



Queen's University
Belfast

SCHOOL OF
Social Sciences,
Education and Social Work

Education at Queen's

Summer 2017

Transforming Lives

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Welcome!



I am delighted to bring you the Summer 2017 issue of **Education at Queen's**, covering just a sample of the education and research activities going on in the School of Social Sciences, Education and Social Work here at Queen's University.

Our engagement with schools, students and policy makers at national and international levels continues to share the expertise of the Northern Ireland education community, and our academics, with recognized experts in the global academic community.

I am sure you and your colleagues will find something of interest amongst the research, courses, events and projects covered in this issue.

If you want to know more about any aspect of School activity, please do get in touch with us. You can see more details on our courses and research at www.qub.ac.uk/ssesw.

Professor Tony Gallagher
Acting Head of School

FSC

The production team for this issue of the newsletter was:

- Barbara Lynagh
- Angela McMenemy

Education for Political Generosity



Lesley Emerson's work on 'education for political generosity' has been receiving national and international attention over the last academic year. Her work focuses on how to support young people in navigating the complex political contours of divided and conflict-affected societies, by connecting them with multiple (and controversial) political perspectives through citizenship and history education.

One aspect of this work has been the development of an educational programme (From Prison to Peace) which explores the Northern Ireland conflict from the perspective of loyalist and republican ex-prisoners. The research associated with this programme, and its evaluation (which demonstrated significantly positive impact on young people), has sparked the interest of others seeking to deal with similar issues in their own contexts.

For example, in February Lesley hosted a visit on behalf of the British Council for a delegation of academics, policy makers and practitioners from Colombia who were interested in exploring the role of education in the reintegration of former combatants. She also hosted a visiting group of academics and students from George Washington University, Washington DC, in March. They were on a study tour examining the role of the curriculum in conflict affected societies. Speaking of the latter, Professor Colin Green said: 'Lesley's work on the Prison to Peace project left a deep impression on me and our students – in particular her work on the idea of 'political generosity' was very thought-provoking and applicable to our own context'.

Throughout the academic year Lesley has also been working with Professor Judy Pace, University of San Francisco, who came to Queen's University as a visiting scholar to learn more about Lesley's approach to teaching controversial issues.

For an overview of Lesley's work on 'political generosity', see her keynote address at the British Educational Research Association Conference: <http://bit.ly/2p0jyt9>

For more information contact

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Student Profile Rifka Fachrunnisa

Queen's University Belfast has been ranked in the top ten of UK universities in the Times Higher Student Experience Survey 2017, ranking second overall in the UK for the quality of our campus and student facilities. International student Rifka Fachrunnisa talks about her experience of studying on our Master's programme.



Tell us a little about yourself.

I originally come from Indonesia. I took Biology Education as an undergraduate and now I am studying the MEd in Educational Studies at the School of Social Sciences, Education and Social Work.

Why did you decide to study at Queen's University?

I chose Queen's University for my postgraduate study because it is a member of the Russell Group and a prestigious, research-intensive university. In addition, the uniqueness of Northern Ireland appealed to me. It is part of the UK but on the island of Ireland. It has a rich diversity of cultures and unusual places to visit, which I love as I am interested in history and I like to travel. When I am out and about in Northern

Ireland I wear a hijab. I find people are very warm and welcoming to visitors like me.

Are you enjoying student life at Queen's?

In the University campus, everyone seems so professional. The staff are very helpful and there are lots of student-centred social activities, seminars and workshops, all of which make it easier for me to adjust to the local culture.

What is your experience of the facilities at Queen's?

I do really admire the Queen's University campus buildings. Everything is well managed, clean and quiet. I also can find the coffee shops easily! Overall, studying at Queen's University lets me focus fully on progressing successfully in my course without any concerns or distractions.

My favorite Queen's building is the Graduate School which connects postgraduate students across all disciplines. It is so beautiful, classic and in a different style from many of the buildings in my own country. My friends and I often take photos in there!

You can read more about our research degree programmes at www.qub.ac.uk/ssesw

Staff Profile Ibrar Bhatt



Dr Ibrar Bhatt joined the School as a Lecturer in Education in January 2017, focussing on our MSc TESOL programme (Teaching English to Speakers of Other Languages). Ibrar is a specialist in digital literacy and applied linguistics, and will lead a new module entitled 'Digital Literacy & Communication' for 2017/18. He blogs at <http://ibrarspace.net> and tweets at @ibrar_bhatt.

