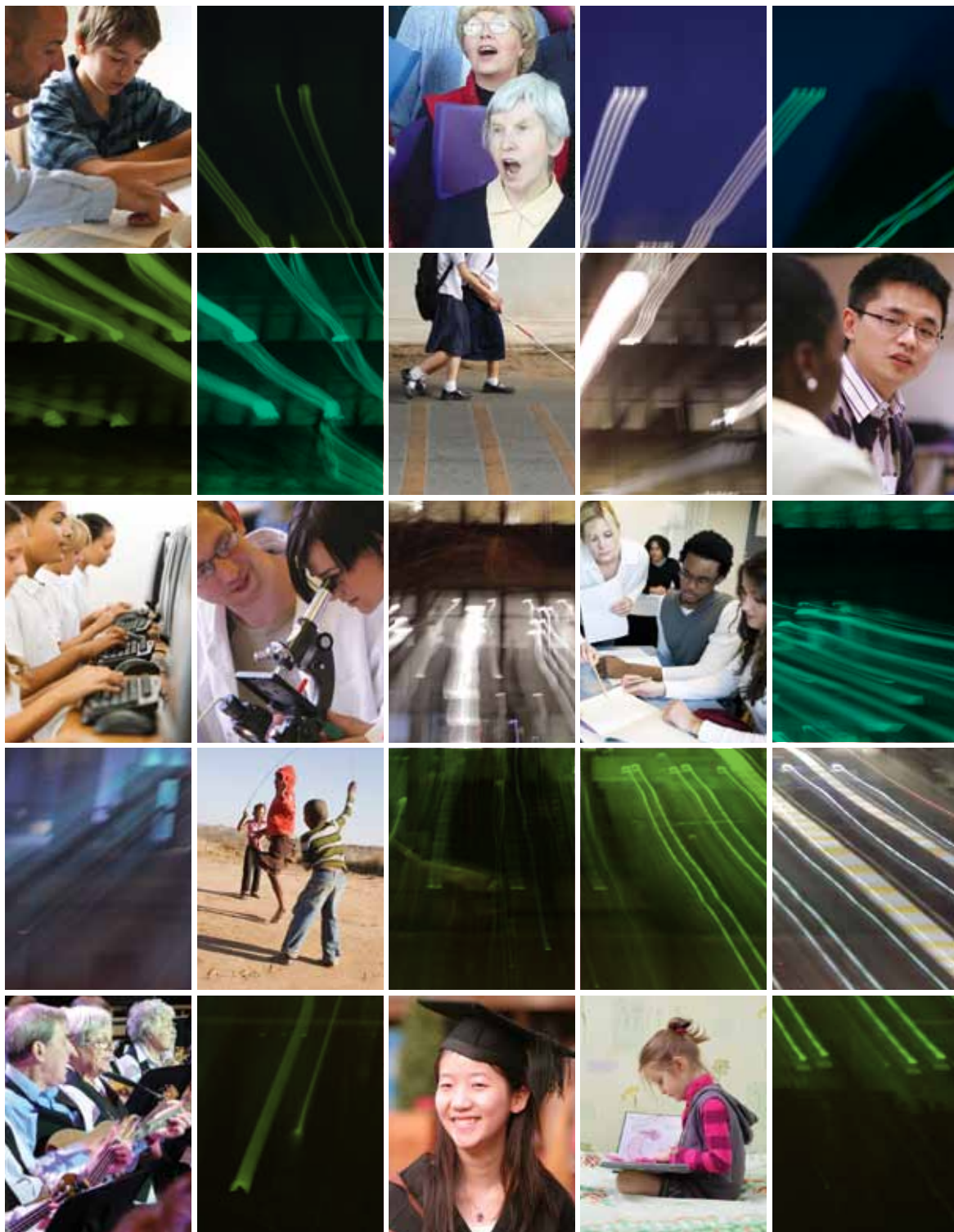


Research at the Institute of Education 2011





The last 12 months have seen the Institute of Education (IOE) consolidate its position as the UK's leading research centre for education and related areas of social science. In challenging times, it is more important than ever that we have high quality research to help us find ways to improve the lives of individuals and communities.

CHRIS HUSBANDS, DIRECTOR

The IOE attracts more education and social science research funding than any other UK university. In the most recent Research Assessment Exercise (RAE2008), we had the highest proportion of world-leading research in the field of education, placing us in the top 10 of UK universities, whatever their specialisms.

We help improve the quality of life of individuals and societies through our work in education and social research. While our taught programmes develop key people to help meet this goal, our research makes the new discoveries that provide the basis for improving people's lives in the UK and around the world.

