

<p><b>Institution: University of Warwick</b></p>
<p><b>Unit of Assessment: Education</b></p>
<p><b>a. Overview</b></p> <p>Our RAE2008 submission noted our intention to conduct a review of Education. As a result of the review, the profile of the Education UoA has changed considerably. We have evolved to meet our core objectives in a context of continuing change within Education, in particular the challenges presented by the Government's changes to initial teacher training (ITT). We comprise three academic research Centres: <b>Centre for Education Studies (CES)</b>, including Warwick Religions and Education Research Unit (WRERU) which, together with the Centre for Professional Education (CPE) replaced Warwick Institute of Education (WIE) from October 2013; <b>Centre for Educational Development, Appraisal and Research (CEDAR)</b> and its associated Centre for Education and Industry (CEI); and the <b>Centre for Applied Linguistics (CAL)</b>.</p> <p>Behind key structural changes approved by Senate and Council in May 2013 lie fundamental decisions on the nature of Education at Warwick and our vision for the future of education research. Building upon existing practice, there is a strong commitment to interdisciplinary research which will be further extended by means of a 'hub and spoke' model. CES is now reconfigured as the hub, but formally and functionally linked to other disciplines, initially: Psychology, Economics, Warwick Medical School (WMS), Warwick Business School (WBS), School of Theatre, Performance and Cultural Policy Studies (TPCP) and Sociology, in addition to the pre-existing partnerships with CEDAR and CAL. The vision here has Education fundamentally linked to other disciplines and to domains beyond the traditional focus on schools/colleges and early years, for example: initial and continuing education of health professionals and religious leaders, and public education concerning health-related issues and religious diversity (WMS, WRERU); parenting support (with WMS); intercultural studies including intercultural communication and professional development for the workplace (WRERU, CAL, Sociology); leadership, professional/academic discourse (with CAL); religious education (WRERU, Sociology); drama education (with TPCP); and cultural policy (with WBS). We consider this vision, already implemented successfully by WMS, one significant driver for growth in quantity and the quality of Education research at the high standard expected at Warwick. Our vision builds on substantial pre-existing, interdisciplinary research which has already produced marked improvements in Education's performance over the period of REF2014: 175 new funded projects, value £11.1million and research income has improved to £8.7 million; staff have produced at least 82 authored books, 12 edited books, 464 journal articles, 196 chapters in books, and 79 research reports. We have a thriving postgraduate community: 150 doctorates awarded during REF2014, 147 current students.</p>
<p><b>b. Research strategy</b></p> <p>Our strategy is based on interdisciplinarity, collaboration and a focus on applied research, and hence a strong commitment to impact. Each Centre has a Director of Research (DoR) whose remit is both to stimulate research development and oversee its administration. WIE (now CES) and CAL have research committees led by a DoR, and constituent groups which meet regularly, whereas for CEDAR research is the only business and this is discussed at twice termly meetings. A Joint Committee comprising all three Centre Directors and DoRs meets twice yearly. Research Away Days are held at least annually to share information about current projects, stimulate and support collaborative research ideas, and to support continuing professional development (CPD): e.g. workshops on writing grant applications and high quality publications. These activities support our commitment to mentoring staff to produce research, outputs and impact of the highest quality. Research Committees also oversee the experience of and support for new researchers, through the Concordat to Support Career Development, and postgraduate research students (PGRs). We have also introduced a strand of the research committees' business dedicated to PGR supervision, including meetings/workshops to optimise staff expertise as part of our CPD provision.</p> <p>The UoA's research strategy is supported through the Faculty by its Research Development Officer and the Social Science Research Forum; and at University level by Research Support Services and IT Services, the Strategic Planning and Analytics Office, Pro-Vice Chancellor for Research (Arts, Social Sciences), Institute of Advanced Study, and the University's Research Committee. The University also examines and approves our strategic research development and oversees our performance against agreed performance indicators in each Centre's own strategic plan, reviewed annually, and within the University Strategic Plan. We support a broad range of research addressing fundamental issues within the discipline, with education conceptualised</p>

broadly. Throughout REF2014 our objective has been to engage in research which also has a high level of direct relevance, beyond the academy, with respect to policy and practice. We have extended further our programme of research with direct societal impact, often through Government or voluntary and community sector (VCS) funded research, and increased activities designed to optimise impact: for practice, particularly through collaboration with practitioners and the VCS and for policy, through the DfE and Parliament. The constituent Centres have important individual characteristics, agendas and expertise but we collaborate on strategic policy and joint research, so maximising the strengths of Education.

