

Anexa 1. Propunere pentru acordarea unui titlu onorific al Universității de Vest din Timișoara

Important:	
Nume	Oancea
Prenume	Alis Elena
Titlu complet	Profesor universitar dr.
Data nașterii	Conform legislației britanice, nu se precizează
Țara de origine	Marea Britanie/ Romania
Poziția curentă sau trecută: (specificați dacă e pensionar, prof. emerit etc.)	<i>Profesor de Filosofia Educației și Politici de Cercetare Director de Cercetare Universitatea din Oxford</i>
Adresa de corespondență: E-mail : Telefon:	Oxford University, Department of Education, 15 Norham Gardens, Oxford, X2 6PY, United Kingdom alis.oancea@education.ox.ac.uk
Titlul onorific pentru care este propus	Doctor Honoris Causa Socialium Scientiarum
Alte titluri onorifice deținute	Membru al Academiei Învățământului Superior, Marea Britanie Honorary MA, Universitatea din Oxford
<p>Scurtă motivație</p> <p>(Max. 2 pagini. Se evidențiază care sunt motivele principale care recomandă acordarea titlului onorific. Se prezintă pe scurt evoluția profesională a candidatului; principalele realizări academice și rezultate științifice; legătura cu UVT și modul în care acesta a contribuit la dezvoltarea UVT și realizarea misiunii acesteia.)</p>	

Dna Profesor univ.dr Alis Oancea, este o remarcabilă specialistă în domeniul științelor educației, o cercetătoare de elită a acestui domeniu, una dintre cele mai proeminente personalități academice din Diaspora. S-a preocupat în mod special de problematica filosofiei educației și a politicilor de cercetare, impunându-se prin cercetările și preocupările sale în politici de evaluare a impactului cercetării, epistemologie, etică și filosofie a educației, politici educaționale în învățământul superior, etc.

În prezent, este Profesor de Filosofia educației și politici de cercetare (din 2016) la Universitatea din Oxford, Departamentul de Educație, Kellogg College, fiind și directorul de cercetare al departmentului și al facultății (din 2017, 2012-2016 director adjunct). Departamentul de Educație este primul clasat în Marea Britanie între departamentele universitare de profil, cu un buget al portofoliului de cercetare de peste 15 mil de eur. Este, de asemenea, Senior Adviser pentru impactul cercetării al Universității Oxford (din 2017, ocupând și între 2012-2013 această funcție).

Absolventă a Universității din București, specializarea "Pedagogie", în 1998, urmează specializări postuniversitare complexe, în urma cărora deține două titluri de magister și două doctorate, la Universitatea din București (UB), respectiv la Universitatea din Oxford (UO): masterat în "Management și administrație școlară" (1999, UB), Master of arts (UO, 2016, titlu onorific), doctorat în științele educației (2006, UB), doctorat în educație (2009, UO). Absolventă deopotrivă a Liceului Pedagogic din Ploiești, și-a dedicat toată pregătirea și cariera educației. Pe perioada studiilor s-a remarcat prin avansate deprinderi de cercetare și de conceptualizare, fiind titulară a multiple premii și burse de studiu.

Își începe cariera universitară la Universitatea din București (1999-2003), pentru ca apoi, câștigând o bursă de cercetare doctorală la Universitatea din Oxford, să convingă acolo, fiind cooptată atât pentru a face studii doctorale, cât și pentru a deveni cadru didactic asociat, cercetător asociat, apoi titular. Din 2004 a urcat pe toate treptele academice, devenind în 2016 profesor universitar și director de cercetare.

De-a lungul carierei academice s-a remarcat prin excelența conceptualizării unor domenii complexe ale educației, acelea de politici de cercetare și de epistemologia educației, fiind membră a numeroase organisme de cercetare și științifice, dintre cele mai prestigioase. Astfel:

- Este membră a consiliului științific al *Review of Education* – IF 8,241 în 2017, prima revistă clasată în domeniul științelor educației la nivel internațional
- Este co-editor-in-Chief al *Oxford Review of Education* – IF 1.38
- A fost membră a board-ului executiv al BERA (British Educational Research Association, editoare a *Review of Education*), 2009-2012, respectiv al EERA (European Educational Research Association), între 2011-2012, cele mai prestigioase asociații de cercetare educațională
- Este membru invitat al board-ului științific al multor alte prestigioase reviste de educație (*Teaching and teacher education* – IF 3,18 în 2017, *Research Intelligence*, *Educational Theory*, *British Educational Research Journal*, *Journal of Philosophy of Education etc.*, devenind din 2018 și membru al board-ului științific al *Journal of Educational Sciences* al UVT). Este membră și evaluator științific la serii de publicații ale Routledge, Springer, SAGE, Palgrave, Bloomsbury.
- A făcut parte din Grupul de lucru al EERA pentru H2020 (2012-2014)
- Este Vice-Chair, European Commission Horizons 2020 research and innovation funding call (2016, 2017, 2018), făcând parte și din comisia pentru FP6 și FP7 pentru socio-economic sciences and humanities.
- Membră a Grupului de experți al Uniunii Europene pentru *New Indicators for Researchers' Engagement with Open Science and its Impacts* (2017-2019).
- 2017-2018 a coordonat echipa de experți finanțată de Higher Education Funding Council of Wales pentru a dezvolta infrastructura și capacitatea de cercetare în Wales și pentru a contribui la research-informed teacher education and educational practice.
- A contribuit la conceptualizarea *Research Excellence Framework 2014*, realizată pe baza studiului său "Shaping National and International Research Assessment Policy and Practice".

- Este membră a International Advisory Panel on the reform of primary and lower secondary teacher education in Norway (2017-2019).

- Între 2009-2011 a fost Principal investigator al cercetării realizate de Higher Education Innovation Fund pentru studiul "Interpretations and Practices of Research Impact across Disciplines"

- Între 2009-2010 a coordonat pentru Universities Council for the Education of Teachers and British Educational Research Association "Review of the Impacts of the Research Assessment Exercise 2008"

- Între 2004-2005 a fost principal investigator pentru European Science Foundation în elaborarea studiului "Processes of Transition in Educational Systems of Central and Eastern European Countries"

Lista unor astfel de studii conceptuale care au stat la baza reformelor în educație, a conceptualizărilor programelor de cercetare la nivel European și nivele naționale poate continua. Asemănător și lista conferințelor la care a fost keynote speaker sau membră a board-ului științific (inclusiv la UVT, în 2016, 2017) sau a universităților unde a fost profesor inviat, din Japonia, până în Noua Zeelandă, America, Spania, Hong-Kong, Australia etc. este una impresionantă.

- A fost unul dintre cercetătorii din Diaspora cei mai solicitați la Conferința "Diaspora și prietenii săi", organizată la UVT în 2016, fiind atât co-organizator al workshop-ului pentru educație, cât și panelist la dezbaterele finale transdisciplinare, invitată a oferi interviu la televiziune, a oferi consultanță pentru UEFISCDI, pentru a fi expert evaluator etc.

- Este membră a comisiilor de experți care revizuiesc documente de poziție, conceptualizări ale cercetărilor sau evaluează cercetări pentru European Sciences, Foundation, National Foundation for Research from Portugal, Poland, Norway, Finnish Academy of Science, Great Britain – *Research England* (i.e. The Future of Research Assessment, 2019), ERSTE Foundation Austria etc.

- În 2018 a fost și profesor invitat al UVT-DȘE, afirmându-și totala disponibilitate de a sprijini întărirea cercetării, expertizei și a vizibilității științelor educației de la UVT și nu numai: a conceptualizării și creșterii impactului cercetării ca întreg.

De asemenea, portofoliul publicistic al dnei prof. Alis Oancea este impresionant, având o medie de 500 de citări pe an și i10 index 28. Doar cartea (donată și la UVT) *Introduction to Research Methods in Education*. London: SAGE, 421 pp, Punch, K. & Oancea, A. (2014 – 5 editii începând din 2011) are peste 1800 de citări. Asemănător, cartea Furlong, J. and Oancea, A. (Co-editors and authors) (2007), *Assessing Quality in Applied and Practice-Based Research in Education*. London: Routledge are peste 450 de citări. Autoare sau co-autoare a peste 9 cărți și 60 de articole ISI, a unor complexe rapoarte de cercetare, a multor altor studii și articole publicate de autorități de cercetare din Europa și din lume, Prof. Alis Oancea impune nu numai prin expresia cifrică, dar mai ales prin problematicile foarte complexe pe care le abordează la nivel de înaltă expertiză.