This brochure introduces only a small number of our current research projects. For more information, please visit www.ioe.ac.uk/research

MICHAEL REISS, ASSOCIATE DIRECTOR,
RESEARCH, CONSULTANCY AND KNOWLEDGE TRANSFER

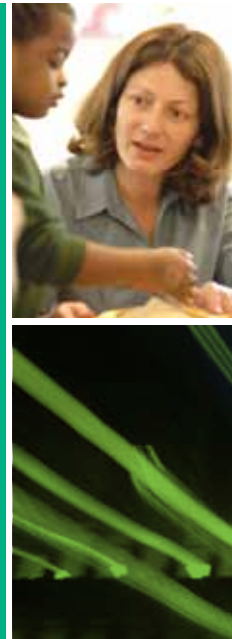
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Research at the IOE in 2009–10

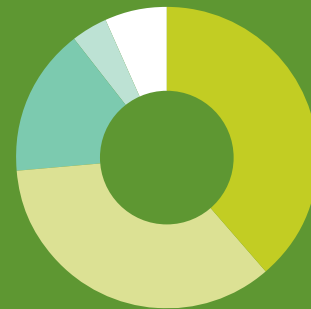
The Institute's total research funding amounted to £25.5 million in 2009–10. This made up 35 per cent of the Institute's total income, and included £16.3 million in grants for individual research projects. Research councils account for 39 per cent of our total research project funding, and UK central government departments account for 35 per cent, with a decrease in the number of new projects awarded following the change in government in May 2010. Overall, the UK public sector provided 77 per cent of project funding, the UK charitable sector provided 16 per cent, with EU sources accounting for £781,348 (5 per cent) and non-EU sources providing £370,340 (2 per cent).

There were 277 research projects in progress during 2009–10, and 94 new research contracts started. Almost 270 proposals for new research projects were submitted to funders, with 125 (47 per cent) awarded. The funding environment became more competitive during 2009–10, reflecting the global economic situation and in particular the constraints on UK public funding, but we continue to demonstrate higher than average success rates.

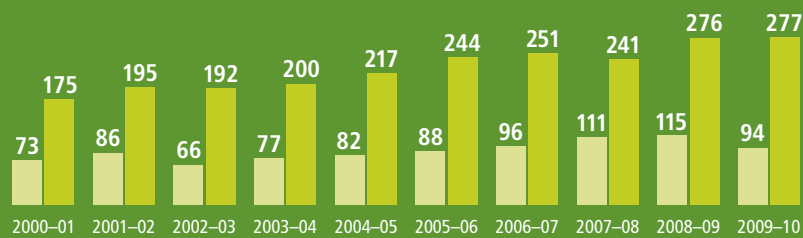


Research income by source 2009–10

- Research councils £6,313,473
- UK central government departments £5,714,990
- UK-based charities £2,560,470
- European government £613,358
- Other grants and contracts £1,085,203

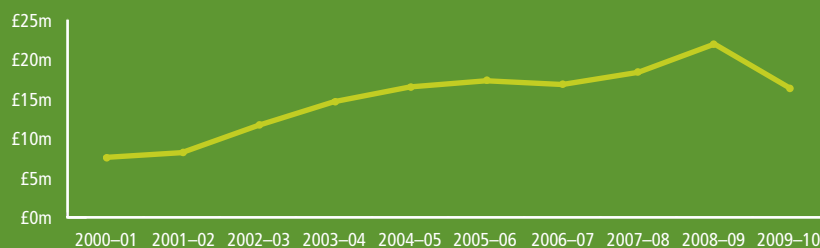


New and active research projects



- Number of externally funded projects started during the year
- Number of externally funded projects active during the year

Total funded research income





Our research mission

Our research aims to address fundamental questions that have a direct bearing on all members within a society. It incorporates:

- understanding the links between theory and practice in education
- the use of international, comparative and global perspectives in education, advancing the values of equality
- social justice and human rights in education
- promotion of the foundations of education and the contribution of the disciplines of education
- recognition of the specialist status of our institution in these areas
- building clear and explicit connections between education and other social domains such as the family, health and welfare.

We set out to raise the standard of educational research in a number of ways, by:

- promoting the highest standards of quality and ethical integrity in research
- building on the tradition of leading research in education developed at the IOE over the last century
- enhancing the public debate about education through research-based contributions to today's major issues
- welcoming and pursuing partnerships with local, national and international agencies
- cultivating links with other social sciences and humanities, thereby developing theoretical, methodological and evidence-based understandings of education in its broader relationships with society.

Through these means, we aspire to understand the role and improve the standard of education as a whole, in schools and throughout life and 21st century society.



Introducing Alice Sullivan Centre for Longitudinal Studies



What is your research background?

I took my PhD in sociology at Oxford, looking at the connection between cultural capital and academic attainment. I found that the most effective thing that high-attaining children do is to read a lot – it's much more important than visiting museums, for example. Then, in 2003, I came to the IOE, to work with its internationally renowned birth cohort studies: the 1958 National Child Development Study, the 1970 British Cohort Study, and the Millennium Cohort Study.

What have you recently been working on?

I recently completed a study for the Northern Ireland Executive, on early childhood disadvantage in the UK. This received a lot of media attention, mainly focused on our finding that girls are more likely than boys to be overweight at age seven. However, what's perhaps more important is that we found overweight five-year olds are 25 times more likely than their normal-weight peers to be overweight at age seven. This has important lessons for policy-makers about tackling weight early on. We need really robust messages to go out to parents that early overweight is not just 'puppy fat' that will come off later.

What else can the study tell us about the effects of disadvantage?

The view that negligent parenting among poor people is to blame for falling social mobility has become popular with UK policy-makers. Our findings challenged the view that differences in parenting can wholly explain differences in educational attainment. We controlled for various parenting styles and behaviours, as well as factors like ethnicity and family size, when looking at children's attainment. We still found that social class had a larger impact than these other factors. Even though social scientists have heard this story before, it's important to raise awareness in the wider world. A policy focus on parenting alone is not sufficient to tackle class inequalities in education and life chances.

What's next?