CAL's change of title from the Centre for English Language Teacher Education (CELTE) reflects a shift from a pedagogy-driven to a research-driven dynamic, connecting with the University's broader interdisciplinary agenda and oriented to maximising impact on professional practice internationally, as articulated in a 2009 Research Action Plan. Core objectives are consequently commensurate with other constituents in education, e.g. to build research capacity through making key appointments and grow research funding significantly. Both CAL and CEDAR achieved significantly increased research output and the proportion of REF-submissible staff. The main strategy for CAL was the establishment of three research groups, with the appointment of leading international researchers to each group: English Language Learning, Teaching, and Assessment (ELLTA - Hyland), Professional and Academic Discourse (PAD - Holmes), and Working and Communicating across Cultures (WACC - Singelis). Comprising both staff and students, these groups meet regularly, both individually and jointly, driving forward individual agendas but also seeking greater integration through the exploration of shared themes. CEDAR developed further its commitment to interdisciplinary combined methods research collaborating with WIE/CES, other Warwick departments (e.g. WMS), other universities, independent research organisations, and consultancies. CEDAR has also prioritised mentoring researchers with dedicated writing time, to extend their skills in excellent report writing to producing papers for international journals. CEDAR also extended its expertise in Special Educational Needs and Disability (SEND) and parenting/family research with the appointments of Hastings and Totsika. Hence our over-arching research strategy and implementation are based on both development within Centres and collaborative planning. This approach extends beyond Education to broader interdisciplinary collaborations with other departments, and engages with the University-wide Global Research Priorities programme. Education UoA's research over REF 2014 comprised four major themes: Culture Communication and Identity, Equity, Teaching Learning and Professional Practice, and Childhood.

**Culture, Communication and Identity:** WRERU conducts research on *Religious diversity and education*, exploring how religion is handled in educational contexts within the public sphere of democratic societies, drawing on various disciplines and using qualitative, quantitative and combined methods. WRERU often collaborates with international partners. Research includes studies of religious identities of children from mixed faith families (AHRC: Arweck); young people's attitudes to religious diversity across UK nations (AHRC/ESRC Religion & Society: Francis, Jackson, Arweck, Ipgrave, McKenna); a major study on the representation of world religions in English schools (DCSF: Jackson, Francis, Ipgrave, ap Sion + 25); NORFACE study of religion and solidarity/social capital in Europe with Frankfurt and Nijmegen universities (Francis); and the development of dialogue in multi-faith communities and on national/international scales (EC Framework 6 project Religion, Education, Dialogue, and Conflict (REDCo: Jackson, Arweck, Everington, Ipgrave, McKenna); the Tony Blair Faith Foundation's international Face to Faith Project (Jackson, Ipgrave); and the REDi Project with Hamburg + 4 European partners (German Federal Ministry of Education and Research: Ipgrave). Other WRERU studies include action research studies in classrooms and CPD (Ipgrave, Everington, Jackson), 'Life Competences', with Stockholm University (Arweck) and a variety of smaller studies. WRERU expanded by bringing Francis's mainly quantitative research group to Warwick (including ap Sion), working within Islamic, Jewish, Buddhist, Hindu and Christian contexts, with collaborators in India, Taiwan, Israel, Turkey and Kuwait. Recent studies included the distinctiveness/effectiveness of 'faith schools' in the UK; work related psychological health of clergy in Australia, USA and UK; church congregations in multicultural London; and the social significance of religious affiliation with special reference to the 2001 and 2011 England and Wales census. WRERU's projects have led to substantial research reports and teaching/learning resources (e.g. books from Routledge, Springer, Brill, Waxmann, Peter Lang), and utilisation in policy development on religion and intercultural dialogue across Europe (for the Council of Europe) and on teaching about religions and beliefs in public education

across Europe for the Organisation of Security and Cooperation in Europe.

CAL's core strategy of maximising the global impact of its research is reflected in collaborative and interdisciplinary projects in ***Intercultural communication and interaction***. CAL has made a significant contribution in the area of intercultural interaction and the internationalisation of education (Spencer-Oatey), recently hosting a two-day international workshop on Intercultural Skills for Engineers and co-organising with Warwick International Office, NUS and UKCISA two Integration Summits. It also has a strong track record of translating research into practitioner resources (e.g. Global People resource bank, Global PAD). WRERU also conducts intercultural research (e.g. REDCo), and Lindsay's long standing study of international professional ethics led to an OUP handbook. CAL's cross-group projects include research into intercultural competence and assessment (Spencer-Oatey, Harsch) and the writing needs of international students (Harsch, Ushioda, Wharton). The establishment of a new cross-group focus, Innovative Research Methods and Approaches, is designed to contribute to further integration of group research agendas.

