

In this issue

English language assessment

Supported by a research grant from the British Council, a new international research collaboration is investigating fairness and inclusivity in online English language assessment practices across Vietnam.



On the bookshelf

Introductions to upcoming and recently published books authored and edited by staff at HudCRES.

Find out more about any of the academic staff featured in this newsletter by looking them up on the [Huddersfield Research Portal](https://pure.hud.ac.uk) (pure.hud.ac.uk)



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Image competition

Part of the longitudinal research project, Mapping Interventions for NEET young people in England (MINE), invited young people who had experience of being 'not in education, employment, or training' (NEET) to produce an image depicting what it felt like. Read about the winning image and how the research is progressing.

LEVERHULME
TRUST



Katie Morigi-Eades, postgraduate researcher at HudCRES, led the platform party at the ceremonies.

Celebrating graduation

After two years of cancellations, postgraduate researchers at HudCRES were finally awarded their doctorates at ceremonies on the University of Huddersfield Queensgate campus.

Research events

On campus and online – details of upcoming research events and how to watch again or find out more if you are unable to attend.



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Promoting equality in online assessment in Vietnam

Fairness and inclusivity in English language assessment practices in Vietnam are the focus of a new international research collaboration between HudCRES and the University of Languages and International Studies (ULIS), part of Vietnam National University, Hanoi (VNU) – one of Vietnam’s leading higher education institutions.

The disruption to education caused by the Covid-19 pandemic highlighted the need for innovative and sustainable digital solutions to improve access to quality English education. A UK-Vietnam Research Grant awarded by the British Council will enable Dr Susan Sheehan to build on her previous work, investigating English language assessment practices across Vietnam. She will work with Dr Quynh Nguyen, Director of the Department of Research, Science and Technology and colleagues at ULIS, and research assistant Dr Thuy Thai (featured in Issue 7, July 2019).

The research will involve questionnaires and follow up interviews with teachers, lesson observations and audits of assessment strategies, and interviews with key stakeholders. A toolkit of support materials and an online community of practice will also be established to enable English language teachers in Vietnam to share and develop their practice.



Left to right: Dr Thuy Thai (Research Assistant) and Dr Susan Sheehan (Principal Investigator) with Ye Sir Lim (postgraduate researcher, HudCRES) in Hanoi, Vietnam, Oct 2019.

Vietnam has one of the most rapidly growing economies in South-East Asia, and currently has more than 18,000,000 English Language learners.

Mapping interventions for NEET young people in England (MINE)

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This longitudinal research project, funded by the [Leverhulme Trust](#) and led by [Dr Lisa Russell](#), with [Dr Ron Thompson](#), [Dr Jo Pike](#) and [Dr Jo Bishop](#), aims to understand the nature and scope of early intervention programmes targeted at young people 'at risk' of becoming NEET (not in education, employment, or training). The research will provide the first comprehensive national picture of early intervention provision focusing specifically on the typology of intervention, target groups and prediction tools used to identify young people at risk.

Young people with experience of being NEET were invited to enter a competition to develop an image depicting what it felt like. A prize for the competition was generously provided by [Oxford Ethnography and Education](#) ([ethnographyandeducation.org](#)). The two paintings by the winning artist, aged 18, and her own words, illustrate how she felt whilst NEET and how her perspective has changed since attending a support programme.

A survey of all 153 local authorities has been launched to provide a snapshot of NEET prevention work across the country. It seeks to discover how local authorities organise support for young people and how they identify young people at risk of becoming NEET.

“Despite the obvious pressure of working in a post-Covid landscape, local authority partners have been overwhelmingly supportive and recognise the desperate need for more research in this area.”

Dr Jo Pike, Senior Research Fellow

For more information about the research (Leverhulme REF: RPG-2021-144) visit the project webpage [hud.ac/MINEHud](#), follow the twitter feed [@MINEHud](#) or email MINE@hud.ac.uk.

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Competition-winning image

“It’s a tough piece. I have a love/hate relationship with it because I like it, but I hate what it is. It’s like it’s messy on purpose, everything was a mess. It’s a bit muddy on purpose, because, you know, I don’t really know what I’m doing, and no one really did. Everything was tough. I don’t know, there’s just so much like weighing me down and holding me back from actually trying things.”



“This is a happier piece, it’s a better piece. It’s me coming to terms with the fact that, you know, sometimes things wear you down. You know, she’s still chained down, she’s still suffering, but she’s, you know, she’s embracing it a bit more. Even though there’s still, you know, that darkness, or that sadness, and whatever, she’s still striving to do better and be a better person.”