I was appointed director of the 1970 British Cohort Study (BCS70) in autumn 2010, and I'm now consulting on the next wave of data collection. It's important to involve the academic community, government departments, survey agencies – anyone who might use the data. The cohort will be aged 42 when we next survey them, and the intention is to follow them from cradle to grave. So it's important that we capture a wide range of indicators of their health, well-being, social and work lives.

How can the findings of the cohort studies be used more widely?

An early finding from the 1958 cohort was the effect of maternal smoking on perinatal mortality. The cohort studies have enhanced our understanding of people's life chances, including health, education and work. Because they are multidisciplinary, the findings are of very broad relevance.

You set up the IOE Researchers' Group. How does this help to support research across the IOE?

One issue that research staff can face is isolation. They don't necessarily have the support network that comes from a course team. The group helps researchers to make wider connections around the IOE, and also supports career progression.

If you could have the funding for any research study, what would it be?

I'm currently applying for funding for a project on social inequalities and the curriculum. Educational attainment is on the rise, but qualifications with the same face value – for example, a physics and a media GCSE – can be perceived very differently in both the education and the labour market. I'm really keen to look into how issues like social class, gender and ethnicity are expressed through the curriculum, and what the impact is on children. So if I get the funding to go ahead, I'll be very happy.

Getting the X factor

What we are finding out

Identifying, analysing, and predicting patterns is the source of the power of mathematics – whether a sequence of numbers, the structure of shapes, the change in the climate, or the spread of a virus. But finding patterns in a few cases is not enough for mathematicians: the trick is to express the pattern so that it's true for all cases – to generalise it.

This concept at the heart of mathematics is very difficult to learn and teach. The MiGen (Intelligent Support for Mathematical Generalisation) project is part of the Technology Enhanced Learning (TEL) Research Programme. It is unlocking the mystery of generalisation to reveal the wonders of maths for 11 to 14 year olds. We are doing this by using an intelligent system that presents algebra in a new format – a new language for generalising.

Nearly all secondary school students struggle to see general patterns emerging from specific cases, or to link variables so that one depends on another. Evidence so far from our research shows that the MiGen system helps students with these difficulties. It allows students to 'keep an eye on the general' and this leads to enhanced understanding of what the general case is, why it is important, and how to express it.

How the work is being undertaken

The software we have developed consists of the following components:

- the eXpresser: helps students to construct patterns, and to express the structure within the patterns and the relationships that underpin them
- the eGeneraliser: gives intelligent support to students as they use the eXpresser, giving hints and clues to what to do next
- the eCollaborator: allows students to reflect, share and discuss their patterns with others, compare approaches and refine their work
- Teacher Assistance tools: give teachers information on students' progress, and suggest strategies to help students.

Students see simple sequences of coloured tiles on the screen, which they can manipulate. They can then share their work and make conjectures about the patterns they have formed. The software aims to give students a mathematician's routine experience of doing specific things, while keeping part of their attention on what would happen in the general case. If they fail to generalise, this results in structure disappearing from the visual image on the screen.

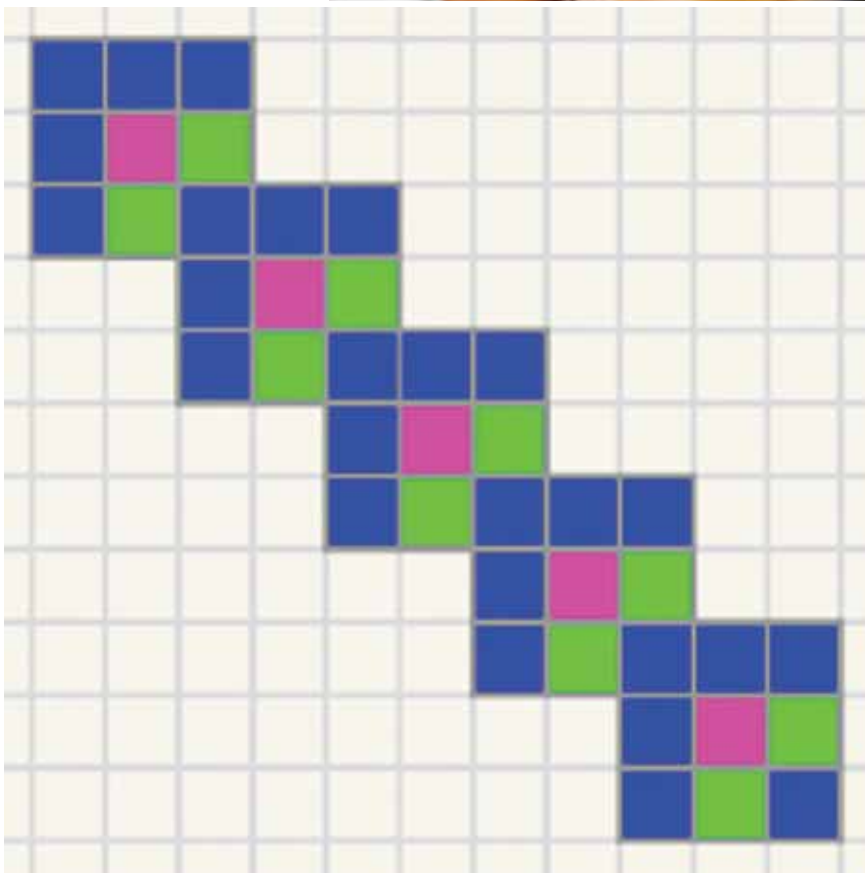
We have entered the final phase of the project, in which the software is being finalised, as well as collecting a large amount of data on its use in actual classrooms. The software will be open-source, and alongside the prototype system, we plan to make available tools for teachers to use in other contexts – perhaps even in contexts that are not mathematical.

