Pictured above - Dr Jay de los Reyes at the Southampton Education School (SEdS) Research Seminar, making a presentation on '*Schooling, Family, and Future Lives of Left-Behind Children from Mother-Away Households* in the Northern Philippines', which reports findings from two projects that engaged with migrant women domestic workers and left-behind children in 2017 and 2021.

Centre for Research in Inclusion

University of Southampton

Issue 17 : Autumn 2023

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.
Follow us on Twitter: @CRI_UoS

Congratulations!

Prestigious WERA IRN (World Education Research Association International Research Network): **Student Voice for Promoting Equity and Inclusion in Schools**

Prof Kiki Messiou (Southampton Education School) and Prof Elizabeth Kozleski, Stanford University, USA, have been successful with an application for the creation of a WERA (World Educational Research Association) IRN (International Research Network). The network is for three years (July 2023 – April 2026**)** and will be **co-led by Prof Messiou and Prof Kozleski**. Dr Jay de los Reyes, Dr Vivienne Rwang and Ms Chinmaya Potnis, all from CRI, are also members and the network will be expanding its membership in the next three years.

IRNs are expected to produce substantive reports that integrate the state of the knowledge worldwide and set forth promising research directions. The network currently involves partners from five universities in four countries: University of Southampton (UK), Stanford University (USA), Autonoma University of Madrid (Spain), Vic University (Spain) and University of Lisbon (Portugal). The network involves both established

researchers and early career researchers.

WERA Logo

Grants

Dr Achala Gupta received funding for two research projects: 1) 'When AI (Artificial Intelligence) Meets AI (Academic Integrity): Educational Opportunities and Challenges in a Digital Age', funded by the British Educational Research Association (BERA), 2) 'Mentorship for early-career teachers: examining mentorship provisions for supporting early-career teachers' retention and future career growth in the English education system', funded by the Society for Educational Studies (Co-I: Rachele Newman).

Handbook of Teaching and Learning Social Research Methods

Professor Melanie Nind edited an important Handbook: **Nind, M.** (ed) (2023) *Handbook of Teaching and Learning Social Research Methods*, Edward Elgar Publishing.

The Handbook includes three chapters from CRI members:

- **Nind, M.** (2023) Introduction to the handbook: Putting pedagogic models to work in research methods education.

- **Coverdale, A., Nind, M.** and Meckin, R. (2023). Research methods learning in temporary online communities during Covid-19.

- **Lewthwaite, S.**, Jamieson, L., Davidson, E., Edwards, R., **Nind, M.** and Weller, S. (2023). Enhancing the teaching of qualitative methods: teaching the 'breadth and depth method' for analysis of 'big qual'.
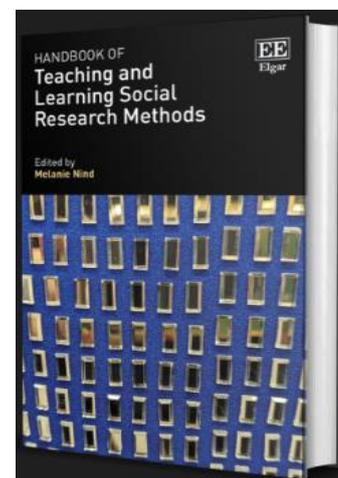
The handbook edited by Prof Melanie Nind

Welcome!

CRI welcomes new PhD students:

- [Miss Xiaohan Li](#) who has successfully completed her first year of the iPhD.
- [Miss Hongye Li (Winnie)](#)
- [Miss Maria Guilia Tongiani](#)
- Chun Hong Yan
- Karen Ibanez Riquelme

CRI welcomes two Research Fellows:

[Dr Lorenzo Ciletti](#) received his PhD from UCL, and the title of his thesis is: "An investigation of the deployment and practice of teaching assistants (TA) in Italian,

Dr Lorenzo Ciletti

mainstream primary classrooms: TA class role and support for children with special educational needs and/or disabilities". Lorenzo has now received an Economic Social Research Council (ESRC) postdoctoral fellowship and will be working at the Centre for Research in Inclusion, Southampton Education School, University of Southampton. His fellowship program is principally centred around two objectives. The first is to increase the awareness and the social impact of his PhD. The second objective is to conduct a collaborative study wherein a small number of TAs and him will co-produce outcomes in relation to technical characteristics of effective TA teaching strategies.

[Geane Fontinele](#), who is joining the Teaching Accessibility project until February 2024. Geane joins from Web Sciences where she successfully completed her

Geane Fontinele

viva recently. Her thesis title is: "How technology can help visually impaired young adults participate in physical activity".

News from former guest of CRI

Sue Carpenter of City University of New York (former guest of CRI) founded the **Inclusion in Higher Education for Students with Intellectual Disabilities UK advocacy group (IHE UK)** 3 years ago. Participants of the group now include colleagues from the Center for Studies in Inclusion, Shieling College specialist college, Winchester University, the Tizard Centre at the University of Kent, the Minstead Trust, Diversity and Ability together with supportive advocates from the USA, and members of the Centre for Research in Inclusion (CRI).

