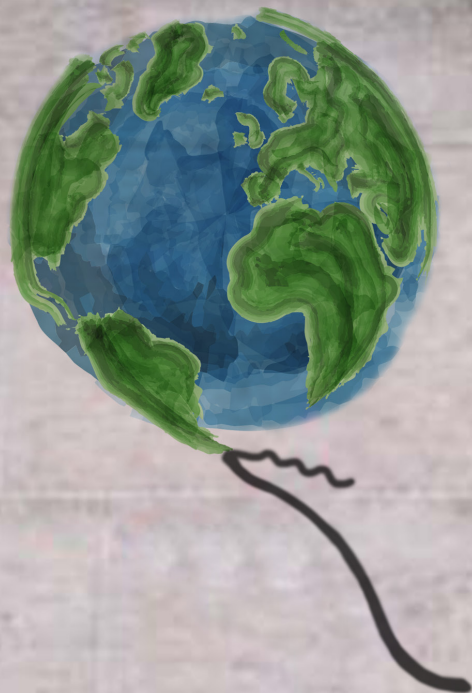


School of Education



UNIVERSITY OF LEEDS



EDUCATION FOR THE FUTURE: LOCAL AND GLOBAL PERSPECTIVES

2-3 July 2019



#EDU4FUTURE

Adapted from Banksy by the University of Leeds

Venue

The Studio
Riverside West, Whitehall Road
LS1 4AW
0113 243 6739
www.studiovenues.co.uk

Organising Committee

Prof. Michalis Kontopodis, Prof. Alice Deignan, Prof. Ruth Swanwick, Prof. Neil Morris, Prof. Caroline Dyer and Ass. Prof. Angharad Beckett

Secretariat

Louise Williams & Jouna Ukkonen

We would like to thank for their kind support Professor Norma Martin Clement, Pro-Dean: International & Professor Anthea Hucklesby, Pro-Dean for Research and Innovation, Faculty of Social Sciences, University of Leeds.

School of Education, University of Leeds
<https://essl.leeds.ac.uk/education>

Contents

Welcome	4
Conference Programme	6
Tuesday 2 July 2019, 14:00-15:40: Parallel Sessions & Interactive Workshops: Abstracts	
Workshop A: Inclusive Educational Futures	8
Workshop B: Digital Technologies and Educational Change	8
Workshop C: Research Schools and School Research	9
Workshop D: Language Education in a Globalised World	9
Education for the Future: Local and Global Perspectives	10
School of Education: Our Research	30

Welcome



On behalf of the University of Leeds, the Faculty of Social Sciences and the School of Education, we are delighted to welcome you to the Education for the Future: Local & Global Perspectives Conference.

The conference aims to explore the current challenges and opportunities surrounding efforts to achieve inclusive and equitable quality education and sustainable development in rapidly evolving knowledge societies. In a time of many changes, the world of education is an exciting area in which to work, and it is a pleasure to meet and bring inspired people together at a conference like this. We hope this will be a great opportunity to explore current and future research directions.

This two-day event will bring together academic partners from a wide range of backgrounds, as well as stakeholder representatives, to exchange ideas, perspectives and best practices. It is a true pleasure to see regional, national and international colleagues in Leeds for this.

We, and all our colleagues in the School of Education, Faculty of Social Sciences at the University of Leeds, would like to thank each of you for attending our conference and for contributing your expertise and ideas to discussions. We wish you an enjoyable time at the conference and look forward to building future networks and partnerships with many of you.

We would also like to thank and acknowledge all who contributed to the organisation of this conference.

Professor Alice Deignan

Head of the School of Education

Professor Jeremy Higham

Dean of Social Sciences

Conference Programme

Tuesday 2 July 2019

09:30 - 10:00 Registration / Coffee & Tea
10:00 - 10:15 Welcome speeches:
Prof. Anthea Hucklesby, Prof. Alice Deignan, Prof. Michalis Kontopodis (University of Leeds)

Plenary Session I:

Education & Sustainability in Diverse Local Contexts

Chair: Prof. Maggie Kubanyiova (University of Leeds)

10:15 - 10:45 Violence, alterity, and sustainability as challenges in the Anthropocene, Prof. Christoph Wulf (Free University Berlin & Vice President of UNESCO in Germany)

10:45 - 11:15 Education for 2030 in China, Prof. Peng Zhengmei (East China Normal University)

11:15 - 11:30 Convenience Break - Brief Questions

11:30 - 12:00 Education beyond the classroom: Perspectives from the global drylands, Prof. Caroline Dyer (University of Leeds)

12:00 - 12:30 Child poverty, subjective well-being & vulnerability in the UK, Dr Gill Main (University of Leeds)

12:30 - 13:00 Discussion

13:00 - 14:00 Lunch Break

14:00 - 15:40 Parallel Interactive Workshops

Room A: Inclusive Educational Futures
Prof. Roger Slee (University of South Australia), Prof. Ruth Swanwick, Dr Angharad Beckett, Dr Paula Clarke (University of Leeds)

Room B: Digital Technologies & Educational Change
Prof. Paul Prinsloo (University of South Africa), Prof. Neil Morris, Dr Bronwen Swinnerton (University of Leeds), Dr Myrrh Domingo (UCL Institute of Education)

Room C: Research Schools & School Research
Prof. Jim Ryder, Dr Judy Sayers, Dr Rachel Mathieson (University of Leeds) Mark Miller (Bradford Research School), Prof. Paul Andrews (Stockholm University)

Room D: Language & Pedagogy in a Globalised World
Dr James Simpson, Prof. Alice Deignan, Dr Martin Lamb, Prof. Mike Baynham (University of Leeds)

15:40 - 16:00 Coffee & Tea Break

16:00 - 17:00 Plenary Session II:

Inaugural Lecture

Mapping Global Childhood and Youth Futures, Prof. Michalis Kontopodis (University of Leeds)

17:00 - 18:00 Drinks Reception

Wednesday 3 July 2019

09:30 - 10:00 Registration / Coffee & Tea

Plenary Session III:

Education, Urbanisation & Social Transformation

Chairs: Prof. Neil Morris (University of Leeds) and Anja Nielsen (UNICEF UK)

10:00 - 10:30 Multiliteracies, resistance and critical transformative education in Brazil, Prof. Fernanda Liberali (Pontificia Universidade Católica de São Paulo)

10:30 - 11:00 Education for social transformation? Neoliberal economy and middle-class anxiety in India, Dr Suraj Jacob (CEO of Vidya Bhawan Society & Visiting Faculty, Azim Premji University, India)

11:00 - 11:30 School reform and urbanisation in China, Dr Chen Hongyan (East China Normal University)

11:30 - 12:00 Discussion

12:00 - 13:00 Lunch Break

13:00 - 14:45 Plenary Session IV:

Discussion Panel

Co-producing Knowledge and Transforming Education and Society

With: Dr Paula Clarke (University of Leeds), Prof Kate Pahl (Manchester Metropolitan University), Emily Echessa (Save the Children), Philippa Stobbs (National Children's Bureau), Prof. Paul Prinsloo (University of South Africa) and Prof. Roger Slee (University of South Australia).