I haven't always worked in academia. My career began in Further Education colleges and community learning contexts in inner city areas of Leeds and Bradford where I taught on Adult ESOL and Literacy courses. From this experience my interest in digital literacy and language education began to emerge. One of the key things I observed as a teacher was how people who were otherwise marginalised and displaced could, through

their digital literacies, become core participants of online communities, educate themselves and, thus, radically transform their lives – whether they were buying or selling things online, arranging travel or organising their lives. I began to think about what this means for 'Literacy' in a more viable sense of the word.

This leads me to research digital literacy 'from the ground up', and I am very excited about applying some of these points of focus in the new module I will lead on our Master's programme next year. Some of the topics I examine in the new 'Digital Literacy and Communication' module include: multilingualism online, digital literacy in education, agnology, and digital research methods.

I received my PhD from the University of Leeds where my thesis investigated the impact of cyberspace and digital media on the writing practices of adult learners. My research and teaching interests have evolved around the intersections of applied linguistics (including TESOL), literacy studies and educational research. Recently, much of this has been concerned with digital literacy and writing, and these interests emerge in my book '**Assignments as**

Controversies' (see page 13). The book and my thesis are both attempts to better understand digital literacy as it occurs in localised classroom environments.

I am also interested in the writing practices and knowledge creating work of academics across contemporary Higher Education. Prior to joining Queen's, I was a Senior Researcher on a two year ESRC project which investigated the changing nature of academic work, writing and knowledge creation. Before that, I managed a JISC-funded learning innovation project at the University of Bradford. I am also a convener for the Digital University Network of the Society for Research into Higher Education.

Outside academia, I regularly visit the countryside (in both Ireland and Yorkshire), usually with my daughters, keenly watch science fiction, and have an interest in the study and evolution of languages.

You can read more about our Master's degree in Teaching English to Speakers of Other Languages (TESOL) programme at www.qub.ac.uk/ssesw

Filling the Data Skills Gap with Q-Step



A step-change in quantitative social science skills

Funded by the Nuffield Foundation, ESRC and HEFCE

Given the growing volume of data in contemporary society, the need for good data skills is increasingly recognised by employers. The British Academy argues that well-rounded graduates, equipped with quantitative skills, are vital if the UK is to retain its status as a world leader in research and higher education and to provide citizens with the means to understand and critically analyse data.

Q-Step is a £19.5 million programme designed to create new cohorts of social science graduates with the necessary data skills for modern day workplaces. Queen's University is one of 15 Q-Step Centres in the UK, offering a new degree programme **BSc Sociology with Quantitative Methods**, featuring advanced skills training and located in the School of Social Sciences, Education and Social Work.

The Queen's Q-Step team also aims to highlight the central importance of quantitative research in tackling major social issues. Real world examples, drawing on published research using a wide range of quantitative data, from the Census to the British Crime Survey, occupy an increasingly central part of our undergraduate social science degree programmes.

Work placements are a core aspect of the programme and 2017 is the fourth year of the successful work placement scheme, with employer partners ranging from government to international market research companies. Placement students have gone on to graduate employment, including with PwC and the Northern Ireland Statistics and Research Agency.

The Centre also awards Q-Step prizes for students undertaking final year independent research projects using quantitative data, often involving collaboration with employers. Projects have ranged from comparative studies of immigration through to educational inequality in Northern Ireland. Part of our outreach work has included highlighting the need for quantitative skills with Access pathway students as well as A-Level Sociology students.

More details can be found at:
<http://www.qub.ac.uk/sites/QStep/>

New BA (Hons) Sociology for 2018 Entry



We are relaunching a Single Honours degree in Sociology in September 2018 as part of our suite of exciting and dynamic social sciences programmes. The Sociology team's diverse research interests will translate into an exciting and dynamic programme, with opportunities to study a wide range of subjects such as: childhood, families, gender, conflict, deviance, violence and peace building, environmental security, health, illness and care, inequalities, poverty and social exclusion, religion and extremism, research methods and data skills (quantitative and qualitative).

