

<p>Institution: University of Ulster</p>
<p>Unit of Assessment: 25 Education</p>
<p>a. Overview</p> <p>The School of Education is conscious of the University's mission as 'a model of an outstanding regional university with a national and international reputation for quality'. The School of Education has an established tradition of innovative development and research. Most of its work takes the Northern Ireland (NI) community as its point of departure, contextualises the problems, nationally and internationally, and impacts constructively upon policy and practice both at home and further afield. Its merit has been acknowledged by award of substantial research grants, the establishment of the internationally recognised UNESCO Centre, and regular invitations to its academics to address national and international conferences. Since 2008, it has held over £2.5m. in research and development grants (over £1.8m. new grant income since 2008).</p> <p>b. Research strategy</p> <p>The focus of research is applying theory in practice, with the emphasis on influencing policy, curriculum and pedagogy as illustrated by the two impact studies identified in this submission. A core strategy is to identify educational need and then to secure funding for research and development work which embraces diversity; promotes inclusion; and contributes to building a shared future beyond conflict.</p> <p>Education operates as a unit of assessment in the Institute of Research in the Social Sciences (IRiSS). IRiSS offers administrative and financial support and acts as a network to connect work in the Social Sciences. Educational research coalesces around three clusters connected through their application to practice. These evolved from the 2008 RAE themes through discussion at two IRiSS sponsored away days (17-18 June 2010). The first concentrates on teacher education, the core business of the School, the second has a broader inter-disciplinary focus on children and youth and the third specialises in conflict and peace-building.</p> <p>Cluster 1, Teacher Education and Pedagogical Practice researches particularly on learning and teaching issues which both emanate from, and inform, the School's teacher education programmes, its TESOL programme, its work in continuing education and its Library and Information Services activities. Publications of Moran and Clarke, drawing on research previously collected through a TLRP / ESRC project, Values in Initial Teacher Education, and other research, have critiqued NI Initial Teacher Education (ITE) structures and practice in a comparative international context. The School has had a long commitment to researching the use of Information and Communication Technology (ICT) in teaching and learning. Since RAE 2008 this has been successfully integrated into the Teacher Education and Pedagogical Practice strand to encourage the seamless application of ICT innovation to curriculum and practice. The evaluation of ICT applications to learning and teaching features strongly in the work of Clarke and Skinner, with a particular focus on the creation of learning communities linked through technology, and on on-line learning and the creation of e-portfolios to enhance teacher creativity and reflection. In collaboration with the University's School of Health Sciences Clarke has extended this work to communities of practice working in the field of personal development in primary schools, aided by funding from the Wellcome Trust and Astra Zeneca. An investigation of the potential use of iPad technology in ITE begins in September 2013. Internationally, Moran (with Clarke) leads a four country initiative developing and researching more effective school - HEI partnerships in initial teacher education, thus further enhancing the UoA's profile in Development Education .</p> <p>Cluster 2, Children, Youth and Adults: Educating for Inclusion, has been strengthened by the establishment of a Children and Youth research programme (CYP) supported by grants of £1.4 m. from Atlantic Philanthropies. The programme operates in collaboration with NUI Galway and uses a rights-based approach to monitor the welfare of children and young people across the island of Ireland. CYP has developed child's rights indicators (O'Connor and Monteith) that have been</p>

acknowledged by First Minister, Peter Robinson, as the basis for reporting to the United Nations and monitoring future children's policy in NI. CYP promotes a multi-disciplinary approach, in partnership with faculty members in Ulster and Galway. At Ulster this includes the Schools of Education, Psychology, Nursing, and the Built Environment. Since 2010 the Centre has produced five independent monitoring reports on aspects affecting the lives of children and youth: on well-being, policy development, youth justice, the role of teaching assistants in special needs education and civic engagement in post-primary schools. Inclusive educational practice has been a research focus in the School over an extended period of time with an emphasis on Special Educational Needs and social marginalisation. Currently, this work is being advanced by participation in two major initiatives. First, the Department of Education (DENI) has funded work (jointly with Queens University, Belfast) to better prepare teachers to provide effective SEN provision. Second, the School, in partnership with Community Youth Work colleagues, is researching the application of the concept of restorative practices in fostering greater inclusion within schools in NI and County Donegal, in the Republic of Ireland (ROI). Aspects of Pritchard's outputs focus on diversity and ethnic and gender equality in higher education. Research emanating from the school's work in Library and Information Services has increasingly focused on issues of literacy development and the marginalization and inclusion of both youth and adults. Irwin's work examines inclusivity in the context of adult prisoners in the justice system.

