

Overview

The originally-stated intentions of the IEF were to develop an education and pedagogic research environment, which will build to REF2021 and REF2026. In the first year we have defined the infrastructure for the IEF. The second year is about pushing the agenda across faculties. The objectives to which the IEF has been working are research-focused, with a connection to teaching excellence as it is informed by scholarship. The IEF focuses upon building capacity and capability for pedagogic and education research in a range of sectors, and to act as a bridge between the different contexts for educational practice: schools; tertiary; adult; prisons; traveller communities; and community/health education. The Year 1 IEF implementation plan is here: <http://bit.ly/2katHOX>

Since launching in September 2016 the IEF has developed a management approach that supports the distributed leadership of activities and themes that are cross-institutional and involve professional services colleagues as scholars. The IEF is governed under co-operative principles (<http://ief.our.dmu.ac.uk/how-we-work/>), with an organising Committee consisting of 10 staff from our faculties as well as professional services. Current IEF membership is 107 staff (ADH, 15; BAL, 12; HLS, 34 (14 from Education Studies); FoT, 18; LLS, 13; POD, 3; International Office, 1; Assessment Centre, 1; externals, 4; full-time PhD, 5).

REF-focused outcomes

Outputs: a writing/publication platform with LLS for *Gateway Papers*, a journal of education and pedagogic research, will be launched in the New Year on the DMU Press. The editorial board consists of 11 members of staff from across DMU, with externals also approached. Our first occasional paper on change management and UDL is in pre-publication.

There are 78 pieces of research under IEF on DORA. Overall, 16 staff from across DMU were involved in submissions for the mock REF exercise, with a further eight approached. Following the 2016/17 audit, 67 further items were planned for publication, with a critical mass emerging across education sectors on: HE pedagogy and curriculum; HE policy and political economy; HE student experience; neoliberalism and primary education; school curriculum, including music; CPD/teacher professionalism; and, social justice.

Environment: UoA 23 co-ordination has involved a mentoring strategy with support for 53 staff and 5 teams, and in support of 3 external and 18 internal project bids involving all four faculties and LLS.

The development of the pedagogic and education research *environment* has enabled successful IEF PhD applications (one highflyers and two full-bursary among 9 students), and a new PhD student support network underpinning a thriving postgraduate research community.

To-date, four thematic groups have emerged: music education; neoliberalism and primary education; e-learning; and translational research. We are leading a special issue for *Power and Education* on neoliberalism and primary education, with international submissions.

We are in our second year of internal dissemination through the IEF seminar series, and we have held three symposia. Two symposia have been in partnership with MTI, and one

seminar was a partnership with LMS in hosting international education documentary filmmaker Curtis Chin. In these two years, we will have held 21 events.

In Year 1, we managed a small IEF pedagogic research fund, involving eight projects. We led on evaluation/pedagogic research for DMU-wide projects (UDL2, C&AK/researcher development, BAME/HEFCE catalyst). We also manage the Education Studies research fund, in the School of Applied Social Science in HLS.

Working out of HLS, the IEF has connected to established academic processes and systems for the management of research and with a connection to teaching and learning.

Collaboration across DMU has been enabled through discussions with Associate Deans Research and Academic in ADH, BAL and FoT, and specifically through partnership with CURA, ESD, the Education for Sustainable Development network, and MTI (on EARS2 and Creating with Sounds).

Impact: coordination has supported 5 case studies and workshops for IEF staff from across DMU (27 staff), based on: prison education (the Learning Together Project); music education (winner of a #DMUEngage award and working with the regional music hub.); translational research (UNESCO-supported MESHGuides); healthcare education (UNICEF-supported Germs Journey and winner of a #DMUEngage award), and dementia education.

Through HEIF and CURA/ESCR-funded projects, external projects are planned with Bristol/Glasgow on learning cities, and on learning communities under austerity governance. IEF is a partner in the proposed bid for a *Leverhulme Centre for Excellence in Practice-Based Research*.

Successful project bids, as PI or CI, included: TIP bids on *both* student perceptions of UDL *and* education for sustainable development; a HEIF project on community learning with Saffron Resource Centre; HEFCE Catalyst Call B on BAME attainment (total value £532,934, with IEF focus on educational research/evaluation outcomes). Unsuccessful bids were made to HEFCE Catalyst Call A and the Leadership Foundation for HE.

International impact is developing through #DMUGlobal scholarship (e.g. audiology and The Germs Journey, with staff and students featuring on the national television network in India). The Germs Journey project, focusing on health education works across England and India, with support from UNICEF. This led to an interdisciplinary HEIF bid focused on healthcare education for dissemination in India, West Africa and the Middle East, including translations of the core deliverable, a book. This project now has a PhD student researching the impact of the project.

Work has been undertaken with UNESCO through its Policy Dialogue Teacher Task Force Meeting in Togo, which was addressing UN Sustainable Development Goal (SDG), on improving the quality of teaching worldwide. This connects to the proposed work on learning cities, and the work of the Education and Sustainable Development network. The impact of the DMU international project MESH (Mapping Education Specialist Knowhow), addresses SDG4c through providing teachers with access to research summaries.

We have been invited to run an international strand at the ICET (International Council for the education of teaching) annual conference in USA in July 2018.

