

<p><b>Institution: Nottingham Trent University</b></p>
<p><b>Unit of Assessment: C25 Education</b></p>
<p><b>A. Overview</b></p> <p>Research in Education at NTU has an applied focus that aims to make a positive impact on learning and learners. The Education research environment is therefore one that encompasses a range of academic disciplines, and the professional environment of our collaborative partners.</p> <p>Research in the Unit is co-ordinated in the School of Education and encompasses education research from across the university, with activity grouped under four main collaborative themes; <b><i>Inclusion Diversity and Engagement, Language and Communication, E-learning and Pedagogy.</i></b></p> <p><b>B. Research strategy</b></p> <p>Our aim is to impact on learning and achievement through excellent research. Partnership is a key aspect of our strategy and collaborations are active within the University and externally with our professional partners to undertake research and influence practice nationally and internationally.</p> <p>In 2007, in recognition that Education research activity was embedded in the Academic Schools, rather than in a single Unit of Assessment, a strategy of consolidation to encompass activity across the University was agreed. This strategic restructuring and consolidation of research was implemented through the period 2008 – 2013 via the appointment of a Research Coordinator and the establishment of a Strategic Advisory Group for the Unit, with representation from across the Academic Schools. Strategic support for this initiative was provided by the Associate Deans for Research for each of the three Colleges of the University, and the Pro Vice Chancellor for Research, who takes overall responsibility for research within the institution. The Unit has subsequently been supported to develop its strategy in line with that of the University and the Academic Plans of the constituent Schools.</p> <p>The Key objectives of the strategy through 2008 – 2013 were to:</p> <ul style="list-style-type: none"> <li>• to undertake excellent research in education and pedagogy across the university and collaboratively with our external partners</li> <li>• To increase the volume of high quality research outputs and dissemination</li> <li>• to promote a vibrant research culture and community within NTU</li> <li>• to positively impact on learners and learning through practice based research</li> </ul> <p><b>B1 Evaluation of the strategy</b></p> <p>Since 2008 we have brought together excellent Education research from across the university. This strategy has delivered a vibrant research culture in Education as evidenced by the 23 researchers in this submission who come from 5 of the 9 Academic Schools at NTU. The Schools represented here are Education, Social Sciences (Psychology), Arts &amp; Humanities, Science &amp; Technology and Art &amp; Design. The Unit has generated increased contribution to international and highly-ranked journals and publishers, and a high profile among the international community of scholars by means of conferences, networking and professional activity. The Unit has made major contributions to publications, collaborations and practice plus Education editorial boards, refereeing of grant bids, journal articles, book reviews, service on advisory, policy, regulatory and scholarly groups and contributions to seminars and conferences. The success of the research strategy in developing partnerships can be seen in the conferences we host. The RAISE (Researching, Advancing &amp; Inspiring Student Engagement) annual conference was held at NTU in 2011 and 2013. The University also hosted the annual conference of the Developmental Psychology Division of the British Psychological Society. We will be hosting the North of England Education Conference in January 2014 and the European Get-In conference on Inclusion in Spring 2014, demonstrating the recognition of our commitment to practitioner and collaborative research with real world impact. In 2012 the first of the annual School of Education research conferences was held attracting presentations from partner organisations and research students as well as 4 of the 9 NTU Schools, showcasing the research networks and sharing of research outcomes.</p>

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Research in Education at NTU is an inclusive community across the disciplines and as such this unit encompasses collaborative research within and beyond NTU. Evidence of this university-wide strategy for Education research is demonstrated by the Annual Learning and Teaching Conference, which is now in its 15<sup>th</sup> year. This conference acts as a focus for the many faculty staff engaged in Education research (proceedings are available at, [http://www.ntu.ac.uk/adg/document\\_uploads/events/143571.pdf](http://www.ntu.ac.uk/adg/document_uploads/events/143571.pdf) ). This approach creates a vibrant community, and a focus for research into learning and education which draws inspiration and strength from cross discipline and cross phase collaboration and debate involving both academic and professional support areas. This strategy includes strengthening research training, including through the Post Graduate Diploma in Research Informed Teaching and the Post Graduate Certificate in Higher Education (for new teaching staff), which articulate with the MA Academic Practice course and Professional Doctorates, creating a secure academic grounding for new researchers and practitioners.