14:45 - 15:00 Concluding remarks

15:00 - 16:30 Coffee, Tea and Informal Networking [+ Internal Research Away Meeting for School of Education Staff]

Workshops

Tuesday 2 July 2019

Parallel Sessions & Interactive Workshops: Abstracts

Workshop A: Inclusive Educational Futures

Prof Roger Slee will launch this session with an overview of some of the current big questions for Inclusive Education globally. His presentation will be followed by discussion in small working groups each centred on a particular aspect of research.

The first group (led by Dr Angharad Beckett) will consider stakeholder participation in Inclusive Education research and reflect on the purpose and scope of potential involvement in the research process.

The second group (led by Prof Ruth Swanwick) will discuss developments in Inclusive Education research methodologies, and will explore innovative ways of generating, gathering and analysing data, taking into account ethical considerations.

The third group (led by Dr Paula Clarke) will reflect on the role of academic researchers in designing, conducting and disseminating transformative Inclusive Education research, and consider how research can be best used to inform policy debates and influence real life change. The session will close with all groups coming together and a summing up conversation, in which each of the groups will share the themes, questions, ideas and insights that have arisen from their discussions.

Workshop B: Digital Technologies and Educational Change

This session will focus on the role of digital technologies in the future of education globally. It will consist of two presentations which focus on the role of digital technologies and the market in the future of education. The presentations will be followed by a discussion led by **Dr Myrrh Domingo**.

Prof Paul Prinsloo:
(Un)dreaming the future: The role of open, distributed and digital learning*
(*Terms and Conditions Apply)

How do we dream in a world that is increasingly (dis)connected and fragile, where increasing numbers of individuals live precarious lives, where the roll of the dice shape lives and determine futures? It is crucial that we critically explore who is doing the dreaming, who is allowed to dream, and whose dreams have become normative and binding, and who are not (allowed to) dream.

In this presentation I would like to map some of the dreams that are sold for, in and by education in general, but specifically open, distributed and digital learning institutions, vendors and markets. I would like us to un-dream these dreams by locating the interests of those who roll the dice, those who have the power (and capital interests) to sell a particular dream, and to fast-forward to the outcome of these dreams for those (not) in the dream. We also need to re-dream, to think carefully of what possible role open, distributed and digital learning can/can't, should/shouldn't play in a world that is (more) just, equitable, and sustainable. I will conclude by pondering on elements of an ecology that may make re-dreaming education for a future possible.

Prof Neil Morris and Dr Bronwen Swinnerton:
The Unbundled University: Researching merging models in an unequal landscape

We will present research findings from a University of Leeds ESRC Newton funded research project which took place in 2016-2018 in collaboration with the University of Cape Town. The project examines the profound confluence which constitutes the unbundled university – the intersection of increasingly disaggregated curricula and services, the affordances of digital technologies, the growing marketisation of the higher education sector itself and the deep inequalities which characterise both the sector and the contexts in which they are located. We will report findings from both South Africa and the UK from interviews, surveys and desk research to discuss the benefits and challenges of the growth in unbundled online learning from universities, and the impact this is having on access, equality, and the changing nature of higher education. It will involve a presentation of our research data, including a demonstration of interactive visualisations to bring a novel perspective to the educational provision being offered using digital technology and the private companies partnering with universities South African and UK higher education landscapes.

Workshop C: Research Schools and School Research

This interactive session will examine key themes for school engagement in and with education research. **Prof Jim Ryder** will lead the opening session in which groups will share experiences of research engagement within their professional contexts. This will identify key concepts and themes relevant to research engagement to be explored in the remainder of the session.

Mark Miller will then examine how a local school network has engaged in and with education research to improve educational outcomes for pupils. The session will then consider two examples of how education researchers at the School of Education have worked with schools on education research. These examples will be introduced by the researchers followed by small group discussion on specific themes.

Dr Judy Sayers and **Prof Paul Andrews** will discuss themes emerging from their research into the learning of numbers within two different country contexts. **Dr Rachel Mathieson** and **Dr Matt Homer** will explore their experiences of working with schools to examine the enactment of a new post-16 Core Maths qualification across England.

The session will end with groups working to generate a set of recommendations to support effective research engagement in school settings.

Workshop D: Language Education in a Globalised World

In this interactive session, participants will gain an understanding of some of the many perspectives that members of the Centre for Language Education Research adopt towards both the study of language itself and language (in) education in a fast-changing world.

To start the session **Dr James Simpson** will give an overview of the relevance of language education research in its global contexts. **Prof Alice Deignan**, **Dr Martin Lamb** and **Prof Mike Baynham** will then present three different approaches to analysing language, leading to a hands-on data session in which participants study, examine and consider language data provided by the three presenters. This will be followed by a brief plenary discussion, allowing participants to comment upon and raise questions about data. In turn, the presenters will discuss the significance of their own language research for education, including language education, in a globalised world:

Alice Deignan: Using corpus linguistics to address the linguistic challenges of the transition from primary to secondary school
Martin Lamb: The socio-economic opportunities and constraints that global English brings to developing countries
Mike Baynham: The challenging paradox for language education of the much-documented increase in global mobility and flows, now countered in many parts of the world by a closing and securing of borders, particularly against the poor, as a consequence of paranoid nationalism

The session will conclude with a discussion with **Prof Fernanda Liberali** and all participants.