Cluster 3, **Education and Conflict**, is a longstanding research theme within the School. From the 1970s the School has pioneered a series of educational interventions in Religious Education, Integrated Education, Community Relations and Citizenship Education which have been the focus for important education policy responses to conflict in NI. Currently, Professor Austin directs a well-established, extensive programme, Dissolving Boundaries, in conjunction with NUI Maynooth, which investigates the use of innovative technologies in building stronger relationships between schools across the Irish border by working on topics common to the curricula, north and south. This has involved 600 schools since its inception in 1998. Austin is currently working with the authorities in Israel to explore the potential for using ICT to link Jewish and Arab youth in Israeli schools. A major recent initiative, Creative Change, is developing the theme of creativity with thirteen primary schools on a cross-community basis in the immediate hinterland of the Coleraine campus. In supporting children it brings together classroom assistants, parents and others in its work.

Other research, related to building greater social cohesion through education in NI and facilitating transformation from conflict, continues with research in the use of ICT to better understand inter-cultural learning, the establishment of cross community cooperation between small rural schools and in the field of history education. Roulston and Hansson, jointly funded with the School of Environmental Studies, are using GIS systems to monitor young people's social movements beyond their own immediate environs, in the context of divided communities. In 2011-2013 members of the research group (Hunter, McCully, Bates and O'Connor) evaluated the work of the Primary Integrating / Enriching Education (PIEE) project, an IFI funded North Eastern Board initiative promoting co-operation between small primary schools from different cultural backgrounds in rural areas. This research has been extended to examine the impact of sharing teachers across adjacent rural primary schools which serve different cultural backgrounds. The work of Campbell, from the School of Psychology, relates to this bridging in divided societies by investigating the outworking of the contact hypothesis in both formal and informal educational settings. In relation to the formal curriculum a Standing Conference of Teacher Education North and South (SCoTENS) funded initiative in the field of history education is examining the contrasting importance given to political history in primary schools, north and south (McCully). O'Connor has undertaken an evaluation of the implementation of the Local and Global Citizenship programme within the NI Curriculum. Reilly, working with QUB, has assessed the impact of Global Citizenship Education in a NI context. A recent UNESCO report (Smith and Hansson) has challenged a shift in government policy towards support for the concept of Shared Education (co-operation between religiously separate schools without commitment to structural reform to bring about a fully integrated system).

Education and Conflict cluster outputs, through the UNESCO Centre, have informed research, policy and practice on education, conflict and peace-building in a range of international development contexts. Smith was an advisor and contributing editor to the Education for All, Global Monitoring

Report (2011) and is currently technical advisor to the UNICEF Peace-building, Education and Advocacy programme (2012-15), a \$150 m. global initiative in 14 conflict affected countries, funded by the Ministry of Foreign Affairs, Netherlands. Field based research has been completed in Nepal (DFID and EU), Sierra Leone (GiZ) and Uganda (UNICEF). An analysis of Norway's support to education in fragile situations (Smith Ellison) has been compiled for NORAD and presented at the Norwegian Ministry of Foreign Affairs (Oslo, 2013).