**Cultural and Creative Learning (CCL):** Drama and Theatre education is the key element of this research unit, led by Neelands and Winston. Many projects are in collaboration with other departments, notably CEDAR, TPCP and WBS, with outside agencies including the Royal Shakespeare Company (RSC) and other local theatre and arts companies. Both professors also pursue independent areas of scholarship and writing for which they are internationally recognised. Research themes concentrate on several key areas around which funded research and evaluation projects, independent scholarship and professional work with teachers and artists inter-relate. CCL's research focuses on practice in several domains including: the educational work of artists and cultural institutions; evaluation of key cultural policy initiatives; inclusion and quality in Conservatoire level training of artists; Open Space Learning pedagogies in HE teaching and learning; and applying rehearsal room pedagogies in classroom practices, particularly the teaching of Shakespeare. Drawing on Winston's innovative scholarship on beauty, research has examined the relationship between theories of beauty and aesthetics and their potential impact on educational practice. Key research has been undertaken with the RSC, Birmingham Royal Ballet, Play House Theatre Birmingham (affiliated to the Birmingham REP), ARTIS (independent company that trains performance artists to work with teachers in primary schools), the Teacher Development Agency and Young People's Learning Agency, formerly Learning and Skills Council. Research with the RSC has concentrated on the impact of their educational partnership with schools; theoretical and practical implications of rehearsal room pedagogies developed jointly between RSC and CES drama staff; the impact of their work in early years settings; and the training of RSC actors wishing to work with young people. One of a number of articles that present these projects' findings, 'Acting Together' (Neelands), is the most cited article in the history of *Research in Drama Education*, the leading drama education journal; the full research to be published by Bloomsbury 2014 (Winston).

**Equity:** Studies by CEDAR and CES have continued to address issues of equity, with a strong focus on policy and practice, supported by fundamental research. The long-standing engagement with SEND was maintained with studies (DfE, Autism Education Trust) examining the usefulness of training systems and materials to support workforce development, and methods to improve access arrangements for assessments taken by pupils with SEND (Lindsay, S Cullen). Our research has focused particularly on speech, language and communication needs (SLCN), including autism (Lindsay, Bakopoulou). This includes research to inform the Bercow Review of provision for children with SLCN and the *Better Communication Research Programme (BCRP)*, part of the Government's response to that Review's recommendations, comprising 10 inter-related research projects (Lindsay). We have maintained our policy/practice focused research agenda on parenting support. Initial research on targeted parenting interventions for parents of children (8-13 years) with behavioural, emotional and social difficulties (BESD: Lindsay, MA Cullen, S Cullen) including the first study of a national roll out of parenting programmes (*Parenting Early Intervention Programme: PEIP*), and prevention of early pregnancy (*Time to Talk*: MA Cullen, Lindsay) has been extended to universal parenting programmes of children 0-5 years (*CANparent* trial). This strategic focus will continue with a study of early intervention *A Better Start* (2013-2024: Lindsay, MA Cullen, S Cullen) and an innovative study that extends our work on parents with substance abuse problems to investigate the development of social return on investment for interventions (*Breaking the Cycle*: MA Cullen, S Cullen). A complementary strand of secondary analysis of the national data and cohort studies has explored longitudinal trajectories and relationships between ethnicity and both SLCN and ASD (Lindsay), language ability, achievement and behaviour (Hartas), and between

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maternal mental health and the development of children with intellectual disability (ID) or autism (Totsika, Hastings). CEI's research has focussed on the relationship between education and work: around the transition into employment (Maguire) and curriculum and qualification development in the UK and Europe (Stanley). Development of national and international partnerships has enabled CEI to lead large scale research projects, including pan-European studies for the EU.

**Teaching, Learning and Professional Practice:** Research into professional practice and development is conceptualised broadly. This includes the initial and continuing education of health professionals and religious leaders, and public education concerning health-related issues (Johnson) and religious diversity (Francis); Luntley's work on expertise from a philosophical perspective; the pedagogical use of ICT for trainee teachers (Hammond); leadership (Abbott); and teacher biography in relation to practice (Everington). CAL's work covers topics related to teaching, learning and assessment, embracing the wider historical context (Smith: history of language teaching), aspects of learning (Ushioda: motivation), achievement (Harsch: language assessment and testing), specific groups (Pinter: children's second language learning) and contexts (Murray: EAP and student support). CAL has produced research on a range of workplace discourse including leadership and power (Schnurr), medical communication (Schnurr, Wharton), workplace relations (Spencer-Oatey) and professional identity (Richards, Schnurr), as well as academic writing (Wharton). Recent appointments have extended work into discourse theory and comparative academic discourse (Angermuller). CEI research has directly contributed to professional development plans and programmes, for example, for STEM in schools, and also to institutional developments, for example, through the *National Excellence Standard for Schools*.

