Director’s introduction

In 2013-14 we witnessed a tremendous upsurge in the movement towards evidence-based reform in education. The IEE is a standard bearer in this movement.

IEE research teams are engaged in studies that aim to assess and improve learning in schools, including literacy, maths, technology, and whole-school reform. We obtained new funding for evaluations to improve children’s achievement and well-being through parental engagement and parenting programmes, science education and technology, dialogic teaching interventions, and research in developing countries. You can read more about these exciting new projects in this report.

We are proud of the influence we are making in the world of education policy and research. We are actively developing relationships with schools through the rolling out of our York Informed Practice Initiative (better known as YIPi), which helps schools identify and put in place interventions to improve their students’ attainment.

YIPi uses our new Evidence 4 Impact website, which we designed to help schools in their search for proven programmes. The secondment of Jonathan Sharples, our Manager of Partnerships, to the Education Endowment Foundation in London, spreads our impact even further.

At the IEE we aim to share knowledge of what works and why. We continue to increase the number and scope of practical tools to help connect educators with the approaches that research shows are effective.

Our e-newsletter Best Evidence in Brief continues to put readers in touch with recent original research. Best Evidence in Brief now has more than 14,000 recipients worldwide. We use our international magazine Better: Evidence-based Education to look at education research in greater depth and get evidence-based information into the hands of the people who really need it – practitioners, educational leaders, and policy makers.

A new development for IEE this year is our book series Proven Programs in Education, published by Corwin Press. Proven Programs in Education compiles and updates articles on key issues from Better: Evidence-Based Education.

As the IEE continues to grow in size and influence, it is good to know that we are making positive changes in the lives and education of children in the UK and beyond.

We very much appreciate the encouragement and support we receive from the Bowland Trust and value their sound advice.

Professor Bette Chambers
Director, Institute for Effective Education
December 2014
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**IEE Vision**

All children should have the opportunity to succeed in school. Unfortunately many fail to reach their potential, particularly those from underprivileged backgrounds. Our aim is to improve educational outcomes for as many children as possible, in the UK and beyond.

The IEE aims to make a real difference through high quality research into effective programmes and practices, and sharing these findings as widely as possible. We work closely with those on the frontline of education, including teachers and policy makers, building support for evidence-based education and providing practical tools to effect change.

**Key Achievements**

**New research**

This year we secured more than £2 million in new research funding, including grants to:

- improve the role of talk in classrooms to improve literacy
- explore parenting interventions and school-family engagement
- evaluate technology applications to flip learning in mathematics
- study child development and well-being in several studies
- evaluate interventions aimed at improving science education
- study education and peace building in Somalia.

**Ongoing research**

This year we worked on 18 research projects that address problems and solutions with learning and development in school and at home, locally and internationally, and from early years to higher education.

**Engagement**

We completed our first three seminars in the Economic and Social Research Council Research (ESRC) Seminar Series, which stimulated dialogue among the different stakeholders in education research – policy makers, practitioners, funders, and researchers. We conducted our second Research Methods Summer School, which was well attended and highly appreciated. We joined in with the University of York anniversary celebrations, Celebrating 50 Years of Education at York, with a public lecture by Estelle Morris.

**Dissemination**

We continued to publish our magazine Better: Evidence-based Education and newsletter Best Evidence in Brief. Best Evidence in Brief subscriptions rose by 66% this year, and we secured a contract to send Better to 1,000 schools in London. We introduced the first two in a new series of four books, Proven Programs in Education.
Improving Teaching and Learning

Much of our research evaluates innovative education programmes and practices implemented in UK classrooms. This work provides the evidence of effectiveness that schools need when making decisions on how best to maximise their pupils’ progress.

Born in Bradford: school literacy assessments

The Born in Bradford (BiB) cohort study is funded by the University of York Pump Priming Fund. It aims to provide an understanding of how genetic, nutritional, environmental, and social factors affect health and development during childhood and in adult life. The health of more than 13,500 children is being tracked. The IEE is monitoring the educational progress of the BiB cohort and their peers and conducting one-to-one literacy assessments in schools.

