



Pictured above - [Dr Ben Whitburn](#) presenting at the Southampton Education School Research Seminars on “Thinking with theory to reposition academic integrity”.

Centre for Research in Inclusion



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About Us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research.

Congratulations!

[Dr Cristina Azaola](#) for securing **Higher Education Innovation Funding (HEIF) funding** for organising a workshop [with Dr Luis Mata Zuñiga](#) (UNAM) entitled “**In search of school belonging**”, 19th to 21st April 2023, at the National Autonomous University in Mexico City (UNAM). This workshop aims to implement a teachers’ jury and bring together evidence from research and teachers’ own practice, to allow teachers from vocational high schools to propose strategies aiming to improve school belonging in their own classrooms. As an outcome of the workshop, teachers will create a poster that will be distributed across vocational high schools countrywide.

[Prof Kiki Messiou](#) for securing **Research England Participatory Research (UKRI) funding** for a project entitled “**Putting pupil voice at the centre of efforts to promote inclusive primary schools**”. The project involves collaborative action research in five primary schools in Southampton. [Dr Jay de los Reyes](#) is also involved in the project and three PhD students (Research Assistants): [Chinmaya Potnis](#), [Ping Dong](#) and [Vivienne Rwang](#). The findings of this pilot study will be used to introduce a city-wide initiative.

Upcoming Events

Lessons of resilience and social inclusion from the COVID-19 pandemic

Funded by The British Academy

1st & 2nd June, 09:30-17:00

Conference Convenor: [Dr Cristina Azaola](#)

Registrations will open soon. Please check again nearer to the event day to book your tickets [here](#).

Digital accessibility learning journeys: Introducing reflexive methods to develop your expertise

[Dr Sarah Lewthwaite](#) will be presenting as part of the JISC Digifest Community Fringe event “Inspiring Innovation: from Research to Practice”.

Date: 15th March 2023

Time: TBC (Online)

To register, contact - teachingaccessibility@soto.n.ac.uk

Ethical challenges of doing participatory ‘voice’ research with children with SEND in schools

[Prof Sarah Parsons](#) has been invited to present at the upcoming BERA webinar on ‘Ethics and Practitioner Research’.

Date: 20th April 2023

Time: 5:30 pm-7:00 pm

BERA and non-BERA members are welcome. More information can be found [here](#).

Conference News

[Dr Jill Goodwin](#), visiting research fellow with CRI, and PhD student [Joanna Grace](#), both presented at an event for teachers and parents of disabled children in London.



Dr Jill Goodwin at SSS

The ‘**Super Sensory Share**’ (SSS), organised by Oily Cart theatre company, was a two-day event aimed at sharing sensory approaches to engagement for young people who experience the most barriers to access. Oily Cart’s inclusive working practices were evident at the event with disabled presenters and co-hosts, live captioning and British Sign Language (BSL) interpreters, accessible facilities and the provision of a quiet/chill out space.



Joanna Grace at SSS

Jill ran a practical workshop about making ‘safe spaces to connect’ and Joanna gave a presentation about sensory engagement.

CRI members at the BERA (British Educational Research Association) 2022 Conference:

[Dr Vasilis Strogilos](#) and [Dr Becky Ward](#) presented their paper ‘**Resourced Provision in**

Mainstream Schools to Promote the Education and Inclusion of Students with Disabilities’.

[Dr Ben Whitburn](#) led a symposium with British, Spanish and Australian colleagues entitled: ‘**Improving higher education success and employment pathways for students with disabilities**’. Dr Whitburn’s paper was co-led with [Associate Professor Tim Corcoran](#), Deakin University, Australia, entitled ‘**Rethinking competence standards**’.

[Prof Kiki Messiou](#) was a keynote speaker at the conference ‘**Exploring participation in research -developing new perspectives**’, Faculty of Arts, Culture and Education, University of Hull, 14-15 September 2022.

[Dr Achala Gupta](#) gave an invited seminar on 1st November 2022, at the Departmental Seminar Series, organised by the Department of Education at Brunel University London. Her talk entitled, ‘**Revisiting educational advantage and social class: A Bourdieusian analysis of middle-class parents’ investment in private schooling and shadow education**’ was based on her [article](#), published in the British Journal of Sociology of Education.

Achala also presented her work on ‘shadow education’ in China at the Formal Panel session entitled, ‘**Shadow Education and Its Impact on Teaching, Learning, and Development**’, led by Dr Steve Entrich on 14 February 2023, at the CIES (Comparative and International Educational Studies) Association conference in Washington, D.C.