**Childhood:** Wyness's scholarship has focussed in the conceptual analysis of childhood studies including children's agency, globalisation, generational relations, and interdisciplinarity. The conceptualisation of childhood and the relationships with the biosocial world have been examined in a number of studies including the nature of children's play space in modern homes. Lee has collaborated with researchers in Life Sciences to develop new ways of relating the concerns of the social and life sciences as they overlap in children's lives. Collaborative research with Sociology and WMS (joint funded ESRC, BBSRC, MRC: Lee) has involved individuals' behaviour and the influence of schools as organisations on children's health related behaviour in the UK and USA (Markham). Based on his innovative research DCSF invited Lee to become a member of the Expert Advisory Group *Beyond Current Horizons*, examining the education and training of adults in the light of technological, environmental and social change. He led production of *Generation Z: 2030 and Beyond*, a future-scoping report for the Department for Business, Innovation and Skills' Foresight Unit on generational experiences of today's 5-15 year olds over the next few decades.

### **Research Strategy 2014-19**

Education's REF2014-19 research strategy will include the further development of our very strong interdisciplinary research, national and international collaboration and extended partnership with a range of Warwick departments. Research will address complex issues through multidisciplinary themes with a strong applied focus and designed to enhance impact. It will build on the substantial existing research, including Angermuller's DISCONEX project which will draw on data from across Europe to examine the discursive construction of academic excellence; WRERU's religion and dialogue in modern societies (2013-18, German Federal Ministry of Educational Research with 4 European collaborators), combined with new projects developing from earlier research, e.g. the integration of studies of religious and non-religious world views; religion, education and human rights (with Sociology); and religion and mental health (with WMS and external partners). CEDAR will continue research in two broad thematic domains: i) Parenting and families - parenting support (*CANparent* trial of universal parenting programmes); early intervention (*A Better Start*); families of children with ID or autism including a proposal to ESRC's secondary data analysis initiative Phase 2 (Totsika), and funding secured for a Cerebra Chair in Family Research (Hastings); and ii) SEND - SLCN including autism, with a proposal to the Nuffield Foundation extending the *BCRP*; and evaluation trials of mathematics and reading interventions for children with ID or autism. Cross-faculty involvement is also reflected in a joint ESRC bid for research into the discourse of global leadership (Schnurr, MacDonald). Our strategic orientation is also a key element in the University's research strategy which includes commitment to engagement in and support for research that must draw effectively on different disciplines to address complex, large scale issues. The Childhood group is collaborating with Warwick's Centre for Interdisciplinary Methodologies on Childhood and Big Data and with Life Sciences within the 'Biobuzz' theme, connecting with Warwick's Global

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Research Priorities programme: Food Security. These collaborations will increasingly engage with international partners, e.g. the Center for Urban Science and Progress – New York (Warwick the only UK partner), our strategic alliance with Monash University and our China partnership.

The development of CES during 2013/14 and beyond will be a key element in our research strategy to 2019. The University has committed to investment in substantial expansion, doubling academic posts in 2 years based on the hub and spoke model, building on and extending existing collaborations with sharper focus. We envisage that most of our current key themes will continue as they have existing international and interdisciplinary characteristics and collaborations.

**c. People:**

**Staffing strategy and staff development**

The policy of all the Centres is to appoint top national and international scholars to senior positions, where they will take on research leadership roles, and highly promising national and international scholars to other posts. Over REF2014 CAL strengthened its research base by new appointments at professorial (Angermuller) and other levels (Harsch, MacDonald, Murray, Schnurr), providing leadership and impetus in the areas of discourse and assessment, where they will make a key contribution to CAL’s developing focus on interdisciplinarity. Appointments in CAL of Teaching Fellows have strengthened this while offering expertise in the production of materials designed to maximise research impact. CEDAR appointed a top international researcher (Hastings) to the Cerebra Chair in Family Research and highly promising junior staff (Totsika, Bakopoulou) to replace staff that had retired or transferred. Following Huddlestons retirement as CEI Director, Lindsay became its Director as well as of CEDAR to increase its research focus. CEDAR’s strategy includes appointments of associate researchers: highly experienced colleagues, mostly from non-university (e.g. LA senior management) backgrounds, to enhance research teams, currently 3 Honorary Professors (Hegarty, Miller, Lewis) and 12 Associate Fellows (including CEI). Major changes in staffing occurred in WIE with its change (October 2013) into CES (and CPE). The University has committed substantial resource to CES’s development: appointment of Director and new staff will be shaped by the vision to ensure that CES undertakes world leading research.

