

INSTITUTE OF EDUCATION

# TRANSFORMING LIVES



“ At the Institute of Education we care about what we teach. That is why we design our programmes to stretch you, to challenge you and to ensure that when you leave us you are more informed and better able to apply this knowledge and skills to make a difference – whether in your own lives or, through your work and educational practice.

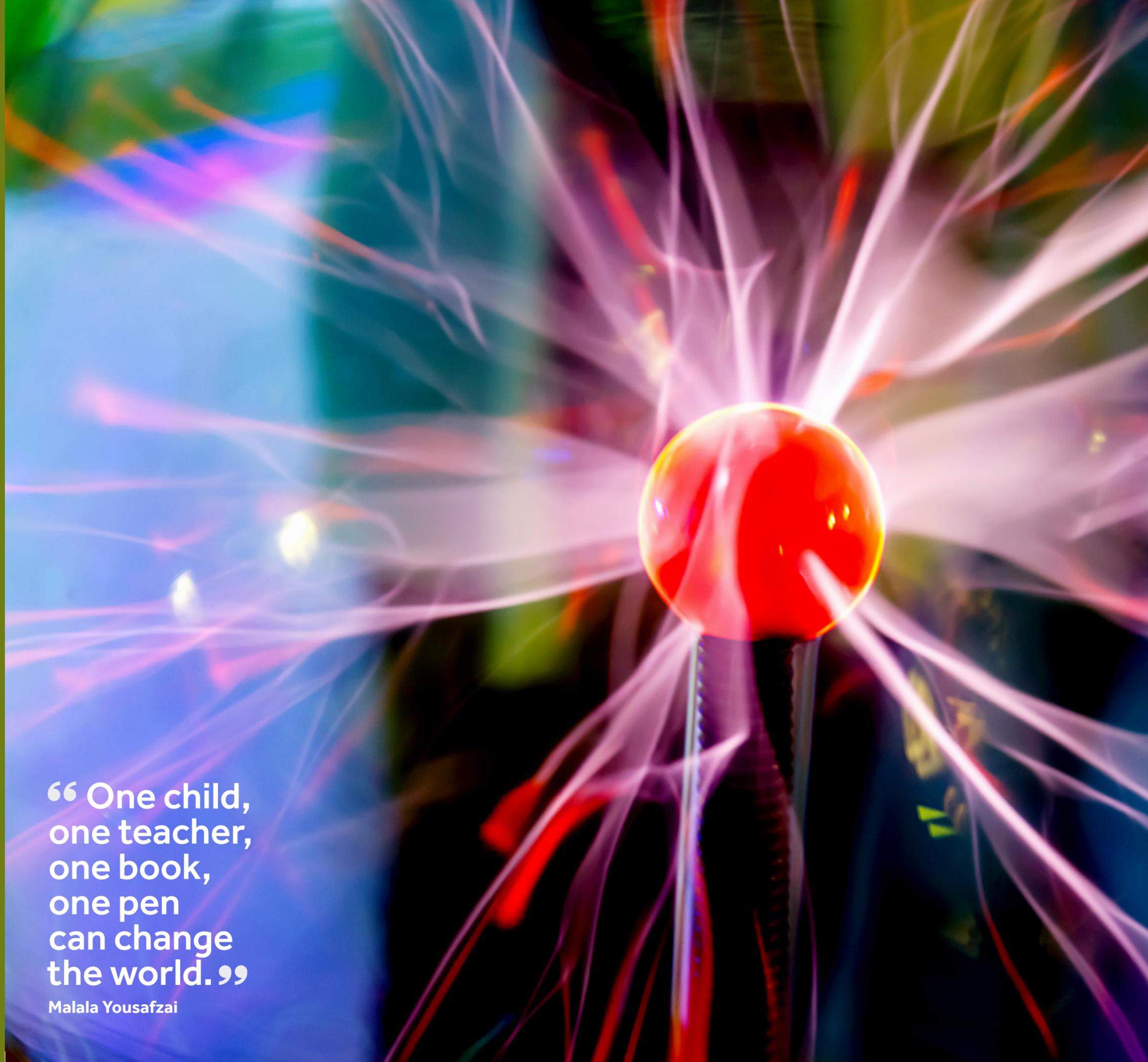


Studying with us is not just about the latest theories and most up to date ideas that inform our teaching. It is also about academics that are passionate, engaged in their own – as well as their students – learning and, world leading researchers. Our students are our partners and becoming part of our community is what makes studying at the Institute of Education such a good choice. We look forward to welcoming you to your study with us and to forging a connection with you that will remain long after you have graduated. ”

**Professor Carol Fuller**  
Head of the Institute of Education  
[www.reading.ac.uk/education](http://www.reading.ac.uk/education)

“ One child,  
one teacher,  
one book,  
one pen  
can change  
the world. ”

Malala Yousafzai



# JUST MARVELLOUS

**“Our motto is better together than alone. We are a collective, a mixture of academics, local community partners and local women empowering each other.”**

Professor Carol Fuller grew up in the local area of Whitley. As a mum with a young family she had few aspirations or qualifications but after taking an Access to Higher Education course at college, she started at university at the age of 32. She has since continued her studies, obtaining a master’s degree and PhD in Sociology and is now a Professor of Sociology and the Research Division Lead for the Institute of Education.

“I came from an environment where no one had aspirations and I was puzzled as to why this was the case. Why did some children have aspirations while others didn’t? This became the focus of my PhD which was a study of aspirations in working class girls.”

