



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID Annual Report 2017

www.creid.ed.ac.uk

Table of Contents

The Work of the Centre	1
The Team.....	4
Associated PhD Students	8
Projects	10
Events.....	11
Presentations	12
Publications	15
Press Coverage	18

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 interdisciplinary. For example, we have undertaken collaborative research projects with colleagues in the School of Law at the University of Manchester and Social Policy and Health at the University of Glasgow. We have also worked with many colleagues in universities across Europe, the USA and Australia. Knowledge exchange is a high priority - we regularly publish research briefings <http://www.ed.ac.uk/education/rke/centres-groups/creid/briefings> and host high profile seminars and conferences <http://www.ed.ac.uk/education/rke/centres-groups/creid/news-events>. For example, on 31st August 2017 we organised an international seminar on higher education funding and access, which involved discussions about the state of play in England, Scotland, Ireland, Sweden, Germany, Québec and Australia <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/he-funding-access>

Highlights of the year

At the start of 2017, we heard that we had been awarded a grant by the ESRC for a project entitled *Autonomy, Rights and Children with Special Needs: A New Paradigm?* The research team in Edinburgh includes Professor Sheila Riddell, Dr James Macallister, Dr Kevin Wright and Dr Duncan Carmichael, and the project is being conducted in collaboration with Professor Neville Harris, School of Law, University of Manchester. The project began on the 1st July and since then Dr Duncan Carmichael has been awarded an ESRC impact accelerator grant entitled *Making rights a reality for children with additional support needs*. The knowledge exchange work will be carried out in collaboration with Enquire, the Scottish National Advice and Information Service for Children with ASN, enabling us to extend the dissemination work of the children's rights project.

The project is of international interest, and was the focus of Sheila Riddell's research fellowship at the University of Burgos, Spain, where she spent November and the first part of December 2017.

<http://ceitriangular.org/el-brex-it-no-ayuda-a-garantizar-los-derechos-de-los-ninos-con-necesidades-de-apoyo-adicionales/>

<http://www.ubu.es/noticias/sheila-riddell-acude-la-ubu-invitada-por-el-cei-triangular>

Sheila also spoke about the project at an invitational seminar at the University of Umeå, Sweden, November 2017.

CREID's work on higher education and devolution continues to inform the development of Scottish higher education policy. In November 2016, the Scottish Government established an independent committee, chaired by Jayne Anne Gadhia, to conduct a review of student support in Scotland. The focus of the review was on student maintenance, rather than tuition fees. The report, entitled [*A New Social Contract for Students: Fairness, Parity and Clarity*](#), was published in November 2017. Appendix D (p. 78) listed the reports and papers which informed the Committee's work. These included the following:

- Riddell, S., Weedon, E., & Minty, S. (2016). [*Higher education in Scotland the UK: Diverging or converging systems?*](#) Edinburgh: EUP.

The Work of the Centre

- Hunter Blackburn, L. (2015). [*Whose to lose? Citizens, institutions and the ownership of higher education funding in a devolved UK*](#). HEPI report 72. Oxford: HEPI.
- Riddell, S., Edward, S., Boeren, E., & Weedon, E. (2014). [*Widening access to higher education: Does anyone know what works?*](#) Edinburgh: CREID.
- Whittaker, S. (2014). [*Working paper 2: Student cross-border mobility within the UK: A summary of research findings*](#). Edinburgh: CREID.
- Hunter Blackburn, L. (2014). [*Working paper 3: The fairest of them all? The support for Scottish students in full-time higher education in 2014-15*](#). Edinburgh: CREID.

Specific references to Riddell et al. (2016) are made on pages 20 and 26 of the report.

Dr Ellen Boeren was the 2017 recipient of the Cyril O. Houle Award for Outstanding Contribution to the Adult Education for her book 'Lifelong Learning Participation in a Changing Policy Context: an Interdisciplinary Theory'. Palgrave-Macmillan published this book in 2016. Ellen received her award at the AAACE conference on the 2nd of November in Memphis (USA).

