



ExeterPartner Research Community

Speaker Outreach



Graduate School of Education

ExeterPartner Research Community: Speaker Outreach

The roots of the Graduate School of Education predate those of the University itself, and as such we have over 165 years of experience in Education. We offer a wide range of Teacher Training and postgraduate programmes and are recognised us as one of the top Education research schools in the country.

Our international community of researchers has an excellent record of winning external funding, and our [research centres](#) are internationally-leading, with expertise particularly in:

- **Research in Writing**
- **Research in Professional Learning**
- **Research in STEM Education (CRISTEME)**
- **Special Educational Needs and Disability**
- **Social Mobility.**

We run a regular series of [events](#), including the GSE Lecture Series which is open to associates. Recent lecturers include Professor Daniel Mujis (former Head of Research at Ofsted), Dame Alison Peacock (Chief Executive of the Chartered College of Teaching) and Professor Becky Francis (Chief Executive of the Education Endowment Foundation).

Our staff are always keen to share research and expertise with other people working in education, and are particularly keen to support school and teacher engagement with research. This booklet highlights just some of our staff who are happy to be contacted directly to arrange talks or workshops, or to discuss other potential opportunities for collaboration. This is followed by details of a 'featured workshop' on multilingual education: a session focused on pedagogy designed to support teachers and schools in creating linguistically inclusive school communities.

We also include information about our research centres, and the centre directors would be very happy to hear from any schools or other organisations wishing to connect to our research. At the end of the booklet, you will find information about our teacher education specialisms, with links to staff who would also be happy to support continuing professional development in their relevant subject areas.

If you would like to know more about how your organisation can connect with staff from the Graduate School of Education, please don't hesitate to contact our Exeter Partner Research Community lead, Annabel Watson: a.m.watson@exeter.ac.uk.

What format will a 'talk' or 'workshop' be?

In most cases, staff are very flexible and are happy to offer anything from a 20 minute mini-talk to a half-day workshop. They will be happy to negotiate on topics and formats.

Staff may be able to deliver sessions in person, but we are also all experienced in speaking and teaching online (live or pre-recorded).

How much will it cost?

Our standard consultancy base-rate is £350 for a half day / 3 hours. However, staff are able to provide a limited amount of outreach free, as part of our research impact agenda. If you would like input, it's always worth asking whether we can provide it free of charge. We'll be more likely to be able to provide input free if it is (a) a one-off session of not more than an hour or two (b) not requiring substantial travel. Where staff are able to provide free talks or workshops, we will usually still require travel expenses to be paid.

How can I get my organisation involved in research undertaken at the university?

We often have research projects recruiting schools and other organisations in the South West (and beyond), and this can be a great way to access leading-edge information and support. A good way to find out about projects is to follow @EducationUoE on Twitter (also a good way to keep up to date about our Events). We also put out calls on our Exeterpartner Research Community blog: <http://blogs.exeter.ac.uk/exeterpartnerresearchcommunity/>.

Dr Katherin Barg



I am a Lecturer in Education at the University of Exeter and between 2014 and 2018 I was Lecturer at the School of Education at the University of Glasgow. I did my PhD in Sociology of Education at the University of Mannheim in Germany. In my research I investigate the extent to which, and the reasons why children from socially disadvantaged families have lower levels of school attainment and are less likely to attend university. I study why parents with different socio-economic status and educational levels are differently involved in their children's education (for instance, in terms of meeting with teachers or helping with homework) and why they have different educational aspirations and plans for their children. I am also interested in unconscious bias in teacher assessments and decisions. While working at the University of Glasgow I was designing and teaching courses on enquiry methods for teachers.

I am happy to offer lectures or workshops on:

- social inequalities in education: social justice and the social gap in attainment as evaluated and discussed in academic literature, where does the gap come from and what we might be able to do about it?, evidence from different countries, parent-school interactions, parental involvement in education
- unconscious bias in teacher assessments and decisions
- research methods for teachers (action research, basic qualitative and quantitative data analysis for enquiry projects in the classroom).

[Staff Profile](#)

[Research Centre 1](#)

[Research Centre 2](#)

K.Barg@exeter.ac.uk

Professor Justin Dillon



I am Professor of Science and Environmental Education at the University of Exeter. I trained as a teacher at Chelsea College and taught in six inner London schools before joining King's College London in 1989. I was Head of the Graduate School of Education at the University of Bristol before joining Exeter in 2017. Here I am Director of the Centre for Research in STEM Education and my own research focuses on learning and engagement in and out of schools. I was given 'The Outstanding Contributions to Research in Environmental Education Award' by the North American Association for Environmental Education in 2013. I have published over 200 papers and chapters and I edit the journal, *Studies in Science Education*. In 2007, I was elected President of the European Science Education Research Association. I am a Trustee of the Council for Learning Outside the Classroom and a member of the Royal Horticultural Society's Education Committee.

