

Evidence collected through email & Internet research

I. Aim

The intention in conducting this survey was to gather up-to-date evidence about influential research in the U.K. that would address the question of how dispersed research expertise might be across the system. In consequence, I asked respondents to provide examples of research carried out within the past few years (after RAE 2001) and that was influential to policy; that was graded ‘outstanding’ by funding bodies; that was in receipt of support from major funding bodies, national or international; that proved internationally influential; that was original, unique contributions; or that received any other kind of special recognition. In the correspondence, I expressed my interest in gathering information about titles of projects, names of investigators, sources of funding, and especially indicators of recognition.

II. Approach

All the institutions rated 1-3a at RAE 2001 were contacted, in three stages (December 2003, January 2004, February 2004), through email or telephone. This involved contacting 93 people – heads of departments, directors of research etc.-, each representing a different department/ research centre/ research institute. A log of the entire correspondence has been kept, and parts of it are included in Appendix 1 to this chapter.

The rate of responses was 46 % (i.e., 23 universities replied), out of which evidence was collected for 9 universities. There is still some ongoing correspondence, and some more evidence might still come after completion of the report.

On the basis of the correspondence, an “Evidence” file was built, including evidence as it was gathered. The information was afterwards checked and completed using Internet –based resources. Section III *Findings* below summarises the finalised file.

III. Findings

1. Evidence collected

1. UNIVERSITY OF BRIGHTON

a. **The Use and Effectiveness of Pupils Grouping in Classrooms**

- i. *Funding:* ESRC, as follows
 - 'Nature and use of groups in the primary school', ESRC, £55000, 1997-1998.
 - Nature and Use of Within-Class Student Groupings in Secondary Schools, ESRC, £96000, 1999-2001.
 - Improving the Effectiveness of Within-Class Pupil Groupings (funded by ESRC within the Teaching and Learning Initiative), ESRC £ 1013442, 2001-2004; project's initials SPRinG stand for Social Pedagogic Research into Grouping.
- ii. *Impact/ recognition:* ECLR funding, renewed twice
- iii. *Researchers:*
 - 1997-1998: Co-directors P. Kutnick and P. Blatchford (Institute of Education, London)
 - 1999-2001: Co-Directed by Peter Kutnick and Peter Blatchford (ULIE). Principal Research Officers: Helen Clark (ULIE) and Helen MacIntyre
 - 2001-2004: Key Stage 1 (Brighton) Director: Professor Peter Kutnick - Researchers: Cathy Ota, Lucia Berdondini; Key Stage 2 (Institute of Education London) Director: Professor Peter Blatchford - Researchers: Ed. Baines, Anne Chowne; Key Stage 3 (Cambridge): Director: Professor Maurice Galton - Researchers: Linda Hargreaves, Susan Steward, Tony Pell, Charlotte Page
- iv. *Institution:* University of Brighton, London Institute of Education, University of Cambridge
- v. *Years of reporting:* 1999; 2001; 2004
- vi. *URL:* <http://creict.homerton.cam.ac.uk/spring/>

b. **Digital Creativity and Visual Literacy in Primary Schools**

- i. *Funding:* Access: The Brighton Media Arts Project was a collaborative project funded and supported by the Arts Council of England, the University of Brighton, South East Arts and Lighthouse, the Brighton Media Centre
- ii. *Impact/ recognition:* original work in an insufficiently developed area of research; £30 k funding secured
- iii. *Researchers:* Avril Loveless, University of Brighton and Terry Taylor, Lighthouse
- iv. *Institution:* University of Brighton
- v. *Year of reporting:* 1999
- vi. *URL:* n.a.

c. Literacy and Numeracy

- i. *Funding:*
 - European Commission (DG-Research under the Targeted Socio-Economic Research Programme of FP4): Improving Early Literacy for EU Countries (Prof. Henrietta Dombey, in collaboration with researchers from Spain, Italy and Greece: C. Garcia Colmenares, M. Pascucci Formisano and G. Varnava Skoura)
 - Leverhulme Trust: School and Community Numeracies, within Leverhulme Numeracy Research Programme (Director Prof Margaret Brown), 1998-2002
 - Leverhulme Trust: Literacy Practices at Home and at School, 2000 – 2003
- ii. *Impact/ recognition:*
 - The findings of the EU project (Dombey et al.) were disseminated at European level. They were also included in the European Commission's Briefing Papers for Policy Makers, 1995-2003. Brighton's expertise in the field of literacy research is also confirmed by Prof Henrietta Dombey's association with the National Literacy Association and the Centre for Literacy in Primary Education (whose Chair of Trustees she is)
 - Leverhulme funding; national and international dissemination
- iii. *Researchers:* 1998-2002: Professor Brian Street (King's College, London), Professor Margaret Brown, Dr Alison Tomlin & Dave Baker (University of Brighton); 2000-2003: Brian Street, Eve Gregory (Goldsmith's College), Dave Baker (Brighton University); Ann Williams, Alison Tomlin, Margaret Brown
- iv. *Institution:* King's College; Goldsmith's College; Brighton University
- v. *Year of reporting:* 2002; 2003
- vi. *URL:* n.a.