In 2013 the School of Education funded a number of collaborative research projects for schools to further their school improvement plans and school based colleagues presented outcomes at the 2013 conference and are now engaged in preparing publication and further dissemination of the impact of the research. Further evidence of our collaborations comes from our professional support areas which are also engaged in research with academics that impacts directly on the experience of our students, and the wider community of learners. Centre for Academic Development and Quality (CADQ) staff were part of a successful bid for funds from HEFCE (£176k) to investigate retention and engagement (the HEAR Project) with two other universities.

**B2 Research activity.** The research strategy is delivered through the four core themes. These themes are reflected in the research groups, which develop the strength and depth of the research and ensure its sustainability. All four areas have generated increased activity and output during the course of this assessment period.

**i) Inclusion, Diversity and Engagement:** key researchers *Banyard, Coates, Dillon, Emerson, Hardy, Peart, Richards, Rothwell, Wallace*

This cross-disciplinary research group focuses on inclusion in schools, diversity, special educational needs and student engagement. In the area of inclusive education, **Richards** was funded by the Daiwa Anglo-Japanese Foundation to visit Japan (2009) to study approaches to special and inclusive education, related teacher training and research; during the visit she was invited to advise Japan's Education Minister on inclusive education. Richards has also developed a Nottinghamshire local authority £8k funded research project exploring girls' aspirations and the barriers they experienced to achievement, the findings of which were disseminated to schools and LA Advisers to inform future teaching and learning practice in Nottinghamshire. Richards received funding from the same source to look at closing the gap (in achievement between children from disadvantaged areas and the general population) and also evaluating the climate for change in schools. **Banyard's** work for the British Educational Communications and Technology Agency (Becta) *Narrowing the Gap (2009)*, exploring how technology can be used to boost the performance of low achieving learners, was a development from an earlier Becta project on *Personalisation of Learning (2008)*. **Coates's** research adds the dimension of special needs to theme of inclusion and centres on the readiness of teachers to create inclusive environments for physical education; her work about children with disabilities has been disseminated at international conferences as well as to local schools. She brings experience of applied behaviour analysis therapy to this research group, and is a clinical consultant to the charity *Think Children* (<http://www.thinkchildren.org.uk/>) which provides support for vulnerable primary age children. Earlier research on adapted sport for people with disabilities was led by Doug Williamson at NTU, [http://www.ntu.ac.uk/adapted\\_sports/games\\_development/index.html](http://www.ntu.ac.uk/adapted_sports/games_development/index.html).

**Emerson and Dillon's** work with children with autism develops powerful insights into the lives of these children and provides direct interventions in schools and families. Emerson's work has explored the communication strategies of children with autism and their carers, including the controversial technique of facilitated communication, while Dillon's research has centred on children with autism and their transition between schools. In the area of engagement, **Hardy's** work includes a university-wide longitudinal study. This work was the starting point for the *RAISE*

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(Researching, Advancing & Inspiring Student Engagement) network. **Wallace's** work is on motivation and behaviour of 14-19 year old learners in colleges of Further Education, the professional development of mentors in the Further Education sector and the use of fictionalised accounts of experience to enhance teachers' reflection on practice. She is co-author of *Qualitative Methods in Educational Research* (BERA/Sage, 2012) and author of *Doing Research in FE* (Sage/Learning Matters, 2013). **Peart** works in the area of social justice and inclusion focusing on equality, individual experience and teacher training. She received the 2012 British Educational Research Association SAGE Award for Research in Post 18 Education for her work on the achievement of young Black men in a Further Education setting which has led to the setting up of the high profile project: *Black on Track*.

**ii) Language and Communication:** key researchers *Clughen, Cordon, Hardy, Hughes, Larkin, Stiller, Torrance, Williams*.