Staff development has been supported by a generous study leave system of 1 term in 7, with 26 staff benefitting from 50 terms study leave. Staff are encouraged to take up University leadership and committee positions. Lindsay is Deputy Chair of the Faculty and 35 staff served on 7 Faculty committees. The University’s induction process, 5-year probationary period, mentoring by a senior colleague, and annual reviews aid identification of CPD needs, resources and encourage career development. Warwick signed the UK *Concordat to support the career development of researchers* in 2008, and gained the prestigious *HR Excellence in Research Award* from the European Commission (2013). Research proposals receive ethical approval from the Humanities and Social Sciences Research Ethics Committee. All staff have access to the Learning and Development Centre (LDC) which runs a wide range of courses and one-to-one coaching sessions to assist career planning and development, and leadership/management skills and to Warwick’s excellent Library facilities including an Education-specific librarian. Research staff are supported through a specific strand of LDC work and the Wolfson Research Exchange, which incorporates physical and online spaces designed to encourage research collaboration and collegiality across faculties, disciplines, and career stages. Each Centre sends a representative to the University’s Research Staff Forum which, in turn, has a representative on the University’s Research Committee, giving research staff an effective voice in University-level strategy and policy. During 2012-13 the peer-facilitated Education Researcher Network, supported by LDC funding, has reached beyond Education to researchers in other faculties and disciplines. This was a staff-led, deliberate mirroring of the strategic drive to interdisciplinary research which has resulted in discovery of shared research interests and a willingness to collaborate on new proposals and bids. *Exchanges: The Warwick Early Research Journal* showcases academic writing by early career researchers.

**Research students**

Research doctoral degrees	2008-09	2009-10	2010-11	2011-12	2012-13
Number PhD, EdD	15 - 3.5	30 - 11	26.5 - 8	22 - 3	29 - 2

During REF2014 our postgraduate community has thrived with a total of 150 doctoral degrees (122.5 PhD, 27.5 EdD) awarded and current enrolment of 147 (14 EdD) from 43 countries in addition to the UK. Our doctoral students were in receipt of competitive awarded scholarships from a number of international and national, public and private funders including ESRC, local Ministries of Education, and the British Council. All research students have shared offices with open access

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to IT/print and transcription aids, receive research methods training through both Foundation and Advanced Research Methods courses and benefit from one of the ESRC's largest Doctoral Training Centres. All PGR research ethics proposals receive rigorous scrutiny before approval. The progress of all PGRs is reviewed termly by the CES or CAL Graduate Progress Committee. Half of our PGR students are part time, mature and in employment (aligned with our strategy to link research with practice) but we have an excellent submission record with c. 80% completing their study within 3-4 years (f/t) or 5-7 years (p/t). Generous funding is provided for conference attendance (up to £1200) and to support annual self-organised Research Students' Conferences. With the distinctively international character of the group in mind, CAL's aim is to maximise potential of all research students to contribute to the international ELT/Applied Linguistics research community. This is achieved by requiring all students to contribute actively to one of CAL's three research groups. Graduates also benefit from the work of Smith and others in developing and supporting a network of alumni to maximise opportunities for information exchange. As a result of these efforts, in the last two academic years alone, students registered on the programme have presented over 30 papers in conferences (excluding postgraduate conferences) in 15 countries. Within WRERU, Francis' annual residential research symposium integrates current doctoral students alongside international research-active scholars. The quality of Education doctoral students is shown by their production during REF2014 of 7 books, 36 journal papers, 7 chapters; and 53 appointments to HEIs (21 UK, 32 overseas) either when registering or after completion.

**d. Income, infrastructure and facilities**

Warwick's research is supported by substantial strategic investment in library facilities including >1 million books, >35000 e-journals, the WRAP Institutional Repository and subscription to ArticleReach; high quality IT services and training. The University's ambitious strategic plan stimulates and challenges staff to produce research of the highest international quality. Within Education, the role of CEDAR (with CEI) is crucial in securing large research projects and working collaboratively with colleagues with specialist knowledge such as the cultural sector.

We secured 175 projects, value £11.1 million, with income during REF2014 of £8.7 million. These high levels were achieved, despite substantial loss of staff from WIE and the cessation of most new DfE funded research for a period following the general election, by the substantial increase in research income achieved by CEDAR and CAL and a strategic diversification of funding bodies. CEDAR's major projects on **parenting support** included the *Parenting Early Intervention Programme* (DCSF £750k) and *CANparent* trial (DfE 850k) (Lindsay); Addaction's *Skills4Change*, *First Steps* and *Breaking the Cycle* (£180k, MA Cullen). Research on **SEND** included the impact of DCSF investment to improve teacher workforce skills (£630k) and the Autism Education Trust's continuation of this work (£80k; S. Cullen); Bercow Review (DfE £35k) and Lamb Inquiry into parents' confidence in the SEND system (DfE £106k); an international review and examination of practice regarding diagnostic and assessment procedures (National Council for Special Education, Ireland, 30k euros); and the *Better Communication Research Programme* (DfE £1.5 million) all led by Lindsay. Research on the 14-19 age range included studies of activity and learning (DfES/DCSF £176k: Maguire); the pilot extended projects and diplomas (Stanley and others £406k); policies and practices in designing and delivering outcome-orientated curricula in vocational education and training (European Commission £179k: Stanley).