d. Education Policy and Evaluation

- i. *Funding:* contracts – e.g. DfES, BECTA
- ii. *Impact/ recognition:*
 - Evaluation of the DfES Pilot Project for full service community schools in Brighton and Hove (worth £10k). Findings contributed to national DfES guidance for schools. Evaluator Graham Christ.
 - Evaluation of Key Stage 3 Science on-line materials on behalf of BECTA - the Government's lead agency on the use of ICT in education. Collaboration with Universities of Keele and Manchester. Lead evaluator Avril Loveless Total budget about £130k- Brighton share about £45k.
 - Local and national analysis of the Extended schools programme DfES National Extended Schools Pathfinder Evaluation, lead by University of Newcastle with University of Brighton. Total evaluation is £130k, Brighton share is £15k.
 - Brighton & Hove Children's Fund Evaluation, £43k. Lead evaluator is Becci Newton; Stoke Children's Fund Evaluation, £10k. Evaluators Steve Hodgkinson and Susanne Hyde;

- Sussex Learning & Skills Council, Crossing the Divide evaluation. Total £30k. Lead evaluator Steve Hodgkinson with Susanne Hyde.
 - States of Guernsey, Teacher Workload Evaluation, £15k. Lead evaluator Lesley Richards
 - East Sussex Learning Partnership, Moving On Evaluation, £24k. Lead evaluator was Veronica Stevens
- iii. *Researchers:* P Kutnick (Head); S. Hodgkinson
- iv. *Institution:* Education Policy and Evaluation Unit, Education Research Centre, University of Brighton
- v. *URL:* http://www.brighton.ac.uk/edusport/education/html/educ_epeu.htm

e. Countering Educational Underachievement in the Caribbean

- i. *Funding:* British Council
- ii. *Impact/ recognition:* pounds 10k from British Council, building on earlier work funded by DFID(Department for International Development), i.e. two grants totalling £35k (“Gender and School Achievement in the Caribbean” - 1996-1997)
- iii. *Researchers:* Directed by Peter Kutnick, with colleagues in Trinidad and Barbados.
- iv. *Institution:* University of Brighton
- v. *Year of reporting:* 2003-2004
- vi. *URL:*

f. Learning Lives: Learning, Identity and Agency in the Life Course

- i. *Funding:* TLPR - ESRC
- ii. *Impact/ recognition:* Phase III Project
- iii. *Researchers:* Prof. Gert Biesta (University of Exeter); Prof. John Field (University of Stirling); Prof. Ivor Goodson (University of Brighton); Prof. Phil Hodgkinson (University of Leeds); Dr Flora Macleod (University of Exeter)
- iv. *Institution:* University of Exeter; University of Stirling; University of Brighton; University of Leeds
- v. *Year of reporting:* 2007
- vi. *URL:* <http://www.tlpr.org/proj/phase111/biesta.htm>

2. UNIVERSITY OF CENTRAL ENGLAND IN BIRMINGHAM

a. Education Action Zones and Zones d’Education Prioritaires (France)

- i. *Funding:* Nuffield Foundation

- ii. *Impact/ recognition:* page review in the TES, 6 October 2000; publications in English and French; collaboration with Université Paris XII, Val-de-Marne (Dr. Dominique Leblond)
- iii. *Researchers:* Dr Richard Hatcher
- iv. *Institution:* University of Central England in Birmingham
- v. *Year of reporting:* 2000-2002
- vi. *URL:* [www.keele.ac.uk/depts/ed/events/ conf-pdf/cPaperHatcher.pdf](http://www.keele.ac.uk/depts/ed/events/conf-pdf/cPaperHatcher.pdf)

b. Neo-Liberal Education

- i. *Funding:* individual projects
- ii. *Impact/ recognition:* publications in: English, French, German, Italian and international conferences
- iii. *Researchers:* Dr. Richard Hatcher (Director of Research, Faculty of Education, University of Central England, Birmingham)
- iv. *Institution:* University of Central England, Birmingham
- v. *Year of reporting:* 2001-2003
- vi. *URL:* n.a.

3. UNIVERSITY OF DERBY

a. Strategies for Raising the Attainment of Pupils from Culturally Diverse Backgrounds

- i. *Funding:* TTA systematic review: “What strategies can be used by ITT providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds”
- ii. *Impact/ recognition:* the results will be disseminated by TTA to schools and providers. The University is producing an information pack based on the work for schools; it will also contain a brief overview of the educational needs of asylum seeker and refugee children (ready Summer 2004);
- iii. *Researchers:* Prof. Marie Perkins-Jenkins; Des Lewitt; Simon Brownhill; Tania Sanders – University of Derby
- iv. *Institution:* University of Derby
- v. *Year of reporting:* 2003-2004 (ongoing)
- vi. *URL:* the report and additional materials will be available from the TTA by January 2004.

b. Religious Discrimination

- i. *Funded by:* Home Office (Research, Development and Statistics Directorate) – Religious Discrimination Project
- ii. *Impact/ recognition:* the findings informed current legislation against discrimination based on religious background