Language and Communication draws together researchers from a wide range of disciplines. It contributes to the shaping of government priorities relating to literacy, reading and writing. **Williams** and **Larkin's** work explores typical and atypical development of reading with a special focus on Specific Language Impairment (SLI). They have been supported in this work with a grant from the *British Academy* (£4k). They worked with York University to develop standardised tests for early reading deficits. They present their work at national and international conferences and Larkin was guest editor for the journal *Dyslexia* in 2011. They impact directly on practice through dissemination to practitioners. Larkin is on the conference organising committee for the *British Dyslexia Association*. **Stiller** has added to this work on reading with studies on the role of rhyme and the use of early phonological strategies. Most recently he has also contributed innovative work using network analyses to look at issues such as peer liking and rejection and the use of digital technologies in schools. **Torrance** works with international colleagues to examine how children develop writing skills. Currently his 'reading during writing' research involves the use of new methods for analysing eye-movement data to develop an understanding of the ways in which adult writers make use of visual information from within their emerging text. He is also involved in research exploring teaching writing to primary aged children. **Hardy** looks at reading and writing in adult learners and explores how a culture can be created to support these activities. The work focuses on academic literacies and student engagement with writing. Hardy has collaborated with **Clughen** to explore the effectiveness of key strategies to develop writing in students. **Hughes'** work is on the effectiveness of blended learning approaches to language learning and teaching. Starting from the development of materials for the delivery of Spanish courses in Latin American Studies, Hughes has developed language programmes, including addressing the language and methodological needs of generalist primary teachers in Nottingham. He has also developed a language course for a school in Guatemala that is run by a Nottingham-based charity, *Education for the Children*, and creating a blended language learning resource in eight languages to help train undergraduate Language Ambassadors.

The research on reading and writing at NTU builds on the work of Professor Roy Cordon who retired in 2010 and who was responsible for developing the *TRAWL* (Teaching Reading and Writing Links) project. The project took a collaborative approach and enlisted local schools and teachers to research, promote and develop the ideas.

**iii) E-learning:** key researchers, *Banyard, Boulton, Cosma, Dillon, Moss, Rowlett*.

This area investigates the impact of digital technologies on learners and learning. This work informs government priorities regarding development of MOOCS, digital literacy and on-line safety. **Boulton's** work focuses on the development of technology to support learning and teaching within higher education and in the primary and secondary sectors. This has included investigating the use of blogs for reflective practice, leading an e-portfolio project, partly funded by the Teaching Agency (TA), and a project focusing on the development of digital literacies with staff, working with the University of Botswana. She is currently leading a TA funded project investigating the use of technologies in schools and measuring the impact on literacy levels and engagement of pupils identified as 'disaffected'. For this project she has worked with colleagues new to research to help them to develop key research skills and become research active. **Boulton** has also collaborated with researchers from the Language and Communication Group (**Hardy, Clughen**) on the way in which virtual environments influence the way we write. **Banyard** and **Dillon** produced reports for

the British Educational Communications and Technology Agency (Becta) on a series of projects looking at the impact of technology in primary and secondary schools. Most recently the work has looked at the potential of digital technologies to provide a more personalised learning environment. Dillon has also explored the use of technology to facilitate story telling in children with autism. Banyard has looked at the gap between expectation and delivery in relation to VLEs. He has also worked with consultants to evaluate the application of maturity models (developed by Underwood and Dillon at NTU) to the FE sector. Most recently Banyard has led research for and funded by the Ministry of Defence exploring the role of technology in training military personnel. **Hughes**, in collaboration with a local design company, has used the “into language” website ([www.routesintolanguages.ac.uk](http://www.routesintolanguages.ac.uk)) and CDs to support elementary language potential of technology to develop high quality and engaging learning materials. **Cosma** has developed intelligent systems to create techniques that will identify plagiarism. **Rowlett** works with collaborators from several UK universities to design, introduce and evaluate e-assessment systems for mathematics and his paper in *Nature* **475**, pp 166-169 was reprinted in Pitici (2012) *The Best Writing in Mathematics*.

