

# Recent Education Research

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# Outline

Context

Assessment is changing

TeacherTapp

AI

Things to try

The Future

# Why is it important

“Education in the UK would benefit from a strong foundation on evidence, and the principle for basing education policy on research needs to be re-established. **The Royal Society** believes that educational research provides the underpinning evidence to improve education, but there are sizeable gaps in knowledge and understanding.”

# Landscape of Educational Research (2021)

Academies commissioned research from the University of Oxford's Department of Education to map out the landscape of educational research in the UK. Summary paper published this year<sup>1</sup>

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<sup>1</sup>Link here

# Who pays?

- ▶ The total research funding fluctuated, with an overall increase in nominal value over the period 2010-20, and with the largest proportion of grants being of short and medium duration.
- ▶ Around half of the research funding for UK-led projects over the period came from the ESRC and EEF.
- ▶ Other major funders have included the AHRC, MRC, Nuffield Foundation and European Commission.

# What's being researched?

- ▶ STEM Education and School-Based Intervention research are the two topics associated with the largest amount of funding.
- ▶ The period has seen 2,440 (on average) publications and 739 (average for full years) doctoral theses per year, all covering a very wide range of topics, some of which are multi- and interdisciplinary.
- ▶ Publications most frequently focus on education policy; learning outcomes; and teacher education; while theses most commonly address technology and education, language education, and philosophical and conceptual issues.
- ▶ Stakeholders identified gaps in research in the following areas: curriculum design, delivery and evaluation; artificial intelligence and educational technology; initial teacher education; young people's voices; and longitudinal work.

# Assessment is changing

- ▶ There should be a reduction in standardised tests.
- ▶ better, more frequent and embedded formative assessment.
- ▶ development of digital portfolios and profiles.

*Building on the work of Rethinking Assessment, the piloting of learner profiles should be extended to include a diverse range of school types and geographical areas.'*  
(APPG for Schools, Learning and Assessment, 2023, p. 32)

# Rethinking assessment in schools

*In the last few years initiatives such as Rethinking Assessment (<https://rethinkingassessment.com>) in England, New Metrics for Success (<https://education.unimelb.edu.au/new-metrics-for-success>) in Australia, and the Optimizing Assessment for All initiative of the Brookings Institution (<https://www.brookings.edu>) in the USA are **indicative of a global backlash against an often reductionist and deficit-based model of education.***

Get it here



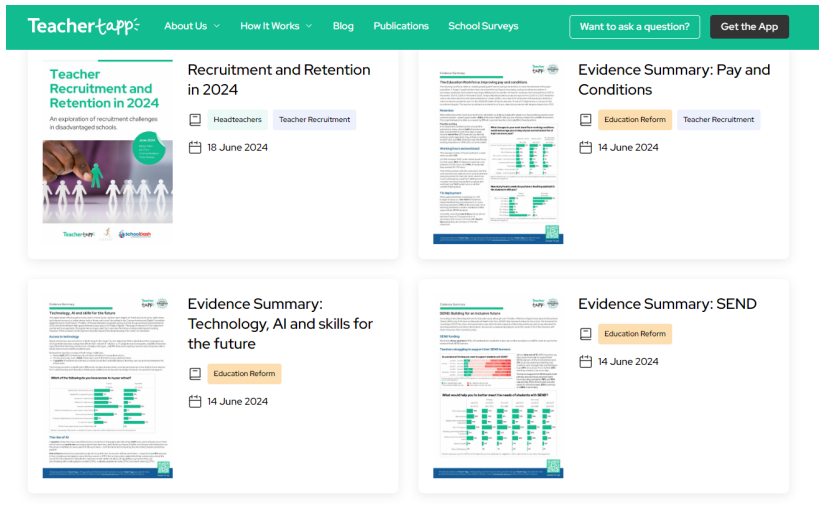


Figure 1: Publications based on real data(!)

# AI - The Cart Before Horse

- ▶ Pace of development outstripping ability to keep up.
- ▶ Chat GPT efficacy is "Mixed"
- ▶ Zhang et al "AI technologies for education: Recent research & future directions" in Computers and Education: Artificial Intelligence:
  - ▶ AI is transforming educational practices - *rapid* feedback, workload etc.
  - ▶ Potential for SEND support fantastic.

# Teacher Tapp AI

- ▶ A quarter of teachers have used AI tools for school work in the past week.
- ▶ More than half have used AI at least once in their school work
- ▶ One in ten secondary school teachers have used AI during a lesson.
- ▶ English and primary school teachers are the group most likely to have used AI in the past week
- ▶ One in four teachers has suspected a pupil of using AI in their homework without permission

# One thing to try

*There is no more valuable resource than time, and there is likely no aspect of teaching that takes disproportionately more time than it has impact than giving ineffective feedback. (Hill, cited in Donarski, 2020, p. 37)*

*'the only important thing about feedback is what students do with it' (William, 2016, p. 10) and that feedback should not be 'more work for the recipient than the donor' (William, 2011, p. 129)*

