CREID

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID
Annual Report

2014

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The Work of the Centre

The Centre for Research in Education Inclusion and Diversity (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 2014 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. Sheila Riddell and Elisabet Weedon completed work on the Leverhulme Trust international research network exploring policy changes in the field of special and inclusive education in six jurisdictions including Scotland, England, The Netherlands, Sweden, California, US and New South Wales, Australia. The project started in March 2012 and finished at the end of September 2014. The project team met in San Diego, California in February 2014 and in September 2014 we held a highly successful symposium at the ECER conference in Porto, Portugal. Details of the project and associated publications can be found at: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/sp-educ-n-policy-change/

Gillean McCluskey and Sheila Riddell together with Kay Tisdall and colleagues at the Centre for Research on Families and Relationships (CRFR) worked with European partners (Latvia, Lithuania, Estonia, Belgium and the Netherlands) on a project to identify best practice in working with children at risk of becoming involved with crime. On the 4th of December 2014, Mary Mitchell from the CRFR gave a presentation on behalf of the project team at the final conference "IJJO International Conference: Making Deprivation of Children's Liberty a Last Resort: Towards evidence-based policies on alternatives" at Les Ateliers des Tanneurs, Brussels. Further details on this project at:
http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/youth-away-from-crime

2. Higher Education, Lifelong Learning and Social Justice

Sheila Riddell was awarded an ESRC Scotland Senior Fellowship grant entitled *Higher Education, the Devolution Settlement and the Referendum on Independence*. This project was part of the ESRC's Future of the UK and Scotland Programme, which was funded in order to provide impartial information to inform the debate on Scottish independence. The Fellowship started on 1st March, 2013 and, following an extension, finished on 31st July 2014. In addition to Sheila Riddell, the team included David Raffe, Linda Croxford, Sarah Minty, Elisabet Weedon and Susan Whittaker. Full details are available at:
http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/he-in-scotland/

The Work of the Centre

A number of knowledge exchange events were organised, including the following:

- Think Tank 1: The future funding of higher education in Scotland, the UK and internationally (22nd May, 2013)
- Seminar: Educational attainment and inequality in Scotland: how does Scotland compare with the rest (with Gill Wyness, London School of Economics)
- Think Tank 2: Widening access to higher education in Scotland and the UK (8th October, 2013)
- Seminar 3: The Future of Scottish Higher Education (29th January 2014)
- Our Future: What do young people think about Scottish higher education and independence? (11th June 2014)
- Dissemination Event Reporting findings from the ESRC project (24th June 2014)

Within the project, there was a particular focus on working with 16-17 year olds in schools and colleges to help them engage with the debate. We produced teaching materials and a short film on the topic of Scottish higher education in the context of devolution (the film can be viewed at https://www.youtube.com/watch?v=Alc1XzblgpE). Teaching materials were distributed to schools in January 2014 and published on our website.

All members of the project team were deeply saddened and shocked by David Raffe's death in February 2015. David made a major contribution to the study of sociology of education in Scotland, the UK and Europe. Our forthcoming book on higher education and devolution, to which he was a contributor, is dedicated to his memory.

3. Improving young people's knowledge of student finance in Scotland

Building upon the ESRC Research Fellowship project, Sarah Minty was awarded an ESRC Impact Grant entitled *Improving young people's knowledge of student finance in Scotland*. This project started on 1st October, 2014 and is due to finish on 31st October, 2015.

Earlier research has shown that senior school students (particularly those from less affluent backgrounds) are confused about HE funding and need clearer information. In response to this, a partnership project has been developed in collaboration with NUS Scotland, SAAS, LEAPS and Gateway Shared Services. This knowledge exchange project aims to develop a practical information guide on student finance to assist senior pupils and their parents in making post-school decisions and debunk myths around student finance.

Sarah is collaborating with S6 pupils and first year undergraduate students to inform the development of the guide, focusing particularly on pupils in schools with low rates of HE progression where knowledge and understanding tends to be worse. All of the work on the project will be disseminated through the project website and further information can be found at: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/esrc-improving-yp-knowledge

Sarah Minty is also undertaking a research study commissioned by the Widening Participation team in Student Recruitment and Admissions at the University of Edinburgh. This study run from January to May 2015. It is investigating the reasons for the differences in the type and class of degree attained by widening participation (WP) indicated students and aims to uncover the reasons for the differences in outcomes across subject areas. The research takes the form of focus groups with 1st and 3rd year undergraduate students from five subjects to investigate the reasons WP indicated students in some subject areas

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are less likely to progress to an Honours degree and to gain a 1st or 2:1 class of degree than other students, and from this to identify the factors that contribute to successful outcomes and provide the basis for the development of strategies to address the issue.

