

<p><b>Institution: Oxford Brookes University</b></p> <p><b>Unit of Assessment: UoA 25 - Education</b></p> <p><b>a. Overview</b></p> <p>This UoA return reflects sustained development of research activity in Education over a fifteen-year period. Our aim has been to inform aspects of education policy, teacher education, subject expertise and wider pedagogical inquiry. Research, knowledge exchange and consultancy in the UoA cover all phases of education, in both the private and public sectors.</p> <p>In 2011 re-structuring of the University, following a strategic review, saw the launch of a new School of Education (SoE) which supports education and pedagogic research clusters across the University - principally in the Faculty of Humanities and Social Sciences (SoE, Geography), Faculty of Business (Business School), and Faculty of Health and Life Sciences (Department of Psychology, Social Work and Public Health). Links between these clusters enable inter- and multi-disciplinary research in education to flourish, exemplified by the work of two centres: the Centre for Curriculum Internationalisation (CCI) (Oxford Centre for Staff Learning and Development (OCSLD)) and the Pedagogic Research Centre (Faculty of Business).</p> <p>Structurally, this intra-institutional working is supported through an Education Research Panel whose membership is drawn from across the UoA's three Faculties and OCSLD. The Panel meets six times each academic year and oversees the development of five SoE-based research groups reflecting staff expertise, disciplinary foci and emergent concerns: <i>Childhood, Families and Community (CFC)</i>; <i>Curriculum, Pedagogy and Assessment (CPA)</i>; <i>Educational Policy, Partnership and Leadership (PPL)</i>; <i>Educational Purposes, Ethics and Beliefs (PEB)</i>; and <i>Learning, Identity and Culture (LIC)</i>. Our UoA therefore brings together educational research which exemplifies a distinctive and original profile of work with an international reach.</p> <p><b>b. Research strategy</b></p> <p>The university-wide restructuring of research, post RAE 2008, is reflected in the current research strategy of the UoA. Ambitious plans were adopted to facilitate the production of research of international significance, to promote inter-disciplinary research, and to re-invigorate research activity. Our aims have been to impact on contemporary educational issues, support knowledge creation, and develop innovative approaches to researching pedagogic practices. The research strategy (which reflects that of the university, and of the three Faculties) has widened our research agendas and supported intellectual innovation in the local, regional, national and global education communities with which the University is engaged. We seek to publish research of the highest quality in leading peer-reviewed journals and to sustain an active research environment within the strong research structures provided by the University, Faculties, Schools and Departments. This strategy has enabled the development of a distinctive research profile in education that is selective, substantive, and predicated upon meeting two key objectives:</p> <p>1. <u><i>Increasing the critical mass of research, scholarship and learning in the academic community and wider research environment.</i></u> Since RAE 2008 we have:</p> <ul style="list-style-type: none"> <li>• Improved the academic qualification of staff - through supporting their professional and academic development (utilizing CPD programmes offered by the Graduate School and OCSLD; and by enrolment of staff on PhD and EdD degrees) and by making new appointments – while also being rigorous in selecting only the best publications for entry into this REF submission;</li> <li>• Grown a more substantive doctoral research community - through offering PhD scholarships, creating a new EdD course, and increasing our capacity for PGR provision;</li> <li>• Consolidated academic and public intellectual activities - including greater involvement in external examining of PhD and EdD theses; peer review and editorial work (journal editorship and editorial board membership for leading journals); membership of advisory panels; and involvement in national policy making;</li> <li>• Re-invigorated our programmes of research seminars, colloquia and public lectures – particularly as intra-, inter- and multi-disciplinary/thematic events, within and beyond OBU. This reflects the functions of the research groups (involving both academic and practitioner- based</li> </ul>
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presenters from local, national and international jurisdictions);

- Expanded our programmes of research reading groups, study seminars and writing groups;
- Facilitated an annual Departmental Research Conference for all academic staff and PGR students;
- Consolidated research-informed relationships with partner schools, colleges, and university Faculties, Schools and Departments; and
- Established centres of strategic significance to harness research activity and to ensure the continued vitality and sustainability of our key research activities.