**iv) Pedagogy:** key researchers *Blaj-Ward, Brown, Flint, Ireson, Moss, Rowlett, Serret, Wallace*.

This research theme explores issues relating to teaching, learning and pedagogy, and examining how practice in its many forms is developed. Research into STEM education has a strong tradition at NTU and we attracted £2.35 million in capital funding for the Centre for Effective Learning in Science (CELS) with an additional £500k pa. for five years ending in 2010. Work on STEM Education is led by **Ireson** who works on research informed development of resources and pedagogy for the teaching of superconductivity for both undergraduate and pre-university physics students. This work is funded by the European Union and has collaborating partners in ten European countries. Ireson is also working on a pan-European project to examine teacher and learner perceptions of the mathematics, science and technology curricula. Ireson’s work in science education includes European Union Funded FP7 Programmes *MOSEM*, *MOSEM2* and the *SECURE* project. Also part of the STEM work, **Serret** has developed her previous work at Kings College, London to explore ways primary school children learn about science. She has also developed links with Forest Schools to further explore how using the outdoors can be used to develop science learning. **Moss** has published on the use of new technologies in science teaching including reports for the Higher Education Academy (HEA). Interventions such as *The Cosmos Project: a journey to the stars* have been evaluated and reported. The STEM team have delivered numerous national and international conference presentations and workshop events and their work is showcased in one of the impact statements in this submission.

**Flint’s** work on critical theory considers the critical application of philosophical discourse within mainstream discourses regarding education, not least the issue of technological framing in the languages and practices of education. He is currently examining claims to justice inscribed within the customs and practices of educational research. His particular interests provide a focus on the production of space for researching practice. The work of **Blaj-Ward** has looked at the value of English for academic purposes and also the effectiveness of training for doctoral research.

### Future Strategy

The future research development of the Unit will continue to be driven by the four research themes described, with a range of cross discipline and theme research partnerships and synergies. Our key aim is to further develop the research capacity that can inform practice and contribute to the body of international research on Education.

We will implement the strategy by (i) promoting specialist conferences with key stakeholders in research, industry and practice, (ii) providing support for international links and exchange for research staff and students, (iii) building capacity, through staff appointments and through peer support for: the development of new research projects; the preparation of high quality research publications; and the development of new collaborations and external funding proposals.

Examples of developing initiatives include,

i. In *Inclusion, diversity and engagement* **Hardy’s** most recent work is on internationalisation, funded by a £27k grant from the HEA. This work looks at the experience of being an international student and the outputs will impact across the university and beyond. **Emerson** and **Coates** are

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developing work to explore whether Oogly Boogly (<http://www.ooglyboogly.org.uk/>), a performance arts programme used with infants to bring about communication via body language, is useful and effective for children with multiple and profound disabilities.

ii. In *Language and communication* **Hughes** is developing a project aimed at improving English teaching skills of Spanish and Turkish speaking primary school teachers. **Torrance** has funding (£32k) for a two-year collaboration from the National Reading Research Centre, University of Stavanger, Norway, exploring written production using keystroke logging and eye tracking methods, with the aim of developing tools for supporting dyslexic writers. **Williams** and **Larkin** are developing an intervention for Specific Language Impairment and aim to trial and evaluate that over the next two years.

iii. In *E-learning* **Banyard** is developing his work with the Ministry of Defence on the value of game playing and digital technologies in work-based training.

iv. In the theme of *Pedagogy* The School of Education is boosting research capacity through funding research partnerships with local schools. A further eight projects that involve a partnership between a University researcher and a local school have just begun to look at specific issues linked to school improvement, such as literacy, ICT and the management of classroom behaviour. **Richards** and **Ireson** are leading this scheme which will further boost the research capacity, output and impact of the group. **Wallace** is developing work on mentoring in the teaching and law professions and Harris is working with international partners on an experimental music in schools project. The STEM work continues to develop and contribute to research and to practice.

