



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID Annual Report 2021

www.creid.ed.ac.uk

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The Work of the Centre

Founded in 2004, the Centre for Research in Education Inclusion and Diversity (www.creid.ed.ac.uk) focuses on inclusion and diversity in education, training, lifelong learning and related fields such as employment. We have a particular interest in issues of intersectionality, specifically in relation to social class, gender, disability and ethno-religious identity. While CREID is located within the Moray House School of Education and Sport, much of its work is inter-disciplinary, involving collaboration with colleagues in diverse fields including health, law and social policy. We continue to work with colleagues in universities across Europe, the USA, Mexico and Australia. Knowledge exchange is a high priority - we regularly publish research briefings <https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/briefings> and host high profile seminars and conferences <http://www.ed.ac.uk/education/rke/centres-groups/creid/news-events>.

Highlights of the year

2021 has brought a change of CREID director. As of 1st January 2021, Professor Sheila Riddell stepped down as director of CREID after sixteen years and is now working half time. Dr Nataša Pantić has taken over as CREID director and Professor Gillean McCluskey continues to support CREID as deputy director.

During 2021, CREID has continued to grow the School's research portfolio driven by the ever-greater societal demands of diversity, inclusiveness and social justice. The main strength of CREID's contribution reflects the rigour and robustness of evidence and intellectual insight that our research has provided, and impact on policy and practice of our consultancies and other knowledge activities. Despite COVID-related restrictions, many research projects have flourished. Several new projects involve interdisciplinary, cross-university and international collaborations.

The Centre currently gathers [12 members of the University](#), including 3 professors, 1 senior lecturer, 2 lecturers, 1 outreach coordinator, 4 post-doctoral fellows, 1 research assistant, and a growing number of [associate researchers](#) from other universities internationally. Recently, the Centre and its project teams were joined by associated members from the Universities and other organisations across Europe and internationally (London School of Economics, University of Dundee University of Glasgow, Glasgow School of Art, and City of Edinburgh Council; in Europe Universities of Jyväskylä and Turku, University of Ghent and Stockholm University; in South America, Universidad de Santiago de Chile; and in Australia Monash University, extending our existing collaborations with the colleagues in Mexico and USA, including the University of Columbia Teachers' College, as well as ongoing collaborations with the UK colleagues from the Universities of Oxford, Cambridge, Manchester, Newcastle, Cardiff, Belfast, Glasgow, Aberdeen, and Dundee among others.

In 2021 CREID has undergone the School review of the Centre, which highlighted its accomplishments over the past 12-24 months and outlined directions for future developments. CREID was commended for its successes in securing external research funding. In this period CREID members have started 6 new projects, including large-scale studies, totalling £2.15 millions of external income from the UK and Nordic Research Councils and other government and charity bodies. These projects have extended and diversified our research programme and enabled us to recruit new highly-skilled researchers (e.g. Dr Marc Sarazin on TEAMS; Dr Laura Robertson on Excluded lives) who brought novel methodological approaches and networks to further strengthen the European Research Council capacity.

The Work of the Centre

The new awards span studies of students' rights and autonomy, inclusive teaching practice, as well as institutional structures and cultures that promote them, e.g. [TEAMS project](#) focuses on collaborative practices around support for migrant students in secondary schools within policy and social context three countries; e.g. [Excluded Lives](#) focuses on political economies of school exclusion in the four UK countries. Recent projects have also explored experiences of teachers and students (e.g. [INISS project](#) on the impact of Covid-19 on secondary students learning and mental health, and the [Impact of Covid-19 on Teaching project](#)).

The Centre members joined the [Social Justice and Inclusion Thematic Hub](#), with many members having a secondary affiliation to other hubs (Children & Youth; Teaching, Pedagogy & Curriculum and Advanced Quantitative Methods), and groups such as CEID, and interdisciplinary networks that have helped cross-feed ideas and resulted in new collaborations. In light of ongoing developments of the research hubs we have started to share the Centre events with colleagues from other relevant centres, groups, and hubs with a view towards streamlining a powerful base for research. These developments are ongoing, with a lot of the potential for new collaborations. We are also exploring interdisciplinary links with the wider work in this area in our University, e.g. within the College of Arts, Humanities and Social Sciences Research Theme of Identities and Inequality, and data-driven initiatives within the Edinburgh Futures Institute.

CREID members have also continued to contribute to the international debates in the area of inclusion and diversity through their consultancy and advisory works. Examples for 2021 include the commission by the UNESCO to produce the above mentioned report on *The Future of Teaching Profession* by Nataša Pantić, together with William Smith and Anna Persson from the Comparative Education and International Development research group. Lani Florian gave a keynote address at the CIES conference. Marc Sarazin was elected Coordinator of the Special Interest Group on Methods by the European Association of Research in Learning and Instruction (EARLI). Nataša Pantić and the [Agents of Change](#) team have had an article published about the ACT project in The General Teaching Council for Scotland's latest magazine – [see here](#).

Central themes

Current research projects and consultancies of CREID are under four central themes.

1. Diversity and Migration

The [TEAMS \(Teaching that Matters for Migrant Students\)](#) project, led by Nataša Pantić in collaboration with researchers from the Universities of Stockholm, Jyväskylä and Turku, explores the ways in which teachers, schools and education systems respond to migrant students. The project investigates the educational practices and structural conditions that facilitate academic success, cross-cultural socialization and the development of a sense of belonging. The work is funded by the Joint Nordic-UK Research Programme on Migration and Integration, including the Academy of Finland, the Swedish Research Council, Forte of Sweden, the Research Council of Norway, RANNÍS of Iceland, and the Economic and Social Research Council, Part of UK Research and Innovation and NordForsk.