- iii. *Directors:* The Project Director is Professor Paul Weller (Head of the Division of Social Science and Professor in Inter-Religious Relations); Professor Marie Parker-Jenkins (Research Professor in Education and is Director of the Research Unit for Education and Professional Practice) is the Associate Project Director – University of Derby;
- iv. *Institution:* The Project is based in the Religious Resource and Research Centre of the University of Derby School of Education and Social Science, which is directed by Professor John Hinnells, Research Professor in Comparative Religion.
- v. *Year of report:* 2000 (interim)– 2001 (final)
- vi. *Website:*
http://www.multifaithnet.org/projects/religdiscrim/reports/interim_execsum.htm

4. EDGE HILL COLLEGE OF HIGHER EDUCATION

a. **An Inter-cultural Investigation of the Role of School History and Citizenship Textbooks in Constructing National Identities in the UK, the USA and Hungary**

- i. *Funding:* internal; also Herbert Trenbock Scholarship for Textbook Research
- ii. *Impact/ recognition:* Herbert Trenbock Scholarship for Textbook Research is awarded every four years to support a potentially substantial contribution to the field; collaboration with institutions in Germany, and invited lectures in Bonn and Berlin based on the work; publications and international conferences; built on long term interest and research on citizenship/ history textbooks in various countries.
- iii. *Researchers:* Dr Keith Crawford
- iv. *Institution:* Edge Hill College of Higher Education
- v. *Year of reporting:* 2003- 2004
- vi. *URL:* <http://www.ex.ac.uk/education/historyresource/journal1/Crawforded-kw.PDF>; <http://www.edgehill.ac.uk/Faculties/Education/Research/pdf/opaper1.pdf>

b. **A-Level Psychology On-line**

- i. *Funding:* DfES
- ii. *Impact/ recognition:* pounds 30,000 from DfES
- iii. *Researchers:* Dr M. Davis
- iv. *Institution:* Edge Hill College of Higher Education; partner schools
- v. *Year of reporting:* 2004
- vi. *URL:* <http://www.edgehill.ac.uk/Research/ResearchOffice/A-Level-PsyOnline.htm> - website due for launch early 2004

c. **Graduate Routes into Teaching**

- i. *Funding*: TTA
- ii. *Impact/ recognition*: pounds 9,800 from TTA
- iii. *Researchers*: Dr M. Jones and Mr R. Foster
- iv. *Institution*: Edge Hill College of Higher Education
- v. *Year of reporting*: 2004
- vi. *URL*: n.a.

d. On-line Learning in Mathematics and ICT Using New Technologies

- i. *Funding*: DfES
- ii. *Impact/ recognition*: pounds 10,000 from DfES
- iii. *Researchers*: Dr K.A. Crawford
- iv. *Institution*: Edge Hill College of Higher Education
- v. *Year of reporting*: 2004
- vi. *URL*: n.a.

5. UNIVERSITY OF LIVERPOOL

a. Factors Affecting Teachers' Decisions to Leave the Profession

- i. *Funding*: DfES; amount n.a.
- ii. *Impact/ recognition*: DfES funded (Research Report 430, 2003); A. Smithers is Special Adviser to the House of Commons Education and Employment Committee; other evidence n.a.
- iii. *Researchers*: A. Smithers, P.Robinson
- iv. *Institution*: Centre for Education and Employment Research, University of Liverpool
- v. *Year of reporting*: 2003
- vi. *URL*: careers-main.lancs.ac.uk/RR430report.pdf (final report)

b. Teacher Qualifications

- i. *Funding*: Sutton Trust; amount n.a.
- ii. *Impact/ recognition*: commissioned by the Sutton Trust; other evidence n.a.
- iii. *Researchers*: A. Smithers and L. Tracey
- iv. *Institution*: Centre for Education and Employment Research, University of Liverpool
- v. *Year of reporting*: 2002-2003
- vi. *URL*: <http://www.suttontrust.com/text/teacherqual.doc> (final report)

c. The Reality of School Staffing

- i. *Funding*: National Union of Teachers
- ii. *Impact/ recognition*: pounds 38,950 funding from NUT; samples of 980 primary schools and 368 secondary schools in England and Wales; media

- coverage – see for instance “Funding crisis 'has cost 20,000 jobs” (Polly Curtis, The Guardian, Tuesday October 14, 2003)
- iii. *Researchers:* A. Smithers, P. Robinson; L. Tracey
 - iv. *Institution:* Centre for Education and Employment Research, University of Liverpool
 - v. *Year of reporting:* 2002
 - vi. *URL:* <http://image.guardian.co.uk/sys-files/Education/documents/2003/10/14/reality.pdf> (final report full text)

d. A Study of Non-Participation in Science Development Activities

- i. *Funding:* The Royal Society
- ii. *Impact/ recognition:* funding from the Royal Society to explore significant issues raised during the Evaluation of the royal Society’s Partnership Grants Scheme for Schools (commissioned to CEER in 2002); other evidence n.a.
- iii. *Researchers:* P. Robinson, A. Smithers
- iv. *Institution:* Centre for Education and Employment Research, University of Liverpool
- v. *Year of reporting:* 2003
- vi. *URL:* n.a.