Open Access Sources

[Prof Sarah Parsons](#) and [Dr Hanna Kovshoff](#) from the [ACoRNS](#) team have launched a new set of resources to support and promote their [ESRC-funded Digital Stories work](#), which focuses on supporting the transitions of autistic children and young people in a range of contexts. The resources include short animations that describe what Digital Stories and Virtual Tours are, and how to make them, and are ideal for any individual, school, or organisation supporting children and young people to prepare for transitions. The animations are accompanied by a series of downloadable written guides that provide more information. The resources are free to access [here](#) and were created with Autek CIC, an inclusive video production team, and funded by the University of Southampton’s ESRC Impact Acceleration Account.

Since 2021, [Dr Sarah Lewthwaite](#) has been an active member of the World Wide Web Consortium (W3C) contributing to the Web Accessibility Initiative’s Education and Outreach Working Group’s Curricula Taskforce. In Autumn, the Taskforce completed its work delivering Content Author Modules as the final part of the web accessibility curriculum. Sarah has been glad to bring research-informed pedagogic approaches to development of both the [Designer Modules](#) (published Spring 2022) and [Content Author Modules](#) (published Winter 2022), in this important effort to build and support the teaching of web accessibility. Sarah has now joined the W3C as an invited expert, contributing to the Education and Outreach Working Group.

Workshop

The '[Our Stories](#)' team held an in-person training workshop on 9th February 2023 at the Lakeside conference centre in Eastleigh.



The in-person training workshop

The workshop introduced the 'I am' Digital Stories methodology to education and related professionals including

teachers, speech and language therapists, educational psychologists, SENCOs, occupational therapists, and third sector community groups. Students from [New Forest School](#) prepared and served the catering on the day, which was very well received by all. This event was funded by the University of Southampton's ESRC Impact Acceleration Account and New Forest School.

Congratulations Sarah Horton, Research Fellow on the Teaching Accessibility in the Digital Skill Set (TADSS) project, has moved on to become UX (User Experience) Strategy Lead at Harvard University. We wish Sarah all the best in her new role and are delighted that she continues to be associated with CRI and collaborate on the TADSS study as a Visiting Fellow.

International Encyclopedia of Education

Members of CRI were invited to contribute chapters in the [International Encyclopedia of Education \(Reference Work\) Fourth Edition](#):

Croydon, A.E. and Nind, M. (2023) [Disability and employment: finding a way to work](#), In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 9. Elsevier, pp. 453-461.

Messiou, K. (2023) [The role of students' voices in promoting inclusive education](#), In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 9. Elsevier, pp. 143-150.

Whitburn, B. (2023) [The National Disability Insurance Scheme, education and funding to support the inclusion of students with disabilities across educational sectors](#), In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 9. Elsevier, pp. 446-452.

New Open Access Papers

You do not need access to the University Library to read these papers. You can download them free of charge.

Gupta, A. (2022) [Middle-class mothers' participation in tutoring for spoken English: a case of unlocking middle-class identity and privilege in contemporary India](#), *Discourse: Studies in the Cultural Politics of Education*, pp. 1-15.

Gupta, A. (2023) [Revisiting educational advantage and social class: a Bourdieusian analysis of middle-class parents' investment in private schooling and shadow education](#), *British Journal of Sociology of Education*, 44(1), pp. 26-42.

Lewthwaite, S., Horton, S., & Coverdale, A. (2023) [Researching Pedagogy in Digital Accessibility Education](#). *ACM SIGACCESS Accessibility and Computing*, (134), pp. 1-1.

Nind, M., Coverdale, A. and Meckin, R. (2023) [Research practices for a pandemic and an uncertain future: synthesis of the learning among the social research community 2020-2022](#), *International Journal of Social Research Methodology*, pp. 1-16.

Nind, M. & Katramadou, A. (2022) [Lessons for teaching social science research methods in higher education: Synthesis of the literature 2014-2020](#), *British Journal of Educational Studies*, pp. 1-26.

Parsons, S. (2021) [The importance of collaboration for knowledge co-construction in 'close-to-practice' research](#). *Br Educ Res J*, 47: pp. 1490-1499.

Parsons, S., Kovshoff, H., Yuill, N., Glass, D., Holt, S., Ward, A., Barron, C. & Ward, B. (2023) ['Our Stories...': co-constructing Digital Storytelling methodologies for supporting the transitions of autistic children - study protocol](#). *International Journal of Qualitative Methods*, 22, pp. 1-10.