CPD programme for primary science co-ordinators

The IEE is working with the University of York’s Department of Education and the University of Leeds on this randomised controlled trial (RCT) on the impact of an innovative approach to continuing professional development (CPD) for primary school science co-ordinators. More than 90 schools were recruited to this Wellcome Trust funded study. The impact of the CPD programme is being assessed using a mixed-methods approach. The evaluation has stimulated interest among practitioners and researchers in the use of the RCT approach in science education. The findings are due for publication in 2015.

Dialogic Teaching: Improving classroom talk

This is a new IEE project that aims to improve the quality of classroom talk as a means of increasing pupil engagement, learning, and attainment. The development phase is led jointly with Cambridge Primary Review Trust and focuses on the oral capacity of children and the speaking skills of their teachers. There is initial training for teachers, in-school monitoring and support, study and reference materials, and a development and mentoring manual. Evaluation by the National Centre for Social Research (NatCen) will be followed by an RCT in 60 primary schools. The project is funded by the Education Endowment Foundation (EEF).

Flipped Learning

The IEE has been funded by the EEF to deliver an impact and process evaluation of Flipped Learning innovative learning strategies, which apply new technology to the teaching of mathematics in Year 5. Students complete assignments at home on computers or tablets. This enables the teacher to use classroom time for activities such as co-operative learning, problem solving, projects, and dealing with individual difficulties. Twenty-four primary schools are taking part in this waiting-list design RCT. The delivery of MathsFlip is led by a secondary school, Shireland Collegiate Academy, Smethwick.

Improving primary science teaching – Oxford Science

This project is an EEF–funded RCT to evaluate the effectiveness of an intervention to make science lessons more conceptually challenging, more practical, and more interactive. The RCT is focused on Year 5 in 40 schools in Oxfordshire and was designed by a partnership of Science Oxford and Oxford Brookes University. The IEE is conducting an independent evaluation to assess children’s maths and literacy skills and their science scores and attitudes to science. The findings are due for publication in 2015.

Let’s Think Secondary Science (LTSS)

LTSS is an approach to teaching that aims to challenge pupils’ thinking and encourage group learning. It is based on the Cognitive Acceleration through Science Education (CASE) programme developed in the 1980s. LTSS lessons advance pupils’ understanding of key concepts that underlie scientific reasoning and emphasise thinking processes. The IEE will assess the effectiveness of the two-year LTSS programme using an RCT and process evaluation in 50 secondary schools. We will measure pupil performance in science, maths, English, and cognitive abilities. This project is funded by the EEF.
Success for All (primary RCT)

This evaluation of the Success for All (SFA) evidence-based programme takes the form of an RCT. More than 50 primary schools are involved, half of the schools are using the Success for All programme and half are teaching literacy as usual. The children are initially assessed for receptive vocabulary during the autumn term of their Reception year. The outcome measures are children’s literacy at the end of Reception, the end of Year 1, and their Key Stage 2 literacy results. This research will include a process evaluation of implementation issues within schools. The Centre for Effective Education at Queen’s University, Belfast, is the external evaluator. The project is funded by the EEF.

SFA Quest

Success for All UK implemented an approach called Quest to Year 7 reading. Quest emphasises co-operative learning. Pupils reading at the lowest levels were assigned to very small reading classes with computer-assisted tutoring and individualised teaching to help them with reading skills. Pupils reading at a somewhat higher level received teaching that focused on comprehension strategies and reading-writing connections. Lessons on interactive whiteboards modelled co-operative skills and specific reading skills. The IEE is evaluating the approach using an RCT and process evaluation in 26 secondary schools. The Centre for Effective Education at Queens University, Belfast, is the external evaluator. This project is funded by the EEF.

Teacher Effectiveness Enhancement Project

The IEE is leading impact and process evaluations of SSAT’s (The Schools Network) whole-school implementation of the Teacher Effectiveness Enhancement Project (TEEP). SSAT trains teachers in the effective implementation of ICT, collaborative learning, assessment for learning, thinking for learning, and accelerated learning. The impact evaluation is an RCT in up to 40 secondary schools to assess the effect of the project with particular emphasis on raising the attainment of the most disadvantaged pupils. The process evaluation assesses the quality of the implementation of each of the TEEP elements. This will inform SSAT about the factors that have an impact on the implementation of TEEP, which will help guide future design and implementation. This study is funded by the EEF.

