




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. To find out more about CRI's work, watch our new video [here](#). Follow us on Twitter: [@CRI_UoS](#)

Awards

[Dr Achala Gupta](#)'s co-authored book (with colleagues from the University of Surrey and the University of Bath) has won the prestigious 2024 CIES (Comparative and International Education Society) Higher Education SIG's Best Book Award. The book is published by Policy Press and is available open access:

Brooks, R., [Gupta, A.](#), Jayadeva, A., Lainio, A. and Lazetic, P. (2022) '[Constructing the Higher Education Student: Perspectives from across Europe](#)', Bristol, Policy Press.

[Dr Achala Gupta](#) has also recently (January 2024) joined the editorial board of the British Journal of Sociology of Education.

[Dr Lorenzo Ciletti](#) received the Best Presentation Award from the International Conference on Applied Psychology and Education (ICAPE 2024: XVIII). His presentation discussed the communicational support of teaching assistants for children with special educational needs. Teaching assistants' 'social support' is relevant to children's development (e.g., facilitation of peer interactions and relationships), yet it has been an unexplored area of research internationally'.

[Dr Abigail Croydon](#), a former University of Southampton PhD student and member of CRI has been awarded a Mildren Blaxter Postdoctoral Fellowship to research expertise by experience in the field of social care at Kings College.

[Joanna Grace](#), a PhD researcher at the University of Southampton and member of CRI, has won an NCRM competition for her submission on "being with" methodology. She was named the winner of the centre's video poster competition at the [2023 Research Methods e-Festival](#), after delegates at the event voted for her entry.

[The video](#), titled "Towards a Methodology for Doing Research with People with Profound Intellectual and Multiple Disabilities", was one of 10 shortlisted submissions. The 10 finalists were selected from a longlist of almost 50 applications. They were invited to create three-minute video posters, which were all featured at the online festival. Joanna also presented her work at a global online audience of close to 1000 people at The PMLD Conference IV.

WERA IRN Launch

On 1st February 2024 we had the official launch of the World Educational Research Association International Research Network ([WERA IRN](#)) "[Student Voice for Promoting Equity and Inclusion in Schools.](#)" During the Launch, [Prof Alison Cook-Sather](#) gave a keynote talk: "Student Voice: Legacies, Challenges, and Possibilities", followed by discussion. If you missed this, you could watch it [here](#).

The WERA IRN is co-led by [Prof Kiki Messiou](#), Southampton Education School and [Prof Elizabeth Kozleski](#), Stanford University and involves partners from universities in four countries: England, Portugal, Spain and the USA. The network will be expanding its membership over the next years involving colleagues from other parts of the world.

Funding Success

[Vasilis Strogilos](#) (PI) and Co-I's [Ben Whitburn](#), [Sarah Lewthwaite](#) and [Haiming Liu](#) have won a Research England Participatory Research grant for their study 'Exploring Barriers in the Provision of SEND Digital and In-Person Services'. The project will explore co-designing research with young people with disabilities and their parents/carers and personnel from SEND Information Advice and Support Services (SENDIASS), SEN departments and Digital User Experience teams in five Local Authorities in England. The focus of the research will be on improving the digital and in-person services that SENDIASS and SEN departments offer to young people with disabilities and their families, identifying and addressing key areas of failure for socially and digitally marginalised groups.

[Jay de los Reyes](#) (PI), internal Co-I [Kiki Messiou](#), and Philippine-based Co-Is [Doreen Allasiw](#) (Benguet State University), Melany del Rosario (Saint Louis University), and [Gina Opiniano](#) (Philippine Tax Academy) have secured a Research England International Science Partnership Fund - Official Development Assistance for their project, "Narrating Intergenerational Voices: Inclusion of Left-Behind Children in Migration and Education Decision-Making Processes of Mother-Away Families in the Philippines." This project will investigate the conceptualisations of voice across generations, class, and occupations through a narrative inquiry with Filipina domestic workers in Hong Kong and Singapore, nurses in Australia and the United Kingdom, and their left-behind children in the Philippines.