Toate aceste argumente ale expertizei profesionale de excepție sunt, sperăm, convingătoare, pentru ca UVT să ofere titlul de DHC unei personalități academice de origine română, care a reușit să ducă la nivel de elită renumele educației academice românești. Prof.univ.dr. Alis Oancea nu numai că a reușit să se impună în vârful ierarhiei academice a prestigioasei Universități Oxford, dar este una dintre

personalitățile de prim rang ale domeniului educațional la nivel european și nu numai. O astfel de membră a comunității academice UVT, ca DHC și profesor onorific, onorează și aduce plus-valoare.

Referenți care au acceptat să scrie scrisori de recomandare (maximum 3 pentru DHC, maximum două pentru Professor Emeritus și maximum una pentru Membrum Senatus Honorifici)

Prof.univ.dr.dhc. Emil Păun, Universitatea din București

Prof.univ.dr. Romiță B. Iucu, Universitatea din București

CS I Ciprian Faturșnic, Institutul de Științe ale Educației, București

Persoana care face propunerea

Titlu, nume și prenume : Prof.univ.dr. Simona Sava

Semnătura

Facultatea: Sociologie și Psihologie

Adresă E-mail : lidia.sava@e-uvt.ro

AVIZE

APROBAT /RESPINS În Ședința Consiliului Facultății de Sociologie si Psihologie din data 28.01.2019	DECAN,
APROBAT /RESPINS În Ședința Senatului din data 4.04.2019	Președinte Senat,

Anexa 2. Propunere comisie laudatio pentru acordarea titlului Doctor Honoris Causa

Doamnei/domnului

Președinte (de regulă Rectorul sau decanul facultății care susține propunerea):

Rector, Prof.univ.dr. Marilen Pirtea/ Decan, Conf.univ.dr. Mariana Crașovan

Membri (5-7 membri cu titlul didactic de profesor):

Prof.univ.dr. Emil Păun, Universitatea din București, DHC UVT
Prof.univ.dr. Simona Sava, Universitatea de Vest din Timișoara
Prof.univ.dr. Romiță B. Iucu, Universitatea din București
CS I Faturșnic Ciprian, Institutul de Științe ale Educației, București
Prof.univ.dr. Gheorghe Clitan, Universitatea de Vest din Timișoara

AVIZE

APROBAT /RESPINS În Ședința Consiliului Facultății din data	DECAN,
APROBAT /RESPINS În Ședința Senatului din data 4.04.2019	Președinte Senat,

Professor Alis E. Oancea

University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY; alis.oancea@education.ox.ac.uk

Academic appointments

2016-present University of Oxford	Director of Research , Oxford University Department of Education Overall responsibility for the research, impact and knowledge exchange strategy of the currently highest-ranking UK department in its field (based on REF 2014). Oversight of a 15 million research portfolio.
2016-present University of Oxford	Professor of Philosophy of Education and Research Policy Academic leadership, research, PhD and Masters supervision, teaching and course leadership in the areas of research on research, philosophy, and higher education
2012-16 University of Oxford	Associate Professor in the Philosophy of Education Research, PhD and Masters supervision, teaching and course leadership in the areas of research on research, philosophy, and higher education
2016-17 University of Oxford	University Pro-Proctor Officer of the University
2012-16 University of Oxford	Deputy Director for Research , Oxford University Department of Education Developed and led impact strategy and the impact submission to REF 2014
2017- onwards University of Oxford	Research Coordinator , Kellogg College, Oxford Oversight of the College's multidisciplinary research centres
2012-13, 2017-current University of Oxford	Senior Adviser for Research Impact , University of Oxford Role in coordinating the preparation of the University's highly successful impact submission to REF 2014 across all disciplines
2014-16 University of Oxford	Research Theme Leader ('Policy, Society and Economy') Intellectual leadership, academic mentorship, and strategic direction.
2012- present University of Oxford, Kellogg College	Governing Body Fellow , Part of the strategic and decision making body of the College
2011-12 University of Oxford	Departmental Lecturer in Educational Research, Policy and Philosophy Doctoral and masters supervision, research, course design and leadership, teaching and examining, chairing committees.
2004-10 University of Oxford	Research Fellow (2006-11), Education; Meta-Research (Research Evaluation) Research Officer (2004-06), Education and Sociology
1999-03 Univ. of Bucharest	Assistant Lecturer in Philosophy of Education & Educational Theory
1999-2001 UNICEF	Research Officer , Inclusive Educational Communities

Prizes, awards, fellowships

Fellow, Higher Education Academy , UK (since 2008)

Book prize, Society for Educational Studies, 2010 (Book of the Year, second prize)

'Landmark study': the Nuffield 14-19 review was designated as one of forty "British Educational Research Association Landmark Studies (1974-2014)"

Fellowships and scholarships:

Foreign and Commonwealth Office (2002-05);

British Council/ Chevening (2001-02);

Open Society Institute (2001-02);

Scattered/ Oxford University (2002-05);

St Hilda's College (Junior Research Fellowship) (2006-09);

Harrison/ St Hilda's (2003-04);

Vice-Chancellor's Award (2004-05);

Various merit scholarships

Special prize for research paper, Centre of Urban Sociology, Bucharest, 1996

Research paper first prize, University of Bucharest, 1997: "Causal and Teleological Explanations in Educational Research"

Prizes won by doctoral students supervised: S. Djerasimovich: British Educational Research Association Doctoral Dissertation Award (2nd prize); 2015.J. Ryan (DPhil supervisee) Best Poster, Association for Educational Assessment-Europe, 2013; A. Cunningham (MSc student): Vice-Chancellor's Civic Award, Oxford University, 2014

Associate research fellowships: ESRC Centre on Skills, Knowledge and Organisational Performance (2006-11); Evidence Network, King's College London (2003-07).

Visiting professor: Oxford Brookes University (2017-18)

Qualifications

2009	Doctor of Philosophy (DPhil)	University of Oxford	Education
2006	Doctor of Philosophy (PhD)	University of Bucharest	Social Sciences/ Education/ Epistemology
2016	Master of Arts (MA)	University of Oxford	Honorary degree
2010	Registered practitioner	PRINCE2	Project management
2008	Fellowship	Higher Education Academy	Higher Education
2008	Diploma for Teaching and Learning in Higher Educ.	University of Oxford	Higher Education Teaching and Learning
1999	DSA (MSc equiv.)	University of Bucharest	Management of Ed. Organisations
1998	Bachelor of Arts (Hons equiv.)	University of Bucharest	Sociology, Psychology & Pedagogy
1994	Qualified teacher	Normal School Ploiesti	Teaching

Research

Areas of specialism: higher education; research and higher education governance; policy studies; research value, impact and quality; cultural value; education; teacher education; knowledge exchange; research evaluation; research methodologies; research capacity and funding; interdisciplinarity; research synthesis; philosophy of education; ethics.

Selected funded research

2018-19	Evaluation of Multaka project. Funding: Esmee Fairbairn [CI with V Elliott]
2018-19	Strategic Innovation Fund–Developing Research Impact. Funding: Economic and Social Research Council /AA [PI]
2018	How research impact is constructed and reported in OMS. Funding: Oxford Martin School [PI]
2017-18	Evaluation of WISERDEducation - national education research capacity building programme in Wales. Higher Education Funding Council for Wales [PI]
2016-17	Harnessing educational research: analysis of impact, environment, capacity and funding. British Academy/ Royal Society [co-PI with D Mills]
2015-16	Ethical quandaries in practice-based research. OUDE Seed Fund [Co-I with N. Fancourt].
2015-16	Finding solutions to the skills gap in the historic built environment – Phase 1. Association of Small Historic Towns and Villages [PI].
2016	Finding solutions to the skills gap in the historic built environment – Phase 2. Association of Small Historic Towns and Villages [PI].
2013-14	Innovative methods for capturing the cultural value of arts and humanities research. Arts and Humanities Research Council [PI].
2013-15	Knowledge Exchange in the Social Sciences (KESS). Higher Education Innovation Fund and matched donation [PI].
2014	BERA Observatory of Educational Research. British Educational Research Association [PI].
2013-4	A dialogue between phenomenology and critical realism. Higher Education Academy [PI].
2011-12	Prospects for the Future of Education Research in the UK. Universities Council for the Education of Teachers & British Educational Research Association (chair: G. Whitty) [Commissioned]

- 2009-11** Interpretations and Practices of Research Impact across Disciplines. **Higher Education Innovation Fund** [Principal Investigator].
- 2009-10** Strategic Forum for Research in Education. Funding: **Economic and Social Research Council, Department for Children, Schools and Families, CfTB** and **British Educational Research Association**. Chair: A. Pollard
- 2009** Quality Criteria for the Assessment of Education Research in Several Contexts of Assessment. **Economic and Social Research Council /Teaching and Learning Research Programme**.
- 2009-10** Review of the Impacts of the Research Assessment Exercise 2008. **Universities Council for the Education of Teachers & British Educational Research Association** [PI].
- 2006-09** Research Evaluation - a comparative study. Postdoctoral fellowship, **Industry funder**.
- 2008** Fixed-term employment in research - new directions in the research economy? **John FELL and Centre for Excellence in Teaching and Learning/ Higher Education Funding Council** [PI].
- 2004-05** Assessing Applied and Practice-Based Research in Education. Funding: **Economic and Social Research Council** (with J. Furlong). RES 618-25-6001
- 2005** Assessing Applied and Practice-Based Research in Education. Dissemination extension funding: **Economic and Social Research Council**.
- 2004-05** Processes of Transition in Educational Systems of Central and Eastern European Countries. **European Science Foundation** [Co-PI].
- 2003-04** The Distribution of Educational Research Expertise in the UK post-RAE 2001. **British Educational Research Association** [Commissioned].

