



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

C  
R  
E  
I  
D  
  
R  
E  
P  
O  
R  
T

# CREID ANNUAL REPORT 2012

[www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)



# Table of Contents

<b>The Work of the Centre .....</b>	<b>1</b>
<b>The Team .....</b>	<b>3</b>
<b>Projects .....</b>	<b>6</b>
<b>Events .....</b>	<b>8</b>
<b>Presentations .....</b>	<b>9</b>
<b>Publications .....</b>	<b>11</b>

# The Work of the Centre

The Centre for Research in Education Inclusion and Diversity ([www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)) was launched in November 2004. Its work focuses on social justice and equality in relation to 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. CREID attracts research income from a diverse range of funders, and is working in research and knowledge exchange partnerships with other universities in the UK and internationally. Funders include the UK and Scottish Governments, the European Commission, public bodies such as the Equality and Human Rights Commission and Universities Scotland, the voluntary sector and service user groups. Knowledge exchange activities during 2012 included the organisation of a number of high profile seminars and conferences and the publication of a series of research briefings. CREID's current research falls under the following headings:

## 1. Education, Inclusion and Diversity

Projects focus on provision for children with additional support needs, including those at risk of school exclusion. Examples of this work include a knowledge exchange grant to disseminate the findings of an ESRC project on dispute avoidance and resolution in additional support needs. The research and follow-on funding projects have had a major impact on special and additional support needs policy in Scotland, England and at European level in terms of raising awareness of parents' and children's rights and methods of avoiding and resolving disputes. The projects' findings were communicated in various ways including:

- (i) a series of working papers published on the web site of the Centre for Research in Education Inclusion and Diversity ([www.creid.ed.ac.uk](http://www.creid.ed.ac.uk));
- (ii) academic papers and a book;
- (iii) articles in publications aimed at practitioners such as *Mediation Now* and *Children in Scotland Newsletter*;
- (iv) a dissemination conference, think tanks and a launch event at the Scottish Parliament which attracted media coverage (<http://www.tes.co.uk/article.aspx?storycode=6172518>);
- (v) a glossy publication aimed at parents and practitioners distributed in a variety of ways including the web-site of Enquire, the National ASN Advice and Information Service for Scotland (<http://enquire.org.uk/news-and-events/news/communications-matternew-cried-report>)

Elisabet Weedon and Sheila Riddell have collaborated with the Scottish Sensory Centre (SSC) to examine educational provision for children with a sensory impairment and qualifications of specialist teachers of pupils with a sensory impairment. This work provided part of the evidence base drawn on by the *Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs* (the Doran Review) (Scottish Government, 2012). Other papers written by CREID researchers were also cited in the Doran Review. For example, a paper published by Riddell and Weedon (*Cambridge Journal of Education*, 2010) was used to illustrate the tensions over access to information and services which frequently characterise the relationships between parents and authorities (Section 1, para 1.1, p.15) (<http://www.scotland.gov.uk/Publications/2012/11/7084>).

Gillean McCluskey took the lead on research for the Welsh Government on schools exclusions and alternatives to education in school. Rachel O'Neill and Julie Arendt have recently completed a project funded by the Nuffield Foundation on the achievements and outcomes of deaf pupils in Scotland. We are following up this work with a study of the post-school transitions of deaf pupils funded by National Deaf Children's Society, on which Mariela Fordyce is working as the Research Fellow.

# The Work of the Centre

Building on our EC Seventh Framework project on religious education in a multi-cultural society, we are working on a project exploring Muslim pupils' educational experiences and outcomes in England and Scotland. This work is being conducted under the aegis of The Edinburgh Alwaleed Centre.

At a European level, Sheila Riddell was appointed a core member of the EC's Network of Experts on Social Aspects of Education and Training. Sheila was commissioned by NESSE (European Network of Experts in the Study of Social Aspects of Education) to undertake a major review of literature on special educational needs and disability. The report, which drew extensively on the analysis of policy and statistics within the ESRC project, was published by the EU Directorate General of Education and Culture in 2012 <http://www.nesse.fr/nesse/activities/reports/activities/reports/disability-special-needs-1>.

