

## SUMMARY CURRICULUM VITAE

Nicky Hockly

### Personal Details

<b>Full Name</b>	Nicola Jean Hockly
<b>Nationality</b>	British
<b>Date of Birth</b>	10/05/64
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### Qualifications

<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

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### 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, South East 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.

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## Selected Projects

2019 – 2021	<b>English Connects</b>	<p>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.</p>
	<b>Role</b>	<p>M&amp;E Lead Consultant with responsibility for: development of M&amp;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.</p>
	<b>Outputs</b>	<p>Theory of change &amp; log frame; literature reviews for all 12 countries; evaluation instruments &amp; protocols; regular progress reports; baseline &amp; midline evaluation reports.</p> <p>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.</p>
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2020 – 2021	<b>Learn English by WhatsApp</b>	<p>Funded jointly with the FCDO, the British Council's Learn English by WhatsApp programme aims to support the remote delivery of English language teaching and learning during Covid-19 through a WhatsApp API. TCE carried out an impact evaluation of the programme in 5 countries in Southern Africa (Botswana, Lesotho, Namibia, South Africa &amp; Zimbabwe), examining the impact on digitally excluded or disadvantaged learners.</p>
	<b>Role</b>	<p>M&amp;E Lead Consultant with responsibility for: development of M&amp;E plan, log frame and research instruments; remote qualitative and quantitative data collection. Liaison with and reporting to stakeholders, data analysis, reporting of findings and recommendations to inform continuation of the programme.</p>
	<b>Outputs</b>	<p>Theory of change &amp; log frame; literature review of effects of Covid-19 on education in Southern Africa; qualitative &amp; quantitative evaluation instruments &amp; protocols; statistical analyses of WhatsApp API data; regular progress reports; impact reports.</p>

Evaluation beneficiaries include: 22,700+ learners in five countries in Southern Africa; thousands of learners in digitally excluded or disadvantaged circumstances.

2016 – 2019	<b>Core Skills</b>	The British Council’s Core Skills programme works closely with teachers, school leaders and policy makers to provide young people with the essential skills they need for life and work in the 21st century global economy. TCE carried out baseline, midline and endline evaluations of the Core Skills programme in 5 countries in the Americas (Argentina, Brazil, Jamaica, Mexico & Peru) over a 4-year period.
	<b>Role</b>	M&E Lead Consultant with responsibility for: development of M&E plan, log frame and research instruments; remote qualitative and quantitative data collection. Liaison with and reporting to stakeholders, data analysis, reporting of findings and recommendations.
	<b>Outputs</b>	Log frame; evaluation instruments & protocols; regular progress reports; baseline, midline & endline evaluation reports. Programme impact on: Over 1,000 teachers and 20,000 students in 5 countries.
2020	<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.
2019	<b>Cuahtémoc Connected</b>	Developed by the British Council, the Cuahtémoc Connected project aimed to provide quality English language lessons to schools in the underprivileged neighbourhood of Cuahtémoc in Mexico

City, through a combination of remote (videoconference) and f2f lessons. TCE carried out the impact evaluation of this 2-year project.

<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. Liaison with and reporting to stakeholders, data analysis, reporting of findings and recommendations.
<b>Outputs</b>	Log frame; evaluation instruments & protocols; impact evaluation report. Programme impact on: 3 schools in Cuauhtémoc district; hundreds of learners & their parents.

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## Selected Publications: Books

<b>forthcoming</b>	<b>Hockly, N.</b> <i>Nicky Hockly's 50 Essentials for Using Learning Technologies</i> (Cambridge University Press).
<b>forthcoming</b>	<b>Pegrum, M., Hockly, N. &amp; Dudeney, G.</b> <i>Digital Literacies</i> (second edition). (Routledge).
<b>2017</b>	<b>Hockly, N.</b> <i>ETpedia Technology</i> (Pavilion Publishing).
<b>2016</b>	<b>Hockly, N.</b> <i>Focus on Learning Technologies</i> (Oxford University Press).
<b>2014</b>	<b>Hockly, N. &amp; Dudeney, G.</b> <i>Going Mobile</i> (Delta Publishing).
<b>2013</b>	<b>Dudeney, G., Hockly, N. and Pegrum, M.</b> <i>Digital Literacies</i> (Routledge).
<b>2010</b>	<b>Hockly, N. (with Clandfield, L.)</b> <i>Teaching Online</i> (Delta Publishing).
<b>2007</b>	<b>Dudeney, G. &amp; Hockly, N.</b> <i>How to Teach English with Technology</i> (Pearson).

## Selected Publications: Book Chapters

<b>forthcoming</b>	<b>Hockly, N.</b> Materials Design for Mobile: Integrating SLA Research in Developing Materials for Language Teaching. In <i>Developing Materials for Language Teaching</i> (third edition). <b>Tomlinson, B.</b> [ed.], Bloomsbury.
<b>forthcoming</b>	<b>Dudeney, G. &amp; Hockly, N.</b> Materials for Mobile Learning. In <i>Routledge Handbook of Materials Development</i> . <b>Buchanan, H. &amp; Norton, J.</b> [eds.], Routledge.
<b>2021</b>	<b>Hockly, N.</b> Digital literacies. In <i>Research Questions in Language Education and Applied Linguistics</i> . Mohebbi, H. & Coombe, C. [eds.], Springer.

- 2017** Dudeney, G. & Hockly, N. Online Language Learning. In *The Cambridge Guide to Learning a Second Language*. Burns, A., & Richards, J. [eds.], Cambridge University Press.
- 2016** Dudeney, G. & Hockly, N. Digital Literacies. In *The Routledge Handbook of Language Learning and Technology*. Farr, F. & Murray, L. [eds.], Routledge.
- 2016** Dudeney, G. & Hockly, N. Digital Learning in 2020. In *Digital Learning: Theoretical and Pedagogical Perspectives*. Bailey, K. & Carrier, M. [eds.], Routledge.
- 2016** Dudeney, G. & Hockly, N. Blended Learning in a Mobile Context: New Tools, New Learning Experiences? In *The Cambridge Guide to Blended Learning*. McCarthy, M. [ed.], Cambridge University Press.
- 2016** Hockly, N. Designer Learning: the Teacher as Designer of Mobile-based Classroom Learning Experiences. In *Technology-Enhanced Language Learning for Specialized Domains*. Martín-Monje, E., Elorza, I. & García Riaza, B. [eds.], Routledge.
- 2013** Dudeney, G. & Hockly, N. Reversing the Blend: From Online to Blended. In *Blended Learning in English Language Teaching: Course Design and Implementation*. Tomlinson, B. & Whittaker, C. [eds.]. British Council Publications.