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| Institution: Edge Hill University |
| Unit of Assessment: 25 - Education |
| <p>a. Overview</p> <p>The Faculty of Education has, since 2008, made systematic, significant and strategically important investments to expand the quality, breadth and depth of its research. Investments in staffing and research funding have enabled the establishment of three Faculty of Education research centres, open to membership across the whole institution:</p> <ul style="list-style-type: none"> - The <i>Centre for Learner Identity Studies</i> (CLIS) focuses on learner identity, particularly relating to social class and gender; - The research centre for <i>Schools, Colleges and Teacher Education</i> (SCaTE) focuses on educational practice and interventions, often with a practitioner research element; - The <i>Centre for Literacy and Numeracy Research</i> (CLNR), focuses on basic and applied research into literacy and numeracy learning. <p>Pedagogic research (by Beaumont, Greenbank and Larkin) is undertaken in other Faculties, enabling inter-disciplinary collaboration, including contributions to seminars, conferences and research projects.</p> |
| <p>b. Research strategy</p> <p>Since RAE 2008. At the time of the 2008 RAE, the Education return consisted largely of pedagogic research undertaken in other departments. In 2008, the institutional research goals were a) to develop its research infrastructure and capacity, and b) to increase the quality and volume of research activity. These goals have been actively pursued and, in Education, the strategy has been to cluster research activity and development through three distinct research centres under an overarching theme of promoting social and educational inclusion and equity. Significant progress towards these goals has been made and the present entry is almost entirely composed of work within the Faculty of Education.</p> <p>Goals. Within the research centres, our researchers are united by a desire for a more inclusive and equitable society and a belief that education can, but frequently doesn't, contribute to the development of such a society. Our research is concerned with, a) uncovering factors that create and sustain excluding and exclusive structures, relationships and practices in education; b) studying ways to reduce barriers to learning; c) researching educational interventions to improve the education of students; d) understanding how teachers and students acquire, maintain or change identities as included or marginalised and e) where possible and ethically justifiable, employing inclusive approaches to research by researching with, not on, participants.</p> <p>Quality assurance and review. Since 2008, the structures to support research have been developed within the institution and the Faculty. Institutionally, research strategy is overseen by the University Research Committee (URC) and its Research Ethics Sub-committee. A recently restructured Research and Enterprise Support Office (RESO) supports staff with external funding bids and manages central internal research funds. Additionally, it coordinates the Research Capacity Building workshop programme, and the internal research mentoring and peer review systems. Within the Faculty of Education, research is overseen by the Faculty Research Committee and Research Ethics Sub-committee, which report to the URC. Staff who intend to pursue a research career negotiate a 5-year research plan, which is annually monitored via Annual Academic Returns which are reviewed by line managers, Directors of Research Centres, the Dean and the Director of RESO.</p> <p>Research Centres. Our research centres adopt distinctive approaches to studying inclusion and equity. CLIS conducts research which employs theoretical concepts around identity, particularly the aspects of social class and gender in learner identities. Within CLIS, a significant body of research is in development around the themes of <i>Inclusive Education and Special Education Needs and Disability</i>. Dunne's research has challenged existing practice in terms of 'special educational needs' and notions surrounding normality, prioritised the 'voice' of those less heard and hence promoted social justice and equity. She has published research on the experiences of students with attention deficit hyperactivity disorder (Dunne, 2011) and around discourses of</p> |

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inclusion (2009). **Woolhouse** has published work conducted with teachers who support children with special educational needs (2012) and together they have published around revisioning disability (2012). This work has attracted cross discipline citations including citations in nursing and social work journals. **Woolhouse's** research also explores how secondary science and language teachers' experiences and training impacts on their teaching practice, sense of self and identity construction, conceptualising identity as fluid and constantly under re-construction and exploring what this means for their professional roles, personal study and for pedagogy (2010; 2013). **Greenbank** has conducted a range of research around the educational choices made by 'working class' students (Greenbank 2009; 2011) and the roles of networks for marginalised groups in educational decision making (Greenbank, 2011). In addition, **Ashley** (2009) has conducted research related to educational orthodoxy and white working class boys; he has also published research on gender equality (2010).