Sheila Riddell was awarded funding by the Leverhulme Trust to lead a network of experts in six jurisdictions including Scotland, England, The Netherlands, Sweden, California, US and New South Wales, Australia. The aim of the network is to investigate special education and policy change and it will run from March 2012 to end of February 2014. An inaugural workshop took place in Edinburgh in April 2012, and a further event took place in Sydney in October 2012.

## 2. Lifelong Learning and Social Justice

During 2012, we concluded work on our five year EC Sixth Framework project on lifelong learning in twelve European countries and the Russian Federation (LLL2010), which drew comparisons between old member states in Northern Europe and new member states in Central and Eastern Europe, as well as EU outsiders such as Norway and the Russian Federation. A comparative book based on the project, *Lifelong Learning in Europe: Equity and Efficiency in the Balance*, edited by Riddell, Markowitsch and Weedon, was published by the Policy Press in 2012. A project, led by Elisabet Weedon and funded by the European Social Fund, investigated skills development in Scottish workplaces, with a particular focus on the role of trades unions and colleges in upskilling the workforce in Scotland.

Sheila Riddell was awarded an ESRC Scotland Senior Fellowship grant entitled *Higher Education, the Devolution Settlement and the Referendum on Independence*. This will involve a range of knowledge exchange activities with a particular focus on work with 16-17 year olds. Primary research will include key informant interviews and research on cross-border student flows, developing work already underway by Professor David Raffe and Dr Linda Croxford.

Finally, we enticed Sheila Edward out of retirement to work on a project funded by Universities Scotland on the Evidence Base Behind Widening Access to Scottish Education. Ellen Boeren, Elisabet Weedon and Sheila Riddell are also contributing to this project.

# The Team

## **Professor Sheila Riddell: Director of CREID**

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 Elisabet Weedon: Senior Research Fellow/ Deputy Director of CREID**

Dr Elisabet Weedon is a Senior Research Fellow and Deputy Director of CREID. Elisabet has a particular interest in lifelong learning, additional support needs and has played a key role in our European comparative study researching lifelong learning in Europe. Elisabet has also worked on projects on religious education in Scotland, workplace learning and is currently working on projects investigating Muslim pupils' experiences and outcomes in education in Scotland and England as well as widening participation to higher education. Elisabet previously worked with the Open University and at Perth College mainly on UHI Millenium Institute developments.



## **Dr Gillean McCluskey: Deputy Director of CREID/ Deputy Head of Institute for Education, Community & Society (ECS)/ Senior Lecturer**

Gillean completed her doctoral thesis on young people's experiences of exclusion from school in 2004. She worked previously in housing and then as a teacher both in mainstream secondary schools and in more specialised educational settings for young people with social, emotional and behavioural difficulties. Her research interests lie in the areas of school discipline, exclusion, Restorative Practices, pastoral.



## **Dr Mariela Fordyce: Research Fellow**

Mariela has completed her undergraduate and postgraduate studies in the field of Special Needs Education, and has had the opportunity to work with children and young people with a variety of disabilities. Her main research interests are deaf literacy, deaf bilingualism, language assessment, as well as educational outcomes and transitions to adulthood of young people with disabilities. Mariela joined CREID in June 2012 to coordinate a project on the post-school transitions of young people with hearing impairment.



## **Dr Ellen Boeren: Chancellor's Fellow**

Ellen received a PhD in Educational Sciences from Leuven University (Belgium) in May 2011. Her thesis explored participation and motivation of adult learners in formal education. She worked on data gathered within the European Sixth Framework project 'LLL2010: towards a lifelong learning society in Europe: the contribution of the education system' and on data from the Eurostat Adult Education Survey. Together with Professor John Holford she won a BERA Meeting of Minds fellowship. She is now a Chancellor's Fellow at Moray House School of Education and is currently setting up her research programme in the broad scope of 'lifelong learning'. Ellen contributes to the literature review on widening access in higher education, a small grant awarded from Universities Scotland. Apart from conducting research, she also teaches MSc programmes including Research Methods for Master's students at Moray House.