Students can apply their research skills in a final year independent research project, using 'real world' data and developing important transferable skills for the workplace including project management, problem solving and communication skills.

Our Sociology colleagues are liaising with schools to highlight the scope and significance of this discipline. Graduates from our degree programmes have gone on to take up job opportunities in a range of sectors including charity, business, education and research. They are equipped with the skills to carry out research and analysis with real impact for society.

If you would like to discuss any initiatives to learn about the benefits of our Sociology degree and its associated career opportunities, we would be delighted to hear from you.

For more information contact

Dr Veronique Altglas at v.altglas@qub.ac.uk or tel +44 (0)28 9097 3581

Unique Support for Languages



The Northern Ireland Centre for Information on Language Teaching and Research (NICILT), funded by the Department of Education and housed within our School, continues to provide unique support for modern language teaching and learning.

In January NICILT staff visited St Patrick's College in Banbridge for a **Shared Education event** run in collaboration with Banbridge High School. Year 9 pupils researched the languages spoken by pupils in their school communities and presented their findings to the NICILT team and to staff and pupils from both schools. The project and event were aimed at raising intercultural awareness and the value of languages for employability.

In February NICILT staff collaborated with the Education Office of the Spanish Embassy in the UK and Ireland and the regional Spanish government of Castilla y León in hosting a **professional development event for Spanish teachers**. They gained valuable insight into embedding connected learning into curriculum planning and using short films and authentic materials to enhance classroom practice.

In March NICILT ran a series of **workshops for A-level language teachers** on the literary texts which will feature on the A2 examination specifications from September 2017. Teachers were upskilled on how to address themes and characters, how to motivate learners to engage with the texts and how to prepare them for extended writing.

NICILT runs the **A-level Language Debates** and teams competed this year for the new NICILT Cup. Methodist College Belfast won the German competition. The Spanish debates were won by Lumen Christi College and Foyle College (pictured) won the French competition, taking home the Cercle Français shield.

For more information visit the NICILT Facebook page and website at: www.qub.ac.uk/schools/nicilt

Student Engagement



Our undergraduate and postgraduate students take up many opportunities to learn transferable skills for employability and professional development, and promote the civic role of the University.

Through Degree Plus, undergraduate students can engage in a **volunteering scheme** which makes a positive impact on the local community and builds their social and professional networks. First year Social Work undergraduate Tracey Wileman volunteers at one of many Homework Clubs and said: 'It is an opportunity to work one on one with the children to help with their homework needs. It's truly fantastic when the kids have a breakthrough and realise how clever they are.'

Doctoral students have opportunities to gain early academic skills through **School seminars and workshops**. PhD students in our Centre for Behaviour Analysis have been particularly busy presenting on topics such as: The Good Inclusion Game; international comparison of Applied Behaviour Analysis-based practice (China and UK); and using technology to support people with disabilities. Amy Tanner presented a very successful workshop on screening tools for early detection of symptoms of, and best practices for intervention with, early signs of Autism Spectrum Disorder in very young children.

Our first annual **Postgraduate Conference** is entitled 'Research with Impact: perspectives, challenges and opportunities'. Held at Queen's University on 8 and 9 June, it showcases the wide range of doctoral research undertaken by students across social sciences, education and social work. Keynote speakers are: Professor Mary Aiken, a cyberpsychologist and expert on child e-safety, and Dr Chris Allen from the University's Centre for Global Food Security who will present on making an impact through inter-disciplinary research. The conference will provide an opportunity for doctoral students to share their work in a supportive environment, enabling them to gain critical feedback from peers and established researchers working in their field.

Staff Profile John Topping



Dr John Topping joined the School as a Lecturer in Criminology in October 2016, with research specialising in the area of policing. He tweets at @drjohntopping

After completing my undergraduate degree in criminology at Ulster University, I started my PhD, also at Ulster, which focused on police reform in Northern Ireland. With policing such a significant issue in the country – both practically and politically – I have always been fascinated by the capacity of the police to deliver policing in post-conflict settings, and within divided societies. At the same time, Northern Ireland has a fantastically vibrant voluntary and community sector. So understanding and supporting the role of civil society in the governance of security is a key focus of my work.