Our data collection sources are varied, consisting of video, observational data, and data automatically collected by the system itself.



Funder
Economic and Social Research Council and the Engineering and Physical Sciences Research Council

Budget
£1,253,171



Project team
Principal investigators
Richard Noss (IOE), Alex Poulouvassilis (Birkbeck)
Researchers
Eirini Geraniou, Celia Hoyles, Ken Kahn, Manolis Mavrikis, Niall Winters (IOE); Mihaela Cocea, Sergio Gutiérrez Santos, George Magoulas (Birkbeck)

"Working with the IOE has given me the opportunity to observe in detail students' misconceptions relating to algebra. The intelligent support of MiGen encourages creativity in students, and enables teachers to review their progress, which helps to plan subsequent lessons. The way I teach other classes has been greatly influenced by my experience."

HELEN HUMBLE, AMERY HILL SCHOOL, HAMPSHIRE



Dates
October 2007 to June 2011

PICTURED CENTRE:
A sample sequence from the programme

Funder
Economic and
Social Research
Council supported
by the Arts and
Humanities
Research Council
(New Dynamics of
Ageing Programme)

Budget
£310,311



Project team
Principal investigator
Susan Hallam (IOE)
Project team
Andrea Creech,
Anita Pincas (IOE);
Helena Gaunt
(Guildhall School
of Music)



“With the UK population rapidly ageing, we are encouraging our members to investigate working where possible with older people. But, in an age where Mick Jagger is approaching 70, traditional music work with older people will no longer do. That is why we have been so excited by the Music for Life project and the thoughtful, appropriate, work it is doing with older people. Long may it continue!”

KATHRYN DEANE, SOUND SENSE

Dates
August 2009
to January 2011



PICTURED TOP AND BOTTOM:
Participants in
the programme

Music for life

What we found out

Increasing numbers of older people are living longer, and there is a need to find ways to maintain their health and well-being for as long as possible. This project investigated whether making music, through singing or playing an instrument, might enhance the quality of life of older people.

We found that older people who participated in musical activities responded more positively than those engaged in other activities (for example, painting) to a range of statements indicating that they looked forward to each day, felt their life had meaning, enjoyed activities, felt full of energy, and believed that life was full of opportunities and that the future looked good.

Those engaged with music reported a greater sense of accomplishment than the other groups, and were more positive about their relationships with others. They also felt more in control of their lives and believed that they continued to be given the opportunity to make decisions.

Interviews with participants demonstrated the extent of the impact. One participant reported: "I get a feeling of doing something better each week, and definitely feel I am learning and improving while enjoying myself. It's one of the best things I have ever taken part in. I love it!" Others experienced reductions in anxiety, relief from depression, release from the stress of caring for relatives, and support following the death of a partner.

Although the mechanisms through which music is able to achieve these effects have not yet been identified, the benefits are clear. The challenge now is to ensure that all those who wish to actively engage in music-making in older life have sufficient opportunities to do so.

How the work was undertaken

We studied three initiatives offering musical activities for older people: the Silver Programme at the Sage, Gateshead; the Connect Programme of the Guildhall School of Music; and Westminster Adult Education Service. A control group included older people engaged in other activities, for instance book clubs, cooking or painting.

In each case study, a sample of older people was asked to complete questionnaires assessing their general levels of well-being, their levels of engagement with music activities over time, any obstacles to their participation, and the perceived value of making music in their lives. They completed questionnaires in late 2009 and again in July 2010, when the programmes ended.

Data collection also involved in-depth interviews with ten individuals from each site, observations of musical activities (rehearsal and performance), focus group interviews, and interviews with the musicians facilitating the activities.

Risk in the curriculum: a new venture

What we found out

Risk is regarded in the mathematics curriculum as an application of probability, and as a key element of the science curriculum in areas such as nuclear physics, genetics, obesity and immunisation.

At work, we consider risk when planning a project or business venture. At home, risk shapes decisions in health and sports. Policy-makers assess risk when they look at healthcare management (which drugs to support) or power generation (whether to opt for nuclear or renewable approaches). Decisions about these questions involve balancing impact and likelihood, alongside considerations of possible hazards and benefits.

This study aimed to use socio-scientific issues like these to provide mathematics teachers with inspirational contexts for teaching probability, and science teachers with themes that would require risk as a powerful explanatory tool. The findings summarised below might together inform a coherent theory for the teaching of risk.

Firstly, it became clear that risk is a multi-disciplinary topic that can be addressed within conventional school structures, with mathematics teachers focusing on calculating likelihood and science teachers on the risks in socio-scientific issues. Secondly, we established that risk is multi-faceted, including the chance of a hazard happening; the harm that might accrue; and personal values, including ethical considerations. Teachers' appreciation of risk can be stimulated when they engage with scenarios designed to raise discussion about these facets.

Thirdly, we learned that modelling approaches such as the 'Deborah' model (see right) can support recognition of and discussion about the specific dimensions of socio-scientific dilemmas and how these dimensions affect decisions about such dilemmas.