In November 2020, TEAMS jointly hosted an online meeting with the Research-led Teacher Education Network (RTEN) at the University of Edinburgh. During the meeting, four experts gave talks on migrant integration in Scotland, Finland and Sweden. In January and February 2021, TEAMS presented to schools in each country and gave an overview of the research project, aims, and explained how the research would be carried out. The team managed to recruit seven schools in the three countries and two of the three waves of data collection have been completed. The project has collected reflection logs from staff, survey data from staff and

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students, conducted interviews with staff and students, and carried out observational work in the schools. TEAMS has also organised four online events attended by school staff and academics, and published 10 blog posts that can be accessed on the TEAMS website <https://migrant-education.net/>. Members of the team are also organising a Special Issue of the journal *Education Sciences of Educational Sciences* titled, 'Migrant Integration in Schools: Policies and Practices'.

CREID researchers were also collaborating with the University of Edinburgh's Widening Access Team in investigating the attitudes of Scottish school students from BAME backgrounds in relation to choice of university. This project, named [Increasing Participation by BAME Students at the University of Edinburgh: Understanding School Pupils' Higher Education Decision-Making](#), was conducted by its key researcher, Dr Sarah Minty, who has recently completed her doctoral research on the role of finance and family dynamics in HE decision-making. A report 'Access to Higher Education in Scotland, Ethnicity and Social Disadvantage: A Statistical Review', together with an executive summary, and a strategy paper 'Review of the literature and administrative data to inform the University of Edinburgh's next WP Strategy' have been produced for this project and will soon be available on the [project website](#).

2. Inclusion and Exclusion

Gillean McCluskey continued, with colleagues from the University of Oxford, Queen's University Belfast, Cardiff University and London School of Economy, to develop her large ESRC-funded project [Excluded Lives: Political Economies of School Exclusion in the UK](#). It seeks to advance a multi-disciplinary understanding, and home-international comparison, of the political economies of exclusion, and how more equitable outcomes can be achieved for pupils, their families, and professionals. This will ensure that the knowledge gained of the costs and consequences of exclusion is comprehensive and captures the complexity of the interactions of different incentives and actions. Dr Laura Robertson from the Edinburgh team has completed her work with the project and the research team is recruiting another researcher to take over her responsibilities.

Funded by the Moray House School of Education and Sport Godfrey Thomson Trust, the project 'Achievement and Inclusion, Scoping Review of Pedagogical Approaches for Vulnerable Groups' addresses concerns about issues of educational equity that are manifest in data on exclusion, schooling practices and poor outcomes for vulnerable groups of learners as part of the implementation of the United Nations (UN) Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning for all. Colleagues in Edinburgh (Lani Florian and Diana Murdoch) and Cambridge (Kristine Black-Hawkins) are undertaking a scoping review focused on the specific needs for each of the vulnerable groups identified in the 2018 Brussels Declaration, which calls for *particular attention be given to those in vulnerable situations, persons with disabilities, indigenous peoples, those in remote rural areas, ethnic minorities, the poor, women and girls, migrants, refugees, and displaced persons whether as a result of conflict or natural disaster*. The review aims to identify specific needs and pedagogical practices associated with each of these groups and considers the extent to which these practices are common across groups. To date, the team have completed the data collection phase of the review and data analysis is underway.

The project 'Using Network Data to Promote Social Inclusion and Collective Working: Co-production in Intensive Family Support Services' is a collaboration between the University of Edinburgh and Capital City Partnership (CCP), an Edinburgh-based charity organisation, that uses network science to support social policy implementation. Funded under the Data Driven

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Innovation initiative, part of the Edinburgh and South East Scotland City Region Deal <https://ddi.ac.uk/about-us/eses-city-deal/>, Dr Sarah Galey-Horn was awarded a 3 year Train@Ed Fellowship to apply social network analysis (SNA) to examine and support relationship-building and collaborative practices within family support services systems. The project aims to identify strategies that promote social interaction between professionals and families, to help build trust in communities and influence local networks capacity-building opportunities for third sector partners, such as closing gaps in service delivery, or communicating key information.

3. Impact of COVID-19

Gillean McCluskey led a rapid response study to COVID-19 funded by the Chief Scientist Office, [In isolation instead of in school](#) (INISS) asking young people from every Scottish community to share their experiences of Covid 19 and the effects of school closures and national exam cancellations on mental health and wellbeing. The findings provided vital national data directly from pupils, to assess impacts on mental health and education. It also contextualised pupils' experience within data on COVID-19 prevalence, health patterns and trends and against educational achievement outcomes data, to inform interventions and policy making. The result was published in the report '[In isolation, instead of school.](#)'

Another project aligned with this theme is entitled 'Impacts of COVID-19 on teaching practice and opportunities for virtual internships' (<https://sites.google.com/view/bacovid>). This collaborative research between CREID and Monash University is led by Dr. Yi-Shan Tsai funded by the British Academy. The project explores how teachers have worked collaboratively with others and used technology to support students during the crisis of COVID-19. The aim is to identify essential skills, resources, and support that can enable teachers to act as agents of change in difficult times. Sixteen pre-service and in-service teachers from both Australia and the UK participated in the study. The results highlighted student disengagement and teachers' lack of readiness for teaching online as major challenges during the pandemic. However, it was also found that teachers tried to tap into existing communities and mobilised resources to overcome these challenges. The results have been developed into potential scenarios that can be used to develop a virtual internship for teachers. The project team is currently planning a number of workshops, in which pre-service/ in-service teachers and teacher educators will be invited to engage with challenging scenarios and together identify ways to develop teacher agency and problem-solving skills. If you are interested in the workshop, please contact Yi-Shan Tsai (yi-shan.tsai@monash.edu) or other members of the team. The team will also present the project results in a CRIED event on 23rd January <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/3-covid-projects>.

