

Institution: Liverpool John Moores University

Unit of Assessment: 25 Education

a. Overview

Since the last RAE in 2008, this UoA has undergone substantial growth and development in research activity and performance and in its drive to build research capacity, which has been characterised by a staffing strategy designed to attract high calibre recruits. CERES (The Centre for Educational Research), founded in 2004, acts as a focus for research capacity building in educational research within the Faculty of Education, Community and Leisure (from 1 September 2013 Faculty of Education, Health and Community). In addition to external funding through individual projects it is supported by faculty and RAE income. It is directed by Professor **Brundrett** offering expertise in both qualitative and quantitative research. It manages and co-ordinates a wide range of educational research, including Early Years, Primary, Secondary, Higher Education, Sports Education, Leadership Studies, Formal and Informal Learning in a range of professional areas and ICT pedagogies. There is an established focus on research into teacher education and curriculum development and innovation, and links between teaching and research are evident in the way in which the undergraduate and postgraduate programmes are organised around staff research.

CERES plays a key role in advancing the MRes, EdD (until 2013) and PhD programmes in terms of development, marketing, teaching and research outcomes. Within the university, the centre has been instrumental in research capacity building through supporting novice researchers contributing to pedagogical research across disciplinary areas and through developing synergies between teaching and learning and research via research-informed teaching. A critical mass of research expertise has been developed in relation to qualitative methodologies, sociocultural theory, action research and educational evaluation, which is reflected in a number of initiatives: joint, interdisciplinary writing groups and a strong emphasis on research mentoring involving senior, junior and beginning researchers.

During the past 6 years research funding has flourished in terms of quantity and quality and 4 research council grants have been awarded worth £400k. Grants have also been obtained from regional, national and international agencies, including the Department for international Development (DIFD), Teacher Development Agency (TDA), Rugby Football Union, Esmée Fairbairn Foundation, HEA, Association for the Study of Primary Education, EU, National College for School Leadership (NCSL) (now National College for Teaching and Leadership) and the Cambridge Primary Review. External research funding, one of our four key objectives, has more than doubled since January 2008, comprising 20 externally funded research contracts. Average research income per active researcher (pa) 2008-2013 based on 14 staff (12.8 FTE) submissions is around £81k. The impact of these developments is evidenced in the increased volume of outputs, including over 200 peer reviewed articles and book chapters, 19 single, co-authored and edited books and 24 funded key note presentations as well as numerous collaborative links and research activities with universities and service user groups here and overseas. The growing number of national and international research students resulted in 30 doctoral awards.

Research clusters and themes

This submission contains contributions from 3 university departments (Education, Business, Psychology) and centres on 5 themes, 4 of which build on existing work while a fifth is emerging (See Section c for further details). The themes act as a nexus for connected strands of research, but can vary over time as defined by on-going projects and participants' interests. Each theme benefits from the leadership of experienced researchers, who provide support and guidance to novice researchers with the aim of providing a nurturing environment for research capacity building. Citizenship Education, which was identified as an emerging theme in the last RAE, is no longer a priority due to Garratt taking up a chair at Chester.

b. Research strategy

In the last RAE (2008) educational research was highlighted as a key priority. The aim of this strategy was to inform policy and practice at national and international level and to develop a robust research culture and infra-structure which facilitates collaborative activities with other HEIs and educational organisations. To achieve this aim we have taken a number of significant steps:

- (i) Grouping of research around distinct themes;
- (ii) Developing research infra-structure through a schedule of organised events for doctoral students and beginning researchers;
- (iii) Extending engagement with research users and policy makers, regionally, nationally and internationally through collaborative links, consultancy and knowledge transfer activities.

CERES has been instrumental in implementing this strategy by setting the following objectives:

- To serve as a focus to cohere and extend existing pedagogic research across the University;
- To build upon networks of educational researchers, both project-driven and developed from research and publication with partner institutions in the UK and overseas;
- To provide a forum for vibrant research debate through seminars and conferences;
- To structure quality research training courses through existing practice;
- To develop research projects exploiting the range of research expertise across the University;
- To embed engagement with service users and members of the community in the planning, delivery and dissemination of research.

