

Research News

Lisa Bowett (Research Division)

The following reports and articles have been published since *Research Matters*, Issue 39:

Journal articles and other publications

Johnson, M., & Coleman, V. (2025). [Teaching in uncertain times: Exploring links between the pandemic, assessment workload, and teacher wellbeing in England](#). *Research in Education*, 121(1), 69–92.

Johnson, M., & Oates, T. (2025). [The Bauhaus as education model: Enduring design and powerful knowledge](#). *International Journal of Arts & Design Education*.

Johnson, M., Rodrigues, A., & Brady, J. (2025). [Community and collaborative learning in online schools: Students' and teachers' perspectives](#). *E-Learning and Digital Media*.

Saraoru, A.R. (2025). [How do teacher education policies address gender equity? Examining global discourses and local allocations in the United Arab Emirates](#). In Dickson, M. (Ed.) *Exploring gender in education in Arabian Gulf countries: Toward inclusive and Equitable quality education*. Routledge.

Research and statistics reports on our website

Gill, T. (2025). [Progression from GCSE to A level, 2021-2023](#). Statistics Report Series No. 144

Gill, T. (2025). [Uptake of GCSE subjects 2024](#). Statistics Report Series No. 145

Gill, T. (2025). [Provision of GCSE subjects 2024](#). Statistics Report Series No. 146

Gill, T. (2025). [Uptake of GCE A level subjects 2024](#). Statistics Report Series No. 147

Gill, T. (2025). [Provision of GCE A level subjects in 2024](#). Statistics Report Series No. 148

Klement, S., Greateorex, J., & Albayrak Sari, A. (2025). [Climate Change Education and the Knowledge/Action Gap](#).

Lim, C., & Kreijkes, P. (2025). [Youth wellbeing, digital use and digital literacy: Evidence from PISA 2022](#).

Vidal Rodeiro, C. L., & Gill, T. (2025). [Progression of students who leave post-16 education with low A level grades](#).

Conference presentations

Gill, T., & Vidal Rodeiro, C. L. (2025, September 17–18). *Earnings of students who leave post-16 education with A level grades which have “little currency”* [Paper presentation]. Administrative Data Research UK Annual Conference, Cardiff, Wales, UK

Greatorex, J. (2025, April 29–30) *Including Indigenous Knowledges in low stakes assessments for primary school: A case study*. Assessment Horizons Conference, Cambridge.

Johnson, M. (2025, April 10–12) *What is non-formal learning (and how do we know it when we see it)?* Educational Studies Association of Ireland (ESAI) Conference, Athlone, Ireland.

Kreijkes, P., Vitello, S., & Kuvalja, M. (2025, April 29–30) *Effects of Large Language Model use and note-taking on reading comprehension and memory: A randomised experiment in secondary schools*. Assessment Horizons Conference, Cambridge.

Oates, T. (2025, April 29–30) *Closing session*. Assessment Horizons Conference, Cambridge.

The 2025 British Educational Research Association (BERA) conference took place in Brighton on 9 - 11 September, <https://www.bera.ac.uk/conference/bera-conference-2025>. Our researchers presented five papers:

Constantinou, F. *How can schools support student learning in times of crisis? A typology of emergency strategies* [Paper presentation]

Greatorex, J. *Including Indigenous Knowledges in education materials for primary school: a case study* [Paper presentation]

Kuvalja, M., & Johnson, M. *Human vs. AI Tutor: A comparative dialogue analysis in an educational setting* [Paper presentation]

Majewska, D., Kreijkes, P., Bowett, L., Greatorex, J., & Jin, C. *What evidence-based learning and teaching strategies support strong design and practice?* [ePoster presentation]

Vidal Rodeiro, C. L., & Gill, T. *Progression to further study or employment of students who leave post-16 education with A level grades which have “little currency”* [Paper presentation]

Blogs and podcasts

Benton, T., & Lim, C. [What is psychometrics in educational assessment?](#) (13 June)

Carroll, M. [Predicting student performance: Can assessment data tell us about the future?](#) (31 July)

Lim, C. [What are standardised and normalised scores in assessment?](#) (23 July)

Miranda, A. [Why is assessment data important in education?](#) (23 June)

Sharing our research

We aim to make our research as widely available as possible. Listed below are links to the places where you can find our research online:

Journal papers and book chapters: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/journal-papers-and-book-chapters/>

Research Matters (in full and as PDFs of individual articles): <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-matters/>

Conference papers: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/conference-papers/>

Research reports: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/research-reports/>

Data Bytes: <https://www.cambridgeassessment.org.uk/our-research/data-bytes/>

Statistics reports: <https://www.cambridgeassessment.org.uk/our-research/all-published-resources/statistical-reports/>

Blogs: <https://www.cambridgeassessment.org.uk/blogs/>

Insights (a platform for sharing our views and research on the big education topics that impact assessment around the globe): <https://www.cambridgeassessment.org.uk/insights/>

Our YouTube channel: https://www.youtube.com/channel/UCNnkOpi7n4Amd_2afMUoKGw contains Research Bytes (short presentations and commentary based on recent conference presentations), our online live debates #CamEdLive, and podcasts.

You can also learn more about our recent activities from [Facebook](#), [Instagram](#), [LinkedIn](#) and [X](#) (formerly [Twitter](#)).