She continued “I was fascinated by students who despite their poverty were aspirational. I was interested in what was different about them. Through my research I discovered it’s not about poverty and it’s not about academic ability because some participants were low achievers but highly aspirational and vice versa. I discovered it was about confidence and how much power they felt they had to control their own lives.”

Carol then began to look at ways in which to change people’s sense of empowerment. “Research has shown you can’t tell anyone they can do something. You have to enable people to explore and discover their own abilities for

themselves. People often do have aspirations, they just don’t know what to do about them.”

She created a focus group to ask the local community what they wanted from the University that would enable them to move forward. From this, the Marvellous Mums project was born.

Carol worked with her colleague Dr Maria Kambouri-Danos to create Marvellous Mums with funding from the University, and in partnership with Whitley Community Development Association and support from Sure Start, and Reading Borough Council Social Services.

Carol and Maria met with local MP Alok Sharma who loved the concept of Marvellous Mums. He arranged a meeting with the Job Centre. This resulted in a pilot for unemployed women who wanted to go back to work known as Marvellous Me.

“Both programmes are very dear to me. They embody years of research into identity confidence and resonate with my own life experiences. It’s about self-empowerment and social justice!”

Women take part in a ten-week programme designed to empower them in all areas of their life. The sessions include social and cultural outings, goal setting and reflection, as well as practical support, such as interview techniques.

Participants’ increased confidence has seen some join the Prince’s Trust and establish their own businesses, others have felt confident enough to speak at public events, return to work, leave destructive relationships or start college.

