

INTRODUCTION

Mixed-methods researcher and lecturer in the field of History Education and Teacher Development. Proud track record of bringing research into the public domain.

EDUCATION

- University of Oxford**
2016 - 2020
 - **PhD Department of Education (ESRC Scholarship)**
Thesis title: *History Education for Transitional Justice: How students understand and construct historical legacies in the post-apartheid South African history classroom*
Ethnographic study of history classrooms in Cape Town.
Awarded Martin Scholarship for “outstanding research student”.
- University of Oxford**
2014 - 2015
 - **MSc Comparative and International Education (HEFCE Scholarship)**
Dissertation title: *Does student-centred learning improve learning outcomes in Indian classrooms?* Evaluation of DFID teacher training.
- London School of Economics**
2009 - 2012
 - **BSc Social Anthropology (First Class Honors)**
Dissertation title: *Coercion and Modernity - The construction of governmentality in China*

ACADEMIC POSITIONS

- University of Bristol**
2023 - Present
 - **Lecturer (School of Education)**
Lecturing undergraduates; Supervising PhD/MSc dissertations; Nominated for “Innovative and Inspiring Teaching Award” and “Outstanding Personal Tutoring Award”
- University of Oxford**
2022 - 2023
 - **ESRC Post-Doctoral Fellow (Department of Education)**
Junior Research Fellow (Wolfson College)
 - Study on history teachers’ beliefs regarding legacies of colonialism/Empire
 - Development of history teacher CPD materials regarding controversial history
 - Analysis of GCSE ‘Empire and Belonging’ textbooks
 - Large-scale study of English secondary school students’ attitudes to history
 - Analysis of history teachers’ decision making regarding curricular choices
- University of Oxford**
2020 - 2022
 - **Co-lead of MSc Comparative and International Education Pathway**
Responsible for pathway provision and student recruitment. Teaching *Educational Research Methods* and *Perspectives and Debates in Qualitative Research*. Supervising 4 MSc dissertations to completion.
 - **Post-Doctoral Research Officer (Funder: ESRC)**
Centre for Global Higher Education: ‘Supranational Higher Education’ investigating impact of Chinese scholarships on African Higher Education.
 - **Research Assistant (Funder: GCRF Research England)**
‘African academic publishing practices’: exploring the role of predatory publishers in ‘peripheral’ academic spaces. Conducted extensive online interviews with over thirty academics and publishers. Co-authored two papers and book (forthcoming).
- University of Oxford**
2014 - 2016
 - **Research Assistant (Professor David Johnson)**
 - External evaluation for DFID, designed surveys exploring the effect of student centred pedagogies on student learning outcomes among 1200 students/53 teachers (India). Demonstrated that pedagogical knowledge among teachers is not a barrier to improving learning outcomes. Designed/piloted surveys on student resilience.
 - Longitudinal study of learning outcomes in Sierra Leonean low-cost private schools. Demonstrated that private schools produce superior learning outcomes, yet still fall below minimum international standards. Designed/piloted surveys on student resilience.

Cape Peninsula University
of Technology
2016 - 2017

- Qualitative study in India and Nigeria exploring the relationship between education and religious extremism.
- Responsibilities: designing evaluation instruments, fieldwork, and data collection (interviews/surveys, including use of tablets), training and managing fieldwork teams of up to five local researchers, statistical analysis using SPSS, report writing.

Researcher (Funder: ESRC)

Authored systematic reviews on teacher quality and assessment for learning in low-income contexts;
Conducted Grade 9 History textbook analysis and authored chapter on how Grade 9 learning materials support social cohesion in South Africa

Fudan University
2012 - 2013

Research Assistant and Lecturer (Professor Marie Harder)

Lectured social science methodology to environmental science PhD students.
Managed a team of eight researchers and interpreters in mixed-method data collection and analysis.

RESEARCH GRANTS

2021-2022	ESRC Postdoctoral Fellowship • History education in transitional justice and the "culture wars"
2022	Wolfson College Academic Fund • Legacies of Empire in GCSE textbooks
2021	Worcester Decolonization Fund • 'Learning to teach controversial histories'
2020	Diversity, Equity & Belonging Fund • Justice, Equality, Diversity, Inclusion 'toolkit' (Teaching)
2019	Knowledge Exchange Seed Fund • Conflict and Identity Conference
2019	ESRC Incubator Fund • Conflict and Identity: Confronting the past through education
2016-2020	ESRC PhD Scholarship • PhD History Education and Transitional Justice
2014-2015	Higher Education Funding Council for England • MSc Comparative and International Education