Other funded research:

- 2004-09** The Nuffield Review of 14-19 Education and Training. **Nuffield Foundation** [£1million]. Lead: R. Pring.
- 2000** Curriculum materials for rural education reform (**World Bank**; lead: E Paun/ A Butuca)
- 1999-2001** Building inclusive educational communities (**UNICEF**; lead: M Ainscow)

Pending outcome:

- 2018** The Place of Geographical Knowledge in the School Curriculum in this Day and Age (Steve Puttick) (under review) - **UKRI**

National and international academic leadership roles

Learned societies

Executive Council/ Trustee of the British Educational Research Association (2009-12)
Council Member of the European Educational Research Association (2011-12)
R&D Committee member, Universities Council for the Education of Teachers (2012-13; 2016- current)
Academic Publications Committee, British Educational Research Association (2009-15)
European Educational Research Association, Horizons 2020 Working Group (2012-14)
Co-convenor, Oxford Branch of the Philosophy of Education of Great Britain (since 2008)
Fellow, Higher Education Academy (since 2008)
Memberships (current): British Educational Research Association; Philosophy of Education Society of Great Britain; European Educational Research Association; Society for Research in Higher Education

Editorship

Co-Editor-in-Chief, *Oxford Review of Education* (Taylor and Francis) (current): leading international peer review journal
Founding Co-Editor, *Review of Education* (2012-16): initiated a high-quality peer reviewed journal with a focus on research synthesis and large scale research in education
(2018) invited to bid for Editorship of *Teaching and Teacher Education* (Elsevier), one of the leading education journals globally (top 25)
Lead Editor, *Research Intelligence* (2010-12): revamped content, direction and look and turned it into the successful publication it is today; I introduced the thematic component in 2010
Editorial Board member (current): *Review of Education* (Wiley Blackwells)
Review Board member: *Educational Theory* (USA, Wiley)
Senior Assistant Editor (2006-08) and Assistant Editor (2004-06) of *Ageing Horizons*
Committee on Publication Ethics member (2012-15) (international)
Editorial assistant, *Generations Review* (2006)
Peer reviewer for international journals, e.g. *Scientometrics*, *Research Evaluation*, *British Educational Research Journal*, *Oxford Review of Education*, *Journal of Philosophy of Education*, *Research Papers in Education*, *Cultural Trends*, *International Journal of Cultural Policy*, *International Journal of Intergenerational Learning* etc.
Book series, journal proposals and book proposals referee (e.g. SAGE, Palgrave, Bloomsbury, Routledge, Springer)

Advisory boards

International Advisor, Teacher Education Reform, Norwegian government (Norwegian Agency for Quality Assurance on Education) (2017-2019)

Expert Group member, tasked with recommending new research and innovation policies to the European Commission on new indicators of engagement with open science (2017-18)

Invited member of Advisory Group on the Future of Research Assessment convened by Research England (national funding council for research) (2018-19)

Member of working group on The Intellectual Basis of Teacher Education UCET (Universities' Council for the Education of Teachers) (2019)

Research Management Committee, ESRC/HEFCE Centre for Global Higher Education (2018-20)

Scientific Advisory Board, 'Argumentation in science and religious education: an interdisciplinary study on teaching and learning in British schools' (Templeton World Charity Foundation) (2018-20)

International Advisory Board, 'Higher Education Research' Series, Bloomsbury (2018-current)

Critical friend to €1.5m European Commission FP7 project on Quality Indicators for the Educational Research (2010-11)

Advisory Board, 'Humanities in practice: Expanding the interdisciplinary understanding of the practice and evaluation of quality in the humanities' application (University of Bergen, School of Social Anthropology), Norwegian Research Council (2018)

Scientific Advisory Board, 3rd International Conference on Communication and Education in Knowledge Society, 9 Nov. 2017, Timisoara

Advisory Board member, League of European Research Universities Doctoral Summer School (2015)

Advisory Board Member, SAGE Research Methods Online (2011-14)

Planning Group Member, UK Strategic Forum for Research in Education (2009-10) - a national initiative jointly funded by the ESRC, DCSF, BERA and CfBT. Co-author of the final report.

Strategic working group member, Horizons 2020, European Educational Research Association (2012-13); co-lead of grant application to EC on behalf of the European Educational Research Association, 2013

Member, inaugural selection panel, BERA/SAGE Book Series - Education Research Methods (2011-12)

Funding panels

Economic and Social Research Council, Steering Panel member for Large Grants and Centres funding competition, 2015; member of interview panel for shortlisted applicants
Chair, national funding allocation panel for Norwegian Organisation for International Cooperation (teacher education), 2018.

Vice-Chair, European Commission Horizons 2020 research & innov. funding call (2016)

Vice-Chair, European Commission Horizons 2020 research & innov. funding call (2017)

Vice-Chair, European Commission Horizons 2020 research & innovation call (2018)

Large Grants Allocation Committee member, Philosophy of Education Society of Great Britain, 2014-16

Economic and Social Research Council, Peer Review College, since 2010

Arts and Humanities Research Council, Peer Review College, from 2017

Member of EEF Reviewer pool (since 2016)

ESRC End of Award Rapporteur, 2014

Nomination for REF 2014 and 2021 sub-panel (Education) membership

National Research Funding Agency, Romania: invited to join evaluation panel (2018-19)

ERSTE Foundation, Austria, member of panel for Fellowship Scheme (2009-10)

Framework Programme 7: expert, grant proposals in socio-economic sciences and humanities

Framework Programme 6: expert, mobility/ public engagement grant applications

European Science Foundation, Standing Committee for the Social Sciences - reviewer of position papers

National Foundation for Research, Portugal

Expert, the National Centre for Research and Development, Polish-Norwegian Research Programme, Poland

Doctoral and ECR funding and recognition panels

Postdoctoral researcher funding evaluator, Finnish Academy of Science and University of Helsinki

Doctoral scholarships panel, Philosophy of Education Society of Great Britain, 2013-16

Chair, Philosophy of education Society of Great Britain, Postgraduate Students' Pre-conference, 2013

British Educational Research Association, Dissertation Awards panel member, 2010

British Educational Research Association, Dissertation Awards panel member, 2011

British Educational Research Association poster competition judge, 2011

Other positions of trust

Recruitment committees for senior positions at Oxford (selected, past 2 academic years): Professorship/ Associate Professorship (2018/19); Professorship/ Associate Professorship (2017/18); Deputy Director of Centre (2018); Director of Professional Programmes (2017); Deputy Director of Research (2016; 2018); various other appointments.

Panel member or evaluator for promotion and recruitment (selected): Professorship (UCL Institute of Education); Research Professorship (Belgium); Professorship (Australia); Readership (Oxford Brookes); Associate Professorship (Hong Kong); postdoctoral researchers (Finland); various other

External examiner (PhD): University of York, 2017

Chair of Governors, Wootton St Peter's School (also Governor since 2012)

Invitations to expert events and initiatives (a small selection)

Research England (national funding body for universities): The Future of Research Assessment expert group meeting, Jan 2019

Universities Council for the Education of Teachers, UK: The Intellectual Basis of Teacher Education expert group meeting, Jan 2019

HEFCE, "The Turning Tide: A new culture of responsible metrics for research", 8 February 2018, London

Department for Education/ British Academy/ Royal Society roundtable on education research, British Academy, London, 19 April 2018.

Launch of the British Academy/ Royal Society report "Harnessing Educational Research", 2018.

