CREID

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID
Annual Report

2016

www.creid.ed.ac.uk

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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 social justice and inclusion 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. While CREID is located within Education, much of its work is inter-disciplinary. For example, we have undertaken collaborative research projects with colleagues in the School of Law at the University of Manchester and Law and in Social Policy and Health at the University of Glasgow. We have also contributed with many colleagues in universities across Europe, the USA and Australia. Our knowledge exchange work has also achieved international recognition. We publish research briefings http://www.ed.ac.uk/education/rke/centres-groups/creid/briefings and regularly host high profile seminarshttp://www.ed.ac.uk/education/rke/centres-groups/creid/news-events.

Highlights of the year

This has been a very successful year for CREID across a number of fronts. Highlights include the following:

At the start of 2016, we heard that we had been awarded a grant by the Sutton Trust to research access to higher education in Scotland. The fieldwork and analysis was conducted by Lucy Hunter Blackburn, Elisabet Weedon, Gitit Kadar-Satat and Sheila Riddell. The final report was launched at an Edinburgh event attracting extensive media coverage http://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/he-social-class-seminar.

Towards the end of 2015, we heard that the ENLIVEN project (Encouraging Lifelong Learning for an Inclusive and Active Europe) had secured funding under the EU Horizon2020 programme http://bit.ly/CREID-ENLIVEN-Horizon2020.
In October 2016, we were delighted to welcome researchers from 11 countries to the first ENLIVEN project meeting. We had a very useful three day meeting planning the next three years' of research on the involvement of young people in lifelong learning across Europe.

CREID researchers continued to make a major contribution to the development of policy and practice in Scottish, UK and European contexts. For example, Sheila Riddell was a member of the Diamond Committee on the future of higher education in Wales, which reported in September 2016 http://bit.ly/diamond-committee-review. CREID researchers' work was cited extensively in the interim report (http://bit.ly/WG-Diamond-Committee-interim-rpt).

Sheila Riddell, Lucy Hunter Blackburn and Sarah Minty gave oral evidence and provided two written papers to the Scottish Government's Commission on Widening Access (CoWA) (http://bit.ly/CoWA-CREID-paper and http://bit.ly/CoWA-LHB-paper). The final report *A Blueprint for Fairness* (http://bit.ly/COWA-blueprint-for-fairness) was published in March 2016.

We received many invitations to contribute to events around the world. For example, Elisabet Weedon was one of the invited international speakers at a workshop entitled *Transitions Across the Life Course of People with Disabilities: Experiences, Opportunities and Strategies*, which took place in Umeå, Sweden in June 2016.

The Work of the Centre

Ellen Boeren presented a talk entitled *Lifelong learning participation as an interdisciplinary theory* to the second International Conference on Vocational and Adult Education, organised by the Engineering Information Institute, China. Xi'an, China, 22nd-24th September 2016. Ellen also spent three months at the Education and Skills Directorate of the OECD in Paris as part of her Thomas J. Alexander fellowship award.

Gale Macleod and Gillean McCluskey received the **Article of the Year** award from the *Educational Review* for their paper:
Macleod, Gale, Annie Pirrie, Gillean McCluskey, and Mairi Ann Cullen, 2013. Parents of excluded pupils: customers, partners, problems? 65(4), 387-401.
The authors gave a seminar to an invited audience at the University of Birmingham's School of Education on 16 March 2016 http://explore.tandfonline.com/content/ed/cedr-prize-winners

Lani Florian was awarded the President's Award of Merit by the Division of Early Childhood of the Council for Exceptional Children. This was in recognition of her major contribution to US policy and legislation on special educational needs in the 1980s.

In December 2016, we heard that our proposal to the ESRC for work on special needs and children's rights was successful. The project, entitled *Autonomy, Rights and Children with Special Needs: A New Paradigm?*, is a cross-border study to be conducted in collaboration with Professor Neville Harris, School of Law, University of Manchester. The total value of the grant is £529,800 and researchers will shortly be appointed in Edinburgh and Manchester.