[Kiki Messiou](#) (PI) and [Jay de los Reyes](#) (Co-I) have secured funding from Higher Education Innovation Fund (HEIF) to support the ongoing work of the "School Voices Research-Practice Partnership" that was created in September 2023. The School Voices Research- Practice Partnership, aims to support schools in responding to pupil diversity to improve learning outcomes for all and promote inclusion, through students' voices and dialogues between teachers and children. For more information, please, read the back page of our Newsletter.

[Dr Ben Whitburn](#) and [Dr Ben Davies](#) from the Southampton Education School, and [Lakni Galmangodage](#) from the Southampton Business School, have secured funding from the Faculty of Social Sciences Research Culture Development Fund 2023. The research project titled 'Strengthening Staff Capacity for Inclusive Communication Using Accessible Images' aims to provide an innovative approach to raising awareness across the faculty of how we exchange knowledge using Alt text images. The

project will consist of 2 phases of data collection, and through it the aim is to build staff capacity to utilise accessible digital imagery.

Other News

[Dr Sarah Lewthwaite](#) (Centre for Research in Inclusion) has again joined the judging panel for this year's Global Mobile (GLOMO) Awards, for the 'Tech for Good: Best Use of Mobile for Accessibility and Inclusion' category. The GLOMOs are the mobile industry's most prestigious accolade (the 'Oscars of the Mobile Industry') judged by prominent subject matter experts. With judging complete, the shortlist of nominees was announced on Monday 5th February as part of the *Mobile World Congress: Unwrapped* live preview events. The winners will be announced and broadcast from the Mobile World Congress in Barcelona, 26-29 February 2024.

[Irati Sagardia Iturria](#), from the University of Mondragon in the Basque Country, was a research visitor with CRI last year. During her stay she did a presentation about her ongoing PhD study which focuses on "Transforming educational transitions: developing inclusive processes". We have now heard from Irati about her most recent experience in the summer of 2023: "My predoctoral stay at Southampton University was an unforgettable experience that significantly contributed to my personal and professional growth. The CRI research group meetings, within this enriching context of learning, offered valuable insights. During one of these meetings, I discovered the 'All Means All!' project, prompting me to apply when I saw they were seeking participants on their website. Both my stay at CRI and the week on 'All Means All!' workshop, held in Ireland in the summer of 2023, provided opportunities for diverse interactions, exposure to various perspectives and experiences. Additionally, within this project, I collaborated with three other researchers to write a chapter on transitions and inclusion, a topic central to my PhD. In these experiences, I not only delved into core concepts like inclusion, social justice, students' voice and transition but also had the privilege of meeting researchers who had been influential during my thesis process. As mentioned previously, these encounters undeniably enriched me both personally and professionally, allowing me to integrate these principles and topics into my academic and personal growth."



[Irati Sagardia Iturria](#) presenting about her ongoing PhD study during the CRI meeting in December 2022.

Publications

Barron, C., Parsons, S. and Kovshoff, H. (2024) [‘Enabling Dominic’s voice and participation through the cocreation of an ‘I am’ Digital Story for supporting his post-19 transition from special school to adult social care’](#), *British Journal of Learning Disabilities*, pp. 1-12.

Bennett, J., Parsons, S. and Kovshoff, H. (2024) [‘Developing the emotion regulation skills of autistic pupils in educational settings: A systematic literature review’](#), *Journal of Research in Special Educational Needs*, pp. 1-17.

Brindle, P. and Lewthwaite, S. (2023) [‘Understanding research methods textbooks: pedagogy, production and practice’](#), In Nind, M. (ed.) *Handbook of Teaching and Learning Social Research Methods*: Edward Elgar Publishing, pp. 396-411.

Coverdale, A., Lewthwaite, S. and Horton, S. (2024) [‘Digital accessibility education in context: expert perspectives on building capacity in academia and the workplace’](#), *ACM Transactions on Accessible Computing*. (In Press)

Croydon, A., and Chinn, D. (2024) *Next Steps in Housing Research with People with Learning Disabilities - A Research Synthesis*, London: King’s College London.

Grace, J., Nind, M., de Haas, C. and Hope, J. (2024) [‘Expanding Possibilities for Inclusive Research: Learning from People with Profound Intellectual and Multiple Disabilities and Decolonising Research’](#), *Social Sciences 2024*, 13(1), pp. 37.