The Team

Professor Sheila Riddell: Director of CREID

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 Elisabet Weedon: Senior Research Fellow/ Deputy Director of CREID

Dr Elisabet Weedon 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 including the project investigating Muslim pupils' experiences and outcomes in education in Scotland and England. She is currently working on the Leverhulme network project and Higher Education and the devolution settlement. Elisabet previously worked with the Open University and at Perth College mainly on UHI Millenium Institute developments.

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

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

Dr Mariela Fordyce: Research Fellow

Dr Mariela Fordyce 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.

The Team

Sarah Minty: Research Fellow

Sarah Minty is involved in a number of projects within the centre relating to higher education and social justice. She recently completed work on the ESRC project 'Higher Education in Scotland, the Devolution Settlement and the Referendum on Independence.' During her ten years in educational research, Sarah has worked on numerous projects in Scotland and England and her work has covered a range of educational settings, including schools, vocational education, higher education, and supplementary schools. She has particular interests in HE and schools policy evaluation - exploring the implementation and impact of government policies and initiatives on young people and other stakeholders.

Dr Ellen Boeren: Chancellor's Fellow

Dr Ellen Boeren 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. Ellen contributed to the literature review on widening access in higher education, a small grant awarded from Universities Scotland and received small grants from the Carnegie Trust and the Data without Boundaries project of the European Commission. Apart from conducting research, she also teaches Research Methods for Master's students at Moray House. http://www.ellenboeren.co.uk

Lyn Tett: Emeritus Professor of Community Education and Lifelong Learning

Professor Lyn Tett has been developing her work on adult literacy and learning identity and gave presentations on this at the ECER conference in 2014 as well as publishing a paper. In 2015 she will be working with Professor Viv Cree (PI) and Dr Hazel Christie on following up a longitudinal study that began in 2004, exploring the experiences of 45 students who had entered the College of Humanities and Social Science with an HNC or HND qualification from Further Education Colleges. This research will enable the tracking of the progress that this group of students made from their initial entry to the university to their experiences in their first careers.

Dr Jane Brown: Senior Research Fellow

Dr 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 13 years, she has published widely in the fields of citizenship education and violent behaviour in childhood.

The Team

Dr Charles Weedon: Honorary Fellow

Dr Charles Weedon 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.

Dr Grace Chung-yan Kong: Academic Coordinator

Dr Grace Kong'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. Grace joined CREID in 2005 and previously tutored at the Open University of Hong Kong and worked for the Information Services Department of the Hong Kong Government. Grace is currently employed as a research assistant and academic coordinator in CREID. Her research, which is part of the ESRC Higher Education project includes examining the experiences and perceptions of Chinese students studying at Scottish universities.

Projects

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

Special Education and Policy Change: A Study of Six Jurisdictions
Professor Sheila Riddell (Principal Investigator), Dr. Elisabet Weedon and Dr. Grace Kong (University of Edinburgh, UK); Professor Scot Danforth (San Diego State University, USA); Dr. Linda Graham (Queensland University of Technology, Queensland, 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-September 2014
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/
sp-educ-n-policy-change

PhD: Improving Understanding of the Experiences of Gypsy-Travellers in Scotland
Dr Charles Anderson and Dr Gillean McCluskey; September 2012-September 2015
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/
gypsy-travellers-phd

Higher Education in Scotland, the Devolution Settlement and the Referendum on Independence
Professor Sheila Riddell, Professor David Raffe, Dr. Linda Croxford, Sarah Minty and Dr. Elisabet Weedon; March 2013-July 2014
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/
he-in-scotland

Keeping Youth Away from Crime: Searching for Best European Practices
Professor Sheila Riddell, Professor Kay Tisdall and Dr. Gillean McCluskey; April 2013-April 2015
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/
youth-away-from-crime

Improving young people's knowledge of student finance in Scotland
Sarah Minty, October 2014-October 2015
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/esrc-improving-yp-knowledge

Attracting diversity: identifying underrepresented groups
Elisabet Weedon, November 2014-July 2015
URL: http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/esrc-improving-yp-knowledge

Projects

From PhD to academic career (FUNDER: Carnegie Trust Scotland)
Ellen Boeren, July – December 2014