# The Team

## **Linda Ahlgren: Research Fellow**

After working in a number of education and social care posts in Sweden, Linda moved to Scotland and undertook a degree in Psychology at Glasgow University. Joining CREID in September 2005, Linda has been the lead researcher on a number of projects looking at workplace learning in Scottish small to medium sized enterprises (SMEs).



## **Lyn Tett: Emeritus Professor of Community Education and Lifelong Learning**

Lyn has been developing her work on how arts based interventions in prisons might encourage learning and also undertaking an analysis of the policy implications of the Scottish approach to adult literacies in times of economic stringency. She undertook an analysis of the consultation on Community Learning and Development in Scotland for *Education Scotland* in March 2012 that fed into the development of new strategic guidance on the national priorities for practitioners.



## **Dr Jane Brown: Senior Research Fellow**

Jane Brown originally worked in residential care with troubled children and subsequently trained as an art therapist specialising in child protection. She began her career as a researcher at the Centre for the Study of the Child and Society at the University of Glasgow. A member of staff at Moray House School of Education for the past 10 years, she has published widely in the fields of citizenship education and violent behaviour in childhood. She recently led a review of violence and bullying in mainstream schools, commissioned by the British Educational Research Association (BERA).



## **Pippa Coutts: Visiting Fellow**

Pippa is a freelance research and development consultant specialising in health, social care and employability. Recently, Pippa has worked with The Scottish Government and Scottish Union of Supported Employment (SUSE) to promote supported employment in Scotland.



## **Sheila Edward: Honorary Fellow**

Sheila Edward's first degree was in Italian with French at Edinburgh University, followed later by an MSc in Human Resource Management. Her previous posts in British universities include librarian, senior lecturer and researcher. She worked on five projects at CREID as a research fellow from 2007 until her retirement in 2009, but returned more recently to work on the Disabled People, Employment and Skills project.



## **Dr Kristina Konstantoni: Programme Director: BA Childhood Practice / Lecturer**

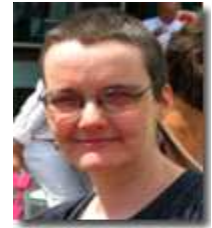
Kristina Konstantoni is Lecturer in Childhood Studies at the University of Edinburgh. She is also the Programme Director of the BA in Childhood Practice and Research Associate both at the Centre for Education for Racial Equality in Scotland ([www.ceres.ed.ac.uk](http://www.ceres.ed.ac.uk)) and Centre for Research in Education Inclusion and Diversity ([www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)). Kristina completed a PhD in Education funded by the ESRC and has an MSc in Childhood Studies. Kristina's main research interests are in equity, social justice and young children's rights and participation, and how these are taken forward in educational policy and practice.



# The Team

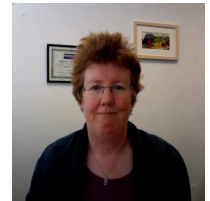
## **Dr Gale MacLeod: Senior Lecturer**

Gale Macleod's research interests include the following: social, emotional and behavioural difficulties; multi-disciplinary approaches to understanding disruptive behaviour; school disaffection; philosophy and educational research.



## **Rachel O'Neill: Lecturer in Deaf Education, SSC**

Rachel worked for 25 years in secondary and Further Education teaching deaf students and training support workers. She is programme co-ordinator for the MEd/Postgraduate Diploma in Deaf Education which trains teachers of deaf children at Moray House. Rachel is currently working on the Deaf Achievement Scotland research project funded by the Nuffield Foundation. She is currently completing her doctoral thesis and has published in the area of deaf education, particularly about linguistic access strategies.



## **Dr Charles Weedon: Honorary Fellow**

Charles worked in schools as a teacher of English and Maths before becoming involved in Support for Learning. His masters and doctoral degrees both focused on literacy in learning. He has a particular interest in specific learning difficulties and current ambiguities in perceptions of dyslexia. He has published a range of assessment approaches, as well as contributing to a national working group, to books on learning difficulties and to teacher CPD.



## **Kevin Wright: Programme Director: Inclusive & Special Education**

Kevin Wright worked previously as a teacher in mainstream nursery, infant, primary and secondary schools and in more specialised educational settings for young people with multiple and complex needs. He is programme co-ordinator for the MSc Inclusive and Special Education. Kevin is currently completing his doctoral thesis on classroom assistants' understandings of inclusive education.



