



THE UNIVERSITY *of* EDINBURGH

Centre for Research in Education Inclusion and Diversity

CREID REPORT

CREID Annual Report 2018

www.creid.ed.ac.uk

Table of Contents

The Work of the Centre	1
The Team.....	3
Associated PhD Students	6
Projects	9
Events.....	11
Presentations	12
Publications	14
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>.

Highlights of the year

During 2018, work has continued on the ESRC-funded project entitled *Autonomy, Rights and Children with Special Needs: A New Paradigm?* The research team in Edinburgh includes Professor Sheila Riddell, Dr James MacAllister 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 2017 and is due to finish at the end of August 2019. An ESRC impact accelerator grant has also been awarded. Titled *Making rights a reality for children with additional support needs*, this knowledge exchange work is being 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 a parallel grant has been awarded to researchers at the University of Burgos, Spain, where Sheila Riddell was recently awarded an international fellowship

<http://ceitriangular.org/el-brexite-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>

Dr Duncan Carmichael has just been awarded a lectureship in Psychology at Napier University and we wish him well in his new position. We are delighted to welcome Dr Amanda Gillooly to the research team.

Gillean McCluskey continues to work in the broad field of school exclusions, behaviour support and restorative practices, using cross border and international studies to highlight the specificities of Scottish policy and practice.

Dr Ellen Boeren continues to act as the Edinburgh Principal Investigator on the ENLIVEN project investigating the experiences and outcomes of young people in education and training programmes across Europe, with a particular focus on those at the social margins. <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/enliven-encourage-all-for-inclusive-vibrant-europe>. The project is funded under the Horizon2020 programme, and Professor John Holford at the University of Nottingham is leading the research.

Lucy Hunter Blackburn's PhD research on the topic of student funding and the reproduction of inequality in Scotland and Wales continues to make waves, and central findings are reported on Lucy's much-visited blog <https://adventuresinevidence.com/>

The Work of the Centre

Sarah Minty's PhD is a unique study of the dynamics of HE decision-making by parents and young people, highlighting contrasts between more and less affluent schools on the west and east coasts of Scotland.

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 who are likely to be experiencing various forms of social disadvantage. Our ESRC project *Autonomy, Rights and Children with Special Needs* investigates the rhetoric and reality of implementing the rights of children with special and additional support needs in England and Scotland. Papers from an international seminar in Edinburgh in May 2018 are being published as a special edition of the *International Journal of Inclusive Education* in 2019.

2. Higher Education, Lifelong Learning and Social Justice

Work on the topic of higher education and access continues. Papers presented at our seminar were 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: Deputy Director of CREID/ Reader

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 is also involved in an 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: Honorary 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 Amanda Gillooly: Postdoctoral researcher

Dr Gillooly is a postdoctoral researcher in CREID. She completed a PhD in psychology in the school of Psychological Sciences and Health at the University of Strathclyde, and previously worked as a Research Associate in the Moray House School of Education, investigating the experiences of children with developmental disabilities and their families. The current project (funded by ESRC) involves working with children with ASN, their parents and professionals in order to identify the changes required to promote children's rights as intended by recent legislation. This project also intends to work with parents and professionals to identify what they can do to support children's rights in 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

Alan Mackie: Research Associate and PhD student

Alan Mackie has a background in youth work and is currently in the finishing stages of a PhD on Nancy Fraser, Social Justice and Young People. He is employed as a researcher on the ENLIVEN project, and has conducted qualitative research on skills development with socially disadvantaged young people in different settings. He blogs at:

<https://oldmanmackie.wordpress.com/>



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. She is currently Co-lead on a Scottish University Insight Institute seminar series on poverty, attainment and mental wellbeing. Gale's most recent research investigates various aspects of the student experience in Higher Education.



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.



The Team

Dr Elisabet Weedon: Honourary 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 includes 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. Elisabet has also become part of a SFC working group on the Male Engagement Strategy.