SCaTE studies educational practice: how interventions are understood and applied in schools and colleges, including the transition of working class groups into Higher Education and employment. Within SCaTE, **Graves'** work examines the development of the school workforce and specifically the emergence of a diverse support staff over the last decade. Her latest paper examines this from the perspective of the genesis of the role and the gendered nature of its development and also the challenge it presents to perception of the teacher role. **Cain** investigates practitioner research among teachers (Cain 2008; 2010a, 2010b) and trainee teachers (Cain 2007), exploring how pressures of performativity impact on teacher research (Cain & Harris 2013). **Thomas** examines widening participation in Higher Education (Thomas, 2009; Crosling, Hegney & Thomas, 2010; McCulloch & Thomas, 2010; Thomas & Tight, 2011; Thomas, 2011 and Thomas, Bland & Duckworth, 2012). She has also published reports around Widening Participation commissioned by the Higher Education Academy (Thomas & May, 2010; Thomas & Jamieson-Ball, 2011). **Hallett** has published around provision for learners with SEN/D (Hallett & Hallett, 2010; Armstrong & Hallett, 2012) the former of which is advocated by the National Association of Special Educational Needs (NASEN) and has been selected as a key text by a number of universities delivering the National Award for SEN Coordination. She has also researched the educational experiences of individuals with SEN (Hallett & Hallett, 2011; Hallett, 2012; Hallett & Armstrong, 2012). **Putwain's** research has explored the psychological factors which influence, and which in turn are influenced by, learning and achievement, in particular the psychology of motivation and emotion and how these interact with the learning environment. His research has been conducted with learners of all ages, including those in primary, secondary and higher education, but with a particular focus on secondary school students studying their GCSEs.

CLNR has recently been established, under **Van Daal's** leadership, to bring together those in the Faculty with particular interests in literacy and numeracy education. It investigates how students learn literacy and numeracy, and researches factors which impede the development of these basic skills. **Van Daal's** work on orthographic learning has established this as an ability that independently predicts word reading over and above other abilities such as visual memory, general memory, phonology, and rapid automatized naming. In the field of second language learning, a recent study examined the effects of the orthographic depth of L1 on learning to read, learning to spell, and on vocabulary size in both L1 and L2 in three age-band samples of Danish, Norwegian and Swedish primary school children. Danish children underperformed the other two samples on all variables and these effects were mediated by differences in orthographic learning ability, which develops less efficiently in the deep Danish orthography. His work in reading comprehension used data from the PIRLS international comparative study and developed a methodology to analyse such large comprehensive data sets, including multilevel modelling and structural equation modelling. He recently drafted the Norwegian National Report and the Norwegian Technical Report on PIRLS 2011. Finally, a meta-analysis of 35 studies was conducted to review and analyse the effect of multimedia on the early literacy development of children at risk of literacy underachievement.

Current and future objectives. Post 2014, we will pursue our goals with increasing vigour and rigour. As more staff complete their doctoral degrees, we aim to increase the number of research-active colleagues engaged in high-quality research during the next five years, harnessing their enthusiasm and professional expertise. Greater numbers of research-active staff with appropriate expertise will enable research centres to address the following objectives: (i) increase external

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grant capture; (ii) increase publication output in internationally peer-reviewed journals; (iii) involve more partner schools or colleges in research projects; (iv) increase the PGR community through the newly-established MRes in Educational Research, recruiting and retaining more PhD students and creating bursaries for the appointment of full-time PhD students.

We plan to increase the quality and quantity of external research funding, both through the appointment of staff who have attracted such funding in previous institutions, and through the synergy that is gained from working in collaboration with established researchers both internal and external to the University. The University has recently established an interdisciplinary Institute for Public Policy and Professional Practice (I4P) which is committed to exploring the opportunities for cross sector collaboration and co-operation, and to drawing on the experience of practitioners as well as academic researchers to inform new ways of working and learning. We expect I4P to be a vehicle for highlighting and disseminating research undertaken by our research centres, to policymakers, practitioners and other researchers; it might also attract research funding and consultancy that might not be achievable by smaller groupings of researchers.

Current research investigates the effects of educational interventions including *Every Child Counts*, the *National Award for SEN co-ordination*, the *Specialist Dyslexia Programme* and *Learner Response System* project. It also includes four practice-based research initiative (PBRI) projects, each with a focus on inclusion and equity: Behaviour management in schools, Phonics, Mathematical anxiety and the Teaching of students for whom English is an additional language.

