CREID

THE UNIVERSITY of EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID
Annual Report

2022

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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, Chile 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/knowledge-exchange/briefings and host high profile seminars and conferences https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/knowledge-exchange/events.

Highlights of the year

During 2022, 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 project manager/outreach coordinator, 4 post-doctoral fellows, 1 research assistant, and a growing number of associate researchers from other universities, nationally and internationally. Recently, the Centre and its project teams were joined by associated members from the Universities and other organisations across Europe and internationally. These include the 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. This extends our existing collaborations with 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 2022 CREID has undergone the College review of the Centre, which highlighted its accomplishments over the past 3-5 years and outlined directions for future developments. CREID was commended for its successes in securing external research funding. CREID was commended by the panel for the strong record of external funding (that account for more than a quarter of the School's total external research income); knowledge exchange activity and support of ERC researchers. Since 2020 we have started 5 new projects totalling £2.15 million of new research income form the UK and Nordic research councils and other government and charity bodies. Over the past year the Centre was joined by 5 international members associated on various projects. We have extended and diversified our research programme to conduct both domestic and cross-country studies to explore educational practices that address exclusion, underachievement and other forms of marginalisation at individual and structural levels. Most of the studies involve interdisciplinary, cross-university and international collaborations.

The Work of the Centre

CREID members have also continued to contribute to national and international debates in the area of inclusion and diversity though consultancy and advisory work.

Examples include McCluskey's leading on educational impacts of Covid-19 in the seminar series for the four UK Nations PolicyWISE initiative, engaging with policy professionals in each of the UK nation's legislatures and executives, and Pantic's presentations of the research on migrant integration including an invited keynote talk in a conference hosted by UNICEF and the City of Bratislava in response to receiving refugees from Ukraine in Bratislava schools.

In November CREID was joined by the Project Manager/Outreach Coordinator, Julia Eighteen. Julia looks forward to meeting colleagues in the coming months. Julia brings long experience of managing large project consortia at the University of Edinburgh, at all stages of the project pipeline, from bid preparation to post-project audit. She has also worked in schools and science festivals delivering SciComm workshops.

Grace Kong who has been an integral part of CREID for many years has been promoted to support the School's RKE office. We congratulate Grace and wish her all the best in her new role grateful for all her help over the years. A huge thank you, Grace, for your sterling work, and our best wishes for your future endeavours in the School!

Central themes

Current CREID projects focus on four central themes, Diversity and Migration; Inclusion and Exclusion; Sustainable Development Goals, and Impact of Covid-19.

1. Diversity and Migration

The ongoing [TEAMS (Teaching that Matters for Migrant Students)](#) project (2020- 2023), 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.

TEAMS are working with seven schools in the three countries. The last round of data collection has been completed in Spring 22 and data analysis is ongoing. The project has collected reflection logs from staff, survey data from staff and students, conducted interviews with staff and students, and carried out observational work in the schools. In autumn 22 we conducted feedback workshops for those schools that participated in TEAMS project as well as 2 events attended by other schools, and published 5 blog posts that can be accessed on the TEAMS website https://migrant-education.net/. Members of the team have also co-edited a Special Issue of the journal *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

[Excluded Lives: Political Economies of School Exclusion in the UK](#). Gillean McCluskey continued, with colleagues from the University of Oxford, Queen's University Belfast, Cardiff University and London School of Economics to work on this cross-national, interdisciplinary ESRC-funded project. This research 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. We are grateful to Dr Laura Robertson for her excellent contributions to the project in 2021-22. We were delighted to welcome Dr Annie Taylor, her replacement, who joined us in March 2022.

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 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 has completed 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 identified 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

[Impacts of COVID-19 on teaching practice and opportunities for virtual internships](#). This collaborative research between CREID and Monash University was co-led by Pantic (at UoE) with Dr Yi-Shan Tsai (Monash), funded by the British Academy. The project explored how

teachers have worked collaboratively with others and used technology to support students during the crisis of COVID-19. The results highlighted how teachers mobilised knowledge and resources in existing communities to overcome these challenges. The results have been developed into scenarios of a virtual internship for teachers and a larger follow up grant to take to scale research on teacher communities and agency in crisis. The team presented project results in a CREID event on 23rd January. https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/knowledge-exchange/events/events-archive/events-archive-2022/3-covid-projects.