Ellen Boeren is part of a team that has been awarded a EUR 206k Erasmus Plus grant. The project 'New Adult Competencies for Skills Revolution' started in October 2017 and involves partners from Spain, Italy and Poland. The team in Edinburgh will work on the scientific underpinning of the project together with colleagues at the University of Zaragoza in Spain.

Lucy Hunter Blackburn has been awarded Wonk of the Year 2017 by WONKHE <http://wonkhe.com/the-wonkhe-awards-2017/>. As her Power List (#39) entry says, Lucy Hunter Blackburn's blog, Adventures in Evidence, is essential reading for a critical commentary on the funding of Scottish higher education. Lucy is widely-read and hugely respected as a knowledgeable and reliable wonk of the highest calibre. Lucy also contributed to an edition of BBC Radio 4's *More or Less*, discussing how far figures on widening access from different parts of the UK could be compared.

Lucy's PhD on the topic of Student Funding and the Reproduction of Inequality in Scotland and Wales is supervised by Professors Sheila Riddell and Cristina Iannelli. Lucy has also worked on a variety of projects with the Centre for Research in Education Inclusion and Diversity (CREID) since 2014, including an ESRC funded project on higher education and constitutional change and a Sutton Trust project on Widening Access in Scotland. Lucy's latest blog is available at <https://adventuresinevidence.com/2017/11/01/a-case-study-in-the-brutalism-of-small-decisions-the-changing-threshold-for-maximum-grant-in-scotland/>

Gillean McCluskey gave oral and written evidence to the Enquiry on bullying in schools by Scottish Parliament's Equalities and Human Rights Committee in November 2016. The final report *It is not Cool to be Cruel: prejudice-based bullying and harassment of children and young people in schools* (SP Paper 185) was published in July 2017. Gillean McCluskey also contributed to the development of the new national policy guidance on exclusion from school in her role as representative of the Scottish Council of Deans of Education on the Ministerial Advisory group on Relationships and Behaviour in Schools. This new guidance is due to be published shortly.

We received many invitations to contribute to events around the world. For example, Sheila Riddell was a keynote speaker at a symposium entitled *Gender, Disability and Special Education*, which took place in Umeå, Sweden from 30th November – 1st December 2017.

The Work of the Centre

Gillean McCluskey gave a keynote presentation to the first UNESCO International Symposium on *School Violence and Bullying: From Evidence to Action* in Seoul, Korea in January 2017. Gillean also spent one month as Visiting Scholar at University of Queensland in March 2017.

We were funded by the Careers Service at the University of Edinburgh to investigate the experiences of PGDE students in relation to their socio-economic background. The findings of the project, entitled *Choosing the PGDE: Influences and Motivations for Students With and Without Widening Participation Indicators* will 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. Our new ESRC project *Autonomy, Rights and Children with Special Needs: A New Paradigm?* investigates the realisation of the rights of children with special and additional support needs.

2. Higher Education, Lifelong Learning and Social Justice

Work on the topic of higher education and access continues. Papers presented at our recent seminar are being published by Emerald Press in a book entitled *Higher Education, Funding and Access – Scotland and the UK in International Perspective*.

The ENLIVEN project <http://bit.ly/CREID-ENLIVEN-Horizon2020> on lifelong learning opportunities for young people in Europe started in October 2016 and is ongoing (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. Alan Mackie has recently been appointed as Research Fellow, replacing Dr Susan Whittaker who has taken up a policy post at Glasgow Caledonian University. We wish Susan all the best in her new role.

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 Gillean McCluskey: Deputy Director of CREID/ 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, for which she received the 2017 Cyril O. Houle Award for Outstanding Contribution to the Adult Education Literature. Ellen has finalised 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 was the President of SCUTREA, Britain's largest academic adult education association from October 2014 till September 2017. She has recently started a new Erasmus plus project on 'New Adult Competencies for Skills Revolution'.



Apart from conducting research, she is the Pathway leader of the School's MSc Education(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. Jane retired at the end of 2017 and we wish her the very best as new adventures begin!



The Team

Dr Duncan Carmichael, Post-Doctoral Research Fellow

Duncan is a researcher at the Centre for Research in Education Inclusion and Diversity at the Moray House School of Education, University of Edinburgh. His current research is investigating how the implementation of additional support needs (ASN) legislation impacts upon Local Authorities, families and children with additional support needs.