To enhance its research culture the UoA has moved away from a regular series of small research seminars (which often clashed with teaching commitments) to the holding of larger events once or twice a semester. The aim is to involve staff within and beyond the UoA and to engage a wider audience in research related activity and debate, thereby enhancing potential impact. Indicative of this approach, in 2010-11, three such events were held. A lecture and a seminar on Communities of Practice were led by Etienne Wenger attended by over 80 people, and two seminars on the themes of Restorative Practices in schools attracted over 30 targeted researchers and practitioners on each occasion. In 2011-12 there were five events: Professor Blaise Cronin, Indiana University, addressed 35 people, both academics, and those engaged in the library information services, on the theme of 'What it means to be an author?'; Professor Colin Brock, Oxford University, led a seminar for the UNESCO staff, HECUA US exchange students and external associates entitled 'Education as Humanitarian Response'; Professor Keith Barton, Indiana University, and Professor Diana Hess, University of Wisconsin, currently on secondment to the Spencer Foundation, ran a one day research workshop for faculty and research contract staff, post-graduate student teachers and their teacher mentors on Teaching Controversial and Sensitive Material through History; the School co-hosted a two day invitational symposium with St Patrick's Drumcondra, Dublin for 40 people on the theme of 'Commemorating 1916, the Battle of the Somme and the First World War', facilitating dialogue between academic historians and primary and secondary history educators; and the UNESCO Centre held a successful seminar for 40 MLAs and key stakeholders in Parliament Buildings Stormont, to discuss the findings of the CYP research into education in the youth justice system.

Five major events occurred between September 2012 and December 2013: Professor Hazel Hall addressed the NI Library Management community on the future role of libraries in education. The UNESCO Centre ran a research seminar, 'Capacity Building for Inclusion: The Role of Classroom Assistants in Northern Ireland' which presented the outcomes of its work on SEN classroom assistants to an audience of over 40 academics, social service practitioners, political advisors and educationalists. The IRiSS Annual Lecture for 2013 was hosted by the Education UoA. Professor John Furlong of Oxford University spoke to 80 guests, faculty and representatives from the wider education community, on 'Education: an anatomy of the discipline: rescuing the university project?'. In October 2013 the PIEE team contributed to the Higher Education Knowledge Enhancement Series, again in Parliament Buildings. Lastly, in December, an IRiSS supported one day North-South Symposium on the Value of the School Library showcased local research and good practice. Again, in keeping with the wider engagement strategy, this was attended by 90 people (teachers, principals, school library staff, researchers, students, and policy makers).

Since 2009 the School of Education has also run several important events for international participants. In October 2012, the UNESCO Centre co-hosted a 'Plan With Youth' Policy Forum in Paris (in conjunction with NUI Galway and the UNESCO International Institute for Educational Planning (IIEP)) focusing on how young people can help shape education systems to cater for their educational, social, cultural and professional needs. In addition, the UoA has hosted two international events in the field of history education. The Sixth History Education International Research Network (HEIRNET) Conference was held in Coleraine in 2009 and in 2012 the UNESCO Centre co-operated with Euroclio (the European umbrella organisation for national history teaching associations) to host a five day international seminar for teachers and teacher educators from nine countries on the theme of 'Teaching History in Divided Societies'.

As well as sharing current research interests the annual IRiSS and UoA away days are opportunities to discuss future directions for our research. The following are the aims of the UoA for the next five years. To:

Environment template (REF5)

- Seek funding with other institutions working in the Conflict and Education field (currently grant applications are being prepared for UNICEF and USAID) to develop, monitor and research intervention programmes in conflict affected states based on previous research experience;
- Further develop the UNESCO Centre as the “hub” for the UoA by fostering collaborative projects relating to children, young people and inclusion synergising the expertise of educational faculty members, and those from other disciplines, with the research capacity of the centre;
- Build the research capacity of younger staff and those recently appointed through a targeted mentoring and support strategy to ensure that, where applicable, they complete doctorates in keeping with the identified research strands and then proceed to research active status.