## **Dr Fannie Chung-yan Kong: Academic Coordinator**

Fannie's first degree was in Translation and Interpretation, followed later by an MA in Translation Studies. She has recently obtained her PhD in Translation Studies at the University of Edinburgh. Fannie 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. Fannie is currently employed as an academic coordinator in CREID.





## European Commission's Network of Experts on Social Aspects of Education and Training

Professor Sheila Riddell, led by Professor Sally Power, University of Cardiff

**URL:** [http://ec.europa.eu/education/news/news2887\\_en.htm](http://ec.europa.eu/education/news/news2887_en.htm)

## Achievement and opportunities for deaf students in Scotland

Rachel O'Neill, Julie Arendt and Professor Marc Marschark; funded by the Nuffield Foundation; February 2010 - May 2013

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/achievement-deaf-student>

## Muslim pupils' educational experiences and outcomes in England and Scotland (MPEEES)

Professor Sheila Riddell, Dr Elisabet Weedon, Dr Gillean McCluskey, Linda Ahlgren (University of Edinburgh), Dr Sue Walters, Institute of Education, University of London; funded by The Edinburgh Alwaleed Centre, University of Edinburgh; January 2010 - December 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/muslim-pupils-education>

## Dispute resolution in additional support needs: working together to improve children's experience and outcomes

(follow on funding related to earlier ESRC Dispute Resolution project.) Professor Sheila Riddell, Dr Elisabet Weedon, Kevin Wright, Dr Gillean McCluskey (University of Edinburgh); Morag Steven (Common Ground Mediation); Sandra Mitchell (Resolve, Children in Scotland); funded by the ESRC; February 2011 - July 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/dispute-resolution-needs>

## The education of children and young people with a sensory impairment in Scotland

Professor Sheila Riddell, Linda Ahlgren, Dr Elisabet Weedon and Janis Sugden (University of Edinburgh); funded by the Scottish Government; August 2011 - March 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/scottish-sensory-centre>

## Investigating the case for supported employment

Pippa Coutts and Professor Sheila Riddell, September 2011- September 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/investigate-sprt-employt>

## Special Education and Policy Change: A Study of Six Jurisdictions

Professor Sheila Riddell (Principal Investigator), Dr. Elisabet Weedon and Dr. Fannie Kong (University of Edinburgh, UK); Professor Scot Danforth (San Diego State University, USA); Dr. Linda Graham (Macquarie University, New South Wales, Australia); Dr. Eva Hjörne (University of Gothenburg, Sweden); Professor Sip Jan Pijl (University of Groningen, The Netherlands); Roger Slee (University of Victoria, Australia); March 2012- February 2014

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/sp-educ-n-policy-change>

# Projects

## **Evaluation of education provision for children and young people educated outside the school setting**

Dr Gillean McCluskey, Professor Sheila Riddell, Dr Gwynedd Lloyd and Dr Elisabet Weedon; March-September 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/children-n-young-out-sch>

## **Research to identify key issues from national discussion on CLD Strategic Guidance**

Professor Sheila Riddell and Emeritus Professor Lyn Tett; March-April 2012

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/key-issues-on-cld>

## **Post-school transitions of young people with hearing impairments: A proposal for research**

Professor Sheila Riddell, Rachel O'Neill, Dr. Elisabet Weedon and Dr. Mariela Fordyce; July 2012-June 2013

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/postsch-trans-young-hi>

## **PhD: Improving Understanding of the Experiences of Gypsy-Travellers in Scotland**

Professor Sheila Riddell and Dr Gillean McCluskey; September 2012-September 2015

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/gypsy-travellers-phd>

## **Higher Education in Scotland, the Devolution Settlement and the Referendum on Independence**

Professor Sheila Riddell, Dr. Elisabet Weedon, Professor David Raffe and Dr. Linda Croxford; March 2013-February 2014

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/he-in-scotland>

## **Youth Justice in Western Europe and the Baltic States**

Professor Sheila Riddell, Professor Kay Tisdall and Dr. Gillean McCluskey; April 2013-April 2015