EDUCATION FOR THE FUTURE: LOCAL AND GLOBAL PERSPECTIVES

Inclusive Education matters



“

Inclusive Education is key to building inclusive societies. Inclusive Education is not segregation, but neither is it simply integration into the existing ‘mainstream’. It involves a fundamental shift in the way we think about schools, teaching and learning practices. It is about inclusive pedagogies that recognise and attend to individual differences between learners, without stigmatizing or otherwise marginalizing any student because of their particular needs. It is about providing excellent education for the ‘Other’, whilst also engaging all students in anti-oppressive teaching and learning activities that are critical of privileging and othering and seek to transform learners and society.

”

Angharad Beckett is Associate Professor of Political Sociology at the University of Leeds. She works primarily in the area of Disability Politics and Human Rights. She is Joint Director of the Interdisciplinary Centre for Disability Studies, which is one of the longest established and best known centres in this field, internationally. Prof. Beckett’s research focuses on Disability Politics, especially as this relates to inclusive education and access to and inclusion in leisure and play for disabled adults and children. She works in a highly participatory manner, ‘with’ not ‘on’ disabled people/children, in the spirit of ‘Nothing About Us Without Us!’. She is also very interested in innovative methods and co-production. She is a member of the editorial board for leading journals in the field: ‘Disability & Society’ and ‘Disability Studies Quarterly’, and is one of the founding editors of the new journal ‘Disability Studies in Education’.

Selected publications:

Beckett, A.E., P. Encarnação, C. Chiu and S. Ng (forthcoming 2019) ‘Play for Disabled Children in Taiwan and Hong Kong: parent perspectives’. In S. Ng (Ed) Including Students with Disabilities in Hong Kong, Taiwan and Mainland China. Rotterdam: Sense Publishers.

Barron, C., Beckett, A.E., Coussens, M., Desoete, A., Cannon Jones, N., Lynch, H., Prellwitz, M., Fenney Salkeld, D. (2017) Barriers to Play and Recreation for Children and Young People with Disabilities. Exploring Environmental Factors. De Gruyter.

Beckett, A.E. (2013) ‘Anti-oppressive Pedagogy and Disability: Possibilities and Challenges’, Scandinavian Journal of Disability Research. 17 (1), pp.76-94.



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Despite recent well-intentioned changes to English legislation, current data indicates that our education system is becoming less inclusive of children and young people with special educational needs: exclusions are rising, the gap in outcomes is widening and experiences of identifying and meeting needs are becoming more contentious. The Council for Disabled Children and the National Children’s Bureau are leading key projects to challenge prejudice and discrimination and to promote access and inclusion. We are currently leading work to promote: multi-agency approaches to the early identification and meeting of needs; a better understanding of what enables children to make good educational progress; the voice of children and young people themselves and their rights under international conventions.

”

Philippa Stobbs MSc is Assistant Director, Education and Equalities, at the National Children’s Bureau. Philippa’s background is in teaching and school inspection work. When she joined the National Children’s Bureau, she established the Special Educational Consortium to challenge and change legislation on SEN and disability and helped to establish and develop parent partnership services (now known as Information, Advice and Support services). She has worked in Parliament during the passage of legislation; reviewed inclusion in one of our most inclusive local authorities; contributed to the development of several Codes of Practice; was seconded into the DfE as SEN and disability professional adviser; advised on an inclusive early years project in Europe; is currently leading a DfE-funded project to increase access and inclusion in the early years; and works as part of the team providing support to the DfE as strategic partner on SEN and disability.

Selected publications:

Stobbs, P. (2015) Disabled Children and the Equality Act 2010: What teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children and Families Act 2014.

Stobbs, P., Andrews, E. and Revels, J. (2014) Inclusion and entitlement in the early years for disabled young children and young children with special educational needs in Pugh, G. and Duffy, B. (Eds) Contemporary issues in the early years, 6th edition. London: Sage.



“

The rights of children/young people to live full and individual lives and have access to inclusive and equitable education should be the driving force of our research, and it is incumbent on us to ensure that our work reaches marginalised, isolated and disadvantaged children/young people, and those responsible for their growth and well-being. Such research, that seeks ‘to reach first those who are furthest behind’, must take into account the physical, economic, cultural, and social contexts of children’s lives and educational intervention needs to be informed by contextual understandings and built on the established proximal and external resources around children, their caregivers and communities.

”

Ruth Swanwick is Professor of Deaf Education and Director of Research in the School of Education, University of Leeds. She leads the MA in Deaf Education/Teacher of the Deaf programme, which was the first deaf education programme in the UK to recognise and support the use of sign language in deaf children’s education. Her research activities encompass childhood deafness, language and learning, inclusive and bilingual education and teacher development. Her particular area of specialism is deaf children’s multilingual language and learning and the development of pedagogies and practitioner understanding in deaf education.

Selected publications:

Adami, E. and Swanwick, R (accepted/in press) Signs of understanding and turns as actions: A multimodal analysis of deaf-hearing interaction. Visual Communication.

Swanwick (2017). Translanguaging, learning and teaching in deaf education: International Journal of Multilingualism, 14(3), 233-249.
Swanwick, R. (2016). Languages and languaging in deaf education, New York/Oxford: Oxford University Press.

Prof Roger Slee is the Founding Editor of the International Journal of Inclusive Education, and editor of the Studies in Inclusive Education book series with Brill (The Netherlands). His recent books include Inclusive Education Isn’t Dead, It Just Smells Funny (Routledge) and The Irregular School (Routledge). Roger was formerly the Deputy Director-General of Education in Queensland Australia and was Chair of the Board of Directors of Children and Young People with Disabilities Australia.



“

For many children and young people extracting meaning from text is challenging. This may in part be due to a mismatch between their language and life experiences, and those needed to interpret the types of texts that are typically encountered and assessed formally in schools. It may also be due to specific learning difficulties affecting their ability to access language effectively. There is a need for evidence based teaching approaches and assessments that are appropriate to a diverse populations of learners; methods which celebrate personal responses to texts and promote consideration of multiple perspectives and understandings.

