



2022 CEID Research Group Update



About this Document

This document is the annual update of the Comparative Education and International Development (CEID) Research Group. The CEID Research Group brings together a diverse group of researchers, scholars, and practitioners working on or interested in Comparative Education and/or Education and International Development. It aims to benefit the local and global community as a hub for critical reflection and evaluation, investigating the direct and indirect potential of education by exploring its complex, interdependent relationship with social and political contexts.

This update contains self-reported responses from a research update document circulated amongst group members in the Summer of 2022. Projects that started between July 2021 and October 2022, and member publications during that time frame, are included. The document provides only a sample of some of the recent work of CEID Research Group Members and does not include information on all members or all research. For more complete information on the major themes of the CEID Research Group as well as an expanded list of projects and publications please see [previous annual updates](#) or visit the [CEID Research Group Website](#).

**2022-2023 CEID Research Group
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New Projects (starting from July 2021 to October 2022)

Assessment Feedback: What Do Students Want and Need?

- **Xiaomei Sun** with Deborah Holt and Beth Davies (Edinburgh). Abstract: This project aimed to inform enhancements to assessment feedback processes within a UK higher education institution. Funded by University of Edinburgh Student Experience Grant.

Biology, Data Science, and the Making of 'Precision Education'

- **Ben Williamson** with Dimitra Kotouza (Edinburgh), Jessica Pykett (Birmingham), Martyn Pickersgill (Edinburgh). Abstract: Biological science and data science are being combined to produce new ways of understanding and managing human lives. This project focuses on 'precision education', a novel integration of the biological and data sciences that aims to use genetic, neural and biometric data for targeted teaching and learning. Precision education exemplifies the ways data-intensive sciences are transforming social institutions and affecting everyday lives. Through detailed social scientific examination, interviews with scientists, textual analysis, and digital methods, the project will generate original insights into the ways biological and data sciences are becoming new sources of knowledge and authority in technological societies. Funded by Leverhulme Trust.

ESRC Centre for Sociodigital Futures

- **Ben Williamson** with collaborators at Universities of Bristol, Birmingham, Edinburgh and Goldsmiths. Abstract: Digital technologies are transforming everyday life and bold claims are being made about how intelligent robots, autonomous vehicles and the 'metaverse' will shape our futures. These claims are important because they drive corporate investments, government policies and business strategies, and they inform our hopes and fears for daily life. Yet we know from the past that futures claimed rarely turn out as predicted. The interplay of digital technologies with the complex realities of everyday life produces multiple and unexpected outcomes, with far reaching implications for the economy, politics and social life. And, amidst the COVID-19 pandemic, climate crisis, and widening inequalities, what lies ahead seems more uncertain than ever. To generate new approaches to fairer and more sustainable societies, this pioneering new centre will unite experts from across the world to investigate: what kinds of sociodigital futures are in the making; who or what is shaping sociodigital futures; how are sociodigital futures emerging in everyday practice; and what will this mean for currently widening social and economic inequalities and for the climate change crisis. Funded by the ESRC.

Refugee Access and Participation in Higher Education in Uganda: the Nexus of Brokers, Barriers, and the Digital

- **Michael Gallagher** with Rovincer Najjuma and Rebecca Nambi (Makerere University). Abstract: This qualitative research project from Makerere University and the University of Edinburgh is designed to surface the lived experiences and challenges refugee students face in accessing and participating in higher education in Uganda. The objectives of this study are: 1. To establish the needs, the challenges,

and the lived experiences that refugee students face when accessing and participating in Ugandan higher education 2. To identify the initiatives, activities, and policies designed to support refugee students at universities in Uganda and the role these have on brokering access to higher education 3. To note the role of the digital in managing participation within this nexus of brokering and barriers, and surface the communicative agency being expressed therein.

Remediating Stevenson: Decolonizing Robert Louis Stevenson's Pacific Fiction through Graphic Adaptation, Arts Education and Community Engagement

- **Shari Sabeti** with Michelle Keown (Edinburgh) and Simon Grennan (Chester).
Abstract: This project explores the legacies of Robert Louis Stevenson's Pacific writing, investigating the relevance of his work to contemporary readers in Samoa, Scotland and Hawai'i, and producing new art and poetry inspired by the three short stories published in Stevenson's 1893 collection *Island Nights' Entertainments*. Particular attention is given to Samoa where Stevenson spent the last few years of his life and where he is buried. Funded by the UK Arts and Humanities Research Council.

Social Theory Walks: The City of Edinburgh as a Teaching Tool for Social Theory Applied to Education

- **Aliandra Barlete**. Abstract: What can the city of Edinburgh teach us about the practice of social theory? This pilot project builds on the unique historical development of Edinburgh to build a tool to teach social theory applied to Education. Started in March 2022, the 'Social Theory Walks' propose a 90min walking route in Edinburgh city centre with stops for discussion of a theoretical concept (ie. Modernity, post/decolonialism, surveillance, borders etc) in the context of the histories of Edinburgh.

