

**School Days:  
The School of Education  
Newsletter @StrathEDU**

June 2021

In this new issue of our newsletter, we have contributions about a wide range of initiatives, knowledge exchange activities, and publications. Just remember that our next issue will be out in December 2021.

Happy reading! Happy hols no matter where you are going (Barbados, Malta, Troon, The Green, or Costa del Backyard).

## Happy birthday!

On 11 June, the @StrathEDU twitter account turned 1! We'd like to congratulate the Twitterati (Cara, Jonathan F., Kath, Sarah, Lee, Dave, & Tracy) for their commitment and perseverance! If you haven't joined them (Dillon will be joining them soon), please do. You can also encourage your students to do so.

<https://twitter.com/StrathEDU>



## Our blog

For the past year, the School of Education has been blogging. Jonathan Firth, Fiona Ramsay, and Allan Blake have been responsible for new content and editing, while Janet Sams and Laura Gray have taken charge of the technical side, efficiently checking and uploading each post. New blog posts have been published roughly once per month, with ten posts now live on the site since the first one appeared in August 2020. Many thanks to all of the staff and research students who have contributed!

The topics featured so far have been diverse and incisive: transfer of learning, feminist representations in HE, poverty, memory, storytelling, LGBTQI+, practitioner enquiry, and learning myths. After a tweet drew one of our blog posts to the attention of Henry Hepburn at TES, the post was then turned into [an article](#) – a good example of how the blog can influence current educational thinking nationwide.

Do you have a KE activity, research interest, course or event that you'd like to feature? If so, please email your suggestions/proposals to [hass-edu-blog@strath.ac.uk](mailto:hass-edu-blog@strath.ac.uk)

You can see all of the posts at <https://www.strath.ac.uk/humanities/schoolofeducation/blog/>.

## New members in the Lab for Innovation in Autism

The interdisciplinary Laboratory for Innovation in Autism – a joint venture between Education and Engineering – welcomed two new members. Evelyn Tonner joined the team from the Centre for Energy Policy to manage the laboratory's administration and give coherence between its international projects with USC (Los Angeles, USA), Pisa (Italy), Gothenburg (Sweden), Deakin (Melbourne, Australia), and NTU (Singapore). She is also a twitter powerhouse and has been improving the website. We also welcome Greta Todorova, a research assistant on the world's first 7T MRI neuroimaging project of the brainstem in autism, a site responsible for primary conscious experience, perception, and movement. Greta is also finishing her PhD at Glasgow University with collaborator Prof. Frank Pollick.

## Welcome Sofia!

Dr. Sofia Pereira-García (Universitat de València) received a grant from Generalitat Valenciana to spend a four-month research visit in the School of Education, hosted by Prof. Yvette Taylor. She will be in Glasgow from August until December 2021, developing work on LGBTQ+ inclusion and queer pedagogy.

### **Strathclyde hidden voices network**

Amanda Corrigan continues to be involved in Strathclyde Hidden Voices, a network of students, staff and graduates with experience of prison and/ or imprisonment. The aim of the network is to amplify the voices of children and families affected by imprisonment in order to stimulate change. The network was developed in summer 2020 by Amanda in collaboration with two second year and two fourth year Education students.

In 2020-21 the network has had a range of in-network training events including a session on Lego Serious Play with Suzanne Faulkner from Prosthetics and Orthotics. There have also been two online conferences where a range of speakers shared their experiences of supporting children and families when a family member is in prison. A booklet of support organisations has been created by students in response to feedback from their first conference. These free conferences will run again in February and May 2022 and will be advertised on Twitter: #StrathHiddenVoices

You can listen to a podcast [here](#) on this network.

### **“Mother Tongue Other Tongue” 2021**

SCILT relaunched Mother Tongue Other Tongue in October 2020 with a new focus on the spoken word. Learners were invited to write a poem in their mother or other tongue, and to perform it.

They received over 120 entries from more than 30 schools, in a range of languages. Creativity was evident in the video, film, song, and spoken word entries.

Winners were announced at an online awards ceremony on 19 February 2021.

They will have their poems published on the Children’s Poetry Archive, and will feature in a special episode of the international Kids Poetry Club podcast. Click [here](#) for more info.



### **Cross-party group for children and young people**

Joan Mowat has continued to participate within the Scottish Parliament Cross-Party Group for Children and Young People in this landmark year in which the Scottish Government incorporated the United Nations Convention on the Rights of the Child Bill into legislation. Meetings have focused on the incorporation of the bill and the impact of Covid-19 on the mental health and wellbeing and education of children and young people. The group was dissolved prior to the election but will recommence thereafter.