In 2008 our research expertise was almost entirely qualitative. The recruitment of **Putwain** and **Van Daal** has increased our expertise in quantitative research methods and we aim to increase this further by developing the research expertise of other researchers in CLNR. Given the interrelations of social class, gender and race on inclusion and equity, we also plan to appoint staff with research interests in race, ethnicity and assistive technology. In that regard, **Hallett** is working with the Technical University of Kosice, Slovakia, exploring research opportunities around the role of assistive technology in access to education and inclusion in society.

c. People, including:

i. Staffing strategy and staff development

In common with many other universities, the Faculty of Education is staffed largely by professionals who have had successful careers, usually in schools or colleges. This enables us to understand the work of our partner institutions and to speak directly with these audiences. Our commitment to teaching notwithstanding, we aim to increase the proportion of academic staff who are research-active and engaged in high-quality research, have won external research or consultancy funding and have supervised one or more doctoral students to successful completion. Pursuing this aim, the Faculty of Education has appointed three Professors, **Ashley**; **Cain** and **Van Daal**; one part-time Professor, **Thomas**; two Readers, **Hallett** and **Putwain** and two senior research fellows, **Graves** and **Woolhouse**. This team is supported by two full-time research assistants and a part-time research administrator. There are also two visiting professors, who contribute to the Faculty's series of seminars and conferences, and advise on strategy and staff development (Daniel Muijs and Jack Whitehead). The research team provides research support both within the Faculty and mentoring across the University as a whole, according to the individual strengths and specialisms of its members. The staffing policy has led to **Van Daal** joining Edge Hill University in March 2013, having won grants in his previous post including a grant from Norwegian Ministry of Education for the Progress in International Reading Literacy Study (PIRLS), totalling £2,123,610, over ten years. Additionally, existing staff can gain promotion within the Faculty on the strength of their research; **Hallett** and **Woolhouse** have been promoted thus.

Staff development. A programme of staff development provides opportunities for all staff to engage in research, according to their interest and ability, both to inform their teaching and to generate new knowledge. For teaching staff new to the Faculty, there is an introductory course in research, enabling them to access, read and understand research reports, to have a grasp of educational research paradigms and to undertake a review of research literature in a topic of their choosing. More established staff are encouraged to join collaborative research projects, supported by experienced researchers, and contributing to the entire research process from formulating research questions to publication. This occurs, for example, through the Practice Based Research

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Initiatives (see above). Some of these staff will progress to independent researcher status, either through the traditional PhD route or through PhD by publication. **Dunne** and **Graves** have become independent researchers through these means. Faculty staff are also guided to attend the research capacity building workshops organised centrally by the Research and Enterprise Support Office, and to which Faculty of Education staff contribute.

Generous financial and practical support is provided through the Faculty's Doctoral Society for staff to undertake doctoral training. In almost all cases, staff undertake doctoral studies at universities other than Edge Hill University to maximise the opportunities that this provides for broadening the range of theoretical and methodological expertise in the Faculty. At present, 26 staff in the Faculty are undertaking doctoral studies. The Doctoral Society meets about eight times per year, allowing staff opportunities to present and discuss work in progress; there is an annual Away Day for more focussed work (e.g. on data analysis) and a series of presentations by staff who have recently completed their doctorates. The main post-doctoral research effort is focussed in two ways:

- Ongoing research programmes by senior researchers in areas of personal expertise. Senior researchers receive a time allocation in order to maintain, develop and promote their expertise and associated impact;
- Collaborative research projects, led by senior researchers, including researching educational interventions. Early career researchers are allocated work on these projects, with supervision from a more experienced researcher.

Staff who wish to undertake research, either individually or collaboratively, may enter a competitive bidding process for internal funding. These bids are assessed by senior staff from across the University and feedback is given to help staff improve bids where required. A simultaneous ethical review process, overseen by the Faculty's Research Ethics Sub-committee, helps ensure that research integrity is maintained. Research governance is overseen by RESO: research proposals are required to adhere to the University's *Code of Practice for the Conduct of Research and Data Management Guidelines* and to undertake a Risk Assessment; there is also a process for investigating research misconduct.