Graduation, March 2022



Like so many things over the last two years, graduation ceremonies planned in 2020 and 2021 were cancelled due to the impact of the Covid-19 pandemic. On a beautiful day in March 2022, postgraduate researchers at HudCRES in the School of Education and Professional Development finally received their awards – Doctor of Education (EdD) or Doctor of Philosophy (PhD).

Dr Mahmoud Abuoaf (PhD)

Learner-centredness, gender and English language acquisition in Omani Higher Education.

Mahmoud is now living in Oman and working as Assistant Professor at the University of Technology and Applied Sciences.

Dr Jonquil Balcombe (PhD)

Educating mother: examining the relationship between childrearing and childrearing pedagogy in 21st century Britain.

Dr Stephen Boyd (EdD)

Expectation, interaction and transition: a study of university careers fairs.

Dr Vanetta Buchannan (EdD)

A study to identify factors impacting upon the decision-making processes of elective home education professionals when determining the suitability of parental provision.

Dr Joanne Conlon (EdD)

A learning architecture: how Product Lifecycle Management (PLM) drives innovation in the curriculum and pedagogy of the fashion business.

Dr Thomas Considine (EdD)

How do social work students perceive the meaning of resilience in their practice?

Dr Liz Dixon (PhD)

Exploring the landscape of hospice volunteering: an ethnographic study of the lived experiences of hospice volunteers.

"The research I undertook enabled me to combine my professional role as a lecturer [in the School of Education and Professional Development] with interests and expertise in adult work and learning, with a long-standing experience as a volunteer and specifically a trustee at a local hospice. My thesis illuminates some of the challenges and opportunities that volunteering affords in hospice care and conceptualises the distinctive nature of hospice volunteering."



Professor Paul Thomas, Associate Dean, Research, Innovation and Knowledge Exchange and Professor Hazel Bryan, Dean, School of Education and Professional Development.

"We are delighted to be able to formally recognise the achievements of so many postgraduate researchers and colleagues who have completed the wide range of doctoral research represented here during this most challenging time."

Dr Philip Dore (EdD)

Stepping up? The effects of an intervention programme on white working-class boys' achievement in a state secondary school in the north of England.

Dr Jean Hatton (PhD)

Voices of lesbian, gay, bisexual and queer women youth work practitioners: the use of self in youth work contexts.

"It was a long and challenging road writing a doctoral thesis alongside teaching full time and trying to have some time for myself and my family. I am hoping to get some of the important issues that I touched on in my thesis published so that insights discussed can be shared with other practitioners, trainers and academics."

Read Jean's post on the 'Ed Space blog bit.ly/Ed-Sp141

Dr Ashiq Hussain (EdD)

The Further Education experiences of young males of Pakistani origin: a case study.

Dr Michael James (EdD)

Watching the Higher Education (HE) lecture: could the repertoire of the HE lecturer be enriched through an understanding of a notion of performance?

Dr Babou Joof (PhD)

(Right) with Dr Liz Bennett, Director of Teaching and Learning, School of Education and Professional Development.

An examination of science teachers' pedagogical perceptions and orientations in relation to student-centred learning in science education in Gambian upper basic schools.



Dr Carl Meddings (EdD)

The design project review and its role in the process of becoming an architect in England.

Dr Lou Mycroft (PhD)

(Right) with supervisor Professor James Avis.

Strange times: the creation of a nomadic community education imaginary.

"My research was always an activist project. It has found expression in the National Advanced Practitioners Programme #APConnect, funded by the Department for Education, and in the collective movement #JoyFE which is a joyful rhizomatic movement of educators."



Dr Lauren Nixon (EdD)

The experiences of Higher Education students in Further Education colleges: a post-structural analysis.

Dr Bilal Nazir (PhD)

Overcoming the deficit model: using biographical accounts of twelve Mirpuri male graduates from Bradford to understand the attainment disparity of BME Students in English Higher education.

Bilal is now a Senior Lecturer in Lifelong Learning in the School of Education and Professional Development and planning to undertake research related to vocational education for HudCRES.

Dr Paul Ogden (EdD)

The perceptions of new to role detective officers in relation to their professional accreditation in a northern police service.

Dr Jayne Price (EdD)

Acting Head of Department, Initial Teacher Education, (Right) with supervisor Professor Hazel Bryan.

Your music or mine, Miss?
Culturally responsive paths to inclusive music education.