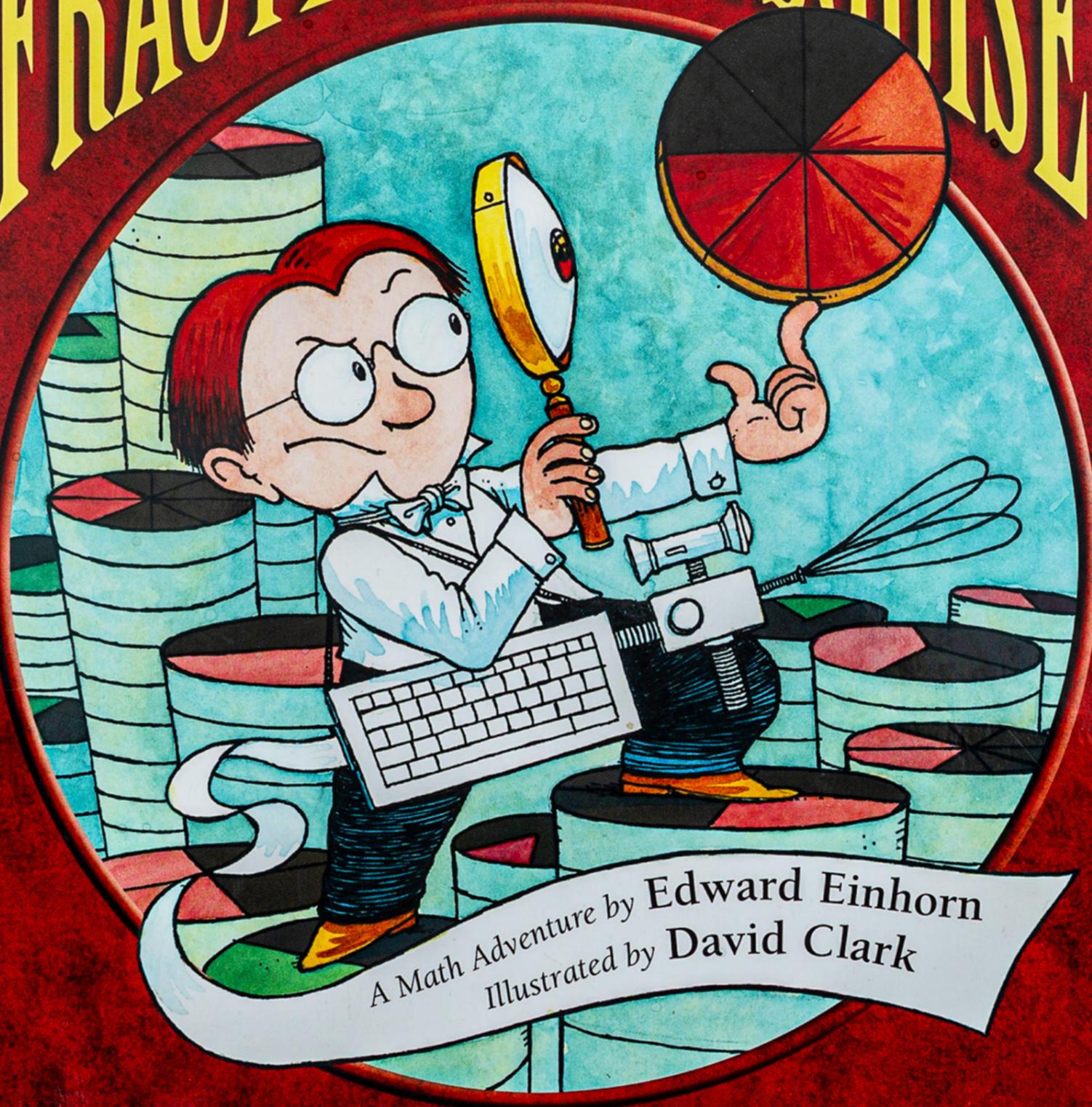
**“It’s not about academic ability, it’s about confidence and how much power they felt they had to control their own lives.”**



**Professor Carol Fuller**



# FRACTIONS IN DISGUISE



A Math Adventure by Edward Einhorn  
Illustrated by David Clark

**Dr. Natthapoj Vincent Trakulphadetkrai** is a Lecturer in Primary Mathematics Education. Vincent's research interests are centred around the use of storytelling to help enrich mathematics teaching and learning.

"Until recently, there had been only a handful of research and resources relating to teaching mathematics through storytelling beyond the pre-school level. I was really intrigued as to how this teaching strategy could be applied at the primary school level.

website also offers book reviews, lesson ideas, tips on writing mathematical stories, interviews with mathematical story authors as well as research highlights.