4. Sustainable Development Goals

The Agents of Change Toolkit (ACT) project finished last year, but the next stage of the project, Schools as Agents of Change, is being funded by an ESRC Impact Acceleration award (University of Edinburgh) focusing on dissemination of the toolkit. In 22 the project supported 3 schools in Scotland, 3 in Chile, 1 in Spain and one in India in India to address issues specific to their schools that reflect global challenges. This knowledge exchange project has provided a platform for CREID to continue to document its knowledge exchange and impact with more schools locally and internationally to demonstrate how CREID research within the four themes can help tackle similar or other challenges. CREID colleagues as well as members of the wider Social Justice and Inclusion hub continue to engage with ACT as part of CREID's KE strategy for extending impact on practice. Colleagues work with schools to support their change projects that match their interests. Colleagues are also invited to help build Communities of Practice (CoPs) for each of the themes and facilitate exchanging resources, experiences and notifying others of relevant events. A growing library of impact case studies can be accessed on the ACT project website under the four themes of CREID research and others https://www.agentsofchangetoolkit.org/case-studies/ Colleagues interested in showcasing how their projects are making an impact using ACT website can contact CREID knowledge exchange contact point at agentsof.change@ed.ac.uk

ACT platform and its case studies have been presented in 2022 events:

Making Educational Change with the Agents Of Change Toolkit - Internataional launch Event online on Monday 16th May, 16.00 – 17.30 BST on Microsoft Teams. Link to recording of presentation the 45 registered participants were asked to view ahead of attending:

https://video.dundee.ac.uk/V/Video?v=191058&node=814586&a=1853370083&autoplay=1

Presentation at the International Webinar hosted at Aarhus University, 10 June, 2022: Inclusion of Refugee Children in School and Daycare - Challenges and Opportunities. *Using the Agents of Change Toolkit to promote migrant integration in schools.* de Riba Mayoral, S., Cantali, D., Pantić, N., University of Barcelona, University of Dundee, University of Edinburgh (Spain, UK)

Hybrid event hosted by CREID on 29 November 2022: Engaging with the Agents of Change Toolkit, co-organised by the Social Justice and Inclusion Thematic Hub.

University of Edinburgh Members of CREID

Dr Nataša Pantić: Director of CREID

Nataša 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

Gillean is lead Co-I in Scotland for the ESRC large grant [Political Economies of School Exclusion](#) (2019-2023). Gillean 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.

Dr Shereen Benjamin

Shereen taught in schools in London for 14 years, beginning as a primary class teacher, then teaching in a special school for children with complex needs.

She undertook her PhD on the experiences of students with global learning difficulties in a mainstream secondary school, whilst working as a learning support teacher at the school. Her PhD considered the intersection of perceived academic ability with gender, sexuality, social class, ethnicity and physical appearance in the 'identity work' of girls and young women considered to have special educational needs. Shereen then took up a post at the University of Birmingham where she was responsible for the MEd course in Learning Difficulties (Moderate and Severe). She also worked on the National Evaluation of the Children's Fund, a government-funded project investigating the effectiveness of partnership working in children's services across England. In 2005 she moved to the University of Edinburgh. Most of her teaching is in the Education courses, where she is particularly interested in embedding an academic literacies approach. She also teaches at MSc and doctoral level.

Dr Hazel Christie: Lecturer (University Learning and Teaching)

Hazel 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.

University of Edinburgh Members of CREID

Julia Eighteen: Project Manager CREID and Outreach Coordinator (TEAMS/SaCha projects)

In October 2022, Julia Eighteen joined Moray House School of Education and Sport as project manager for CREID. Working initially on SaCha and TEAMS projects as outreach coordinator, in 22 Julia mostly worked with school staff and pupils to organise knowledge exchange activities.

Dr Maureen Finn

Maureen taught in schools throughout Strathclyde region before moving to the Educational Support Service (ESS) based at Glasgow Museums, later becoming of Head of Education at Camden Arts Centre, working in collaboration with the Institute of Education's Department of Art, Design and Museology on the 3-year funded research project, 'The impact of contemporary art on pupil attainment'. She then took up the post of Head of Education at the National Galleries of Scotland, initiating award-winning, inclusive programmes. She has conducted research, undertaken evaluations, managed digital projects and delivered training for education and cultural organisations throughout the UK, including the National Maritime Museum, London, The Arts Council of England, NESTA, Scottish Book Trust and Scottish Government. From 2009 to 2012 she was Development Officer for Creative Learning at Education Scotland, leading on the Scottish Government's Action Plan for Education, the Arts and Creativity. She also represented Art & Design on the National Excellence Group for the Expressive Arts; sat on the SQA planning group for the new National Qualifications; and managed the Art & Design component of the National Assessment Resource (NAR). In 2012, she took up the position of Research Associate with STEP for the 'E-Lates' e-Learning programme before becoming Director of STEP in 2014.