### **Professional learning partnership with Save the Children**

SCILT’s partnership with Save the Children works with schools across the Forth Valley and West Lothian Regional Improvement Collaborative,

developing a project based on parental engagement with languages. A series of professional learning workshops have now been completed and schools are





advancing towards the planning stage of the programme, considering which approach they intend to take to engage with parents through languages.

Jane Halliday, Save the Children's Practice Advisor in Scotland says: "In these times of increased workload and pressure on schools we have been extremely appreciative and impressed by the commitment of the schools to continue with the project."

[Email Karen Faulds](#) for more information.

### **Strathclyde-BNU symposium**

In March, the SoE successfully hosted the Strathclyde-BNU (Beijing Normal University) international online symposium *Best start for every child – approaches to quality and inclusive early childhood education*, co-convened by **Yuchen Wang** and Professor Meng Deng (Faculty of Education, BNU). This week-long event aimed to support shared expertise in the area of inclusive early childhood education among researchers, practitioners and research students between Scotland and China (also reported on [BNU's website](#)). Participants shared positive feedback on the event such as learning new ideas and being encouraged by cross-national solidarity for inclusion, and expressed interest in future collaboration in research, teaching and knowledge exchange.

### **CLIL in language teacher education**

As part of his research project on CLIL (content & language integrated learning) funded by the British Council, Dario Banegas has set up a blog called [Language teacher education for CLIL](#). The blog shows how future teachers are prepared

to teach through the integration of school content and language learning.

### **Gender research subtheme writing retreats**



Coordinated by Maddie Breeze and Yvette Taylor, the university-wide Gender Research Subtheme has organised two upcoming virtual writing retreats, taking place via Zoom and offering a supportive and collegial environment for

participants to work on publications and funding bids. Writing retreats will take place on **28th June 1pm-5pm** and **1st September 9am-1pm**. To find out more about the work of the Subtheme check out their [website](#). To join the Gender Subtheme and for full writing retreat details please subscribe to their mailing list [here](#).

### **Making spaces for languages**

On 1 October 2020, SCILT hosted *Making Space for Languages*, an online event for representatives from across the Education sector to showcase the vital importance of developing language and intercultural skills in the workforce of the future.

The central part of the event consisted of a Q&A session, exploring the relevance of languages to a range of disciplines. Following a series of break-out discussions, facilitated by academics from Law, Business, Engineering and Humanities, Dr Paul Hare from SCILT, launched the [online toolkit](#) created to assist education professionals in accessing information and resources on the importance of languages to the curriculum.

## Scotland's languages landscape: Equity in diversity



Hosted by SCILT and Education Scotland, this online knowledge exchange event put a spotlight on inspirational practice and reflected on the achievements taking place in the languages community. Featuring talks and break-out discussions led by various professionals, attendees had the opportunity to share and celebrate the importance of providing all learners with access to a wide range of language experiences.

One delegate captured the afternoon perfectly: "This event has really lifted my spirits and given me lots of ideas. Education is all about inclusivity and through the 1+2 policy, every child should be given the chance to learn a language." Click [here](#) for more info.

## University open days for languages

With traditional open days unable to go ahead, SCILT wanted to support learners to find out more about languages at university.

Their live open day in November was attended by learners from across Scotland. They had the opportunity to hear from lecturers about studying languages at the University of Glasgow. Students from the faculty presented their experiences of the University, and of their years abroad.

As part of their weekly study support sessions for Advanced Higher French and Spanish, SCILT invited staff from five universities to "drop in" to the classes. They talked about what university life could be like as a student of languages.

[Email Lisa Hanna](#) for more information.

## Languages in lockdown – part deux!

SCILT has continued to support eSgoil's National Offer in French and Spanish, and to offer online live-streamed



Mandarin classes as a 10-week L3 primary BGE course, and pilot NQ classes at National 4 and National 5 levels.

For the National Offer, at the start of the most recent lockdown, SCILT offered a four-week block of daytime classes at National 4, National 5 and Higher levels in both French and Spanish, with the aim of supporting and complementing the provision from schools.

They have been offering weekly evening study support classes at Advanced Higher level in French and Spanish since October.

[Email Sheena Bell](#) for more information.