Finally, we learned that tools which incorporate teachers' values and priorities can be designed to support the difficult process of co-ordinating the dimensions of risk. In Deborah's dilemma, one tool allowed teachers to keep a concept map of the hazards and likelihoods and their subjective judgements about the risk. As the teachers dragged the hazards around the screen, they were able to contemplate the overall risk as a co-ordinated measure of likelihood, impact and other factors.

How the work was undertaken

We worked directly with four pairs of mathematics and science teachers, from the same schools, recruited from the IOE's teacher training partnerships. Our methodology was based on an assumption arising from past research: the importance for teacher development of engaging teachers in the co-design of student learning opportunities. This might include building and evaluating computer-based models encouraging reflection, discussion and evaluation.

The teachers were asked to engage in discussions, both in their pairs and as a whole group, of the mathematical and scientific ideas that underpin a range of socio-scientific issues. By doing this, they understood better the connection between the two, and reported that they were empowered to use similar approaches in the classroom.

At the same time, we monitored how teachers used risk as an explanatory tool for socio-scientific issues. By designing an environment that made this possible, we produced a means by which teachers began to interrogate through modelling activity their own knowledge of risk.

For example, we developed a scenario about a fictitious woman, Deborah, who suffered from a spinal condition. She could have an operation that might cure the problem, but might also bring about various side-effects. The teachers examined information about the condition, the success rate of the operation, the possible side-effects and their likelihoods, and Deborah's lifestyle.

We provided the teachers with computer-based tools with which they could model what might happen to Deborah were she to have the operation, and the impact on her lifestyle were she not to have the operation. We asked the teachers to use their models to consider what might be the best option for Deborah.

"I found this project well conceived and executed; it taught me several things in relation both to risks and harms and how to communicate them. Since the concluding conference, I have continued in email dialogue with the project team and delegates from the conference. Overall, a very successful venture from my perspective."

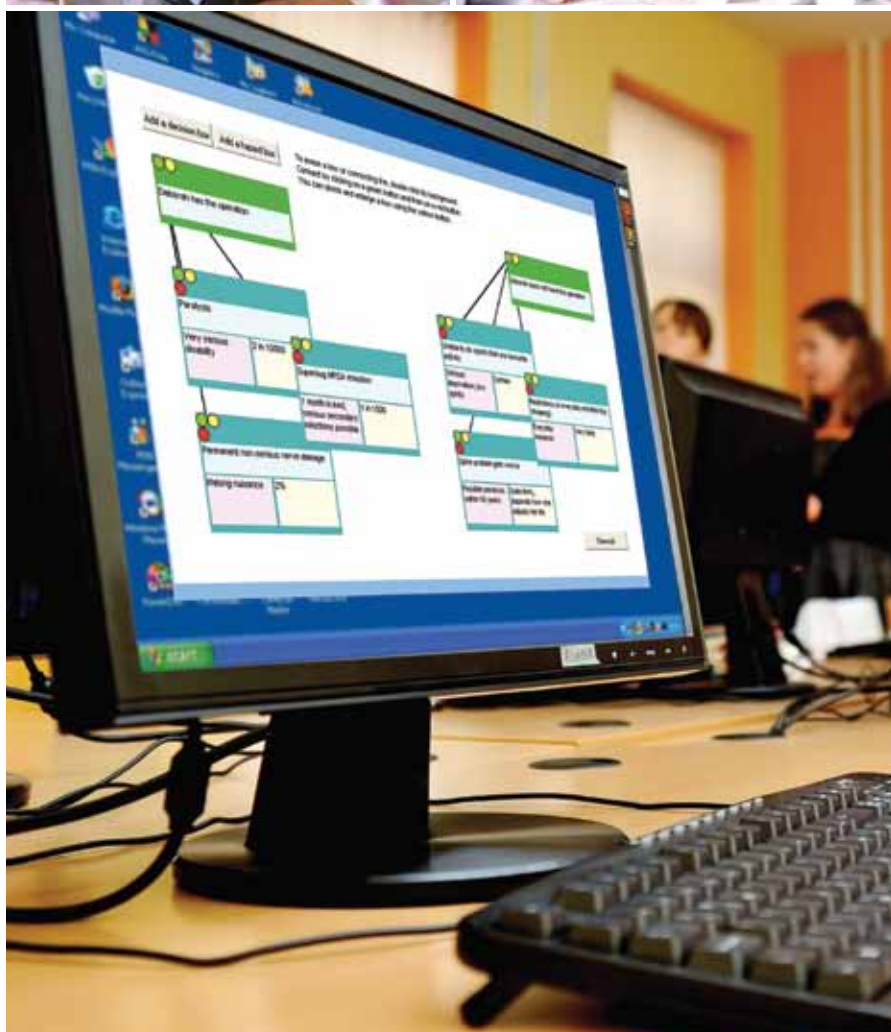
DAVID NUTT, IMPERIAL COLLEGE



Funder
Wellcome Trust



Budget
£253,696



Project team

Principal investigator
Dave Pratt (IOE)

Researchers
Ramesh Kapadia,
Phillip Kent, Ralph
Levinson, Cristina
Yogui (IOE)