In general, I am always keen that my research has a practical impact and can

positively influence the delivery of policing for the police and communities alike. In this regard, and as part of my research, I have had consultancy and advisory roles within all the major policing institutions in Northern Ireland over the years. Some of my current positions include sitting on the Police Service of Northern Ireland's (PSNI) evidence-based policing group, the board of Community Restorative Justice Ireland (CRJI), and the executive committee of the Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO).

While moving to Queen's in October 2016, in recent times my research has focused on a range of issues, including public order policing, police officer training, and public views of the police involving confidence and legitimacy. I have also worked on the 'policing' role of paramilitaries in their communities. This has included being part of two successful EU Horizon 2020 grants. At present, I am also involved in a European-wide research consortium examining police stop and search powers across Europe.

Outside research, I am very passionate about the use of technology in teaching. Within our ever-evolving university sector, the ability

to communicate, interact and embed new and innovative approaches to teaching is always important. Indeed, helping students learn and engage with subject matter is the bedrock of quality teaching and if there are new and better ways of doing that through technology, I always try to bring that to the classroom or lecture.

I am married to my Greek wife Christina and we have one daughter, Penelope. In my free time, I race for my cycle club in Belfast, Dave Kane Cycles, and have been known to enjoy good Italian red wine.

You can read more about our BA (Hons) degrees in Criminology at www.qub.ac.uk/ssesw

Police Stop and Search Powers – Effectiveness and Effects in Fighting Crime



In conjunction with the University's Senator George J Mitchell Institute for Peace, Security and Justice, the School of Social Sciences, Education and Social Work (SSESW) hosted a unique, one-day conference in March on the use of police stop and search powers in Northern Ireland.

With the police power to stop and search citizens as the most common form of adversarial contact between the public and the police, ongoing research by SSESW academic John Topping (pictured second left) has shown that the Police Service of Northern Ireland (PSNI) is using stop and search at the highest rate out of all the police services in the UK. Additionally, with over 24,500 children subject to these powers between 2011 and 2016, both the focus and impact of these powers were key elements of the conference.

With contributions from the PSNI, the Northern Ireland Policing Board, the Police Ombudsman for Northern Ireland and the Criminal Justice Inspection Northern Ireland, all the major statutory policing bodies were represented at the event. Additionally, both the Northern Ireland Commissioner for Children and Young People (NICCY) and the Committee on the Administration of Justice – as the country's leading human rights NGO – gave their perspectives at the event.

As the first, research-focused event of its kind on stop and search in the history of the PSNI, it is intended to lay down new pathways to impact upon and influence the use of this police power, which evidence shows can have social costs far outstripping its usefulness in dealing with crime.

For more information contact

Dr John Topping at j.topping@qub.ac.uk or tel +44 (0)28 9097 3630

Research Impact

Academics and researchers in the School of Social Sciences, Education and Social Work continue to lead. Underpinning our work is a commitment to driving positive change and making an impact on educators, I update on just a few of our specialist areas of activity.

Centre for Behaviour Analysis

At the 2nd **course for Registered Behaviour Technicians** in Brno, Czech Republic, in March, Karola Dillenburger delivered training to more than 40 professionals and Master's students on Functional Assessment and Behavioural Observation skills.

A selection of the many **invited keynote addresses** delivered by Karola Dillenburger at national and international conferences in recent months include:

- Community Resilience: Research from Northern Ireland over 30 years, at the International Work Group on Dying and Bereavement conference in Dunblane, Scotland.
- The Scientific Evidence of Applied Behaviour Analysis and Parent Training, at the Applied Behaviour Analysis conference and workshop in Bratislava, Slovakia, for over 200 professionals and parents of children with autism.
- Applied Behaviour Analysis and Evidence-based practice in Autism, at the French Association RIAU annual conference in Paris, France.
- Challenging Behaviour and a workshop on Parenting a child with Autism, at the Australian Applied Behaviour Intervention Association annual conference in Melbourne, Australia.

www.qub.ac.uk/cba

Centre for Children's Rights

In January, Laura Lundy was invited to an **expert meeting at UNICEF New York**. She was asked to present her model of children's rights-based participation and was involved in workshops discussing how participation might be defined and tracked in order that UNICEF can develop indicators of adolescent participation.