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 retiring in January 2023, but hopes to retain involvement as Professor Emerita.

Professor Cristina Iannelli: Professor of Education and Social Stratification

Cristina is a Fellow of the British Academy and the Academy of Social Sciences. She has extensive research experience as leader and co-investigator of several national and international research projects. Between 2017 and 2021, she was Co-Director of the ESRC large grant 'Understanding Inequalities', a multidisciplinary and international research project aimed to explore the causes, consequences and policy implications of social inequalities across different dimensions and spatial scales (https://www.understanding-inequalities.ac.uk/about). From 2013 to 2017 she was Co-Director of the ESRC-funded centre AQMeN (Applied Quantitative Methods Network; http://www.research.aqmen.ac.uk) in the University of Edinburgh and led the 'Education and Social Stratification' research strand which involved collaborators from Scotland, Ireland, Germany and the US. The main aim of this strand was to examine the role of institutional differentiation of curriculum and status in reproducing social inequalities in education and the labour market.

Betsy King: Development Manager, Learning for Sustainability Scotland

Betsy joined LfS Scotland, Scotland's UN Regional Centre of Expertise in Education for Sustainable Development, in 2013. She has a long-standing commitment to LfS; contributing

to policy development and practice in Scotland, UK and internationally. Originally a Geography teacher, she has worked for the Peak National Park, the University of Papua New Guinea and environmental sustainability NGOs in the UK, most recently for WWF Scotland.

Dr Geetha Marcus

Geetha is a sociologist, feminist and teacher activist whose research and teaching interests focus on social inequalities within public education systems. With extensive professional experience in the field of primary education, both in classroom practice and in senior management, in 2016 she published a study for the Scottish Parliament, 'Closing the Attainment Gap', on educational achievement and equity. As a practitioner-researcher, she believes there is an urgent need for teachers to employ education methods that effect justice-oriented social change. Her book 'Gypsy and Traveller Girls: Silence, Agency and Power' (2019) critically explores and documents the racialised and gendered experiences of Gypsy and Traveller girls in Scotland, within public spaces of school and private spaces of home. As a South Asian and advocate of black feminist thought and methodology, her work also explores research into the multiple identities and experiences of young people and women on the margins from a postcolonial perspective.

Dr James MacAllister

James's research explores connections between philosophy and education with a particular focus on ethical challenges and issues in education. His first book, a research monograph with Routledge entitled 'Reclaiming Discipline for Education: Knowledge, relationships and the birth of community', was published in late 2016. He has also written about the educational thinking of the Scottish philosophers John MacMurray, Ronald Hepburn and Alasdair MacIntyre. Prior to being awarded a PhD in the philosophy of education from the University of Edinburgh in 2011, James had a varied career as a primary school teacher who also joined the Scottish police service. He has also worked at the University of Manchester and the University of Stirling. He leads the Philosophy of Education Pathway of the MSc Education.

Dr Justine MacLean

Justine's research interests are in teacher agency in times of change; developing resilience in pupil and teacher identity; pedagogy and curriculum in physical education; and developing self-esteem and confidence through physical education. Her recent research is in the area of curriculum and policy enactment within health and wellbeing.

Dr Gale MacLeod

Gale co-ordinates the Higher Education Research Group. She is aligned to two research clusters in the School of Education:

Equality, Social Justice and Inclusion, and Pedagogy, Learning and Curriculum. Her areas of interest include social relationships in education explored from a symbolic interactionist perspective; the experiences of young people identified as having social, emotional and behavioural difficulties; parental engagement and family learning; experiences of students in higher education (with a focus on PGT students); and relationships between research, policy and practice with a focus on responsible research and innovation.

Dr Stuart Moir

Stuart's research interests include: citizenship education and learning for democracy, critical pedagogy, Marxist analysis and critique of education, adult education and popular/radical education, youth political participation and activism, youth work in schools, critical social research and professional practice learning.