4. Sustainable Development Goals

Together with Daisy Abbott, The Glasgow School of Art, and a programme team of academic colleagues and partners from schools and education authorities in Scotland Nataša has also been working on the development of an [Agents of Change Toolkit \(ACT\)](#) supported by the Scottish Universities Insight Institute ([see the Final SUII Report here](#)). The toolkit helps local teachers and schools take action towards the achievement of the UN Sustainable Development Goals (SDGs) by facilitating accessible, structured and engaging ways of thinking through the whole-school approaches that, although recognised as essential, are often challenging for schools because they require time-intensive coordination between different actors. We are currently building a library of case studies that exemplify how schools can plan, implement and evaluate change within the four themes that underlie CREID research (inclusion and equality; migrant integration; sustainability and Covid recovery) as well as related areas of change that schools identify.

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The next stage of the project is being funded by an ESRC Impact Acceleration award (University of Edinburgh) and will focus on dissemination of the toolkit. This stage will see the team work with schools in Scotland, Sweden, Chile, and others internationally, to support school staff to address issues specific to their schools that reflect global challenges. Examples from this knowledge exchange work will be documented and shared with more schools locally and internationally to demonstrate how ACToolkit can be used to tackle similar or other challenges to generate impact. CREID colleagues are invited to collaborate with ACT as part of CREID's KE strategy. Colleagues can work with schools as they complete their chosen change projects and colleagues can be matched based on their interests, for example, on the themes of inclusion and equality, sustainability, migrant integration and Covid recovery. Colleagues are also invited to help build Communities of Practice (CoPs) for each of these themes, that will facilitate exchanging resources, experiences and notifying others of relevant events. If you are interested in being part of one of the CoPs please get in touch with the ACT contact points: for inclusion and equality email Dianne Cantali on d.l.cantali@dundee.ac.uk; for migrant integration email sderiba@ub.edu; for sustainability email agentsof.change@ed.ac.uk; and for Covid recovery email Ana Hibert Santana on Ana.Hibert@ed.ac.uk.

Work relating to this and other themes above also includes the report 'The Future of Teaching as Collaborative Profession' produced by Dr Nataša Pantić, Dr William Smith and Dr Anna Persson for the ILO/UNESCO Committee of Experts on the Application of the Recommendations on Teachers (CEART). The report considers what can be learned from teachers' responses to the disruptions caused by COVID-19 that is relevant for re-thinking the future of teaching profession in contexts of increasing uncertainty and diversity in education. Under COVID-19, educators globally have demonstrated a great deal of ingenuity in supporting students' learning as well as wellbeing, especially for those at higher risks of various forms of exclusion and disadvantage. Collaboration within professional communities and a wide range of stakeholders have been critical when professional judgments and decisions had to be made rapidly, often without the usual guidance and consultation processes. The report considers what these 'gut reactions' can teach us about teachers' roles in creating and sustaining inclusive learning communities, virtual or real, that are essential in times of crises as well as for making progress towards the transformative agendas such as Sustainable Development Goal 4 of providing more equitable and inclusive education for all. This report was presented by Dr Pantić at a joint research hubs webinar '[The Future of Teaching as a Collaborative Profession](#)' on the 22nd November 2021.

The Team

Dr Nataša Pantić: Director of CREID

Dr Pantić is a Senior Lecturer at the University of Edinburgh, School of Education. Much of her recent work has focused on teachers and their education as agents of change. She has published extensively on teachers' work in the contexts of social and cultural diversity. In her current research she uses mixed-method social network analysis to examine how teachers interact with other actors to address educational inequalities and support all students, especially the vulnerable ones.



Professor Gillean McCluskey: Deputy Director of CREID

Professor Gillean McCluskey researches and teaches in the areas of school discipline, exclusion and disaffection, restorative practices and conflict resolution in schools. She has worked in mainstream schools and alternative settings with young people in trouble and at risk, and is interested in the achievements and experiences of marginalised groups in education.



Professor Sheila Riddell: Professor of Inclusion and Diversity

Professor Sheila Riddell has worked at the University of Edinburgh since October 2003 and was previously Director of the Strathclyde Centre for Disability Research at the University of Glasgow. Sheila's research interests include education policy, additional support needs, lifelong learning, equality and human rights. As of 1st December 2020, Sheila is working half time and is stepping down as Director of CREID after sixteen years. As of 1st January 2021, Dr Nataša Pantić is taking over as Director of CREID.



Professor Lani Florian: Bell Chair of Education

Professor Lani Florian is Bell Chair of Education at the University of Edinburgh and Fellow of the Academy of Social Sciences (FACSS). Her influential research on inclusive education has led to invitations from around the world to speak, conduct workshops and provide technical assistance on inclusive education projects in many countries and to international agencies including UNICEF, UNESCO, OECD, Open Society Foundations, and the Council of Europe.