Equal opportunities. Edge Hill University is committed to supporting people in developing as researchers and is fully committed to equal opportunities in both its recruitment processes and its training and development for research staff. Staff with recognised/declared disabilities are provided with support to enable them to progress their research careers and are supported with accessing funds from the Government's *Access to Work* Scheme. The University has been awarded the Disability Two Ticks marks which guarantees an interview to a disabled person provided they meet the essential criteria for the post. Staff members for whom English is not a first language have access to funds to provide assistance with writing for publication and new staff from overseas have a dedicated HR Wiki resource to help them settle into a new country and their new job. Edge Hill is in the process of making an application for the Athena Swan award. Women constitute 46% of this submission but we are sensitive to the fact that we only have one woman (**Hallett**) among the senior research staff (although women are well-represented in senior posts in the faculty more generally). To address this we are providing extended mentorship for those colleagues who wish it and the leaders of the research groups will actively monitor progress of ECRs to ensure that they are able to reach their full potential. Additionally, we shall encourage staff, particularly women, to engage with programmes such as Vitae's Leadership in Action.

In keeping with our commitments to the Concordat to Support the Career Development of Researchers we have a comprehensive programme of training through our centrally-provided Research Capacity Building programme (RCB), to which research staff from FoE research centres contribute. The RCB is explicitly mapped onto Vitae's Researcher Development Framework (RDF) with workshops designed to align with the RDF domains and guidance on how to access other support to address the areas identified in the RDF. All staff, regardless of contract, have access to the RCB and particular attention is paid to enabling staff from practice backgrounds to develop research skills to become independent researchers (for example, through the practice-based research initiative: PBRI). To maximise the potential of the RCB, staff members are encouraged to use the RDF planner to establish a needs analysis and the University is currently piloting the new electronic version of the RDF. The RESO wiki provides guidance on how to link the needs

analysis to the RCB. In addition, there is a research mentoring database where individuals can search for professors and readers with relevant experience, from across the University, to help them with their research projects and personal development. This mentoring is initiated by the researcher and focuses on specific issues related to a research project from initial proposal to publication. It is designed to complement the formal mentoring for new members of staff. The University has been awarded the liP Leadership and Management Gold Award, liP Health & Wellbeing Award and nominated for a number of national awards for our wellbeing provision, reflecting our commitment to staff welfare in its broadest terms.

ii. Research students

The University established a Graduate School in 2010 to coordinate the central training of PGR students and the appointment and training of all PGR supervisors with a two-year rolling training programme. The unit has grown its PGR student numbers from one to a current total of thirteen part-time PhD students currently pursuing PGR study within education. (We do not offer professional doctorates.) We have also validated an MRes programme in Educational Research, which will train students in research methods and equip them to proceed to PhD study. The Graduate School provides generic training and support, facilitated by senior academics across the University, including Faculty of Education staff, for PhD students. PGRs are also encouraged to access the RCB to complement their Graduate School and Faculty training. Upon appointment, PhD students receive a central University induction and a local induction within the Faculty so that they understand the regulations and services available to them during their period of study.

To sustain PhD students during the course of their part-time study, there is an institutional requirement that students are supervised by a supervisory team consisting of a minimum of two, research-active supervisors with doctoral degrees, at least one of whom is required to have supervised to completion. Students meet regularly with their supervisory team; records of these meetings are kept, with mutually agreed targets and outputs to ensure satisfactory progression. Progress is monitored annually through the Graduate School Board of Studies and students are formally examined at three points, each of which involves an external examiner: (a) on completion of a 10-15,000-word research proposal and *viva-voce*, (b) during an 'upgrade' *viva-voce* examination based on a substantial quantity of work in progress, and (c) submission of the thesis and completion of the *viva-voce* examination.

Doctoral students are supported to attend national and international conferences by applying for funds provided by the Department and Faculty, as well as centrally, and are also eligible to apply for funding to support the purchase of equipment and consumables. The requirement that students are supervised by at least one supervisor who has supervised to completion has limited supervisory capacity in the past but new appointments have addressed this deficit. We plan to supervise more PGR students in future, increasing our capacity by training new post-doctoral supervisors and forming more supervisory teams, as the number of staff with successful completions continues to grow. PGR work sits within the research centres and there is an institutional Post Graduate Research Network. This network provides workshops which support students and staff undertaking doctoral study; Faculty of Education staff also contribute to these. In addition to regular supervision meetings, students are encouraged to attend the regular programme of research seminars and the annual research conference; in most years, some students present their work in progress at the conference (see below).