I am happy to talk about:

- science and/or environmental education
- learning outside the classroom and the associated benefits and barriers.

[Staff profile](#)

[Research centre](#)

J.S.Dillon@exeter.ac.uk

Dr Anthony Wilson



I am a poet, writing tutor and senior lecturer at the University of Exeter. My books of poetry are *The Afterlife* (Worple Press, 2019), *Riddance* (Worple Press, 2012), *Full Stretch: Poems 1996-2006* (Worple Press, 2006), *Nowhere Better Than This* (Worple Press, 2002) and *How Far From Here is Home?* (Stride, 1996). I am also the author of a prose memoir, *Love for Now* (Impress Books, 2012), detailing my experience of cancer, and *Deck Shoes* (Impress Books, 2019), a book of essays.

I have worked as a writer in schools for more than 30 years. I have held writing residencies at The Poetry Society, The Times Educational Supplement, The Poetry Trust and Tate Britain. I am editor of *Creativity in Primary Education* (Learning Matters, 2009), and co-editor of *Making Poetry Matter* (Continuum, 2013), and *The Poetry Book for Primary Schools* (Poetry Society, 1998). In 2015 Bloodaxe Books published my anthology *Lifesaving Poems*, based on his blog of the same name.

My research is in the field of writing in education. In 2010-12 I was a co-convenor of the ESRC Seminar Series Poetry Matters. In 2011 I compiled *Creativity, Confidence and Challenge*, a research report with Bath Festivals' The Write Team on the impact of creative writers in schools. My current project is Young Poets' Stories, exploring the impact of mentoring on prizewinning young poets: <https://youngpoetsstories.com/> ; <https://anthonywilsonpoetry.com/>

I am happy to talk about:

- Creativity and writing (primary and secondary schools)
- Approaches to teaching poetry
- Poetry and knowledge about language – teaching grammar and poetry in a creative ways.

[Staff Profile](#)

[Research Centre](#)

A.C.Wilson@exeter.ac.uk

Luke Graham

I have held a ministerial appointment to the NCTL, the TDA and the TRA for over 12 years, and have chaired dozens of teacher conduct hearings.

I run sessions with governors, staff and leaders on how to conduct and report on teacher capability issues, for example issues of misconduct or conduct that might bring the profession into disrepute, and the ways to support ECTs to fully comply with the part 2 standards.

I conduct research into the impact of rural disadvantage on the educational outcomes of pupils. I have been working with the various government data sets to allow conversion of student postcode data to a rurality score, so schools can identify which students are in the rural / sparse categories. I would be keen to work with schools who teach a rural catchment to identify pupils in this rural output area and develop strategies to help them benefit more from their time in school.



[Staff Profile](#)

[Research Centre](#)

L.Graham@exeter.ac.uk

Dr Georgie Tarling



I started my professional life in television production, working on a range of factual programmes in history, archaeology and popular science. Seeking a change, I retrained as a teacher at St Luke's, and taught English, Media and Film Studies in secondary and FE for a number of years, before starting a PhD looking at the barriers schools and parents faced in supporting primary age children to be critical in their use of tablets and smartphones. Since completing my PhD I have been working as a Research Fellow on two projects. The first, for the Institute of Coding, looks at how to design introductory courses in coding and data science for undergraduates. The second, for the South West Institute of Technology, is working with employers to design new curricula and courses to meet the technical skills needs of the region. I am also a member of the UKLA's Digital Literacies taskforce.

I would be happy to speak about any of the following:

- embedding computing across the primary curriculum
- embedding media literacy across the curriculum
- introducing machine learning and artificial intelligence in primary
- what is data literacy?
- embedding 'data literacy' across the primary or secondary curriculum
- doing data differently in schools
- careers with technology: raising pupil awareness and changing perceptions.

[Staff profile](#)

[Research Centre](#)

G.Tarling3@exeter.ac.uk

Dr Judith Kleine Staarman



I am a Senior Lecturer in Education at the University of Exeter, and Director of Thinking Schools @Exeter. I have been involved in research in education for more than 20 years, first in the Netherlands and later in the UK, at the Open University and at Cambridge, before coming to Exeter. I study the role of dialogue and collaboration in education, mostly (but not necessarily) in and around technology. Most of my research has been classroom-focused, for instance around the role of interactive technology for teacher-pupil dialogue, dialogic teaching in science classrooms, and group thinking/Thinking Together. Recently, I have been involved in a UK-wide project around teaching coding, where I was leading research on developing new pedagogies for teaching coding to non-computer science students. As director of Thinking Schools @Exeter, I lead the accreditation of schools, by Exeter University staff, as Thinking Schools; both in the UK and internationally.