Lani is a member of the American, British and European Educational Research Associations. She serves on the board of five academic journals and is series editor of *Inclusive Learning and Educational Equity*, a forthcoming series of books to be published by Springer. She is editor of the *Sage Handbook of Special Education*, now in its second edition, and co-author of *Achievement and Inclusion in Schools*.



The Team

Dr Hazel Christie: Lecturer (University Learning and Teaching)

Dr Hazel Christie is Head of the University's CPD Framework for Learning and Teaching and is the Programme Director for the PG Certificate in Academic Practice. She is a member of the Institute for Academic Development's Learning and Teaching team which provides support to both staff and students across the University in learning, teaching and assessment. Her research focuses on the changing nature of the student experience in higher education, including projects on blogging as an assessment process and as a space for new conversations about academic development, as well as on interactivity in lectures. She has worked in a number of universities in Scotland, both as a lecturer and in student support services. She is a Fellow of the Higher Education Academy and convenes the Scottish Higher Education Developers Network.



Dr Elaine Gray: Outreach Coordinator (TEAMS project)

In 2021, Dr Elaine Gray joined the [Teaching that Matters for Migrant Students \(TEAMS\) project](#) in [Moray House School of Education](#) as the project's Outreach Coordinator. She works closely with school staff and pupils to organise knowledge exchange activities.

She previously worked as a Postdoctoral Researcher in Clinical Psychology. She completed her PhD at the University of Cambridge (Darwin College) in 2018. Her PhD was funded by the [LEGO Foundation](#) and she was a member of the [Centre for Research on Play in Education, Development and Learning \(PEDAL\)](#).



Dr Sarah Minty: PhD student (Completed 2021)

Dr Sarah Minty recently completed her mixed methods PhD exploring the role of family, finance and region in young people's higher education decisions in Scotland. She is currently undertaking [research for the University of Edinburgh's widening access team](#), interviewing young people from BAME backgrounds about their HE decisions and conducting analysis to inform the University's next widening participation strategy. Prior to embarking on her PhD, Sarah worked as a Research Fellow at CREID where she was involved in a number of projects relating to higher education funding and access. She has previously held research roles at Robert Gordon University, the University of Stirling, and the Institute for Policy Studies in Education at London Metropolitan University.



The Team

Dr Diana Murdoch: Post-Doctoral Fellow in Inclusive Pedagogy

After many years teaching in mainstream schools, in UK and Europe, Dr Diana Murdoch moved into Support for Learning and Special Education. This led to doctoral research into the lived experience of inclusive education, within the context of a mainstream secondary school, with students, teachers and families. More recent and current research projects are a scoping review on the provision of education for those at greatest risk of educational exclusion worldwide; inclusive education and pedagogy, and teacher agency within Higher Education. Diana's recent teaching on several Masters courses in inclusive education, at the University of Edinburgh, includes teacher agency, pedagogy, comparative approaches to inclusive and special education, and philosophy of education.



Dr Laura Robertson: Research Assistant

Dr Laura Robertson is a Research Assistant on an ESRC funded study Political Economies of School Exclusion in the UK - Excluded Lives. This study aims to advance a multi-disciplinary understanding and home international comparison of school exclusion and how more equitable outcomes can be achieved for pupils, their families and professionals.

After completing a PhD on the implementation of Scottish youth justice policy at the University of Glasgow in 2017, she has been working in the third sector as a researcher in the field of poverty and inequality. Her areas of expertise include participatory and peer-led research and using evidence to inform policy and practice change.



Dr Marc Sarazin: Post-Doctoral Fellow in Education

Marc is currently a Post-Doctoral Fellow in Education at Moray House School of Education and Sport, working on the [Teaching that Matters for Migrant Students \(TEAMS\)](#) project. He is also an Academic Visitor at the [University of Oxford Department of Education](#). He was previously a postdoctoral research fellow on the [TeachersCareers](#) project at the University of Louvain (UCLouvain, Belgium), a post he took up after pursuing his doctorate at the University of Oxford Department of Education. He is also the current junior co-ordinator for the European Association for Learning and Instruction's (EARLI) [SIG 17 on Methods in Learning Research](#).

His research, both about and beyond networks, centres on students' school experiences, teachers' work, educational policies, and arts-based interventions. He finally has a keen interest in applications of social network analysis and mixed methods approaches in education research.



The Team

Dr Kevin Wright: Senior Personal Tutor (Undergraduate)

Dr Kevin Wright taught in schools in Scotland for 13 years. He began as a primary class teacher, then moved in to Support for Learning, and finally taught pupils with complex needs. In 2005 he was seconded to Moray House School of Education as a Teaching Fellow and in 2008 he took up the post of lecturer. Most of his teaching at Moray House is in undergraduate courses, where he was particularly interested in additional support for learning. He also teaches at MSc level.



He completed his PhD on the experiences of female classroom assistants and how such women negotiate their roles within the micro-political world of the primary school. His PhD considered the intersection of a Bourdieuan account of class, 'emphasised femininity', 'respectability', and the 'atrocious story' to account not only for these women's constant struggle for recognition, but also their continuing oppression.

Dr Grace Chung-yan Kong: Research Assistant

Dr Grace Kong's first degree was in Translation and Interpretation, followed later by an MA in Translation Studies. She obtained her PhD in Translation Studies at the University of Edinburgh. Grace joined CREID in 2005 and previously tutored at the Open University of Hong Kong and worked for the Information Services Department of the Hong Kong Government. Grace is currently employed as a research assistant and academic coordinator in CREID. She is also the research assistant with the Social Justice and Inclusion and the Children and Young People Thematic Hubs at Moray House School of Education and Sports.