c. People, including:

i. Staffing strategy and staff development

ii. Research students

Currently 12 faculty staff (Austin, Smith, Moran, Clarke, Pritchard, McCully, Bates, Reilly, Skinner, O'Connor, Irwin and Campbell) and three research associate staff (Hansson, Smith Ellison and Monteith, ex-officio) are members of IRiSS. Of the 13 staff submitted for RAE 2008 three have retired (one professor and two experienced researchers) and one colleague from another school is no longer involved in education. This represents a 38% diminution and, therefore, it has been important to re-energise the UoA. Two early career researchers in 2008 (O'Connor and Irwin) have gained IRiSS membership, and Bates became a member on appointment (September 2010). Two other new appointees, Roulston (2010) and Hou (2010) are producing research outputs. Skinner has moved from part-time to full-time employment and has become research active. In addition, Professor Moran has returned to the UoA. Apart from the dedicated researchers in the UNESCO Centre, all faculty staff are committed to mixing teaching duties with research and this allows for a natural connection between the latter and research informed teaching.

Support mechanisms are in place to support both experienced and less experienced researchers. In collaboration with the UoA coordinator, staff provide individual annual research plans, small groups collaborate on joint projects, and individuals offer mutual support by reading drafts of research papers or proposals. A mentoring system, both horizontal (among co-equals) and vertical (from more experienced to less experienced), helps encourage and support developing researchers; special career planning and research induction sessions are offered to less experienced researchers who also obtain publishing experience by working with co-authors, internal or external. All staff are actively encouraged to network, and to present papers at conferences. Notably, IRiSS has provided resources to support conference presentations by those aspiring to research institute membership. The Research and Innovation Office gives guidance and briefing, and does grant proposal costings; staff perceive it as a helpful and supportive department. An Intranet provides guidance on funding agencies, and staff are circulated jointly and individually with information on funding sources within their areas of interest. Regular research reports are produced (for recent reports see *Dissolving Boundaries' Crossing Frontiers in Education*, and CYP's *A Rights Approach to Monitoring Children's and Young People's Wellbeing*), and research achievement is proclaimed in newsletters, in committees, on the Internet and on campus noticeboards. At the June 2010 UoA away day Professor Murray of University of East London led a session on fulfilling research potential in a concentrated teaching environment.

New members of staff without Ph.Ds are encouraged within three years of appointment to enrol for part-time doctoral degrees as a first step on the research ladder. Currently, Skinner and Marlow are studying for Ph.Ds and McGill and McFlynn are about to enrol.

In addition to attendance at IRiSS events, the annual UoA away days held each June, have become a feature of the unit's work, affording opportunities to strengthen research rationale, build research capacity, share each other's work and build professional relationships. Currently, a sub-group is establishing a UoA *wiki* to enable staff to share research ideas on-line.

Doctorates are managed through the Faculty Research Graduate School (FRGS leader: Dr J. Reilly)

within which the UoA currently has five full-time and five part-time Ph.D candidates. Since January 2008 there have been 13 successful completions. Through the FRGS, academics formulate Ph.D “project descriptions” that are advertised to attract external candidates for funded, full-time studentships. NI higher education does not feature ESRC studentships. Ph.D funding is channelled through the Department for Employment and Learning (DEL) instead. Staff supervise within their areas of expertise, though some free choice of topics is also permitted to candidates. All suitably qualified applicants are interviewed as part of the selection process, and on admission are inducted into the University and into the FRGS. Over their years of study, students are required to complete research methodology training totalling 180 credits to develop transferable skills. Each student has two supervisors and an advisor of which one is normally a member of IRiSS, whilst the other may be transitional or an IRiSS aspirant. Progress is carefully monitored, regular meetings are documented, and reports from both students and supervisors are assessed annually. In addition, full-time students undergo progress seminars on three occasions: after three months’ study, at the end of the first year when they are confirmed either as Ph.D or M.Phil students, and again at the end of second year (part-time students undergo the same seminars at appropriate points during their six years of study). Within the Education UoA, postgraduate research students are an integral part of the research culture, and are included in information networks facilitated by the FRGS and the UoA. Financial support is provided by the FRGS to support fieldwork costs and academic conference attendance.

d. Income, infrastructure and facilities

The UOA attracts research and development income from a range of Irish and UK sources. Since January 2008 the following grants have been obtained:

AstraZeneca Science Teaching Trust, Clarke (with McKelvey-Martin), Developing Primary Communities of Scientific Enquiry, £34,798

Atlantic Philanthropies (with NUI Galway), Smith, Well-being of Children and Young People in Ireland, £985,000; extended in 2013, £441,000.