e. Virtual Learning Environment: The e-Learning place

- i. *Funding:* The eLearning Place (TELP) is the name of a VLE (virtual learning environment) produced as part of a EU-funded project with the same name. The eLearning Place project is funded by the European Regional Development Fund (ERDF), and has match funding from the following sources: University of Liverpool, Connect Internet Solutions, Knowsley Borough Council, Merseyside Colleges' Association, HP, Northwest Development Agency and Telewest.
- ii. *Impact/ recognition:* EU funding; by the end of phase 1, 10 Learning Providers developed courses and 200 learners accessed the courses on TELP.
- iii. *Researchers:* The project is managed by The eLearning Place Steering Group which draws its membership from the following project partners: the University of Liverpool, Connect Internet Solutions, Knowsley Borough Council, Merseyside Colleges' Association and Telewest. There are two working groups concerned with the day-to-day project implementation. The Educational Liaison Group, which meets weekly, has a membership of the three Educational Liaison Staff, Professor Terry Russell, who is overseeing the educational and evaluation aspects of the project, and the project manager, Sarah Smith. The technical team consist of the designers, programmers and the database team.
- iv. *Institution:* The eLearning Place project is led by The University of Liverpool – CRIPSAT (Centre for Research in Science and Technology)
- v. *Year of reporting:* The pilot phase started in June 2001 and was completed in November 2002, when an interim research report and best practice

guide were produced. Phase 2 started in March 2003 and is running for 18 months, until November 2004.

- vi. URL: <http://www.cripsat.org.uk/current/elp/elphome.htm>

f. Diagnostic analysis of national tests at Key Stage 2 and Key Stage 3 (2001-2003)

- i. *Funding:* Qualifications and Curriculum Authority
 ii. *Impact/ recognition:* funding from QCA; CRIPSAT has carried out this work at Key Stage 2 since the introduction of national tests in 1995.
 iii. *Researchers (Liverpool team):* Professor Terry Russell; Linda McGuigan; Dr Eddie Boyes
 iv. *Institution:* University of Liverpool (CRIPSAT); University of Sheffield
 v. *Year of reporting:* 2003
 vi. URL: <http://www.cripsat.org.uk/current/errora/errorhome.htm>

g. Assessment of Sub-Saharan Numeracy and Literacy

- i. *Funding:* Department for International Development - Education Research Programme
 ii. *Impact/ recognition:*
 - Governmental funding; international partnerships;
 - Production of digital CRC, CD-ROM and hard-copy products for dissemination to illustrate defined literacy and numeracy lines of progression, also drafted into booklet and poster form for dissemination to teachers and communities.
- iii. *Researchers: Lead Researchers:* Professor Terry Russell, University of Liverpool; Professor K Hart, University of Nottingham. *UK researchers:* Dominic Wyse, John Moore's University; Eleanor Wright, University of Liverpool; Linda McGuigan, CRIPSAT, University of Liverpool. *Ghana:* Co-ordinator: Dr Chris Akwezi; *Malawi:* Co-ordinator: Dr Simeon Hau; *Zambia:* Co-ordinator: Mr George Sililo.
 iv. *Institution:* University of Liverpool; University of Nottingham; Institutes of Education from Ghana, Malawi and Zambia
 v. *Year of reporting:* 2002
 vi. URL: <http://www.cripsat.org.uk/current/dfid/dfidhome.htm>

6. LONDON METROPOLITAN UNIVERSITY (UNIVERSITY OF NORTH LONDON AND LONDON GUILDHALL UNIVERSITY)

a. The Role of Identities and Inequalities on the Aspirations of Inner-City School-Leavers

- i. *Funding:*
 - UNL Development & Diversity Fund (Aug 1998-December 2000) - Social Class and Widening Participation in HE Project

- British Academy Larger Research Grant (March 2001- February 2002)- 'The Role of Identities and Inequalities on the Aspirations of Inner-City School-Leavers'
- ii. *Impact/ recognition:* Findings have been disseminated nationally and internationally through numerous reports, articles, journal publications and through talks, conference presentations and seminars. A book of the first project is currently being written for Falmer Routledge. The success of the Social Class and HE research has facilitated a number of developments: Louise Archer and Carole Leathwood organised a one-day conference in June 2001 ('Addressing Issues of Social Class and Education: Theory into Practice') which has since formed the basis of an ESRC Seminars Bid. Louise and Carole will also be guest editors of two forthcoming journal Special Issues (*Gender and Education* and *Pedagogy, Culture and Society*) on themes of social class and education. Funding for a full-scale development of the British Academy project is currently being sought
- iii. *Researchers:*
 - Dr Louise Archer (Research Fellow), Prof. Alistair Ross & Prof. Bob Gilchrist (Co-Directors), Dr. Merryn Hutchings, Dr Carole Leathwood, Dave Phillips, Simon Pratt (Research Team) - Social Class and Widening Participation in HE Project
 - Dr. Louise Archer (Research Director), Hiromi Yamashita (Research Assistant) - British Academy Project
- iv. *Institution:* London Metropolitan University/ University of North London
- v. *Year of reporting:* 2000; 2002-2003
- vi. *URL:* <http://www.unl.ac.uk/ipse/front-page.htm>