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/youthjustics-weurope-balticstates>

## **ESRC Funded Knowledge Exchange Programme - Dispute resolution in additional support needs: Working together to improve children's and families' experiences**

### ***Think Tank 1: Communicating effectively with parents of children with additional support needs***

Thursday 19th May 2011, University of Edinburgh

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/news-events/events-archive/events-archive-2011/think-tank-1>

### ***Think Tank 2: How to use the tribunal constructively***

Thursday 25th August 2011, University of Edinburgh

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/news-events/events-archive/events-archive-2011/think-tank-2>

### ***Think Tank 3: Involving children and young people in ASN decision-making***

Thursday 26th January 2012, University of Edinburgh

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/news-events/events-archive/events-archive-2012/esrc-think-tank-3>

### ***Effective communication and dispute resolution in additional support needs***

Wednesday 23rd May 2012, The Scottish Parliament

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/news-events/events-archive/events-archive-2012/esrc-improve-comm-in-asn>

## **Widening Access to Higher Education: Scottish, UK and European Policy Dimensions**

Thursday 1st March 2012, University of Edinburgh

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/news-events/events-archive/events-archive-2012/widening-access-to-he>

## **Meetings of the Leverhulme Network**

### ***First meeting: Induction workshop***

Thursday 19th-Friday 20th April 2012, University of Edinburgh

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/sp-educ-n-policy-change/1st-leverhulme-meeting>

### ***Second meeting: Review meeting***

Monday 22nd-Wednesday 24th October 2012, Macquarie University, New South Wales, Australia

**URL:** <http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid/projects/sp-educ-n-policy-change/2nd-leverhulme-meeting>

## **Seminar series: Additional Support for Learning: tackling Scotland's 'long tail of underachievement'**

Thursday 19th April-Thursday 31st May 2012, University of Edinburgh, funded by City of Edinburgh Council.

# Presentations

Boeren, E. *SWOT analysis of the Eurostat Adult Education Survey*. ESREA Policy Network Conference Nottingham, 10-12<sup>th</sup> February, 2012.

Konstantoni, K. *Thinking through diversity: lessons from children's relationships within early years settings*. Part of a Symposium (organised by Prof Kay Tisdall): Challenging Children and Young People's Participation. 4th International Conference: Celebrating Childhood Diversity, Centre for the Study of Childhood and Youth, University of Sheffield, UK, 9th-11th July 2012.

O'Neill, R and Quinn, G. *Developing new BSL signs for Physics*. Royal Academy of Engineering, London, UK, 19th June 2012.

O'Neill, R. *Assessment of Comprehension and Expression: using the ACE assessment with deaf children*, Scottish Sensory Centre course, 26th April, 2012. <http://www.ssc.education.ed.ac.uk/courses/deaf/dapril12.html>

O'Neill, R. *Exploring the factors which lead to academic success for deaf pupils*. Symposium: Pathways to Opportunities for Deaf Students, Federal University of Rio de Janeiro, Brazil, 26th November 2012.

O'Neill, R. *History and impact of the Edinburgh BSL Project (1975 - 86)*. Presentation given in BSL at Deaf History Scotland AGM, Glasgow, UK, 17th November 2012.

O'Neill, R. *Reporting on outcomes for deaf young people in Scotland: the Deaf Achievement Scotland study*. Victorian Deaf Education Institute, Melbourne, Australia, 9th August, 2012.

O'Neill, R. *Reporting on outcomes for deaf young people in Scotland: the Deaf Achievement Scotland study*. Cochlear Implant Teachers of the Deaf conference, Crosshouse Hospital, Kilmarnock, 29th June, 2012.

O'Neill, R. *Understanding parent-child interaction in play with deaf children*. Scottish Sensory Centre course, 9th November, 2012. <http://www.ssc.education.ed.ac.uk/courses/deaf/dnov12i.html>

O'Neill, R. *What factors lead to deaf pupils' academic success in Scotland?* SERA conference, University of West of Scotland, UK, 21 November, 2012.