He previously worked at the University of Sussex, and has done research into synaesthesia, specifically looking at whether associations between synaesthesia and a variety of other conditions exist, how synaesthesia develops in young children and how synaesthesia may influence cognition more generally.



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.



The Team

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.



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 has now been completed. 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 Elisabet Weedon: Senior Research Fellow

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.



The Team

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. During 2017 she worked as Research Fellow on the Horizon 2020 ENLIVEN project and has now moved on to a policy post at Glasgow Caledonian University.



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.



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 and Cristina Iannelli

Thesis title: The Social Distribution of Student Debt in Scotland and the Rest of the UK

Colin Brough (with Social Work)

Supervisors: Dr Gale Macleod and Dr Mark Smith

Thesis title: What do the stories, told by boys and young men from one foster home, tell us about their upbringing with a single male foster carer?

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

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

Dulce Mendoza

Supervisors: Professor Cristina Iannelli 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

Associated PhD Students

Graham Thomson

Supervisors: Dr Gale Macleod and Dr Christine Nash

Thesis title: The leadership for learning of Scottish secondary school Head Teachers

Xiaomeng Tian

Supervisors: Dr Gale Macleod and Dr Neil Lent (IAD)

Thesis title: A qualitative study on pedagogical relationships at PGT level in the UK

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

Sujin Yoon

Supervisors: Dr Gillean McCluskey and Dr Debi Fry

Thesis title: North Korean refugee children in South Korean schools

Projects

Counting Every Child In: Promoting Inclusive and Quality Education for Disabled Children in China

Dr Yuchen Wang and Dr Gillean McCluskey, Jan 2017-Dec 2017

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/counting-every-child-in>

Funder: ESRC Global Challenges Research Fund, £121,545

New Adult Competencies for Skills Revolution (NACSR)

Dr Ellen Boeren

Funder: Erasmus plus, EUR 206,000 (Edinburgh's share EUR 25,000)

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-October 2018

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)

Choosing the PGDE: influences and motivations amongst students with and without widening participation indicators

Dr Susan Whittaker and Professor Sheila Riddell

URL: <http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/choosing-pdgp-wp-indicators>

Funder: Careers Service, University of Edinburgh, £8,000

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

Professor Sheila Riddell, Dr James Macallister and Dr Kevin Wright, School of Education, University of Edinburgh and Professor Neville Harris, School of Law, University of Manchester, July 2017 –March 2019.

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/autonomy-rights-sen-asn-children>

Funder: ESRC, £529,800.

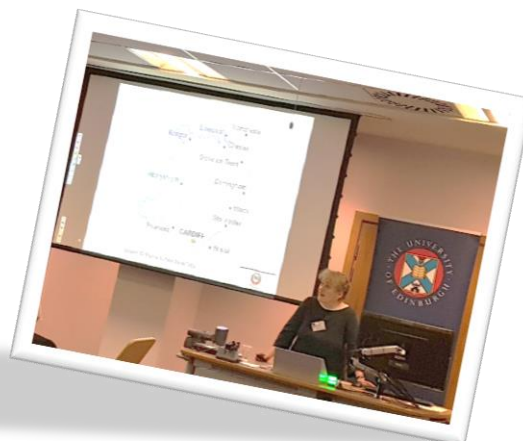
Events



Seminar – Choosing the PGDE: Motivations and influences for WP students

16th November 2017, University of Edinburgh

URL: <http://bit.ly/CREID-seminar-ChoosingPDGE>



Seminar – Higher Education, Funding and Access: Scotland and the UK in International Perspective

31st August 2017, University of Edinburgh

URL: http://bit.ly/CREID-seminar-HE_funding_access



SCUTREA Conference 2017

4-6th July 2017, University of Edinburgh

URL: <http://bit.ly/SCUTREA-conf-2017>



MHSE Public Lecture: Rethinking Education: Equity concerns in today's global learning landscape

5th May 2017, University of Edinburgh

URL: <http://bit.ly/MHSE-publiclecture2017-UNESCO>

Exclusion: A four nations study Edinburgh Seminar

13th Feb 2017, University of Edinburgh

URL: <http://bit.ly/exclusion-4nations-seminar>



Presentations

Boeren, E. (2017). SCUTREA Conference 2017. University of Edinburgh, 4-6 July 2017.

