



University of
Nottingham

Institute for Policy and Engagement

Innovative approaches for child-inclusive research

Case studies drawn
from University
of Nottingham

March, 2023

Thank you for taking
the time to think about
this important issue.



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The UN Convention on the Rights of the Child is the most widely ratified human rights treaty in history and has inspired governments to enshrine children’s rights to express their views, healthcare, education, food and protection from violence and exploitation. There remains much to be done, with children and their rights facing unprecedented challenges, from the climate emergency to conflict to socio-economic inequality. Our research with children at UoN focuses on providing solutions to the real-world problems faced by them, as well as generating compelling evidence to be used by law and policymakers with the power to change things for the better for children. The overarching aim of all of our research is to make a positive difference for children.

Aoife Nolan

Professor of International Human Rights Law and
Co-Director of the Human Rights Law Centre



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Engagement is a two-way process: by listening and interacting with one another, we learn from each other and reap mutual benefit. This publication has outstanding examples of the rewards of innovative public engagement by child-centred researchers. It links our academics directly to their research subjects and the unfiltered wisdom of the young (the phrase “out of the mouths of babes” springs to mind), while fostering partnerships with organisations who share our commitment to positive change.

Stephen Meek

Director of the Institute for Policy and Engagement



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Creating inclusive spaces for refugee and asylum-seeking children and young people

Background

UNICEF estimates that there are currently around 13.7 million refugee and asylum-seeking children around the world. These young, often unaccompanied, forced migrants arrive in the UK in the hope of a better life but find themselves at risk of higher rates of poor mental health, isolation, exploitation and in extreme cases human trafficking.

Education is one of the first and most critical services forcibly displaced young migrants need to access. Refugee and asylum-seeking children and young people are entitled to an ‘inclusive and equitable quality education’. However, research shows that they face many systemic, institutional and contextual barriers to barriers to accessing education in the UK.

About the research

Professor Joanna McIntyre’s work, seeking to create inclusive spaces for refugee and asylum-seeking children and young people, is motivated by the desire to understand their experiences and how best they can be supported to live valued lives and livelihoods in their new contexts.

Building on the existing close relationship between the School of Education and Lund University’s Department of Educational Science, Jo began a research collaboration with Dr Sinikka Neuhaus at Lund in 2016 to examine educational policies and practices for refugees in schools in resettlement contexts in Europe. They set up small scale projects in Nottingham and Lund to identify and examine the barriers to inclusion of refugee children in education, and to think about possible reforms to meet the education needs of new arrivals. The case studies in England and Sweden explored both teachers’ practice and refugee children’s experiences and perspectives and revealed the positive outcomes possible with appropriate approaches to educating young refugees.

Jo later co-developed an inclusive model of refugee education based on the concepts of ‘safety’, ‘belonging’ and ‘succeeding’. This model offers a strong ethical and social justice imperative for the inclusion of refugee children in schooling to support them to flourish.

Jo’s work contributed to the creation of the Nottingham Education Sanctuary Team (NEST) - a full-time holistic educational provision, primarily for unaccompanied asylum seeker and refugee young people, aged 16 – 19 years. Launched in September 2018, NEST is a UK-first bespoke full-time provision for newly arrived refugee children in Nottingham unable to secure spaces in schools and colleges. The provision was set up via funding from the Department for Education for an initial period of two years, with an advisory group made up of academics and practitioners. Jo’s research generated the curriculum model for NEST and underpinned the values and ethos for the provision.

Jo has additionally examined the role of arts in fostering a sense of belonging for newly arrived young people in cities in Europe. The ‘Art of Belonging’ project was motivated by the idea that young children have a right to feel part of the city that they live in. The project team sought to understand how place-specific arts and cultural initiatives help young refugees to develop a sense of belonging, increase participation in their new cities and thereby lessen the impact of social isolation they experience. They worked with artists and children to create artwork showcasing important cultural sites, embodying the idea of a dialogical cultural rucksack where both the young refugees and Nottingham as a city could mutually benefit.

The project had a positive impact on the participants, culminating in a public art exhibition in partnership with New Art Exchange and a policy brief recommending government support for regional and local authorities to offer a planned programme of social inclusion activity for young, forced migrants and new arrivals, especially those who arrive unaccompanied with no support network. A dissemination event was held after the exhibition with Nottingham City Council Challenge Board and other key third sector organisations working to support refugee children.