Data without Boundaries – DwB (FUNDER: European Commission FP7) with National Statitisical Office Netherlands
Ellen Boeren, January-December 2014

Translating your PhD chapters into journal articles (Funder: Lithuanian Research Council)
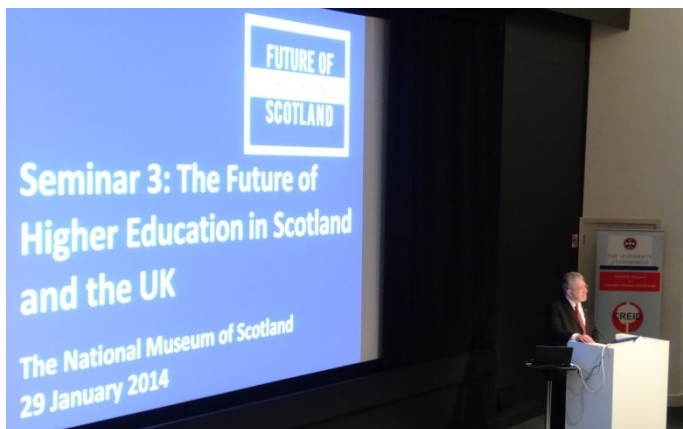Ellen Boeren, May 2014

Pupils as Citizens: pupils views on school citizenship and the transition from primary to secondary school (Funder: The Gordon Cook Foundation)
Dr. Jane Brown & Dr. Hamish Ross; August 2014-August 2016

Events

Higher Education in Scotland, the Devolution Settlement and the Referendum on Independence Seminar Series

Seminar 3: The Future of Scottish Higher Education
Wednesday 29th January 2014, National Museum of Scotland
URL: http://bit.ly/ESRCF-seminar3

Our Future: What do young people think about Scottish higher education and independence?
Wednesday 11th June 2014, University of Edinburgh
URL: http://bit.ly/ESRCF-our-future

Dissemination Event: Reporting findings from the ESRC project
Tuesday 24th June 2014, University of Edinburgh
URL: http://bit.ly/ESRCF-dissem

SERA Conference 2014
19th-21st November 2014, University of Edinburgh, Edinburgh
URL: http://bit.ly/ESRCF-sera2014

Events

Meetings of and events related to the Leverhulme Network

Fourth meeting
5th-7th February 2014,
San Diego State University, USA
URL: http://bit.ly/Leverhulme-san-diego

ECER 2014 Symposium
1st-5th September 2014,
University of Porto, Portugal
URL: http://bit.ly/Leverhulme-ecer2014

Post-school transitions of young people with additional support needs: Developing a new research agenda

Wednesday 20th August 2014,
University of Edinburgh
URL: http://bit.ly/Post-sch-transit-ASN-YP

Restorative Practices in School - are we nearly there yet?

Friday 3rd October 2014, University of Edinburgh
URL: http://bit.ly/RestorativesPractices

Presentations

Boeren, E. (2014). *Introducing SCUTREA. 'Researching In, By and For Communities: A Conversation on Knowledge, Social Movements and Really Big Change*. Presentation to the joint University of Edinburgh and SCUTREA seminar. Edinburgh, 28th November 2014.

Boeren, E. (2014). *From PhD to job. Preparation strategies recognised by final year PhD students in the social sciences in Scotland*. Presentation to the University of Edinburgh-HERG seminar series. Edinburgh, 6th November 2014.

Boeren, E. (2014). *How to write journal articles in the social sciences*. Presentation to the writing workshop for PhD students. Vilnius, 7th May 2014.

Boeren, E. (2014). *Support, training and career progression for PGR students.* Presentation to the Westminster Higher Education Forum: Postgraduate research - funding, career progression and the CDT model. London, 4th December 2014.

Brown, J., & Ross, H. *Responsible citizens or confident bundles of enthusiasm? Scottish teachers' views about participation across school transitions*. Presentation to the Values of Childhood and Childhood Studies Conference. University of Oulu, Oulu, Finland, 7- 9th May 2014.

Brown, J., & Ross, H. *Citizens for the 21st Century: Scottish teachers' views about participation across school transitions Scotland's Children - Possible Futures?* Presentation to Contemporary Childhood Conference. University of Strathclyde, Glasgow, Scotland, 5-6th September 2014.

Brown, J., & Ross, H. *Thinking about children's rights to participation: teachers' constructions of citizens across school transitions*. Presentation to The Past, Present and Future of Educational Research in Europe ECER. University of Porto, Portugal, 2nd-5th September 2014.