Neelands led the last of a series of studies investigating the funding of scholarships for training professional dancers and actors (Dance and Drama Awards Scheme, LSC £64k) and the impact of the RSC's learning and performance network (TDA £50k), which led to further research in early years classrooms for the RSC (Neelands, Winston). An ESRC funded project (£717k) studied children and young people's everyday lives and participation in sustainable communities. Working within CES, WRERU attracted substantial funding (£1.25 million) for 28 research projects, e.g. European Commission, NORFACE, German FMER, Swedish Government, British Academy, AHRC, joint AHRC/ESRC Religion and Society Programme, UK Government DCSF, Church of England, Tony Blair Faith Foundation, and various charitable trusts. Francis and Jackson maintained their positions as key research leaders in religion and education in Europe. The value of awards to CAL has grown significantly with awards in 2012-13 totalling £1 million compared with £25k in 2008-09, a total value for the period of £1.87 million. Areas of particular strength are intercultural engagement (WACC), academic/professional discourse (PAD), archiving/surveying and disseminating research and assessment/testing (ELLTA). Global People (HEFCE, £194k: Spencer-Oatey) explored intercultural effectiveness in global education, Phase 3 of the £4 million

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eChina-UK Programme. Particularly notable are the online resources developed from the research, designed to promote intercultural effectiveness in international partnerships. Building on this, the Kings-Warwick Globally-Oriented Curriculum project (HEFCE £30k) adapted the framework in order to enhance the abilities of undergraduate students to work and communicate across cultures. Connecting with CAL's interests in academic discourse and interdisciplinary research is the DISCONEX project (ERC €1.5m), thematically linked to research in the professional arena into the nature of financial expert discourse (Volkswagen Foundation, €143k). Five related British Council funded projects, archiving and recording the history of British Council involvement with ELT, 1934-2009, and developing a Directory of ELT research in the UK, were designed to contribute to the collection, dissemination and sharing of UK-based ELT research, promote interchange amongst researchers in the UK and other countries, and make research available to the broader constituency of ELT professionals worldwide (British Council, c£50k: Smith). ELLTA's work in the area of testing has attracted funding for an interdisciplinary project to investigate the predictive validity of TOEFL iBT® scores and their use in informing policy in a UK university setting (TOEFL 2013-15 \$80k: Harsch, Ushioda) while teacher development activities will be enhanced by two new projects: VideoForAll, which will lead to the production of video-based materials (EU Lifelong Learning Programme 2013-15, £71k; BCELLTRA, British Council, 2013-14 – both Mann).

**e. Collaboration and contribution to the discipline or research base**

Much of our research benefits from extensive interdisciplinary collaborations. We hosted 54 Visiting Fellows with whom we collaborated on research and staff held visiting positions at other universities and organisations, e.g. Maguire, UK Commission for Employment and Skills; Winston, Beijing Nomal University and Shanghai Theatre, Academy in Drama and Theatre Education; Jackson, Oslo University College; Francis, York St John University. CAL staff have close links with institutions in Japan (Global TIES), Hong Kong (workplace leadership, identities, medical communication) and are developing such links in India (Research Directory) as well as pursuing European projects (e.g. DiSCONEX, VIDEO4AL). Smith and Ushioda are members of the International Association for Applied Linguistics Research Network on Learner Autonomy, and Angermuller is president of Gradnet e.V., coordinator of DiscourseNet, and a member of the DFG funded research network Constructivist Conflict Research. MA and S Cullen are developing an Horizon 2020 bid on parenting support with collaborators from Germany and Spain, supported by University Research Development Funding to facilitate a face-to-face strategic planning meeting in Germany. Hastings has funded research projects in Canada and Switzerland. Stanley has developed a network of European researchers in vocational education and training which has already undertaken joint research for the European Centre for Development of Vocational Training with direct policy impact. CEI has developed a database of more than 60 researchers with expertise in the European Neighbour Countries to undertake research for the European Training Foundation. Collaborations with the RSC, Birmingham Royal Ballet, Artis, and other theatre/dance organisations (Neelands, Winston) have produced research which has impacted on both Government policy and practice, and new research based on these collaborations is underway or planned. We have substantial interdisciplinary networks for SEND, both universities (e.g. Institute of Education, Newcastle, UWE, Bangor and LSE) and the VCS (e.g. Communication Trust, AET, Royal College of Speech and Language Therapists (RCSLT), Ambitious about Autism, MENCAP). Collaborations have continued post-*Better Communication Research Programme*, to disseminate findings and develop practice by embedding the research evidence; and the development of a research proposal to the Nuffield Foundation to extend that research. Parenting and early intervention collaborations include universities (e.g. Oxford, KCL, Durham), major independent research organisations (Ipsos MORI, TNS-BMRB) and consultancies (e.g. London Economics). WRERU staff have extensive European and international research networks; the REDCo network; a network with Nordic and Baltic universities (including Stockholm, Helsinki, Stavanger, Tartu, Daugaupils), covering joint research projects and visiting research fellowships; a network covering European and South African universities (Cape Town, Stellenbosch, North Western) as well as USA (Boston University, State University of California, Harvard) and Australia (Monash, Australian Catholic University). WRERU also has strong links with the Council of Europe-related European Wergeland Centre in Oslo in relation to dissemination of research findings.