“Nottingham is leading on inclusion of new arrivals through the innovative NEST provision and the cultural citizenship work targeted at building connections between young refugees and the city. The hope is that these initiatives can be further developed on a larger scale and trialled in other cities across the UK and beyond.”



Artwork created and displayed as part of the exhibition at New Art Exchange.

Engaging children's voices

Engaging children's voices is particularly important when conducting research that directly concerns and impacts them. Jo relies on existing contacts and relationships built over time. Through this, she is able to access the young participants and also to collaborate on projects with people working with and supporting refugee and asylum-seeking children and young people.

In addition to the extreme vulnerability connected to their journeys to the UK, many of these children will be waiting on decisions that will have profound effects on their lives. Given this context, Jo stressed the importance of being sensitive to the needs of the young participants who may outwardly exhibit resilience but are privately dealing with grief and trauma. She adopts a policy of not asking the children about their specific journeys to the UK; where children do choose to share this, the research team is careful to manage worries and/or expectations that the children may have regarding their participation in the research and potential effects on their pending decisions.

Research instruments used are designed collaboratively with representatives from those working with refugee communities. Interviews are conducted in English with the aid of the young people's translation apps on their mobile phones when necessary. Jo also often does paired interviews with two or more young people, where the presence of another young person with shared language or experience contributes to creating a comfortable environment for participants. She believes that these approaches allow the research team to get as close to capturing the children's own voices as possible.

Where next?

Jo is currently leading the development of the Hub for European Refugee Education (HERE), a refugee education support hub that brings together academic and stakeholder expertise of policies and practices for integrating children, young people and adults with refugee backgrounds through education. HERE held its inaugural conference in November 2022, gathering researchers, policymakers and practitioners involved in refugee education. Young people with lived experience of forced migration were also able to share their experiences and provide insight. The HERE Team is working to collate the outcome of critical conversations from the conference about refugee education in Europe and develop practical recommendations that can be taken to policy makers.

Jo has also partnered with Refugee Education UK to develop a series of professional development initiatives for teachers and schools across the country, ultimately with the goal of setting up a teacher training module which will be hosted by the Chartered College of Teaching. Together, they hope to develop an advisory group of young ambassadors from refugee backgrounds to inform research and engage policy makers, starting in Nottingham and Oxford. They also hope to influence policy and decision-making around refugee education in the UK to spur the development of a long-term strategy for education to meet the needs of the increasing number of forcibly displaced children and young people in the UK.

Professor Jo McIntyre

Promoting children's positive attitudes towards pro-environmental behaviours through gamebooks

Background

A recent study by Save the Children found that children today will face many more extreme weather events than their grandparents' generation, including seven times more heatwaves, three times more river floods and crop failures, and twice as many wildfires. According to UNICEF, climate change poses a significant threat to children's basic rights, including access to health, food, water, clean air, education, and protection.

Recent evidence also suggests that climate education has the potential to lead to a significant reduction in future carbon emissions, making it a powerful tool for climate action. According to a 2020 study, if just 16% of children received climate education this could result in a 19 gigaton reduction in carbon emissions, approximately half of the world's total emissions in 2019, by the year 2050.

About the research

In January 2022, Dr Jonathan Halls began working on a 3-year long project entitled, 'Promoting children's positive attitudes towards pro-environmental behaviours: encouraging understanding, agency and motivation through gamebooks'.

This research aims to examine how educational materials, in this instance choose-your-own-adventure books and other dialogic-based interventions, can be utilised to help children to understand that their actions can make a positive contribution towards combating climate change.

Jonathan has created an educational gamebook called "A Climate Change Adventure", developed with Unity, a cross-platform game engine, which presents children with realistic choices they might face in their daily lives. The gamebook was designed for 7-11 year-olds and was developed over a one-year period, during which design studies were conducted to ensure that the gamebook and its lessons were fit for purpose and the language pitched correctly.