d. Income, infrastructure and facilities

The University's has a central Research Investment Fund administered by RESO allocated via quarterly competitive process to focus funding on worthwhile projects and to encourage quality in research. Priority is given to emerging researchers and pump priming for external bids. Staff bid for funding via their research centres and are offered mentoring through this process; once funding has been provided, reports of the research are provided at regular intervals. RESO also monitors and reviews all external research funding proposals, advises on the costings of such proposals and ensures that they are based on value for money principles. A University peer review system ensures that all proposals submitted externally are based on well thought through research designs that are of the highest quality. When bids are unsuccessful, strategies to investigate alternative sources of funding are developed, with mentoring support. Research in progress is reported to, and monitored by, the Faculty Research Committee (FRC); research ethics are kept

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under review by the Faculty Research Ethics Committee (FREC), which reports to the University Research Ethics Committee. The Head of Research chairs the FRC and reports directly to the Pro Vice-Chancellor and Dean of Education. All staff and students must adhere to the tenets of the Concordat for Research Integrity, the principles of which are enshrined in the Code of Practice for the Conduct of Research and the Code of Practice for the Reporting of Research Misconduct.

The Faculty of Education has had some success in bidding for competitive, external research funding, attracting £375,653 during the assessment period. This funding has enabled high quality research, such as the studies cited in the Impact Case Studies. Funding has also been drawn down from sources, not recognised in REF 4 (above); these include funds from *The National Archives*, *the Higher Education Academy*, *the Training and Development Agency for Schools (TDA)*, *the Learning and Skills Improvement Service* and the European Union's *TEMPUS* programme. In each case, the projects that have been funded have had research embedded within them. As well as continuing to bid for research funding, we will continue the policy of embedding research into projects which are primarily aimed towards educational improvement. For example, we are undertaking research in the Every Child Counts, the National Award for SEN co-ordination, and the Specialist Dyslexia Programme and the Learner Response System projects.

The ability to plan and carry out such research is facilitated by the Faculty's partnerships with approximately 4,000 schools and colleges. Although the strength of the relationships varies, there are working relationships with all of them, and very strong relationships with many, allowing us to plan, carry out and disseminate research jointly.

e. Collaboration or contribution to the discipline or research base

Collaborations. The Faculty has long-standing collaborations with international, national and local educational institutions. Internationally, **Ashley** has been a visiting professorial scholar lecture in the School of Music, University of Brisbane, Australia and has contributed to the Lund International Choral Festival (Sweden, 2010) the Dortmund ChorFest, (Germany, 2011) and has an invitation to work, and conduct further research with, the National Boys Choir of Scotland. **Cain** has led action research projects, sponsored by the *Agencija za odgoj i obrazovanje*, Croatia, researching how educational advisers from a former Communist country engaged in practitioner research to implement constructivist approaches to teaching (published in *European Journal of Teacher Education*). **Cain** also worked with partners from Germany, Holland and Slovenia in the EU-funded MINT project, investigating mentors in teacher education across Europe (www.mint-mentor.net). **Hallett** was the Lead Academic Partner in European Tempus IV project (ASPIRE) with nine other partners in Germany; Ireland; Georgia; Slovakia and Armenia, in order to work with Ministries, Universities and NGOs in Armenia and Georgia to re-think approaches to individuals with additional needs. The content of this project is based on Hallett & Hallett (2010). **Hallett**, **Dunne** and **Woolhouse** are working with the University of Johannesburg, researching pupil perspectives on inclusion, based on previous research. **Dunne** has collaborated with Michele Moore, (Institute of Education, London) to work with the University of Nizwa, Oman, on teacher development programmes for special education. **Van Daal** is the convenor for a consortium of researchers, who examine second language learning with behaviour-genetic sensitive designs. The network includes researchers from UK, USA, the Netherlands and Australia; teams from Sweden, Finland, Italy, Spain and France also take part. The research includes a large-scale longitudinal project in the U.K., the Twins Early Development Project (TEDS, funded in the UK by MRC and the Wellcome Trust). With Professor Lyytinen (University of Jyväskylä) and Professor Klingberg (University of Stockholm), **Van Daal** works on early interventions in children with reading and math problems. Being the only person to have published in the area of underpinning cognitive skills of fluency in reading and arithmetic, he is also an external advisor on a project on reading and arithmetic dysfluency led by Professor Aro (University of Jyväskylä). **Putwain** has worked with national colleagues from universities of Durham, Manchester, Cardiff Met and Lancaster and international colleagues from universities of South Australia, Munich, East Carolina, Kansas and Haifa on research into the motivational and emotional antecedents of learning and attainment. Current research into the ways in which teachers promote the value of GCSEs to secondary students is funded by the British Academy.

