

## SUMMARY CURRICULUM VITAE

Nicky Hockly

### Personal Details

<b>Full Name</b>	Dr Nicola Jean Hockly
<b>Nationality</b>	British
<b>Date of Birth</b>	10/05/64
<b>Email</b>	nicky.hockly@theconsultants-e.com

### Qualifications

<b>2024</b>	PhD, Applied Linguistics, University of Warwick, UK
<b>2000</b>	MA, Teaching English as a Foreign Language & Linguistics, University of Granada, Spain
<b>1992</b>	DTEFLA (RSA), International House Barcelona, Spain
<b>1987</b>	CTEFLA (RSA), International House London, UK
<b>1987</b>	BA, English, University of Sussex, UK

### Professional Experience

Nicky Hockly specialises in the application, analysis and evaluation of learning technologies in teacher education and in language learning. As the Director of Pedagogy of TCE, she has carried out qualitative and mixed methods evaluation and research since 2003, and she has over 3 decades of experience working across all educational sectors as teacher, teacher educator, consultant and evaluator. She is an international plenary speaker, gives workshops and training courses all over the world, and has published widely on learning technologies in language learning and teaching. Her M&E work includes a focus on sustainability and equity in digital education programmes, particularly in the Global South, and she has worked on large- and small-scale evaluations in the Americas, Sub Saharan Africa, Southern Africa, Southeast Asia and Europe. Her M&E work typically involves MEL design (including the design of theories of change, log frames and evaluation plans, instruments and protocols), leading M&E teams, data collection and analysis, and report writing. Her extensive experience with learning technologies from the practitioner perspective, coupled with her M&E work in developing contexts enables her and the TCE team to design, develop and evaluate educational approaches and solutions that are equitable, inclusive and contextually relevant.

## Selected British Council Projects

<p>2022 – 2023 2024 - 2025</p>	<p><b>ELTRA Scheme</b></p>	<p>A first evaluation (2022-2023) examined the academic and non-academic impact of the British Council ELTRA scheme. A mixed-methods approach was adopted, and empirical work undertaken included: a survey and interviews with ELTRA researchers; an analysis of ELTRA application forms, projects, report downloads and citation data; and testimonials from beneficiaries of ELTRA research. From these data, recommendations for improving the ELTRA scheme were developed.</p> <p>A second evaluation (2024-2025) assessed the changes introduced to the ELTRA, based on the recommendations from the first evaluation.</p>
	<p><b>Role</b></p>	<p>Joint M&amp;E Consultant (with Simon Borg and Mark Wyatt) with responsibility for: development of the evaluation plan, research questions and instruments; qualitative and quantitative data collection and analysis; and reporting of findings and recommendations to inform continuation of the ELTRA programme.</p>
	<p><b>Outputs</b></p>	<p>Case studies for 17 ELTRA projects; inception &amp; final evaluation reports; a framework for understanding the range of impacts addressed by the ELTRA programme.</p> <p>Evaluation beneficiaries included UK and international researchers undertaking future ELTRA research.</p>

<p>2022 – 2024</p>	<p><b>English in Education Programmes</b></p>	<p>Two consecutive deep-dive reviews were undertaken of British Council English in Education programme activities between 2017 and 2023 in 11 countries. The aims of this review were (i) to provide an evaluability assessment of these programmes and activities and to make recommendations for improvement; and ii) to evaluate the impact of these programmes, assessing their contribution towards systemic change in terms of the development of education systems that support inclusive, quality teaching, learning and assessment of English.</p>
	<p><b>Role</b></p>	<p>Joint M&amp;E Consultant (with Simon Borg) with responsibility for: development of the evaluation plan, research questions and instruments; supporting an international team and 11 local teams of consultants in desk research, and qualitative and quantitative data collection and analysis; reporting of findings and recommendations to inform M&amp;E for English in Education programmes globally.</p>
	<p><b>Outputs</b></p>	<p>Inception &amp; final evaluation reports for both reviews; 11 internal country reports; 4 public-facing country summaries; M&amp;E Guidelines; PowerPoint presentation of findings to British Council leads.</p>

		Evaluation beneficiaries included British Council leads implementing English in Education programmes globally; Ministry stakeholders in the 11 countries.
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<b>2019 – 2021</b>	<b>English Connects</b>	Funded by the FCO and managed by the British Council, the English Connects programme aims to connect the UK to young people and future leaders in francophone Africa through English; to improve the employability, resilience and networks of young people; and to support senior policy makers in this endeavour. TCE carried out baseline and midline evaluations of the multi-strand English Connects programme in 12 countries in Sub Saharan Africa (SSA) over a two-year period.
	<b>Role</b>	M&E Lead Consultant with responsibility for: development of M&E plan, log frame and research instruments; qualitative and quantitative data collection for the multiple programme strands. Liaison with and reporting to stakeholders, data analysis, reporting of findings and recommendations to inform continuation of the programme.
	<b>Outputs</b>	Theory of change & log frame; literature reviews for all 12 countries; evaluation instruments & protocols; regular progress reports; baseline & midline evaluation reports. Evaluation beneficiaries include: 12 Ministers of Education; 42 MoE officials; 250 MoE trainers; 15,000 English language teachers; 2,000 English Clubs attendees; 9,000 online language learners; hundreds of thousands of free learning resources users.