Dr Alison Ryan (PhD)

Learning within medieval re-enactment in the United Kingdom.

Dr Hassin Salem (EdD)

Learning to teach EFL in Libya: a critical analysis of perspectives in Az-Zāwiyah University.

Dr Darren Schofield (PhD)

Learning on and off the job: vocational education and training in the UK food and grocery retail buying occupation.

Dr Rachel Terry (Left) and Dr Jean Hatton (Right, see also opposite page) Senior Lecturers in the School of Education and Professional Development.

Dr Rachel Terry (EdD)

Learning in institutional contexts: a case-study of recently qualified in-service teachers in English Further Education.



Dr Yingxiang Xu (PhD) (Centre) with Professor Ann Harris (Right) and Dr Wayne Bailey (Left), Acting Associate Dean, International.

An exploration of the commitment to home culture and home cultural groups of Chinese international students in British Higher Education.



Dr Michelle Whitehead (EdD)

Peer tutoring in Further Education: a study of the perceived experiences for a group of GCSE resit and A level students and their teachers.

Dr Jane Wormald (EdD)

Senior Lecturer, Department of Initial Teacher Education (Left) with supervisor Professor Pete Sanderson.

Career-faring policy: the use of graphic elicitation and visual representations to analyse life course narratives of teaching assistants in pursuit of a teaching career.



If you are interested in becoming a postgraduate researcher at the University of Huddersfield, visit hud.ac.uk/research-degrees for more information.

On the HudCRES bookshelf

In addition to the wide range of journal articles, reports and chapters that can be explored on the [Huddersfield Research Portal \(pure.hud.ac.uk\)](http://pure.hud.ac.uk), staff at HudCRES are authors and editors of these upcoming and recently published books.

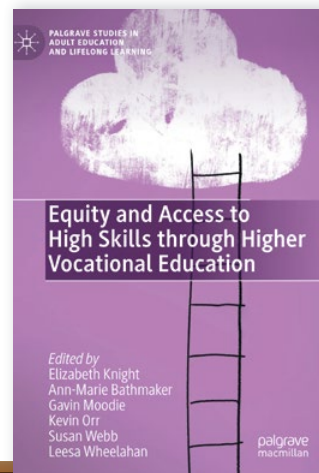


Shamim Miah, Pete Sanderson,
and Paul Thomas
Palgrave Macmillan
ISBN: 9783030420314

The authors of this book challenge the narrative of Northern England as a 'failed space of multiculturalism', drawing on a historically-contextualised discussion of ethnic relations to argue that multiculturalism has been more successful and locally situated than these assumptions allow.

"This book offers a carefully researched, intellectually bracing and politically important corrective to complacent discourses of British 'failed multiculturalism,' by examining the complex interplay between global, regional and local dynamics around race, place, economy and policy. ... [it] provides an outstanding roadmap for navigating our way through the complex landscape of an often misrepresented and oversimplified social, cultural and economic terrain."

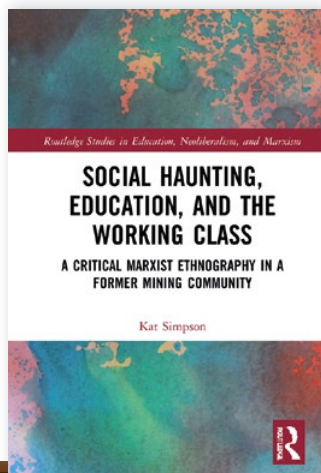
Professor Michele Grossman
Deakin University, Australia,
and Visiting Professor, HudCRES



Edited by Elizabeth Knight, Ann-Marie Bathmaker, Gavin Moodie, **Kevin Orr**, Susan Webb, and Leesa Wheelahan
Palgrave Macmillan
ISBN: 9783030845018

This book explores new and distinctive forms of higher vocational education across the globe and asks how the sector is changing in response to the demands of the 21st century. Examining a range of geographic contexts, the editors and contributors highlight various similarities and differences in developments.

Ultimately, this book promotes a critical understanding of evolving provisions of higher vocational education, refusing assumptions that policy borrowing from apparently 'successful' countries offers a straightforward model for others to adopt.



Kat Simpson

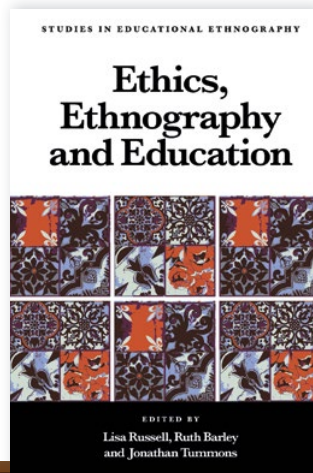
Routledge

ISBN: 9780367568153

Based on a critical Marxist ethnography, conducted at a state primary school in a former coalmining community in the north of England, this book provides insight into teachers' perceptions of the effects of deindustrialisation on education for the working class.