Dates

January 2009
to June 2010

PICTURED BOTTOM:
Software used during
the project

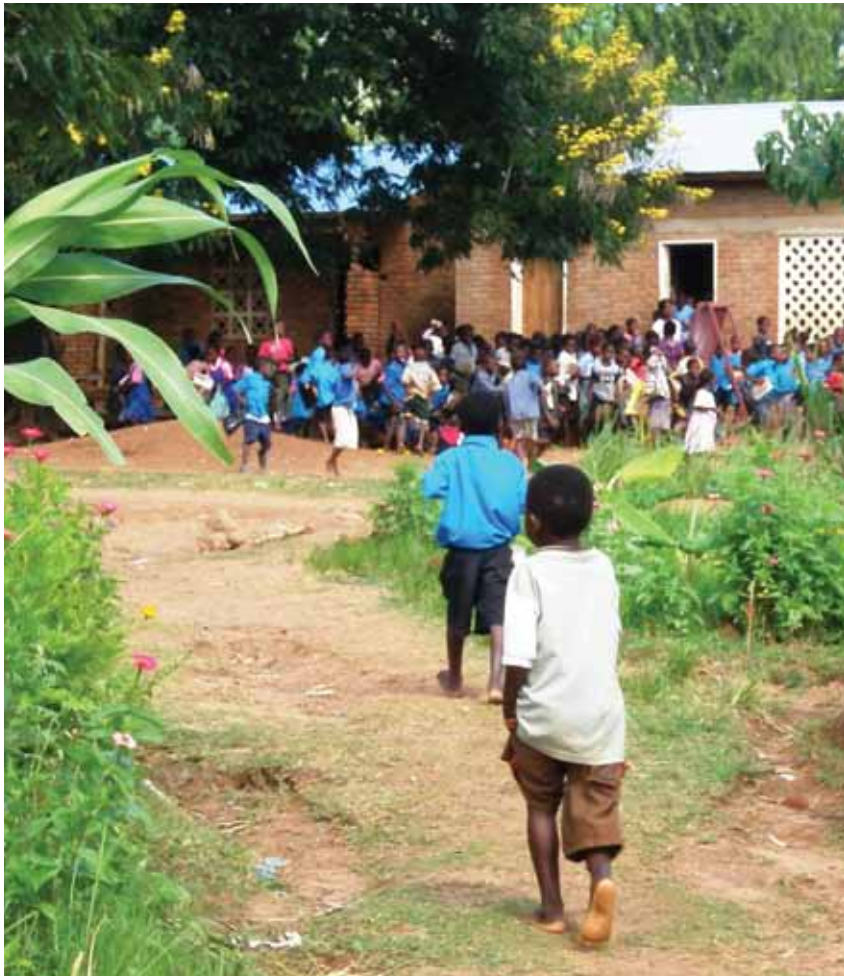
"The SOFIE Project represents a significant breakthrough in developing more flexible ways of addressing the educational needs of vulnerable children in high HIV prevalence contexts."

CAREW TREFFGARNE, DEPARTMENT FOR INTERNATIONAL DEVELOPMENT



Funder

Economic and Social Research Council and Department for International Development Joint Scheme



Budget

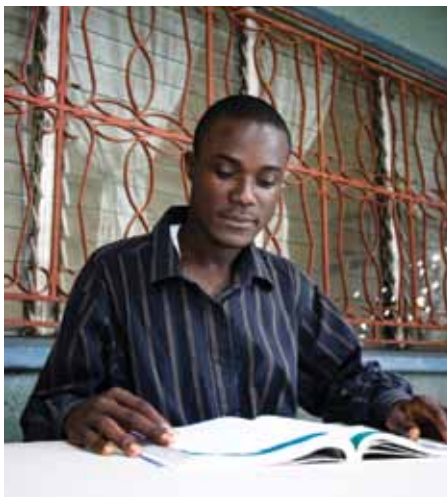
£250,000

Project team

Principal investigator
Pat Pridmore (IOE)

Researchers

Chris Yates (IOE);
Kate Jere (University of Malawi);
Thabiso Nyabanyaba (National University of Lesotho);
Ephraim Mhlanga (South African Institute for Distance Education);
Matthew Jukes (Harvard University)



Dates

April 2007 to
October 2010

PICTURED CENTRE
AND BOTTOM RIGHT:
Project primary
schools in Malawi

Reaching and teaching marginalised children in Malawi and Lesotho

What we found out

This collaborative research study aimed to increase access to learning for vulnerable school students living in areas of high HIV prevalence.

In Malawi, the intervention over one school year reduced overall student drop-out by 42 per cent. This effect was not significantly different among at-risk children targeted by the programme and those not targeted in their class, suggesting that the intervention had spill-over effects beyond the intended beneficiaries. There were improvements in mathematics scores for at-risk students. Where children who were orphans might be considered especially vulnerable to dropping out of school, the orphans in our study were less likely to drop out than children with a history of grade repetition. In Lesotho, the intervention reduced absenteeism, although the impact on drop-out was not significant. It also improved mathematics and English scores.

A qualitative analysis of process data from Malawi suggests that additional benefits were achieved through building students' self-esteem and social networks; raising awareness of vulnerable children in schools and communities; and situating youth volunteers as advocacy and role models within communities. These findings suggest that the intervention reached the most vulnerable, and was effective in increasing access to education and learning. Such interventions could therefore increase the efficiency of education systems and assist governments in high HIV-prevalence countries to reach their Millennium Development Goals for education.

How the work was undertaken

We developed and implemented a school-based intervention that complemented classroom teaching with open, flexible and distance delivery of the curriculum. It also strengthened support for learning, through after-school clubs led by local youth workers and peer 'buddies'. The intervention was evaluated in a randomised controlled trial.