## New research project on LGBT+ carers in higher education

In June 2021, Maddie Breeze and Yvette Taylor were awarded funds from the faculty Research and KE Support Scheme Award for their project *Queer Cares in Crisis: LGBT+ Carers in Higher Education*, which will document and explore the experiences of LGBT+ staff and students with caring responsibilities during and beyond the pandemic.

### **New research activity**

Dr Rhi Harvey Humphrey has been awarded a prestigious SGSSS postdoctoral fellowship to work with Prof. Yvette Taylor on *International Trans and Intersex Activist Relationships : Ethics, Ethnodrama and Representation*.

### **Wee people, big feelings**

Kate Wall and Lorna Arnott have been awarded a small amount of money to complete a practitioner enquiry based



evaluation of the Starcatchers arts-based intervention aimed at the deployment cycle in Scots Corner Early Learning and Childcare Centre. Funded by the MoD, the project aims to explore all transitions, but particularly those experienced by children whose parent or parents are involved in regular deployment. Staff, children, and families will be involved in a year-long artist residency with movement and music specialist Skye Reynolds, exploring how creative movement, and being creative in general, can help with emotional literacy feelings. Lorna and Kate will work with staff to develop practitioner enquiry projects and data from these projects will be used to explore the impact of the intervention more generally.

### **On humility**

Navan Govender has recently published a short piece called *Allyship as Humility* in Global Learning London's June 2021 newsletter. Here is an extract from it:

"If we regard the multiple positions and perspectives we each inhabit (from (a)gender and (a)sexual identity, to

race/ethnic and cultural identity, to identities of (dis)ability and neuro(a)typicality, and so on) as fundamentally limited, we might realise the necessity of plurality. That is, we need each other, our differences and similarities, to be able to see beyond a single perspective or a single story. The limit of our own perspective, and the humility required to recognise this, might then be followed by the humility needed to listen and learn from those who live beyond those limits."

You can read the whole article [here](#).

### **Teach the teachers**

Building on her work with young people in HM Young Offender Institution Polmont, Amanda Corrigan has spent this year working with young people who have been excluded from secondary school in North Ayrshire. Despite the barriers created by the pandemic, Amanda created online sessions that teachers in the Extended Outreach Service could use with young people as a way to help them share their experiences of school and to give advice to teachers. Fifteen teachers from across the council participated in this pedagogy project. Resources created by the young people were used at each session to promote discussion, reflection and action. It is hoped that this work will support teachers in making a difference for pupils at risk of exclusion from school.

### **Live and on-demand professional learning**

SCILT ran a series of on-demand and live professional learning from September 2020 to May 2021. The asynchronous bitesize and live drop-ins saw good attendee numbers and geographic spread.

The series was bookended by cross-sector themes – lessons learned from lockdown (September 2020) and parental engagement and family learning (May 2021). In between came two secondary specific themes – gathering robust evidence and employability – and two primary specific themes – interdisciplinary language learning and cultural contexts for language learning.

The bitesize stimuli included film clips, padlet boards, websites and blog posts accompanied by reflective questions. The drop-ins were informal opportunities to learn from and with others.

[More information](#)

### **Glasgow night shelter – now safe in Scotland**

As a result of the pandemic, it was difficult to secure placements in Scotland for third year BA (Hons) Education & TESOL students who were going into the community to teach adults English. Four students returned to Oman to take up placements there. Meanwhile, three students were given the opportunity to work with the Glasgow Night Shelter, which recently changed its name to Safe in Scotland. This is a service for asylum seekers made destitute by the asylum system in the UK. The centre hosts up to seventeen men, many who have been tortured or trafficked.

This was a challenging placement where students taught classes in English and supported staff to learn Arabic. They supported residents to develop language skills to visit the doctor, ask for directions and make a bus journey, for example. The students gained a great deal from the experience and have been commended by the charity for their work. Well done Abdallah, Ammar and Majid!

### **EXSE Escape Room events- (Enhancing the X120 Student Experience)**

The EXSE Team (Monica, Jackie, Evelyn, Claire B and Catriona) recognised that Semester 2 began with a long



dark winter with not much fun in the lives of the students. BA and PGDE Primary Education students had been feeling quite isolated and were certainly missing opportunities to connect with their peers. In response to this, the team offered two social events. Claire had attended a CPD session on using OneNote to create Escape Rooms, and she co-ordinated the team in creating a Glasgow-themed Escape Room which was offered over two nights in March. Attendance was up on previous social events and students reported it was great to relax and have some fun ahead of placement.