A UK primary school teacher commented that: "I have spent all my budget on buying mathematical story picture books as recommended by the [MathsThroughStories.org](http://MathsThroughStories.org) website, and the children in my school love our creative and purposeful maths story-inspired curriculum. I have also recently shared my maths story-inspired

## ONCE UPON A TIMES TABLE



**Dr Natthapoj Vincent Trakulphadetkrai**

"I then started trawling the Internet to buy mathematical story picture books for that age range and conducted research on this topic."

Vincent wanted to share his passion in this mathematics teaching approach with teachers and parents globally, so he created the non-profit [MathsThroughStories.org](http://MathsThroughStories.org) website. Since its launch in 2017, it has been viewed over 300,000 times by more than 60,000 teachers and parents from over 180 countries.

The website has over 500 recommendations for mathematical stories, covering over 40 mathematical concepts for learners aged three to 18. Additionally, the

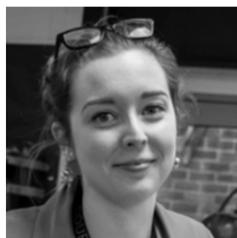
lesson idea with other teachers and parents on the website."

Vincent works with colleagues in different countries including, Ireland, Israel, Australia and Taiwan to investigate the extent to which teachers in these countries are aware of this underutilised mathematics teaching strategy. Vincent hopes his research will help him to advise policy makers on how best to encourage teachers to adopt this teaching strategy more widely.

Students at the Institute of Education benefit from learning from a leading expert like Vincent as he teaches on teacher training programmes and supervises postgraduate research students.

**“PLEASE MISS,  
BE A TEACHER”**





**Rikki Seddon**

**Rikki Seddon, PGCE Secondary Design and Technology, started her journey as a Learning Support Assistant (LSA) in a secondary school. At that point she hadn't considered teaching in the traditional sense but gained huge insight into the students' difficulties and educational needs while observing in the classroom. It was there that the children told her that she should become a teacher.**

Having decided to take the plunge and do a PGCE, she chose Design and Technology because it offered lots of variety.

With the PGCE being an intensive course and a mix of university study and school placements, Rikki said "It was the most demanding year of my life, but every one since has shown me how worthwhile it was. The resources and practices I built up have seen me through and I've since adapted and improved them year on year. Having a close cohort made all the difference – there was always someone around to bounce ideas off."

Rikki enjoyed the hands-on projects such as screen printing, building architectural models and chairs out of newspaper, making soup and visits to interesting places like the Pitt Rivers Museum.

Now a qualified Design and Technology teacher, Rikki loves the variety: "On Wednesdays I have year seven Food Technology where I watch their faces swell with pride over bread rolls and knife skills, followed by year nine Electronics where we solder PCB components, and I finish with GCSE Graphics and support them in their coursework as they succeed and fail, learn and adapt and give their all."

So why teach Design and Technology? Rikki's view is: "More than ever in this dynamic and technologically-changing world students need to develop their creative, problem solving and practical skills. Design and Technology is not only for our future engineers learning about the physics of bridges, but for your local chef with the skills to fillet a fish, surgeons having the dexterity to suture a wound and environmental conservationists working to remove microplastics from the oceans.

"We are shaping the future of our world, one lesson at a time and with it, giving every student the opportunity to use their heads, their hands and their hearts to do so."



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# THE EYES HAVE IT

**Dr Holly Joseph is a psychologist and Associate Professor at the Institute of Education. Holly first became interested in language and literacy while teaching English abroad and now works to expose the myths and preconceptions we have around reading.**

"It's a common myth that using coloured overlays and specialist fonts can make reading more accessible to those with dyslexia. I talk a lot about the importance of reading comprehension on the MA Education, and about the benefits of bilingualism. I also cover myth busting about what works for dyslexia when teaching on the MA Education and the BA Children's Development and Learning. My aim is that the current generation of teachers and teaching assistants (TAs) will go back to their schools and spread these important messages on the ground."