Croxford, L., Raffe, D., & Whittaker, S. *Student mobility across the UK's internal borders*. Presentation to the symposium 'Higher Education in Scotland and the UK: Beyond the Referendum,' SERA Conference 2014, John McIntyre Conference Centre, Pollock Halls, Edinburgh, 19th November 2014.

Fordyce, M. *Employment prospects and successful transitions to adulthood: The case of deaf young people*. Presentation to the Institute for Education, Community and Society Seminar Series, University of Edinburgh, Edinburgh 25th February 2014.

Fordyce, M. *Post-school transitions of people who are deaf or hard of hearing*. Presentation to the EdSign Lecture Series, University of Edinburgh, Edinburgh, 3rd June 2014.Podcast available at http://goo.gl/Zb2bKG

Fordyce, M. *Striving for inclusion: deaf young people's transitions from school to work*. Presentation to the seminar 'Post-school transitions of young people with additional support needs: Developing a new research agenda', University of Edinburgh, Edinburgh, 20th August 2014.

Fordyce, M., Riddell, S., O'Neill, R., & Weedon, E. *Intersections of disability and social class: Deaf young people's post-school outcomes*. Presentation to SERA Conference 2014, John McIntyre Conference Centre, Pollock Halls, Edinburgh, 19th November 2014.

Presentations

McCluskey, G. *Welcome and introduction* and *Feedback from the workshops: 'Are we nearly there yet?'* Presentation to Restorative Practices in School: Are we nearly there yet? workshop, University of Edinburgh, Edinburgh, 3rd October 2014.

McCluskey, G. *Restorative Approaches: resolving conflict, increasing participation*. Keynote address to conference, Restorative Approaches on Campus, University of Barcelona, Barcelona, 14th November 2014.

McCluskey, G. *Alternative education provision in the UK*. Invited paper to International Forum on Alternative Education 2014, Seoul, 25 -26th September 2014.

McCluskey, G. *Managing exclusions*. Keynote address to Preventing and Managing Exclusions Conference, Edinburgh, 17th June 2014.

McCluskey, G., Riddell, S., & Weedon, E. *School Exclusion and Alternative Provision*. Presentation to European Conference on Educational Research 2014, University of Porto, Porto, 2nd-5th September 2014.

Minty, S. *Introduction to the research with young people* and *Young people's views on votes at 16*. Presentations to the seminar 'Our Future: What do young people think about Scottish higher education and independence?' University of Edinburgh, 11th June 2014.

Minty, S. *Our Future: methodological issues in working with young people*. Presentation to Scottish Government Social Researchers, Edinburgh, 19th August 2014.

Minty, S. *Young people's attitudes towards higher education in Scotland and England*. Presentation to the symposium 'Higher Education in Scotland and the UK: Beyond the Referendum,' SERA Conference 2014, John McIntyre Conference Centre, Pollock Halls, Edinburgh, 19th November 2014.

Mitchell, M. *Innovative Early Intervention Practice in Scotland*. Presentation to the IJJO International Conference "Making Deprivation of Children's Liberty a Last Resort: Towards evidence-based policies on alternatives," Les Ateliers des Tanneurs, Brussels, 3-4th January 2014.

Riddell, S. *The Future of Higher Education Research Funding in Scotland*. Presentation to the General Council, University of Edinburgh, 14th January 2014.

Riddell, S. *Migration, mobility and higher education*. Presentation to ESRC/UKRO Seminar: Scottish Referendum: Implications for the EU, Stanhope Hotel, Brussels, 11th February 2014.

Riddell, S. *Higher education and the referendum on independence: The Politics of Difference*. Presentation to British Sociological Association Conference, University of Leeds, 24th April 2014.

Riddell, S. *Higher education and social justice in England and Scotland*. Presentation to the Equality of Opportunity in Education Workshop, University of Glasgow, 25th April 2014.

Riddell, S. *Intersections of social class and disability*. Presentation to the conference Disability Through the Lifecourse, Economic and Social Research Institute, Dublin, 16th September 2014.

Presentations

Riddell, S. *Narratives of inclusion: Representations of inclusion through policy and statistics in Scotland*. Presentation to the symposium Special education and globalisation: Continuities and contrasts across the developed world, European Conference on Educational Research, Porto, 4th September 2014.

Riddell, S. *Young people's attitudes towards debt and tuition fees*. Presentation to the seminar Our Future: What do young people think about Scottish higher education and independence? University of Edinburgh, 11th June 2014.