We have also received funding from the Careers Service at the University of Edinburgh to investigate the experiences of PGDE students in relation to their socio-economic background. The project, led by Susan Whittaker, is entitled *Chosing the PGDE: Influences and Motivations for Students With and Without Widening Participation Indicators*. As our teacher education provision evolves, this project will provide crucial information for the School to ensure that our widening participation strategy is evidence-based. It will also inform the future work of the University Careers Service.

CREID's work falls under the following themes:

1. Education, Inclusion and Diversity
Much of our research focuses on policy and provision for children with additional support needs, including those at risk of exclusion. Sheila Riddell and Elisabet Weedon with Neville Harris of the School of Law, University of Manchester, contributed a chapter on ASN policy to the latest edition of *Special Educational Needs – A Guide for Inclusive Practice* edited by Lindsay Peer and Gavin Reid. In addition, a special issue of *Discourse: Studies in the Cultural Politics of Education* was published in 2016. This featured articles from our Leverhulme-funded study entitled *Special Education and Policy Change: A Study of Six Jurisdictions* http://bit.ly/CREID-Leverhulme-project.

Our newly awarded ESRC project *Autonomy, Rights and Children with Special Needs: A New Paradigm?* will investigate the realisation of children's rights in special and additional support needs. This is a collaboration with the School of Law at the University of Manchester and builds on our earlier work on dispute resolution. Work on the grant will start in April 2017.

The Work of the Centre

Jane Brown was awarded a grant by the Gordon Cook Foundation to continue her work on children's experiences of citizenship http://bit.ly/CREID-GordonCook-project. This project investigates the way in which children experience citizenship rights as they make the transition from primary to secondary school.

The collaboration with colleagues working in PRIS (Platform for Research in Inclusive Education) at the School of Education, University of Gothenburg continued. We are currently finalising a special issue of Education, Citizenship and Social Justice entitled *Conceptions of Social Justice in Scottish and Swedish Education Systems*, building on a seminar in Gothenburg, Sweden, in December 2015.

2. Higher Education, Lifelong Learning and Social Justice

Work on the topic of higher education and devolution continued, building on the ESRC Senior Fellowship grant *Higher Education, the Devolution Settlement and the Referendum on Independence*: http://bit.ly/indy_scot_he. A book entitled *Higher Education in Scotland and the UK: Diverging or Converging Systems?*, edited by Sheila Riddell, Elisabet Weedon and Sarah Minty, was published by Edinburgh University Press in January 2016.

In January 2016 we were awarded a Sutton Trust grant to compare participation rates of those from less advantaged backgrounds across the UK http://bit.ly/CREID-project-SuttonTrust-Access-HE. The final report: *Access to higher education for people from less advantaged backgrounds in Scotland* http://www.suttontrust.com/wp-content/uploads/2016/05/Access-in-Scotland_May2016.pdf was published in May 2016. The report was launched at a seminar on 31st May 2016 chaired by Conor Ryan, Director of Research and Communications at the Sutton Trust. The seminar was very well attended and the report was covered by all newspapers. We also did a series of TV and radio interviews.

The papers presented at a seminar entitled *Widening Access: Getting in, Getting by and Getting on* were published in a special issue of the *Scottish Educational Review* on (Volume 48, Number 1, May 2016).

The ENLIVEN project http://bit.ly/CREID-ENLIVEN-Horizon2020 on lifelong learning opportunities for young people in Europe started in October 2016 (see above). Funded by the European Commission, the three year project is led by Professor John Holford at the University of Nottingham. The Scottish arm of the project is led by Ellen Boeren, with Sheila Riddell as co-investigator.

Ellen Boeren is currently working as a Thomas J. Alexander fellow with the OECD's Directorate for Education and Skills. As part of the fellowship, she is exploring lifelong learning participation and the use of skills of migrants in Western countries. The empirical part of the project is carried out analysing data from the Survey of Adults Skills, part of the OECD's Programme on International Assessment of Adult Skills (PIAAC).