The gamebook takes the player on an adventure, which begins with them travelling through time to the year 2050. The player is informed that they are a "time agent", tasked with reducing the effects of climate change. The player awakes from their vision of the future and, over the course of a week, visits several locations including a fair, a supermarket, and a cinema. The gamebook presents children with realistic scenarios, which features choices to engage in pro-environmental actions. These choices impact not only the current narrative but also the ending of the book. For example, the player is tasked with meeting a friend in the park but is running late; the game asks them to decide whether to take a taxi or ride their bike to get there.

Between January and June 2022, the gamebook was piloted in three Nottingham schools. After having read the gamebook, students were tasked with designing action-plans for pro-environmental behaviours, with a focus on what they could achieve and how. The researchers were careful not to cause eco-anxiety among the children and gauged emotional reactions to the content.

The results of the study indicate that the gamebook and the following task were effective in improving children's intentions and beliefs related to pro-environmental behaviours, including behavioural beliefs, social norms/beliefs, and control beliefs. The gamebook's interactive nature and use of realistic scenarios helped the children to reflect on their own thoughts and behaviours and develop metacognitive strategies.

Jonathan was positive about this outcome, noting that *"the hope is that this research can become a series of lessons that can be used in school to encourage pro-environmental behaviours, before students start learning about climate change in Years 5 and 6"*. Further, because the resources are digital and open access, they can be tailored for use in different languages and educational settings, thereby reaching a more diverse audience.

Engaging children's voices

Jonathan emphasized the importance of taking a partnership approach when working with schools to conduct research that includes the collection of data surrounding children and their perspectives.

However, the data collection process was not without its challenges. The process was disrupted by the Covid-19 pandemic, which prevented the research team from speaking directly with the children, which may have provided deeper insight into their thoughts and behaviours. The total number of schools initially involved in the project was six, but unfortunately, due to pandemic pressures, some could not commit their valuable time to fully engage with the data collection process.

Despite these challenges, Jonathan stressed the importance of engaging children's voices in research as a means by which to gain a clearer view of their perspectives and experiences, noting that *"direct engagement with children can be vital to gaining a deeper understanding of their thoughts and behaviours"*.

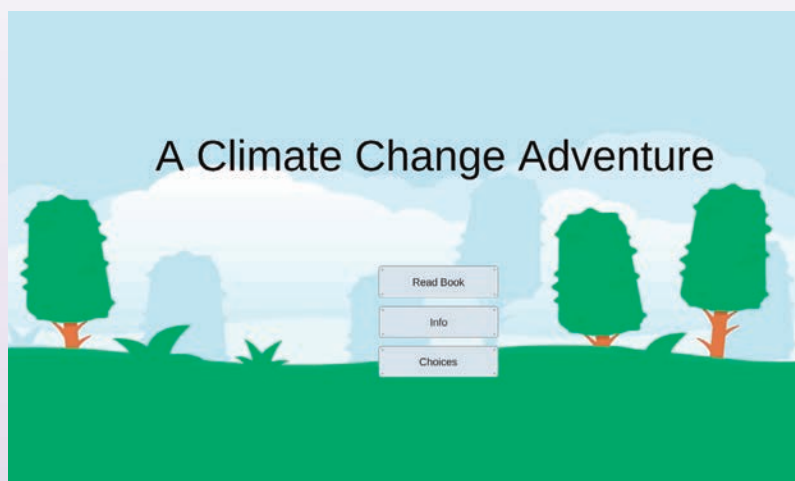
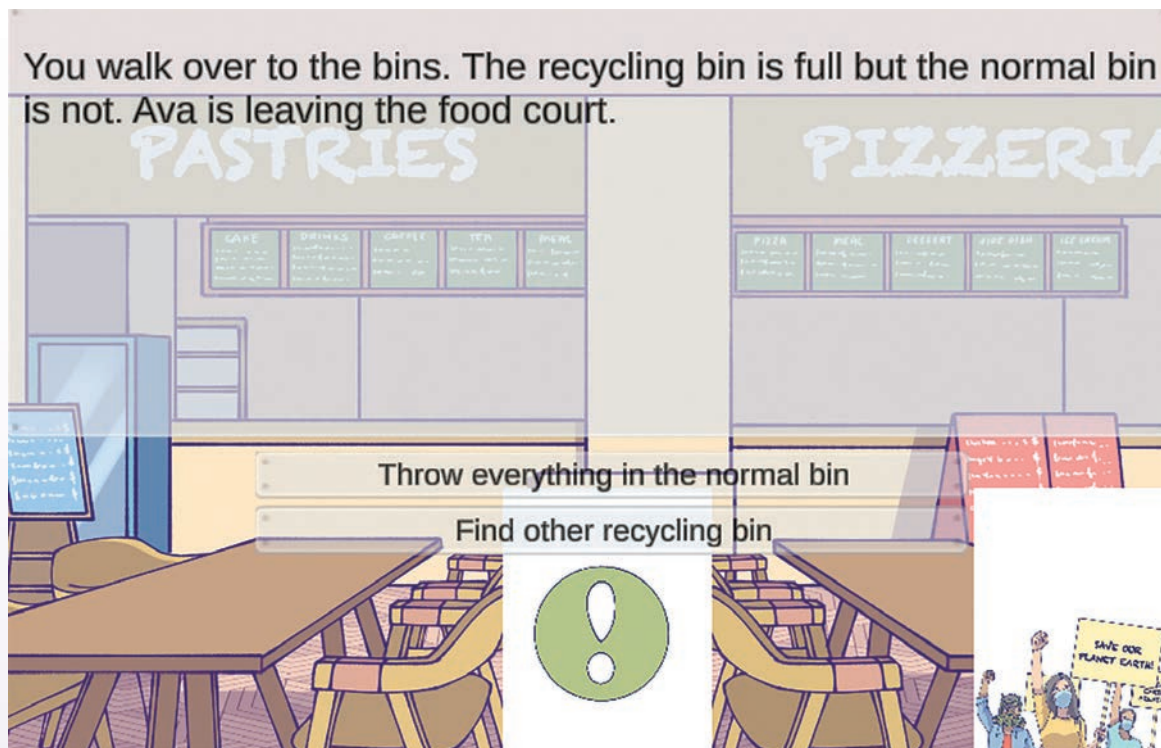
Where next?