CONSULTANCY & PROJECT MANAGEMENT EXPERIENCE

UK Historical Association 2023 - Present	Education Specialist <ul style="list-style-type: none">• Review of diversity and inclusion in English GCSE History textbooks
Anti-Apartheid Legacies 2022 - Present	Education Specialist and Content Developer <ul style="list-style-type: none">• Development of teacher-education materials for teaching apartheid history
Oxford Policy Management 2021 - Present	Education Specialist and Project Manager (UNICEF) <ul style="list-style-type: none">• Development of Zambia's ECD strategy and policy response• Real Time Assessment of UNICEF's response to COVID-19 in EECA region• Analysis of COVID-19 impact on Zambian education system
JET Education 2018 - 2018	Research Consultant - Teacher education in Sub-Saharan Africa <p>Case study, systematic review, market scan and policy analysis of teacher education in Sub-Saharan Africa. Co-authored four reports for Mastercard Foundation.</p>
OECD 2017 - 2018	Consultant (PISA and TALIS) <ul style="list-style-type: none">• Systematic review of 'Global competence', worked with assessment experts to develop a definition and framework for assessing 'Global Competence' and co-authored the subsequent report.• Designed and co-authored publication on initial teacher preparation using TALIS survey data.
JET Education 2016 - 2016	Research Consultant – Teacher professional standards in South Africa <p>Policy analysis of teacher professional standards in South Africa. Developed model for assessing policy impact of Teacher Professional Standards. Co-authored composite report.</p>
Centre for Justice and Crime Prevention 2016 - 2016	Research Associate - Violence against children <p>Co-authored synthesis report on operational cultures of violence in schools - Co-authored global review of evidence of what works in preventing ICT-related violence, abuse, and exploitation of children, and in promoting digital citizenship, presented to UNICEF and expert task team in New York.</p>

ACADEMIC PUBLICATIONS

Under Review

Robinson, N; Abdi, H; Mills, D. *"Cross the river by feeling the stones': Negotiating 'people-to-people' diplomacy through the China-Africa Think Tanks Forum."* African Affairs. (Submitted 01/03/2023)

Accepted and Forthcoming

Robinson, N. *Overcoming the past: How does social mobility influence students' beliefs about the impact of past injustice on their own futures.* Futures.

Robinson, N; *Using Holocaust education as a "bridge" to learning about apartheid in a South African history classroom: The development of "interpretive frames" through comparative histories.* Holocaust and Genocide Studies.

Robinson, N; Kerswill, N. *"Myth" or "construct"?: What students are learning about race in the South African history classroom.* Yesterday and Today.

Robinson, N. *Not White enough, not Biko-Black enough: Reclaiming Coloured identity in the South African history classroom.* In States in the Making and Governing Others.

Robinson, N, *History Education for Transitional Justice in South Africa: Learning Legacies.* Routledge.

Published

Dryden-Peterson, S; Robinson, N, (2023) [*"Time, Source, and Responsibility: Understanding changing uses of the past in 'post-conflict' South African history teaching, 1998 and 2019"*](#). Compare.

Mills, D; Tindana, P; Chatio, S; Robinson, N; Branford, A; Inouye, K; Agboraw, I; Kingori, P (2023), [*From 'Publish or Perish' to Publish and Perish: African Academic Publishing and 'Predatory' Journals*](#). African Minds.

Robinson, N. (2022) [*Conceptualising historical legacies for transitional justice history education in postcolonial societies*](#). History Education and Research Journal. Vol. 19(1). DOI: 10.14324/HERJ.19.1.10

Mills, D; Robinson, N, [*Democratising publishing or preying on researchers? Geographies of credibility and visibility in a global research economy*](#). (2021). Science as Culture.

Kim, J; Robinson, N; Harma, J; Jeffery, D; Rose, P; Woldehanna, T. (2021) [*Misalignment of policy priorities and financing for early childhood education: Evidence from Ethiopia, Liberia, and Mainland Tanzania*](#). International Journal of Educational Research

Mills, D; Branford, A; Inouye, K; Robinson, N; Kingori, P. (2021), [*'Fake' Journals and the Fragility of Authenticity: Citation Indexes, 'Predatory' Publishing, and the African Research Ecosystem*](#). Journal of African Cultural Studies.

Robinson (2021), [*Learning from the past: The role of emotion in deflecting conversations about privilege and power in South African schools, in Intentions, Power, and Accidents; Shifting the critique of Global Citizenship Education \(GCE\) to an emic perspective on education for global citizenship*](#), Tertium Comparationis. Jahrgang 26 Ausgabe 2, Seiten: 116-121

Robinson (2021), 'Developing Historical Consciousness for Social Cohesion: How South African students learn to construct the relationship between past and present', in [*Historical Justice and History Education*](#). Palgrave.

Xu, Lin, Gordon, Robinson, Harder (2012), [*A successful residential food waste recycling program in urban apartments: An in-depth, multi-view analysis*](#). Journal of Cleaner Production.

CONSULTANCY PUBLICATIONS

Taylor & Robinson (2019), [Secondary Education in Sub-Saharan Africa Teacher Preparation and Support, Case study: South Africa](#). JET Education.

Robinson & Taylor (2019), [Secondary Education in Sub-Saharan Africa Teacher Preparation and Support, Market Scan](#). JET Education.

Taylor, Deacon, & Robinson (2019), [Secondary Education in Sub-Saharan Africa Teacher Preparation and Support, Teacher Preparation and Support, Overview report](#). JET Education.

Taylor & Robinson (2019), [Secondary Education in Sub-Saharan Africa Teacher Preparation and Support, Literature Review](#). JET Education.