Ellen Boeren was invited to join a network of adult learning experts, organised by the European Commission's DG Employment and coordinated by Ecorys. She reviewed adult lifelong learning structures, policies and funding schemes in Belgium.

Ellen Boeren's monograph *Lifelong learning participation in a changing policy context: an interdisciplinary theory* was published in 2016. Keynotes about the book were delivered at

international conferences in Bonn (Germany) and Xi'an (China). Further presentations were given at the SCUTREA 2016 conference in Leicester and at the OECD in Paris.

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 worked at CREID since 2004. Previously worked with the Open University and at Perth College mainly on UHI degree development and teaching. Her research interest include higher education with a particular focus on the intersection between social class and the protected characteristics, especially disability. She also works with Sheila in the area of additional support needs.

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 Ellen Boeren: Chancellor's Fellow

Dr Ellen Boeren received a PhD in Educational Sciences from Leuven University (Belgium) in May 2011. She is currently leading the Edinburgh team for the Horizon 2020 project 'Lifelong learning participation in a changing policy context: an interdisciplinary theory', having worked before on European FP6 and FP7 projects. Her book 'Lifelong learning participation in a changing policy context: an interdisciplinary theory' was published by Palgrave-Macmillan in March 2016. Ellen is also on a prestigious Thomas J. Alexander fellowship with the OECD, exploring lifelong learning participation and the use of skills of migrants in Western countries. She is part of the European Commission's adult learning expert network and is the President of SCUTREA, Britain's largest academic adult education association.

Apart from conducting research, she is the Programme Director of the School's MSc Educational Research and teaches Comparative Analysis in Education as well as Designing Educational Research http://www.ellenboeren.co.uk

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

Professor Lani Florian: Bell Chair of Education / Director of Research and Knowledge Exchange (RKE)

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 a member of the American, British and European Educational Research Associations. She serves on the board of five academic journals and is series editor of Inclusive Learning and Educational Equity a forthcoming series of books to be published by Springer. She is editor of the Sage Handbook of Special Education, now in its second edition, and co-author of Achievement and Inclusion in Schools. She is currently visiting adjunct professor at Teachers College Columbia University, New York.

Dr Holly Linklater: Lecturer in Inclusive Pedagogy

Since qualifying in 2000 Dr Holly Linklater has taught in a number of primary schools in England as well as within universities in England and Scotland. Most of the time she managed to combine doing both at once. In school her teaching was predominantly with the youngest children, although for the last 2 years she taught "juniors". Through lecturing at universities she has taught teachers for primary and secondary sectors, developing expertise in professional studies, reflective practice, and researching practice.

Dr James Macallister: Lecturer in Philosophy of Education

Dr James Macallister was awarded a PhD in the philosophy of education from the University of Edinburgh in 2011. Prior to this he qualified as a primary school teacher, joined the Scottish police service and taught in Edinburgh primary schools. He has also worked at the University of Manchester and the University of Stirling.

Dr Gale MacLeod: Senior Lecturer, Dean (Postgraduate Taught) CHSS

Gale studied Philosophy and Theology at Oxford University before working as a residential care worker in a therapeutic community in Warwickshire. On returning to Edinburgh she continued to pursue academic study whilst working first as a care worker and later as a teacher in units and schools for young people described as having social, emotional and behavioural difficulties (SEBD). Gale's interests include the experiences of young people identified as having challenging behaviour in schools, and the medicalization of such behaviour. Gale is currently working with Lyn Tett on a project that aims to investigate how families who worked with family learning team (FLT) workers across Edinburgh when their children started school 7-10 years ago remember that experience and any influence it may have had on them.

The Team

Sarah Minty: PhD student

Sarah Minty is currently undertaking her mixed methods PhD exploring family attitudes to higher education costs in Scotland. She has worked as an educational researcher since 2004, working at the University of Stirling, the Institute for Policy Studies in Education at London Metropolitan University and most recently here at CREID where she was involved in a number of projects relating to higher education and social justice. She recently completed an ESRC Impact Grant which aimed to improve young people's knowledge of higher education finance; undertook research on students' perspectives on widening participation at the University of Edinburgh; and has explored student support in Scotland as part of an Impact for Access study with Heriot Watt University.