Moving forward, Jonathan is focused on improving the educational resources developed, based on teacher feedback and lessons learnt, with the aim of ensuring that the gamebook-based lessons are as effective as possible for teaching children about environmental issues. This includes an ongoing systematic review of gamebooks in education, which will provide guidance on best practice in gamebook-use in schools. The results of this review will be incorporated into a redesign of "A Climate Change Adventure," ensuring that the new gamebook is representative of the children's lived experiences and current environmental beliefs, followed by larger scale evaluations throughout the UK.

Eventually, the educational materials will be made available online, including the gamebook code, thereby allowing other educators the opportunity to use the gamebook, adapting the narrative to the different contexts found in their classrooms.

More information and a demo of the gamebook can be found [here](#).

This project was funded by the British Academy.



Still images from the gamebook in development phase.

Dr Jonathan Halls

The onebillion initiative: transforming education through tablet-based learning

Background

In 2023, child innumeracy and illiteracy remain a very real problem across the globe. According to UNICEF, many children are not equipped with the foundational reading and numeracy skills that would prepare them for the world beyond school and grant them the ability to secure a better future for themselves.

The Covid-19 pandemic has further exacerbated this issue. Disruption to education has meant that millions of children have missed out on the academic learning they would have acquired if they had been in the classroom, with younger and more marginalized children typically facing the greatest loss in learning.

In response to this crisis, many organizations and governments are exploring the use of tablet-based learning models to empower learners to build skills and knowledge through the use of technology, by providing children with flexible access to learning.

About the research

Since 2013, in partnership with EdTech not-for-profit, *onebillion*, Professor Nicola Pitchford has been working to evaluate the use of tablet-based interventions aimed at providing children with access to quality education. Designed to be largely self-directive and requiring minimal teacher intervention, the *onebillion* onecourse app has been implemented in schools in several different countries and is set to be scaled nationally in Malawi, where it has already seen use in over 150 schools.

Nicola has found that the app is highly effective in supporting the development of basic numeracy and literacy skills. In Malawi, the apps usage over eight consecutive weeks saw educational improvement amongst its users that would normally take 12 months. Additionally, girls have been found to progress in their learning, through use of the app, at the same rate as boys, thereby preventing the emergence of a gendered learning gap, which typically disadvantages women.