**C. People**

**C1 Staffing strategy.** NTU is committed to supporting the development of research in Education. The Institution was awarded the 'HR Excellence in Research' accolade by the European Commission EURAXESS programme, and the Unit is committed to implementing the seven Principles of the Concordat to Support the Career Development of Researchers. This submission includes work from 3 professors, 5 readers and 14 senior lecturers. This profile shows the strength of a research culture that promotes and supports the work of new and active researchers. We recruit staff who are experienced researchers. For example, **Serret** was recruited from a research post at Kings College London to help promote research in primary science education and **Coates** was appointed to boost activity in her field of special needs. It is recognised that support for ECRs is essential for the development of research activity. In Education and Psychology all new staff are assigned a personal mentor to ease transition, a reduced teaching time and designated research time is the norm. The success of this policy can be seen in the number of active mid-career researchers entered in this submission who have benefited from this policy (**Dillon, Larkin, Stiller, Torrance, Williams**). All academic staff have a time allowance for research and scholarly activity and an entitlement to support for conference attendance. Two staff in this submission have completed their PhDs at this University after appointment (**Boulton, Peart**) and one has completed their whole PhD programme here (**Dillon**). There are also clear procedures for career progression through the 'Awards and Titles' route. During the present cycle **Banyard, Boulton** and **Flint** were awarded Readerships.

**C2 Equality of opportunity.** The promotion of equal opportunities is a key theme of the research presented here and these principles also inform our approach to the development of research staff. The University adheres to Equality and Diversity Policy and a Dignity at Work Policy and Procedure, which are embedded through management practices including recruitment and learning and development. Individual circumstances are taken into account when conducting staff reviews and in management processes. NTU has an Equality and Diversity Champion who participates as part of the Vitae Equality and Diversity Champion Network. A range of case studies informed by NTU's work in this area are available on the Vitae website.

All staff are invited to education research events and given the opportunity to discuss their research with senior researchers. Researchers taking career breaks are supported as evidenced by the inclusion in this submission of three staff who have taken such breaks (**Dillon, Larkin and Serret.**)

**C3 Quality assurance and peer review.** Quality assurance and enhancement is a key focus for this Unit and all work is subject to quality procedures and approval. All bids for funding are viewed by at least two senior researchers prior to approval for submission. Research proposals are scrutinised and approved by the Ethics Committee before any work commences. Staff preparing work for refereed journals are encouraged to seek reviews of their work from mentors, peers and senior staff before submitting.

**C4 Research students.** The NTU Graduate School creates a postgraduate research community through the use of shared facilities and services. It has responsibility for around 600 research students, on traditional route MPhil, MPhil/PhD courses as well as the Professional Doctorate EdD. The NTU Graduate School has three main areas of responsibility regarding research students, administration, quality management and research training. It governs admissions, selection, registration and examination arrangements. There is a well-established process of both annual and interim monitoring for all students in which student progress and the effectiveness of supervisory arrangements are monitored by an independent assessor and the College Research Degrees Committees (CRDC). This committee in turn report to the University Research Degrees Committee chaired by the Head of the Graduate School. NTU provides research training for research students based on the requirements of funding organisations and appropriate professional bodies.

All research students take the Research Practice Course, composed of four modules. The first modules concentrate on the needs and skills of the researcher and lead to a certificate in research methods and the later modules involve the students in assessed work relating to the job of professional academics, such as writing conference papers and organising conferences. The programme is provided by the University's Centre for Professional Learning and Development (CPLD) (<http://www.ntu.ac.uk/cpld/>). These governance structures are robust and appropriate, as demonstrated by the success of NTU research students, during the current REF period there were 12 PhD conferments for research conducted in the Unit, with 12 MPhil/PhD students currently being supervised. The newer EdD incorporates three international centres of practice-led research, based at NTU, St Mary's University College in South London, and Hong Kong College of Technology. The programme has a total of 73 students enrolled. Currently the programme draws upon the services of 38 supervisors, and each team includes a supervisor who has supervised at least two students to completion. Our annual Post-Graduate Conference, open to all East Midlands (EM) universities, stimulates exchange across the student body. We are also active participants in the EM Vitae regional poster competition which was hosted in the NTU Conference Centre in 2011.

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

**D1 Research funding.** Grant income during the period of this submission is £169k. This is made up of awards from bodies such as the EU, Arts Council, The Nuffield Foundation and The British Academy, as outlined in the impact case studies.

**D2 Generating grant income.** Research staff are supported in the process of generating research income through mentoring, partnership activities and internal peer reviewing. Researchers associated with the Unit are sent a monthly summary of current funding opportunities and the NTU Research Grant Capture Team assist with bid writing and submission. Increasing grant capture is a key target for the Unit over the next five years.