2. Increasing engagement with the wider scholarly and practitioner research community. Since RAE 2008 we have:

(i) Hosted externally funded national and international conferences –The census period has witnessed an increase in the number of research conferences we have organised and hosted, which has stimulated the vitality of the research environment. Examples include an international conference on 'Religion, Education and Critical Realism', and the Philosophy of Education Society of Great Britain's (PESGB) conference on 'Philosophical Perspectives on the Future of Religious Education' (**Aldridge**); organised sessions, and delivered sessional keynotes, at Association of American Geographers conferences (Boston 2008, Las Vegas 2009, Washington 2010, New York 2012) (**Butt**); hosted Primary Geography conferences annually at Charney Bassett (**Catling**); hosted a conference on geography education and environmental sustainability (Royal Geographical Society, Edinburgh, 2012), and the HEFCE funded Leadership, Governance and Management Programme 'Leading Curriculum Change for Sustainability' (2012) (**Haigh**); represented the research strand for the Association of Science Education (ASE) at national conferences (**McGregor**); hosted three international CCI conferences (Spiro, Henderson); and co-organised the UK History of Education Society's annual conference on 'Citizenship, Religion and Education' (2010) (**Wright**). The UoA has also hosted external-facing programmes of lectures, seminars and debates annually. Examples include: the Oxford Education Debates (with the National Education Trust) (keynotes include Estelle Morris, ex Secretary of State for Education and Skills; Professor Sir Tim Brighouse, ex leader of Birmingham and Oxfordshire LEAs; the Rt Revd Alan Wilson, Bishop of Buckingham; and Professor Mary James, University of Cambridge and Expert Panel member for the National Curriculum review); the collaborative research seminar series (with the Oxford University Department of Education (OUDE)) (keynotes include Professors Edwards and Pring (OUDE), and NSCL 'leaders of change' events (West Burnham (St Mary's University); Kent (Rugby); Southworth and Blandford (IoE, London); and the Education Partnership Seminar Series (keynotes from Professors Ecclestone (Sheffield); **Morrison**; and Roy Blatchford HMI, Director of the National Education Trust).

(ii) Established more Visiting and Honorary Fellowships - Fellowships have been awarded to academics from non-UK universities and increasingly to an active group of honorary academics, honorary research fellows and visiting academics (see section e ii). The UoA has continued its strategy of appointing Visiting/Honorary Fellows and Professors who participate in programmes of research, seminars, lectures and conferences. Honorary staff appointed since 2008 include: Arnold, Ecclestone, Fuller, Harkin, Howson, Samier and Vass. In 2013 an international Research Fellowship was awarded to Dr Lee (South Korea).

(iii) Increased Research Group Seminar Events - Research groups serve to support staff and PGR research activities of the UoA throughout the University. Each of the five research groups receive annual funding to host research-led seminars as 'open access' events. Recent examples include: the *Educational Beliefs, Purposes and Ethics* group's seminar programme (keynotes from English (Mount St Vincent University), Nixon (Sheffield), Kristjansson (Birmingham), Kvernbekk (Oslo), Standish (IoE)); the *Learning, Identity and Culture's* two worldwide webinars for Oxford University Press, and a Global Citizenship in Applied Linguistics seminar funded by the Higher Education Academy; the *Educational Policy, Partnership and Leadership* seminars for the British Educational Leadership, Management, Administration and Leadership Society (BELMAS), and launch of two BELMAS research interest groups (Doctoral Research into Educational Leadership, Research into Higher Education). Seminars have involved keynotes by Samier (British University of Dubai), Bottery (Hull) and Grint (Warwick); other research events organized through the 'Oxford Alliance'

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(with the University of Oxford) include an Educational Philosophy seminar series with the PESGB (**Aldridge**), the Leadership for Learning Programme (**McGregor**), and a joint seminar series (Mitchell); the *Childhood, Families and Community* group's seminar series 'Making Research Work for Children' (with Oxfordshire LA), and 'Education in Research' seminars (keynotes Thomas (Birmingham), Wild, Glenny); and the *Learning, Identity and Culture's* four annual research seminars, and 'Global Citizenship, Personal Scholarship and Pedagogic Practices' conference (with CCI), and research writing for publication events (Spiro). The research groups serve to support staff and PGR research activities, promoting individual and collective excellence in scholarship and research.