Vision and literacy in children

Poor vision in young children may affect their long-term educational attainment, health, and social outcomes. Yet there have been few studies examining the impact of vision difficulties on reading ability. The IEE is conducting a small-scale research project in one primary school in Yorkshire to explore the links between vision and developing literacy skills in approximately 180 Year 5 and 6 children. We will conduct vision screening of pupils and compare the receptive vocabulary of children identified with vision difficulties against a random sample of children identified as having no such issues. We aim to determine factors associated with adverse visual outcomes and literacy skills of children before they start secondary education and estimate the association between visual status and levels of literacy. The project is funded by a Research Centre for Social Sciences (ReCSS) Interdisciplinary Award (University of York).
Better Parenting

The home learning environment and parenting play vital roles in children’s school readiness and their subsequent development. We are working to identify programmes that make a real difference to children and their families.

CLAHRC 2: Parenting strand

National Institute for Health Research (NIHR) Collaborations for Leadership in Applied Health Research and Care (CLAHRCs) bring together universities and surrounding NHS organisations to focus on improving patient outcomes through research. The University of York is part of the Yorkshire and Humber CLAHRC that brings together universities and NHS organisations from York, Leeds, Bradford, and Sheffield. The IEE is leading on a CLAHRC project that explores parent programme delivery in areas with high levels of ethnic minority groups to establish which programme is most acceptable and effective in reducing child problem behaviour, and why.

Enhancing School–Family Engagement Strategies (ESFES): Working together to support child well-being and reduce behaviour difficulties

The focus of this project was to develop and administer a school and a parent survey to three primary schools in a city in northern England to ascertain their perception of facilitators and barriers around school–parent engagement on the domains of child well-being and behaviour. The project was funded by the University of York, Department of Education Pump Priming Fund (2013) and led by the IEE. It was completed in 2014. Teacher surveys highlighted two perceived main barriers to engaging with parents to enhance child well-being and behaviour: a lack of strategic overview and a lack of clarity of purpose and roles. A paper is in preparation discussing these (and other) barriers, along with perceived facilitating factors to engage with parents. Parent views were surveyed and are presented in the paper.

Plymouth Parent Partnership: SPOKES programme

Plymouth Parent Partnership: Supporting Parents on Kids Education in School (SPOKES) is an initiative aimed at parents with Year 1 children who are struggling with early literacy. The ten-week programme aims to give parents the skills they need to support their children’s literacy development at home. A two-group RCT in around 45 schools in Plymouth and Cornwall is assessing the effects of the programme on literacy and behaviour. The IEE’s independent evaluation includes a process assessment to identify whether the level of fidelity has an impact on children’s subsequent attainment and behaviour, and for which children the SPOKES programme is most effective. The IEE is the external evaluator of this EEF-funded study.
Improving Development and Well-Being

Schools play an important role in the mental and physical well-being of their pupils. Our research looks for the evidence that enables schools to effectively manage this role and maximise its positive impact on academic attainment.

Better Start Bradford Innovation Hub

Better Start Bradford is a community partnership led by Bradford Trident that aims to enhance social–emotional well-being, nutrition, and language outcomes for children up to three years old. We have worked with Bradford Trident to create an Innovation Hub with key researchers and experts to support and explore the impact of innovations across Better Start Bradford. The IEE takes the Innovation Hub lead for social–emotional well-being. The Hub was funded as part of the £50m Big Lottery Fulfilling Lives: Better Start programme awarded to Bradford Trident.

ENRICH

The IEE is involved in the evaluation of a programme called ENRICH, which offers complex early intervention health and social services for vulnerable families and children in Ireland. The project will run from 2014 to 2019 and will investigate an important knowledge gap regarding the value of wraparound models in addressing the complex health and social care needs of vulnerable parents and young children (up to eight years old) living in disadvantaged areas in Ireland who have developed or are at risk of developing emotional/conduct problems. The multi-component ENRICH programme will provide important policy and practice insights on ways of achieving cost-effective, integrated, targeted service responses for vulnerable families/young children, and on how knowledge can be transferred and used in the most appropriate and effective ways. The project is led by the University of Maynooth, Ireland.