**D3 Research infrastructure.** Over the past 5 years the University's facilities have been systematically and extensively upgraded to provide greater support for researchers. For example the Division of Psychology is housed in a purpose built facility with on-site laboratory space and research students based in adjacent areas on the same floor. The initial investment of £200k included the purchase of specialist eyetracking equipment used by the reading and writing research group. A further £600k was invested in new facilities for PG students on both campuses to create Graduate School areas with office space, research and social facilities for students. Subject specialist librarians support researchers and research training and assist in location of resource material and current research literature. The extensive availability of e-resources is of particular benefit to the Unit and its dispersed community. NTU IT resource strategy supports research activity through the provision of fixed and mobile devices for staff and student use as well

as appropriate and specialist software. Projects to evaluate the use of mobile devices in the classroom have been supported through the provision of ipads and other tablets. A current project disseminating research into coding in primary schools is assessing raspberry pi and other available devices with teachers.

#### **E. Collaboration or contribution to the discipline or research base**

**E1. Collaborations and impact.** Examples of our collaborations and impact are evident across all four research themes and include;

*Inclusion, diversity and engagement:* **Peart** is working with Central College Nottingham on the impact of a dedicated support group for Black males studying at college. **Richards** has worked with the Nottingham City Council on female aspirations in schools. She is also leading training and accreditation work for Special Education Needs Co-ordinators (SENCOs) for Nottinghamshire County Council and facilitating research informed practice development. The work of **Emerson** on facilitated communication provides direct interventions in local and national Special Schools plus training for staff. **Wallace** is engaged in collaboration with Wollongong University, Australia researching student choice in Vocational Education.

*Language and communication:* **Hughes** has collaborated with software company Cool Creative Concepts to develop a programme to help primary children to learn the basics of an international language. This has been rolled out nationally as part of the Discovering Language Project. **Hardy** is a founder member of RAISE (Researching, Advancing & Inspiring Student Engagement) which is a network of academics, practitioners, advisors and student representatives drawn from the Higher Education Sector who are working and/or interested in researching and promoting student engagement and has over 400 members (<http://raise-network.ning.com>). **Torrance** is a member of an international research team into reading based in Spain.

*E-learning:* **Boulton** is engaged in a project focusing on the development of digital literacies with staff, working with Botswana University in Gaborone.

*Pedagogy:* **Flint** was a founder and is the current chair of The International Association for Professional Doctorates [IAPD], set up as a Special Interest Group of the UK Council for Graduate Education (UKCGE). It generates space for dialogue and potential collaboration between researchers and other professionals interested in understanding and developing practice. The membership now stands at 265, which includes 68 members from countries outside the UK. More details can be found at [www.professionaldorates.org](http://www.professionaldorates.org). **Flint** is also Visiting Professor at Nord/Haugesund University College Norway. **Wallace** has collaborated with the Nottingham Law School in a national project commissioned and funded by the Solicitors' Regulation Authority (SRA) as part of that body's review of their requirements and standards for solicitors' continuing professional development (CPD). The report was published in September 2012 (<http://www.sra.org.uk/sra/news/wbl-cpd-publication.page>). **Blaj-Ward** is the Research Officer and member of the Executive Committee of The British Association of Lecturers in English for Academic Purposes (BALEAP), the global forum for English for Academic Purposes (EAP) Professionals ([www.baleap.org](http://www.baleap.org)). **Rowlett** is a Council member of The British Society for the History of Maths and is responsible for numerous publications on the development of Maths skills through the Maths, Stats and OR Network (MSOR) Network. **Moss** has an extensive portfolio of collaborations around science education including being Chair of the Tertiary Education Group of Royal Society of Chemistry and Chair of the Education & Training Group-Nottingham Science City. **Banyard** is a member of EUROPLAT which is a Europe-wide association of psychology departments with an interest in pedagogic research. **Banyard** contributes to developing the teaching of psychology through his work with the British Psychological Society (BPS) and also the Association for the Teaching of Psychology (ATP). For the BPS he is on their Psychology Education Board and Chair of the Standing Committee for Post Tertiary Education. In this latter position he led a consultation and authored the policy document on *The Future of A Level Psychology*. For the ATP **Banyard** has contributed numerous articles and training events, and between 2008-11 was the organiser of their national conference. **Banyard** is visiting professor at Glyndŵr University supporting the MSc in the teaching of psychology and he has been awarded the 2013 BPS Award for Distinguished Contributions to Psychology Education.