O'Neill, R., Arendt, J. and Marschark, M. *Deaf Achievement Scotland Research*. Reflecting on Deaf Education: Current Research and Practice, Scottish Sensory Centre conference, University of Edinburgh, UK, 12th March, 2012.

O'Neill, R., Cameron, A. and Quinn, G. *Collecting, Coining and Defining New Terms in BSL* (Poster). Reflecting on Deaf Education: Current Research and Practice, Scottish Sensory Centre conference, University of Edinburgh, Scottish Sensory Centre conference, University of Edinburgh, UK, 12th March, 2012.

Riddell, S. *Building a Research Platform in Inclusive Education*. School of Education, University of Gothenberg, 28th August 2012.

Riddell, S. *Constructions of Inclusion in Scotland: The Use of Policy and Statistics*. Presentation to Symposium organised by the Leverhulme International Network Special Education and Policy Change: A Study of Six Jurisdictions, Macquarie University, Sydney, Australia, 21st-23rd October 2012.

# Presentations

Riddell, S. *Employers' Views of Supported Employment in Scotland*. Presentation to Seminar on Supported Employment in Scotland organised by Scottish Union of Supported Employment and CREID, Scottish Parliament, Edinburgh, UK, 7th November 2012.

Riddell, S. *England: Context, school system and arrangements for special educational needs*. Presentation to Symposium organised by the Leverhulme International Network Special Education and Policy Change: A Study of Six Jurisdictions, University of Edinburgh, Edinburgh, UK, 19th-20th April 2012.

Riddell, S. Keynote presentation. *Higher education learning and teaching: International challenges and possibilities*. Bangkok International Consortium for Educational Development, Thailand, 22nd-25th July 2012.

Riddell, S. Keynote presentation. *Higher Education and the Experiences of Students with a Diagnosis of Dyslexia*. Dyslexia Action Summer Conference, University of Nottingham, UK, 25th June 2012.

Weedon, E. *Scotland: Context, school system and arrangements for special educational needs*. Presentation to Symposium organised by the Leverhulme International Network Special Education and Policy Change: A Study of Six Jurisdictions, University of Edinburgh, Edinburgh, UK, 19th-20th April 2012.

Weedon, E. *Sweden: Background information*. Presentation to Symposium organised by the Leverhulme International Network Special Education and Policy Change: A Study of Six Jurisdictions, University of Edinburgh, Edinburgh, UK, 19th-20th April 2012.

Weedon, E., Riddell, S., Ahlgren, L. and Sugden, J. *The Education of Children and Young People with a Sensory Impairment in Scotland*. Presentation of report to Heads of Service, Sensory Services, Camelon, UK, 29th May 2012.

Weedon, E., Riddell, S., McCluskey, G. and Konstantoni, K. *The impact of social class and religion on Muslim parents' choice of school in England and Scotland*. ECER 2012 Conference, Cádiz, 19th September 2012.

Wright, K. *The Born Identity? How Classroom Assistants Construct their Identities: The Importance of Class and Gender*. ECER 2012 Conference, Cádiz, Spain, 18-20th September, 2012.

# Publications

## Edited books

Riddell, S., Weedon, E. and Markowitsch, J. (eds.) (2012) *Lifelong Learning in Europe: Equity and Efficiency in the Balance*. Bristol: The Policy Press.

Tett, L., Hamilton, M. and Crowther, J. (eds.) (2012) *More Powerful Literacies*. Leicester: NIACE.

## Refereed journal articles

Boeren, E., Holford, J., Nicaise, I. and Baert, H. (2012) Why do adults learn? Developing a motivational typology across twelve European countries. *Globalisation, Societies and Education*, Vol. 10(2), pp. 247-269.

Boeren, E., Nicaise, I. and Baert, H. (2012) Adult learners' satisfaction and its relation with individual and educational institutional characteristics. *Pedagogies: an International Journal*, Vol. 7(2), pp. 132-149.

Cremin, H., Sellman, E. and McCluskey, G. (2012) Interdisciplinary perspectives on Restorative Justice. *British Journal of Educational Studies*, Special Issue: Disciplinarity, Interdisciplinarity and Educational Studies - Past, Present and Future, Vol. 60(4), pp. 421-437.