Holly's work as a psychologist combined with her interest in language and literacy influence the research that she does today, looking at how children develop reading skills and why some children have difficulties, particularly in terms of autism, dyslexia and poor comprehension skills. More recently, she has worked with Dr Naomi Flynn, The Centre for Literacy and Multilingualism (CELM) and Bilingualism Matters at Reading

to help English as an additional language (EAL) learners.

"Assumptions are often made about EAL pupils. My research looks to inform educators and best prepare them to balance the interests of both EAL and English as a first language speakers."

Holly uses eye tracking methodology, which is at the core of what she does, to measure eye movements during reading. This shows how long someone is looking at text and which words they fixate on. From this information she can gauge how difficult they are finding particular words or phrases to understand and this can reveal why they are having difficulties with reading.

She regularly goes into schools to talk to teachers about reading difficulties. "It's a very complicated picture out there. We have a lot of work to do on improving reading in the UK. There is an assumption everyone at secondary school can read but many get to secondary level and still have undiagnosed reading difficulties. This is why I want to focus on better education from the very beginning. My intention is to promote awareness on a national level and then go global with our message."

“Using eye tracking methodology to measure eye movements during reading shows us how long someone is looking at text and which words they fixate on.”



**Dr Holly Joseph**

# CLASSROOMS WITHOUT WALLS

Since 1982, Professor Helen Bilton, Professor of Outdoor Learning has researched and campaigned on the importance of learning outdoors. She trained as a nursery school teacher and was completely blown away by her first lecture: Jackie Brunner discussing the garden in the nursery school.

Helen has brought a wealth of experience from working as a teacher into training future teachers and now as Programme Director for the MA Education. She has written extensively on outdoor learning and her first book Outdoor Learning in the Early Years, Management and Innovation was the first complete text on the subject since 1936.

"The importance of nature and the informality of teaching children outside resonated with me on a basic human level. Being able to embrace the outdoors and use it effectively as a source of inspiration and development is an incredible skill that we should all have."

Helen's first teaching job was in Hackney with children who lived in tower blocks. "I felt it was

vital these children experienced outdoor play as they were otherwise spending most of their time in cramped living spaces. We took the approach that we would be outside come rain or shine."

Helen's passion and enthusiasm for her subject is highly infectious. Outdoor play has taken her to countries where the benefits of learning outside are only just starting to be recognised.

"There are so many different benefits to be had from using the outdoors; for example, health in terms of light, fresh air and exercise. Cognitively there is so much to learn about in terms of nature and the environment. When outside, children behave differently and are more competent socially and emotionally. They have more of a can-do approach, so children are successful, academically, emotionally and physically."

Helen continues to campaign and educate on outdoor learning and is keen to look further into the health benefits for children, looking at current practice in countries such as Canada.

**“Being able to embrace the outdoors and use it effectively as a source of inspiration and development is an incredible skill.”**



**Professor Helen Bilton**





# A HUB OF LEARNING

Our historic London Road campus has undergone a £30 million renovation and provides exceptional teacher-training facilities. We have created custom-built spaces for the teaching of specialist subjects including: science labs, studios for drama, music, art and workshops for design technology.

The Learning Hub is a resource base housing an incredible collection of teaching and research resources. It is home to a wide range of materials that aid teaching and lesson planning, including a substantial collection of children's literature, teaching schemes, reading schemes, big books, puppets and posters.

“The campus is beautiful. I loved the idea of living on one campus and studying on another.

The main Whiteknights campus is modern and has everything a student could need, allowing me to feel part of student life.

At the same time, London Road Campus though smaller, is more historic and generally lovely.

It allows me to be in the strong Institute of Education community while also participating in the student scene on Whiteknights. ”

**Olivia Beeston**  
BA Education Studies



# LEARNING TO TEACH

Our Initial Teacher Education programmes are all planned and delivered in collaboration with partners in schools, settings and the community.

At the heart of our model is the drive to produce outstanding teachers who have significant positive impact on the pupils they teach in schools. We aim to develop our Reading Partnership Teachers into practical, resilient and reflective professionals.