Foster or Care: Pathways and outcomes for children who become looked after due to abuse or neglect

This longitudinal study draws on data gathered before children enter care and compares children who become looked after to similar children who do not. The study aims to investigate whether children who become looked after because of concerns about maltreatment do better or worse than maltreated children who remain at home. It also looks at the key moderators and mediators of outcomes for maltreated children who become looked after before the age of six years and similar children supported at home. The project is funded by the Economic and Social Research Council (ESRC) and is led by the Department of Social Policy and Social Work, University of York; the IEE is leading on the educational outcomes.

Peace of Mind: Researching mindfulness–based approaches for positive mental health in children and young people

This collaboration between the universities of Leeds, York, and Sheffield, Leeds City Council, and the Northern Centre for Mindfulness and Compassion aims to develop proposals for mindfulness programme development and evaluation of approaches in primary and secondary schools. The effectiveness of mindfulness–based approaches is well–established in adult populations but UK research in schools is embryonic. Our collaboration aims to research the potential of mindfulness–based approaches in schools to build teachers’ and young people’s mental health, resilience, and school engagement. The project is funded by the White Rose Consortium.
Widening Participation

Widening participation, fair access, social mobility, and entry into the professions are of interest for the IEE because of their importance for young people from underprivileged backgrounds in improving their life chances and socio-economic status.

Realising Opportunities

The IEE is responsible for the national evaluation of the Realising Opportunities (RO) programme. This is a major evaluation of widening participation and comes at a time when universities and policy makers are giving considerable attention to ensuring fair access to Higher Education. RO aims to increase the number of young people from under-represented groups who take up places at research-intensive universities. Fifteen universities are participating in the programme, which is aimed at Years 12 and 13. It includes taster days and residential visits, an academic element to help with skills development, e-mentoring, and a national student conference. The project will include a student attitude survey and detailed statistical analyses of the students’ characteristics, progression, and outcomes beyond Year 13. The study is funded by the Realising Opportunities Partnership at Newcastle University.

York Students in Schools

The IEE worked together with the University of York’s Careers Department to investigate the impact of the York Students in Schools (YSIS) placement programme. The IEE led the research design and analysis of this evaluation. The aim was to assess the impact of university student volunteers on pupils, schools, and the wider community. The evaluation involved qualitative methods (interviews, focus groups) and statistical analyses (developing a database of school information, pupil outcomes, and the intensity of involvement of YSIS students). The findings demonstrated a positive effect of volunteering arrangements. The study will enable the University to assess the impact of the programme and the Careers Department to further develop their evaluation capacity.
International Research

The work of the IEE in developing countries recognises that educational quality is largely obtained through pedagogical processes in the classroom. We are committed to conducting research that raises the capacities of teachers and teacher educators in resource-poor teaching and learning environments.

Pedagogic practices in UNICEF-supported primary schools in Myanmar (Burma)

This UNICEF study investigated how Myanmar primary teachers present, organise, and sustain learning tasks and activities in mathematics and Myanmar language classes in Grades 3 and 5 (ages 9 and 12) at 860 schools. The study aimed to assess the impact of in-service education and training (INSET) on learning achievement; learning achievement itself; and classroom interactions. Classroom interaction baseline data was collected between October and December 2011. The final report was presented to the Myanmar Ministry of Education in May 2012. Annual monitoring continues and the IEE has been commissioned to perform a mid-term evaluation of teacher-education programmes that were based on the report’s findings on classroom processes and children’s learning.

UNICEF Peace Building and Education Programme in Somalia

This evaluation was a conflict analysis of the Somali regions of Somaliland, Puntland, and the Central and Southern Zone to inform the design of an education and peace building programme in Somalia supported by the Dutch government. It was also intended that the study would inform the design of a baseline against which to measure the impact of education interventions in conflict affected areas in the country. The project was a collaboration with the Post-war Reconstruction and Development Unit and ran from January to September 2013. UNICEF now uses this study to inform their education programme designs, particularly those that address the needs of youths (who the research suggests are often drawn into the conflict).