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 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 and Dr Josie Booth

Thesis title: Executive function in children and adults with Down syndrome: a systematic review, pilot and intervention study

Enid Quesada Alfaro

Supervisors: Professor Sheila Riddell and Dr Cathy Howieson

Thesis title: Policy transfer in higher education: the case of quality assurance mechanisms in Costa Rica

Lucy Hunter Blackburn

Supervisors: Professor Sheila Riddell and Professor Cristina Iannelli

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

Colin Brough (with Social Work)

Supervisors: Dr Gale Macleod and Dr Mark Smith

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

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

Brendan Kwiatowski

Supervisors: Dr Marlies Kustatscher and Dr Gillean McCluskey

Thesis title: Healthy masculinity and adolescence: resilience to restrictive masculinity

Siti Abdul Latif (Completed in 2018)

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 (Completed in 2018)

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

Associated PhD Students

Raheleh Mireslami (with Glasgow University, completed in 2017)

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 Moncreiffe

Supervisors: Dr Elisabet Weedon and Professor Lyn Tett

Thesis Title: Analyzing a Model of Non-Formal Education for Young People: A Comparative Case Study of National Programs in the United States and Scotland

Susy Paulus

Supervisors: Dr Gale Macleod and Dr Simon Beames

Thesis Title: The provision of organised outdoor activities for refugees in Europe

Victor Olivia Paz

Supervisors: Dr Gale Macleod (with Professor Mark Smith, Dundee University)

Thesis title: Social Pedagogy in residential schools in Spain.

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 Lynn Jamieson and Dr Gillean McCluskey

Thesis title: Young people's perspectives on gender and sexual diversity in Scottish high schools

Sujin Yoon

Supervisors: Dr Gillean McCluskey and Dr Debi Fry

Thesis title: North Korean refugee children in South Korean schools

Projects

Making Rights a Reality for Children with Additional Support Needs

Dr Duncan Carmichael

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/projects/making-rights-a-reality-for-asn-children>

Funder: ESRC Impact Grant

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)

Disparities in rates of exclusion from school: a four nation study

Dr Gillean McCluskey, July 2017- July 2018, led by University of Oxford

Funder: John Fell Fund, University of Oxford, £39,000

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)

Projects

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.

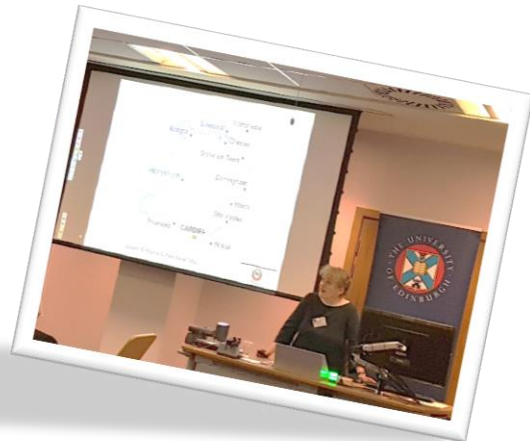
Events



Autonomy, rights and children with special needs: International perspectives

13th June 2018, University of Edinburgh

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



Lead Organiser and chair: Restorative Approaches: Measuring 'success' and aiming for impact

18th March 2018, University of Edinburgh

URL: <https://www.ed.ac.uk/education/rke/centres-groups/creid/news-events/latest-events/restorative-approaches-measure-success-aim-impact>.

Presentations

Boeren, E. (2018). Invited speaker. *Participation of low educated adults to lifelong learning*. Final conference Project GOAL, Brussels, Belgium, 17th January 2018.

Boeren, E. (2018). *Native- versus foreign-born adults' participation in education and learning: insights from PIAAC*. Comparative and International Education Society Conference, Mexico City, Mexico, 25-29th March 2018.

Boeren, E. (2018). Invited speaker. *Addressing barriers to higher study*. Presentation to Access to Higher Education Conference. University of Verona, Italy, 5th April 2018.

Boeren, E. (2018). *PIAAC and the participation of migrants in adult education participation*. Presentation to AERA, New York, United States, 13-17th April 2018.

Boeren, E. (2018). Invited speaker. *My experiences of publishing in education journals*. Presentation to Moray House Postgraduate Student event, University of Edinburgh, Edinburgh, 23rd May 2018.

Boeren, E. (2018). Invited speaker. *ENLIVEN WP2: Infrastructure report with a focus on disadvantaged adults*. Presentation to Young aduLLLt Policy Roundtable, Brussels, Belgium, 13th June 2018.