Southern Social Theory and Education

- **Aliandra Barlete**. Abstract: This teaching project has the objective to critically discover, recognise and include 'Southern' theoretical perspectives in educational analysis. It aims to inspire students to develop critical analyses of education practice and policy using theoretical knowledge originating from the Global South, or postcolonial theories that critique hegemonic social science knowledge. Southern theory refers both to the intellectual work developed in the South (or 'periphery'), but also the critical work that contests the knowledge (i.e. theories and concepts) seen as 'classic', i.e. theoretical movements based on post/decolonial theories (Connell, 2007, 2014). As a critical approach, the concept problematises the understanding that most theories in social sciences, including those applied in educational research, largely originate from the Global North. The practice of Southern Social theory aims to inspire dissertation students to discover new or unknown approaches developed by scholars in different parts of the world. Such knowledge can be put to practice in different ways, depending on the dissertation projects. One example is the use of a specific author or concept to understand a topic (i.e. African philosophy to explain parental engagement in Education, for instance). Another option would be a comparative study where the literature review explores different theoretical approaches (including one Southern) on the same

topic (English language curriculum, for instance). To Connell, ‘important part of the process is a critical unpacking of mainstream literature in a field of practice – textbooks, established paradigms and bibliographies – revealing northern dominance of the discourse, and extraversion in the global south’ (Connell, 2014, p. 218).

Summative Analysis of Out-of-school Data and Impact of COVID-19 in Bangladesh, Cameroon, Kenya, Lao PDR, and Madagascar

- **William C. Smith.** Abstract: Comparative report exploring trends in out of school data across five countries and providing recommendations for strengthening data collection and monitoring, as well as policy interventions targeting the most disadvantaged. Funded by the UNESCO Institute for Statistics.

Recent Publications (July 2021 to October 2022)

Baba, A., Grant, L., Pearson, N., Wild-Wood, E., **Falisse, J-B.**, Way, Y., Kangamina, S. et al. (2022). Engaging faith communities in public health messaging in response to COVID-19: lessons learnt from the pandemic in Ituri, Democratic Republic of Congo. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.916062>.

Bayne, S. & **Gallagher, M.** (2021). Near future teaching: practice, policy and digital education futures. *Policy Futures in Education*, 19(5). <https://doi.org/10.1177/14782103211026446>.

Bayne, S., **Gallagher, M.**, **Grek, S.**, **Miranda, J.J.**, **Smith, W.C.**, Xu, J., **Wad, S.** & **Williamson, B.** (2021). The 2023 Global Education Monitoring (GEM) Report Concept Note on Technology and Education: A Joint Response from the University of Edinburgh’s Centre for Research in Digital Education and Comparative Education and International Development (CEID) Research Group. Edinburgh, UK: University of Edinburgh. https://www.pure.ed.ac.uk/ws/portalfiles/portal/240310472/2023_GEM_Report_Concept_Note_Joint_Response_University_of_Edinburgh.pdf.

Boivin, K., Thomas, M. A., Brehm, W., **Aktas, F.**, Cho, I., & Mensah, P. K. (under review). Podcasts as pedagogy in higher education: Mapping and advancing the field. *Educational Research Review*.

Carozzi, G. (2022). Anarchiving: a cracked lullaby. *Departures in Critical Qualitative Inquiry*, 11 (1-2), 102-126.

Chaar, I., **Falisse, J-B.** & Moriceau, J. (2022). Does legal aid improve access to justice in ‘fragile’ settings? Evidence from Burundi. *Journal of Peace Research*. <https://doi.org/10.1177/00223433211055633>.

Falisse, J-B., & McAteer, B. (2021). Visualising policy responses during health emergencies. Learning from the COVID-19 policy trackers. *Convergence*, 28(1), 35–51. <https://doi.org/10.1177/13548565211048972>

Falisse, J-B. & Mpanya, A. (2022). Clinical trials as disease control? The political economy of sleeping sickness in the Democratic Republic of the Congo (1996–2016). *Social Science & Medicine*, 299(March): 114882. <https://doi.org/10.1016/j.socscimed.2022.114882>

Falisse, J-B., Mpanya, A., Surur, E., Kingsley, P., Miaka, E.M., & Palmer, J. (2022). Health work and skills in the last mile of disease elimination. Experiences from Sleeping Sickness health workers in South Sudan and DR Congo. *Global Public Health*, 1–13. <https://doi.org/10.1080/17441692.2022.2092175>

Falisse, J-B. & Nkengurutse, H. (2022). Citizens committees and local elites: elite capture, captured elites, and absent elites in health facility committees. *European Journal of Development Research*, 34(3), 1662–1683. <https://doi.org/10.1057/s41287-021-00443-8>.