Boeren, E., Whittaker, S., & Riddell, S. (2017). *The lifelong learning situation of vulnerable adults in Europe*. Presentation to ESREA Policy Studies Network Conference. University of Verona, Italy, 8-10th June 2012.

Hunter Blackburn, L. (2017). [Using student loans for living costs: current issues in Scotland](#). Presentation to a [meeting with Professor Peter Scott, Fair Access Commissioner of the Scottish Government](#), organised by CREID. University of Edinburgh, 14th February 2017.

Hunter Blackburn, L. (2017). [Proportionate universalism: Understanding Welsh higher education policy in a wider UK context](#). Presentation to the seminar "Higher Education, Funding and Access: Scotland and the UK in International Perspective", organised by CREID. University of Edinburgh, 31th August 2017.

MacAllister, J. (2017). *Education as transformation of human desire: From Ikiru to MacIntyre*. Invited speaker at PESGB East Asian Pedagogies Symposium. The University of Strathclyde, December 2017.

MacAllister, J. (2017). *Utopianism of the present: MacIntyre on education and the virtue of hope*. PESGB funded paper delivered at the International Society for MacIntyrean Enquiry Annual Conference. Paris Nanterre University, 3-5th July 2017.

MacAllister, J. (2017). *Teaching for wellbeing: On the importance of creating capabilities in schools*. Philosophy of Education Society GB annual conference. The University of Oxford, March 2017

MacAllister J (2017). *Reclaiming Discipline for Education: Knowledge, relationships and the birth of community book launch*. Sponsored by PESGB. The University of Edinburgh, January 2017.

Macleod, G. (2017). *Do no harm, or do some good? 'Impact' as an ethical issue*. Keynote speaker. Presentation to the International Conference on 'Responsible Research and Transformation in Education,' 5-7th April, 2017.

Macleod, G. (2017). *Supporting the postgraduate student journey. Invited paper for the UK Council for Graduate Education*, Litchfield, February, 2017.

McCluskey, G. (2017). *Connections: school violence, educational interventions and outcomes*. Invited seminar, Queens University, Belfast, 2nd Oct 2017.

McCluskey, G. (2017). *Understanding behaviour, thinking about communication*. Keynote address: Children in Scotland Annual Conference, Edinburgh, 13th Sept 2017

McCluskey, G. (2017). *Exclusion from school: Scotland and the UK*. Scottish Advisory Group on Relationships and Behaviour in Schools, St Andrew's House, Edinburgh, 9th March 2017.

McCluskey, G. (2017). [Exclusion: A Four Nations Study Edinburgh seminar](#). University of Edinburgh, 13th February 2017.

Presentations

McCluskey, G. (2017). [The role of schools in ending violence in childhood](#). Invited speaker. Presentation to UNESCO International Symposium on School Violence and Bullying: From Evidence to Action. School of Education, University of Birmingham, Seoul, 17-19th January 2017.

Minty, S. (2017). [Student finance and young people's higher education decisions in Scotland](#). Presentation to a [meeting with Professor Peter Scott](#), Fair Access Commissioner of the Scottish Government. University of Edinburgh, 14th February 2017.

Riddell, S. (2017). *Social justice and citizenship in Scottish education: Which policy levers are likely to promote change?* Invited speaker to the conference "[Embedding equal opportunities in education: unrealistic dream or achievable vision?](#)" organised by the University of St Andrews, 19th January 2017.

Riddell, S. (2017). [The pros, cons and challenges of setting targets in the field of widening access to higher education](#). Presentation to a [meeting with Professor Peter Scott](#), Fair Access Commissioner of the Scottish Government. University of Edinburgh, 14th February 2017.

Riddell, S. (2017). [Widening access and target setting: can social audit be used to promote social justice?](#) Presentation to the seminar "[Higher Education, Funding and Access](#)", organised by CREID. University of Edinburgh, 31st August 2017.