Konstantoni, K. (2012) Children's peer relationships and social identities: exploring cases of young children's agency and complex interdependencies from the Minority World. *Children's Geographies*, Vol. 10(3), pp. 337-346.

Macleod, G., Pirrie, A. and MacAllister, J. (2012) Towards a broader understanding of authority in student-teacher relationships. *Oxford Review of Education*, Vol. 38(4), pp. 493-508.

Macleod, G., Pirrie, A., McCluskey G. and Cullen, M. A. (2012) Parents of excluded pupils: customers, partners, problems? *Educational Review*. DOI:10.1080/00131911.2012.679915. i-first: <http://dx.doi.org/10.1080/00131911.2012>.

McCluskey, G. (2012) 'Youth is present only when its presence is a problem': voices of young people on discipline in school. *Children & Society*. DOI: 10.1111/j.1099-0860.2012.00450.x.

McCluskey, G., Brown, J., Munn, P., Lloyd, G., Hamiton, L. Macleod, G. and Sharp, S. (2012) 'Take more time to actually listen': students' reflections on participation and negotiation in school. *British Educational Research Journal*. DOI:10.1080/01411926.2012.659720.

Pirrie, A., MacAllister, J. and Macleod, G. (2012) Taking flight: trust, ethics and the comfort of strangers. *Ethics and Education*, Vol. 7(1), pp. 33-44.

Tett, L., Anderson, K., McNeill, F., Overy, K. and Sparks, R. (2012) Literacy and the arts in prisons: a Scottish case study. *Studies in the Education of Adults*, Vol. 44(2), pp. 171-185.

Tett, L., Hounsell, J., Cree, V., Christie, H. and McCune, V. (2012) Learning from feedback? Mature students' experiences of assessment in higher education, *Research in Post Compulsory Education*, Vol. 17(2), pp. 247-260.

Weedon, E. and Tett, L. (2012) Plugging a gap? Soft skills courses and learning for work. Paper submitted in July 2012 to *International Journal of Lifelong Education*. Accepted subject to minor revisions, resubmitted December 2012.

Wright, K., Stead, J., Riddell, S. and Weedon, E. (2012) Parental experiences of dealing with disputes in Additional Support Needs in Scotland: why are parents not engaging with mediation? *International Journal of Inclusive Education*, Vol. 16(11-12), pp. 1099-1114.

## Chapters in books

Boeren, E., Nicaise, I., Roosmaa, E-L. and Saar, E. (2012) 'Formal adult education in the spotlight: profiles, motivation and experiences of participants in 12 countries.' in Riddell, S., Markowitsch, J. and Weedon, E. (eds.) *Lifelong Learning in Europe: Equity and efficiency in the balance*. Bristol: Policy Press, pp. 63-86.

Crowther, J. and Tett, L. (2012) 'Learning literacy for citizenship and democracy.' in Tett, L., Hamilton, M. and Crowther, J. (eds.) *More Powerful Literacies*. Leicester: NIACE, pp. 117-128.

Hamilton, M. and Tett, L. (2012) 'More Powerful Literacies: the policy context.' in Tett, L., Hamilton, M. and Crowther, J. (eds.) *More Powerful Literacies*. Leicester: NIACE, pp. 31-57.

Hamilton, M., Tett, L. and Crowther, J. (2012) 'More Powerful Literacies: an introduction.' in Tett, L., Hamilton, M. and Crowther, J. (eds.) *More Powerful Literacies*. Leicester: NIACE, pp. 31-57.

MacLeod, G. (2012) 'The Experience of Being Labelled as Having EBD.' in Cole, T., Visser, J. and Daniels, H. (eds.) *Companion to EBD*. Routledge.

McCluskey, G. and Watson, T. (2012) 'Gypsies, Roma, Travellers: Teachers making a difference.' in Arshad, R., Wrigley, T. and Pratt, L. (eds.) *Social Justice Re-examined: Dilemmas and Solutions for the Classroom Teacher*. Stoke-on-Trent: Trentham.

Riddell, S. (2012) 'Conclusion: the role of lifelong learning in reducing social inequality at a time of economic crisis.' in Riddell, S., Markowitsch, J. and Weedon, E. (eds.) *Lifelong Learning in Europe: Equity and Efficiency in the Balance*. Bristol: Policy Press, pp.151-67.