b. Evaluation of Business Support Programmes for Early Years Providers

- i. *Funding:* DfES
- ii. *Impact/ recognition:* commissioned by the DfES; the report is published on the DfES website (Research Report RR 421, Developing the Business Skills of Childcare Professionals: An Evaluation of the Business Support Programmes)
- iii. *Researchers:* Jayne Osgood
- iv. *Institution:* Institute for Policy Studies in Education
London Metropolitan University
- v. *Year of reporting:* 2003
- vi. *URL:* <http://www.unl.ac.uk/ipse/front-page.htm>

c. Black Staff in Further Education

- i. *Funding:* the Commission for Black Staff in Further Education
- ii. *Impact/ recognition:* the Commission for Black Staff in Further Education provided approximately £70,000 plus the services of a full-time Research Fellow, Dr. Uvanney Maylor. The Commission for Black Staff in Further Education is an independent body that has depended on funding and

support from the LSC, the DfES, the AOC and other key stakeholders to deliver its mandate (up to 2003). Established in 1999, it set out to establish the nature and extent of institutional racism in the sector using consultation, commissioned research and evidence from individuals, expert witnesses and key agencies. Its report *Challenging Racism, Further Education Leading the Way* was published July 2002 (URL:

http://www.fento.org/staff_dev/race_equality/full_report.pdf). The findings from the research were integrated as a key feature of the Commission's final report, as well as of its summary report *An Agenda for Action* (URL: http://www.fento.org/staff_dev/race_equality/summary_report.pdf), actively promoted by the Commission over the past year.

- iii. *Researchers:* Director: Dr. Carole Leathwood
Research Team: Dr. Uvanney Maylor, Dr. Louise Archer, Prof. Alistair Ross, Jan Etienne, Gwen Smith, Bikram Brar, Christine Chin, Sarah McCreith
- iv. *Institution:* London Metropolitan University
- v. *Year of reporting:* 2002
- vi. *URL:* <http://www.unl.ac.uk/ipse/front-page.htm>

d. **Children's Identity and Citizenship in Europe**

- i. *Funding:* European Commission (SOCRATES)
- ii. *Impact/ recognition:* Since its inception in September 1996, the CiCe network has developed to bring together several existing organisations and networks with those who have been working independently. Since September 1998 CiCe has been supported by the European Commission (as a three-year project from 1998-2001 and then as a second three-year programme that began in October 2002). The Network Project includes a number of professional associations, such as the International Association for Citizenship, Social and Economics Education and the Italian Educational Research Association. It draws on several existing and previously supported trans-European projects, including the Young People and Citizenship in the New Europe CIP and the Youth and History Project. Individual members of the Network include the editors of four important academic journals in the field: *The Journal of Economic Socialisation*, *Children's Social and Economics Education*, *Mediterranean Journal of Educational Studies and Economic Awareness*.
- iii. *Researchers:* Cass Mitchell-Riddle (Head of Coordination Unit); Professor Alistair Ross (International Coordinator)
- iv. *Institution:* London Metropolitan University – Institute for Policy Studies in Education
- v. *Year of reporting:* 2001; 2005
- vi. *URL:* <http://www.unl.ac.uk/cice/en/maim.htm>

e. **British-Chinese Pupils' Constructions of Education, Gender and Post-16 Pathways**

- i. *Funding:* ESRC
- ii. *Impact/ recognition:* funding from ESCR

- iii. *Researchers:* Dr Louise Archer, IPSE; Dr Becky Francis, IPSE.
- iv. *Institution:* London Metropolitan University – Institute for Policy Studies in Education
- v. *Year of reporting:* 2004
- vi. *URL:* <http://www.unl.ac.uk/ipse/front-page.htm>

f. **Involvement of Parents in Their Children's Mathematics Learning**

- i. *Funding:* n.a.
- ii. *Impact/ recognition:* the IMPACT project has pioneered the involvement of parents in their children's mathematics learning since 1985. This innovative project has interventionist and research activities. It was started in eight primary schools by Professor Ruth Merttens, and IMPACT materials are now used in many UK schools and in the USA, Canada and other countries. Since 1995 its work has expanded from numeracy into the field of literacy, and since 1997 into Key Stage 3 mathematics.
- iii. *Researchers:* Veronica Azolukwam (contact person)
- iv. *Institution:* London Metropolitan University – Institute for Policy Studies in Education
- v. *Year of reporting:* n.a.
- vi. *URL:* http://www.unl.ac.uk/sedu/impact/about_1.shtml

7. OXFORD BROOKES UNIVERSITY

a. **Creative Intelligence and its Application to the Education of Gifted Children**

- i. *Funding:* John Templeton Foundation, Pennsylvania
- ii. *Impact/ recognition:* non-UK funding (John Geake is the Australian Association for Education of the Gifted and Talented AAEGT's Eminent Australian for 2002, and gave the Eminent Australian's Keynote Address The Intelligent Brain at the AAEGT's Biennial Conference in Sydney, October, 2002), international dissemination;
- iii. *Researchers:* Prof John Geake; Claire Dodson
- iv. *Institution:* Oxford Brookes University
- v. *Year of reporting:* 2004
- vi. *URL:*
<http://www.brookes.ac.uk/schools/education/staff/geake.html>!