Associated PhD Students

Ghaleyah Alajmi

Supervisors: Dr Gale Macleod, Dr Katie Cebula and Dr Josie Booth

Thesis title: Executive function in children and adults with Down syndrome: a systematic review, pilot and intervention study

Enid Quesada Alfaro

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

Thesis title: Policy transfer in higher education: the case of quality assurance mechanisms in Costa Rica

Lucy Hunter Blackburn

Supervisors: Professor Sheila Riddell and Professor Cristina Iannelli

Thesis title: The Social Distribution of Student Debt in Scotland and the Rest of the UK

Colin Brough (with Social Work)

Supervisors: Dr Gale Macleod and Dr Mark Smith

Thesis title: What do the stories, told by boys and young men from one foster home, tell us about their upbringing with a single male foster carer?

Anthea Coleman-Chan

Supervisors: Dr Jim Crowther and Dr James MacAllister

Thesis title: (EdD) Academic staff perspectives on community-engaged teaching and learning

Fiona Couper Kenney

Supervisors: Professor Sheila Riddell and Professor Kay Tisdall

Thesis title: How do young people, parents and professionals understand school non-attendance? Exploring tensions in policy and practice in Scotland.

Robin Dallas-Childs

Supervisors: Dr Gale Macleod and Dr James MacAllister

Thesis title: Exploring the impact of British educational policy on learners in alternative provision

Bethan Davies

Supervisors: Dr Deborah Fry and Dr Deborah Holt

Thesis title: The challenges of providing an inclusive environment within registered childminders' settings

Barbara Dzieciatko-Szendrei

Supervisors: Dr Nataša Pantić, Professor Dragan Gasevic, and Dr Gil Viry

Thesis title: Making sense of teachers' communities of practice with social and epistemic network analysis

Anthony Elloway

Supervisors: Dr James MacAllister, Dr Gale Macleod, and Dr Masa Mrovlje

Thesis title: (EdD) English for Academic Purposes (EAP)

Associated PhD Students

Çağla Ergül

Supervisors: Professor Sheila Riddell and Dr Kevin Wright

Thesis title: Investigating inclusive education for children identified as having special educational needs or disabilities (SEND) by focusing on social communication and participation for the educational and sociological domain

Chad Lance Hemady

Supervisors: Dr Deborah Fry and Dr Michael Gallagher

Thesis title: Using children's storybooks as a prevention strategy for online sexual abuse and exploitation in the Philippines

Neil Hume

Supervisors: Professor Gillean McCluskey and Dr Autumn Roesch-Marsh

Thesis title: Positive Secondary School Transitions: Improving multi-agency working with school pupils identified as being at risk of making a poor transition

Anne Kent

Supervisors: Dr Deborah Fry and Dr Martin Toye

Thesis title: The self - Reported health and well-being of the children of Scottish prisoners

Selin Korkmaz

Supervisors: Dr Nataša Pantić and Dr Helen Packwood

Thesis title: Integration of Syrian refugees in Turkish education

Brendan Kwiatowski

Supervisors: Dr Marlies Kustatscher and Professor Gillean McCluskey

Thesis title: Healthy masculinity and adolescence: resilience to restrictive masculinity

Yan Liang

Supervisors: Professor Sheila Riddell and Dr Jack Lee

Thesis title: Gender Inequality in higher education in China: A comparative analysis between eastern and western China

Chang Liu

Supervisors: Dr Ramsey Affifi, and Dr James MacAllister

Thesis title: Education for a meaningful life in the Chinese higher education context

Keren Miguel

Supervisors: Professor Lani Florian and Professor John Ravenscroft

Thesis title: Inclusion within the classroom – Transition Planning for Youths with Special Education Needs in Trinidad and Tobago

Sarah Minty (Completed 2021)

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

Thesis title: Where to study and where to live? Young people's higher education decisions in Scotland and the role of family, finance and region

Dorothy Muraya

Supervisors: Dr Deborah Fry and Dr Autumn Roesch-Marsh

Thesis Title: Exploring fostering recruitment in England as a link to permanence and stability in foster care

Associated PhD Students

Ian Normile

Supervisors: Dr James MacAllister and Dr Gale Macleod

Thesis Title: Chinese students' conceptions of critical thought on a UK postgraduate program and beyond: Philosophical and practical implications for policy and practice

Susanne Paulus

Supervisors: Dr Gale Macleod and Dr Simon Beames

Thesis Title: The provision of organised outdoor activities for refugees in Europe

Iain Philip

Supervisors: Dr Maria Dasli, and Dr Debi Fry

Thesis Title: Syrian refugees learning English in Scotland

Victor Olivia Paz

Supervisors: Dr Gale Macleod (with Professor Mark Smith, Dundee University)

Thesis title: Social Pedagogy in residential schools in Spain.