Riddell, S. and McCluskey, G. (2012) 'Policy and provision for children with social, emotional and behavioural difficulties in Scotland: Inter-sections of gender and deprivation.' in Cole, T., Daniels, H. and Visser, J. (eds.) *The Routledge International Companion to Emotional and Behavioural Difficulties*. London: Routledge, pp. 57-67.

Riddell, S. and Weedon, E. (2012) 'Lifelong learning and the generation of human capital.' in Riddell, S., Markowitsch, J. and Weedon, E. (eds.) *Lifelong Learning in Europe: Equity and efficiency in the balance*. Bristol: Policy Press, pp. 1-16.

Riddell, S. and Weedon, E. (2012) 'Lifelong learning and the wider European socioeconomic context.' in Riddell, S., Markowitsch, J. and Weedon, E. (eds.) *Lifelong learning in Europe: Equity and efficiency in the balance*. Bristol: Policy Press, pp. 17-38.

Riddell, S. Weedon, E. and Harris, N. (2012) 'Special and additional support needs in England and Scotland: Current dilemmas and solutions.' in Reid, G. and Peer, L. (eds.) *Special Educational Needs: A Guide for Inclusive Practice*. London: Sage, pp. 9-23.

Tett, L. (2012) 'Learner Identity.' in Jarvis, P. and Watts, M. (eds.) *Routledge International Handbook of Learning*. London: Routledge, pp. 75-83.

# Publications

Tett, L. and St Clair, R. (2012) 'Adult Literacy Education.' in Rubenson, K. (ed.) *Adult Learning and Education*. Oxford: Elsevier, pp. 100-106.

Weedon, E. and Riddell, S. (2012) 'Reducing or reinforcing inequality: assessing the impact of European policy on widening access to higher education.' in Riddell, S., Markowitsch, J. and Weedon, E. (eds.) *Lifelong Learning in Europe: Equity and Efficiency in the Balance*. Bristol: Policy Press, pp. 125-50.

Weedon, E., Riddell, S., Tett, L. and McGovern, M. (2011) *Skills for Scotland: Learning in and for businesses*. Report for the ESF funded Skills for Scotland Project managed by Adam Smith College.

## Commissioned reports

Cameron, A., Quinn, G. and O'Neill, R. (2012) *Development of Physics and Engineering Signs in British Sign Language*. Report to the STEM Disability Committee, Royal Academy of Engineering.

Coutts, P. and Riddell, S. (2012) *Employers' Views of Supported Employment for Disabled People in Scotland* Edinburgh: Scottish Union of Supported Employment. Edinburgh: CREID, University of Edinburgh.

Riddell, S. (2012) *Policies and Practices in Education, Training and Employment for Disabled People in Europe* NESSE (European Network of Experts in the Study of Social Aspects of Education). European Commission Directorate General of Education and Culture.  
<http://www.nesse.fr/nesse/activities/reports/activities/reports/disability-special-needs-1>

Riddell, S., Mitchell, S., Steven, M., Weedon, E., Wright, K. and Kong, F. (2012) *Communication Matters: Improving Communication in Additional Support Needs*. Edinburgh: University of Edinburgh, Common Ground Mediation, Resolve ASL.

Weedon, E., Ahlgren, L., Riddell, S. and Sugden, J. (2012) *The education of children and young people with a sensory impairment in Scotland*. Report for the Scottish Government. Edinburgh: Scottish Sensory Centre and CREID, University of Edinburgh.

## Other publication

Davidson-Kelly, K., Shannan, B. and O'Neill, R. (2012) *Positive Play for Everyday DVD: Experiences of Scottish Families with Deaf Children (0 - 5)*. Edinburgh: Scottish Sensory Centre.



If you would like any further information about the work of the Centre please contact:

CREID

The Moray House School of Education

University of Edinburgh

Simon Laurie House

St John St

Edinburgh EH8 8AQ

Enquiries: 0131 651 6459

Email: [creid@ed.ac.uk](mailto:creid@ed.ac.uk)

Website: [www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)