AHRC, Cultural Value symposium with former AHRC Cultural Value grant holders, Edinburgh, February 2017

British Academy/ Royal Society (2016) Kick-off meeting for inquiry into educational research

HEFCE Round Table (2015) Novel Valuation Methods (Chair: D. Sweeney), London, 13 Feb.

HEFCE Metrics Review Workshop on Research Impact (Jan 2015)

Department for Children, Schools and Families Development Day (2012), invited academic

'Legitimacy of the European Research Council' Expert Workshop, Stockholm, Sweden (2011)

The World Social Science Report (UNESCO, 2010)

HE Heads of Department meeting, invited speaker, UCET/BERA, 2012, 2014

Stakeholders' meeting, Strategic Forum for Educational Research (DCSF, CfBT, ESRC, BERA), 2010

Strategic stakeholders meeting on the future of research dissemination in education (2011)

Academic leadership and management roles at University of Oxford

University

University of Oxford REF 2021 Project Board (current)

University of Oxford Special Advisor on Impact (current)

University of Oxford Pro-Proctor (2016-17)

Social Sciences Division Research Strategy Group (current)

Social Sciences Division REF 2021 Coordinators Group (current)

University of Oxford Senior Academic Advisor (Impact)/ REF 2014, PRAS (2012-13)

University of Oxford Policy Innovation Strategy Group (2016-17)

Social Sciences Division's REF Impact Review Panel (member/ reviewer, 2012)

Social Sciences Division's Knowledge Exchange Strategy Group, overseeing Oxford's ESRC Impact Acceleration Fund pilot (2013-14)

Social Sciences Division Impact Prize Panel and Impact conference advisory board (2018)

Impact Adviser, Social Sciences Division, University of Oxford (2013)

RCUK Catalyst Seed Fund Award, Public Engagement with Research Panel, Oxford, 2016

Department/ faculty

Director of Research, Oxford University Department of Education (OUDE) (2016 - current)

Deputy Director for Research (2012-16)

Departmental Board Member (since 2012)

Planning and Resources Sub-committee member (since 2016)

Research Theme Leader: Policy, Economy and Society (2014-16)

Research Coordinator, Kellogg College (from 2017)

Chair, Conferences and Small Grants Committee (disbursing research budget) (2009-12)

Research Strategy Group member (since 2012) and Research Committee (2008-2011)

Chair, Knowledge Exchange and Impact Sub-Committee, OUDE (since 2014) and

Chair, Research Staff Forum (2008-11)

Governing Body Fellow, Kellogg College

Examiner: MSc and DPhil (Oxford), including Learning and Technology; Teaching and

Learning Fellowship Programme, Oxford Learning Institute (since 2012)

Course convenor: Foundations of Educational Research (2012-16). I re-designed and coordinated the core research methodology training course for MSc Education students

Other committees: Education Committee; MSc Research Training Committee; Scholarships Committee; Communications Committee; Professional mentor for staff

College

Governing Body fellow (since 2012)

Research Coordinator (current, since 2017)

Scholarships Committee (two terms of office - 2012-14 and 2014-15)

Size and Shape Working Group (2014-15)

25th Anniversary History Group (2014-15)

Communications Committee (2014-15)

Pastoral role: College Advisor to around 10-12 students per year.

Mentoring and ECR development

- Senior academics: member of the mentors pool for the Ad Femina scheme, Oxford
- Academic staff: formal and informal mentoring for new academic staff at Oxford University Department of Education
- Postdoctoral researchers: Dr Sanja Djerasimovic (2014-16), Dr Maria-Teresa Florez-Petour (2013-14), Dr Jeanette Atkinson (2013-14), Dr James Robson (2017-19), Dr Eleni Stamou (2014-15), Dr Kate Cantrell (2014-15)
- Research Assistants: Nuzha Nusebeieh, Dr Xin Xu, Dr Jennifer Allen, Dr Helen Campbell-Pickford, Jill Boggs, Sophia Staves, Lucy Beharell
- Administrative staff: Hannah Brown (Research and Communications Administrator, since 2017); Sheena Lee (Project Manager, since 2019), Joanne Hazell (Editorial Administrator, since 2017)
- Research interns: Dr Nick Andrews (2012); Jaqueline Gallo (2015); Samantha Seiter (2014); Sijung Cho, 2014; Kyeonghwa Lee (2014); Hooran Liu (2013); Dr Richard Budd (2010)

Other examples of mentorship roles:

Mentor, UKRI Future Leaders Programme application, Dr James Robson (2018-2020)

Mentor, UKRI Future Leaders application, Dr Steven Puttick (2019)

Mentor, Torch KE application, Associate Professor Velda Elliott (2018-19)

Mentor, British Educational Research Association 'Meeting of Minds' Award, Dr Janet Orchard (Programme Director, University of Bristol) (2012-13)

Professional Mentor, Diploma for Teaching and Learning in Higher Education, Dr T.

Simpson, Associate Professor of Philosophy and Public Policy, Oxford, Blavatnik School of Government (2014-15)

Professional Mentor, Diploma for Teaching and Learning in Higher Education, Dr Michael Dunn, University Lecturer in Health and Social Care Ethics, Oxford, Department of Public Health (2012-13)

Professional Mentor, Diploma for Teaching and Learning in Higher Education, Professor Bertrand Venard, Oxford, Department of Sociology (2011-12)

Mentor, Teaching and Learning Portfolio, Dr Sanja Djerassimovic (2015)

Academic visitors formally hosted:

Visiting Research Fellows: Professor Maria Amilburu, Universidad Nacional de Educación a Distancia, Madrid, Spain (2018-19); Professor Eiichi Aoki, University of Tokyo, Japan (2016); Dr Claire Donovan, Reader, Brunel University (2015-16); Professor Peter Roberts, University of Canterbury, New Zealand (2016)

Examples of research impact and impact activities

UK and internationally: Research Excellence Framework (national evaluation of research in U.K.) 2014 impact case study: "Shaping National and International Research Assessment Policy and Practice", based on my work on research assessment and research policy, was part of the top-ranking submission to UoA 25 (Education) (full text at <http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=3699>).

Norway: member of International Advisory Panel on the reform of primary and lower secondary teacher education (<https://www.nokut.no/prosjekter-i-nokut/apt/>) – in Norway (2017-2019), an initiative established in connection with the Norwegian government's introduction of five-year integrated master's programs for primary and lower secondary education. The panel provides direct advice, recommendations and feedback to the Norwegian Agency for Quality Assurance in Education, to the Ministry of Education in Norway to primary and lower secondary teacher education institutions. Its recent 'White paper' has widespread coverage in Norwegian media and some of the recommendations are already being implemented

European Union: member of European Commission expert group on New Indicators for Researchers' Engagement with Open Science and its Impacts (https://ec.europa.eu/research/openscience/index.cfm?pg=altmetrics_eg) – drawing on my work on research assessment and research careers. The group, comprising of six international experts, met for the first time in November 2017. Final report and recommendations for European policy: January 2019.

Wales: In 2017-18, led a team including Professor J Michie, Dr A Childs, Dr N Fancourt, Dr I Thompson and Dr J Robson to evaluate Wiserd Education, a large-scale five-year investment by the Higher Education Funding Council for Wales with the aim to develop the capacity and infrastructure for educational research in Wales and to contribute to research-informed teacher education and educational practice. It led to wider recommendations for future capacity building in educational research in Wales, published by HEFCW in July 2018.

UK: Authored and contributed to strategic papers and national consultation responses for BERA (e.g. REF 2014 consultation, HEFCE; Equalities Consultation, HEFCE, 2011 etc.). Also

commissioned by BERA, UCET, BA and RSA to review: the distribution of educational research expertise in the UK (2005); the impact of RAE 2008 on education as a discipline (2010); the current state of education as a discipline (2012, and again in 2015; and in 2017-18); and the philosophical aspects of teacher education (2014). The reports have been widely used, including as the evidence base for national campaigns for educational research and for responses to policy consultations. In 2018-19 I joined an advisory group convened by Research England on The Future of Research Assessment.

British Academy/ Royal Society: commissioned to review (completed December 2017, published in 2018) the capacity, impact and wider landscape of educational research, for the joint inquiry into educational research led by the British Academy and Royal Society (<https://www.britac.ac.uk/news/british-academy-royal-society-launch-joint-project-educational-research>).

England: In February 2018, invited talk on cultural value from research to kick-start a series of KE meetings with senior professionals in the museum and heritage sectors (convened by Dr K Eccles) focused on understanding and measuring impact and outcomes in the cultural and heritage sector (<https://www.oii.ox.ac.uk/research/projects/measuring-what-matters/>).