### **Positive feedback**

In April 2021, the first students on the MSc Educational Studies (blended) submitted their dissertation and became the first ones to complete the course. This cohort consisted of four senior school leaders from Crescent School in Pakistan who came to Glasgow to study with us in the autumn of 2019.

One of the students wrote: “Our stay at Scotland was made memorable because of your guidance and knowing Scotland is a delight, the slogan 'people make Glasgow...' is amazing and every moment spent in the University of Strathclyde is worth praising. I would like to thank all my tutors and faculty members of the University for the conducive learning environment they provided since September 2019.”

More information about this cohort and the programme can be found [here](#). This MSc programme will be opened up in September 2021 to students who have already completed 60 credits at masters level (for example through our iPGCE or PGCert Educational Issues and Impact courses).

### **Columba 1400 Early Years Transition Programme**



**Columba  
1400**

The 4<sup>th</sup> Year BA Childhood Practice students have recently enjoyed an innovative six week values-based leadership programme specifically focused on early years leadership. Twenty final year students participated in weekly online sessions focusing on the values of awareness, focus, creativity, integrity, perseverance, and service. These sessions were facilitated by Nicky Shaw and Kirsty Aitchison from our Early Years team in partnership with Drew Drummond and Sarah Philp from Columba 1400. This programme was designed to support the students in their transition from the completion of their degree to their leadership roles in practice as graduate members of the Early Years workforce. Here is what one of the participants said about the experience:

“Seamlessly following on from our learning during the BA, the programme encouraged a reflective exploration of ourselves, both personally and as leaders in the workplace, to identify the qualities and attributes we hold in high regard and to acknowledge them within ourselves...the weekly sessions provided a welcome community of support none of us could have previously anticipated needing, with the Columba team and Strathclyde lecturers facilitating a safe

space of listening and understanding with others who were going through similar experiences both professionally and personally...what shone through most from the experience was the recognition and constant appreciation of the importance of our profession and the work we do with children and families.”

#strathbacp #columba1400

### **New handbook on imposter syndrome in higher education**

Due for publication later this year with Palgrave and edited by Michelle Addison, Maddie Breeze, and Yvette Taylor, the Handbook features contributions from School of Education colleagues past and present including Anna Beck and Virginie Thériault. The Handbook brings together 35 chapters exploring contemporary debates on the usefulness of *imposter syndrome* for understanding inequalities, inclusions, and marginalisation in global higher education, among students and staff alike. Well done!

### **Active healthy kids Scotland report card**

Farid Bardid is working with Prof John Reilly (School of Psychological Sciences and Health) and researchers from other Scottish universities on the fourth Active Healthy Kids Scotland Report Card. This knowledge exchange project will be a *state of the nation* snapshot of childhood and adolescence in Scotland just prior to the Covid-19 pandemic in 2020. The 2020 report card will also be included as part of an International Global Matrix of Active Healthy Kids Report Cards from 60 nations. Click [here](#) for details.



## Language learning in the early years

Inge Birnie is an expert member on Early Years with the European Centre for Modern where she has been contributing to a number of projects. February 2021 saw the official launch of the first of these: ILLEY (Inspiring Language Learning in the Early Years). The ILLEY website is packed with resources and strategies for teachers and educators in the pre-primary and primary sectors to help young children develop their linguistic and intercultural competences. The resources take account of the linguistic repertoires of children – the different languages they encounter at home, at school and in society – so that they can engage successfully with linguistic and cultural diversity. The website and the resources can be found [here](#).

The expert group on early language learning is now working on the follow-up– PA-LINGUI (parcours linguistiques de jeunes enfants). Click on the image below for updates.



## Supporting communities

An ongoing small-scale study, led by Joan Mowat, supported by Anna Beck, Jonathan Firth and Tracey Henderson of the School of Education is exploring how students from three cohorts of *Into Headship* supported their school communities during lockdown. It focuses on the challenges they faced, the approaches they adopted (and their perceived efficacy), how they supported those families perceived to be most vulnerable, and the degree to which participation in *Into Headship* had prepared them to meet the challenge. Forty-six students

responded to the open-questionnaire survey and the responses are currently being analysed. The findings of the study will be presented at the European Conference for Educational Research (ECER) in September and will be disseminated more widely, including to the Scottish Government.

