



Supporting postgraduate students in the Social Sciences

Department of Education at the University of Oxford

Oxford has been making a major contribution to the field of education for over 100 years and today The Department of Education has a world class reputation for research, teacher education and for its Masters and doctoral programmes.

The Department offers one of the strongest graduate studies programmes in the UK with a range of full and part-time MSc courses and a doctoral programme. We have over 500 graduate students registered for higher degrees in any one year, many of them from overseas. In addition the Department's Post-Graduate Certificate in Education programme has an international reputation for the quality of its work which we undertake in close collaboration with local Oxfordshire secondary schools. Research in the Department is organised around three major themes: Language, Cognition and Development; Economy, Policy and Society; and Knowledge Pedagogy and Design.

All full time academics in the Department are research active, many producing publications of outstanding international quality. In 2014 the evaluation of research in the UK (The Research Excellence Framework) placed Oxford's Department of Education as the clear leader for educational research in the UK. The Department's aim is to contribute through its research to the improvement

of all phases of public education, both in the UK and internationally.

Our research and teaching spans the early years, through schooling, higher and further education and learning in the workplace. Many of our graduates go on to academia, but a very high proportion go on to leadership positions in educational institutions and government positions across the globe. Master's students are engaged in one of two study programmes:

- Comparative social policy – exploring welfare systems and policy developments across a range of different countries.
- Evidence-based social intervention and policy evaluation – learning about the development and evaluation of interventions to address public health and social problems.

Degrees

- MSc in Applied Linguistics and Second Language Acquisition (1 year); MSc in Education (1 year); MSc Educational Assessment (2 Years)
- Part time - MSc in Applied Linguistics for Language Teaching; MSc Learning and Teaching; MSc Teacher Education (Mathematics and Science); PGCE Learning and Teaching in Higher Education
- PGCE in Education (1 year)
- DPhil in Education (3-4 years)

Student application and admissions

Data year	Degree course	Subject/Dept	Applications	Offers	Admitted
2017-2018	MSc & PGCE	Education	1115	464	370
2017-2018	DPhil	Education	154	35	27

Investing in tomorrow's leaders

We are looking for supporters who share Oxford University's mission, and wish to play their part in addressing the problems of the 21st century through investing in the next generation of thinkers and doers. Single and multi-year scholarships would profoundly change the opportunities and futures of many talented people. Endowed scholarships will secure that impact in perpetuity.

Degree	2020-2021 per degree cost	Example multi-year scholarship	Endowment per student
PGCE	£25,160 (Home) / £40,820 (Overseas)	£122,459 (3 PGCE students) 	£1,020,489
MSc	£59,708 (Home) / £81,194 (Overseas)	£162,388 (2 MSc students) 	£2,029,849
DPhil	£87,595 (Home) / £120,848 (Overseas)	£241,696 (2 DPhil students) 	£3,021,200

MSc Student profiles

Shawna-Kaye Tucker, MSc in Applied Linguistics and Second Language Acquisition

Shawna-Kaye has aspirations to become a professor in Applied Linguistics and intends to take on a DPhil course following her MSc.

“What caught my eye at first about this programme was the fact that it was an MSc, as normally degrees in the field tend to be MA’s. This was particularly important to me as an aspiring academic in the field hoping not only to gain theoretical and pedagogical knowledge, but also to develop strong skills in empirical research. The fact that Oxford was offering an MSc in Applied Linguistics really spoke to the emphasis placed on the development of practical skills in empirical research.”



Kevin Tai, MSc in Applied Linguistics for Second Language Acquisition

Kevin is a CELTA-qualified teacher, he chose Oxford and this MSc to greater understand how the classroom second language (L2) teaching contributes to and influences students’ development of the L2.

“My co-supervisor is really supportive and she shared her insights about psycholinguistics with me. The lecturers strongly encouraged us to think critically about the research papers, such as asking us to judge the usefulness and limitations of the research findings. This helps me to determine the quality of different research projects conducted by different researchers in offering useful pedagogical implications for teachers and policy makers.”



Melissa Corlett, MSc in Applied Linguistics for Second Language Acquisition

Melissa started working as an English Language teacher in Russia after completing her undergraduate degree and has been a teacher for 15 years.

“I’m a mature student, so I really appreciate how diverse the department is in terms of age and background. There are students who have recently completed undergraduate degrees, and others who have professional experience in teaching, senior administrative positions, speech therapy, and business. That diversity of experience is also reflected in the teaching faculty. I should also mention that the librarians are amazing, and we would be completely lost without them.”



DPhil Student profiles

Ashmita Randhawa, DPhil in Education

Ashmita is a full-time DPhil student currently researching the role of STEM-focused Studio Schools in English Education. Her study focuses on four STEM-specific Studio Schools, and explores their role in the education landscape from the perspective of school administrators, sponsors, staff and students.



“The teaching at the department encourages students to voice their ideas and opinions on topics which in turn facilitates lively discussion, which I have found to be the most useful way to learn about new topics. The courses require students to be fairly self-motivated, which helps instill and reinforce the analytical and research skills required as a PhD student.”

Paul Riser, DPhil in Education

Paul is currently researching what role and degree students’ identities play in their learning processes. Upon completing his degree, Paul hopes to achieve a position as a teaching researcher in Texas, USA.



“Consistently, the department offers students a plethora of research activities. For example, students are encouraged to get involved with conferences (convening, writing for, and attending), to share their academic work in round-table discussions or the annual Poster Conference, and to become part of research projects.”

Gary Morris, DPhil in Education

Gary is a full-time DPhil student who came to Oxford over 30 years after taking his BSc (Hons) Geography and PGCE and as an established practitioner in education.

“I applied for the DPhil in Education at Oxford because after many years as a practitioner in education, with experience of managing and directing this activity within a large national organisation, I wanted to research ways of improving its impact on wider society. Whilst I entered the programme with a clear initial idea of what I wanted to pursue, I was glad to find that it positively encouraged a fuller exploration of my research interests and their potential for doctoral study. My hope is that my research will aid the better conceptualisation of how learning is best achieved through knowledge exchange and that this will inform the development of future approaches to this vital activity.”



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