England and Wales: Nuffield review - co-authored submission of evidence to Select Committee Inquiry on education, 2008

Digital resources produced/ IPR:

- Online training resource: Knowledge Exchange in the Social Sciences, available at <http://www.education.ox.ac.uk/impact-and-knowledge-exchange/>
- DVD/ Video: Understanding and communicating the quality of research (SAGE)
- Podcast series: 'Impact in an evolving research environment' (2015) <http://podcasts.ox.ac.uk/series/impact-evolving-research-environment>
- Companion website on teaching research methods (SAGE)
- Online resource: Bridges, D., Oancea, A., et al (2007) Ethics and educational research: epistemological perspectives. London: TLRP.
- IPR secured for research impact model (2012-13)

Various consultancies advising HEI institutions on their research strategy, impact strategy, and on preparing for the REF.

Media coverage: the work on the current state of education research (Oancea, 2004-05), on the RAE 2008 (Oancea, 2010) and on inclusion (2000) was covered in national media. Other recent engagement includes a piece on metrics and research assessment in *Research Fortnight* (Oancea, 2015). The wide media coverage for the Nuffield Review includes 51 newspaper items in 2008-09 only (LexisNexis). Extensive media coverage in Norway of the teacher education reform recommendations (2017-19).

Social media: academic Twitter account (@ciripache) (1100+ followers)

Bibliometric indicators: around 500 citations/year; i10 index: 28; average citations per paper listed in Google Scholar: 51.

Academic events (co-) led

Conference symposia (competitive, peer reviewed)

(2018) Metrics in Higher Education: Technologies and Subjectivities. Symposium at the Society for Research in Higher Education Conference, Dec 2017, Newport. Chair: R Bloch.

(2017) The impacts of impact assessment. Peer-reviewed symposium at the Society for Research in Higher Education Conference, Dec 2017, Newport/. Chair: R. Burgess.

(2016) The Future of Research Synthesis. Symposium (competitive) convened at BERA Conference, September, Leeds.

(2011) Philosophy of Education conference - peer reviewed symposium co-convened on Philosophical Perspectives on Teacher Education

(2007) BERA, Nuffield review – keynote symposium (competitive) convened at BERA Conference, September.

(2008) ESRC Research Methods Festival symposium convened on Research Staff Careers and Development.

International conferences organised and co-organised include:

(2018) National conference on teacher education reform, Oslo (with NOKUT)

(2018) Co-led a two-day workshop on practice-oriented research for teacher education providers in Western Norway (Bergen) (with M Alexandersson and NOKUT)

(2017) Co-led a two-day workshop on integrated professional Masters for providers in Western Norway (Bergen) (with M Alexandersson and NOKUT)

(2015) Impact and KE in the new research environment, Seminar series (with R. Goodman).

(2014) A dialogue between phenomenology and critical realism, Oxford, HEA.

(2011, 2012) Philosophical Perspectives on the Future of Teacher Education, PESGB

(2009, 2010) Strategic Forum for Research in Education, Edinburgh; London

(2009) New Directions in the Research Economy, Oxford.

(2005) Post-communist transitions, European Science Foundation.

University events chaired and organised (past year only)

Public seminars: oversight of the department's flagship public seminars programme (8 events/term, with podcasting), including personally convening and chairing an average of 1 public seminar/ term

Philosophy of Education (annual seminar series, co-convenor, PESGB Oxford – about 2-3

seminars per term)

Leading and delivering staff development workshops in preparation for REF2021: PGCE (Jan 2018); Outputs (January 2018); Impacts (March 2018); Administration (March 2018); Research staff (June 2018).

Hosting and chairing the Social Sciences Division event for the 2018 Open Access week, on "Publishing, Papers and Peer Review"

Chair, Higher Participation Higher Education Systems, symposium (Cantwell, Marginson, Smolentseva), 29 Nov 2018

Teaching

Current graduate courses (at the University of Oxford):

Philosophy of Educational Research (PRS and MSc) [course leader]

Foundations of Educational Research 1: Concepts and design (core methods course MSc and PRS) [course leader until 2014]

Higher Education (Research Assessment; Research Careers) (MSc)

Research Skills Training (DPhil and PRS)

Annual student induction lecture

Past graduate courses (taught at the University of Oxford):

Foundations of Educational Research 2: Methods and strategies (core methods course MSc and PRS) [course leader]

Conceptualising Educational Research (core module - MSc)

Current Issues in Educational Research (MSc)

Philosophy of Education (PRS/ MSc)

Strategies for Educational Research (MSc)

Lectures and classes for MSc and DPhil students as contribution to the following courses:

Comparative and International Education; Globalisation, Policy and Politics

DTC Social Sciences course: Achieving Impact from Doctoral Research

Contemporary Social Theory (PRS/ MSc)

Past undergraduate courses (Universities of Oxford and Bucharest):

Educational Policy

Philosophy of Education

Theory of Education

Supervision of PhD and Masters students

PhDs supervised to completion at Oxford:

- Dr Xin Xu (Clarendon Scholar, awarded 2019) no corrections. Examiner comments: “outstanding”, “pristine methods”, “exemplary”, “strong and robust”, “impressive”.
- Dr Tom N. Martin (ESRC scholar, award 2019): ‘Getting ‘the feel’: Craft learning as perceptual transformation’
- Dr Mariela Neagu (awarded 2017): ‘Young adults’ perspectives on their experiences of different types of placement in Romania’
- Dr Jeanne Erickson (awarded 2016): ‘The education experiences of eight American adolescents in cancer survivorship’
- Dr Steven Puttick (awarded 2015) (ESRC scholarship): ‘Geography teachers’ subject knowledge: an ethnographic study of three secondary school geography departments’. No corrections; examiner comments: “deeply fascinating”, “enormous insights”, “original and well designed”.
- Dr Sanja Djerasic (awarded 2015): ‘Formation of the civic education policy as a discursive project in post-2000 Serbia’. Examiners’ comments: ‘original’, ‘methodologically and theoretically ambitious’.
- Dr Sun Kim: (awarded 2015) ‘Re-conceptualizing ‘educational policy transfer’: an analysis of the Soviet and US influence on educational reforms in the two Koreas (1945-1959)’
- Dr Cho Hoonhui (awarded 2014): ‘The centrality of the state in the governing of higher education in South Korea: a critical discourse analysis’. Examiners’ comments: “convincingly critical”, “opens up a new conceptual space”, “subtly and carefully conducted”, “thoughtful, knowledgeable and reflective”, “impressive”.

Note: Puttick is now a Senior Lecturer and head of professional programmes at a UK university. Djerasic is a Senior Research and Impact Fellow at a UK university. Cho is a Ministry of Education director in South Korea. Kim is a Research Professor in South Korea. Erickson is pursuing her career in the US. Neagu is a Research Officer in Oxford and has recently become PI on a research grant. Xu is a Research Associate in the ESRC/OfS Centre for Global Higher Education.

DPhil students supervised in recent years gained prestigious scholarships, including four ESRC scholars, three Clarendon scholars, one New College scholar, two Centre scholarships etc.

Current PhD students:

- Jeanne Ryan (awaiting CoS): ‘Deconstructing the construct: a comparison of reading assessment in GCSE English, MCAS English Language Arts and PISA Reading Literacy’
- Lili Yang (ESRC Scholar): ‘Similarities and Differences between Notions of ‘Public’ in Sinic and Anglo-American Traditions, and its Implications in Higher Education’
- Tom Brotherhood (ESRC Scholar): ‘Considering agency in the education-migration nexus: A temporal analysis of structure-agency relations with student-migrants’
- Olga Mun: ‘Theorising the role of higher education and student mobility in students’ self-formation and democratisation processes in Kazakhstan’
- Arzhia Habibi: ‘International Mainland Chinese students’ perspectives on Global Citizenship in higher education’

In 2017-18 only: Lynn Schneider (ToS passed 2018): 'A Case Study of the Implementation of the Prevent Duty in UK Higher Education Institutions'

PhD/ DPhil examiner - final and milestone examinations

Erin Young, 2018: '(Un)settling differences: An investigation into enactments of interdisciplinarity by research themes in Higher Education'

Jennifer Chubb, 2017: 'Instrumentalism and Epistemic Responsibility: Researchers and the Impact Agenda in the UK and Australia'

Kristine Gorgen, 2017: 'Teaching and testing citizenship for naturalisation in Germany, the United Kingdom and the United States of America'

Abdurrahman Kendek, 2016: 'A Comparative Study of Religious Education Policy in Turkey and England'