## New HE-focused pedagogy discussion group

Teaching in higher education may be an adjustment, especially for new staff or for those who are taking on courses or modules for the first time. This group will provide a forum for exploring all aspects of effective pedagogy in HE in a research-informed way. They begin in autumn 2021, and will hold a monthly session thereafter. All School of Education staff are welcome, regardless of contract/role, as well as doctoral students who are involved in teaching on our courses.

Please contact Jonathan Firth ([jonathan.firth@strath.ac.uk](mailto:jonathan.firth@strath.ac.uk)) if you're keen to come along and/or have any suggestions for monthly topics/themes, and look out for further announcements.

## External examiner

Inge Birnie has been appointed as the external examiner for the BA Early Learning and Childcare programme at the University of the West of Scotland, led by Khadija Mohammed, a former colleague of the School of Education.

## PhD opponent

Prof. Delafield-Butt served as the PhD *opponent* for Dr Sheila Achermann at the University of Uppsala. Sheila carried out her research on importance of motor control in infant development at the

Uppsala Babylab, one of the best in infant research centres in the world, and at the oldest University in Sweden. As such, Uppsala hold ancient traditions, one of which is a full public attack of the proposed PhD thesis by the *opponent*, which then must be defended by the PhD candidate. It is all performed in good humour and with some pomp and celebration, altogether with a thorough scientific wringing. The candidate leaves the examination refreshed as a result, and a full doctor! Big congratulations to Sheila, who survived the three-hour ordeal.

### Sunset for Gaelic

Inge Birnie's submission was shortlisted for the prosperous world category of the *Images of Research at Strathclyde*.



This image called "Sunset for Gaelic" (taken in Uist on the West Coast of Scotland) asks the question whether the "sun is setting for Gaelic as a community language" and what can be done to support its future use in Scotland.

Inge's image – together with all the other images can be found [here](#).

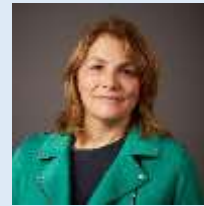
### Congratulations Maja!

Dr Maja B Andreassen will take up a three-year postdoctoral position at Dublin City University on cyberbullying, cyberhate, and online harassment. This follows from

her research associate position on the EU funded project *Comparing Intersectional Lifecourse Inequalities among LGBTQI+ Citizens in Four European Countries* (CILIA, 2018-2021) working with Professor Yvette Taylor (Principal Investigator). You can read Maja's experience of working on CILIA [here](#).

### Bolt Ya Radge

What follows is a reflective account by Monica Porciani:



"In the early 1990s whilst I was working for the youth health promotion team at Greater Glasgow Health Board, the team issued a young people's drugs health education magazine in Glasgow with the title: *Bolt Ya Radge*. It was different, eye catching and innovative. It grabbed everyone's attention. But nobody understood it.

I was reminded of this during a recent board meeting for Fast Forward, an Edinburgh-based charity that provides high-quality health education, prevention and early-intervention programmes for young people across Scotland. As a Trustee this has been a challenging year and I have been amazed at the resilience and innovative practice in the sector: <https://www.fastforward.org.uk/>

A high point for me was supporting the set up of a youth advisory board and recruiting two School of Education students to help ensure we fully understand the risk issues facing young people, and that our communications are relevant.

Helping to lead the board and youth advisory group to have wider representation made me more aware that there is a pressing need to encourage

more young people to join the boards of charities and community organisations. They have a vital role to play and [The Charity Board Initiative](#) is an intermediary that helps connect third sector organisations with prospective youth board members. So please get in touch ([monica.porciani@strath.ac.uk](mailto:monica.porciani@strath.ac.uk)) if you see a place to encourage or support this on your course or module or if you want to know more about becoming a board director.

Finally I should just mention “Bolt Ya Radge”, Edinburgh slang for Glaswegian “aff yer heid” – certainly has felt like that at times in the last year for me.”