(iv) Fostered Knowledge Exchange and Consultancy-based Research - seeking to generate research impact, while continuing advisory and consultancy work across all phases and sectors of education, is a key aim. The UoA is realizing its strategic intention to create research and consultancy centres - such as the Centre for Excellence in Teacher Training (CETT) and Centre for Education Consultancy and Development (CECD) - established by the University in 2012 and led by **Browne**. These centres are part funded by HEIF awards and facilitate consultancy-based research and knowledge exchange, supported by the University's Research and Business Development Office (RBDO).

(v) Grown and integrated PGR provision - the importance of developing a stronger PGR community was identified as a strategic aim from RAE 2008. The number of PGR students has grown (see section c), primarily through the launch in 2011 of a revitalized EdD programme. **De Abreu**, as **Director of the 'Doctoral Training Programme - Children and Young People: Psychological, Educational and Health Perspectives'**, also links with supervisors in the SoE (Wild, Glenny, Yiakoumetti) to offer a broad multidisciplinary perspective to doctoral supervision. The PGR strategy has encouraged growth in provision (staff expertise, capacity for doctoral teaching, supervision) and in the development of the PGR learning community.

### Research Strategy 2014-2020.

The UoA's research strategy to 2020 seeks to consolidate core research activity and expand international outputs through an ambitious programme of publication, networking and conference presentations. We will enhance our procedures, established from RAE 2008, for attracting leading academic researchers, replacing core staff who leave the university, refining research groups to achieve maximum productivity, and promoting inter- and multi-disciplinary work by:

- continuing to strengthen the vitality and sustainability of the research culture of the UoA,
- promoting research leadership, management and planning,
- increasing the impact of research groups' work, including further support for bid writing and grant application,
- strengthening doctoral and post-doctoral programmes of work,
- supporting early and mid-career researchers - through mentoring, encouraging conference attendance, and by making further contributions to their research costs,
- enhancing research group activity, particularly encouraging collaborative and inter-disciplinary work which has a forward-looking perspective,
- investing in strengthening existing and new international research networks, and
- expanding the work of our research and consultancy centres to ensure the vibrancy of our research outputs.

Building on the foundations of RAE 2008, we will therefore sustain and enhance our profile of research outputs, training and mentoring. Research that is innovative, inter- and multi-disciplinary in scope, intellectually secure and highly relevant to the social sciences will be prioritized.