Putting Research Into Practice

At the IEE we not only produce original research and evaluate the work of other organisations but also look to share knowledge as widely as possible through our dedicated dissemination team. This work focuses on building support for evidence-based education and making research findings accessible and relevant to other researchers, educators, and policy makers.

Best Evidence in Brief

Best Evidence in Brief is our fortnightly e-newsletter in which we summarise the latest high-quality education research to bring easy access to research findings to people working within education. Best Evidence in Brief is impartial, includes a broad range of studies, and provides links to original sources. We produce the newsletter jointly with the Center for Research and Reform at Johns Hopkins University in Baltimore, USA. Best Evidence in Brief goes out to more than 14,000 subscribers. The blog version of Best Evidence in Brief provides an online archive of previous articles.

http://ieeyork.blogspot.co.uk/

Better: Evidence-based Education

Better: Evidence-based Education is our international magazine which we use to get education research into the hands of the people who really need it, particularly educational leaders and policy makers. We base each issue around a theme of importance to those in education practice and policy. Our print run of 2,800 ensures that the magazine reaches individuals and organisations worldwide. During the period of this report we produced issues on special education, mathematics, and parents and schools.

www.betterevidence.org
Proven Programs in Education

Corwin Press published the first two volumes in our new series of themed books Proven Programs in Education in which we compile updated versions of important articles from Better: Evidence-based Education. This year we published Proven Programs in Education: Science, Technology, & Mathematics (STEM) and Proven Programs in Education: Classroom Management & Assessment.

Best Evidence Encyclopaedia

The Best Evidence Encyclopaedia provides summaries of scientific reviews by various authors and organisations, as well as links to the full text of each review.

www.bestevidence.org.uk

Evidence 4 Impact (E4I)

The Evidence 4 Impact (E4I) website is an interactive catalogue of educational research evidence for teachers, school leaders, and policy makers. Evidence ratings are provided for each intervention/programme based on the quality of the research evidence available, with links to source material, such as our own Best Evidence Encyclopaedia. E4I provides links to expert researchers and programme developers who can support schools in applying the evidence in practice and to practitioners who are successfully implementing the proven programmes. We believe that E4I will be at the cutting edge of brokerage services for promoting effective research use. We launched the Evidence 4 Impact project at Portcullis House, Westminster, in March 2014. The event was attended by members of both houses of parliament, policy makers, and other stakeholders.

www.evidence4impact.org.uk

IEE Conference 2014

The IEE Conference 2014 took place on Thursday 20 and Friday 21 March with Tristram Hunt (Shadow Secretary of State for Education), Mary Bousted (General Secretary of the Association of Teachers and Lecturers) and Peter Tymms (Durham University) as the keynote speakers. Around 70 people attended over the two days. The ratings on the evaluation forms were the highest that we have yet received.
Creating Partnerships

The IEE’s network of contacts and partners in the UK and beyond continues to grow. We encourage greater use of research through working on evidence-based practice with practitioners in schools and raising awareness of evidence-based reform with policy makers. Building widespread support for evidence-based education is vital if we are to see a real difference in our schools and make the most of research that is taking place.

Jonathan Sharples of the IEE was appointed at the Education Endowment Foundation (EEF) on part-time secondment for 2013/14 where he will advise on knowledge mobilisation. Through this work Jonathan is expanding the IEE’s network of practitioners, funders, and policy makers.

Coalition for Evidence-based Education (CEBE)

The IEE started the Coalition for Evidence-based Education (CEBE) in 2009 to bring together individuals and organisations that are keen to make research evidence central to education policy and practice. This year saw an exciting development when CEBE opened the Education Media Centre (EMC).

The EMC helps journalists to access quality research evidence and acts as an intermediary between those in the media and academics. The EMC informs education journalism by linking up researchers with journalists in response to the current news agenda. The aim is to improve the public debate and understanding of education issues. The EMC’s briefings have connected journalists with the evidence on genetics and education, the impact of a calculator ban in tests, ability grouping, Program for International Student Assessment (PISA) statistics, and the results in the OECD TALIS Teachers’ Survey.