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

Professor Lyn Tett has been continuing to develop her work on adult literacy and lifelong learning policy in the OECD and EU and is now carrying out a small study on the impact of the 'employability skills' discourse in these policy documents on community-based adult learning practice. The work with Professor Viv Cree (PI) and Dr Hazel Christie on the longitudinal study of students who had entered the College of Humanities and Social Science with an HNC or HND qualification from Further Education Colleges is now focusing on the impact of their university experiences on their work and family. Lyn is also working with Gale MacLeod (PI) on a project that aims to investigate how families who worked with family learning team (FLT) workers across Edinburgh when their children started school 7-10 years ago remember that experience and any influence it may have had on them.

Dr Charles Weedon: Associate Fellow

Dr Charles Weedon worked in schools as a teacher of both Maths and English before becoming involved in Support for Learning. His Masters and Doctoral degrees both focused upon literacy in learning. He has a particular interest in specific learning difficulties and has published a range of assessment approaches, books and articles, as well as contributing to national working groups and to teacher CPD. He has worked at both head of department and classroom level in learning support in the state and independent sectors, across both primary and secondary education, and practised as an independent educational psychologist, including providing evidence to Additional Support Needs Tribunals. He is currently involved with the development of a significant national online assessment instruments for both learning difficulties and for social/emotional/ behavioural difficulties, and in developing a longitudinal research study into the impact of movement therapy for children with specific learning difficulties.

Dr Susan Whittaker: Research Fellow

Dr. Susan Whittaker worked as an academic researcher on lifelong learning issues before joining the Scottish Government, where you worked for 9 years in research and policy team leader roles in the Schools, Police and Community Safety, and Lifelong Learning directorates. She left the Scottish Government to undertake a PhD in educational sociology at the University of Edinburgh, focusing on higher education policy and participation and

student mobility. She now works as a Research Fellow at CREID, currently undertaking research on motivations of PGDE students, but will principally be working on the Horizon 2020 ENLIVEN project.

Dr Grace Chung-yan Kong: Research Assistant

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 was part of the ESRC Higher Education project includes examining the experiences and perceptions of Chinese students studying at Scottish universities.
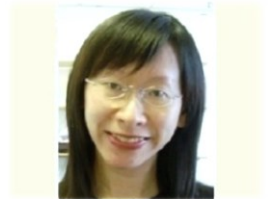
Associated PhD Students

Ghaleyah Alajmi
Supervisors: Dr Gale Macleod Dr Katie Cebula
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
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?

Ania Byerly (Completed in 2016)
Supervisors: Professor Sheila Riddell and Dr Rowena Arshad
Thesis title: Scottish primary school teacher perspectives on multicultural and anti-racist education

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

Katherine Friend (Completed in 2016)
Supervisors: Professor Sheila Riddell and Dr Gale Macleod
Thesis title: Assessing the intersections of masculinity, social class, and underrepresented student transition during the first year of university at three peer institutions: Edinburgh, Scotland; Durham, England; Madison, Wisconsin

Siti Abdul Latif
Supervisors: Dr Jo Williams and Dr Elisabet Weedon
Thesis title: In Education: Designing a culturally sensitive screening tool in identifying students with Emotional and Behavioural difficulties in Brunei Darussalam

Geetha Marcus (Completed)
Supervisors: Dr Akwugo Emejulu and Dr Gillean McCluskey
Thesis title: From the Margins to the Centre: The Educational Experiences of Gypsy/Traveller Girls in Scottish Schools

Associated PhD Students

Dulce Mendoza
Supervisors: Professor Cristina Ianelli and Dr Ellen Boeren
Thesis title: Social inequalities in young people's educational outcomes: A comparative study among upper secondary schools in Mexico

Sarah Minty
Supervisors: Professor Sheila Riddell and Dr Cathy Howieson
Thesis title: Family attitudes to higher education costs in Scotland: the impact of social class