The effectiveness of this strategy is evident in the research activity that has taken place within the following 5 broad themes:

A - Work Place and Professional Learning

Under the leadership of 2 professors (**Brundrett, M Jones**) the research conducted within this theme is concerned with issues related to a diverse range of teaching and learning contexts ranging from primary and secondary education to teachers' professional learning and development, as well as higher education management and trends across the HE sector. It is the largest cluster in this submission, comprising four distinct strands:

(i) Mentoring in professional practice contexts

The research conducted by **M Jones** is concerned with mentors' professional learning. The TDA funded (£13k) study into the impact of schools' involvement in Initial Teacher Education (ITE) explored teachers' professional learning and development through mentoring beginning teachers (Output 552). The EU funded TISSNTE (Teacher Induction: Supporting the Supporters of Novice Teachers in Europe) project (2006-2009 £170k) co-ordinated by Stephenson (LJMU) contained a research component (analysis of mentors' needs), which was led by **M Jones** and involved 21 HE ITE providers from 12 European member states. (See impact case study.) (Output 554)

(ii) Professional development for teacher educators

The ESRC funded Teacher Education Research Network (TERN) project (2008-2009; £110k £61k at LJMU) [<http://www.tlrp.org/tern/>], which involved 7 regional HE ITE providers, was coordinated and managed by LJMU (**M Jones, Stanley**) in collaboration with Manchester and East London (Output 552). Its aim was to pilot a model for research capacity building in teacher education that was sustainable and collaborative. Its success is evident in the participants' positive evaluations (92% expressed an interest in continuing their involvement at the end of Year 1) and tangible outcomes: e.g. conference papers/symposia presented at international conferences (e.g. AERA, BERA, ECER), 4 publications in peer-reviewed academic journals and 2 successful bids for external funding. One of those grants was awarded by the Esmée Fairbairn Foundation (£67k) to LJMU for the Creativity project, which brought together 2 ECRs and 1 professor from 3 regional HEIs (Chester, Cumbria, Liverpool Hope) under the leadership of Hiett and Smears (LJMU). Further external funding was secured for a TERN/ESRC Research Seminar Series on Workplace Learning (WLITE) (2011-2012) led by Manchester in collaboration with LJMU (**M Jones, Stanley**) and East London. Its website [<http://ternesrcseminars.net/TERNseminars.htm>] recorded a total of 1790 visits and 11,679 hits from January to December 2011.

(iii) Curriculum development and innovation

The research captured by this strand addresses issues arising from the relationship between policy and practice, rhetoric and reality, teacher agency and development with regard to the development and implementation of teachers' professional training/development programmes and the school curriculum. In their critique of the Masters in Teaching and Learning, **Frankham** and **Peiser** raise issues of agency and the emergence of an expanding utilitarianism in teachers' professional learning. (Outputs 1824, 1874).

Peiser's research into the relationship between the Secondary Modern Foreign Languages (MFL) Curriculum and Intercultural Learning (Outputs 1823, 1824, 1893) exposes inconsistencies between policy and rhetoric and curriculum delivery. Her work is complemented by Malone (ECR), who is conducting a study into modern foreign language teaching and learning in primary education. In a similar vein, the work of **M Jones**, Murphy and **Stanley** on a competence-based curriculum highlights concerns of inconsistencies with regard to implementation and delivery, raising issues of inequality in terms of pupils' access to powerful knowledge (Output 1786).

Forrester's work critically examines the relationship between state, public policy and the construction and configuration of knowledge in relation to school leadership (Outputs 1822, 1923, 1848), a theme which is also explored by **Brundrett**. He was co-writer of one of the research reports, which had a specific focus on ITE, CPD and school leadership development, for the Cambridge Primary Review led by Alexander and funded by the Esmée Fairbairn Foundation (Output 1854). He also conducted a project on the Innovation in Primary Schools (Outputs 1854, 1855, 1856, 1857) funded by the NCSL (2009-2010) (£33k).