British Council (DeIPHE scheme), Moran (with Universidade Eduardo Mondlane, Chancellor College, University of Malawi and Makerere University Uganda), Developing More Effective School-HEI Partnerships in ITE, £100,000

British Council, Skinner, English Language Learning and Teaching Research Partnership award (ELTRP), £2,716

Community Relations Council, McCully, Remembering the Future, The Decade of Commemorations: a Project for Schools, £5,000

DENI, Austin, Dissolving Boundaries, £450,000

Joint Business Council, Austin, Dissolving Boundaries, £40,000.

Department of Justice, Wilson (with Chapman and Campbell) Desistance programme with long term prisoners, £90,000

DfiD, Reilly (with QUB), Extension to the Global Dimension in Schools project, £15,000

ESRC TLRP, Moran, Developing Celtic Capacity in Educational Research: the impact of TLRP, £14,522

Gordon Cooke Foundation, O’Connor (with NUI Maynooth) Citizenship in Ireland, North and South: A Photographic Resource, £3,000

Grundtvig Foundation, Irwin, Effective Induction for Prison Teachers, £12,000

International Fund for Ireland, Loughrey, Creative Change, £389,086

Investment NI Vouchers, Bates, research work undertaken for the Corrymeela Community Archive, £8,000

Northern Ireland Council for Integrated Education (NICIE), Abbott, A Study of Northern Ireland’s Transformed Schools: a journey to integration, £1,200

North Eastern Education & Library Board, Hunter (with O’Connor and McCully) A review of the Primary Integrating/Enriching Education (PIEE) programme, £15,000. Extension 2012-13 £8,000

Office of the First Minister / deputy First Minister (OFMdFM), Monteith (lead), McCord, O’Connor and Hansson, Develop Child Rights Indicators for UNCRC Reporting, £79,277

Oxford Policy Management, C. Smith Ellison, Study on Education and Fragility, for NORAD, £25,000

SCoTENS, Wilson, Promoting an Active Restorative School Learning Community North and South,

Environment template (REF5)

£5,000.

SCoTENS, Lambe, (with National College of Art and Design, Dublin), Citizenship and National Identity with pre-service teachers, £4,800.

SCoTENS, McCully (with St Patrick's Drumcondra) School History and Commemorating the events of 1916, £2,600.

SCoTENS, McCully (with St Patrick's Drumcondra) Teaching Political History at Primary Level, North and South, £1,400

DENI, Lambe (with QUB) Developing SEN Capacity with Student Teachers, phase 1, £9,000

DENI, Lambe (with QUB) Developing SEN capacity within Initial Teacher Education, £87,621 (the latter are two S codes but supporting research work).

The UoA budget is distributed through IRiSS, and is used for conference attendance, IT equipment, research training, purchase of research services (e.g. data collection, coding, transcription and analysis), seminars and academic visitors. Funding is based on agreed targets against which outcomes are monitored annually. In addition to the administrative support provided by IRiSS there are secretarial, ICT and publicity and dissemination services available in the UNESCO Centre. In addition to its Chair, Director and three research staff the Centre employs a secretary, a web specialist and a Communications Co-ordinator.

e. Collaboration and contribution to the discipline or research base

The UOA, through its published outputs, national and international conference presentations, national and international partnerships and links to policy makers, has made an important contribution to research in several fields, including educational responses to conflict, the use of electronic communication in formal education across social and ethnic boundaries and the implementation of inclusive practices in schools. Inter-disciplinary co-operation is encouraged within the university. The UOA takes the lead on educational research within the Inter-Institute Peace and Conflict Cluster (IPAC), established to co-ordinate the strong disciplinary strands working on peace and conflict studies, thus enhancing the university's international reputation in this field. The UNESCO Centre Children and Youth programme promotes inter-disciplinary approaches that will better inform policy makers and lead to richer experiences for children and young people throughout Ireland.