Through the work of the IHE UK connections have been made and small steps have been taken towards equity and inclusion in higher education for students with intellectual disabilities in the UK, catching up with this fact growing international movement! Recently, students with multiple disabilities from Sheiling College in Dorset visited undergraduates on the campus at Winchester University. Further programs/ visits are planned in the future. A special shout out to Rachel Harrison and Ceri Edwards Hawthorne (alumni of CRI) for making this happen!

Sue Carpenter's article 'The future of inclusive programs in higher education in the UK for students with intellectual disabilities theory, praxis and paradigms', is published in Volume 3, Issue 2 of the Journal of Disability and Social Justice.

Michael Lettman, a regular contributor to IHE UK proudly graduated from the Melissa Riggio Program at Kingsborough Community College at City University of New York. He is the first Melissa Riggio student in the Education Program to complete field work experience in a school.

The IHE UK is seeking funding for Michael Lettman to travel to the UK to present on inclusion in higher education at universities, specialist colleges and schools.

Michael at the Graduation in June 2023 is in the centre with Sue who taught and supported Michael during his time and Kingsborough on his left.

Any suggestions regarding funding, please contact Sue at scarpenter@kbcc,cuny.edu

Resources

In our last Newsletter Issue 16: We presented the Teachers' Jury workshop organised by [Dr Cristina Azaola](#) in April this year. In this issue we are pleased to share the final poster comprising the recommendations of the teachers' jury in relation to how teachers can improve school belonging in their schools and classrooms. The poster was developed by teachers for teachers, and it will be distributed amongst the teachers' jury participants, their authorities and colleagues. You can access the Spanish and English versions of the poster [here](#). To know more please visit the [project's website](#).

Dr Cristina Azaola presenting the poster

We also had an article about the **"Pupil Voice for Promoting Inclusion" study** which has now been completed. You can now access for free the five Accounts of Practice that were produced collaboratively with our partners in five primary schools in Southampton: Mason Moor, Redbridge, St John's, St Mary's, and Wordsworth, here.

Publications

Ciletti, L. (2023) 'The role of primary-school support staff in Italy: a case for re-thinking their professional characteristics', *European Journal of Special Needs Education*, pp.1-15.

De La Fosse, L., **Parsons, S.** and Kovshoff, H. (2023) "'They Are Always in the Top of Our Mind': Designated Teachers' Views on Supporting Care Experienced Children in England," *Children & Society*, 37(6), pp. 1897–1914.

de los Reyes, E. J. (2023) 'Producing 'New' locality: Young people's placemaking in the Northern Philippines'. In: McLeod, J. et al. (Eds.), *Temporality, Space and Place in Education and Youth Research*, Routledge, pp. 163–177.

de los Reyes, E.J. (2023) 'Refusing the Mobility Imperative among the Left-Behind Generation in the Northern Philippines'. In: Buhler-Niederberger, D. et al. (Eds.), The *Emerald Handbook of Childhood and Youth in Asian Societies: Generations Between Local and Global Dynamics*, Emerald Publishing Limited, pp. 301–320.

Gerosimou, E. and **Messiou, K.** (2023) 'Thinking outside the 'deficit box': promoting the equal valuing of all children through teacher professional development', *International Journal of Inclusive Education*, pp. 1–16.

Goodwin, J., **Nind, M.**, Dunne, L., Howe, Z., Martin, K., Mellor, C. and Ward, A. (2023) 'Exploring belonging through arts-based practice', *PMLD Link,* 35(2), pp. 5-7.

Gupta, A., Brooks, R. and Abrahams, J. (2023) 'Higher education students as consumers: A cross-country comparative analysis of students' views in Europe', *Compare: A Journal of Comparative and International Education,* pp. 1–18.

Gupta, A. and Zhao, X. (2023) 'Teachers' work under responsibilising policies: An analysis of educators' views on China's 2021 educational reforms', *Journal of Education Policy*, pp. 1–18.

Lewthwaite, S., Horton, S. and **Coverdale, A.** (2023) 'Workplace approaches to teaching digital accessibility: establishing a common foundation of awareness and understanding', Frontiers in Computer Science, 5.

Lewis-Dagnell, S., **Parsons, S.** and Kovshoff, H. (2023) 'Creative methods developed to facilitate the voices of children and young people with complex needs about their education: A systematic review and conceptual analysis of voice', *Educational Research Review*, 39.

Lewthwaite S., and James, A. (2023) 'Hierarchies if impairment and digital disability rights'. In: Meyers, S., McCloskey, M., and Gabor, P. (Eds) *The Routledge International Handbook of Disability Human Rights Hierarchies*.

McCandless, T., Corcoran, T., & **Whitburn, B.** (2023) 'Normative power in higher education: the ghost of inherent requirements', *International Journal of Inclusive Education*, pp. 1-14.

A **special issue** of *International Journal of Social Research Methodology* on Changing Research Practices – Methodological Responses to the Covid-19 Pandemic and Uncertain Futures, guest edited by **Melanie Nind** and **Andy Coverdale** with Robert Meckin, including an editorial, Uncertainties in a time of changing research practice.