### Call for submissions

Stavros Nikou will be chairing the special session *Mixed and Augmented Reality in Education* (MAR-EDU'2021) within the IEEE International Conference on Interactive Mobile Communication, Technologies and Learning (IMCL 2021) that will take place (online or hybrid) in Thessaloniki, Greece 4–5 November 2021. The session invites original papers (full/short/poster submissions) in topics related to the applications and the impact of mixed and augmented reality in education. Deadline for submissions: 5 July 2021. Info at <http://www.imcl-conference.org/current/>

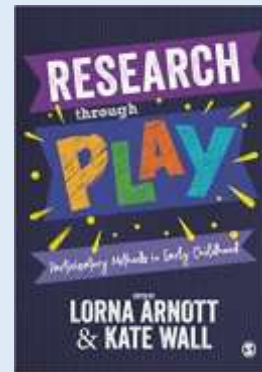
Stavros is guest editor of the special issue *Technology Enhanced Learning and Mobile Learning* for [Future Internet](#) journal (ISSN 1999-5903) The special issue aims to continue and promote discussions about technology supported learning environments and therefore invites original papers focusing on the latest developments in educational technologies and related pedagogies. Deadline for manuscript submissions: 8 November 2021.

[https://www.mdpi.com/journal/futureinternet/special issues/TEL ML](https://www.mdpi.com/journal/futureinternet/special%20issues/TEL_ML)

### Publications

Our colleagues have been extremely productive since our last newsletter!

**Arnott, L., & Wall, K.** (Eds.) (2021) *Research through play: Participatory methods in early childhood.*



The volume gives careful consideration to: the founding principles of playful research, understanding young children’s perspectives, prioritising the rights of the child and the voice of the child, and examples of innovative research methods.

Real life examples and research projects are presented, to enable common challenges to be anticipated and to showcase successful creative approaches, and to inspire new paths in research.

**Arnott, L., McGowan, T., & Delafield-Butt, J.** (2021). Observing and interpreting embodied interactions: Interpreting voice from birth to 3 years. In **L. Arnott & K. Wall** (Eds.), *Research through play: Participatory methods in early childhood*: Sage.

**Banegas, D. L.** (2021). Understanding the impact of teaching systemic functional grammar in initial English language teacher education. *International Journal of Applied Linguistics*,

<https://doi.org/10.1111/ijal.12346>

**Banegas, D. L.** (2021). Research into practice: CLIL in South America. *Language Teaching*, 1-13,

<https://doi.org/10.1017/S0261444820000622>

**Banegas, D. L., & Consoli, S.** (2021). Initial English language teacher education: The effects of a module on teacher research. *Cambridge Journal of Education*, <https://www.tandfonline.com/doi/full/10.1080/0305764X.2021.1876840>

**Banegas, D. L., & Evripidou, D.** (Eds.). (2021). Special issue on comprehensive sexuality education in ELT. *ELT Journal*, [75\(2\)](https://doi.org/10.1016/j.system.2021.102474).

**Banegas, D. L., & Gerlach, D.** (2021). Critical language teacher education: A duoethnography of teacher educators' identities and agency. *System*, *98*, 102474,

<https://doi.org/10.1016/j.system.2021.102474>

**Banegas, D. L., & Glatigny, R.** (2021). The ateneo as an effective model of continuing professional development: Findings from southern Argentina. *Pedagogies: An International Journal*, <https://doi.org/10.1080/1554480X.2021.1897012>

**Banegas, D. L., & Pinner, R.** (2021). Motivations and synergy on a Sociolinguistics module in language teacher education in Argentina. In K. R. Talbot, M.-T. Gruber & R. Nishida (Eds.), *The psychological experience of integrating content and language* (pp. 267-283). Multilingual Matters.

**Bardid, F., Utesch, T., Stodden, D., Lenoir, M.** (editors) (2021). Developmental perspectives on motor competence and physical fitness in youth [Special issue]. *Scandinavian Journal of Medicine & Science in Sports*, *31(S1)*, 1-84. <https://onlinelibrary.wiley.com/toc/16000838/2021/31/S1>

Coppens, E., De Meester, A., Deconinck, F. J. A., De Martelaer, K., Haerens, L., **Bardid, F.**, Lenoir, M., & D'Hondt, E. (2021). Differences in weight status and autonomous motivation towards sports among children with various profiles of motor competence and organized sports participation. *Children*, *8*, [156]. <https://doi.org/10.3390/children8020156>

Coppens, E., Rommers, N., **Bardid, F.**, Deconinck, F. J. A., De Martelaer, K., D'Hondt, E., & Lenoir, M. (2021). Long-term effectiveness of a fundamental motor skill intervention in Belgian children: a 6-year follow-up. *Scandinavian Journal of Medicine and Science in Sports*, *31(S1)*, 23-34.