To ensure organizations implement the technology as intended, Nicola has worked with Imagine Worldwide to develop a set of tools, that can be disseminated amongst educators and provide children with the best chance to learn with the app. Funding has also been provided by the University of Nottingham to produce an accessible policy tool kit, to demonstrate how the technology will work in schools and in the community, and to help educational authorities to make informed policy decisions.

The project has gained international attention and was recently the co-winner of a 10-million dollar award from the global learning XPRIZE competition, which aimed to find innovative solutions for improving literacy and numeracy among children in developing countries.

The XPRIZE foundation conducted a study to assess the learning gains of children using several educational apps in Tanzania. They baseline assessed the children's numeracy and literacy levels, and endline assessed them after using their assigned apps. The villages that had access to the *onebillion* app (and the competitions co-winner) demonstrated the greatest improvements in learning overall.

An ESRC-funded PhD student is currently working with the XPRIZE Foundation to identify common features among the most effective apps to better understand what makes an effective learning program. She also conducted interviews with educators and community members on the ground to understand the contextual factors that supported the success of the program. One key factor that emerged from this research was the importance of community support for autonomous learning. In the villages where the app was used, local community members rallied to create ad-hoc learning environments, where children could learn with the app.



Children in Nottingham using the technology.

A Nottingham-based approach

In the United Kingdom, the *onebillion* app has also seen usage in over 80 schools, as a means by which to address the ongoing attainment gap. The implementation of the app in Nottingham schools has been led by Marc Faulder, an Apple Distinguished Educator and Early Years Specialist. Faulder has noted that the app has been well-received by teachers and students alike, and that it has been effective in supporting the development of basic numeracy and literacy skills in children who were struggling to learn. The app has been particularly beneficial in helping children who have English as a second language, as it includes interactive activities that are easy to understand and engage with.

In assessing the impact of the app in Nottingham schools, Marc has worked closely with Laura Outhwaite, whilst conducting her PhD at the University of Nottingham, supervised by Professor Pitchford. Together, they have conducted a series of ESRC-funded studies with schools in Nottingham, which led to the Education Endowment Foundation running an efficacy trial of the app,

evaluated by Oxford University. Despite the challenges of engaging schools in the research process, made even more complex during the COVID-19 pandemic, Nicola and the research team have been successful in working in partnership with local education practitioners, granting them crucial access to the young research cohorts required for this project. Nicola notes that this kind of partnership approach was key to the success of the work conducted in Nottingham, with Marc initiating contact and building a mutually beneficial relationship with schools.

Engaging children's voices

Engaging children's voices in the design and implementation of educational technology is crucial for the success of any program and the *onebillion* app is an excellent example of this. Indeed, Nicola's research and observation of children using the app, alongside feedback from teacher and parents, has fed continuously into the app's design, ensuring that it is engaging and effective for children and addresses their individual learning needs.

These incremental changes to design, inspired by observation and research, have allowed for adjustments aimed specifically at supporting children with special educational needs. For example, Nicola recommended that the app's drag and drop function was modified to accommodate children with cerebral palsy who often do not have the requisite motor control to drag with precision.

onebillion's responsive design to app development has also resulted in its successful implementation in multicultural contexts, notably with (English as an Additional Language) EAL students, aged 4-5 years old. The app offers children the option of learning in their native language or in English and allows them to switch between the two during each learning session. Nicola emphasises the importance of this interactive design, noting that *"the software enables this kind of support, which is crucial for children who are learning a new language"*.

On a more immediate level, the interactive app gives each child instant feedback, praising good work and allowing children to progress at their own pace, rather than being held back by their peers or being put under pressure to perform. The app can be used to support 'catch-up' for children who have fallen behind in numeracy and literacy development and can be used either in school or at home, so could provide a useful tool to bridge the attainment gap that has been exacerbated by Covid-19.

Professor Nicola Pitchford

Understanding young children's perspectives on and experiences of Covid-19 in China and England

Background

The Covid-19 pandemic has had a significant impact on children across the world. Their routines were significantly altered and the activities that they were permitted to undertake shifted on a frequent basis. With little support, parents and caregivers were often left to explain the pandemic in a way that their children could understand; a difficult task given that this was often the first pandemic experience of both parent and child.