We work with over 400 schools in our partnership within nine local authorities and train around 400 teachers a year through early years, primary and

secondary Initial Teacher Education programmes. This provides the schools in the region with a pool of talented Early Career Teachers (ECTs) each year.

For both primary and secondary programmes we integrate high-quality school placements with university-based study. This supports Reading Partnership Teachers who are training with us as they make the transition to professional life as a teacher, laying the foundations for a career based on engagement with educational innovation and research.

“You should teach if you have a passion for making a difference and shaping the lives of children. When you explain something to a child and their eyes light up when they understand, it's an amazing feeling.”

**Harriet Bennett,**  
Primary School Direct

# TEACHING THE WORLD

The Institute of Education has a national and international reputation for impactful research making important contributions to theory and practice. Through the Education, Language and Learning Research Division we conduct research that addresses the overarching aim of improved education and learning as a route to enhanced self-efficacy, economic well-being and improved life chances.

In the latest Research Excellence Framework assessment (REF2021), 46% of our outputs were classed as world leading (an 84% increase) with a further 25% rated as internationally excellent. Additionally, 100% of our environment submission was rated 4\* and 3\* (conducive to producing internationally excellent research & very considerable impact). Our research is also far reaching, supporting the work of others in countries like Malaysia, China, New Zealand and the Middle East to name a few.

Our two interrelated research clusters address broad education concerns: how literacy and language skills can best be developed, and tackling issues of educational access and inequality.

- Language and literacy in education: our research focuses on development of language for those with and without special educational needs, as well as second language acquisition. Strengths include research on foreign and second language education; pedagogy for learners with English as an additional language and other bilingual learners; reading, writing and vocabulary development; and eye movements during reading.

- Improving equity and inclusion through education: we focus on educational equality, inclusion and social justice, from early years to the lifelong learning of adults. This encompasses health, social mobility, and the role of class, ethnicity and gender in education. We also explore leadership, teacher cognition, values in teaching and learning, and the impact of pedagogy and practice on educational outcomes.

Our researchers also form a central part of the Centre for Literacy and Multilingualism, a University-wide Interdisciplinary Research Centre that is a hub for research into linguistic, psychological, clinical and educational aspects of literacy and multilingualism.

We have well over 100 doctoral students studying at the Institute from all over the World. We are a partner in the ESRC-funded South-East Network for Social Sciences (SeNSS) doctoral training partnership and the Institute of Education has played an active role in its Education Pathway Chair.

For more information visit: [reading.ioe.ac.uk/research/themes/theme-prosperity-resilience/rd-education](https://www.ioe.ac.uk/research/themes/theme-prosperity-resilience/rd-education)



### Important Information

This brochure was issued in 2023 and is aimed at prospective undergraduate students wishing to apply for a place at the University of Reading (the University) and start a course in autumn 2024. The University makes every effort to ensure that the information provided in the brochure is accurate and up-to-date at the time of going to press (May 2023). However, it may be necessary for the University to make some changes to the information presented in the brochure following publication – for example, where it is necessary to reflect changes in practice or theory in an academic subject as a result of emerging research; or if an accrediting body requires certain course content to be added or removed. To make an informed and up-to-date decision, we recommend that you check [reading.ac.uk/study](https://www.reading.ac.uk/study)

The University undertakes to take all reasonable steps to provide the services (including the courses) described in this brochure. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide the services, the University undertakes to use all reasonable steps to minimise any disruption to the services.

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### Topics

Topics are provided as a taster of the areas of study that may be available on each course. Information is correct at the time of going to press (May 2023), for a list of compulsory (core) modules please check the [www.reading.ac.uk](https://www.reading.ac.uk) for the most up to date information. Teaching staff on specific courses mentioned in this brochure may be subject to change. pics are provided as a taster of the areas of study that may be available on each course. Information is correct at the time of going to press (May 2023), for a list of compulsory (core) modules please check the [www.reading.ac.uk](https://www.reading.ac.uk) for the most up to date information. Teaching staff on specific courses mentioned in this brochure may be subject to change.



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