



# Doctoral study

The Department of Psychology and Human Development (PHD) brings together staff with research interests that encompass psychological approaches to learning, development and teaching from early childhood to adulthood.

➤ [www.ioe.ac.uk/phd](http://www.ioe.ac.uk/phd)

It is the only UK university department within the discipline devoted to work in developmental psychology, particularly as regards its application to education and other real-world settings. The research conducted in PHD has an international reputation for excellence and currently receives funding from the Economic and Social Research Council (ESRC), Department for Children, Schools and Families (DCSF) and a wide range of other bodies.

The Institute of Education, one of the world's leading centres, has a vibrant doctoral community. There are a range of funding opportunities, including a quota of ESRC Studentships (application by mid Feb. 2010) and Bloomsbury scholarships for particular projects.

Students with a strong academic background wishing to do an MRes, MPhil/PhD or an EdD in any of the areas listed opposite should contact potential supervisors or the Faculty of Children and Health, Director of Postgraduate Research Dr Jane Hurry ([j.hurry@ioe.ac.uk](mailto:j.hurry@ioe.ac.uk)) to discuss proposals and/or funding applications.

## School organisational contexts

The educational effects of a wide range of organizational and contextual factors are studied within the department: tutoring (Ireson); class size and the impact of teaching assistants (Blatchford); children's peer relations and group work (Baines, Blatchford, Ireson); impact of acoustic environments on language and learning (Dockrell, Wall); strategies for optimising learning conditions for visually-impaired children (Miller, Wall); teaching and conceptual organisation in science (Tolmie).

## Language, literacy and numeracy

Typical, atypical and cross-language development in language (Cowan, Dockrell, Griffiths, Saxton, Tolmie) and literacy (Griffiths, Hurry, Masterson, Stuart) are researched in-depth, longitudinally and through intervention. Digital literacies, games and media are also a focus (Kambouri). In the field of number development, we research the development of mathematical concepts, strategies and skills in preschool and primary schoolchildren (Cowan, Saxton); people with unusual numerical skills, particularly calendrical savants (Cowan).

## Psychological health and resilience

Our research on child and adolescent mental health looks at the interplay between education, attainment, emotional intelligence and emotional and behaviour disorders (Flouri, Hurry) and considers resilience and contextual effects, in particular parenting (Flouri).

## Special populations

Our study of special populations covers the range of perceptual, conceptual and behavioural: autism (Charman, Pellicano, Tsokova, Tolmie); children with visual impairments, including Williams syndrome (Farran, Masterson, Miller, Wall); children and young people with moderate, severe or profound learning difficulties (Male); child road-crossing skills (Tolmie); specific language impairment (Dockrell); youth offending (Hurry); adult basic skills (Kambouri); inclusion (Radford).