Sue Littlemore (former BBC education correspondent) is leading the project.

Wellcome Foundation, Esmee Fairbairn Foundation, Edge Hill University, Association of School and College Leaders, and ESRC are among the funders that have made the EMC possible.

http://cebenetwork.org
http://educationmediacentre.org

Yorkshire Informed Practice Initiative (YIPI)

The IEE engages directly with schools through the Yorkshire Informed Practice Initiative (YIPI). Through YIPI, we provide schools with support on the effective use of research evidence and support in implementing research-proven approaches in line with their own needs. The success of the pilot YIPI project enabled us to obtain more support from the University of York’s External Engagement Award scheme. This funding enabled us to improve and test the YIPI process, and to develop the Evidence 4 Impact website. The E4I website is an important tool in the YIPI process.

Evidence for the Frontline (E4F)

Evidence for the Frontline (E4F) aims to provide practical help for practitioners to get research used more widely in decision-making in schools and colleges. Practitioners who join the project can reach researchers, programme developers, and other schools that can help them make greater use of research evidence. E4F will help schools find out what research has been carried out – from English and maths to school-wide themes such as behaviour or assessment – and help the schools to act on this information. The IEE is partnering with the Sir Bernard Lovell School in Bristol to develop E4F, through a funding application to the EEF.
Evidence-informed Policy and Practice in Education in Europe (EIPPEE)

We are a partner in an EU-funded project led by the EPPI Centre at the Institute of Education to build a network on evidence-based policy and practice across European countries. The Evidence-informed Policy and Practice in Education in Europe (EIPPEE) project includes 34 partner organisations from 23 EU countries and seven organisations from four countries outside the EU.

www.eippee.eu/cms

European Literacy Policy Network (ELINET)

The European Literacy Policy Network (ELINET) was launched in Vienna, Austria, in February 2014. The IEE is one of 80 partner organisations from 28 countries (including 24 EU Member States), including national literacy associations and foundations, policy makers, literacy centres, and other stakeholder groups. ELINET aims to raise awareness, gather and analyse policy information, and exchange policy approaches, good practice, and initiatives to reduce the number of children, young people, and adults with low literacy skills by 2020. The network’s approach is to develop evidence-based standards and tools that can be used in literacy activities by all sectors at local, regional, or national level.

Consultation

Consultation is an important way in which we are able to support and influence policy. In the past year the IEE has been involved with consultation work with diverse organisations, large and small, including: Abingdon School, Cabinet Office, Department for Education, Greater London Authority, National Science Learning Centre, Northern Education, North Yorkshire County Council, The Prince’s Teaching Institute, Nature Nurture Group, National Foundation for Educational Research (NFER), TES, Nesta, Pearson, UK Implementation Network, Social Business Trust, Stokesley School, and Whole Education.
People

STAFF

Academic staff
- Professor Bette Chambers (Director)
- Dr Sarah Blower
- Dr Tracey Bywater
- Dr Pam Hanley
- Professor Frank Hardman
- Dr Peter Rudd
- Professor Robert Slavin
- Dr Louise Tracey
- Dr Mary Sheard

Support staff
- Celean Camp (Institute Manager)
- Simon Craft (Project Assistant)
- Louise Elliott (Data Manager)
- Sarah Hogben (Project Assistant)
- Mary Kennedy (Administrator)
- Kate Thorley (Reception/Project and Data Management Assistant)
- Veronika Lancova (Administrative Assistant/Reception)

Partnerships and dissemination
- Jonathan Haslam (Manager of Dissemination)
- Dr Jonathan Sharples (Manager of Partnerships)
- Jeannette Bollen-McCarthy (Writer/Editor)

VISITING/HONORARY STAFF

Honorary Visiting Professor
- Professor Phil Abrami, Concordia University, Montreal

Honorary Fellows
- Dr Alan Cheung, Associate Professor in the Center for Research and Reform in Education at Johns Hopkins University
- Emma Dunmore, Head of Psychology and Research and Development Co-ordinator, Harrogate Grammar School
- Sue Littlemore, journalist and former BBC Social Policy and Education correspondent
- Dr Andrew Morris, education consultant and Senior Advisor to CBET Education Trust

The death of our colleague Mary Sheard has left a gaping hole in the IEE. She was a joy to work with and a valued researcher on many projects. She was passionate about improving schools for children and getting evidence about effective practices in teachers’ hands.