8. SHEFFIELD HALLAM UNIVERSITY

a. **Evaluation of the National Learning Network (NLN) (Phase two)
Investment in Informational and Learning Technologies in FE Colleges**

- i. *Funding:* Learning and Skills Council
- ii. *Impact/ recognition:* commissioning by the Learning and Skills Council (managed by BECTA for the NLN). The evaluation of the first phase of NLN

programme was carried out by the Telematics in Education Research Group which has now been absorbed into the Centre for Research and Evaluation at Sheffield Hallam University

- iii. *Researchers:* Colin McCaig; Rachel Ibbotson; Maria Smith; Jason Leman
- iv. *Institution:* Learning and Skills Development Agency, in partnership with the Centre for Research and Evaluation at Sheffield Hallam University
- v. *Year of reporting:* 2004
- vi. *URL:* <http://www.shu.ac.uk/research/cre/ResearchfeNLN2.htm>

9. UNIVERSITY OF WEST OF ENGLAND, BRISTOL

a. Independent Evaluation of the School-Based Research Consortium Initiative

- i. *Funding:* TTA, £93k
- ii. *Impact/ recognition:*
 - ‘part of the evidence-based’ drive, thus within the policy mainstream;
 - external funding (TTA);
- iii. *Researchers:* Saville Kushner (University of West of England); John Elliot (University of East Anglia); Jones Simons (Soton)
- iv. *Institution:* University of West of England, University of East Anglia, Soton
- v. *Year of reporting:* 2001
- vi. *URL:* n.a.

b. Independent Review of the Learning Requirement for Police Probationer Training in England and Wales

- i. *Funding:* Home Office (£140k)
- ii. *Impact/ recognition:*
 - Home Office funding;
 - Part of the modernisation programme for policing
- iii. *Researchers:* Saville Kushner (University of West of England); John Elliot (University of East Anglia)
- iv. *Institution:* University of West of England and University of East Anglia
- v. *Year of reporting:* 2004
- vi. *URL:* n.a.

OTHER UNIVERSITIES:

For evidence received after the writing of this report, please refer to the folder “Further survey evidence” on the CD-ROM.

2. Comments from correspondence – not to be quoted any further

“I would love to help in what seems to be a very constructive exercise”

“It is extremely important that any research done on this matter is of good quality and is transparent”

“There are many agendas and ideological stances (and strong emotions) that can dominate this debate ... It is important that something is produced that can 'rise above' such feelings”

“A very valuable idea”

“All the best for what promises to be an excellent project”

IV. Follow –up: issues arising

More research is needed in the following directions:

- *defining terms* and reflecting on their usage – “elite” vs “non-elite”, “influential research”, etc.;
- the connection between *teacher training and selectivity of funding*;
- *emotions* (raising above them);
- the degree to which *strong resistance and criticism* (eg by officials) is a form of recognition/impact of a piece of research – when asked if I want evidence of such research I replied that “research with evidence of recognition in other countries / picked up by foreign policies or independent bodies policies is relevant for the database even if it might be critical of current policies in the UK”;
- *conceptual research* – philosophy: how to judge impact?

Appendix 1.

Institutions contacted and details of correspondence

| | Institution | RAE | Website URL | Position | Department | Reply received | Evidence from emails |
|---|---|-----|---|---|--|----------------|--|
| 1 | Anglia Polytechnic University | 3b | http://www.apu.ac.uk/education/Pages/research.html | | School of Education | | |
| 2 | Bath Spa University College | 2 | http://www.bathspa.ac.uk/schools/education/ | Director | Centre for Global and Futures Education, School of Education | | |
| 3 | Birkbeck College | 3b | http://www.bbk.ac.uk/fce/research/research.htm | Dean, Prof of Lifelong Learning | Faculty of Continuing Education | yes | |
| 4 | University of Brighton | 3b | http://www.brighton.ac.uk/edusport/education/html/educ_res.htm | Head of Research Centre; Director of the Education Policy and Evaluation Centre | School of Education (within faculty of Education and Sport), Education Research Centre | yes | yes |
| 5 | Brunel University | 3a | http://www.brunel.ac.uk/faculty/ed/research/home.htm | Departmental Coordinator of Research | Department of Education (Faculty of Life Sciences) | | |
| 6 | Canterbury Christ Church University College | 3a | http://education.cant.ac.uk/Centre-for-Educational-Research/ | Head of Centre for Educational Research | Centre for Educational Research, Faculty of Education | | |
| 7 | University of Central England in Birmingham | 3b | http://www.ed.uce.ac.uk/research/ | Director of Research | Faculty of Education | yes | yes |
| | | | http://www.uce.ac.uk/crq/ | Director | Centre for Research into Quality | | |
| 8 | University College Chichester | 2 | http://www.ucc.ac.uk/physed/ | Head | School of Physical Education | | |
| | | | http://www.ucc.ac.uk/research/html/mathematics_education.html | Director | The Mathematics Centre | yes | |
| 9 | City University | 3b | http://www.city.ac.uk/conted/research/ | Head of Department | Department of Continuing Education | yes | |
| | | | http://www.city.ac.uk/edc/ | Director | Educational Development Centre | yes | none ("no such research in institution") |
| | | | http://cpdi.city.ac.uk/cpdi/control/ResearchAndConsultancy | | Centre for Professional Development and Innovation | | |