(iv) Collaborative action research

Based on their extensive experience of conducting action research in collaboration with education practitioners, **M Jones** and **Stanley** critically explore the tensions such projects can generate. By adopting a 'game theory' approach and applying the anthropological metaphor of 'cargo cult' they make a contribution to the debate on the potential methodological and ethical issues arising from research involving multiple stakeholder perspectives (Outputs 1836, 1887).

B - Social Inclusion and Special Educational Needs

This cluster is led by Vickerman (Professor of Inclusive Learning and Pedagogy and HEA National Teaching Fellow). By adopting a social model approach, its research is concerned with marginalised and under-represented groups and their access and engagement in education as well as methodological issues arising from such work. Within this theme, **McClelland's** work has been concerned with the changes in migration of undergraduate students in the HE sector and the needs of language minorities in mainstream primary schools (Outputs 605, 608).

Frankham's research focuses on the learning of disabled adults. She has also carried out studies involving young people excluded from school and has secured ESRC funding for a number of activities: study on the rhetoric and realities of 'partnership' research; invited contribution to lead a symposium and give a key note presentation at the ESRC Research Methods Festival (Oxford, 2010); course commissioned by the ESRC National Centre for research methods and a briefing paper for the ESRC (2009). Her work is complemented by **Simmons'** research on children and adult learners with dyslexia.

The work of Vickerman and Blundell is characterised by a specific focus on inclusive practices in Physical Education. It is complemented by the evaluation of the Everton in the Community Pan-disability Coaching Programme (2011-2012), which was jointly led by **M Jones** and **Stanley** in collaboration with third sector staff and beginning researchers (Blundell, May, C Walker, S Walker).

C - Educational Technology

The uses of technology in teaching and learning in a range of contexts, including tertiary and professional education, are the focus of this group. Its main interests are the semantic web and how the increasing use of digital networks and a variety of newer media and technologies,

including Web 2.0, can impact teaching, learning and scholarship. Work in this area has been organised through the Educational Technology group since October 2012 (Output 1837). Previously, the research was led by Carmichael, the P-I of the Ensemble project jointly funded by the ESRC and EPSRC Technology Enhanced Learning Programme 2009-2011 (RES-139-25-0403-A £750k). Departing staff have been replaced: **CR Jones**, who was P-I on an ESRC funded research project (The Net Generation encountering e-learning at university' 2008-2009) was appointed to a chair in Research in Educational Technology (replacing Carmichael, who left LJMU to take up a chair at Stirling in 2012). **Martinez-Garcia** and **Tracy** (both ECRs), members of the original project team, were appointed to permanent posts ensuring smooth continuation of the work. Staffing decisions have supported the priorities articulated at the time of the last RAE2008 with key appointments and promotions in established areas. The work of the group extended beyond the Ensemble project in a number of further projects including: Australian Research Council for the "Remaking Practice" project (2011-2013 Aus\$180k), International Association for Accounting Education and Research (2011-2012 £16k), which extended the reach of the project into accounting education; Joint Information Systems Committee, developing linked data structures for OER (April-October 2012 £25k); Teaching Agency, applications of semantic technologies to secondary science teaching (Nov 2012-May 2013, £5k). **Enriquez-Gibson's** research is concerned with media literacy and the exploration of social media as data, tool and environment.

D - Sport, Outdoor Education and Body Pedagogy

The concerns of this group led by **Bailey** are inherently multi- and inter-disciplinary and are fundamentally concerned with investigation into the different ways bodies and embodied ways of learning are used and abused in different social contexts. Pedagogical activity involving embodied ways of learning is a central theme reflected in the group's individual and collective research activities. One strand of research covers a range of educational and developmental aspects of learning outdoors, from pedagogy and psychology to environmental education and outdoor skill development (Richards, Stott). Another focuses on issues related to the professional learning of Physical Education teachers and Sport Development students (Nixon, Roberts, Walsh). A third strand is concerned with philosophical and empirical enquiries into the processes and outcomes of different body pedagogies. The appointment of **Bailey** to a chair in Sport, Physical Activity and Public Policy in 2013 reflects the group's international significance through world-wide collaboration with academics and organisations, such as Nike and The Red Cross. He led the research-team that produced the theoretical framework of Nike's worldwide 'Designed to Move' project, which to date has involved consultation with more than 100 academics, and was the report author of the Red Cross-led project 'Sport and Physical Activity as Psychosocial Interventions', which involved collaboration with the International Council of Sport Science and Physical Education in Berlin, the RC's psychosocial support centre in Copenhagen, the Technical University of Munich and the Swiss Academy of Development.