Messiou, K. and Lowe, A. (2023) [‘Developing student-researchers in primary schools through inclusive inquiry’](#), *Educational Action Research*, pp. 1-16.

Messiou, K. de los Reyes, J. Potnis, C., Dong, P. and Kachollom Rwang, V. (2024) [‘Student voice for promoting inclusion in primary schools’](#), *International Journal of Inclusive Education*, pp. 1-15.

Strogilos, V. (2024) [‘The use of critical communicative methodology as a collaborative research approach to enhance co-creation of inclusive practices in schools’](#), *International Journal of Research & Method in Education*.

Thomas, M.K.E, Black, R. and Whitburn, B. (2023) [‘The Decay of Time in Educational Research and Teaching: Education and the Questions of Time’](#), Springer. (In Press)

Yue, A., & de los Reyes, E.J. (2024) [‘Approaches to Youth Studies and Identity’](#), In Wyn, J., Cahill, H.,

Cuervo, H. (eds.) *Handbook of Children and Youth Studies*. Springer, Singapore, pp. 1-13.

CRI participation at the World Conference on Qualitative Research

Every year the World Conference on Qualitative Research (WCQR) brings together researchers from more than 40 countries to discuss, disseminate and learn qualitative research. The WCQR is supported by Southampton’s National Centre for Research Methods and [Prof Melanie Nind](#) is on the WCQR steering group. This year’s conference took place simultaneously in South Africa, Portugal and online, with a strong showing from the Centre for Research in Inclusion. [Prof Melanie Nind](#), [Dr Sarah Lewthwaite](#) and [Dr Abigail Croydon](#) (King’s College London, and recent CRI PhD) delivered two online workshops on the

advanced focus group method: **Video stimulated recall reflection and dialogue method**. [Dr Cristina Azaola](#) and colleague [Dr Sadhbh O’Dwyer](#) (University of Limerick, and recent CRI PhD) went to The University of the Azores, to lead an in-person workshop: **Inquiry and diary circles: The power of the circle in qualitative research methods**. Sadhbh and

Cristina delivered the workshop twice to a wide range of participants. All workshops focussed on methods that are inclusive and participatory, bringing teachers and learners into the research process. Workshops were very well received; participants were very engaged with the hands-on activities, and many showed great interest in having the workshop replicated in their own universities. On the final day, Cristina led the WCQR closing

discussions, moderating the final plenary session ‘*Developing Theory through Qualitative Inquiry*’ with keynote speaker [Emeritus Professor Johnny Saldaña](#) (Arizona State University). It was great to reach a diverse audience and to involve successful doctoral researchers in building the capacity of others.



[Dr Sadhbh O’Dwyer](#) and [Dr Cristina Azaola](#) at the University of the Azores for the WCQR



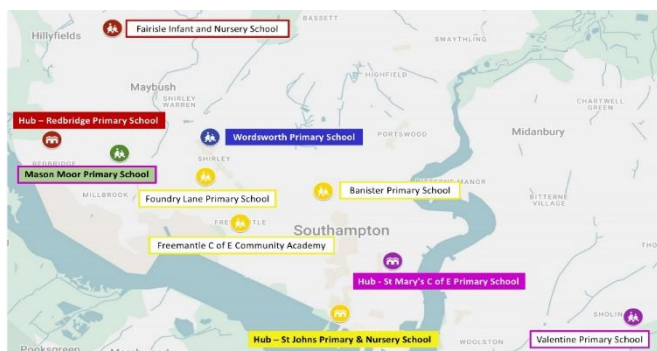
[Dr Cristina Azaola](#) moderates the final plenary of the WCQR with keynote speaker [Emeritus Professor Johnny Saldaña](#)

School Voices Research-Practice Partnership



The School Voices Research-Practice Partnership (School Voices RPP) is an initiative between University of Southampton researchers and schools in the city of Southampton. The purpose of this Research-Practice Partnership is to support schools in **responding to student diversity** in order to **improve learning outcomes** for all, whilst at the same time promoting inclusion. This will be achieved by focusing on **students' voices and dialogues** between teachers and children and young people through participatory research approaches.