The impact of the pandemic also varied by the country and the measures that were imposed by respective governments. For example, in China, there was a national lockdown in February 2020 during the Chinese Spring Festival and winter holidays. Students returned to schools in mid/late March 2020, but there was a second lockdown in limited regions. In England, a national lockdown was implemented in March 2020, and schools reopened in June beginning with nursery classes, reception, Year 1, and Year 6. A second lockdown was imposed in January 2021 for most pupils, but early years settings remained open, and schools reopened completely in March 2021.

In the years following the pandemic, there is still a sense that we do not yet fully understand how children, across a wide range of countries and geographies, have perceived, understood, and processed their experiences throughout the pandemic period.

About the research

Dr Yuwei Xu's research focuses on early childhood, education, and gender. Recognising the gap in understanding on how children actively interact with the Covid-19 pandemic, Yuwei initiated a project to examine and compare the pandemic experiences of children in both England and China, in collaboration with Zhejiang University.

This ongoing project began in 2020, during a period when it was not possible to conduct in-person research. Seeking a creative and effective solution, the research team engaged with parents as co-researchers, allowing them to collect the necessary data. The team produced a handbook that was disseminated amongst these parents, who were asked to have their children take photos or draw pictures of what they felt was relevant to the pandemic in their surroundings, and then have a conversation with the child about these images.

The project included the participation of 11 children from China and 13 children from England, between the ages of four and eleven. Despite being offered the option to take photos of their surroundings, each of the children opted to draw pictures instead, producing one picture related to the coronavirus and one depicting their experiences during the lockdowns imposed in their countries in 2020/1.

Serving as a clear demonstration of child agency amid the pandemic, the findings of this study revealed that all of the children actively interacted with the questions posed to them, each with their own unique perspectives and ideas. The comparative aspect of the study, between China and England, also allowed for an examination of how the children's participation was linked to the broader social, cultural, and political contexts of each country.

For example, throughout the pandemic, the Chinese government actively promoted the idea that the virus was a "bad guy" and that as a society, China could overcome it. Many of the children subsequently drew the virus as a monster, attaching slogans to their pictures such as "we will be able to beat them." In contrast, in England, messaging from the government was focused more on staying safe and consequently, many of the children's drawings centered around ideas of safety.

The research also highlighted commonalities in the experiences of the children in both countries, particularly in terms of social relationships. Many of the children made reference to an increased participation of their fathers in daily life, something that was of particularly value for some of the Chinese children, as traditional gender roles in China often position fathers outside of the home, leaving mothers to act as domestic caretakers. Additionally, both Chinese and English children cited difficulties in meeting family and friends due to restrictions imposed by the pandemic.

The research team also found that many parents had appreciated the opportunity to discuss Covid-19 with their children and were often surprised by the responses given by their child to questions about the pandemic. According to Yuwei, "*many parents thought of their children as being vulnerable and they were worried about their mental health as a result of Covid-19*". By engaging with the research activities, many parents were able to realise and acknowledge how capably their children were dealing with these challenges, alleviating some of their concerns.



Engaging children's voices

Engaging children's voices is crucial in understanding their perspectives and experiences on important social issues such as the Covid-19 pandemic. In this instance, the research team employed a methodology that placed children at the centre of their research, actively viewing them as independent individuals, and collected data from parents and other stakeholders to better understand the context in which their child participants were situated.

One of the key features of the research project was the use of a methodological philosophy that focused on how different stakeholders give meaning to a particular issue in a particular way, rather than comparing the perspectives of children and adults. This approach was selected as much of the previous research in this field had primarily focused on the effects of the pandemic on children's mental health, viewing them as passive recipients of the impact.

The study also provided a focus on younger children, as there is already a body of research conducted on the experiences of adolescents. The team wanted to highlight the voices of younger children who often feel unable to offer perspectives on the social issues that impact them directly. This approach allowed the team to gain valuable insights into the perspectives and experiences of children who may not typically be heard in discussions about issues surrounding policy implementation and outcomes.



Images created by young people involved in the study.

Where next?