Taylor & Robinson (2016), [Towards Teacher Professional Knowledge and Practice Standards in South Africa](#). Centre for Economic Development.

OECD, 2018, [Preparing Our Youth For an Inclusive and Sustainable World: The OECD PISA global competence framework](#). OECD.

Sayed, Y; Badroodien, A; Omar, Y; Balie, L; McDonald, Z; de Kock, T; Salmon, T; Raanhuis, J; Singh, M; Robinson, N; Hanaya, A; Foulds, F; Gaston, J; Sirkhotte-Kriel, W; Nakidien, T (2017): [Engaging Teachers in Peacebuilding In Post-Conflict Context: Evaluating Education Interventions in South Africa. South Africa Country Report](#), ESRC/DFID Research Report, University of Sussex, UK

UNICEF, 2016, *Violence Against Children in Schools: Synthesis Report*. UNICEF.

OECD, 2015, *Teacher Ready! The State of Play in Initial Teacher Education*. OECD.

ACADEMIC CONFERENCE PRESENTATIONS

Robinson (2023), '[South Africa: On the Importance of history education post colonialism](#)'. 21st February 2023, Education, Purpose, and Human Flourishing in Uncertain Times.

Robinson (2023), 'Cause and Consequence Vs Change and Continuity: History teachers' epistemological reasoning on the relationship between past and present'. October 13-14, 2022. History teachers' epistemic considerations.

Robinson (2022), 'The construction of race in the South African history classroom', 31st August – 2nd September, HEIRNET 17th Annual International Conference.

Robinson (2021), 'Learning the legacies of apartheid: A comparative ethnographic study of four South African history classrooms', *Comparative and International Education Conference*, April 25th – May 2nd 2021.

Robinson (2020), 'Difficult History: The perils of teaching historical consciousness in post-apartheid South Africa', *Historical Consciousness – Historical Thinking – Historical Culture*, University of Graz, 11-14 November. Graz.

Robinson (2019), '*Developing historical consciousness in the Grade 9 history classroom: How students learn to construct the relationship between past and present*', Historical Justice and History Education Symposium, Umea University, 4-5 June. Umea.

Robinson (2019), *Historical Consciousness and Citizenship Education: How the legacy of the past shapes the imagined nation and young peoples' place within it*, Global Citizenship Education and Citizenship Education in a Changing World: Normative and Pedagogical Challenges, 25-29 June. Georg Eckert Institute, 6th Georg Arnhold International Summer School. Braunschweig, Germany.

Robinson (2019), 'Developing historical consciousness in the South African Grade 9 history classroom: How students learn to construct the relationship between past and present', *Public History, Historical Culture, Identity and Pedagogy*, University of Vienna, 2-4 September. HEIRNET, 16th Annual International Conference.

Academic Conferences Hosted

Conflict and Identity: Confronting the past through education, 17th-18th October 2019.

Organized with Dr Jason Todd and Dr Heather Mann. Funded by the KE Seed Fund and ESRC. Hosted at Lincoln College.

LEARNING RESOURCES

Robinson, Beinart & McCombe (2023). [History of Apartheid Podcast Series](#). Anti-Apartheid Legacies.

Todd and Robinson (2022). [Confronting Controversial History Podcast Series](#). Historical Association.

MEDIA ENGAGEMENT

Mills and Robinson (3rd June 2023), [*Africa's journals struggle to compete on unequal playing field*](#). Times Higher Education.

Robinson and Mills (28th September 2022), [*The West must recognise unofficial degrees from authoritarian countries*](#). Times Higher Education.

Robinson (5th May 2022), [*How should the U.S. teach about slavery? Here's how other countries face their most shameful chapters*](#). Chalkbeat Tennessee.

Robinson (21st March 2022), [*Transitional Justice and Education in South Africa*](#). FreshEd Podcast.

Mills and Robinson (18th January 2022), [*Democratising Publishing or Dodgy Spammers? What 'inclusive' publishers tell us about the state of academic book publishing*](#). LSE Blogs.

Robinson and Kerswill (8th January 2022), [*What do South African students learn when we teach about race?*](#) Mail and Guardian.

Robinson and Mills (15th December 2021), [*Why China is becoming a top choice for Ghanaian PhD students*](#). Quartz Africa.

Robinson (27th June 2020), [*Cape Town learners identify as coloured; the curriculum and teachers say they're Biko Black*](#). Mail and Guardian.

Apples, Nygaard, Kerswill, and Robinson (16th May 2020), [*Confronting inequality during the school closures*](#). Mail and Guardian.

Robinson (22nd February 2019), [*Are elite former-white schools 'the best'?*](#). Mail and Guardian.

Robinson (7th January 2019), [*Why South Africa will find it hard to break free from its vicious teaching cycle*](#). The Conversation.

Robinson (23rd November 2018), [*Multi-cultural SA offers a great benefit*](#). Mail and Guardian.

Mills and Robinson (3rd September 2018), [*Young South Africans renew an interest in history – right on time*](#). Daily Maverick.

Robinson (7th June 2018), [*The way history is taught in South Africa is ahistorical – and that's a problem*](#). The Conversation.

REFERENCES

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