The research was conducted in eight phases over three years:

1. Literature reviews
2. Selection of study sites, sampling and randomisation of schools
3. Case studies
4. Intervention development
5. Baseline data collection
6. Materials production and training
7. Intervention implementation
8. Follow-up data collection

We selected study sites in rural areas of Malawi and Lesotho with high HIV-prevalence rates, high student drop-out and grade-repetition rates, contrasting socio-cultural contexts and low levels of donor intervention. Schools were ranked according to performance, and matched pairs were randomly assigned to either the intervention or the control group.

Our literature reviews and case studies identified factors that disrupted schooling in the study sites, and interventions that could address these factors. These studies also confirmed that most sub-Saharan African countries lack a policy framework to support delivery of the national curriculum outside of the classroom. We then developed a school-based intervention programme to address the factors that were found to disrupt schooling. The intervention was agreed after wide consultation with school and education officials in each country. This intervention provided children with self-study guides, a learning buddy and a learning support club run by a youth leader with the aim of reducing their drop-out.

Students at risk of dropping out (in primary sixth grade in Malawi and secondary second grade students in Lesotho) were recruited onto the intervention, which was implemented in 20 randomly selected schools in each project country. A further 20 schools acted as controls, and the impact was evaluated after one year.

YiPPEE: Young people from a public care background and their pathways to education in Europe

What we found out

EU policies have recognised the role of young people in Europe's future by setting targets to increase the proportion in tertiary education to at least 40 per cent. More and more young people across Europe are staying in education – but for those in the care of the state, the picture is very different.

This project set out to establish what is known about young people who have been in care and their post-compulsory educational pathways, and to identify factors that facilitate entry to and retention in further and higher education.

Of the young people in the study, who were selected for their educational promise, 25 per cent were on or had completed bachelor programmes. A further 42 per cent were on vocational or training programmes. The highest proportions participating in bachelor-level education were in England, Denmark and Sweden; the lowest in Spain and Hungary.

For all those in education, delay was extremely common. The young people had often missed periods of schooling, had caring responsibilities for families before coming into care, and/or there had been little expectation of continuing in education from their educators or carers.

Managers largely agreed about barriers for the young people. These included lack of a basic school education; a lack of attention to education when selecting placements for children in care; and carers themselves not being educated.

Solutions included strong national and local policy support, backed up with financial resources. Other successful practices involved employing teachers within social services with a focus on post-compulsory education; recruiting highly educated carers; and tailored support: "We gaze on every child to see what would make a difference."

We recommended that a Europe-wide policy should be developed, highlighting the education of young people in and after public care as a key issue for social integration. Care and education systems should be synchronised to provide maximum support and encouragement. Financial support is important, as well as educating carers and educators to have high expectations of young people in care.

How the work was undertaken

This project was conducted in five EU member states, with the participating countries selected to represent different welfare regimes: Sweden and Denmark (social democratic or universalist); Spain (conservative corporatist); the UK (liberal); and Hungary (post-communist European state in transition). The young people were selected for their educational promise or motivation to continue studying.

We used a three-phase and mixed methods approach. Phase 1 was a literature review and comprehensive glossary of terms (which revealed that this topic had been barely studied in most European countries), study visits and a survey of national and local agencies and authorities to try to establish a baseline of participation in post-compulsory education among young people known to have been in public care.

Phase 2 examined local and national policy, and collated the views and experiences of managers, young people aged 18 to 24 who had some evidence of educational promise or motivation, and adults nominated by the young people as having made a difference to their educational lives.

Phase 3 was a dissemination phase, including seminars with EU policy-makers, national conferences, a regular briefing to stakeholders and a website where reports and news were posted.

Because care and education systems are organised differently in the partner countries, we needed to adapt the research design in each case. Eventual data sources included 36 interviews with managers, 372 telephone screening interviews with young people, 170 biographical narrative interviews with young people plus 135 follow-up interviews a year later, and 112 interviews with nominated adults.

Funder
European Union
Framework 7



Budget
£1,204,483



Project team

Project co-ordinator
Claire Cameron (IOE)

Project director
Sonia Jackson (IOE)

Project team
Inge Bryderup (University of Aarhus); Ferran Casas (University of Girona); Ingrid Höjer (University of Göteborg); Marta Korintus (Institute for Social Policy and Labour, Budapest)



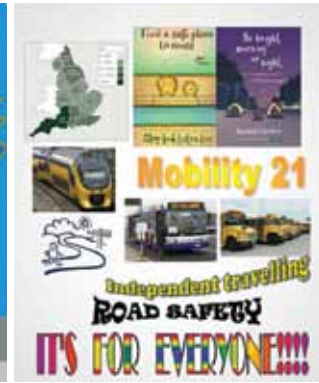
"This is an extremely important piece of research, which builds on and complements the previous IOE project 'Going to University from Care'. The needs of this particular disadvantaged group of young people can never be underestimated."

GERRI MCANDREW, THE FRANK BUTTLE TRUST

Dates
January 2008 to
December 2010



Funder
Department
for Education



Budget
£414,000



Project team
Project director
Olga Miller
Research and
development
officer
Karl Wall



"As former director of education for the RNIB, I understand the significance of this project for children and young people who have little or no sight. It is to be hoped that the project will lead to many more children gaining access to mobility training. Independence skills make a significant difference to future employability at a time when those seeking work face fierce competition."