Ross, H., & Brown, J. *Leadership & Leavers: Active Citizenship and the Primary Secondary Transition*. Presentation to CitizEd. University of Birmingham, 17-19th July 2014.

Ross, H., & Brown, J. *Leadership & Leavers: Active Citizenship and the Primary Secondary Transition*. Presentation to the context-dependency of developing young people's political rights and civic engagement: places and transitions. University of Edinburgh,19th-21st November 2014.

Ross, H., & Brown, J. *Primary to Secondary Transition and the Practice of Civic Competence – Teacher Views from an Exploratory Study*. Presentation to the American Education Research Association Conference. Philadelphia, USA, 3rd-7th April 2014.

Weedon, E. *Observations on Recent Research in Widening Access to Higher Education*. Workshop given to a national conference ''A Socially Mobile Scotland?' Presentation to the conference 'Social Mobility and Widening Access to Higher Education in Scotland: Policy, Practice and Research,' University of Glasgow, 31st March 2014.

Weedon, E. *Higher education in Europe: how socially inclusive is it?* Presentation to the conference 'Pushing at the academy doors: international developments in HE based lifelong learning.' SRHE, London, 19th June 2014.

Weedon, E., & Riddell, S. *Undergraduate tuition fees in Scotland, the UK and internationally: who should pay, who pays what and when?* Presentation to the symposium 'Higher Education in Scotland and the UK: Beyond the Referendum' at SERA Conference 2014, University of Edinburgh, 19th November 2014.

Whittaker, S. *Home or away?* Presentation to the seminar 'Our Future: What do young people think about Scottish higher education and independence?' University of Edinburgh, 11th June 2014.

Publications

Refereed journal articles

Boeren, E. (2014). Evidence Based Policy Making: The Usability of the Eurostat Adult Education Survey. *International Journal of Lifelong Education, 33*(3), 275-289. DOI: 10.1080/02601370.2014.891887

Christie, H., Tett, L., Cree V., & McCune, V. (2014). 'It all just clicked': a longitudinal perspective on transitions within university. *Studies in Higher Education*. DOI: 10.1080/03075079.2014.942271

Croxford, L. and Raffe, D. (2014). Social class, ethnicity and access to higher education in the four countries of the UK (1996-2010). S. Riddell, E. Weedon and J. Holford (Eds.), *International Journal of Lifelong Education, special issue on Lifelong Learning and Higher Education in Europe 1995-2011: Widening and/or Narrowing Access? 33*(1), 77-95. DOI: 10.1080/02601370.2013.873214

Fordyce, M., Riddell, S., O'Neill, R., & Weedon, E. (2014). Educational outcomes of young people in Scotland who are deaf or hard of hearing: Intersections of deafness and social class. *International Journal of Inclusive Education.* (ahead-of-print) 1-18. DOI: 10.1080/13603116.2014.929749

McCluskey, G (2014). 'Youth is present only when its presence is a problem': voices of young people on discipline in school. *Children & Society, 28*(2), 93-103. DOI: 10.1111/j.1099-0860.2012.00450.x

McCluskey, G., Riddell, S., & Weedon, E. (2014). Children's rights, school exclusion and alternative education provision. *International Journal of Inclusive Education*. DOI 10.1080/13603116.2014.961677.

Riddell, S., & Weedon, E. (2014). European higher education, the inclusion of students from under-represented groups and the Bologna Process. S. Riddell, E. Weedon and J. Holford (Eds.), *International Journal of Lifelong Education, special issue on Lifelong Learning and Higher Education in Europe 1995-2011: Widening and/or Narrowing Access? 33*(1), 26-44. DOI: 10.1080/02601370.2013.873211

Riddell, S., Weedon, E., & Holford, J. (2014). Lifelong learning and higher education in Europe 1995–2011: widening and/or narrowing access? S. Riddell, E. Weedon and J. Holford (Eds.), *International Journal of Lifelong Education, special issue on Lifelong Learning and Higher Education in Europe 1995-2011: Widening and/or Narrowing Access? 33* (1): 1-6. DOI: 10.1080/02601370.2013.873216

Riddell, S. & Weedon, E. (2014) Changing legislation and its effects on special and inclusive education: Scotland. *British Journal of Special Education, 41*(4), 363–382. DOI: 10.1111/1467-8578.12080

Tett, L. (2014). Comparative performance measures, globalising strategies and literacy policy in Scotland, *Globalisation, Societies and Education, 12*(1): 127–142. DOI: 10.1080/14767724.2013.858996