Raheleh Mireslami (with Glasgow University)
Supervisors: Professor Morwenna Griffiths and Dr Gale Macleod
Thesis title: Critical thinking in religious education resources: A case study of four secondary schools in Scotland

Melissa Moncrieffe (Completed in 2016)
Supervisors: Dr Elisabet Weedon and Professor Lyn Tett
Thesis title: Interpretations of a model of Non-Formal Education: A critical, comparative case study analysis of national US and Scottish programs for young people

Graham Thomson
Supervisors: Dr Gale Macleod and Dr Christine Nash
Thesis title: The leadership for learning of Scottish secondary school Head Teachers

Jenestar Wanjiru (Completed in 2016)
Supervisors: Dr Gale Macleod, Dr Gillean McCluskey and Dr Deirdre Torrance
Thesis title: Towards sustainable inclusion/retention of marginalised and vulnerable children: exploring leadership practices and perspectives in one primary school in Kenya

Jaye Ware (with Sociology)
Supervisors: Dr Jane Brown and Dr Lynn Jamieson
Thesis title: Young people's perspectives on Queerphobia, gender and sexual diversity in Scottish secondary schools

Yuchen Wang (Completed in 2016)
Supervisors: Professor Lani Florian and Dr Jane Brown
Thesis title: Imagining inclusive schooling: an ethnographic inquiry into disabled children's participation in regular schools in urban Shanghai

Kevin Wright (Completed in 2015)
Supervisors: Professor Sheila Riddell and Dr Gillean McCluskey
Thesis title: Classroom assistants use of talk in the construction and negotiation of identities.

Sujin Yoon
Supervisors: Dr Gillean McCluskey and Dr Debi Fry
Thesis title: North Korean refugee children in South Korean schools

Projects

Exploring the intersections of violence in childhood, learning outcomes and educational practices: Towards a new conceptual model

Dr Gillean McCluskey, Professor Lani Florian and Dr Debi Fry, August 2016-July 2017
URL: http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/explore-violence-intersections-in-childhood
Funder: Challenge Investment Fund, University of Edinburgh, £11,124

Pupil views on school citizenship and the transition from primary to secondary school

Dr Jane Brown, Dr Linda Croxford and Sarah Minty, September 2014-August 2016
URL: http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/gordoncook-pupils-citizens
Funder: Gordon Cook Foundation, £45,000

ENLIVEN: Encouraging Lifelong Learning for an Inclusive and Vibrant Europe

Dr Ellen Boeren and Professor Sheila Riddell, October 2016-September 2019
URL: http://bit.ly/CREID-ENLIVEN-Horizon2020
Official website: https://h2020enliven.org/
Funder: European Commission-H2020-Young Society 2015 led by University of Nottingham, Edinburgh University's share: €207,718.75 (full amount of grant: €2,499,788.50)

Access to higher education for people from less advantaged backgrounds in Scotland and the rest of the UK

Professor Sheila Riddell, Dr Elisabet Weedon, Lucy Hunter Blackburn, Dr Gitit Kadar-Satat
URL: http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/access-to-he-less-advantaged-ppl
Funder: The Sutton Trust, £14,508.00

Autonomy, Rights and Children with Special Needs: A New Paradigm?Ap

Professor Sheila Riddell, School of Education, University of Edinburgh and Professor Neville Harris, School of Law, University of Manchester, April 2017 – December 2018.
URL: https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/autonomy-rights-sen-asn-children
Funder: ESRC, £529,800.

Seminar – Higher Education and Social Class: Scotland in Comparative Perspective
31st May 2016, University of Edinburgh
URL: http://bit.ly/CREID-event-he-social-class

ENLIVEN project kick-off meeting
19th-21st October 2016, University of Edinburgh
URL: http://bit.ly/CREID-ENLIVEN-Horizon2020

Presentations

Boeren, E. (2016). *Lifelong Learning Participation as an Interdisciplinary Theory*. Presentation to the OECD Education Forum. Paris, 11 April 2016.

