Title	Supervisors
Katy Granville-Chapman	How could school leaders improve the flourishing of teaching staff?	Nigel Fancourt, Ian Thompson
Tracey Harjatanaya	Accommodating a vision of diversity in different school contexts: "Unity-in-Diversity" in Indonesia	David Johnson, Nigel Fancourt
Kelsey Inouye	Becoming a Scholar: Feedback, Writing, and the Doctoral Research Proposal	Victoria Elliott, Lynn McAlpine
Naseemah Mohamed	The Educational Front: The Instrumentalisation of Education in the Zimbabwean Liberation Struggle	David Johnson
Anuchaya Montakantiwong	EFL Teachers' Cognition of English as a Global Language: Ideologies, Identities, and Practices	Heath Rose
Gary Morris	Learning Through University-Business Collaboration: Case Studies from the University of Oxford	Ewart Keep, Susan James Relly
Timothy Ng'ang'a	A smartphone-based adaptive learning approach to gamified clinical training in low-income countries	Niall Winters, Christopher Paton
James O'donovan	Addressing the "weakest link" in Community Health Worker Programmes: A Community-Based Participatory Research Approach towards the design, implementation and evaluation of a mobile-facilitated blended supervision programme in Uganda.	Niall Winters, Christopher Paton
Yusuf Oldaç	Self-formation and societal contribution: The case of Turkish international higher education graduates	Nigel Fancourt, Maia Chankseliani
Wonyong Park	Foregrounding the Background: Investigating Science Teachers' Practices in Assessing Students' Understandings of Nature of Science	Sibel Erduran, Judith Hillier
Ashmita Randhawa	STEM and the Studio: Understanding the role of Studio Schools in English Education	Ewart Keep, Susan James Relly
Paul Riser	Using Positioning Theory to Understand Marginalised Students' Identities Work and Their Learning Experiences in English Language Arts Classrooms	Jennifer Ingram, Victoria Elliott, Jason Todd
Natasha Robinson	History Education for Transitional Justice: How students understand and construct historical legacies in the post-apartheid South African history classroom	David Mills, Jason Todd
Lynn Schneider	Counter-Terrorism on Campus: An investigation of English universities' engagement with the Prevent duty	David Johnson, Liam Gearon
Lili Yang	Similarities and differences between notions of 'public' in Sinic and liberal Anglo-American traditions, and the implications for higher education	Simon Marginson, Alis Oancea

## AWARDS

### VICE-CHANCELLOR'S SOCIAL IMPACT AWARDS WINNER



Sara Berkai is a postgraduate student at Kellogg College, studying on our MSc in Child Development and Education. She is the founder of Ambessa Play, an edtech startup building STEM toy kits and running coding workshops with the aim to diversify and demystify STEM. Sara was previously awarded Innovate UK's 'Young Innovator' grant, the UN's

International Telecommunication Union 'Young ICT Leader' award and the AnitaB.org's 'Pass It On Award'. Ambessa Play has also recently been awarded funding from Santander to recruit three Oxford interns to join the team.

Sara undertook her BSc at University College London with an undergraduate dissertation on the digital divide. Her MSc dissertation, which she is currently working on, is focused on computing self-efficacy amongst 9 to 11-year-old children in UK state schools.

### SIBEL ERDURAN ANNOUNCED AS AERA FELLOW 2021

The American Educational Research Association (AERA) has announced the selection of 19 exemplary scholars as 2021 AERA Fellows, including Professor Sibel Erduran. AERA Fellows are selected on the basis of their distinguished and sustained research achievements. The 2021 Fellows were nominated by their peers, selected by the Fellows Committee, and approved by the AERA Council, the association's elected governing body. They will be inducted in September during a virtual ceremony. They join 676 current AERA Fellows.

The American Educational Research Association (AERA) is the largest national interdisciplinary research association devoted to the scientific study of education and learning. Founded in 1916, AERA advances knowledge about education, encourages scholarly inquiry related to education, and promotes the use of research to improve education and serve the public good.



## SCHOLARSHIPS

The following students were awarded scholarships for the academic year 2020/21:

#### Brasenose Graduate Opportunities Scholarship

**Esther Anfo-Whyte**  
PGCE

**Clarendon Scholarship**  
**Laurence Houldsworth**  
DPhil Education

**Rowland Imperial**  
DPhil Education

**McQueen Sum**  
DPhil Education

**Xiona Wang**  
DPhil Education

**Departmental Scholarship**  
**Lisa Cherry**  
DPhil Education

**Szilvia Watson**  
DPhil Education

**Diverse Care (Hazel Project) Scholarship**

**Amanda Lyons**  
DPhil Education

**ESRC DTP Scholarship**  
**Lucy Robinson**  
DPhil Education

**ESRC Villiers Park Scholarship**

**Josie Scammel**  
DPhil Education

**ESRC Walking Women Scholarship**

**Freya Marshall Payne**  
DPhil Education

**Judge Scholarship**  
**Ash Abbott**  
DPhil Education

**Abismirta Chakravarty**  
DPhil Education

**Minto Felix**  
DPhil Education

**Mirna Sumatic**  
DPhil Education

**Oscar Urmeneta**  
DPhil Education

**Szilvia Watson**  
DPhil Education

**Oxford-Taiwan Scholarship**  
**Chia-Yin Lin**  
DPhil Education

**Routledge Scholarship**  
**Jiayi Li**  
MSc Education  
(Comparative and International Education)

**Rhodes Scholarship**  
**Constance Bourguignon**  
MSc Education  
(Comparative and International Education)

**Emma Dreyer**  
MSc Education (Child Development and Education)

**Brian Micheni**  
MSc Education  
(Comparative and International Education)

**Annette Riziki**  
DPhil Education

# ALUMNI SPOTLIGHT

**P** I completed my English teaching PGCE at Norham Gardens in 1999. At that time, I remember one of our wonderful subject tutors, Chris Davies or Peter Benton, telling me and my fellow interns that we would become the school leaders of tomorrow. Oh, how we chuckled! At that stage, our ambitions were strictly limited to making it through the next Year 9 lesson unscathed at our practice schools. And yet, twenty-two years later, here I am as Headteacher of Wheatley Park School, a state-funded secondary academy five miles east of Oxford, hosting and recruiting the Department's trainees each year. The journey here has been a rich and fulfilling one.

After completing the PGCE, I spent the early part of my career at a big comprehensive school down in Hampshire, pursued from time to time by Trevor Mutton, the current PGCE course director, and his video camera. At that time, Trevor was carrying out research into teachers' early career development, and he would film my lessons periodically before seeking my reflections. These videos, featuring the odd car-crash lesson, were a source of much hilarity to my sister one Christmas, as a seasoned practitioner herself.

After three happy years of full immersion in school life, I signed up with Voluntary Service Overseas and was posted to an undeveloped part of rural China to help pre-service and in-service English teachers adopt more communicative teaching methodology. I can't claim to have contributed much to local development, but the experience certainly developed me. Flexibility was the watchword as I would roll up at a school, expecting to hold a small workshop, only to be asked to deliver an impromptu 'model lesson' *en plein air* to three thousand eager high school students with the assembled staff body watching on curiously.

These challenges prepared me well to take on increasingly senior school leadership roles after returning to the UK in 2006. When it came to seeking my first

headship, Oxfordshire seemed like a logical place (having grown up in Wantage in the south of the county), and reconnecting with the Department felt like a bit of a homecoming. In fact, my experience at the Department of Education certainly shaped my educational values and those of Wheatley Park School in a profound way. In the first week of the PGCE we received a pep talk from Professor Richard Pring who shared with us a well-known open letter from a concentration camp survivor to all teachers:

*Dear Teacher:*

*I am a survivor of a concentration camp. My eyes saw what no man should witness:*

*Gas chambers built by learned engineers.*

*Children poisoned by educated physicians.*

*Infants killed by trained nurses.*

*Women and babies shot and burned by high school and college graduates.*

*So, I am suspicious of education.*

*My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.*

*Reading, writing, arithmetic are important only if they serve to make our children more human.*

Down the years, the idea that education without a moral dimension can be a dangerous thing has become a touchstone for me. And that has translated into two simple school values that inform all that we do at Wheatley Park: Everyone Learning and Everyone Caring.

We hope to inspire our students to use their learning to make a positive difference to the world, and many go on to do just that - part of a legacy that Wheatley Park



ultimately shares with the Department of Education, University of Oxford."

**Tim Martin**  
Headteacher, Wheatley Park School

# PEOPLE

## NEW APPOINTMENTS

### PROFESSIONAL AND ADMINISTRATIVE



**Lesley-Anne Adams**

Head of Administration and Finance

### ACADEMIC



**Michelle Meadows**

Associate Professor



**Selena Nemorin**

Research Lecturer in Sociology of Digital Education

### RESEARCH



**Lili Yang**

Researcher



**Louise Matthews**

Research Project Manager



**Mariela Rios Diaz**

Research Assistant



**Juliet Scott-Barrett**

Research Officer



**Daniela Singh**

Research Assistant



**Samantha-Kaye Johnston**

Research Officer



**Rossana Lea**

Research Officer

## NEW HONORARY FELLOWS

Honorary Fellows provide a significant level of contribution to the Department in the form of mentorship, teaching, supervision, collaborative research and/or professional practice, grant applications, ambassadorship, examination, assessment and development of the academic programmes. This year, the following new fellowships were granted:

### NEW HONORARY RESEARCH FELLOWS

**Dr Yasmine El Masri**  
Research Manager, AQA

**Dr Jim McKinley**  
UCL Institute of Education

**Dr Gene Thompson**  
Rikkyo University, Tokyo

**Professor Stein Dankert Kolstø**  
University of Bergen, Norway

**Professor Michael Shattock**  
Independent Researcher

### NEW HONORARY NORHAM FELLOWS

**Danielle Boyce**  
Science Teacher, Matthew Arnold  
School, Oxford

**Kerri Knibbs**  
Geography Teacher, The Bicester  
School, Bicester

**Kedi Simpson**  
MFL Teacher, Matthew Arnold  
School, Oxford

**Sally Carter Tabasso**  
English Teacher, Unicorn School,  
Abingdon

**Alison Matthews**  
University of Oxford, Admissions  
and Outreach

**Jonathan Trigdell**  
RE Teacher, The Bicester  
School, Bicester

**Lucy Dasgupta**  
Mathematics Teacher, Assistant  
Headteacher, John Mason School,  
Abingdon

**Dr Kari Sahan**  
Independent Researcher

**Lucy Wicks**  
MFL Teacher, Didcot Girls'  
School, Didcot

**Sam Hoggard**  
Mathematics Teacher, Wood Green  
School, Witney

**Clare Saunders**  
MFL Teacher, Didcot Girls'  
School, Didcot

## ACADEMIC VISITORS

The Department's current Academic Visitors are the following:

**Professor Anton Havnes**  
Oslo Metropolitan University

**Professor Justin Powell**  
University of Luxembourg

## VISITING PROFESSORS

Visiting Professors are considered to be outstanding in their field of work and are nominated by the Department. Our current Visiting Professors are the following:

**Professor Jenny Gore**  
University of Newcastle, Australia

**Professor Nancy Perry**  
University of British Columbia, Canada

# ENGAGE WITH US

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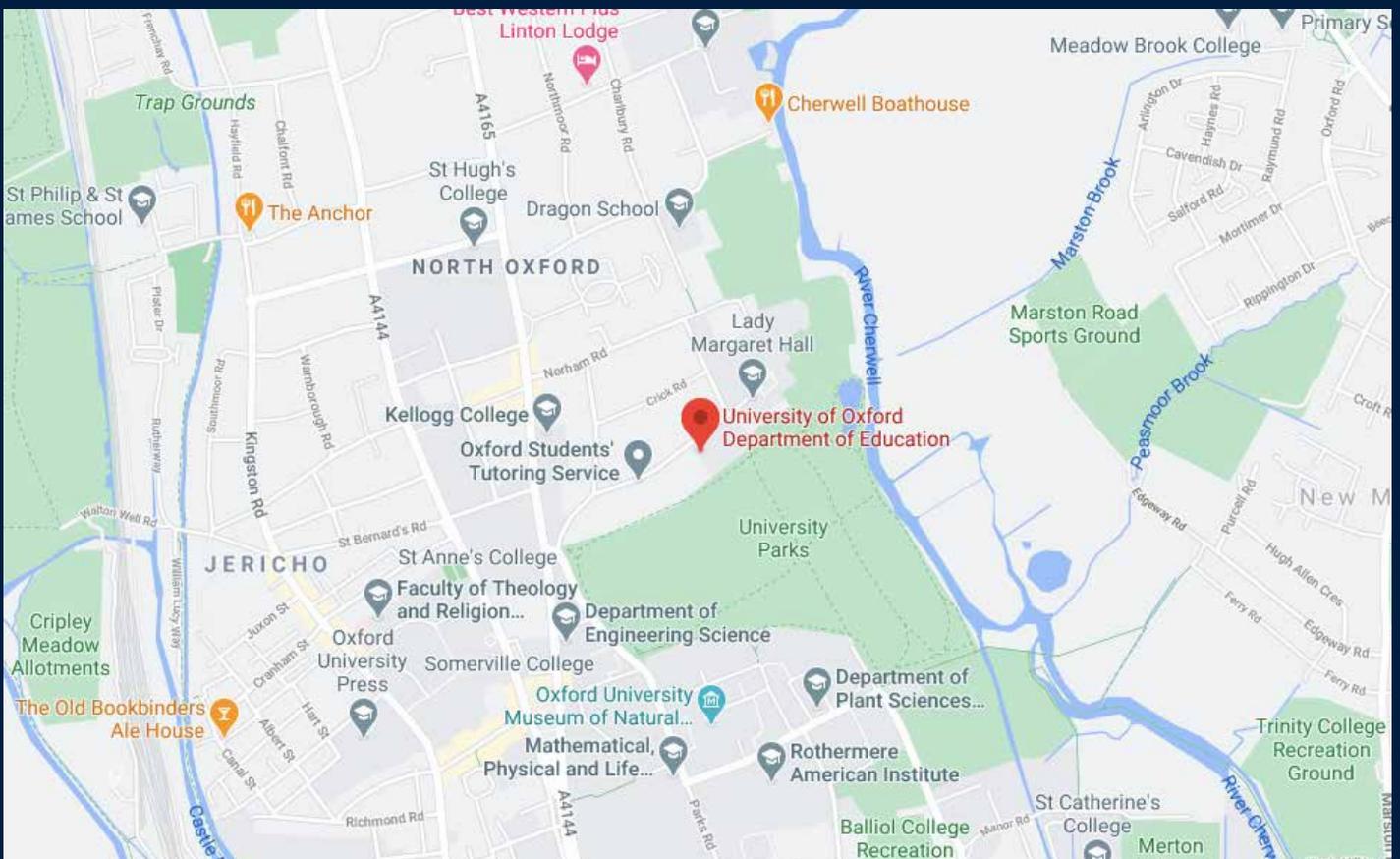
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