Research conducted by Laura Lundy, Karen Orr and Chelsea Marshall **directly informed a new UN General Comment**. The study of almost 2,700 children's views on public spending in 71 countries was commissioned by and conducted with the support of all the major international children's rights organisations in order to inform the United Nations Committee on the Rights of the Child's recent General Comment on Public Budgets for the Realisation of Children's Rights. This research has directly influenced the content of General Comment 19.

Bronagh Byrne, Siobhan McAlister and Katrina Lloyd have been **commissioned by UNICEF UK** to undertake an analysis of their UK-wide Child Rights Partners Programme. The programme aims to put children's rights at the heart of public services in local government.

www.qub.ac.uk/ccr

local, national and international collaborative networks. Teachers and the wider community. See below for an

Centre for Shared Education

The Centre has been awarded a contract by the **Education Authority** to deliver training to teachers involved in shared education across Northern Ireland. Colleagues are leading two modules, one on teaching controversial and sensitive issues, providing teachers with practical approaches to difficult issues which are safe for both teacher and pupils, and another on maximising collaboration and contact between schools and pupils.

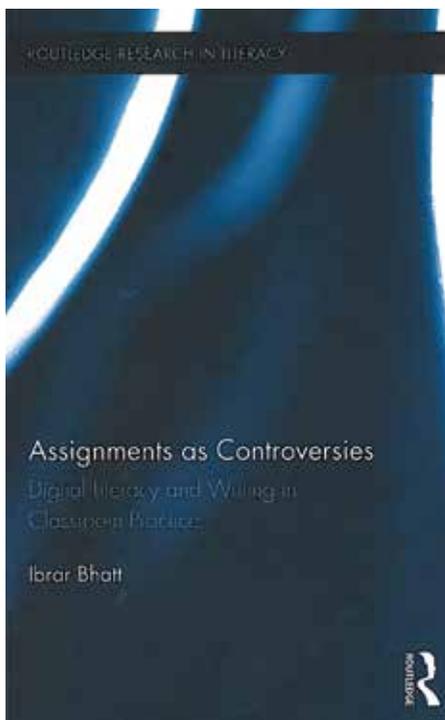
In November 2016 **Joanne Hughes, Rebecca Loader and Michael Arlow visited Israel** to meet researchers and practitioners working in areas related to shared education. They visited a primary school that is participating in a programme to place Arab teachers in Jewish schools. The team return to Israel in May to build on ideas for collaboration and to plan for a seminar at Queen's later this year.

The Centre has secured **Economic and Social Research Council** funding to support development of an international shared education network. It will connect educational stakeholders in Northern Ireland, Bosnia and Herzegovina, Macedonia and Croatia.

Danielle Blaylock and Joanne Hughes have been commissioned by the **Policing Board** to undertake research on experiences of the PSNI's new local policing model. Combining stakeholder interviews and analysis of attitudinal surveys, this research will examine the impact of changes to local policing since August 2015.

www.qub.ac.uk/cse

New Book: Digital Literacy



Ibrar Bhatt has published a book on his research into student writing and digital literacy. His work was set in Further Education colleges and examines how students write their course assignments. **Assignments as Controversies: Digital Literacy and Writing in Classroom Practice** focuses on how students engage with digital media in curricular activities and how these give rise to new practices of information management and knowledge creation.

This book would be of particular interest to teachers and researchers into digital literacy and educational technologies.

ISBN: 9781138185456

Visiting Scholars



In bringing international expertise to the Northern Ireland community, the School of Social Sciences, Education and Social Work collaborates on prestigious events like the public lecture in March by **distinguished scholar, social justice activist and writer Professor Angela Davis** (third right). The Be Bold for Change lecture was jointly facilitated with the University's Centre for the Advancement of Women in Politics and the School of History, Anthropology, Philosophy and Politics.

The School also awards the University's **visiting scholar titles** to experts from a varied cross-section of the national and international academic community and professions, to facilitate research which benefits students and staff. For example, the Centre for Children's Rights (CCR) welcomed Professor Michael Freeman as Visiting Professor. He is Emeritus Professor of English Law and Founding Editor of the *International Journal of Children's Rights*. Professor Freeman's work has been pioneering. He is one of the most vociferous campaigners for children's rights. He has written or edited over 80 books in his long and distinguished career, including in the areas of Family Law, Child Law and Policy, Children's Rights, Medicine, Ethics and the Law and Medical Law, Jurisprudence and Legal Theory, and other areas of law and policy.