Xue Qin

Supervisors: Professor Sheila Riddell and Dr Kevin Wright

Thesis title: Gender differences of the elderly in receiving lifelong learning in first-tier cities in China

Jack Reed

Supervisors: Dr Simon Beames and Dr Gale Macleod

Thesis title: The influence of mobile devices and social media on the transfer of learning in residential outdoor experiences

Sonia Sjollema

Supervisors: Dr Nataša Pantić and Professor Gert Biesta

Thesis title: Dealing with diversity in makerspaces: A social pedagogical approach

Jiyuan Song

Supervisors: Dr Gale Macleod, 2. Dr Jingyi Li, 3. Dr Donna Murray (IAD)

Thesis title: Parental investment in education: An ethnographic case study of first and second generation Chinese immigrant families in Scotland

Lewis Stockwell

Supervisors: Dr Robbie Nicol and Dr James MacAllister

Thesis title: The educational aims of canoeing

Graham Thomson

Supervisors: Dr Gale Macleod and Dr Christine Nash

Thesis title: The leadership for learning of Scottish secondary school Head Teachers

Xiaomeng Tian

Supervisors: Dr Gale Macleod and Dr Neil Lent (IAD)

Thesis title: A qualitative study on pedagogical relationships at PGT level in the UK

Associated PhD Students

Shrikant Wad

Supervisors: Professor Sheila Riddell and Dr Kuang-Hsu Chiang

Thesis title: A qualitative study on pedagogical relationships at PGT level in the UK

Jaye Ware (with Sociology)

Supervisors: Professor Lynn Jamieson and Professor Gillean McCluskey

Thesis title: Young people's perspectives on gender and sexual diversity in Scottish high schools

Suqiong Zheng

Supervisors: Dr Nataša Pantić and Dr Andy Hancock (University of Edinburgh), Guopeng Fu (East China Normal University)

Thesis title: The manifestation of teacher agency (especially collective agency) in teachers' response to school closures during lockdown

Qiyu Zhuang

Supervisors: Dr Gale Macleod and Dr Donna Murray (IAD)

Thesis title: The investigation of transitions of Postgraduate taught (PGT) students

Current Projects

Teaching that Matters for Migrant Students: Understanding Levers of Integration in Scotland, Finland and Sweden (TEAMS)

Dr Nataša Pantić, Professor Lani Florian, Dr Gil Viry, Dr Diana Murdoch, Dr Marc Sarazin (Scotland team) 1 September 2020 – 31 August 2023

URL: <https://migrant-education.net>

Funder: NordForsk, £1,196,104

Schools Acting as Change Agents (SACHA) Project: using ACToolkit to promote more inclusive and equitable education in schools in Scotland and internationally

Dr Nataša Pantić, Dr Elaine Gray, and Dianne Cantali, Feb 2022 – Jan 2023

URL: <https://www.agentsofchangetoolkit.org/> (this project is the next stage of the 'Agents of Change' project)

Funder: ESRC Impact Acceleration, University of Edinburgh, £19,740

Agents of Change: a Toolkit for schools and teachers

Dr Nataša Pantić, Dianne Cantali, Dr Daisy Abbott, Betsy King, Alison Humphreys, Rosie McColl, and Barbara Dzieciatko; 1 Mar 2020 – 31 Jul 2021

URL: <https://www.agentsofchangetoolkit.org/>

Funder: Scottish Universities Insight Institute, £14,500

Excluded Lives: Political Economies of School Exclusion and their Consequences

Professor Gillean McCluskey, led by University of Oxford and in partnership with Cardiff University, Queen's University Belfast and London School of Economics, 1 October 2019 - 30 September 2023

URL: <http://www.education.ox.ac.uk/research/excluded-lives/>

Funder: ESRC, £2,700,000

Impacts of COVID-19 on teaching practice opportunities for virtual internships

Dr Yi-Shan Tsai, Dr Nataša Pantić, Dr Michael Phillips, Prof Dragan Gašević and Ana Hibert, 1st Oct 2020 – 31 Jan 2022

URL: <https://sites.google.com/view/bacovid>

Funders: British Academy, £9,964.77 and Regional Skills Funding Award, £4,892

In isolation instead of in school (INISS): Young people's experiences of COVID-19 and effects on mental health and education

Professor Gillean McCluskey, Professor Lesley McAra, Dr Debi Fry, Dr Tracy Stewart, Dr Sarah Hamilton and Albert King, 1 May 2020 – 23 No 2020

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/iniss-vulnerable-children-experiences-covid-19>

Funder: Chief Scientist Office, Scottish Government, £25,000

Projects and Consultancies

Increasing Participation by BAME Students at the University of Edinburgh: Understanding School Pupils' Higher Education Decision-Making

Professor Sheila Riddell, Sarah Minty, Dr Jingyi Li and Dr Omolabake Fakunle, Dec 2020 – Oct 2021

URL: <https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/projects/increase-bame-students-participation>

Funder: Widening Access Office, University of Edinburgh, £19,460

Conversations, Community and Collegiality: Exploring the Effect of Blogging on Teaching and Learning Practice

Jenny Scoles, Hazel Christie and Nina Morris; Nov 2021 – June 2022

Funder: Principal's Teaching Award Scheme, £10,000

Supporting Teacher Reflection through Visualisation of Classroom Practices Data

George Kinnear, Anna Wood, Jill Mackay and Hazel Christie; July 2021 – Feb 2022

Funder: Principal's Teaching Award Scheme, £5,000

Events

Interdisciplinary Event for Three COVID-19 projects

23rd February 2022, Zoom

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/3-covid-projects>

Writing Retreats

7th and 14th December 2021, MS Teams

Joint Research Hubs Event: The Future of Teaching as a Collaborative Profession

22nd November 2021, MS Teams

URL: <https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/events/future-teaching-collaborative-profession>

CREID presentation – Becoming a second career teacher in TVET, by Thibault Coppe

7th December 2021, Zoom

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/phd-presentation-coppe>

TEAMS workshop: Migrant education lessons with Finland: Opportunities, challenges and ways forward?