I am happy to offer lectures or workshops on:

- collaborative learning/ developing peer dialogue
- dialogic Teaching
- becoming a Thinking School

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[Thinking Schools](#)

J.Kleine-Staarman@exeter.ac.uk

Dr Sally Palmer

I am a Lecturer in Education at the University of Exeter with a background in developmental and social psychology. Previously I was a lecturer at the UCL Institute of Education (2015-2018) and a Teaching Fellow at Goldsmiths University of London (2014-15). I did my PhD in the development of attitudes and behaviours among primary and secondary school children, focussing on the role of “bystanders” when faced with bullying, and particularly bullying which targets someone’s background or “social identity” (e.g., disability, nationality, ethnicity, LGBTQ+ status). I conduct research in this area with schools, educational psychologists and charity partners. As well as examining what helps reduce bullying in schools, in its various forms, I am interested in understanding how to foster healthy and constructive conversations around recognising and reducing discrimination and promoting equality.



I can offer the following for students and/or practitioners:

- **Young Researcher Workshops** for primary schools (Years 5, 6) – A hands on experience of conducting research
- **Psychology Taster talks** for secondary schools (sixth form)
- **Research Experience** in secondary schools (Year 10 upwards) – if the school is participating in data collection this provides non-participating students with the opportunity to shadow data collection and receive training on ethics and data collection - good for UCAS applications
- **Anti-bullying lecture or workshop** (students/staff – adapted to audience) – discussing different forms of bullying, challenges in detecting them, and evidence-based strategies for managing effectively in the short- and longer-term, updating existing policies
- **Talking about difference** (students/staff) – a workshop examining the challenges to discussing issues of discrimination, exploring research on topics such as colourblindness, socialisation, and stereotypes.

[Staff profile](#)

[Research centre](#)

S.B.Palmer@exeter.ac.uk

Professor Brahm Norwich



I am Professor of Educational Psychology and Special Educational Needs. I have worked as a teacher, a professional educational psychologist, a lecturer and researcher.

I would be happy to talk about:

- Lesson study in general and in relation to special needs and inclusive teaching
- Special needs and inclusive education policy and practice.

[Staff Profile](#)

[Research Centre](#)

B.Norwich@exeter.ac.uk

Will Katene



I've been working with Physical Education (PE) student teachers in the UK for well over two decades in the Universities of Greenwich, Canterbury Christ Church & Exeter. Prior to that, I was a Teacher and Head of PE in secondary schools in Hamilton and Auckland (New Zealand) and Essex and London (UK).

I would be delighted to speak to primary and secondary school teachers on two research-informed topics:

- subject knowledge growth of teachers with a particular interest in teaching PE in primary and/or secondary schools.
- 'learning Pods': How to maximise social cohesion and academic attainment and minimise social isolation and mental health and wellbeing difficulties of pupils in primary and secondary schools through this highly structured, collaborative and pupil-led initiative.

[Staff profile](#)

[Research Centre](#)

W.Katene@exeter.ac.uk

Professor Li Li

I am an Associate Professor at the Graduate School of Education at the University of Exeter. Educated in China and UK as an applied linguist, I have been involved in English language teaching and research for nearly 20 years and have worked in various cultural contexts (e.g. UK, Ireland, Saudi Arabia and China). The multicultural experience has provided me with unique insights into educational issues, e.g. classroom culture and interaction. Before I came to the UK for further study, I had worked as a secondary school teacher in China for over eight years and led modern language education exchange projects.

My research interests include language teacher cognition and identity, classroom discourse, developing thinking skills and the use of new technologies in language learning. I have published widely in these topics, including over 50 scholarly publications.



I am very happy to offer talks or share experiences in the following areas:

- new technologies in language education
- classroom talk and learning
- developing interactional competence
- Chinese culture and Confucius philosophies
- developing expertise in teaching.

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[Research Centre](#)

[Thinking Schools](#)

[Language and Education Network](#)

Li.Li@exeter.ac.uk

Linguistically inclusive school communities: user-friendly pedagogic guidance (Featured Workshop)

Format: Talk or workshop

Objectives:

- enable reflection on multilingual activities in education
- get ideas of how to include existing languages as a learning resource
- gain awareness of the free online M-SOC tool.