University of Edinburgh Members of CREID

Dr Donna Murray

Donna is a member of the IAD's Learning and Teaching team which provides support to both staff and students across the University in learning, teaching and assessment. As Head of Masters provision in the IAD, she is responsible for supporting taught postgraduate students (PGT) with their academic development. Donna's role includes undertaking research in relation to the PGT strand. Donna is a Senior Fellow of the Higher Education Academy, and mentors participants on the Edinburgh Teaching Award who are aiming for Fellowship, or Senior Fellowship of the HEA.

Rachel O'Neill

Rachel supports the work of the Scottish Sensory Centre, based in the School of Education and Sport, which involves liaison with a wide range of teachers, professionals, parents and deaf people on policy issues about deaf education. She is currently the School's disability contact. Rachel's research interests are in the areas of language policy in deaf education, comparing the impact of BSL legislation on deaf education in Scotland and Wales (with Dr Rob Wilks, South Wales University). She is also comparing views of teachers of deaf children working bilingually with signed languages in Scotland and South Africa in collaboration with Dr Claudine Storbeck, Witwatersrand University.

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.

Dr Kevin Wright

Dr Kevin Wright taught in schools in Scotland for 13 years, first as a primary class teacher, then in Support for Learning, and later teaching pupils with complex needs. In 2005 he was seconded to Moray Hose 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 Bourdieuian account of class, 'emphasised femininity', 'respectability', and the 'atrocity story' to account not only for these women's constant struggle for recognition, but also their continuing oppression.

University of Edinburgh Members of CREID

Professor Lyn Tett – Moray House School of Education and Sport

Dr Martin Toye – Moray House School of Education and Sport

Dr Elisabet Weedon – Moray House School of Education and Sport

Dr Annie Yang – Moray House School of Education and Sport

Dr Helen Packwood – School of Social and Political Science, University of Edinburgh

Dr Autumn Roesch-Marsh – School of Social and Political Science, University of Edinburgh

Dr Gil Viry – School of Social and Political Science, University of Edinburgh

Dr Wendy Ugolini – School of History, Classics and Archaeology, University of Edinburgh

Associated Members

Associated Members

Daisy Abbot – Glasgow School of Art

Professor Ellen Boeren – University of Glasgow

Dr Dianne Cantali – University of Dundee

Professor Harry Daniels – University of Oxford

Silvia de Riba – University of Barcelona

Professor Dragan Gašević – Monash University

Dr Constanza Herrera Seda – Universidad de Santiago de Chile

Dr Srećko Joksimović – University of South Australia

Betsy King – Learning for Sustainability Scotland (LfS Scotland), Scotland's UN Regional Centre of Expertise in ESD

Professor Anna Lund – Stockholm University

Professor Andrea Ohidy – Freiburg University of Education

Professor Michael Phillips – Monash University

Professor Mirja Tarnanen – University of Jyväskylä

Professor Ian Thompson – University of Oxford

Dr Yi-Shan Tsai – Monash University

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 (with Social Work)
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

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

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

Associated PhD Students

Susanne Paulus
Supervisors: Dr Gale Macleod and Dr Simon Beames
Thesis Title: The provision of organised outdoor activities for refuges 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

Stephen Sowa
Supervisors: Dr Andrew Manches, Dr Julie Smith
Thesis title: Primary school pupils' career aspirations and job automation risks

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

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

Associated PhD Students

Zoe (Rong) Yan
Supervisors: Gale MacLeod and Dr Martin Toye
Thesis title: Peer Rejection, Teacher-Children Relationships and ADHD in the Classroom, starts Oct 2022

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

Projects

Current Projects

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

Nataša Pantić, Dianne Cantali, Constanza Herrera, Silvia de Riba, Khaleda Ganni Dut, February 2022 – 28 February 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

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

Nataša Pantić, Lani Florian, Gil Viry, Diana Murdoch, Marc Sarazin (Scotland team) 1 September 2020 – 30 April 2024
URL: https://migrant-education.net
Funder: NordForsk, £1,196,104

Disrupting understandings of school disruption: what did we learn from covid-19?