Boeren, E. (2016). *Lifelong learning participation and use of skills: a comparative study of migrants in Western countries*. Presentation to the conference "From Inclusion and Equity in Education to Social and Economic Prosperity", organiesd by OECD. Paris, France, 16th-17th June 2016.

Boeren, E. (2016). *Comparative research on participation in adult education: Explaining unequal chances*. Presentation to the conference "International Comparative (Adult) Education Research: Multidisciplinary and Cross-National Research Approaches", organised by German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE). Bonn, Germany, 12th-13th September 2016.

Boeren, E. (2016). *Lifelong learning participation as an interdisciplinary theory*. Presentation to the 2nd International Conference on Vocational and Adult Education, organised by Engineering Information Institute, China. Xi'an, China, 22nd-24th September 2016.

Brown, J. & Croxford, L. (2016). *Negotiating the primary-secondary transition: what children say about opportunities for participation and responsibility at school*. Presentation to VII Conference on Childhood Studies. University of Turku, Finland, 6-8th June 2016.

Brown, J. & Croxford, L. (2016). *The primary-secondary school transition: children as competent citizens or citizens in the making?* Presentation to ECER 2016 "Leading Education: The Distinct Contributions of Educational Research and Researchers". University of Dublin, 22nd-26th August 2016.

Brown, J. & Croxford, L. (2016). *Citizens now or citizens in the making? What a study of school transitions and pupil participation can tell us about children as citizens*. Presentation to "Young Citizens and Society: Fostering Civic Participation" Conference. University of Strathclyde, Glasglow, 2nd-3rd September 2016.

Brown, J. (2016). *The primary-secondary transition: children and young people's views on opportunities for participation and responsibility at school*. (Abstract) Presentation to SERA 2016. University of Dundee, 23rd-25th November 2016.

Hunter Blackburn, L. (2016). *How do Scotland and England perform in relation to higher education participation? Understanding the role of colleges in Scotland*. Presentation to the seminar "Higher Education and Social Class: Scotland in Comparative Perspective", organised by CREID. University of Edinburgh, 31st May 2016.

McCluskey, G. (2016). *Quality and equality: Building social capital*. Keynote address to Quality and Equality: Building Social Capital Annual Conference for Educational Psychologists in Scotland. Edinburgh International Conference Centre, 30th Sep 2016.

Presentations

McCluskey, G, Cullen, M. A., MacLeod, G. and Pirrie, A. (2016). Parents of excluded pupils: customers, partners, problems? Invited Seminar – Losing Sight of the Person: How conceptualizing others shapes and limits our professional interactions, Educational Review Article of the Year Award Seminar. School of Education, University of Birmingham, 16th March 2016.

Minty, S. (2016). *Improving young people's knowledge and understanding of student finance in Scotland*. Presentation to a workshop at the Higher Education Liaison Officers Association (HELOA) Conference. University of St Andrews, 12th May 2016.

Riddell, S. (2016). *Comparing access to higher education across the UK: tensions between data and discourse*. Presentation to the workshop "Troubling participation and inclusion in higher education: Intersections, tensions and ways forward", which is part of the *Reconceptualising Participation and Inclusion in Higher Education Network* organised by GW4. Cardiff University, 11th January 2016.

Riddell, S. (2016). *Scottish higher education and social justice: Tensions between data and discourse*. (Abstract) Presentation to the seminar "Social justice, access and diversity in higher education: home international comparisons", organised by the Society for Research into Higher Education. London, 16th February 2016.

Riddell, S. (2016). *Academic policies supporting the right of education and social inclusion.* (and also a paper "*The inclusion of disabled students in higher education in Europe: Progress and challenges*"). Presentation to the conference "UNIversal Inclusion Rights and Opportunities for Persons with Disabilities in the Academic Context", organised by the Italian University Conference of Delegates for Disabilities (CNUDD). University of Turin, Italy, 12-14th May 2016.