Boeren, E., Mackie, A. & Riddell, S. (2018). *Lifelong learning of disadvantaged adults: The role of service providers*. Presentation to ECER 2018, Bolzano, Italy, 3rd-7th September, 2018.

Boeren, E. (2018). Invited speaker. Education and training for migrants and (young) adults from ethnic minorities. Presentation to Sino-Bridge Delegation of visitors from China interested in BME groups, Edinburgh, 13th September 2018.

Brown, J., Minty, S., & Croxford, L. (2018). [*The Primary-secondary transition: the significance of children's sense of space and place in their accounts of transition*](#). Presentation to the Contemporary Childhood Conference "[Children in Space, Place and Time](#)." University of Strathclyde, Glasgow, 6-7th September 2018.

Brown, J., Minty, S., McCluskey, G., & Croxford, L. (2018). [*Changing childhood and the primary-secondary transition: the significance of children's everyday freedoms, self-governance and autonomy*](#). Presentation to [BERA Annual Conference 2018](#). Northumbria University, Newcastle, 11-13th September 2018.

MacAllister, J. (2018). [*A philosophical review of enhanced agency rights for Scottish children with additional support needs*](#). Organiser of "[Autonomy, rights and children with special needs: International perspectives](#)." The University of Edinburgh, 13th June, 2018.

McCluskey, G. (2018). *Conceptualising restorative practices in work with schools*. Invited presentation, University of Bielefeld, Germany, 22nd-23rd October 2018.

McCluskey, G. (2018). *Restorative practices: Beyond the basics*. Invited presentation to Restorative Practices International Conference, Minneapolis State University, Minnesota, 11th August 2018.

McCluskey, G. (2018). Challenging Behaviour in Schools: Prevention, Management, and Inclusion, Keynote address with Dr Tracy Stewart, Edinburgh, 22nd May 2018.

Presentations

Riddell, S. (2018). [Lifelong learning and transitions for adults with disabilities](#). Keynote address to the National Council for Special Education (NCSE) Research Conference, Dublin, 20th November 2018.

Riddell, S. (2018). *The Rights of Children and Young People with ASN: Rhetoric and Reality*. Presentation to the seminar "[ASN Provision in Education: Meeting the Needs of Young People](#)" organised by Holyrood Magazine. COSLA, Edinburgh, 31st October 2018.

Riddell, S. & Carmichael, D. (2018). [The Rights of Children with Special and Additional Support Needs in England and Scotland: A Cross-Border Comparative Study](#). Presentation to ECER 2018, Bolzano, Italy, 3rd-7th September, 2018.

Riddell, S., Carmichael, D., & Wright, K. (2018). [Professionalism, rights and children with additional support needs in Scotland: The swarming of conflicting discourses](#). Presentation to the seminar [Autonomy, rights and children with special needs: International perspectives](#) organised by CREID. University of Edinburgh, 13th June 2018.

Riddell, S. (2018). Keynote speaker. [Key issues for Additional Support for Learning \(ASL\) provision in Scotland](#). Presentation to "[Scotland Policy Conferences Keynote Seminar: Next steps for Additional Support for Learning provision: Access, funding and improving outcomes](#)", organised by Scotland Policy Conferences. Royal Society of Edinburgh, 24th April 2018.

Riddell, S. (2018). [Developing a critical sociology of special and inclusive education: The contribution of Sally Tomlinson](#). Presentation to AERA 2018 Annual Meeting "[The dreams, possibilities and necessity of public education](#)", New York City, 16th April 2018.

Riddell, S. (2018). [Children with Additional Support Needs: What can we learn from the statistics?](#) Presentation to an induction training on ASN, organised by the First-tier Tribunal for Scotland, 27th February 2018.

Riddell, S. (2018). [Disability, Gender and Social Class in Education: Making the Connections in European Higher Education](#). Presentation to the conference "[Diversität \(ent\)Grenzen?! Herausforderungen einer diversitätsgerechten Hochschule](#)", University of Leipzig, Germany, 12th February 2018.

Publications

Authored and edited books

Boeren, E., & James, N. (2018). *Advancing theory and research in widening participation: advancing theory and research in widening participation*. London: Routledge.