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 2020-22', *International Journal of Social Research Methodology*, 26(5), pp. 615–30.

Nind, M., Flewitt, R and Theodorou, F. (2023) (2nd edn) Play and Inclusion. In: Cologon, K. & Mevawalla, Z. (Ed.) *Inclusive Education in the Early Years: Right from the Start*, Australia & New Zealand, Open University Press, pp. 289-306.

Schwittek, J. and **de los Reyes**, **E.J.** (2023) 'Childhood and Youth in Southeast Asia: Confronting Diversity and Social Change'. In: Buhler-Niederberger, D. et al. (Eds.), The *Emerald Handbook of Childhood and Youth in Asian Societies: Generations Between Local and Global Dynamics*, Emerald Publishing Limited, pp. 271-282.

Strogilos, V. and **Ward, R. J.** (2023) 'Resourced provision in mainstream schools for students with special educational needs and/or disabilities: Inclusive service or safe space?', *Journal of Research in Special Educational Needs*.

Data Driven Skills Report

On 31st October, Dr Sarah Lewthwaite's report on *Data Driven Research Skills* was published by the Economic and Social Research Council. The report, commissioned by the ESRC informs strategy on methods capacity beyond the PhD. Written with an independent steering group, led by Prof. Gordon Harold (Cambridge), the report is now available online:

- Harold, G., Luri, C., Goodwin, J., **Lewthwaite, S.** and Carter, J. (2023) 'The skills needed in the social sciences to support data-driven research across the lifecourse', *Report for UKRI-ESRC, Data Driven Research* Skills Steering Group.

- ESRC (2023) 'The skills needed in the social sciences to support data-driven research across the lifecourse: ESRC Response'.

Conferences

Colleagues presented papers at the **British Educational Research Association (BERA) Conference 2023** which was held in Birmingham, Aston University, 12th – 14th September:

From left to right – Dr Vasilis Strogilos, Dr Jay de los Reyes, Dr Tae-Hee Choi, Dr Vivienne Rwang and Dr Achala Gupta (centre) at BERA

Dr Achala Gupta discussed her paper titled 'Middle-class parents' involvement and investment in their children's schooling: an Indian case of social class and educational advantage' at the BERA Annual conference on 10 September 2023 in Birmingham, UK. This paper is based on her research article.

Dr Jay de los Reyes gave a paper titled 'Metaphors of Resilience from Underrepresented Higher Education Academics during the COVID-19 Pandemic'.

Dr Vasilis Strogilos gave a paper titled 'Critical Communicative Methodology and Inclusive Research to Enhance the Education and Inclusion of Students with SEND in Mainstream Schools'.

Dr Vivienne Rwang presented in a symposium with the overall title, 'Inclusive Education for Forcibly Displaced Children'. The specific title of her presentation was, 'Inclusive Education for Internally Displaced Children in Nigeria: Education Accessibility'.

Other CRI colleagues presented at the **European Conference of Educational Research (ECER) 2023,** at the University of Glasgow, UK, 22-25th August**.**

Professor Kiki Messiou presented her paper 'Engaging in dialogues with students: valuing diversity'.

PhD Student Joanna Grace made a presentation on 'Doing Research With People with Profound Disabilities'.

Dr Sarah Lewthwaite was the **keynote** at the **International Symposium on Research Methods in Education: Enhancing Research Cultures as Pedagogical Environments**, at Lusofona University, Lisbon, Portugal on 21st June 2023. She received a warm welcome and is looking forward to further collaborations with colleagues in Lisbon.

Dr Ben Whitburn had a busy July attending and presenting at two disability studies-oriented events up in the North of the country. First, Ben spoke at the **Disability Impact: The Annual Conference of Interdisciplinary, Intersectional, and International Disability Studies** on 6th July. Here he presented ongoing work he is currently undertaking with colleagues from Deakin University in Australia aimed at diversifying the teacher workforce through policies of competence standards. The right to be involved in education, as stipulated in the CRPD 2006, extends to teachers as well as to students with disabilities. Yet, higher education institutions increasingly use frameworks of inherent requirements (referred to in the UK as competence standards) to specify essential abilities, knowledge and skills students must possess to supposedly achieve core learning outcomes and graduate to teaching. Ben presented research he and colleagues have undertaken collecting data about how competence standards affect preservice teachers.

Dr Ben Whitburn then went on to present the inaugural **iHuman Annual Critical Disability Studies Lecture at the University of Sheffield** to a packed house both face-to-face and online. Based on Ben's work as Equality Diversity and Inclusion (EDI) co-leader of the Southampton Education School, Ben's presentation was entitled **(EDI)fying reforms in institutional accountability**. The purpose of this session was to apply a critical disability studies orientation to the area, which has received scant scholarly attention. Ben's presentation made the point that while EDI has certainly placed matters related to diversity on the desks of university and faculty leaders, addressing ableism entrenched in the ways that institutions of higher education work is no small undertaking.

Dr Ben Whitburn presenting at the University of Sheffield