As part of the CCR engagement with critical issues in the area of children's rights, Professor Freeman gave a seminar in March this year on Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) and voting rights for children and young people. His international knowledge, expertise and renowned eloquence brought the issues to life to an enthralled audience of Centre members and key stakeholders in the children's rights sector in Northern Ireland.

For more information on School research and visiting scholars visit www.qub.ac.uk/ssesw

Sharing Education International Connections



Continuing the international work of the Sharing Education Programme, Tony Gallagher, Gavin Duffy and Gareth Robinson welcomed to Northern Ireland in March a **second cohort of 25 principals from Jerusalem**, as part of their ongoing work with the Centre for Educational Technology in Israel. The Arab and Jewish principals visited a range of schools involved in Shared Education to learn more about the benefits of collaboration for teachers, students and communities. They were particularly interested in learning about classroom practice and received a warm welcome everywhere.

In April, the team accompanied a group of 10 teachers and principals (pictured above) from **Shared Education partnerships across Northern Ireland on a visit to Los Angeles** for the return leg of the Northern Ireland/Los Angeles Teacher Exchange, funded by the US Embassy in London. The trip, hosted by partner Loyola Marymount University in conjunction with the Youth Policy Institute, was mainly concerned with immersive school-based placements. The group was addressed by Michelle King, the Superintendent of LA Unified School District, one of the largest in the US, and met virtually all the Assistant Superintendents.

An unexpected pleasure was the presentation of the group to the LA City Council, including presentation of an award to Queen's University for supporting education in Los Angeles. The group was also hosted at a reception by the British Consul General. The exchange enabled the Northern Ireland colleagues to learn about the education system in Los Angeles, including the benefits and challenges of school collaboration, especially when schools share the same site (called colocation in LA). A lot of time was spent discussing instructional practices in classrooms. A very busy, and valuable, time was had by all.

For more information contact

Professor Tony Gallagher at am.gallagher@qub.ac.uk or tel +44 (0)28 9097 5929

Centre for Evidence and Social Innovation



School colleagues lead strands of the University's Centre for Evidence and Social Innovation (CESI) which seeks to improve the lives of children, families and communities by working in partnership to create robust evidence leading to innovative solutions to key social problems.

Through CESI, colleagues will **partner with UNICEF, Yale, Harvard and New York University** in leading a new global research network as part of the international Early Childhood Peace Consortium (ECPC). The network will support the development and evaluation of early childhood development programmes in societies affected by conflict, starting with Egypt, Kyrgyzstan, Mali, Tajikistan, Timor-Leste and Vietnam.

In February, Paul Connolly, Laura Dunne and Sarah Miller met with the partner organisations at Yale to discuss plans for the newly formed ECPC Research Network. It will host its first major international symposium at Queen's University this year to launch its framework for action.

In a **completed CESI project**, School colleagues worked with teachers to refine a programme based on spaced learning techniques which uses gaps during revision sessions. The emerging programme, called SMART Spaces, used high intensity GCSE science revision lessons broken up by short 10 minute distractions, where the pupils did some juggling. They repeated these lessons over three days and results showed that combining these 10 minute spaces and longer 24 hour spaces between revision sessions was the optimum way to improve performance on GCSE science test questions.

Principal investigator Liam O'Hare said: 'This is a great example of how experimental trials informed by the research evidence in neuroscience and psychology can help improve classroom practice and, ultimately, student performance.'

For more information contact

David Piekaar at d.piekaar@qub.ac.uk or tel +44 (0)28 9097 5956

Connecting to Nature with Open Air Laboratories (OPAL)



The Big Lottery Fund has **awarded the Open Air Laboratories (OPAL) network a further £1.2m grant** to help put OPAL on the path to financial sustainability. Big Lottery Fund will work with OPAL under the new grant, which commenced in early 2017, to develop financial sustainability plans and a new delivery approach that does not rely on indefinite Big Lottery funding. Karen Kerr in the School of Social Sciences, Education and Social Work is the academic and research lead for OPAL at Queen's University Belfast and will continue the excellent work of OPAL in Northern Ireland.