**E2. Partners and sponsorships.** Our research is further enriched by research partners and sponsorships, for example, **Ireson** is collaborating with 12 European partners on five EU funded projects **Supercomet** (Norwegian University of Science and Technology, Norway, Istituto Tecnica Commerciale Statale, Italy, University of Ljubljana, Slovenia and Institute of Education, University of London, UK.) **Supercomet 2** (University of Antwerp, Belgium, University of Rouse, Belgium, University of Ostrava Czech Republic, University of Ludwigsburg, Germany, University of Munich, Germany, Universidad de Murcia, Spain, Université des Sciences et Technologies de Lille, France, University of Udine, Italy, AMSTEL Institute, Netherlands, Universidade Nova de Lisboa, Portugal, Loughborough University, UK and Institute of Education, University of London, UK) **MOSEM** (University of Antwerpen, Belgium, University of Brno, Czech Republic, University of Lille, France, University of Paris Sud 11, France, University of Udine, Italy, Nicolaus Copernicus University, Poland, University of Wroclaw, Poland, Institute of Education, University of London, UK and Nottingham Trent University, UK.) **MOSEM<sup>2</sup>** (University of Rouse, Belgium, Masaryk University, Brno Czech Republic, University of Ostrava, Czech Republic, Universidad de Murcia, Spain, University of Paris Sud 11, France, University of Udine, Italy, AMSTEL Institute, Netherlands, University of Wroclaw, Poland and Nottingham Trent University UK.) **SECURE** (Thomas More Kempen University College, Belgium, Universität Graz, Austria, University of Cyprus, Technische Universität Dresden, Germany, Università degli Studi di Udine, Italy, Nationaal expertisecentrum SLO, Netherlands, Uniwersytet Jagiellonski, Poland, Univerza v Ljubljani, Slovenia, University of Gävle, Sweden and Nottingham Trent University, UK.)

Other collaborations include Becta (**Banyard, Dillon**), British Academy (**Larkin, Williams**), Dance4 (**Emerson, Coates**), Higher Education Academy (HEA) (**Hughes**), Nottingham City Council (**Hughes, Richards**), Nottingham Creative Partnerships (**Hughes**) Oakfield Special School, Nottingham (**Emerson, Coates**), Teaching Agency (**Boulton**) National College for Teaching & Leadership (NCTL) (**Richards**). Charity collaborations include work with the British Dyslexia Society (**Larkin**), Education for Children (**Hughes**) and Think Children Charity (**Coates**).

There are extensive collaborations with HE institutions including University of Botswana (**Boulton**), Essex University (**Hardy**), Hong Kong Design Institute (**Hardy**), Kings College (**Serret**), Liverpool John Moores University (**Coates**), Manchester Metropolitan University (**Hardy, Banyard**), Newcastle University (**Hardy**), Open University (**Stiller**), Reading University (**Blaj-Ward**), Staffordshire University (**Torrance**), Stavanger University, Norway (**Torrance**), University of Antwerp (**Torrance**), University of León, Spain (**Torrance**), Warwick University (**Cosma**), Wollongong University, Australia (**Wallace**), and York University (**Larkin, Williams**).

Editorships include Primary Science (**Serret**), Dyslexia (**Larkin**, special edition), Journal of Second Language Learning (**Torrance**, statistics editor), Journal of Writing Research (**Torrance**). Staff also contribute to editorial boards including The Psychologist (**Banyard**) Psychology Teaching Review (**Banyard**), Psychology Review (**Banyard**), Race Equality Teaching (**Peart**), NASEN journals (**Richards**), Studies in Writing book series for Elsevier (**Torrance**), The European Network on Learning to Write Effectively (**Torrance**).

Other contributions to professional associations and learned societies include the European Research Network on Learning to Write Effectively (**Torrance**), British Dyslexia Association (**Larkin**), British Psychological Society (**Larkin, Dillon**), and Association of Learning Development in Higher Education (**Clughen**).