### c. People, including:

**(i) Staffing strategy and staff development:** The university's strategic commitment to research excellence, reflected in the work of this UoA, is grounded in its inclusive approach whereby all academic staff are expected to be research active and are allocated dedicated research time. Commitment to staff development, at all career stages, is reflected in our investment in research infrastructure, an expansive staffing policy (with employment of early career researchers and awards of research studentships), and compliance with the RCUK's Researchers' Concordat. Since RAE 2008, five Professors of Education, three Readers and two Research Fellows have been appointed to the UoA. Key elements of the staffing and development strategy, which seeks to recruit staff who are research active or have considerable research potential, include: (a) Appointment Strategy - two Professors of Education (**Butt, McGregor**) were strategic appointments in 2012 to enhance research leadership, management, published outputs, bidding for grants and research mentoring. The internal promotion of research active staff is evident - **Wright**, originally employed as a fixed term Research Fellow in 2007, was appointed Senior Lecturer in Education Studies in 2009; and Spiro was appointed Reader in 2013. An Early Career Research Fellow (Alexander, Oxford University) was appointed in the same year – an example of our intention to continue to appoint new, promising, research-active staff to the UoA. Balancing early career appointments with securing the continuity of the professoriate through the award of emeritus status, has ensured a continuum of leadership and expertise. Excellence in research performance is central to academic promotion, supported by an annual review of staff research activity, outputs and plans which is overseen by the Research Lead, Head of School/Department and Faculty Associate Dean for Research. (b) Research mentoring - All new staff attend the 'Your First Three Years' programme (RBDO), which includes sessions on research support, bidding for external funding, and running research projects. All staff experience a Professional Development Review (PDR) and submit a Personal Research Plan (PRP) annually, which identifies research training needs - this accords with RCUK's 'Concordat to support the career development of researchers'. Designated support for research activity from the Faculty and University are available through the Early Career Mentoring Scheme, Faculty Events Fund, devolved QR money, and Faculty Grants Panel. Research Leads promote participation in the Faculty research-mentoring programme, with one colleague successfully winning more than £5k from this fund over a two-year period. A further layer of mentoring involves professors, readers and honorary academics offering guidance on research activities and strategic direction to all academic colleagues through regular research 'drop-in' sessions. A final level of mentoring involves supporting colleagues' writing of internal and external research bids (**Butt, McGregor, Morrison, Catling**). Where appropriate, staff are supported financially towards completion of their doctoral degrees, either at OBU or another English university – for example, **Aldridge** gained financial support for his doctoral studies, having begun his academic career after 2008. Several colleagues have now completed their doctoral studies (Arthur, Legg, Floyd), with others submitting during 2013 (Coles, **Aldridge**). Across the UoA a number of staff are engaged in the SoE's EdD programme, either as tutors or students. (c) Academic and Research Bid Writing Groups - introduced as part of the SoE research strategy in 2010, these groups are convened to draft publications and bid for grants. Examples include **Morrison's** inter-disciplinary work in coordinating research focusing upon multi-agency services for children and young people involving colleagues in Health, Psychology, Social Work and Education. Similar collaborative research and writing in pedagogy, assessment and coaching has involved colleagues located in the SoE and Business School (Arthur, **Cox, Millar**). **Butt** has engaged in collaborative bid writing for an ESRC seminar series (with Lambert, Institute of Education and Morgan, University of Auckland). From 2010, this has resulted in the UoA being successful in bidding for 10 projects worth around £100k. Additional awards include a Leadership Foundation for Higher Education (LfHE) small grant for researching academic leadership in Higher Education in 2011, and money for joint co-ordination of the Oxford City Council Leadership for Learning Programme in 2012 (£76K). (d) Professional Researcher CPD - the SoE's annual Research Conference, at which academic colleagues from across the UoA and doctoral students can present their research, functions as a tool for professional development. Cross-disciplinary projects are encouraged, show-case reportage of research projects occurs, and a national keynote speaker is invited (recently Professors Whitehead (Bath); Gunter (Manchester); James (Cambridge); Harrison (King's College)). The conferences involve all academic staff and PGR students in a 'learner-based

community of practice'. Research group seminars held throughout the year offer similar opportunities for colleagues to present their research at whatever stage of development. Across the UoA the departmental and faculty research leads, in concert with HoDs/HoSs agree 5 year plans of research for each staff member (PRPs) which are the basis for allocations of research time, provision of mentoring, identification of research needs, and targeting of research time and resource. (e) Managing Diversity and Equality in Professional Research Development - the annual review of individual research activity and performance provides opportunities for the Research Leads to ensure equality of opportunity, for research endeavour and development. This includes the provision of short periods of study leave, through mutual colleague support, opportunities to develop the research careers of part-time staff (with REF submissions by **Wright, Haight**), support for staff whose research career has been interrupted, and help for those seconded from outside academia.