Tett, L. (2014). Learning, literacy and identity: 'I don't think I'm a failure any more' *British Journal of Sociology of Education*. DOI: 10.1080/01425692.2014.939265

Publications

Tett, L. (2014). Lifelong learning policies, paradoxes and possibilities. *The Adult Learner Journal (The Irish Journal of Adult and Community Education)*. 15-28. Retrieved from http://eprints.hud.ac.uk/20870/

Chapters in books

Boeren, E. (2014). Surveys as tools to measure quantitative and qualitative data. In V. Wang (ed.), *Handbook of Research on Scholarly Publishing and Research Methods* (pp.415-434). Hershey: IGI Global.

Fordyce, M., & Riddell, S. (forthcoming). Employment experiences and outcomes of young people in Scotland who are deaf or hard of hearing: intersections of deafness and social class. In C. Grover & L. Piggott (eds.), *Work, welfare and disabled people: UK and international perspectives*. Bristol, UK: Policy Press.

Commissioned reports

McCluskey, G. (2014). *How can we understand learner progress in special schools?* Edinburgh: City of Edinburgh Council.

Ross, H., & Brown, J. (2014). *Teachers' perceptions of pupil active citizenship and the transition from primary to secondary school September 2014*. Final Report for the Gordon Cook Foundation.

Other publication

Blackburn, L. H. (2014). *Working paper 3 – The Fairest of Them All? The Support for Scottish Students in Full-time Higher Education in 2014-15*. Edinburgh: CREID, University of Edinburgh. Retrieved from http://www.docs.hss.ed.ac.uk/education/creid/Projects/34ii_d_ESRCF_WP3.pdf

Croxford, L., & Raffe, D. (2014). *Working paper 4 – Student flows across the UK's internal boundaries: Entrants to full-time degree courses in 2011*. Edinburgh: CREID, University of Edinburgh. Retrieved from http://www.docs.hss.ed.ac.uk/education/creid/Projects/34ii_e_ESRCF_WP4.pdf

Croxford, L., & Raffe, D. (2014). *Working paper 8 – The impact of the 2012 tuition fee changes on student flows across the UK's internal borders*. Edinburgh: CREID, University of Edinburgh. Retrieved from http://www.docs.hss.ed.ac.uk/education/creid/Projects/34ii_i_ESRCF_WP8.pdf

Croxford, L., Raffe, D., & Whittaker, S. (2014). *Developing a statistical evidence base on access to higher education in Scotland: progress and proposals*. Edinburgh: CES, University of Edinburgh.

Minty, S. (2014). *Widening access to Higher Education in Scotland: From School to University*. Blog article on the Future of the UK and Scotland Programme website, 22.10.2014

Minty, S. (2014). Working paper 7 – Young people's views of tuition fees and their attitudes towards debt. Edinburgh: CREID, University of Edinburgh.

Minty, S. (2014, January 27). Our Future: Young people's views on higher education and independence in Scotland [Blog post]. *The Future of UK and Scotland Programme*.

Publications

Retrieved from http://www.futureukandscotland.ac.uk/blog/our-future-young-people%E2%80%99s-views-higher-education-and-independence-scotland

Minty, S. (2014, September 15). Higher education and the referendum on independence: does anyone know what will happen? [Blog post] *AGCAS*. Retrieved from http://www.agcas.org.uk/articles/824-Scotland-s-Referendum-independence-and-the-impact-on-higher-education

Minty, S. (2014, September 9). The state of the debate: higher education [Blog post]. The Future of UK and Scotland. Retrieved from http://www.futureukandscotland.ac.uk/blog/state-debate-higher-education

Minty, S., Riddell, S., & Weedon, E. (2014). *Our Future: young people's views of higher education in Scotland* [Materials for teachers]. Edinburgh: CREID, University of Edinburgh. Retrieved from http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/he-in-scotland/he-in-scotland-teaching

Raffe, D. (2014, August). Guide to the debate: higher education [Blog post]. *The Future of UK and Scotland Programme*. Retrieved from http://www.futureukandscotland.ac.uk/guidetothedebate/higher-education

Raffe, D. and Croxford, L. (2014, April 1). Cross-border student flows: questions of interdependence and inequality [Blog post]. *Discovery Society*. Retrieved from http://www.discoversociety.org/2014/04/01/cross-border-student-flows-questions-of-interdependence-and-inequality/

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