

Education and Social Outcomes Implementation Group

Summary and Action Points

Tuesday 3rd June 2014, 1300-1500

In attendance: Matthew Clayton (Chair, PAIS), Barbara Merrill (CLL), Jo Trowsdale (CES), Justine Mercer (CES), Susan Goodlad (CEI), Gaby Atfield (IER), Yuxin Li (IER), Dimitra Hartas (CES), Leslie Francis (CES), Michael Wyness (CES), Juliet Raynsford (CES), Richard Sutcliffe (CES)

Apologies: Robin Naylor (Economics), Mike Joy (Computer Science), Mairi-Ann Cullen (CEDAR), Vaso Totsika (CEDAR), Elisabeth Blagrove (Psychology), Adam Swift (PAIS), Sue Maguire (CEI), Clara Joergensen (CES), Darren Wallis (CLL).

Individual interests:

- Matthew Clayton – Political Philosopher concerned with questions of equal opportunities, parental influence, beliefs and family values. Interested in figuring out what are the desirable social outcomes more general building on traditions of social policy, political theory and political philosophy. Matthew highlighted important work done by another PAIS colleague Adam Swift, who was unable to attend the meeting.
- Barbara Merrill – Sociologist by discipline - interested in class, gender and inequality issues in higher education using qualitative methods (biographical methodology). An future area of interest is in studying intergenerational (within family) effects of higher education participation of people from disadvantaged backgrounds. Many projects have European dimension with last 3 funded by EU and involving several partner countries.
- Jo Trowsdale – Interest in Creative learning and the value of the arts. Research looks at collaborations between engineering companies and creative/arts organisations in education projects, and examining how this affects social outcomes. Increasingly interested in use of mixed methods to strengthen process of analysis.
- Justine Mercer – Two main areas of research in this area (1) Labour Market processes as applied to academia (applying industrial relations theory to academic labour markets) and (2) academic leadership in higher education. Within these topics interested in questions about class and gender in academia. Currently collaborate with Leeds and Nottingham Universities.
- Susan Goodlad – research area concerns education progression / lifecycle among 11-25 year olds. Work on projects relating to evaluation, social innovation, enterprise education and outreach, and educational aspirations. Interested in University's work in schools and school transitions.
- Gaby Atfield – research into higher education and social mobility. Currently involved in the futuretrack project (which is a longitudinal survey exploring the relationship between higher education, employment and career planning) and in the ESRC Pathways to Precarious Employment project. Interests include non-paid work, internships and student mothers and the relationship between higher education and the graduate labour market. Quantitative methods used mainly, but also use qualitative methods to explore findings from quant analyses

- Yuxin Li – Quantitative researcher interested in human capital development in children in the UK including the effects of family structure (parents' educational level, two parent family) on returns to education. Also interested in employers interactions with the Higher Education system in terms of R&D, labour productivity etc.
- Dimitra Hartas – background in research is around disability and educational outcomes, but increasingly looking at the effects of parenting, family background and social class on education outcomes, such as reading etc
- Leslie Francis – methodological approach centred on the psychology of individual differences. Interested in the blur between the social and the personal. Interested in debates of values around the role of schools of religious character. Chaired national statistics working group on representation of religion on the 2011 census.
- Michael Wyness – work in the sociology of education. Interested in the school as a socio-emotional network and currently working on a project with a school in a disadvantaged area of Coventry. Looking to extend this work to a less deprived catchment area. Interested in the distribution of children's agency and class structures.
- Juliet Raynsford – course leader for current undergraduate programme and member of CES Working Group developing new interdisciplinary UG degree. Interested in emerging research themes and how these can inform the development of the new degree, including inter alia quantitative methods.

General Discussion:

- Unfortunate that both Economics and CEDAR were not able to attend today's meeting as many of the Working Group proposals were generated from those departments
- Robin Naylor currently submitting an ESRC Centre / Large Grant Bid responding to ESRC Steer on the Future of Higher Education. This includes plans to offer research secondments to work on specific projects in the area with the economics department
- RE: future track data – this includes self-assessed measures of skills, actual degree outcomes school attended. Useful to explore whether this data could be linked to other datasets (e.g. in constructing control groups in evaluation studies). This is funded by HESCU so has feedback into careers services. Can be used to explore particular vocations / subjects (e.g. Royal Society for Chemistry project).
- Jo Trowsdale sits on education group at WMG academy, which may be a useful link
- A further area the group could explore: what are the aims of education with respect to Social Outcomes? Is it to address dimensions of well-being, employment, agency – introducing not just an empirical dimension to this group but also a normative aspect.
- Noted that education and social outcomes should encompass a global dimension
- Key question for this group is one of uniqueness – what would make a CES / hub and spoke collaboration unique compared to the many other researchers interested in questions of education and social outcomes
- Group considered it would be useful to hold a seminar series on Education and Social Outcomes to learn more about individual interests, methods and explore collaborations in more detail. First seminar could be on the IER Futuretrack project.
- Economics offer a module 'Research in Applied Economics' which may be of interest to CES as a model (although offered at year 3 Economics UG students)

Action Points:

1. Mapping teaching interests / current modules in quantitative methods that could have synergies with a teaching offer in CES – Laura Jackson / Richard Sutcliffe
2. Explore links with the Q-Step Initiative – Jo Trowsdale / Richard Sutcliffe / Laura Jackson
3. Launch a seminar series on Education and Social Outcomes with a seminar on Futuretrack – Dimitra Hartas / Richard Sutcliffe