”

Paula Clarke is an Associate Professor of Psychological Approaches to Childhood and Inclusive Education and part of the Centre for Childhood, Education and Social Justice at the University of Leeds. She has a background in developmental cognitive psychology and her research uses psychological theory to inform the development of teaching, assessment and intervention approaches. She leads the MA Special Educational Needs programme at the University of Leeds and is an Associate Editor of the Journal of Research in Reading. Paula is also a member of local (Language And Reading Research in Yorkshire (LARRY) network; Leeds Child Development Unit (LDCU); Language, Development and Cognition research satellite at Leeds) and national networks (Virtual Centre for Reading and Language) of researchers working in the field of reading and language development.

Selected publications:

Clarke PJ, Paul S-AS, Smith G, Snowling MJ, Hulme C. 2017. Reading intervention for poor readers at the transition to secondary school. *Scientific Studies of Reading*. 21(5), pp. 408-427.

Paul S-AS, Clarke PJ. 2016. A Systematic Review of Reading Interventions for Secondary School students. *International Journal of Educational Research*. 79, pp. 116-127.

Clarke PJ, Truelove E, Hulme C, Snowling MJ. 2013. *Developing Reading Comprehension*. John Wiley & Sons.



“

There is no system for us’ – ‘we are being left behind while others progress’ – ‘schooled, but not educated’. These comments (from mobile livestock herders in western India) highlight dilemmas of formal education inclusion and an experience of marginality that are all too common among people who live in the global drylands. Can ‘education’ be rescued by looking at learning beyond the classroom?

”

Caroline Dyer is Professor of Education and International Development at the University of Leeds, UK. She co-directs the University's Centre for Global Development and is Chair of the World Universities Network Global Challenge of Higher Education and Research. Caroline's current research focuses on education and marginality among mobile pastoralists in East Africa, India and Mongolia, accountability in education systems with a focus on India, and equitable learning opportunities.

Emily Echessa is a Senior Education Adviser and Deputy Head of Education at Save the Children. Emily has many years of experience managing and providing technical assistance to education programmes, with a strong focus on sub-Saharan Africa. She has also supported Middle East and Asia programmes over the years. Emily provides global leadership on Save the Children's girls' education approach. Emily has considerable experience in education in conflict, and the gender dimensions of education. She is currently the co-Chair of GADN Girls Education Working and has previously been active in the INEE Policy Working Group, as well as the Global Coalition to Protect Education from Attack (GCPEA). Emily speaks fluent English and Swahili, among other languages.

Selected publications:

Dyer, C. and E. Echessa. 2019. Sustaining learner participation and progression through networked schooling: A systemic approach for Mobile out of School Children. *International Journal of Educational Development*. 64, 8-16.

Dyer, C. 2018. Education inclusion as a border regime: implications for mobile pastoralists in Ethiopia's Afar region. *International Studies in Sociology of Education* 27 (2-3), 145-165.

Educational Policy, Sustainability & Social Justice



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Education policy makers across the globe are currently obsessed with all kinds of reforms. However, one should ask: do educational reforms indeed improve the quality of schools, or do they just result in teachers and students enduring long lists of government initiatives and political panics? Any reform that ignores the local community histories, school cultures and the needs of contemporary students, is meant to fail. When policy makers think of future developments in education, they should leave more space and autonomy for the teachers and students to shape these developments, rather than just requiring them to “embrace” top-down educational policies.

”

Chen Hongyan is an assistant professor at the Institute of International and Comparative Education at the East China Normal University, China. She obtained her PhD degree in Pedagogical Anthropology in 2016 at the Free University of Berlin, Germany. Her research interests include intercultural education, globalisation, urbanisation and educational reforms in elementary schools, as well as innovative qualitative methods. She is a member of the European Educational Research Association and of the Deutsche Gesellschaft für Erziehungswissenschaft (German Society for Educational Science). She has presented her work at international conferences in the US, Germany, Korea, New Zealand and China, and also published widely in international journals and book series’.

Selected publications:

Chen, H. (2018) Changing understandings of “low achievers”: a focused ethnographic approach to academic achievement in China’s new curricular reform, *Asia Pacific Journal of Education*, 38(3), 348-360.

Chen, H. (2018). Creating learning zones in circle rituals. *Culture, Biography & Lifelong Learning*, 4(2):9-19.

Chen, H. (2016). *Dynamics in Circle Rituals: Daily Life at a German Reform Pedagogic School*. Münster: Waxmann



“

Global access to quality education is not a level playing field and the lottery of birth continues to dominate the realisation of children and young people’s right to education. Ensuring equal access to fully inclusive education systems, well-resourced through sustainable domestic funding and underpinned by a supported education workforce, is vital to ensuring that all young people can not only succeed, but thrive, both personally and professionally.

”

Anja Nielsen is the Senior Policy and Advocacy Adviser for Education and Youth at UNICEF UK, leading the organisation’s education policy domestically and internationally. She has a background working with teachers, youth programmes, and international development policy, including working for the National Education Union, the largest education union in Europe. She was also previously a policy co-chair of the Send My Friend to School campaign, the UK branch of the Global Campaign for Education.



“

Education policy is often seen as a key mechanism for improving the educational outcomes of all young people. However, policy makers and teachers are often critical of the process and outcomes of education policy enactment. To improve the effectiveness of education policy reforms we need a better understanding of the local processes through which teachers and schools experience and enact education policy shifts. Such research needs to consider policy enactment over longer time periods (3-5 years) than are usually considered by typical policy evaluation studies.

”

Jim Ryder is Professor of Science Education and Director of the Centre for Curriculum, Pedagogy and Policy at the School of Education, University of Leeds, UK. He has led research projects funded by, amongst others, the Economic and Social Research Council, the Gatsby Charitable Trust, the Nuffield Foundation and the European Union. His research focuses on the role of the teacher in improving educational outcomes for all students. He has studied teachers’ experiences of education policy reforms and their engagement with education research. He has a specific interest in the context of science teaching but his work also addresses the role of the teacher in other subject areas. His work is informed by sociocultural perspectives on teachers’ working lives.

Selected publications:

Ryder J, Lidar M, Lundqvist E, Östman L. 2018. Expressions of agency within complex policy structures: science teachers’ experiences of education policy reforms in Sweden. *International Journal of Science Education*. 40(5), pp. 538-563.

Ryder J. 2017. Navigating Tensions: Education Policy and the Science Teacher. *Revista Brasileira de Pesquisa em Educação em Ciências*. 17(1), pp. 1-12.