**(ii) Research students** – PGR students are central to the UoA's research culture and environment; the PGR cohort has grown from 6 to 16 PhD students in the SoE during the census period, with the EdD programme attracting a further 16 doctoral students since its inception in 2011. Completions of PhDs usually number between three and four each year (total 16, since RAE 2008). In addition there have been three Professional Doctorates in Coaching and Mentoring awarded under supervision from **Cox**. PGR students are expected to take a full part in the academic life of the UoA and are included in all research events; they are members of the Graduate College, have access to Faculty Doctoral Training Programmes and are provided with annual funding for conference attendance. Evidence of the improving quality of PGR students includes their success in obtaining a BELMAS Scholarship in 2010 (Rigall), delivery of research papers at BERA and AME conferences (Gideon), invitation to attend PESGB summer school 2013 (Gideon), receipt of an internally funded Doctoral Training Programme (co-supervised with the Department of Psychology, **de Abreu**) (Ayiomamitou). Toetonel has completed an OCSLD MOOC and will serve as an 'expert participant' for the University of Pennsylvania. Funding for doctoral research is mostly provided by the students themselves, although seven students have been funded by OBU during this REF period. EdD students organise and host their own annual research conference, contribute to the SoE Conference, and are members of formal research groups. All PGR students have dedicated work space and computer access. Research students are encouraged to utilize the support provided by the Graduate College and Faculty, and to foster the research skills and attitudes required to develop as education researchers. They are represented on the Graduate College Steering Committee; the University and Faculty Research and Knowledge Exchange Committees, and the University and Faculty Research Degrees Committees. All PGR students are affiliated to a research group, offering access to research-led seminars, reading groups, research conferences and opportunities to teach in areas related to their research. Further specialist training is afforded by the Graduate School Doctoral Training Programme and OCSLD. The UoA therefore offers PGR students many opportunities to present work, to engage in research methods training, to obtain support in writing and publishing, and to attend networking events. All academic staff involved in PGR teaching must meet the requirements of university training for doctoral supervision, and be aware of related university regulations and codes of practice. The creation of three person supervisory teams, in which new doctoral supervisors are supported by an experienced mentor, has enhanced the quality of student support. The minimum requirement for PGR supervision remains a Director of Study and a second supervisor.

#### **d. Income, infrastructure and facilities**

(i) Support and administration for grant bids (RBDO and RKEC) - The RBDO supports researchers in submitting research bids to all major UK and international funders. Nine staff facilitate aspects of research bid applications, post-award management of research, handling contracts, as well as helping researchers to gain ethical approval and to find, develop and cost successful research applications. The RKEC, chaired by the Pro Vice Chancellor (Research), co-ordinates strategic research aims across the university, with each Faculty having a RKEC chaired by the Faculty Associate Dean for Research. The Faculty Grants Panel provides academic mentoring, by colleagues with a record of grant success, and administrative support from a Research Grants Officer. Academics are encouraged to meet opportunities to bid for grants within their area, as well as to attend staff development events on grant issues. (ii) Investment in research and research

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groupings - The principle focus for QR expenditure has been to support the activities of research groups. The University top-slices QR in order to underpin its research support, but also to operate a variety of funding and research leave schemes annually. Within the Faculties, devolved funding is used to support the Events Fund, a Faculty Research Fund and a Study Leave Scheme. Several colleagues have won internal funding from this source to support a range of focused research activities (**Aldridge, Browne, Catling**, Glenny, **Haight, McGregor**, Wild, **Wright**). (iii) Research Management - the FHSS provides an administrative support team dedicated to all matters pertaining to research, knowledge exchange and consultancy. This includes a Faculty Grants Panel responsible for monitoring and regulating the University quality assurance protocols and procedures, as well as supporting writing and submission of bids for research grants. Two research leads, **McGregor** and **Butt**, are part of the FRKEC led by the Faculty Associate Dean for Research – the strategic role of the FRKEC is to enable staff to fulfil their research potential; to oversee the research strategy of the UoA; to support bidding and grant winning; and to help monitor individuals' 5 year research plans. The FRKEC is where faculty-wide research strategies are decided. (iv) Income from research and consultancy - a total of £165,383 has been awarded through external research grants. Consultancy income from the Learning and Skills Improvement Service (2008-2011) was £1.1 million, while a bid for action research via CETT attracted £100k. Current negotiations with Astra Zeneca Primary Science Teaching Trust for funding will exceed £150k, while an EEF project with Science Oxford (Wilson) has attracted a further partnership award of £240K.