McCluskey, G., & Mills, M. (2018). *International Perspectives on Alternative Education: Policy and Practice*. London: Trentham Books.

McCluskey, G., Thorsborne, M. & Riestenberg, N. (Eds.) (In press). *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Well-Being and Strengthen Community Engagement*. London: Jessica Kingsley Press.

Riddell, S., & Brown, S. (Eds.) (2018). *Special Educational Needs Policy in the 1990s: Warnock in the Market Place*. (2 Ed.) (Routledge Library Editions: Special Educational Needs; Vol. 43). New York: Routledge.

Riddell, S., Minty, S., Weedon, E., & Whittaker, S. (Eds.) (2018). *Higher Education Funding and Access in International Perspective*. (Great Debates in Higher Education). Bingley: Emerald Publishing.

Book chapters

Boeren, E. (2018). Researching lifelong learning participation through an interdisciplinary lens. In E. Boeren & N. James (Eds.), *Advancing Theory and Research in Widening Participation*. London: Routledge.

Boeren, E. (2018). International and comparative research design. In *Building Research Design in Education: Theoretically Informed Advanced Methods*. London: Bloomsbury.

Boeren, E. (2018). Cross-sectional and longitudinal surveys. In *Building Research Design in Education: Theoretically Informed Advanced Methods*. London: Bloomsbury.

Brown, S., & Riddell, S. (2018). The impact of policy on practice and thinking. In S. Riddell, & S. Brown (Eds.), *Special Educational Needs Policy in the 1990s: Warnock in the Market Place* (2 Ed., pp. 214-235). (Routledge Library Editions: Special Educational Needs; Vol. 43). New York: Routledge.

Cebula, K., & McCluskey, G. (In press). ToM goes to a restorative school: exploring the potential for productive dialogue around theory of mind and restorative practice research. In M. Thorsborne, N. Riestenberg, & G. McCluskey (Eds.), *Getting More Out of Restorative Practice in Schools: Practical Approaches to Improve School Wellbeing and Strengthen Community Engagement*. London: Jessica Kingsley.

McCluskey, G. (2018). Restorative approaches in schools: Current practices, future directions. In J. Deakin, E. Taylor, & A. Kupchik (Eds.), *The Palgrave International Handbook of School Discipline, Surveillance and Social Control* (pp. 573-593). Basingstoke: Palgrave.
DOI: [10.1007/978-3-319-71559-9](https://doi.org/10.1007/978-3-319-71559-9)

McCluskey, G. (2018). What can a socially just approach to education learn from alternative schools? In M. Mills, & G. McCluskey (Eds.), *International Perspectives on Alternative Education: Policy and Practice*. London: Trentham Books.

Publications

McCluskey, G., & Mills, M. (2018). International perspectives on alternative education: Policy and practices. In G. McCluskey, & M. Mills (Eds.), *International Perspectives on Alternative Education: Policy and Practice*. London: Trentham Books.

Riddell, S. (2018). Can the techniques of new public management be used to promote wider access to higher education? In S. Riddell, S. Minty, E. Weedon, & S. Whittaker (Eds.), *Higher Education Funding and Access in International Perspective* (1st Ed., pp. 61-80). (Great Debates in Higher Education). Bingley: Emerald Publishing.

Riddell, S. (2018). Higher education in the developed world: Common challenges and local solutions. In S. Riddell, S. Minty, E. Weedon, & S. Whittaker (Eds.), *Higher Education Funding and Access in International Perspective* (1st Ed., pp. 241-252). (Great Debates in Higher Education). Bingley: Emerald Publishing.

Riddell, S., & Blackburn, L. (2018). Social justice and widening access to higher education in Scotland: The role of Scottish colleges. In J. Gallacher, & F. Reeve (Eds.), *New Frontiers for College Education: International Perspective* (pp. 182-201). Routledge.

Riddell, S., & Brown, S. (2018). Special educational needs provision in the United Kingdom: The policy context. In S. Riddell, & S. Brown (Eds.), *Special Educational Needs Policy in the 1990s: Warnock in the Market Place* (2 Ed., Vol. 43, pp. 1-28). (Routledge Library Editions: Special Educational Needs; Vol. 43). New York: Routledge.