The announcement coincided with the **publication of the report 'OPAL – Exploring Nature Together - Findings and Lessons Learnt'** which highlights the impact and community benefits of OPAL's work, reports findings from the citizen science investigations carried out by the public, and shares lessons learnt on using a citizen science approach. Highlights include the fact that in the latest phase of OPAL over 3,700 teachers have been trained to deliver outdoor learning and over 21,000 school children from inner cities, remote rural communities or in areas of high deprivation have had the opportunity to explore their local environment and appreciate the relevance of the natural world to their lives.

For more information contact

Dr Karen Kerr at karen.kerr@qub.ac.uk or tel +44 (0)28 9097 5945

Responding to International Demand in South East Asia



In response to demand for our innovative, research-led teaching in Education, academics Karen Kerr and Ibrar Bhatt made a recruitment visit in March to South East Asia. In Vietnam and Indonesia they visited a number of education agencies and met teachers, academics and students to outline to them how our broad range of courses could serve their higher education and professional development needs.

The programme for the trip included representing Queen's University at two British Council Exhibitions in Jakarta and Surabaya. In addition to profiling the School's courses, Karen and Ibrar delivered guest lectures on 'Theories of Learning', 'Outdoor Learning' and 'Literacy, Technology & Society' at several locations, including Universitas Negeri Surabaya, Universitas Sultan Ageng Tirtayasa, Hanoi National University of Education, and even in a coffee bar!

Karen and Ibrar were overwhelmed by the amazing hospitality and beautiful welcome they received throughout their trip, including opportunities to sample delicious local delicacies and meet with engaging and enthusiastic prospective students and their families.

For more information on our courses visit www.qub.ac.uk/ssesw

PGCE visit to Tenby Schools



Earlier this semester, Jennifer Roberts was delighted to travel to Malaysia to develop our partnership with Tenby Schools Malaysia as part of the international strand of our PGCE programme (Postgraduate Certificate of Education), which is delivered in partnership with Stranmillis University College, Belfast.

This blended learning course uses innovative approaches to professional learning which build skills in classroom teaching, interaction and assessment. The active and creative pedagogies offer personalised and collaborative learning experiences using group tasks, virtual learning environments and a wide range of other technologies.

This visit focussed on professional practice in schools and a wide variety of excellent classroom teaching was observed during a number of school campus visits in Kuala Lumpur, Miri and Penang. These visits allowed both the students and the schools to receive individual feedback and to work collaboratively to create and implement professional development plans. Working with those involved during the observation visits on all aspects of classroom practice, including planning, implementation and reflection, highlighted the obvious hard work and dedication of our international students as they integrate core course content into their classroom practice.

For more information contact

Dr Jennifer Roberts at j.roberts@qub.ac.uk or tel +44 (0)28 9097 3177

Study at the School

We offer a friendly and dynamic learning environment for short course, undergraduate, Master's level and doctoral study. Our innovative, flexible teaching methods and welcoming environment create a unique experience for our students. For further information on the courses below, visit our website at <http://www.qub.ac.uk/ssesw>

Undergraduate

- BA (Hons) Criminology
- BA (Hons) Criminology and Social Policy
- BA (Hons) Criminology and Sociology
- BA (Hons) English and Sociology
- BA (Hons) History and Sociology
- BA (Hons) Social Policy and Sociology
- BA (Hons) Sociology
- BSc (Hons) Sociology with Quantitative Methods
- BSW (Hons) Social Work (3 year Undergraduate Route)
- BSW (Hons) Social Work (2 year Relevant Graduate Route)

Open Learning Short Courses

Open Learning short, part-time day and evening courses offer all adults the chance to try something new and to enjoy listening in a relaxed, friendly atmosphere. We offer courses in a wide range of subjects including: Education, History, Literature, Languages, Music, Philosophy and Visual Arts. Find out more about what's on offer at <http://www.qub.ac.uk/ol>



Postgraduate

Taught Programmes

Applied Behaviour Analysis

Applied Social Studies

- Childcare
- Combined Pathway
- Dual Diagnosis
- Mental Health
- Strategy and Leadership
- Systemic Practice and Family Therapy;
Systemic Psychotherapy