<b>2020</b>	<b>English for Success</b>	Funded by the British Council and Tengizchevroil, the English for Success programme aims to develop English language and STEM teachers' pedagogical expertise, so as to develop their students' skills in English and STEM. TCE carried out the mid-term impact evaluation of this programme in Kazakhstan's Mangystau Province.
	<b>Role</b>	Solo M&E Consultant with responsibility for: development of M&E plan, log frame and research instruments; qualitative and quantitative data collection, including classroom observations. Liaison with and reporting to stakeholders, data analysis, reporting of findings and recommendations.
	<b>Outputs</b>	Log frame; evaluation instruments & observation protocols; midline evaluation report. Programme impact on: Kazakhstan Ministry of Education & Science; local education authorities in Mangystau; 6 English language & STEM trainers; 180 trained English language & STEM teachers; 1,000s of primary & secondary school students.

## Selected Publications: Books

2024	Hockly, N. <i>30 Essentials for Using Artificial Intelligence</i> . Cambridge University Press.
2022	Pegrum, M., Hockly, N., & Dudeney, G. <i>Digital Literacies</i> (2nd Ed.). Routledge.
2022	Hockly, N. <i>50 Essentials for Using Learning Technologies</i> . Cambridge University Press.
2017	Hockly, N. <i>ETpedia Technology</i> . Pavilion Publishing.
2016	Hockly, N. <i>Focus on Learning Technologies</i> . Oxford University Press.
2014	Hockly, N., & Dudeney, G. <i>Going Mobile</i> . Delta Publishing.
2012	Hockly, N. <i>Webinars: A Cookbook for Educators</i> . The Round.
2010	Hockly, N., & Clandfield, L. <i>Teaching Online</i> . Delta Publishing.
2007	Dudeney, G., & Hockly, N. <i>How to Teach English with Technology</i> . Pearson.

## Selected Publications: Book Chapters

In press	Hockly, N. Zero literacy. In L. McCallum & D. Tafazoli (Eds.), <i>Encyclopaedia of CALL</i> . Palgrave Macmillan.
2024	Hockly, N. Researching Mobile Technologies in Language Teaching. In A. Burns & K. Dikilitas (Eds.), <i>The Routledge Handbook of Language Teacher Action Research</i> . Routledge.
2023	Hockly, N. Designing for Mobile. In B. Tomlinson (Ed.), <i>Developing Materials for Language Teaching</i> (3 <sup>rd</sup> Ed.) (pp. 240-254). Bloomsbury.
2022	Hockly, N., & Dudeney, G. Materials for Mobile Learning. In J. Norton & H. Buchanan (Eds.), <i>The Routledge Handbook of Materials Development for Language Teaching</i> (pp. 414-426). Routledge.
2021	Hockly, N. Digital literacies. In H. Mohebbi & C. Coombe (Eds.), <i>Research Questions in Language Education and Applied Linguistics</i> (pp. 633-636). Springer.
2017	Hockly, N., & Dudeney, G. Online Language Learning. In A. Burns & J. Richards (Eds.), <i>The Cambridge Guide to Learning English as a Second Language</i> (pp. 327-334). Cambridge University Press.
2016	Dudeney, G., & Hockly, N. Literacies, technology and language teaching. In F. Farr & L. Murray (Eds.), <i>The Routledge Handbook of Language Learning and Technology</i> (pp. 115-126). Routledge.
2016	Hockly, N., & Dudeney, G. Digital learning in 2020. In M. Carrier, R. Damerow & K. Bailey (Eds.), <i>Digital Language Learning and Teaching: Research, Theory and Practice</i> (pp. 235-245). Routledge.
2016	Dudeney, G., & Hockly, N. Blended learning in a mobile context: new tools, new learning experiences? In M. McCarthy (Ed.), <i>The Cambridge Guide to Blended Learning</i> (pp. 219-233). Cambridge University Press.
2016	Hockly, N. Designer learning: the teacher as designer of mobile-based classroom learning experiences. In M. Martín-Monje, I. Elorza & B. García Rianza (Eds.),

	<i>Technology-Enhanced Language Learning for Specialized Domains</i> (pp. 140-150). Routledge.
2013	<b>Dudeny, G., &amp; Hockly, N.</b> Reversing the blend: from online to blended. In B. Tomlinson & C. Whittaker (Eds.), <i>Blended Learning in English Language Teaching: Course Design and Implementation</i> , (pp. 75-82). British Council.

## Selected Publications: Articles

Peer-reviewed articles can be found in my [Orcid](#) and/or [Scopus](#) profiles.