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| 10 | Coventry University | 3b | http://www.mis.coventry.ac.uk/research/edres/edres.xhtml | Research Group Leader | Education Research Group | | |
| 11 | University of Derby | 3b | http://www.derby.ac.uk/sehs/subjects/education/index.asp | Director | The Research Centre for Education and Professional Practice | yes | yes |
| | | | http://www.derby.ac.uk/sehs/ehs-research.asp | Director | School of Education, Health and Sciences | | |
| 12 | University of East London | 3b | http://www.uel.ac.uk/education/index.htm | Head | School of Education and Community Studies | | |
| | | | http://www.uel.ac.uk/elag/index.htm | Director (used to be, transferred in 2003 to InferNelson as development manager) | East London Assessment Group | | |
| 13 | Edge Hill College of Higher Education | 3b | http://www.edgehill.ac.uk/Faculties/Education/Research/index.htm | Education Research Co-ordinator | Faculty of Education, edge hill College of Higher Education | yes | yes |
| | | | | Head of Faculty | Faculty of Education | | |
| 14 | University of Gloucestershire | 3a | http://www.glos.ac.uk/education/ | Research Director | Faculty of Education and Social Sciences | yes | |
| 15 | University of Greenwich | 3a | http://www.gre.ac.uk/schools/education/index.htm | | School of Education and Training | | |
| 16 | University of Hertfordshire | 3b | http://www.herts.ac.uk/fhle/faculty/education/Research/index.htm | Research Fellow | Department of Education | | |
| | | | http://www.herts.ac.uk/fhle/faculty/education/index.htm | Head | Department of Education | | |
| | | | | Associate Head of Department (Professional) | Department of Education | | |
| | | | | Associate Dean | Department of Education | | |
| 17 | University of Huddersfield | 3b | | Head of Research | School of Education and Professional Development | yes | |
| | | | | Head | Department of Community and International Education | | |

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| | | | | Head | Department of Initial Teacher Education and Continuing Professional Development | | |
| | | | | Head | Department of Post-Compulsory Education and Training | | |
| | | | | Head | Continuing Professional Development | | |
| 18 | University of Hull | 3a | http://www.hull.ac.uk/ces/index.html | Director | Centre for Educational Studies | | |
| | | | | Advance Courses and Research (Co-ordinator) | Centre for Educational Studies (which is part of the Institute of Learning) | | |
| | | | | Director of Research and Graduate Studies | Institute of Learning | | |
| | | | http://www.hull.ac.uk/ces/researchandconsultancy/index.html | Head | Centre for Lifelong Learning | | |
| | | | | Director | International Educational Leadership Centre | | |
| | | | http://www.hull.ac.uk/ILC/research.html | Co-ordinator | Educational Development Team | | |
| | | | http://www.sse.hull.ac.uk/ | | Scarborough School of Education | | |
| 19 | Keele University | 3a | http://www.keele.ac.uk/depts/ed/research/ | Deputy Director - Educational Studies (Undergraduate Studies) | Department of Education | yes | |
| | | | | | Department of Education | | |
| 20 | King Alfred's College, Winchester | 3b | http://www.wkac.ac.uk/edstudies/ | Programme Leader for Education Studies (Undergraduates) | School of Education | | |
| | | | | Programme Director for Diploma in Postgraduate Studies | School of Education | | |
| | | | | Field Leader, Early Childhood | School of Education | | |
| | | | | Co-ordinator, MA | School of Education | | |

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| | | | | Co-ordinator of Professional enquiry Diploma, Head of the Centre for Pedagogical Studies | School of Education | yes | |
| | | | http://www.wkac.ac.uk/research/index.htm | Centre Administrator | Research and Innovation Centre | | |
| 21 | Leeds Metropolitan University | 3a | http://www.leedsmet.ac.uk/ces/epd/index.htm | Head of School | School of Education & Professional Development | | |
| | | | | Deputy Head of School | School of Education & Professional Development | | |
| | | | http://www.leedsmet.ac.uk/ces/epd/Research.htm | Research and Training Leader | School of Education & Professional Development - Centre for Educational Research and Research Training (CERRT) | | |
| | | | | Research Administrator | Centre for Research and Graduate Studies | | |
| 22 | University of Liverpool | 3b | http://www.liv.ac.uk/education/ceer.html | Director (Co-director) | Centre for Education and Employment Research (CEER) | yes | yes |
| | | | | Director (Co-director) | Centre for Education and Employment Research (CEER) | | |
| | | | http://www.cripsat.org.uk/about/about.htm | Director | Centre for Research in Primary Science and Technology (CRIPSAT) | | |
| | | | http://www.liv.ac.uk/~qe04/eeru/ | | Environmental Education Research Unit | | |
| 23 | Liverpool John Moores University | 3b | http://cwis.livjm.ac.uk/research_and_graduate/res_dir/sections/edc%28ecs%29.htm | Dean of Faculty | Faculty of Education, Community and Leisure | yes | |
| 24 | Middlesex University | 2 | http://www.mdx.ac.uk/www/ncwblp/ | Director | National Centre for Work Based Learning Partnerships | yes | yes |