<https://doi.org/10.1111/sms.13898>

García López, L. M., & **Kirk, D.** (2021) Coaches' perceptions of sport education: A response to precarity through a pedagogy of affect, *Physical Education and Sport Pedagogy*, <https://doi.org/10.1080/17408989.2021.1891211>

**Delafeld-Butt, J.** (2021). Agency and choice in evolution. *Biosemiotics*. <https://doi.org/10.1007/s12304-021-09420-4>

**Delafeld-Butt, J., & Trevarthen, C.** (2020). Infant intentions: Learning with others. In M. Peter (Ed.), *Encyclopedia of teacher education*. Singapore: Springer Nature.

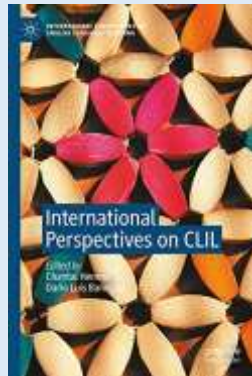
**Delafeld-Butt, J. T., Zeedyk, M. S., Harder, S., Vaever, M. S., & Caldwell, P.** (2020). Making meaning together: Embodied narratives in a case of severe autism. *Psychopathology*, *53(2)*, 60-73. <https://doi.org/10.1159/000506648>

**Delafeld-Butt, J., Dunbar, P., & Trevarthen, C.** (2021). Disruption to embodiment in autism, and its repair. In N. Papaneophytou & U. Das (Eds.),



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<https://doi.org/10.1080/14664208.2021.1939976>

Firth, J. (2021). Boosting learning by changing the order and timing of classroom tasks: Implications for professional practice. *Journal of Education for Teaching*, 47(1), 32–46. <http://doi.org/10.1080/02607476.2020.1829965>

Firth, J. (2021). *Misled by short-term performance in lessons: Applying the science of memory in the classroom*. <https://www.bera.ac.uk/blog/misled-by-short-term-performance-in-lessons>

Firth, J. (2021). Teachers’ beliefs about memory: A vignette study of trainee and in-service teachers. *Studia Psychologica*, 63(2), 204–220.

<https://doi.org/10.31577/sp.2021.02.82>

Firth, J., Rivers, I., & Boyle, J. (2021). A systematic review of interleaving as a concept learning strategy. *Review of Education*, <https://doi.org/10.1002/rev3.3266>

Fitton Davies, K., Watson, P. M., Rudd, J. R., Roberts, S., Bardid, F., Knowles, Z., &

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### Media contribution

On the 31<sup>st</sup> of March, **Inge Birnie** contributed to a BBC Alba news item on Gaelic Language Plans and how effective these have been in increasing the use of Gaelic service provision by local authorities. The news item and Inge's contribution (in Gaelic) can be found [here](#).



### Conferences & presentations

The Laboratory for Innovation in Autism attended the International Society for Autism Research Annual Conference, which was supposed to be in Boston this year, but was instead held as a virtual conference via Zoom. Dr Szu-Ching Lu, Yui Wei Chua, and Prof. Jonathan Delafield-

Butt's all presented work at this Virtual Meeting which was held 3-7 May 2021. Please go to the Lab [home page](#) to read more about them and for the links to their posters. And please follow or like the Lab on [Twitter](#), [Facebook](#) and/or [LinkedIn](#) to keep up to date with all of their news, research and events.

**Tracy Atkinson** had the pleasure of chairing this year's FutureScot EDUTECH2021 virtual conference. Having previously chaired EDUTECH2019 in person at the TIC, this was a fantastic opportunity to gain skills in using a digital event platform to host multiple speakers in both live-streamed and pre-recorded sessions.



The conference brought together world-leading educationalists, policy advisors and technology experts to share their experiences of digital innovation and transformation in education. Speakers included Andreas Schleicher from OECD, discussing the organisation's response to supporting online and blended digital education during the pandemic. Heli Aru-Chabilan, Director for internationalisation at the Estonian Education and Youth Board, shared the success of Estonia's *School in the Cloud* and the ways in which technology has been harnessed to ensure continuity of education during the public health crisis. Click on the image for more info.