Ryder J. 2015. Being professional: accountability and authority in teachers’ responses to science curriculum reform. *Studies in Science Education*. 51(1), pp. 87-120.

Judy Sayers recently joined Leeds University as a lecturer in education, after five years as an assistant professor in early years’ mathematics and teacher development at Stockholm University. She moved to Sweden in 2013 after many years as a senior lecturer in mathematics education at the University of Northampton. Before this she had been a teacher in both upper and lower primary school. Judy’s research has primarily focused on investigating ways to support primary teachers in their teaching of mathematics and, in so doing, typically highlights the constraints on primary teachers imposed by changes in policy and local interpretations of practice. She has always been interested in comparative research and has worked as a researcher on several projects with colleagues around Europe.

Selected publications:

Sunde, P. B., Sunde, P., & Sayers, J. 2019. Sex Differences in Mental Strategies for Single-Digit Addition in the First Years of School: Girls count, boys retrieve. *Educational Psychology*. Taylor & Francis Pub. (In print).

Sayers, J., & Andrews, P. 2018. Developing and Trialling a Simple-to-Use Instrument for Surveying Teacher Education Students’ Mathematics-Related Beliefs. In *Students’ and Teachers’ Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms*. In H. Palmer & J Skott. Eds. New York: Springer, Cham. (pp. 77-87).



Paul Andrews is a professor of mathematics education in the department of mathematics and science education at Stockholm University, Sweden. He worked as a teacher of secondary mathematics in Telford, England, before becoming a teacher educator at the Manchester Metropolitan University. In 2015, he was awarded a Swedish Research Council grant of around one million Euros to investigate the development of foundational number sense in year one children in England and Sweden. The project includes collaborators Judy Sayers, Leeds University, and Jöran Petersson, Malmö University, Sweden. Andrews is particularly interested in exploring ways in which mathematics can be taught more effectively to learners of all ages, and current projects include foci on problem solving, linear equations and foundational number sense.

Selected publications:

Andrews, P., & Nosrati, M. (2018). Gjennomgang and genomgång: Same or different? In H. Palmér & J. Skott (Eds.), *Students’ and teachers’ values, attitudes, feelings and beliefs in mathematics classrooms* (pp. 113–124). Cham: Springer.

Andrews, P. (2016). Understanding the cultural construction of school mathematics. In B. Larvor (Ed.), *Mathematical Cultures: The London meetings 2012-2014* (pp. 9–23).



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Many sections of India's economy are booming through a mix of market, state and crony capitalism, as well as speculative capital and activities in the 'black economy'. Jobs and incomes from this economic growth are inevitably spread highly unevenly. Large numbers of people, understandably, have considerable anxieties of not 'making it' in an economy with seemingly many opportunities and easy money. In this situation, schooling faces a deep crisis. Driven by the lure of 'making it' in the new economy, many families opt for aspirational 'public schools' with 'English' education and coaching-oriented schooling. Private schools are spreading not only in urban areas but increasingly in rural areas as well. Far from liberation through education, the system produces passive, cynical, divisive and individualistic traits that are both self-reinforcing and further grist for the mill of social conflict. In a country with ostensibly pluralist, democratic aspirations, where education has a critical role in shaping reasoned debates for finding common ground and the common cause, the current trends are particularly alarming.

”

Dr Suraj Jacob is CEO of Vidya Bhawan, a group of educational institutions serving the urban and rural lower middle classes and the poor in northwest India. He is also Visiting Faculty at the Azim Premji University, Bangalore, India. Trained as a political economist in India, the UK and the USA, he is currently doing collaborative work on process-centred understanding of everyday practices from an anthropological perspective, including collaborative projects on cross-scalar 'accountability' in India's educational system and processes of urban governance.

Selected publications:

Suraj Jacob, Balmuri Natrajan and Indira Patil, "Explaining Village-Level Development Trajectories through Schooling in Karnataka" (2015), *Economic & Political Weekly* L:52, 54–64.

Suraj Jacob, "'Development' as State Identity? Locating the State vis-à-vis Development Reality in India" (2016), *Brown Journal of World Affairs* 23:1, 205–222.

Suraj Jacob, "Knowledge, Framing and Ethics in Programme Design and Evaluation" (2018), in Arima Mishra and Kalyani Subbaiah (eds.) *Ethics in Public Health Practice in India* (Elsevier), 45–61.



“

Education for sustainability is an important prerequisite for the gradual realisation of sustainable development goals. Such education should not only concern the appropriation of relevant knowledge, but also the development of the sensitivity and willingness to accept responsibility with regards to ecological and environmental issues. Sensitivity and willingness to accept responsibility enables children and young people to shape their own lives and living spaces as to safeguard and promote sustainable development. Education for sustainable development implies a reflective and affective understanding of education, in this frame.

”

Christoph Wulf is Professor of Anthropology and Education and a member of the Interdisciplinary Centre for Historical Anthropology, the Collaborative Research Centre (SFB, 1999–2011) "Cultures of Performance," the Cluster of Excellence (2007–2012) "Languages of Emotion," and the Graduate School "InterArts" at Freie Universität Berlin. His books have been translated into 20 languages. He is Vice-President of the German Commission for UNESCO. Research stays and invited professorships have included the following locations, among others: Stanford, USA; Tokyo, Kyoto; Beijing; Shanghai; Mysore, Delhi; Paris, Rome; Amsterdam; Stockholm; Copenhagen; London; Vienna; Lisbon; Saint Petersburg, Moscow, Kazan.

Selected Publications:

Wulf, Christoph (2019): *Anthropology. A Continental Perspective*. Chicago University Press.

Wulf, Christoph (and Resina, eds.) (2019): *Repetition, Recurrence, Returns. How Cultural Renewal Works*. Lanham, MD: Lexington Books.

Wulf, Christoph (2019): *Bildung als Wissen vom Menschen im Anthropozän* (Education and Knowing the Human in the Anthropocene). Weinheim & Basel: BeltzJuventa.



“

Education is endless interaction between enculturation and enlightening. Without enculturation, education as enlightening is dangerous; without enlightening, education as enculturation is thoughtless.