Riddell, S., & Weedon, E. (2018). Fee regimes and widening access in the four UK nations: Are no-fees regimes necessarily more socially inclusive? In M. Shah, & J. McKay (Eds.), *Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation* (pp. 261-286). (Palgrave Studies in Excellence and Equity in Global Education). Cham: Palgrave Macmillan. DOI: [10.1007/978-3-319-78316-1_12](https://doi.org/10.1007/978-3-319-78316-1_12)

Riddell, S., & Weedon, E. (2018). Gender and Scottish Education. In T. G. K. Bryce, W. M. Humes, D. Gillies, & A. Kennedy (Eds.), *Scottish Education* (5th Ed., pp. 779-791). Edinburgh: Edinburgh University Press.

Riddell, S., Brown, S., & Duffield, J. (2018). Conflicts of policies and models: The case of specific learning difficulties. In S. Riddell, & S. Brown (Eds.), *Special Educational Needs Policy in the 1990s: Warnock in the Market Place* (2 Ed., Vol. 43, pp. 113-139). (Routledge Library Editions: Special Educational Needs; Vol. 43). New York: Routledge.

Riddell, S., Minty, S., Weedon, E., & Whittaker, S. (2018). Introduction: Higher education funding and access in international perspective. In S. Riddell, S. Minty, E. Weedon, & S. Whittaker (Eds.), *Higher Education Funding and Access in International Perspective* (1st Ed., pp. 1-12). (Great Debates in Higher Education). Bingley: Emerald Publishing.

Tett, L. (2017). Does participation in adult literacies education lessen social injustice? In M. Milana, J. Holford, S. Webb, P. Jarvis, & R. Waller (Eds.), *International Handbook on Adult and Lifelong Education and Learning* (pp. 359-374). Palgrave MacMillan.

Wang, Y., & Florian, L. (In press, 2019). Learning from Children: Experiences of Bullying in Regular Classrooms. In K. Scorgie, & C. Forlin (Eds.), *Promoting Social Inclusion: Co-Creating Environments That Foster Equity and Belonging*. Bingley: Emerald.

Publications

Weedon, E. (2018). Widening access to higher education in Sweden: Changing political ideologies, changing tactics? In S. Riddell, S. Minty, E. Weedon, & S. Whittaker (Eds.), *Higher Education Funding and Access in International Perspective* (1st Ed., pp. 143-162). (Great Debates in Higher Education). Bingley: Emerald Publishing.

Refereed journal articles

Allatt, G., & Tett, L. (2018). Adult literacy practitioners and employability skills: Resisting neo-liberalism? *Journal of Education Policy*, 1-18. DOI: [10.1080/02680939.2018.1493144](https://doi.org/10.1080/02680939.2018.1493144)

Boeren, E. (2018). The methodological underdog: A review of quantitative research in the key adult education journals. *Adult Education Quarterly*, 68(1), 63-79.
DOI: [10.1177/0741713617739347](https://doi.org/10.1177/0741713617739347)

Boeren, E. (In press). Foreign-born adults' participation in educational activities: Evidence from Europe. *European Education*.

Boeren, E. (In press). Understanding SDG4 on Quality Education from a micro-meso-macro perspective. *International Review of Education*.

Boeren, E., & Whittaker, S. (In press). A typology of education and training provisions for low educated adults: Categories and definitions. *Studies in the Education of Adults*.

Crowther, J., Boeren, E., & MacKie, A. (2018). Yes or No? Older people, politics and the Scottish Referendum in 2014. *Research on Ageing and Social Policy*, 6(1), 1-25.
DOI: [10.17583/rasp.2018.3095](https://doi.org/10.17583/rasp.2018.3095)

Florian, L., & Beaton, M. (2018). Inclusive pedagogy in action: Getting it right for every child. *International Journal of Inclusive Education*, 22(8), 870-884.
DOI: [10.1080/13603116.2017.1412513](https://doi.org/10.1080/13603116.2017.1412513)

Fry, D., Fang, X., Elliott, S., Casey, T., Zheng, X., Li, J., Florian, L., & McCluskey, G. (2018). The relationships between violence in childhood and educational outcomes: A global systematic review and meta-analysis. *Child Abuse & Neglect*, 75, 6-28.
DOI: [10.1016/j.chiabu.2017.06.021](https://doi.org/10.1016/j.chiabu.2017.06.021)

MacAllister, J. (In press). R W Hepburn on wonder and the education of emotions and subjectivity. *Journal of Irish and Scottish Studies*.