E. Children's Learning and Development

The appointment of a PL in Early Childhood Education (**Bath**) in 2012 and 3 new research staff (Broomhead (ECR), Cartmell, Daly) in 2013 reflects the unit's intention to build research capacity in this key area with the aim to underpin teaching and learning for undergraduate and postgraduate students in Education Studies. **Bath** co-directed an externally funded project (£50k) on Children's Experiences of the Early Years Foundation Stage (EYFS) (Outputs 1839, 1840, 1841, 1842), which was commissioned by the DfE and fed into the government review of the Early Years curriculum carried out by Dame Claire Tickell in 2010. Further work captured within this theme is **Simmons'** research on children's phonological awareness and the relationship between working memory and mathematical skills (Outputs 1978, 1879).

c. People, including:

i. Staffing strategy and staff development

Staffing strategy: The unit's staffing policy aim is to recruit, support and reward high-quality researcher staff by providing facilities and resources required to sustain research excellence and to build research capacity. During the census period the unit has seen substantial investment in a number of strategic appointments in key research areas: 5 professors, 3 PLs, 6

Environment template (REF5)

SLs, a research fellow and a senior research fellow. The work of Grant and **M Jones** was recognised in the awards of a readership and a chair, whilst the appointment of staff to other institutions – itself a measure of the unit’s success in producing high-quality researchers – has created the opportunity to make further strategic appointments: 2 professors (**Bailey, CR Jones**), 2 ECRs (**Tracy** (SL) and **Martinez-Garcia** (research fellow)), and a PL in Early Childhood Education and Research Development (**Bath**), ensuring that the work in two key areas has continued: **Bailey** (Sport Outdoor Education and Body Pedagogy) replacing Sparkes and **CR Jones** (Technology for Learning) replacing Carmichael.

Staff development: The university’s generic development programmes run by the Academic Enhancement Unit, University Graduate School (a part of the Research and Innovation Services (RIS)) or Vitae is available to all new and experienced researchers and is complemented at faculty level via a number of initiatives:

- New research training programme (MRes in Education and Society), which was developed in 2008 to underpin substantial development of the extant EdD/PhD programmes and provide research students and beginning staff researchers with the opportunity to develop research competence;
- Induction programme and mentoring/coaching scheme for all new staff;
- Research training and development activities (e.g. staff research support group, writing groups, Writers Retreat (2011, 2012)), providing support and advice re. research planning, proposal preparation, grant applications, ethical considerations and dissemination of findings;
- Research Informed Teaching (RIT) initiative, providing a series of ladders of development to enable beginning researchers to move from professional publication to peer-reviewed research and journal publication;
- Staff development fund for conference attendance (approx. £11k pa for UoA25);
- Annual development and performance review scheme providing an opportunity for staff researchers to review progress, recognise achievement and identify needs for development.

Since January 2008, 5 staff completed doctoral degrees (PhDs: **Peiser**, 2012; Roberts, 2012; EdDs: Graves, 2010; Pownall, 2010; Faragher, 2013). In addition, 2 National HEA Teaching Fellowships (Nixon, 2011; Walsh, 2012) and an LJMU Early Careers Fellowship (**Enriquez-Gibson** 2013) were awarded.

ii. Research students

The growth of doctoral students has been a strategic priority for the UoA since 2008. Since then recruitment and number of awards have been substantial, resulting in 30 successful completions.