Gale MacLeod 1 September 2022 – 31 December 2023
Funder: Spencer Foundation, £33,454

Beyond Behaviour

Gale MacLeod, Martin Toye, Robin Dallas-Childs, Maggi Laurie; end December 2023
Funder: Salvesen Mindroom Research Centre

Making Sense of Communities of Practice with Social and Epistemic Network analysis

Nataša Pantić, Gil Viry, Dragan Gašević, Srećko Joksimović; Oct 2019- Dec 2023
Funders: ESRC and SGSSS (supervisor led project)

Excluded Lives: Political Economies of School Exclusion and their Consequences

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, £2,989,000

Using Network Data to Promote Social Inclusion and Collective Working: Co-production in Intensive Family Support Services

Sarah Galey, supported by Lani Florian; 1 Nov 2019 ‒ 19 Apr 2023
Funder: TRAIN@Ed: Transnational Research and Innovation Network At Edinburgh.

Living and Studying at Home: Commuter Students in the Aftermath of the Pandemic

Sheila Riddell, Hazel Christie, Laura Cattell, Rachael King, Sofia Shan, Lyn Tett; 1 September 2022 – 28 February 2023

Projects

Covid-19, education and mental health: translating research evidence into teacher practice

Tracy Stewart, Gillean McCluskey; 23 June 2022 – 22 December 2022

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

Supporting Teacher Reflection through Visualisation of Classroom Practices Data

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

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

Yi-Shan Tsai, Nataša Pantić, Michael Phillips, Dragan Gašević and Ana Hibert; 1 October 2020 – 31 January 2022
URL: https://sites.google.com/view/bacovid

Bilingual education for deaf children

Rachel O'Neill

Making Sense (Chile)

Nataša Pantić

The Missing Link: Uncovering the Importance of Networks for Inclusion & Achievement of Migrant & Non-migrant Students

Marc Sarazin, Nataša Pantić (unfunded)

Pupils as citizens: pupil views on school citizenship and the transition from primary to secondary school

Jane Brown, Stuart Moir, Linda Croxford and Sarah Minty; 1 March 2015 – 30 November 2022

Student transitions: academic support for online distance students

Louise Connelly, Donna Murray; 1 May 2017 -

Comparing impact of British Sign Language planning on deaf education across the UK

Rachel O'Neill, Rob Wilks; 1 April 2021 – 31 December 2022

Events

Engaging with the Agents of Change Toolkit
29 November 2022, St John's Land Boardroom, Moray House School of Education and Sport
URL: https://www.ed.ac.uk/sites/default/files/atoms/files/engaging_with_the_ac_toolkit_2022.pdf

Quantitative ethnography: tools for modelling meaning in learning analytics, by David Williamson Shaffer
27 May 2022, Room 5.11 Charteris Land, Moray House School of Education and Sport
URL: https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/knowledge-exchange/events/events-archive/events-archive-2022/shaffer-quantitative-ethnography

Introductory event: making educational change with the Agents of Change Toolkit
16 May 2022, MS Teams
URL: https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/knowledge-exchange/events/events-archive/events-archive-2022/ac-toolkit-launch

Interdisciplinary event for 2 COVID-19 projects that studied the impact of COVID-19 on teachers, students and families - Dr Yi-shan Tsai & Gillean McCluskey
16 March 2022, Zoom
URL: https://www.ed.ac.uk/education/rke/our-research/social-justice-inclusion/creid/knowledge-exchange/events/events-archive/events-archive-2022/3-covid-projects

Visit to Stockholm University by 85 students from migrant backgrounds
May 2022, Stockholm University

Film-making workshops in schools in Scotland: Exploring the notion of identity and discussing the challenges and opportunities that students new to a country and school would face.
1 -3 March 2022, Schools in Scotland

Film-making workshops in schools in Finland: Exploring the notion of identity and discussing the challenges and opportunities that students new to a country and school would face.
25 – 27 April 2022, Schools in Finland

Presentations

Pantić, N. (2022). *CREID research on migrant education (with a focus on response to receiving refugees from Ukraine).* Presentation to a conference of Bratislava teachers, at the request of the UNICEF Education team, co-organised with the City of Bratislava.

Pantić, N. (2022). *Making Educational Change with the Agents of Change Toolkit - Introductory Event* on Monday 16th May, 16.00 – 17.30 BST on Microsoft Teams. Link to recording of presentation the 45 registered participants were asked to view ahead of attending: https://video.dundee.ac.uk/V/Video?v=191058&node=814586&a=1853370083&autoplay=1

de Riba Mayoral, S., Cantali, D., Pantić, N. (2022). *Inclusion of Refugee Children in School and Daycare - Challenges and Opportunities. Using the Agents of Change Toolkit to promote migrant integration in schools.* Presentation at IITIRE International Webinar, 10 June, 2022.