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

UoA members have been involved with various professional and learned societies, often adopting leadership roles to promote research activity and scholarship. Together these activities reflect extensive national and international networks of contacts and collaborations - **Aldridge** is an elected member of PESGB's Executive Committee; **Browne** is an ESRC reviewer for research bids on educational technology (2004 to date), educational reform (2009), 14-19 school reform (2009) and a reviewer for ESCalate (1999-2010); **Butt** is the co-founder and Chair of the Geography Education Research Collective (GEReCo), and an invited member of UK Committee of the International Geographical Union Commission on Geographical Education (IGU CGE); **Catling** has served as Honorary Secretary of the IGU CGE, as Chair of the UK Committee IGU CGE, and as a member of the QCDA Humanities Panel. He is an invited member of GEReCo, GA EYP Committee and the DfE's Geography Expert Group; **Haigh** has served on the Scientific Committee of Landcon 1209; **McGregor** is Acting Secretary for the Research Committee of the Association of Science Education (ASE), a member of the International Committee for North American Research in Science Teaching (NARST), and of the Scientific Committee for The World Conference on STEM education; Sharpe has been involved in JISC sponsored activities, such as the Course Design Intensive (CDI) approach to curriculum and research development (sponsored by the Higher Education Academy), which is sold on a consultancy basis; Spiro is an organiser of the Oxford University Press webinars, and of the Global Citizenship in Applied Linguistics seminars; and **Wright**, is a member of the History of Education Society's Executive Committee, co-ordinator of the *History of Education Researcher*, co-organiser of the Society's 2010 annual conference, and co-editor of the special issue of *History of Education* which arose from that conference.

(i) External Examining - doctoral level examinations include: **Butt** with eight doctoral theses examined; **Catling** with seven; **Haight** with four; **McGregor** with five; **Morrison** with twelve (and External for EdDs at IoE); Spiro with nine; and Yiakoumetti with thirty-five M.Phil and Ph.D theses examined. (ii) Fellowships, Advisory Panels and Editorial Positions - Visiting Fellowships awarded to UoA staff include: Spiro (2010) and Sharpe's (2012) award of National Teaching Fellowships. Visiting Fellowships hosted include: Drs Roodenburg, University of Monash, Australia (Rayner); Professor Reid, Auckland Technical University, (**Browne**); Dr Samier, British University of Dubai, (Arthur); and Dr Lee, Ewha Woman's University, South Korea (**Butt, Catling**).

Numerous staff are involved in Advisory Panel and Editorial work for academic, professional and learned associations e.g. **Browne**: invited member of 21<sup>st</sup> Century Learning Alliance; **Butt**: GEReCo, UK Committee IGU-CGE; **McGregor**: Association of Science Education (ASE), North American Research in Science Teaching (NARST), and review panel for World STEM conference (Borneo, 2013); **Morrison**: Chair of the Best Thesis Award panel (BELMAS); Yiakoumetti: assessor for postdoctoral fellowships scheme (Endangered Languages Documentation