One of the key challenges faced by the research team, through the undertaking of this project, was the lack of representation of children from lower-economic backgrounds. To address this, the team has proposed another project that focuses on interviewing parents from lower-economic backgrounds to understand their reluctance to engage in educational research. The team also plans to collaborate with other organisations and institutions that work with children from marginalized communities to ensure that the voices of these children are heard and represented in future research.

Throughout the duration of this project, Yuwei worked alongside a dedicated research team, including Dr Junqing Zhai (Zhejiang University, China), Dr Jie Gao (University College London, UK), Dr Kate Hoskins (Brunel University London, UK), Thu Thu (University College London, UK).

Dr Yuwei Xu

Our featured experts



Joanna McIntyre

Joanna McIntyre is a Professor of Education, Faculty of Social Sciences at the University of Nottingham. She is an educational researcher and teacher educator with a background as a teacher in schools.

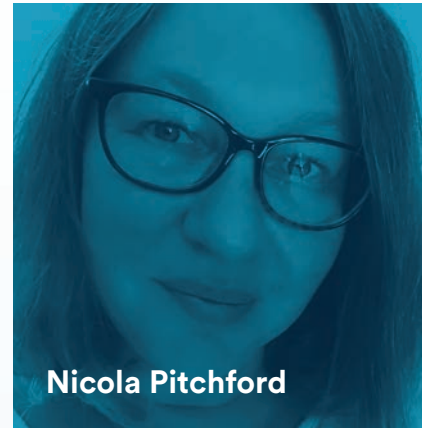
Jo has worked on a range of funded research projects in the fields of teacher education and refugee education and is particularly interested in how, through the field of Education, we can understand and improve the lives of those who are marginalised or disadvantaged by society. She works on research projects which look at the barriers and opportunities schools face when working to support refugee children. This has included work with teacher educators in different international contexts to consider issues of global migration and initial teacher education.



Jonathan Halls

Jonathan Halls is a British Academy Postdoctoral Fellow at the Learning Sciences Research Institute, Faculty of Social Sciences at the University of Nottingham. He is an educational researcher with a background in Early Years teaching.

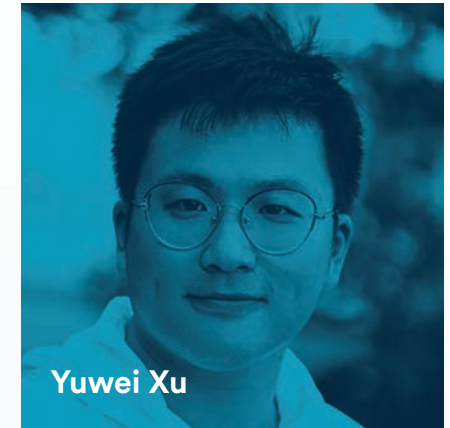
Through his work, Jonathan has investigated how group discussion about the nature of scientific explanations can challenge young children's preconceptions about science education and teleology. He has also worked on a number of projects related to assessment in higher education, programme level assessment design in engineering and evaluating the impact of peer assessment on student's self-efficacy.



Nicola Pitchford

Nicola Pitchford is a Professor of Psychology, Faculty of Science at the University of Nottingham. Her research investigates how the cognitive processes that underpin scholastic progression develop over childhood.

Through her research, Nicola has worked with specialist populations of children with acquired neurological disorders. Her clinical research centres on discovering how stroke, preterm birth, and brain tumour impact on scholastic and neuronal development and wellbeing. Nicola has collaborated with academics from academics and practitioners from a diverse range of fields to ensure that her research secures maximum benefits for key users and stakeholders.



Yuwei Xu

Yuwei Xu is an Assistant Professor in Education and Teacher Development, Faculty of Social Sciences at the University of Nottingham. He is a sociologist of (early) childhood, education, and gender.

Yuwei has worked on a range of funded research projects, investigating topics such as gender and men in early childhood education, LGBT teachers, child agency, child-centred diversity and quality education, parenting, and women in STEM. His research is cross-cultural and comparative, having conducted projects in contexts such as the UK, China, Europe, Australia, and South Africa in collaboration with international researchers.