Pantić, N. (2022). *Engaging with the Agents of Change Toolkit.* Organised by the Centre for Research in Education, Inclusion and Diversity and the Social Justice and Inclusion Thematic Hub. Hybrid event on 29 November 2022.

Pantić, N., Sarazin, M., Eighteen, J., Palonen, T. (2022). *Presentation of TEAMS research results to school leadership at school participating in TEAMS.* 15 November 2022.

Pantić, N., Sarazin, M., Eighteen, J., Palonen, T. (2022). *Visit to school participating in TEAMS research to present the results of the research to the school leadership.* 2 November 2022.

Pantić, N., Sarazin, M., Eighteen, J., Palonen, T. (2022). *Visit to school participating in TEAMS research to present the results of the research to the school leadership.* 27 October 2022.

Lund, A., Oral, D. (2022). *Mother Tongue Instruction: Between Assimilation and Multicultural Incorporation. Session on Inclusive Education.* Presentation at ECER (European Conference on Educational Research).

(2022). *Symposium presentation on Migrant Integration in Different Education Systems: Benefits and Pitfalls of Universalist and Targeted Approaches*. Presented and discussed at ECER 2022.

Cantali, D., de Riba, S., Pantić, N. (2022). *Using the Agents of Change Toolkit to Promote Migrant Integration in Schools*. Presentation at BERA (British Educational Research Association) Conference 2022.

Lund, A., Lund, S. (2022). *Inequality, unfairness and lack of social cohesion: school desegregation of hyper segregated schools.* Presentation to the American Sociological Association (ASA), 5 August 2022.

Lund, A., Osman, A., Lund, S. (2022). *Municipality Strategies for Integrated Schools: Imposed desegregation of schools for transformative social change.* Presentation at Lund University, 3 February 2022.

Publications

Authored and edited books

Tisdall, E. K. M., Davis, J., **Fry, D**., Konstantoni, K., Kustatscher, M., Maternowska, C. & Weiner, L. (2022). Critical childhood studies: Global perspectives (Accepted/In press) *Bloomsbury*.

Book chapters

MacLeod G., Tett L. Family literacy practices in Scotland and the impact of the COVID-19 pandemic (2022). In: *Handbook of Research on Family Literacy Practices and Home-School Connections edited by Kathy R. Fox and Laura E. Szech, IGI Global, 2022, pp. 82-100.* https://www.igi-global.com/gateway/chapter/311397

Riddell, S. (2022) Children with additional support needs and Disabilities: New technology and inclusion. In: *Diálogos para la Investigación en Comunicación, Educación y Tecnologías.* Martínez, A. B., Castañeda, R. E. & Alvarado, F. J. O. (eds.). Benito Juárez, México: Ediciones Comunicación Científica, p. 78-95 18 p. https://doi.org/10.52501/cc.015

Murray, D. (2022). What do blended/integrated practitioners do? Insights into ways of working strategically and influencing policy and practice. In *E. McIntosh, & D. Nutt (Eds.), The Impact of the Integrated Practitioner in Higher Education: Studies in Third Space Professionalism* (pp. 133-138). Taylor and Francis Inc. What do blended/integrated practitioners do?

Refereed journal articles

Cebula K*, **MacLeod G**, Stone K, Chan S. (2022). Student experiences of learning about potentially emotionally sensitive topics: Trigger warnings are not the whole story. In: *Journal of Further and Higher Education* https://doi.org/10.1080/0309877X.2022.2055449

Coppe, T., **Sarazin, M**., März, V., Dupriez, V. & Raemdonck, I., (2022). (Second career) teachers' work socialization as a networked process: New empirical and methodological insights. In: *Teaching and Teacher Education.116, 103766.* https://doi.org/10.1016/j.tate.2022.103766

Coppe, T., Thomas, L., **Pantić, N**., Froehlich, D. E., **Sarazin, M** & Raemdonck, I. (2022). The use of social capital in teacher research: A necessary clarification. In: *Frontiers in Psychology. 13, 866571*. https://doi.org/10.3389/fpsyg.2022.866571

Duncan, J. & **O'Neill, R**., (2022). The importance of the lived experience of deaf people. In: *Deafness & Education International.* https://doi.org/10.1080/14643154.2022.2035485