SIR PAUL ENNALS, NATIONAL CHILDREN'S BUREAU

Dates
March 2007
to March 2010



PICTURED TOP:
Artwork produced by
children consulted by
the project team

Stepping into the 21st century and beyond (Mobility 21)

What we found out

This project, run in collaboration with the Royal National Institute of Blind People (RNIB), focused on the needs of children and young people who have little or no sight. One of the most obvious effects of blindness is that it limits people's ability to navigate new environments safely and independently; blind people face a number of other challenges around self-help and everyday living skills.

With access to training and support from qualified specialists, children and young people with little or no sight can be taught strategies for independence. However, there are relatively few opportunities in the UK for such training.

Our consultations identified 27 substantive areas of mobility practice currently being used in the UK. In addition, four key mobility contexts were identified: the home; educational settings; public settings; and the transitions, both physical and developmental, between these settings.

Further findings suggested a need for mobility practice to be informed by current research into typical and atypical child development (especially sensory and motor development) from birth to post-compulsory education. Stakeholders also felt that practice should be informed by recent advances in the understanding of visual impairments and blindness in children more broadly, and current work in the related areas of health and social care (using a social pedagogic approach).

The research review highlighted the range of journals and disciplinary contexts in which mobility and independence-related research is disseminated, and its consequent diffuseness as a field of enquiry. We found that research strategies – particularly those assessing the effectiveness of current mobility practice – need to be more rigorous and systematic, and that effective strategies for independent living are significantly underdeveloped.

How the work was undertaken

We initially carried out a scoping study to find out what mobility and independence provision was available in the UK (and internationally), and what evidence existed to substantiate the efficacy of the various forms of intervention.

Through a series of scoping surveys, we consulted with key stakeholders, including visually impaired children and young people; their parents and carers; existing mobility professionals; heads of visual impairment services; other employers; adult rehabilitation workers; and existing training course providers.

We used a range of data gathering strategies, including interviews (face-to-face and telephone); focus groups; a series of regional workshops and activity events; questionnaires; and responses to electronic forums and emails. We looked at current UK and international policy, as well as UN Charter and standards documentation, and systematically examined UK and international research dating from 1950 to the present day.

Ongoing projects

These two pages illustrate just eight of the many ongoing research projects at the Institute of Education. Some are small; some are large. Some are funded by charities; others are funded by governments and major companies. In every case we work carefully to ensure that our funders' requirements are met and that we treat with respect all our research participants.

Islington Family Nurse Partnership Development	Centre for Analysis of Youth Transitions (CAYT)	New Heads in Global Cities	Health Promotion and Public Health Reviews Facility (extension)
Funder Islington Council	Funder Department for Education	Funder National College for School Leadership	Funder Department of Health
Award £49,369	Award £140,347	Award £35,000	Award £1,462,447
Principal investigator Janet Boddy	Principal investigator Ingrid Schoon	Principal investigator Alma Harris	Principal investigator James Thomas
This research will inform decisions about the development of the Family Nurse Partnership (FNP) programme by NHS Islington. The FNP reaches across local authority boundaries to looked after young people and care leavers who become pregnant or become parents.	CAYT seeks to improve our understanding of the bridging period between childhood and adulthood, and how it is changing over time. It focuses particularly on what this can tell us about the likely effectiveness of a range of policy interventions.	The project is part of an international study of new headteachers, connecting with sister projects in the USA and Hong Kong. It will offer insight into issues facing new heads in London and provide understanding of issues affecting new heads globally.	The Health Promotion and Public Health (HP&PH) Reviews Facility undertakes policy-relevant systematic reviews of the evidence underpinning HP&PH decision-making; develops capacity for undertaking and using reviews; co-ordinates review work in HP&PH; and advances methods for undertaking HP&PH systematic reviews.



<p>Social Conformity: Why do humans and monkeys make weak decisions under social influence?</p>	<p>Healthy Urbanisation</p>	<p>Taking on the Teenagers – Using adolescent energy to reduce energy use</p>	<p>Effective International Policy for Adult Literacy</p>
<p>Funder VolkswagenStiftung</p>	<p>Funder Economic and Social Research Council</p>	<p>Funder Engineering and Physical Sciences Research Council</p>	<p>Funder National Adult Literacy Agency</p>
<p>Award £11,908</p>	<p>Award £301,849</p>	<p>Award £228,373</p>	<p>Award £8,045</p>
<p>Principal investigator Liz Pellicano</p>	<p>Principal investigator Pat Pridmore</p>	<p>Principal investigator Rosemary Luckin</p>	<p>Principal investigator John Vorhaus</p>
<p>This project deals with the neuro-physiological mechanisms of decision-making under social influence. We will look at whether social influence induces a genuine change in perception, and which specific mechanisms mediate its impact. We will also examine the effect of social influence in children as their brains develop.</p>	<p>This project will find out whether malnutrition in young children living in informal settlements and slums can be reduced through small-scale interventions operating to change the social determinants of health (SDH). It addresses the international poverty agenda by contributing to six of the eight Millennium Development Goals.</p>	<p>This research will investigate, develop, and evaluate mobile solutions and associated web-based materials designed to reduce energy use among both younger and older teenagers. It actively involves teens in the project as informants, evaluators and researchers.</p>	<p>This literature review will collate and synthesise literature and research on effective international policies that address adult literacy and basic skills needs.</p>

Contact us

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