Strogilos, V., King-Sears, M., Tragoulia, E., Voulagka, A., Stefanidis, A. (2023) [A Meta-Synthesis of Co-Teaching Students with and without disabilities](#). *Educational Research Review*, 100504, pp. 1-19.

Also, Dr Ben Whitburn has written an [article](#) for the International Day of People with Disabilities (IDPWD), which was published in ABC in Australia.

All means All!

[Dr Becky Ward](#)

Teaching Fellow

University of Southampton, UK



Dr Becky Ward

Outline of the project

[All Means All!](#) is an ERASMUS funded project to produce a multidimensional, intersectional digital textbook for student/trainee teachers covering a broad range of topics for inclusive education. The project aims were to bring together researchers, self-advocates and teacher educators to collaboratively produce chapters for the textbooks in a series of workshops. The project leads came from University of Bremen Germany, Free University Bolzano/Bozen in Italy and National University of Ireland Maynooth.

You can see some of the chapter topics in the logo on this page. For example, appearance, race, gender, language and class, but the topics were not restricted to those shown. Participants in the workshops were able to suggest



All Means All logo

new topics that had not previously been included.

Six workshops were planned over three years. 2022 was year 1 and two workshops took place in Brixen, Italy during September. These workshops were focused on the classroom level. Approximately 40 participants took part over the two weeks and came from countries across Europe not limited to but including Italy, Germany,

Ireland, Finland, Austria, Denmark and the UK. The workshops and textbook chapters were all conducted and produced in English.

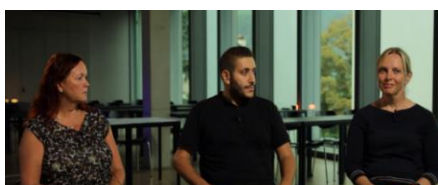
In June 2023, two workshops will take place in Ireland at school level, followed by two further workshops in Germany in 2024 at community level.

The Application Process

Researchers, self-advocates and teacher educators were invited to apply for a scholarship to join the project. The application process involved identifying one of the published topics, or suggesting your own, and providing some key questions and answers that you propose should be included in the textbook. There was space to present your own background, experience and qualifications to demonstrate your suitability for the project, as well as published material if appropriate. There were almost 200 applicants for the 40 places in 2022. Each applicant was also invited to peer review the other applications and this was used by the project team to select the participants.

The Workshops

I was selected to attend the first workshop in Brixen in September 2022. 20 participants attended and were divided into small groups according to the topics they had chosen in the application process. I joined the group writing a chapter on Teamwork in the Classroom, with two colleagues from Finland and Italy. Unfortunately, the colleague from Italy was ill for the first half of the week and so there were two!



Becky with her team, Outi (Finland) and Silver (Italy)

In advance of the workshops, two initial activities took place. A video call one month before the workshop enabled small groups to meet and get to know each other. Each member of the group was asked to post three questions and answers on an online group forum

which the group would discuss during the workshops.

The workshops were very well planned with tasks and milestones identified for each day (Monday-Friday). Most of the work was done in the small groups although one day included a poster session in which each group presented to others and received feedback from different perspectives. I was amazed that we managed to meet the milestones each day and we had produced a chapter for the textbook at the end of the week. We had also recorded some short videos to be used to generate interest and highlight the important parts of the chapter. A professional photographer and film maker produced the videos and took head shots for the book.

Mealtimes and evenings enabled mixing with all the participants in the workshop and it was inspiring to talk to so many with different backgrounds and experience. The scholarship covered travel, accommodation and food. We were accommodated in a beautiful seminary and all meals were provided. Travel reimbursement was set by ERASMUS depending on the mileage travelled. This was about £100 short of what I needed, and I aimed for the cheapest methods of travel, but I had some additional funds from the University of Southampton that I could use to cover the shortfall.

The Benefits

Setting aside a whole week to immerse myself in this workshop was slightly daunting. However, I found it a wonderful experience of participating in the collaborative workshop model, producing a chapter in a week, working to consider different perspectives and meeting such a wide group of people. I was interested in how the workshops were planned to enable the milestones to be met each day and would hope to use similar methods in workshops I plan in the future. I hope the textbook will be useful for student teachers! I would wholly recommend taking part.

To find out more, email the team at info@all-means-all.education or visit the [website](#).