3rd September 2021, Zoom

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/teams-workshop-finland-migrant-ed>

Seminar for teachers working in multi-lingual contexts

7th May 2021, Zoom

URL: <http://migrant-education.net/workshop-ke-teams-and-participating-schools/>

ACToolkit Workshop 4: Feedback on ACToolkit and the minigames

16th June 2021

URL: <https://www.agentsofchangetoolkit.org/past-events/workshop-4/>

ACToolkit Workshop 3: Change your School with Serious Games

25th March 2021

URL: <https://www.agentsofchangetoolkit.org/past-events/workshop-3/>

Teaching staff as agents of change: does the PgCAP make a difference?

9th March 2021, MS Teams

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/teaching-staff-as-change-agents>

Teaching that matters for migrant students (TEAMS) project: Introduction to schools in Scotland

19th February 2021, MS Teams

URL: <http://migrant-education.net/introduction-to-teams-project-for-school-staff-2/>

Presentations

Abbott, D., Pantić, N., Cantali, D., Dzieciatko, B., King, B. and McColl, R. (2021). British Educational Research Association Conference. *Accelerating progress towards the UN Sustainable Development Goals: serious games for teachers as agents of change*. 13-16 September 2021.

Abbott, D., Pantić, N., Cantali, D., Dzieciatko, B., King, B. and McColl, R. (2021). 12th Global RCE Conference. *Serious games for accelerating progress towards UN Sustainable Development Goals*. 17 November 2021. <https://www.rcenetwork.org/portal/12th-global-rce-conference>.

Cantali, D., Pantić, N., Abbott, D., Binnie, R., B., and McColl, R. (2021). British Educational Research Association Conference: Social Justice, Inclusive Education. *Teachers as Agents of Change: a toolkit for teachers and schools addressing the UN Sustainable Development Goals*. 13-16 September 2021.

Cantali, D. Pantić, N., Abbott, D., King, B. and McColl, R. (2021). SERA Conference (social justice and inclusion) 2021. *Teachers as Agents of Change: a toolkit for teachers and schools addressing the UN Sustainable Development Goals (SDGs)*. 22nd-25th November 2021.

Florian, L. (2021). Invited speaker. *Inclusion and equity in education: A global challenge*. Presentation to Comparative and International Education Society Annual Conference, Seattle [online], 26th April 2021.

Florian, L. (2021). Invited speaker. *What counts as evidence of inclusive education?* Presentation to a seminar organised by the Faculty of Education, University of Upsala, Sweden, 23rd March 2021.

Florian, L. (2021). Invited speaker. *From special school to resource centre: a guide for positive change*. Presentation to online book launch 'From Special School to Resource Centre: A Guide for Positive Change' by the International Step by Step Association, Netherlands, 23rd March 2021.

McCluskey, G. (2021). Invited speaker. *Understanding Scotland's policy frameworks and how they contributed to lowering school exclusions*. Presentation to 'Issues of Exclusion and Inclusion CRESI Seminar Series' [online]. The Centre for Research in Educational and Social Inclusion, University of South Australia, 21st June 2021.

Pantić, N. (2021). Host. Teaching that matters for migrant students (TEAMS) project workshop: Introduction to schools in Scotland [online], Edinburgh, 19th February 2021.

Pantić, N., Abbott, D., Cantali, D., Dzieciatko, King, B. and McColl, R. (2021). European Conference on Educational Research: Inclusive Education: Communities, Families and Schooling in Educational Research. *Teachers as Agents of Change: development of a toolkit for teachers and schools for addressing the UN Sustainable Development Goals*. 6-10 September 2021. <https://eera-ecer.de/ecer-programmes/conference/26/network/679/>.

Riddell, S. (2021). [The rights of children from gypsy/traveller and Roma backgrounds in Scotland](#). Presentation to European Conference on Educational Research 2021 [online], 9th September 2021.

Presentations

Riddell, S. (2021). Keynote speaker. [*Competing understandings of social justice in Scottish education*](#). Presentation to the webinar [*Re/framing Educational Equity: An international collaboration*](#) [online]. University of Strathclyde, 1st September 2021.

Riddell, S. (2021). Keynote speaker. [*Children with additional support needs in Scotland: Inclusion and rights*](#). Presentation to [*II seminario internacional: La voz y el derecho a la participación de niños, niñas y jóvenes con necesidades de apoyo educativo*](#) [II international seminar: The voice and the right to participation of children and young people with additional support needs.] Faculty of Education, Universidad de Burgos, Spain, 18th November 2021.

Riddell, S. (2021). Invited speaker ('Ask the expert' session within the module 'Inclusive Classroom Practice'). [*Wales National Masters in Education programme*](#). School of Social and Life Sciences, Glyndŵr University, Wales, 20th November 2021.

Publications

Authored and edited books

Riddell, S. (2021). *Autonomy, Rights and Children with Special Educational Needs: Understanding Capacity across Contexts*. Palgrave Macmillan. DOI: 10.1007/978-3-030-55825-3

Book chapters

Minty, S. (2021). Ability to learn or ability to pay? How family and finance influence young people's higher education decisions in Scotland. In A. Ross (Ed.), *Education Research for Social Justice: Evidence and Practice from the UK*. London: Springer.

Riddell, S., Harris, N., & Weedon, W. (2021). Special and Additional Support Needs and Rights in England and Scotland: The New Children's Rights Agenda. In Peer, L. & Reid, G. (Eds.) *Special Educational Needs: A Guide for Inclusive Practice* (3rd Ed.). London: Sage.