Individual esteem indicators for members include: keynotes to international conferences and national forums (e.g. Westminster); memberships of international conference committees

and journal editorial boards including Editor-in-Chief of 'Technology, Pedagogy and Education'; Series Editor of two Routledge series on 'Learning to Teach' and 'Mentoring in Schools'; membership of a DfE unit on educational technology; Trusteeship of the Open Library of Humanities; elected member of the Musicians' Union National Teaching Section Advisory Committee; national executive member of 'IT in Teacher Education' professional subject Association; BERA (British Educational Research Association) SIG convenor for 'Educational Research and Policy Making'; Director of Leicester Vaughan College.

TEF-related outcomes

Governance: we have developed clear links to established DMU structures: TLC Theme Board; ULTC; Developing Researchers Effectively Project Board; UDL2 Project Board; Freedom to Achieve Project Board; TEF Project Board; Learning Spaces Working Group; SASS REF Working Group; HLS FREC.

Environment: we have provided support for the scholarship work of attendees at the University learning and teaching conference (3 staff), and TIP bidders and winners (5 staff).

Academic impact has included a range of keynotes and consultancy on: assessment and feedback; UDL; teacher education; dismantling the curriculum; and open education. We have undertaken individual pedagogic consultancy and development, for instance with HEA to design their Academic Leadership Development Programme.

IEF supports pedagogic scholarship and evaluation in relation to specific projects, for instance the Maths Attainment Project and the proposed Aspirational Centre for Education (ACEd).

Research-engaged teaching: we have developed a plan building on the outcomes from an interim report (<http://bit.ly/2za73zh>) on research-informed teaching. This has been refocused around academic impact, in light of REF priorities. Work is being developed in partnership with the University of Highlands and Islands. Members of the IEF are supporting Education Studies in developing a Level 4 module on 'Evidence-based Teaching and Learning'.

Challenges

1. *Governance:* enabling a reporting structure that supports education and pedagogic research/scholarship that is REF- and TEF-focused. Here a focus on academic impact and interdisciplinary work are critical
2. *Funding:* there is no funding to support cross-institutional pedagogic research and scholarship, unlike at other institutions. This makes capacity and capability-building difficult.
3. *REF:* encouraging staff to bid for pedagogic research allocations through IIRP needs to be supported. This will involve negotiation and partnership with other research centres, and in-line with recent HEFCE decisions about REF2021. There are clearly workload issues here.
4. *REF:* following on from the mock REF exercise, we are planning work with internal and external assessors to develop the quality of outputs. At present the UoA is in-line with our benchmark group. There is a challenge between the more empirical work undertaken in this area and the need for more theoretical/conceptual work that would give a stronger outcome in a REF.

5. *REF*: there is work to be done on building, recording and amplifying international impact.
6. *EIG*: we wish to encourage capacity-building in relation to project-work around teaching quality, learning environment and student outcomes.
7. *TEF*: there is a potential for academic impact in relation to F2A, UDL and internationalisation (#DMUGlobal). However, this needs resourcing and developing.
8. *TEF*: there is a potential for academic impact in relation to the next phase of TEF, at both institutional and subject-level, in relation to teaching quality, learning environment and student outcomes..
9. *Staff confidence*: we will continue to develop esteem and career development, and dissemination and publication, through our mentoring strategy.

Plans

Our focus remains on the building of a scholarly community of educators, focused upon the development of their own practice in a range of educational settings: schools; tertiary; adult; prisons; traveller communities; and community/health education. Beyond extending our focus on strengthening the international quality of our outputs, developing an enriched environment for education and pedagogic research, and amplifying the range of our impacts, we intend to focus upon the following.

1. *Grand challenges*: following discussions in faculties, a focus upon outputs, environment and impact, in relation to the scholarship of teaching excellence and evaluation of institutionally-specific grand challenges, has emerged. At present, such challenges focus upon: co-creation and student-as-producer; student well-being (connected to 'Healthy DMYou'), student engagement and attainment, and the academic impact of our research and scholarship.
2. *Extending faculty engagement*: we will enable local customisation of our education futures agenda through SIGs and pedagogic research groups that emerge from within disciplines but which have interdisciplinary reach. In this way we wish to build capacity for the REF through tailored mentoring and the role of champions. A key focus is developing closer working with Associate Deans for Research and Academic.
3. *Expertise*: we will develop our emerging expertise in: HE pedagogy and curriculum; HE policy and political economy; HE student experience; neoliberalism and primary education; school curriculum, including music; CPD/teacher professionalism; and, social justice. Here there is a REF/TEF cross-over, in terms of engagement with research around the Impact of HE and Research Act, the Office for Students, and the implementation of the TEF at institution and subject-level. We also wish to work with CLaSS on developing a writing retreat/programme of writing support.
4. *Dissemination*: we will enable support for student publishing on Gateway Papers (e.g. students involved in Dare to Be).
5. *Public Engagement*: we will further our work with DMU Public Engagement on a range of scholarship/evaluation projects (e.g. with the Polish community, the homeless community, #DMULocal and #DMUGlobal).
6. *Impact*: we are actively investigating extension of our national and international networks the project work, academic impact and consultancy. This will include work with RBI functions on EIG. Part of this will also be facilitated through engagement with external mentors/advisers, and exploring the possibility for visiting Faculty?