Autism Spectrum Disorders

Children's Rights

Cognitive Behavioural Programmes

Educational Leadership

Educational Studies

Higher Education Teaching (PGCHET)

Inclusion and Special Needs Education

Social Science Research

Teaching English to Speakers of Other
Languages (TESOL)

Initial Teacher Education (PGCE)

- English
- Information Technology/Computing
- Mathematics
- Modern Languages
- Politics
- Sociology
- Religious Education
- Science (Biology, Chemistry, Physics)

Research Programmes

Doctorate in Childhood Studies (DChild)

Doctorate in Education (EdD)

Doctorate in Education (TESOL) (EdD TESOL)

Doctor of Philosophy in Education

Doctor of Philosophy in Social Policy/Sociology

Doctor of Philosophy in Social Work

**GOT A
MASTER PLAN?**
ASK US ANYTHING
AND START YOUR
POSTGRAD MASTER
PLAN TODAY.

Postgraduate Information Session
Thursday 22 June, 4pm-6pm
Book your place at www.qub.ac.uk/ssesw

#GotAMasterPlan

Inequalities in Child Welfare Intervention



Building on their work for the Joseph Rowntree Foundation exploring the relationship between poverty, child abuse and neglect, Lisa Bunting, Gavin Davidson and Claire McCartan presented at a conference in Kings College London in February on the findings from the Northern Ireland arm of a UK-wide study on inequalities in child welfare intervention rates.

The study has involved engagement with senior policy makers and service managers in each of the four UK countries. It has highlighted both similarities and differences in the chances of children becoming involved with child welfare services, and the links to social deprivation. There is a clear social gradient whereby, for every level of deprivation, the rates of children on child protection registers and in State care increase: children living in the most deprived areas in Northern Ireland have a six times higher rate of being placed on a child protection register and a four times higher rate of becoming cared for by the State than those in the least deprived areas.

Of particular note is that the Northern Ireland data presents a different pattern to that found in the rest of the UK. Although deprivation has a significant effect on child welfare interventions the gradient is less steep in Northern Ireland than in other UK nations, despite Northern Ireland having significantly higher levels of deprivation.

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Conferences Round Up

*Our academics and researchers in the School of Social Sciences, Education and Social Work make significant contributions to education and research in local, national and international contexts. The following conference presentations are just a few samples of our global reach in a number of specialist fields, with a particular look at this year's **American Educational Research Association Conference (AERA)**, in San Antonio, Texas.*

- **European Conference on Educational Research**, Dublin, 'Evaluating the impact of an innovative learning resource on the affective domain in mathematics education'. (Ian Cantley et al)
- **Why Applied Behaviour Analysis? conference**, Bratislava, 'Why Applied Behaviour Analysis for autism'. (Karola Dillenburger)
- **Irish Network of Medical Educators Annual Scientific Meeting**, Dublin, 'Precision teaching: Opening new doors in health profession education?'. (Katerina Dounavi et al)
- **Education and Tolerance for the Multicultural Society**, Moscow, keynote address 'Intercultural Education: Learning from Shared Education in Northern Ireland'. (Joanne Hughes)
- **International Association of Teachers of English as a Foreign Language**, Glasgow, 'Doodling Activities for Very Young Learners of English'. (Caroline Linse)
- **National Association for Research in Science Teaching**, Texas, 'Achievements in science reading literacy: the science literacy and literacy in science relationship'. (Billy McClune)
- **Association of Educational Psychologists Annual Conference**, Belfast, keynote address 'Examining the mental health of children in care: What are the implications for schools?'. (Dominic McSherry)
- Colleagues from the School and across the University presented at **AERA** on findings from an efficacy randomised controlled study of a smoking prevention programme designed for use in High Schools. Their paper 'Using Cooperative Learning to Prevent Smoking in High School Students' reported data from nearly 400 students with a mean age of 12.5 years. The smoking prevention programmes used cooperative learning as a pedagogical tool within which to frame work. Findings indicated that students who received the programme had significantly lower exhaled carbon monoxide in their breath compared to control students. The research team included Allen Thurston, Laura Dunne, Frank Kee, Aideen Gildea, Anne Lazenbatt, Nicole Craig and Patrick Stark.

For more information on our research visit www.qub.ac.uk/ssesw

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