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| Institution: Oxford Brookes University |
| Unit of Assessment: 25 Education |
| <p>a. Context</p> <p>A key priority has been the dissemination and application of research findings from within the UoA to inform policy, professional knowledge, understanding and practice beyond the institution. The educational research and publications produced by Brookes' staff have clear links to the wealth of programmes and courses the University offers - from outreach (and overseas) bespoke professional development activities, to teacher preparation programmes (recognised by Ofsted as Outstanding) which involve 100s of schools across Berkshire, Buckinghamshire, Gloucestershire and Oxfordshire. As a consequence of our research-informed teaching, 1000s of trainee and qualified teachers have benefitted from the research activity of our UoA, as have those students who attend our established masters and doctoral programmes. Research within the context of our teaching programmes has informed both formal and informal learning experiences beyond Brookes- in partnership schools, colleges and other HE institutions. Locally, nationally and internationally research from the Education UoA has critically evaluated, scrutinised, explained and disseminated ideas about what shapes effective teaching, learning and assessment in different contexts and settings. Aldridge, for example, has contributed to national and international debates about the philosophy and nature of Religious Education, influencing how HEIs involved in teacher education partnerships with schools have conceived of, and developed, this subject; Wright complements this with her work on the values of future citizens. Browne, through developing the Centre for Excellence in Teacher Training (CETT), which generated over 854,000 in funding over the period, has applied her research endeavours to inform and contribute to national and international discourse around leadership and enterprise education. This burgeoning development of expertise in leadership and management (Arthur, Morrison, Browne, Butt) has enhanced the reputation of the University in this area, in part through its involvement in national evaluations - for example of the 14 – 19 reforms (Morrison, Wright). The pedagogic expertise of academics is also recognised through invitations received to present research findings to the House of Commons, e.g. Payne explaining the demise of art/design secondary PGCE, and Coles offering guidance on the teaching of Shakespeare. Other influences on national and international policy include Price's work (funded by HEFCE, which generated the ASKe approach to assessment and student learning in HEIs). This research provided evidence to a parliamentary select committee on 'Students and Universities'; Wild and Glenny's review of Early Years practice, in collaboration with Oxford University, to offer policy advice to Government; Haight's work on Gifted and Talented students (funded by the Stephen Lawrence Charitable Trust) which has contributed to the national understanding of vocational and training issues. Many aspects of educational research have contributed to the development of professional practice in a variety of spheres: Cox's work on mentoring and coaching within a business context has contributed internationally to the ways that learning with the support of others is approached and evidenced. Spiro, Haigh, Henderson and Clifford, adopting a cultural approach, have extended international research explorations to examine how international students experience learning in higher education. Funded by ESRC, JISC, Oxford University Press and HEA, they have shaped and developed the Centre for International Curriculum Inquiry and Networking (CICIN) achieving world-wide recognition of the ways in which tertiary students learn and engage in 'global citizenship'. De Abreu's explorations of cultural influences on learning mathematics has instigated an international review of mathematics education for immigrant children and inaugurated conferences on 'Raising Portuguese achievement'.</p> <p>A plethora of illuminatory research, research-informed texts and curricular materials have also provided professional insights into teaching and learning for developing and qualified teachers in 1000s of schools. A range of pragmatic guidance is offered for practitioners on the nature of dialogue (Wild, McGregor), effective assessment (Wilson, Price, Butt), innovative curricular learning (Wilson, McGregor); numeracy skills (Glasspool, McNeil) and literacy (Swarbrick). At secondary and tertiary level there has been much research-informed guidance on effective practices in classrooms (Bird, Butt, Catling, Gaciu, Glasspool, McNeil, McGregor, Wilson) teacher development (Baker), mentoring and coaching (Deane, Browne, Benfield, Sharp), developing learner identities (de Abreu, Newton) and subject specific curricular guidance that is recognised nationally and internationally (e.g. Gaciu in Physics; Butt and Catling in Geography; Wilson in Science). Research informed curricular innovations have included international</p> |

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exchanges through *French cafes* (Davies), comparative linguistic analyses (Yiakoumetti, Spiro, Wickens) between England, Cyprus and China and the inclusion of theatrical approaches adopted in Oxford and Wellington (New Zealand) in enquiry science (**McGregor**). Educational research texts, that articulate how to research the nature of education (**Butt, Morrison, Spiro**) have also been widely adopted by academics and professional educators in other institutions.

Media coverage in newspapers, magazine articles and professional journals, including the Times Educational Supplement, has promoted and disseminated the work of Arthur, **de Abreu, Browne, Price, McGregor** to highlight their work in education, bringing it to the attention of professional audiences - the 'end users' of the research.

In summary the breadth and depth of experience and expertise within the UoA has impacted locally (throughout the school and college partnerships), regionally, nationally and internationally (through recognised cultural, linguistic, geographic, mathematical and scientific expertise) which are all underpinned by research-informed practice.

b. Approach to impact:

A key priority for developing the impact of research has been to produce outputs that both support professional educators and relate directly to practice in schools, colleges and HEI institutions. Research outputs are designed to inform teaching and learning, pragmatically or through influencing policy. The main foci for research can therefore be identified as follows: Policy, Leadership, Pedagogy and Learning. Developing research-informed pedagogy, or exploring learning in both familiar and unfamiliar contexts, enables academics to relate their findings to others in similar settings. The extrapolation of findings from significant studies has been instrumental in informing policy. There is widespread recognition that research should extend beyond the academy and be underpinned by strong institutional support mechanisms. Academics have developed research which is of interest to a range of users, and as a result have developed relationships with other HEIs, governmental and non-governmental organisations, at domestic, European and international level.