”

Peng Zhengmei is Director of the Institute of International and Comparative Education at East China Normal University. His research interests concern different philosophies of education, especially Chinese traditional philosophies of education and German traditions of pedagogy (Allgemeine Pädagogik) in Germany. He is also exploring the implementation and effects of global education reforms in primary and secondary education.

Selected publications:

Zhengmei Peng, Gu Juan & Meinet Meyer (2018). Grundcharakteristiken der konfuzianischen Allgemeinbildung und deren transformation in der Vergangenheit und in der heutigen globalisierenden Zeit. *Zeitschrift für Erziehungswissenschaft*, 2018(2), 259–278. (Title in English: Main characteristics of Confucian general education and its transformation in the past and in globalizing time).

Zhengmei Peng (2010). *A Historical Exploration of Philosophies of Modern Western Education*. Shanghai: Shanghai Education Press.



Gill Main is an Associate Professor of Childhood Studies and member of the Centre for Childhood, Education and Social Justice at the University of Leeds. Her background is in social policy, and her research focuses on child poverty and social exclusion, with an emphasis on how children, young people and families' perspectives can be incorporated into understanding, measuring and acting on poverty. She is co-editor of the Journal of Poverty and Social Justice, and the Childhood Vulnerability Journal. She works in partnership with a wide range of organisations aiming to improve children's lives, including The Children's Society, the Child Poverty Action Group, UNICEF Office of Research, and Leeds City Council.

Selected publications:

Main, G. (2018) 'Money Matters: A nuanced approach to understanding the relationship between household income and child subjective well-being'. In Child Indicators Research.

Main, G. and Mahony, S. (2018) Fair Shares and Families: Rhetoric and reality in the lives of families in poverty. London: The Children's Society.

“

Children and young people are growing up in a world which is divided by visible borders and invisible walls, as well as being interconnected through flows of capital, technologies, populations and media images. This world calls for a high emphasis on global citizenship, intercultural sensitivity and social justice. In collaboration with researchers and stakeholder representatives from around the world, we are currently exploring how such values can be embodied in online designs and media productions, as well as being reflected in formal and informal education and policy making. Intercultural understanding is a necessary precondition for exploiting digital technologies and tackling global challenges such as climate change, poverty and inequality, in ways that unite people rather than divide them.

”

Michalis Kontopodis is Chair in Global Childhood and Youth Studies and Director of the Research Centre in Childhood, Education and Social Justice at the University of Leeds. His background comprises psychology, anthropology and education. In collaboration with a wide network of academics, practitioners, NGOs, community organisations and policy makers, Prof. Kontopodis conducts research on inclusive and equitable quality education and children's well-being in a global perspective. His books, edited volumes and journal articles have been published in six languages; for further details please visit <https://mkontopodis.wordpress.com/>

Selected publications:

Kontopodis, M.; Varvantakis, C. & Wulf, C. (Eds) (2017). Global Youth in Digital Trajectories. London: Routledge.

Kontopodis, M. et.al. (Eds) (2016). Facing Poverty and Marginalization: 50 Years of Critical Research in Brazil. Bern: Peter Lang.

Kontopodis, M. (2014) Neoliberalism, Pedagogy and Human Development. London: Routledge.



“

What is often missing from research and policy making is research that is genuinely led and presented by children and young people. Children's meanings and concepts are sometimes at odds with complex theoretical framings of what they do. It is important to listen to children's emergent voices more, with an eye to their own framings and understandings. I am currently working on an AHRC funded project called, 'Feeling Odd in the World of Education', where an artist and a group of Year 4 children are co-producing a film to explore their own perceptions of Feeling Odd. I am also working on a project that explores the potential of arts methods for listening to the voices of street-connected young people in Kenya, Uganda, and the Democratic Republic of Congo, funded by AHRC/GCRF.

”

Kate Pahl is Professor of Arts and Literacy at Manchester Metropolitan University. Her background is in New Literacy Studies and anthropology. She has been involved in a number of projects that have been co-produced with communities, and she has worked with artists and youth workers to develop community-led projects. Her focus more recently has been on ways of listening to the voices of young people in school and community settings.

Selected publications:

K. Pahl (2019) Recognizing Young People's Civic Engagement Practices: Rethinking Literacy Ontologies through Co-Production Politics of Literacies. 13(1) pp 20-39.

Bell, D., & Pahl, K. (2018). Co-production: Towards a utopian approach. International Journal of Social Research Methodology. Volume 21 Issue 1 pp 105-117.

Escott, H. and Pahl, K. (2018) 'Learning from Ninjas: young people's films as a lens for an expanded view of literacy and language' Discourse: Studies in the Cultural Politics of Education.

Language and Pedagogy in a Globalised World



“

Language learning happens across many sites of social interactions; those scarred by injustices, conflicts and structural violence as well as those characterised by generous acts of welcoming the stranger. Educating language teachers in this age of ambiguity means preparing them for living in the paradox; the need to engage with pain as well as to educate for convivial and creative meaning making. This task entails educating teachers who are able and willing to take a deep gaze at what it means to learn and live in languages other than one's mother tongue in contexts in which multilingualism might be seen as a stigma, a sign of privilege, or a genuine opportunity to enter into an open and creative relationship with the Other. How language teachers are enabled to re-orient this gaze in ways that touches their sense of who they desire to become and translates into a responsive here-and-now act of supporting their students is what must become firmly embedded in debates and practices of language teacher education knowledge base.

”

Maggie Kubanyiova is Professor of Language Education and Director of the Centre for Language Education Research (CLER) at the University of Leeds. Her research concerns the role of language education across a diverse range of human relationships and interactions. She has researched language teachers' development in multilingual settings, language learners' lives across diverse contexts of L2 use, language learning opportunities in classroom discourse, moral and political dimensions of language teachers' work, and research ethics. She is particularly intrigued by theoretical intersections among linguistics, philosophy and arts as crucial to re-imagining both the role and the sites of language (teacher) education in diverse societies. She remains committed to research approaches and methodologies that allow a deep and ethically engaged encounter with specific people in their social worlds.

Selected publications:

Kubanyiova, M. (2016). Teacher development in action: Understanding language teachers' conceptual change (paperback ed.). Basingstoke, UK: Palgrave Macmillan.