Weedon, C. (2021). The potential impact and influence of the social model of disability. In Peer, L. & Reid, G. (Eds.) *Special Educational Needs: A Guide for Inclusive Practice* (3rd Ed.). London: Sage.

Robertson, L. (2021). Lived experience of poverty. In J. H. McKendrick, J. Dickie, F. McHardy, A. O'Hagan, S. Sinclair, & M. C. Treanor (Eds.), *Poverty in Scotland 2021* (6 ed.). Child Poverty Action Group in Scotland.

Refereed journal articles

Christie, H., & Morris, N. (2021). Assessment and emotion in higher education: the allure of blogging. *Research in Post-Compulsory Education*, 26(2), 148-163. <https://doi.org/10.1080/13596748.2021.1909922>

Couper-Kenney, F., & Riddell, S. (2021). The impact of COVID-19 on children with additional support needs and disabilities in Scotland. *European Journal of Special Needs Education*, 36(1), 20-34. <https://doi.org/10.1080/08856257.2021.1872844>

Florian, L. (2021). The universal value of teacher education for inclusive education. In A. Köpfer, J. J. W. Powell, & R. Zahnd (Eds.), *Handbuch Inklusion international: Globale, nationale und lokale Perspektiven auf Inklusive Bildung* (pp. 89-105). Verlag Barbara Budrich. <https://doi.org/10.3224/84742446>, <https://doi.org/10.2307/j.ctv1f70kvj.8>

McCluskey, G., Fry, D., Hamilton, S., King, A., Laurie, M., McAra, L., & Stewart, T. (2021). School closures, exam cancellations and isolation: The impact of Covid-19 on young people's mental health. *Emotional and Behavioural Difficulties*, 26(1), 46-59. <https://doi.org/10.1080/13632752.2021.1903182>

Murdoch, D., English, A. R., Hintz, A., & Tyson, K. (2021). Feeling heard: Inclusive education, transformative learning, and productive struggle. *Educational Theory*, 70(5), 653-679. <https://doi.org/10.1111/edth.12449>

Pantić, N., Galey-Horn, S., Florian, L., Joksimovic, S., Viry, G., Gasevic, D., Knutes Nyqvist, H., & Kyritsi, K. (2021). Making sense of teacher agency for change with social and epistemic network analysis. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-021-09413-7>

Publications

Pantić, N. (2021). Teachers' Reflection on their Agency for Change (TRAC): A tool for teacher development and professional inquiry. *Teacher Development*.

<https://doi.org/10.1080/13664530.2020.1868561>

Riddell, S. (Accepted/In press). The rights of children from Gypsy/Traveller and Roma backgrounds in Scotland. *Hungarian Educational Research Journal*.

Riddell, S., & Tisdall, E. K. M. (2021). Transforming children's rights? Dilemmas, challenges and implementation. *Journal of Social Welfare and Family Law*, 43(1), 1-7.

<https://doi.org/10.1080/09649069.2021.1876304>

Riddell, S., Harris, N., & Davidge, G. (2021). Autonomy, education and the rights of children with special and additional support needs and disabilities in England and Scotland: A new paradigm? *Journal of Social Welfare and Family Law*, 43(1), 42-59.

<https://doi.org/10.1080/09649069.2021.1876307>

Tawell, A., & McCluskey, G. (2021). Utilising Bacchi's what's the problem represented to be? (WPR) approach to analyse national school exclusion policy in England and Scotland: A worked example. *International Journal of Research & Method in Education*.

<https://doi.org/10.1080/1743727X.2021.1976750>

Other publications

McCluskey, G., Fry, D., Hamilton, S., King, A., Laurie, M., McAra, L., & Stewart, T. (2021). *'In isolation, instead of school' (INISS): Vulnerable children's experiences of COVID-19 and effects on mental health and education*. Final report for the Rapid Research in COVID-19 Programme. Edinburgh: Chief Scientist Office, Scottish Government.

Minty, S. (2021). *Where to study and where to live? Young people's higher education decisions in Scotland, and the role of family, finance and region*. PhD thesis, University of Edinburgh.

Pantić, N., Abbott, D., Cantali, D., Dzieciatko, King, B., & McColl, R. (2021). General Teaching Council for Scotland magazine. *Acting on the SDGs, Teachers are key players in helping achieve the United Nations' Sustainable Development Goals*. 28 October 2021. Issue 90, pp.28-29. <https://www.gtcs.org.uk/News/teaching-scotland/teaching-scotland-magazine.aspx>

Pantić, N., Smith, W., & Persson, A. (forthcoming, 2021). *The Future of Teaching as Collaborative Profession*. ILO/UNESCO Committee of Experts on the Application of the Recommendations on Teachers (CEART).

Robertson, L., & McHardy F. (2021). *The poverty-related attainment gap: A review of evidence*. The Poverty Alliance. Retrieved from <https://www.povertyalliance.org/wp-content/uploads/2021/02/The-Poverty-related-Attainment-Gap-A-Review-of-the-Evidence-2.pdf>

Robertson, L., & McHardy, F. (2021). *Transport and child poverty: Beyond the pandemic*. Transport Scotland. Retrieved from <https://www.povertyalliance.org/wp-content/uploads/2021/06/Transport-and-Child-Poverty-Beyond-the-Pandemic.pdf>

If you require this document in an alternative format such as large print, please contact Grace Kong at creid-education@ed.ac.uk or +44 (0)131 651 6459 [* Please note that she is working from home during the UK lockdown at the moment and will not be able to answer your calls from her office.]

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