

**CAHSS Knowledge Exchange and Impact Grants – awarded in year 2018/19**

<b>Project Title</b>	<b>Applicant</b>	<b>School</b>	<b>Award</b>	<b>Summary</b>
<b>Computational Pavilion “Papillon D’Or” for Festival of Architecture Montpellier 2019</b>	Christina Nan	ECA	£4,942	This KE project relates to my long-term research related to advanced digital fabrication and manufacturing techniques for lightweight protostructures and to the research-led teaching within the Digital Pathway of the ECA. Additionally it relates and strengthens the school’s and college’s strategy of advancing computationally driven research and innovation with support of industry. In collaboration with two industrial partners from the London-based practices Heatherwick Studio and Foster + Partner, we have won the competition for the international Festival of Architecture 2019 in Montpellier (project led by UoE): a parametrically generated pavilion structure, designed through the use of advanced computational tools and to be constructed through the use of digital fabrication, at the ECA. The project creates a platform to share emerging research practices related to the use of advanced computation and digital fabrication between academia and industry, addressing a wide audience (ECA staff, student community, industrial partners, manufacturers and external public). The project will promote sustainable, intelligent and material & tool appropriate ways of integrating emerging digital practices into the creative practice, thus empowering and inspiring those who wish to work or further engage with advanced computational tools.
<b>Deploying VR in Museum Spaces: Evaluating New Technologies and Approaches</b>	James Cook	ECA	£4,000	This project builds on a pilot reconstruction of St Cecilia’s Hall in the 1760s, produced as part of the AHRC-funded project ‘Space, Place, Sound, and Memory: Immersive Experiences of the Past’. As part of our successful impact and engagement follow-on, we will be making this application available to the public within St Cecilia’s Hall and in Historic Scotland’s ‘Engine Shed’. The project proposed here has two objectives: 1. To increase the potential public impact of this through working with technical partners to improve its graphics and interactivity 2. Working with the same technical partners to identify the best forms of technical delivery through user engagement, to inform future planned funding applications
<b>The soundscape of King James VI and I: enhancing audience engagement and immersive experience within an object-focused exhibition</b>	Catriona Murray	ECA	£5,000	The project will develop a series of soundscapes to accompany the Scottish National Portrait Gallery’s summer 2020 exhibition, King James VI and I. We will record musical works, speeches, verse and sermons associated with individual display objects and enhance those recordings with ambient sounds appropriate to their seventeenth-century performance, drawing out shared viewing experiences and highlighting connections between early modern and contemporary audiences. The project is primarily intended to enhance audience interaction with untouchable objects in the displays. It will have significant implications for the curatorial presentation of early modern visual and material culture within a museum or gallery setting.
<b>The value of recognition and partnership in child care and protection processes</b>	Mary Mitchell	SPS	£5,000	This innovative knowledge exchange project brings together two University of Edinburgh research studies, which focused on different elements of child care and protection practice. The project will open up supportive spaces for key stakeholders to critically consider the research findings, current practice and possible new directions. This project is timely as there is considerable appetite to hear from research studies to directly inform policy and practice guidance in Scotland and the UK, for example the Scottish Child Protection Guidelines are currently being updated and rewritten, and this project will help inform this work. A further intention of the project is to co-produce a digital resource which will be utilised by local authority and charity partners to help train staff and lobby policy decision makers about the key findings and messages from the two research projects. This digital resource will also provide a useful teaching resource for higher education institutions; bringing an increased understanding of the complex issues of child care and protection practice and the importance of ‘recognition’ of family members in the process, to students and practitioners working with individuals and families.

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<b>Diagnostic stories: A photographic essay, exhibition and archive on post-outbreak laboratory infrastructure in Sierra Leone</b>	Alice Street	SPS	£5,000	Through a collaboration between acclaimed photo-journalist Olivia Acland and University of Edinburgh academics, this project uses photography to explore the material remnants of laboratory equipment, architecture, and systems put in place to strengthen diagnosis of Ebola during the outbreak in Sierra Leone in 2014-2016. This creative collaboration will explore visual elements of established anthropological research in Sierra Leone and develop a series of photographic outputs (photo-essay, exhibition, digital archive) designed to convey project findings to international stakeholders in global health (tax-payers, policy makers, public health experts, academics, practitioners, government).
<b>Developing excellence in 1+2 languages: working together to create a self-assessment tool for schools</b>	Fiona O'Hanlon, Thomas Chaurin & Do Coyle	Education	£2,560	The project – Developing excellence in 1+2 languages: working together to create a self-assessment tool for schools – aims to create a practical theoretically-grounded self-evaluation tool which primary and secondary schools can use to reflect upon, and further develop, their provision for modern languages. The project is based on the results of a study involving a literature and policy review and empirical research with 12 schools (Developing excellence in 1+2 languages: working together for success – October 2018 to September 2019). The impact grant would enable us to work with 15 school and local authority practitioners to transform learning from this academic research into a practical tool which can be used by schools more widely in Scotland and elsewhere.
<b>Fostering children's reading motivation and engagement through Accelerated Reader</b>	Sarah McGeown	Education	£2,088	This project aims to optimally support the reading skills, reading motivation and reading engagement of children and adolescents, by drawing upon McGeown's research to inform Accelerated Reader, a programme designed to manage and monitor independent reading practice. Accelerated Reader is currently the most popular programme by Renaissance Learning, the world's largest cloud-based assessment, teaching and learning provider, and is used by over 1.3 million pupils in over 5,500 UK schools. Drawing on her research, McGeown will develop research-informed resources to accompany Accelerated Reader, suggest additional features to integrate into the programme and discuss future research collaborations to better understand the impact of Accelerated Reader on children's and adolescents' reading motivation and engagement.
<b>Digital Play: Repurposing and refreshing resources</b>	Lydia Plowman	Education	£3,001	Digital play refers to activities by children under 5 on handheld devices, such as tablets or phones, and with voice-assisted technologies (eg Alexa) and internet-connected toys. The project uses the resources that were developed for an eight-week online course on digital play funded by an ESRC Impact Acceleration Award in 2016-17 to provide a foundation for the newly refreshed and updated content and a new design branded for the Centre for Research in Digital Education. This will reach new audiences and enable Playbase to extend into peer-assisted learning. Making the resources free to download will enable us to develop the profile of the Children & Technology Research group, leading to the potential for collaboration with partners and future opportunities for both research and knowledge exchange.
<b>Social inequalities in education: quantitative research and theatre meet to bring about change</b>	Christina Iannelli	Education	£5,000	The proposed KE/Impact project will develop a new partnership between researchers in the University of Edinburgh and the Traverse Theatre – Scotland's new writing theatre company, based in Edinburgh. This new partnership will work towards the full production of a theatre play which will focus on the issue of social inequalities in the Scottish education system. Informed by the research conducted in two major ESRC-funded projects (AQMeN and Understanding Inequalities), this play aims to represent the real-life school experiences of disadvantaged pupils and to contrast them with the experiences of more advantaged pupils. Existing quantitative research evidence will be used to provide important background information to the play and guide the formulation of questions to be used for interviewing young people from different social backgrounds whose answers will give critical insights for the development of the play script. Thus, the script – and its performances - will provide a powerful narrative which will widen the reach of the research and will deepen our understanding of the problem, with the aim to ultimately bring a change in policy, practice and in the education experiences of socially disadvantaged pupils.