“

If schools aim to promote critical participation and learning, new forms of language organisation and discourse practices must be reflected upon and developed; these in turn will create a variety of resources from which students could make choices on the ways in which they participate depending on the concrete classroom activities and social context in question.

”

Fernanda Coelho Liberali is a professor at the English Department, in the Program of Postgraduate Studies in Applied Linguistics and Language Studies and in the Post Graduate Program in Education at the Pontifical Catholic University of São Paulo. Her background comprises Applied Linguistics, Education and Psychology. She is one of the leaders of the Research Group/ CNPq / PUC-SP Language in Activity in the School Context; an advisor to CNPq and FAPESP; a Brazilian representative of the international committee of the International Symposium on Bilingualism and Bilingual Education in Latin America (BILINGLATAM). Among her various academic and administrative activities are the national coordination of the DIGIT-M-Ed International project funded by Marie Curie Actions, the Brazilian representation of the international Vygotskian association ISCAR, the coordination of projects for the continuing education of head teachers, coordinators, teachers and councils of municipal public schools in São Paulo, and the participation in boards and editorial commissions of Brazilian and international scientific journals.

Selected publications:

Liberali, F. C. Transforming urban education in São Paulo: insights into a critical-collaborative school project. DELTA. Documentação de Estudos em Linguística Teórica e Aplicada, v.35, p.1 - 26, 2019.

Liberali, F. C. Analyzing classroom dialogue to create changes in school. Learning and instruction, v. 48, p. 66-69, 2017.

Liberali, F. C.; Shimoura, A. Creatively enhancing community transformation through work with children and families. In: Flee, M.; Van Oers, B. (Eds.). International Handbook of Early Childhood Education. 1ed. Dordrecht: Springer, 2017, v. 1, p. 1563-1580.



“

How can we motivate young people in the UK to learn a second language, when English is now so widely spoken elsewhere? How can we persuade them of the benefits of bilingualism, convince them of the intrinsic pleasures to be gained from study of language, demonstrate the valuable intercultural knowledge and sensitivity that can come with language learning? A post-Brexit Britain in search of new international partnerships needs answers to these questions urgently.

”

Martin Lamb is Senior Lecturer in TESOL in the School of Education, University of Leeds. Having previously taught English overseas for 17 years, he came to Leeds in 1999 and has taught various modules related to language education at undergraduate and postgraduate levels, and supervised over 20 doctoral students. His main research interest is in learner and teacher motivation and the social/contextual issues that influence them.

Selected Publications:

Lamb, M. (2017). The Motivational Dimension of Language Teaching. Language Teaching, 50(3), 301-346.

Lamb, M. (2018). When motivation research motivates: issues in long-term empirical investigations. Innovation in Language Learning and Teaching, 12(4), 357-370.

Lamb, M., Csizér, K., Henry, A., & Ryan, S. (Eds.). (Forthcoming). Handbook of Motivation for Language Learning. Basingstoke: Palgrave Macmillan.

Mike Baynham is emeritus professor of TESOL and Fellow of the Academy of Social Sciences (FACSS), and was a co-investigator on the AHRC funded Translation and Translanguaging (TLANG) project, and on the ESRC funded Queering ESOL Seminar Series. He has worked in both the UK and Australia. His research interests include social perspectives on literacy, narratives of migration, language and migration.

Selected Publications:

Baynham, Mike & Tong King Lee (2019) Translation and Translanguaging. London: Routledge.

Baynham, Mike (2019) A Space of Your Own: Transforming Roma Heritage Practices and Identity in Contexts of Economic and social Precarity. In Roberta Piazza (ed.) Discourses of Identity in Liminal Spaces and Places. London: Routledge.



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Migration is the normal paradigm, a fact of life and a defining feature of 21st Century globalisation. Despite this, the communicative challenges faced by migrants when attempting to settle in a new country are far from straightforward, and their language education takes place in diverse multilingual spaces and in unpredictable and sometimes hostile policy environments. This calls for a critical multilingual approach, to challenge current practice and policy in the field of adult migrant language education. Such an approach would recognise (in pedagogy) the interactional demands faced by multilingual students in everyday encounters, to encourage practice and practitioners to address the complexities of daily life in their teaching. It would also throw into sharp relief the monolingualism which dominates in language policy, seen for example in the use of language tests as gatekeepers for citizenship and settlement.

”

James Simpson lectures in Language Education at the School of Education, University of Leeds, UK. His research interests span multilingualism and language education, and include adult migrant language education practice and policy, and creative inquiry in applied linguistics. He is the co-author of *ESOL: A Critical Guide* (OUP, 2008, with Melanie Cooke), the editor of *The Routledge Handbook of Applied Linguistics* (2011), and the co-editor of three further books. He was a Co-Investigator on the AHRC-funded project ‘Translation and Translanguaging’ (2014–2018). At Leeds he has coordinated the MA TESOL programme and has led the Language Education Academic Group. He is the founder and manager of the active discussion forum ESOL-Research. He is active in migrant language education policy formation nationally and locally, and is Chair of the Migrant English Support Hub, an educational charity which coordinates provision of adult migrant language education across Yorkshire and the Humber.

Selected publications:

Moore, E., J. Bradley & J. Simpson (eds.) (in press) *Translanguaging as Transformation: The Collaborative Construction of New Linguistic Realities*. Bristol: Multilingual Matters.

Digital Technologies & Educational Change



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As digital technology pervades universities and work-place training, we are exploring how use of technology supports and enhances students' learning, focussing on large scale implementations of technologies such as lecture capture, virtual learning environments, learning analytics and online learning. We aim to conduct rigorous mixed methods research to systematically evaluate the role and value of educational technologies to support learning.

”

Neil Morris is Chair of Educational Technology, Innovation and Change in the School of Education and the Dean of Digital Education at the University of Leeds. He is a National Teaching Fellow, and has won a number of national awards for teaching excellence. Neil has a research background in neuroscience and has active research in the use of technology to enhance learning for HE students, with particular interests in MOOCs, learner analytics, technology adoption and mobile devices. Neil is the Principal Investigator on a current ESRC grant exploring the impact of digital technology on the unbundling of higher education, a collaborative project with Prof Laura Czerniewicz at University of Cape Town in South Africa. Neil is co-lead educator on the FutureLearn online courses Blended Learning Essentials with Prof. Diana Laurillard. Neil is the Director of the University of Leeds Centre for Research in Digital Education.