Nationally, **Hallett** and Shortt worked with researchers at The University of Manchester, exploring the Code of Conduct and Practice for teachers – work which appeared in *Teaching and Teacher*

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Education. **Hallett's** (2010) book included chapters from colleagues at the universities of Exeter, Canterbury Christ Church, Nottingham Trent, and Bath Spa, as well as the National Association of Special Educational Needs (NASEN).

Locally, the Faculty's research involves approximately 30 schools and colleges in practitioner-engaged research, with many more being actively involved in dissemination events such as conferences and research workshops. This work includes both supporting teacher research researching and evaluating curriculum innovations. For example, **Cain** undertook a TDA-funded project in three Teaching Schools, evaluating the impact of school-centred Initial Teacher Education on student teachers' assessment practice. He also led the *Teacher Research Associate Programme*, in which teachers in 15 schools were supported to research their own practice. **Woolhouse** worked with the *Liverpool, City of Learning* project, evaluating the implementation of the *Every Child Matters* agenda, and publishing a paper which included advice on how to assess a school against the ECM criteria.

Contribution to the discipline. Staff make a contribution to professional associations and learned societies. **Van Daal** is a voting member and was formerly International Coordinator of the Society for the Scientific Study of Reading. He is also on the editorial board of the *Journal of Learning Disabilities; Reading and Writing; and Scientific Studies of Reading*. **Hallett** is the main convenor of the Emerging Researchers' Group of the European Educational Research Association and Editor of the *British Journal of Special Education*. **Cain** sits on the editorial board of *British Journal of Music Education* and *International Journal of Music Education*. At the invitation of universities and Subject Associations, Cain has taught courses about practitioner research to teachers in England, Italy, Spain and Croatia and presented a Keynote Address at the *Annual Conference of the European Association for Music in Schools* at Leuven, Belgium. His work in this field has appeared in Italian, Spanish, Croatian, Dutch and German publications. **Putwain** is a member of the Editorial Advisory Board for the journal, *Educational Psychology: An International Journal of Experimental Educational Psychology*, and is the Chair of the Psychology of Education Section of the British Psychological Society. He has published widely in international educational psychology journals and has an invited symposium at the International Congress of Applied Psychology, Division of Educational, Instructional and School Psychology, 2014. **Duckworth** is an International representative for the Adult Higher Education Alliance (AHEA), and a member of North West Dialogue steering group. In addition, staff regularly present at specialist research conferences such as those of the *International Society for Music Education* and at more general conferences including *British Educational Research Association, European Conference for Educational Research, International Study Association on Teachers and Teaching* and *European Association for Research on Learning and Instruction*.

The research centres and the faculty's research priorities are supported through annual seminar series consisting of around 10 seminars and symposia. These seminars are well attended by staff in the faculty, from across the university, and from other institutions. The seminars aim to connect the faculty with the wider research culture in Education: in addition to papers by Edge Hill academics, the last two seminar series have featured paper presentations from academics from the Universities of Cambridge, Southampton, Birmingham City, Oxford, Cardiff, Portsmouth, Liverpool Hope, Chester, Lancaster and Notre Dame (Beirut) and the seminars have included papers by leading figures nationally, for example, by two presidents of BERA – Professor Mary James and Professor Ian Menter. Our seminar series have also included presentations from influential partnership head teachers (Evelyn Primary School, Tarleton Academy, Sutton Academy and Alder Grange School) and featured a Higher Education Academy Discipline Workshop. The faculty has also held an annual research conference for the last five years, beginning as a day event and, in the last two years, spanning three days. Our conferences are well attended by academic colleagues nationally (for example, from the universities of Cambridge, Anglia Ruskin, Glasgow, Worcester and East Anglia) and internationally (including colleagues from Cyprus, Denmark, Quebec, Spain and Lebanon). Conference keynotes have been given by senior colleagues from the Universities of Leeds, Southampton, Umeå, Goldsmiths, the Institute of Education (London), Birmingham and Exeter. Our 2013 conference was our most ambitious to date and featured over 60 paper and roundtable presentations, engaging practitioners and researchers in dialogue and to develop the potential for research impact.