



DR HANNA KOVSHOFF AT THE RECEPTION OF THE ROYAL SOCIETY FOR THE NEW EPILEPSY GRANT AWARDEES.

Centre for Research in Inclusion

5: Summer 2019

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) [<https://tinyurl.com/yc28fpur>].

Our website:

<https://www.southampton.ac.uk/education/research/centres/centre-for-research-in-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 Rosmalily 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.



UKRI Future Leaders Fellowship and four-year study on Digital Accessibility Education begin at CRI

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 [41 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.



Alistair Duggan presents at [London Accessibility Meetup](#). Informal accessibility education in action.

This funding supports the recruitment of one full-time (or two part-time) Research Fellows to CRI. It also supports four work-packages (WPs). WP₁ begins with scoping activity to investigate the push/pull factors (policy, resourcing, research and politics) and dominant discourses of digital accessibility as a field, through reviews of competence frameworks, accreditations, directives and other literature. WP₂ investigates the values,

learning theories and teaching approaches that characterise accessibility at a community level, working with teachers, trainers and educators in different sectors. WP₃ uses case studies at leading sites of learning in year 3 to study what teachers and learners do in practice. WP₄ develops 'impact residencies' using participatory action research in a range of professional settings to identify and stimulate innovative teaching and learning in the applied design and delivery of accessibility education.

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](#) in the UK, and internationally by members of the industry-led [Teach Access](#) initiative 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"](#)
Lewthwaite, S. & Sloan, D. 2016. *Proceedings of the 13th Web for All Conference*. ACM.

["Bibliography of Research on Teaching Accessibility"](#)
Lewthwaite, S. & Sloan, D. 2016. University of Southampton.