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<b>History and Gaming</b>	Gianluca Raccagni	HCA	£3,096	This project aims to showcase and multiply current collaborations that Raccagni and other members of the newly founded UoE History and Games Network have established with game companies. That will be achieved by organising stalls and participation games at the two most important game conventions in the UK, and by organising a game jam at the University of Edinburgh. The project will thus serve to finalise Raccagni REF impact case submission, and to create further impact opportunities for Raccagni as well as for the students and academics of the new network. That will lay the foundations of future impact case studies, but also generate income in the form of consultancies, and boost the recruitment of undergraduate and postgraduate students, by advertising the UoE and the new UoE History and Games Network, and by offering impact opportunities for postgraduate funding applications.
<b>Fostering psychologically-informed financial health in care-experienced young people</b>	Emily Taylor; Tina Harrison	HiSS / Business	£4,967	More than half (57%) of young people leaving care have difficulties managing money and avoiding debt, reflected in high levels of unemployment, homelessness, and mental health problems. There is an urgent need for research that advances our knowledge of when and how to sensitively support care leavers to manage personal finance. This knowledge exchange event will bring together those working with care-experienced young people and in money advisory services to create a shared vision to inform novel intervention development and evaluation.
<b>Afro-Brazilian Film and Activism in the age of Bolsonaro</b>	Raquel Ribeiro	LLC	£2,100	This proposal seeks funding for 2 screenings and 1 talk by Viviane Ferreira, Brazilian activist, lawyer and filmmaker, about Afro-Brazilian Film and Activism in the age of Bolsonaro, taking place 6-7-8 September 2019. The talk and the screenings will take place during VIII ABIL (Association of British and Irish Lusitanists) conference, and the screenings will be sponsored/promoted in collaboration with partner institutions, Africa in Motion and Iberodocs. The screenings will foster an ongoing collaboration with both partners, initiated in 2016, but also bring Portuguese-speaking film into discussions on Afro-Latin identities, more broadly, as part of current AHRC project on Afro-Latin Visibilities in film and media activism in Latin America.
<b>PLEAS – Protection in the Law of Expulsion and Aid in Scotland</b>	Leandro Mancano	Law	£2,998	The project aims to map out the provisions of UK and Scots law that could trigger the expulsion of non-British nationals from the country, and to identify gaps of legal protection for the person concerned. The objectives will be pursued through interaction between desk-based research of the legal background and a series of workshops. Academics, practitioners and members of the institutions and MSPs will contribute their perspective. The findings and a possible case for law reform will be outlined in open access outputs following the end of the project. This network will constitute the basis for future development: broader research projects looking at the supranational law (human rights law and EU law); establishment of a new law clinic at Edinburgh Law School. The law clinic will form part of a post-graduate full-year course. Under my supervision as course organiser, students will work on real deportation case-files in collaboration with specialist law firms, which will provide the actual legal advice to the persons concerned.
<b>Philosophy with children: Cultivating cognitive and emotional wellbeing</b>	Dave Ward	PPLS	£4,829	Children are natural philosophers. Like grown-up philosophers, they constantly question and strive to make sense of concepts and conventions that the rest of us have long since taken for granted. But there is little place for such flexible, open-ended questioning and reflection in their formal education. However, there is increasing evidence that regular participation in philosophical enquiry has a range of benefits for young children – improvements in mathematical and literacy skills, IQ scores, behaviour and emotional well-being. This project will invest in training and supporting philosophers and teachers to bring the benefits of philosophical discussion into several Edinburgh schools, and will use the results of the school partnerships to inform further research into why philosophical enquiry has this distinctive package of benefits.