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Programme at SOAS) and for the HEA's Teaching Development Grant schemes. She is also an expert advisor to the Cypriot National Ministry of Education and Culture on language policy in primary education; and Wild on the International Journal of Early Years Education Expert Panel (Warwick 2012). Editorial Board work includes: **Aldridge** for the *Journal of Philosophy of Education*; BEJLT, and *Brookes eJournal of Learning and Teaching*; **Browne** for *Journal of Further and Higher Education*, *Journal to Inform Research Based Practice*, *International Journal of Coaching and Mentoring*, *International Journal of Teaching and Learning in Higher Education*; **Butt** for *Educational Review*, *Research in Geographic Education*, and *Research in Geographical Education Online (RIGEO)*; **Catling** for *Education 3-13*; **Cox** for *International Journal of Coaching and Mentoring*; **Haigh** for the *Journal of Geography in Higher Education*, *International Journal of Mining, Reclamation and Environment*, *Revue Belge de Géographie* and the *Bulletin de la Société Belge d'études Géographiques*, and the *European Journal of Environmental Sciences*; **Haight** for a special edition of *International Studies in Sociology of Education*; **McGregor** for *Education in Science*; Sharpe for *Research in Learning Technology*, and *Brookes eJournal of Learning and Teaching*; Spiro for the *English Language Teaching Journal*, *Educational Journal of Living Theories*, *Studies in Higher Education*, and the *Higher Education Research and Development*; **Wright** will become joint editor of *History of Education* in January 2014; and Yiakoumetti for *Rethinking Education*. While this list reflects leadership roles as editors, or editorial board members, many UoA staff also review articles across a range of journals in Education, Psychology, Philosophy and Sociology of Education.

(iii) Collaborations with scholars from other institutions - e.g. **Butt** with GReCo members from 15 English Universities and research contacts with Universities of Auckland (Morgan), Michigan (Stoltman), Queensland University of Technology (Lidstone), and Texas A+M University (Bednarz); **Catling** with numerous academics globally, through his Secretarial role for the IGU-CGE and Chair of the UK Committee IGU-CGE; **Haigh** with HEFCE's 'Leading Curriculum Change for Sustainability' project, involving the University of Gloucestershire (Tilbury, Ryan), Exeter (Sjerps-Jones), Brighton (Harder), and Aston (Blewitt); **McGregor** with colleagues at Open University, Victoria University of Wellington (New Zealand), and the National Science Learning Centre (NSLC); **Morrison** with Southampton University (Lumby); **Price** with Brisbane University (Trevitt), University of Hong Kong (Chan); University of Reading (Crook); and University of Sydney (Freeman); Spiro with International School Amsterdam (Crisfeld); University of Leicester (Dymoke); University of Limerick (Murray); Yakoumetti with University of Auckland (May), City University of New York (García), Pennsylvania State University (Canagarajah), San Francisco State University (McKay), University of New England (Siegel), University of Victoria (Ball), and Cardiff University (Garrett); and Wild with Peers Early Education Partnership, Oxford (Street), and OUDE (Evangelou, Sylva, Kyriacou).

(iv) Invited keynotes and lectures - These activities include: **Aldridge**, at the Association of Moral Education Conferences (Texas 2012, Montreal 2013); **Browne**, keynotes at Institute for Learning (2012), Westminster University (2010), University of Philadelphia (2009), Auckland University of Technology (2011); **Butt** at Association of American Geographers conferences (2008, 2009, 2010, 2012), IGU-CGE conferences (London 2008, 2011), Geography Teacher Educator Conferences (2008-2013); **Catling's** keynotes at Charney Manor Primary Conferences (2008-2013); at the Australian Geography Teachers' Association Conference (2013); and lectures at the IGU CGE Conferences (2008, 2010-12); **Haight** at the conference of the International Baccalaureate Schools and Colleges Association (2013); **McGregor** at the International Group of the National Science Teachers Association (NSTA) (USA); keynotes for the Dramatic Science project and thinking skills in science, National Science Learning Centre (University of York) (2010 - 2014); and regional science conferences (Solihull 2011, Lancaster 2013); **Morrison** for the Leadership Development and Doctoral Study (BELMAS Special Interest Group) (OBU 2010), BELMAS Conference at the University of Manchester (2010), and at the Institutional and Professional Research Centre Conference, University of Southampton; Sharpe at the Graduate Student Conference, Dublin Institute of Technology (2012); and **Wright**, as invited speaker at University of Oxford History of Childhood Colloquium (2009), and Cultural History of the Classroom since 1750 (Rotterdam 2009).