Katri Eeva, 2014: 'The EU's European Semester: Soft power and knowledge in the governing of education'

Sun Kim, 2012: 'Re-conceptualizing 'educational policy transfer': an analysis of the Soviet and US influence on educational reforms in the two Koreas (1945-1959)'

Maria Teresa Florez, 2012: 'The implementation of Assessment for Learning Policy in Chile, from a complex systems perspective,

Jeanne Erickson, 2012: 'Overall Experiences of Adolescent Students in Cancer Post-Treatment'

Willy Oppenheim 2011: 'Imagining 'demand' for girls' schooling in rural Pakistan'

Andrew Boggs 2011: 'The 2004-2006 Oxford University Governance Review: An analysis in the light of previous governance reforms'

Aisi Li, 2010: 'Competition and compromise between British missionaries and Chinese officials: the founding of Shanxi University in 1902'

Bipana Bantawa, 2010: 'Examining the structures and practices for knowledge production within Galaxy Zoo - an online citizen science initiative'

MSc supervision

In the last five years I supervised 14 MSc dissertations, including those by Amira Burshan (2017/18) (DISTINCTION), Endrit Shabani (RDM) (2013-14) (DISTINCTION) and Natalia Kolnik (CIE) (2012-13) (DISTINCTION).

PhD and Masters examining

Examiners' Board member for MSc Education (2010-14)

Examiner, 6-8 MSc Education dissertations/year

Personally examining around 40 module examinations per year

Assessor, MSc Education and DPhil, OUDE, since 2010

Examiner, Teaching Fellowship Preparation programme, Oxford Learning Institute (2012-15)

Examiner, Developing Teaching and Learning programme, Oxford Learning Institute (2013-14)

External Examiner, PhD, University of York, 2017

Selected publications

Full publication portfolio was part of top-ranking submissions in Panel 45 (Education) – research Assessment Exercise, UK, 2008 and Panel 25 (Education) – Research Excellence Framework, UK, 2014.

Books

Punch, K. & **Oancea**, A. (2014) *Introduction to Research Methods in Education*. London: SAGE, 421 pp.

Best-selling, nearly 1800 citations counted by Google Scholar to date. Comments: “extremely valuable for any postgraduate student or a researcher...a must have in one's research collection” (S.Mokoena, South Africa, 2015).

Furlong, J. and **Oancea**, A. (Co-editors and authors) (2007) *Assessing Quality in Applied and Practice-Based Research in Education*. London: Routledge. Highly cited first-authored chapter (Oancea and Furlong, 2007). Described as “groundbreaking” (S. Groundwater-Smith and N. Mockler, 2009) and ‘influential’ (M. Hammersley, 2008); was used by the ESRC in its strategy for applied research and by the RAE 2008 UoA45 sub-panel. The work that led to the book has been cited over 450 times.

Oancea, A. (2010) *The Impacts of RAE 2008 on Education Research in UK Higher Education Institutions*. ISBN report (978-0-946671-28-1). Macclesfield: UCET/BERA. Reports an empirical study that was widely disseminated by BERA & UCET and informed their campaigns and strategic decisions. Comment: “a sound contextualised basis for considering the upcoming REF” (J.Gardner, I.Menter & J.Hoad, 2010).

Pollard, A. and **Oancea**, A. (2010) *Unlocking Learning? Towards evidence-informed policy and practice in education*. London: SFRE. ISBN-10: 094667129X.

Pring, R., Hayward, G., Hodgson, A., Johnson, J., Keep, E., **Oancea**, A., Rees, G., Spours, K. & Wilde, S. (2009) *Education for All: The future of education and training for 14-19 year olds*. London: Routledge. Highly cited and prize-winning co-authored monograph, selected by BERA as one of 40 “landmark studies that have had a significant impact on educational policy, educational practice, research methodology and/or educational theory over the past 40 years”. Also winner of second prize as Book of the Year – Society for Educational Studies.

Oancea, A. (2000) *Causal Explanation and Teleological Explanation in Educational Research*. (title translated, monograph). Bucharest: The University of Bucharest Publishing House. Comments: “accomplished with elegance, originality and intellectual seriousness, this study marks a qualitative moment in the theory and practice of education in this country”; “intelligently structured”, with “methodological rigour, clear and sophisticated exposition” (M.Calin, 2000).

Special journal issues (co)edited or overseen:

Learning Cities (Oxford Review of Education, 2019, in production)
The Educational Experiences of Looked After Children (Oxford Review of Education, 2019, in production)
Research Synthesis in the Social Sciences: The state of the art (Review of Education, 2016);
Ethics and Emotions in Educational Research (Research Intelligence, 118/2012);
Researcher Diversity in Education (RI, 117/2012);
The Future of Teacher Education and Teacher Education Research (RI 116/2011);
The Current State of Education Research (RI, 115/2011);
Education Research in the Current Financial and Accountability contexts (RI, 114/2011);
Disciplines of Writing in Educational Research (RI, 113/2010);
Fixed-Term Employment in Research (RI, 108/2009);
The Promise of Lifelong Learning (Ageing Horizons, 8/2008);
Assessing Quality in Applied and Practice-Based Research in Education (Research Papers in Education, 22:2, 2007).

Peer-reviewed articles and chapters, and major reports

- Oancea, A.** (2019) Research governance and the future of research assessment. *Palgrave Communications*. (in print)
- Wouters, P., I. Rafols, **Oancea, A.**, Kamerlin, L., Jacob, M. and Holbrook, J. (2019) *Indicator Frameworks for Fostering Open Knowledge Practices in Science and Scholarship*. Expert Group report for the European Commission, Brussels: European Commission, Jan 2019.
- Stamou, E., **Oancea, A.** and Edwards, A. (2019) Knowledge exchange-rich research in the social sciences: knowledge ecosystems, networks and academics as boundary spanners. *Studies in Higher Education* (under review)
- Oancea, A.** (2018) The practice of educational research. In: *International Handbook of Philosophy of Education*. Cham: Springer. ISBN:978-3-319-72759-2.
- Oancea, A.**, Florez-Petour, T, Atkinson, J (2018) "The ecologies and economy of cultural value from research", *International Journal of Cultural Policy*. DOI: <http://dx.doi.org/10.1080/10286632.2015.1128418>
- Oancea, A.**, Petour, TF, Atkinson, J (2017) "Qualitative network analysis tools for the configurative articulation of cultural value and impact from research", *Research Evaluation*. DOI: <http://dx.doi.org/10.1093/reseval/rvx014> [Principal Investigator and corresponding author]
- Oancea, A.**, Mills, D. and Robson, J. (2017) *The Capacity and Impact of Education Research*

in the UK. Report to the Royal Society and British Academy Joint Enquiry on Educational Research. London: RS, December.

Oancea, A., Fancourt, N., Robson, J., Thompson, I., Childs, A. and Michie, J. (2017) *Evaluation of WISERDEducation*. Report to HEFCW. Bedwas, Caerphilly: HEFCW, November.

Oancea, A. and Xu, X. (2017) *Performance-Based Research Funding*. In Oxford Bibliographies in Education. Eds. L. Meyer and A. Hynds. New York: Oxford University Press. [corresponding author]

Oancea, A., Atkinson, J. and Florez, M.T. (2015) The ecologies and economy of cultural value from research. *International Journal of Cultural Policy*. [AHRC funding, PI and corresponding author]. Gold open access: <http://www.tandfonline.com/doi/full/10.1080/10286632.2015.1128418>.

Bridges, D., **Oancea, A.** & Orchard, J. (2016) Teacher education as ethical practice. In M. Peters, B. Cowie, I. Menter (Eds) *A Companion to Research in Teacher Education*. Springer.

Oancea, A. (2016) The aims and claims of educational research. In: M. Hand and R. Davies (Eds) *Education, Ethics and Experience*. Routledge.

Oancea, A. (2016) Including ethics in social science research. In K. Punch, *Developing Effective Research Proposals*. 3rd ed. London: SAGE, pp. 22-44 (reprint from Oancea, 2014).

Ertl, H. and **Oancea, A.** (2016) What contributions does the European Union make to research in the UK higher education sector? In: *Research Intelligence*, Vol. 131, Autumn 2015, 15-17.

Oancea, A. and Mills, D. (2015) The new ecosystem for educational research: Findings from the BERA Observatory. *Research Intelligence*, 127: 26-7.

Oancea, A. (2016) Editorial. Special issue on The Future of Research Synthesis, *Review of Education*, 4(1), April.