**Resources**

Our research has led to a number of resources being made available to practitioners and other researchers. The Warwick English Language Teaching Archive (Smith) currently held physically in

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the Centre but to be available online, is a unique collection of materials relating to the history of English teaching and has attracted scholars from around the world. The Directory of UK ELT Research (Smith) includes details of research into English language teaching across the UK; this important reference source is available as a book, a downloadable pdf and a website with a searchable database and discussion facility. BASE Plus and BAWE Plus databases of academic speaking and writing are available to researchers and have formed the basis for materials designed to support students e.g. the Essential Academic Skills in English (EASE) series of digital training programmes. These also form part of the Global Professional and Academic Development holdings (Spencer-Oatey) designed for professionals and university students and staff seeking to develop their skills across a range of fields, while Global People (Spencer-Oatey) is a collection of resources for the research and support of intercultural partnerships and intercultural effectiveness.

Our research has had a major impact on the way in which Shakespeare is taught in schools through the joint publication by Winston with RSC staff, *Beginning Shakespeare 4-11*, and the RSC Shakespeare Toolkit, based on the research and pedagogy we developed (Neelands), which has been placed by the Government in every secondary school in England. Jackson and Ipgrave's interpretive and dialogical research has led to the production of teaching and teacher training resources by the Council of Europe and to a dissemination programme by the Council of Europe's Wergeland Centre. WRERU's REDCo project produced 6 volumes for Waxman's *Religious Diversity in Education in Europe* series. The BCRP led to the development of a *What Works for SLCN* database providing evidence for researchers, practitioners and parents on over 60 interventions; and the Communication Supporting Classroom Observation Tool to assist teachers to analyse and improve their educational provision (Lindsay). Collaboration with the Communication Trust and the RCSLT has resulted in the former providing web based versions of both (DfE funded). Our research into pupils requiring access arrangements for assessments informed the development of a tool to ensure equity for pupils with additional needs (Bakopoulou).

#### **Conferences and other scholarly events**

Our national and international reputation is exemplified by the number of conference presentations and symposia. Education staff gave over 400 papers to academic conferences and scientific meetings. Of these, at least 167 were Invited Papers, of which 123 were Keynotes, in 35 countries (including: 20 in Europe, USA, Australia, New Zealand, Brazil, Canada, Morocco). Education staff have been involved in the organisation of 51 conferences and over 50 workshops and Master classes in 14 countries. We have also hosted 54 visiting researchers from 20 different countries (e.g., Sweden, New Zealand, Australia, Singapore, Germany, United States, China, Japan, and Pakistan). ELLTA hosted the annual Language Testing Forum (2011) and AHRC-funded Modern Language Education Histories in Europe conference (2013). ELLTA also publishes an international journal: *English Language Teacher Education & Development*. Conferences were also organised to report major studies, (e.g. BCRP, PEIP, REDCo, and the *Religion and Society Programme*). CAL hosted a faculty-wide workshop on discourse across disciplines (2012) now extending across the university, to serve as a hub for discourse research. Continuing conferences include Francis' organisation of the Annual Symposium in Practical Theology and Religious Education and Luntley's contributions on professional expertise to the Philosophy of Education Society of Great Britain's yearlong seminar series at KCL and Birmingham.

#### **Editorial positions, refereeing for academic publications or research proposals**

**Editorial** Over half of Education staff were editors or editorial board members of international journals. **Editors.** Francis edited *Archive for the Psychology of Religion*, *Journal of Beliefs and Values* and *Rural Theology*; Jackson: *British Journal of Religious Education*, assisted by McKenna; Arweck, *Journal of Contemporary Religion*; Ipgrave: *Utopian Studies*; McKenna co-edited a special issue of *Religion & Education* (USA). Other editorships and associate editorships included *Research in Drama Education*, *Journal of Applied Theatre and Performance* (Winston); *Children and Society* (Wyness); *Language and Intercultural Communication* (McDonald), *Language and History* (Smith), *Journal of Intellectual Disability Research*, *Journal of Child and Family Studies*, *American Journal on Intellectual and Developmental Disability* (Hastings). Staff also edited special issues: *Global Childhoods* (Lee), *Innovation in Language Learning and Teaching* (Smith), *Applied Linguistics* (Richards), *Journal of Beliefs and Values* (Arweck and Jackson, on behalf of the Religion and Society Programme). **Editorial Boards** Over half our staff sat on 69 journal editorial boards including Francis (14), Hastings (13), Angermuller (7), Smith (5), Lindsay (4). **Journal reviews** Staff wrote over 520 reviews of papers submitted to 169 journals, including *British*

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*Education Research Journal, British Journal of Education Studies, Oxford Review of Education* (UK), and many high ranking international journals: Europe (e.g. *Educational Research Review*), Australia (e.g. *Asia Pacific Journal of Education*), Canada (*Canadian Journal of Applied Linguistics*) and US (*Ethics and Behavior*).