Fry, D., Nhenga-Chakarisa, T. C., Izumi, N. & Bernheim, B. (2022). Round Robin: A new qualitative methodology for identifying drivers of violence against children. In: *Qualitative Report. 27, 9, p. 1975-1997 12.* https://doi.org/10.46743/2160-3715/2022.5501

Harris, N. & **Riddell, S**. (*2022).* Ensuring rights matter: England's and Scotland's frameworks for implementing the rights of children and young people with special educational needs and disabilities. In: *The International Journal of Human Rights.* ***https://doi.org/10.1080/13642987.2022.2057954***

Publications

Hemady, C. L., Speyer, L. G., Brown, R. H., Murray, A. L., Meinck, F., **Fry, D**., Do, H., Sikander, S., Madrid, B., Fernando, A. D., Walker, S., Dunne, M., Foley, S., Hughes, C., Osafo, J., Baban, A., Taut, D., Ward, C. L., Van Thang, V., Fearon, P., & 3 others, (2022). Patterns of adverse childhood experiences and associations with prenatal substance use and poor infant outcomes in a multi-country cohort of mothers: A latent class analysis. In: *BMC pregnancy and childbirth. 22, p. 1-12 12 p., 505.* https://doi.org/10.1186/s12884-022-04839-0

Hemady, C. L., Speyer, L. G., Kwok, J., Meinck, F., Melendez-Torres, G. J., **Fry, D**., Auyeung, B. & Murray, A. L. (2022). Using network analysis to illuminate the intergenerational transmission of adversity In: *European Journal of Psychotraumatology*. https://doi.org/10.1080/20008198.2022.2101347

MacAllister, J. (2022). Moral learning through tragedy in Aristotle and Force Majeure In: *Journal of Aesthetic Education, embargo ends 27/04/2027*.

McCrone, D., **Iannelli, C.,** & Deary, I. J. (2022). On Lindsay Paterson: Discipline, method or field? The place of education in the social sciences. In: *Scottish Affairs, 31*(4), 419-434. On Lindsay Paterson: Discipline, Method or Field? The Place of Education in the Social Sciences

Neelakantan, L., **Fry, D., Florian, L**. & Meinck, F., (2022). Adolescents' experiences of participating in sensitive research: A scoping review of qualitative studies (E-pub ahead of print) In: *Trauma, Violence and Abuse.* Adolescents' Experiences of Participating in Sensitive Research: A Scoping Review of Qualitative Studies

Neelakantan, L., **Fry, D., Florian, L**., Silion, D., Filip, M., Thabeng, M., Te, K., Sunglao, J. A., Lu, M., Ward, C. L., Baban, A., Jocson, R. M., Alampay, L. & Meinck, F. (2022). "What does that mean?": The content validity of the ISPCAN Child Abuse Screening Tool - Child version (ICAST-C) in Romania, South Africa, and the Philippines In: *Child Abuse and Neglect. 134, p. 1-13 105869*. https://doi.org/10.1016/j.chiabu.2022.105869

O'Neill, R. (2022). Deaf children and cognition. In: *Deafness & Education International. 24, 2, p. 97-99 3 p*. Deaf children and cognition

Duncan, J., & **O'Neill, R**. (2022). Prioritising pragmatics and social communication for deaf children and young people. In: *Deafness and Education International, 24(4), 293-295*. Prioritising pragmatics and social communication for deaf children and young people

Óhidy, A., **Riddell, S**. & Boutiuc-Kaiser, A. (2022). Children's rights in European education. Dilemmas, challenges and implementation regarding Roma children in selected European countries - An introduction. In: *Hungarian Educational Research Journal. 12, 1, p. 1-11 11 p*. https://doi.org/10.1556/063.2021.00086

Pantic, N., Brouwer, J., Thomas, L. & Froehlich, D. E. (2022). The potential of mixed-method social network analysis for studying interaction between agency and structure in education. In: *International Journal of Research & Method in Education*. The potential of mixed-method social network analysis for studying interaction between agency and structure in education

Rowley, K., Snoddon, K. & **O'Neill, R**. (2022). Supporting families and young deaf children with a bimodal bilingual approach. In: *International Journal of Birth and Parent Education.9, 3, p. 15-20 6 p.* https://ijbpe.com/journals/volume-9/59-vol-9-issue-3