Examples of our impact in the area of **Policy** (a strand of activity emerging from the PPL research group), includes, Arthur (2011-12) who conducted an evaluation of the London Deanery's Coaching and Mentoring service for doctors to proffer policy advice for Health Trust Managers; Coles in 2012, who was an expert witness to the UK Government to advise on the English secondary school curriculum; Wilson (2011) who was invited to visit Tokyo as a guest speaker for the Ministry of Education in Japan on the subject of Primary School Science; **Catling** as a consultant (who is recognised as an International Geographical authority, as evidenced through his Expert Panel membership for both UK and Australian governments) for Oxfordshire County Council to produce a review of children's learning in context of the Forest School. Utilising the internet to organise webinars, Spiro has been able to draw successfully on her research of global citizenship to involve an MA community of 120 teachers worldwide reflecting on transformative learning. Payne, in her work as Chair of Oxford Art Teach (a regional art education networking group working collaboratively with The National Society for Education in Art and Design) has drawn on research-informed practice.

Yiakoumetti's research on bi-dialectal education has led to an initiative that has recently come into force for the first time in the history of education in Cyprus: the non-standard Cypriot dialect has since been introduced into formal education to improve biliteracy.

An example of our impact in the area of **Leadership** is the "*Leadership for Learning*" Programme which aspires to create 'world class' learning in Primary Schools in Oxford. This collaborative project has been celebrated in local radio and Oxford press media (January, 2013). The project draws upon research and experience in consultancy in Primary Education (**McGregor**) and leadership and management (Arthur and **Browne**) in collaboration with colleagues at the University of Oxford (Menter and Fancourt). A wide variety of examples of our impact in the area of **Pedagogy** has extended and deepened understanding about teaching (**Aldridge, Butt, Cox, McGregor, Millar, Price, Wright**), and developed elearning (Bird, **Haigh**, Sharpe, Spiro) in varied contexts and settings. A connected strength is researching **Learning**: in particular supportive (**Butt, Catling**) and innovative (**McGregor, Davies, Wilson**) curricular resources, complemented by assessment of learning (**Butt, Price**). These areas of research expertise are integrated within our five research groups, designed to draw together novice and expert researchers collaboratively working on projects that aid development of relationships with policy makers, learning leaders and practitioner end-users. Integrating research-into practice, researching development of practice and

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reflectively re-defining practice is an approach that has underpinned and informed the development of policy, leadership, pedagogy and learning.

c. Strategy and plans

All Education research activities are annually collated, monitored and verified in a standardised way. The nature of each individual's research is further considered to clarify how its impact might be evaluated (be it exploratory, illuminatory, explanatory or interventional). Publications are archived at University level to promote public awareness and access to scholars, peers and end-user professionals. Currently the UoA has a system of five-year personal research planning (annually updated by each individual) which are discussed with the Research Leads and Head of Department to encourage academics to project their research plans and consider potential pathways to assess impact of their work. An impact workshop is planned in the post REF period (2014) to share experiences of promoting research impact (e.g. evaluative assessments; using social media, etc) and to consider how to further facilitate and record impact in future research endeavours. The measurement of impact will be supported by the Research Panel Committee, Faculty and University level managers. Funds have been made available to support academics engaging with, and gathering evidence of, impact from policy makers and professional practitioners.

Our foci for maximising potential impact from current and future research are to:

1. Build on our current strengths in Policy, Leadership for Learning, Pedagogy and Learning, whilst advancing new agendas and continuing to communicate our knowledge and understanding for professional end-users through scholarship.
2. Further strengthen our academic community, securing enhanced opportunities for intellectual exchange, training and professional development for academics to engage with policy makers, learned societies and professional practitioner end-users.
3. To continue to develop the use of institutional support, expertise and resources in providing strategic support to our research activities
4. To consider better use of annual research conference and regular seminar opportunities to collaborate with end-users more directly
5. To enhance our dissemination and evaluation of all aspects of research and knowledge exchange opportunities with potential end-users

Research leads and the Faculty Associate Dean for Research review research activities and publications to ensure that staff research expertise is supported and sustained through departmental developments (including appropriate financial support; regular newsletters; committee announcements and teaching opportunities) to disseminate research-informed teaching and learning effectively within and beyond the institution.

Professional development activities will be both researched and evaluated through by the Centre for Education and Continuing Development (CECD), led by **Browne**, which provides opportunities to build a rigorous database of research-informed assessments of impact of the UoA's educational activities. It uses a specially designed impact measurement resource developed as part of a JISC funded project (Edge). The CECD encourages research-informed consultancy and training to shape teaching and learning throughout the various phases of education (early years, primary, secondary, tertiary) in the locality and beyond. Although only formed in 2013, the high quality reputation that Brookes has maintained in teacher education has resulted in the Centre securing work internationally (in China and India) which has provided opportunities for further research in Creative Pedagogies and Innovative Leadership. Highly reflective and sustainable systems are being integrated into the evaluative measures of these new enterprises to ensure that feedback from alumni is accurately documented. New opportunities to accredit study undertaken through the Centre will foster continuous learning trajectories, from practitioner enquiries and Masters dissertations through to Doctoral projects.

d. Relationship to case studies - The two case studies submitted in 3b reflect areas of strength in our research. One illustrates how Leadership for Learning is a burgeoning research area and potential future asset in the UoA. The other echoes how the existing teacher education activities can be further honed to extend, enhance and integrate research and professional development activities within school partnerships and beyond. This kind of activity is supported, as it resonates with our professional working in the development of Pedagogy and Learning.