National and international partnerships have had a significant impact on research output allowing research to be developed in a comparative context. Smith (Novelli, Sussex), Austin (Hunter, Ontario Institute for Technology) and McCully (Barton, Indiana) have sustained writing relationships with British and international colleagues. Smith's work with Novelli has been used by UNESCO to formulate international policy. McCully's work with Barton, emanating from a Royal Irish Academy grant has led to three refereed journal publications, two of which are included in the current REF submission. Two of the publications in the submission attributed to Austin (including a co-authored book) are a result of his collaborative work with Hunter. In June 2011, in recognition of the university's mission for "regional engagement", the School's existing links with ROI institutions and its commitment to sustaining educational co-operation on the island, a decision was taken to make Irish north – south research collaboration a central platform of the UoA's work. The UoA has consolidated relationships with southern Irish institutions through the UNESCO Centre (NUI Galway), *Dissolving Boundaries* (NUI Maynooth) and engagement with the Standing Conference of Teacher Education, North and South (SCoTENS). Professor Clarke is currently the latter's northern chair. McCully is an Executive member of the Educational Studies Association of Ireland, the national research organisation in Ireland.

Education staff contribute regularly to sustaining the national and international scholarly community through their involvement in editorial boards, peer reviewing, membership of learned societies and PhD examining. Editorial board membership during the 2008-13 period includes Clarke (*Technology, Pedagogy and Education*), Pritchard (*Compare, Technology, Pedagogy and Education, Carrefours de l'Éducation* and the *Malaysian Journal of Education and Development*), Smith (Associate Editor *Irish Educational Studies, Education, Citizenship and Social Justice, International Journal of Development Education*) and McCully (*Theory and Research in Social Education*). In addition, staff

Environment template (REF5)

have undertaken regular peer reviewing for a range of other journals including the *British Education Research Journal*, the *American Educational Research Journal*, *Computers and Education*, *Technology, Pedagogy and Education*, *International Journal of Education*, *Journal of Peace and Conflict*, *International Journal of Education*, *European Journal of Education*, *Oxford Journal of Education* and the *British Journal of Educational Studies*. Individual esteem has been accorded to Pritchard who has been a member of the Academy of Social Sciences since 2007 and was elected a member of the Royal Irish Academy in 2013. As a former Chair she was made an honorary member of the British Association for International and Comparative Education (BAICE) in 2009 and is secretary to the European Association for Institutional Research (EAIR). From 2008 UoA members have examined doctoral work in Lancaster (Smith, Pritchard), Oxford (Smith 2011, 2012, 2013), Birmingham (Smith) Dublin (McCully), Institute of Education, London (Smith 2009, 2010; McCully), Nottingham (McCully), Sussex (Smith), Bates (Loughborough) and CQ University, Australia (Pritchard).

During the census period members of the UoA have contributed regularly to prestigious national / international conferences. These include the American Educational Research Association (McCully, Denver 2010; McCully and Reilly, New Orleans 2011), the British Educational Research Association (Clarke, Glasgow 2009; Irwin, 2009; Clarke and McCully, Sussex 2013), the European Association for Institutional Research (Pritchard, Vilnius 2008; Copenhagen 2009; Warsaw 2011; Stravanger 2012), the British Association for International and Comparative Education (Pritchard, Glasgow 2008), International Geographical Union, CGE Conference (Clarke, Tokyo 2009), European Distance and E-Learning Network Annual Conference (Irwin, Paris 2009), UKFIET Conference on Education and Development (Smith, Oxford 2011), IS Academie for International Development (Smith Amsterdam 2011), Comparative and International Education Society (Smith, Puerto Rico 2012; Smith Ellison 2012) and GIZ (German Development Agency) Seminar Series (Smith, Bonn 2012).