**Research proposals** Staff reviewed research proposals for UK research funders including: British Academy, ESRC, AHRC, MRC, Nuffield, Leverhulme, Higher Education Academy, English Academy, National Institute of Health Research, Chief Scientist (Scotland); and for international funders including: National Health and Medical Research Council (Australia), European Research Council, Academy of Finland, Academy of Sweden, Swedish Research Council, Fonds National de la Recherche (Luxembourg), RGC (Hong Kong), TESOL (USA), Agence Nationale de la Recherche (France), Swiss National Fund, Humboldt Foundation, Foundations for Scientific Research (Belgium), Research Foundation Flanders (Belgium), The Netherlands Organisation for Health Research and Development, German Ministry for Education and Research, Marsden Fund (New Zealand), Austrian Academy of Science and Wissenschafts fund (Austria), Social Sciences and Humanities Research Council (Canada), Irish Centre for Religious Education, National Council for Special Education (Ireland), P & V Foundation (Belgium). **Books** Colleagues reviewed well over 100 book proposals and manuscripts for many international publishers including OUP, CUP, Sage, Taylor and Francis, Routledge, Wiley, McGraw-Hill. **Doctorates.** Staff examined 100+ doctorates at 50+ universities: 39 UK and 21 international: Australia (Griffith, Macquarie, Monash, Queensland and Ballarat). Belgium: Antwerp; France: Paris 3, Lyon III; Germany: Mainz; University of Hong Kong; Ireland; Dublin City, Trinity College Dublin, University College Dublin; New Zealand: Massey, Waikato, Auckland; Canada, Dalhousie; Malaysia, Putra; Norway: MF University, Oslo; Stavanger; Tromsø. **Professorial** Staff also sat on professorial appointment panels e.g. Bergen, Boston, Glasgow, Manchester, Exeter, British University in Dubai. **Scholarly awards and fellowships** Jackson was appointed Academician of the Academy of Social Sciences, Honorary Professor of Religious Diversity and Education at the European Wergeland Centre, Oslo, and received the William Rainey Harper Award from the Religious Education Association (USA), to outstanding leaders whose work in other fields has had a profound effect on religious education. Awards were made to for Best Paper (2011) in *Educational Management, Administration and Leadership*, and to Spencer-Oatey, and Schnur for each producing one of the Top-10 most cited articles in the *Journal of Pragmatics* (2007-11). Lindsay received the European Federation of Psychologists' Association's award for his 20 year leadership on psychological ethics in Europe and was appointed Special Adviser on Special Educational Needs to the House of Commons Education Select Committee.

**Membership of National/International Committees, Research Boards, leading positions in professional associations and learned societies**

Jackson sat on the AHRC/ESRC Religion and Society programme steering committee which funded 75 research projects and was vice chair of the Council of Europe Committee dealing with dissemination of the Recommendation from the Committee of Ministers on teaching about religions and beliefs across Europe. Francis was Vice President of both the InterEuropean Commission on Church and School and the International Seminar on Religious Education and Values, and Past Vice President of the International Society for Empirical Research in Theology. Lindsay was a member of four steering groups: Social Communication Intervention Project (Nuffield), Education and Poverty Programme (Rowntree); and both the Parental Engagement in Learning and Development and SEND Pathfinder Evaluation (DfE); he was a member of the British Psychological Society's Ethics Committee and Convenor of the European Federation of Psychologists Associations' Ethics Committee. Other significant positions included: Scientific Advisory Board of the Institute of Solidary Modernity (Angermuller); founding member of the Executive Committee of the National Association of Enabling Educators of Australia (Murray); TESOL Advisory Board (Mann); co-convenor of the AILA Scientific Commission on Learner Autonomy, Executive Committee member of The Henry Sweet Society for the History of Linguistic Ideas, co-ordinator of IATEFL Research SIG (Smith); Executive Committee member and Expert Member of the European Association of Language Testing and Assessment and convenor of its SIG (Harsch); Council of the International Association for the Scientific Study of Intellectual Disability, member of the health research grants committee for the National Institute for Social Care and Health Research, and ESRC Reviewers' College (Hastings).