Selected publications:

Goshtasbpour F, Swinnerton B, Morris NP. (2019) Look who's talking: Exploring instructors' contributions to Massive Open Online Courses. British Journal of Educational Technology.

Swartz R, Ivancheva M, Czerniewicz L, Morris NP. (2019) Between a rock and a hard place: Dilemmas regarding the purpose of public universities in South Africa. Higher Education. 77(4), pp. 567-583

Swinnerton BJ, Hotchkiss S, Morris NP. (2017) Comments in MOOCs: who is doing the talking and does it help? Journal of Computer Assisted Learning. 33(1), pp. 51-64



“

Massive Open Online Courses (MOOCs) have emerged in the last seven or eight years with 2012 being proclaimed 'The Year of the MOOC'. These courses were predicted to disrupt higher education as massive numbers of learners accessed free courses from across the globe. However, early research showed that most learners were older with a degree already, and learners complained of being overwhelmed by the mass of comments made by learners on the course. As MOOCs develop we are researching how educators can facilitate MOOCs more effectively, and how they can be used with smaller cohorts of students alongside the formal curriculum.

”

Bronwen Swinnerton is a Senior Research Fellow in Digital Education in the School of Education at the University of Leeds. Bronwen is the Deputy Director of the University of Leeds Research Centre for Digital Education. Bronwen's research interests are in digital technology in higher education, including the impact on teaching and learning, unbundling, and the acquisition of digital skills. She is co-investigator on a recent ESRC grant exploring the impact of digital technology on the unbundling of higher education, a collaborative project with the University of Cape Town. Bronwen has a background in educational research, as well as in designing and developing blended learning and online training and teaching materials, both in the private sector and at the University of Leeds. She is lead educator with Prof Diana Laurillard and Prof Neil Morris on the FutureLearn online courses, Blended Learning Essentials, and on a research dissemination MOOC associated with the ESRC project.

Selected publications:

Goshtasbpour F, Swinnerton B, Morris NP. (2019) Look who's talking: Exploring instructors' contributions to Massive Open Online Courses. British Journal of Educational Technology.

Swinnerton B, Ivancheva M, Coop T, Perrotta C, Morris NP, Swartz R, Czerniewicz L, Cliff A, Walji S. The Unbundled University: Researching emerging models in an unequal landscape. Preliminary findings from fieldwork in South Africa. Networked Learning 2018 Proceedings of the 11th International Conference on Networked Learning 2018, pp. 218-226
Swinnerton BJ, Hotchkiss S, Morris NP. (2017) Comments in MOOCs: who is doing the talking and does it help? Journal of Computer Assisted Learning. 33(1), pp. 51-64



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While (higher) education has always collected, analysed and used student data for a variety of purposes, including but not limited to operational and strategic planning, reporting, quality assurance and accreditation, student data are increasingly used to understand, explain, predict and prescribe student learning. Amid concerns about privacy and unethical use of student data, we need to critically engage with the notions of surveillance-as-service, and the platform university with its promise of offering super-fast, ultra-smart and semi-automatic teaching and learning. My research maps engage with the social imaginary pertaining to data, and specifically student data. Much of the discourses and practices in the collection, analysis and use of student data resemble a technological somnambulism that disregards the fact that data are, per se, political and performative.

”

Paul Prinsloo is a Research Professor in Open and Distance Learning (ODL) in the Department of Business Management, at the College of Economic and Management Sciences, University of South Africa (Unisa). In 2015, he also became a Visiting Professor at the Carl von Ossietzky University of Oldenburg, Germany. In 2019, the National Research Foundation (NRF) in South Africa awarded Paul with a B3 rating confirming his considerable international reputation for the high quality and impact of his research outputs. He is also a Fellow of the European Distance and E-Learning Network (EDEN) and serves on several editorial boards. His academic background includes fields as diverse as theology, art history, business management, online learning, and religious studies. Paul is an internationally recognised speaker, scholar and researcher and has published numerous articles in the fields of teaching and learning, student success in distance education contexts, learning analytics, and curriculum development. His current research focuses on the collection, analysis and use of student data in learning analytics, graduate supervision and digital identity.

Selected publications:

Khalil, M., Prinsloo, P., & Slade, S. (2018). User Consent in MOOCs—Micro, Meso, and Macro Perspectives. The International Review of Research in Open and Distributed Learning, 19(5).

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Our research

Research is central to everything we do in the School of Education, and it informs the teaching and studying activities of all of our postgraduate courses. The aim of our research is to improve the lives and learning of children, young people and families, by informing and shaping educational practices and policies in UK, European and global contexts. Our key research strengths are broadly centred around the four main areas below.

Our world-leading research ranks in the TOP 5 IN THE UK Research Excellence Framework 2014.

We are a partner of the White Rose Social Sciences Doctoral Training Partnership (WRDTP), and accredited by the Economic and Social Research Council (ESRC). The WRDTP is a collaboration across the social sciences at the universities of Leeds, Sheffield, York, Bradford, Sheffield Hallam, Hull, and Manchester Metropolitan, which provides research training and funding opportunities for research students.

Childhood, Education and Social Justice

We investigate precarity, inequality and inclusivity in relation to children and young people's lives and educational contexts (poverty, special educational needs and disability, health and well-being). We bring together expertise in fields such as psychology, anthropology, sociology, history and education to inform and challenge policy and practice, with a strong emphasis on stakeholder involvement.




Digital Education

We investigate innovation processes in education, in particular how digital is transforming education throughout the lifetime (from school to university to workplace), across multiple contexts (formal education, informal learning, lifelong learning), and involving various modes (online, blended, hybrid).

Language Education

We examine the transformative potential of language education in current society and across diverse global and multilingual contexts (e.g. displacement, migration). Our research covers a range of areas, including academic literacies, language teaching methodology, applied and corpus linguistics, motivation, teacher cognition, education and development, and language learning with new technologies.



Curriculum, Pedagogy and Policy

Our research examines the overlapping themes of curriculum content and pedagogy. We are interested in young people's experiences of curriculum including both learning and attitudinal outcomes. We also study the role of the teacher in supporting student learning. A key research focus is the development and enactment of education policy around curriculum, pedagogy and assessment within formal education settings.



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