Postgraduate Research Student Summary Table 2008/9 to 2012/13				
Year	PhD		ProfDoc (EdD)	
	FTE	Completions	FTE	Completions
2008-9	1.	2	0.5	1
2009-10	4.5	5	1	2
2010-11	4.5	6	1	2
2011-12	5.5	7	0	0
2012-13	2.0	3	1	2
Total	17.5	23	3.5	7

Currently, the unit has a total of 59 research students: 35 MPhil/PhD (F-T:17; P-T:18; 12 overseas) and 24 EdD. The latter are education professionals who conduct their studies part-time in tandem with their professional practice. All research students are strongly encouraged to participate in the MRes programme, the unit’s research seminars, Faculty Research Conference and the Doctoral Study Group led by **Frankham** at which they present and discuss their research.

d. Income, infrastructure and facilities

Environment template (REF5)

Income: During the period 2008-2013, external funding for individual and collaborative research has almost doubled compared to RAE2008 from £700k to just over £1m including: 3 research council grants (TERN, TERN WLiTE (ESRC); ENSEMBLE (ESRC/EPSRC); UK central government bodies (e.g. the Education Subject Centre advancing learning and teaching in Education (ESCalate), Higher Education Academy (HEA), National College for School Leadership (NCSL), Teacher Development Agency (TDA) and UK based charities (e.g. Comino Foundation, Esmée Fairbairn Foundation; Association for the Study of Primary Education (ASPE). All these projects involved LJMU staff as P-Is or Co-Is in collaboration with colleagues from other universities or a third sector organisation. In addition to the externally funded research projects, a significant amount of the research expenditure has been provided from internal faculty funds. For example, 2 full PhD studentships, O'Connor (national) and Nawaz (international), were financed at a cost of £28k per annum in the period 2009-2013 and 5 national students were awarded PhD bursaries in 2013.

Strategies for generating research income: Information about funding opportunities and research initiatives is circulated regularly by the University's Research Support Office, which sits within the newly formed Research and Innovation Services. Support and training in relation to grant bidding is provided for staff at all levels of experience: grant bid clinic for P-Is targeting competitively awarded funding streams; grant incubator workshop for researchers seeking guidance on how to develop research ideas into formal proposals and a research grant training event for beginning researchers. This institutional support is complemented by faculty-based guidance and support via peer mentoring, workshops and peer reviewing of research proposals by experienced researchers.

Infrastructure: Under the auspices of a Pro-Vice Chancellor with responsibility for Scholarship, Research and Knowledge Transfer, the RIS provides leadership and support in research and postgraduate programmes across LJMU. Under the auspices of CERES and TERN, eminent scholars from leading universities (e.g. Nigel Norris (East Anglia); Helen Gunter (Manchester)) are regularly invited to give guest lectures. In addition, internal and external audiences are attracted to the Faculty Research Seminars (5 per annum, increased to 10 in 2013) and Professorial Lectures Series (2010), while the Inspirational Research Lecture Series (2013) was specifically aimed at undergraduate and postgraduate students. In addition, bi-monthly seminars (Doctoral Study Group and Staff Support Group) provide opportunities for beginning researchers to share and discuss their work.

Facilities: All research staff, including research assistants and students, are accommodated in well equipped offices, allowing for interaction and sharing of ideas within and across research groupings.

e. Collaboration and contribution to the discipline or research base

Our inclusive research culture, which respects the perspectives of learners, educators and policy makers, demands collaboration and engagement with a wide range of research users (consultancy and research for and with government agencies) and includes collaborative research with other universities and third sector organisations. With the aim of expanding its international profile, CERES signed a Memorandum of Understanding with the IIQI (International Institute of Qualitative Inquiry at the University of Illinois, Urbana-Champaign) in 2009. Thus a formal link was established for exchanges, collaborations and joint research activities with the IIQI. An LJMU 'Promising Researcher' award (£3.5k) led to Smears' Visiting Fellowship at IIQI in 2010. This was followed by an invitation to submit a Special Issue to the International Review of Qualitative Research as well as to present a Symposium at ICQI 2010. Other international collaborations and co-funded activities led by **Bailey, M Jones** and **CR Jones** include universities in Europe (e.g. Bergen, Eötvös Loránd, Budapest: TU, Munich) and the USA (Temple, Philadelphia; Rutgers, Illinois Urbana- Champaign, Springfield).