Winch, C., **Oancea, A.** & Orchard, J. (2015) The contribution of educational research to teachers' professional learning: Philosophical understandings. *Oxford Review of Education*, 41 (2): 202-216. [top cited article in the journal for 2017]

Orchard, J. and **Oancea, A.** (2015) Preface. In: R. Heilbronn and L. Foreman-Peck (eds) *Philosophical Perspectives on Teacher Education*. Oxford: Wiley-Blackwell.

Oancea, A. (2014) Teachers' professional knowledge and state-funded teacher education: a (hi)story of critiques and silences. *Oxford Review of Education*, 40(4), 497-519.

Oancea, A. and Mills, D. (2014) *Educational Research*. Final report of the BERA Observatory 2014. London: British Educational Research Association. [PI]

- Oancea, A. & Djerassimovic, S. (2015)** *The impact submission of the University of Oxford to REF 2014. Summary of initial findings from in-depth mining and analysis.* Report for REF Project Board. [PI].
- Oancea, A. (2014)** Research assessment as governance technology in the UK: findings from a survey of RAE 2008 impacts. *Zeitschrift für Erziehungswissenschaft*, 17(6): 83-110
- Oancea, A. (2014)** Causation. In: D. Philips (ed.) *Encyclopedia of Educational Theory and Philosophy*. New York: SAGE
- Oancea, A., Florez, T. & Atkinson, J. (2014)** *The Cultural Value of Arts and Humanities Research: A Configurative Approach.* Arts and Humanities Research Council. [PI]
- Oancea, A. (2013)** Interpretations of research impact in several disciplines, *European Educational Research Journal*, 12(2), 242-250.
- Oancea, A. (2013)** Ethics in social science research. In: K. Punch, *Introduction to Social Research*. London: SAGE. Reprinted in Punch and Oancea (2014).
- Oancea, A. (2013)** Buzzwords and values: The prominence of “impact” in UK research policy and governance. *Research Trends*, 33, 6-8
- Ovseiko, P.V., **Oancea, A.**, and Buchan, A.M. (2012) Assessing research impact in academic clinical medicine: a study using REF pilot impact indicators. *BMC Health Services Research*, 12:478. [highly accessed –15330 to date, top 2% Almetrics score internationally within a month, current score 44.
- Christie, D., Whitty, G., **Oancea, A.** et al (2012) *Prospects for the Future of Education Research*. London: BERA& UCET.
- Oancea, A. and Orchard, J. (2012)** The future of teacher education. *Journal of Philosophy of Education*, 46: 574–588. doi: 10.1111/j.1467-9752.2012.00888.x [corresponding author]
- Oancea, A. (2011)** Philosophy of education. In: J. Arthur (Ed) *The Routledge Companion to Education*. London: Routledge.
- Oancea, A. (2011)** *Interpretations and Practices of Research Impact across the Range of Disciplines.* Final report. Oxford University.
- Oancea, A. (2010)** Does the concept of knowledge translation capture the complexity of the relationship between research and practice? In: R. Lyons (Ed.) *Using Evidence: Advances and debates in bridging health research and action*. Ottawa: Canadian Institutes of Health Research.
- Oancea, A. (2010)** Research assessment in the United Kingdom. International Social Science Council (2010) *World Social Science Report*. Paris: UNESCO.
- Pollard, A. and **Oancea, A. (2010)** *Unlocking Learning? Towards evidence-informed policy and practice in education*. London: SFRE. ISBN-10: 094667129X.

- Oancea, A. (Ed) (2010) *The Accumulation, Mediation and Impact of Education Research*. London: SFRE.**
- Oancea, A. and Bridges, D. (2010) Philosophy of education in the UK: The historical and contemporary tradition. In: J. Furlong and M. Lawn (Eds) *The Disciplines of Education. Their Role in the Future of Education Research*. London: Routledge [[corresponding author](#)].**
- Oancea, A. and Bridges, D. (2009) Philosophy of education – its contribution and status since 1988. *Oxford Review of Education*, 35 (5): 553-568. Republished in: R. Smith (ed.) *Philosophy of Education II: Major Themes in Education*. Abingdon: Routledge [[corresponding author](#)].**
- Oancea A. (2008) The promise of lifelong learning. In: *Ageing Horizons*, 8, pp. 1-3.**
- Oancea, A., Engebrecht, P. and Hoffman, J. (2009) Educational research and policy in the United Kingdom - implications for South African higher education research. *South African Journal of Higher Education*, 23(2) [[corresponding author](#)].**
- Oancea, A. (2009) Performative accountability and the UK RAE. *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*, 27 (1 & 2).**
- Oancea, A. (2009) Disciplinary hierarchies and early career staff: where do you go, from where. In: L. McAlpine & G. Akerlind, *Becoming an Academic in the Social Sciences*. Palgrave. **[PG]****
- Oancea, A. (2009) Current discourses and practices of research assessment in the United Kingdom and beyond: assumptions and problems. In: *Proceedings of the Global Research Seminar, UNESCO Higher Education Forum*, Nov. 2008. UNESCO: Paris.**
- Oancea, A. and Pring, R. (2008) The importance of being thorough: On systematic accumulations of "what works" in education research. *Journal of Philosophy of Education*, 42(s1): 4-15. Republished in D. Bridges, P. Smeyers, R. Smith (Eds.) *Evidence-Based Education Policy: What Evidence? What Basis? Whose Policy?* Oxford: Blackwells. [[corresponding author](#)]**
- Oancea, A. (2008) Standardisation and versatility in research assessment. In: A. Besley (Ed) *Assessing the Quality of Research in Higher Education*. Rotterdam: Sense.**
- Oancea, A. (2008) Key issues in research quality. In: A. Pollard (Ed) (2008) *Quality and capacity in UK education research*. London: SFRE.**
- Oancea, A. (2007) From Procrustes to Proteus: Trends and practices in the assessment of research. *International Journal for Research Methods in Education*, 30(3), 243-69.**
- Oancea, A. and Furlong, J. (2007) Expressions of excellence and the assessment of applied and practice-based research. *Research Papers in Education*, 22(2), pp. 119–137 [ESRC funding; republished in: S. Groundwater-Smith & A.Campbell (Eds) *Action Research in***

Education. London: SAGE [corresponding author; highly cited]

Oancea A. (2007) Tailored suit or straitjacket? A framework for analysing research evaluation. *Scientific Bulletin*, Pitesti, July.

Furlong, J. and **Oancea, A.** (2006) Assessing quality in applied and practice-based research in education: A framework for discussion. *Review of Australian Research in Education*, April, 89-104. [highly cited]

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Furlong, J. and **Oancea, A.** (2005) *Assessing Quality in Applied and Practice-based Educational Research. A Framework for Discussion*. Report to the Economic and Social Research Council.

Oancea, A. (2005) Criticisms of educational research: Key topics and levels of analysis. *British Educational Research Journal*, 31 (2). [highly cited]

Oancea, A. (2005) The authorship patterns of research articles in three UK-based academic journals. *Research Intelligence*, 91: 6-9.

Oancea, A. (2005) *15 Years On: Educational Transitions in Central and Eastern Europe. Directions for Educational Research and Policy*. European Science Foundation.

Hayward, G., Hodgson, A., Johnson, J., Keep, E., **Oancea, A.**, Pring, R., Spours, K., Wilde, S. & Wright, S. (2005) *Nuffield Review of 14-19 Education and Training Report 2004-05*. Oxford: OUDE. ISBN: 0903535785.

Oancea, A. (2004a and b) The distribution of educational research expertise – findings from the analysis of RAE 2001 submissions. In: *Research Intelligence*, 87, 3-8 (Part I); 88, 3-9 (Part II).

Oancea, A. (2004c) *Evidence of the Distribution of Educational Research Expertise in the UK*. Report to the British Educational Research Association, February.

Hayward, G., Hodgson, A., Johnson, J., Keep, E., **Oancea, A.**, Pring, R., Spours, K. & Wright, S. (2004) *Nuffield Review of 14-19 Education and Training Report 2003-04*. Oxford: OUDE. ISBN: 0903535734

Oancea, A. (2003) Causal and teleological explanations in educational research. In: *Teoria si metateoria educatiei* (M.C. Calin). Bucharest: Aramis.

Calin, M. & **Oancea, A.** (2002) The scientificity of educational knowledge. In: E. Paun & D. Potolea (Eds) *Pedagogie. Fundamentari teoretice si demersuri aplicative*. Iasi: Polirom.