Our subject experts

Ada Hui

Assistant Professor in Mental Health – School of Health Sciences

Alan Smyth

Professor of Child Health – School of Medicine

Andrew Townsend

Professor of Education – School of Education

Anne Emerson

Associate Professor – School of Education

Aoife Nolan

Professor of International Human Rights Law & Co-Director of the Human Rights Law Centre – School of Law

Bruce Stafford

Professor Emeritus – School of Sociology and Social Policy

Catherine Williams

Assistant Professor – School of Sociology and Social Policy

Christine Hall

Professor Emeritus – School of Education

Colin Harrison

Professor Emeritus of Literacy Studies in Education – School of Education

Colin Heywood

Professor Emeritus of Modern French History – School of Humanities

Cris Glazebrook

Professor of Health Psychology – School of Medicine

David Gardner

Professor of Physiology – School of Veterinary Medicine and Science

Denise Kendrick

Professor of Primary Care Research – School of Medicine

Edward Sellman – Assistant Professor – School of Education

Eleanor Harrison – Clinical Trial Manager – School of Medicine

Elke Renner – Associate Professor – School of Economics

Emily Burdett – Assistant Professor – School of Psychology

Esther Bott – Lecturer in Psychology – School of Sociology and Social Policy

Gary Winship – Associate Professor – School of Education

Georgina Jackson – Professor of Cognitive Neuropsychology – School of Medicine

Helen Buckler – Assistant Professor in Psycholinguistics & Language Acquisition – School of English

Helen Lovatt – Professor of Classics – Department of Classics and Archaeology

Hywell Williams – Professor of Demato-Epidemiology & Co-Director of the Centre of Evidence Based Dermatology – School of Medicine

Jenny Elliot – Associate Professor – School of Education

Joanna Lockwood – Research Fellow – School of Medicine

Joseph Manning MBE – Associate Professor – School of Health Sciences

Joseph Stephen – Professor – School of Education

Juliet Thondhlana – Professor of International Education and Development – School of Education

Justine Schneider – Professor of Mental Health and Social Care – School of Sociology and Social Policy

Kapil Sayal – Professor of Child & Adolescent Psychiatry – School of Medicine

Katarina Schwarz – Associate Professor of Antislavery Law and Policy & Associate Director of the Rights Lab – School of Law

Kate Morris – CCG Pharmacist Teacher Practitioner – School of Pharmacy

Kerryn Dixon – Associate Professor – School of Education

Kevin Browne – Professor of Forensic and Family Psychology & Director of Centre for Forensic and Family Psychology – School of Medicine

Laura Nellums – Associate Professor in Global Health – School of Medicine

Liam Maloy – Senior Research Fellow – School of Education

Lorraine Pinnington – Associate Professor in Rehabilitation Medicine – School of Medicine

Lucy Cragg – Associate Professor – School of Psychology

Lucy Jones – Associate Professor in Sociolinguistics – School of English

Madeline Groom – Associate Professor – School of Medicine

Maeve Doggett – Assistant Professor in Law – School of Law

Natalie Hodgson – Assistant Professor in Law – School of Law

Nicholas Hatzis – Associate Professor in Law – School of Law

Nick Baron – Associate Professor in History – School of Humanities

Nicola Carr – Professor of Criminology – School of Sociology and Social Policy

Pat Thomson – Professor of Education – School of Education

Rachel Fyson – Professor of Social Work – School of Sociology and Social Policy

Ralph Sandland – Professor of Law and Difference – School of Law

Richard Grundy – Professor of Paediatric Neuro-oncology and Cancer Biology – School of Medicine

Roda Madziva – Associate Professor in Sociology – School of Sociology and Social Policy

Rosaria Franco – Assistant Professor in Modern History – School of Politics and International Relations

Sarah Bridges – Associate Professor – School of Economics

Shaaron Ainsworth – Professor of Learning Sciences – School of Education

Shihning Chou – Associate Professor of Forensic Psychology – School of Medicine

Siobhan Laird – Associate Professor in Social Work – School of Sociology and Social Policy

Stefanie Sullivan – Director of Initial Teacher Education – School of Education

Suchiyo Ito-Jaeger – Research Fellow – School of Health Sciences

Tara Webster-Deakin – Assistant Professor – School of Cultures, Languages and Area Studies

Vanessa Pupavac – Associate Professor – School of Politics and International Relations

Vicky Kemp – Principal Research Fellow – School of Law



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