McClelland, whose work focuses on Managerialism (featured in THE 26/08/2010) and Organisational Change in UK universities (Outputs 1521, 1528), has been involved in educational research collaborations with two universities in Thailand (Ramkhamhaeng (Bangkok) and NIDA

Environment template (REF5)

(National Institute of Development Administration)) involving 4 successful PhD supervisions. He was also Adjunct Professor to Shanghai University (2008-2011) and an Education Fellow at Wollongong, Australia.

The two ESRC funded capacity building projects, TERN and ENSEMBLE, (See Impact Case Studies REF3b), have been instrumental in establishing collaborative links and activities involving researchers, staff and students within LJMU as well as with its partners elsewhere. In addition, the professorial lecture series 'Educational Visions' (2010) and the TERN/WLiTE events (a total of 20 since 2008), which benefited from the input of experienced researchers and eminent scholars, such as Furlong (Oxford), Groundwater-Smith (Sydney), have attracted a wide regional and national audience (40-50 delegates at each event). The joint third iJade and NSEAD Research Conference hosted by LJMU in 2012 was attended by more than 150 delegates.

There have been 24 invited and funded key note presentations at national and international events including Sweden and Croatia (**Bailey**), Finland and Hungary (**M Jones**), and the ESRC Research Festival (**Frankham**). In 2010, **M Jones** was invited to contribute to a high level Chatham House discussion on education at the annual Lib Dem conference. Her research collaboration with colleagues from Manchester and East London culminated in an ESRC funded research seminar series (2012) on workplace learning and an edited book titled *Workplace Learning in Teacher Education – International Practice and Policy* [ISBN 978-94-007-7825-2], which includes 30 contributions from experts in the field, including Eraut (Sussex), Edwards (Oxford), Kansanen (Helsinki) and Maguire (King's College).

M Jones' key note lecture and workshop presented at the ESRC HEIF KT seminar on 'Hybridity, Creativity and New Professionalism' (Chester, 2012) was attended by education professionals from nursing, teaching and social work.

'Designed to Move', for which **Bailey** wrote key sections, including the theoretical framework report, has been endorsed by a huge number of organisations, including: American Academy of Paediatrics, American College of Sports Medicine, American Alliance for Health, Physical Education, Recreation and Dance, Brazil Ministry of Sport, Deutsche Gesellschaft für Internationale Zusammenarbeit, International Association of Physical Education and Sport for Girls and Women, International Council for Coaching Excellence, English Premier League, Special Olympics and the Young Foundation.

CR Jones led the ESRC funded research team investigating the Net generation encountering e-learning at university project. Related to this he organised a one day conference (11 May 2009) bringing together, for the first time, researchers in this field from the USA, Australia and South Africa. The event was followed by a workshop, the outcomes of which resulted in the publication of a special section in the *Journal of Computer Assisted Learning* (Output 1778). **CR Jones** also brought together international researchers from the UK, Belgium and Australia in a symposium at the networked learning conference, which led to a special edition of *Learning Media and Technology* (35:4). He is a leading organiser for the Networked Learning Conference series (<http://www.networkedlearningconference.org.uk/>), 2008 (Greece), 2010 (Denmark) and 2012 (Netherlands) and has been influential in extending the conference series to include an online series of activities 'Hot Seats', which bring together conference participants with a wider international academic audience [<http://networkedlearningconference.ning.com/>].

In addition to their research activities staff have been active in informing debate, policy and practice in several external organisations, notably as advisers/consultants to the Red Cross, UNESCO, UNICEF, NCSL, DfE, HEA, BERA and the UK Data Archive. 10 sit on editorial boards of academic peer-reviewed journals, including 2 editorships (**Brundrett**, Hiett). 6 served on evaluation panels for external funding bodies (ESRC Review College, Hong Kong Institute of Education Research and Development Committee, British Academy, National Research Foundation South Africa). In total, UoA staff conducted 50 external examinations for doctorates (38 PhD; 9 EdD).