About us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research. See our Centre for Research in Inclusion video [https://tinyurl.com/yc28fpur].

Our website: https://www.southampton.ac.uk/education/research/centres/centre-for-research-inclusion.page

CRI successes

See overleaf for details of the research grant success of our Research Fellow, Dr Sarah Lewthwaite.

Professor Sarah Parsons as co-Investigator has been awarded a grant by Epilepsy Research UK for a project on ‘Epilepsy Surgery Pathway: The Lived Experience of Children with Epilepsy, their Parents and Siblings’ (£30k). The 2-year project commences 1st October 2019 and is led by Dr Hanna Kovshoff in Psychology. This represents an interesting opportunity to examine the experiences of a very under-researched group of children with SEN or disabilities, and their families.

Professor Melanie Nind has been made a Fellow of the Academy of Social Sciences. Fellows are recognised following an extensive peer review process for the excellence and impact of their work in using social science for public benefit. Melanie’s fellowship was in recognition of her work on Intensive Interaction – intervening in the development of young people with profound and multiple learning difficulties – and her developments in inclusive education and inclusive research.

CRI members’ latest publications

Doctoral researcher Rosmalely Binti Salleh’s conference paper, Towards Inclusive Training for Inclusive Education (Teachers’ Views about Effective Professional Development for Promoting Inclusive Education), is available to access https://eprints.soton.ac.uk/427649/

The paper, written with supervisor Dr John Woollard, was given at the International Technology, Education and Development Conference in Valencia, Spain in March.

Dr Cristina Azaola is one of the authors of “Island voices: choice, equity and opportunity in Jersey schools”, published in Cambridge Journal of Education and of “Constructing School Belonging (s) in Disadvantaged Urban Spaces: Adolescents’ Experiences and Narratives in Mexico City”, published in Youth & Society. Please contact M.C.Azaola@soton.ac.uk if you would like a copy of either.

Two new papers by Professor Melanie Nind and Dr Sarah Lewthwaite are available open access: “Student perspectives on learning research methods in the social sciences”, published in Teaching in Higher Education, and “A conceptual-empirical typology of social science research methods pedagogy”, published in Research Papers in Education.

Professor Sarah Parsons and Kathryn Ivil (Aviary Nursery) presenting at the Froebel Trust conference in March.
At the start of May, and in time for Global Accessibility Awareness Day, Research Fellow Dr Sarah Lewthwaite began a major new study here at the Centre for Research in Inclusion. The study, ‘Teaching Accessibility in the Digital Skill Set’, is supported by £650,000 from UK Research and Innovation as part of their Future Leaders Fellowships programme. Sarah is one of the first cohort of 44 Future Leaders Fellows across the UK to receive this substantial and prestigious support. The Fellowships were announced by Chris Skidmore MP at the Department for Business Innovation and Enterprise on 6th May.

Teaching Accessibility is a four-year project that sets out to deliver a transformative programme of research into accessibility education for learners who are responsible for developing the digital tools, infrastructure and services that we all use day-to-day. It will be the first major cross-case investigation into the pedagogy of accessibility education. Participants will include university teachers and learners in Computer Science, Human Computer Interaction, Human Factors, Web Development and Design, as well as trainers and peer-educators in industry, government and the third sector.

We know that digital technologies have revolutionised daily life, yet the capacity for accessible tools and services has not kept pace with demand, resulting in the ongoing digital exclusion of disabled people and ageing populations. However, despite the social cost, new legislation and a trajectory of growing demand for accessible digital services, there is still a lack of detailed understanding of the teaching and learning characteristics (the pedagogies) of accessibility education and how digital accessibility can be effectively taught and scaled.

To address this skills gap, Sarah is delighted to be bringing this funding and fellowship to the Centre for Research in Inclusion, to build on the excellent research already happening in digital inclusion and inclusive pedagogy, and to strengthen existing connections with Southampton’s Web Accessibility research team in Electronics and Computer Science. CRI director, Professor Melanie Nind will be working with Sarah as her mentor over the coming years.

This programme of research will establish a new body of knowledge that will enhance the teaching competencies of digital accessibility educators and professionals; broaden engagement with evidence-based pedagogy among accessibility professionals to create new learning and teaching networks; and establish accessibility education as a field of research.

To win this funding, Sarah’s application was supported by both CRI and external advocacy and accessibility organisations, including AbilityNet and the British Dyslexia Association and The Paciello Group. Accessibility education is a priority for accessibility advocates and leading tech companies, such as Teach Access, estimate that there is currently only one accessibility expert per 1,000 available technical positions.

If you would like to hear more about the project, recruitment, the website launch or subscribe to the project mailing list, please contact Sarah: s.e.lewthwaite@soton.ac.uk

Related open access papers and resources
You don’t need access to the university library to read these papers – you can download them free of charge.

“Exploring pedagogical culture for accessibility education in Computing Science”

“Bibliography of Research on Teaching Accessibility”