Building on earlier research led by [Prof Kiki Messiou](#), which included schools in this country and internationally, and more importantly based on the findings of a [pilot study with a network of schools in Southampton](#), a strategy for a city-wide initiative was developed in September 2023. The strategy was co-developed between researchers, school leaders and key members of staff that were involved in the pilot study. The strategy focuses on reaching out to all schools in Southampton (early years, primary, secondary, and special schools), and will expand more widely in the future. Existing links with Stanford University and schools in California and other European countries will be strengthened through the School Voices Research-Practice Partnership.



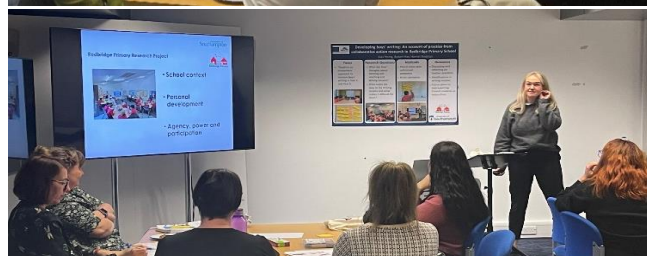
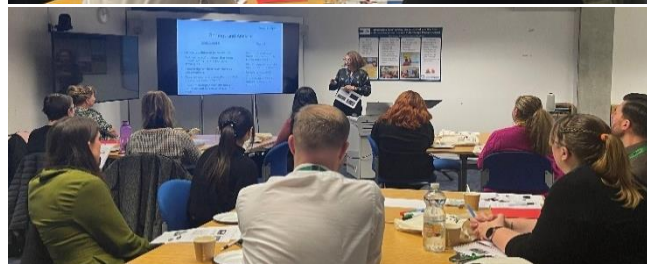
Locations of the School Voices RPP hub schools and the new schools in Southampton

The steering committee of the School Voices RPP consists of university researchers ([Prof Kiki Messiou](#) and [Dr Jay de los Reyes](#)), school leaders Kirsten Buist (Headteacher - St John's Primary School), Daniel Constable-Phelps (Executive Headteacher - St Mary's Primary School), Anna Payne (Headteacher - Redbridge Primary School) and key members of staff from each of these schools: Steph Mander (Deputy Headteacher - St John's), Faye Bauck (Deputy Headteacher - St Mary's) and Alex Young (Professional Development Lead - Redbridge). These three schools are now our hub schools supporting the expansion of the research ideas that we piloted last year, within their own schools and in other schools in the city of Southampton.

On 8th February 2024 we conducted a workshop at the University of Southampton where we had participants from Banister Primary School, Fairisle Infant and Nursery School, Foundry Lane Primary School, Freemantle Academy and Valentine Primary School.

During the workshop, participants had the opportunity to explore the approach of collaborative action research and the use of participatory approaches to explore students' voices in schools. With a focus on promoting inclusion, schools chose topics based on areas that were of interest to them or of concern to them (e.g., improving students' confidence, raising children's aspirations, improving children's writing etc.).

The three hub schools took a leading role during the workshop based on their experience of the pilot study and addressed various questions about the ways in which they implemented participatory research approaches in their own contexts. The new schools are now implementing the ideas that we explored during the workshop, focusing on students' voices and dialogues between teachers and students in relation to their chosen areas. The hub schools are supporting this process whilst university researchers are supporting and monitoring progress in each of the schools. Five PhD students ([Chinmaya Potnis](#), [Ping Dong](#), Josette Crispin, Karen Ibáñez Riquelme, [Maria Giulia Tongiani](#)) are supporting as research assistants, and analysing data in each of the schools to explore further the processes involved in implementing such approaches in schools.



The members from the hub schools leading the workshop and sharing their experiences with the new schools.

With support from Higher Education Innovation Fund (HEIF) we will be developing a website that will host the School Voices RPP work, providing free resources for other schools to use in the future, as well as have a platform to discuss ideas that emerge from the School Voices RPP's work. Watch out for our website in a future Newsletter.