MacLeod, G., Armstrong, D., & Brough, C. (In press). Work done in the margins: A comparative study of mental health literacy in pre-service teacher education in Australia and in Scotland. *Journal of Research in Special Educational Needs*.

MacLeod, G., Barnes, T., & Huttly, S. (2018). Teaching at masters level: Between and rock and a hard place. *Teaching in Higher Education*, 1-18. DOI: [10.1080/13562517.2018.1491025](https://doi.org/10.1080/13562517.2018.1491025)

Scott-barrett, J., Cebula, K., & Florian, L. (2018). Listening to young people with autism: learning from researcher experiences. *International Journal of Research & Method in Education*. DOI: [10.1080/1743727X.2018.1462791](https://doi.org/10.1080/1743727X.2018.1462791)

Tett, L. (2018). Transforming learning identities in literacy programmes, *Journal of Transformative Education* pp. 1-19 DOI: [10.1177/1541344617750277](https://doi.org/10.1177/1541344617750277) (on-line)

Publications

Other publications

Carmichael, D., & Riddell, S. (2018). [CREID Briefing 39: Scottish local authority survey results](#). Edinburgh: CREID, University of Edinburgh.

Carmichael, D., & Riddell, S. (2018). [Working Paper 3: Scottish local authority survey results](#). Edinburgh: Centre for Research in Education Inclusion and Diversity (CREID), University of Edinburgh.

Riddell, S. (2018). [Working Paper 6: Literature Review: Autonomy, Rights and Children with Special and Additional Support Needs](#). Edinburgh: Centre for Research in Education Inclusion and Diversity (CREID), University of Edinburgh.

Riddell, S., Carmichael, D., Harris, N., MacAllister, J., & Wright, K. (2018). [CREID Briefing 40: Analysis of key informant interviews: Scotland](#). Edinburgh: CREID, University of Edinburgh.

Riddell, S., Carmichael, D., Harris, N., MacAllister, J., & Wright, K. (2018). [Working Paper 5: Analysis of key informant interviews: Scotland](#). Edinburgh: Centre for Research in Education Inclusion and Diversity (CREID), University of Edinburgh.

Whittaker, S., & Boeren, E. (2018). [CREID Briefing 38: An overview of provision in Scotland in seven types of education for adults](#). Edinburgh: CREID, University of Edinburgh.

Press Coverage

7th May 2018

The Herald (by Andrew Denholm). [Postcode lottery in learning help.](#)

24th April 2018

TES (Latest stories, by Emma Seith). [Sharp rise in special needs tribunal cases blamed on 'inadequate' provision in mainstream schools.](#)

The Herald Scotland. [Poor not getting the grades for university.](#)

13th April 2018

The Herald. [Free rooms for poorest students at university.](#)

12th April 2018

The Times (by Daniel Sanderson). [Free year in halls for deprived students. First year free in university halls for deprived students.](#)

The Times. [Improvement by degrees: Universities need time to address the complex issue of attracting poorer students.](#)

22nd February 2018

The Daily Record (by Ferret Fact Service). [Do Scottish students leave university without big debts? Ferret Fact Service investigates MP's claim.](#)

6th February 2018

CommonSpace (by Alasdair Clark). [Analysis: New data shows decline in poorest students applying for university.](#)

The Herald Scotland (by Chris Deerin). [Chris Deerin: Why abolishing tuition fees is tokenistic, feel-good rubbish.](#)

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

CREID

The Moray House School of Education

University of Edinburgh

Simon Laurie House

St John Street

Edinburgh EH8 8AQ

Enquiries: 0131 651 6459

Email: creid-education@ed.ac.uk

Website: www.creid.ed.ac.uk

Follow Us on Twitter [@CREID_Edin](#)

Facebook: <https://www.facebook.com/creid.education.uoe/>