Riddell, S. (2016). *What policy levers are effective in promoting widening access to higher education – and what doesn't work?* Presentation to the seminar "Higher Education and Social Class: Scotland in Comparative Perspective", organised by CREID. University of Edinburgh, 31st May 2016.

Riddell, S. (2016). *The role of research in advancing the Education 2030 Agenda*. (Abstract) Presentation to European Conference on Educational Research (ECER) 2016. Dublin, 22nd-26th August 2016.

Riddell, S. (2016). *Widening access to higher education in Scotland: the role of colleges*. Presentation to the International Education Symposium 2016, organised by the City Campus of the City of Glasgow College. Glasgow, 26th-27th October 2016.

Weedon, E. (2016). *Higher education in Scotland and the rest of the UK: The role of colleges and the structure of the university sector*. Presentation to the AQMen International Conference 2016: Rediscovering inequalities: exploring the interconnections between crime, education and urban segregation, organised by AQMen. Edinburgh, John McIntyre Conference Centre, 26th-27th October 2016.

Presentations

Weedon, E. (2016). *Widening access and higher education in Europe and the UK*. Presentation to an invited talk on widening access in the UK and Europe to a group of visiting Chinese lecturers from Ningxia University in China, organised by the International Office, University of Edinburgh. Edinburgh, 10th August 2016.

Weedon, E. (2016). *The construction of under-representation in UK and Swedish higher education in the European context: implications for disabled students*. Presentation to the workshop "Transitions Across the Life Course of People with Disabilities: Experiences, Opportunities and Strategies, Off- and Online", organised by Umeå University. Umeå, Sweden, 14th-16th June 2016.

Weedon, E. (2016). *How socially inclusive are selective universities in Scotland and England?* Presentation to the seminar "Higher Education and Social Class: Scotland in Comparative Perspective", organised by CREID. University of Edinburgh, 31st May 2016.

Publications

Authored and edited books

Boeren, E. (2016). *Lifelong Learning Participation in a Changing Policy Context: An Interdisciplinary Theory*. Palgrave Macmillan. DOI: [10.1057/9781137441836](10.1057/9781137441836)

Florian, L., Black-Hawkins, K., & Rouse, M. (2017). *Achievement and Inclusion in Schools* (2nd Ed.), London: Routledge.

MacAllister, J. (2016). *Reclaiming Discipline for Education: Knowledge, Relationships and the Birth of Community*. Abingdon: Routledge.

Riddell, S., Weedon, E., & Minty, S. (Eds.) (2016). *Higher Education in Scotland and the UK: Diverging or Converging Systems?* Edinburgh: Edinburgh University Press.

Refereed journal articles

Bhakta, D., & Boeren, E. (2016). Training needs of early career researchers in research-intensive universities. *International Journal for Researcher Development*, *7*(1), 84-102.

Boeren, E., & Holford, J. (2016). Vocationalism varies (a lot): A 12-country multivariate analysis of participation in formal adult learning. *Adult Education Quarterly*, *66*(2), 120-142.

Cree, V., Christie, H., & Tett, L. (2016). Relationships matter: The views of college entrants to an ancient Scottish University. *Scottish Educational Review*, *48*(1).

McCluskey, G., Riddell, S., Weedon, E., & Fordyce, M. (2016). Exclusion from school and recognition of difference. *Discourse: Studies in the Cultural Politics of Education, 37*(4), 529-539.

MacAllister, J., & MacLeod, G. (2016). Philosophy in Scotland and Scottish education. *Ethics and Social Welfare*. DOI: [10.1080/17496535.2016.1193759](10.1080/17496535.2016.1193759)

MacAllister, J. (2016). What should educational institutions be for? *Brtish Journal of Educational Studies*. DOI: [10.1080/00071005.2015.1131811](10.1080/00071005.2015.1131811)

Minty, S. (2016) Getting into higher education: young people's views of fairness. *Scottish Educational Review, 48*(1).

Riddell, S. (2016). Introduction: widening access to Scottish higher education: Unresolved issues and future challenges. *Scottish Educational Review*, *48*(1), 3-12.

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