The book draws on the notion of social haunting to help understand the complex ways in which historical relations and performances, reflective of the community's industrial past, continue to shape experiences and processes of schooling.

This book will benefit researchers, academics, and educators with an interest in the sociology of education, and social class and education in particular, as well as those interested more broadly in schooling, ethnography, and qualitative social research.



Lisa Russell, Ruth Barley and

Jonathan Tummons

Emerald

ISBN: 9781839822476

By its very nature ethnography is an emergent methodology. To be ethical the ethnographer needs to manage research ethics in-situ. The need to manage ethical dilemmas as they arise often comes into conflict with increased ethical regulation and procedures from ethics review boards that require the researcher to foresee ethical quandaries before data collection commences.

The chapters in this book problematise this tension and highlight the importance of managing ethics in-situ by reflecting on recently completed and current projects drawing out ethical dilemmas relating to data ownership, dissemination, representation, social justice and managing ethnographic studies in the midst of a global pandemic and Covid-19 lockdowns.



Jo Bishop

Emerald

ISBN: 9781839822438

Learning mentors were conceived by New Labour and navigated a tricky path between the agendas of social justice and standards. This book offers an ethnographic account of their work in a state secondary school seeking to improve its academic and community standing. Simultaneously valued and misunderstood, this is a story of paraprofessional work which will appeal to both practitioners and students of educational policy and practice.

This book provides a unique insight into the significant contribution that 'paraprofessionals' play in our children's education. The research demonstrates how these often 'hidden' school staff support young people holistically in the important transition to adulthood by working inside and outside of their school setting.

Dr Doug Martin
Carnegie School of Education,
Leeds Beckett University

Find out more about
this book at the launch
event in Sept 2022.

Due for
publication
Sept 2022.

Research events



We are pleased to announce the start of an exciting programme of HudCRES research events for the academic year 2022-23. It will include public lectures by HudCRES colleagues and visiting scholars, as well as interactive seminars and workshops. Wherever possible, events held on campus will also be live online and recordings made available on the HudCRES website for those unable to attend at the time. All are welcome!

Find out more about upcoming research events on the HudCRES website hud.ac.uk/research/education.

Check back regularly as the programme is updated throughout the year, and details are occasionally subject to change.

If you would like to be notified of upcoming events by email, please join our mailing list hud.ac.uk/HudCRES-subscribe

20 September

Book Launch: Ethics, Ethnography and Education

Dr Lisa Russell, Dr Ruth Barley, Sheffield Hallam University, and Dr Jonathan Tummons, University of Durham.



Online

3 November

Public Lecture: The world of the learner in the modern world

Professor Gary McCulloch, Inaugural Brian Simon Professor of the History of Education and founding director of the International Centre for Historical Research in Education at UCL Institute of Education.



Online



Campus

January 2023

Inaugural Professorial Lecture

Professor Hazel Bryan, Dean of the School of Education and Professional Development, University of Huddersfield.

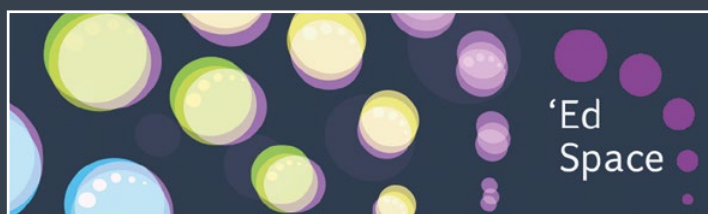


Online



Campus

Reflections and recordings connected with research events can also be found on '[Ed Space – the HudCRES blog \(blogs.hud.ac.uk/hudcres\)](http://blogs.hud.ac.uk/hudcres)'. See the categories 'Events' and 'Events – watch again'.



24 February 2022

International Students and UK universities: what research has to say to practice bit.ly/Ed-Sp155



9 December 2021

The future of technical and vocational education and training bit.ly/Ed-Sp152

The blog also shares news updates, thoughts, insights and experiences around undertaking educational research and research methodologies, whether undergraduate, masters or doctoral work, funded research projects, academic writing and publishing. Join our mailing list to be notified of new posts as they are published.