Publications

Scott-Barrett, J., Cebula, K. & **Florian, L**., (2022). (E-pub ahead of print).The experiences and views of autistic children participating in multimodal view-seeking research. In: *International Journal of Research & Method in Education. p. 1-32* [The experiences and views of autistic children participating in multimodal view-seeking research](#)

Stewart, T. M., **Fry, D**., McAra, L., Hamilton, S., King, A., Laurie, M. & **McCluskey, G**., 27 Apr (2022). Rates, perceptions and predictors of depression, anxiety and Post Traumatic Stress Disorder (PTSD)-like symptoms about Covid-19 in adolescents. In: *PLoS ONE. 17, 4, 17 p., e0266818*. https://doi.org/10.1371/journal.pone.0266818

Stewart, T., **Fry, D.**, Wilson, J., McAra, L., Hamilton, S., King, A., Laurie, M. & **McCluskey, G**. (2022). Adolescent mental health priorities during the Covid-19 pandemic. In: *School Mental Health. p. 1-13*. https://doi.org/10.1007/s12310-022-09547-w

Tawell, A. & **McCluskey, G**. (2022). 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*. In: International Journal of Research & Method in Education. 45, 2, p. 137-149* [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](#)

Wood, A., **Christie, H**., MacKay, J. R. D. & Kinnear, G. (2022). Using data about classroom practices to stimulate significant conversations and aid reflection. In: *International Journal for Academic Development. p. 1-16 16 p*. [Using data about classroom practices to stimulate significant conversations and aid reflection](#)

Commissioned reports and other publications

McCluskey, G., Fyfe, I., Murray, R. & Robertson, Z. (2022). [The Delivery of Education and Certification: Impact of Covid-19 on Children and Young People](#). Commissioned report for *Scottish Covid-19 Inquiry. 47 p.*

Wilks, R. & **O'Neill, R**. (2022). Deaf Education in Scotland and Wales: Attitudes to British Sign Language in deaf education compared to Gaelic and Welsh. https://www.research.ed.ac.uk/files/301361475/2_FINAL_REPORT.pdf

Shannan, B. & **O'Neill, R.** (2022). The views and experiences of deaf young people and their parents using assistive devices at home before and during the COVID-19 pandemic. Commissioned report for *Scottish Sensory Centre. 30 p.* https://www.research.ed.ac.uk/files/255446315/Shannan_O_Neil2020TheViewsAndExperiences.pdf

O'Neill, R. (2022). [Review of "Adult Minority Language Learning: Motivation, Identity and Target Variety"](#) *2 p. Newsletter, British Association for Applied Linguistics.*

Pantic, N., Smith, W.C., and Persson, A.M. (2022). The future of teaching as a collaborative profession: the importance of teacher agency and inclusive learning communities in increasingly diverse and uncertain educational settings. *Paris: UNESCO*.

O'Neill, R. (2022). [Blog about the NHS Lothian paediatric audiology situation and its effect on deaf children in Scotland](#)

Publications

Nordmann, E., Toivo, W., & **O'Neill, R.** (2022). New rules on lecture transcripts give academics an impossible choice. *THE Campus*.

O'Neill, R. (2022). Child Audiology in Scotland: NHS Lothian and what happens next. *University of Edinburgh blog*.

Duncan, P., & **Finn, M**. (2022). STEP Starter Sack home-play programme for Gypsy/Travellers Programme Report 2022: Key recommendations. STEP: Centre for Mobile Cultures and Education. https://www.step.education.ed.ac.uk/wp-content/uploads/2023/04/SSS-recommendations.pdf

Duncan, P., & **Finn, M**. (2022, May 3). The STEP Learning App: Case study. Scottish Government.

Finn, M., & Duncan, P. (2022). SG Equalities and Human Rights report.

Sarazin, M., Lund, A., Oral, D. (2022). To integrate or not to integrate migrant students in mainstream classes? TEAMS Project blog.

Lund, A., Tajic, D., (2022). The meaning of peer interaction from the perspectives of newly arrived migrant students. TEAMS Project blog.

Pantic, N., (2022). Migrant Integration: Treating diversity as a norm in modern schooling systems. TEAMS Project blog.

Viry, G., (2022). Collaboration in schools: between networks and institutions. TEAMS Project blog.

If you require this document in an alternative format such as large print, please contact Kirsty Shand at creid-education@ed.ac.uk.
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