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| | | | http://www.lle.mdx.ac.uk/research/cher/ | Head | Centre for Higher Education and Research | | |
| | | | http://www.mdx.ac.uk/lle/index.htm | Dean of School | School of Lifelong Learning and Education | yes | |
| | | | | Director of Research and Postgraduate Studies | School of Lifelong Learning and Education | | |
| 25 | University College Northampton | 3b | http://www.northampton.ac.uk/prospective_schools_education_research.php | Head of School | School of Education | | |
| | | | http://www.northampton.ac.uk/prospective_schools_education_cesner.php | | Centre for Special Needs Education and Research (CESNER) | yes) | |
| 26 | University of North London; from 01/08/02, merged with London Guildhall University and formed London Metropolitan University) | 3b | http://www.unl.ac.uk/doe/research/index.shtml | Head of Department | Department of Education | | |
| 27 | University of Northumbria at Newcastle | 3b | http://online.northumbria.ac.uk/faculties/hswe/faculty.htm | Dean of Faculty | Faculty of Health, Social Work and Education (now School of Health, Community and Education Studies) | yes | yes |
| 28 | Nottingham Trent University | 3b | http://education.ntu.ac.uk/research/index.html | Research Fellow | Faculty of Education | | |
| | | | | Research Administrator | Faculty of Education | | |
| | | | | Research Professor | Faculty of Education | | |
| | | | | Dean of Faculty and Head of Primary Department | Faculty of Education | | |
| 29 | Oxford Brookes University | 3b | http://www.brookes.ac.uk/schools/education/res%2Bcon.html | Dean of Institute | Westminster Institute of Education (formed by merging in 2000 of Westminster College and the School of Education at Oxford Brookes University) | Yes | |

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| | | | | Leader of Doctoral Programme | Westminster Institute of Education | yes | |
| | | | | co-ordinator | Westminster Institute of Education - Research Centre for Able Pupils | | |
| | | | | Director of Research | Westminster Institute of Education | yes | yes |
| 30 | University of Plymouth | 3a | http://www.plymouth.ac.uk/pages/view.asp?page=5953 | Dean of Faculty | Faculty of Education | yes | |
| | | | | Research Administrator | Faculty of Arts & Education | yes | |
| 31 | Queen Mary, University of London | 1 | | Director | Educational and Staff Development | | |
| 32 | University of Reading | 3a | http://www.soews.rdg.ac.uk/cisemt/contact.htm | Secretary | Centre for International Studies in Education, Management and Training | | |
| | | | http://www.soews.rdg.ac.uk/ | Research Convenors for departmental sections | Institute of Education | | |
| 33 | College of St Mark & St John | 2 | www.marjon.ac.uk/thecollege/research/cser.asp | Director | Centre for Social and Educational Research | | |
| 34 | St Martin's College | 3b | www.stmartin.edu/education/index.htm | Dean | | | |
| 35 | Sheffield Hallam University | 3a | http://www.shu.ac.uk/research/cre/ResearchfeNLN2.htm | Research Associate | Centre for Research and Evaluation | | |
| 36 | Staffordshire University | 2 | www.staffs.ac.uk/research/institutes/iepr.php | Co-director | Institute for Education Policy Research | | |
| 37 | University of Sunderland | 3a | http://restal.sunderland.ac.uk:8080/education/ahome?ahome | Associate Dean | School of Education and Lifelong Learning | yes | yes |
| | | | - | Head of Research | School of Education and Lifelong Learning | | |
| | | | - | Director | Graduate Research School | yes | |

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| 38 | University of Surrey Roehampton | 3a | www.roehampton.ac.uk/ses | Research Co-ordinator | School of Education Studies | yes | |
| 39 | Westhill College | 3a | merged with the School of Education, University of Birmingham | | | | |
| 40 | University of West of England, Bristol | 3a | http://edu.uwe.ac.uk | Director of Research | Faculty of Education | yes | yes |
| 41 | University of Wolverhampton | 2 | www.wlv.ac.uk/sed | Professor | School of Education | | |
| | | | - | Dean | School of Education | | |
| 42 | University College Worcester | 3b | www.worc.ac.uk/ | Director | Research Centre for Motivating Learning, Institute of Education | | |
| 43 | University of Dundee | 3a | | | | | |
| 44 | Glasgow Caledonian University | 3b | | Research | | yes | |
| 45 | North East Wales Institute of Higher Education | 2 | | | | | |
| 46 | University of Wales, Bangor | 3a | | | | | |
| 47 | University of Wales, Swansea | 3a | | | | | |
| 48 | Swansea Institute of Higher Education | 2 | | | | | |
| 49 | University of Wales, Aberystwyth | 3a | | | | | |
| 50 | University of Ulster | 3a | | | | | |