On the 29<sup>th</sup> January, **Inge Birnie** attended the *Talige Diversiteit in het Onderwijs* (Language diversity in Education) conference organised by NHL Stenden and the University of Groningen and presented her research on the impact of COVID-19 on Gaelic immersion education. The presentation can be found [here](#)

<https://www.myschoolsnetwork.com/projects/talige-diversiteit-in-het-onderwijs/page/19141> (in Dutch)

**Jonathan Delafield-Butt** delivered a John Wiley Lecture at the University of Wisconsin–Madison, USA, *A Brainstem Motor Disruption in Autism, and its Serious Game Assessment*. Jonathan also delivered a lecture as part of Mind in Nature, an international seminar series at the University of Edinburgh, and a cross-disciplinary effort between theology, philosophy, and science to better understand the role of mind in nature. His talk, *Coherence of Experience: From Distributed Embryonic Experiences to Foetal Integration of Single Conscious Agency*, develops a rare lineage of panpsychism in explanation of psychological evolution and development. This work helps us to understand the role of care in early education of our youngest children.

In February, **Inge Birnie** was invited to speak at the Royal Society of Edinburgh Research workshop on mapping the state of affairs between research and educational needs in Scotland (information about the workshop can be found [here](#)). Inge presented the work of the Scottish Council of Deans of Education Languages Group (for which she is the co-chair) on the creation of the [National Framework for Languages](#) and in particular how this can support teachers in promoting and understanding linguistic and cultural diversity in their classrooms.

The presentation can be found at <https://pureportal.strath.ac.uk/en/activities/the-national-framework-for-languages-supporting-teachers-in-under>

In March, **Inge Birnie** delivered a presentation to Workgroup 4 – Language diversity, vitality and endangerment of the LITHME project of which she is a member. This innovative project, funded

by the Horizon 2020 programme of the European Union, looks at the future of linguistics and how technology will impact on (minority) language use. Inge's presentation looked at language vitality measurements and the implications of this for conceptualising the future of minority languages. Further information and the presentation can be accessed [here](#).

In May 2021, **Professor Yvette Taylor** organised a well-attended Engage Event, Feminism in *Our Times: Crises, Care and Connections*, based on the edited and illustrated booklet produced in collaboration with artist-designer, Samia Singh. You can access the booklet [here](#). The booklet will be used in the “feminist classroom”, including the MEd Understanding Gender and Sexuality in Education, the Applied Gender Studies MSc and the CLPL Creating Feminist Classrooms.

**Dario Luis Banegas** gave a plenary talk at the 3rd Congress on the Didactics of English (Ecuador). The title of his talk was *Our own cultures and local spaces as points of departure in ELT*. He also gave a plenary talk at the 2021 TESOL Colombia Conference last May. In June, he contributed to panels on CLIL and [research in language teacher education](#) at the 2021 IATEFL Conference (online).

Dario also delivered a presentation at the XII CIILE Conference, an online event organised by universities from Colombia, Mexico, and Spain. This event brought together language educators from around the world and the presentations were delivered in English, French, Portuguese, Russian, and Spanish. His paper was *L2 teenage writers: An action research study on motivation, engagement, and language development*.

**Farid Barid** co-presented at the North American Society for the Psychology of

Sport and Physical Activity (NASPSPA) Virtual Conference. Click on the image below for a snippet.



**Joan Mowat** was invited to participate within a roundtable discussion, hosted by Public Health Scotland, *Ensuring our Children's Future – Mitigating the impact of Covid-19 on children and young people*. The roundtable event focussed on discussion of an Impact Paper to shape direction of public health responses in supporting the health and wellbeing of children and young people. It aimed to collectively identify the cumulative impacts of Covid-19 on children and young people and identify potential, prioritised actions and to use the paper as a mechanism to consult with wider stakeholder groups. Sub-groups examined a range of themes and Joan participated within the theme of learning and education. This builds on her recent research (both literature-based and empirical) on the impact of Covid-19 on children, young people and families.

Joan has also continued to participate within the international Bridge 47 network which has hosted a series of online events over the course of the academic year. The network focusses on the role of education in supporting positive change through transformative education for sustainable development, as encompassed in Target 4.7 of the United Nations Sustainable Development Goals. Target 4.7 aims to ensure that all learners acquire the knowledge and skills

needed to promote sustainable development. Most recently, she participated within [ENVISION 4.7: IMAGINING A FUTURE WITH TARGET 4.7](#) which builds on an event which took place in Helsinki in 2019, bringing together 200 education practitioners and civil society representatives and decision makers to create a Roadmap, a policy guideline to the future implementation of SDG Target 4.7 in Europe.

Joan will also be participating in a forthcoming event to be held later in June, *Towards a coherent European approach on Target 4.7* which focusses on building bridges between the different thematic areas encompassed in Target 4.7, mobilizing action to make a coherent European approach to Target 4.7 possible.