# A Model from St Alban's High school for Girls

<p><b>Good Bits</b></p> <p><i>In this section, teachers summarised key successes. Often, these were related to key teaching points from previous lessons eg. 'Many of you used precise and specific topic sentences to begin your paragraphs' or 'most of you used the key word XXX successfully throughout your essay'</i></p>	<p><b>What does a successful answer look like?</b></p> <p><b>Foci: Detailed analysis of language, and linking across the play</b></p> <p><i>This section contained a model 'Frankenstein' answer: this was an answer that took the very best examples from the students' work and stitched them together to show what a successful answer looked like. We found using and adapting the students' own work was a greater motivator than producing a teacher written example. The example was annotated through colour coding to show how and where the targets outlined to the left had been met.</i></p>	<p><b>Next steps</b></p> <p><i>This section contained specific actions which the students had to complete immediately. Each action was linked directly to a target.</i></p>
<p><b>Targets</b></p> <p><i>In this section, a series of targets were outlined. Instead of comments, students would have a target number written at the end of their essay (eg T5). A maximum of two targets would be given to ensure the feedback did not become unnecessarily complex.</i></p>		

Figure 2: Feedback Concept

# A Model from St Alban's High school for Girls

Good Bits	What does a successful answer look like?	Next steps
<ul style="list-style-type: none"> <li>Most of you were picking out the most relevant/most useful quotes</li> <li>Many of you clearly knew the extract well, and were able to discuss the key ideas presented</li> <li>Many of you wrote clear and well thought out topic sentences to start your paragraphs.</li> </ul>	<p><b>Foci: Detailed analysis of language, and linking across the play</b></p> <p><i>Beatrice is recognised as a strong women by her rejection of Elizabethan stereotypes despite acknowledging their existence. In Act 4, after Hero has been shamed, she repeatedly cries 'Oh God that I were a man' with the forceful exclamation evidencing her frustration at the limitations placed upon her as a woman. This reinforces the impression we received of Beatrice in the extract when she refuses to submit to the societal expectation to get married. She states she will not get married 'until God make men of some other metal than earth,' going on to say that 'would it not grieve a woman to be overmastered with a piece of valiant dust?' The metaphor of men being 'valiant dust' uses juxtaposition to highlight her belittling attitude towards men. The noun 'dust' indicates that she thinks men are unintelligent, insignificant and unworthy of her. As such, Shakespeare clearly portrays Beatrice as a women who refuses to submit to stereotypes and expectations, thereby undoubtably presenting her as a strong and admirable character.</i></p>	<p>Choose one of the following activities and complete it. Match the activity to the target you got.</p> <p>A1a: Choose one point that you have made and refine it so that it precisely answers the question.</p> <p>A1b: Find an even better quote to support one of your points. If you have lots of quotes from the extract, choose one (or two!) from elsewhere in the play.</p> <p>A2a: Find somewhere in your essay where you could integrate some more subject terminology. If you did lots of this within the extract, focus on doing this in the rest of the play.</p> <p>A2b: Find at least one example in your essay where you could 'zoom in' on a word, phrase, or device that Shakespeare has used. If you did lots of this within the extract, focus on doing this in the rest of the play.</p> <p>A3: Find at least one place where you could add in context to develop and support your points. If you have repeated the same point multiple times, how could you alter it to avoid repeating yourself?</p>
<p><b>Targets</b></p> <p>T1a: How can you make sure you cover the most important/ most relevant points? Do your points link directly to the question?</p> <p>T1b: How can you build in frequent quotes which are the best/ most useful examples to prove your points? Have you included a good range of quotations and avoided re: using the same examples?</p> <p>T2a: How can you build in subject terminology by identifying key devices throughout your answer? Have you explored all the devices in quotes which contain more than one?</p> <p>T2b: How can you make sure your analysis is as precise it can be by focusing on why the author/poet/playwright has used certain words or techniques? Have you explained each of your ideas in full, and not assumed the reader knows what you mean?</p> <p>T3: How can you make sure you have used context to develop your ideas? Have you repeated the same point?</p>		<p><b>Everyone</b> Correct any spelling, grammar or punctuation errors.</p>

Figure 3: Completed class feedback





## Other things to do

1. Reduce biases by using rigorous Rubrics<sup>2</sup>
2. Join <https://chartered.college/>
3. Spaced, careful retrieval practice <sup>3</sup>
4. Have fun with learning <sup>4</sup>
5. Use Dialogic teaching
6. Direct instruction and inquiry are complimentary

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<sup>2</sup>Link here

<sup>3</sup>Agarwal PK, Nunes LD and Blunt JR (2021) Retrieval practice consistently benefits student learning: A systematic review of applied research in schools and classrooms. *Educational Psychology Review* 33(4):1409–1453.

<sup>4</sup>Waller J (2023) The power of play: An approach to developing creativity and tolerating uncertainty. In: Imray P, Kossyvakis L and Sissons M (eds) *A Different View of Curriculum and Assessment for Severe, Complex and Profound Disabilities*. Abingdon and New York: Routledge, pp. 90–103.    

# General priorities for the future of educational research

The research in the pipeline, as suggested by reviews of “next steps” suggest the following themes:

- ▶ AI
- ▶ adopting a principled view on what matters in educational research;
- ▶ learning from past experience and models;
- ▶ balancing priorities and approaches;
- ▶ cultivating (inter/multi)disciplinarity;
- ▶ improving dissemination and impact and raising the profile of educational research;
- ▶ developing and sustaining ‘capacity’ for engagement with and in research