Riddell, S. (2017). "*Understanding Disability in the Workplace*." Presentation to the Information Services Department, University of Edinburgh, 11th May 2017.

Riddell, S. (2017). Invited speaker to the conference "Social Justice and Provision for Children with Additional Support Needs in Scotland" University of Burgos, 12th December 2017.

Riddell, S. (2017). [Disability, Gender and Social Class in Education: Making the Connections](#). Invited speaker to the International Symposium Umea 'Gender, Disability and Special Education - Intersectional and Interdisciplinary Research', Umeå University, Sweden, 30th November-1st December 2017.

Weedon, E. (2017). ["Disabled" students in the UK, Sweden and Europe: Who are they and what can we learn from published statistics?](#) Presentation to Disability Research Edinburgh, University of Edinburgh, 20th June 2017.

Weedon, E. (2017). [Widening access: Outcome agreements and \(troublesome?\) indicators](#). Invited speaker to the event '[Widening Access to HE in 2018: Next Steps](#)' organised by the Holyrood Magazine. Scottish Arbitration Centre, Edinburgh, 7th December 2017.

Weedon, E. (2017). [Widening access to higher education in Sweden: changing political ideologies, changing tactics?](#) Presentation to the seminar "Higher Education, Funding and Access: Scotland and the UK in International Perspective", organised by CREID. University of Edinburgh, 31st August 2017.

Whittaker, S. (2017). Invited speaker. '[Cross-border HE flows between Wales and England: issues of location, supply, and student characteristics](#).' Presentation to Wales Institute of Social & Economic Research, Data & Methods (WISERD). Higher Education Funding Council for Wales, Bedwas, 6th January 2017.

Presentations

Whittaker, S., Riddell, S., & Boeren, E. (2017). "*Institutional architecture of youth training in the context of welfare regimes and youth unemployment.*" Presentation to ECER conference. Copenhagen, Denmark, 21-25th August, 2017.

Publications

Authored and edited books

Christie, H., Cree, V., Mullins, E., & Tett, E. (2017). *University opened up so many doors for me: The personal and professional development of graduates from non-traditional backgrounds*. *Studies in Higher Education*, 1-11. DOI: [10.1080/03075079.2017.1294577](https://doi.org/10.1080/03075079.2017.1294577)

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

Florian, L., & Pantic, N. (Eds.) (2017). *Teacher Education for the Changing Demographics of Schooling*. (1st ed.) (Inclusive Learning and Educational Equity; Vol. 2). Dordrecht: Springer.

Riddell, S. (2018). *Special education and globalization: Continuities and contrasts across the developed and developing world*. London: Routledge.

Book chapters

Hunter Blackburn, L. (2017). Higher education: The story so far. In G. Hassan & S. Barrow (Eds.), *A nation changed? The SNP and Scotland Ten Years On* (pp. 117-123). Edinburgh: Luath Press.

McCluskey, G., Riddell, S., Weedon, E. & Fordyce, M. (2017). Exclusion from school and recognition of difference. In S. Riddell (Ed.), *Special education and globalization: Continuities and contrasts across the developed and developing world*. London: Routledge.

Riddell, S. & Weedon, S. (2017). Additional support needs policy in Scotland: challenging or reinforcing social inequality. In S. Riddell (Ed.), *Special education and globalization: Continuities and contrasts across the developed and developing world*. London: Routledge.

Weedon, E. & Riddell, S. (2017). Education: Muslims and education outcomes. In Hopkins, P. (Ed.), *Scotland's Muslims: society, politics and identity*. Edinburgh: Edinburgh University Press.

Refereed journal articles

Boeren, E. (2017). Understanding adult lifelong learning participation as a layered problem. *Studies in Continuing Education*, 39(2), 161-175. DOI: [10.1080/0158037X.2017.1310096](https://doi.org/10.1080/0158037X.2017.1310096)

Boeren, E. (2017). Researching lifelong learning participation through an interdisciplinary lens. *International Journal of Research & Method in Education*. DOI: [10.1080/1743727X.2017.1287893](https://doi.org/10.1080/1743727X.2017.1287893)

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