We miss her dearly.

DOCTORAL STUDENTS

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<tr>
<th>STUDENT NAME</th>
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<tbody>
<tr>
<td>Farina Abdul Jabar</td>
<td>Forms and functions of instructor humour in an ESL</td>
<td>Professor Frank Hardman</td>
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<tr>
<td>Rabab Alsaffar</td>
<td>The use of digital games to improve mathematics</td>
<td>Dr Peter Rudd</td>
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<tr>
<td>Ruth Mace</td>
<td>Comparing a language-rich text with a controlled,</td>
<td>Dr Louise Tracey</td>
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Appendix 1: Publications

www.york.ac.uk/iee/research/publications/index.htm


Hutcheson J and Bywater T (2013), Delivering the Incredible Years Parent Programme to Foster Carers in Wales: Reflections from Group Leader Supervision. Adoption & Fostering, 37(1), 28–42.


Hardman F (2013), Development of a Teacher Education Strategy Framework Linked to Pre- and In-Service Teacher Training in Myanmar. UNICEF.


Appendix 2: Presentations

www.york.ac.uk/iee/research/presentations/index.htm


Bywater T (March 2014) Implementation Science and the Importance of Fidelity. Keynote speech at professional development event for educational psychologists organised by Buckinghamshire County Council, Ashton Clinton, UK.

Bywater T and Whittaker K (March 2014), Improving Emotional Health and Well-being of Children and Parents: National and international Evidence-based Interventions. Invited presentation at partner event organised by Lancashire Care NHS Trust, Burnley, UK.


Chambers B (March 2014), They’re Having Fun but Are They Learning. Keynote presentation at the Danish Learning Festival, Copenhagen, Denmark.


Hanley P (September 2013), Using Randomised Controlled Trials to Evaluate Science CPD. Presentation at the ESERA 2013 Conference, Nicosia, Cyprus.

Hanley P (August 2013), Dealing Responsibly and Effectively with Students’ Religious Beliefs in Science Lessons. Presentation at the EARLI 2013 Conference, Munich, Germany.

Hanley P and Blowers S (June 2014), Overcoming the Challenges in Conducting RCTs from Researchers’ Perspectives. Presentation at the IEE/ESRC Conference, Department for Education, London.

Hardman F (October 2013), The Role of Education in Peace Building. Presentation at the UNICEF Education Network meeting for the Eastern and Southern African region (ESAR), Nairobi, Kenya.

Hardman F (September 2013), Opening address at the UNICEF Education Network meeting for the Eastern and Southern African region (ESAR), Nairobi, Kenya.

Hardman F (January 2014), What Role can Education Play in the Building of Peace in Conflict Affected Countries? Health and Conflict seminar series, co-hosted by C2D2 and the Research Centre for Social Sciences. University of York, UK.

Haslam J (May 2014), What Have Universities Ever Done For Us? ResearchEd York conference, York, UK.

Haslam J and Morris A (March 2014), Bringing Evidence to the Frontline. Presentation at the IEE Conference 2014, University of York, UK.


Sheard M (August 2013), Chair of session: Social and Interactive Aspects of Learning and Instruction, at the EARLI 2013 Conference, Munich, Germany.

Sheard M and Chambers B (August 2013), Effects of Technology-Enhanced Formative Assessment on Achievement in Primary Grammar. Presentation at the EARLI 2013 Conference, Munich, Germany.


Slavin R (August 2013), Evidence-based Reform: Where Educational Psychology meets Federal Policy. Invited address at the annual meeting of the American Psychological Association, Honolulu, US.

Tracey L (June 2014), Developing Our Approach to Process Evaluation. Education Endowment Foundation Evaluator’s Workshop, National Science Learning Centre, York, UK.