Oancea, A. (2002) Scientific explanation in pedagogy. In: E. Paun & D. Potolea (Eds) *Pedagogie. Fundamentari teoretice si demersuri aplicative*. Iasi: Polirom

Oancea (Nita), A. (1998/1995) Causal and teleological explanation in educational research. *Revista de Pedagogie*. Republished 1998 in *Revista Invatamantul Primar*.

Oancea (Nita), A. (1996) Education and mythology: The myths of the Golden Age. *Paideea*, 3: 40-43. Also printed in *Revista de pedagogie* (1995) as "Education and mythology: An analytic model".

Peer –reviewed journal articles in preparation

Research capacity building in teacher education (with J Robson, A Childs, N Fancourt and I Thompson) (first draft)

Incentives for international publications in the humanities and social sciences in China (with Xin Xu and H Rose) (first draft)

Ethical Quandaries in Practitioner research (with N Fancourt and L Foreman-Peck) (preparing for submission)

Towards a textured conceptual model of research impact (preparing for submission)

Conversations and contestations: Theorising critical exchanges about research (preparing for submission)

The public images of educational research in England: a historiography (preparing for submission)

The ethics of research assessment (first draft)

Construction of research impact: insights from the analysis of Oxford University's submission to the 2014 REF (with S. Djerassimovic) (second draft)

The impacts of educational research: analysis of REF2014 submissions (with J Robson and D Mills) (first draft)

Professional and policy publications

Oancea (2016) Challenging the grudging consensus behind the REF. *Times Higher Education Supplement* online, 25 March, <https://www.timeshighereducation.com/blog/challenging-grudging-consensus-behind-ref>

Oancea (2016) Metrics debate must be about ethics as well as techniques. *Research Fortnight*, <https://www.researchprofessional.com/0/rr/news/uk/views-of-the-uk/2015/7/Metrics-debate-must-be-about-ethics-as-well-as-techniques.html>

Selected keynotes and invited addresses

Keynote, (2018) Research in Teacher Education. Plenary to National Conference on Teacher Education Reform, Oslo, Norway, 29 May

Invited (2018) Talk and workshop on “Provocations in educational research”, West University Timisoara, Romania, 19 December.

Invited (2018), Open knowledge practices in the social sciences. SSD/ Bodleian conference, 14 June 2018.

Chair (2018), researcher panel, HEFCE event on “The Turning Tide: : A new culture of responsible metrics for research”, 8 February, London. <http://www.hefce.ac.uk/news/Events/Name,116417,en.html>). The event, which was introduced by David Sweeney (now Executive Chair, Research England), brought together stakeholders within the higher education sector to explore the emerging culture of the use of metrics responsibly.

Invited (2018), DfE/ BA/ Royal Society roundtable on education research, British Academy, London, 19 April.

Oancea, A. (2018) Cultural value from research. Invited talk to ‘Measuring what matters’ workshop with senior professionals from museums, heritage organisations, other third sector cultural organisations

Keynote (2017) Facilitating and evidencing outstanding impacts from research. Keynote, Research and Innovation Support Network Conference, Oxford, 4 July.

Invited, Cultural Value symposium with former AHRC Cultural Value grant holders, Edinburgh, February 2017

Keynote (2016) Research impacts: networks and narratives. Launch of the ESRC/HEFCE Centre for Global Higher Education, 3 Feb, SOAS, London.

Keynote (2016) Education research: past successes, current challenges and priorities for the future. Presidential Office/ Ministry for Education and Research conference, Timisoara, Romania, 26 April.

Keynote (2016) The impacts of impact: on the rise of ‘impact’ in research policy and governance. Bristol

Keynote (2015) *Performance-based research assessment and higher education governance*. ‘The University: Between Research, Learning and Employability’, Bucharest, 3 Sep.

Keynote (2015) *Universities and society: research impacts and ecologies of value*. European Foundation for Management Development’s HE Research Conference, SBS, June.

Invited seminar (2015) *The evaluation of research impact: towards a textured, relational model*. Centre for Science and Technology Studies, University of Leiden, 25 Sep.

Invited presentation (2015) *Metrics for impact: metrics, research quality, and university rankings*. HEFCE Metrics Review Workshop, Warwick, 16 January 2015.

Invited HEFCE Round Table (2015) *Novel Valuation Methods* (Chair: D. Sweeney), London, 13 Feb.

Invited workshop (2015) *How to communicate the results of and evaluate the impact of your research*. League of European Universities Doctoral Summer School, 16 July.

Invited talk (2015) *Mapping and analysing impacts: insights from cross-disciplinary research*. Australian HEIs UK tour, 27 May, Oxford.

Keynote panel (2014) *Teachers' professional knowledge*. Philosophy of Education Society of Great Britain Annual Conference, 31 March.

Keynote address (2014) *Governing research through assessment technologies*. Oxford Brookes, 27 June.

Keynote lecture (2014) *Impact from doctoral research?* Oxford-Cambridge Doctoral Exchange, 6 June.

Invited contribution (2014) *The impacts of RAE 2008 on education research in the United Kingdom*. "The New Politics of Knowledge", University of Edinburgh, 25-26 June.

Opening address (2013) *Studies of education: (Hi)stories from the field*. Oxford Brookes, EdD, Oct.

Invited Chair (2013) Graduate workshop on "*Empirical Research and Philosophy of Education*". Philosophy of Education Society of Great Britain, March 2013

Invited EERJ plenary (2012) *Interpretations of research impact across disciplines*. EERJ Round Table at ECER. European Educational Research Conference, Cadiz, Sept.

Invited talk (2012) *Governing research through assessment technologies: the case of the UK RAE* University of Hamburg, Zeitschrift für Erziehungswissenschaftforum, 8 Dec.

Plenary symposium (2012) *Prospects for the future of education research*, BERA, Manchester, Sep.

Keynote address (2012) *Assessing research, examining methodology and interpreting impact*. University of Leeds Research Conference, 26 June.

Invited talk (2012) *Philosophical perspectives on the future of teacher education*, PESGB Symposium, Institute of Education, London, 24 April, and also at the University of Bristol, Nov (with J.Orchard)

Invited talk (2012) *Prospects for the future of educational research*. BERA Heads of Department Annual Meeting, London, 28 March (with G.Whitty).

Keynote (2011) *Interpretations and practices of research impact*. IoE, London, Nov.

Invited address (2011) *The limits of re-thinking peer-review*. Peer Review Practices and the

Legitimacy of the European Research Council expert workshop, Riksbankens Jubileumsfond, Stockholm, Sweden, 1 April.

Invited address (2011) *Critical reflections on the impacts of the EERQI programme*. European Educational Research Quality Indicators final seminar, Brussels, 16 March.

Invited addresses (2011) *The future of educational research* (with G. Whitty). BERA Heads of School Working Day, London (Nov) and UCET Research and Development Committee meeting, London (13 October)

Invited address (2010) *Beyond impact: Connecting research to policy and practice?* Society for Education Studies Annual Seminar, London, 4th November 2010.

Keynote symposium (2010) *Evidence from the BERA/UCET Review of the Impacts of RAE 2008*. British Educational Research Association conference, September, Warwick.

Invited address (2010) *Trends and challenges in research assessment*. European Forum on Philanthropy and Research Funding, 9 November, Saïd Business School.

Invited paper (2010) *Assessment, quality and HE research*. Gregynog, 26 June.

Keynote lecture (2010) *Education research and the RAE: Findings from the review of the impacts of the RAE 2008 on education research*. International Inquiring Pedagogies Conference, 15-16 Sep, Coventry.

Keynote address (2010) *Assessing the quality of education research in different contexts*. International Postgraduate Conference, University of Leicester, 20 June.

Invited plenary round table (2010) *The contribution of the EERQI measures and indicators to the assessment of research in education*. European Educational Research Quality Indicators (EERQI) International Seminar, 17-18 September, Geneva.

Keynote address (2009) *On evidence, use, and deliberation: Implications of the relevance and usefulness agenda for practice-related research*. International Symposium on Pedagogy, Education and Praxis, Utrecht Hogenschool, The Netherlands, October.

Invited plenary symposium (2009) *Philosophy and education research. The voice(s) of philosophy in the conversations of the educational research communities*. BERA annual conference, Manchester, Sept.

Invited lecture (2009) *Lifelong learning in ageing societies*. International Advanced Summer School for winners of European research fellowships, ERSTE Stiftung, Split, Croatia, June.

Keynote lecture (2008) *Praxis or Poiesis? On the assessment of applied and practice-based research*. Pedagogy Culture and Society International Seminar, Gothenburg University, Sweden, 13 September.

Keynote symposium (2005) *Nuffield Review of 14-19 Education and Training*. BERA conference, Glamorgan.