Kyereko, D., **Smith, W.C.**, Hlovor, I. & Keney, G. (2022). Understanding grade repetition in basic schools in Ghana. *International Journal of Educational Development*, 93. <https://doi.org/10.1016/j.ijedudev.2022.102633>.

Mtebe, J., Fulgence, K. & **Gallagher, M.** (2021). COVID-19 and technology enhanced teaching in higher education in sub-Saharan Africa: A Case of the university of Dar es Salaam, Tanzania. *Journal of Learning for Development*, 8(2). <https://doi.org/10.56059/jl4d.v8i2.483>.

Mtebe, J. & **Gallagher, M.** (2022). Continued usage intentions of digital technologies post-pandemic through the Expectation-Confirmation Model: the case of a Tanzanian university. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 18(1).

Najjuma, R., **Gallagher, M.** & Nambi, R. (2022). The role of institutional practice, non-educational actors and social networks in shaping refugee student lifeworlds in Ugandan higher education. *Transformation in Higher Education*, 7, 12 pages. <https://doi.org/10.4102/the.v7i0.184>

Panman, A., Madison, I., Kimacha, N.N., **Falisse, J-B.** & Nanai, N. (2022). Saving up for a rainy day? Savings groups and resilience to flooding in Dar Es Salaam, Tanzania. *Urban Forum*, 33(1), 13–33. <https://doi.org/10.1007/s12132-021-09424-w>

Popham, F. & **Iannelli, C.** (2021). Does comprehensive education reduce health inequalities? *SSM – Population Health*, 15. <https://doi.org/10.1016/j.ssmph.2021.100834>

Reed, J. (2022). Postdigital Outdoor and Environmental Education. *Postdigital Science and Education*, 1-9. <https://doi.org/10.1007/s42438-022-00323-2>

Reed, J. (2022). The methodology wars and outdoor and environmental education: Feminism, positivism, and causation. *Journal of Outdoor and Environmental Education*, 1-15. <https://doi.org/10.1007/s42322-022-00103-3>

Reed, J. (2022). Collective capacity building: Shaping education and communication in knowledge society: edited by Simona Sava, Claudia Borca, and Gheorghe Clitan, Leiden, Brill

Sense, 2020, 198 pp.,€ 45, ISBN 978-90-04-42219-3. *Studies in the Education of Adults*, 1-4.
<https://doi.org/10.1080/02660830.2022.2053246>

Reed, J., Dunn, C., Beames, S., & Stonehouse, P. (2022). E ‘Ride on!’: The Zwift platform as a space for virtual leisure. *Leisure Studies*, 1-15.
<https://doi.org/10.1080/02614367.2022.2088836>

Reed, J., & Smith, H. (2021). ‘Everything we do will have an element of fear in it’: challenging assumptions of fear for all in outdoor adventurous education. *Journal of Adventure Education and Outdoor Learning*, 1-13. <https://doi.org/10.1080/14729679.2021.1961092>

Smyth, E., & **Duta, A.** (2022). Inequalities in children’s skills on primary school entry in Ireland and Scotland: do home learning environment and early childhood childcare explain these differences? *Longitudinal and Life Course Studies*, 1-25.
<https://doi.org/10.1332/175795921X16591139653249>

Sowa, S., Manches, A., & Smith, J. (In press) Primary and secondary school students’ career aspirations and job automation-related risks. *International Journal for Educational and Vocational Guidance*.

Sun, X., & Holt, D. (2022). Student engagement and voice in higher education: Students’ perceptions. *Journal of Learning Development in Higher Education*, 23.
<https://journal.aladinhe.ac.uk/index.php/jldhe/article/view/838/580>.

Watmough, G., Hagdorn, M. Broomhead, J., Seth, S., Delamonica, E., Haddon, C. & **Smith, W.C.** (2022). Using open data to construct 20 metre resolution maps of children’s travel time to the nearest health facility. *Scientific Data*. <https://doi.org/10.1038/s41597-022-01274-w>.

Williamson, B., Gulson, K.N., Perrotta, C. & Witzemberger, K. (2022). Amazon and the new global connective architectures of educational governance. *Harvard Educational Review* 92(2), 231-256. <https://doi.org/10.17763/1943-5045-92.2.231>

Williamson, B. & Komljenovic, J. (2022). Investing in imagined digital futures: the techno-financial ‘futuring’ of edtech investors. *Critical Studies in Education*.
<https://doi.org/10.1080/17508487.2022.2081587>

Williamson, B. (2022). Smart citizen apprentices: Digital urbanism and coding as techno-solutions to the city. In Currie, M., Knox, J. & McGregor, C. (Eds.) *Data Justice and the Right to the City*. Edinburgh: Edinburgh University Press.

Yu, B., **Smith, W.C.** & Cao, Y. (2022). The relationship between propositional teacher knowledge and classroom teaching practice: the case of Chinese novice mathematics teachers. *Asia Pacific Journal of Education*.
<https://doi.org/10.1080/02188791.2022.2096570>.