Dr Gabriela Meier

Anita Wood

Speakers: Gabriela Meier Anita Wood, G.S.Meier@exeter.ac.uk

Teachers play powerful roles in the linguistic socialising of young people ([Friedman, 2010](#)). Educators can perpetuate traditional practices, but they can also facilitate social change, depending on how they think and act. Research has shown that respecting languages that young people and parents bring to school can affect social cohesion in schools (e.g. [Sturges et al, 2005](#)), and that socially cohesive classrooms are conducive to learning ([Dörnyei, 1997](#)). Through the M-SOC tool, we invite teachers to think about their own role in this, and perhaps inspire colleagues to try out some (more) multilingual activities, or add some ideas gain some new ideas if they are already making use of multilingual resources in their practices.

There is a documented need for “user-friendly pedagogic guidance as part of more critical, cross-curricular, context-sensitive multilingual pedagogies” ([Meier, 2018](#)). Gaby and Anita, both teacher educators, drew on research to develop the M-SOC tool ([Meier and Wood, 2019](#)), which invites teachers/tutors/lecturers to reflect on their experiences, practices, interests and challenges related to using multilingual approaches in any type and at any level of education.

In the talk/workshop, we describe the tool, the ideas and the theory behind it in an accessible manner. The M-SOC tool is a free, ready-made, online resource for professional development, which has been received enthusiastically by some colleagues:

- “Wow, what an interesting unit! I really enjoyed it and it got me thinking.” (teacher educator, UK)
- “Very simple to use and a great audit tool.” (primary teacher, UK)
- “a lot of these things can be done day-to-day without a huge amount of planning” (newly qualified teacher, UK).

We are happy to provide talks in early years, primary, secondary and FE settings.

Research Centres

Research at the Graduate School of Education is built upon innovation and sustained excellence in teaching and learning. Our work is organised into a number of internationally-leading Research Centres. If you would like input relating to any of our research areas, the centre directors will be happy to help. You can find contact details on the Research Centre websites.

[The Centre for Research in Writing](#)

Director: Professor Debra Myhill

The Centre for Research in Writing has been established to promote writing research which crosses boundaries – disciplinary, methodological, philosophical and contextual. This Centre provides a forum for the sharing, development and interrogation of inter-disciplinary perspectives on writing.

[The Centre for Research in Professional Learning](#)

Directors: Professor Vivienne Baumfield, Professor Karen Mattick

The Centre for Research in Professional Learning (CRPL) brings together academics and professional colleagues who share an interest in comparing and contrasting learning within and across different and professional contexts.

[The Centre for Research in STEM Education \(CRISTEME\)](#)

Director: Professor Justin Dillon Associate Directors: Dr Taro Fujita; Associate Professor Nasser Mansour

We carry out research and other scholarly activities which focus on science, technology, engineering and mathematics education. Examples of research areas are: STEM education policy and practice; Technology society and education; Sustainability and environmental education; Dialogic education.

[The Centre for Special Educational Needs and Disability](#)

Director: Professor Brahm Norwich

The SEND research centre promotes research and development in the fields of special needs and inclusive education. The Centre is a forum for examining perspectives and developing practices in this field.

[The Centre for Social Mobility](#)

Directors: Professor Anna Mountford-Zimdars, Nicola Sinclair

Low social mobility is one of the most important social issues facing the country. The Centre for Social Mobility is the UK's only university centre dedicated to improving social mobility through evidence-informed practice and policy. The centre's goal is to help disadvantaged young people so they do better at school, access higher education and succeed at university.

PGCE Expertise

Our team of initial teacher education specialists are able to support many aspects of teacher training and early career development. As well as being specialists in subject pedagogy, the team also has particular expertise in creative pedagogies, dialogic talk and mentoring.

If you would like to connect to any of our PGCE specialists, please feel free to contact them directly (via the links to staff profiles) or to email exeterpartner@exeter.ac.uk.

Primary Specialisms	
Ruth Flanagan	Humanities, Maths
Dr Taro Fujita	Maths
Dr Emese Hall	Art
Will Katene	Physical Education
Dinah Warren	Modern Languages
Harriet White	Science
Dr Anthony Wilson	English
Anita Wood	English
Secondary Specialisms	
Luke Graham	Science: Biology
Dr Lindsay Hetherington	Science: Chemistry and Physics
Will Katene	Physical Education
Dr Darren Moore	Science: Biology; Psychology
Dr Ruth Newman	English
Dr Thomas Ralph	Mathematics
Bryan Smith	History
Dr Karen Walshe	Religious Education
Dinah Warren	Modern Languages
Dr Annabel Watson	English